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Engaging Pedagogical Strategies for Students in Teaching Sessions: A Suggestive Framework Blueprint

Sheela Bhargava*

ABSTRACT

This study aims at understanding main reasons of disengagement in teaching session from students' perspective. It further examines what pedagogical methods and preparations can contribute to higher student engagement in teaching session both from teachers' and students' perspectives. The study was conducted through interpretative phenomenological analysis to identify and analyze the experiences of the respondents. Primary data was obtained via semi-structured interviews of participants from Delhi NCR, India. The results are reflected in the form of superordinate themes that emerged through analyzing the responses of participants. Based on exploratory details, some of the themes related to students' disengagement were identified as insufficient interpersonal communication, lack of real-time application, dearth of empathy and dubious personal behaviour of teacher. The findings also define the Action Plan for teachers for enhancing student engagement in teaching session.

KEYWORDS: Student engagement/disengagement, Higher education, Pedagogical strategies, interpretative phenomenological analysis,

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INTRODUCTION

The notion of student engagement has gained new insights in higher education sector in last two decades. Student engagement is attracting more attention than student retention for research studies nowadays (Tight, 2019). Student engagement is a complex process that defines student experiences like what they do, feel and think while learning, it also focuses on how teachers can enhance these student experiences in instructional settings (Zepke, 2017). In modern times, student engagement has been built around the hopeful goal of enhancing all abilities of students to learn and become lifelong learners in a knowledge-based society. One of the most important issues currently being faced by higher education community is student engagement (Leach, 2016).

Engagement level is predicted on this belief that learning improves whenever students are interested, inquisitive and inspired. Learning may start to suffer whenever students are disaffected, dispassionate or in other words are 'disengaged'. Evidence from research by Hazel Christie & Nina Morris (2019) suggests that wider insights about student engagement depends on recognizing role of students' investment in learning process. Ongoing discussions about its complex nature have made it an enigma for researchers and educators to a certain degree (Kahn, 2014; Zepke, 2018). Ingrained belief pertaining to engagement is that learning experiences that are interesting and have substantive meaning to students eventually lead to superior academic achievement (Schlechty, 2004).

In comparison to their unmotivated and un-engaged peers, students that are motivated and engaged in learning are better behaved and tend to perform considerably greater academically (Fredricks *et al.*, 2004). Student engagement is influenced and impacted by many contextual factors, it does not evolve in vacuum, so it becomes imperative to consider these wider influences (Quin, 2017; Appleton *et al.*, 2008; Kahu, 2013). Students are more engaged when relevant and realistic content is provided and they are able to apply what they learn (Bolliger and Martin, 2020). Higher Education institutions are beginning to create more engaging experiences for students. These measures are based on the assumptions and ideas that student who are more engaged and contribute actively to their learning environments are more likely to repeat the same to an organizational work setting in the form of employee engagement and are more likely to succeed in their professions.

Frequently, educators imagine that using a specific technological tool or application shall lead to change in students' learning experiences and outcomes. However, it's not the technology that really matters, but the pedagogical approach how transactions, tasks and activities have been designed and incorporated by teacher to promote learning and engage students. As technology can both impede or hasten meaningful learning and student engagement, this technology-mediated learning environment should be properly investigated (Perini, 2016).

Around whole process of student engagement, role of teacher is at center-stage. It is the teacher that has decide how to blend conventional pedagogical tools with technology-enabled learning tools to generate a more meaningful environment that promotes high engagement resulting in improved learning and retention. Teachers are not considered as 'lone riders' now but are deemed as multi-talented professionals that work in collaborative networks (Martin *et.al.*, 2018).

So far, interrelationship between student engagement and role of teacher in deciding the use of blended teaching methods from teachers' perspective has been relatively unexplored. This research was carried out to understand the crucial reasons for student disengagement in teaching sessions from students' perspectives. Additionally, it discusses the pedagogical methods contributing towards motivating and engaging students as well as certain measures are recommended for boosting student engagement from both teachers' and students' perspectives. The context of study were teachers teaching Management and Information Technology (IT) courses in higher education institutions in New Delhi, India.

The study focuses on following three research questions:

RQ1. From students' perspective, what are the main reasons of disengagement in teaching session?

RQ2. From teachers' perspective, what pedagogical methods and preparations can contribute to higher student engagement in teaching session?

RQ3. From students’ perspective, what pedagogical methods and preparations can contribute to their higher engagement in teaching session?

LITERATURE REVIEW

Student Engagement

For last seven decades, interest in student engagement has been on continuous rise (Axelson & Flick, 2011; Kuh, 2009). Since then, student engagement studies have progressed considerably, significant contribution was of Astin’s (1984) formative work regarding impact of the quality and quantity of students’ effort on learning. Subsequently more research discussed individual dispositions and environmental conditions that contribute towards student engagement (Martin *et al.*, 2017; Bakker *et al.*, 2015; Pellas, 2014; Gilboy *et al.*, 2015). Student engagement is a broad phenomenon, and its definitions are ingrained in psychological, cultural and social perspectives (Fredricks *et al.*, 2004; Wimpenny & Savin-Baden, 2013; Zepke & Leach, 2010). In any teaching session, student engagement is the dynamic process that involves students’ motivation and personal acts of attention including their interactions with peers and teachers (Lawson and Lawson, 2013). Numerous student engagement models portray engagement as psycho-social complex process. These models have established the engagement process into three areas (Lam *et al.*, 2012; Kahu, 2013) as given in Table I.

Table I: Student Engagement Variables and their examples

| | |
|---|--|
| Factors influencing student engagement | Curriculum, technological tools & pedagogical methods and institutional culture |
| Main Indicators of student engagement | Meaningful processing of information, interest in learning, interactions taking place with instructors and peers |
| Expected Outcomes of student engagement | Superior academic achievement, personal growth and retention |

Engagement is the energy and efforts employed by students amongst their learning community and it can be observed through cognitive, behavioral or affective indicators across a continuum (Fredricks et al. 2004; Reschly and Christenson, 2012); Wang & Holcombe 2010). It is also considered as a meta-construct that comprises of four components, namely behavioral, emotional, cognitive and agentic engagement (Fredricks and McColskey, 2012; Reeve, 2012) (please see Table II).

Table II: Facets of Student Engagement

| Facets of Student Engagement | Meaning |
|------------------------------|--|
| Behavioral Engagement | It includes the idea of student involvement and participation in various academic activities. It is suggested that to be behaviorally engaged, a student have to comply with norms of teaching session and refrain from disruptive behavior. |
| Emotional Engagement | It encompasses the positive and negative reactions of students with their teaching session mates and teachers. It is also related to the feeling of belongingness and importance associated with institution by the student. |
| Cognitive Engagement | It is reflected with the extent of investment done by student in learning. Here, investment indicates the exertion of efforts put in for solving complex academic problems and skill development. |
| Agentic Engagement | It refers to the constructive contribution done by student in terms of taking initiatives that contribute towards learning and teaching. Students are considered as an active agent in the learning process, |

Influence of Student Engagement in Meaningful Learning

Engagement can be expressed as how actively a student is involved in a learning activity (Christenson *et al.*, 2012). Students become builders of their own learning environments through increasing their engagement in teaching-learning process and they receive greater support from teachers (Matos *et al.*, 2018). Authentic learning and personal development outcomes can be positively impacted by student engagement (Carini *et al.*, 2006). Many research have specified that highly engaged students depict better grade point averages (GPAs), higher graduation rates, higher levels of educational satisfaction, better retention and persistence (Kuh *et al.*, 2005, Astin and Sax, 1998).

Teacher as Agent

In higher education, predominantly learning is not expected to be limited to simply acquiring new information and processes. Thus, the teaching process should emphasize on developing students' capability to think about their subject from multiple qualitative ways, so transmissive teaching that promotes rote learning would not be adequate for developing critical thinking and intellectual skills essential for students. The explicit method which a teacher chooses to employ a specific pedagogical method or technological tool will depend on the distinct contextual circumstances, for example, the type of learning activity and expected learning outcomes etc. Therefore, the wisdom of teacher is very crucial in deciding the right blend of conventional pedagogy and technological tools.

METHOD

The research approach employed for the study was interpretative phenomenological analysis (IPA) technique. IPA is a qualitative research approach applied in exploring and understanding the lived experiences of a particular phenomenon (Saini and Chaudhary, 2019; Eatough and Smith, 2008; Smith, 2004; Pringle *et al.*, 2011). This methodology involves detailed assessment of life of participants, their experiences pertaining to a specific phenomenon, how they derive meaning attached to the experiences (Smith, 2004). IPA studies attempt to reveal not only shared experiences, but they also focus on disclosing differences in experiences. This helps researchers in attaining in-depth insights and gives unambiguous knowledge of participants' perceptions and understandings associated to a specific group, in that way it

does not generate a generalized theory related to whole population (Pietkiewicz and Smith, 2014).

Participants

For the study, participants were from Delhi and National Capital Region (NCR) in India. For any qualitative research, the identification of participants is very crucial. It is mostly done by selecting people and place as per a specific criterion. Only those are selected who can assist in better knowledge regarding the central phenomenon (Creswell, 2013). In IPA studies, generally purposive sampling method is used for selection of research participants. The small sample size which is broadly homogenous in nature can provide adequate perspective in a given context (VanScoy and Evenstad, 2015). Small sample sizes ranging from 1 to 15 or more are mostly undertaken in IPA studies (Smith and Osborn, 2008). Additionally, size of participants can be between 2 and 25 in a phenomenological research, (Chaudhary *et al.*, 2019; Creswell, 2012). To this end, 11 teachers teaching in Higher Education Institutions (HEI) and 16 students pursuing Post Graduate Diploma in Management (PGDM) courses (all were in second year of post- graduation) in HEIs located in Delhi and NCR were selected for study. Out of the 11 teachers, seven were females and four were males. Out of 16 students, eight were males and eight were females (Table- III). Main reason for collecting data from two different categories of participants, i.e., teacher and student was to understand the issue of student engagement from both their perspectives. This would help in a more in-depth understanding of research problem.

Table III: Profile of Participants

| Participant | Gender | Age (in years) | Area of specialization |
|-------------|--------|-------------------|------------------------|
| Teacher 1 | Female | 34 | Marketing |
| Teacher 2 | Female | 42 | Economics |
| Teacher 3 | Female | 37 | Human Resources |
| Teacher 4 | Female | 38 | Human Resources |
| Teacher 5 | Female | 50 | Operations Research |
| Teacher 6 | Female | 33 | International Business |

| | | | |
|------------|--------|----|---------------------------------------|
| Teacher 7 | Female | 46 | Finance |
| Teacher 8 | Male | 44 | Business Analytics |
| Teacher 9 | Male | 45 | Logistics and Supply-chain Management |
| Teacher 10 | Male | 54 | Information Technology |
| Teacher 11 | Male | 36 | Information Technology |
| Student 1 | Female | 22 | Marketing |
| Student 2 | Female | 22 | Marketing |
| aStudent 3 | Female | 23 | Marketing |
| Student 4 | Female | 22 | Finance |
| Student 5 | Female | 25 | Finance |
| Student 6 | Female | 22 | Finance |
| Student 7 | Female | 22 | International Business |
| Student 8 | Female | 23 | Business Analytics |
| Student 9 | Male | 22 | Business Analytics |
| Student 10 | Male | 22 | Operations Management |
| Student 11 | Male | 24 | Operations Management |
| Student 12 | Male | 25 | Operations Management |
| Student 13 | Male | 23 | Human Resource Management |
| Student 14 | Male | 22 | Human Resource Management |
| Student 15 | Male | 25 | Information Technology |
| Student 16 | Male | 23 | Information Technology |

Out of the 11 teachers, seven were females and four were males. Out of 16 students, eight were males and eight were females (Table- III). Main reason for collecting data from two different categories of participants, i.e., teacher and student was to understand the issue of student engagement from both their perspectives. This would help in a more in-depth understanding of research problem.

DATA COLLECTION AND SAMPLE

In interpretative phenomenological analysis studies, data is mainly collected through semi-structured interviews (Smith *et al.*, 2009). Primary data was collected via semi-structured interviews of participants. Semi-structured interviews provided the researchers an opportunity to have an in-depth engagement with each participant as an individual case and in detailed examination of their differences and similarities, i.e., the divergences and convergences. Researchers undertook prior approvals from the respective Deans of various departments and then had sent requests for personal appointments to participants (both teachers and students). For data collection, an interview schedule having fifteen questions and their possible prompts was formed. The inputs of five senior faculty members as experts in the field were obtained to verify the reliability and validity of questions' checklist and suggested modifications were incorporated. Few questions were like, what are possible reasons of student disengagement, how to enhance student engagement and role of team interventions in improving engagement etc. For each participant, two interviews consisting of 30 and 60 minutes were organized with each participant. More than one interview gave participants the opportunity to reflect on questions over time which sometimes resulted in additional insights. As IPA is committed to in-depth analysis of cases rather than jumping to generalizations (Smith, 2003), researchers could also occasionally recover missed chances to probe interesting responses from participants when they were initially first mentioned. Responses of all interviews were systematically recorded and further transcribed by researchers. For authentication, transcriptions were sent to participants later and they were further encouraged to contribute any additional reflections.

Non-probability purposive sampling methods was used for selecting the participants. As it has been stated in many previous researches that in qualitative research, typically purposive sampling is used to select and identify the information-rich cases (Patton, 2002; Etikan *et al.*, 2016). However, in this study, maximum variation sampling was intentionally planned, according to it, samples of individuals or cases that differ in a feature or trait should be selected (Creswell, 2003). So, an effort was made to select those HEI teachers and students that have different specialization areas as background. For protecting anonymity of participants, their actual names are not mentioned. Reason for selecting both student and

teacher as sampling unit was that both these categories of individuals have profound effect on student engagement.

DATA ANALYSIS

Thematic analysis method was followed for analysing collected data by coding the theoretical concepts that appeared repeatedly, thereby avoiding difficulty of circularity (Dana and Dumez, 2015). In this process, participants' answers were thoroughly read and analysed for identifying key themes that gave profound insights into each participant's viewpoint on student engagement. Further, these notes were transcribed in a meaningful way to find out the exploratory themes arising out of data and subsequently the central themes that evolved constantly through the analysis of interview transcripts. This process of data analysis is a significant and flexible method which helps researcher in achieving intricate descriptive results (Holloway and Todres, 2003). Per theme, excerpts obtained from three to four participants are appropriate for any sample size that is greater than eight (Smith, 2011). Under the detailed multi-stage data analysis process, focus was on analyzing a single participant's data at a time and then moving from the descriptive analysis to interpretive analysis through initially capturing participants' initial thought, in that way generating tentative themes. To ensure accuracy, the researchers also listened to recording of interviews and matched the same with the transcript, the emerging empirical comments were written in a column of the coding sheet. The process proceeded from tabulating generic exploratory comments of participants to emergent themes and further to superordinate themes for every participant. The same process was repeated for each participant. The process proceeded from tabulating generic exploratory comments of participants to emergent themes and further to superordinate themes for every participant. The same process was repeated for each participant.

RESEARCH FINDINGS

The emergent themes rising out of exploratory comments from data analysis were clustered in four super-ordinate themes. The superordinate themes are:

- reasons for student disengagement
- pre-session preparation by teachers
- in-teaching session activities by teachers

- post-session preparation by teachers

These four superordinate themes give a descriptive and vivid account of the participant's subjective experience related to engagement in teaching-learning.

Reasons of students' disengagement

The 'reasons of student disengagement' superordinate theme relates to the student participants' views related to their past self while they were attending teaching sessions conducted by teachers. It demonstrates their insight into why they are less or not interested in a teaching session due to which it leads to their inability to fully grasp the subject contents. Some sample responses are discussed below:

Sample-1

'The teacher was teaching in such a boring manner that it was making me sleep, I tried not to dodge off, but everything was so general that I decided to switch off my mind. But when I was preparing for the subject quiz test, I really hated myself for not listening in teaching session. I could not understand the chapters at all.' (Student Participant 1) Student participant 1 here acknowledges why he was not attentive in teaching session even if he understood the detrimental effect of his actions later.

Sample-2

'I am a bit more talkative and probably more sociable. I can talk to any girl or boy, but here my teacher's now is speaking on and on without bothering whether we are understanding or not. Feel if they talked to us, we would understand without any problems and stuff so. It may have helped me to think also.' (Student Participant 4) Student Participant 4's response shows how interactions between teacher and student might have played a greater role in comprehending and understanding the subject content by student. Based on further analysis, it can be extrapolated that there are many reasons for students to be inattentive and disengaged in teaching session. After transcribing responses of teachers and students, the reasons for students' disengagement were realized and are categorized as sub-themes (Table IV).

Table IV: Superordinate Sub-themes related to Students' Disengagement

| Superordinate themes | Sub-Exploratory Details |
|---|--|
| Insufficient interpersonal communication | <ul style="list-style-type: none"> ▪ When there is very less or no interaction between teacher and students while teaching. ▪ When teachers speak at a fast pace, students are not able to understand the content due to which they become disengaged. ▪ When only lecture mode of teaching is used with least interaction with students. |
| Lack of real-time application | <ul style="list-style-type: none"> ▪ When teachers don't use examples (real-time or may be hypothetical) for explaining any topic. ▪ Cannot relate with examples given by teachers. |
| Instructor's monotonous teaching style | <ul style="list-style-type: none"> ▪ When teachers only read the text written on PPTs (Power Point Slides) for teaching a topic and speak in a monotonous tone. ▪ Teaching style and content is not interesting. ▪ When teacher uses the same examples repeatedly in their lectures. ▪ When teachers snub students for asking questions, they become passive listeners which gradually leads to boredom. |
| Unable to reduce complexity | <ul style="list-style-type: none"> ▪ Content is difficult to understand as it is explained in complex way (not easy way). ▪ When teacher spend more time in discussing topics that are totally unrelated to the subject. |

| | |
|---|--|
| <p>Dearth of empathy</p> | <ul style="list-style-type: none"> ▪ When teacher is generally very critical about students' responses and behaviour. ▪ When teachers are too strict and they are not ready to listen to anything indirectly related to the subject. ▪ When teacher does not listen to the professional/personal problems cited by students. ▪ |
| <p>Dubious personal behaviour of Teacher</p> | <ul style="list-style-type: none"> ▪ When teacher gets angry very frequently in teaching session. ▪ When teachers frequently use their mobile phones for non- academic purposes in teaching session. ▪ When teachers are partial towards few students in teaching session. |
| <p>Impassive attitude</p> | <ul style="list-style-type: none"> ▪ When teacher is not bothered about student attendance in teaching session. ▪ When teachers speak in very low volume. ▪ |
| <p>Tolerating indiscipline</p> | <ul style="list-style-type: none"> ▪ Distraction due to mobile phones. When teachers do not emphasize about non-usage of mobile phones by students in teaching session, the students keep their mobiles in front of them and frequently look into them to be aware about incoming calls and messages leading to lack of concentration towards teaching topic. |

Many factors can influence how engaged students are in teaching session such as how discussion flows are managed, an instructor’s teaching style, or contents related to the day’s chosen course materials. But importantly, students’ effective engagement requires that teachers should actively seek to create that type of conditions that foster participating reactions. *Suggestions for encouraging Teachers to Improve Student Engagement* For questions regarding what factors and pedagogical tools can heighten student engagement in teaching sessions, participants’ opinions indicated that numerous activities need to be conducted by teachers before undertaking a teaching session, during the sessions and after completion (post- sessions) also. This evidently signifies that student engagement can be augmented through effective planning regarding which activities should be conducted prior to the teaching session, in- teaching session activities and post-session activities. The findings based on analysis of participants’ transcripts are presented in the form of a matrix in Table-V. This matrix can be used as a template to formulate an action plan for enhancing student engagement during teaching sessions.

Table -V: Action Plan for Enhancing Student Engagement in Teaching Session

| Superordinate Themes | Suggestive Actions based on Exploratory Comments | | |
|---|--|---|---|
| | Conduct Regularly/Frequently | Conduct Sometimes | Avoid/Never |
| Activities to be Conducted by Teacher | | | |
| Pre-Session Preparation for enhancing Student Engagement | <ul style="list-style-type: none"> ■ Prepare the session thoroughly and make deliberate efforts for making the session interesting by pre-deciding the pedagogical tools to | <ul style="list-style-type: none"> ■ Some general advice to all students for personal and professional development. ■ Personal advice for professional development of | <ul style="list-style-type: none"> ■ Go unprepared in teaching session for conducting a session. |

| | | | |
|--|--|---|--|
| | <p>be used for it.</p> <ul style="list-style-type: none"> ■ Update yourself (teacher) with latest news and trends for correlating with teaching content. ■ Look for and collect some real-life examples related to the topic to be taught in teaching session. | <p>student can also be given by the teacher.</p> | |
| | <ul style="list-style-type: none"> ■ Try to address students by their name (memorize their names in initial few sessions). | <ul style="list-style-type: none"> ■ Sometimes ask students which activity (list some activities to choose from) they | <ul style="list-style-type: none"> • Make fun of the answer given by a student. |
| <p>In-Teaching session Activities for enhancing Student Engagement</p> | <ul style="list-style-type: none"> ■ Correlate subject topics to some kind of news prevalent during current time period. ■ Inculcate active listening by using relevant real-life examples to which students can connect easily. ■ Acknowledge the | <p>would prefer to carry out in teaching session for understanding a topic.</p> <ul style="list-style-type: none"> ■ Make use of group activity for explaining a topic, this may help in experiential learning also. ■ Use a story to elaborate and explain | <ul style="list-style-type: none"> • Ridicule a student. • Make personal remarks to students. • Criticize their family background. • Become too lenient due to which indiscipline may prevail in |

| | | | |
|--|---|--|--------------------------|
| | <p>responses given by any student without being judgmental about it.</p> <ul style="list-style-type: none"> ■ At the end of the session, ask some students to briefly describe the main points learnt in the session. ■ Provide timely and effective feedback. ■ Be energetic and maintain enthusiasm (it is contagious, it may spread amongst the students and make the teaching session more vibrant). ■ Tell few students to re-cap the main points related to the previous session (so that if any student was absent, he/she may easily catch up & be more attentive). | <p>a topic.</p> <ul style="list-style-type: none"> ■ Use audio-video aids for attracting more student attention. ■ Assign group assignments/ projects for some topics. Make each student write their SWOC (Strength, Weaknesses, Opportunities & Challenges). ■ Ensure that each student writes an action plan for improving upon their strength areas, overcoming their weaknesses, imploring related opportunities and how to tackle the challenges pertaining to their personal & professional career. ■ Also emphasize that each student writes down their short-term goals (intend to achieve in next one | <p>teaching session.</p> |
|--|---|--|--------------------------|

| | | | |
|---|--|---|--|
| | | <p>year) and long-term goals (intend to achieve in next 3-5 years) on a piece of paper or on their electronic device and save the document for frequent future reference.</p> | |
| <p>Post-Session Activities for enhancing Student Engagement</p> | <ul style="list-style-type: none"> ■ Keep taking informal feedback from few students after the session. ■ Reflect and try to analyze whether the session could be made more interesting and effective. ■ Update yourself (faculty) with latest news and trends. | <ul style="list-style-type: none"> ■ Inquire about personal problem of student (if you find something unusual in their behaviour). | <ul style="list-style-type: none"> ■ Being partial to a/few students. ■ Back-biting about some student or peer or any other organizational member. |

SUGGESTIONS FOR ACADEMIC ADMINISTRATORS FOR ENCOURAGING TEACHERS TO IMPROVE STUDENT ENGAGEMENT

The answers of participants also stated various propositions for academic administrators such as the top management officials, director and other administrative staff members that can result in encouraging teachers to improve student engagement. The themes arising out of these are depicted in Table VI.

Table VI: Themes based on Suggestions for Academic Administrators for Encouraging Teachers to Improve Student Engagement

| Superordinate Themes | Exploratory Details |
|--|--|
| Faculty Development Programs | <ul style="list-style-type: none"> ▪ Organize faculty development programs and also provide opportunities for training teachers for focusing on student engagement. |
| Modelling High Engaging Teachers | <ul style="list-style-type: none"> ▪ Encourage teachers to attend few sessions conducted by teachers having high student engagement in teaching session. |
| Student Engagement Level as a criterion for Performance Appraisal | <ul style="list-style-type: none"> ▪ Make student engagement an inherent part of teachers’ performance appraisal and their improvement plan. |
| Student Engagement Surveys | <ul style="list-style-type: none"> ▪ Conduct student survey to assess each teacher’s student engagement level (for example-high, medium or low). |
| Encourage ‘Backward Design Method’ | <ul style="list-style-type: none"> ▪ Encourage ‘Backward Design Method’ for preparing for a teaching session. Backward design is an educational curriculum designing method by setting goals prior to choosing forms of assessment and instructional methods. |

CONCLUSION

Student engagement benefits not only students but is also crucial for higher education institutions and their stakeholders. The present study investigated the perspectives and

reflections of students and teachers in magnifying student engagement in HEIs. Important factors in engagement dynamics have been identified, based on findings from this research, appropriate technological interventions and pedagogical strategies can be designed. As teachers and institutions are putting many practical strategies in action, the scope of student engagement is likely to increase more in near future. It enables students with capability to acquire and practice essential skills to build successful future. Experts agree that student engagement leads to imparting knowledge better and promotes values of ownership amongst students. They further iterate that engagement during the teaching-learning process develops a superior sense of responsibility while contributing towards developing communication skills of students and enriching their professional skills as well. It fosters better relationships with other students and faculty also. As a result, it improves interpersonal relations in an educational setting thereby honing students' personality and skills that are vital for their professional development. The teachers should understand this fact that every single opportunity to engage students is unique in itself and it needs to be tailored accordingly. Nowadays, several institutions have adopted emerging technologies like student engagement portals and apps to improve engagement. These technological applications can help teachers and educational administrators in monitoring students' current performance, predict potential concerns, and prepare workable solutions for strategically advanced engagement of students.

LIMITATIONS OF PRESENT STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

The present qualitative research used only interviews as primary data source for study. Moreover, it followed a perpendicular approach instead of adopting a wider approach that could have included more categories of educational institutions. Therefore, the results cannot be generalized. However, in context of student engagement in HEI students, the research study presents valuable insights that may further contribute towards more extensive research on same topic. The factors identified in this study can be included in creating a scale of measurement for student engagement. The formation of such scale would be highly beneficial for stakeholders related to field of higher education in general. The particular impact of technological interventions on student engagement could also be examined in future.

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Personality as a Predictor of Usage of Wearable Fitness Trackers

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ABSTRACT

Personality types play a crucial role in determining the usage of wearable fitness trackers. People of different personality types respond contrariwise toward urge for using wearable fitness trackers, setting goals, monitoring their own physical activities and rejoicing accomplishment of set objectives by sharing the outcomes with friends and family members. This article provides an incisive view regarding the extent to which personality types might predict the usage patterns vis-à-vis wearable fitness trackers.

Keywords: personality types, wearable fitness trackers, youth, health and wellness, India

INTRODUCTION

Fitness is crucial for physical and psychological wellbeing of the people. It is at times strange to observe that despite being aware of the fact the physical inactivity is a major cause of ill-health throughout the industrialized countries; a sizeable population do not perform any type of exercise or physical activity. Furthermore, number of people involved in any sort of fitness program in India is abysmally low. Hence, the Indian Prime Minister Mr. Narendra Modi launched the ambitious Fit India Movement in the year 2019 to motivate the people to keep

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themselves fit and actively participate in physical activities as integral part of their daily routine. While a large population in India do not get much time to exercise, the researchers observed that the people generally prefer basic forms of exercise, where majority of them choose to do brisk walking (Prabhudev, 2019). The other forms of exercises like Yoga, Pilates, Cross-fits, Cardio, and Bodyweight are practised by relatively lesser percentage of people involved in any formal or informal exercise regimen (The Times of India, 2019).

Interestingly, the wearable fitness trackers have caught the imagination of the youth inclined towards physical activities. These wearables help them keep a tab on their physical activities in terms of setting goals, monitoring milestones and accomplishing the set objectives. Young people starting physical activities as a routine are often motivated by the wearable fitness trackers to continue their regimen. Faster adoption of wearbale fitness trackers in India has provided a unique opportunity to the developers of wearables to enter into the ever-growing Indian market. India has now emerged to be the third-largest market for wearables in the world, ranking just behind China and the US. The wearable market in India grew to 123.6% in the year 2019 as compared to 2018 (Business Today 2019). CAGR has projected the growth of global business tracker market to reach to \$62,128 million by the year 2023 (Allied Market Research, 2018) while in India this wearable segment is expected to rise up to \$65.4 million by the year 2024 (Statista, 2021). These wearables are not just restricted to athletes but have extended to every individual who is interested in good health and fitness.

In India, prices of the wearable fitness trackers range from INR 1000 to INR 30,000. This gives a wide range of prices to the users to choose, based on their affordability and utility. These wearable fitness trackers provide a variety of features like heart rate monitoring, SpO₂, calorie, sleep, and also gives an in-depth data to its users. The devices can be synced with mobile and thus can provide trend analysis of data. These devises allow its users to connect their wearables to mobile or computer through wireless and thus facilitate sharing of data with their community. Availability of low-priced wearable fitness trackers has augmented their popularity and usage. However, despite the phenomenal growth of wearable fitness trackers in India market, it still remains intriguing to explore the personality types of the people who adopt and continue to use wearables to track their fitness and health. Technology acceptance model has shown that human beings adopt new technologies only when they

believe that the new technology would be of some use to them (Davis, 1989). It appears that Indians are finding some utility in the wearables which is reflected in the inorganic rise of this market over the years. However, not much research has been conducted to find out whether personality types have any role in determining the purchase and usage patterns of wearable fitness trackers.

RELATED WORK

B. F. Skinner in his operant conditioning theory of learning mentioned the concept of stimulus and response. Skinner elaborated that the behaviour is a function of its consequences. The fitness trackers, by allowing users to track and monitor their health and physical activities (consequences), encourages a positive action of repeat behaviour of continuing with efforts to increase steps, duration of physical activities etc. Scholars observed a significant enhancement in the number of daily steps, moderate and vigorous physical activities, and energy expenditure in the participants who used wearable fitness trackers (Brickwood et al., 2019). Other studies have also hinted at modest positive impact of wearables on the intensity of physical activities of users (Bort-Roig, 2014; Ridgers et al., 2016).

Although researches on influence of personality types on usage patterns of wearable fitness trackers is scant, differences in terms of people's choices vis-à-vis attitudes towards physical exercise and awareness about their health present a strong rationale for the inevitable linkage between the two. A research indicates that those scoring high on emotional stability, extraversion, openness, agreeableness and conscientiousness tend to be regular in their physical exercise (INVISION, 2007). Further, studies also reveal that self-motivated people have a higher probability of continuing with their exercise regimen and finally enter the state of flow (Ackerman, 2020).

Interestingly, personality has been observed to have a large impact on the usage of wearable fitness trackers. In a study it was observed that people scoring low in conscientiousness reported association with negative affect while using a wearable (Ryan et al., 2019). On the other hand, people with other personality types were observed to reflect negative affect when they were unable to use their device (Ryan et al., 2019). Leaving aside the other personality types, people with openness to experience and those scoring low on

conscientiousness showed high risk of negative psychological consequences of wearable usage (Ryan et al., 2019). Yet another research reveals that the people high on openness were observed to adopt wearables because of their high levels of curiosity; whereas those high on neuroticism were found averse to adopting the wearables in case they did not find any unique benefits from them. Extraverts, on the other hand, adopted wearables only if they felt it would lead them to increase their social affiliation (Rauschnabel et al., 2015).

The greatest benefit of these wearables is that they allow users not only to set goals but also to share their achievement with their community. It was observed that specific and measurable goals help individuals describe their acceptable level of performance. Furthermore, in another study, behavioural changes were observed when persuasion tools were used to achieve goals (Lin and Mann, 2012). Those scoring high on Openness and conscientiousness expressed significant relationships with persuasion technologies. These technologies were least desirable for the ones scoring high on agreeableness (Halko and Kientz, 2010). Thus, those with dominant openness or conscientiousness can be persuaded to achieve goals, even if it means stretching a little.

However, despite the immense benefits of wearables, it has been observed that people lose interest and then finally stop using these fitness trackers after six months (Dahl, 2015). This again is a matter of interest to find out why people quit using these wearables and is there any particular category of people who quit these wearables? This could be either because people of some category of personality do not find utility of the wearables. People who exhibited agreeableness type of personality were observed to have a higher tendency to use technology while those with neuroticism type of personality found technology less useful (Özbek et al., 2014). Individuals with relatively stable personalities were found to have higher levels of dislike for the idea of being controlled by some sort of technologies (Kim and McGill, 2011; Fast et al., 2009; Galinsky et al., 2003). Out of the five personality types (see Table 1), extroversion, conscientiousness, and emotional stability were observed to have a direct positive relationship with autonomy, a component of self-determination theory (Ramsey and Hall, 2016).

Table 1: Personality Types

| Personality Types | Characteristics |
|-------------------|---|
| Neuroticism | Distinguishes the stability of emotions and even-temperedness from negative emotionality, which can be described as feeling nervous, sad and tense. |
| Conscientiousness | Suggests self-use of socially prescribed restraints that facilitate goal completion, following norms and rules, and prioritizing tasks. |
| Agreeableness | Distinguishes pro-social and communal orientation toward others from antagonism and includes traits such as altruism, trust, and modesty. |
| Extraversion. | Suggests a lively approach toward the social and material world and includes traits such as sociability, activity and assertiveness |
| Openness | Describes the wholeness and complexity of an individual's psychological and experiential life. |

(Source: The Big Five factors (John, Naumann, Soto, 2008)

DISCUSSION

From the extant literature, it appears that various personality types determine the probability of adoption and usage of wearable fitness trackers. Furthermore, the tendency to quit the usage of fitness trackers can also be explained using self-determination theory which mentions three fundamental psychological needs for an individual to be intrinsically motivated (Deci and Ryan, (1985). These three needs are autonomy (a feeling of control over one's life), relatedness (feeling of connecting with others and a feeling of belongingness), & competence (perception of ability to interact with the world). Motivation in an individual is largely determined by the extent to which these needs are satisfied (Deci and Ryan, (1985). It may be thus understood that the tendency to adopt and continue to use a technology could be attributed to the intrinsic motivation of an individual (Juodkūnė, 2015).

CONCLUSION

From this study, it becomes all the more apparent that the certain personality types determine the possible adoption and usage of wearable fitness trackers. For example, individuals with agreeableness as a personality trait were observed to have a higher tendency

to use technology while those with a trait of neuroticism were found to be averse to using technology. In the same way, other personality traits also had varied influence on adoption and usage of wearable fitness trackers. While wearable fitness trackers were observed to have a general appeal among the users as a catalyst encouraging them to participate more actively in physical exercises, various personality traits showed distinct differences in attitudes towards them. This study has significant managerial implications both for HR and Marketing functions. In HR, results of this study can be used to plan technology adoption program based on personality types of the employees while in Marketing, it can really help in targeting the potential buyers of the wearable fitness trackers based on personality traits by creating trait-appropriate advertising campaigns.

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Revamped Thrust on Women's Participation for their Entitlements under NRHM: A Study of Pipili Block in Puri District of Odisha

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ABSTRACT

Regardless of several growth-orientated policies implemented by the government, the widening economic, regional and gender disparities are posing challenges for the health sector. The health status of Indians, especially women is still a cause for serious concern, especially that of the rural population. The National Rural Health Mission (NRHM) was launched by Government of India with a view to bring about dramatic improvement in the health system and health status of the people, especially those living in rural areas. The study aimed to understand the knowledge level of women beneficiaries on NRHM related services. The study further focused on understanding the extent of availability and accessibility, challenges faced and the benefits received by women. The research work was carried out in three Gram Panchayats of in Pipili block of Puri District in Odisha. Multi stage sampling method was adopted to select the sample group for the study. The study was conducted among 278 women beneficiaries of NRHM. The researcher used 120 item semi structured and validated interview schedule for collecting the data. The study results show that there is a need to strengthen the grass root level interventions in terms of strengthening the sub-centres and involvement of Gram Panchayat in fulfilling the health mission objectives of the

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country. The Correlation between the knowledge scores and benefits scores was significant ($r = .705, P > .001$). The study suggests having effective monitoring and evaluation mechanisms at all levels with clearly designed indicators and means of verification to ensure the success of the programme.

KEYWORDS: NRHM, Women Beneficiaries, Accredited Social Health Activist, Gram Panchayat, Anganwadi

INTRODUCTION

India has 16% of the world's population but only 2.4% of its landmass, resulting in great pressures for resources. It is a country where 70% of the population resides in a rural area and males significantly outnumber females, an imbalance that has increased over time.¹ The typical female advantage in life expectancy is not seen in India and this suggests there are systematic problems in women's health care. Indian women have high mortality rates, particularly during childhood and in their reproductive years. India's maternal mortality rates in rural areas are among the world's highest. From a global perspective, India accounts for 19% of all live births and 27% of all maternal deaths. The health of Indian women is intrinsically linked to their status in society, especially for those living in a rural area. Research into women's status in society has found that the contributions Indian women make to families are often overlooked. Instead, they are often regarded as economic burdens and this view is common in rural areas of the northern belt.² There is a strong preference for sons in India because they are expected to care for ageing parents. This son preference and high dowry costs for daughters' marriage results in the mistreatment of daughters. Indeed, Indian women have low levels of both education and formal labor-force participation. They typically have little autonomy, living first under the control of their fathers, then their husbands, and finally their sons. These factors have a negative impact on the health status of Indian women. Poor health has repercussions not only for women, but also their families. Women in poor health are more likely to give birth to low weight infants. They are less likely to be able to provide food and adequate care for their children. Finally, a woman's health affects the household's economic wellbeing because a woman in poor health will be less productive in the labor force.³ In rural areas where women are less educated and economically deprived, their health condition is worse. In the context of health as defined by WHO - '...a state of

complete physical, mental and social well-being and not merely the absence of disease or infirmity'⁴, one must ask how can this be achieved for Indian women. The main aim of NRHM is to provide accessible, affordable, accountable, effective and reliable primary health care facilities, especially to the poor and vulnerable sections of the population. The mission further seeks to build greater ownership of the programme in the community through involvement of Panchayati Raj Institutions (PRIs), NGOs and other stakeholders at national, state, district and sub-district levels.⁵ Given the wide scope of the Mission and multiplicity of activities and being in the 16th year of existence, an appraisal study of NRHM has been carried out by the researcher with an objective of evaluation and assessment of the availability, adequacy and utilization of health services in the rural areas, the role played by ASHAs, AYUSH in creating awareness of health, nutrition among the rural population and to identify the constraints and catalysts in the implementation of the NRHM programmes. Along with role of ASHA and mainstreaming of AYUSH the utilization aspects of health services necessitate studying other crucial factors like availability, planning and preparedness of health facilities and human resources, drugs availability, quality of MCH care and diagnostic-services, referral services, process of accreditation, effective decentralization, effective utilization of funds, etc. Simultaneous attention on programs impacting nutrition, capacity building, empowerment, etc. are equally important for effective utilization of the health services. All these interconnected aspects for promotion for utilization of healthcare system in rural areas have been brought under the purview of the present study. The present study focuses on the analytical exposition of paradigm shift from provisioning to entitlement approach furthered by NRHM in Pipili block of Puri District in Odisha to strengthen empowerment of rural women.

REVIEW OF LITERATURE

The researcher reviewed the studies conducted on functioning of within the last decade. A thorough examination of the available literature shows that NRHM has resulted in the betterment of funds related to health besides ameliorating the infrastructure associated with health delivery. It has improved health care delivery in many regions (Jacob, 2010)⁶. The studies show that most of the Accredited Social Health Activists (ASHA) has been able to fathom their part with respect to providing assistance to the expectant mothers by taking them to the medical institutions. They have also understood their duties pertaining to providing counseling to the communities in matters related to breastfeeding, ANC, PNC,

immunization and the prevention of sexually transmitted diseases and also of reproductive tract infection.

It has been seen that monetary benefits give a significant push to ASHA and as a result, site based activities and delivery related activities are fast gaining the reputation of being an extremely pivotal domain to the same (Deoki, 2007)⁷. Studies also reveal that the OPD visits have increased at all three levels. It is also notable that there was no significant increase in service delivery in the initial two years of NRHM (Kumar et al., 2009)⁸. This was due to the initial phase of the implementation where the entire system was not in place and the awareness about the scheme did not reach adequately to the masses. The number of institutional deliveries has significantly increased after 2007 courtesy the initiatives taken by NRHM (Parveen et al., 2011)⁹. It has been found out that facilities provided by ASHA are more likely to be availed by literate women who have delivered in the recent past and who hail from a relatively elevated socio-economic background. It has also been seen that Hindu women, women who are young and those whose status is comparatively lesser have greater probability of availing health services provided by ASHA regarding Ante Natal Care and Post Natal Care than the others. It was seen that females hailing from castes which are not regarded to be elevated have a higher probability to utilize antenatal care services and post natal care services. It was also found that women from lower castes were more likely to avail antenatal and postnatal care (Manish et al., 2010)¹⁰. Some of the prominent attempts are providing benefits offered by Janani Suraksha Yojana in order to promote institutional deliveries, rooting for the establishment of services in the domain of obstetrics, building the capacities of nurses and nurse midwives for a period of 14-21 days in order for them to become capable birth attendants (Paul et al., 2011)¹¹. Steps are being taken to ensure the participation of NGOs in matters related to health delivery systems. There is an attempt to improve the infrastructure related to the training requirements of ASHA. Around 300 NGOs have been roped to assist with the training of ASHA.

Jagdish Bhatia (1993)¹² in his study titled 'Levels and causes of maternal mortality in southern India' discusses that majority of the researches centered on the mortality rates of pregnant women and also those women who have just delivered rely solely on facts and figures taken from hospitals. The data provided by hospitals does not give the accurate picture concerning

maternal mortality as it fails to include the number of deaths that take place during deliveries which are non institutional. In a country like India, a substantial number of deliveries still take place at the residence of the concerned person and hence, it becomes all the more important to include such instances as well while giving an account of maternal mortality. According to Kranti Suresh Vora (2012)¹³, rural women in India contribute in a lopsided manner to the nation's staggering maternal mortality ratio. In response to this problem, the Indian government introduced a conditional cash transfer scheme, "Janani Suraksha Yojana (JSY)," in 2005 to ameliorate the reach of maternal health care among the women belonging to weaker sections. This study investigated the role of JSY/government assistance, and other health care sector and household factors in estimating the usage patterns with respect to maternal health facilities by the village women belonging to the economically backward sections of the society in the 2 states mentioned above. Health care sector factors included receipt of JSY payment, provision of a primary health center with 24 hour facilities, and connection to a health institution by a durable road. Household factors included maternal education, paternal education, age at first birth and parity. The use of the following four maternal health care services was examined: adequate antenatal care, institutional delivery, private facility delivery and Cesarean section. State findings were compared and contextualized by examining health policies/practices and health infrastructure within each state.

A study conducted by Rani et.al (2008)¹⁴ titled 'Differentials in the Quality of Antenatal Care in India' found out that the Northern states as well as the Southern ones have quality of antenatal care which is not as per the prescribed standards. However, South India fared relatively better than North India, especially with respect to women belonging to backward sections of the society. It was seen that North India had more pronounced differences in terms of the socio economic variables determining the quality of care compared to South India. However, the fact remains that both the regions showed considerable differences with respect to socio economic variables determining quality of care. A healthy relationship of paramount importance was seen with respect to the quality of the antenatal care and its usage in the rural regions as part of the multivariate analysis. A major reason behind the antenatal care services not being used optimally is the low quality of the same. It is essential to introduce more measures (policies, program based interventions etc.) in order to

ameliorate the condition of maternal care in the country, especially, with respect to the people belonging to the poverty stricken sections of the society more so, in North India. It is important for the National Rural Health Mission, to stress more on ameliorating antenatal care in the country in order to elevate the condition of maternal health.

Sharma et.al (2012)¹⁵ has done a study on the impact of NRHM in its antenatal care mainly in urban and rural areas. The study was conducted at a Primary Health Center among 682 women, hailing from both urban and rural areas varying in age, different social background and religion. The study shows that 58.5% of women, of both urban and rural areas had utilized ANC services in their first trimester itself. The interesting finding is that both educated and uneducated women had received the ANC services, and hence, education was not an influencing factor. In rural areas, the service of ASHA and other health workers had motivated, encouraged and convinced the women to utilize the service of NRHM. 86.5% of urban women and 70.4% of rural women had their ANC visit more than three times. The study shows that the socioeconomic and religious factors are the only influential ones in the antenatal care services.

STATEMENT OF RESEARCH PROBLEM

The literatures show that women are one of the major beneficiaries of NRHM programmes in the country. NRHM focuses on providing health services to rural women in a manner which is affordable, accessible and effective. The Mission appears to be a step in the right direction as the rural women face many health challenges. The awareness level pertaining to NRHM and the accessibility of its services were also a major concern of this research. This research was mainly concerned about the state of knowledge, accessibility and availability, benefits and challenges of the programmes centered on rural women beneficiaries. It also aimed to study the socio demographic variables influencing the benefits of NRHM. Since NRHM started as a strategy to improve the health infrastructure of the country, this study has great significance to understand the grass root realities felt by the women beneficiaries. The study was undertaken keeping the perspective of community participation, entitlement and sense of ownership in mind and it was a micro analysis of the variables featured under NRHM. Since the Pipili Block in Puri District of Odisha being a suburban block has been recognized by the

Government for having representative health indicators, the implementation of NRHM will have great significance over there.

SIGNIFICANCE OF THE RESEARCH

The major part of the benefit under NRHM is scheduled for women. A plethora of innovations are introduced under NHM by the Central Government and the State Governments. All these innovations are looking to provide quality healthcare to rural population, especially women at an affordable price and in an accessible manner. This study was an attempt to understand the perception, participation and ownership exhibited by women beneficiaries residing in the selected GPs of Pipili Block in Puri District of Odisha with respect to their knowledge about the programmes, availability and accessibility of the services, challenges faced in availing the services and the benefits received from NRHM. From the point of view of community participation for healthcare monitoring system, this research will focus more on how much the rural women are benefitted out of the interventions under NRHM and to see the reasons behind their not getting benefitted if that is the case. The results of the study will lead to the understanding of the interventions made under NRHM, besides developing strategies for effective intervention mechanisms if needed and understanding the issues faced by rural women in availing the services.

OBJECTIVES OF THE STUDY

The research makes an articulate attempt to focus on the following key objectives:

1. To assess the level of participation of women beneficiaries in community-based monitoring of NRHM pertaining to Pipili Block in Puri District of Odisha
2. To understand the extent of availability and accessibility of National Rural Health Mission services to women beneficiaries of the selected GPs of Pipili Block in Puri District of Odisha
3. To find out the challenges faced by women in managing community-based monitoring system and describe the benefits received by women beneficiaries of Pipili Block in Puri District
4. To study the relevance of socio demographic variables of Pipili Block in Puri District of Odisha in the context of accessing National Rural Health Mission services

OPERATIONALISATION OF THE CONCEPTS

The operational definitions of the variables used in the study are mentioned below.

1. Rural Women Beneficiaries:

All women in the age group of 18-60 years from selected GPs of Pipili Block in Puri District of Odisha to receive benefits under NRHM.

2. NRHM & NHM:

The Indian Government initiated the National Rural Health Mission in 2005 with the intention of bringing reforms to the landscape of the country's health care delivery system. The Mission has made an attempt to amalgamate health with the indicators of sound health such as sanitation, good quality drinking water, nutrition and hygiene. One of the vital objectives of the National Rural Health Mission is to make the Indian systems of medicine more universal so that they do not remain niche and limited (NRHM Mission Document). The Union Cabinet vide its decision dated 1st May 2013, has approved the launch of National Urban Health Mission (NUHM) as a Sub-mission of an overarching National Health Mission (NHM), with National Rural Health Mission (NRHM) being the other Sub-mission of National Health Mission.¹⁶

3. Knowledge and Participation:

Knowledge of NRHM services under this research is defined as knowing about the aim, objectives, facilities, grants available and special schemes under by women beneficiaries of Pipili Block.

4. Accessibility:

Accessibility of NRHM services in this study is defined as the extent of approachability to services of Accredited Social Health Activists (ASHA), Physicians and Specialists, Health care centers, mobile units and emergency services like ambulance.

5. Availability:

This variable in the study is defined as the availability of immunization services, primary health care, institutional deliveries, care for chronic illness, prevention of communicable illness, health education, home based care, nutritious food and grants from NRHM services.

6. Benefits from Services: Benefits from NRHM Services in this research are defined as the advantages which have been received by women after the implementation of NRHM such as free or subsidized medication, free or subsidized diagnostic services, free medical

advice, free or subsidized surgical interventions, grants and schemes or the improvement of existing health care services.

7. Challenges:

Challenges faced by rural women beneficiaries in this study is defined as the issues and difficulties the women beneficiaries face in availing NRHM Services such as challenges faced in approaching ASHA, availability of ANM, condition of roads, awareness programmes on health issues, family and community support for availing treatments, quality of services at CHCs and PHCs and availability of medicines.

STUDYING THE VARIABLES

The researcher had made a systematic analysis of the following variables:

- Knowledge on NRHM services
- Availability and accessibility of NRHM services
- Benefits received from NRHM Services
- Challenges faced by women beneficiaries
- Socio Demographic variables namely:
 - Age, Religion, Caste, Education, Source of Income, Size of the family etc

PROFILE OF THE STUDY AREA

To accomplish the objectives stated above, the research work was conducted in selected GPs of Pipili Block in Puri District of Odisha. Puri is the 21st district in terms of size and 9th in terms of population. Puri is the 9th urbanized district in state having 15.60 percent of its population live in urban areas as against 16.69 percent of state's population living in urban areas. Puri is 8th densely populated district in the state. Puri has 22nd rank in terms of sex ratio in the state.

The key indicators of health status of the district are captured below:

- Geographical Area of Puri District: 3079 sq kms.
- Population as per 2011 census: 16,98,730
- Total No. of Blocks: 11
- Total No. of Urban Areas: 4
- Total No. of G.P.: 268
- No. of uninhabited villages: 124

- Total No. of Villages: 1722
- No. of Tehsils: 11
- Total No. of Ayurvedic College: 1
- Total No. of Ayurvedic Dispensary: 7
- Total No. of Homoeopathic Dispensary: 9

IMPORTANT INDICATORS: (SOURCE: ANNUAL HEALTH SURVEY) ¹⁶

- Infant Mortality Rate – 75
- Maternal Mortality Rate (central zone) – 218
- Crude Birth Rate – 17.5
- Neo-natal Mortality Rate – 42
- Under Five Mortality Rate – 108
- Sex Ratio at Birth – 906
- Sex Ratio all ages – 966

MAJOR ONGOING PROGRAMMES

- Reproductive and Child Health (RMNCH+A)
- NRHM Initiatives & Immunization
- Integrated Disease Surveillance Programmes (IDSP)
- Revised National Tuberculosis Control Programme (RNTCP)
- National Vector borne disease control programme (NVBDCP)
- National Blindness Control Programme (NPCB)
- National Tobacco Control Programme (NTCP)
- National Leprosy Eradication programme.(NLEP)
- District Mental Health Programme (DMHP)
- National programme for prevention and control of Cancer ,Diabetes, Cardiovascular diseases and Stroke (NPCDCS)

MAJOR IMMUNIZATION CAMPAIGN & LAUNCHING OF NEW VACCINES 2017-18

- Introduction of JE (Japanese Encephalitis Vaccination Campaign) (27.11.17 – 31.12.17)
Target: 460479, Achievement: 336404 (73%)

- Introduction of MR (Measles Rubella Immunization Campaign) (29.01.18 – 06.04.18)
Target: 366507, Achievement: 362594 (99%)
- Pulse Polio Vaccination Campaign (02.04.18 – 04.04.18)
Target: 175882, Achievement: 176708 (100.47%)

SAMPLING DESIGN

The study was focused on women who have been living in these three GPs coming under Pipili Block in Puri District for at least 2 years and who belong to the age group of 18-60 years. Another criteria set for the study was that the name of women participants was registered in the local ration card. The population of the study was the women beneficiaries of 3 Gram Panchayats. This population is adopted from the total women beneficiaries of Pipili Block in Puri District of Odisha who form the universe of the study.

| Rural Women Beneficiary Categories | Name of the GP in Pipili Block of Puri District | Census Data 2011 (Women) | | Quota | Samples taken for the Study |
|------------------------------------|---|--------------------------|--|-------|-----------------------------|
| General | Dandamkundapur | 842 | | 34 | 94 |
| SC | Dandamkundapur | 32 | | 3 | 15 |
| General | Lakshminarayanpur | 281 | | 28 | 36 |
| SC | Lakshminarayanpur | 76 | | 8 | 30 |
| General | Birapurusottampur | 897 | | 90 | 98 |
| SC | Birapurusottampur | 15 | | 2 | 5 |

Inclusion and Exclusion Criteria

- Women who have been living in these village Panchayats for at least 2 years
- Women who belong to the age group of 18-60 years
- Women whose names are registered in the local ration card

Exclusion Criteria

- Women who have psychological and neurological disorders which prevent them to comprehend questions asked during the interview

Ethical Considerations

The research adhered to the following ethical considerations:

- Obtained informed consent from participants besides keeping in mind the participants' honor, well-being and privacy
- Enlightened the participants about their right to cease participation in the research sans providing any justification
- Safeguarded participants from gratuitous physical or mental agony, hurt, threat, or deprivation
- The researcher shared the gathered data solely for academic intent and only with people professionally linked with the gathered information
- The researcher focused on keeping the identity of the participants and the information provided by them as classified

Tools for Data Collection

The researcher used a semi structured interview schedule for collecting the data. It was a 120 item tool developed by the researcher and validated by experts. The face validity of the tool was established with the help of the experts who have proven expertise in the field of research. Researcher conducted a pilot study using the tool developed and necessary changes were made in the scoring pattern after consulting the experts. The researcher also conducted focus group discussions with participants to have more clarity about the research area. The researcher conducted 3 focus group discussions in three village Panchayats. The Focus group discussion was focused on the general understanding of women in terms of the services provided under NRHM in their Gram Panchayats.

Validation Procedures

Face validity of the tool was established by giving the material to five experts and then making the necessary changes according to the suggestions provided by them. A pilot study was conducted by the researcher administering the tool in the field and certain modifications in terms of the scoring were made. It was found during the pilot study that 72 majority of the women beneficiaries either had a tribal background or belonged to a scheduled caste and hence, were unable to follow the four-point scale rating used by the researcher. The process

was time consuming and unwillingness of the women to participate in the study added to the woes. The scaling was further changed to 2-point scale which was easy for the participants to comprehend.

FIELD STUDY ANALYSIS

The research was undertaken in the following phases:

1. Pilot visits were made to the villages in order to be familiar with the local conditions and also to build rapport with the people of the community. Initial focus group discussions were held with the Panchayat members, ASHA workers and group of women as per their availability. Purpose of the research was explained to the group and an initial consent was sought.
2. The second phase of the research work revolved around the pilot study conducted with 30 participants.
3. Data collection for the main study was done during the third phase of the field work. A quota of 215 participants was proposed for the study. The final data was collected from 278 participants. The unavailability of participants for the study was another major issue during data collection. Since majority of them are agricultural laborers, the participants were unavailable during the daytime

Tools Employed for Analysis of Data

The researcher coded and entered the data into SPSS software for analysis. Descriptive statistics was implemented in order to explain about the variables i.e. mean, standard deviation and frequency distribution. Pearson Correlation was used to find out about the association of variables used in the study. Chi square test of association was done to see if knowledge about NRHM was associated with any of the socio demographic variables. Mann-Whitney Test was used to compare the study variables between people who had heard about NRHM and those who had not heard about the same. Mann-Whitney Test is a non parametric equivalent of t-test. The Mann-Whitney Test was used because there were fewer participants in one category compared to the number of participants in the other category

MAJOR FINDINGS OF THE STUDY

Socio-Demographic Profile of the Study Area

The study results show that the age group of most of the participants of the study was between 26 – 33 years (42.8%). All the 121 participants of the study follow Hinduism. SC population forms a major part in these village Panchayats. Majority of the participants (71.9%) are above poverty line (BPL). 84.9% of the participants belong to nuclear families. Majority of the participants (80.9%) got married only after they became of marriageable age. Illiteracy is not a major problem in the area as 63.3% of the participants are literate. 84.9% of participants are Agriculture Laborers and out of 278 participants, 252 do not have any land. Majority of the participants (93.5%) live in pucca houses. Electricity is available to majority of the participants. When asked about the availability of toilets at their home, majority (98.2%) answered in positive. Majority (87.8%) of the participants use hand pumps provided by the Panchayat to avail drinking water. 77.3% participants have access to grocery and vegetable shop near their house.

Accessibility of NRHM services to Women Beneficiaries

This part of the findings deals with the availability and accessibility of health systems and health personnel to the participants. The results of the study show that the response from the participants is mixed in terms of accessibility of Sub centre and Primary health centre. Sub centre is considered as the first meeting point for all the health-related needs of the community which is accessible to only 51.1% of participants. The Primary Health Centre (PHC) is the second layer in the three tier system and is accessible to 61.2% of participants. Majority of the people agreed to the availability of doctors at the Primary Health Centre (PHC) and the Community Health Centre (CHC). The results show that ASHA workers' visit to the households is frequent for majority (70.5%) of participants. Majority (62.9%) opined that the ANM is available in the sub centre. The study also reveals that 60.4% (168) of participants disagreed to the frequent visit of ANM to their villages.

Challenges faced by women beneficiaries

The study findings show that 55% of women face challenges in approaching ASHA. 56.5% (157) of women opined that ASHA is not available during emergencies. Majority of the participants (60.4%) responded that ANM is not available in the sub centers. Lack of

ambulance services is another major challenge shared by 76.6% (213) participants. Majority of the participants (68.7%) said that there are no programs for them on health issues. 195 (70.1%) participants were of the opinion that their family does not support them to go to hospital for treatment. When asked about the support of community for hospital deliveries, majority (64.7%) responded in positive. 55% of (153) women opined that the Government hospitals do not provide good services. 181 participants (65.1%) responded that sufficient beds are not provided in the PHC for patients. The findings of the study also show that there is a lack of sufficient 125 medicines in all the three tiers of health systems. Majority of the participants (66.9%) disagreed about the Panchayats taking initiatives in improving health facilities. There are 66.9% participants who expressed interest in receiving NRHM benefits.

Benefits Received by Women

The study results show that only 37.4% (104) out 278 participants received the cash incentives under Janani Suraksha Yojana. It is found that 37.4% participants had their delivery at hospitals. There is no significant association between the age group and caste of people who avail the benefits of this scheme. Majority (60.8 %) of the participants said that they received assistance from ASHA. The intervention by ASHA for pregnant women was found to be significant. According to 38.5% of participants, there has been major improvement in the condition of sub centers after NRHM. According to 58.6% (163) participants the health facilities have improved in the last five years. It was found that the women beneficiaries had difficulty in availing the benefits of the scheme. The study shows that the services of Anganwadi are effective in the sampled villages. Majority of them responded that their children receive nutritious food from Anganwadi Centres.

ASSOCIATION OF STUDY VARIABLES AND ENTITLEMENTS UNDER NRHM

The study found significant association between caste and electricity at home and knowledge about NRHM. There is no significant association between age, type of family, marital status and knowledge about NRHM. The mean score on 'Knowledge', between 'No' and 'Yes' group was found to be significantly different (Mann-Whitney U=3899.0, P=.006). In a similar way, the mean scores of 'Availability and Accessibility' between 'No' and 'Yes' group was also found significantly different (Mann-Whitney U=1696.0, P=>.001). A similar test was administered to assess the difference between 'Challenges' and 'Benefits' variables. The mean score on

'Challenges', between 'No' and 'Yes' group was found significantly different (Mann-Whitney $U=2032.0$, $P=.001$) and the mean score on 'Benefits', between 'No' and 'Yes' group was also found significantly different (Mann-Whitney $U=1908.5$, $P=.001$). The correlation between the knowledge scores and challenges scores was found significant ($r = .246$, $P>.001$). The correlation between the knowledge scores and benefits scores was significant ($r = .705$, $P>.001$). The correlation between the knowledge scores and availability and accessibility scores was significant ($r = .735$, $P>.001$).

SUGGESTIONS AND RECOMMENDATIONS

The study recommends initiation of programs for skill building of Accredited Social Health Activists (ASHA) since they play a vital role in National Rural Health Mission. Awareness programs at massive level are required to enable the community to understand each and every component of NRHM. The role of the health staff at Sub Centre, Primary Health Centre and Community Health Centre ought to be performed effectively to avoid delays in the provision of services to the people during emergencies. Monitoring and evaluation mechanisms need to be strengthened at all levels with clearly designed indicators and means of verification.

IMPLICATIONS OF THE STUDY

The results of the study could positively influence the policy makers to develop strategies in designing programme deliveries. It will further help the Panchayats to strengthen their capabilities and understand the role of local self-governing bodies at the village level in a better way. The research could help the NGOs working in the area to design intervention strategies required to strengthen the outlook of people towards Government programs. The study has its implication to social work since it promotes understanding of the grass root realities of any government programme. Social work methods like Social Group Work, Community Organization and Social Action can be effectively practiced in the intervention programme. Effective intervention strategies can be developed by using the Asset Based Community Development, Locality Development and Social Action models of community organization.

LIMITATIONS OF THE STUDY

Since the study was limited to three village Panchayats the results cannot be generalized. Rapport building at the community and hesitation of women participants to interact with the researcher in the initial stages was also another limitation of the study. Lacking more statistical analysis in the research is found as another limitation. Non participation of Panchayat Leaders was one of the major challenges for the researcher while collecting the data.

SCOPE FOR FURTHER RESEARCH

Further research can be undertaken by incorporating more regions of the state which may give a comprehensive understanding and generalized perspective to the topic. Studies can be incorporated by taking samples from both, backward and forward districts of the state to make comparative analysis of the situations. Action researches can be facilitated in this area where an in-depth pre test, intervention and post test could be conducted, which may have more acceptability and authenticity. A comparative analysis of states could be conducted to understand the level of community in to the programme. A mixed research methodology could be adopted to have both qualitative and quantitative inputs.

CONCLUDING OBSERVATIONS

The research findings show that the impact of NRHM is average in terms of its availability and accessibility among the rural women. There is a need to strengthen the grass root level interventions in terms of strengthening the sub centers and involvement of the Gram Panchayat in fulfilling the health mission objectives of the country. The NRHM services do reach the villages of the country but a holistic approach in terms of incorporating all the objectives of the programme and its implementation is required. There is a need to strengthen the capacity of ASHA, ANM and other health professionals. A major gap is found in the area of intervention of village Panchayats in terms of promoting health, hygiene and safe drinking water. The study found that NRHM has succeeded in reaching to the rural communities. Participants acknowledged to have faced challenges in a few areas in terms of approachability and availability of Accredited Social Health Activist (ASHA) and Auxiliary Nurse and Mid wife (ANM) at the village and sub centre level. Quality of facilities provided by Government hospitals was another challenge for the participants. Lack of initiatives of the

Panchayat in the improvement of health of the village was found as another challenge for the people. Provision of nutritious food to pregnant women and children was another area of challenge faced by the participants. Majority of the participants have not showed any interest in availing NRHM services. When asked further, they clarified that the quality and delay in availing services force them to go to private hospitals for treatment. They also discussed that the PHC has no sufficient beds for the patients. The study results further show that the mean scores of 'Knowledge', 'Availability and Accessibility', 'Challenges' and 'Benefits' are significantly different. A significant correlation was observed between the total scores of knowledge, challenges, benefits and availability and accessibility.

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Sorting Responsible Business Practices in Fast Fashion: A Case Study of Zara

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ABSTRACT

Fast fashion is characterized by a well-orchestrated obsolescence of clothing lines in shorter span of time so that the people crave for newer products every now and then and the retailers compete with each other to provide the latest designer wear at the shortest possible duration. The companies involved in fast fashion take advantage of quick response manufacturing methods, cheaper alternatives like polyester and nylon, and cheap labour in sweatshop, especially in emerging markets having minimal adherence to labour standards set out by International Labour Organization. Thus, the profits margins in fast fashion are huge at the cost of collateral damage to environment and exploitation of labour. Consumers driven by latest fashion trends patronize fast fashion all over the world without realizing that they are inadvertently undermining the efforts to accomplish the sustainable development goals by 2030. Indeed, fast fashion and sustainability are dichotomous. Hence, when Zara, the market leader in fast fashion, announces its plan to make clothes with 100% sustainable fabric, the critics naturally view it with suspicion as yet another marketing gimmick or a well thought out public relations exercise to woo the consumers who are equally interested in fast fashion and being an evangelist in the ongoing eco-friendly movement across the world,

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which is no less than a fad. This case study examines the responsible business practices at Zara to figure out how far fast fashion can contain its adverse impact on the environment.

KEYWORDS: Fast Fashion, Sustainability, Responsible Business Practices, Zara

INTRODCUTION

Zara is market leader in fast fashion. Over the years, it has mastered the arts and science of providing whatever the consumers want in shortest possible time. Zara takes just two weeks to bring a designer clothing line from studio to its own front stores. No other competitor has been able to match its turnaround time so far. The fashion brand, which is owned by Inditex, has almost 3,000 stores in 96 countries, with new stock arriving every week to keep consumers coming back for more (Jorndan, 2021). The first Zara store was set up in 1975 at a small place called A Coruna in Galicia, Spain. Since its inception, the company swears by its core values i.e., beauty, clarity, functionality and sustainability. Zara has tried to live up to its core value of sustainability by means of company's stated policies towards water, climate change and energy, biodiversity and above all, closing the loop.

Zara has translated its commitments towards sustainability into reality by reorienting its operational strategies, creating eco-friendly stores, and drafting and implementing robust policy frameworks to ensure that environmental issues are not compromised at any cost. Zara has accomplished 100% eco-efficient stores in 2020. The company does not use plastic bags in any of its stores. All the Zara stores have containers for collection of used clothes for the purpose of recycling. The company has also implemented one of the best wet processes in its supply chain as part of its zero discharge commitments. The company is using 100% certified forest-friendly fibers as part of its canopy commitments. The company wants to attain zero waste on all its locations and facilities, use of 100% cellulosic fibers, and 100% of all packaging materials collected for reuse or recycling in our supply chain by 2023. Further, the company has set an ambitious target of attaining 80% of renewable energy in all its facilities (headquarters, logistics and stores), 100% sustainable cotton (organic, BCI and/or recycled cotton), 100% recycled polyester, 100% sustainable linen by 2025. All the designers of Zara have been trained and specialized in circularity. All the initiatives aimed at sustainability taken by Zara are quite reassuring so far as the responsible business practices of Zara are concerned.

Responsible Business Practices at Zara

Zara demonstrates its commitment towards all the stakeholders. Table 1 provides the measures adopted by Zara to protect the interests of various stakeholders. Continuous exchange of ideas and transparency are the essential principles that govern Zara's relations with its stakeholders (Inditex, 2015). The company has a well-structured mechanism to ensure compliance to its corporate social responsibility policy in terms of ethics committee, audit and control committee, social advisory board, code of conduct and responsible practices, code of conduct for manufacturers and suppliers, and disclosure (Inditex, 2015). Indian arm of Zara is equally committed to global best practices in responsible business adopted by the parent company Inditex (Zara, 2015).

Zara in India focuses on lives and livelihood augmentation as part of its social commitments. In Indian context, Zara is involved in promoting education, employment enhancing vocation skills and livelihood enhancement projects especially among children, women, elderly and the differently abled in addition to promoting gender equality, empowering women and senior citizens, and undertaking measures for reducing inequalities faced by socially and economically backward groups (Zara, 2015). Zara measures impact of all its social initiatives on a regular basis through a number of objective methods including the London Benchmarking Group (LBG) measurement methodology.

Some of the responsible business practices have been noticed even by the critics. For example, Zara is successfully running 'closing the loop' programme which enables the customers to deposit their old clothes at any of the stores across the world for recycling purpose besides using recycled bags (Dockrill, 2020). Disclosure and reporting of Zara regarding corporate social responsibility and sustainability are also commendable (Dockrill, 2020). Zara is known for publishing report on its suppliers in terms of forced labour, gender equality, freedom of association, etc. (Dockrill, 2020).

CRITIQUE

A close look at Zara's responsible business practices however reveal that not everything is fine with the company. Business model of Zara itself is detrimental to sustainability. Zara encourages as well as induces its customers world over to go for unmindful consumption by

offering latest designs almost every fortnight. Such a consumption pattern results in phenomenal profits for Zara but harms the planet earth irreparably. The brand releases an incredible 24 trend-led collections every year, 500 designs a week and almost 20,000 per year, which in turn leads consumers to see their clothes as disposable and adds to even more waste from the garment industry that ends up in landfill (Jordan, 2021). Indeed, Zara's fast fashion business model can never be environmentally friendly as manufacturing so many new garments create huge amounts of waste every year. This goes some way to explain why the average American is estimated to throw away 37kg of clothes each year, 85% of which will end up in landfill or be burned (Jordan, 2021). Dockrill (2020) has listed following issues that expose the magnificent responsible business practices edifice of Zara:

“Although Zara has set an absolute target to reduce greenhouse gas emissions generated from its own operations and supply chain, there is no evidence it is on track to meet its targets. Further, there is no evidence that it minimizes textile waste when manufacturing its products.

Zara has made little or no progress on payment of living wages across its supply chain. For a company with such a huge profit margin, this simply is not good enough.

Half of its final stage of production is undertaken in Spain, a medium risk country for labour abuse, and the brand received a score of 51-60% in the Fashion Transparency Index.

Zara does use wool, leather, and exotic animal hair and there is no evidence that it traces any animal products to the first stage of production.”

CONCLUSION

Zara has certainly made a mark as socially responsible business house. Yet, a lot is desired from the market leader in the fast fashion industry. The company needs to focus on improving the labour standards across its supply chain and bring in operational efficiency in implementing its corporate social responsibility and sustainability policies.

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Table 1: Measures adopted by Zara to Protect Interests of the Stakeholders [Adapted from Inditex (2015)]

| | |
|------------------------------------|---|
| Customers | <ul style="list-style-type: none"> • The responsible design of garments, fostering the use of raw materials and textile fibers obtained from traditional growth and sustainable fibers, as laid down in the Environmental Sustainability Policy of the Group • The ethical and responsible production of goods, as laid down in Inditex's Code of Conduct for Manufacturers and Suppliers • Compliance with the most exacting health and safety standards, based upon the Company's own standards covered in Clear to Wear and Safe to Wear |
| Employees | <ul style="list-style-type: none"> • Team work • Open communication • optimum self-reliance among all its employees |
| Manufacturers and Suppliers | <ul style="list-style-type: none"> • Compliance with labour laws and regulations in force in the countries where the Group is present, and with the International Labour Organization Conventions and other international standards, being especially observant of Human Rights within the framework of the United Nations Guiding Principles on Business and Human Rights • Encouragement of sustainable production environments in geographic areas that are strategic in the implementation of Inditex's business model • Constant improvement process through social dialogue and coordination with the different Stakeholders of the company, namely with trade unions, non-governmental organizations, business associations and international buyers |
| Shareholders | <ul style="list-style-type: none"> • Transparency • Encouraging informed participation • Policy on Communication and Contact with Shareholders, Institutional Investors and Proxy Advisors |
| Community | <ul style="list-style-type: none"> • Socially responsible practices that create value for the community and the company • Investment in the community actions carried out by the different Group companies are aligned with the corporate strategy • Ensuring a high level of reputation, transparency and best practices by social organizations which implement the projects in which Inditex is involved |
| Environment | <ul style="list-style-type: none"> • Complying with the applicable environmental laws and regulations and with other obligations which may be established, paying special attention to pollution prevention and minimizing, where possible, the potential environmental impact that its production line generates, both as regards natural resources and people • Preserving the environment, implementing actions for continuous improvement regarding reduction of direct and/or indirect greenhouse gas emissions, cutting consumption of natural resources, control and spill of potentially hazardous chemicals and our environmental management system as a whole • Considering the consequences of climate change, water management and protection of biodiversity, in the planning and implementation of its activities and those of its business partners, manufacturers and suppliers, encouraging awareness-raising regarding environmental issues. |
| Animal Welfare | <ul style="list-style-type: none"> • Goods of an animal origin used in the items supplied to the Group shall come from species reared in farms to obtain meat • Under no circumstances shall animal products deriving from animals slaughtered exclusively to sell their skins, shell, horn, bone, feather or down, be used • All animals used in such activity shall be treated in an ethical and responsible manner |

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Conversations around Green Products

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ABSTRACT

This article is based on candid conversations around the perceptions of Indian consumers about green products. Contributors of this piece were approached for an e-mail-based interview on their experience of having used green products. The interview questions revolved around the attributes, usage, weaknesses and benefits of the green products. Besides, their opinion was solicited on the factors that inhibited or augmented the propagation of green products. The contributors also shared their views on the role of the corporate, the government and the community in promoting green products in India. Contributors of this piece, mentioned in alphabetical order, come from varied background and they aptly reflect divergent thinking. Only nominal changes have been made in the interview transcripts to maintain the essence of the opinion of the contributors. As there are few researches on the Indian consumers' perception about green products, this article is likely to ignite a wider public discourse. Considering the significance of green products in ensuring sustainability, it is imperative that

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such issues take centre stage in public debate at all levels. No conclusions have been drawn purposefully so that the readers can develop their own perspective and plan their action to patronize and promote green products to foster sustainability. The conversations around green products featured in this article have been meticulously curated by Dr Srirang K Jha, who is deeply interested in the issues revolving around ethics, corporate strategy and public policy.

KEYWORDS: Green Products, Green Consumerism, Sustainability, India

Please share your experience of using green products? In case you have not used any green product, what could be the possible reasons?

Barun S, Mitra (BSM): We rarely buy a product just because it is claimed to be "green", but because it's preferred functionalities. The most common green product I have used is the khadi fabric, which typically uses organic dyes. Or the more energy efficient refrigerators and air-conditioning or automobiles.

Charudutt Panigrahi (CP): Have used cooking stove (without emission) in the low-income communities in India.

S. Veeramani (SV): Yes, I have decent experience of using green products since from the day one in which I learnt to save environment. Hail from village area I used to mostly use green products for many years till I moved to city. The cotton bags or bags made of jute used for shopping and all, and mostly the plastics bags/ carry bags were not encouraged by the villagers due to social and culture bound idea of using one single cotton or jute bag for maximum period. And I have hardly used any plastics materials or related products because there was no necessity and nothing called demand for plastics and related materials especially for the day-to-day activities.

Umesh Rishi (UR): Depends on industry to industry and case to case basis, if I give example of FMCG Packaging, have used a lot of green products like Recycled PET for Jars & Bottles, Corrugated Boxes made up of recycled raw materials i.e., Testliner etc.

V. Selvarajan (VS): From tooth paste to dinner, I use many green products. They are very well available.

In your opinion, what are the attributes of green products?

BSM: Efficiency in manufacturing, and lower environmental footprint. And better functionality, and convenience.

CP: Environment compliant, low emission, using renewable energy

SV: That which doesn't harm environment, or minimal in ecological damage, that which leaves minimal carbon footprints. That which doesn't or least add to global warming.

UR: Environmentally friendly.

VS: Bio-degradable materials are in my opinion is need of the hour which have less impact / cause to produce pollution. Over all eco – friendly as the eco system is important for survival. And the industry people must follow sustainable model while producing. And finally sensitive towards environment is essential part of life because there is nothing called life without clean environment.

In your view, what are the benefits of green products?

BSM: Fundamentally, green products are just a different label for a new generation product, since most new products that enter the market are more efficient, less energy/water/resource intensive. Typically, they have greater features and advantages over the earlier generation products in the same category.

CP: Contributes to the life of the planet.

SV: Cost effective, maintenance effective too, basic support system such as water, air saved. And as health is wealth – which starts from the environmental health only because human can't imagine a life without clean environment. Business firms must be sensitive on this matter.

UR: For environment – its environmentally friendly. For company – it contributes to their environmental initiatives.

VS: Reduces depletion of natural resources, Controls harm to health and environment, minimizes carbon footprints, delays global warming.

What, according to you, are the weaknesses of the green products?

BSM: Because of the exotic green label, the prices of certain products are marked substantially higher than the conventional products. Organic food is a good example, where despite claims to lower cost of production, the market price is typically 50-100% more than the conventional ones. Consequently, the organic food segment has not been able to grow beyond its small niche in most countries.

CP: Technology is still nascent.

SV: Lack of confidence among the consumers about green products, The supply side are weak in delivering the right green products, there are some handling issues as suddenly using words such as green products may confuse the minds of consumers. And green has become more marketeering word and the real sense of green products and usage yet to arrive.

UR: High cost, for instance, using recyclable PET for Jars increases reduces your margins, as going green entails a high cost here. You may think why high cost when its recycled raw materials i.e., rPET, but the fact is that in India we do not have this technology & consistent grade of raw materials for finished good production.

VS: (Lack of) availability, economies of scale, acceptance, and awareness.

In your opinion, what are the factors that discourage people from buying or using green products?

BSM: High price, less variety and limited access. Along with confusion over labels.

CP: High price. Also, consumers do not see much utility in the green products.

SV: Some of the issues with green products are short deliveries besides being perishable in nature. Green products are generally not user friendly, and they lack quick business processing. Also, there is lack of confidence among consumers when it comes to green products. I believe, green products can't completely replace the conventional materials. The standard set for green products is still not up to the mark.

UR: Cost, accessibility, service levels.

VS: Lack of awareness, callousness, lack of farsightedness. The Government doesn't play a pivotal role. This situation is changing but the process is a bit slow. Generally eco-friendly products, organic edibles and chemical free materials are not available in abundance.

What, according to you, can motivates people to buy and use green products?

BSM: Green products need to break out of the high value, low volume niche market mindset, and aspire to become mass market products. Cost and convenience can be game changer for promoting green products in the country.

CP: Good price point, product features and good after sales service can certainly motivate people to go for green products in India. People must see value in the green product so that they can consistently patronize them.

SV: Importance of eco systems, showing the importance of environment for human survival, clean air and water possible only when we shift to green products. Government agencies by activism can motivate people to adopt green products. Business concerns can widely reach out to the consumers to tell them about significance and utility of green products. And civil society must take a leadership role in motivating people to adopt the green products.

UR: Govt regulations, subsidies, innovation, affordable pricing and availability may motivate people to buy and use green products.

VS: Users are the best advertisers. Eco-friendly lifestyle can be replicated by more individuals, if social organisations and government emphasize the impact through 3 'C's namely ACTION, AWARENESS and ADVOCACY, people will be drawn towards the green products.

In your opinion, what value people may seek in green products before buying or using?

BSM: Utility and cost-effectiveness.

CP: Price, product quality and utility.

SV: Eco-friendliness for human survival.

UR: Depends on product to product and country to country, in India we do not pay more for going green product, while in EU people will usually pay more as they think of their social responsibility.

VS: People generally prioritize the impact on health, affordability and environmental concern.

In your view, what should the manufacturers do to promote green products?

BSM: Manufacturers could desist from stressing and stretching the novelty and greenness of their product, and instead focus on how the green products are a part of continuous effort at product improvement. Rather than the high margins of profit and low volume

characteristic of a niche market, manufacturers need to think of reaching out to the mass market, with high volume and low profit margin.

CP: Innovation, invest in R&D and affordable pricing.

SV: Widely reach consumers and society at par with reach of the conventional products. Collaborate with government and NGOs to promote eco-consciousness.

UR: Market well

VS: Producers look at the economies of scales. If cost of production is high, price will be higher. It's therefore difficult to expect producer to promote green products. Again, upgradation of technology may add to costs. At the maximum, branding products as eco-friendly may help. But the corporate leaders must address these issues and try out solutions rather than getting bogged down by constraints.

In your opinion, what should the government do to promote green products?

BSM: Government should not be in the business of promoting green products or any other product. The government should rather focus on ensuring an open and competitive market.

CP: Provide more subsidies.

SV: **The government must ensure** strict compliance with environmental protection laws and international treaties and protocols. Besides, the government also needs to sensitize society and consumers by wider campaign on environmental protection.

UR: Subsidies are the only way out at the moment considering the unaffordable prices of most of the green products.

VS: Government can make green certification mandatory. Tax breaks may help. Also, the government should incentivize organic farming. Above all, subsidies on green products can be an absolute game changer in Indian markets.

What, according to you, should the communities do to promote green products?

BSM: Communities need to adopt cleaner, greener and efficient living, by reducing their own ecological footprint. For instance, by sorting, recycling and reusing whatever is possible. For instance, many households in Dwarka are generating organic fertilisers from their kitchen waste.

CP: More usage of such products and value dissemination.

SV: Community must actively join hand with state and business concerns in getting the green products promoted, reach wider people and end users. Communities can make the consumers really king by making the environment as their divine guardian. Environment is mother we are only safe on its lap.

UR: More awareness will lead to higher adoption of green products

VS: I think I as an environmental activist am already encouraging people to switch over to green products. It's a social cause. The change is happening but slowly. I will reiterate the 3 'C's namely ACTION, AWARENESS and ADVOCACY.