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**Volume 2****Issue 9(2)****August 2013**

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**C O N T E N T £**

- |     |  |     |
|-----|--|-----|
| 1.  | Children's Rights and The Plight of the Child<br><b>Gaddam John Wesly</b>  | 1   |
| 2.  | View of Social Work and Social Change<br><b>Peteti. Premanandam</b>  | 14  |
| 3.  | Some Contributions to Successive Sampling: Review<br><b>Beevi.Nazeema and Chandran. C</b>  | 31  |
| 4.  | Vethathiri Maharishi's Contribution to Philosophy<br><b>B.Sekhar Babu</b>  | 42  |
| 5.  | The Impact of Red Ribbon Club Activities on Voluntary<br>Blood Donation: A Need for National Service Scheme<br>Intervention<br><b>Yadla Ramana</b>   | 48  |
| 6.  | Family Background, Study Habits and Career Choice<br>Among University Students: With A Case Study of<br>Islamic University of Science and Technology<br>Awantipora in Jammu & Kashmir<br><b>Mudasir Ahmad Lone</b> | 64  |
| 7.  | Regional Disparities in Andhra Pradesh<br><b>P .A. Naidu</b>   | 86  |
| 8.  | Factors Affecting Vocational Choices Among Secondary<br>School Students<br><b>Nidhi Tanwar</b>   | 95  |
| 9.  | Saskrutikdipako Nayavistar Nivedak Viplavachakavitri<br><b>Biplab Chakrabarty</b>  | 105 |
| 10. | Hospital Management in Andhra Pradesh: A Case Study<br>of King George Hospital, Visakhapatnam<br><b>Nalla Sushma</b>   | 114 |
| 11. | Construction and Standardization of Professional<br>Satisfaction Scale<br><b>G.Suneetha Bai</b>  | 130 |
- 

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+

+

+

- |     |  |     |
|-----|--|-----|
| 12. | Role of Community Based Organizations (CBOS) in Promoting Elected Women's Participation in The Grama Panchayats                    | 154 |
|     | <b>Mohan A. K</b>  |     |
| 13. | Intra-Community Variations in Language and Dialect: A Case Study of Faqir Gujri Village Community of Srinagar in Jammu and Kashmir | 165 |
|     | <b>Mudasir Ahmad Lone and Sudesh Kumar</b>   |     |
| 14. | Socio-Economic Progress and Economic Growth of Andhra Pradesh  | 178 |
|     | <b>Adusumalli Venkateswara Rao</b>   |     |
| 15. | Capital Punishment: The Ethical Justification  | 185 |
|     | <b>Kaizar Rahaman</b>  |     |
| 16. | Documentary- Art, Truth and Reality  | 200 |
|     | <b>Pradeepkumar Pandurang Mane</b>   |     |
| 17. | Environmentally Robust Motion Detection for Video Surveillance   | 205 |
|     | <b>S.K.Raut and P.C.Latane</b>   |     |
| 18. | Tolerance and Resistance: Women in Arundhati Roy's the God of Small Things   | 213 |
|     | <b>Sreekala M</b>  |     |
| 19. | Custody - A Battle With Kith and Kin   | 221 |
|     | <b>P Aparna</b>  |     |
| 20. | Vethathiri Maharishi' Views on Ethical Principles: An Overview   | 226 |
|     | <b>B.Sekhar Babu</b>   |     |
| 21. | Role of Jan Shikshan Sansthan in Development of Vocational Skills: A Study of Ghaziabad (U.P) JSS Centre                           | 252 |
|     | <b>Rahul Yadav</b>   |     |
| 22. | IProblems and Prospects of Small Scale Industry in Punjab  | 260 |
|     | <b>Anita Soni</b>  |     |
| 23. | An Empirical Evaluation of the Quality Improvement in Software Design Process by Adopting TDD Approach                             | 271 |
|     | <b>Nidhi Agarwal and Prakhar Deep</b>  |     |
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**Dr. K.VICTOR BABU**

Editor-in-Chief



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**Editorial .....**

We are moving in accordance with the dictates of the time and the richness of the papers presented is serving as a springboard spreading the importance of various research oriented disciplines.

The technological developments that are taking place across the globe distinctly indicate the growth occurring; and at the same time exhibit the challenges and opportunity for players to participate in all the areas.

Research is of paramount importance and to enrich the field, it is incumbent on scholars to further promote this understanding to greater heights and the impetus that a journal like IJMER provides is of great significance.

This issue carries interesting articles such as children rights, Regional Disparties, Hospital Management, Tolerance, Small Scale industries and A Software Design process, these are contributory to our present focus.

While I congratulate the subscribers on the one hand, I equally appeal to the cross section of the research groups to publish their innovative schemes for the benefit of all, which knowledge sustains the importance and enthusiasm of IJMER.

My personal thanks to one and all.

**(Dr.Victor Babu Koppula)**

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Dear Sir,

It is a matter of immense pleasure to know that you have already brought two quarterly issues of International Journal of Multidisciplinary Educational Research. New a days human and moral values are deteriorating. For inculcating human and moral values in society your Journal will prove as a mile stone. Day by day quality of Education is falling down due to escaping research part in it. IJMER is published with the aim to develop and promote Research Education. In the age of Globalization, Education is spreading in multi dimensions and in inter disciplines. IJMER is a platform where authors can interact with multidisciplinary Research Education by publishing their innovative Research papers.

I whole heartedly wish your success in your noble mission of framing a ideal society by way of publishing multi dimensional inter disciplinary research articles of international repute.

Thanks, with personal warm regard,

Yours Truly,



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## CHILDREN'S RIGHTS AND THE PLIGHT OF THE CHILD

**Dr. Gaddam John Wesly**  
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Children are assets of the Nation. The prosperity, progress and hope of the nation will depend upon the prosperity and healthy development of the Children. Almost one third of the world population comprises children. Children, being of tender age, need special protection more than that available to other human beings. The right to security, right against abuse and exploitation, right to get love and affection of parents, right to receive proper education are some of the rights which are to be assured to a child. This is very important, because it is they who shape the future of any nation. Again, owing to their tender age, they need special care and protection, not only physical, but social, psychological and environmental also.

In spite of International conventions and local legislations it is painful but harsh reality that some of the radical organizations under the pretext of religion or some other cause giving to the innocent children, arms and guns instead of giving education and healthy atmosphere to the child in order to fulfill their selfish ambitions. The child must be provided healthy atmosphere in all aspects such as economical, psychological, social and political but the employers and other rich sections of the society taking away the happy childhood and enjoyment of children.

Child labour is one of the evils that badly effects the rights of the children in the world. Today child labour is a global phenomenon though the magnitude differs, the problem exists not only in under developed and developing countries but also in developed countries. The U.S.A also is not



spared from this problem. According to the 1971 census, the estimated figure of working children was 10.7 million, which increased to 13.6 million as per the 1981 census but declined to 11.28 as per 1991 census. The State with highest child labour population in the country in Andhra Pradesh which as per 1991 census 1.66 million working children 90% child labour is engaged in agriculture and allied employments like cultivation, forestry and fisheries<sup>1</sup>.

#### **CHILDREN RIGHTS AND U.N:**

The need for providing protection and safeguards to children have first been stated in the Geneva Declaration of the Rights of the Child, 1924 and was recognised in the Universal Declaration of Human Rights, 1948 and in the Statutes of specialized agencies of U.N.O Art.25 of the Universal Declaration of Human Rights, 1948 provides that *"motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection"*. Rights to free and compulsory elementary education to children is assured by Article 26. Again in 1959, another declaration of the Rights of the Child took place which aims that the child may have a happy childhood and enjoy for his own good and for the good of the Society.

#### **INTERNATIONAL CONVENTION ON THE RIGHT OF CHILD 1989:**

In the year 1989, which marked the 30<sup>th</sup> Anniversary of the 1959 Declaration of the Rights of the Child and the 10<sup>th</sup> Anniversary of the international year of the child, when on the rights of child, which was termed by the General Assembly President Joseph N. Garba as a binding piece of international legislation<sup>2</sup>.

1. The convention defines a child as every human being below the age of 18 years.



2. Every child has the inherent right to life, to a name, to acquire a nationality and, "as for as possible, the right to know and be cared for by his or her parents".
3. Children shall have the right to freedom of expression, thought, conscience and religion, association and peaceful assembly, education, rest and leisure, social security, the highest attainable standard of health" and a standard of living "adequate for his or her physical, mental, spiritual, moral and social development."
4. Children shall not be separated from their parents against their will. States parties will respect the responsibilities, rights and duties of parents, deal with family reunification "in a positive humane and expeditious manner", and combat the illicit transfer and non-return of children abroad.
5. Children shall be protected from economic exploitation and from hazardous work, drug use and trafficking, sexual exploitation and sexual abuse, and "all other forms of exploitation prejudicial to any aspects of the child welfare".
6. A mentally or physically disabled child should enjoy a full and decent life.
7. A child who is capable of forming his or her own views should have the right to express those views freely in all matters affecting the child, including any judicial and administrative proceedings.
8. No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Capital punishment of life imprisonment shall not be enforced for offences committed by persons under 18 years.



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## CHILDREN'S RIGHTS AND CONSTITUTION OF INDIA

Article 15(3) of the Constitution of India authorizes the state for making any special provision for women and children. Article 24 prohibits the employment of children below 14 years in mines and hazardous employment. Article 39(c) proclaims the state policy towards securing health and strength of the children considering their age inspite of economic necessity. Article 39(f) protects children and youth from exploitation, and moral and material abandonment. Article 45 endeavours to provide free and compulsory education for all children until they complete the age of 14 years. The general provisions relating to Articles 38, 42, 43 and 47 of Directive Principles of State Policy dealing with the welfare measures of the people in general and weaker section in particular, are also include children in their purview. Another significant step that has been taken by the parliament was the constitution (86<sup>th</sup> Amendment) Act, 2002 has added a new Article, 21A, after Article 21 and has made education for all children of the age of 6 to 14 a fundamental right. It provides that the state shall provides free and compulsory education to all children of the age of 6 to 14 years in such manner as the state may, by law, determine<sup>3</sup>.

Legally enforceable or justiciable rights are contained in part –III and non justiciable rights are contained in Part –IV of the Indian constitution. It is to be known that many of the children's rights provided under Part-IV of the constitution are non justiciable and not enforceable at law because they are provided under the chapter of directive principles of the State Policy where as Article-21(a), 24 are fundamental rights and can be implemented by invoking Article-226 in the High Courts and by Article-32 in the Supreme Court.

In the Indian scenario, under Article 24 of the constitution the Constitution prohibits employment of children below the age of fourteen

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years in hazardous employment. The Constitution also prohibits forced labour of any kind. So, all forms of labour are not against the interest of children it is only those forms of labour which are hazardous in nature, which hinder education of children, or result in their exploitation that are prohibited.

Constitution of India envisaged free and compulsory education for children below fourteen years, and right to education from six to fourteen years as a fundamental right. On the other hand, the Child Labour (Prohibition and Regulation) Act, 1986 allows children below fourteen years to work, if it is not of a hazardous nature, this seems contradictory because it will not be possible for a child below fourteen years to work, and to be in the school simultaneously. But in a poor country like India, child labour often becomes a necessary evil. This is because, there are only very few families in India which may survive with the income of one member alone. There are also families where there is no earning member. There are cases of the absence of the parents, or one of the parents. In these cases, the children will be compelled to seek employment somewhere. The employer also take it as a good opportunity to exploit the labour of children, as the children work hard, and efficiently, and are paid less.

### **PROTECTION GIVEN UNDER VARIOUS LEGISLATIONS TO PREVENT CHILD LABOUR**

The Children (Pledging of Labour) Act, 1933 prohibits the making of any agreement to pledge the labour of a child, in return for any payment or benefit received or to be received by the parent or guardian to cause or allow the services of the child to be utilized in any employment. Children (Pledging of Labour) Act, 1933 which may be said to be the first statutory enactment dealing with child labour. Many statutes came to be passed thereafter. The following legislative enactments are in force prohibiting employment of child labour in different occupations.



- 
- i) Section 67 of Factories Act, 1948.  
“67, Prohibition of employment of young children – No child who has not completed his fourteenth year shall be required or allowed to work in any factory.”
- ii) Section 24 of plantation Labour Act, 1951.  
“24. No child who has not completed his twelfth year shall be required or allowed to work in any plantation”.
- iii) Section 109 of Merchant Shipping Act, 1958.  
“109. No person under fifteen years of age shall be engaged or carried to sea to work in any capacity in any ship, except.
- a) In a school ship, or training ship, in accordance with the prescribed conditions: or
  - b) In a ship in which all persons employed are members of one family or
  - c) In a home-trade ship of less than two hundred tons gross; or
  - d) Where such person is to be employed on nominal wages and will be in the charge of his father or other adult near male relative.
- iv) Section 45 of Mines Act, 1952:  
“45, (1) No child shall be employed in any mine, nor shall any child be allowed to be present in any part of a mine which is below ground or in any open cast working in which any mining operation is being carried on.
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- 2) After such date as the Central Government may, by notification in the Official Gazette, appoint in this behalf, no child shall be allowed to be present in any part of a mine above ground where any operation connected with or incidental to any mining operation is being carried on.”
- v) Section 21 of Motor Transport Workers Act, 1961:  
“21. No child shall be required or allowed to work in any capacity in any motor transport undertaking.
- vi) Section 3 of Apprentices Act, 1961:  
“3. Qualifications for being engaged as an apprentice – A person shall not be qualified for being engaged as an apprentice to undergo apprenticeship training in any designated trade, unless he—
- a) Is not less than fourteen years of age, and
- b) Satisfies such standards of education and physical fitness as may be prescribed.
- Provided that different standards may be prescribed in relation to apprenticeship training in different designated trades and for different categories of apprentices.
- vii) Section 24 of Beedi and Ciger Workers (Conditions of Employment) Act, 1966:  
“24. Prohibition of employment of children No child shall be required or allowed to work in any industrial premises.
- viii) Child Labour (Prohibition and Regulation) Act, 1986 (Act 61 of 1986).



- ix) Shops and Commercial Establishment Acts under different nomenclatures in various states”.

### **CHILD LABOUR AND LANDMARK JUDGMENTS**

In peoples Union for Democratic Rights v. Union of India<sup>4</sup> : it was contended that the Employment of Children Act, 1938 was not applicable in case of employment of children in the construction work of Asiad Projects in Delhi since construction industry was not a process specified in the schedule to the Children Act. The Court rejected this contention and held that the construction work is hazardous employment and therefore under Art, 24 no child below the age of 14 years can be employed in the construction work even if construction industry is not specified in the schedule to the Employment of Children Act, 1938.

In M.C. Mehta v. State of Tamil Nadu<sup>5</sup>, the Supreme Court has held that children below the age of 14 years cannot be employed in any hazardous industry, mines or other works and has laid down exhaustive guidelines how the State authorities should protect economic, social and humanitarian rights of millions of children, working illegally in public and private sections.

M.C. Mehta told the Court about the plight of the children engaged in Sivakasi Cracker Factories. Though the Constitution provides in Art. 24 that the children should not be subjected to exploitation and the law prohibits employment of child labour and it casts under Art. 41 yet there are 17 millions children working in the organized sector as estimated by the actual number of working children range from 44 millions to 100 millions. Despite the Constitutional provisions and various legislative enactments passed by many States which prohibit employment of child labour the child labour is a big problem and has remained unsolved, even after 50 years of Independence.



The Court directed setting up of Child Labour Rehabilitation Welfare Fund and asked the offending employer to pay for each child a compensation of Rs. 20,000 to be deposited in the Fund and suggested a number of measures to rehabilitate them in the phased manner.

The Court issued following directions to implement above directions.

- 1) A survey about the child labour within 6 months.
- 2) The Court identified nine industries first where the work could be taken up namely the match industry in Sivakasi. Tamil Nadu, the Diamond Polishing Industry in Surat, Gujarat, the Precious Stone Polishing Industry in Jaipur, Rajasthan, the Glass Industry in Ferozabad, the Brass-ware Industry Moradabad, the Hand – made Carpet Industry Mirzapur, Bhadohi and the Lock making Industry in Aligarh, all in Uttar Pradesh the State Industry in Markapur, Andhra Pradesh, and the Slate Industry in Mandсарu, Madhya Pradesh for Priority action.
- 3) The employment given could be in the industry where the child is employed, a public sector undertaking, and could be manual in nature inasmuch as the child in question must be engaged in doing manual work. The undertaking chosen for employment shall be one which is nearest to the place of residence of the family.
- 4) In those cases where no alternative employment is available, to the adult member of child’s family the parent would be paid income from interest of Rs. 25,000 the employment given or payment made would cease if the child is not sent for education by parents.



- 5) On discontinuance of the employment his education could be ensured until they complete the age of 14 years and shall be free as required by Art. 45 of the Constitution. It would be the duty of the Inspectors to see that this call of the Constitution is carried out.
- 6) For the collection of Funds, a district could be the unit of collection so the executive head of the district keeps a watchful eye on the work of the Inspectors. In view of the magnitude of the task a separate cell in the labour department of the concerned government would be created to monitor this work. Overall monitoring by the Ministry of Labour, Government of India would be beneficial and worthwhile.
- 7) The Secretary of the Ministry of Labour of the Union of India would apprise the Court within one year about the compliance of the directions of the Court in this regard.
- 8) In so far as the non-hazardous jobs are concerned, the Inspector shall have to see that the working hours of the child are not more than 4 to 6 hours a day and it receives education at least for two hours each day. The cost of education shall be borne by the employer.

### **PLIGHT OF THE CHILD**

The problem of child labour is more an economic problem rather than a legal or social problem. Even though the health and education of the child are very important to the nation, but economic compulsions make a child even go for begging, stealing or engage in other illegal or anti-social activities and if the child is involved in above mentioned activities he cannot returned to the main stream of the society and his development will become destruction,



this will be more dangerous and damaging. It will never be just to ask a starving child to go and learn. Even if he may be given food in the school, while he knows that his parents and other members of the family are starving, he will consider the time spent in the school a waste. Thus the fundamental right to education, the socio economic right to attain the best attainable standard of physical and mental health and right to social security will remain dead letters in the case of poor children. They will be available only to the children who happened to be fortunate enough to be born to rich parents.

The plight of 25 million bonded child workers, who enter bondage to pay off the parents petty debts as small as Rs. 2000 is more pathetic for they work long hours, seven days a week without getting any wages until the debt with usurious rates of interest is cleared<sup>6</sup>.

The International Labour Conference adopted a resolution in 1979 on child labour. In order to give respect to the resolution of 1979 adopted in the international labour conference, a national policy on child labour was announced in 1987. In pursuance of the policy, the Ministry of Labour has been implementing, since 1988 a scheme of National Child Labour Projects (NCLPs) for rehabilitation of child labour. The major activity undertaken under the NCLPs is the establishment of special schools, which provide a package of welfare measures, including non-formal education, skill craft training, supplementary nutrition, stipend, health care etc.

#### **CAUSES FOR CHILD LABOUR**

- 1) There is no political will to eradicate the child labour and more over the Govt officials colluding with the employer for their selfish ends, diluting the noble cause which is associated with national prosperity.
- 2) Exploitative environment and economic compulsions force young children to seek employment in hazardous occupations.



- 3) Parents particularly fathers are responsible in rural areas because of their addiction, to all sorts of vices such as drinking, gambling and other evil acts because of which the burden to run the family have been shifted to innocent children.
- 4) Employers of industry always exploit children because they work for cheap price so that the employer can make money and became rich within short period.

### **CONCLUSION**

The money allocated for the National Child Labour Projects (NCLPs) can be utilized for establishing more and more vocational schools where the children must be provided opportunity to earn money simultaneously receiving education. This may be done by manufacturing furniture such as tables, chairs and include typing work, taking printouts etc. Therefore learning cum earning oriented education shall be given to the children and this will enable him to continue his education and will not make him feel that the education is a waste of time. This may lead to eradication of poverty through education.

The funds that have been granted to NCLPs, labour, child welfare, Social welfare institutions shall not be mishandled and devoured by the officials who have been entrusted with the responsibilities. To implement this aspect stringent punishments shall be imposed against those who misappropriate funds.

Wherever children's rights are violated. The voluntary organizations have to come forward and take up the cause to the govt. by way of representations and to the courts by way of instituting Public Interest Litigations (PILs).



The media should give priority in their programmes for bringing awareness among the parents and public about the evil effects of the child labour.

Separate courts must be established to impose punishment against those who violate existing laws and Degree of punishments shall be enhanced by bringing stringent laws.

Though it may not totally possible but it is better to remove belt shops, Arrack shops and prohibition must be implemented atleast in rural areas so that the earnings of rural masses be saved and the burden on the child to run the family will be reduced.

Awareness programmes and workshops shall be conducted particularly making parents to know their constitutional obligation under Article-51A (K) which provides that a parent or a guardian has to provide opportunities for education to a child and also it is added that the parent should feel the responsibility towards education.

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## VIEW OF SOCIAL WORK AND SOCIAL CHANGE

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Social change is a Universal Phenomenon, characterizing all human societies. Increase in population, development in science and technology, etc., are some of the factors which usher in change. Social or political revolutions can bring about change often on a large-scale. The French Revolution, for example, changed the social structure and culture of European society in many respects. Any discussion on social development must pay due attention to the interrelationship between social, economic, political, cultural and environmental situations. As far as India is concerned, it must be recognized that while the society is comparatively stable, it is also stratified, exclusive, and patriarchal. In the field of social and welfare services, and also social security, the pattern of development has reflected imbalances and dole dependency over the years.

### **Social Phenomena and Social Change:**

The industrialization of human society has brought in far-reaching changes in social relationships. Mechanization has given rise to qualitative approach to life. Almost in every sphere of life, these social phenomena have made way for a means-end relationship. In political Philosophy this has been known as Utilitarianism the doctrine that sets a high value on the utility of human relations.

One must accept the collectively as our client and evolve the profile of a society, where social malaise are prevented and institutional or



professional care are no longer needed. (2) Institutional, legislative and movement methods will be required to bring in such a society and the type of personnel which are necessary for the purpose will have to be set on the task. (3) the curriculum of the future must equip the functionaries to fulfill the tasks mentioned in (1) and (2). Social work in other words, should be society-center and not problem-oriented. Its emphasis would be on rebuilding societies, 'not on the solution of problems only after they arise. The technology and the methods that it uses in the new context will thus have to be substantially different than what it does today.

**Social work to bring about structural changes:**

Social workers are undertaking merely passive, palliative, ameliorative activities, making observations, conducting research and working with individuals, groups and communities. They are working within given social structural and existing set of values. They are accepting the social system as it is and the prevailing values, and not trying to change, modify and replace them in view of the rapid changes taking place in all spheres of human activity. They must work for changes in the social structure and policies. There is what is called Medical Social Work, which aims at changing policies, values and attitudes, not merely current institutions and structures.

**System Maintenance creates deprivation:**

The kind of development taking place in the developed countries and even developing countries is leading to deprivation of larger populations. Development is functional for a few and dysfunctional for the rest. Development which is lopsided benefiting a few and depriving larger population is to be eschewed. The more the development, the more the deprivation. By development, we mean not the development of material



resources, but the development of poverty groups. Prof. Amartya Sen has also emphasized social development in his welfare economics.

There are two options open to mankind. Either the third world opts for the affluence of a few and poverty for the rest, or it must divert the total resources for the removal of poverty everywhere. If we opt for no-poverty society, we have to give up mass production in favour of production by masses. We have to build less violent, no-poverty and no-misery society.

#### **Psychological theory of social change:**

There is also a psychological approach to the study of social change. This seeks to explain social phenomena as derivative of psychological characteristics of individuals. The desires and beliefs of individuals are manifested in three principle forms; repetition, opposition and invention. Any new idea or brief which appears in the mind of an individual tends to be imitated by other individuals.

#### **Sociological theories of social change:**

Social change brings about alternations in human society on many levels: small, isolated communities give way to large conglomerates; the patterns of family, kinship, private property undergo modifications. In this venture, social planning, social legislation, etc., have become vital aids to the improvement of the social and economic aspects of society.

#### **Vision of Society – Gandhi:**

Gandhi's vision of society of small, largely self-sufficient village communities, a just and non-violent, political, social and economic order was far removed from the modern industrial society; It aims at a complete transformation of the present social structure through quiet, constructive, social work carried on primarily at the village level with a view to initiating



a non-violent revolution and establishing a more just social order. It looks upon service to society as the *raison d'être* of man's life on earth. Gandhiji envisioned that our hands and acts have got to move towards a society which will really feed, clothe and provide shelter to everybody and treat everybody in the world equal and pave the way to live in peace. We should move towards a society where everyone will live in peace. We should move towards a society where everyone will live in harmony with his neighbor, where everyone will be treated with equal respect, will feel secure, self respect and feels he/she is wanted. Everyone realizes that it is only global peace that will make the human race feel safe and happy.

**Vision of Society- Sugatha Dasgupta:**

The new society, according Prof. Sugata Dasgupta, will be equity - oriented but won't use state socialism to remove differences between classes. The approach here is preventive rather than curative; production and distribution being viewed as a joint endeavor, they will occur simultaneously. The bulk of production will have to be decentralized and conducted through small productive units; production by the masses, rather than mass production. The volume of production in such an economy won't necessarily diminish, and the total wealth of the nation won't be less than that obtained today.

The goal of the no-poverty society is obviously not the enrichment of a few or even the many, but the upliftment of everyone – the good of all. "Growth" in this economy is not to be determined by the GNP, but by the rate at which the weakest member of society "grows", "develops", and is finally rescued from poverty. These measures would make possible the keeping of the human race. They will help to overturn the social pyramid of traditional society and enable production – not for everybody's greed, but simply enough for everybody's need.



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### **Social Worker's role:**

The study of social realities, makes it evident that leads to violence and exploitation will have to be changed so that the oppressed and the afflicted are to be helped. The emphasis will therefore have to shift from helping the individual to the building of perspective plan for societal growth. The emphasis should similarly be, as a part of this plan, on the removal of affluence leading to disparities and exploitation, and not on insisting that the weaker sections adjust to the exploitative order. Social work should thus lead to society centricism and not to programme orientations. Its role should not be to establish control over the weaker sections but to create a decontrolled, liberated society whose aim shall not be to perpetrate but to end all social work.

The concept of welfare will have to be abandoned. For welfare is a means utilized by the developed and the rich within a society, and between nations, to keep the disadvantaged from expressing dissatisfaction. It is a means to ensure the culture of silence. It is necessary to root out the process that creates social injustice rather than maintain the system that creates deprivation and then expects social workers to attend to the victims of the process thereafter.

Social work is no longer to help only a few 'maladjusted' to conform to a process; its task on the other hand, is to help a great many people, i.e. the vast masses of the poor, to help them to help themselves by dint of their own efforts. All social services including "social welfare" measures have to be delivered through a series of more effective, indigenous institutions. The new institutions should be community based, and units of the village or town, e.g. the family, the caste, the tribe etc.... Social welfare should thus rebuild the original structures existing in the society and ensure that the



leaders of these institutions, the parents or the village leaders, are fully trained to do their job.

**Social change orientation:**

Social work practice requires social change orientation rather than one of systems maintenance. The system itself is not always prepared to finance efforts directed towards systemic change. We have only some radical theoreticians and researchers who have social change orientation. The radical approach calls for a more committed band of persons who are risk oriented and willing to engage in a task which must ultimately lead to a social movement. The social change orientation has greater emphasis on community work; work with community groups to develop a grass-roots development to build a new society. This approach requires greater inputs in learning change producing strategies such as techniques to create greater social awareness, mobilizing and organizing the poor, skills in negotiation and bargaining as the advocate of the poor. The social worker must be able to teach these skills to the poor or the victims of the unjust social order. The poor or the victims of exploitation must understand about, and be able to identify the community power structures and develop skills in dealing with social conflict through non-violent methods. The social workers should develop an analysis of poverty in the Indian context and view the problems of micro society in the context of the total societal context.

**Social Worker as change agent:**

Social worker does not normally face any difficulty in his conventional rules, when he functions as a friendly helper, a purveyor or as a dispenser of welfare services. These roles are largely non-controversial. He functions within the limits of the system. His challenges, dilemmas and confrontations begin when he functions as a change agent. In that role, he disagrees with



the status-quo. He has to work towards changing the existing situation. In doing so, he disturbs the vested interests who profit from the status –quo. They put hurdles in the way. They create trouble for him. His energies get diminished if not diverted from his social work mission. He must try for fighting the system. If he compromises with the system, it becomes a no-win situation.

### **Social Advocacy:**

In all professions, advocacy has acquired a cardinal attribute for action, more so in the profession of social work. It depends on the commitment the social worker holds for the cause. Social workers promote advocacy for a social cause, be it in the field of community organization, locality development; social planning and social action, the enactment of the suppression of immoral trafficking, (in women and girls) Act in 1956, the Factories Act of 1948, the children's act (now Juvenile Justice Act), mental health act, family courts act, pavement dwellers, prison reforms, the aged, widows, sex workers etc. are some of the examples where social workers have lent support to cases and causes, moral and material betterment, and also institutional change, people – centered movements (i.e Dalit Movements, labour movement, women's movement, tribal movements, environment movement, child advocacy campaigns, and campaigns for health, housing, literacy etc).

New organizations i.e., environment, feminist groups, retired persons, non-profit organizations and support groups are emerging. Social rights, social citizenship and civil society points to differential social needs, rights status, and growth of new organisms are emerging spaces for social work and social work advocacy. Need identification (beneficiary data), record of access to allocated resources, and monitoring and impact present themselves as areas for social work intervention, including social advocacy as a means



to raise the consciousness of the poor as well as people at large, and also to make the delivery system more responsive. Arena of family and reproductive health, so far considered 'private' and soft is indeed a conflictual site for social work and social advocacy practice. This can bring social work in conflict with the profession of medicine as well as law. According to one report only about one-third beneficiaries of the old age pension scheme are genuine (identification of the needy under this, scheme too poses a problem as is the case with anti-poverty programme).

The agenda of the national centre for advocacy studies on the rights of construction workers and drafting a bill, child labour, protection of forest lands, deep sea fishing, women's political participation and rehabilitation, and NGO coalitions in these and other areas also fall in this category. They are exploring alternative to the present, "jobless, rootless, ruthless and futureless growth some of them are exploring possibilities on Gandhian lines, are stressing the importance of civil society, spirituality, and the development of the inner self, and are working towards a sustainable society.

Needless to argue that social responsibility building for social action on a sustained basis requires active citizens and a vibrant civil society. Cynicism and indifference are the enemies of both. Political participation is as important as social participation in such a society. In recent years, professionals and social work activists, NGOs and citizens have started taking resort to public interest litigation (or social action litigation) to safeguard the interests of the poor and disadvantaged. This cannot be viewed as a substitute to social action, because in the absence of a vigilant civil society and citizens' groups, the public interest litigation will not achieve the desired ends.

The emerging issues for social advocacy which the professional social workers have to undertake in the future are: social justice, ecology, equality and equity, development and sustainability, human and habitual, gender,



production and reproduction, distribution and re-distribution, life and livelihood, welfare and wellbeing, survival, peace and security, and human future in an eco-friendly environment.

### **Lobbyist and Activist:**

The social workers play the role of lobbyist for bringing about legislation or amendments to legislation. In order to alter the law or policy, the social worker turns a spokes person of the community. If it is difficult to change the status-quo, he plays the lobbyist role. It becomes necessary to mobilize the community and the larger public through the media. A lobbyist seeks to redress mostly within the established system. An activist challenges the system as a whole and demands a radical replacement of it. There are difficulties in the activist's role in roiling out the existing system.

### **Environment protection – social work intervention:**

In 20<sup>th</sup> century, excessive technological growth created an unhealthy environment. Air pollution, noise pollution, traffic congestion, chemical contaminants, radiation hazards, overcrowding have become pesticides of life. Indians eat food with highest toxic pesticides residues. Pollution is causing a great danger to human existence. It is affecting not only human beings but even plants, trees and animals

The land in which we live, the air we inhale, the water we drink and the sound that we hear are all polluted. There is growing concern by the economists, sociologists, environmental scientists and administrators about the degradation and destruction of the environment.

Awareness is growing to deter the kind of development which destroys green belt and depletes ground water reserves. Development is meaningless, unless it is sustainable. This sort of development leads people to become butchers of nature and destroyer of the forest.



Illiterate people cannot understand cause effect relationship between pollution and ill-health, deforestation and flooding, excessive noise levels and hearing impairments. The common man has more pressing problems to attend to than environmental issues. Environmental issues are beyond his sphere of reckoning. Even middle class educated people who are more knowledgeable will not understand the contribution of their refrigerator to the depletion of the ozone layer.

It is imperative that we use our renewable resources of water, soil, and vegetation to sustain our economic development, over exploitation of these is visible in soil erosion, floods, deforestation, siltation, destruction of floral and wild life resources, extinction of animal and plant species, depletion of ozone layer, air, water, and soil pollution, loss of marine life which pose threat to survival of life in general and to the very existence of human race in particular.

The social workers, social activists and social scientists have to take the lead in involving themselves and the people in the issues of environment degradation and destruction. They should act as the catalysts of a movement to protest against forces of destruction of nature. People's participation is the most important aspect for the success in this movement. In working on issues of environment, social advocacy by the social workers is an invaluable method of intervention. Lobbying has become an integral part of gaining support.

#### **Social work Intervention:**

Social workers should mobilize public against policies harmful to environment. Groups of individuals to be mobilized to undertake protest marches. Women can be organized to take action as in the case of Chipko Movement under the leadership of Gaura Devi



- ✓ Social worker should utilize citizen groups and voluntary organizations for campaign and lobby for action and legislation.
- ✓ Utilize their knowledge of crisis intervention to deal with ecological crisis.
- ✓ Involve people's participation in the area of development planning.
- ✓ Work towards a net work of organization active on environmental issues.
- ✓ Attempt to make human beings conscious of their interaction with eco-system.
- ✓ To encourage man-environment relationship.
- ✓ Promote environment education and information dissemination.
- ✓ To motivate the people to action, they are to be educated.
- ✓ Slum dwellers may be educated through conscientisation.
- ✓ Media can be utilized to educate the elite.

**Human Rights perspective:**

There may be persisting illiteracy, lack of knowledge and skills. The uneducated may agitate for greater participation in the decision – making process. They asset for their entitlement under basic human rights issues. The less privileged, weaker sections, the differently abled, the poor and the deprived and all other disadvantaged sections will agitate in the human rights perspective. Awareness of higher quality of life, universalization of aspirations, enhanced senses of social justice, all together helped to articulate the feeling of inalienable human rights. Now people are thinking about the issues in terms of human rights perspectives.

It can be stated that a social order which ensures full and free development of the potentialities of every member of society and which cares and respects each member's distinct identity can only be created on the



basis of total commitment of fundamental human rights(as understood in their comprehensive sense). In fact cultivation and promotion of human rights culture is the *sina qua non* for the smooth functioning of the organs of democratic state, and for the kind of development that results into over-all development of each member of the society. Human rights culture has to be global; it cannot thrive in an environment of wide disparities and exploitation of any kind at any level. Human rights education of the twenty first century could ill-afford to ignore this perspective.

Establishment of human rights culture demands elimination of all kinds of exploitation – employing bonded labour, practising untouchability, perpetrating sati, legal, social and economic discrimination against woman and her exploitation, prevalence of child labour in hazardous industries. They speak volume about system’s insensitivity and lack of commitment to human rights in this country. The concern of human rights education is not only to expose these practices and lacunae and weaknesses in laws in the context of human rights resulting in indirect violence. Human rights education has to be the catalyst in bringing about attitudinal and social change.

In its comprehensive sense “Human Rights” could no more connote merely the rights relating to the physically well-being of an individual, but must expand to comprehend all those conditions in a society that makes human existence possible with dignity and honour.

#### **Human Rights and Social Work Intervention:**

Since social work profession has commitment to social justice its role in promotion of human rights is implicit. Social workers may view social justice in terms of redistribution of goods and services to the poor and the disadvantaged. They should work for the protection of human rights. Human



rights are universal. The social workers may face difficulties to implement universal human rights in their indigenous practice. The role of social work may be limited according to the political reality the governments may restrict human rights. The social workers have to play an educative role in implementing universal human rights and try to overcome the above limitations and difficulties. The strategy of social workers could be to accept the 'core' rights, such as freedom from torture, dignity of treatment and equal consideration under the law and work for safeguarding the autonomy of the individual. Until we have a 'value-based world order, economic and social rights remain an ideal.

### **Radical Social work:**

McLeod – a probation officer and a social work educator pioneered a new method of collective action while working with prostitutes in the probation setting. She preferred collective action by clients and collective action by officers.

The radical social workers prefer collective action by clients and collective action by officers. The individual fighting a lone battle may institute a change, but his power cannot be compared with that of the group. Social workers have persistent faith in the collective strength and resources of people. People with collective strength and resources find their own solutions. Where people are brought together, it becomes politically significant.

Eileen McLeod, before moving into social work teaching, was a probation officer. Her work with prostitutes provides a good example of changing one's perspective. The probation officers viewed the prostitute as someone who was a problem and failed to address major structural factors, i.e. unequal allocations of power and resources. In an unjust and exploitative society, the actions of agents of social control result in repression. McLeod



practices and preaches a socialist view point. Her outlook is that of a feminist. She studies the problems of prostitution a different perspective. They are not necessarily suffering personnel shortcomings. Their involvement in prostitution seemed to them a reasonable choice in their difficult socio-economic circumstances. Most of the women were young, unskilled and single parents with limited maternal resources. They were low paid and engaged in routine jobs, with limited means of livelihood, they found it difficult to bring up their children and hence they resorted to prostitution as an alternative to the difficult socio-economic situation.

**Shift of emphasis:**

There should be shift of emphasis from poor relied to empowerment of poverty groups. There is shift of emphasis from provision of services to organizing people to promote change, from institutional to non-institutional programmes, from remedial to those which affect the very causes of poverty, from private concerns to public issues. We have to direct out efforts to develop a non-poverty society. Social workers are to root out the process that creates social injustice rather than maintain the system that creates deprivation. Social workers is to act as the agent of the underdog, but not of exploitative society. The priority of social work would be the poor –antyodaya, unto the least.

**Scientific Humanism:**

The modern social work is based on intellectual knowledge, skills and professional training. Here professional inputs will not deliver goods. They are to be combined with fundamental personal qualities of dedication, patience, tact and kindness to inspire the workers in their professional pursuits, What matters are the kindness of heart and commonsense and not the rigid and theoretical and specialized techniques learnt from text books. That is to say professional with humanitarianism. In other words, social work can be called scientific humanism.



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### **Law and Society:**

Nearly all human societies, tribal, peasant or industrial, have laws or legal rules whose scope is coextensive with human life. In other words, human activity, be it economic, social or political, is controlled by laws or procedures of various types. Basically, however, the function of law is to protect, preserve and defend the members of society against internal disorder or external threat. Thus, although the entire gamut of human behavior is controlled by appropriate procedure or rules of the game, our focus here is on the legal system and its relation to stability and change.

Social work institutions and organizations alone cannot meet the challenge of bettering human condition. We must make a common cause with other helping professions engaged in the noble mission of human development. In view of the above issues and concerns, social work curriculum and training modules will have to be suitably modified catering to the variegated needs of the clientele and professional social workers have to deal in the near future. In all human societies education is the corner stone, which along with socialization marks the emergence of the young people into adulthood. Both these aspects of hand and have certain elements in common. Socialization imparts values, beliefs and inherited skills to the young people and prepares them gradually to assume adult responsibilities.

Social change refers to the changes in the structure and functioning of institutions such as family, property, and education in society. Institutions regulate human conduct and allocate roles and resources. Therefore, social change refers to change in role relations between persons, persons and groups and between groups. Social change also refers to the change in the principles of resource allocation.



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## SOME CONTRIBUTIONS TO SUCCESSIVE SAMPLING: REVIEW

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In continuing sample surveys conducted at regular intervals (e.g. quarterly) for investing the time-dependent characteristics of certain dynamic populations, it is frequently advantageous to use the so-called rotation sampling technique, whereby a scheme of partial replacement of sampling units is developed in such a way that the sampling units to be used will be in the sample consecutively for some finite number of occasions, then they will be replaced by newly selected units. The replacement is done only to a portion of the sample while the other portion is retained for the next occasion. To such plans of sampling were attached different names by various authors, such as sampling on succession occasions with partial replacement of units, rotation sampling, sampling for a time series, successive sampling.

Some time in problems on sampling in studying one or more characteristics of a particular population it becomes desirable to take samples at certain interval (not necessarily equal) from the population and give the estimates of the characteristics under study of the population on each occasion after making use of the information on previous information. If sampling is done on more than one occasion then it is known as Successive Sampling. Generally in successive sampling, if the main objective is to estimate the change from period to period, then it is found that it is best to retain the same population on each occasion, to get most precise estimators. But if it is desired to estimate the mean on each occasion to the next, it may be best to retain part of the sample and draw the remainder of the sample afresh.



The main advantages of a technique of sampling where partial replacement of units is part of the overall sampling design over one where there is no partial replacement of units (i.e., taking a new set of units, or using the same set of units every time). Partial replacement units in the sample spread the burden of reporting among more respondents and hence result in better co-operation from respondents. This is very important from the standpoint of maintaining the rate of response when a human is studied.

Experiences from many censuses or survey studies (by complete enumeration or sampling methods) seem to indicate that the respondents tend to become uncooperative during the third or fourth visit if the same sampling units are used. Even with full cooperation, the respondents may be unwilling to give the same type of information time after time, or they may be influenced by the information which they give and receive at earlier interviews and this may make them progressively less representative as time proceeds.

Partial replacement of units in the sample permits the use of data from past samples to improve the current estimate of population characteristics of interest. This can be accomplished by some appropriate methods of estimation which take advantage of past as well as present information to provide an estimate for the present occasion. This theoretical advantage is perhaps the most important reason for using partial replacement units technique when we have to deal with time-series characteristics.

In many social surveys, the same population is sampled repeatedly and the same study variable is measured at each occasion, so that development over time can be followed. For example, labor force surveys are conducted monthly to estimate the number of employed, monthly surveys in which data on price of goods are collected to determine a consumer price index, political opinion surveys conducted at regular intervals to measure



voter preferences, etc. In this case, the use of a successive sampling scheme can be an attractive alternative to improve the estimates of level at a point in time or change between two time points. (see, e.g., Cochran, 1977).

The first attempt to solve this problem was made by Jessen (1942) as early as 1939 in conducting a survey in which he used the information obtained in 1938. Yates (1960) has also stated some of the results on sampling on two or more occasions. The general theory of successive sampling has been studied for one character independently by Patterson (1950) and Tikkiwai (1956) both arriving at similar results. The effect of using matched sampling to estimate the time-conditioned characters of a population from occasion to occasion is to improve the efficiency of the various estimators, based on matched sampling, of the character with increasing occasions reaching a limiting value. This is in addition that it gives more efficient estimators of the various parameters on an occasion as compared to the corresponding simple estimators based on no- matching on that occasion.

Sen (1971), the theory of successive sampling on two occasions for ratio and regression estimators has been developed by using information from the previous occasion on two auxiliary variables whose population means are unknown and Sen (1971), a more general but simpler approach to the theory for regression estimators using  $P$  ( $P \geq 1$ ) auxiliary variables is presented. The extension of the theory to sampling on more than two occasions is straightforward.

The theory has been applied to waterfowl mail survey (Sen, 1970) in Ontario, Canada. It was found that when the matched proportions of the sample in the second year were optimal for the variates, "kill per hunter" and "days hunted" the relative gain in precision of the estimate of "kill per hunter" using previous season's (i) "kill per hunter" and(ii) "days hunted" from the matched portion as auxiliary variables was 66 percent as compared



with simple random sampling with no matching; when "kill per hunter" alone was used as supplementary information, the total gain was reduced to 35 percent.

Sen (1972), the theory developed so far aims at providing the optimum estimate by combining (i) a double-sampling regression estimate from the matched portion of the sample and (ii) a sample mean based on a random sample from the unmatched portion of the sample on the second occasion theory has been generalized in the present note by using a double-sampling multivariate ratio estimate using  $P$  auxiliary variates ( $P - 1$ ) from the matched portion of the sample.

Sen (1971, 1972, and 1973) investigated successive sampling on two occasions using multi-auxiliary information. He considered all the auxiliary variables to be positively correlated with the study variable and hence used two-phase (double) sampling multivariate ratio estimator. Dhires Adhvaryu (1978), the case whom some auxiliary variables are positively correlated and remaining are remaining are negatively correlated with the study variables and hence used two-phase sampling multivariate ratio estimator. The more the information, the greater the precision of the estimator achieved. Hence in survey sampling use of auxiliary information has become a common practice, if it is available, especially without additional cost. Singh and Singh (2001) considered successive sampling using information on an auxiliary variable which is available for the current occasion (second occasion), estimator of population mean on second occasion based on the unmatched portion can be improved using information on the supplementary variable and estimator based on matched can be obtained using information on the auxiliary variate at the second occasion and also by using information on the study variate on the previous occasion. Thus the entire information available



at the current occasion is made use of to get an estimator of population mean at the current occasion with highest precision.

Biradar and Singh (2001) proposed an estimator for the population mean on the second of two successive occasions utilizing information available on both the occasions on an auxiliary variate with an unknown population mean. Maria del Mar Rueda (2008) presents successive sampling to estimate quantiles with P-auxiliary variables. Successive sampling has been extensively used in applied and Social Sciences to estimate measures of level, change of a linear parameter such as a mean or total and testing of the direction of this change. For example longitudinal surveys are used in the analysis of Social change (Ruspini, 1999) and the study of occupational mobility (Solga, 2001).

In successive sampling on two occasions, the theory developed so far (Jessen, 1942; Patterson, 1950) aimed at providing the optimum estimate of the population mean in the second occasion by combining two estimators of this mean; a double sampling regression estimate from the matched portion of the sample when the auxiliary variable is the value of the principle variable in the first occasion, and a simple mean based on a random sample from the unmatched portion on the second occasion. Successive Sampling has also been discussed in some detail by Narai(1953), adhvaryu (1978), Eckler (1955), Gordon(1983), Arnab and Okafor (1992), singh and Srivastava (1973), singh *et.al* (1992) and Singh (2003), which provides an extensive bibliography of this topic. In all the above studies, the parameter considered is the mean.

For the problem of estimating a population quantile the situation is quite different. The study of economic issues frequently involves variables with extreme values which strongly influence the value of the mean. In these situations, the mean may offer results which are not representative enough because it moves with the direction of the asymmetry. The median, on the



other hand, is unaffected by extreme values. Quantiles are used by the national agencies and statistical offices to obtain the low-income proportion and other important measures such as the Gini coefficient or Lorenz-curves. Economics studies also use quantiles in analysis of the relationship between household food expenditure and household income, wages and salaries analysis, impact of behavior on the birth weight of infants, labor markets discrimination, school quality, demand analysis etc.

G.N.Singh and Jaishree Prabha Karna (2009) presents in successive sampling over two occasions with partial replacement of units at current(second) occasion, utilizing the information on an auxiliary character over both the occasion on study character, regression type estimators for estimating the population mean at current(second) occasion have been proposed. Behaviours of the proposed estimators have been studied. Proposed estimators have been compared with the sample mean estimator when there is no matching and the optimum estimator, which is a linear combination of the means of the matched and unmatched portion of the sample at the current(second) occasion. Optimum replacement policy is also discussed through this paper.

G.N.Singh and Kumari Priyanka (2010), in the present work, information on an auxiliary character, which is readily available on all the occasions, has been used along with the information on study character from the previous and current occasion. Consequently, chain type difference and regression estimators have been proposed for estimating the population mean at current (second) occasion in the two occasions successive sampling. The proposed estimators have been compared with sample mean estimator when there is no matching and the optimum estimator, which is the combination of the means of the matched and unmatched portions of the sample at the second occasion. Optimum replacement policy is also discussed.



In practice non-response is one of the major problems encountered by survey statisticians. Longitudinal surveys are more prone to this problem than single-occasion surveys. For example, for an agricultural production survey it might be possible that crop on certain plots is destroyed due to some natural calamities or disease. So that yield on these plots is impossible to be measured. such non-response(incompleteness) can have recognized for some time that if the suitable information about the nature of non-response in the population is unknown, the inference concerning population parameters can be spoiled. Many methods are used to reduce the negative impact of non-response in sample survey. Imputation is one which deals with the filling up method of incomplete data for adapting the standard analytic model in Statistics. It is typically used when needed to substitute missing item values with certain fabricated values in the sample surveys. Singh and Horn (2000); suggested a compromised method of imputation. Singh and Priyanka (2007b) also discussed the treatment of non-response in successive sampling.

Motivated with above works Singh *et.al* (2010) have suggested impressive imputation methods to deal with the problems of non-response on the current occasion in two-occasion successive sampling. There may be situations where the non-response may occur on both the occasions in two-occasion successive sampling. Singh *et.al* (2012) intend to develop some imputation methods to reduce the impact of non-response at both the occasions in two-occasion successive sampling. Utilizing the auxiliary information, which is only available at the current occasion, estimators have been proposed for estimating the population mean at the current occasion. Estimators for the current-occasion are also derived as a particular case when there is non-response either on the first occasion or second occasion. Behaviours of the proposed estimators studied and their respective optimum



replacement policies are also discussed. To study the effectiveness of the suggested imputation methods, performances of the proposed estimators are compared in two different situations, with and without non-response.

Estimation of population mean at current occasion in successive sampling under a super-population model present the work is an attempt to utilize auxiliary information through a super population linear model as well as in the structure of estimators for estimating the population mean on current occasion in two occasion successive sampling developed by G.N.Singh and Kumari Priyanka (2010).

G.N.Singh and Kumari Priyanka (2010), present the work intended emphasize the role of several varying auxiliary variates at both the occasions to improve the precision of estimates at current occasion in two occasion successive sampling. Two different efficient estimators are proposed estimators with the sample mean estimator when there is no matching from previous occasion and the optimum successive sampling estimator when no auxiliary information is used have been incorporated. G.N.Singh *et.al* (2012), an attempt to estimate population mean on the current occasion using two-phase successive sampling on two occasions has been made. Two-phase ratio, regression and regression type estimators for estimating population mean on second (current) occasion have been proposed. Optimum replacement policies of the proposed estimators have been discussed. The proposed estimators are compared with sample mean estimator when there is no matching and the optimum estimator which is a linear combination of the means of the matched and unmatched portions of the sample at the current occasion.



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## VETHATHIRI MAHARISHI'S CONTRIBUTION TO PHILOSOPHY

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Vethathiri Maharishi's thoughts are based upon sustained research of traditional Tamil Siddha Philosophy, meditation on the self and his concern for human being. He proposed a training for the mind, introspection and reformation of negative habits for achieving success, health, peace, happiness and wisdom. Maharishi systematised a science of living and propounded a plan of physical exercises, Kaya Kalpa Yoga, introspection and self-realization that result into individual as well as universal peace and harmony.

The metaphysical position of Vethathiri Maharishi is the essence of Vethathirium. His philosophy of God, religion and ethical ideas are founded upon his metaphysical insights.

Maharishi's philosophy is a philosophy of monism. He believes in one reality and he calls it with different names-magnetism, absolute space, Divine fluid, God and so on. His philosophy is a philosophy of Idealism and propounds that the "Absolute Truth" is to be realized with constant meditation. Therefore Maharishi emphasized upon meditation techniques too. Maharishi is against pluralism. He does not believe in many independent realities. On the contrary, he perceives one Absolute Truth which comprehends every thing, every object-animate and inanimate. Like Adi Sankara in the East and Spinoza in the West, Maharishi teaches one all Pervading Truth.



Like Hegel in the West, Maharishi perceives the play of "reason" in Nature. He wants us to realize the divine plan in the constitution of human body and the movement of planets of the universe.

Consciousness, Maharishi says is of two kinds- individualistic and universal. While the former is the consciousness of man, the latter is the consciousness of God. The two are not separate because the same consciousness works in both. Maharishi observes that the consciousness in man should be disciplined and controlled in order to realize the truth and thereby achieve peace and tranquility.

According to Maharishi, most of the human problems are economic in nature. Such problems could be resolved only when there is a psychological transformation in man. Therefore, discipline of human consciousness is the need of the hour, says Maharishi.

Maharishi's conception of God is unique. He is against personification of God. He calls the imperceptible "Absolute Space" as God. It pervades everywhere. All things including planets exist in it. Like Vemana, the renowned Telugu poet-Saint Maharishi too resists of worshipping God in Temples and through rituals. However this is a point of debate. In Indian tradition, Bhakti, Karma and Jnana are considered as the three important sadhanas to attain moksa. Thus Bhakti is considered as one of the important sadhanas to attain liberation. In fact Bhagawan Ramanuja considered 'Bhakti' as a predominant moksa sadhana. Even Adi Sankara, who is a proponent of "Jnana" as moksa sadhana, did not relegate the place of Bhakti and worship of God in temples. The life of Sankara reveals the fact that during his lifetime Adi Sankara visited several temples and participated in rituals and composed texts in praise of God. The worship of God in temples, is considered by Sankara as a stepping stone for the realization of ultimate reality, the nirguna Brahman. Under these circumstances, Maharishi's criticism of temple rituals,



chariot festival etc., does not find force. Moreover, how many people could realize the Ultimate Reality or the Absolute Space? As such, it is abstract. Therefore personification of God and temple rituals are needed for common-man's understanding. There is nothing wrong in such social rituals. The point of Maharishi that is appealing is that in the name of religion, one must not indulge in animal sacrifices or waste material goods and money.

We find in Maharishi's philosophy, a sincere attempt to explain 'philosophy' in 'scientific' terms. His philosophy of magnetism and Absolute Space reveal this point. Maharishi's attempt to bring science into philosophy arena is not novel in Maharishi's thought. Rene Descartes introduces the mathematical method into philosophical inquiry in order to make philosophy as certain as that of mathematics. In the recent times, logical positivists and linguistic analysts introduced scientific method of analysis into philosophical inquiry in order to make philosophy as progressive as that of science. Thus Maharishi's attempt of introducing science into philosophical inquiry is already found in the methodology of classical as well as modern western philosophers.

The vision of Maharishi is to arrive at a world with peace and harmony. In order to achieve this Maharishi's lays several measures like a world without war, a fair judiciary, one world with Federal Government with economic justice and so on. He wants people to cultivate a good culture under the guidance of intellectuals. Maharishi desires a society where woman is respected and the male domination over the woman ceases. He wants people to learn to live in tune with the Law of Nature. He desires people to share their surplus wealth and commodities with the poor, so that the basic amenities like food and water to be available to all. The social ideas of Maharishi, focused in this context are quite comparable to great sages and thinkers like that of the Buddha, Mahavira, Sri Ramakrishna Paramahansa,



Swami Vivekananda, Mahatma Gandhi, Jiddu Krishnamurti and others. An attempt is made in the course of the discussions of this essay to make a comparison of Maharishi's ideology with these thinkers wherever such comparisons are warranted.

Maharishi did not attempt to build a system of philosophy like that of Adi Sankara or Ramanuja or Plato or Aristotle or Immanuel Kant. However, Maharishi lived for certain ideals. His teachings are simple and thought-provoking. We find in his life, writings and speeches an urge, a crave for World peace and harmony. He lived, worked and died in his endeavour.

According to Maharishi, unless, there is a change in the thinking of man peace cannot be established. His speeches and writings aim at bringing this reformation in the thinking of man. The objective of Maharishi is to formulate a global philosophy and enable man to cultivate the characteristic, of world citizenship, the ideals of one world, one religion and one truth. His dictum is "May the whole world enjoy prosperity, wisdom and peace!".

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## THE IMPACT OF RED RIBBON CLUB ACTIVITIES ON VOLUNTARY BLOOD DONATION: A NEED FOR NATIONAL SERVICE SCHEME INTERVENTION

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### INTRODUCTION:

Red Ribbon clubs are envisaged to instill among all the students in the educational institutions values of service, develop healthy life styles, and increase access to safe and adequate quantities of blood to all the needy by promotion of Regular voluntary blood donation. Apart from this, RRC aims at harnessing the potential of the youth by equipping them with correct information on Mental Health, Substance Abuse, Nutrition and Reproductive & Sexual Health and building their capacities as peer educators in spreading messages on positive health behavior in an enabling environment.

### OBJECTIVES:

*The specific objectives of the programme are,*

- To instill life skills into youths to live better and healthier life.
- To increasing the capacity of the education system in teaching, training of various basic health aspects and helping the adolescents and youths for achieving positive health.
- To ensure that every college going youth in the state is equipped with conceptual knowledge about various basic health aspects which he/she may possibly encounter during their life.



- To motivate youth and build their capacity as peer educators and change agents by developing their skills on leadership, negotiation and team building.
- To promote voluntary non remunerated blood donation among youth.
- To promote Regular voluntary blood donation by young people and increase access to safe and adequate quantities of blood.
- To develop essential skills to cope up with the adverse conditions pertaining to health specifically, supporting young people.
- To know their healthcare needs better.
- To develop and reinforce life skills that enables them to protect themselves from various health hazards.
- To dispel myths and clarify misconceptions regarding various health issues and events. And to find out a way where they can identify various health problems and can fight them out.

#### **NEED AND CONTEXT:**

According to UNAIDS strategy paper on "Approach to Adolescents". Youth are among the most vulnerable to HIV infection. And they also account for a large proportion of infected person. Youth are the most vulnerable groups to HIV infection. In India people in the age group of 15-29 years account for 31% of AIDS burden. In view of this, NACO/SACS have taken the initiative in promoting voluntary non-remunerated blood donation by establishing RRC and reaching youth to pledge to give regular blood donations till the age of 60 years and to lead healthy lifestyles to protect both themselves and the recipients of their blood from HIV & other infectious agents and in addressing the knowledge, attitudes and behavior of youth in the area of HIV/AIDS and sexuality by establishing RRC's.



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## **RATIONALE BEHIND FOCUSING YOUTH:**

The youth are growing up in a rapidly changing environment with different beliefs and values about morality and sex from those of the earlier generation and that has created conflicting demands and teetering lifestyles for them. In addition to these, there are several factors that make the youth vulnerable. Some of these are mentioned below,

- Early sexual developments and maturity among youth and leads to increased number of sexually active youth.
- The education offered in tertiary institutions is silent about psychosocial aspects of physical growth and sexuality.
- There is rich evidence across the world supporting the fact that a large proportion of drug users started drug use during their youth.
- Although youth suffer most from HIV/AIDS, the epidemic among youth remains largely invisible, both to themselves and to society as whole.
- Many youth are socially inexperienced and malleable.
- In a cultural setting as that of India, marriage is highly valued and a woman's status depends on finding a husband and having children.
- Peer pressures easily influence the youth, often in ways that can increase their risk.
- The youth are the potential change agents who can protect themselves from the lurking hazards of AIDS as well as be ambassadors in the fight against HIV/AIDS in particular.

## **BASIC STRATEGIES OF RRC PROGRAMME:**

The programme is being implemented through Non Governmental Organization in coordination with Universities' trained RRC In charge/



Programme Officers (Lecturers) and peer educators. Non Governmental Organization will train the nodal teachers and peer educators with initial support from trained resource persons. The nodal teachers and peer educators will take interactive classroom sessions with students across all targeted colleges. These sessions will be based on five issues those are as follow;

***Five important Health issues for Health Promotion,***

- Healthy Life Style and Stress & Strain free Environment.
- Drug Addiction.
- Blood Donation Promotion.
- Life skill Development and good eating habits.
- Reproductive & Sexual Health including RTI/STI and HIV/AIDS.

The sessions will be participatory and seek to address the concerns of youths on growing up through role play, brainstorming and discussion. They will also address myths and misconceptions that young people have about health and reply to queries of youths by using the Question Box.

**THE PROCESS OF RED RIBBON CLUB PROGRAMME:**

In the college campus the master trainer suppose to conduct half day class room session and during the session he/she should cover the following areas & and provide the complete information on,

- HIV/AIDS Information (HIV/AIDS)
- Life Skills Education (LSE)
- Voluntary Blood Donation (VBD)

***And***

- Indications of Red Color (Red Ribbon)



- 
- Youth Vibrant (Adolescent)
  - Information on HIV/AIDS

***Regarding HIV/AIDS,***

- Difference between HIV/AIDS
- Clinical Stages
- Clinical Investigations (Tests)
- Modes of HIV Transmission
- Preventive Methods
- Various Centers Providing Services

***Regarding life skills education,***

- WHO Ten (10) Life Skills
- Adoption and Practice
- Live Explanations/participatory sessions
- Role Play

***Regarding Voluntary Blood Donation,***

- Importance of Blood Donation
- Requirements of Blood Donors
- Various Tests has to under go
- Incentive to the Blood Donors
- Motivation of Voluntary Blood Donors

***Regarding red ribbon club programme,***

- Club Committee (Members & Nodal Officer)



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- Role of Red Ribbon Club
  - Role of College of Management
  - Activities has to be under taken
  - Incentive to the RRC Members

Later conduct half an hour participatory interactive session with the students for clarifying their doubts, myths and misconceptions regarding the given topic. Then, formed Red Ribbon Club in the presence of college management, Principal other lecturers. The club consists 25 Members from the students and 1 Nodal officer from any one of the lecturer. The nodal officer will look after everything and lead the RRC members with the help and technical support from the college management and to implement the activities of RRC. Finally, the master trainer distribute the following RRC material (IEC/BCC) to the students and appreciations certificates to the RRC members and also keep the material in the college library for the benefit of the students and college management. The IEC/BCC material as follows,

- Rakthadathala Karadeepika.
- Frequently Asked Questions (FAQ).
- Bavishyathu Naadi & Nirnayam Naadi.
- HIV/AIDS information pamphlets.
- Blood Donation information pamphlets.

***The following are the some of the additional responsibilities of the Master trainer, which could provide to the students and Red Ribbon Club Members in order to make them aware,***

- State Education, Research & Training Institution, Importance and Objectives of AEP.



- Drugs/Substance Abuse, ABC formulas, Enabling Environment and Key areas of RRC and aims & Objective of RRC, The rationale behind focusing on Youth and HIV/AIDS scenario.
- Monitoring of RRC by DAPCU, Role of Master Trainer and RRC activities in each college.
- HIV/AIDS testing centers, HIV/AIDS service centers and related websites for useful information and rights of HIV +Ve's, Need & requirement of blood and Blood Donation movements in India.
- Concept of Blood Donation, Blood Circulation & Blood Grouping and Tests of Blood Donors and non-remunerated Voluntary Blood Donation concept and Information on Indian Red Cross Society.
- HIV/AIDS youth & women (Especially for girls) are more prone and Personal Hygiene and safe Blood Transfusion and Guidelines for Blood Donors and information on Sanitary Napkins for Adolescent Girls.

#### **ROLE OF COLLEGE PRINCIPLES IN RRC PROGRAMME:**

##### ***Formation of Red Ribbon Club advisory committee in college.***

- Selection of two lecturers (Preferably one male and another female) for Red Ribbon Club.
- Oversee and participate in the implementation of Red Ribbon Club Programme, including Development of youth interactive programme, implementation, and evaluation of activities.
- Provide technical support to NGO and RRC in charge/Programme Officer to develop youth friendly and youth focusing IEC materials.
- Facilitate NGO representatives in implementing RRC programme effectively.



- Establishment linkages with other health services to increase assess of youths to them.
- Support in developing capacity of faculty to understand adolescents /youths' mental, reproductive and sexual health Problems and provide students enabling environment to cope with them.
- Motivate students to donate blood regularly.

### **ROLE OF LECTURERS/NSS PROGRAMME OFFICERS IN RRC PROGRAMME:**

Principal will identify two lecturers from every college for Red Ribbon Club Programme as Programme Officers/In charge RRC (preferably one male and one female). S/he is the teacher at the Institution designated as NSS Programme Coordinator, who should also be given their responsibility of the RRC in the capacity of Programme Officer. In the institutes where NSS is not available the head of such institution and advisory committee will be requested to designate one of the teachers as Programme Officer for RRC. The PO will work closely with the RRC/NGO to reach out to RRC members and other youth in the institution through RRC volunteers.

#### ***Role of in- charge, Red Ribbon Club,***

- Responsible for overall coordination, planning, implementation, supervision and management of RRCs in the college and help creating a supportive and enabling environment in the institutions for formation of RRC Supporting and facilitating the formation of RRC in the college/educational institutions.
- Ensuring the Red Ribbon Clubs are established in the colleges under his/her jurisdictions in close coordination with NGO/RRC Coordinator, support the RRC coordinators to identify and



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establishment of Red Ribbon Clubs in colleges, Organize and facilitate sensitization training for Peer leaders in close coordination with NGO/RRC Coordinator.

- Liaoning with the positive networks and other government/non government organizations in the region for facilitating the activities of the RRC, serving as resource person to impart technical knowledge on youth related issues to RRC members and peer educators by youth friendly methods and facilitate to develop new IEC material (plays, songs, posters, slogans etc.)
- Assess the need of capacity building and conduct capacity building exercises accordingly on regular basis for Peer educators whenever needed and facilitate the monthly meeting of Red Ribbon Club, organize class room sessions on five issues. The student groups will be trained on issues relating to Life Skills, promotion of voluntary blood donation, Nutrition, mental health and Reproductive health which leads them to adopt healthy life styles and behavior change.

#### **ROLE OF PEER LEADERS IN RRC PROGRAMME:**

- Gain in depth knowledge about Life Skills, promotion of voluntary blood donation, Nutrition, mental health and Reproductive health issues and mobilizing resources for the Club's activities.
- Producing innovative BCC (Behavior Change Communication) materials slogans, jingles, posters, logos, handbill messages, songs and plays, etc.
- Actively participating in competitions and community outreach programs inside and outside the campus.



- Orienting the new comers about the objectives and activities of the Club and contribute to the sustainability of the Club.
- With developed life skills and leadership qualities, performing the role of peer educators to heighten the Life Skills, promotion of voluntary blood donation, Nutrition, mental health and Reproductive health perception and instill negotiation skills among the youth Promoting VBD among the students and participate actively in blood donations.
- Sensitizing the youth regarding the rights of PLHWAs and facilitate the monthly meeting of Red Ribbon Club on 1st Saturday of every month.
- Facilitate the activity like; Meetings, Debates, Competitions, Blood Donation Camps, etc. as per schedule and increase the involvement of students in RRC, popularize the RRC in college, motivate the students to donate blood regularly and establishing linkages of RRC with NGO.
- Disseminating information related to Life Skills, promotion of voluntary blood donation, Nutrition, mental health and Reproductive health among Peers Mobilize the RRC members and college student for meeting and other activities.

#### **OPARATIONAL FRAME WORKS AT INSTITUTIONAL LEVEL:**

At the organization level, organization will organize the advocacy and sensitization meeting of principals to aware the Principals/HODs about the vulnerability of youths towards Life Skills, promotion of voluntary blood donation, Nutrition, mental health and Reproductive health and need and concept of Red Ribbon Club (RRC) Programme. Apart from this organization will seek the permission for the formation of RRC in the institution. Once



the head of the institution approves the RRC formation, permission to meet student leaders will be sought in order to explain the concept and importance of RRC.

An orientation workshop at the university level will be organized where by two lecturers (Preferably one male and one female, those are associated with youths' different programmes and having interest to work with youths) from each college/ institution will be oriented on the RRC scheme. The date for the same can be decided in consultation with the head of the institutions, considering that it does not interfere with the educational schedule of the Institution. The workshop will conclude with the inauguration of RRC. The local VIPs may be invited and the inauguration will be presided over by the Head of the Institution.

After imparting the training to lecturers a meeting will be organize at every institution/college level. Whereby the RC along with Programme Officer of the institution (an NSS Officer) and student leaders will contact and mobilize as many students as possible from all departments (not only students enrolled with NSS but also from the entire strength). Volunteers may also be selected at this stage. Pamphlets, brochures and related IEC material will be distributed before and during inauguration of RRC. All IEC material will be supplied by SACS in the State and Programme Officer will be responsible for its timely procurement.

Screening of Life Skills, promotion of voluntary blood donation, Nutrition, mental health and Reproductive health related films etc. should be undertaken during the orientation and inauguration on RRC. Such films could be procured from SACS. When the youth participating in the programme appear absorbed and motivated distribute the membership forms for voluntary enrolment in RRC. The format for the same is provided in the signed forms should be collected and the names of the youth should be



entered in the Membership Register. Red Ribbon Club Coordinator with support of Programme Officer will be responsible for regular updating of the Register /forms.

The strength of the club can vary from 10 to 500 voluntary members. The activities of the RRC must be youth oriented, innovative and interactive that should generate active participation of youth and at the same time should provide them with healthy edutainment. Establishment of linkages with government Departments/NGOs for increasing the access of youths to RTIs/STIs Treatment , Counseling and Testing Services , Condom and PLWHA care and support services. Organize Positive speaker bureau (PSB) in colleges to dispel myths and misconceptions and reduce discrimination against PLWHA. Class room sessions on five issues. The student groups will be trained on issues relating to Life Skills, promotion of voluntary blood donation, Nutrition, mental health and Reproductive health which leads them to adopt healthy life styles and behavior change.

***Not only the above, some of the following activities like,***

- Two activities like seminar, competitions, rallies etc.
- Arrange information kiosk and other interactive activities in colleges.
- Voluntary blood donation camp will be organized.
- Establish/Enriching Information centers in the institutions.
- Visit to ICTC/ART Centers and other health related services.
- Best peer leader will be honored with an award each at college, university and state level.

**AWARENESS ON VOLUNTARY BLOOD DONATION:**

The proportion of voluntary blood donation is about 35 to 50%. The college students as a group donate not less than 75 units of blood in every



camp. There are many instances of malpractices associated with blood transfusion. The aims and objectives included.

- To create awareness in college students regarding blood donation.
- To sensitize principals and teachers of colleges regarding voluntary blood donation.
- To motivate college students for blood donation.
- To form a network of peer motivators from various colleges.
- To try and evaluate various strategies for donor motivation.

#### **ACTIVITIES DURING THE BLOOD DONATION CAMPS:**

***During the blood donation camps, the preparatory activities included,***

- Printing of pamphlets regarding importance of blood donation, blood donation willingness forms, certificates for donors and greeting cards etc.
- Orientation of NSS volunteers of the college on the subject.
- Developing street plays, speeches etc.
- Communicating these details to programme officers of various colleges and university authorities.
- Question-answer session.
- Appeal for blood donation and submitting blood donation willingness forms.

#### **NATIONAL SERVICE SCHEME INTERVENTION:**

National Service Scheme is a central programme run by most of the universities in India. The aim of this scheme can be told in nutshell as "Personality development through social service". The scheme aims at



creating social awareness in college students regarding the issues and problems of 'our' people. It gives students the opportunities to work with and for the people to enrich their own lives with lot of practical experience and unending satisfaction. NSS units of various colleges are actively involved in various programmes of public health importance such as AIDS awareness, health education in relation to common ailments, helping the patients admitted to Govt. hospitals etc.

College students are healthy, enthusiastic and approachable as a group through NSS activities due to existing infrastructure of this programme. These students if 'caught young' are future donors and motivators. NSS has a legitimate role to play in voluntary blood donation drive. Youth must think seriously about this problem and respond positively. Malpractices in blood transfusion service are as a result of shortage of blood in blood banks. Voluntary blood donation will reduce the risk of blood borne diseases getting transmitted to innocent poor patients. Imparting knowledge to this group will make them most vital motivators.

#### **CONCLUSION:**

Thus, Red Ribbon club Programme (RRCP) is a comprehensive promotional and preventive intervention to enhance voluntary blood donation as well as mainstreaming HIV & AIDS prevention, care & support and testament impact, mitigation, stigma reduction, among the youth in educational institutions. It will also prepare and promote youth per educations within and outside the campus. The lecturers, Par-medical staff, Health Assistants and other medical and health professionals, who have been trained as Red Ribbon Club Master Trainers. Out of which, 90% of the Master Trainers are the NSS Programme Officers (Lectures). These trained Master Trainers use to establish Red Ribbon Clubs and conduct awareness programme in allotted and respective colleges.



In most of the colleges the red ribbon club members are NSS Volunteer and they are well aware about National Service Scheme, Red Ribbon Club Programme, Life Skill Education, Voluntary Blood Donation and HIV/AIDS. So that, it is very easy to conduct Voluntary Blood Donation Camps by the RRC members. Not only that, the NSS Units of constitute colleges are use to conduct at least on blood donation camp in a month and collection of not less than 75 blood units. As a result, with the help of Red Ribbon Club Programmes and the intervention of National Service Scheme all the youth, especially student youth (NSS Volunteer/other general Students) are coming forwarded to donate blood voluntarily and it is evidenced that, the voluntary blood donors have been increased from 50% to 75%. And in the coming days, with the assistance of NSS Programmes officers/Volunteers and the cooperation of college management the Red Ribbon Clubs will function effectively and should be reduced the scarcity of Blood in India.

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**FAMILY BACKGROUND, STUDY HABITS AND CAREER CHOICE  
AMONG UNIVERSITY STUDENTS: WITH A CASE STUDY OF  
ISLAMIC UNIVERSITY OF SCIENCE AND TECHNOLOGY  
AWANTIPORA IN JAMMU & KASHMIR**

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## **1. INTRODUCTION**

### **1.1 CAREER CHOICE**

Of the five career development stages identified by Greenhaus and Callanan (1994), occupational choice is perhaps one of those most influenced by family concerns, both present and anticipated. Preparation for work involves developing an occupational self-image, wherein an individual attempts to match his or her strengths and weaknesses, values, and preferred lifestyle with the requirements and advantages of a range of different occupations. Brown (2002) describes the process of choosing a career as one of estimating one's ability and values, estimating the skills and abilities required for success in a given occupation, and estimating the work values that will be satisfied by the various occupational alternatives available (Beauregard, 2007).

Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).



A major turning point in adolescents' lives involves the career choice that they make while in high school. Frequently, it is viewed by family and community as a mere start to workplace readiness; however, this decision plays a major role in establishing youth in a career path that opens as well as closes opportunities. Given the differences in the social and economic context of college-bound versus work-bound adolescents (Bluestein, Phillips, Jobin-Davis, Finkelberg, & Roarke, 1997), a study was designed to explore the factors that influence rural young adults' selection of specific careers.

Young adults, through interaction with the context of family, school, and community, learn about and explore careers that ultimately lead to career choice. The interdependence of family, school, and community culture played a critical role in shaping the youth's occupational choice. The economic and social circumstances of the broader community colored and influenced the youth's perceptions of appropriate career choices.

Youth in communities of more affluence appeared to have more family and school support in career exploration, which resulted in consideration of a wider range of career options. Parents, followed by other family members, provided valuable learning experiences through their own role models and supporting activities that assisted in exploring career interests. Work-bound youth's parents frequently taught skills that provided youth with a broader understanding of their own aptitudes contributing to career choice. "My Dad works on big Caterpillar transmissions, and some my uncles do that kind of work. We would work together, and, you know, I learned a lot from him, how to do anything. This is why I'm a Diesel-Teck major" (Ferry, 2001).

Among the students of IUST as the study reveals more than 50 % students have taken the parents course while choosing from the different courses offered. There is, however an internal difference in career choice in that students in the Civil Engineering mostly follow their parents (mainly



father's) field of specialization while as students from CSE and ECE took the choice either for scope or interest. Among the latter two branches the influence of family status mainly the economic one was seen more significant.

The career choice that adolescents make is a decision that is influenced not only by their development but also by the context in which they live (Chen, 1997). The study extended the understanding of the impact that families and communities that are passive in assisting adolescents in making a career decision and implementing plans of action have upon adolescents' long-term occupational outcomes. In these communities, a context of uncertainty and the appearance of nonsupport prevailed, which led adolescents to postpone career decision-making and ultimately not to aspire to challenging vocational choices. This finding points to the importance of extending career educational efforts beyond adolescents to families and community.

## **1.2 SOCIAL COGNITIVE CAREER DEVELOPMENT THEORY**

One comprehensive and dynamic career theory that incorporates many aspects of career development is the Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994). The SCCT was derived from Bandura's (1977, 1986, 1997) Social Cognitive Theory, which stressed the importance of self-efficacy in one's choice of behavior. According to Bandura (1986), individuals choose to engage in or avoid a specific task based on their self-judgment of their competency in accomplishing the task. Therefore, self-efficacy is task- or domain-specific confidence. Bandura also stated that four factors influence one's self-efficacy: verbal persuasion, vicarious learning, task performance, and physiological arousal. Among the four, task performance-actual trial of the task-is the most powerful influencing factor.



The SCCT (Lent et al., 1994) proposes that career choice behavior is shaped by outcome expectancies, career interests, and career self-efficacy, and that career self-efficacy plays a mediating role between one's background and interests and one's outcome expectancies. Moreover, career self-efficacy is influenced both by individual variants (i.e., predispositions, gender, race/ethnicity, health status) and by contextual factors such as family background and learning experiences. The theory emphasizes the interactive influence of contextual factors and cognitive person variables on individual career development (Lent, Brown, & Hackett, 2000).

## **2. GENDER DIFFERENCES IN CAREER DEVELOPMENT**

By age 13 to 14, adolescents have developed two cognitive competencies related to career development: self-concept and perceptions about occupations (Gottfredson, 2005). During adolescence, students also have achieved an adult-level understanding of the sex type and prestige level of common occupations. Gottfredson argued that adolescents start to eliminate occupational choices based on sex types and prestige levels. For example, female students might avoid choosing occupations that are generally perceived as too masculine (e.g., a career as a miner) and also might consider eliminating choices that are perceived as low social prestige status (e.g., a career as a housemaid).

No demarcation on the basis of gender was seen among the students of IUST and the reading was same for all branches of engineering and management. Even for civil engineering usually considered a male specific engineering field female students were found as comfortable as with other courses like food technology. This is justified by the fact that the male and female student ratio for all courses is more or less balanced, mainly 60:40.



In their effort to explain why women were underrepresented in science and math fields, Betz and Hackett (1981) argued that women avoid male-dominated occupations due to a lack of self-confidence in such occupations, and that this lack of confidence is rooted in a lack of encouragement, role models, or similar experiences in the field—the resources for self-efficacy proposed by Bandura (1977).

## 2.1 CULTURE AND CAREER CHOICE

Christen writes when I ask young adults what made them choose the work they are doing, many cite a particular moment, experience or role model as decisive. While career decisions may appear to come about in an instant, teens and young adults have been receiving messages about careers and career choice for years. All forms of media, language, cultural myths, family preferences, peer pressure and fads cause certain careers to get labeled cool and others not. Ethnic, racial and gender stereotypes—whose origins can be in local, regional or national culture—all exert influence over career selection. This article will review a few ways in which culture and the families we grow up in shape our career choices (Christen, 2010).

Bolles (2008) in case of career choice the family will be the decision maker, therefore, the choice is not individual, but rather communal. In these cases, the choice will be made based on the career that will bring the family the greatest amount of respect as a whole. , individuals are most usually expected to know what they want to do either by the end of high school or early in their university or trade school career. Many go on to universities or trade schools where they will get training and knowledge for their career choice.

There is a considerable difference of career choice at IUST between students from the rural areas and those from the city. The former were mainly



found to opt for and studying Civil and Electronics engineering, Islamic studies and Peace and Conflict studies while as the courses like Computer Science, Management and Technology were found to comprise students mainly from the urban side. One of the significant reasons as the data infers (70 % respondents) is that the students from the countryside find the former courses affordable and have a sense of more options to serve better the society as compared to the latter courses involving expensive technical assets and indoor applications. The effects of tradition and religion too on the career choice and personal development were found more significant among the students from the countryside.

Culture still affects career choice, however. Like in many other countries, careers that bring respect to the family are sometimes favored by children who had parents who had the same career (e.g. doctors, lawyers, politicians) (ibid). Around the globe, there are some people who "fall into" a career either by accident or happenstance. Therefore "career choice" is not a term that is given much value. In cultures where career choice doesn't exist, not only do younger individuals not know what they want to do, Bolles suggests they don't even have the ability to put that question into context for themselves.

Home background according to PISA (Programme International Student Assessment, 2000) influences academic and educational success of students and schoolwork, while socio-economic status reinforces the activities and functioning of the teachers and students. From the above, it is revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child (Shittu, 2004).



According to Sprinthall (1981), parents provide home for the head start of children and the material for learning, when a child is deprived of the essential needs he may be found to perform poorly in his schoolwork. Parental income was identified in this work to be a cogent factor upon which the academic/vocational success of secondary school students lies.

### **3. FAMILY INFLUENCES**

In addition to culture, families have great effect on job choice or career selection. We inherit beliefs, goals values, behaviors, attitudes and dreams from our families. This inheritance can greatly affect individual career choice. Through subtle and not so subtle behaviors or comments, career options are encouraged or discouraged. Certain career choices may be presented as part of a child's duty to family, their genes or part of their destiny (Christen, 2010).

Lack of family involvement in teen's lives effects career choice as well. Teens whose families don't support their interest in career exploration or a particular career path are less able to make good career decisions. Extended family may be seen infrequently or may be present daily. Depending on strength of their relationship with teens or young adults extended family can exert pressure, provide role models or offer useful guidance (ibid).

#### **3.1 FAMILY STATUS: WHAT IT IMPLIES**

The social and economic family background of the students at IUST was found to be the most important factor for career choice as well as the study habits and behavior. 80 % of the students studying in this university belong to the upper class family background (50 % upper upper and 30 % lower upper). This finding validates the premise mentioned earlier that most of the students take the courses requiring more funding and fee viz the



professional courses as compared to social and material sciences. The difference as compared to the similar studies conducted by various sociologists and educational psychologists is that here the two important determining factors for career choice are; the parental motivation and a sense of pride as seen by the upper class students in studying such courses. It was seen that among such students less concern was assigned to the social functions like social service and human concerns as the motives here are of personal nature like attainment of esteem and wealth by means whatever (75 % of respondents from the sample of 80 % of the upper upper class students).

Tinklin (2000), in her study of the influence of social background on application and entry to HE, identifies the combination of social class and level of parental education as significant factors in encouraging application and entry to higher education [HE]. The UCAS study (UCAS, 2002) also noted that family support was a key influence on student aspirations and successful progression to HE. The applicant's background influences the qualifications gained in school, whether an application is made and even eventual entry to HE. Research by Weir and Nolan (1977), Cherry and Gear (1987), Arnold et al. (1988), and more recently Howieson & Semple (1996) has found that parents are a significance influence on career decision-making.

Johnston, Raab and Abdalla (1999) discuss the positive effect of parents own participation in higher education being passed from their generation to the next and consequently encouraging application and entry to HE. Tinklin and Raffe (1999) in their study of Scottish school leavers who entered higher education in 1993 identify social class as a significant determinant of successful transition to higher education, pointing out that 'social class differences in entrance to higher education narrowed during the expansion of the late 1980s and early 1990s, but leavers from middle



class backgrounds were still more than twice as likely to enter higher education in 1993' (ibid: 1).

Their survey also demonstrated that those from less advantaged backgrounds were less likely to gain the necessary qualifications, apply and subsequently go to HE and that even those from such backgrounds who had the entry qualifications for HE might subsequently fail to make an application. Johnston, Raab and Abdalla (1999), in their study of geo-demographic influences on HE participation, comment that the additional places available in higher education from the 1980s have mostly been taken up by applicants from social classes I and II. Participation of social classes III – V has been largely in the post-92 universities.

### **3.2 FROM THE SINGLE PARENT FAMILY**

There is a significant difference between the academic performance of students from single parent family and students from two parent family. The study also shows differences in the performance of male students from the two family structures and also female students from the two family structures. The findings agreed with the conclusion of Nzewunwah (1995) that there is a significant difference between students from single parent families and those from two parent families in terms of attitude to examination malpractices, attitude to studies and academic performance. This finding could be explained by the fact that life in a single parent family can be traumatic and children brought up in such family structure often suffer some emotional problems such as lack of warmth, love and disciplinary problems, which may hinder their academic performance (Eweniy, 2005).

On the other hand, children raised in two parent family structure are often stable emotionally and they suffer less emotional problems thereby making them less anxious in the pursuit of their academic work. However, it



should be noted that this situation may not be true all the time since there are some children in single parent family structures who still perform academically better than children from two parent family structure (Apia & Olutola, 2000). This situation may however be attributed to other factors inherent in the personality of the child. Whatever the result, parental separation tends to affect younger children more than the adolescents who are the subject of this study. However, early childhood problem may have negative impact on later life development (Eweniy, 2005).

#### **4. RACIAL AND ETHNIC CONSIDERATION IN CAREER CHOICE**

Race or ethnicity does not seem to contribute much to differences in career aspirations or decision-making attitudes (see also Byars & Mc Cubbin, 2001; Fouad & Brown, 2000). There are, however, differences among racial/ethnic groups in perceptions of career opportunities and barriers. These significant differences are consistent with the sociopolitical context within which many visible racial/ethnic minorities work and live. As Gloria and Hird (1999) cogently noted, racial/ethnic minority students "may have the skills and abilities to successfully compete and make decisions regarding the world of work but may not believe that they will be allowed or accepted in the workforce" (p. 168) (Fouad and Winston 2005).

A discussion of opportunities and barriers needs to be incorporated into career counseling as explicit aspects of the career counseling process. Fouad and Bingham's (1995) culturally appropriate career counseling model provides one context-sensitive approach to examining the effects of cultural variables from both the client's and counselor's lives on the identification of career issues and intervention planning. Leong and Hartung's (1997) model provides another, and Cook et al.'s (2002) ecological model offers a third perspective. Cook et al.'s model is the most comprehensive in suggesting that factors within the contexts in which clients work and live are strong



influences on their career choices. One implication of Cook et al.'s (2002) ecological model is that if career counselors focus primarily on intra individual factors, such as interests or decision making, they may miss problems that are actually caused by the environment or context in which the individual is working (ibid).

Only a small population of students from ethnically different areas likes Ladakh and Jammu also study different courses at IUST. Racial and ethnic determinants were not found much influential as far as career choice and planning is concerned. The demographic determinant was found operational as the students from hilly areas like Ladakh, Rajouri and Udhampur were more likely found opting and studying Civil engineering. The main reason as reported by most of such student respondents (86 %) is more scope for such courses in these areas as compared to Computer Science and Food Technology like courses.

The findings from the meta-analysis highlight the need to incorporate extra individual factors. Three themes emerged from our results. First, race/ethnicity did not play a large role in career aspirations and career interests. Second, the perception of occupational opportunity appeared to be strongly related to race/ethnicity, and, third, race/ethnicity greatly influenced perceptions of career barriers. Combined, these findings indicate that individuals' career dreams (aspirations) are similar, yet students' perceptions of the opportunity to realize these dreams differ by racial/ethnic group. Perceived opportunities and perceived career barriers are individuals' conclusions about the structure of occupational opportunity. The culturally competent career counselor must attend to these perceptions and the associated environmental realities (Fouad and Winston 2005).



## 5. INTEREST, EFFORT AND HARD WORK FOR THE LEARNING PHENOMENA

Interest describes the cognitive and affective relationship between a student and particular classes of subject matter. However, one student's effort to master Latin, mathematics, or lacrosse is not likely to be the same as another student's efforts. Moreover, how a student approaches different subjects can be expected to vary, just as the background and basic abilities that each student brings to each subject will vary (David, 1999).

Three types of interest can be identified, each of which reflects differing amounts of knowledge, value, and feelings. These are: (1) situational interest, (2) individual interest (sometimes referred to as *topic interest*), and (3) well-developed individual interest. *Situational interest* refers to the short-lived or momentary attention to, or curiosity about, particular subject matter, and can be accompanied by either positive or negative feelings. *Individual interest* is a relatively enduring predisposition to experience enjoyment in working with particular subject matter.

An individual interest may or may not provide a student with the support to put forth effort when faced with a difficult task, presumably because the identification of individual interest in terms of enjoyment provides no information about the depth of a student's knowledge about the topic. *Well-developed individual interest* is a relatively enduring predisposition to re-engage particular classes of subject matter over time. A student with a well-developed individual interest for a subject has more stored knowledge and stored value for that subject than he or she has for other subjects. With more stored knowledge and stored value for a given subject matter, the student is positioned to begin asking curiosity questions that drive knowledge acquisition, consolidation, and elaboration, and that leads the student to persist in the face of frustration or difficulty (ibid).



So far as the data from the Islamic University of Science and Technology goes an astonishingly less only 25 % (generalized for all academic courses from all semesters) of the students have positively responded being interested in the courses they are studying. The basic premise which is inferred here is that most of the students just want to pass a particular course, get a degree and find a job (mostly pre-destined by the influence and impact of parent status). This inference drawn here is supported by the data that psychological tendencies required for effective learning like personal effort and hard work were found lowest among the upper upper class students as compared to those from traditional social settings. Responding to the question "23. Name your favorite course ———", 60 % of the students of the university provided illogical responses varying from acting, face booking, Biology (when actually there is no such specialization) and so on. 40 % of the students generally (70 % horizontally from last semesters) affirmed the course called Ethics as their favorite subject which is only a moral course devised for the 2<sup>nd</sup> semester of each engineering branch. Psycho analysis reveals that disinterest towards a decision involving consciousness is concealed in fun and when a social individual has a less concern for such a personal trait; it is often avoided in mockery. The overall learning habits of the students of this university are tabulated below:



ACADEMIC TRAIT	STUDENT RESPONSE 8 <sup>TH</sup> AND 6 <sup>TH</sup> SEMESTER	STUDENT RESPONSE 4 <sup>TH</sup> AND 2 <sup>ND</sup> SEMESTER	GENERALIZED RESULT*
Career Choice	Self choice= 2 of 10	Self choice= 6 of 10	40 %
Family Status	Upper upper= 3 of 10	Upper upper= 4 of 10	35 %
Schooling	Missionary= 5 of 10	Missionary= 5 of 10	50 %
Academic Scoring	Average= 8 of 10	Average= 9 of 10	70 %
Favoritism in the Varsity	Agree= 5 of 10	Agree= 6 of 10	55 %
Interest in Subject	2 of 10	3 of 10	25 %
Class duration: halved/reduced	5 of 10	10 of 10	76 %
Prepare notes: no/never	9 of 10	2 of 10	50 %
Book reading/Library	2 of 10	7 of 10	40 %
Canteen visits: twice/more	9 of 10	6 of 10	45 %
Eating habits: fast/junk	9 of 10	2 of 10	52 %
Face book; Twitter: evening hours	9 of 10	8 of 10	72 %
Most liked subject	None= 6; Ethics=4	None= 6; CSE=4	None 55 %
Plan for higher studies	3 of 10	2 of 10	25 %
Satisfaction with system of the University	Satisfied= 6 of 10; Stagnant= 2, Strict=2	Satisfied= 2 of 10; Stagnant= 6, Strict=2	30 %

Table 1.1: \*The data was first calculated separately for all semesters and then generalized through inductive analysis.

Source: Field based data

## 5.1 EFFORT AND INTEREST

The research reviewed here suggests that effort needs to be understood as involving choice, as being rooted in beliefs, and as being influenced by feedback. In addition, interest needs to be understood as a cognitive and affective relationship between a student and a particular subject that varies depending on the type of interest being described. As Andreas Krapp has observed, students who want to be doing what they are supposed



to be doing because of a well-developed interest are not a problem for educators.

The challenge for education could be understood as one that involves figuring out how to get students to want to do what teachers want them to do. However this interpretation sets effort and interest at cross purposes and is not productive. Instead, the research suggests that educators should focus on the complementarity qualities of effort and interest. Providing students with conditions that will involve them in deepening their knowledge should position them to begin asking their own questions about a particular subject matter; recognize that they both have the ability to work on developing their understanding of, as well as their confidence about their ability to work with, the subject matter; and provide support for developing interest and effort that includes trying hard, asking for help, and/or participating. In fact, as John Dewey anticipated, it appears that when conditions to support student interest are in place, effort will follow (Dewey, 1913).

As the findings at the Islamic University of Science and Technology show, only half of the total student sample selected do note taking and preparation and less than half of them actually do book reading. The responses have shown that a similar portion about 40 % of the students visit the Central Library but 30 % of them visit it for relaxing and the remaining 10 % for reading the local and national dailies where the main motive is to search for job advertisements.

Research studies suggest a connection between student interest and actual learning. Attention, concentration and feelings of surprise, excitement and enjoyment are all important indicators of student interest in learning according to Dr. Raja Maznah, professor at the University of Malaya and the head of the SMART education program. When children's curiosity increases, they want to know more information to answer their uncertainties (Sani, 2007).

## **6. AFTER THE UNIVERSITY EDUCATION**

At IUST only one fourth of the student sample covered for the research agree with going for higher studies. This further justifies the fact that the



main motivation for students studying at this university is getting a job when actually only 45 % of those respondents who attribute their studies with getting a job know the nature of job they want to do at all.

Expectancy theory explains how people choose, from various available options, that option which they perceive to be the means of obtaining their goals. It also refers to the perceived probability that effort will lead to good performance and the attainment of desired outcomes. Findings from research by Mosley, Meggins, and Pietri (1993) and Greenberg and Baron (1993) support the expectancy theory. Mosley et al. (1993) maintain that job satisfaction is strongly influenced by the rewards that the individual receives from his or her work. Greenberg and Baron claim that job satisfaction is determined by the degree to which job outcomes, like rewards, match those desired by the individual.

In the planning and development of higher education, it is necessary to understand the major factors affecting senior secondary students' decisions on whether to continue to higher education or to enter into labor force. This is particularly important in countries shifting from a centrally-planned economy to a market-oriented economy where individuals are allowed free choice. This study in 1997 surveyed the educational intentions of 1,513 senior secondary students in Shenzhen, the first and largest Special Economic Zone (SEZ) in China which has adopted a market-oriented economy and an open door policy for the last two decades (Hung, Chung and Ho, 2000).

In their research in China Hung, Chung and Ho (2000) studied that % of students in the study opted to continue into higher education on completion of senior secondary education. They expected a much higher rate of return to higher education than the remaining ten percent of students who opted to work after completing senior secondary education. The analysis of logistic regression used in this study reveals that students' expected rate of return to higher education has a positive and significant effect on their intention to pursue higher education, after controlling for the effects of the students' gender, family background and ability. It is evident that students in this study acted in accordance with predictions in the human capital theory in making their choice of higher education or work in the market-oriented



economy sector of China. This pattern of educational choice has important bearing on the development of higher education in developing countries

## **7. STUDENTS-FACULTY INTERACTION AND ACADEMIC INVOLVEMENT**

Frequent interaction with faculty is more strongly related to satisfaction with college/university than any other type of involvement or, indeed, any other student or institutional characteristic. Students who interact frequently with faculty members are more likely than other students to express satisfaction with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even the administration of the institution. Thus, finding ways to encourage greater student involvement with faculty (and vice versa) could be a highly productive activity on most college campuses (Astin, 1984).

Defined as a complex of self-reported traits and behaviors (e.g., the extent to which students work hard at their studies, the number of hours they spend studying, the degree of interest in their courses, good study habits), academic involvement produces an unusual pattern of effects. Intense academic involvement tends to retard those changes in personality and behavior that normally result from college attendance. Thus, students who are deeply involved academically are less likely than average students to show increases in liberalism, hedonism, artistic interests, and religious apostasy or decreases in business interests.

The only personality change accentuated by academic involvement is need for status, which is strengthened. Being academically involved is strongly related to satisfaction with all aspects of college life except friendships with other students. This pattern reinforces the hypothesis that students who become intensely involved in their college studies tend to become isolated from their peers and, consequently, are less susceptible to the peer group influences that seem critical to the development of political liberalism, hedonism, and religious apostasy. On the other hand, they experience considerable satisfaction, perhaps because of the many institutional rewards for good academic performance (ibid).



In order to investigate the nature of student-faculty interaction and relationship at IUST certain indirect probing questions were included in the questionnaire like "11. What should be the nature of your class duration? "; "25. How many of the teachers teaching you are you satisfied with?". The results show that 76 % of the students want their class duration halved or reduced and that of the lunch break doubled. The most frequent response to no. 25 was 'a few' = 30 % and 'few' = 35 %. An assessment [through a pilot study included only for the purpose of data comparison during the present study] of the qualifications performance and academic excellence of the teaching faculty of IUST shows that 95 % of the teaching staff (permanent as well as those on half yearly or yearly academic contracts) possess the prescribed qualification as per the UGC norms for a university job.

90 % of the teachers do homework and do note taking before going to the classes. 97 % of them use marker boards during teaching. During participant observation in the Civil Engineering Department of this university it was found that the faculty has a stress level before and indications of tiredness and exhaustion after finishing their classes. Educational psychologists agree with the fact that stress and exhaustion during the teaching process are directly proportional to hard work and *intention* of better performance. The academic results show fluctuating shifts as there are students with above 75 % marks and those who fail from same semester classes. The conclusions drawn from comparing the above data are shown below in table 1.2:

Learning habit	Note taking	Book reading	Punctuality at classes	Purpose of Internet usage	Canteen visits
Teachers	Often	Mostly	Satisfactory	Academic	Once
Students	Seldom	Seldom	Specific	Social networking	Frequent

Table 1.2: Source = Field based data; Technique = Inductive analysis



## 8. CONCLUSION

Clearly as revealed from the research findings from the developed and developing nations as well, there are evident implications and mainly determining relationship between the socio-economic backgrounds of the family and the learning processes among university students. Though the career choice depends on various social and economic variables of the family, not all university students take the traditional family course. As justified by research in sociology and psychology, gender differences in career choice and job preferences have been found to be existent mainly in the developing nations but no such differences were found during the present search. Culture likewise the family background is an important determining institution for career choice and planning. The impacts of racial and ethnic background on the university students' academic life are not much significant and equal results have been drawn during the present study. Most of the university students irrespective of the family background prefer to do a job on going for higher studies. Teacher-student interaction and academic performance have been found to be the most important factors for a successful academic and vocational career.

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## REGIONAL DISPARITIES IN ANDHRA PRADESH

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### Introduction

Now a days the problem of regional disparities is seen everywhere in the world, whether it is developing country or developed country. Because of its social, political and economic impact, each and every country/region considered it is a serious problem. Mirdal theory of cumulative causation shows that because of the dominance of backwash effects over spread effects, regional disparities increases as growth taken place in a country/nation (Myrdal, 1957). An Empirical finding of Kuznets and William Son also increases, but decreases after reaches a certain stages of development (Kuznets, 1955; Williamson, 1965). William Son emphasis four factors caused for regional disparities in the early stages of development .1) Migration of labour and capital from poor regions, Migration of labour from backward to developed region increases regional disparities, because only economically active people migrated.2) Weak inter-regional growth linkages 3) Government policy supporting potential areas for attaining growth in a short period.

Regional variations in the per-capital income are lesser in developed countries like U.S, U.K and Germany than developing countries like India. Indian states experienced significant increase in regional income disparities in the nineties. The more serious problem of regional disparities (in India) is not at the state level; but across the region with in the state. The state is



traditionally classified in to three regions viz, Coastal Andhra comprising of 9 districts (from srikakulam to Neltore), Rayalaseema consisting of four districts (Chittore, Cuddapah, Ananthapoor, Kurnool). Telangana consisting of 10 districts. Both coastal Andhra and Telangana are too big and heterogeneous to be treated as single region and the average picture hides the changes in intra-regional variations. Coastal Andhra is divided in to North Coastal Andhra comprising of the Srikakulam, Vizianagaram, and Visakhapatnam and South Coastal Andhra consisting of the remaining six districts. Telangana is classified in to south telangana consisting of Nalgonda, Mahabubnagar, Rangareddy (including Hyderabad) and Medak. The Remaining five Districts are come in to north Telangana.

Any study of Regional development has to begin with a suitable definition of region. Basically three different approaches have been used in defining a region. The first approach stresses homogeneity with respect to one or a few characteristics. The second approach emphasizes nodality or polarization around some urban center. The third approach defines a region as an administrative unit and it is designated as a programming region. The three definitions, though appear to be distinct, are not mutually exclusive. They are variations of the homogeneity criterion. In thinking of the problems of economic backwardness of regions and remedies sought for them, a large number of factors which may be historical, institutional and political have to be taken in to account for this larger area than an administrative unit.

Andhra Pradesh was formed on 1st November, 1956 by merging the 9 telangana districts with the erstwhile Andhra State formed on October, 1953. At the time of formation, there are wide regional disparities in development; Telangana occupying the lower position. On the eve of its formation an agreement known as Gentlemen's agreement was signed under which Telenagan Regional Committee was constituted to assist the



development of Telangana area. While failure in the strict implication of the Gentle men's Agreement led to the separatist movement in Telengana in 1969, some emotional problems and mulki rules led to the separatist movement in Telanagana in 1969, some emotional problems and mulki rules led to Jai Andhra separatist movement in 1972. As a consequence, a six-point formula was announced in 1973 by the union government after consultations with all concerned. As the state completed four and half decades after its formation, there is need to Asses the trends in regional disparities in different sectors (in the state). This paper is an attempt to examine the disparities that existing with in the regions of the state.

**Population and labour force:** The development of a region is partly influenced by the labour force participation rate and labour productivity. Both census and National Sample survey reports provide information on labour force participation rates at the state level. But data at the regional level are available only from the census. Female work participation rates in rural areas vary significantly across regions from 32% in south coastal Andhra to 43% in North Telangana and they have been increasing while male rates have been declining in all the regions (Sudhrakar Reddy). The two Telangana regions exhibit an exceptionally high female participation rate in the rural areas. There are no significant variations in incidence of child labour. The irrigation is more on female child labour than on male child labour and mother's participation in economic activity with female child labour

**Agriculture and Industry:** The agrarian transition in Andhra Pradesh is characterized, not by traditional capitalist transition under which direct producers are dispossessed and turned in to wage labour, but by fall in the proportion of feudal holdings and area under such holdings. Rayalaseema, south Telangana and North Telangana accounted for a major portion of the decline under large holdings (Parthsarathy). Changes in agrarian structure



in the state are more due to the intervention of social activists than due to implementation of ceiling law (Siva ram Krishna Rao). The redistribution of land led to shift in cropping pattern from coarse to cotton, increase in crop yields and also a change in the village power structure.

Regional disparities in per hectare out put declined significantly during the last 45 years. The gap between the most developed and least developed regions came down from 150 to 89 percentage points (Subrahmanyam). Presently South Telangana and Rayalaseema occupy bottom position in productivity of land. But ranking on percapita out put shows that South Telangana and North Coastal Andhra occupied the bottom position. Irrigation development is unsustainable as ground water exploitation is crossing the limits of optimum in areas of low rainfall and surface irrigation. In the low rainfall areas of South Telangana and Rayalaseema area irrigated by ground water accounts for more than 70% of the total irrigated area. On the other hand the high rainfall north coastal Andhra lags behind in ground water Exploitation. North Coastal Andhra and Rayalaseema have low consumption of fertilizer, the farmer due to poor quality of irrigation and the latter due to low extent of irrigation. Regional concentration of commercial crops has been increasing. Regional variations I yields are very high. North Coastal Andhra has very low yield of rice, Rayalaseems has very low yield of groundnut and north telangana has very low yield of cotton. How ever south telangana has poor performance in all the crops.

Agriculture in drought prone areas is becoming unsustainable. There is a significant decline in net sown area and increase in fallow land, though cultivable waste is declining land degradation is another serious problem in the state. Accounting for 19 percent of the cultivable area (Ratna Reddy and Baghiratha Behra). There is no relationship between the extent of degraded



land and level of development. All the indicators of agricultural development such as irrigation, fertilizer use, credit availability and per hectare output are positively associated with the extent of degradation indicating that development does not ensure sustainability.

**Gross District Domestic Product of Andhra Pradesh at factor cost by kind of economic activity at constant prices (93-94prices)**

Region	Sector-Primary total(lakhs)						
	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
North Andhra	149546	172533	184600	184140	144947	179098	186206
South Andhra	853724	864672	878395	924381	860710	949847	1014604
Rayalaseema	422517	329424	444452	413111	319048	441137	353194
North Telangana	242959	252649	254793	290398	236184	307887	321014
South Telangana	398778	421175	394294	484556	385287	522184	509389
	Sector-Tertiary total(lakhs)						
North Andhra	300330	336951	356306	369832	376014	427515	460671
South Andhra	768656	822052	861314	924322	977503	1043189	1149879
Rayalaseema	402889	416144	459176	481053	496686	537718	558730
North Telangana	567380	609184	652514	716859	769078	833371	938659
South Telangana	411486	445953	462976	507010	523102	564016	600137
	Sector-Secondary total(lakhs)						
North Andhra	145817	377725	216745	209876	186520	283438	218977
South Andhra	328581	364608	373235	398144	395304	435859	465716
Rayalaseema	197429	215337	236199	241011	278840	269143	284366
North Telangana	433254	489464	499874	532193	627452	574435	680195
South Telangana	163318	182505	197998	204013	209992	242789	219736

With increase in area under rice, pulses ground nut and cotton and decrease in area under coarse cereals significant shifts in the cropping pattern have been taking place. The decline in area under coarse cereals has an adverse impact on the nutritional status of the poor. The increase in area under pulses has positively effect on soil fertility through fixation of nitrogen. In future area under rice would



decline and area under pulses. Oil seeds and cotton would increase. Cultivation of cotton is spread to North Telangana in recent years. Yield is very low due to unsustainable soil conditions. Similar in the case with groundnut in Rayalaseema (purna Chandra Rao)

Andhra Pradesh does not confirm to the sector theory of development. According to which industry will replace agriculture in the first stage and service sector will replace industry in the second stage. The share of manufacturing in state domestic product was not increasing much despite significant decline in the share of agriculture. The growth of manufacturing decelerated in the nineties over eighties mainly due to the poor performance of registered manufacturing (Subrahmanyam and Deepta Chakravarthi). The share of manufacturing in workers in Rayalaseema followed by south Coastal Andhra. These two regions experienced decline in manufacturing activity in the eighties. Even North Coastal Andhra exhibited poor performance in industrial activity during the 80's. In the 90's only South Telangana showed significant growth. North Telangana, NCA, SCA showed poor performance in manufacturing in 90's. North Telangana Exhibits the distinct feature of share of rural areas as well as women in manufacturing, SCA experienced decline and NCA experienced low growth in workers between 1981 and 1998. Value added per worker is the lowest at Rs. 0.24 lach in North Telangana followed by SCA at Rs. 0.74 lakh. NCA specialization in mines and metal products. SCA and NT in food and beverages and Rayalaseema in machinery and equipment. ST has more diversified pattern of industrial development with a higher share of food and beverages



**Levels of living and Poverty:** The estimate of rural poverty for Andhra Pradesh is too low (12%) to accept. This is due to the low official poverty line fixed for the state. However, assuming that the downward bias is uniform across regions. It is possible to analyze the trends in the incidence. North Telangana made significant dent in poverty reduction (Gautham Kumar Mitra). The incidence fell from 40 percent to 8 percent between 1983 and 1993 and the region could reach the levels of the most developed South Coastal Andhra region. This highest performance is result of its highest growth rate of the agriculture sector and highest growth in real wages in the 80's All other regions also experienced decline in the incidence of rural poverty. In 1993-94, NCA has the highest incidence followed by South Telangana and Rayalaseema. Trends in percapita consumer expenditure are consistent the trends in poverty.

#### Regional Level Estimates of Poverty

	1993-94		1999-2000	
	Rural	Urban	Rural	Urban
Coastal Andhra	31.2	19.1	24.3	16.2
Telangana	25.9	12.1	20.6	9.7
Rayalaseema	38.6	20.0	33.1	27.3
Andhra Pradesh	29.2	17.8	23.6	13.6

*Source: NSSO Regions*

**Social Sector Development:** Regional Variations exists in Human Development Index and also in sectors like education and health while inequality is narrowing down in literacy and primary education, it is not so in infant mortality (Mahendra Dev). SCA occupies the top position and NCA and NT occupy the bottom position in literacy (Subrahmanyam and Jag Mohan Reddy). Among the districts in the state Mahabubnagar occupies bottom position with 44 mandals falling in the category of very low literacy



and the remaining 20 mandals falling in the category of low literacy mandals. Emphasis on female literacy should focus on weaker sections like SC and ST because gender gap is very high among them. Illiteracy is more serious if all of all members in a family (house holds) are illiterate when at least one member in the family is literate. Regional variations in dropout rate exist at primary level. But they disappear at upper primary level. The two Telangana regions have higher dropout rate at primary level than the other three regions. Child labour influences dropout of boys only at upper primary stage. However it is not clear whether child labour is the cause or consequence of dropout at upper primary stage.

### **Sectoral composition of income and employment**

The development of the state's economy is indicated by the decrease in share of the agricultural sector in Gross State Domestic Product (GSDP) from about 56% in 1970 to about 27% in 2009. However, the share of population dependent on the agricultural sector is stagnant at about 60%, contrary to the experience of developed countries. In triennium ending (TE) 2008, the service sector contributed to about 45% of GSDP in Andhra Pradesh, while its share is 82 % in Hyderabad. Agriculture contributed to about 24% of GDP in Telangana, 29% in Coastal Andhra and 27% in Rayalaseema. The growth rate of GSDP was 5.3% per annum between 1970 and 2010, mainly driven by the service sector in Hyderabad.

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## FACTORS AFFECTING VOCATIONAL CHOICES AMONG SECONDARY SCHOOL STUDENTS

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### INTRODUCTION:

Vocational choices are a developmental process and spans almost through person's lifetime. Vocational choices development leads to choice, which processes starts from primary school. Vocational choices could also be defined as a sequence of positions, jobs or occupation, which a person engages in during his working life. Vocational takes a reasonable amount of years within a particular occupation, for example ten, fifteen and twenty year's duration.

Vocational choices preparation focuses specifically on issues related to the world of work. Experience gained in a variety of work place situations will help you to prepare for transition to a work environment, or to post secondary education or training.

According to Alutu (2001) Career development and choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels.

In 1980 during the round table conference in United States this definition of career was defined as a patter of decisions, transition, adjustment, related to ones roles in work education, family, community and leisure.

Individual social status, income, life style, choice of friends, mental and physical health is influenced by the type of work he or she does. In other words, a person's vocational choice plays an important role in his entire life. A vocational choice is a profession, occupation employment by which one



earns his living especially one for which he has a period of training in an institution or through apprenticeship.

Sometimes a vocational choice simply refers to an occupation, which a person has followed for a period of years in which he or she is generally recognized to have become fairly an expert through experience. Note however, that illegal occupations such as armed robbery, prostitution, and 419 etc are excluded because they are sinful in the sight of GOD. According to Holly Bible (1982) which says, "the hand of the diligent will rule but the lazy man be put to forced labor". The choice of work is one of the most important decisions one makes. It determines to a large extent a persons social status, income, life style, choice of friends, mental and physical state are influenced by the type of work he or she does. In other words, a person career plays importance roles in his entire life.

Vocational choice decision-making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. The choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one's happiness in life as this could result to vocational maladjustment. Inappropriate career-decision made may spell doom not only for the individual but also the entire society. In view of the foregoing, the need to equip our students with appropriate career-decision making skills becomes highly imperative. It has been recognized recently that for a person to make realistic decision his level of self-efficacy can indeed be very influential. It is one thing to demonstrate interest in a particular occupational field; it is another thing to have confidence in one's ability to successfully undertake the task involved.

Okon (2001) stated that vocational development of youths and the preparation and guidance they receive for the world of work should be of



interest to all of us. We are convinced that a better job of career guidance in our schools will help to solve some of the problems of alienation and relevance which face the school today.

According to Bandura (1986) it has to do with people's judgment of their capabilities to organize and execute courses of action required to attain designed type of performances.

According to Smith (2007) the questions below can help connect what you are learning in school to the skills and knowledge needed in the work place and society in general. Your answers to these questions will be unique to you and will provide personal insight as you prepare to go to university, or to further training or to the world of world.

How does the 30 h of work experience for grade 12 graduation and the additional work experience hours of career programs, relate to your career, educational and personal goals.

- What do you need to know about job seeking and job-keeping?
- How can you demonstrate, evaluate and document your life and work skills?
- What are the variety of management and organizational structures that exist in the work place of your choice?
- How do you create a personal financial plan to support achievement of your educational goals?

#### **FACTORS AFFECTING VOCATIONAL DECISION MAKING:**

These factors are -

- Individual differences
- External Factors



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### **Individual Differences:**

These factors are resident in the individual. They are those personal characteristics of the individual that determine his vocational choice. They include; intellectual ability, aptitudes, interest, his/her value system, low motivation, self-esteem, sex, attitude towards various occupations, his personal, mental and emotional disposition.

### **External Factors:**

**Teachers' Influence/Problem:** A teacher is the central point of learning in a classroom situation this is because he decides whether the subject will be of interest to the students or not. A student may like a particular subject very well but because of the poor teaching method of the teacher such a student may lose interest for such subject.

According to ITAA (1998) secondary school educators often have a large influence on students' vocational choices.

A student may like chemistry but the man who stands in front of him is a little eccentric. He tends to trail off the subject matter, which the students are meant to be learning and just go off on a tangent. This makes it hard to keep up with him because he really does not know what is relevant to the class and what is not.

In addition, a teacher may be a soft talker so one has to strain his or her ear to hear him. This may be difficult during the first couple of weeks, but once the students discover that if they talk in his class it become difficult to hear him, they will stop talking in his class, lack of adequate teaching methods by the teacher may lead to failure.

**Parental Pressure or Influence:** Parents generally would wish their children to achieve where they failed. To enable them achieve this, they ensure that



they send their children to high-class school, which exposes the children to good vocational choices.

**Economic and Political Condition of the Country:** Due to economic depression experienced in India today, most individuals engaged in multiple jobs. Some individuals own part time private business as well as government job. Again, due to our economy that changed from agriculture to private companies, most graduates seek for employment in private companies to earn better pay. This in turn swells the number of students wishing to study Engineering or in technical area.

**Peer Groups' Pressure or Influence:** According to Obanewa (1994) Peer groups are usually made up of playmates, friends or people within the same age bracket. They serve as confidants to their members. In most cases they belong to same social clubs where they share the same values and ideals. While, Topping (1989) says many educators considered peer groups to be an effective and powerful instructional strategy that can be used to develop academic as well as social skills in peer group.

Piaget (2002) peer tutoring when used as a teaching technique can help children to be more active in the learning process. Through this process, children can easily influence their peers.

**Adequate Vocational Choice Information:** According to the Pitman Dictionary of English and Shorthand (1994) information is defined as intelligence given, instruction informing or being informed, told, news or knowledge given. You cannot apply for a course unless you have adequate information about it.

**Subject Studies / Combination:** Since subject studies or subject combination have direct influence or bearing on for students. It is necessary to assist the students in guarding the students to choosing the right subjects for future



vocation. Students who are left unguarded are prone to choose subjects, which are not directly related to their future career. We are therefore of the opinion that students should be helped right from junior secondary school.

**Other factors are -**

- Religious affiliation
- Sex stereotype of careers
- Job prospect
- Finance
- Prestige attached to the job by society or society's rating of vocation
- Educational level of individual e.g. school certificate, first degree, masters' degree or Ph.D.

**21ST CENTURY VOCATIONAL PROSPECT:**

According to the Ministry of Education (2005) in today's world of rapid technological and economic change, uncertainty about skill requirements in the workplace, and abundant learning and vocational paths, vocational planning is more difficult than ever. The following messages are worth keeping in mind as you think about transition and vocational planning.

**Change is Constant:** Change has become a constant force both at work and in life outside of work. However, change often brings opportunities, flexibility, versatility and adaptability during transitional times, which can be the keys to vocational-building success.

**Focus on the Journey:** Life is a journey that is made up of experiences, and destinations are merely stopping points along the way. Vocational building requires us to focus on our goals, while also paying attention to everything that occurs as we travel towards those goals.



**Learning is Continuous:** Learning, in all contexts, is a continuous, lifelong process. Learning, work and skills development are intertwined as we engage in our vocational-building experiences.

**Team up with others:** We are surrounded by people who can assist us in making vocational decisions and in other ways as we travel the road of life. Family, friends, neighbors, co-workers, and teachers are all potential supporters and mentors. Build networks, of supporters and be part of the networks of others.

**Follow your Heart:** We do our best when we work at what we love or have a passion for. The pursuit of dreams motivates and directs us, and helps clarify what is important to us. Vocational building makes us consider what we feel in our hearts.

**Planning your Vocation:** According to the University of Dublin (2005) Soda is how to discover your mission in life and it is a four stages vocational planning process to assist you through college and life.

- S = Self-Knowing Yourself

Assess your interests, strengths, values and abilities, knowing yourself are the key to happy vocational sound decisions.

- O = Opportunities - Knowing your Opportunities

Assess your options from different angles; options that lead from your degree, that suit you, and that the labour market presents.

- D = Decision – Making Decision

Informed by discussions with friends, family, professional, graduates, academics, and a vocational adviser you reach your decisions on the best goal for you, be it work, study or timeout.

- A = Action – Taking Action



The time comes to make your goal a reality. Complete the necessary application forms and curriculum vitae and get to interview stage to get the job or study your aim for.

**The Apprenticeship System:** According to Akinseinde (1996) the apprenticeship system was a means of providing trade training for younger citizens. The system was used during the medieval times to transmit cultural heritage from one generation to the other. It was considered the natural method whereby children learn the occupations of their parents. There were the voluntary apprentices who entered into the agreement of apprenticeship because of their desire to learn trades. The apprentice worker lived with the master and served him faithfully keeps his secrets and commands, and bound out by his parent to the master for up to seven years. The old time apprenticeship was broken down by the development of power machinery and greater demand for cheap labour.

Modern apprenticeship trades include barbing, carpentering, painting, printing, seamstress, tailoring weaving and hairdressing, mechanics, electrician, trading in motor spare parts and electricity parts etc. At the onset, the apprentice enters into agreement of apprenticeship, which is an often three to six years agreement. The master craftsmen shall agree to teach and instruct the apprentice in the art and mystery of the trade. Highly skilled occupations such as masonry, plumbing, air-conditioning, construction crafts and the printing industry often utilize the apprenticeship system for effective learning.

#### **CONCLUSION:**

In conclusion, after self-assessment, the next step in the vocational choices planning process is to locate information about vocational choice interest, because vocational are rapidly changing, it is important to locate



current services of information such as products and services, including publications, videos, and internet resources, friends, family, teachers, co-workers etc. We must stress here that there is need for both parents and students to take vocational planning very seriously as this will determine whatever the child will become in future.

#### **RECOMMENDATIONS:**

- Get information about job descriptions and requirements.
- Get information about the salary and working conditions.
- Get information about the education and training requirements.
- Source for information about the labour market, including industrial occupational trend.
- That parents must not force their children to choose a vocation.
- A student must not choose a vocation because he or she sees his or her friends choosing the vocation.
- A student must choose a vocation where he or she has intellectual, ability, aptitudes, and interest.
- Experts to make appropriate vocational choices e.g. a guidance counselor must guide that student.
- That if you are not opportune to further your education, you must have to learn a trade.
- That the parents or teachers and even the child should detect his or her line of vocation from primary school by knowing his or her subjects of interest.



- Finally, there is no vocation that is not important but it depends on you as an individual to work hard and be able to put your resources together as evidenced in Holy Bible (1982) which says,

“What so ever they hand findeth to do, do it with thy might, for there is no work, nor device, nor knowledge, nor knowledge, nor wisdom in the grave whither thou goest”.

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स्मृतिशास्त्रदीपको न्यायविस्तरः  
निवेदकः- श्रीविप्लवचक्रवर्ती

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दर्शनशास्त्रं हि भारतीयमनीषायाः महनीया उपलब्धिः । दृश्यते अधिगम्यते अनेनेति व्युत्पत्त्या समुत्पन्नः दर्शनशब्दः अधिगमनसाधनमभिधत्ते, अधिगमशब्दश्च सविषयार्थकतया मोक्षं सूचयति । आस्तिकनास्तिकौ चेति तस्य भारतीयदर्शनस्य भेदौ स्तः । वेदप्रमाण्ये विश्वासं दधत्सु आस्तिकदर्शनेषु न्यायशास्त्रं हि अन्यतमम् । इदं न्यायशास्त्रम् आन्वीक्षिकी विद्या वा सर्वशास्त्रोपकारकं सर्वशास्त्रदीपकञ्च । उक्तञ्च कौटिल्येन-

प्रदीपः सर्वविद्यानामुपायः सर्वकर्मणाम् ।

आश्रयः सर्वधर्माणां ज्ञानदान्वीक्षिकी मता ॥ इति ।

ननु कोऽयं न्याय इति चेदुच्यते निपूर्वकात् इण्धातोः करणवाच्ये घञि न्यायशब्दः निष्पन्नः ।

प्रत्यक्षादिप्रमाणमूलप्रतिज्ञाहेतूदाहरणोपनयनिगमनरूपपञ्चावयववाक्यात्मकेन येन परार्थानुमानेनार्थपरीक्षणं भवति तन्न्यायः । नीयते प्राप्यते विवक्षितार्थसिद्धिः अनेनेति व्युत्पत्तिः । अनुमानमिव अनुमानप्रमाणतत्त्वप्रतिपादकं शास्त्रमपि न्यायपदवाच्यम् । पञ्चावयवात्मकस्य परमतत्त्वस्य परमन्यायस्य प्रत्यक्षादिप्रमाणान्तरानुगृहीतत्वात् तान्यपि न्यायशास्त्रे व्याख्यातानि । तत्प्रसङ्गादेव प्रमेयपदार्थानामालोचनं विहितम् । न्यायशास्त्रीयः तर्कपदार्थोऽपि क्वचिन् न्यायपदेन बोधितः अर्थनिर्णयानुग्रहकत्वात् । तदुक्तं न्यायकुसुमाञ्जलौ उदयनाचार्येण - “ तर्कः शङ्कावधिर्तः” इति । मानमेयोदये उदितं नारायणभट्टेन - “तस्मात् सर्वप्रमाणानां तर्कोऽनुग्राहकः स्थितः । इति । अत एव तर्कशास्त्रमिति अपरमभिधानं न्यायशास्त्रस्य ।

कर्तव्याकर्तव्यप्रतिपादिकं मन्वादिविरचितं शास्त्रं स्मृतिशास्त्रमित्युच्यते । यद्यपि स्मृतिशास्त्रस्य अस्ति पृथक्प्रतिपाद्यं मोक्षसहायकं स्वतन्त्रवैशिष्ट्यञ्च, तथापि स्मृतिशास्त्रकाराः बहुत्रैव स्वेषां तत्त्वानां वर्णनकाले अन्येषां साहाय्यं स्वीकृतवन्तः । तथा हि कुत्र कुत्र स्मृतिशास्त्रकाराः न्यायवैशेषिकमतैः प्रभाविताः तदेव तत्त्वम् प्रबन्धेऽस्मिन् आलोचितम् ।

स्मृतिशास्त्रेषु अन्यतमं हि रघुनन्दनविरचितं तिथितत्त्वमिति । प्रथमतः रघुनन्दनविरचितस्य तिथितत्त्वस्य विषये अलोच्यते । अस्य ग्रन्थस्य-



प्रणम्य सचिदानन्दं रामं कामदमीश्वरम् ।

तिथ्यादितत्त्वं तत्प्रीत्यै वक्ति श्रीरघुनन्दनः ॥ इति मङ्गलाचरणश्लोकस्य 'सच्चिदानन्दम्' इति पदस्य व्याख्या या प्रदत्ता तत्र तु न्यायप्रभावः स्पष्टः एव । नैयायिकाः हि ईश्वरस्य नित्यज्ञानं नित्यसुखं च स्वीकुर्वन्ति । अत्र टीकाकृतापि कालिरामवाचस्पतिना लिखितम्- 'सन्तौ नित्यौ चिदानन्दौ ज्ञानसुखे यस्य तम्' । इति<sup>१</sup> ।

अस्मिन् ग्रन्थे बहुत्रैव न्यायप्रभावः दृश्यते । तथा हि नैयायिकाः वदन्ति यत्र समवायसम्बन्धेन कार्यमुत्पद्यते तत्समवायिकारणमिति । 'यत् समवेतं कार्यमुत्पद्यते तत्समवायिकारणम्' इति तर्कसंग्रहकारेण उक्तम् । रघुनन्दनेन उक्तं चन्द्रमण्डलस्य षोडशभागस्य एकभागः कला इत्युच्यते । तासु कलासु 'अमा' इत्येका महाकलास्ति । तस्यायामेव महाकलायामन्याः कल्याः अनुस्यूता वर्तन्ते । तदुक्तं तिथितत्त्वे- 'चन्द्रमण्डलस्य षोडशभागेन पिरिमिता, देहधारिणी आधारशक्तिरूपा अमानाम्नी महाकला प्रोक्ता, क्षयोदयरहितत्वान्नित्या स्रक्सूत्रवत् सर्वानुस्यूता ।' इति<sup>२</sup> ।

ननु अमा कीदृशं कारणं प्रतिपादादितिथीनामिति जिज्ञासायाम् उक्तं टीकायां - 'तथा हि अमा प्रतिपदादिपञ्चदशकलानां समवायिकारणम्' । इति<sup>३</sup> । वस्तुतः पटं यथा समवायेन तत्तौ उत्पद्यते तथैव प्रतिपदादिकलाः समवायेन अमावस्यातः उत्पद्यन्ते इति टीकाकर्तुः मतम् । एवमेव प्रतिपदतिथिः द्वितीयादेः समवायिकारणं भवति समवायेन द्वितीयादितिथीनां प्रतिपदि वर्तमानत्वात् । अत्र दृश्यते यथासमवायिकारणस्य स्वरूपं नैयायिका वदन्ति तथैव रघुनन्दनेनापि उक्तम् । ननु प्रतिपदादिनां तिथित्वं कथं सङ्गच्छते इत्यत्रापि न्यायमतं स्वीकृतं टीकाग्रन्थकृता । 'तथा हि अमायां साक्षात्सम्बन्धेन तिथित्वं प्रतिपदि स्वाश्रयसमवेतसमवेतत्वसम्बन्धेन' इति<sup>४</sup> । नैयायिकाः वदन्ति पटे तन्तुकर्यता साक्षात् समवायसम्बन्धेन अस्ति, पटरूपे स्वाश्रयसमवेतसम्बन्धेनास्ति, पटरूपत्वे स्वाश्रयसमवेतसमवेतत्वसम्बन्धेनास्ति । अत्रापि न्यायमतमनुश्रितं ग्रन्थकृता ।

१. तिथितत्त्वम्. सरलाटीका पत्राङ्कः- ०१
२. तिथितत्त्वम्. सरलाटीका पत्राङ्कः- ०३
३. तिथितत्त्वम्. सरलाटीका पत्राङ्कः- ०३
४. तिथितत्त्वम्. सरलाटीका पत्राङ्कः- ०३



‘व्यापारवत् कारणं करणम्’ इति न्यायमतानुसारं प्रत्यक्षज्ञानं प्रति इन्द्रियं करणम् इन्द्रियार्थसन्निकर्षस्तु व्यापारः । इन्द्रियस्य प्रत्यक्षकरणतां सूचयन्नाह अन्नंभट्टः तर्कसंग्रहे – ‘एवं सन्निकर्षषट्कजन्यं ज्ञानं प्रत्यक्षम् । तत्करणमिन्द्रियम् । तस्मात् इन्द्रियं प्रत्यक्ष-प्रमाणमिति सिद्धम् ।’ इति<sup>१</sup> । तिथितत्त्वस्य टीकायां मतमिदं समर्थितम् । तथा हि ग्रन्थकारस्य मते क्षयादिरहितत्वान्नित्या अमा तथा प्रतिपदादिपञ्चदशकलानां सूर्यमण्डलप्रवेशविच्छेदरूपक्षयोदयसत्त्वान्न नित्यत्वमित्याशयः । तत्र प्रतिपदादीनां दृश्यत्वमपि अस्ति । तासां चाक्षुषप्रत्यक्षे चक्षुरेव करणं प्रत्यक्षप्रमाणं च भवति । तदुक्तं सरलाटीकायां – ‘‘प्रतिपदादिपञ्चदशकलानामेव दृश्यत्वात्, तत्र चक्षुरेव प्रमाणमित्याशयः ।’’ इति<sup>२</sup> । अत्र न्यायप्रभावः स्पष्टः एव ।

अपि च ग्रन्थोऽस्मिन् उक्तं यत् जननाशौचद्वारा मरणाशौचद्वारा च श्राद्धविघ्ने सञ्जाते एकादश्याम् अमायां वा श्राद्धः करणीयः इति । ग्रन्थस्यास्य सरलाटीकायां न्यायमतमाश्रित्यैव अस्य मतस्य व्याख्या कृता । तत्र प्रथमतः मीमांसकानां शक्तिवादद्वारा व्याख्या कृता । ततश्च शक्तिमस्वीकुर्वतां नैयायिकानां मतमुल्लिखितं -- ‘शक्तिरूपातिरिक्तपदार्थमस्वीकुर्वन्तो नैयायिकाः पुनरेवं वदन्ति’ । प्रेतत्वमुक्तिवावच्छिन्नं प्रति स्वजन्यविजातीयादृष्टवत्त्वसम्बन्धेन तत्तच्छ्राद्धत्वेन हेतुत्वं वाच्यं स्वं तत्तच्छ्राद्धं, वैजात्यञ्च परमापूर्ववृत्तिर्न तु कालपूर्ववृत्तिः । तादृशं च परमापूर्वं पुत्रादिरोहितोद्देश्यकपञ्चदशश्राद्धेन सपुत्रादिकोद्देश्यकषोडशश्राद्धेन अधिमासस्थले सप्तदशश्राद्धादिना च जन्यते । न च यथा पुत्रादिरोहितोद्देश्यक-प्रपञ्चदशश्राद्धेन वाच्यम्, अधिकश्राद्धप्रागभावस्य प्रतिबन्धकत्वात् इति<sup>३</sup> । एवं साक्षान्न्यायमतमाश्रितं ग्रन्थकृता ।

अस्मिन् ग्रन्थे उक्तं पञ्चम्यां लक्ष्मीपूजा करणीया इति –

‘‘ पञ्चम्यां पूजयेल्लक्ष्मीं पुष्पधूपान्नादिभिः ।

मस्याधारं लेखनीञ्च पूजयेन्न लिखेत्ततः॥

माघे मासि सिते पक्षे पञ्चमी या श्रियः प्रिया । इति ।

अत्र व्याख्यायां टीकाकृता उक्तं – ‘पञ्चमी’ इति पदेन लक्ष्म्याः ग्रहणं पुनश्च श्रियः इत्यनेनापि लक्ष्म्याः ग्रहणात् पुनरुक्तिर्दोषः भवत्येव । तद्दोषप्रशमनाय टीकायामुक्तं वाक्यशेषात् कोषाद्वा

१. तर्कसंग्रहः प्रत्यक्षखण्डे

२. तिथितत्त्वम्, सरलाटीका पत्राङ्कः- ०३

३. तिथितत्त्वम्, सरलाटीका पत्राङ्कः- १११



श्रीशब्दस्य सरस्वती इत्यर्थो भवति इति न दोषः । अस्मिन् प्रसङ्गे एव टीकाकृता नैयायिकसम्मतस्य शक्तिग्रहोपायस्य वर्णना कृता । तथा हि टीकाकृतः वचनं साक्षादुपस्थाप्यते- “ ननु या श्रियः प्रियेत्यत्र श्रीशब्देन चेत् लक्ष्मीरुच्यते तदा पञ्चम्यां पूजयेल्लक्ष्मीमित्यनेनैव लक्ष्मीपूजाप्राप्तेः पौनरुक्त्यं, तथा हि कार्यः सारस्वतोत्सव इत्युपादानमिति । तदुक्तं-

शक्तिग्रहं व्याकरणोपमानकोषाप्तवाक्याद्व्यवहारतश्च ।

वाक्यस्य शेषाद्विवृतेर्वदन्ति सान्निध्यतः सिद्धपदस्य वृद्धाः ॥ इति ।

अस्यार्थः - व्याकरणात् शक्तिग्रहो यथा , दन्शो नलूक् केवर्त्ते नट् इत्यादौ दासः केवर्त्तः, उपमानाद्यथा गवयपदस्य साधुत्वज्ञानात् गवयपदवाच्यः कः इति शिष्यजिज्ञासा, तत्र गोसदृशो गवयः इत्युत्तरं गुरुणा दत्तं ततश्च शिष्यस्य उत्तरपदादौ गुरुदर्शने सति अयं गोसदृशो गवयपदवाच्य इत्यतिदेशवाक्यार्थस्मरणं जायते स एव च व्यापारस्तदनन्तरम् अयं गवयपदवाच्यः इत्याकारकोपमित्या कः शक्तिग्रहः गदाधरभट्टाचार्याणां मते तु गवयो गवयपदवाच्य इत्यकारकः अन्यथा गवयत्वे शक्यतावच्छेदकत्वधीर्न स्यात्; उपमानस्वीकर्तृणां मते तु अयं गवयपदवाच्यः असति वृत्त्यन्तरे वृद्धैः प्रयुज्यमाने गवयपदकत्वात् इत्यादानुमानिक एव ग्रहः। कोषाद्यथा सुरलोको द्या दिवौ द्वे इत्यादौ, व्यावहारतो यथा अश्वमानय इत्यादौ गामानय अश्वं वधान इत्यावापोद्वापाभ्याम्; वक्यशेषाद्यथा पञ्चमी या श्रियः प्रिया इत्यत्रैव कार्यः सारस्वतोत्सवः इति वाक्यशेषस्थसारस्वतपदेन श्रीपदस्य सरस्वत्यां शक्तिर्गृह्यते । सिद्धपदस्य सान्निध्यतो यथा पिकपदावाच्यः क इति जिज्ञासायामुत्तरिते इह सहकारतरौ मधुरं रौति पिक इत्यत्र सहकारादिपदसान्निध्यात् एतत्सहकारतरुवृत्तिमधुररवणकर्ता पिकपदवाच्या इत्येवं शक्तिर्गृह्यते । अत्र ग्रन्थकृता प्रायः भाषापिरेच्छेदवाक्यानि अक्षरशः समुपस्थापितानि । किं बहुना गदाधरभट्टाचार्याणां मते उपमानस्थले गवयो गवयपदवाच्य इत्याकारकः यः शाब्दबोधः सोऽपि अत्र तिथितत्त्वकारेण स्वीकृतः। अत्र नैयायिकानां मतद्वारा स्मृतिशास्त्रकारः रघुनन्दः प्रभावितः ।

रघुनन्दनेन ‘प्रयश्चित्तत्वम्’ इति ग्रन्थेऽपि कुत्रचित् कुत्रचित् न्यायमतं समाश्रितम् । तथा हि नैयायिकाः विजातीयं कार्यं प्रति विजातीयं कारणं स्वीकुर्वन्ति । न्याकुसुमाञ्जलौ अस्य मतस्य समुल्लेखः दृश्यते । तथा हि उदयनाचार्यः अदृष्टाधिष्ठातृतया ईश्वरसिद्धिमिच्छति । तत्र पूर्वपक्षिणः मीमांसका वदन्ति कारणनिष्ठा शक्तिरेव कार्यं जनयति । अपि च मीमांसकाः मणितृणफूत्कारादिषु वहन्यनुकूलाम् एकां शक्तिं स्वीकुर्वन्ति । किन्तु तन्मतं खण्डयता उदयनेन उक्तं कार्यकारणप्रवाहो न विजात्येकशक्तिमान् । ततश्च वेदान्तमतं तथा सांख्यमतमाश्रित्य मीमांसकाः वदन्ति ननु यथा एक एव दीपः आलोककारी, वर्त्तिविकारकारी तथा प्रकाशकारी

१. तिथितत्त्वम्, सरलाटीका पत्राङ्कः- २०३



च तथा एकमेव ब्रह्म, किम्वा अभिन्ना प्रकृतिरेव कारणं भवति सर्वेषामिति तथैव एका शक्तिरेव कारणम् । अर्थात् विजातीयेष्वपि कार्येषु कारणं तु एकमेव । परन्तु एतन्मतं खण्डयता उक्तमुदयनेन -

एकस्य न क्रमः क्वापि वैचित्र्यं च समस्य न ।

शक्तिभेदो न चाभिन्नः स्वभावो दुरतिक्रमः ॥ इति<sup>१</sup> ।

अर्थात् एकस्य कारणस्य नियम्यो न कार्याणां क्रमः, एकजातीयस्य कारणस्य प्रयोज्यञ्च न कार्याणां वैचित्र्यम् । तथा च क्रमिककार्यनिर्वाहकतया क्रमिककारणसिद्धिः, विजातीयकार्यजनकतया च विचित्रहेतुसिद्धिः भवति । अर्थात् एतन्मतेन विजातीयकार्यस्य जनको भवति विजातीयकारणम् । अनेन मतेन प्रभावितः रघुनन्दनः । तथा हि प्रायश्चित्ततत्त्वग्रन्थे तेनोक्तं विजातीयप्रायश्चित्तः विजातीयं पापं नाशयति इति । तदुक्तं तेन- “विजातीयप्रायश्चित्तात् विजातीयपापनाशः ।” इति<sup>२</sup> । अत्र विजातीयप्रायश्चित्तरूपात् कारणात् विजातीयपापनाशरूपकार्यसिद्धेः न्यायमतस्य प्रभावः स्पष्टः एव ।

अधुना जीमूतवाहनस्य दायभागमाश्रित्य अलोचना प्रवर्तते । दीयते इति दायः अर्थादिरूपवाहिकसम्पत्तिशेषः, तस्य विभागः दायविभागः । तस्य दायस्य स्वमित्वं कस्य स्यादिति विषये वर्णनाकाले गन्थस्यास्य टीकादिषु साक्षात् न्यामतं समुद्धृतम् । तथा हि विभागस्य द्वितीयलक्षणं जीमूतवाहनेन विहितम्- “विशेषेण भजनं स्वत्वज्ञापनं वा विभागः” इति<sup>३</sup> । अस्य व्याख्यायां टीकाकृता रामभद्रेणोक्तं यत्, कस्य सत्त्वं भवति? अत्रोच्यते- “पितृमरणात् सर्वेषां स्वामित्वं दास्यादौ जायते कालभेदे तु तस्य तत्त्वस्वामित्वस्य निरूपकत्वमनिरूपकत्वञ्च घटाभावस्येव घटापसरणानपसरणयोर्भूतलसम्बन्धित्वासम्बन्धित्वे नैयायिकनये, स्वामित्वनिरूपकमेव सत्त्वम्” इति<sup>४</sup> । नैयायिकाः भूतले घटाभावस्थले अभावस्य सम्बन्धिरूपेण भूतलं तथा घटं स्वीकुर्वन्ति । एतन्मतेन घटस्य स्थापनापसारणाभ्यां सम्बन्धित्वमपि नियमितं भवति । अस्य मतस्य आश्रयः स्वीकृतः दायभागस्य टीकाकृता रामभद्रेण । अपि चात्र यस्य सत्त्वमस्ति तस्य स्वामित्वम् इति न्यायमतं साक्षात् समुद्धृतम् ।

अधुना शूलपाणेः प्रायश्चित्तविवेकमाश्रित्य अलोचना क्रियते । नैयायिकाः हेतुसाध्ययोः मध्ये अविनाभावरूपव्याप्तिसम्बन्धं स्वीकुर्वन्ति । अतः व्याप्तिलक्षणमकारि तर्कसंग्रहकारेण - “यत्र यत्र धूमस्तत्र वह्निरिति साहचर्यनियमो व्याप्तिः” इति<sup>५</sup> ।

१. न्यायकुसुमाञ्जलिः, ०१/०७

२. प्रायश्चित्ततत्त्वम्, पत्राङ्कः ७७

३. दायभागः, पत्राङ्कः-१४

४. (दायभागटीका, पत्राङ्कः-१५)

५. तर्कसंग्रहस्य प्रत्यक्षखण्डे



भाषापरिच्छेदे व्याप्तिलक्षणद्वयमकारि विश्वनाथन्यायपञ्चाननेन । तत्र प्रथमो लक्षणं हि – “व्याप्तिः साध्यवदन्यस्मिन्नसम्बन्ध उदाहृतः” इति<sup>१</sup> । साध्यवदन्यः नाम साध्यवत्प्रतियोगिकभेदवान् । साध्यवत्प्रतियोगिकभेदवन्निरूपितवृत्तित्वाभावः व्याप्तिरिति लक्षणार्थः । अस्य लक्षणस्य “इदं वाच्यं ज्ञेयत्वात्” इति केवलान्वयिनि साध्यवदन्यस्याप्रसिद्धत्वात् तथा सत्त्वात् जातेरित्यादौ हेतुतावच्छेदकसम्बन्धेन समवायेन वृत्तेरप्रसिद्धत्वात् भाषापरिच्छेदे व्याप्ते द्वितीयलक्षणं कृतम् – अथवा हेतुमन्निष्ठविरहाप्रतियोगिना ।

साध्येन हेतुरैकाधिकरण्यं व्याप्तिरुच्यते॥ इति<sup>२</sup> ।

अर्थात् हेत्वधिकरणवृत्तिः यः अभावः, तदप्रतियोगिना साध्येन सह हेतोः सामानाधिकरण्यं व्याप्तिरिति । यथा पर्वतो वह्निमान् धूमात् इत्यत्र साध्यो वह्निः, हेतुः धूमः, तदधिकरणं पर्वतादिस्तन्निष्ठः अत्यन्ताभावः घटादेर्न तु साध्यस्य वह्नेस्तत्र तस्य सत्त्वात्, अत्यन्ताभावस्य प्रतियोगिना सह विरोधादतो घटादिरेव हेत्वधिकरणनिष्ठात्यन्ताभावप्रतियोगी, अप्रतियोगी च साध्यः वह्निस्तत्सामानाधिकरण्यं हेतोः धूमस्यास्ति इति प्रदत्ते उदाहरणे लक्षणासमन्वयः भवति । हेतुसाध्ययोः अविनाभारूपो योऽयं सम्बन्धः स प्रायश्चित्तविवेककारेणापि स्वीकृतम् । तथा हि सुरापानादेः नरकसाधनत्वमुक्तं तेन । तत्रोक्तं– “नरकसाधनस्य कार्यान्वयाभावात् कथं शब्दादवगतिरिति चेत् शंयुवद्विषयविशेषणतयेति ब्रूमः । यथा यातनासाधनावेगरणान्निवर्तितव्यमिति विधिः । तथा नरकसाधनात् सुरापानादेर्निवर्तितव्यमिति । नित्येऽपि यस्याकरणात् प्रत्यवायः तस्मिन् कर्मणि प्रवर्तेतेति विध्यङ्गीकारात् । अथवा यद्यस्य साधनं तदभावस्तत्परिहारसाधनमिति<sup>३</sup> ।” वस्तुतस्तु अत्र सुरापानं हि कारणं नरकप्राप्तिश्च तत्कार्यम् । एतयोः मध्ये योऽविनाभावसम्बन्धः स्वीकृतः तत्र न्यायस्य प्रभावः स्पष्टं प्रतिभाति । किं बहुना, अत्र “अथवा यद्यस्य साधनं तदभावस्तत्परिहारसाधनमिति” इत्यंशे अभावस्य परिहारसाधनत्वम् अर्थात् परिहारं प्रति कारणत्वं स्वीकृतम् । अस्य मतस्य व्याख्यानकाले टीकाकृता गोविन्दानन्देनापि उक्तं– “यत् यस्य साधनं तदभावः साधनाभावः तत्परिहारसाधनम्” इति । दर्शनान्तरेषु कारणत्वं भावत्वव्याप्यमिति स्वीकृतम् । किन्तु नैयायिकाः वदन्ति यथा

१. भाषापरिच्छेदस्यानुमानखण्डे पत्राङ्कः- १५२(पञ्चाननशास्त्रिसम्पादितस्य)
२. भाषापरिच्छेदस्यानुमानखण्डे पत्राङ्कः- १५५(पञ्चाननशास्त्रिसम्पादितस्य)
३. प्रायश्चित्तविवेकः, पत्राङ्कः-०७



भावं कारणं भवति तथैव अभावः अपि कारणं भवति । तदुक्तं न्यायकुसुमाञ्जलौ प्रथमस्तवके उदयनाचार्येण-

भावो यथा तथाभावः कारणं कार्यवन्मतः ।

प्रतिबन्धो विसामग्री तद्धेतुः प्रतिबन्धकः ॥ इति<sup>१</sup> ।

तथा हि येन निमित्तेन भावः कारणं भवति तेनैव अभावोऽपि स्यादेव कारणम् । न भावपदार्थः भावात्मक इत्येव तस्य कारणत्वं येनाभावस्य कारणत्वं न स्यात्, अपि तु कार्येणानुकृतान्वय-व्यतिरेकत्वादेव भावस्य कारणत्वं, तच्चाभावेऽपि सुग्राह्यमिति अभावस्यापि कारणत्वे न बाधकः कश्चित् । तुच्छत्वादकारणत्वे तु अभावस्य ध्वंसाख्यस्य घटादौ मुद्गरपातादिना जन्यस्य कार्यत्वमपि न स्यात् । तथा च यथा नियतोत्तरभावित्वेनाभावस्य कार्यत्वं तथा नियतपूर्वभावित्वेन कारणत्वमपि सुवचमिति । तस्याभावस्य कार्यपरिहारं प्रति कारणत्वस्वीकारेण न्यायमतेन प्रभावितः प्रायश्चित्तविवेककारः इति निश्चयेन वक्तुं शक्यते ।

सामान्यस्य नित्यत्वम् एकत्वम् अनेकानुगतत्वञ्च न्यायसम्मतम् । तदुक्तं तर्कसंग्रहे-  
‘नित्यमेकमनेकानुगतं सामान्यम्’ इति । भाषापरिच्छेदस्य सिद्धान्तमुक्तावल्यामुक्तं विश्वनाथन्याय-पञ्चाननेन- ‘नित्यत्वे सति अनेकसमवेतत्वम्’ इति<sup>२</sup> । अस्य तत्त्वस्य अर्थात् जातितत्त्वस्य आश्रयः स्वीकृतः प्रायश्चित्तविवेककारेण । तथा हि सुरापानादेः प्रत्यवायसाधक्त्वसूचयन्नाह शूलपाणिः- “एवं सुरापानादिष्वपि जातिमाश्रित्याभिधानात् ।” इति<sup>३</sup> । एतस्य टीकायां गोविन्दानन्देनोक्तं- “प्रायश्चित्तस्य चैकत्वं जातिमाश्रित्य लक्ष्यत इति प्रागुक्तभविष्यपुराणवचने ब्रह्मवधत्वसुरापानत्वादिजातिमाश्रित्यैव बहुष्वेकप्रायश्चित्ताभिधानमित्यर्थः ।” इति<sup>४</sup> । अत्र प्रायश्चित्तविवेककारेण प्रथमतः जातेः एकत्वं स्वीकृतम्, ततश्च तस्याः अनेकाश्रितत्वरूप-धर्मः स्वीकृतः । सुरापानादिषु बहुषु अनुगतत्वधर्ममाश्रित्यैव एकप्रायश्चित्तविधानं कृतवान् प्रायश्चित्तविवेककारः ।

अधुना पीताम्बरसिद्धान्तवागीशभट्टाचार्यस्य ‘प्रेतकौमुदी’ इति ग्रन्थस्य केषुचित् स्थलेषु न्यायप्रभावः आलोच्यते । प्रेतकौमुदीकारेण मुक्तिलक्षणं कृतम्- “मुक्तिर्दुःखासम्भिन्नसुखम्” इति<sup>५</sup> ।

१. न्यायकुसुमाञ्जलिः, ०१/१०
२. भाषापरिच्छेदस्य प्रत्यक्षखण्डे पत्राङ्कः- १५५(पञ्चाननशास्त्रिसम्पादितस्य)
३. प्रायश्चित्तविवेकः, पत्राङ्कः-७३
४. प्रायश्चित्तविवेकटीका, पत्राङ्कः-७३
५. प्रेतकौमुदी, सूत्रम्-०७



यद्यपि नैयायिकाः मुक्तौ सुखं न स्वीकुर्वन्ति, अतः 'तदत्यन्तविमोक्षोऽपवर्गः' इति सूत्रे जीवात्मनः समेषां गुणानां विनाशः मुक्तिः इति स्वीकृता तथापि अस्य मुक्तिलक्षणस्य व्याख्यायां टीककृता गोपालचन्द्रचक्रवर्तिना दुःखादिभिरसम्भिन्नं स्वःपदप्रतिपाद्यं सुखम् मोक्षः । अत्र 'स्वः' इति पदस्य अर्थात् मोक्षस्वरूपवाचकपदस्य व्याख्यायामुक्तं तेन टीकाकृता- "तथा च दुःखसमानकालीनत्वे सति दुःखावच्छेदकीभूतशरीरानवच्छिन्नत्वे सति दुःखप्रागभावसमान-कालीनसत्वे सति अन्योच्छानधीनभोगविषयसुखत्वं स्वःपदप्रतिपाद्यतावच्छेदकमित्यर्थः" इति<sup>१</sup> । इयं या व्याख्या तत्र न्यायवशेषिकाणां प्रभावः स्पष्टः । तथा हि 'निःश्रेयसं पुनर्दुःखः निवृत्तिरात्यन्तिकी' इति किरणावलीमतं व्याख्यायता उक्तं वर्धमानोपाध्यायेन- 'तस्मात् समानकालीनसमानाधिकरणदुःखः- प्रागभावसमानदेशत्वमेव दुःखध्वंसस्यात्यन्तिकत्वम्' इति । अत्र प्रागुक्तं गोपालचक्रवर्तिमतं वर्धमानोपाध्यायमतेन प्रभावितम् । अपि च चक्रवर्तिमहोदयेन अभावघटितं लक्षणं कृतमिति न्यायप्रभावः स्पष्टः एव । किं बहुना, चक्रवर्तिमहोदयेन अवच्छिन्नत्वे सति, प्रतिपाद्यतावच्छेदकमिति नव्यन्यायोद्धाविता भाषाशैली समाश्रिता इति न्यायप्रभावः स्पष्टं प्रतिभाति ।

एवं बहवः स्मृतिशास्त्रकाराः न्यायवैशेषिकमतेन प्रभाविताः किन्तु प्रभन्धकायवृद्धिभियां नात्र समेषामुल्लेखः क्रियते इति ज्ञाम् ।

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## HOSPITAL MANAGEMENT IN ANDHRAPRADESH: A CASE STUDY OF KING GEORGE HOSPITAL, VISAKHAPATNAM

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There is a proverb that "Health is wealth". If we are Health then only we can be able to achieve anything in our life. Due to this reason governments all over the world are concentrating towards the health of its people. It is more so with the case of developing countries like India. Besides providing basic amenities it is putting more emphasis on certain other aspects like establishment of educational institutions and hospitals even in remote villages also. It is not mere enough to establish them but there is greater need to manage them properly. Otherwise it leads to adverse results.

Health according to constitution of India is a state subject. The state government assisted by local bodies is responsible for providing health care facilities to its people. In this direction it has establish government hospitals to render services to the public. Hospital is a complex organization humming with activities of heterogeneous group of people such as doctors, nurses, paramedical and administrative staff, all working with a common goal of providing medical care to the patients. According to American Hospital Association, "hospital is an establishment that provides, through an organized medical professional staff, permanent facilities that include inpatient beds, medical services and continuous nursing services, diagnosis and treatment for patients". Functionally, the hospitals may be classified as (1) teaching hospitals and (2) non-teaching hospitals. The hospitals are, further divided functionally into (1) general and (2) specialized hospitals. The general hospitals provide services in general medicine, general surgery and also a



number of other specializations. The specialized hospitals are those to serve one or more specific types of patients suffering from special ailments like tuberculosis, cancer diseases for ear, nose and throat and eye. Similarly, some of the specialized hospitals work in specific fields of medicine and surgery like neurology, orthopedics, pediatrics, thoracic surgery etc. there are also some special hospitals based on sex and age woman and children.

### **Management of Hospitals:**

A vital piece of the Health Care puzzle. Hospital doors are always open no matter what time of day, Hospital physicians and staffs need to be prepared for anything-from treating life-threatening diseases or the common cold, to aiding in emergency solutions and disaster relief. With several departments all providing life saving care, operating complex equipment, and handling business issues like policy development and compliance, hospitals need top most management to help them run efficiently. That's why position, not only for the patient, but also for medical professionals and the healthcare system as a whole.

Good Hospital Management can often be the difference between a well maintained and operated hospital and a chaotic environment where the quality of patient care suffers. The Role of hospital management is very closely related to healthcare management and health care administration, but the education and training experience for towards building a carrier in a large hospital setting. If there is proper management undoubtedly hospitals will function effectively. In this context hospital management gains greater prominence. The aim of this article is to study about the hospital management in Andhra Pradesh: A case study of King George Hospital, Visakhapatnam.

### **About Visakhapatnam city:**

Visakhapatnam District is one of the North Eastern Coastal Districts of the Andhra Pradesh and its lies between 17<sup>o</sup>-15<sup>1</sup> and 18<sup>o</sup>-32<sup>1</sup> Northern



latitude and  $18^{\circ}-54^1$  and  $83^{\circ}-30^1$  in Eastern longitude. It is bounded on the North partly by the Orissa State and partly by Visakhapatnam District, on the South by East Godavari District, on the West by Orissa State and on the East by Bay of Bengal. Inscriptions indicate that the District was originally a part of Kalinga Kingdom subsequently conquered by the Eastern Chalukyas in the 7<sup>th</sup> century A.D. who ruled over it with their Head Quarters at Vengi. Coming to epistemology of the name Vishakhapatnam tradition has it that some centuries ago a King of Andhra Dynasty encamped on the site of the present Head Quarters Town of Visakhapatnam on his pilgrimage to Banaras and being pleased with the place, had built a shrine in honour of his family diety called Visakeswara to the south of Lawsons Bay from which the district has derived its name as Visakheshwarapuram which subsequently changed to Visakhapatnam. According to 2011 census, Visakhapatnam had population of 42,88,113 of which male and female were 21,40,872 and 21,47,241 respectively. Average Literacy rate of Visakhapatnam in 2011 were 67.70 compared to 59.96 of 2001. Of things are looked at a gender wise, male and female literacy were 75.47 and 60.00 respectively. It is the second largest city in the state of Andhra Pradesh and the third largest city on the east cost of India after Kolkata and Chennai.

#### **King George Hospital, Visakhapatnam:**

The King George Hospital, Visakhapatnam was originally started by the British Government in 1845 in allopathic medicine with 30 beds. It was an indication of the very limited coverage of its functions. The hospital at best could meet the requirements of the British People and the Indian noble families. The old building of the hospital presently known as CSSD block and the blocks of M1,M2,M3,S1,S2,S3,S4, and S5, Gynecology, ENT and Ophthalmology were constructed during the year 1920. The hospital was upgraded with the bed strengths of 192, having been opened by the chief



Minister of Madras Presidency, H.H. Rajah of Panagal on 19-07-1923. The hospital had bed strength of 192 because a teaching hospital for MBBS students attached to Andhra Medical College. The hospital also had a Nursing Training School with accommodation in a wing of its buildings during that period. Up to 1934, the expansion of the hospital was slow for the following reasons. Firstly, the government with its limited concern for public welfare did not pay adequate attention to the provisions of medical care to the masses. Secondly, even where the medical care was provided, the illiterate and superstitious people could not avail themselves of it, as Allopathic medicine was foreign to them. Thirdly, the hospital's limited facilities in those days did not pose a problem of medical care because of the less number of the clientele and less population.

After 20 years, the bed strength was raised to 531 in 1943 and again increased to 700 in 1946. During that period, the present main out-patient block (consisting of casualty) and the blocks of Maternity-II, Gynecology-II and Gynaec Institution were also constructed. In 1955, when the treatment of general medicine and surgery were started for Pediatrics", Maternity, ENT and Ophthalmic Departments, the bed strength of the hospital was enhanced to 945 and again increased to 1059 in 1971. During the periods between 1945 and 1950, T.B.I.D and Orthopedic Departments were also added to this hospital. During 1953 to 1957, the buildings now known as Bhavnagar Block, Rajendra Prasad Block, Cardiology Block and Administrative Block were constructed and added to the hospital. The nurses' quarters also were constructed and added to the hospital during 1953-54. A building for modern steam laundry was constructed during 1948-52. In between 1951 to 1980-81, the following departments were also constructed and opened for providing medical care facilities in the hospital. (1) Neuro-surgery department in 1951, (2) Cardio-Thoracic surgery department in 1959, (3) Pediatric surgery



department in 1961, (4) The Addition of O.P Annexure (Gynecology, Orthopedics, ENT, Ops) in 1962, (5) the CSSD and Hospital Pharmacy in 1966, (6) The Bakery section in the kitchen in 1968, (7) The Cobalt 60 unit for treatment of cancer patients in 1970, (8) F.W. ward with 20 beds, Cardiology department and Ganito-Urinary wing in 1971, (9) Neurology department in 1976, (10) Nephrology in 1979 and (11) A full pledge artificial limb fitting center with financial and technical co-operation of ALIMCO, Kanpoor in 1980. Thus, the King George Hospital with bed strength of 1090 at present is situated on sand hill extending over an area of 36 acres and functioning in 25 blocks.

The hospital always had close relationship with the Medical College. It would not assume the role of a referral centre as there were only a few hospitals at the district and mandal level and with limited transport facilities available, the patients from districts could not benefit from the services of the hospital. The major changes discernable in the evolution of the King George Hospital, mostly create to its administrative, changes were mainly confined to the hospital's linkage with the Andhra Medical College. From 1926 to 1952 the Andhra Medical College was a constituent college of the Andhra University while the King George Hospital was under the control of government. In 1952, these two institutions were brought under Government's control with two heads, one was designated as the principal of the College and another was designated as the Superintended of the Hospital. This change has brought about the much needed co-ordination between the two institutions.

In the teaching side, there were significant developments. The MBBS Degree of the Andhra Medical which was not recognized on all India bases till 1951 was for the first time recognized by the India Medical Council in that year and attempts were made to introduce Post-Graduate courses in



Medicine. Steps were also taken to provide facilities for medical research in the state for the first time. The functional changes are worth noticing. First, whenever it was found that there was much of work-load on the hospital, some of the wards were taken away from it and were either attached to other hospitals or new hospitals were established. For instance, Maternity wards were detached from the hospital, when Government Victoria Hospital for woman and children was established. Secondly whenever a high degree of specialization was available, separate hospitals like T.B and I.D and Mental care Hospitals were established in the city. Thirdly, consequent to the development in mental sciences, new branches like Neurology, Orthopedics, Cardio-thoracic, Pediatrics, Psychiatry, etc., were added to King George Hospital. In the city of Visakhapatnam, besides King George Hospital there are five teaching hospitals. Most of these hospitals came into existence after independence to cater to increased medical care requirements in different parts of the city. It should, however, be noted that bed-strength wise and facility-wise, the non-teaching hospitals in the city are molded to act as Primary medical care units, while the teaching hospitals are their referral centers. Thus, all the teaching hospitals in the city cater to the special requirements of patients.

The origins and planning of the five teaching hospitals can be traced to the King George Hospital for two reasons. Firstly, these hospitals were created to reduce the increasing burden on limited accommodation and facilities at the King George Hospital. This was necessary in the wake of increasing awareness of the people to utilize the hospital services. Secondly, these special institutions were established by the specialist doctors of King George Hospital's so as to enables them further investigations and care in during the last respective special fields. In spite of several statements during the last ten years, the state government has not established any large and



specialized hospital in the city and the five teaching hospitals have not made any marked contribution on the ever-increasing services requirements of the King George Hospital. The reasons are; first, the special hospitals have not yet assumed a primary role in their respective specializations, further, they look like satellite hospitals of King George, with the later assuming the role of a super specialty hospital. Secondly, the patients suffering from special ailments in their large numbers throng to the King George Hospital because of its reputation and accessibility. Thirdly, to meet the demands of increasing number of patients, the state government is also giving larger sanctions of equipments and other infrastructure to the hospital in preference to specialties hospitals. Fourthly, the number of experts available in these specialties is limited and hence they are made use of both at the King George Hospital and the special hospitals. Finally, the exports also prefer to work in the King George Hospital because it is well equipped. Thus, the King George Hospital with its varied specializations continues to be the mainstay of medical care and medical education in the state as is evident from the patient statistics and instructional particular of the hospitals.

The Andhra Pradesh state Government has appointed a committee to advice on the setting up of an All India Institute of Medical Sciences. The Government has announced its plans to set up E.S.I hospital with 100-200 bed capacity to fully meet the medical care demands of industrial workers. One cannot guess the amount of relief these additional facilities would afford to the King George Hospital. As pointed out by senior health officials in the state, the King George Hospital will continue to have its premier position as a teaching hospital in any further set up.

#### **The Present Position of the Hospital:**

The services provided at present by the hospital can be broadly classified into (1) clinical and (2) teaching and training.



At present, the hospital has the following expertise to render clinical services; 1) medical, 2) surgical, 3) dental, 4) orthopedics, 5) pediatrics, 6) obstetrics and gynecology, 7) cardiology, 8) dermatology, 9) neurology, 10) urology, 11) ophthalmology, 12) E.N.T, 13) thoracic, 14) psychiatry, 15) veneriology, 16) S.T.D, 17) radiology, 18) anesthesiology, 19) microbiology, 20) bio-chemistry, 21) pathology, 22) intensive care unit, 23) plastic surgery, 24) nephrology, 25) gentio-urinary, 26) emergency accident service, 27) acute medical care, 28) emergency surgical service and 29) post-operative care. Besides, the hospital has well established the auxiliary units such as (1) Medical Records Department, (2) The Kitchen including therapeutic diet, (3) The Linen Department and (4) A Steam Laundry. Mention must also be made of the glucose manufacturing plant of the hospital and the blood bank. The clinic services of the King George Hospital are three types, viz., (1) out-patient services (2) casualty and emergency services and (3) in-patient services. The first one attends to ordinary and common causes, the second one to seriously injured and emergency causes and the third to all these who are hospitalized.

The out-patient services is an important function of the hospital and it is here, that the hospital's image is formed for daily about 3000 patients avail themselves of this service. The efficiency of the out-patient organization has its direct reflection on workload on the in-patient services of the hospital. The hospital has three separate out-patient general clientele clinics for males, females and children. Besides these, are separate out-patient functional clinics for a few specializations like venereal diseases, children, dental and ophthalmic wings. By and large, the out-patients receive attention in three stages. In the first will provide prescriptions. Secondly, in case of more serious ailments requiring attention of specialists, the out-patients doctors refer them either to the medical or to the surgical out-patient units depending on the case. Thirdly, where there is an emergency unit either for admission or for



necessary services. For patients who are referred to specialists, the process is multiphase and often disgusting. There are four general units and six medical units in the King George Hospital. At present, only two consultant units in the hospital one each for the medical and surgical departments work in the out-patient department daily on a ration basis. If the doctors in the consultant units recommend x-ray or laboratory tests, the patient undergoes the tests and finally the consultant unit either stands away the patient after due prescription or may get him admitted as an in-patients. The hospital has a casualty and emergency department which works round-the-clock. The procedures adopted in this and out-patient departments are somewhat similar. The in-patient services are the core services of the hospital which can be suited from three angles; (a) the process that an in-patient undergoes during his stay in the hospital, (b) the bed-strength in the hospital and (c) the admission and discharge analysis. As soon as the doctors (the medical officer or consultants) decide whether a particular patient is the out-patient in the casualty and emergency department needs hospitalization, they open a case sheet and record in it the details of diagnosis (both before and after tests), the treatment and the medicines prescribed. An admission slip is issued after necessary records in the ward concerned either by lift (elevator) or stretcher or by walk depending on his physical condition. The in-patients are given medicine, diet and linen free of charge by the ward staff. In the forenoon after doctor's investigation, the required medicines are supplied. Sometimes, if medicines are not available, the patients who can afford are advised to buy them from the market. There wards, six general surgical wards, ten wards of specialization and paying room ward. Children are admitted in another specialty ward. The para-medical and non-medical staffs in the ward are under the administrative supervision of the ward in charge. She or he is assisted by three or four nurses and one student nurse, one dresser, two-



boys and three sweepers. The present bed strength of King George Hospital is 1090 inclusive of paying-rooms. As a referral center and teaching hospital, the King George Hospital has to provide specialized treatment four districts; viz., Srikakulam, Vizianagaram, East Godavari and West Godavari Districts.

Researcher conducted an empirical study in King George Hospital, which is one of the largest hospitals in the state of Andhra Pradesh, to know the quality of services render to the patients by the hospital staff. Researcher used to go to King George Hospital regularly for a period of 1 month and collected addresses of 250 in-patient and 150 out-patients. Among them 150 in-patients and 100 out-patients were randomly selected for the present study. The rationality behind the selection of 150 in-patients and 100 out-patients was that the in-patients will be able to provide more information about the health services rendered by the hospital staff. The empirical observation about the working of the hospital was also done by the researcher. The sample respondents were contacted by the researcher and collected the following information from them.

The first question asked to the respondents was on what purposes they have come to the King George Hospital. For this question majority i.e. 80% of the respondents said that they have come for treatment, followed by 10% attendants to relatives and the remaining 10% have come along with their friends. The other question asked to them was to whom they contacted. Majority i.e. 68.75% of the respondents said that they have contacted the Doctors, followed by 13.75% house surgeons, 11.25% nurses and other staff 6.25%. The third question asked to them was about the result of their contact. For this question majority i.e. 60% of the respondents expressed the view that it was positive and the remaining 40% of the respondents it was negative. The next important question asked to the respondents was regarding their awareness towards rules, regulations and procedures followed by the in



hospitals. More than half i.e.58% of the respondents said that they are partially aware of the rules, regulations and procedures. Whereas 22% of the respondents told that they are fully aware and the remaining 20% of the respondents said that they are not aware of the rules, regulations and procedure followed by the hospitals. The other question asked to them was whether they are facing any difficulties while getting treatment in King George Hospital. For this question majority i.e. 76% of the respondents said that they are facing problems while getting treatment in King George Hospital. Contrary to this 24% of the respondents viewed that they are not facing any difficulties. The next immediate question asked to the respondents was what type of difficulties they are facing while getting treatment in King George Hospital. Nearly half i.e. 46% of the sample respondents said that they are suffering due to unhygienic conditions in hospital, followed by 28% lack of beds, 14% poor quality of medicines, 8% poor quality of diet and remaining 3% mention about other difficulties. The other question asked to the respondents was whether they have given complaints to the higher authorities regarding their difficulties. For this question majority i.e. 62% of the respondents said that they did not give any complaint to the higher authorities about their difficulties. Whereas 38% of the respondents said that they have given complaint. The next question posed to them was whether the authorities have taken any action about their complaint. Majority i.e.62% of the respondents said that the authorities did not take any action on their complaints followed by 24% action was taken after great persuasion, action taken 7% and the remaining 7% un aware of the situation. The other question asked to the patients was about the accessibility of doctors to the patients. For this question more than half i.e. 51% of the patients said that the doctors are not accessible to the patients. Whereas 44% of the patients said that they are accessible and the remaining 3% did not say anything. The next immediate



question asked to them was regarding the reasons for non-accessibility of the doctors to the patients. Majority i.e. 68% of the respondents said that they are busily engaged in corporate hospitals. Whereas 15% of the respondents viewed that they are careless towards discharging their duties, followed by 10% no monitoring and the remaining 6% mention other reasons for non-accessibility of doctors. The other question asked to them was regarding the time taken by the doctors towards each patient. An overwhelming majority i.e. 78% of the respondents said that they are taking 1-5 minutes to each patient, followed by 5-10 minutes 11%, 10-15 minutes 7% and the remaining 4% depends upon the case. The next question posed to the respondents was whether delay was taken place in giving treatment to the patients. Majority i.e. 68% of the respondents said that delay was taken place in giving treatment to the patients. Contrary to this 26% of the respondents expressed the viewed that delay was not taken place in giving treatment and 6% were reluctant to say anything. The other question asked to them was regarding the reasons for delay. For this question, an overwhelming majority i.e. 71% of the respondents said that the reason for delay is due to lack of responsiveness, followed by 13% lack of proper monitoring, 9% non-cooperation from other staff and the remaining 7% did not say anything. The next question asked to the patients was regarding the functioning of laboratory and pharmacy. An over whelming majority i.e. 76% of the respondents said that it is not satisfactory, followed by 21% satisfactory and the remaining 3% did not give any reply. The other important question posed to the sample respondents was about the prevalence of corruption in King George Hospital. An over whelming majority i.e. 80% of the respondents said that corruption is prevalent in King George Hospital. Whereas 20% of the respondents did not accept for this. The next question asked to them was at which level there is maximum corruption. Majority i.e.



62% of the respondents said that at fourth class employee level there is maximum corruption in King George Hospital, followed by 17% at nurse's level, 13% at doctor's level and the remaining 8% mention at other levels. The last question asked to the respondents was who is responsible for corruption. For this question majority i.e. 55% of the respondents said that the system is responsible for this corruption whereas 33% of the respondents mention hospital staff as responsible, 9% patients as responsible and the remaining 3% respondents kept silent.

### **Findings of the Study:**

Majority of the patients from the surrounding rural area are coming to King George Hospital for the purpose of treatment and they are contacting doctors & house surgeons. Further majority of them are getting positive results in the process of getting treatment. It is interesting to note that majority of the patients are having partial awareness towards rules, regulations and procedures followed by the hospital. Majority of the patients expressed the view that they are facing problems in the process of getting treatment. Regarding the type of difficulties they have mentioned about the unhygienic conditions prevailed in the hospital scarcity of beds, poor quality of food and medicines etc. Majority of the respondents said that they did not give complaint to the higher authorities about their problems. Among those who have given complaint majority of them said that the authorities did not take any action on their complaints. Majority of the patients said that the doctors are not accessible to the patients and the main reason they mentioned was that doctors are busily engaged themselves in corporate hospitals. Regarding the time taken by doctors towards testing each patient majority of the respondents said that they are taking about 1-5 minutes for testing. Further majority of the patients said that delay is taken place in King George Hospital while giving treatment to the patient moreover they mentioned that delay is



due to non-responsiveness of hospital authorities. Majority of the patients said that the functioning of laboratory and pharmacy are not satisfactory. An over whelming majority of patients strongly expressed the view that corruption is rampant in King George Hospital at all levels especially at the level of IV class employees. Further they said that system is responsible for the prevalence of corruption in King George Hospital.

The following suggestions may be followed to improve the quality of services vended to the patients in King George Hospital Visakhapatnam:

- (1) Management has to take proper care in the maintenance of hygienic conditions in King George Hospital.
- (2) Quality of food and medicine should be improved.
- (3) Strict measures should be adopted in controlling corruption in King George Hospital at all levels.
- (4) As the out-patients are standing hours together in queue sitting place should be provided to them.
- (5) As there is increasing rush of patients in King George Hospital year by year there is need to provide satellite clinics or poliy clinics.
- (6) As the out-patient wards are open only in the morning time they are not able to do justice for all the patients waiting for treatment. So out-patients wards should be open in evening times also to meet the needs of the patients.
- (7) The out-patients services can be improved by increasing accommodation, number of doctors and staff.
- (8) The operation theatres should be run in the evening also by increasing the strength of surgeons and other staff to dispose of the back log of pending operations.



- (9) Lastly as there is scarcity of beds to the patients in King George Hospital, the beds strength should be increased.

**Conclusion:**

In developing countries like India majority of the people are living below the poverty line. So they can't afford to go to the corporate hospitals for treatment. The only alternative left to them is government hospitals. As patients they expect quality of services from the hospital management. But unfortunately the study noticed that there is great gap between the expectation of people and quality of services rendered to them. The major obstacles noticed were lack of equity, irresponsiveness of doctors and hospital staff, unhygienic condition, scarcity of beds, poor quality of diet and medicine, corruption, delay in rendering services etc. Doctors are busily engaged in their private clinics and corporate hospitals. So they are not paying proper attention towards the patients in government hospitals King George Hospital is not exception from this situation. Improper management is the main reason for all the above said maladies. Efficient hospital management is essential in order to render good quality of services to the patients.

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## CONSTRUCTION AND STANDARDIZATION OF PROFESSIONAL SATISFACTION SCALE

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Professional satisfaction as the result of a number of attitudes possessed by an employee. These attitudes, evidently are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, opportunities for advancement, recognition of ability, conditions of work, fair evaluation of work, fair treatment by employer, social relations on the job etc. Hence Professional satisfaction can be considered as an attitude, which is the result of many specific attitudes in three areas, viz., specific job factors, individual characteristics and group relationships outside the job.

Attitude can be measured in several ways. One's attitude is revealed in his/her behaviour. So it can be assessed by direct observation of the overt behaviours of the individual. The most common method of estimating a person's attitude is through an attitude scale, where the individual is asked to express his/her opinion on several controversial statements about the psychological objects under consideration. The logic behind the use of opinion to measure attitude is that there is a positive correlation between what people say about a subject and what they will do about it. To the extent people's actions correlate with their expressed opinion. We can predict the former from the latter. Any single action, however, will be extremely unreliable from the point of view of measurement. A person's particular actions can not be



predicted with a high degree of accuracy, yet one's position on an attitude continuum can be assessed.

Keeping in view the previously employed instruments or tools for studying the professional satisfaction of teachers, attitude scale has chosen for finding the level of satisfaction in their profession and the researcher developed the instrument suiting to the required conditions. Attitudes are examples of self-report instruments in which individuals note their own likes and dislikes. These self-report instruments are really standardized interviews in which the subjects, through introspection, indicate feelings that may be interpreted in terms of what is known about attitudes or opinions.

In this study professional satisfaction of college teachers was considered to be an independent variable which can be considered as a psychological phenomenon of subjects. To measure this variable a scale based on **likert's** method of summated ratings was developed and used in this investigation.

### **Construction of Preliminary Form of Professional Satisfaction Scale**

Professional satisfaction is the result of various attitudes the employee holds towards the profession and profession related factors such as 1.Head of the institution 2.Teacher related aspects 3.Physical facilities 4.Student related aspects 5.Supervision 6.Moneraty leave and other benefits 7.Academic aspects 8.Interpersonal relations 9.Social, Moral, Ethical Values 10.Management related aspects. Previous studies would give an insight into factors. The researcher had consulted the college principals, lecturers and obtained their views and opinions on the professional satisfaction. The researcher contacted the person proficient in English and got their opinion with regard to suitability and ambiguity of the wording of the items. The pool of items thus collected was included in the preliminary form of the



scale was prepared with 100 items. Among 100 items included in the pilot study, 95 items were positive and the remaining 5 items were negative. Each of the items was worded in such a way that it measures the degree of agreement of the respondent with regard to satisfaction. The items were organized in such a way that the positive and negative statements got distributed through out the instrument. The statements were arranged on a five point scale under the assumption that the interval between the different alternatives viz, Most satisfied, Satisfied, Undecided, Dissatisfied, and Most dissatisfied is equal. The numerical values 5, 4, 3, 2 and 1 were given to the five alternatives respectively in the case of positive statements. The numerical values assigned were reversed in the case of negative statements.

### **Personal Information Schedule**

The personal information schedule has variables such as sex and college background. The college background information covers management type, level of course and type of college. Type of management means whether it is a private or government college, level of course refers to whether the teacher teaching undergraduate courses or post graduate courses, Type of college means whether it is a professional college or non- professional college.

### **Pilot Study**

Pilot study was conducted to refine the tools. Sample of 180 college teachers from professional and non-professional colleges representing the population of the investigation was selected from 15 colleges of Rayalaseema region representing all the courses included in the study namely Education colleges (B.Ed/M.Ed), Medical colleges (MBBS/MS/MD), Engineering colleges (B.Tech/M.Tech), Degree colleges (BA/MA, BSC/MS, B.COM/M.COM) to conduct pilot study.



The scale with 100 items was then administered to a group of 180 professional and non-professional college teachers randomly selected. It was emphasized that no item should be omitted and there was nothing right or wrong about these questions. They were encouraged to answer each item according to their personal agreement or disagreement. It was assumed that their responses would be kept confidential. No time limit was assigned. The total score of the respondent was obtained by adding the scores given for each item in the scale. The total score varied from 100 to 500 shows most dissatisfied to most satisfied.

### **Item Analysis**

The major objective of the item analysis is to obtain objective information concerning the items selected for the scale. It provides opportunity to check up the discrimination of each item between the high group and the low group of the respondents.

In this study, the item analysis of the professional satisfaction scale was carried out by **Likert's** (1932) procedure of criterion of internal consistency. This procedure is simpler than the traditional method of item analysis but yet yields almost similar results (**Likert** 1932, **Murphy** and **Likert** 1937 and **Edwards** 1959).

All the scripts were scored by assigning the numerical values for each positive and negative item as explained earlier, Based on the total score obtained by the individual, the scripts of 180 teachers who participated in the pilot study were arranged in an ascending order. The top 27 percent and bottom 27 percent of the scripts were considered for item analysis, as **Kelley** (1939) has demonstrated that the discrimination power is maximum between these 27 percent of extreme groups. Each item was tested for its discrimination between high and low group. To determine the discriminative power of each



item the following formula suggested by **Edwards** (1957) was used. The statements with the discriminative power of 2.7 and above were selected for the final form of scale and the remaining items were discarded. The preliminary form of professional satisfaction scale was presented in Appendix-A. The following table-1 shows the discriminative power and other details of all the items included in the pilot study.

$$t = \frac{\bar{X}_H - \bar{X}_L}{\frac{\sqrt{\sum(X_H - \bar{X}_H)^2 + \sum(X_L - \bar{X}_L)^2}}{n(n-1)}}$$

## APPENDIX-A

### PROFESSIONAL SATISFACTION SCALE (PSS)

#### (PRELIMINARY FORM)

#### PERSONAL DATA

Please provide the following personal data by putting (H ) mark against the relevant information:

1. Sex : Male / Female
2. Type of College : Professional / Non-professional
3. Level of Course : Graduate / Post-graduate
4. Type of management : Government / Private

#### Instructions:

Sir/Madam,

This scale consists of 100 statements intended to measure the level of satisfaction of your profession. Hence, you are requested to read the



statements carefully and respond on a five point scale by marking **(H)** on the appropriate alternative. The five points are Most Satisfied-1, Satisfied-2, Undecided-3, Dissatisfied-4 and Most dissatisfied-5. There is no right or wrong answer, whatever you feel is the correct response. Your answers will be kept confidential. Please assess your self and feel free in responding to the scale by providing frank and reliable information.

Thanking you,

<b><u>Statements</u></b>	<b><u>MS</u></b>	<b><u>S</u></b>	<b><u>UD</u></b>	<b><u>D</u></b>	<b><u>MD</u></b>
01. Handling subjects according to specialization.	( )	( )	( )	( )	( )
02. Responsibility in completing the given task.	( )	( )	( )	( )	( )
03. Service conditions of job.	( )	( )	( )	( )	( )
04. Distribution of work load among the staff members.	( )	( )	( )	( )	( )
05. Functioning of teachers' union.	( )	( )	( )	( )	( )
06. Recognition of talents.	( )	( )	( )	( )	( )

<b><u>Statements</u></b>	<b><u>MS</u></b>	<b><u>S</u></b>	<b><u>UD</u></b>	<b><u>D</u></b>	<b><u>MD</u></b>
07. Scope to utilize knowledge.	( )	( )	( )	( )	( )
08. Requirement of having exemplary morale.	( )	( )	( )	( )	( )
09. Quality of students being admitted.	( )	( )	( )	( )	( )
10. Relevance of courses being offered to students.	( )	( )	( )	( )	( )
11. Guidance received from authorities.	( )	( )	( )	( )	( )



- 
12. Chances to make lasting contributions. ( ) ( ) ( ) ( ) ( )
13. Opportunity for carrying personal research. ( ) ( ) ( ) ( ) ( )
14. Rules and regulations imposed by Principal/Head from time to time. ( ) ( ) ( ) ( ) ( )
15. Appreciation of Principal/Head for the work attended. ( ) ( ) ( ) ( ) ( )
16. Availability of equipment in laboratory. ( ) ( ) ( ) ( ) ( )
17. Appropriate decisions taken by Principal/Head. ( ) ( ) ( ) ( ) ( )
18. Attitude of Principal/Head towards personal problems of staff. ( ) ( ) ( ) ( ) ( )
19. Entrance examinations being conducted for jobs. ( ) ( ) ( ) ( ) ( )
20. Appearing for tests to get higher cadre/scale( ) ( ) ( ) ( ) ( )
21. Appearing interviews for further promotions. ( ) ( ) ( ) ( ) ( )
22. Protection of rights given by the higher authorities. ( ) ( ) ( ) ( ) ( )
23. Provision of required number of class rooms. ( ) ( ) ( ) ( ) ( )
24. Awards or compliments of supervisors for the work attended. ( ) ( ) ( ) ( ) ( )
25. Leave facilities. ( ) ( ) ( ) ( ) ( )
- Statements** **MS** **S** **UD** **D** **MD**
26. Provision of incentives like PF, Bonus and Increments. ( ) ( ) ( ) ( ) ( )
-



- 
27. Facilities of staff room. ( ) ( ) ( ) ( ) ( )
28. Play ground of students. ( ) ( ) ( ) ( ) ( )
29. Water and toilet facilities. ( ) ( ) ( ) ( ) ( )
30. Recreation facilities. ( ) ( ) ( ) ( ) ( )
31. Retirement benefits. ( ) ( ) ( ) ( ) ( )
32. Tutorial work assigned by the principal. ( ) ( ) ( ) ( ) ( )
33. Age of super-annuation. ( ) ( ) ( ) ( ) ( )
34. Number of holidays. ( ) ( ) ( ) ( ) ( )
35. Activities of student organizations. ( ) ( ) ( ) ( ) ( )
36. Helping backward students. ( ) ( ) ( ) ( ) ( )
37. Students behaviour with teachers. ( ) ( ) ( ) ( ) ( )
38. Students responsibility towards class work.( ) ( ) ( ) ( ) ( )
39. Participation of students in strikes. ( ) ( ) ( ) ( ) ( )
40. Involvement of teachers in organizing ( ) ( ) ( ) ( ) ( )  
 functions like sports day, college day, etc.
41. Suitability of syllabus for student needs.( ) ( ) ( ) ( ) ( )
42. Meeting the requirements of curriculum. ( ) ( ) ( ) ( ) ( )
43. Attendance of students to classes. ( ) ( ) ( ) ( ) ( )
44. Performance of students in tests / ( ) ( ) ( ) ( ) ( )  
 examinations of the course.
45. Use of equipment provided for effective ( ) ( ) ( ) ( ) ( )  
 teaching.
46. Helping talented children. ( ) ( ) ( ) ( ) ( )
-



47. Scope to putforth imaginative ideas. ( ) ( ) ( ) ( ) ( )

**Statements**

**MS S UD D MD**

48. Scope for promotions compared to other professions. ( ) ( ) ( ) ( ) ( )

49. Relationship with immediate boss. ( ) ( ) ( ) ( ) ( )

50. Getting co-operation from co-workers. ( ) ( ) ( ) ( ) ( )

51. Scope to use original ideas. ( ) ( ) ( ) ( ) ( )

52. Evaluation of teaching. ( ) ( ) ( ) ( ) ( )

53. Receiving respect from the students. ( ) ( ) ( ) ( ) ( )

54. Effective supervision of work. ( ) ( ) ( ) ( ) ( )

55. Relationship with authorities. ( ) ( ) ( ) ( ) ( )

56. Individual competence of teachers. ( ) ( ) ( ) ( ) ( )

57. Evaluation of teachers work. ( ) ( ) ( ) ( ) ( )

58. Scope of reading and improving knowledge. ( ) ( ) ( ) ( ) ( )

59. Opportunity for self-expression. ( ) ( ) ( ) ( ) ( )

60. Chances of participation in in-service programmes. ( ) ( ) ( ) ( ) ( )

61. Provision to improve qualifications. ( ) ( ) ( ) ( ) ( )

62. Information regarding trends in the subject.( ) ( ) ( ) ( ) ( )

63. Opportunity to improve skills. ( ) ( ) ( ) ( ) ( )

64. Appropriateness of methods to the present needs. ( ) ( ) ( ) ( ) ( )



65. Recognition of abilities.	( )	( )	( )	( )	( )
66. Experience in profession.	( )	( )	( )	( )	( )
67. Suitability of job according to qualifications.	( )	( )	( )	( )	( )
68. Interference of politicians.	( )	( )	( )	( )	( )
69. Assigning unrelated work.	( )	( )	( )	( )	( )
<b><u>Statements</u></b>	<b><u>MS</u></b>	<b><u>S</u></b>	<b><u>UD</u></b>	<b><u>D</u></b>	<b><u>MD</u></b>
70. The salary to meet the requirements.	( )	( )	( )	( )	( )
71. Social status in relation to profession.	( )	( )	( )	( )	( )
72. Encouragement from the administration.	( )	( )	( )	( )	( )
73. Provision of suitable accommodation to staff by the institution.	( )	( )	( )	( )	( )
74. Insisting to attend seminars	( )	( )	( )	( )	( )
75. Guidance and counseling to students to select courses for further studies.	( )	( )	( )	( )	( )
76. Provision of training for latest information technologies like Internet, e-mail, CD-ROM, World Wide Web, etc.	( )	( )	( )	( )	( )
77. Provision of Internet based education to incorporate the elements of personal interaction.	( )	( )	( )	( )	( )
78. Opportunity of using computer devices of Information Technology.	( )	( )	( )	( )	( )
79. Periodical reviewing of administrative practices and procedures.	( )	( )	( )	( )	( )
80. Introducing modifications, changes wherever necessary.	( )	( )	( )	( )	( )





98. Interest towards profession. ( ) ( ) ( ) ( ) ( )
99. Participation of students in National festivals. ( ) ( ) ( ) ( ) ( )
100. The way of writing answers by students. ( ) ( ) ( ) ( ) ( )

**Table-2**

Discriminative power and other details of each item included in the pilot study of professional satisfaction scale.

S.No.	Nature of the item	Discriminative Power	Remarks	S.No.	Nature of the item	Discriminative Power	Remarks
01	Positive	0.765	Rejected	02	Positive	2.609	Rejected
03	Positive	4.810	Accepted	04	Positive	4.889	Accepted
05	Positive	5.510	Accepted	06	Positive	6.256	Accepted
07	Positive	5.689	Accepted	08	Negative	3.027	Accepted
09	Positive	5.272	Accepted	10	Positive	4.688	Accepted
11	Positive	5.023	Accepted	12	Positive	5.407	Accepted
13	Positive	6.449	Accepted	14	Negative	4.934	Accepted
15	Positive	5.623	Accepted	16	Positive	4.900	Accepted
17	Positive	6.731	Accepted	18	Positive	6.244	Accepted
19	Positive	4.308	Accepted	20	Positive	3.527	Accepted
21	Positive	1.464	Rejected	22	Positive	6.240	Accepted
23	Positive	2.686	Rejected	24	Positive	3.735	Accepted
25	Positive	4.755	Accepted	26	Positive	4.753	Accepted
27	Positive	3.131	Accepted	28	Positive	4.502	Accepted
29	Positive	3.994	Accepted	30	Positive	2.419	Rejected
31	Positive	5.581	Accepted	32	Negative	4.767	Accepted
33	Positive	5.527	Accepted	34	Positive	8.176	Accepted
35	Positive	4.526	Accepted	36	Positive	2.676	Rejected
37	Positive	2.927	Accepted	38	Positive	3.111	Accepted
39	Positive	0.488	Rejected	40	Positive	4.546	Accepted
41	Positive	6.129	Accepted	42	Positive	8.359	Accepted
43	Positive	4.070	Accepted	44	Positive	3.852	Accepted
45	Positive	6.769	Accepted	46	Positive	5.791	Accepted
47	Positive	5.437	Accepted	48	Positive	2.938	Accepted
49	Positive	6.274	Accepted	50	Positive	4.014	Accepted
51	Positive	5.210	Accepted	52	Positive	3.524	Accepted



53	Positive	4.572	Accepted	54	Positive	6.635	Accepted
55	Positive	6.028	Accepted	56	Positive	5.581	Accepted
57	Positive	4.814	Accepted	58	Positive	4.245	Accepted
59	Positive	6.228	Accepted	60	Positive	4.479	Accepted
61	Positive	7.387	Accepted	62	Positive	6.065	Accepted
63	Positive	7.048	Accepted	64	Positive	7.950	Accepted
65	Positive	6.878	Accepted	66	Positive	6.601	Accepted
67	Positive	6.601	Accepted	68	Positive	5.185	Accepted
69	Positive	1.366	Rejected	70	Positive	3.006	Accepted
71	Negative	6.042	Accepted	72	Positive	4.229	Accepted
73	Positive	4.394	Accepted	74	Positive	6.800	Accepted
75	Negative	5.410	Accepted	76	Positive	4.620	Accepted
77	Positive	4.001	Accepted	78	Positive	3.933	Accepted
79	Positive	3.844	Accepted	80	Positive	5.843	Accepted
81	Positive	5.778	Accepted	82	Positive	4.768	Accepted
83	Positive	6.147	Accepted	84	Positive	5.226	Accepted
85	Positive	2.710	Accepted	86	Positive	4.309	Accepted
87	Positive	6.521	Accepted	88	Positive	4.584	Accepted
89	Positive	3.174	Accepted	90	Positive	2.679	Rejected
91	Positive	2.999	Accepted	92	Positive	5.193	Accepted
93	Positive	3.566	Accepted	94	Positive	3.197	Accepted
95	Positive	3.760	Accepted	96	Positive	4.874	Accepted
97	Positive	2.449	Rejected	98	Positive	5.270	Accepted
99	Positive	6.251	Accepted	100	Positive	3.905	Accepted

It may be seen from the table that discriminative power was below 2.7 for the items 1,2,21,23,30,36,39,68,89 and 97 were eliminated and the remaining 90 items constituted the final form, out of 90 items 85 items are positive and 5 items are negative. Final form of the professional satisfaction scale was given in Appendix-B. The professional satisfaction scale (PSS) in its final form consists of 90 highly discriminating items.



**APPENDIX-B**  
**PROFESSIONAL SATISFACTION SCALE (PSS)**  
**(FINAL FORM)**  
**PERSONAL DATA**

Please provide the following personal data by putting ( " ) mark against the relevant information:

1. Sex : Male / Female
2. Type of College : Professional / Non-professional
3. Level of Course : Graduate / Post-graduate
4. Type of management : Government / Private

**Instructions**

Sir/Madam,

This scale consists of 90 statements intended to measure the level of satisfaction of your profession. Hence, you are requested to read the statements carefully and respond on a five point scale by marking ( " ) on the appropriate alternative. The five points are Most Satisfied-1, Satisfied-2, Undecided-3, Dissatisfied-4 and Most dissatisfied-5. There is no right or wrong answer, whatever you feel is the correct response. Your answers will be kept confidential. Please assess your self and feel free in responding to the scale by providing frank and reliable information.

Thanking you,



<u>Statements</u>	<u>MS</u>	<u>S</u>	<u>UD</u>	<u>D</u>	<u>MD</u>
01. Service conditions of job	( )	( )	( )	( )	( )
02. Distribution of work load among the staff members.	( )	( )	( )	( )	( )
03. Functioning of teachers' union.	( )	( )	( )	( )	( )
04. Recognition of talents.	( )	( )	( )	( )	( )
05. Scope to utilize knowledge.	( )	( )	( )	( )	( )
06. Requirement of having exemplary morale.	( )	( )	( )	( )	( )
07. Quality of students being admitted.	( )	( )	( )	( )	( )

<u>Statements</u>	<u>MS</u>	<u>S</u>	<u>UD</u>	<u>D</u>	<u>MD</u>
08. Relevance of courses being offered to students.	( )	( )	( )	( )	( )
09. Guidance received from authorities.	( )	( )	( )	( )	( )
10. Chances to make lasting contributions.	( )	( )	( )	( )	( )
11. Opportunity for carrying personal research.	( )	( )	( )	( )	( )
12. Rules and regulations imposed by Principal/Head from time to time.	( )	( )	( )	( )	( )
13. Appreciation of Principal/Head for the work attended.	( )	( )	( )	( )	( )
14. Availability of equipment in laboratory.	( )	( )	( )	( )	( )
15. Appropriate decisions taken by Principal/ Head.	( )	( )	( )	( )	( )
16. Attitude of Principal/Head towards personal problems of staff.	( )	( )	( )	( )	( )
17. Entrance examinations being conducted for jobs.	( )	( )	( )	( )	( )



18. Appearing for tests to get higher cadre/scale( ) ( ) ( ) ( ) ( )  
 19. Protection of rights given by the higher ( ) ( ) ( ) ( ) ( )  
 authorities.  
 20. Awards or compliments of supervisors ( ) ( ) ( ) ( ) ( )  
 for the work attended.  
 21. Leave facilities. ( ) ( ) ( ) ( ) ( )  
 22. Provision of incentives like PF, Bonus and ( ) ( ) ( ) ( ) ( )  
 Increments.  
 23. Facilities of staff room. ( ) ( ) ( ) ( ) ( )  
 24. Play ground of students. ( ) ( ) ( ) ( ) ( )  
 25. Water and toilet facilities. ( ) ( ) ( ) ( ) ( )  
 26. Retirement benefits. ( ) ( ) ( ) ( ) ( )

**Statements**

**MS S UD D MD**

27. Tutorial work assigned by the principal. ( ) ( ) ( ) ( ) ( )  
 28. Age of super-annuation. ( ) ( ) ( ) ( ) ( )  
 29. Number of holidays. ( ) ( ) ( ) ( ) ( )  
 30. Activities of student organizations. ( ) ( ) ( ) ( ) ( )  
 31. Students behaviour with teachers. ( ) ( ) ( ) ( ) ( )  
 32. Students responsibility towards class work. ( ) ( ) ( ) ( ) ( )  
 33. Involvement of teachers in organizing ( ) ( ) ( ) ( ) ( )  
 functions like sports day, college day, etc.  
 34. Suitability of syllabus for student needs. ( ) ( ) ( ) ( ) ( )  
 35. Meeting the requirements of curriculum. ( ) ( ) ( ) ( ) ( )  
 36. Attendance of students to classes. ( ) ( ) ( ) ( ) ( )



37. Performance of students in tests / examinations of the course. ( ) ( ) ( ) ( ) ( )
38. Use of equipment provided for effective teaching. ( ) ( ) ( ) ( ) ( )
39. Helping talented children. ( ) ( ) ( ) ( ) ( )
40. Scope to putforth imaginative ideas. ( ) ( ) ( ) ( ) ( )
41. Scope for promotions compared to other professions. ( ) ( ) ( ) ( ) ( )
42. Relationship with immediate boss. ( ) ( ) ( ) ( ) ( )
43. Getting co-operation from co-workers. ( ) ( ) ( ) ( ) ( )
44. Scope to use original ideas. ( ) ( ) ( ) ( ) ( )
45. Evaluation of teaching. ( ) ( ) ( ) ( ) ( )
46. Receiving respect from the students ( ) ( ) ( ) ( ) ( )
47. Effective supervision of work. ( ) ( ) ( ) ( ) ( )
48. Relationship with authorities. ( ) ( ) ( ) ( ) ( )

**Statements**

**MS S UD D MD**

49. Individual competence of teachers. ( ) ( ) ( ) ( ) ( )
50. Evaluation of teachers work. ( ) ( ) ( ) ( ) ( )
51. Scope of reading and improving knowledge. ( ) ( ) ( ) ( ) ( )
52. Opportunity for self-expression. ( ) ( ) ( ) ( ) ( )
53. Chances of participation in in-service programmes. ( ) ( ) ( ) ( ) ( )
54. Provision to improve qualifications. ( ) ( ) ( ) ( ) ( )



55. Information regarding trends in the subject. ( ) ( ) ( ) ( ) ( )
56. Opportunity to improve skills. ( ) ( ) ( ) ( ) ( )
57. Appropriateness of methods to the present needs. ( ) ( ) ( ) ( ) ( )
58. Recognition of abilities. ( ) ( ) ( ) ( ) ( )
59. Experience in profession. ( ) ( ) ( ) ( ) ( )
60. Suitability of job according to qualifications. ( ) ( ) ( ) ( ) ( )
61. Assigning unrelated work. ( ) ( ) ( ) ( ) ( )
62. The salary to meet the requirements. ( ) ( ) ( ) ( ) ( )
63. Social status in relation to profession. ( ) ( ) ( ) ( ) ( )
64. Encouragement from the administration. ( ) ( ) ( ) ( ) ( )
65. Provision of suitable accommodation to staff by the institution. ( ) ( ) ( ) ( ) ( )
66. Insisting to attend seminars. ( ) ( ) ( ) ( ) ( )
67. Guidance and counseling to students to select courses for further studies. ( ) ( ) ( ) ( ) ( )
68. Provision of training for latest information technologies like Internet, e-mail, CD-ROM, World Wide Web, etc. ( ) ( ) ( ) ( ) ( )

**Statements**

**MS S UD D MD**

69. Provision of Internet based education to incorporate the elements of personal interaction. ( ) ( ) ( ) ( ) ( )
70. Opportunity of using computer devices of Information Technology. ( ) ( ) ( ) ( ) ( )



71. Periodical reviewing of administrative practices and procedures. ( ) ( ) ( ) ( ) ( )
72. Introducing modifications, changes wherever necessary. ( ) ( ) ( ) ( ) ( )
73. Presentation of information through lectures. ( ) ( ) ( ) ( ) ( )
74. Chances for professional growth. ( ) ( ) ( ) ( ) ( )
75. Employing reinforcement techniques. ( ) ( ) ( ) ( ) ( )
76. Medical aid provided by the institution. ( ) ( ) ( ) ( ) ( )
77. Students response while developing the lesson. ( ) ( ) ( ) ( ) ( )
78. Involvement of students in preparation of learning materials on their own. ( ) ( ) ( ) ( ) ( )
79. Encouraging the students to prepare/present research paper. ( ) ( ) ( ) ( ) ( )
80. Guiding the students to participate in seminars. ( ) ( ) ( ) ( ) ( )
81. Appreciation of the students at the time of achievements. ( ) ( ) ( ) ( ) ( )
82. Library facilities. ( ) ( ) ( ) ( ) ( )
83. Use of different techniques in teaching. ( ) ( ) ( ) ( ) ( )
84. Preparation of resource material. ( ) ( ) ( ) ( ) ( )
85. Use of teaching aids. ( ) ( ) ( ) ( ) ( )
86. Security in job/job security. ( ) ( ) ( ) ( ) ( )
- | <u>Statements</u>                              | <u>MS</u> | <u>S</u> | <u>UD</u> | <u>D</u> | <u>MD</u> |
|--|-----------|----------|-----------|----------|-----------|
| 87. Qualification required for the profession. | ( )       | ( )      | ( )       | ( )      | ( )       |
| 88. Interest towards profession.               | ( )       | ( )      | ( )       | ( )      | ( )       |



89. Participation of students in National ( ) ( ) ( ) ( ) ( )  
 festivals.

90. The way of writing answers by students. ( ) ( ) ( ) ( ) ( )

### **Standardization of the tool**

#### **1. Validity**

There are various methods of estimating the validity of measuring instrument. The following types of validity were established for the professional satisfaction scale that was developed.

##### **a. Content validity**

This form of validity is estimated by evaluating the relevance of the test items individually and as a whole. Each item should be a sampling of that aspect which the test purports to measure and taken collectively, the items should constitute a representative sample of the variable test is measured. In the construction of the professional satisfaction scale for the present investigation, the items were collected from a careful review of related literature and from college teachers.

To make sure that all possible items were included the preliminary form of the scale was given to 15 judges to see the relevance of each item and the comprehensive nature of the items to measure professional satisfaction of teachers. Modifications were carried out based on their suggestions. Thus the content validity of the scale could reasonably be well assumed.

##### **b. Item Validity**

This can be established by item analysis procedure or by calculating item total correlation for the instrument. In the present study, the discriminative power of each item was calculated by item analysis procedures as explained earlier. Only those items with the discriminative power of 2.7



and above were included in the final form. Thus each item of the final form can be said to be valid. By this, it can be assumed that the final form of the professional satisfaction scale is valid.

### **c. Intrinsic Validity**

**Guilford** (1954) defined intrinsic validity as “the degree to which a test measures what it measures.” This can also be stated in terms of how well the obtained scores measure the tests true score component. This validity is given by the square root of its reliability. The intrinsic validity of the present professional satisfaction scale was  $0.9743=0.9870$

## **2. Reliability**

Reliability of any instrument can be established by different techniques/methods like test-retest method, split-half method, alternate forms method or by kudar-richardson formula. The reliability of the present professional satisfaction scale was estimated by test-retest method and split-half methods.

### **a. Test-Retest Reliability**

The professional satisfaction scale was administered twice to a sample of 180 college teachers representing the population with a gap of 15 days between the first test and second test. The coefficient of correlation was computed for the two sets of scores. The reliability coefficient was found to be 0.9219 which reveals that the test was highly reliable.

### **b. Split-Half Reliability**

The scores on the odd and even items of the professional satisfaction scale were collected using **Pearson's** formula for product moment correlation. Pearson's Product Moment coefficient of correlation was calculated between the two sets of scores. The reliability of the half test was 0.9500. This was



corrected for the full length of the test by **Spearman-Brown Prophecy** formula. The reliability of the full test was found to be 0.9743, which reveals that the scale was highly reliable.

Thus the final form of the tool consists of 90 items with 85 positive and 5 negative statements covering 9 areas[i. Administration and management ii. Teacher related aspects iii. Physical facilities iv. Student related aspects v. Supervision vi. Academic aspects vii. Interpersonal relations viii. Monetary leave and other benefits and ix. Teaching related aspects) of overall professional satisfaction.

### **Conclusions:**

Professional satisfaction scale (PSS) which can be measured area/factor wise, levels of satisfaction and in total as a overall satisfaction in the profession. Based on the obtained score by the college teacher, she/he can be given suggestions/strategies to improve the satisfaction in the profession.

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## ROLE OF COMMUNITY BASED ORGANIZATIONS (CBOs) IN PROMOTING ELECTED WOMEN'S PARTICIPATION IN THE GRAMA PANCHAYATS

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### Introduction

The participation of women in the nation's politics in general, and the Panchayati Raj in particular, was very low until the enactment of the 73<sup>rd</sup> Constitutional Amendment Act. The Act is a landmark in the history of Panchayati Raj and is a boon for women. After the enactment of the Act, a number of rural women, willingly or unwillingly, entered local politics mainly due to the reservation of seats for women. In the initial years, women's active participation was very minimal, due to the limitations of being a woman in a patriarchal society. The women who did not have the freedom to raise their voice in the family and community could not very well have the courage to speak in front of their male colleagues. Surat Singh (2004), in a study observed that the involvement of elected women leaders in the decision making process is insignificant, both in the Panchayats and in the households. It is mentioned that women have little say in even the household activities and have a negligible involvement in the decision-making process in the Panchayats on account of their low socio-economic status. Ours is the largest democracy in the world where women constitute almost half of the population. Though our Constitution guarantees her equality with men, only a few women are able to participate in politics. Especially in local bodies, their participation is very low (Sushma and Pranavi, 2009). A few women in rural areas have contested for the Grama Panchayat election due to their



enrolment in CBOs like Self Help Groups, Mahila Mandals, School Development and Management Committee (SDMC), and Temple/Church committees. These CBOs provided a platform for the women and foster them in many ways.

### **Women in local politics - a critical analysis**

Local bodies are a level of government where women can enter the political life with relative ease as the cost of election campaigns are relatively low and issues at the local level tend to motivate women to enter politics. Moreover, local governments are good training grounds for women politicians who want to attain the higher levels of office in the government (Sushma and Pranavi, 2009). Though the Constitution of India guarantees the right of equality to Indian women, there still exists a hiatus between the constitutional guarantees and the realities of the women's lives. Reservation for women at local government level is supported on the grounds that it will provide an opportunity for the women's political participation. However, it is found that various factors such as lack of political party nomination, lack of family support, and other limitations act as deterrents to their participation in the political processes. In spite of these hindrances, it has been observed that the overall performance of the elected women representatives at the local government level is better than their male counterparts (PRIA. 2002:3-7). Most of the women face tremendous opposition from their family, community, and male political leaders if they decide to enter electoral politics or public life. The present political leadership, in spite of its populist rhetoric, wants to keep women out of the political arena. The Indian women's low educational level, inferior social status, and lack of autonomy are reflected in their low participation in politics. Increasing criminalization, corruption, and compromises required to sustain one's political career also deter women from entering mainstream politics (Usha Takkar and Rohini Gawankar, 2004).



In many instances women are the proverbial rubber stamp because they do not know what to do. George Mathew (2003:159) rightly observed that a new class of "sarpanch patis" emerged where the husbands of the women sarpanchs managed the affairs of the Panchayat, while the woman acted as only rubber stamps. In spite of all these lacunae, a number of women started entering local politics and slowly became aware of their rights and duties due to various motivating factors like regular training, membership of SHGs, and support of family members and community. Training is one of the most effective tools in transforming the women representatives to become assertive.

### **Community based organizations and Women representatives**

Community organization method is one of the primary methods of social work that extends service to the community. Community organization method had got recognition after the publication of the Lance Committee report in 1969. Social work practitioners recognized the magnitude of this method for the integrated development of the society. Forming community based organizations or people's organizations like Self Help Groups, youth groups, village forest committees, etc., are some of the major activities that come under the purview of this method. Organizing people into groups has wide-ranging advantages to the community in specific, and the society in general. Once the people are organized, they can be made actively aware as regard to their rights, contributions, responsibilities, and so on. It provides a platform to act upon and gives strength to fight against exploitation and injustice.

Community-based organizations (CBOs) like Self Help Groups and village forest committees are mostly managed by NGOs or government bodies, but the membership is purely voluntary. The formation and promotion of CBOs provided a platform for the marginalized sections of the society like women, SCs, and STs. There are many cases of the emergence of women leadership, due



to their participation either in SHG, Mahila Mandal or membership in the School Development and Management Committees. CBOs are instruments in promoting rural development in general, and women empowerment in particular. Women's participation in SHGs gave them an impetus, especially the rural women, to think beyond household activities and to take part in public affairs like the Grama Panchayat. According to Minogue (2001), these organizations are playing a dominant role in policy formulation and implementation as against the power of states and bureaucracy which is shrinking and declining due to the globalisation process. CBOs are an important platform for women empowerment, if formed and monitored in the right manner. People, through these organizations, can change policies and effect planning for the empowerment of the oppressed sections of society. This particular study focuses to examine the efforts of the CBOs in facilitating women participation in Panchayats.

## **MATERIALS AND METHODS**

### **Significance of the Study**

The present study on the role of CBOs in promoting women's participation in Grama Panchayats in the selected districts of Karnataka, is distinctive in nature. It will bring out an in-depth understanding on the role of CBOs in women's political empowerment in Karnataka. This will help the policy makers, planners, social workers, and development organizations working on the Panchayat Raj Institutions and rural development, to assess the effectiveness of the CBOs in the integrated development.

### **Objectives of the study**

1. To study the profile of the respondents.
2. To assess the CBO's motivation towards encouraging the women to participate in local politics.



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## **Research design**

The study is an attempt to explore the Role of Community Based Organizations (CBOs) in Promoting Elected Women's Participation in the Grama Panchayat with reference to selected districts of Karnataka with holistic perspectives. To satisfy the objectives of the study, a descriptive research design was adopted.

## **Universe of the study**

The universe of the study consisted of 141 elected women members of selected Grama Panchayats of three taluks of Udupi district and 147 elected women member of selected Grama Panchayats of four taluks of Chamarajanagara district.

## **Sampling procedures**

The researcher adopted a multi-stage stratified random sampling procedure by selecting 46 Grama Panchayats of three taluks of Udupi district and 50 Grama Panchayats of four taluks of Chamarajanagara district for the study. In each Panchayat, three members were selected and the total sample collected in Udupi district is 141 and Chamarajanagara district is 147.



### Data analysis and interpretation

Table No. 1 : Age of the respondents

Age of the respondents	Chamarajanagara district	Udupi district
	Number of respondents (%)	Number of respondents (%)
21-25	07(04.8)	03 (02.1)
26-30	31(21.1)	13 (09.2)
31-35	37(25.2)	19 (13.5)
36-40	22(15.0)	28 (19.9)
41-45	11(07.5)	28 (19.9)
46-50	17(11.6)	20 (14.2)
51-55	12(08.2)	15 (10.6)
56-60	04(02.7)	14 (09.9)
61 -65	06(04.1)	01 (00.7)
<b>Total</b>	<b>147(100)</b>	<b>141 (100)</b>
<b>Mean age</b>	<b>38.23</b>	<b>42.18</b>
<b>SD</b>	<b>10.31</b>	<b>18.79</b>

The table explores the data on the age of the respondents belonging to Chamarajanagara and Udupi districts. The age of the respondents was classified as ranging from 21 years to 65 years with a class interval of five. With regard to Chamarajanagara district, majority 1/4 of the respondents fell in the age category of 21 to 30 years, whereas, in Udupi district 11.3% of the respondents belonged to the age category of 21 to 30 years. In Chamarajanagara district, it was tilted in favour of the younger age group,



whereas in Udupi district more number of women was represented from the middle age group. Based on the information given in the table, it was calculated that the mean age of the Chamarajanagara district respondents is 38.23 (SD 10.31) and the mean age of the Udupi district respondents is 42.18 (SD 18.79).

**Table No. 2(A) : Level of education cross tabulated with caste category of the respondents in Chamarajanagara district**

Education of the respondents	Caste of the respondents								Total
	SC	ST	Cat.-1	Cat.-2A	Cat.-2B	Cat.-3A	Cat.-3B	General	
Illiterate	15 (10.2)	13 (8.8)	12 (8.1)	01 (0.7)	00 (0)	02 (1.4)	01 (0.7)	00 (0)	<b>44</b> <b>(29.9)</b>
Neo-literate	07 (4.8)	02 (1.4)	03 (2.0)	02 (1.4)	00 (0)	00 (0)	00	02 (1.4)	<b>16</b> <b>(11.0)</b>
Pre-primary	06 (4.0)	04 (2.7)	04 (2.7)	02 (1.4)	04 (2.7)	02 (1.4)	01 (0.7)	00 (0)	<b>23</b> <b>(15.6)</b>
Primary	08 (5.5)	03 (2.0)	04 (2.7)	01 (0.7)	00 (0)	00 (0)	04 (2.7)	00 (0)	<b>20</b> <b>(13.6)</b>
High School	12 (8.2)	04 (2.7)	02 (1.4)	03 (2.0)	00 (0)	00 (0)	00 (0)	09 (6.1)	<b>30</b> <b>(20.4)</b>
PUC	04 (2.7)	00 (0)	00 (0)	02 (1.4)	00 (0)	00 (0)	01 (0.7)	00 (0)	<b>07</b> <b>(4.8)</b>
Degree	04 (2.7)	02 (1.4)	00 (0)	00 (0)	00 (0)	00 (0)	01 (0.7)	00 (0)	<b>07</b> <b>(4.8)</b>
<b>Total</b>	<b>56</b> <b>(38.1)</b>	<b>28</b> <b>(19.0)</b>	<b>25</b> <b>(16.9)</b>	<b>11</b> <b>(7.6)</b>	<b>04</b> <b>(2.7)</b>	<b>04</b> <b>(2.8)</b>	<b>08</b> <b>(5.4)</b>	<b>11</b> <b>(7.5)</b>	<b>147</b> <b>(100)</b>



**Table No. 2 (B) : Level of education cross tabulated with caste category of the respondents in Udupi District**

Education of the respondents	Caste of the respondents								Total
	SC	ST	Cat-1	Cat-2A	Cat-2B	Cat-3A	Cat-3B	General	
Illiterate	04 (2.8)	04 (2.8)	02 (1.4)	02 (1.4)	00 (0)	00 (0)	01 (0.7)	00 (0)	13 (9.1)
Neo-literate	04 (2.8)	02 (1.4)	00 (0)	00 (0)	00 (0)	00 (0)	01 (0.7)	00 (0)	07 (4.9)
Pre-primary	04 (2.8)	02 (1.4)	01 (0.7)	10 (7.0)	00 (0)	00 (0)	01 (0.7)	01 (0.7)	19 (13.3)
Primary	02 (1.4)	03 (2.1)	03 (2.1)	15 (10.9)	01 (0.7)	00 (0)	06 (4.2)	03 (2.1)	33 (23.5)
High School	01 (0.7)	04 (2.8)	06 (4.2)	15 (10.9)	02 (1.4)	00 (0)	06 (4.2)	07 (5.1)	41 (29.3)
PUC	05 (3.5)	03 (2.1)	02 (1.4)	07 (5.2)	00 (0)	01 (0.7)	03 (2.1)	01 (0.7)	22 (15.7)
Degree	00 (0)	00 (0)	00 (0)	03 (2.1)	01 (0.7)	00 (0)	01 (0.7)	01 (0.7)	06 (4.2)
<b>Total</b>	<b>20</b> <b>(14.0)</b>	<b>18</b> <b>(12.6)</b>	<b>14</b> <b>(9.8)</b>	<b>52</b> <b>(37.5)</b>	<b>04</b> <b>(2.8)</b>	<b>01</b> <b>(0.7)</b>	<b>19</b> <b>(13.3)</b>	<b>13</b> <b>(9.3)</b>	<b>141</b> <b>(100)</b>

Table 2(A) and Table 2 (B) cross tabulate the education and caste category of the respondents of Chamarajanagara and Udupi districts. It is clear from Table 2(A) that majority of the women members in Chamarajanagara district represented the Scheduled Caste and Schedule Tribe (57.1%) and Category-I (16.9 %). In the three categories, 27.1% are Illiterates. The general category representation was not much when compared to the SC, ST, and Category-I. There are 9.3% respondents under the general category, who are educated.

With regard to Udupi district, Table 2(B) reveals that majority (37.5%) of the women members represent Cat.-2A. There appears to be an equal



distribution of the number of elected women members around various caste categories, except Category-2B and Category-3B as shown in Table 2(B). Under Cat.-2A, only two women members are Illiterate, while the majority had primary and high school education. Under the general category, none of the woman members are Illiterate.

When the education and caste category of both the districts is compared, it is found that SC, ST, and Cat.-I representation is higher in Chamarajanagara district. The percentage of Illiterate SC, ST, and Cat.-I is 27.1% in Chamarajanagara district and 17.0% in Udupi district. It was noted that Illiterate women members were more in Chamarajanagara as compared to Udupi district. It is important to mention that none of the SC, ST, and Cat.-I women members had reached graduation level in Udupi district.

**CBO's motivation in encouraging the women to participate in local politics**  
**Table No. 3 : CBOs membership before becoming Grama Panchyat members**

Membership	Chamarajanagara district			Udupi district		
	No. of Respondents (%)			No. of Respondents (%)		
	YES	NO	Total	YES	NO	Total
SHG membership	100 (68.0)	47 (32.0)	147 (100)	54 (38.3)	87 (61.7)	141 (100)
Mahila Mandal membership	04 (02.7)	143 (97.3)	147 (100)	23 (16.3)	118 (83.7)	141 (100)
Temple/Church Committee membership	00 (0)	147 (100)	147 (100)	10 (07.1)	131 (92.9)	141 (100)
SDMC membership	05 (3.4)	142 (96.6)	147 (100)	08 (5.7)	133 (94.3)	141 (100)



Table 3 indicates membership in other organizations prior to the Grama Panchayat membership. This helps in understanding the source of community based organisations (CBO) motivation to become a Panchayat member. It is clear from the field data that majority of the women members' had membership in Self Help Groups before becoming a member of the Panchayat. The percentage was high (68%) in Chamarajanagara district than in Udupi district (38.3%). Self Help Groups had become an effective platform for bringing the women into the main stream. While co-relating both the districts, i.e., Chamarajanagara and Udupi, the results show that a majority of the women members of Chamarajanagara district had membership in SHGs as compared to Udupi district. It is found that in Udupi district all the members had membership in one or the other organizations as specified in Table 3.

### **Conclusion**

To conclude, the 73<sup>rd</sup> Panchayati Raj Act, 1993 has given a lot of provision to women to participate in the local self government, including caste based reservation. But this is just a start to enter into politics. Without knowledge of societal activities, women cannot participate in public life. CBOs play a vital role in the life of one's public life. It has provided a platform for the women to explore her strengths and convert her weaknesses into strengths. The CBOs can mould the women members and encourage them to participate in public life. In Udupi district, all members are identified through CBOs. They were members of one or the other CBOs, before becoming a member of the Grama Panchayat. CBOs are working to change the mindset of the people, besides encouraging them to take up major responsibilities.



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## INTRA-COMMUNITY VARIATIONS IN LANGUAGE AND DIALECT: A CASE STUDY OF FAQIR GUJRI VILLAGE COMMUNITY OF SRINAGAR IN JAMMU AND KASHMIR

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### 1. INTRODUCTION

#### 1.1 LANGUAGE: A CONCEPTUAL FRAMEWORK

***“Language is the vessel in which the thought of preceding generations, the culture of our ancestors, is stored. Language binds us to our fellows and connects us to our remote ancestors”***

- Comte: (Positive Philosophie-II)

Any verbal or non-verbal communication engaged in by humans, animals, or even machines is known as language. All societies have languages that allow humans to express ideas. The general field of study which deals with the socio-cultural functions and construction of language is known as socio-linguistics (Marshall, 1997). Dialect on the other hand is a form of speech peculiar to a distinct or class. It is a subordinate variety of language with non-standard vocabulary, idioms or pronunciation.

Languages in many ways reflect the culture of a society. The traditional meaning of language consists of symbols, which name the things and happenings that human beings wish to talk about. Language is a medium through which people communicate their ideas, views, feelings, needs, etc. The different elements of language contribute to communication through their relationship to each other. There is difference between speech and language in the way that the former refers to apparently infinite numbers of



sentences we produce to sounds and rules of a language. Thus language itself is made of a finite number of sounds and rules (Doshi, 2006).

Turner (1987) writes that language isn't speech or the writer word; but rather it is a particular way of thinking, which, in true Durkheimian fashion, de Saussure viewed as a product of the general patterns of social and cultural organization among people.

To Mead, the set of vocal gestures most likely to become significant symbols is 'language': "a symbol which answers to a meaning in that experience of the first individual and which also calls out the meaning in the second individual (Ritzer, 2000).

Martinich (1985) argued that philosophers and reflective persons in general have been interested in language for a long time for various reasons. First, since language is characteristic of human beings and to know about language is to know about being human. Second, to solve the philosophical problems arising out of false beliefs about the structure of language. Finally language is reflection of reality, so if one could understand the structure of language one could understand social reality.

Often sociologists and social psychologists have been less concerned with the syntactic structure and related formal properties of language than with the relationship between language, ideology, knowledge and the social nature of verbal interaction. Sociologists have tended to explore the relationship between language and nonlinguistic structural arrangements such as class and gender (Jary & Jary 1991).

Last, but not the least, language has been increasingly employed as a 'model for social relations in general, especially resting on the "structural" rule-governed society, the study of language undertakes lot many socio-cultural dimensions to deal with the relationship of language with such



dimensions in general and how they influence each other, in particular. Through the study of language, sociologists seek to uncover the impacts of language on education, solidarity, political participation, culture, occupation and vice versa.

Other sociolinguistic variable including age, sex and geographical origin, may be extremely important in sociolinguistic studies (Fishman, 1980).

## 2. SAMPLE OF STUDY

Village Faqir Gujri has been selected to work on the above stated study problem. Faqir Gujri is a segmented Gujjar community located at about 20 kms from the Srinagar city. It is about an hour long journey by road to reach Dara where from one has to manage by foot an uphill landscape of Faqir Gujri for about 45 minutes.

Evident by the survey and as told by 50% of the respondents taken, the village is composed of about 2000 house-holds. The village is a multi-caste and multilingual community. The main castes in order of strength are;

<i>Caste</i>	<i>% as Taken over the total respondents Covered</i>
Famda	49%
Bajran	27%
Koli	9%
Doi	7%
Khatana	5%
Nai	3%

**\*Besides the Kashmiri castes comprise the Ganai=8%  
and Wani=20% of the total households.**

**Source: Field based data.**

The houses are spread across the hilly and ascending landscape. Sometimes there exist joint families but mainly the household is comprised of couple and their children.



The literacy rate being lowest among the females, the highest qualified person among the four male literate respondents was B.A 2<sup>nd</sup> year the others being of 12<sup>th</sup> and 10<sup>th</sup> standard. The comparative analysis of the sample taken regarding literacy with respect to age and sex is as under;

<i>Sex</i>	<i>Age</i>	<i>% of literacy</i>	<i>Literacy standard</i>
<i>Male</i>	10-20	34%	10 <sup>th</sup> -B.A
	30-40	19%	Up to 10 <sup>th</sup>
	50-60	9%	Up to middle
<i>Female</i>	10-20	23%	Up to 10 <sup>th</sup>
	30-40	15%	Middle
	50-60	0%	--

\*Clearly the literacy level decreases with age and the decrease is sharper in females.  
 Source: Field based data.

### 3. LINGUISTIC PATTERN

The main languages which are spoken throughout the community include gojri, pahadi, kashmiri, urdu and Punjabi in traces. Among the sample taken 3% of respondents can speak in about four languages. 70% of the sample constituting gojri speaking people also know kashmiri and urdu to the extent that they can communicate in them. The percentage of linguistic pattern in Faqir Gojri is as;

<b>S. No.</b>	<b>Language spoken</b>	<b>% of the whole sample</b>
01.	Gojri	85%
02.	Pahadi	4%
03.	Kashmiri	10%
04.	Urdu	80%; spoken along with others not being a language in itself.
05.	Punjabi	2%
06.	English	0%

Source: Field based data.



The order illiterate folk do not know any language other than gojri. Regarding children, they can speak kashmiri and Urdu better than their elders and also have a good knowledge of gojri. Women generally know only gojri particularly the older women who could hardly communicate in other languages. The Kashmiri people talk in their own language with other people but the gojri speaking people can manage to talk in kashmiri and urdu with strangers. The kashmiri people here were originally from 'Chashma Shahi' expelled by the Maharajas; since then they are residing here their pronunciation resemble that of kashmiri spoken in Srinagar.

Majority of the people have learnt their language from their ancestors and parents being cultural possessors. Johnson (1960) argued that language is the best example of cultural possession, and a child of five can speak correctly without being at all able to state what the underlying patterns of pronunciation and syntax are.

On one hand there are kashmiri speaking people who don't know any gojri at all but on the other hand 2% of the gojri speaking people can speak good kashmiri. The second case is found among laborers working mainly with kashmiris which reveals that cultural contact and external exposure has a direct bearing on learning languages.

The new generation among the gojri speaking being well adopted to urdu but the illiterate and older cannot do well with it. Moreover the children and young among gojri speaking are at home in speaking kashmiri comparable to their elders.

The female population has many exceptions among all the spoken languages in Faqir gojri. So far as 'Gojri' speaking women folk are concerned both categories, the older (like Jani 70) and the teenaged ( like one Rakeena)



are confined to their own dialect. One cause of their lack of knowledge about other languages is cultural deprivation and less exposure of the females.

Similar tendencies are found among kashmiri speaking women who could hardly know a word about any other language. One case of a woman whose parents are pahadi speaking has given up her ancestral dialect and adopted gojri since her marriage in Faqir gujri.

#### **4. MULTILINGUALISM**

There are about six castes found in Faqir gujri and among all the castes "gojri" is the most prevalent form of dialect. However, 40% of the population sample know at least two languages and 6% as many as four including gojri, kashmiri, pahadi, urdu. In one case the person knows five languages Punjabi with the former four.

The main reason behind this multidialectal nature of Faqir gojri is that same languages are region specific viz the "pahadi" being confined to "Nagbal" and Kashmiri to "Ganai Mohalla". The interaction of many caste groups and people from different mohallas of the community results in the learning of many languages.

Fishman (1972) argues that relevant domains for describing language use in many relatively complex multilingual societies would probably include family, friendship, education, work sphere etc. He differentiates between L and H variety, the former (eg; here gojri) being used in domains as family and friendship while the latter (here being kashmiri) being used in domains such as education, occupation and religion.



#### **4.1 VARIATIONS OF DIALECT WITH RESPECT TO AGE CASTE AND CLASS**

The "gojri" language is more traditional and spoken in a pure dialect among the older as compared to the new literate generation. The literate and young prefer to use urdu with strangers as compared to kashmiri by the older folk.

There are also evidences of difference of words between different castes. For instance the "gojri" as spoken among "Nai" caste has a slow utterance and has a sweet tone. The Bajrans use the word "Tanda Chhalio" for " I am going down" and "Dina" for "morning" while Famda's use "Bonda Chhalio" and "Nikilo" for the same two meanings respectively.

Fishman (1972) has analysed such variations of language with respect to age, kinship and status. He identifies the variation in the use of suffixes 'in' and 'ing' between children of different sexes in New England.

The inservice individuals of the community prefer to be at par by speaking in urdu or using English words with their own dialect thus giving rise to a mixed form of dialect. More employed persons were found among the pahadi speaking people eg; two cases - one of an engineer and another of a university employee were found. One possible cause for the high status of "pahadi" speaking people could be the reservation policy helping them to achieve economic mobility.

#### **5. BEARING OF CULTURE ON LANGUAGE**

All the respondents agree with the fact that their language is an essential component of their culture. As per the views of the educated and employed people, the very first impact of modernization on their culture will come on to language itself. The labourers mostly working within kashmiri culture have a good speaking hold on kashmiri dialect. The older women who have



lowest contact with other cultures hardly know a word other than gojri language.

M. Haralambos (2006) wrote, that the experiments done by William Lobov on cultural deprivation clearly reveals that one of the first cause as well as consequences of this is linguistic deprivation. In yet another experiment labov draws the results that cultural exposure leads to effective communication and interaction. Same could be applied to Faqir Gujri. The people having more cultural exposure like students and employees have managed to learn other languages. For house wives and young girls the cultural deprivation has gradually kept them linguistically deprived also.

## **6. SCRIPT AND WRITTEN DOCUMENTS**

Most of the dialects being in use in Faqir gujri have no Manuscripts or written documents in the form of any story book, translation of a religious book. The single manuscript which is believed to be present in gojri language is Mian Abdullah's poetic collection "Siah Harfee."

The basic cause responsible here is that except for one single employed person, no respondent claimed to know to write in their language. Johnson (1960) argued that without written records, a people must depend upon the memories of the aged and knowledge of the past. But what here is the most extreme problem is that nobody claims to remember any fairytale, song or legend which could be somehow recorded.

The new generation knows some songs which are at times broadcasted through Radio or on T.V but that is never recorded and preserved for the community. The people of faqir gujri as such seem to give no contribution to art and literature of their dialect.



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## 7. SOCIAL CLASS AND LANGUAGE

As has been already stated, the *pahadi* speaking people are comparably at a higher social status than the “gojris”. The “Nais” are said to be immigrants who were originally of a high social class of “Mughals”. In order to escape from being slain by the British, they migrated and changed their caste. Their gojri speaking is said to be sweet and slower comparably.

John Scott (2007) writes that Basil Bernstein has explored the relationship between types of language use and social class. It was argued that different kinds of language use create different kinds of identity. He calls the type of language used by the new classes as ‘personalizing type’ and that used by working class as the “positional type”.

This could be also seemed operating in case of the high class people in Faqir gujri who create a “gojri” language particular to them only by mixing the words of other languages. This gives them a distinctive identity among other gojri speaking people. Moreover, the upper class people speak pure Urdu in public and in their offices or educational institutions again trying to adjust themselves with the people speaking other languages.

### 7.1 LANGUAGE AND SOCIAL SOLIDARITY

Irrespective of literacy, 90% of the respondents argued that language binds people together as they like to work and marry with people of their own language. In the village we noticed that few Kashmiri speaking families are clustered together in the form of the so called “Ganai Mohalla”.

Coser (2004) wrote that Comte regarded language as a vessel which binds us to our fellows and without it men could never have attained solidarity. Spencer considered languages to bind together the people like skin encases and binds an organism. Similarly, not only language binds the people of



same dialect, caste and *mohalla* in Faqir Gujri but also leads to inter-caste and inter-lingual solidarity.

Ritzer (2000) says that for Spencer language is an essential functional pre-requisite for a social system to survive. One respondent views that they have to preserve the gojri language if they want to get socio-economic upliftment. He argued that the gujjar ministers always tend to stress on the preservation of language to keep the cultural system intact and once the cultural identity of the people is same, they remain bound together by a common cultural consciousness. Language here also binds people through a common political ideology. Language is an essential tool for creating a people sharing common dialect. Mian Altaf (active minister from this community) as people say has done a lot for his gujjar speaking community here. Marshall (2005) argued that the power of language can be seen in political rhetoric or slogan making, on the other hand ethnic groups may utilize their languages as a symbolic means of fostering or developing their own self-identity or as a defense against encroachment by outsiders.

#### **8. IMPACT OF MODERNIZATION ON LANGUAGE: THE TRENDS**

4% of the respondents mostly students said that the coming of English and other subjects of language leads to the fading away of the dialects of the community. People who migrate for job or education slowly learn other languages which degrade the value of their own dialect.

Y. Singh (2007) writing about cultural modernization argued that English language has now become an organic part of colloquial expression of rural folk. English terms are being used with other local dialects. Many linguistic motifs of modernizations have now become parts of the little tradition.

1% of the people mainly laborers argue that emigration leads to the adoption of other dialects by the people from the community. But contrary



to this most parents of school going children believe to give up their own dialect. One of the evident influences of communication and transportation is the mixing of words from other languages with the local dialect.

Majority of the people agree with the fact that there should be a subject in the schools in the local language like gojri. They give a considerable credit to the programmes telecasted in their language on T.V and through radio by arguing that such programmes strengthen and help preserve the dialect. This is justified by the fact that the young people who use to listen to such programmes remember many songs and folk tales thus leading at least to reservation of dialect based on memory.

Some people who initially spoke in *kashmiri* with other people nowadays use urdu. Another important trend is the use of language in politics. By persuading people from the same dialect to favor them, the politicians are making good vote banks. The multilingual twist is increasing with modernization and educational developments. The purest form of dialect is fading away which possibly will lead to the termination of many words with the death of the oldest.

## 9. CONCLUSION

The most prevalent language in Faqir gujri is "gojri" followed by pahadi, kashmiri ,urdu and Punjabi; gojri being the language in use among castes and mohallas. No big change has been witnessed by majority of the respondents in the pronunciation or words since their child childhood. But as the trend indicates there is mixing of dialect and multilingualism which signifies the need to preserve the encyclopedic nature of the language.

The folk songs, tales and the names of the cultural assets need to be collected and preserved in a documentary form. About 98% of the respondents agree that there should be a subject in "gojri" language to be



taught in schools. There is no contribution in poetry and literature for which the literate individuals should come to the front.

Language in Fiqir Gujri is , no doubt the most important factor of social solidarity among all castes and Mohallas. With small variations in language use with respect to age, education, and occupation, the present strength of gojri language is round the female population including all age groups is relatively linguistically and confined to a single language. No written documents have been noticed or are in making like a poetic collection or a novel etc.

The literates prefer to use urdu with other people while the illiterates use kashmiri. Some of the languages are confined to specific mohallas like the "pahadi" in Nagbal and kashmiri in "Ganai Mohalla". There exist small variations in use of words and pronunciation between a few castes like "bajran" and "phamda".

There exist wide exceptions as sometimes, the gojri speaking has a good hold on kashmiri and at others a gojri speaking individual doesn't understand a single word about other languages. Given all such variations and exceptions, it could be inferred that Faqir Gujri is in true sense a linguistically diverse but on the same time a multilingual community.

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## SOCIO-ECONOMIC PROGRESS AND ECONOMIC GROWTH OF ANDHRA PRADESH

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*“There is probably no other example in the history of world development  
of an economy growing so fast for so long with such limited results  
in terms of broad based social progress”*

— Amartya Sen & Jean Dreze

### **1. Introduction:**

The Andhra Pradesh economic growth improved significantly in the last two decades, but the socio-economic problems are not addressed seriously by the policy makers and executors of the government of Andhra Pradesh. Further, the progress of the State (quality education, good health and jobs for youth - Snakaran Krishna-2013) is not satisfactory and need to concentrate comprehensively for the economic development of various layers of the State economy. Hence, there is a need to substantiate the inclusive growth of Andhra Pradesh Economy in absolute and relative terms paralleled with a well progressed State or regions of India. For this purpose the State of Kerala's socio-economic progress has been taken for comparison purpose and an attempt has been made to examine the economic growth and socio economic progress of the State of Andhra Pradesh compared with the State of Kerala and suggests suitable policy measures.

### **2. Data Base and methodology:**

For this purpose, the data have been collected from various secondary sources, such as books, reports, journals (Office of the Register General, India and Economic Survey, 2011-12; CSO National Accounts Statics-2011 and



NSSO 66<sup>th</sup> Round; UNFPA, India: Towards Population and Development Goals, OUP, 1997; Mahabub-ul-Haq, Human Development in South India, OUP, 1997; Biswajit Guhas, Human Development in India, Indian Economic Association Conference Volume, 1998) and newspapers of relevant and descriptive methodology has been used. The following section presents brief results and discussions. Policy frame work of the study has been presented in the last section. It is hoped that this study is very useful for further research.

### **3. Results and discussion:**

The Andhra Pradesh economic growth has been improving significantly for the last two decades and various socio economic variables are also changed. These are shown in the Tables 1 – 6. The Infant Mortality rate (46/1000) is very high compared with Kerala. The age at marriage (17.8 years for females) of Andhra Pradesh was high and causes high birth rate and population explosion. Literacy rate (67.6 per cent) which is low compared with Kerala further responsible for under quality of labour force and productivity. The output-employment ratios are distributed unevenly among various sectors of the Andhra Pradesh economy causes uneven distribution of income and levels of living of the people. As per the Committee methodology, the estimates of poverty ratio for rural and urban areas of Andhra Pradesh for 2004-05 were 32.30% and 23.40% respectively and that for the State as combined was 29.90%. The corresponding figures for All India during the same period were 41.80%, 25.70% for rural and urban areas and 37.20% for combined. The Official Estimates of poverty show that the performance of Andhra Pradesh in reducing income poverty has been impressive, particularly in rural areas. The Planning Commission estimates as well as the recent Expert Groups estimates show that poverty level in AP has mostly been lower than the national average and also its pace of reduction



is faster than what is observed at all India. This can be attributed to the innovative poverty alleviation programs implemented in the state. The growth of employment has picked up significantly in Andhra Pradesh while there is decline in growth at the National level in the recent past as compared to the previous period. Further, the pace of growth of employment is also quite impressive in Andhra Pradesh. While Andhra Pradesh has registered an annual compound growth of 1.70% in employment between 2004-05 and 2009-10 - up from 0.70% between 1999-2000 and 2004-05, All India's employment growth slipped from 2.50% to 2.10% during the same reference period. Similarly, the employment elasticity which represents the responsiveness of employment generation to change in gross domestic product stands at 0.19% for Andhra Pradesh as against All India's employment elasticity of 0.28%. These all reflected in Human Development Index constructed by various professionals (UNFPA, India: Towards Population and Development Goals, OUP, 1997; Mahabub-ul-Haq, Human Development in South India, OUP, 1997; Biswajit Guhas, Human Development in India, Indian Economic Association Conference Volume, 1998) with a variety of methodologies adopted (Table-6).

TABLE:1  
 Net State Domestic Product (NSDP) and Per Capita NSDP  
 of 2004-05 and 2010-11 at 2004-05 prices

Variable	Year	Andhra Pradesh	Kerala
NSDP (in Crores)	2004-05	2,01,303	1,04,776
	2010-11	3,40,792	1,71,897
	Growth Rate	9.2	8.6
NSDP Per Capita (in Rupees)	2004-05	25,321	31,871
	2010-11	40,366	49,873
	Growth Rate	8.1	7.7

*Source: Compiled and Computed from C.S.O and N.A.S 2011*



TABLE:2  
 Growth rate of Net State Domestic Product (NSDP)  
 (Per cent per annum)

Plan	Andhra Pradesh	Kerala	India
8 <sup>th</sup> Plan	5.4	6.5	6.5
9 <sup>th</sup> Plan	4.6	5.7	5.3
10 <sup>th</sup> Plan	6.7	7.2	7.6
11 <sup>th</sup> Plan	8.3	8.0	7.9

Source: *Planning commission documents*

Table:3  
 Socio-economic status of Andhra Pradesh and Kerala

Sl.No.	Variable	Andhra Pradesh	Kerala	India
1	Birth Rate (2010)	17.9	14.8	22.1
2	Death Rate (2010)	7.6	7.0	7.2
3	Infant Mortality Rate (2010)	46	13	47
4	Mean Age at marriage (2010)	17.8	22.3	19.4
5	Sex Ratio	992	1084	940
6	% age of Urban population	33.5	47.7	31.2
7	Literacy level			
	Overall	67.6	93.9	74.0
	Female	59.7	91.98	65.5
8	Poverty Line (2009-'10)			
	Rural	693.8	775.3	672.8
	Urban	926.4	830.7	859.6
9	Poverty Head Count Ratio (2009-'10)			
	Rural	22.8	12.0	33.8
	Urban	17.7	12.1	20.9
	Overall	21.1	12.0	29.8

Source: Office of the Register General, India and Economic Survey, 2011-12



TABLE:4  
 Occupational distribution and Output-Employment ratios of Andhra Pradesh and Kerala

Sl.No.	Variable	Andhra Pradesh	Kerala	India
1	<b>Percentage share of NSDP</b>			
	Agriculture sector	22.6	10.2	14.7
	Industry sector	12.8	9.6	20.2
	Tertiary sector	64.6	80.2	65.1
2	<b>Share of Employment in NSDP</b>			
	Agriculture sector	54.8	29.5	53.2
	Industry sector	20.7	29.5	21.5
	Tertiary sector	24.4	41.0	25.4
3	<b>Out- Employment ratio</b>			
	Agriculture sector	0.41	0.35	0.27
	Industry sector	0.62	0.33	0.93
	Tertiary sector	2.65	1.96	2.56

Source: CSO National Accounts Statics (2011) and NSSO 66<sup>th</sup> Round

TABLE:5  
 Economic Infrastructure of Andhra Pradesh, Kerala with India

Sl.No.	Variable	Andhra Pradesh	Kerala	India
1	Per capita power consumption	651	352	509
2	Registered vehicles per 1000 persons	894	1070	768
3	Road length per 1000 km <sup>2</sup> km of area	1254	5269	1288
4	Telecom lines per 1000 persons as on March 31, 2009	3.96	5.58	3.3
5	Percentage of irrigated area in gross cropped area (2007-08)	46.3	16.5	44.6
6	Social and Economic Infrastructure Index (1999)	103.3	178.7	----

Sources: Planning Commission, CMIE Profile and CSO Infrastructure Statistics

TABLE:6  
 Human Development Index (IIDI) of Andhra Pradesh and Kerala

Sl.No.	Variable	Andhra Pradesh	Kerala
1	UNFPA	41.28	62.79
2	Mahabub-ul-Haq	39.3	59.7
3	Biswajit Guhas'		
	HDI <sub>1</sub>	46.82	74.33
	IIDI <sub>2</sub>	48.85	73.14
	HDI <sub>3</sub>	58.51	74.47
	HDI <sub>4</sub>	58.07	73.54

Sources: UNFPA, India: Towards Population and Development Goals, OUP, 1997  
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#### 4. Policy Frame Work:

The Andhra Pradesh economic growth improved significantly in the last two decades, but the socio economic problems are not seriously addressed by the government of Andhra Pradesh. Further, the progress of the State is not sufficient and need to concentrate comprehensively for the economic development of various layers of the State economy. Basing on the results, the following policy frame work has been recommended.

- i). The Infant Mortality Rate has to be reduced and Age at marriage should be raised.
- ii). Literacy rate as well as enrolment rate should be raised
- iii). The output- employment ratio should be equalised among the three sectors
- iv). Poverty eradication programmes should be implemented with more people centred.
- v). More employment generating programmes should be framed and implemented

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## CAPITAL PUNISHMENT: THE ETHICAL JUSTIFICATION

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Before discussing the theory of Capital punishment we have to need discuss what is punishment? The word "Punishment" is used in varying contexts. The Punishment meted out by the state to a criminal or by a parent to his children is not the same as the Punishment boxers gives or receive. Characteristically, Punishment is unpleasant. It is inflicted on an offender because of an offense he has committed; it is deliberately imposed.<sup>1</sup> Philosophers who have written on punishment have usually had in mind, punishment in the standard sense rather than in any extended or metaphorical sense. The word is the abstract substantivation of the verb to punish, which is recorded in English since 1340, deriving from Old French *puniss-*, an extended form of the stem of *punir* "to punish," from Latin *punire* "inflict a penalty on, cause pain for some offense". In the *metaphysics of morals* Kant's offers us pieces of a theory punishment and an elaboration of this theory of punishment related to the conscience and moral worth. Aristotle, on the other hand says that the man who has deliberately broken a moral law is entitled to a negative reward. Also Aristotle pointed out, 'An eye for an eye' this does not mean that a rapist should be raped, or that a fraudster should be defrauded. In the history of punishment we see that, he who has voluntarily violated a moral law recognized by society is a criminal. The majesty or an authority of the moral law demands punishment of the criminal.<sup>2</sup> Crime is



produced by many circumstances, just and unjust. In order to make out some assumptions, however it is necessary to assume that people have free will and are capable of choosing between right and wrong.<sup>3</sup> The term punishment is generally used in broader sense than sin and crime. Punishment is supposed to be for the protection of society, and for the reformation of the wrongdoer.<sup>4</sup> We naturally think that a man should be rewarded according to his deeds. A wrong against social law is a wrong against humanity. There is an expression in Latin, "*nulla lege sine poena*"—which means, in translation, "there is no law without punishment."

### **Prevailing Theories about punishment:**

Let us see how punishment is conceived on a traditional ethical model. On the traditional model, there are three main major theories of punishment: *Retribution*, *Deterrent or preventive*, and *Reformative*. There has been a lot of controversy surrounding the death penalty. Now we discuss three available principle theories of the aims of Punishment. These are following——

**Deterrence:** Deterrence means to punish somebody as an example and to create fear in other people for the punishment. Death penalty is one of those extreme punishments that would create fear in the mind of any sane person. The aim of punishments primarily to deters others from repeating the same crime or committing similar offences. It is expressed in the familiar dictum of the judge "You are not punished for stealing sheep, but in order that sheep may not be stolen". The criminal is punished not merely for his crime, but primarily for the benefit of others.

**Retribution:** Retribution accommodated in this narrow manner falls far short of its role in a full blown retributive theory of punishment, such as Kant's or



Hegel's. They appeal to retributive notions not only to determine who ought to be punished, but also to determine what punishment the guilty person deserved and the very rationale for a system of punishment in the first place. The retributive rationale of a system of punishment is that justice requires inflicting harm on wrongdoers<sup>5</sup>. Hastings Rashdall also describes retributive punishment as 'the infliction of pain for pain's sake' and as 'evil to evil'. Pain is not evil and also pain is no part of punishment. Pain is in some sense bad, regrettable to be removed if possible.<sup>6</sup> So many philosophers also advance the retributive theory like- Kant, Aristotle, Hegel and F.H Bradley.

**Reformative:** The third view of punishment is to educate or reform the offender himself. So, they will not commit the offense again. Rehabilitation concerns the ability of the punishment to reform the criminal and to make him a law-abiding citizen.<sup>7</sup> The aim of punishment is to bring home to the perpetrator of the crime the pain of conscience and make him really and sincerely feels sorry for what he has done or is to reform the offender himself. There are so many way to make a criminal into an honourable person in the society like, remorse, Forgiveness' Reformation, Responsibility and so on.

#### **The justification of punishment:**

Moral philosophy has traditionally been closely concern with the Justifications and purposes of criminal punishment in general and also determining which punishments are appropriate for particular crimes. Further it maintains that is an inhuman punishment arbitrarily imposed on the poor, the minority, the uneducated and the downtrodden. The philosopher's interest in punishment is mainly connected with questions of justification. Nietzsche and Foucault think that human nature is such that we do get intrinsic even if disguised satisfactions out of inflicting authorized



harm on others, as punishment necessarily does. Two particular theories about the justification of punishment have dominated the scene: *retributive and utilitarian*. *Utilitarian views* of punishments are forward looking; they are unconcerned with the past apart from its ability to inform decisions about the future, and they focus instead on the goods and evils likely to be brought about by imposing different punishment. On the other hand *retributivist theories*, in contrast to utilitarian ones, are backward-looking. It is the crime itself, its nature, motive, and extent that matters for the retributivist<sup>8</sup>. Except this two type of justification, we see the liberal justification of punishment, some particular important arguments for a liberal theories are, Punishments must not be so severe as to be inhumane or "cruel and unusual." and Punishments may not be imposed in ways that violate the rights of accused and convicted offenders etc. The Babylonian Code of Hammurabi, dating from the 18th century BC, contained this principle of equal retaliation. Similarly, the laws of the ancient Hebrews demanded "*an eye for an eye and a tooth for a tooth.*" Some people might think that death penalty is inhuman and barbarous, but ask those people who have lost their beloved or whose lives have been tied to a hospital bed because of some barbarous person. Now suppose the woman raped was your wife, sister, or daughter. How would you feel?

### **The sociology of punishment:**

The sociology of punishment seeks to understand why and how we punish. Punishment usually involves the intentional infliction of pain or suffering or the deprivation of rights or liberties. These actions are generally understood to be morally wrong. However punishment is the state-sanctioned use of these methods in relation to law- breaking. The sociology



of punishment seeks to understand why people allow the legitimization of this type of violence. As is usually the case, there are a number of different theories to explain this. Two of the most often used justifications of punishment are utilitarianism and retributivism. Now we discuss the sociology of punishment and punishment today which related to this point. Modern punishment has created a sense of its own inevitability and of necessary rightness of the *status quo*. The institution of punishment conveniently provides us with a definition of what criminality is and how it will be sanctioned. How much punishment is appropriate and what emotions can be expressed, who is entitled to punish where in lies their authority to do so. We have tried to covert a deeply social issue into a technical task for specialist institutions. It argues that the social meaning of punishment is badly understood and needs to be explored if we are to discover ways of punishing which better accord with our social ideals.<sup>9</sup>Now a days we saw punishment is as a chronic social problem. It has become one of the most perplexing and perpetual 'crises' of modern social life.<sup>10</sup> Modern punishment has created a sense of its own inevitability and of the necessary rightness of the *status quo*. Our taken for granted ways of punishing have relieved us of the need for thinking deeply about punishment.

### **What is Capital Punishment?**

Capital punishment is literally a life-and-death issue. Some times called the death penalty, it is the execution of people who have been found guilty of offenses considered to be capital crimes.<sup>11</sup> Most peoples have used death as their ultimate penalty for grave offences and some have done so on a lavish scale. To day on the other hand, some advanced communities have deliberately abandoned it.<sup>12</sup>Whenever the word "Capital punishment" comes



it is the issue which is always hot on people's minds. When we hear word capital punishment we imagine that first strike in our mind is prisoner hanging with rope. The term "capital" derives from the Latin caput, meaning "head". Thus, capital punishment is the penalty for a crime so severe that it deserves decapitation (losing one's head). The death penalty is the most controversial penal practice in the modern world. Italian jurist Cesare Beccaria, the French philosopher Voltaire, and the English law reformers Jeremy Bentham and Samuel Romilly. They argued that the death penalty was needlessly cruel, overrated as a deterrent and occasionally imposed in fatal error. Although imprisonment and fines are universally recognized as necessary to the control of crime.

#### **The history of capital punishment:**

The history of Capital Punishment is as old as that of mankind. In the Western world the first instance seems to be "The Law of Moses", inflicting death for blasphemy. By 1179 B.C. Murder was a capital crime among Egyptians and Greeks. Capital punishment for murder, treason, arson, and rape was widely employed in Greece under the laws of *Draco* (fl. 7th century BC). <http://www.britannica.com/eb/art-71602/Print-depicting-the-execution-of-Louis-XVI-in-1793?articleTypeId=1> In the 1850's, Venezuela (1853) and Portugal (1867) were the first nations to abolish the death penalty altogether. There is practically no country in the world where the death penalty has never existed. There are quite a few countries where it exists today and. The term 'capital punishment' stands for most severe form of punishment. It is the punishment which is to be awarded for the most heinous, grievous and detestable crimes against humanity<sup>13</sup>. In ancient times, societies widely accepted the law of equal retaliation (known as *lex talionis*), a form of corporal punishment that



demanded "an eye for an eye." Or "a tooth for a tooth". Hugo Adam Bedau in his article, "*Capital Punishment and Social Defense*" mentions, "Crimes can be deterred only by making would-be criminals frightened of being arrested, convicted, and punished for crimes and also say's most people nevertheless are convinced that punishments do deter, and that the more severe a punishment is the better it will deter"<sup>14</sup>.

### **For and Against of capital punishment:**

Capital punishment is debatable topic which divided the society into parts, one which is in favour of capital punishment and other which is against capital punishment. Now we give some vital arguments in favour and against of capital punishment which are following:

#### **Arguments in favour of Capital Punishment**

1. Capital punishment prevents murder:-Death penalty prevents a repeat offender to ever return to society and continue to harm and murder innocent people. There is no other surest way to prevent crimes of violence and to reduce.
2. Capital punishment is more Effective:-It is the most effective way to protect society from a felon.
3. Capital Punishment Is More Humane: - The death penalty shows the greatest respect for the ordinary man's, and especially the victim's, inviolable value.Capital Punishment is more humane and painless than life imprisonment.
4. Life sentence is not an Alternative: - Abolitionists suggest life imprisonment as an alternative to capital punishment. But, capital



punishment is less human than the proposed alternative of life imprisonment.

5. Capital Punishment Is Deterrent:-No other punishment deters men so effectually from committing crimes as the punishment of death.
6. Capital Punishment Is More Economical: - Capital Punishment is less expensive. Public funds shall be saved. From an economical point of view it is cheaper to put on an execution than to house a prisoner for life.
7. Risk To The Innocents: - Abolition means risking innocent lives. We must weigh the execution of the convicted murderer against the loss of his victims and of the possible victims of other potential murderers.

#### **Arguments Against the capital punishment:**

There are plenty convincing reasons against the use of capital Punishment.

1. Denial of basic right:-According to Humans Right Association capital punishment overrules our most basic human right - the right to life. Human life has fundamental value. The blessedness of human life is denied by the death penalty.
2. The possibility of error: – Later investigations revealed many convicted individuals innocent which got death penalty in the past, and have been pardoned. Recent DNA investigation studies have shown the same thing.
3. Unfair Judgment: - Generally, it is observed that Capital punishment is inflicted unduly on the poor and minorities. If you follow the data of these victims, you will find that the mentally ill, poor and



downtrodden people belonging to minorities form a large chunk of the total number.

4. Lack of Deterrence:-The purpose of any punishment should be deterrence from repeating the same act. But, according to the statistics available, the death penalty has not been effective in controlling the homicide rate. That means the capital punishment does not deter violent crime.
5. Family victimized:-By giving capital punishment; the family of the victim is permanently traumatized and victimized. They are often punished by their loved ones without their fault, even though they are innocent.
6. Dignity:-In the debate about execution and human dignity. Opponents of the capital punishment assert that it is degrading to the humanity of the person punished.
7. Effectiveness:-Early opponents of capital punishment also argued that inflicting death was not necessary to control crime and properly punish wrongdoers. Beccaria in his Essay on Crimes and Punishments asserted that the certainty of punishment, rather than its severity, was a more effective deterrent. Capital Punishment is racially and socio-economically biased and allows the possibility that an innocent person may be executed. Furthermore, there is no benefit to society that would necessitate its continuance. Capital punishment cannot be allowed in a civilized society. In my article Capital Punishment: The ethical justification explore this topic as well as arguments concerning the ethics, fairness, and deterrent effects of the death penalty.



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### **Forms of capital punishment in the various countries:**

From ancient times until well into the 19th century, many societies administered exceptionally cruel forms of capital punishment. Executions in ancient China were carried out by many painful methods, such as sawing the condemned in half, flaying him while still alive, and boiling. Cruel forms of execution in Europe included “breaking” on the wheel, boiling in oil, burning at the stake, decapitation by the [guillotine](#) or an axe, hanging, [drawing and quartering](#), and drowning. Capital punishment is one of the oldest forms of punishment in the world. Most societies still use ancient forms of harsh physical punishment. In the 1972 case of *Furman v. Georgia*, the Supreme Court of the United States ruled that the procedures leading to imposition of the death penalty in Georgia were unlawful. Although by the end of the 20th century nearly every U.S. state that employs the death penalty, adopted lethal injection. There are 7 types of capital punishments known to world. They are Hanging, by Firing Squad, Electrical Chair, Poisonous gas, lethal injections, Stoning and Guillotine. All these types are of more or less inhumane nature.

### **Religious views about capital punishment:**

From the religious point of view, the death penalty is in large measure controversial. Every religious and moral reformer tells us that the world is full of evil, misery and suffering.<sup>15</sup> Followers of Judaism, Christianity, Buddhism, Hinduism and Muslim countries also own way to give punishment in their community members who are offender for their crimes.

**Christianity:** Capital punishment is a subject which arouses in men the strongest emotions and one on which there are divergent views. The point is that the Catholic Church has always defended the right and therefore the



power of inflicting capital punishment on those who have been found guilty of more atrocious crimes. Although some interpret that the Bible condemns the death penalty, Christian positions, as on many social issues, vary. The Roman Catholic Church traditionally accepted capital punishment as per the theology, death penalty as a necessary deterrent and prevention method, but not as the means of vengeance. There are some significant arguments used by some Christians and many pseudo-Christians against the death penalty as the Scriptures speak of it. One is that capital punishment is immoral because of the commandment: "THOU SHALT NOT KILL".

**IN ISLAM:** Linguistically, Islam means "peace", 'acceptance' and "submission", referring to the total surrender of ones self to God and a Muslim is "one who submits" (to God). Sharia Law or Islamic law may require capital punishment, there is great variation within Islamic nations as to actual capital punishment. In <http://www.britannica.com/eb/topic?idxStructId=538793&typeId=13> Islamic law, as expressed in the <http://www.britannica.com/eb/topic?idxStructId=487666&typeId=13> Qur'an, capital punishment is condoned. Although the Qur'an prescribes the death penalty for several *hadd* (fixed) crimes—including robbery, adultery, and apostasy of Islam—murder is not among them. In Asian and Middle Eastern countries, violent and nonviolent crimes are punishable by death under Sharia laws. Murderer, it is the greatest sin to violate the rights of fellow-beings. Hence the extreme penalty of law has been prescribed.<sup>16</sup> Also according to the classical manuals of Islamic law, Islamic criminal law recognizes six major offences, each of which has a penalty prescribed in fixed terms in the Qur'an. These offences are known to Muslim jurists as the offences of *hudud* are *the drinking of alcohol, theft, armed robbery, illicit sexual relations, slanderous accusation of unchastity, and apostasy*.<sup>17</sup> In some Muslim countries, methods have included



beheading, hanging, stoning, and firing squad. Executions are held publicly, to serve as warnings to would-be criminals. It is important to note that there is no place for vigilantism in Islam. Islamic countries that practice a very strict Sharia law are associated with the use of capital punishment as retribution for the largest variety of crimes. In Islamic law, the death penalty is appropriate for two groups of crime:

- Intentional murder
- *Fasad fil-ardh* ("spreading mischief in the land")

**Intentional murder:** The Qur'an legislates the death penalty for murder, although forgiveness and compassion are strongly encouraged.

***Fasaad fi al-ardh:*** The second crime for which capital punishment can be applied is a bit more open to interpretation. "Spreading mischief in the land" can mean many different things, but is generally interpreted to mean those crimes that affect the community as a whole, and destabilize the society. Apostasy (when one leaves the faith and joins the enemy in fighting against the Muslim community), Terrorism, Land, sea, or air piracy, Rape, Adultery, Homosexual behavior.

**Judaism:** The official teachings of Judaism approve the death penalty in principle but the standard of proof required for application of death penalty is extremely stringent, and in practice, it has been abolished by various Talmudic decisions, making the situations in which a death sentence could be passed effectively impossible and hypothetical

**In Manusmrti:** 'punishment' (*danda*) in the code of Manu is personified as a god with a black hue and red eyes, created by the lord of the world as his son, and as an incarnation of law, formed of Brahman's glory. In manusmrti



we find that, the lord Prajapati creates punishment for the due fulfillment purposes of king. In manusmrti it has been emphasized that law does not denote sacrifices and gifts; it consists of punishment.

**Hinduism:** Most of the terms designating 'crime' or in Sanskrit are essentially religious in their nature, and no strict line between sins and punishable offences has ever been drawn. The *Dharmashastras* contains long lists of the various degrees of crime. Ancient Indian lawgivers considered danda (punishment) as essential for the maintenance of dharma. The Mahabharata refers to four kinds of punishments: dhigdanda, vagdanda, arthadanda and mrityudanda. In ancient India, the use of the death penalty is referred to by Kautilya, Manu, Yajnavalkya and Kamandaka. Brhaspati prescribed death sentence for murderers. Murderers were never tolerated in the society. Yajnavalkya speaks of four class of punishment. The corporal punishment included imprisonment, banishment, branding, cutting of offending limbs and lastly death sentence and also says that these should be used either separately or jointly according to the nature of the crime.<sup>18</sup>

**Jainism:** Ahimsa is central to Jain philosophy, which does not allow for the killing of even small creatures. The overriding Jain principles are nonviolence, search for truth, forgiveness and reform.

**Buddhism:** Crimes are for the most part committed by irreligious people; and the punishments are determined upon and carried out from political or legal, rather than from religious, motives. Buddhist philosophy clearly advocates the rehabilitation of criminals. One of the earliest, Emperor Ashoka, said, "The state should not punish with vengeance." Nevertheless, that he did resort to execution is documented in his rock edicts.



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## DOCUMENTARY- ART, TRUTH AND REALITY

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### **Introduction:**

Present paper deals with the question 'Can documentary as an art form capture truth and reality'? We know Truth and reality are perennial questions in philosophy. But like philosophy also other branches of knowledge discuss about truth and reality. Art, science, religion have also their say about the conception of truth and reality. All these branches of knowledge talk about truth in terms of objective and subjective, and reality in terms of one and many and so on. Documentary as an art form also discusses and expresses truth and reality and my intention in this paper is to check the claim of documentary that it is objective kind of presentation.

Though documentary is kind of art still it is different from other arts. While other arts like poetry, painting (especially modern painting) are expression artist's inner subjective world, documentary proposes that is an art form that presents objective world. In this sense documentary film is different from non-documentary films because there is less scope for imagination in documentary. Imagination can be used in it but it shouldn't harm objective world. Documentary is defined as 'representation of reality' by Bill Nichols while John Grierson, father of British documentary calls it as 'creative treatment of actuality'. According to Rotha the form of documentary is evolved throughout time and various factors shaped its form. So there isn't particular definition of it. Though various definitions are given still all are agreed on the point that it is much more objective than popular feature films. Grierson says that documentary opens up the screen on real world. It



can be said that documentary is reflection and expression of reality. Here I want to raise philosophical question considering epistemology and ontology of reality and want to see that can documentary catch truth and reality? Truth is an epistemological category while reality is ontological category in philosophy. Reality is about how things are actually present in contrast with appearance and truth is in agreement it.

### **Documentary: combination of art and science?**

While discussing about documentary it is essential to know about its nature. Though it is an art still it differ from it. Can it be said that it is combination of art and science? Since it presents facts in the objective form it has similarity with scientific approach. And I think documentary can be called as combination of artistic and scientific methods.

So first it is essential to discuss about nature of art. Aldous Huxley considers art as the selection and arrangement of natural order. For Henry James it is all discrimination and selection. It can be said that art it is nothing but selecting and deselecting of reality. In this way it is a manipulation of reality. Artist interprets analyses and recreates reality through art. If this is the case then we can ask the question 'Can art be objective?' Though art has origin in subject still it also possess universal nature that is why it is appreciated by viewers. But this doesn't claim objectivism. Definitely considering objectivism, art differs from science. Science is much more objective than art because it empirically verifies its methods. Like artist, scientist can imagine the reality but he has to empirically verify this reality and he should always be ready to modify his conception of reality. Scientist always test and retest observations and experiments to arrive at accurate conclusion. In all it can be said that scientist talks about ad-voc truth and ad-voc reality. Truth and reality in science is all the time based on



modifications. As investigation goes further conception of truth and reality changes.

So documentary combines both the methods of art and science. As an art it is selecting and deselecting of reality by director, editor and viewers etc. Director imagines what to present and editor edits accordingly while viewers influence it because it is the target audience. But this doesn't make documentary as subjective medium. Documentary takes objective methods from scientific world because it is based on data and facts. We can take example of National Geographic Channel or History Channel's documentaries. Detailed scientific study is the base of these documentaries. So in this way documentary is a combination of scientific and artistic skills. If this is the case then we can ask a serious question can even science capture reality and truth based on objective world. Since it is accepted that art is less objective than science so it can't be hundred per cent objective. And going beyond this if science is also search for ad-voc truth and ad-voc reality how can it also help us to understand reality?

#### **Objective world is human objective world:**

There is a limitation to human knowledge because we are bound by our senses and reasoning capacities. We cannot see in dark like leopards, we cannot sense sound like bats or smell like dog. As an animal we are bound by our sense organs. In scientific American reports (2008) on brain neurobiologist V. Ramchandran in the article 'Mind the gap' explains that we actually see very little of the world but all remaining gap is filled by brain by intelligent guess work. This shows that we are limited by our senses. Even going beyond this our reasoning capacities has also limitations. Like other sense organs brain is also possess limited capacities. Though it is made up of 100 billion neurons still it doesn't has the infinite capacity to understand this world. So the world observed by us is not 100 per cent objective world



because it is understood in human way through human perception and conception. So this can be called as human appreciation of the world. It seems that world is very complex phenomenon for human being.

Considering reasoning capacity in human beings we see that though we are the most intelligent species on this planet still this capacity doesn't give us infinite power to grasp this world. Our cerebral cortex equips us for knowing many things but not all things. We have finite memory capacity, our speed of processing is restricted, and our neurons are controlled by genes. So our brain is also governed by physical laws so it has also limitations. Going beyond biology we can take an example from mathematics. Kurt Gödel, a mathematician proposed incompleteness theorem which is known as 'Gödel's incompleteness theorem' which proposes that though mathematics is able to solve problems of the world but some of the problems cannot be solved by itself. Like it cannot prove some axioms. Though he says that human through intuition can solve problems which cannot be solved by mathematics still human being is limited by its physiological and psychological set up .i.e. by genetic and neural set up. If as a rational creature we have also limited capacity to know this world then true understanding of the world is not possible. Scientist Martin Ree says

*"A chimpanzee cannot understand quantum mechanics. It's not that chimpanzee is struggling to understand it. It is not even aware of it."*

It may be the case that like chimp we are unaware of many things. It is not the case that we are struggling to understand this world but we are not aware of a world which is very complex structure. If this is the case then it is not possible to know this world. This suggests that even through science it wouldn't be possible to know the ultimate truth and reality. If this is the case then the art form like documentary also becomes incapable of understanding this world.



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### Conclusion:

My position in the paper is of scepticism. True /ultimate knowledge of the world is not possible because we human being are limited by senses and reasoning. It is the case that through perception and reasoning we are able to understand some things still some of the things lay out of our sphere of understanding. If world is complex then is it possible to know this world? But how to know this? Because we can know what we know but we cannot know what we don't know? With scepticism as a tool which doubt and inquire about things we can know the limitations of our understanding. But it should be accepted that human being is not animal possessing infinite capacities. So there is bound to be limitation to understand this world. If this is the case then any branch of knowledge will catch some glimpse of reality and this applies to documentary. But at various levels of understanding, reality and truth presented by documentary is of various degrees.

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ENVIRONMENTALLY ROBUST MOTION DETECTION  
FOR VIDEO SURVEILLANCE

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## I. INTRODUCTION

Human body motion analysis is an important technology which modern bio-mechanics combines with computer vision and has been widely used in intelligent control, human computer interaction, motion analysis and virtual reality and other fields [1]. In which the moving human body detection is the most important part of the human body motion analysis, the purpose is to detect the moving human body from the background image in video sequences, and for the follow-up treatment such as the target classification, the human body tracking and behavior understanding, its effective detection plays a very important role.

Currently, methods used in moving object detection are mainly the frame subtraction method, the background subtraction method and the optical flow method [2]. Frame subtraction method [3,4] is through the difference between two consecutive images to determine the presence of moving objects. Its calculation is simple and easy to implement. For a variety of dynamic environments, it has strong adaptability, but it is generally difficult to obtain a complete outline of moving object, liable to appear the empty phenomenon, as a result the detection of moving object is not accurate. Optical flow method [5,6] is to calculate the image optical flow field, and do clustering processing according to the optical flow distribution characteristics of image. This method can get the complete movement information and detect the moving object from the background better, however, a large quantity of calculation, sensitivity to noise, poor anti-noise performance, make it not suitable for real-time demanding occasions. The background subtraction method [7] is to use the difference method of the current image and background image to detect moving objects, with simple algorithm, but very sensitive to the changes in the external environment and has poor anti-interference ability. However, it can provide the most complete object information in the case of the background is known [8]. In this paper, in a single static camera condition, we combine dynamic background modeling with



dynamic threshold selection method based on the background subtraction, and update background on the basis of accurate detection of object ,this method is effective to enhance the effect of moving object detection.

## II. BACKGROUND SUBTRACTION METHOD

The background subtraction method is the common method of motion detection. It is a technology that uses the difference of the current image and the background image to detect the motion region[9], and it is generally able to provide data included object information. The key of this method lies in the initialization and update of the background image. The effectiveness of both will affect the accuracy of test results. Therefore, this paper uses an effective method to initialize the background, and update the background in real time.

### A. Background image initialization

There are many ways to obtain the initial background image. For example, with the first frame as the background directly, or the average pixel brightness of the first few frames as the background or using a background image sequences without the prospect of moving objects to estimate the background model parameters and so on. Among these methods, the time average method is the most commonly used method of the establishment of an initial background [10].However, this method cannot deal with the background image (especially the region of frequent movement) which has the shadow problems. While the method of taking the median from continuous multi-frame can resolve this problem simply and effectively. So the median method is selected in this paper to initialize the background. Expression is as follows:

$$B_{init}(x, y) = \text{median } f_k(x, y) \quad k = 1, 2, 3, \dots, n \quad (1)$$

Where  $B_{init}$  is the initial background,  $n$  is the total number of frames selected

### B. Background Update

For the background model can better adapt to light changes, the background needs to be updated in real time, so as to accurately extract the moving object. In this paper, the update algorithm is as follows:

In detection of the moving object, the pixels judged as belonging to the moving object maintain the original background gray values, not be updated. For the pixels which are judged to be the background, we update the background model according to following rules:

$$\beta_{k+1}(x, y) = \beta \beta_k(x, y) + (1 - \beta)F_k(x, y) \quad (2)$$



Where  $\beta \in (0,1)$  is update coefficient, in this paper  $\beta = 0.004$ .  $F_k(x,y)$  is the pixel gray value in the current frame.  $\beta_k(x,y)$  and  $\beta_{k+1}(x,y)$  are respectively the background value of the current frame and the next frame.

As the camera is fixed, the background model can remain relatively stable in the long period of time. Using this method can effectively avoid the unexpected phenomenon of the background, such as the sudden appearance of something in the background which is not included in the original background. Moreover by the update of pixel gray value of the background, the impact brought by light, weather and other changes in the external environment can be effectively adapted.

### III. MOVING OBJECT DETECTION

#### A. Moving Object Extraction

After the background image  $B(x,y)$  is obtained, subtract the background image  $B(x,y)$  from the current frame  $F_k(x,y)$ . If the pixel difference is greater than the set threshold  $T$ , then determines that the pixels appear in the moving object, otherwise, as the background pixels. The moving object can be detected after threshold operation. Its expression is as follows:

$$D_k(x,y) = \begin{cases} 1 & |F_k(x,y) - B_k(x,y)| > T \\ 0 & \text{others} \end{cases} \quad (3)$$

Where  $D_k(x,y)$  is the binary image of differential results.  $T$  is gray-scale threshold; its size determines the accuracy of Object identification. As in the algorithm  $T$  is a fixed value, only for an ideal situation, is not suitable for complex environment with lighting changes. Therefore, this paper proposes the dynamic threshold method, we dynamically changes the threshold value according to the lighting changes of the two images obtained. On this basis, add a dynamic threshold  $\Delta T$  to the above algorithm. Its Mathematical expression is as follows:

$$\Delta T = \lambda \cdot \frac{1}{M \times N} \sum_{i=0}^{N-1} \sum_{j=0}^{M-1} |F(i,j) - B(i,j)| \quad (4)$$

Then

$$D_k(x,y) = \begin{cases} 1 & |F_k(x,y) - B_{k-1}(x,y)| > T + \Delta T \\ 0 & \text{others} \end{cases} \quad (5)$$

Where  $\lambda$  is the inhibitory coefficient, set it to a value according to the requirements of practical applications, and the reference values is 2.  $M \times N$  is the size



of each image to deal with.  $M \times N$  numerical results indicate the number of pixels in detection region.  $\Delta T$  reflects the overall changes in the environment. If small changes in image illumination, dynamic threshold  $\Delta T$  takes a very small value. Under the premise of enough pixels in the detection region,  $\Delta T$  will tend to 0. If the image illumination changes significantly, then the dynamic threshold  $\Delta T$  will increase significantly. This method can effectively suppress the impact of light changes

### *B. Reprocessing*

As the complexity of the background, the difference image obtained contains the motion region, in addition, also a large number of noise. Therefore, noise needs to be removed. This paper adopts median filter with the 3 X 3 window and filters out some noise

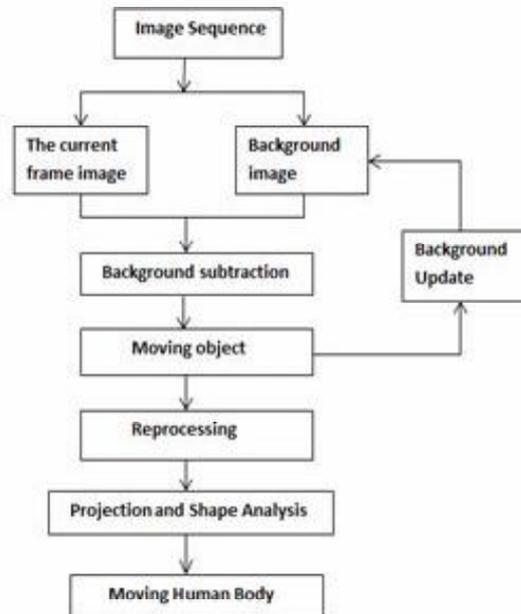
After the median filter, in addition the motion region, includes not only body parts, but also may include moving cars, flying birds, flowing clouds and swaying trees and other nobody parts. Morphological methods are used for further processing. Firstly, corrosion operation is taken to effectively filter out non-human activity areas. Secondly, using the expansion operation to filter out most of the non-body motion regions while preserving the shape of human motion without injury. After expansion and corrosion operations, some isolated spots of the image and some interference of small pieces are eliminated, and we get more accurate human motion region.

### *C. Extraction of Moving Human Body*

After median filtering and morphological operations, some accurate edge regions will be got, but the region belongs to the moving human body could not be determined. Through observation, we can find out that when moving object appears, shadow will appear in some regions of the scene. The presence of shadow will affect the accurate extraction of the moving object. By analyzing the characteristics of motion detection, we combine the projection operator with the previous methods. Based on the results of the methods above, adopting the method of combining vertical with horizontal projection to detect the height of the motion region. This can eliminate the impact of the shadow to a certain degree. Then we analyze the vertical projection value and set the threshold value (determined by experience) to remove the pseudo-local maximum value and the pseudo-local minimum value of the vertical projection to determine the number and width of the body in the motion

region, we will get the moving human body with precise edge. This article assumes that people in the scene are all in upright-walking state.

The flow chart of moving human body extraction is shown in Fig1:



**Figure 1. The flow chart of moving human body extraction**

Human body detection is to identify the corresponding part of human from the moving region. But the extracted moving region may correspond to different moving objects, such as pedestrians, vehicles and other such birds, floating clouds, the swaying tree and other moving objects. Hence we use the shape features of motion regions to further determine whether the moving object is a human being. Judging criteria are as follows: (1) The object area is larger than the set threshold (2) The aspect ratio of the object region should conform to the set ratio. If these two conditions are met, the moving object is the moving human body, or is not a human body.

#### **IV. EXPERIMENT**

Using the method proposed in this paper, in the ordinary PC, we use the static camera in indoor environment to capture video images and implement all the procedures in VC ++ 6.0 development environment. Here are two images in the different illumination. Experiment results of moving human body detection that use the method we propose are shown in Fig2:



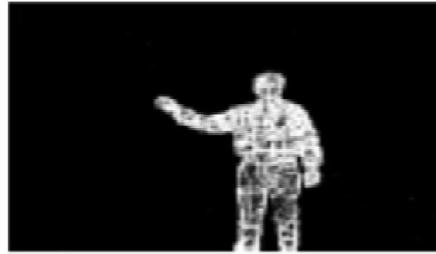
(a) Main background image



(e) Dynamic threshold result



(b) Current image



(f) Reprocessing



(c) Difference image



(g) Final result



(d) Fixed threshold result

Fig.2 is the image in high illumination. The figures also give the effects that use the fixed threshold and dynamic threshold. We can see that this method has a very good adaptability in the high and low illumination environment, and has also a very good effect on the elimination of noise and shadow, and is able to extract the complete and accurate picture of a moving human body.



## V. CONCLUSION

In this paper, a real-time and accurate new method for detecting moving human body is proposed, based on background subtraction. In cognizance of the shortcomings and deficiencies in the traditional method of object detection, we establish reliable background model, use dynamic threshold method to detect moving object and update the background in real time. At last, we combine contour projection analysis with shape analysis to remove the shadow effect. Experiments show that the algorithm is fast and simple, able to detect moving human body better and it has a broad applicability.

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## TOLERANCE AND RESISTANCE: WOMEN IN ARUNDHATI ROY'S THE GOD OF SMALL THINGS

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Arundhati Roy's *The God of Small Things* is one of the pioneering works that announce a tone of tolerance and resistance against local and global inequities in India. In this novel the predicament of Indian women is studied in depth along with the plight of dalits (untouchables), lower class people, racial subalterns juxtaposed against the global capitalism and neo-imperialism clad in globalization. The author sees the resistance against gender oppression to be leading towards class oppression and spurring on anti-colonial thought and action. In the novel the portrayal the marital and inter-gender relations of Ammu, Mammachi, Baby Kochamma and Rahel epitomize the resistant rebellion to an extent. The trespassing of these characters outside the boundaries of the institution of marriage as practiced in post-colonial India, and the "Love laws" that predate Western colonialism lead to a scathing interrogation of the basic values and structures of the post-colonial Indian society.

The portrayal of Ammu is a striking case in point. Ammu is gets attracted to the untouchable labourer Velutha and violates the "Love Laws" which her community has inherited from their Hindu past. Her transgression of the caste, class and religious boundaries mounts a rebellion of a kind against her marginalization as a woman.

"Ammu's rebellion against maternal and marital conventionality, and finally, her liaison with dark-skinned and untouchable Velutha (ironically meaning white) constitutes a violation against a determinate social order,



sponsoring the immutable “love laws”. Her rebellion or her “quest for self-identity”, as Tirthankar Chanda points out is “an attempt at repossessing, renaming, reknowing the world”, but it “appears doomed from the very beginning because of the nature of the society where she has had to seek refuge with her twins after her divorce and also because of the incapacity of her kin (mother, great-aunt Kochamma) to provide an adequate model for redefining the Self” (Chanda 1997:40)“ Ammu is presented as a victim of the institution of marriage. But she rebels against such social structures and challenges marriage as an institution for a disciplined life.

Though her personality is locked up she is an icon of resistance. She dies exiled. But before her acceptance of such fate, in desperate attempts of self-realization, she becomes a symbolic personification of all subalterns, especially women, who challenge power structures of the social order. Murari Prasad writes: “At the heart of Roy’s astounding book is the conflict between the characters excluded from institutional power and their hegemonic counterparts...Bose points out that Ammu’s conscious decision to embrace Velutha is a forbidden cross-caste liaison of radical significance within the novel’s given social imperatives... Bose links these violations to Roy’s robust commitment to the autonomy of the self-the freedom of small things. Thus the feminist reconceptualization of politics in Roy’s novel, as Bose notes, is profoundly subversive.” (2006, p.21)

Khurshid Alam in his article “Untouchables” in *The God of Small Things*” situates Ammu vis-à-vis Velutha and clarifies the role of Ammu: “Roy expresses her disillusionment with the social conditions of the postcolonial world in which the untouchables of the past still face a hostile society that does not let them live as free and independent individuals. Velutha, the God of small things, the outcast can never co-exist peacefully



with the “touchable” communities for as long as the stigma of untouchability is attached to him and countless others like him. Ammu, another “untouchable” within the “touchable” cannot pursue happiness because doing so threatens the existing order, and the society takes every possible step to stop change.”

In the pages of the novel we see the colonial ruler’s authority is challenged by a subaltern woman who is economically and socially marginalized. Smothered by social injustice, Ammu rebels against the very social norms that constitute the Syrian Christian community in Kerala. This rebellion is an act of resistance against the very foundations of this society. Her most significant act of becoming sexually involved with the “Untouchable”, lower class Velutha, cannot be taken at its face value as an act of sexual transgression only. This is an act of resistance aimed at bringing about change in and around her. That is why she goes to the police station and argues against the detention of this lower caste, lower class subaltern, denying supposed “womanly” qualities typical of an Indian woman.

Mammachi is the second important female character who puts up a kind of resistance against patriarchal oppression and marginalizing apparatuses. She is the mother of Ammu and Chacko. Mammachi is also a physically and psychologically abused wife alike so many women in different societies who undergo torture and trauma and never speak out. Roy situates Mammachi in a strategically significant position between the caste, class and gender-subalterns and the feudal-capitalist patriarchal social structures that are inflicted with age-old complexities. She is not only a passive victim but is also the target of the jealousy of her husband. Mammachi is also denied help from her husband, the supreme patriarch in the family, although she is practically blind.



Binayak Roy in his article "The Title of *The God of Small Things: A Subversive Salvo*" comments on her thus: "Mammachi is another Big Woman who deifies her son Chacko and despises her daughter Ammu. When Chacko stops Pappachi's beating of Mammachi, his action has unexpected consequences: "From then onwards he became the repository of all [Mammachi's ] womanly feelings. Her Man. Her only Love" (168) In the presence of Chacko's British wife Margaret, Ammu perceives with womanly instinct "the undercurrent of sexual jealousy that emanated from Mammachi" (329)" (2009)

As a post-colonial Indian woman she succumbs to the lures of pre-colonial caste rules and "Love laws" and at the same time tries to be in an interrogative mode regarding both the colonial past as well as the neo-colonial present in her interactions with her daughter Ammu. Mammachi's daughter Ammu resists patriarchy and caste and class bigotry in public and pays with her life. Obviously, the web of neo-imperialism masquerading as globalization supports such social structures in place. Mammachi, however, is not totally complicit in social injustice. She continues to hold on to her dominating role falsifying the idea that women should only obey orders.

As a post-colonial Indian woman she is driven by the pulls of pre-colonial tradition, the desire for freedom and equality born at least partially as a result of India's encounter with the West and the neo-colonial present which connects the local inequalities of caste, class and gender with the global ones of an unequal and grossly unjust economic and political order epitomized on a micro-scale by a character like Chacko. Although, Mammachi succumbs to the pulls of these forces we retain sympathy for her for the depredations she had to suffer in life and the "resilience" of her character. Mammachi's acquiescence in many patriarchal values are a defensive gesture rather than an honest agreement with hegemonic powers. As resistance can



be passive or active, public or subterranean, unequivocal or ambivalent, she should be allowed the status of being in the circle of resistance.

Brinda Bose in her article titled, "Eroticism as Politics in *The God of Small Things*" deals with the transgressive love of Ammu for Velutha and comments that "sociological studies have repeatedly proven that the idea that love and desire are elitist indulgences is a myth" (2006, p. 97). Mammachi and Baby Kochamma apparently seem to submit without any hesitation to patriarchal social norms as pointed out by Antonio Navarro-Tejero in her article titled, "Power Relationships in *The God of Small Things*": "The first generation of women in the novel give extreme importance to patriarchal social norms, indeed they succumb to them...." (2006, p. 105).

Coming to the next generation, the zygotic twins Estha and Rahel are subalterns in the sense of being rootless economically, financially, in terms of family, lineage and culture. Being deprived of a "normal" nuclear family, fatherly love and a stable economic base, these two children have to fall back upon each other most of the time. Estha and Rahel do not come from poor background. They had a bourgeois background. But when their parents get divorced, they are subjected to adversity. They, along with their mother were unwanted in their grandmother's place.

So, Ammu, Mammachi, Baby Kochamma and Rahel, four women in *The God of Small Things*, interrogate pre-colonial/indigenous norms, customs, laws, values and structures connected with patriarchy, class, caste and feudal-capitalist economic structures. These women also interrogate, through all their actions, the "Love laws". But, interestingly enough, these women do not advocate for the forces of global inequality masquerading as globalization. Ammu refuses to prostitute herself to the white boss of her husband. Mammachi feels threatened by whatever happens on the television. Baby Kochamma, though affected by globalization, does not accept every change



in the identity of Father Mulligan. She accepts Roman Catholicism for his sake, but does not change over to Hinduism, when Father Mulligan, becomes a Hindu Sadhu, echoing the effects of movements like Hare Krishna in the West. Rahel on her part awaits the arrival of her twin brother Estha and tries to heal him of his dumbness and fractured existence and consummates their childish but incestuous love transgressing along with the "Love laws". This act is a total denial of the restrictive permissive sexuality of the West that ties sexuality with business, transaction and money. Thus, Rahel also seems to interrogate the global inequalities and hegemony masquerading as global connectivity or globalization.

Generally considered a kind of a feminist, the author does not focus on the question of women severed from other subalterns. Roy's treatment of the issues of women in her fiction, again, is different from her examination of the state of women in her non-fictional writings. In her novel the women are represented as subalterns at par with the untouchable Velutha and the children Rahel and Estha. In her non-fictional writings, Roy deals with specific issues and comments sparsely in a theoretical mode about their interrelationship. The complexity of texture, allusiveness, Joycean stream of consciousness, and intertextuality make the novel a much more articulate though ambiguous document about the subalterns in post-colonial India, including its women than many of her non-fictional writings.

The novel does not provide or show any blueprint for the women to be emancipated from the three kinds of oppression of caste, class and gender. All women are also not equally affected by these three kinds of repressive regimes. While we do agree that there are definite similarities between the insights of the Subaltern Studies Project and the views of Arundhati Roy, we have to keep in mind that while the members of the Subaltern Studies Collective were/are theoretically informed historians, sociologists, and



people of similar academic backgrounds; Roy is primarily a writer, writing for an inchoate readership, as well as a committed activist.

*The God of Small Things*, presents women as subalterns, some of whom try to bring about change through resistance. But as subalterns they do not have the articulate voice that members of other groups in Indian society have. These women mount resistance against both local and global inequalities, though the first kind of resistance is perhaps stronger. Through their trajectories of personal involvement in different issues they interrogate the structures of caste, class and gender, implicitly and explicitly, unconsciously and consciously, partially or tangentially and wholeheartedly. These women are different and similar, complicit in oppressions as well as mounting frontal attacks against iniquitous social structures, customs and laws. All of the women discussed do not fit into the way things are in post-colonial India, plagued by indigenous kinds of injustice and neo-colonialism masquerading as global connectivity or globalization.

The insights of the Subaltern Studies Project are useful in understanding the complexity of their conditions, but not fully. We do not see a one to one correspondence between those insights and the non-discursive intuitions of the novelist, Roy. A thorough consideration of Roy's presentation of women in all her works, both fictional and non-fictional, in tandem with the works of multiple authors from the Subaltern Studies Project and its admirers and detractors can fully or adequately throw light on the four women characters we have dealt with and the question of what Roy considers the proper way for the emancipation of post-colonial Indian women.



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## CUSTODY-A BATTLE WITH KITH AND KIN

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Anantapur Dist

In an interview to Elle Magazine Manju Kapur said about her in this way, "In my work, I aim to show rather tell". This is true of all her novels. In the novel Custody, she shows India in the post-liberalised India where multinational companies and the expensive colas have begun to flood Indian market. There arose a new class of techno-savy, instantly rich software and M.B.A professionals, when 'meritocracy' could give handsome jobs instead of bureaucracy. The liberalized economy also seems to have liberalized values in Indian families.

This is the story of Raman an executive who reached this enviable position through merit and hard work. He marries a beautiful, enigmatic Shagun who harbours the desire for modelling. Her mother coerces her to marry telling 'do what you want to do after you get married'. Shagun remains a diva to Raman who idolizes her and worships her on a pedestal. He gives her all the possible material comforts. In spite of being the only son, keeps her away from in-laws. The first kid, a boy, Arjun looks like Shagun. The second child is conceived rather unwillingly due to Raman's insistence for a girl child. Roohi is born much to the discomfiture of her mother who hates to be tied down to household chores. It is this bored, unsatisfied, stunningly beautiful mother of two kids who attracts the middle-aged boss of Raman, Ashok Khanna. Ashok is the product of a public school, westernized and an achiever who has no qualms about the means to achieve his ends.



Enticing Shagun with opportunity for modelling, he lures her into a relationship. They enjoyed the secret liaison with lies and escapades. Roohi is sent to her grandma house to ease her movements. The story takes a turn when the truth is discovered by Raman. The unabashed boss presses for divorce to make Shagun his own. Then begins this cruel tearing up of the family and sets in motion a series of lies, accusations, attacks, counter attacks etc., until the kids are shared equally by them.

The plot has a lot to ponder upon. Mrs. Sabharwal, Shagun's mother can hardly understand or come to terms with her daughter's infidelity. Raman was good son, husband, father and a son-in-law. He cared for Mrs. Sabharwal like a son. "Are you mad? You want to destroy your home?" she flares at Shagun. But a "woman with her values was incapable of visualizing a companionship beyond her mundane domestic life." The Indian concept of an obedient, God-fearing, docile wife was fast fading away in the fast growing western culture. The "seven-birth" tie of holy marriage was giving way to convenient and need based relations without scruples or morals.

On the other hand Raman, shaken by the deception. The long hours and hardwork he had poured into the company, that appreciative entity, were being rewarded with recognition, bonuses and incentives while planning for the Mang-oh campaign. He wondered 'as he was putting so much energy into his department, while the man was screwing his wife, and destroying his family

'Ashok Khanna was a corporate man with a strong belief in hardwork. He was summoned believing that Indian in origin, his insights would be helpful in tackling the vagaries of an indigenous market'. He had a formidable reputation for trouble-shooting. He sees Shagun first time in a party. In her colouring, her greenish eyes and her demeanour, she was a



perfect blend of East and West'. Shagun on the other hand was bored with 'the burden of wifehood'. The coziness of a well settled happy family was no longer happy for her. She never had to compete for male attention. She was not new to it. But no one had dared to cross the boundaries of wifehood. She had practically no necessity of being wooed. But Ashok was adept in 'creating a need'. He was used to creating needs and that is what he did for a living. There was no need in India for a cool drink. Local lassis, fruit juices, coconut water were much better than that. The brand was a drain on Indian water sources and health. But Ashok succeeded in making believe that the drink was good to Indians. 'With a billion potential customers, sales in India could touch the sky, and he wanted to reach those heights before he was transferred.' He succeeds in both. To put it in the author's words, 'As foreign investments please the new Indian economy, a foreign affair shakes the foundation of customs, love and motherhood.'

Shagun was aware of the seduction right from the beginning. But long hours of work of Raman had bored her. Ashok dangles the carrot of modelling before her. She goes to Mumbai for screening. Had she been successful there this liaison wouldn't have taken off. The boredom of a housewife drives her into the troubled waters of extra-marital relationship. She had to lie to herself, practice to think badly of her spouse encouraged by her lover by providing a basis for comparison.

The *Feminine Mystique* by Betty Friedan published in 1963 explains the psychological urges of a woman. A woman wants to be more than an ideal wife, sister and mother. A woman wants to establish her identity. Many women writers have tackled this issue of identity and fulfillment in various ways. Jaya in Shashidharpande's 'That Long Silence', is entangled in a crisis, the conflict between deeprooted traditions and modern sensibilities. Though her husband fails to recognize her as an individual, though she gets



moral support from another man, she dares not to cross the threshold. In the monotonous life of a housewife, she submerges her real personality. This self-effacement for the sake of family isn't seen in Shagun.

Dimple in Bhararhi mukherjee's 'Wife' is another type study. Dimple is an escapist and lost in her private world of fantasy. She wants to break through the traditional taboos of wife. When her husband Amit takes her to Kwality, she feels, "He should have taken her to Trincas". She does not love him. She has a craze for the ideal man constructed out of "a forehead from an aspirin ad, the stomach and legs from a trouser ad." She thinks marriage had betrayed her, and not provided all the glittery things she had imagined. She hurts Amit with a kitchen knife on the plea of protecting herself.

Shagun is not allowed to go back to marital life with Raman. Ashok Khanna presses for a divorce who doesn't know that these things are not easy in India. Shagun cries, the horrible guilt, the children's behaviour, her mother's pressure, Ramans unspoken hopes etc. But the worst part is when Raman refuses to give divorce, she kidnaps her own children to force him to give divorce.

Websters Dictionary describes divorce as the dissolution of marriage, termination of a marital union, the canceling of the legal duties and responsibilities of marriage and the dissolving of the bonds of matrimony between a married couple.

During the debate on special marriage act in the Lok Sabha, PM Nehru said, "You will find woman standing up for the rights of divorce though some men may challenge it because men happen to be in a dominant position. I hope they will not continue in that dominant position for all the time.... It is a question of custom, education and basically the economic position of individual." It is a pity that the tool of divorce can be used for selfish purposes



too. Just like the law against atrocities against women has been misused even divorce is being handled for ulterior motives. Supreme Court once stated that the law of atrocities against women should be for defence and not offence. That is what happens in the case of Shagun. Ashok with the power of money hires one of the best lawyers to destroy Raman's family.

A study done by J.N. Choudhary on the causes of divorce gives the following reasons for divorce

- Incompatibility
- Extramarital relationship
- Age disparities
- Physical assault
- The husband asking the wife to sleep with the boss
- Patriarchal attitude of the husband
- Wife's working career and
- Mental deficiency

Ironically in this case as mutual consent wasn't possible Shagun had to blackmail Raman to give her a divorce. Naturally our sympathy goes for Raman who remains ill-treated inspite of his niceties.

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## VETHATHIRI MAHARISHI' VIEWS ON ETHICAL PRINCIPLES: AN OVERVIEW

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The aim of Vethathiri is to establish a global philosophy with the result that man cultivates the characteristics of world citizenship, the ideal of one world, one religion and one truth. These in turn pave the way for "World-Peace and Harmony". In order to achieve this, Maharishi lays down certain principles on which human personality has to be developed. These principles are:

- World Without War
- Fair Judiciary
- One World Federal Government
- Respect for Womanhood.
- Significance of the Law of Cause and Effect.
- Basic Amenities to be available to all.

Let us discuss these in detail

### **WORLD WITHOUT WAR**

According to Maharishi, War is the cruel act of humans killing fellow humans, individually or en masse. We are here to live. The entire world is meant for our living, with natural resources in abundance. Everyone should live by utilizing and enjoying the natural resources in co-ordination with others, helping to one another. The World has so far witnessed innumerable wars. What were the benefits of war and who were the beneficiaries? asks



Maharishi. He repeats untiringly that war is unwarranted. He feels that war is foolish because:

- (i) All of us were born on the same earth;
- (ii) The life protecting air that we breathe is common for all;
- (iii) The Sun that warms and lights the entire world is common for all;
- (iv) The Sea Water that evaporates and rains is common for all;
- (v) None of the above have been created by anyone;
- (vi) In this world everyone is born, lives and will die;
- (vii) If the killing of one part of human kind by another is justified then murderers alone will remain.

Maharishi holds that no one could deny the above facts. Being born in this world, we are all brothers and sisters by nature. Our birth, life and death are all due to the divine power and grace. Man cannot create even a single one of the natural resources. Every one of us has equal right for proper enjoyment of the natural resources. Therefore it is a crime to lull another person by waging war. By war it is obvious that one group of people is killed by another. The victors, who remain living in the world, are the successful murderers. If this process is allowed to continue it can be clearly understood that only murderers will remain in this world. In this day and age, where wisdom is enriched day by day and scientific knowledge is so elevated, war is not required. The world is not devoid of wise people who are able to think and find a solution for the above question.

Maharishi respectfully places before the religious leaders, learned judges and social administrators the question about the justification of the war. When a person receives even a slight injury, those around him



immediately react with sympathy and concern. But in war, in a matter of seconds, hundreds are killed and multitudes are injured and made to suffer extensively. Therefore we must not be cold and heartless to stand by and passively endorse the continuation of war and neglect our duty to humanity.

“Do we honestly think the horror of war should continue? or Do we think that we are in no way connected with war?” asks Maharishi. He wants people to realize their responsibility in this context. He observes that all of us are members of this human race and each one of us has a share in the happiness and suffering of it.

Maharishi calls on the enlightened people to arise and awake! According to him, people have not arrived in this world with any plan to live. Having been born in this world, they have to live. In the earlier days, when the culture of respecting the rights of others had not dawned on the human race, people used to grab the property of others, a quality inherited from the animals from which man evolved. In those days, isolated wars were fought by hired mercenaries.

In today’s social set-up, says Maharishi, there is no need at all for such an atrocity as war. War continues only because of the inherited habits. If we analyse the experiences and life styles of the human race, it is obvious that man is a living creature, struggling between his wisdom and his habits. War is not required on earth, when wisdom and kindness are developing day by day. If we think and act’ together we can develop a global pact under which people can lead a life guided by wisdom.

War benefits nobody except the cartel that manufactures arms and ammunitions. It keeps on encouraging wars, to enable it to continue profiteering by arms sales. In the present day world there is no need for a person to kill another in order to ensure his well-being and happiness.



With all due respect, Maharishi requests his readers to conduct a global conference and jointly declare the ills of war'. If all the governments in the world endorse this decision, we can completely avoid war within a short time. Through the United Nations organization (UNO), the World Community can gather, discuss, plan and take necessary steps to ensure the welfare and security of all man kind.

In the UNO there is an empowered body called the "Security Council". Through this council the UNO should undertake the responsibility of safeguarding the borders of all the countries of the world. The UNO should assume the responsibility of a peaceful life for all people of the world. The services of the soldiers who are presently deployed for safeguarding the interests of individual countries could easily be utilized to undertake development work for uplifting the downtrodden and developing the backward nations. We can implement the above plan successfully, spending only about 1/10<sup>th</sup> of our present expenditure for wars and defense.

According to Maharishi, we are living in a world of insecurity. He feels that which ever may be the country, whatever may be the mode of administration, there is no place on earth today where anyone, from a Prime Minister down to the most menial worker, cannot live in security.

Maharishi says that such a state of affair is to be changed. He pleads that men should call for a global conference and implement the plan to end war and to establish a peaceful society.

Maharishi writes that his eyes are filled with tears when he thinks about those who have been maimed in wars and those who, even today, are prepared to lose their lives in war. He wants people to think of the benefits accrued to humanity by permanent elimination of war like securing global



peace, the constructive way of living, the saved expenditure of time and resources<sup>1</sup>.

Maharishi views about a world without war are quite appealing. War brings more horror and bloodshed. In the present day world we are spending enormous money for the production of war-weapons, in the name of defence and they are ultimately useful for destruction only. Instead of spending money for war-mechanism, had we spent it for constructive works, human life will be free from hunger, poverty and illiteracy and such other maladies, prevalent in society.

The dangers of war as visualized by Maharishi are being stressed by many thinkers. For instance, Bertrand Russell observes the disasters of nuclear war are intensive. One H-bomb can destroy all the houses of a big city, within a certain radius, where it falls and all the people in the streets will be killed instantly. Those who escape the immediate, will soon die within a few hours or days. Therefore Russell feels that we must see that all existing nuclear weapons be destroyed and the manufacture of new weapons be Prohibited.

Russell, holds that though war was wicked and foolish, the human race managed to live with it. But the modern living has changed this attitude Either man will abolish war or war will abolish man. At present the nuclear and the chemical weapons cause the greatest danger. We not only have to abolish the nuclear weapons, but attempt to abolish war itself. To secure this, we need to persuade mankind to look upon the international questions in a new perspective. This is not an easy task, but this is what must be attempted<sup>2</sup>. Russell points out that war destroys not only the persons who actually engage m war but also their children, grand children, friends and neighbours who do not take interest in war.



According to Mahanshi, abolition of war itself is not mere sufficient for the establishment of a peaceful society It should be added with several important factors. One such factor is "Economic justice".

### **A FAIR JUDICIARY**

According to Maharishi, in addition to streamlining the economic system of a society, a strong judiciary is necessary for world peace and harmony. He writes that an honest and fair judicial system is one of the essential requirements for the cultural evolution of a civilization. Although the governing leaders of a country establish the judicial system and revise it from time to time, such leaders are not profound thinkers either in the philosophy of life or in science. Due to this, no country today has framed a flawless judicial system nor have they implemented. Such a system due to this short coming, human society has often been subjected to serious suffering and turmoil. When we plan to eliminate problems and difficulties, in future, we must also devise and effectively implement an honest and fair judicial system.

The right to live is the birth right of every person. Everyone lives only through the mutual help and cooperation of the society. Therefore, one should know how to live in a way that does not result in problems either to him or to others, in present or in future, which will lead to in a peaceful life. The human race has passed through several ages-ages when the understanding of consciousness and the education to develop such knowledge were not present. Even then, humanity realized the need to protect the society through controlling and restricting people.

In earlier days, the measures to regulate and control the individuals were based on the stage of development of the people of the times. It was an accepted judicial practice to punish a person who has caused the loss of



another's property by depriving him equally of his own property (Retributive Theory of Punishment). It was according to this concept that "an eye for an eye", became an accepted principle. Thus, when one person was killed by another, the death penalty came to be considered a just' and 'appropriate' punishment. Capital punishment still persists in several parts of the world with a legal sanction.

The philosophical thinkers of recent times have made elaborate deliberations about crime and punishment. The basic concept in the modern age is 'If a culprit is let off for want of evidence it is not a serious mistake, but an innocent person must never be punished for an offence he did not commit'. Though all educated people have accepted this dictum, it has not yet been realised and implemented into any where in the world. Vethathiri is against capital punishment. He observes that if the capital punishment is implemented in society, the person who undergoes such punishment will not also perish, but the entire family belongs to him perishes which is against justice. Therefore, argues Maharishi, capital punishment to be rejected. Maharishi puts his argument in the following words.

*"A person who killed another was himself killed by the sentence of the Honourable Judge,*

*If capital punishment is the penalty for murder, and if punishment is only for having committed the crime, then what was the crime of the family members of the deceased?*

*Does not the death of the head of the family bring irreparable suffering to each member of family? Is this true justice?"<sup>3</sup>*

Continuing this point Vethathiri writes that a brutal person, under circumstantial influences and in a passionate, emotional mood, may commit murder. The society, acting through the judiciary, condemns him to die for his act. However the wise men should consider this point — the case was



one in which a person lost all self-control and committed the brutal crime of killing another. Consequently, through a learned judge, the civilized society condemns him to undergo capital punishment. If we think on this situation, it is obvious that first, a senseless, brutish person killed another person. But now, a rational, civilized person killed him in turn as a punishment for his crime. Thus Vethathiri argues that in capital punishment one kind of killing follows another.

Vethathiri analyses other related facts of capital punishment. He wants to inquire the persons dependent on both the persons who lost their lives in capital punishment. He wants to think of the persons that suffer irreparable harm due to the loss of these two lives. He asks: "What was the fault of the members of the family of the murderer? Why should they be punished when they have not been at fault?"<sup>4</sup>

Further more Vethathiri argues that if one commits a crime it reflects the inherent deficiency of the social set up in which he lives. We have to admit that many a person takes to a criminal life due to the way he was brought up and due to unemployment. This will apply to many who have suffered the death penalty. In a way people in a society are responsible for such a pathetic state of affairs and therefore they should take steps to curb such a situation.

It is important that the educated must take up the issue of capital punishment, discuss it in all its aspects and implement reform in the judicial system "The judiciary is the only mainstay and safeguard of peace and protection for human life"<sup>5</sup>. If this system collapses, no one could help mankind.

Maharishi feels that war is a more or less large scale injustice being perpetrated in the society. Today, wars are being waged at various places



throughout the world. Countless soldiers and civilians die in such wars. It is obvious that many persons lose their lives due to the social evil of war. "Who is responsible for their murder?", asks Maharishi. He feels that political leaders are primarily responsible for it because with their initiative and support, wars are being waged. In order to win supremacy in power and economic matters, over that of other countries, wars are being waged by the rich and power blocks of the world. In order to be prepared for war every country is burdened with the maintenance of an army and deadly weapons even in peace time. It is beyond reconciliation, ourselves to such shameful waste.

In the name of war, Maharishi feels that innocent people are lured to death. This is as akin to that of luring animals before sacrifice at the temples. In Indian villages we witness the practice of animal sacrifice at temples. When an animal is to be sacrificed, one person will lead it to the temple by a rope around its neck. Another person will induce the animal to come along by having some food in his hands and displaying it before the animal. The animal is induced to come peacefully, aware of nothing except the food. Thus, it will be led to the place of worship and sacrificed. In the same way, observes Maharishi, our healthy young men are drawn to the battle fields of war and killed. There is no difference between the sacrificial goats and the human so called warriors. The modern civilization of mankind, argues Maharishi, does not require such barbaric and unjust acts, even after it has evolved through thousands of years. The political and administrative heads, the learned judges, the advocates, thinkers and other leaders of the society should jointly evolve a strategy for social reformation. In the present day world some indefensible and inhuman acts are being accepted as just, without much thought being given to them. They are totally based on custom and tradition. Maharishi



appeals the learned and enlightened men to ponder over these issues and bring a reformation in our thoughts and actions.

We find logic and rationale in the argument of Maharishi. Think of the American war against Iraq in the recent days. Several thousands of young American soldiers were killed, in addition to the people of Iraq who are the ultimate victims of this war. The families of the young American soldiers, who lost their lives, are the ultimate victims. George Bush, the President of USA also finally repented for his orders of war in Iraq. This is very much obvious from the press reports.

In order to establish world peace, Maharishi pleads for one world Federal government.

### **ONE WORLD FEDERAL GOVERNMENT**

Maharishi observed that we have local bodies, state government and national governments to regulate and control an individual. Similarly, to prevent crimes by states it is necessary to have a "world governing body" with regulatory powers.

Realising this need, a group of intellectuals formed the United Nations Organisations (UNO) to function as a representative body for the nations of the entire world. However, guidance for its optimal functioning were not framed and implemented. When a country indulges in violent acts, or causes trouble for another country, then the aggressing country should be restrained by the UNO and brought under its control. Necessary changes should be effected and after restoration of normally the country's administration should be returned to its own people. In its present set-up feels Maharishi, the UNO does not have the power to do this.

Further more, the greatest flaw in the UNO charter is the "Veto Power granted to the five mighty nations who are engaged in the manufacture of



arms and ammunitions throughout the world, there by earning billions. This is a serious mistake in the functioning efficiency of the UNO. Due to these lapses, the UNO is not able to achieve the objectives for which it was established.

However, the present lapses in the UNO cannot be beyond rectification. They could be easily rectified. A pact should be drafted and ratified through the UN Security Council, whereby the responsibility of safeguarding the borders of the nations of the world shall be entrusted to the UNO.

If this protection is extended to the world by the UNO then the manufacturing of arms and ammunitions will cease instantly. The services of the soldiers presently deployed for safeguarding the boundaries of individual countries can be utilised in a planned manner to implement developmental works for uplifting the down trodden and the backward nations, thereby bringing in long lasting pace.

During Maharishi's visits to the USA he had several discussions with the officials of the UNO. He had also delivered a lecture at the Hammers Kjold Auditorium. Later, he presented a plan for world peace at a gathering held in Yucca valley, California which was unanimously approved by those present.<sup>7</sup>

In his book world Peace Maharishi proposed the following draft for "the Constitution of World Human Rights.

1. One supreme World Government having supervising and controlling power over all the National Government in the World may be established by democratic method, giving equal rights and representations to all the people in the world.



2. The World Government will have a supreme world legislative Assembly, consisting of representative members elected or selected by the National Governments. The legislative Assembly will look after all the Legislative functions pertaining to the welfare of mankind. The Supreme Legislative Assembly will appoint a committee of Exports selected from all regions of the world to look after the administrative functions of the supreme world government. The supreme Legislative Assembly alone will have powers to modify, reform, dissolve and to reconstitute the Administrative Committee of the World Government as and when it sees fit.
3. The birth rights and freedom of life for all the citizens will be secured by the world government and protected against any exploitation by an individual, society or nation,
4. Food, clothing, shelter, education, employment, marriage and research facilities will be provided and secured for all the world citizens by the government.
5. Women will have equal rights with men in all walks of life and they will, in addition, be given suitable privileges and facilities to meet their natural physiological needs, such as maternity.
6. If more than ten million people of a particular group or a region or a state wish, they shall have the right to define their boundaries and have a separate legislative body. They shall be subject to the world government and the federal set-up of their country and shall give due regards to the Human Rights Declaration.



7. All people of the world will have equal right to travel or migrate into any country in the world, unless restricted by the world government in the interests of hygiene and happiness.
8. If any National or state Government is found unequal to the task of serving the people of its area, the world Government will take over the administration of that country and function as Trustee until normality is restored.
9. Armies, ammunition factories and scientific research institution of world will come under the control and administration of the world government for utilizing their services for the welfare of mankind. War is outlawed in the world government.
10. There will be an international social Service Organization under the world Government to serve the needy by all means, to uplift the backward countries in the world and to reform the life of mankind<sup>7</sup>.

The above draft Constitution, promulgated by an empowered council constituted at the world level should be implemented by the UNO. The above plan, observes Maharishi, could only secure permanent peace in the world. It would be possible for such a world government to rectify the drawbacks in the present social set-up and to provide security to every person without discrimination. Maharishi sincerely requests all the enlightened to consider with seriousness the above proposals.

From the above discussion, it is obvious that Maharishi aims at "one world government", where all the countries are under its control. In such a government, there would be no narrow differences between different nations. No one will be considered as a citizen of particular nation or country on the contrary, he/she will raise to the level of a "world Citizenship". The



contention of Maharishi is that every country and each person should raise to the level of world government and world citizenship from the narrow nationalism and patriotism. This is the basic noble idea behind Maharishi's concept of world government. For this, Vethathiri Maharishi realizes the need for Cultural Reformation of Man.

### **RESPECT FOR WOMANHOOD**

Vethathiri Maharishi opines that a society prospers and endowed with peace, where "woman" is respected. Realizing the greatness of womanhood is of immense importance in one's life. "Why should such importance be attached to womanhood?" Answering this question logically, Maharishi observes that about half the world's population is comprised of women and the other half by men. Furthermore, the half who is 'males' is all children of the other half. This fact itself is enough to realise the value and greatness of womanhood.

Maharishi laments over male domination over that woman in society since ages. We cannot exactly ascertain as to when the male dominance and the female submission were established in human civilisation. Only historians could ponder over this. Whatever may be the argument, it is obvious that every male being, gets his life from a woman; it is primarily women's blood that circulates inside him.

Every male, infact, every human being, has been conceived in a female womb, has been nourished by a woman, and has been able to lead his life every moment through the supportive companionship of woman. If analysed in proper perspective, woman can not be viewed as less than, greater than, or even equal to males.



Nature has placed women in a special position. An individual or a society that does not give due respect to the greatness of womanhood can never attain peace and prosperity.

The unlimited, divine power of nature has created woman, superbly designed, as the inceptor of every living being. But a few people could realize it. A person, who gives respect and appreciation wherever it is due, will find that peace and happiness fill his life as a result of his own actions through the law of cause and effect. Conversely, whoever disrespects the worthy things in life will suffer with negative results.

Maharishi visited several countries of the world. Also, people of other countries that he has not visited have undergone spiritual training with him and thereby developed their personality. Whenever he visited a country, Maharishi did not pass his time in studying the tourist spots enjoying the local prosperity. On the contrary, he used to keenly observe and analyse the culture of people of that country. He had been pained to observe that male arrogance and domination, and untenable submission of women are prevalent in all most all countries<sup>8</sup>.

Maharishi says that we must forget the past and live in present. We are now living in the age of computers. At least now, we should remove the attitudes of male arrogance and female submission, which are a black mark on human culture and civilization. Every woman, contends Maharishi, is a divine representative, a multifaceted personality in that she is a mother, a sister and a wife. One can neither deny nor forget this fact.

It is the duty of the social thinkers to see that the equality of women is accorded as the highest priority in cultural reformation. This duty cannot be postponed. Maharishi quotes some examples in this context from prevalent practices. As part of the Indian marriage ceremony, the parents of the bride



gift their daughter to the bridegroom, as if she is an instrument, in the presence of all relatives and guests. This is still commonly practiced. Maharishi questions the logic behind this despicable custom.

Another example is the practice of "Sati" practised in the good olden days. When man dies, his wife was forced to die along with him by throwing her into the same funeral pyre and burning her alive was glorified in India as a noble action. The wife and her relatives were brain-washed to such an extent that they could believe that through such self-sacrifice, she would reach Heaven.

The people were-made to believe the myth that Heaven is a place where the soul could enjoy endless bliss after the death. Against this view, Maharishi asks "How can the soul, a casual body, have consciousness after death? How could it feel pain or pleasure?" This being the fact, it cannot enjoy happiness in Heaven. Further more, none has gone to this imagined Heaven and come back and narrated his/her experiences.

For their own benefit, certain selfish groups have convinced the people to perform all kinds of trivial rituals and have thereby been able extract money from the people. It is a pity that such people who stood for "Sati" do not know how to earn their livelihood honestly through their own labour and knowledge. Maharishi strongly condemned the practice of "Sati" as this goes against the justice of woman.

In this context Maharishi narrates some interesting event that happened during his visits to Delhi.<sup>9</sup> One fine morning, around ten people, eminent in Knowledge, wealth and social responsibility, visited his place of stay. On seeing them, Maharishi thought they must have some special mission with him, and he inquired the purpose of their visit. The leader of the group said:



Swamiji! In our Hindu tradition, there is a custom called "Sati", where by, the wife will be consigned to the funeral pyre of her husband, upon his death. Only by doing this, the society will be saved from harm. Further, she will also reach heaven by such sacrifice'. Further he continues:

This noble custom was banned under the British rule. However, since we have attained independence, there will now be no obstruction from the Government to revive our traditional culture. All those who consider this basic tenet of Hinduism to be noble and virtuous have promulgated a resolution to allow "Sati" again. The parliament has extensively deliberated on this issue. Today the members of parliament are to vote and pass the resolution'.

'Before that we seek the blessings of revered persons like you. We have already obtained the blessings of some spiritual persons. With your love and compassion, please accept the resolution and bless us'.

On hearing such words Maharishi felt so upset that he was speechless for a few minutes, nor did he have the courage to speak. Mean while, some members of the group tried to convince him, making a passionate and fervent appeal for him to support their resolution. He slowly recovered his composure. Then he said:

"You are all intellectuals! I am happy to see the high regard you have for our country's religion and culture. Just like you, I am also a citizen of India. Let us all agree to accept this proposal with a minor amendment".

All of them spoke in a single voice:

"Sir I tell us. We will incorporate that change on the resolution. The parliament will approve the amended resolution. As the person instrumental in accomplishing this noble cause, we have great respect for you".



Maharishi replied:

“Friends! it is only a small amendment. After the lines upon the death of the husband, the wife shall submit herself to the funeral pyre, the following lines should be inserted:

“Similarly, upon a wife’s death, the husband shall submit himself to the funeral pyre. This is the amendment that I want you to carry out”. On hearing these words of Swamiji, the group that wanted to revive the practice of Sati, through a constitutional amendment were shocked and saddened. The leader of the group angrily said to his fellow members.

“The purpose of our visit is over. We have received Maharshi’s response. What we all have to do is to defeat that resolution”. They all went away without further delay.

We can realize a truth from the above incident. A heinous crime like “Sati”, born out of illusory beliefs, has taken such deep roots. We have to think of our innumerable sisters who would have been crushed to death under such a custom. It is the duty of the wise and the intellectuals to rectify such wrong notions and reform our civilization.

The point of Maharishi is to stop crime against “woman” in the name of Sati. It is true that the practice of “Sati” was banned long ago, but it is still practised in same nook and corner of the country, unnoticed by the Law. Therefore, a change in the thinking of man is necessary to arrest the atrocities against woman, rather than introducing new laws in society to protect woman.

The need for the respect to woman has been emphasized by many a thinkers, and social reformers. In this context the views of Gandhi on ‘Womanhood’ is worth considering. Mahatma Gandhi said that just as basically man and woman are one, their problem must be one in essence.



The soul is the same in both. "The two live the same life and have the same feelings. Each is a complement of the other. The one cannot live without the other's active life....."<sup>10</sup>

Gandhi suggests that "Woman is the incarnation of Ahimsa. Ahimsa means infinite love, which again means infinite capacity for suffering"<sup>11</sup>. "Who but woman, the mother of man, shows this capacity in the largest measure?"<sup>12</sup> asks Gandhi.

Woman shows it as she carries the infant and feeds it during nine months and derives enjoyment in the suffering involved. Nothing can beat the suffering involved. Nothing can beat the suffering caused by the pangs of labour. "But she forgets them in the joy of creation"<sup>13</sup>. According to Gandhi, woman occupies her proud position by the side of man as his mother, maker and silent leader. To call woman the weaker sex, Gandhi feels, "is man's injustice to woman"<sup>14</sup>. If by strength we mean brute strength then no doubt woman is less brute than man, but if by strength we mean moral power, then woman is immeasurable man's superior. Without woman, man could not be. Woman, Gandhi holds, is the "personification of self-sacrifice"<sup>15</sup>.

Maharishi is one with Gandhi, in respecting womanhood and giving equal rights to woman on par with man.

### **SIGNIFICANCE OF THE LAW OF CAUSE AND EFFECT**

Maharishi wants to understand and explain the worldly phenomena scientifically. According to him one should not be led with blind superstitions, beliefs and dogmas. His philosophy is that "we reap, as we sow". Things cannot happen by miracles. On the contrary, they are achieved through hard-work and labour. This message, Maharishi conveys through his principle of "Cause and Effect".



Maharishi writes that it was believed that God rewards the good and punishes the wicked. The notions of "Heaven" and "Hell" were introduced in this context and believed that people who do good deeds go to Heaven and bad deeds go to Hell. Under this conception, it was falsely conceived that God would bless people, inspite of their wicked and treacherous activities, provided they offer goods to Him and perform worship (Pujas) with deep devotion (bhakti). But this is proved to be false. God is now considered not as a personification and therefore He cannot be pleased with physical goods. To put it in the language of Maharishi, God is Absolute Space, therefore He is not pleased by offering goods and doing pujas, inspite of man's wicked actions. In today's Scientific era, Maharishi argues, people do not believe such imaginative stories about the Heaven and Hell. It is now essential therefore to propagate the enlightened explanation of the universal law of cause and effect.

The Divine Omniscient consciousness assigns results according to the nature of actions. Mankind should realize this truth and perform good deeds with awareness, resulting in benefit to himself and to Society. The progress of life is created by our own actions. As the force of the Almighty is present every where and in every object, any motion or action will give appropriate result, according to the divine Justice. Mankind must accept the Justice of "the Law of Cause and effect". According to this law, if the action is good, the result will also be good. Having neglected this understanding, if one simply prays God to grant his wishes, no result can be expected. Mankind realizes this truth in the light of scientific advancement. Hence, in this age, it is the duty of the intellectuals to understand the Law of Cause and effect and lead a life with clarity and wisdom. The misconceptions like we can do anything and escape from being punished achieve whatever we want just by offering prayer to God should be avoided.



As the compassion of the Almighty is fully present every where, in every contact with an object or living being, one can obtain the desired results if one's actions are done with awareness. Everyone should realize this truth and all religious leaders should strive to help mankind achieve this goal of the understanding.

The age of blind belief that God will grant one's wishes in return for the prasada (food) provided to Him, is no more accepted. God has no physical form, therefore, there are no physical feelings or needs for God. Moreover, through educational advancement, people have also realized that this universe itself is the manifestation of God.

Human culture has to refine itself according to the advancements in knowledge. If the way of living is not in harmony with the culture and natural law, then mankind will be left with insurmountable suffering and sorrow.

This is the age of great thinkers. It is easy for such people to inculcate the law of cause and effect in the educational system. If they neglect, their duty to introduce this in time, life will be in darkness and human life will suffer by obstruction and distortion.

This is the age, says Maharishi, when the law of cause and effect could be accepted, understood and successfully utilized for the benefits of human life. The contemporary thinkers should realize their responsibilities in this regard and should start working towards this goal immediately. Without their able guidance, mankind as a whole cannot become enlightened about the truth of the law of cause and effect.

Maharishi explains the truth involved in the Law of Cause and Effect, through a common example. Whenever the food, rest, work, sexual activities and use of thought-force are over indulged or improperly used, we find that the related organs adversely affected. This is based upon the law of cause



and effect. A simple example of this obviously reveals the law of cause and effect.

Maharishi requests that the intellectuals of the world must strive to raise the level of human culture. The above concept should be accorded an important place in the educational system. Peace and happiness should blossom and spread in the lives of the people. With this aim Maharishi requests the intelligentsia, about the need for teaching the Law of Cause and effect through the educational system.

### **BASIC AMENITIES TO BE AVAILABLE TO ALL**

In order to prevail peace and harmony on earth, Maharishi feels that food and water to be available to each and every person of the world. He observes that food and water are vital for the survival and longevity of every living being. In ancient times, people initially settled wherever they found water resources. Later on boundaries emerge according to the establishment of nations their government and laws.

In those days the population was low, but the land available was the same as we have it today. Thus, there was no scarcity of water resources to grow food. Today, the world's population is enormously increased. On the contrary, the amount of habitable land is not increased, nor can it be increased. Further more, due to selfish interest, politicians are blocking the water sources in their area from flowing into neighbouring areas. The rivers continue to flow, as per the nature of the law. However the people who have built dams across the rivers and are utilizing the water for their own purpose are now demanding exclusive rights over such river water which is a nature's gift. In fact, it is natural justice that this world belongs to every person who is born. This is the justice in harmony with nature. The water resources, being vital



for human survival, should be made available to all people of the world, just as air and sunlight are available to all.

Food, the primary requirement for human beings, can be produced only by using Water, Food should be made available to all. It is produced by labour, but regional laws have restricted the distribution of the production of food and have introduced many problems for the life of mankind. Today, every person's life is inter-linked with the entire world population. Accordingly Maharishi feels, the food produced should be made available to all.

Production of food depends on the water resources. Therefore, today it has become essential that the water resources and food products are made available to each and every member of the society, without bias or constraint. It is the sea water that evaporates and reaches the Sky as vapour. There can be no boundaries for clouds. However, once it reaches the earth as rain water, people living within the artificial regional boundaries claim rights over rain water that falls within their territory. This is the result of the divisions that we create in the Society over time.

Maharishi argues that the world is one. Every person's requirements are being achieved by the labour of many. No person could claim that the water resources and food produced within his area belongs only to him. The question that we have to inquire into is, whether man belongs to the world, or this whole world belongs to man. Every one of us is born and is living on this earth. After death, the body returns to the same earth. To put it in the language of Maharishi:

"All of us were born on the same earth;

The life-protecting air that we breath is common for all;

The Sun that warms and lights the entire world is common for all;



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The Sea water that evaporates and rains is common for all;

None of the above have been created by anyone in this world  
Everyone is born, lives and will die"<sup>16</sup>.

Nature does not divide mankind. However being emotionally caught in the attachments to wealth, fame, power and sensual pleasures, man struggles between desires and aversions. He is in conflict with others and thereby suffers.

Each of us, argues Maharishi, is subject to four states of feelings – pleasure, pain, peace and ecstasy. All these occur between birth and death. From the first man, countless millions have come and gone. They brought nothing when they were born and took away nothing when they left this world. It is a fact that people experience pleasures and pains during their life time.

It is obvious that an individual's life-span is very brief in the continuous stream of human civilization. Therefore, human being should shed his egoism, and help in the building of a pragmatic society.

To conclude, Maharishi argues for ethical life. Morality constitutes the basis of his philosophy. He wants a world without war, economic Justice and a fair judiciary, to prevail in Society. Moreover like Jiddu Krishnamurti, he visualizes a world Government, where national barriers and distinctions would disappear. He desires people should live with culture. Maharishi is aware of the fact that man may be civilized but need not be cultured. Therefore, the emphasis of Maharishi is that of culture rather than advancement in civilization. Like Plato, Maharishi argues the need for guidance of intellectuals in a government. A Government ruled by brutes will hamper the development of society and ultimately lead to destruction.



Therefore Maharishi emphasizes upon the need of intellectual guidance in a Society.

Like Gandhi and many other social reformers Maharishi demand respects to womanhood. He wants the education curriculum to be revamped in such a way to impart the teaching of the Law of Cause and Effect which is the Law of Nature. Maharishi did not leave his discussion without touching upon every aspect of human life. He had pondered upon sports and games and offered his valuable comments. He is of the view that Food and Water should be freely available to all without restrictions just like air and sunlight are available. The vision of Maharishi is a peaceful Society with any economic justice. All his arguments are aimed to achieve this goal.

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## ROLE OF JAN SHIKSHAN SANSTHAN IN DEVELOPMENT OF VOCATIONAL SKILLS: A STUDY OF GHAZIABAD (U.P) JSS CENTRE

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### Introduction

The idea of Jan Shikshan Sansthan emerged at the national level implementation of the continuing education programme. The existing Shramik Vidyapeeth (SVPS) were these converted into the Jan Shikshan Sansthan by the National Literacy Mission (NLM), in many places in the country. The JSS was conceived as a nodal centre of continuing education for adults in the non-formal sector. Priority is to be given to adult, neo-literates. Semi-literates, SC, ST, OBC, minorities, women, girls, slum working children etc.

Jan Shikshan Sansthan (JSS) organize training programme for key resources person, master trainers and trainee in vocational courses and also for neo-literates. The methodology includes theory, practical and field work experience. JSS Promote organization of forum such as co-operative societies, Mandals and association of women, youth with a view to undertake collective activity for socio-economic development. They provide follow-up to service to the beneficiaries.

### Objectives of Jan Shikshan Sansthan (JSS)

1. To organize training and orientation courses for key resources persons, master trainers, designing development programmes under the scheme of continuing education.



2. To organize equivalency programmers through open learning system.
3. To widen the range of knowledge and understanding of the social economic and political system in order to creates critical awareness about the environment.
4. To improve the occupational skills and technical knowledge of the neo-literates and the trainers and to raise their efficiency and increase productive ability.

### **Special Features of Ghaziabad Jan Shikshan Sansthan (JSS)**

- Open admission through out of years,
- Flexibility in age, education and other eligibility criteria.
- Nominal fees
- Fee concession for socially and economically disadvantage group.

Conduct of classes even in slum area nearer to the learner group. Non-formal techniques of instruction giving greater importance to practical instruction than to theoretical interaction. Under the Jan Shikshan Sansthan many types of continuing education programmes organized such as.

- Two continuing education center for vocational education in Ghaziabad (capacity 20 beneficiaries for one centre)
- Special training for beneficiaries in 8-block 110-batches (capacity 30 beneficiaries for one centre) in Ghaziabad district.
- Jan Shikshan Sansthan Ghaziabad provides special training with the help of SRCs Lucknow (U.P.)
- HIV-Aids awareness, population education, environment education are also a priority of Ghaziabad JSS.



The all programme make effective with the help of folk dance and song completion, debate, play etc.

### **Beneficiaries**

A sample of 50 beneficiaries of different vocational courses were randomly selected for study. The sample includes both part beneficiaries who have completed the course and also the present beneficiaries who are attending the courses. An interview schedule was specially developed for this study. The schedule was designed to elicit information on various items such as personal characteristics of beneficiaries, academic aspects, impact of course etc

Data were collected form 50 beneficiaries of JSS, Ghaziabad with the help if interview schedule.

### **Marital Status**

The young and unmarried are more likely to paricipate in non-formal education programmes. Marital status has much influence on participation or non-participation in various educational programmes. The data shows most of respondents (82%) were unmarried and the married people constituted only 18%

Married	Un-Married	Total
9 (18 %)	41 (82%)	50 (100%)

### **Education**

Jan Shikshan Sansthan envisages preferential treatment for adult neo-literates and semi-literates, the data shows the majority of beneficiares 8% possessed educational qulifications ranging from 6 to 10th class.



### Education Level of respondent

Illiterate	Neoliterates	1-5	6-10	+2	Degree	Total
7	13	0	12	4	14	50
(14%)	(26%)	(0%)	(24%)	(8%)	(28%)	(100%)

### Age

The data shows that none of the beneficiaries was below 15 years of age. The data shows that care has been taken in choosing the beneficiaries who are in the productive age group of 15-35 years.

These 66% were in age-group of 15-25 years and 34% in age-group 26-35 years.

0-15	15-25	26-35	36+	Total
0	33	17	0	50
(0%)	(66%)	(34%)	(0%)	(100%)

### Sex

In order to improve socio-economic condition of women, priority was given for women in various development programmes, including JSS. The study shows that majority 34% of the respondent beneficiaries were women and the men constituted 66% of the sample.

Male	Female	Total
33 (66%)	17 (34%)	50(100%)

### Caste

The beneficiaries are divided into four groups based on caste namely SC, ST, BC and OC majority of the respondent beneficiaries 38% belonged to BC, followed by SC (22%), ST (10%) and OC (30%)



SC	ST	BC	OC	TOTAL
11	5	19	15	50
(22%)	(10%)	(38%)	(30%)	(100%)

### Location

Majority of the respondents are from Urban (54%) slum dwellers constituted only 6% and the remaining (40%) are from rural

Urban	Rural	Slum	Total
27	20	3	50
(54%)	(40%)	(6%)	(100%)

Rural and Urban Background of beneficiaries

### Income

Based on monthly income the beneficiaries were divided into five groups. As per the data 14% have monthly income of Rs. 1001-2000. The 26% of respondent have a monthly income of 3001-4000.

Rs-1000	Rs. 1001-2000	Rs. 2001-3000	Rs. 3001-4000	Rs-4000	Total
0	7(14%)	9(18%)	13(26%)	21 (42%)	50 (100%)

### Reasons for joining the course

More than 80% of the beneficiaries have stated that the main motivating factor for joining the course was to get a job (part time or full time) or to set up a own unit.

Further, career guidance and placement services should also be provided to the beneficiaries to help them get a job or set-up a self-employment unit.



### Impact of the course

The past beneficiaries were asked to say about how many of their co-participated have got jobs or set-up their own units. Many ex-beneficiaries of tailoring, computer, typing course have said that majority of their co-participant are using the skill acquired in JSS. Some have setup their own units (include neo-literates) and some are working as assistance in other shops. Some of the beneficiaries of beautician course have also set-up beauty parlor and some are engaged in make-up work.

The trades or respondents interviewed were tailoring and cutting, agriculture based training, electrical works, Mehandi painting, mobile repairing, computer, typing, Handicraft beautician. The table is as follows:-

SI.No	Names of courses	Gaziabad(JSS)	All
1.	Tailoring & cutting	6(12%)	(12%)
2.	Agriculture based training	8(16%)	16%
3.	Electrical	7(14%)	14%
4.	Mehandi	9(18%)	18%
5.	Painting	2(4%)	4%
6.	Mobile repairing	3(6%)	6%
7.	Computer	5(10%)	10%
8.	Typing (H & E)	6(12%)	12%
9.	Handicraft	2(4%)	4%
10.	Beauticians	2(4%)	4%
	Total	50(100%)	100%



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## Problems

The beneficiaries of typing and computer course at Ghaziabad JSS centre have stated that the space is not convenient (situated in basement) to sit comfortably. Some beneficiaries felt that the course fee was very high and hence some of the beneficiaries have discontinued the course due to their inability to pay the fee. New courses basket, making may be offered in Ghaziabad (rural and urban arrears) as the beneficiaries in interested in these JSS-Ghaziabad should apprenticeship, placement advisers, industrial training (new technology based) etc. for beneficiaries.

## Conclusion

The J.S Ghaziabad has been able to fulfill the objectives of the scheme almost fully in respect of almost all the activities conducted by it during the last 4 year (2008-12). The quality and context of various vocational and skill development programmes undertaken by the JSS.Ghaziabad have been found to be need-based and relevant in the context of prevailing socio economic conditions. The JSS Ghaziabad follows the percentage of illiterate 50 per cent of neo-literates 35% and literate 15% in all beneficiaries. Almost all the course is completed within stipulated period. Drop-out rate is must less except in case of leaving the area for another place.

## Suggestions:

- The work expansion for urban poor, slum, women (neo-literates) specified caste (SC, ST, OBC Minorities) group needs to be focused.
- More scientific techniques should be used. Infrastructure development should be used for the purpose and it should be properly documented.



- Although, JSS has emphasized that they have a balance between the theory and practical aspects but looking to the feedback received from the ex-trainers the time allocation for practicing needs to be received may be extra coaching can be made for slow learners.
- Ghaziabad J.S.S Library should subscribe to more newspaper and industrial recruitment information (local)
- They should spend more time in understanding the needs related to the vocational skill programmes, stabilize literacy skills programme (include neo-literates) and continuing education programmes.
- The Jan Shikshan Sansthan should continue with the collaborative programme and it should also innovate new programmers keeping in mind the very low level of industrialization of the region.
- The technical person from the government development departments visits the ISS regularly and this is helpful in finding proper placement for the trainees later.



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## PROBLEMS AND PROSPECTS OF SMALL SCALE INDUSTRY IN PUNJAB

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### INTRODUCTION

#### Industrialization & Economic Development

One of the most important parameters of a country's economic growth and prosperity lies in the development of industries in that country. In pursuit of gratification of one's basic needs of food, shelter and clothing and that too with excellence and perfection; acquisition of such means of living in the most beautiful creative manner; sharing one's creations with the masses for greater profits, need for quick and mass scale production of commodities, constant and continuous improvement of product for greater ease and facilitation, reducing cost of production, etc have contributed significantly towards nature of industry to under go fast changes.. Thus phenomenal growth of industries is a striking feature in the development of a nation as the economic development of a nation or the level of its industrial development generally determines a region.

Though the state economy achieved development through agricultural development, rural electrification and road connectivity, the perspective of development that Punjab identified for it was to boost economic development .For, which it was felt essential to develop the industrial base of the state. Also with the partition of the country in 1947, most of the industrial establishments were left with Pakistan. Availability of capital for



industry also becomes an acute problem. Hardly had this vacuum created by partition been filled. Moreover, the dearth of natural resources, the geographical situation of the state are the major constraints in the development of the industries, especially large scales, therefore, the small scale industries have programmed remarkably despite above mentioned limitation. During the 50's and 60's, there was an explosion in the number of small-scale units which were centered in Ludhiana, Jalandhar, Amritsar, and Goraya. Most of these units produced bicycles, sewing machines, agricultural implements, medical instruments, hosiery, machine tools and sports goods or parts for these goods. This phase saw the emergence of a few units to process agriculture produce, such as sugar mills at Batala and Bhogpur. The growth of the small-scale industries is the hard work, skill and indefatigable entrepreneurship of the people of state. The growth has also been encouraged by government policies in the 5 year Plan and the establishment of the Punjab financial corporation in 1953.

#### **1.4.2 Industrialisation in Punjab after liberalization**

Now Punjab has predominance of small scale industry; thanks to the indomitable spirit and entrepreneurial skills of the Punjabis. 0.2 million small scale industries and 600 large and medium scale industries functioning in the state involve fixed capital investment of Rs. 54000 Million and 20400 Million respectively. The per capita income at current price has been estimated at Rs. 30701 in 2004-2005 as against Rs. 28607 in 2005-06 showing an increase of 7.329. The gross state domestic product (GSDP) at constant (1993-94) prices during 2005-06 was Rs. 48532 Crores and the provisional estimates for the year 2005-06 was Rs. 46049 Crores. About 1.18 million people are employed in industrial sector in the state. The predominant products produced by the state are engineering goods, hosiery items, pharmaceuticals, leather goods, food and agro products, textiles, hand & machine tools etc.



Gross Domestic Product of Punjab has increased from Rs 67176 crores in 1999-2000 to Rs 91148 crores in 2009-10. Percentage share of Punjab in GDP of India has declined from 3.76 percent to 3.18 percent during the same period.

**ANNEXURE IV E Share of Punjab in Gross Domestic Product of India vis-a-vis Population at constant (1999-2000) Prices Rs. in Crores**

year	GDP of India	GSDP of Punjab	Percentage Share of Punjab in GDP of India
1	2	3	4
1999-2000	1786525	67176	3.76
2000-2001	1864300	69836	3.75
2001-2002	1972606	71174	3.61
2002-2003	2048287	73172	3.57
2003-2004	2222758	77212	3.47
2004-2005	2388384	81229	3.40
2005-2006	2612847	85729	3.28
2006-2007	2864309	91148	3.18

Table 12 thoroughly discusses the industry wise status of small-scale industries in Punjab as on 31.3.2009. It also counterchecks the status pattern as depicted by Table 1.6.1 In Punjab manufacturing of textiles above accounts for (22.3%) of the total small scale units in Punjab followed by manufacturing of food product (12.3%) manufacturing of furniture maintenance and repair of house hold goods (10.4%) (7.6%) and manufacturing of fabricated (8.1%), and leather and leather products (5.3%). In terms of employment, maximum employment is provided in manufacturing of textiles (19.4%) followed by manufacturing of food product (13.6%) Mfg. of Fabricated Metal Products except Machinery & Equipment (9.9%) manufacturing of machinery and equipment (9.4%). Fixed investment has been maximum in manufacturing of food (21.1%) followed by manufacturing of textiles products (18.9%) and basic material (9.4%) simplicity maximum products has been greater in manufacturing textiles (18.9%) followed by manufacturing of food product and beverages (16.10%).



Table1.6.1 Small-Scale Industries in Punjab as on 31.3.2009

Item	Units	Employment	Fixed Invest. (Cr. Rs.)	Production (Cr. Rs.)
Mfg. of Food Products & Beverages	23145 (14.2)	128428 (13.6)	1257.88 (21.1)	6749.46 (16.1)
Mfg. of Tobacco Products	5 (0.0)	100 (0.0)	2.22 (0.0)	17.06 (0.0)
Mfg. of Textiles including Dying/ Processing	36291 (22.3)	183094 (19.4)	1129.22 (18.9)	7901.37 (18.9)
Mfg. of Hosiery & Garments including embroidery	3978 (2.4)	23134 (2.5)	156.09 (2.6)	2871.82 (6.9)
Leather & Leather Products	8690 (5.3)	35343 (3.7)	79.50 (1.3)	416.16 (1.0)
Mfg. of Wood Products	3014 (1.9)	17976 (1.9)	99.42 (1.7)	324.69 (0.8)
Mfg. of Paper & Paper Products	1279 (0.8)	11136 (1.2)	120.58 (2.0)	500.34 (1.2)
Publishing, Printing & Reproduction of Recorded Media	1484 (0.9)	6766 (0.7)	42.51 (0.7)	108.34 (0.3)
Mfg. of Coke, Refined Petroleum Products & Nuclear Fuel, Bottling of LPG	146 (0.1)	1012 (0.1)	16.36 (0.3)	121.75 (0.3)
Mfg. of Chemical & Chemical Products	3658 (2.3)	24294 (2.6)	259.07 (4.3)	1267.11 (3.0)
Mfg. of Rubber & Plastic Products	2930 (1.8)	21278 (2.3)	234.36 (3.9)	1298.60 (3.1)
Mfg. of Non-Metallic Mineral Products	2163 (1.3)	32830 (3.5)	124.18 (2.1)	587.89 (1.4)
Mfg. of Basic Metal	4535 (2.8)	57435 (6.1)	558.47 (9.4)	5724.28 (13.7)
Mfg. of Fabricated Metal Products except Machinery & Equipment	13097 (8.1)	88467 (9.4)	482.57 (8.1)	2453.49 (5.9)
Mfg. of Machinery & Equipment N.E.C.	13740 (8.5)	93336 (9.9)	436.13 (7.3)	2823.95 (6.7)
Mfg. of Office, Accounting & Computing Machinery	34 (0.0)	307 (0.0)	2.29 (0.0)	20.17 (0.0)
Mfg. of Electrical Machinery & Apparatus N.E.C.	2205 (1.4)	16240 (1.7)	106.82 (1.8)	468.28 (1.1)
Mfg. of Radio, Television, Communication Equipment & Apparatus.	822 (0.5)	4620 (0.5)	19.11 (0.3)	179.30 (0.4)
Mfg. of Medical, Precision & Optical Instruments, Watches & Clocks	356 (0.2)	3218 (0.3)	11.53 (0.2)	47.81 (0.2)
Mfg. of Motor Vehicles, Trailers & Semi-Trailers & Parts	2099 (1.3)	18587 (2.0)	104.62 (1.8)	743.79 (1.8)
Mfg. of other Transport Equipment (Cycle & Parts)	3742 (2.3)	55363 (5.9)	219.58 (3.7)	5740.25 (13.7)

## Problems and Suggestion

Small-scale Industries are considered a harbinger of economic progress and have stemmed and grown out of India's own skills, resources, enterprise and culture. This sector is believed to be an elixir for all the ills of a developing economy like India. A growing economy always needs the presence of small enterprises.



In a labour abundant and capital scarce country like India, small-scale industries have come to occupy a significant position in the planned industrialisation of the economy. Ever since the announcement of the Industrial Policy Resolution of 1948, small-scale industries have occupied a prominent place in the overall strategy of industrial development in India. Successive Five Year Plans have allocated increasing resources for the development of small industries. In view of the abundance of labour, scarcity of capital, and rural nature of the economy, the preference for small industries is natural.

In the wake of globalization wave sweeping across the countries, new opportunities and challenges have emerged for the small industries. Appropriate policies are needed to meet these challenges to sustain the growth of small industries.

#### Credit

Credit is the lifeline of business. Small businesses lack access to capital and money markets. Investors are unwilling to invest in proprietorships, partnerships or unlisted companies. As risk perception about small businesses is high. So is the cost of capital, institutional credit, when available, requires collateral which in turn makes the owner of the unit even more vulnerable to foreclosure. Credit guarantee funds which assist lending institution in advancing loans or mutual guarantee systems involving common guarantees from a group of people have not emerged in a significant manner. Unit finances comes under severe stress whenever an occasional event such as a large order, rejection of consignment, inordinate delay in payment occurs. The common stereotype about a banker lending an umbrella in sunshine and wanting it back as soon as it rains, gets reinforced in their dealing with small enterprises. It is, therefore, not surprising, that small enterprises prefer



to first tap own resources or loans from friends and relatives and then look for external finance.

In India, many of small manufacturing enterprises do not access bank finance and only about 16% of total bank credit finds its way to the sector. Despite being a priority sector for lending, small manufacturing enterprises get just about 8% of their annual turnover as working capital requirements, as against normative requirements of 20%. Even for this, cost of credit is high. The problem is recognized and is sought to be addressed through various ways:

- Establishment of ISO 9000 certified, specialized SSI bank branches in districts/clusters.
- Directive for working capital finance @ 20% of annual normative turnover.
- Waiver of collateral requirements upto Rs. 0.5 million.
- Setting up of a credit Guarantee Trust to cover loans upto Rs. 2.5 million.
- Composite loans from a single agency upto Rs. 2.5 million.
- A national equity fund for equity to SSI units at 5 percent service charge

#### Technology

As mentioned earlier, small enterprises are often regarded for their labour intensity and the capability to work with local resources. In the part, this has often led to less emphasis on technology. Run of the mill technology coupled with functional packaging and inadequate finishing have at times led to small sector products being labeled as being of poor or substandard quality. This has a cascading impact on competitiveness. As small enterprises



realize the need to link up with large ones, they are having a relook at technology options which would improve productivity, effectiveness and competitiveness. While sourcing technology, small business need to concentrate on the following essential issues:

#### Information about Technology

For small units information about technology options is often through word of mouth or from a visit to an advanced unit. With the advent of internet, new vistas are opening up through electronic journey catalogue downloads and advanced search facilities. The technology bureau for small enterprise promoted with the assistance of the UN offers access to databases and information on technology. Technology intervention in clusters offers near by units an opportunity for a look and feel of advanced technology entrepreneurs are also assisted to participate in overseas trade fairs to update them with latest worldwide. Tool rooms, testing centres, production-cum-process centres and workshops also assist in this task.

#### Actual procurement of technology

Barriers to import technology, technology transfer issues, vendor capability, after sales support, import procedures impede procurement. In India, the Asia Pacific Centre to Transfer of Technology promotes match making between buyer and seller and facilitates procurement through escort services. Encouragement to import of capital goods has also helped.

#### Finance for Technology upgradation

Small enterprises look to external sources of funding for upgrading technology as withdrawing money from business entails its own costs. In India, a technology up gradation and modernization fund and a hire purchase scheme attempts to meet this requirement. These are however, funds at



normal lending costs. A new scheme called the credit linked capital subsidy scheme, for reducing the cost of funds, has now been put into place.

#### Market Access

In today's world, small enterprises can hardly match the advertising support or distribution reach of a large corporation. In India, small units sell best in limited or neighbourhood markets or when they are meeting a low volume specialized demand which no large player can effectively cater to. Increasingly, now the endeavour is to build the marketing activity of small units around their competitive advantage i.e., products which are labour intensive, items which cater to niche markets, low volume high margin products, sub assembly tasks, outsourcing jobs and ancillarisation. Sub-contracting exchanges are being established through Government and Industry associations to promote such interface. After sales service for imported products, AMCs on electronic equipment, reverse engineering (to the extent that it is WTO compatible) are the other areas being encouraged, sophisticated marketing is a task best left to large players. Small enterprises in India are realizing that the term "marketing" perhaps implies different things to different people for new SSI businesses, head on competition with established giants makes little sense.

#### Infrastructure

Small units have traditionally operated from homes or a neighbourhood work shed. Slowly, they began moving out and clustering together wherever electricity, water, raw materials, markets or labour were easier to access. Policy makers in Punjab had anticipated the need for suitable infrastructure five decades ago and began a programme for setting up industrial estates. Non-assessment of economic viability, tardy implementation and poor maintenance due to drying up of funds affected



these adversely. Later in the post reform period, the problem was sought to be addressed by setting up of such estates exclusively for small business. Almost 50 such estates have been set up. Because of their better infrastructure such as roads, telecommunication, power, effluent treatment plants, power, banks, watch & ward, and reasonable cost, they have proved to be popular with small manufacturing for factory accommodation, allotment of sheds on hire purchase as well as outright sale etc. A concerted move has also now been initiated for upgrading existing estates.

### Globalisation

The globalization of trade & commerce has been given a push by agreements in the WTO and changed the business environment. It has therefore become necessary to sensitise SSIs about these changes and prepare them for the future. In India, a number of steps have been taken in this regard. Apart from setting up a WTO cell in the nodal ministry, 28 sensitisation workshops were conducted across the country. Workshops have also been held on intellectual property rights and bar coding. Monitoring of imports in specific sectors where small scale industries has a significant presence and initiation of anti-dumping action where dumping was noticed, are the other steps taken in this respect.

### Procedures

Government and bank procedures coupled with inspections remain a major hurdle in growth of small units. There are over 60 central, state and local laws which regulate small businesses in the areas of labour, factory maintenance environment, municipal bye laws, taxation, power etc. These require the maintenance of as many as 116 registers and forms. To enforce these, there is an army of inspector who visit units leading to harassment, delay, obstruction and increase in cost of production. Many small units are



one man shows and cannot satisfy the letter of the law. The streamlining of such rules and regulations has become necessary if the creative genius of Indian entrepreneurs is to be fully unleashed.

#### Exit Mechanism

Like products, Industries too have life cycles. There are industry segments which have seen their best days. Similarly, there are individual units where no amount of additional funds will help. Their bank loans have become bad and non performing. A sound exit policy which also safeguards labour interests has therefore, become necessary. It is anticipated that as of 1998, over Rs. 3.8 billion were locked in sick/weak units.

#### Strategy Interventions for Revitalization and Growth

Significant changes in economic environment are being heralded in by the WTO. The removal of QRS has led to increased competition with imports. Many sectors of industry are facing competition from Chinese or Taiwanese imports within the country or from Bangladesh Srilanka or Nepal in export markets. It is the belief of the Indian Government that promotion and not protection is the answer to the issues of survival and growth. Thus, while reservation of items for exclusive production continues, the focus must now be on strengthening capabilities. This implies a holistic look at the concerns of industry. As part of this, the following strategic interventions have been initiated

- i. Easing access to general credit
- ii. Introduction of options of limited partnership and factoring
- iii. Subsidising cost of finance for upgrading technology
- iv. Industry specific technology up gradation programmes
- v. Fund for developing and accessing overseas markets for export



vi. Expanding reach of infrastructure programmes

vii. Ushering in a regime of self certification in lieu of inspections for various regulations

Interventions in the future require that hurdles to growth are removed. They must encourage a seamless movement from small to medium to large. The Indian Government, therefore, is working on a new vision for the SSI sector through a flexible approach and a motivated team. The advocacy role of Government now involves new dimensions such as building up and arguing cases before the world trade body or dispute redressal for a, articulating needs of small enterprises before decision makers and other agencies.

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## **AN EMPIRICAL EVALUATION OF THE QUALITY IMPROVEMENT IN SOFTWARE DESIGN PROCESS BY ADOPTING TDD APPROACH**

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### **I. INTRODUCTION**

Test-Driven Development has been invented by Kent Beck and is a development practice which is part of a software development methodology called eXtreme Programming (XP) [1]. TDD began to receive publicity in the early twenty-first century as an aspect of Extreme Programming [28]. TDD is based on the idea to create tests for the program before developing the program code. This is the opposite of what is usual in current software development methodologies. The availability of tests before actual development ensures rapid feedback after any change. Practitioners emphasize that test-driven development is a method of designing software, not merely a method of testing [2].

As a member of the eXtreme Programming best practices, TDD is most often associated with agile software development process [3].

The TDD practice starts with thoughts on how to test the required functionality. After writing automated test cases that generally will not even compile, the programmers write implementation code to pass these test cases [4]. It follows steps like: write a test case quickly, run the test case to see it failed, write a little production code, run the test case and see it succeed, refactor the code. Such kind of iterations will go through all the user stories.

### **II. LITERATURE REVIEWED**

Test Driven Development (TDD) is a software development practice that involves writing of automated unit tests before program code. The subsequent



coding is deemed complete only when the new tests and all previously written tests succeed. Recently TDD has intrigued the research community also and a growing number of studies have investigated its effects on various aspects of software design quality. An overview of the various studies on TDD and its current state of research (in industry as well as in academia) , is summarized below. Out of all included studies, 50% of the studies were performed in an academic setting, 46% were studies performed in an industrial setting and 4% were mixed academic/industrial studies. Over half of the included studies included professional software engineers in the group of study subjects.

Prior studies have evaluated the effectiveness of TDD, and have obtained varied defect reduction results. Muller and Hagner [5] compared test-first programming to traditional programming in an experiment involving 19 university students. The researchers concluded that test-first programming did not increase program reliability or accelerate the development effort.

In a pair of studies by Maximilien and Williams [6] and George and Williams [7], the researchers found that TDD resulted in higher code quality when compared to traditional programming. Maximilien and Williams performed a case study at IBM on a software development team that developed a Java- based point-of-sale system. The team adopted TDD at the beginning of their project and produced 50% fewer defects than a more experienced IBM team that had previously developed a similar system using traditional development methods. Although the case study lacked the experimental control necessary to establish a causal relationship, the development team attributed their success to the use of the TDD approach. In another set of four case studies (one performed at IBM and three at Microsoft) the use of TDD resulted in between 39 and 91% fewer defects [8].



George and Williams [7] conducted a set of controlled experiments with 24 professional pair programmers. One group of pair programmers used a TDD approach while the other group used a traditional waterfall approach. The researchers found that the TDD group passed 18% more black-box tests and spent 16% more time developing the code than the traditional group. They also reported that the pairs who used a traditional waterfall approach often did not write the required automated test cases at the end of the development cycle.

### III. Objective of The RESEARCH

Despite a half century of advances, the software industry still shows signs of immaturity. Development of reliable software is impossible without a well defined and measured process. The design is one of the most important phases of software development process. Design quality determines the quality of resultant software. So, there are a lot of efforts to improve the quality of software design. One way to do this is to modify the development process using **Test-Driven Development**. TDD is a software development practice that has been used sporadically for decades. With this practice, a software engineer cycles minute-by-minute between writing failing unit tests and writing implementation code to pass those tests. Despite its so many advantages, TDD still lacks its worldwide adoption, both in industry and in academia, reasons being under

- Less empirical evidence available Very few researches are available on the broader efficacy of TDD and on the comprehensive evaluation of how TDD affects overall software design quality.
- Attributes of a good design Studies that too very less in number have looked at TDD only as a testing process to remove defects, rather than



as a design strategy. Main reason for this being the unavailability of common consensus on what constitutes a good design.

#### IV. EXPERIMENTAL SETUP

Two systems or processes are taken, one following the traditional software development approach-waterfall model, and another following the new software development approach i.e. Test Driven Development model. The system for the implementation of Air Ticket Reservation System process is developed using the traditional software development methodology i.e. Waterfall Model.

And that for the Mall Store Management System is developed using Test Driven Development approach. Both are developed in the Object Oriented Programming Language i.e. Java, and both of them are local GUI based applications. Both the systems use the facility of databases to store various relevant data.

#### V. METRIC SUITE CONTRIBUTING FOR SOFTWARE DESIGN QUALITY

##### 1) **Number of Classes**

It is equal to the total number of classes in the selected scope

##### 2) **Number of Children**

It is equal to the total number of **direct** subclasses of a class. A class implementing an interface counts as a direct child of that interface

##### 3) **Number of Interfaces**

It implies to the total number of interfaces in the selected scope

##### 4) **Depth of Inheritance Tree (DIT)**

It is measured by the distance from class Object in the inheritance hierarchy.



**5) Number of Overridden Methods (NORM)**

It is equal to the total number of methods in the selected scope that are overridden from an ancestor class

**6) Number of Methods (NOM)**

It is defined by the total number of methods defined in the selected scope

**7) Number of Fields**

It is measured by the total number of fields defined in the selected scope

**8) Lines of Code**

It is counted as the total lines of code in the selected scope. However, non-blank and non-comment lines are only counted inside method bodies.

**9) Specialization Index**

It is the average of the specialization index, defined as  $NORM * DIT / NOM$ . This is a class level metric

**10) McCabe Cyclomatic Complexity**

It counts the number of flows through a piece of code.

*11) Weighted Methods per Class (WMC)*

It is equal to the sum of the McCabe Cyclomatic Complexity for all methods in a class

**11) Lack of Cohesion of Methods (LCOM\*)**

It is a measure for the cohesiveness of a class. Its low value indicates a class which is cohesive and a value close to 1 indicates a lack of cohesion.

**VI. EVALUATION OF VARIOUS DESIGN ATTRIBUTES**

Certain attributes or parameters need to be evaluated, which contribute for the improvement in design of the software. They are discussed below.



### *B. Productivity*

The programmer's productivity is measured by productivity metric e.g. Function points per month (FPs) or Source lines of code per month (SLOC). The higher the productivity is, the faster the programmer's developing code.

### *C. Defect Reduction*

The defect reduction is measured with the help of defect rate. The defect rate is equal to the total number of defects number during the process of development divided by the total lines of code. We can express it as  $DN/LOC$ . The lesser the value of defect rate, better the defect reduction is.

### *D. Flexibility*

The flexibility of a system is measured by the time used to adapt to the new requirements (generated from variations ) per LOC. To calculate this, we proceed as- the number of SLOC after modification minus the number of LOC before modification. The lesser the time being spent on per modified LOC, the better the flexibility is.

### *E. Modularity*

The various metrics like WMC, CPC, and NOC measure several aspects on the size of a component. A high value for the metrics like WMC, CPC implies a large component. A high value for the CRIT inheritance, AC metric implies that the component is highly modular. High modularity makes a component more reusable. Also, a high value of CRIT size metric implies that the component is less modular.

### *F. Reusability*

A high LCOM, NOC and DIT implies that the corresponding components are highly reusable. A high WMC, CBO implies that the corresponding components are less reusable.



### G. Complexity

The metrics like RFC, CBO, LCOM, DIT measure the complexity of a component. A high value for the metrics RFC, CBO, DIT implies that the corresponding components is considered to be highly complex. A low value for the metric LCOM implies that the corresponding component is considered to be highly complex. It is also to be noted that a component is considered to be ideal if it is less complex and hence the value of the metrics like RFC, CPC, CIID and COID are to be very low.

### H. Testability

The metrics like NOC,RCC, CID etc. measure the testability of a component. A high value for the metrics like NOC, CID, RCC imply high testability. A better application made up of components takes lesser time to test.

## VII. Experimental tools and their applications

Here are listed various tools used in the experimental setup:

- a) Test driven development: *The Mall Store management system is developed using Test Driven Development approach, using Java programming language.*
- b) Waterfall model: *The Air Ticket Reservation System is developed using traditional waterfall approach, using Java programming language.*
- c) Eclipse: *The Eclipse is used as the integrated development environment for both the experiments.*
- d) Java: *Used as the programming language for both the systems.*
- e) JUNIT: *The automated test cases are developed using JUnit framework (<http://www.junit.org>) . With the help of JUnit, individual test cases and test suites are written to run the java code and verify its results. JUnit supports*



*unit tseting i.e. the process of testing the subprograms, subroutines and/ or procedures individually or in isolation with each other.*

- f) *EclEmma: Is a free Java code coverage tool for Eclipse, available under the Eclipse Public License. It brings code coverage analysis directly into the eclipse workbench. It provides fast development/ test cycles as it launches from within the workbench like JUnit test runs, which can directly be analyzed for code coverage. EclEmma also provides rich coverage analysis, as the coverage results are immediately summarized and highlighted in the Java source code editors. Its non-invasive also, as it does not require modifying the projects or performing any other setup.*
- g) *Metrics 1.3.6: It is used to obtain values for various metrics(both directly or indirectly as the case may be), like NOC, WMC, DIT,CPD and LCOM etc. Metrics 1.3.6 provides calculations for various metrics and also gives dependency analyzer plug-in for the Eclipse platform. It measures various metrics with average and standard deviation, detects cycles in packages and type dependencies and provides a graphical visualization. This package is Operating System independent and is developed for Java programming language. SO, its used to gather metrics for both the systems.*

#### VIII. EVALUATION OF VARIOUS METRICS

***The following ways are adopted to calculatemetric values for the various program outputs, both directly or indirectly, as the case may be:***

- a) ***From the output of the Metric 1.3.6, the values of the metrics like NOC, DIT, WMC, LCOM etc. are calculated directly.***
- b) *The outputs from the JUnit software provide values for the metrics- COID, CIID, CRITinheritance, CRITsize for both the systems which are developed in Java language.*



- c) Values for the metrics CAID, CID and COID are calculated on the basis of the definition of CAID. The values of CAID and COID are calculated indirectly from the software outputs.
- d) CDD is calculated by calculating the mean value of the Number Of Classes for both the systems.

## IX. EXPERIMENTAL RESULTS& FINDINGS

Here are discussed various results of the experimental setup for the two processes developed as mentioned above.

### A. Improved Productivity

*Lines of code per hour give the programmers' productivity. Faster the code production, greater is the value of productivity. Through our experiment, 80 hours time is used to develop the process of Air Ticket Reservation System following the Waterfall approach, 87 hours time is used to develop the Mall Store Management System following the TDD approach. The LOC for the former comes out to be 800 and that for the latter comes out to be 920.*

*So, the waterfall model's programmer productivity is  $800/80$ , which comes out to be 10 per hour. And for the system using TDD, the programmer's productivity is  $920/87$ , which comes out to be approximately 10.57 lines per hour. So, the system using TDD approach has higher programmer's productivity than the traditional approach.*

### B. System Using TDD is more Flexible Than The Traditional Approach

*The flexibility of a process is calculated by the time used to adapt the variations per modified LOC. The lesser the time spent on per modified LOC, the better the flexibility. The results of the experiments conducted on both the systems show that the Air Ticket Reservation System (Waterfall approach) uses more time on per changed/ modified LOC than the Mall Store Management System (TDD approach).*



### C. Improved Code Coverage For Test Cases

*As discussed earlier, the tool used for the calculation of code coverage for various test cases is EclEmma. The average of the results of the experiments conducted, show that the code coverage is almost 100%. So, we can conclude that TDD supports almost 100%code coverage.*

### D. System Using TDD Detects Defects Early

*The first defect from the Air Ticket Reservation System was detected on the 12<sup>th</sup> day of the total time allocated to the project (i.e. total 80 hours) and that for the Mall Store Management System was detected on the 7<sup>th</sup> day of the total time allocated to the project (i.e. 87 hours).*

### E. Reduction Of Defects Using TDD

*The defect rate of the processes gives the amount of defect reduction in the experiment. The defect rate is calculated as the total number of defects divided by the total lines of code. Lesser the value of defect rate, better the defect reduction is. Total 10 defects were found in the Air Ticket Reservation System using Waterfall approach, and in total 4 defects were found in the Mall Store Management System using TDD approach. So, the defect rate of the former is  $10/800$  which comes out to be 0.0125 and that of the latter is  $4/920$  which comes out to be 0.0043, So, we see that the defect rate of the former is greater than that of the latter.*

## X. CONCLUSION AND FUTURE WORK SUGGESTIONS

The work which is already done in this field helped in analyzing and using some of the metrics contributing for software design process improvement. Some of them were only case studies and some of them were just experiments conducted by small groups of students (allocated to them as projects in their course curriculum). So, that only gave a literary evaluation of various metrics. The experiments conducted in this research work showed improvement in



software design process following TDD approach. Inclusion of more suitable metrics contributing for design process and experiments conducted on them will further give a broader evaluation of the improved effects using TDD approach.

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