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Dr. K.VICTOR BABU

Editor-in-Chief



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**INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL
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Editorial

Provoking fresh thinking is certainly becoming the prime purpose of International Journal of Multidisciplinary Educational Research (IJMER). The new world era we have entered with enormous contradictions is demanding a unique understanding to face challenges. IJMER's contents are overwhelmingly contributor, distinctive and are creating the right balance for its readers with its varied knowledge.

We are happy to inform you that IJMER got the high **Impact Factor 2.735, Index Copernicus Value 5.16** and IJMER is **listed and indexed in 34 popular indexed organizations** in the world. This academic achievement of IJMER is only author's contribution in the past issues. I hope this journey of IJMER more benefit to future academic world.

The current issue deals with Quality Management Practices, Academic stress and Mental health, Cultural Anthropology, Foreign Direct Investment, Indo - Bhutan relationship and etc. These applied topics are a fund of knowledge for their utilization.

In the present issue, we have taken up details of multidisciplinary issues discussed in academic circles. There are well written articles covering a wide range of issues that are thought provoking as well as significant in the contemporary research world.

My thanks to the Members of the Editorial Board, to the readers, and in particular I sincerely recognize the efforts of the subscribers of articles. The journal thus receives its recognition from the rich contribution of assorted research papers presented by the experienced scholars and the implied commitment is generating the vision envisaged and that is spreading knowledge. I am happy to note that the readers are benefited.

My personal thanks to one and all.

(Dr.Victor Babu Koppula)

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AN ANALYSIS OF QUALITY MANAGEMENT PRACTICES IN HIGHER EDUCATION

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INTRODUCTION

The concept of quality is hard to define precisely in the present era where education institutions have broad autonomy to decide on their own visions and missions. Various concepts have evolved to suit different contexts ranging from quality as a measure for excellence to quality as perfection, quality as value for money, quality as customer satisfaction, quality as fitness for purpose, and quality as transformation. Previous research reveals that quality in Higher Education can be (and is) interpreted and measured in a number of different ways (Cheng and Tam, 1997; Pounder, 1999). Higher education (HE) for the masses and a growing climate of superior responsibility are normally cited as rationales for a greater emphasis on quality (Eriksen, 1995; Oldfield and Baron, 1998; Becket and Brookes, 2006). Other environmental forces include the greater prospect and multiplicity of students as consumers, their demand for increased flexibility in provision, and increasing levels of competition within and across national borders (Brookes and Becket, 2007). The role of HE in stimulating national economic growth and the value of international students to national economies exacerbates the need to ensure quality within HE.

These forces demand that quality assurance processes are both rigorous and transparent, and that quality enhancement initiatives are firmly embedded in any quality management programme. Quality has



become the defining element of education in the 21st Century in the context of new social realities. Quality, as all of us are aware, makes education as much socially relevant as it is personally indispensable to the individual. In this sense quality becomes the defining element of education. In this context quality and excellence should be the vision of every Management institution. Acquisition of quality and excellence is the great challenge faced by all higher education institutions. The importance of education for the development of excellence, expertise and knowledge leading to overall development cannot be undermined. This has necessitated a sound strategy for the development of higher education in almost all countries of the world. The World Bank's recent study of 190 countries reveals that it is higher education that helps in enriching the quality of manpower. Thus higher education is a basic investment necessary to improve the overall quality of life. This paper focuses on quality management research undertaken within higher education more in general and on quality models developed within basic B-schools.

REVIEW OF LITERATURE:

Cheng and Tam, (1997); Introduces seven models of quality in education: the goals and specifications model; the resources input model; the process model; the satisfaction model; the legitimacy model; the absence of problems model; and the organizational learning model and concludes that these models can form a comprehensive framework for understanding and conceptualizing quality in education from different perspectives and facilitating development of management strategies for achieving quality in Higher Education.

Martens and Prosser, (1998) studied the evaluation and continuous improvement of the quality of teaching and learning in higher education



and the focus is on ensuring that those teaching the subject, reflect on and make recommendations for further improvement of the subject.

Pounder, (1999), their response has been to borrow the quality concept from industry and place it at the centre of institutional performance assessment in higher education. The study highlighted the shortcomings of the quality concept particularly as a basis for the comparative assessment of institutional performance and also indicated a methodology for identifying concepts which may provide a firmer base than quality for such comparisons.

In addition, Avdjieva and Wilson (2002) suggest that HEIs are now also required to become learning organizations, where internal stakeholders also interpret and assess the quality of Higher Education provision. The emphasis for internal stakeholders is not only on quality assurance, but also on quality enhancement which aims for an overall increase in the actual quality of teaching and learning, often through more innovative practices.

Andaleeb (2003) analyzed seven issues crucial for effectively fostering higher education in Bangladesh, namely, teaching quality, method, content, peer quality, direct facilities, indirect facilities and political climate.

According to Aminuzzaman (2007) Quality education in universities will be achieved through changing the method of teaching and learning as well as assessment methods, renewing the curriculum continually, updating and upgrading professional knowledge and skills and improving the broader educational, administrative and resource environments.

Quinn et.al;(2009) This paper focuses on identifying and evaluating techniques used to take on the challenges of quality improvement in higher education and also examines two primary difficulties: first, definition of



the customer; and second, measuring customer quality perceptions. An examination of representative historical applications of quality techniques was conducted as well as identification of the differences and similarities surrounding quality improvement efforts in each of three service areas typically found in higher education: academic, administrative, and auxiliary functions.

MEASURING AND MANAGING QUALITY IN HIGHER EDUCATION:

Managing quality in HE has proved to be a challenging task. The literature suggests that there are two main reasons for this. First, 'quality' has different meanings for different stakeholders. Within HE there are both internal and external stakeholders who are likely to have disparate or even contradictory definitions of quality. Cheng and Tam (1997:23) suggest therefore that 'education quality is a rather vague and controversial concept'. Similarly, Pounder (1999:156) argues that quality is a 'notoriously ambiguous term' given that it has different meanings to different stakeholders. As a result of the difficulty in defining quality, its measurement and management has unsurprisingly proved to be contentious.

Conventionally, external stakeholders have been worried about quality assurance measures. Quality assurance refers to the 'planned and systematic actions [deemed] necessary to provide adequate confidence that a product or service will satisfy given requirements for quality' (Borahan and Ziarati, 2002:914). At an intercontinental point, HE has extended significantly over recent years and has enthused up government agendas as a result of a number of factors. These include drivers to increase the awareness and skills-based economies, participation in HE and social



cohesion (OECD, 2006). The focus on quality for external stakeholders is driven by these agendas and focuses predominantly on the measurement of procedures and the extent to which they result in appropriate levels of quality (Jackson, 1996). This requires HEIs to demonstrate responsible actions in their professional practices and accountability in the results they achieve with the resources used (Jackson, 1998:46). Elton (1992) refers to these as the quality 'As' – accountability, audit and assessment – and suggests that they are concerned with the control of quality and the people who control quality. Particular mechanisms for assurance, such as accreditation and quality audits, are usually imposed by government and other external bodies (McKay and Kember, 1999). Harvey (2005:264) suggests that accountability underpins these processes but under the banner of 'efficiency and effectiveness'.

The second reason why quality is difficult to manage in HE is due to the complicated nature of the educational product. Education has been viewed as a system or 'a network of interdependent components that work together to try to accomplish the aim of the system' (Deming, 1993:98). The system consists of inputs, transformation processes and outputs. Sahney et al. (2004) advise that in education there are human, physical and financial resource inputs that undergo processes including teaching, learning, research, administration and knowledge transformation. The quality of teaching and learning therefore becomes central in a systems perspective. Ramsden (1992) advises that high quality teaching is fundamentally about high quality learning, which is context-related, uncertain and continuously improvable. Martens and Prosser (1998) add that high quality learning must focus on the development of meaning as characterized by deep learning approaches, rather than on reproduction. However, Yorke (1999) cautions that high quality teaching does not always



result in high quality learning or vice versa. Despite their support for viewing education as a system, Sahney et al. (2004) suggest that this creates further difficulty in conceptualizing quality because the different component parts of the system have different requirements. The literature suggests that there have been a number of different attempts to articulate the dimensions of quality in HE as Garvin (1987) did for services. One of the most clearly defined sets of dimensions of quality for HE has been identified by Harvey and Knight (1996), who argue that quality can be broken down into five different but related dimensions: 1. Quality as exceptional (for example, high standards).

2. Quality as consistency (for example, zero defects).
3. Quality as fitness for purpose (fitting customer specifications).
4. Quality as value for money (as efficiency and effectiveness).
5. Quality as transformative (an ongoing process that includes empowerment to take action and enhancement of customer satisfaction).

AN ANALYSIS OF CURRENT INTERNATIONAL QUALITY MANAGEMENT PRACTICE

The previous studies state that a variety of quality management models developed for industry have been adopted or tested within HE institutions on a global basis. Internationally, the tool most frequently drawn upon (see, for example: Cruickshank, 2003; Motwani and Kumar, 1997; Eriksen, 1995) is total quality management (TQM), defined as: ... a management approach of an organization, centred on quality, based on the participation of all its members and aiming at long run success through customer satisfaction and benefits to all members of the organization and to society (ISO 8402, in Wiklund et al., 2003:99).



As the definition implies, TQM has the potential to encompass the quality perspectives of both external and internal stakeholders in an integrated manner. It thereby enables a comprehensive approach to quality management that will assure quality as well as facilitate change and innovation. Other models tested emulate TQM and concentrate on developing systematic business processes that are required to achieve measurable quality outputs. For example, the balanced scorecard requires the identification of appropriate performance indicators, and the European framework for quality management (EFQM), performance enablers and results. The one exception is SERVQUAL, a model that focuses on the assessment of quality solely from the consumer perspective. Table identifies and defines the different models that have been applied internationally in HEIs. The application of these models within HEIs is summarized in the Appendix which also presents an overview of the original authors' analysis of their suitability to HE

QUALITY MANAGEMENT AND IMPROVEMENT METHODS:

TQM	A comprehensive management approach which requires contribution from all participants in the organisation to work towards long-term benefits for those involved and society as a whole.
EFQM excellence model	Non-prescriptive framework that establishes nine criteria (divided between enablers and results), suitable for any organisation to use to assess progress towards excellence.
Balanced scorecard	Performance/strategic management system which utilises four measurement perspectives: financial; customer; internal process; and learning and growth.
Malcolm Baldrige award	Based on a framework of performance excellence which can be used by organisations to improve performance. Seven categories of criteria: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; human resource focus; process management; and results.
ISO 9000 series	International standard for generic quality assurance systems. Concerned with continuous improvement through preventative action. Elements are customer quality and regulatory requirements, and efforts made to enhance customer satisfaction and achieve continuous improvement.



QUALITY MANAGEMENT MODELS IN HIGHER EDUCATION:

A number of HEIs have tested quality management models originally developed for industry. A key benefit of all the models is reported to be the requirement for institutions or departments to adopt a strategic approach to quality measurement and management. Though there is continued debate on the role of the student as customer or co-producer in the higher education system this has an impact on the measurement and management of quality in higher education when using these industrially developed models. When assessing the outputs, the models are reported to have far greater applicability in measuring administrative or service functions within the Higher education rather than the quality of research or teaching and learning. The management of quality needs to focus on the student learning experience. Researchers are also reporting on the corporatisation and managerialist cultures infiltrating Higher education institutes —This approach encourages academics to 'do more with less' to meet the growing demand for higher education and the accountability agenda, it fails to address the learning experience of an increasingly diversified student body. Current study argues that the quality of teaching and learning is actually decreasing under current approaches. Unless the quality of learning for students is maintained, the economic imperatives of many national governments will not be realised.

CONCLUSION:

The key impacts of above discussion includes a drive for increased access to higher education resulting in diversified student populations and mystification, this is taking place in conjunction with increased accountability requirements and the necessity for enhanced efficiency. Many higher education institutes are testing or implementing quality



management models developed for industry. Benefits to be gained from using these models, such as engagement in self-assessment by academic departments and a greater focus on a strategic approach to quality management, these are related predominantly to the efficiency and effectiveness of non-academic functions. Various concern has been reported regarding use of these models in that they may encourage a culture of managerialism in higher education institutes. It may be time to further rethink current approaches to quality management in higher education to ensure that the quality of teaching and learning is not neglected.

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**THE PROPORTION OF REFERENTIAL VS DISPLAY
QUESTIONS IN EFL CLASSROOM : A CASE IN SIX PARTNER
PREPARATORY SCHOOLS OF HARAMAYA UNIVERSITY,
ETHIOPIA**

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Introduction

In a communicative language teaching, questioning is one of the most common techniques used by EFL teachers in order to create opportunity for language learners to interact using the target language. According to Tsui, "questions are... a very important aspect of classroom talk" (Tsui, 1995:23). Teachers questions "can be used to allow the learner to keep participating in the discourse and even modify it so that the language used becomes more comprehensible and personally relevant" Banbrook & Skehan, 1989:142. Nunan also suggests that questioning has been "the focus of research attention in language classrooms for many years" (Nunan, 1991:192).

One of the influential factors in creating classroom interactions is the types of the questions which are asked by the teachers. The two common question types are: display and referential questions. Based on many studies, referential questions make for more interaction and meaningful negotiation. According to Brown (2001), display questions refer to questions for which the teacher knows the answers and demand a single or short response. By contrast, referential questions demand more thought and generates longer responses.



Teachers' questions have attracted considerable attention from researchers of language classroom. In other words, the teacher questioning is a fundamental and important means of classroom interaction (Chaudron, 1988). Much has been discussed and written on questioning in Ethiopia too but most of the work seems to primarily concentrate on present questioning features description. There is limited discussion about explicit study of referential vs. display question. This study, therefore, aimed at investigating the proportion of referential to display questions used by EFL teachers of preparatory school in Ethiopian context.

Review of Literature

The value of Questioning

The teacher questioning is a fundamental and important means of classroom interaction. Wood (1988, as cited in Myhill & Dunkin, 2005: 424) noted that "the aim of pedagogical questions is to motivate, sustain and direct the thought-processes of the pupil". Thus, according to Morgan and Saxton (1991) learning takes place as the consequence of questions; questions grant to center of attention the objectives of the curriculum; the quality of teacher is determined by his or her production of quality of question. Similarly, Long and Sato (1983) and Brock (1986) have found the role of questions in second language learning in the classroom. They emphasize that the teacher's initiating activities and facilitates students' language acquisition by asking questions and initiating responses from students. Moreover, according to Kisko and Lyortsuun (1982), questions keep the central role, so it is important that teachers are familiar with the impact questions on communicating and learning in the classroom, and find ways to improve the use of questions by themselves and their students.



The Types of Teacher's Questions

Most of the researches have used many different ways to classify teachers' question on the basis of different view on the nature of the questions. They are classified into :(1) procedural questions recall/ process questions and closed/ open questions;(2) "Convergent" and "divergent" .;(3) Display and referential questions ;(4) and another taxonomy based on the cognitive level of classification are: higher and lower level questions. Furthermore , Tsui (1985) classified questions in terms of their eliciting functions into six subcategories: a) informing: inviting the addressee to supply a piece of information; b) confirming: inviting the addressee to confirm the speaker's assumption; c) agreeing: inviting the addressee to agree with the speaker's statement; d) committing: inviting the addressee to commit to further interaction; e) repeating: inviting the addressee to repeat the previous utterance(s) and f) clarifying: inviting the addressee to clarify the previous utterance(s). The review below will use these two categories: Open vs. Closed questions, Display vs. Referential questions, and Divergent Vs, Convergent questions

Display vs. Referential questions

Emphasizing on communication in language classrooms, some scholars such as Brock (1986); Long & Sato (1983); Pica & Long (1986) have further suggested two questioning techniques for the teacher in EFL classrooms: "referential" and "display". The difference between these two types of questions is resembles to that between closed and open-ended questions. However, they differ in that display questions which the teacher knows the answer tend to be closed whereas referential questions which are the responses of the students are not known by the teacher are either open or closed ended (Long & Sato, 1983). According to Tsui, display



questions “generate interactions that are typical of didactic discourse” whereas referential questions “generate interactions typical of social communication” (Tsui, 1995: 28).

The purpose of referential questions is mainly to seek information. It is used to foster students’ skills of providing further information, giving an opinion, explaining or clarifying (Ellis, 1994:587). In other words, teachers ask referential questions for the purposes genuine communicative rather than testing the students’ knowledge. In this regard, students’ response to referential questions are often more meaningful, longer and subjective (Brock 1986, and Tsui 1995). Moreover, Nunan (1989) added that a major characteristic of genuine communication is the occurrence of referential questions since such questions are important classroom tools to generate more target language use by the learners by increasing the amount of learner output and participation (Lynch, 1991:202). In general, referential questions are the types of communicative use of questions which encourages and enhance the learner to use the target language in foreign language classrooms.

Display questions; on the other hand, help to elicit learners’ prior knowledge that it focus on the form or meaning of language structures and items and the purpose is to know if the students understand the text and the words, and to enable them to display their knowledge (Long & Sato, 1983; Thornbury, 1996). This kind of question is asked for comprehension checks, confirmation check or clarification requests. However, it requires short or even one-word answers and hence are less likely to get learners to produce large amounts of speech (Long & Sato, 1983; Brock, 1986). Therefore, display questions’ “generate interactions that are typical of didactic discourse. (Tsui, 1995:28). Tsui also point out



that teachers who often ask display or 'closed questions' are likely to restrict students output.

Methodology

This section presents an overview of the research methodology that has been employed by the researcher to conduct this study. The section contains the instrument and the procedures used in the study, including research design, selection and description of the participants, setting, instruments used for data collection, data analysis and trustworthiness of the study. The researcher has used qualitative mode of inquiry where a case study design was chosen.

Participants

I conducted three classroom observations for each six volunteer EFL teachers during the first semester of academic year of 2013 from six different preparatory schools particularly grade 11 (10+1). The name of the school are Haramaya, Aboker, Hirna , Chiro , Mechara and Asebot preparatory school which were partner schools of Haramaya University. In general, eighteen classes were observed and recorded .

Instrument

To examine the proportion of referential to display question used by EFL teachers in their communicative language teaching classroom, the researcher used classroom observations and recording. . As Nunan (1989:76) said "there is no substitute for direct observation as a way of finding out about language classrooms", and Seidman (1998) emphasized that observation is the best method to obtain information about how people behave. Because peoples often not accurate while they report themselves (Koziol & Burns, 1986). In other words, people often think they are doing one thing, when in reality they are doing something else.



Data Collection Procedure

All the class records were collected from six preparatory schools. Taking one from each school, six volunteers EFL teachers were chosen from six preparatory schools which are the partner School of Haramaya University, where the author is teaching. Each of the participants was observed and recorded an average of two integrated skill lesson contents. So the records of twelve sessions (40 minutes each session) of English classes were collected. In order not to give pressure to the teachers and students, and to gain as real materials as possible, Sony IC Recorder (ICD-PX312/PX312F) was simply placed before the teacher without the author's personal participation and observation in the spot, as it is said that direct observation is not always the most appropriate way to gather classroom data and sometimes it seems too risky because of the likelihood that being observed will change people's behavior [14]. Besides, the purpose of the recording had not been told beforehand.

Finally, all of the materials which about organizing and managing teacher fronted and group work activities were transcribed and used for analysis recorded, have been transcribed into written forms for the calculation and analysis of the data. Moreover, during each observation, field notes were taken to capture classroom interactions emerging in the process of teaching/learning English throughout the entire class period (i.e., for approximately 40 minutes). The observed lessons were thus transcribed and then analyzed (see Appendix A sample transcribed recording).

Data analysis and Discussion

Table below indicates the results of the frequency and the percentage "referential vs. display" questions initiated by six teachers observed from the transcript data



Table : Frequency and Percentage of Referential and Display Questions

	Number of Referential question(percentage)	Number of Display question(percentage)	Total number of questions(percentage)
Teacher 1	7(4.9%)	135 (95.1%)	142 (100%)
Teacher 2	10 (9.0%)	101 (91.0%)	111 (100%)
Teacher 3	6 (4.2%)	137 (95.8%)	143 (100%)
Teacher 4	24(25.0%)	72 (75.0%)	96 (100%)
Teacher 5	13(9.5%)	124(90.5%)	137 (100%)
Teacher 6	18(15.9%)	95(84.1%)	113 (100%)
Average	13(10.5%)	110.7(89.5%)	123.7(100%)

Table1 demonstrates the results of the frequency and the percentage of teachers' referential and display questions. The finding indicates that all teachers asked more display questions than referential questions. As can be seen in the table, Teacher 1 and Teacher 3 asked the highest number of display questions (95.1% and 95.8% respectively) and the lowest referential questions (4.9% and 4.2% respectively). Similarly, others also asked more than ninety percent display questions (91.0% and 90.5% respectively to Teacher 2 and Teacher 5) .

These two teachers used a few referential questions that Teacher-2 asked 10(9%) and Teacher-5 13(9.5%) referential questions within three lessons. When we compare these six teachers, relatively it is Teacher 4 who asked the largest number of referential questions and the lowest display questions. Thus, during the three observed lessons, he asked 24(25.0%) referential question and 72 (75.0%) display questions while Teacher 6 asked 18(15.9%) referential questions and she asked 95(84.1%) display questions during the three observation class time.

In general , we can summarized that EFL teachers in Ethiopia asked an average of 13(10.5%) referential questions and 110.7(89.5%) display questions in two teaching lessons time .This indicates that teachers



dominated the class and students have less opportunity to use the target language and the overall interaction of the class is non communicative.

Sample display questions from transcribed data

Almost all of the questions asked by the teacher during the session on doing the exercises are display questions.. Teachers frequently explain some grammar rules and while they explain they are used to ask some short questions to elicit one-word as it can be seen in the extract one and extract two below:

Extract 1

Turn	Speaker	Utterance
1.	T:	What are the verbs used to express ability?
2.	Ss:	Could
3.	T:	Yes, could, especially for past ability, is that not? Yeah and for general ability in the past . Another?
4.	Ss:	Be able to

Extract 2

Turn	Speaker	Utterance
17.	T:	E, he said E, E stands for what?17
18.	Ss:	date
19.	T:	Dates, he said date comes first. Let's now summarize our answers, let's summarize the answer. In the formal letters, the first thing we to do is, identifying the parts in each parts and what was into, into each parts uhh respective. You start with the senders address, not the name= it is the sanders name that comes in



number one. Ok, in number one, it is the senders address that comes first= the name in the sanders address should not included because of certain reasons that is in the uhh... addressed at the end of this activity= you come to see, there is a reason why we are not supposed to have the name of the person in the senders area of this formal letters. Ok, now let go to uhh... The second box= volunteers?

20. S4: Date ,
21. T: Uhh Date?
22. S4: Yeah,
23. T: She said date, what is the letter?
24. Ss: E1,

Moreover in some situation teachers asked short displayed question just for confirmation. As can be seen in the extract- three below , the teacher asked the students in order them to confirm what he was explaining while the teacher was explaining grammar rule about relative clauses ,

Extract 3

Turn	Speaker	Utterance
25.	T:	Ok ... so that you have just tell the answer so for understanding look, Atiga has two brothers who serve in the army , who serve in the army, it is defining relative clause. It is defining ah? This two brothers that Atiga has, was who serve in the army. Therefore, in this sentence, Atiga has many brothers but two of them who serving in the army, yes? You have already told the answer... simply I retell you what you have said, ok?



26. Ss: Ok

27. T: **Atiga has two brothers, who serve in the army?** So this one is defining relative clause, this one has comma again non defining relative clause, yes?

28. Ss: Yes

29. T: And also ahh... for tomorrow, for tomorrow I will give you something that you

have to do.. Ah... there are four things , four reading texts: text a , text b , text c , yes and also there is integral about these texts , there is a devil . So we will talk today, try to read all the texts and compare ... ah? By using information from ah?, in the textbook then you complete this table ((showing the table from the book)). Yes, tomorrow we will see it together... because we have no time. This is for the texts... About some famous peoples of the world. Have you seen what I have said?

30. Ss: Yes

According to Elis (1994:587) display questions are the ones for which the teacher already knows the answer; they simply test the learner's knowledge of previously taught language items or lessons. Based on the findings, the researcher found out interactions used by the English teacher of Ethiopia to ask question which knows the answer. It was aimed at facilitating the recall of information rather than to generate theses ideas and classroom communications. The display questions used by the teacher were as reported in extract-1 (turn 1&3), extract-2(turn no 17, 19 , 21 & 23) and extract-3(Turn no 25, 27 & 29). In this activity, the students were expected to give short answers or provide limited opportunities for students to produce and practice in English.



This finding lent strong support to Richards and Lockhart (1994) in Murdoch (1999:9). Murdoch asserted that in English language teaching students should be more often asked to demonstrate their knowledge of the target language to produce 'real' communication as most of the display questions generated short responses. The researcher may say that it was an appropriate strategy used by the teacher because through it, students of learners of English language in could improve their speaking skills.

Sample referential questions from transcribed data

Unlike the display questions, referential questions are genuine questions for which the teacher does not know the answers and therefore has a genuine communicative purpose (Long and Sato, 1983; Nunan, 1987). However, in this study; it is found that only a few teachers in some occasion asked referential questions during the investigation time. Out of the six teachers only the two teachers (Teacher 3 and Teacher 6) used genuine questions. The teachers used this questions during the speaking lesson and post reading time .

Extract 4

Turn	Speaker	Utterance
1.	T:	What are you hope for Ethiopia's future?18
2.	S1:	I hope that
3.	T:	I hope that, uh? Complete it
4.	S1	I hope there will be famine
5.	T:	<< >> others?
6.	S2:	I hope my country will be one of the rich country in Africa



Extract 5

Turn	Speaker	Utterance
8.	T:	Do you think boys and girls should study the same thing or different things?
9.	S1:	The same things
10.	T:	Why?
11.	S1	Because of girls and boys uh... are equal to understand uhh.. [...]
12.	T:	How about Melat ? What is your opinion on this?
13.	S2:	I agree with his idea because both girls and boys are equal ... now a day girls can participate in every country.. Politically, economically so they are also equal in education
14.	T:	Very good

Extract 6

Turn	Speaker	Utterance
15.	T:	Ok that is good , now let's respond to the next question. What are the pros and cons cons of studying on to senior secondary school?
16.	S1:	It has many advantages, the first one is the classification, um the classification of the social and natural science .um...
17.	T:	Good ,the second
18.	S1	The second is student students have the chance to choose their mother tongue language or Amharic. That means, if the need Amharic the select Amharic, if they n need Oromifa, they can select but in grade nine and grade nine we are forced to learn both language



19. T: That is good, and any other ?

As can be seen in extracts above, an exemplary referential data from the study data is, " What are you hope for Ethiopia's future? , Do you think boys and girls should study the same thing or different things?" And 'What are the pros and cons of studying on to senior secondary school?' These kinds of questions were found which provide more opportunity to the learners interact and use the target language. For instance, in extract 5 and 6 , students relatively have got more opportunity to speak and the answer provided by the earners are not known by the teacher beforehand . Moreover, these questions helped the teacher to negotiate meaning as it can be seen in extract 5. In general, .referential questions are usually used to fill in the information gaps. Therefore, motivation and interest causes the interaction to be more lifelike (Long, 1981). However, in this study the number of reverential questions is not proportional to the number of display, nearly the ratio of one to-ten. Most EFL teachers refused to use referential type of questions. Referential questions, which seek information unknown to the speaker, were thought more likely to elicit longer, more authentic responses than display questions, for which responses are predetermined by lesson content.

Conclusion

The study focused on observing in language classroom on EFL Teachers' questioning behavior specifically the proportion of referential question to display question in preparatory school (10+1) in the context of Ethiopia. As both quantitative and qualitative data from classroom observation and recording analysis shows, all most all the observed EFL teachers used display questions all the time in their classroom. The purposes of teachers' questionings were to get learners to evaluate or to assess



previously learnt language items. Most of the time, they used questions to check or test the students' understanding about grammar knowledge, not to stimulate thinking or to probe more deeply into issues. During this time, only a few students got a few opportunities to interact with teacher or each other. In other words, teachers dominated the class and students have less opportunity to use the target language, and the overall interaction of the class is non communicative aspect of teacher talk. So therefore, teachers should increase their own knowledge and practice of communicative talk such as asking more referential questions and also change the teacher-centered teaching method to the learner-centered one.

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APPENDIX

Sample Classroom recording transcription

Teacher one

Date/Time Recorded : 12/16/2012 7:23:22 PM , Record Time : 0:33:55

T: Now, I am giving you the difference between defining and non defining relative clauses . That is in the text book. So as you are in your group , that means you are sitting in your [raya] yah ,

Ss: Yeah

T: So as you are there , in there or five minute you have to see that and then you will tell what you are understanding by reading that. On page 64. Take out your text book 0:35 – 1:07

Ss: Page?

T: Page 64

T: on page 64, there is the page that says Atiga has two brothers have you seen? Atiga has two brothers who serve in the army.... in the army. What is this? and the other is Atiga has two brothers, coma who serve in the army. .. the first one is defining relative clause and the second one is ?

Ss: Non defining

T: [Non defining relative clause. So.., the meaning is given in your text book yeah? Therefore, now I am gona give you some note about this book from this book... so before that let me see you your understanding.. Thus being as in your group try to tell me what you understand from that. ... note to use English not Afan Oromo when you discuses ok?

When you finish after five minutewhen you finish, from the group.. As you have agreed , one , one , you nominate one person then that one person will tell me what these sentences means. ..Atiga has two brothers who



serve in the army again but there is some slight difference between them so you go to tell me that

S1: ((Raise his hand))

T: Yes,

S1: For the first question. ((The teacher stopped him))

T: First discuss for two or three minute

S1: OK

T: Let the other group see that

S2: Do you have extra book?

T: Where is yours? Last day i told you those of who never bring text book, I will take you out but tomorrow you have to bring it... ok now, enough, it is enough ... when you just tell me, say one and two... Thus, so what number one and number two are means? You will tell me. If like , if you are interested , you will tell me both or if you interested one , tell me one. Which groups are interested to tell me?.....
Ok you

S3: In the first question, ahhh never use comma and ahh ... the meaning is Atiga has two brothers and the... More than two brothers, for the ... First question ...

T: The first sentence

S3: In the second we never used a comma ... And... Ahh... Atiga has only two brothers that brothers are in the army. In the second sentence, we, we ahh.. We never replace who by which

T: Ok , you are right

S3: .. Ahh the first question is defining relative clause and the second is no defining relative clause

T: Ok, very good , ... another group... another group... ok would you speak aloud

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S4: The first one is Atiga has more than two brothers that works in the army

T: Excellent

S4: The second was Atiga has only two brothers working in the army, this is non defining relative clothes

T: How about the first one?

S4 The first one is defining

T: defining relative clause. Very good , excellent

T: Another group? hello, you have to go un hurry, i will give you something that you are going to do now. Therefore, let as just, let me take um... from two groups and then go to another... .. tell us what you understand ... ah? ... ok

S5: In the first one , Atiga probably has as more than two brothers

T: As more than two brothers

S5 Not only two brothers serving the army

T: Are not only two broths serving in the army .. Ok

S5: The second one... Atiga has two brothers , two of , both of them are serving the army

T: No other brothers are except the two

S5: Yes

T: Ok , you are right... another group? another group?

S6: Ok , the difference between the two sentence is , the first one is no comma , the second one have comma. The first.., the first one the meaning is atiga have the two brother and greater than two brothers ahh... The two brothers only serve in the army, but in the second sentence , there is comma the ... atiga two brothers only , and the two brothers serving in the army

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T: Ok ... so that you have just tell the answer so for understanding look, Atiga has two brothers who serve in the army, who serve in the army, it is defining relative clause. It is defining ah? This two brothers that Atiga has, was who serve in the army. Therefore, in this sentence, Atiga has many brothers but two of them who serving in the army, yes , you have already told the answer... simply i retell you what you have said ok . Atiga has two brothers, who serve in the army? So this one is defining relative clause, this one has comma again non defining relative clause, yes?

Ss: Yes

T: Therefore, atiga has two brothers; it is those two brothers who were serving in the army. Yes, two brothers are there. In this it is what you have told us. Therefore, let me give you some note about this

Ss: ((Students are coping note from the blackboard while the teacher is writing))

T: And also ahh... for tomorrow, for tomorrow i will give you something that you have to do.. Ah... there are four things , four reading texts: text a , text b , text c , yes and also there is integral about these texts , there is a devil . So we will talk today, try to read all the texts and compare ... ah? By using information from ah?, in the textbook then you complete this table ((showing the table from the book)). Yes, tomorrow we will see it together ... because we have no time. This is for the texts... About some famous peoples of the world. Have you seen what I have said?

Ss: Yes

T: It is from the text book yeah, so let me give you this um... as a homework for you for tomorrow. Therefore now, say defining relative clause then it selects or chooses... ((after 1:18 minute)) ... look the sentences are like the first one, now under defining relative clause , if , look it selects or chooses that means it selects or chooses ... ((he speaks while he is writing))... if the antecedent is singular , we select one thing out of several . Look, this means, this antecedent is the noun that is defined by this relative clause for instance in this sentence the

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antecedent is the student; the student who was noisy was sent out, the student who was noisy. There are many similar students but ah? ... One is noisy, out of that one is noisy. That means, if the antecedent is singular we select one thing out of several. Clear, look the student who was noisy has sent out, but there are many students ... but one student is noisy and sent out or he was sent out ... clear? But if I put comma here, and here, it means what?

Ss: ((Different

: Ah?

Ss One antecedent

T: One single ... ah ... who was noisy he or she sent out , yes , so

... um in case of non defining relative clause , there will be no choosing or selecting .. Ok, again ... ((keep on writing silently for 3 minutes)) .. This is non defining?

Ss: Relative clauses

T: Relative clause , yes , therefore , here there is no selection , no selection ... no it doesn't select does not select ((he speaks what he is writing)) in non defining relative clause does not select ok roman number one, if the antecedent is singular, there is only one change and we talk about it in the case of non defining relative clause ... in the noun is singular , that means , the noun gona be defined by... ah? Defining relative clause, if that is singular, we talk about it only. Now the things are there, therefore, there will be no selection... If the antecedent is singular ... singular There is ... only ... one thing one thing and we talk about is ... and have you finished this?

Ss: Yes

T: Shall I clean it? ((keep on cleaning one side of the blackboard))

T: For this example , what i am gona writing now is the example , that means , if the antecedent is singular , there is only one thing and we talk about it , that means we talk about that one thing yeah. There will be no selection. There will be what? There will be no selection. O..k. The student ... look ... the student one who

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was noisy , ... who was noisy ... comma again here was sent out . So who can tell me, what this sentence is? ... is there anyone who can tell me? ok.

S7: ((I couldn't hear)) only who is noisy

T: Yeah, you are right. what he said ?((asking some other student randomly))

S8: There is only one student ...

T: There is only one student? Ok,

S8: That is [xxx]

T: The student who was noisy was sent out. There is only one student ah?

Ss [Xxx]

T: So, the students who was noisy and was sent out of his ?

Ss: One student

T: Who that is? ok , roman number two, if the antecedent is singular now here , we are going to see if it is plural there is several ... things ... several things ... I am talking about all of them we talk about all of them All of them ... so the students.. [xx] ... the students ... who were noisy... who were... noisy ... Comma was sent out ... was sent out.. Is it clear?... If you read this, you will understand what the [xx] means. If the antecedent is plural, there is someone thinks and we talk... Sorry/ we talk, we talk ah? We talk about all of them. That means, the students who were noisy was sent out, was sent o.u.t. Yes, therefore, the class students who was noisy and it is ah? Those who were sent out.... .. so if you have some difficult on these, I will repeat for you.

Otherwise, you can just start the text which i gave you for tomorrow, ok. ((go round the class and check those students came without text book , warn them to bring at least one text book un their group.) ... if one student brings one book in the group, tomorrow the other student must bring. Just turn by turn, ok. Within the group five days we have yeah? Our period is five days per week, yes, therefore, in a group, we have five people so all that if one bring today in turn the other day the other student must bring . Some of you forget to bring you should bring

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, ok . . . you should bring , ok for the next time ok when you complete this , when you finish this , try to read the texts what i gave you ((showing the page of the text)) one , two , three , four .. This table going to be completed. Have you seen this table ah? So by reading all the texts . . . ((I couldn't hear)) four texts that that you are going to read therefore the information given here so you have to complete it what you have been asked here. So let me see your understanding of [xxx] as you are in group read silently the texts... While on the way you are answering the question you can discuss just together, but read silently

S9: ((Call the teacher and ask for the clarification))

T ((Explain to the student how the task is going to be done in slow sound)) then you are going to compare with them.((go round and ask if there is problem and tries to explain for those who need help))

Ss: ((Silently read one book for five students))



ACADEMIC STRESS AND MENTAL HEALTH: A COMPARATIVE STUDY OF GOVERNMENT AND PUBLIC SCHOOL CHILDREN

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Introduction

Stress is an epidemic in the 21st century that commonly affects all of us on a daily basis, when considering minor stress from environmental conditions such as noise and pollution (Weiten et al., 2009). It is a necessary and unavoidable concomitant of daily living— necessary because without some stress we would be listless and apathetic creatures, and unavoidable because it relates to any external event, be it pleasurable or anxiety producing. Modern life is full of hassles, deadlines, frustrations, and demands. For many people, stress is so commonplace that it has become a way of life. Stress isn't always bad. In small doses, it can help you perform under pressure and motivate you to do your best. But when you're constantly running in emergency mode, your mind and body pay the price.

Stress has become an important topic in academic circles. While analysing students' responses to the open-ended question, "Right now in your life, what causes you the most stress?" Conner et al. (2010) confirm that academics and schoolwork are major stressors in youth. Other high frequency answers included the college admissions process, large projects and assignments, and standardized tests. Students highlighted these school related factors as causing more stress than other life stressors, such as social issues or family life. Answers such as "family pressure," "divorce," and "parent/sibling illness" did not fall into the top 10 most frequent



answers at any school. Many scholars in the field of behavioural science have carried out extensive research on stress and its outcomes and concluded that the topic needed much more attention (Agolla, 2009). Stress in academic institutions can have both positive and negative consequences if not well managed (Stevenson & Harper, 2006).

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Exam stress is the feeling of anxiety or apprehension over one's performance in the exams. It can lead to students being unable to perform to the best of their abilities in exams. The reaction of parents and friends to the results weigh upon the students to create exam stress. Lack of interest in the subject and inability to follow the professors cause disinterest in attending classes.

It is important to the society that students should learn and acquire the necessary knowledge and skills that will in turn make them contribute positively to the development of the general economy of any nation. It is important for the institutions to maintain well balanced academic environment conducive for better learning, with the focus on the students' personal needs. Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or teachers. Institutional level stressors are overcrowded lecture halls, semester system, and inadequate resources to perform academic work (Awino & Agolla, 2008).

Stress also adversely affects some students' mental health. In a study by Conner et al. (2010), it was found that nearly 24 percent students indicated that they frequently felt depressed in the last month, and 7 percent had



cut themselves during the same time period. These statistics are similar to those in other samples (Nevius, 2005; Ross & Heath, 2002). Some students even turn to stimulants to boost their performance.

Mental Health

The [World Health Organization](#) (2001) defines mental health as “a state of [well-being](#) in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. Mental health can also be defined as an expression of emotions, and as signifying a successful adaptation to a range of demands.

Children and adolescents who report high levels of perceived stress are at high risk for negative outcomes, such as depression (Martin, Kazarian, & Breiter, 1995), substance abuse (Galaif, Sussman, Chou, & Wills, 2003), academic underachievement (Schmeelk-Cone & Zimmerman, 2003), and diminished life satisfaction (Mayberry & Graham, 2001).

Sources of external stress in adolescents include normative stressors (i.e., developmental challenges inherent to adolescence, such as puberty, school transitions, increased academic demands), non-normative stressful life events (e.g., divorce, deaths), and daily hassles (e.g., chronic stressors such as parent-child conflict and academic pressure) (McNamara, 2000). Although parents and teachers are often sensitive to the occurrence of non-normative stressful events in adolescents' lives, the normative stressors and accumulated daily hassles (in particular, school-related stressors) that teenagers experience without such fanfare also predict their mental health (Carter, Garber, Ciesla, & Cole, 2006).



Objectives of the Study

- To determine the level of academic stress and mental health among tenth class students.
- To find out difference, if any, in academic stress and mental health of Government and Public school children.

Method

Participants

A list of all Government and Public schools of Chandigarh was obtained from the district Education office Chandigarh. From this list, 4 Government and 4 Public schools were selected by simple random sampling technique using lottery method. From each selected school, a comprehensive list of all students studying in class X was obtained. From this list, 25 students were randomly selected irrespective of their sex, caste, creed, economic status and ordinal position. Thus, the final sample comprised of 200 subjects (100 from Government schools and 100 from Public schools).

Procedure

The students in the schools were approached. Rapport was established with the subjects. They were briefed about the study and confidentiality of the results. Taking into consideration their convenience, days were fixed up for administration of tools. On the scheduled days, the selected subjects were administered Academic Anxiety Scale for Children and Mental Health Inventory.

Instruments

Academic Anxiety Scale for Children

For determining the academic stress of subjects, a standardized Academic Anxiety Scale for Children (AASC) developed by Singh and Gupta



(1986) was used. This scale has been developed for the use of school children. The reliability of AASC was computed by authors through two methods- test retest and split half. The coefficient of correlation came out to be 0.60 and 0.64, respectively which are significant beyond 0.01 levels. Factorial validity of AASC is also reported to be high. There are 20 items tapping on various factors which may lead to anxiety in children. The medium of scale is Hindi. Each item consists of a statement with corresponding 'yes' and 'no' circles.

Mental Health Inventory

The mental health of the subjects was measured with the help of standardized Mental health Inventory developed by Mangotra (1981). The split-half method of reliability was used by the author to estimate reliability of various sub-tests of Mental Health Inventory. There are 7 sub-tests in this inventory which cover 7 areas. The reported sub-tests wise reliability indices through split half were .86.96 for security-insecurity, .65 for Neurotic behavior, .68 for Depression, .67 for Inferiority, .65 for Frustration, .62 for Anxiety and .84 for Adjustment. For the purpose of establishing validity the author used teacher's ratings as the external criterion. Z score of mental health as reported was .75. There are 20 items in each of the sub-test. The medium of the inventory is English.

Statistical Analysis

Percentage distribution was used to find out the percentage distribution of subjects with regard to the academic anxiety of the subjects. To find out differences in academic stress and mental health of Government and Public school children, t-test was applied. Karl Pearson's Coefficient of Correlation was applied to find relationship between academic anxiety and mental health of the students.



Results and Discussion

Table-1
Level of Academic Stress among Children (N= 200)

Variable	Categories	GSC (%)	PSC (%)	Total Sample (%)
Academic Stress	Low	0	0	0
	Moderate (7-13)	51	77	64
	High (14-20)	49	23	36

Note: GSC- Government School Children

PSC- Public School Children

It is clear from Table-1 that a large majority of Public school children had moderate (77%) level of academic stress whereas majority of Government school children had moderate (51%) followed closely by high (49%) level of academic stress.

On the whole, the result indicates that majority of both Government and Public school children had moderate academic stress.

Table-2
Level of Mental Health among Children (N=200)

Variable	Categories	GSC (%)	PSC (%)	Total Sample (%)
Mental Health	Poor	26	11	18.5
	Average	48	48	48
	Good	26	41	33.5

Note: GSC- Government School Children ; PSC- Public School Children

Table-2 shows that majority of Government school children had average (48%) mental health. Equal percentage of them had good and poor (26%) mental health. On the other hand, a majority of Public school children had average (48%) closely followed by good (41%) mental health.



Table-3

't' values between the Mean Scores of Academic Stress and Mental Health of Government and Public School Children (N=200)

Variable	Sample	Mean	SD	SEM	t-value
Academic Stress	GSC	13.35	1.158	.116	5.040**
	PSC	12.18	2.012	.201	
Mental health	GSC				.845
	PSC	103.34	11.967	1.197	
		103.07	6.769	.677	

**p=0.01

Result reveals that there exists significant difference between the mean scores of Government and Public school children with regard to academic stress ($t = 5.040$, $p < .01$) with Government school children having higher academic stress than that of Public school children.

There are research works, which support the findings of the study. Augustine(2009) during their research found that the students of both Government and Private schools showed similar stress perception, though the former tend to have a higher mean score. Also students from Government schools had significantly higher scores on avoidance coping.

On the contrary, Hussain, Kumar and Husain (2008), found out in their research that magnitude of academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their level of adjustment. Contrary findings have also been reported by Mann (1995) and Brar (2003). They reported that Public school children have more academic stress as compared to Government school children.

The probable reason for the above result could be the fact that environmental set up of a school is likely to have influence on a child,s level of academic stress (Puri,1995). Government school environment is controlled as compared to Public school environment (Gupta, 1995). So it is responsible for leading to negative outcomes on students. On the contrary,



Public school environment is open with adequate financial resources, good infrastructural facilities and have sufficient number of good teaching staff. They also provide a large number of curricular and extra- curricular facilities to students. All these factors combine together in facilitating better academic achievement and lowering academic stress of Public school children as compared to that of Government school children.

Conclusion and Recommendations

The present study concluded that Government school children are facing higher academic stress as compared to their counterparts in Public schools. So it is recommended that Government should provide adequate financial resources, good infrastructural facilities and sufficient number of good teaching staff in Government schools. There should be provision of a counselor in such schools who can help the high school students in solving their all kind of problems related to personal , school and academic fronts.

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EPISTEMOLOGICAL ISSUES IN THE NEUROBIOLOGY OF CONSCIOUSNESS

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The neurobiological foundations of mind and consciousness, in the present days, is a generally accepted thesis. Materialism of one sort or another is taken for granted in the analysis of mind and it seems to be non-negotiable (Heil, 2004, p. 51). This hypothesis is evident in the interchangeable use of the terms 'mind' and 'brain'.

The neurobiology of mind and consciousness is of course not a new hypothesis. The battle between *reductionism*¹ and non-reductionism of one form or the other remained throughout the intellectual history. In the West, the battle was originally between Socrates who held that 'cerebrum created consciousness' and Democritus, who argued mental processes to be a fundamental constituent of reality (Hameroff, 1999, p. ix). In the East, the battle was between Cārvāka materialists, who held an epiphenomenal approach to consciousness and other schools who believed in an independent existence of consciousness in one form or the other. The Sāmkhya system of Indian philosophy clearly distinguishes between mind and consciousness. They conceived mind as a product of matter (*prakṛti*) while consciousness a fundamental reality.

The present acceptance of neurobiological foundation of mind and consciousness owe much to the technological developments, especially from the last quarter of 20th century. The advancements in imaging technologies and neurobiology brought in limelight the intimate relationship between



brain and mind. This paper is intended to bring out the scope and issues related to the neurobiology of mind and consciousness.

Mind and Consciousness

Before getting into the epistemological issues, it seems necessary to bring in the distinction between mind and consciousness. Both 'mind' and 'consciousness' are terms that evade any precise definition. A definition however is the result of analysis and hence we may analyse these terms from their use. The distinction between 'mind' and 'consciousness' may be both ontological and functional. While the possibility of the ontological nature is precisely the underlying question here, we may look into the functional distinction first.

The idea of consciousness is centred round the notions of *attention* and *awareness*; attention or awareness of internal or external object of consciousness. The state of being conscious is verified based on the attention/ awareness the subject has. The two main approaches to the state consciousness are the *first person approach* and *the third person approach*. In the first person approach, a person is conscious by virtue of his subjective experiences. This subjective experience may be sensory experience such as visual and auditory, bodily sensations such as pain, mental imagery such as fantasy, emotional experiences such as happiness and sorrow and stream of thought as that happens in problem solving. While the first person approach focuses on the subject's experience, the third person approach focuses on the behavioural responses of the subject. In third person approach, subject is considered to be conscious by virtue of his wakefulness, ability to discriminate perceptually, integrated control of organs, ability to access and monitor external objects, ability to respond verbally etc. by and large, while the first person approach is subjective, the third person



approach is objective. As Behaviourism claims, the scientific study of consciousness being necessarily objective, demands the third person perspective (Stephenson, 2003, p. 129).

'Mind', functionally includes all sorts of mental activities. Such activities depends on various other features of mind such as memory, instincts, habits, talents and the like. Following Freud, we may conceive mind -not distinct from its activities- as both conscious and unconscious. One of the main distinction between mind and consciousness is in terms of their temporality. While consciousness is the accessible part of the present state of mind, mind includes the inherited, past experiences as well as the present. The part of mind that remains inaccessible to consciousness is unconscious mind. What enable us to infer about mind is conscious activities; or consciousness is our access to mind that is both conscious and unconscious. To make it clear; mind *potentially* determines what consciousness can be.

Neurobiology as Scientific Study of Mind

The neurobiological studies of mind investigate into the correlation between brain and mind/ consciousness. There are various techniques being used to investigate into the features and functions of brain. The first one is that of examining the brain damaged subjects. In examining so the correlation between the damaged area of brain and the loss in cognitive function is established. This can give us information about which area of the brain contributes towards which cognitive function. The second method is lesion studies. In this a specific area of brain is intentionally cut to achieve certain functional loss. Psychosurgery, in which the fibroid tracts connecting the prefrontal lobes and thalamus is severed as a treatment for agitated depression is an example for this. Thirdly, the brain can be



stimulated chemically, electrically or magnetically to affect one or the other regions of it. TMS (Transcranial Magnetic Stimulation) allows us to stimulate specific areas of brain without a need to cut open the skull. Finally there are imaging techniques that allow us to get information about the structure and functioning of brain. EEG (Electro Encephalogram), CT (Computerised Tomography) Scan, PET (Positron Emission Tomography) and fMRI (Functional Magneto Resonance Imaging) are major imaging techniques used in the study of brain. While CT scan gives the information about structure of brain, EEG gives functional information. The other two gives both structural and functional information.

The Hard and Easy Problems of Consciousness

All methods used in neurobiology are aimed at getting the correlations between the cognitive activities and the area of brain involved in those activities. This solves the problem known as the *easy problems of consciousness*. These information however cannot explain how a specific neural activity give raise to a particular type of conscious activity. Known as the *hard problem of consciousness*, this problem is the resurrection of the age old problem of mind-body relationship. Stated in other words, how the neuronal activity, which is a physical, objective and quantitative phenomenon can give raise to a conscious experience which is psychical, subjective and qualitative.

There are various approaches to solve this problem, none however is satisfactory. These approaches are by and large attempts to get rid of the dichotomy between mind and body. One of the extreme positions with regard to the solution of this problem can be seen in Daniel Dennett's rejection of *qualia*². He rejects the very existence of the subjective content of experience (Dennett, 1993, p. 382). The materialistic position which is closely related



to neurobiology is *identity theory*. It explains conscious experience not as correlated to neural activities, but as neural activities themselves. All such approaches face problems if we consider consciousness as essentially subjective.

Subjectivity and Conscious Experience

The major debate between materialism and anti-materialism may be seen as the debate over objectivity and subjectivity. While materialism in every way either denies the existence or meaning of subjectivity, anti-materialism asserts the primacy of subjectivity.

There are two distinct use for the word consciousness. The first one is that of phenomenal consciousness or qualia and the second one is that of self-consciousness or the notion of self. Existence of the subjective state of qualia is being asserted by various non-reductionist using thought experiments such as 'What it is like to be a bat' (Nagel, 1974) and 'Knowledge argument' (Jackson, 2007). This position, however, is refuted by reductionist philosophers such as Dennett. Consciousness in the second sense is a necessary condition to explain consciousness in the phenomenal level and recent findings in neurobiology is in support of this second level of consciousness (Ramachandran, 2010, pp. 249-50).

The materialistic justification of denial of subjective element in experience is supported by *causal completeness* and, instances of attention and awareness without consciousness as in the case of *blindsight*⁸. An explanation using 'causal completeness' and hence cases of attention without consciousness may be possible in the instances of reflex actions and learned behaviours. But when faced with a novel situation or instances where creative thinking is required, one cannot do without consciousness of the higher order (Ramachandran, 2004, pp. 35-36).



In the case of learned behaviour like driving, it is possible to have meaningful conversation while not being conscious of driving. However, it is not possible to be conscious of driving and have meaningful conversation unconsciously. If conscious awareness does not have any importance at all, it would have been possible to have meaningful conversation without being conscious. Since there cannot be instances of meaningful conversation without being conscious, it follows that consciousness has an active role in meaningful activities. Then the epiphenomenal and materialistic interpretations that conceive consciousness as merely a by-product are incorrect at least in this respect.

The Blue Brain Project and Status of Conscious Experience

The Blue Brain project started in 2005 at EPFL (*The École polytechnique fédérale de Lausanne*. English: Swiss Federal Institute of Technology in Lausanne) is aimed at reconstructing the brain piece by piece and building a virtual brain in a supercomputer. The project expects the virtual brain to be an exceptional tool giving neuroscientists a new understanding of the brain and a better understanding of neurological diseases (The Blue Brain Project EFPL, 2013). In the effort to replicate human brain by simulating neurons and their connections, the researchers could make out the neural correlates of visual experience. The reconstruction of realities in the form of raw electrical activities in brain resembles 'ghostly like structures'/ 'electrical objects' in the neocortical column (Markram, 2009).

In finding the neural correlates of consciousness, the above description of appearances of 'ghostly like structures' in the neocortical column corresponds to the phenomenal consciousness and for such a condition to have meaning, there must be the self-consciousness that works



behind these structures. To put it differently, for the 'ghostly like structures' to *exist*, it must be the object of yet another subject.

In order to perceive the length of a segment, one needs to pace oneself away from the length of the segment. In other words, the length of a segment cannot be viewed by placing the eye in the same line (along the length) that of the segment (Figure 1). Placing the eye along the segment will not make the segment visible, but a dot. That is to say that in order to have a single dimensional experience, the subject need to be in the second dimension (Figure 2).



Figure 1

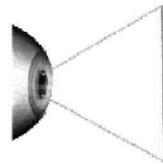


Figure 2

The same goes to the experience of two dimensional space. The area of a rectangle can be seen only when the subject is apart from the plane of the rectangle and place itself in the third dimension (Figures 3 and 4).

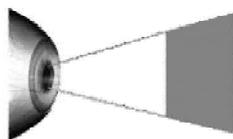


Figure 3

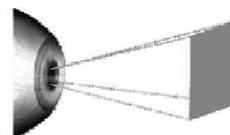


Figure 4

The three dimensional space is visible only by virtue of the subject being in the fourth dimension, the dimension of time. In summary, a one dimensional space can only be perceived by a two dimensional being, a two dimensional space by a three dimensional being and a three dimensional space by a four dimensional being. We cannot conceive how a four dimensional space will look like since we are four dimensional (Steiner, 2001, pp. 13-15).

Attempting to place the object in the dimension that of the subject cannot explain experience in the usual way. The perceiving subject standing



apart from the perceived object is a necessary condition for the possibility of any experience.

Mirror Neurons and the Nature of Conscious Experience

The universality of consciousness is explained by VS Ramachandran with the notion of mirror neurons. The mirror neurons, which 'mirrors' the conscious experience of others as ours enable us to empathize with others mental state. According to him, when a person is being touched, mirror neurons of another person observing the touch also fires in the same way that of the person being touched. But the one who is observing literally does not *feel* the touch since the sensory input from the hand of the person observing vetoes the reality of experience given by mirror neurons. If the observer is having a phantom hand or her hand is anesthetized, she can literally feel the touch (Ramachandran, 2010, pp. 125-26).

Ramachandran explains the skin as the necessary barrier between individuals who otherwise are connected in one consciousness. Such explanations, which focuses on reality being constructed in neurons require further analysis. We may take the support of the radical form of identity thesis in which the conscious experience is explained as identical with neuronal states.

Epistemological Issues

Consider a neurobiologist explaining the phenomenon of consciousness. The sort of explanation she makes is that a subject's conscious states are nothing different from his brain or neuronal states. Hence the physical states supervene the psychological states. Is this so?

What was going on in the previous explanation of the subject's conscious states? The subject has been on an experimental condition. He



is connected with brain managing/ monitoring devices. The neuroscientist is showing some emotional scene to the subject. The emotional responses of the subject as being reported by the subject himself and also being observed by the neuroimaging are registered. Finally, the emotional feelings of the subject are interpreted as identical with the changes in the neuronal states as suggested by the monitoring equipment. Now the question is about the interpretation. Can any neurobiologist explain the whole scenario observed and interpreted by her as something different from her own neuronal states? How can she go beyond the reality of her neuronal state to any reality that exists outside her neural network?

Another related problem is regarding the synthesis of different elements of experience. While interpreting a subject's conscious state as the neural state, how is it possible to bring both the conscious state and neural state into the consciousness of the neuroscientist? The neural state, of course can be. Since the conscious state of the subject is not accessible to the neuroscientist, what she is interpreting is her subjective state conceived from the subject's responses.

Can the neurobiological explanation of consciousness escape from the danger of falling into solipsism? It is hard for them to escape since all materialistic explanations fail to account for the primacy of consciousness in phenomenal experience. Consciousness is a mode of being, the subjectivity and not the object of knowledge.

Neuroscientists themselves are aware of the necessity to keep the subject out of the realm of its objects. Ramachandran speaks of a neural pathway parallel to the network related to qualia that is responsible for the sense of 'self' (Ramachandran, 2010, pp. 249-50). The problem, however, is far from being over. If the neural states relating to qualia are represented



in in another neural state (that of self) for the experience to be meaningful, then this too requires another state to make its state meaningful *ad infinitum*. The self, the subject, the conscious subjectivity, representing form, must necessarily be external to the object being represented to it in order to make representation *meaningful*.

Consciousness being the epistemic necessity of all our experience, attempting to explain consciousness ought to end up in epistemic circularity (Rajeevan, 2013, pp. 59-60). There are two possible ways out. The first one is to consider consciousness as self-representational. In this perspective, *a conscious state is conscious in virtue of being suitably represented* (Kriegel, 2009, p. 16). For Uriah Kriegel, there is no distinction between lower order and higher order consciousness (qualia and self-consciousness). He explains his notion of subjectivity thus:

(SR) Necessarily, for any mental state M, M has subjective character iff M is non-derivatively, specifically, and essentially self-representing (Kriegel, 2009, p. 164)

However satisfactory the explanation may be, accepting it amounts to leaving our accepted epistemological foundation and accepting another, which is non-rational or trans-rational.

The second possible solution to the problem is *mysterianism*. Mysterianism focuses on the cognitive limitations of human beings on acquiring knowledge about the problems related to conscious experience. They argue that it is impossible to solve the hard problem or to fill the *explanatory gap*⁴, since human beings are 'cognitively closed' towards such aspects of reality. So it follows that the materialistic metaphysics of consciousness is unacceptable (McGinn, 1982, 1996, pp. 42-43). McGinn, a chief exponent of mysterianism, explains his hypothesis as *Transcendental*



Naturalism, according to which consciousness is a mystery but not a miracle.

Conclusion

The developments in neuroscience has contributed much to our understanding of mind and consciousness. It is or is potent enough to explain various attributes of mind like drives, talents, intelligence and memory. As far as issues related to consciousness are concerned, it again is (or can be seen is potentially) capable of addressing the easy problems of consciousness. The hard problem of consciousness or explanatory gap seemingly remains to be a problem for neuroscience too. The current epistemological framework is seemingly insufficient to have a *scientific* account of the epistemic primacy of consciousness. The necessity of subject outside the realm of objectivity appears to be a necessity.

Where in the world is a metaphysical subject to be found?
... nothing in the visual field allows you to infer that it is seen by an eye (5.633).
... Thus there really is a sense in which philosophy can talk about the self in a non-psychological way.
... The philosophical self is not the human being, not the human body, or the human soul, with which psychology deals, but rather the metaphysical subject, the limit of the world - *not a part of it* (Wittgenstein, 1922-2003, 5.641 - emphasis added).

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(Endnotes)

- ¹ *Reductionism* is the position that holds that theories or things of one sort can exhaustively account for theories or things of another sort. So, for example, reductionism within the cognitive sciences holds that neuroscientific theories will explain the success of psychological theories and, therefore, will reveal that psychological states and processes are nothing but bodily states and processes (Wilson & Keil Eds., 1999, p. 712).
- ² The terms *qualia* and *qualia* (pl.) are most commonly used to characterize the qualitative, experiential, or felt properties of mental states. Some philosophers take *qualia* to be essential features of all conscious mental states; others only of sensations and perceptions. In either case, *qualia* provide a particularly vexing example of the mind-body problem, because it has been argued that their existence is incompatible with a physicalistic theory of the mind (Wilson & Keil Eds., 1999, p. 693).
- ³ *Blind sight*: Some patients are effectively blind because of brain damage can carry out tasks which appear to be impossible unless they can see the objects. For instance they can reach out and grasp object, accurately describe whether a stick is vertical or horizontal, or post a letter through a narrow slot. The explanation appears to be that visual information travels along two pathways in the brain. If one is damaged, the patient may lose the ability to see an object but still be aware of its location and orientation (Ramachandran, 2004, p. 182)
- ⁴ The basic idea behind *explanatory gap* is that we cannot fully account for the subjective experience in terms of physical processes. There exist a necessity of 'filling the gap' between the physical phenomenon and its corresponding subjective experience.

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ARNOLD WESKER'S *THE KITCHEN*: LENDING VOICE TO THE WORKING CLASS

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Arnold Wesker's *The Kitchen* has been hailed as one of the finest dramatic works of the New Wave – the theatrical revolution that took the British drama by storm in the late fifties. In the words of Kenneth Tynan (*The Observer*, 2 July 1961), "*The Kitchen* achieves something that few playwrights have ever attempted, it dramatizes work, the daily collision of man with economic necessity, the repetitive toil that consumes that large portion of human life which is not devoted to living" (Qtd. in Leeming, *File* 12). In this context, the play highlights an industrial set up, where workers reel under the dehumanizing impact of the oppressive, hot and inhospitable atmosphere of their work place within the span of a single day.

The current paper seeks to examine the atrophying horrors of the unimproved, uneducated and unfulfilled lives of workers in *The Kitchen* and their daily struggle to find a place, a voice and an identity of their own. Such people as factory workers, cooks, farm labourers, apprentices, recruits etc who occupy the centre stage in Wesker's plays had never, till now, appeared before the theatre going audience. In fact, their existence in the social spectrum had never been recognized. They had been unceremoniously dismissed as low, inferior, unworthy, and unimportant; in other words, as subalterns. Probing into the dynamics of social equations with a polemical and pragmatic approach, Wesker lends voice to these voiceless workers.



Wesker's emotional anxiety for the working class rests on his own affiliation to the same class. Born to parents who were immigrant Jews, he had spent much of his childhood in the minority Jewish locality of Stepney, East London where a typically working class environment pervaded. Moreover, as a young man, Wesker had garnered a first hand experience of a worker's life in the several brief spells of employment as a book seller's assistant, a plumber's mate, a kitchen porter, a farm labourer, a furnisher's apprentice, a pastry cook and then as a restaurant chef in Paris. Having done these menial jobs in the lowest of capacities, Wesker was well versed with the plight and challenges confronting this class. His abiding concern for them may also be attributed to the impact of his literary predecessors such as D. H. Lawrence, Arthur Miller and John Osborne. Wesker's commitment to the cause of the subalterns, especially the workers, has its roots in his Socialist leanings too. He was troubled to see workers as victims of denial, ill treatment and deprivation in a system that was exploitative, divisive and insular. Being a product of the times, and sensitive to undeserved human suffering, Wesker responded through his plays which catapulted the less than ordinary to the centre stage.

In this "dramatic metaphor for industrial capitalist society," (Leeming and Trussler 31) Wesker brings out the predicament of the subaltern class of workers in an industrial set up. The theatrical environment of the kitchen in Tivoli, a London restaurant, symbolizes the oppressive, indifferent and inexorable atmosphere of a typical manufacturing unit. The play charts vividly the imprisonment of the poor workers in a monotonously repetitive and cyclical routine in, what Laurence Kitchin calls, "a cavernous place" that deadens their minds and hearts. Through the metaphorical representation of this kitchen and its overbearing atmosphere, Wesker lays bare the soul killing conditions under



which work is a cumbersome burden. Since it is devoid of any creativity, it also denies any satisfaction. This is visibly realized from Betty's lament, "...this bloody kitchen affects me with its bloody boring menu" (12). The deadening monotony, sameness and repetitiveness deprive the workers of any scope or opportunity to be original or creative despite their talents.

In this perfect paradigm of what Laurence Kitchin regards "compressionist drama," Wesker graphically documents the relationship of workers with their work in a milieu where their voices are lost amid the din of gadgets. Laced with Marxian overtones, this naturalistic work enunciates how both the worker and his work environment not only mould, but also define each other. It seems to re-establish Karl Marx's concept of alienation evinced in "The Economic and Philosophical Manuscripts of 1844" that:

Labour is external to the worker, i.e., it does not belong to his intrinsic nature; that in his work, therefore, he does not affirm himself but denied himself, does not feel content but unhappy, does not develop freely his physical and mental energy but mortifies his body and ruins his mind...His labour is, therefore, not voluntary, but coerced; it is forced labour. It is, therefore, not the satisfaction of a need; it is merely a means to satisfy needs external to it...External labour, labour in which man alienates himself, is a labour of self-sacrifice, of mortification. (Elster 39)

Such a work which belongs to someone else arouses a feeling of alienation in the worker, and therefore, does not involve or invite any creativity on his part. Since the means of production are owned by someone else, work ceases to be a joyous activity. It is rather, akin to enslavement, breeding a state of displeasure and apathy – a fact brought to life in *The Kitchen*.



Thus, Wesker presents a vivid and disturbing image of how “the individual actions become mechanical, meaningless units of a larger, monstrous machine which produces luxuries for the bourgeois clients who do not appreciate the art of the cooks” (Sicher 67). Since the task leaves no scope for creativity as nearly two thousand meals are to be mass produced by human hands under immense pressure of time, the cooks are reduced to mere machines, churning out products from the same mould automatically just as one would do in a factory. Naturally, the actions of these workers appear conditioned, and programmed like those of robots. The kitchen, by not allowing any escape from the endless humming of the ovens, the soul killing monotonous routine and intolerable heat, reminds us of Sartre’s *No Exit*. Just as in a factory, here the chef, cooks, waitresses and porters - all have been assigned their respective stations near the blazing ovens, and sharply defined roles with absolutely no scope for any variation or innovation. A disturbing picture of a cook’s mechanical and monotonous regimen is painted vividly by Peter:

PETER...You stand before them all day! They're red hot! Someone orders an onion soup and you put soup and bread and cheese in a tin to grill – jump! Then someone orders ham-and-egg, in another tin – jump! Then someone orders an omelette and you jump to mish that; then someone throws you a hamburger and you jump to fry that. You go up you go down, you jump here you jump there, you sweat till steam comes off your back. (68)

No wonder, they produce dishes mechanically - irrespective of who gets them, who relishes them or appreciates them, if at all. Instead of the personal touch generally associated with the art of cooking, a sense of alienation and unconcern prevails. Food is prepared with automatic precision and shoved into serving plates with an identical indifference to



be served to the customers amid the frenzy and chaos that marks the peak time lunch and dinner hours. The waitresses shout orders at different stations, faster and faster, all the time collecting and managing the serving plates, constantly shouting and arguing with the cooks who, drenched in sweat, cook involuntarily while the porters clear the shelves and tables ceaselessly. As the frenzy of executing the orders reaches crescendo, the chaos is unmanageable, and tension extremely palpable as is evident in the following lines:

GWEN. (To HANS.) Four veal cutlets.
HANS. Four veal cutlets.
(Kevin rushes to his station.)
MOLLY. (To KEVIN.) Me sole, lovey, where's me sole?
KEVIN. Wait a bloody minute, can you?
MOLLY. (To KEVIN.) Two of them.
GWEN. (To PETER.) Two halibut.
PETER. Two halibut.
BETTY.

(To MICHAEL.) Three hamburgers.
MICHAEL. Three hamburgers.
CYNTHIA. (To KEVIN.) Three plais.
KEVIN. Let me breathe, will you?
CYNTHIA. No time for breathing, Irishman.
KEVIN. Is this a bloody madhouse?
NICHOLAS. Plates!
MANGOLIS. Plates!
KEVIN. Have you all gone fucking, raving, bloody mad? (54)

It is obvious that the art of cooking which involves time, patience and taste is reduced to a nerve-wrecking mechanical process. Unable to handle the heat and pressure of work, Kevin, the new comer, warns his colleagues to quit it or "you'll drop dead if you stay," for "this is no place for human beings." It is not Kevin alone who succumbs to the inordinate pressure of working at the tempo of a machine; Violet, a new waitress, also fails to cope up and complains, "I can't work like this. I'm not used to this



kind of working" (50). Glenda Leeming's observation in this context is noteworthy:

The dehumanizing effect of turning out two thousand indifferent meals a day under terrific pressure is made to typify the dehumanizing effect of all mass production, and the kitchen itself with its incessantly hissing ovens and looming equipment functions as a concrete symbol as well as a specific example of the system. (Leeming 7)

Treated more like gadgets than thinking and feeling human beings, these workers are pushed by their unfeeling employer into a deadening drudgery for his private gains. Despite being unhappy in this soul-denying atmosphere, they are unable to voice their discontent openly and clearly. Rather, it manifests itself in petty quarrels and high tempers. Wesker's stance on the issue of the ills wrought by mass production bears great affinity with that of William Morris. Condemning the degrading impact of the machine on the working class, Morris laments that the workers are forced to toil in unhealthy working conditions far removed from beauty and freshness, and detrimental to their pride and dignity. He vociferously rejects mass production on the assembly line which earns huge profits for the Capitalist but deprives the worker of his creativity. Instead, Morris favours small workshops where skilled workers can mould unique pieces of art and craft at their own leisure. However, the play displays a world that denies all liberty and individuality. Deprived of any opportunity to help themselves in this crucible, these hapless men and women turn against both, one-another and the system. Amidst blazing ovens and the din of ceaseless activity, these people fall prey to frayed tempers, verbal squabbles and accidents. In fact, their loud debates, violent rows, and angry outbursts are attempts at self assertion and self expression.



Built on Wesker's first hand experience as a cook in the huge kitchen of a restaurant in Paris during the mid-fifties, *The Kitchen* widens in its scope to turn into what Efraim Sicher calls "an allegory of the human condition." To quote Ronald Hayman:

...the play as a whole succeeds brilliantly in crystallizing what it has to say in its theatrical form. Above all, the image of the kitchen comes richly alive. The work of the harnessed cooks and hurrying waitresses grows into a theatrical metaphor that stands for all work. The low sound of gas in the ovens, the sheer physical pressure of the labour involved in preparing meals for such a big restaurant, the extra strain created by tensions between the national and racial groups, the babel of different languages, the hierarchy of the kitchen with the owner at the top, the cooks able to lord it over the waitresses and the kitchen porters at the very bottom, except for the tramp who wanders in to beg for food – all this builds up into a complex image of man as a working animal. (Hayman 15-16)

Thus, the kitchen becomes both, realistic and representative. In fact, Wesker views it as an image of the world itself, for as he had once claimed, "The world might have been a stage for Shakespeare, for me it is a kitchen: where people come and go and can not stay long enough to understand each other, and friendships, loves and enmities are forgotten as quickly as they are made" (qtd. in Leeming 25). Since Tivoli is a popular London restaurant catering to thousands of guests everyday, it is bound to have a large kitchen that draws its employees from a wide cross-section of racial and national identities — English, German, Italian, Cypriot, Maltese and Jewish workers – each distinguished by his own specific affiliation, racial background, language and preferences in life.



Peopled with a "polyglot cast list" (Leeming and Trussler 34) which includes chefs, cooks, waitresses and menials, the dramatic action also showcases the absolute failure of communication among workers not only because of their different racial backgrounds, as Leeming opines, but also due to their linguistic limitations. One discerns barriers of all sorts in the kitchen – racial, economic, regional, linguistic, skill based, and even personal – segregating these people along several lines. Unsavoury comments, abuses and names such as "bloody German", "Lousy Cypro", "bastard" and "bully" are hurled at one another. The addition of newcomers who are also foreigners add to the racial and national prejudices. The task of cooking which banks on co-operation and harmony is infested with discord, bickering and heated arguments. The recurrent mutual skirmishes expose not only the dichotomy and inherent heterogeneity within the working class, but also underscore the stultifying atmosphere which nullifies all attempts at friendship and love just like the caves in E. M. Forster's *A Passage to India*. In this context, Leeming and Trussler very aptly remark,

The conflicts whether dramatic, personal or social resolve themselves into this reconcilability between man and a setting that diminishes his humanity. The overwhelming heat, speed, noise, smells and curtailed or elliptical human interactions of the kitchen illustrate in the course of the play just how little the very different personalities of the polyglot staff mean or matter in the pursuit of meal-mongering. (38)

The fact still remains that the world in Wesker's kitchen is essentially a fragmented one, the most prominent of the divisions being between the proprietor and the subordinates. Standing at the top of the hierarchical pyramid is the owner Morango, while the chefs and cooks, followed by waitresses and kitchen porters occupy the lower rungs. The



owner is a typical capitalist, an industrialist, selfish to the core and indifferent to the needs, problems and feelings of his workers who too reciprocate his contempt. For Laurence Kitchin, the kitchen can be accepted as “a capitalist microcosm with the proprietor standing in for God” (qtd. in Brown 77). In this regard, the play presents a sharp critique on the capitalist social order that encourages compartmentalization and alienation of the working class. The gulf between the owner of the means of production and the workers signifies the divide between the elite class and the subalterns, the master and the slave. Peter’s introduction of Morango to the newcomer Kevin typifies a man of commerce—selfish, heartless and indifferent:

PETER. You think he is kind? He is a bastard! He talks like that because it is summer now. Not enough staff to serve his customers, that is why he is kind. Wait till winters. Fewer customers. Then you’ll see. The fish is burnt! Too much mise-in-place. The soup is sour! A man? A restaurant! ...Here he stands. Sometimes he walks round touching the hot plate, closing the hot plate doors, looking inside the thing then that thing. Till the last customer, he stays, then he has sleep upstairs in his office. Half an hour after we come back, he is here again—till nine thirty, may be ten. (30)

However, the situation is further exacerbated by the ceaseless pulse of activity and the arid environment in the kitchen, devoid of any human touch or consideration. The rhythm of work, dictated by profit motive, relegates all human interest in the background. Supremacy of money disallows even a small gesture of charity. When Peter is caught offering two meat cutlets to a hungry tramp, his superior, the Chef openly threatens to fire him:



PETER (Impatiently). So what's a couple of cutlets – we going bankrupt or something?

CHEF. It's money, that's what, and it's me who's Chef that's what and ... (Peter moves away muttering dismissively "Ouch"! The Chef follows him, furious.) Don't think we're too busy I can't sack you. Three years is nothing you know, you don't buy the place in three years, you hear me? Don't go thinking I won't sack you. (73)

Thus, any act of an independent mind is regarded equivalent to insubordination or "sabotage," and the threat of sacking hangs perpetually like a sword. It is this suffocating atmosphere that breaks Peter's spirit, and we see him unleash a furious and violent diatribe against the entire system. For Glenda Leeming, the play establishes the belief that people are shaped, or perhaps, more accurately in this case, stunted by their environment, and by extension, their society. Here, the workers are condemned to a subordinate position in a typically indifferent, predatory and hostile environment which denies them any freedom or voice. In this context, *The Kitchen* can be viewed as Wesker's critique on "all those constraints of society which impose soul-destroying patterns on people's lives" (Leeming and Trussler, 40).

Wesker's focus, however, is not merely on the presentation of this life-denying atmosphere, but also on exploring how it shapes the mindset of those condemned in it by denying them their identity and voice. We find the workers losing their cool and humanity when confronted with the relentless demands made by this repulsive environment. Peter poses a very pertinent query on behalf of everyone, "What kind of life is that, in a kitchen! Is that a life I ask you?" (12). Here, Peter is not speaking for himself but on the behalf of the entire working class which is enslaved by the capitalists to serve their commercial ends.



Thus, the play is a potent statement on the condition of the workers in a working environment that negates and stifles. Its polluted climate throttles sane thinking and camaraderie, though they do possess feelings. Peter, Kevin and Dimitri, for instance, are all romantic at heart, impulsive in nature and creative in their own ways. They exhibit the human need for something more lasting and fulfilling in return for their labour, except the mere wage. As the afternoon frenzy of hectic activity subsides, the same men share their enthusiasm for motor bikes, engines, cars, home made-radios and the glamour of New York. When calm prevails during the lull between two meals, the workers are able to approach each other as social beings, and escape to the world of fancy. They strive to lend expression to their smothered impulses, and snatch moments of respite only in this short span. Creativity which is denied in cooking finds expression in strange and innovative creations as in the case of Peter who constructs a precarious but symbolic archway out of whatever comes handy in the kitchen – dustbins, saucepans, a broom, and dish cloths. Just like Dimitri, he too displays his creative impulse, which Wesker holds intrinsic to every man:

PETER. Hey, Paul, Raymond, Dimitri, stop work a minute. You got time. Here, come here. We are all given a chance to dream. No one is going to laugh, we love each other, we protect each other – someone tell us a dream, just to us, no one else. The ovens are low, the customers – gone, Morango – gone, it's all quiet. God has given us a chance now. We never have the opportunity again, so dream – someone – who? Dimitri – you, you dream first. DIMITRI. In this place? With iron around me? And dustbins? And black walls? PETER (Coaxing, inspiring). Pretend! There's no dustbins. That's a big beautiful arch there – pretend! The walls are skies, yes! The iron – it's rock on a coast. The tables – they are rose



bushes. And the ovens are the noise of the winds. Look at the lights –stars, Dimitri. (59)

What Wesker is trying to suggest is that even a poor worker has aspirations; he too deserves a life of his choice. The games that Peter and his companions play are symbolic of how these men retain their sanity and child-like delight in such a mechanical and dehumanizing environment that breeds aggression, frustration, and violent temper. Their fury against one another is, in fact, a vicarious protest against the environment they are holed in. It is directed not as much against one another as against the systemic oppression which treats them like non-entities.

The unbearable work pressure surrounding these workers has left an indelible imprint of depersonalization not only on their work but also on their personal relationships. They have no interest in the work they do, except for the wage it offers. Their labour caters to no social purpose, but only the private interest of the owner they serve. Indifferent and impersonal, they are associated with and identified only by what they cook. This alienation has corroded both, their personal relationships, and the product of their labour. The callous, indifferent and inhuman attitude of the elite come to the fore when Winnie passes out in the kitchen and suffers a miscarriage during the working hours, but no one seems concerned. She is hurriedly removed from the site so that work does not suffer. The tragedy of Winnie and all women employed on low income jobs in the kitchen or any other production house, is emblematic of the exploitation of this subaltern class, not only by their capitalist masters who pay them frugally, but also by the men folk who use them for pleasure and then discard them ruthlessly. Since they, as Gayatri Spivak says, "can not speak," their suffering remains unmitigated and unheard.



It is against this demeaning, alienating and dehumanizing atmosphere of the kitchen in the background that Wesker situates the individual drama of his protagonist Peter, a victim of monotony in both personal and professional lives. The shocking scene involving a violent outburst of Peter, with which the play ends, is symbolic of a deep and serious social issue – the growing restlessness, a gnawing sense of alienation and resistance among these subalterns which Antonio Gramsci had envisioned as natural. Here, Peter may be perceived not as an individual but as a representative of the working class reeling under hegemonic control of the owner of the means of production. Dispossessed of his right to voice his needs, he erupts like a volcano. His virulent outbursts, both in the beginning of the play when he gives Gaston a black eye, and in the last scene, go on to vindicate Wesker's own belief that man's real tragedies are bound inextricably with his social environment. Peter's violent action is a cry for change. It is a revolt against the plight of all workers in the suffocating kitchen. Longing for love, care, creativity, change and fulfilment in life, and suffocated by the inhospitable work place, Peter lodges a protest against the entire oppressive system that denies him any freedom, individuality, and liberty of expression. He uses the language that everyone is familiar with – angry words and violent action. It is only Dimitri, a porter occupying the lowest rung in the hierarchy of the kitchen, who can empathize with him:

DIMITRI. ...You put a man in a plate room all day – dishes to clean, stinking bins to take away, floors to sweep – What else is for him to do? He want to fight. He got to show he is man some way. (18)

However, Morango, the owner of the restaurant who manifests a typical capitalistic mentality, is apathetic and oblivious to the needs of his workers. For him a man's situation is measurable only in terms of his



productivity or money. His failure to comprehend the needs of his workers is evident in his lament at the end of the play, MORANGO. I don't know what more to give a man. He works, he eats, I give him money. This is life, isn't it? I haven't made a mistake, have I? I live in the right world, don't I? ...What is there more? What is there more? What is there more? (18) Morango is perplexed at the thought that something else beyond wages is also expected of him. Devoid of finer sensibilities such as pity, sympathy and humanity, he can view life and people only through the lens of wealth and in terms of profit. For this blind instrument of the system, money is power and the sole religion. His harangue at the end of the play in which he persistently demands to know, "Is there something I don't know? 'What is there more?'" serves to highlight the essential paradox of the play, and is Wesker's ironic take on the essential deficiency in the elite class that prevents them from establishing meaningful social relationships with other classes.

Dealing realistically with complex human issues, especially those of the subaltern class of wage earners, Wesker seems to be emulating Gorki, Chekov and O'Neill in *The Kitchen*. He lays bare their powerlessness to control their own lives or their work environment. In this context, he lends a voice to the muted dreams, unfulfilled desires and failed aspirations of the workers. Illuminating the areas of discord between the privileged and the marginalized, Wesker urges the two classes to look beyond economic terms. However, while championing the cause of the under dogs, Wesker is not led by any political ideology, but by his humanistic leanings which define much of his dramatic oeuvre.

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CHALLENGES OF EDUCATIONAL MOBILITY AMONG SLUM CHILDREN IN ODISHA: A SPECIAL REFERENCE TO BHUBANESWER CITY

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Introduction

Slums are the homes of the poor and their families, and provide the minimum shelter to the people. Migration of the poor to cities creates slums. Cultivable land in villages is limited. It is not enough to support the landless laborers in the village. Once a person in a village crosses the matriculation level, the agricultural profession does not interest him. In all the socialist countries education was offered free of charge. This was expected to eliminate one of the main barriers between the different strata of society with regard to access to knowledge. The idea was that a much facilitated entry into education would increase social mobility, in particular for the members of the working class and their children. The specific expectation that this created among scholars was that intergenerational educational mobility would increase during the socialist era, surpassing the levels achieved in Western economies. Acknowledging the growing and apparently formidable challenges faced by the children of the slums and those who live on the street. According to the Census of 2011, 1.37 core households or 17.4% of urban India's population lives in a slum. In the 5 states of Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Odisha and West Bengal, more than 1 in 5 urban households live in a slum. Article Twenty-Six of the Universal Declaration of Human Rights states that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. India has ratified the convention and is obligated to



fulfill this pledge. The Indian Constitution also provides a framework within which provisions are available for the education of children. The Constitution (86th Amendment) Act, notified on the 13th of December 2002, made free and compulsory education a fundamental right of all children in the age group of 6-14 years. Education has the basic right to the development of human and economic growth. It is the tool to breaking the poverty. Education has a crucial role to play in breaking the cycle of female disadvantage. It provides skills to enhance capabilities and serves as a catalyst for emancipator struggles. Education is a way of bringing about attitudinal changes and should also be used as a way of simultaneously preparing boys to accept girls as equals.

Statement of Problem: Thousands of children in the slums of Bhubaneswar, who live uncared, under nourished since birth, are denied a piece of bread every day. Education and health care are dreams for slum children. They are the children whom the world tries to forget or ignore. They are the children whom nobody smiles at, nobody cuddles, nobody protects, and nobody comforts. Slum children are engaged in either wage earning outside or working at home. Distrust in the society often makes them gang leaders on the streets, drug addicts, alcoholic, narcotic peddlers or part of antisocial gangs even if they do not want to be so. Employers victimize and exploit them when they are young; hardening them because they neither have bargaining capacity nor do they have any support system. Parents are often illiterate, ignorant and no guidance is given to the children.

Review of literature

J V Vil' Anilam (2012)"*Development of education in India* "this article have given brief history of education how it develop after independence,



the Planning Commission of India has stressed the Universalization of elementary education so that the entire system of education becomes beneficial to the nation, the author giving more importance of health of their children and mother because sick and unhealthy children may not go to primary school; even if they go they drop out after some months and years. The health care system becomes equally important for the school system, another thing is infrastructure is essential for pre primary and primary education each child in each class must have "luxury" of learning in an atmosphere of quiet concentration, the Sarva Shiksha Abhiyan (SSA), the District primary Education Programme (DPEP) and the Mid -Day Meal Scheme (MDMS). The Teacher Education Scheme (TES) and the Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS) have worked well in the country and they are still working well in many states, the number of children attracted to primary education has grown by leaps and bounds, although the number of dropouts on the way is still high. One of the constitutional goals of independent India as to provide universal, free compulsory primary education for all.

Y.P Aggarwal & Sunita Chugh (2003) "*learning achievement of slum children in Delhi*" the paper is based on the study that was conducted to examine the learners achievement level of slum children in the government school the study tried to find out that the achievement scores of grade in language and mathematics. The study point out the differential achievement scores between the government and on recognize school considering the fact that those children are same socio-economic background, how learning out comes vary between the school under different managements but working in similar kind of environment. Finally the study makes recommendation to improve the educational attainment among the children in living slums.



Theoretical Interpretation:

According to Emile Durkheim: The major function of education as the transmission of society's norms and values. Society can only exist among its member of sufficient homogeneity education perpetuates and reinforces this homogeneity by fixing in the child from beginning the essential similarities which collective life demands Durkheim argues that in the complex industrial society the school serves as a function which can't be provided either by the family or peer group. It is the respecting the school roles that the child learns to respect rules in general, that he develops the habit of self control and restraint simply because he should control and restrain himself. The individual specific skills necessary for his future occupation in industrial society. Social solidarity is based largely on the interdependence of specialized skills. The school transmits general values which provide necessary homogeneity for social survival and special skills for social cooperation.

Talcot parsons: Drawing Durkheim ideas the American sociologist outlined after primary socialization within the family the school takes over as the 'focal 'socializing agency. School acts as the bridge between the family and society as a whole. Preparing a child for his adult roles largely achieved, for example individual achieves his occupational status, thus the child move from the particularistic standards and achieved status of adult society, and the school prepares young people for the transition. The school represent the society in maintain, modern industrial society is increasingly based on achievement rather than occupation in meritocratic principle which apply to all its members by reflecting the occupation of society as a whole.



American society school instills two major values. The value of achievement and equally opportunity by encouraging the student to strive for high level of academic attainment and rewarding those who do school, foster the value achievement itself. These values important function of society as a whole, necessities different reward for different achievement, a principle which is established in school, the winners, the higher achievement and the losers, the low achievement will see the system is just fair since statuses achieved in a situation where all have the equal chance. Again the principal which operate in the wider society are mirrored by that school. Parson sees the educational system as an important mechanism for the selection of individual for the future role of the society.

Kingsley Davis and Wilbert E. More: Education is the means of role allocation but they link educational system more directly with the system of social stratification as a mechanism is ensuring that the most talented able member of society are allocated to those positions which is functionally most important for the society, in Davis words it is the providing ground for ability and hence selecting agency for placing people in different status according to their capacities, thus it rewards the most talented and high qualifications, which in turn provide entry to those occupants which is functionally most important to society.

Objectives

- To study the impact of welfare programmer's to access the education and educational outcomes among the slum children.
- To study the intergenerational mobility in the educational outcomes.
- To find out the problems faced by slums children's.



Methodology

Universe of study: Bhubaneswar Municipal Corporation reveals that there are 377no's of slum pockets in the City. The total slum population of the Bhubaneswar is 3,08,614. The ward wise slum distribution of the authorized slums in the city in the year 1988. The increasing trend in slum population from 1991 to 2001 leads to deteriorate living condition due to the absence of planned economic activity and physical infrastructure. In the absence of appropriate economic activity, the ongoing urbanization can lead to economically weaker sections of the migrant population settling in slums, thereby further increasing the existing slum population.

Research Design: Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation and their educational attainment and literacy.

Unit of study: Unit of the study is taken from the 20 slums out of 377 slums in Bhubaneswar. This 20 slum is chosen on the basics of highest number of households. 184 slums has 1000 house hold. Here the researcher chosen 10% out of 184 is 20 slums and each slum data is collected from 20 households. The sample size is 400.

Finding's and conclusion: A very few studies have been attempted to assess the challenges of educational mobility among slum children in odisha. Knowing the inequalities in the Indian social, economic and educational system, an attempt has been made to access the achievement level of slum children as well as the planning programme implemented by the government. The intergenerational mobility is there in slum. Majority of them are highly encourage by the governmental programmes and facilities and most of the parents are now aware and conscious of there children's



education. as the parents are facing lot of problem like economic, financial till they are eager to keep on interest of their children education and the performance of slum children is much good, the main challenge of education is economic and financial burden if the government provide more study material as well as some scholarship at school level then only the level of mobility will increase. In slum area the lot of nongovernmental organization plays are very vital role for their children education, sometimes they personally meet the people and conscious them to their children education, health and sanitation.

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RISE OF GLOBAL CIVIL SOCIETY IN CONTEMPORARY WORLD POLITICS: A CASE STUDY OF WORLD SOCIAL FORUM

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INTRODUCTION

The enduring validity of the civil society in its multitude of forms is the creation of a space, based on mutually consented rules between individuals building a social contract. It is a process through which individuals negotiate, argue, struggle against the centres of political and economic authority. At the international level, this could be interpreted as the 'space' between the systems of global governance created by international institutions and civilians. It is a platform for civilian participation which aims to change state policy, the operation of multinational corporations and the transformation of public attitudes. Scholars of political science have focused on two forms of power; direct and institutional. Direct power is what German philosopher Hannah Arendt and Canadian political philosopher C.B. Macpherson says the power of one over others – the ability of one to make others to do something that others do not want to do. In international relations direct power is generally the focus of realism. Hannah Arendt equates this with violence where rulers use force to fulfil their desires against the wishes of the people. It is the property of the state which is used against the people. She warns that where genuine power is absent, violence may emerge to fill the gap. Institutional power on the other hand resides in the capacity and authority of established collective groups (agencies, organisations etc.) to manage



and manipulate situations in their interest. This is the focus of neo-liberal regime theory in international relation and the new institutionalism in comparative politics, both of which focus on the principles, norms, rules and decision making procedures that lead to convergence of actor expectations and constraints on actor autonomy. As politics itself means the authoritative allocations of values, both of these forms of power are generally directed toward distributive matters in Harold Lasswell's classical formula of 'who gets what, when and how'. Beside these two forms of power, there are two more forms of power, structural and productive. Structural power resides in the sovereign's authority to establish and alter the regulatory conditions through which institutions are created and by which they are able to function- this is part of its sovereign authority. The sovereign is able to determine the rules that constitute a particular game and how the agents that play it can score points. Productive power, on the other hand resides in political subjects. As the organisation of social life is structured by the state so the state has the authority to ensure that the rules of subordinate institution are obeyed and to punish those who violate these rules. But in as much as the state is itself made up of institutions that are themselves open to influence by other institutions and social forces, the exercise of structural authority in a liberal system is never an easy or straight forward proposition. Social struggle among contending interests and forces is the order of the day. State is there to provide various social services along with peace, order and security but if it fails to perform these functions, then it faces resistance from the society in the form of demonstrations and non-cooperation. It then uses its repressive instruments viz police and force to suppress the legitimate opposition.

Global civil society presented its public face in massive demonstrations in countries around the world. As the demonstration grew



in size and frequency, the police response become increasingly violent, brutal and repressive, when the interests of property conflict with the rights of people, police and military power sides with property. This is what Marx depicted way back in the middle of 19th century and called the state as an instrument of exploitation. In societies where fear, distrust and alienation prevail, we may find more competitive dominant models of social organisation that extend rights and freedoms to those on the top and denies these to those on the bottom. Such societies produce a culture that is taught to be a legitimate one which is called 'structure of legitimation' in Gramsci terminology. Societies so organised are likely to exhibit persistent patterns of exploitation, injustice and scarcity, a climate of fear and insecurity, perceptions of real or imagined threats, violence against suspect groups, and the embrace of coercive institutions that specialize in the use of force to impose order. Such societies easily become trapped in a self-reinforcing cycle of violence and competition for power that provides a fertile ground for demagogues who build their power base on fear and violence. These societies then have to face a strong pressure in the form of public opinion fostered by civil society. While civil society cannot exist without a liberal system, a liberal system also cannot exist without civil society. Historically we saw how struggles between bourgeois social forces and the absolutist state during the eighteenth century gave rise to a liberal formation composed of representative state, deregulated market and what we now call civil society. Individualism, representation, human rights and naturalisation of the market all emerged from this doctrine through the exercise of constitutive power. Dr Alexis de Tocqueville in his book, 'Democracy in America', analyse that the liberal version of civil society extant in the United States provided both public goods (politics) and private goods (market). Alejandra Colas argue that civil society is the setting from



which social movements and political activism originate within the context of capitalist modernity. He further asserts that civil society has historically found expression in two pre-dominant forms; one linked to the private sphere of the capitalist market, the other to the struggle against the all encroaching power of the state. In a liberal system, civil society is concerned not only with social reproduction but also with ensuring that neither state nor market can take complete control of the bourgeoisie and its life, liberty and property. And it is civil society that ultimately is the location of contestation over the public-private divide. Under conditions of globalised neo-liberalism, the state is engaged primarily in providing attractive and stable conditions for capital and is less interested in addressing externalities or market failures. Under these circumstances, it comes to civil society to become more politicised and, through its own regulatory activities, reinforce the separation between the public (politics) and private (markets). Growing contradictions in the social and material organization of a society tend to affect the discursive sense, which can ultimately inspire the formation of social organisations and movements seeking to resolve the contradictions. For the most part civil society organisations focus on institutions and the practices associated with them, trying to exert direct influence to induce capital to protect human rights. The processes of globalisation have given rise to global civil society. The spread of global civil society has been part of a wider process of globalisation. Robert Owen Keohane and Joseph Nye defines globalisation as a state of the world involving networks of interdependence at multi-continental distances linked through flows of capital and goods, information, ideas as well as environmental and biological relevant substances. In this way our conception of global civil society is thus inseparable from our notion of globalness. In global space, 'place' is not territorially fixed and global relations have what could be called a



supra territorial, trans-border or trans-world character. This is by no means to say that territorial geography has lost all relevance in the late twentieth century. Social relations have under gone relative rather than total deterritorialisation. Alongside longitude, latitude and altitude globalisation has introduced a fourth dimension of "supra territorial" to social geography. If we identify globality as supra territoriality, then the notion of global civil society get an immense importance. It encompasses civic activity that addresses trans-world issues; having trans-border communication, has a global organization and works on a premise of supra territorial solidarity. Beside this, a localised group that campaigns on supraterritorial problems like climate change could be considered part of global civil society even though the association lacks a trans-border character. A global civic activity in respect of human rights, humanitarian assistance and development has grown largely out of a cosmopolitan inspiration to provide security, equity and democracy for all persons regardless of their territorial position on the planet. Globalization provides the bed rock for global civil society, the supply side of the phenomenon that pushes it on reaction to globalisation particularly to the negative consequences of the spread of global capitalism. Civil society is the sphere in which social movements become organised. When these movements or civic associations concern themselves with issues that transcend territorial geography, we may call it a global civil society. The histography of the global civil society places its emergence in the 1970's and 80's with mass protests and bottom-up regime change, which led to the rise of populists, gross-roots social movements in favour of democratisation and opposed to totalitarian, militarised regimes in Latin America and Eastern Europe.

The rise in popularity of civil society was largely due to the struggles against tyranny waged by resistance groups in Latin America, Africa and

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the former communist world. Global civil society emerged as a major force in the final decade of the second millennium to resist the social system currently operating in the world. The resistance initially centred on the Brettenwood system-the World Bank, International Monetary Fund, World Trade Organisation- the so called instrument of neo-liberal policy and then swung toward the state-system policy. Global civil society has exposed the inability of modern Nation State to provide the security, living standard and good life to its citizens. Global civil society has exposed the state violence against its citizens, exploitation of the South by North and its domination through overall control of International institutions. The economic control of international political economy leads to political control of south which is further leading to neo-colonialism. It has also addressed the self-interested reason of humanitarian intervention by super powers in developing states which in turn put the concept of sovereignty in question. Besides this, stress on natural environment through the wide process of technological development, issue of nuclear proliferation which led the world insecure and states in MAD (mutually assured destruction) situation, women empowerment, child protection, health, environment and living standard etc. are the focus of Global civil society. Throughout history, the authoritarian states have sought to maintain the cultural legitimacy of their rule by using techniques of mass propaganda, advertising, the control of media, educational curricula and religious doctrines which makes individual what Marcuse called "one dimensional man" and induce a kind of hypnotic cultural trace that aligns our behaviour and loyalties with values and ends that are not our own. This process is now at play on a global scale. As the imitation of US ways, gradually pervades the world, it creates a more congenial setting for the exercise of the indirect US hegemony where US exploits the money and power of the world politics.

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The awareness among geopolitical strategists of the important relationship of cultural penetration to geopolitical power accounts for the deep concern with US foreign policy circles for the so called “clash of civilizations” that is the clash of competing cultures. Global civil society, to a large extent, is a response to great powers hegemony particularly to US who are projecting their political ambitions in the name of making world an egalitarian one. The contemporary threat to freedom and democracy emerges from an alliance of economic, military and police power which is at work to make empire strong. The September 11, 2001 attack awakened the United State and the world to the extent of the terrorist threat to peace and security and the ability of the terrorists to penetrate the defences of the world’s greatest military power and to turn modern technologies into weapons of mass destruction which led the post-cold war international system into a “Balance of Terror” in which every sovereign state find itself in a MAD situation. As the international system operates in a state of anarchy, it is up to civil society to play a positive role in conflict areas and post conflict peace building process.

Global civil society performs its job of economic and social emancipation of mankind from the platform of World Social Forum. The World Social Forum (WSF), established in 2001 in Brazil, has its roots in Latin American activism, as an umbrella organisation encompasses a galaxy of civil society groups working for an alternate to the existing global order which is characterised by exploitation, injustice and oppression. Some says the beginning of World Social Forum originated at the battle of Seattle in November 1999 where anti-globalisation activists protested against WTO latest trade negotiation. It includes all non-governmental organisations like Amnesty International, Asia Watch, Human Rights Watch, Green peace movements, Red Cross etc. other than economic organisations. World Social



Forum strives for the realisation of global justice and the protection of marginalised identities from the onslaught of corporate globalisation and the fascist policies of modern corporate state. As one of the founder of WSF namely Candido Grzybowski said that the numerous recent crises are expressions of the contradictions and limitations of the form of global capitalism that has been imposed on humanity and earth. The assertion that another world is possible is now an absolute necessity. World Social Forum coordinates a network of international non-governmental organisations, social movements, advocacy groups etc. world-wide to addresses the concerns of global justice, global governance, environmental protection, protection of human rights, peace and security, women and child labours, provision of social solidarity and livelihood issues. World Social Forum has emerged as a potentially alternate voice to the dominant discourse of neo liberalism and globalisation. As David Held argues, that in the last 20 to 30 years, social movements have been tremendously important in putting pressure to change the globalisation agenda, to move it away from neo liberal model, to press for greater democratisation and accountability. World Social Forum explores the possibilities of an 'other world' where modernity will be rediscovered in true self from the stupefied and estranged self. It has so far held 12 meetings on different issues since 2001. It has at least mitigated many evil practises operating in international environment and is a strong restrictive weapon on state's oppressive power. Importantly, World Social Forum is currently playing a pivotal role in influencing the state's policy on social welfare, articulating views on current issues, serving as the voice of constructive debate, providing forums for the exchanges of new ideas and information, initiating social movements by way of creating new norms, identities and institutions.

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Joseph Nye, an acclaimed intellectual in the field of international relations, argues that subjugation of the weak continuous in the contemporary times not through coercive means but through the expansion and promotion of dominant culture and ideas, which he calls "soft power". Humanity has entered into the final stage of an epic struggle between the forces of imperial rule(empire) presently represented by the institutions of elite globalisation and the forces of democratic rule(community)presently represented by Global civil society. As the forces of empire reconstituted themselves to establish their strong power base in the name of development, the forces of community organised together through a series of popular movements that drew inspiration from both theoretical tradition of many theorists and earlier national liberation movements. These include the civil rights, women, peace, human rights, environment, sustainable development, disarmament and gay rights among others and most recently the resistance against corporate globalisation. Each sought to transform the power relationship from violence to popular legitimacy. These movements are trying to create a truly democratic society. They challenged the legitimacy of dominant culture and institutions and contributed its piece to an emerging mosaic that is converging into what is known as global civil society. Global Civil Society is a manifestation of social energies released by an awakening of human consciousness to possibilities for creating societies that nurture and rejoice in a love of all beings. This energy is flowing towards what scholar Joanna Macy calls "The Great Turning" or in other words we may say towards global governance. This involves, according to Macy, three dimensions- resistance, creation of new socio-economic structure and spiritual awakening. In fact global civil society is a social expression of the awakening of an authentic planetary culture grounded in the spiritual values and social experience of hundreds of

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millions of people. The power of authentic culture gives civil society the ultimate advantage. The guiding purpose of global civil society and WSF is neither to capture power by replacing the present power holders in an inherently violent and unjust system nor to advance an ideological agenda. It is to replace the fabricated culture and dominant power relationship of empire with the authentic emergent culture which is the first step of civilizational emancipation and a way to what Macpherson said creative freedom. Its strategy is to accelerate the awakening of cultural consciousness, defending community against empire's political, military, cultural and economic assault.

IMPORTANCE OF THE DEBATE

Globalisation provides the bedrock for global civil society. The continuing struggle between the forces of imperial rule (empire) and democratic rule (community) is a never ending process. Theoretically, the exponent of structural realism views the world as an inherently hostile and competitive place. In this anarchical world, statism, survival and self-help are the only choices that are available to the states. The rational actors have both the rights and duties to seize and hold power by whatever means available to ensure their own security and survival. This gives rise to the authoritarian state. And there emerges a great conflict of self-interests and shared interests of states which tilts the balance of power relation more toward powerful states. The people of the world give their power and authority to institutions that are now using their military and police power in a way that threaten freedom, democracy and security everywhere. Terrorism increased considerably with increase in the level of injustice, deprivation, suffering and sense of exclusion and powerlessness of the vulnerable and dispossessed lot. Perhaps the greatest threat to freedom and democracy in the world today comes from the formation of an unholy



alliance between government and business. This is not a new phenomenon. It used to be called fascism. The outward democratic processes are observed, but the powers of the state are directed to the benefit of private interests. This led to the emergence of various crises in world politics and the present research work is an attempt, on the one hand, to analyse the role of state actors, their strategies, acts and positions in international system that operates in a state of anarchy and the response of global civil society to the frequent rising crisis on the other hand.

The research will attempt to analyse the role of civil society within the 'aid industry'; international development cooperation and also how civil society organisations, engaged in this sphere, struggle to promote human rights and concerns for the people targeted in the programmes. Moreover the research will analyse the ways global civil society exposes the subtle aspects of highly unequal relationships between the developed and the under-developed countries on multiple levels. It will analyse the highly contested and debatable motives behind international aid, humanitarian intervention and the issues of human rights.

Besides, the present study will put emphasis upon the struggle between the forces of global empire on the one hand and the global civil society on the other hand, and the ways global civil society presents a critique to the fabricated culture created by the hegemonic forces of empire. It will also expose the subtle aspects of increasing extremism and exploitation of elite globalisation and the hegemonic powers of world great rivals which are characterised by war, terrorism, intervention, underdevelopment, cultural imperialism, neo-colonialism, poverty, hunger, exploitation of south, incursion and democratic deficit etc.



Furthermore, the study will also analyse the relations between the global civil society and large multi-lateral institutions such as UN, IMF, and WTO. It will focus on the massive democratic deficit that imperils these international institutions and will come up with suggestive measures to make them democratic and accountable.

The study will specially focus upon the role of World Social Forum and other groups within its ambit for the objectives of global justice and global governance and the larger objectives of peaceful coexistence in a cosmopolitan environment where globalisation becomes a binding force rather than an oppressive tool of exploitation.

THEORETICAL DEBATE

In the recent years the concepts like Civil Society, Transnational Actors, and Third Sector etc. have gained much of the space in academic discussions, debates and writings around the world. In the world of ideas, civil society is at peak. It is almost impossible to read an article on foreign or domestic policy without coming across some mention of the concept. Many books and articles have been written by some top ranked social scientists to throw a light on the emergence and role of Global civil society. The following are some of the books and research papers which need a mention here.

David C Kurten's book "*The Great Turning: From Empire to Earth Community*" Berret-koehler publishers, (2007) beautifully analyse the consolidation of power by corporate led globalisation which is the manifestation of Empire. The Great Turning makes the case that we humans are a choice making species that at this defining moment faces both the opportunity and the imperative to choose our future as a conscious collective act. We can no longer deny the need nor delay our response. A



mounting perfect economic storm is fast approaching. A convergence of climate change, peak oil, and the financial instability inherent in an unbalanced global trading system will bring an unravelling of the corporate-led global economy and a dramatic restructuring of every aspect of modern life. Similarly, his, another book "*The post-corporate world: Life after capitalism*" Kumarian Press, 1999, deals with the rise of emerging global resistance movement against corporate globalisation's assault against democracy, community and the natural environment. This book demonstrates the power and natural potential of a radically decentralized community rooted economic system that defines a positive alternative to the ills of both capitalism and socialism.

Helmut Anheier's book *Civil society: "Measurement, Evaluation, Policy"* CRC Press, 2012 deals with the emergence of civil society as a major force in realm of politics, public policy and society in recent years both globally and locally. This book provides a comprehensive and flexible framework for the definition, measurement, analysis and interpretation of civil society based on innovative 'civil society diamond'. This book also presents a precise solution to the issues of how to understand the concept of civil society and where to locate it theoretically and empirically.

John keane's book *Global Civil Society: Old Images, New Visions* Stanford University press 1998 deals with the contradictory forces which nurture or threaten the growth of global civil society. The author criticise the existing world order shaped by economic globalization and feels that world is both too complex and too violent to deserve serious reflection. The book stresses the need for a new democratic way of life.

Furthermore, Ronnie.D.Lipschutz book '*Globalization, Governmentality and Global politics: Regulation for the Rest of Us*' New



York, Rutledge publication (2005) details the rise of non-governmental organisations and movements because of the widespread failure of states and corporations to regulate the impact of increased globalisation. This book beautifully examine the ability and effectiveness of these new movements for tackling key issues like human rights, environmental destruction, unhealthy working conditions, child labour etc. and in performing other social responsibilities. Finally, the book takes a fresh look at what is to be done; calling for a return to politics centred on the direct participation of the individual in the social choices that effect quality of life, working conditions and global future.

Justin Rosenberg's book *The Empire of Civil Society: A Critique Of The Realist Theory of International Relation 1994*, reprint 2001, rejects outright the goals of theorising geo political systems in isolation from wide social structures.

Peter Waterman's book *Social Movements and The New Internationalism*, London, 2004 examines the past internationalism of labours and socialists and the present one of the new radical-democratic social movements. It argues for a new global solidarity. This new internationalism addresses multiple global social problems and democratic movements.

Kate Brenfenbrenner's book *Global Unions: Transnational Capital through Cross-Border Campaigns 2007* analyse the strategy to meet the challenges of globalization through global unions based on mutual understanding through the process of alliances and strategies.

Margaret E. Kork and Kathrym Sikkink's book *Activists beyond Borders: Advocacy Network in International Politics*, Carnell University press 1998 examines a type of pressure groups that has been largely ignored



by political analysts – a network of activists that operate across national frontiers. This book gives a theoretical explanation of the construction and implementation of transnational advocacy network and how they affect human rights, environmental and gender issues.

Dr. Alexis de Tocqueville's book *Democracy in America 1815* analyse the function of political society and various forms of political associations and civil society. This book stresses the need for intermediate groups or voluntary associations in a society for the success of democracy.

Similarly, Alejandra Cola's book *International Civil society* Cambridge polity press 2002, critically and historically examines international spread of social movements. This book also put emphasis on global governance, cosmopolitan democracy and the concept of the end of sovereignty. This book makes a theoretical case for the importance of social movements.

Besides, other books on the topic includes Antonio Gramsci's *State and Civil society 1971*, Herbert Marcuse, *One Dimensional Man*, Adam Ferguson's *An Essay On The History Of Civil society 1995*, Harold D Lasswell's *Politics: Who Gets What, When and How 1936*, Hannah Arendt *The Human Condition 1958* and J.L. Cohen and A. Arato *Civil Society and Political Theory (1992)*.

Apart from the above books, the resource from many discussion papers, Articles and Thesis of various authors on the topics has been taken into account such as *Global civil society: A path ahead* by David C Korten, *Global civil society* by Mary Caldor and John Keane's article *Global Civil Society*. However all these works needs to be properly incorporated to make the research work more relevant and sound and is to be made use of especially in the context of recent global crisis and the changing developments of Third Sector (Global Civil Societies) in World politics.



THEORETICAL PROPOSITIONS

1. An extensive global associational revolution is good for the strength of democracy, development, peace and human security.
2. Civil society as a major force is a resistance to the international system currently operating in the world particularly to its attributes of economic globalization and is a key terrain of strategic action to construct an alternative social and world order, that is, global governance based on the principle of global justice.
3. Globalisation helped the reinvention of lost identities. If it universalised exploitation process, it also unified the dissenting voices across the globe which gave birth to civil societies.
4. The guiding purpose of global civil society is not to capture power but to replace the fabricated culture with the authentic emergent culture and to make cosmopolitan relations strong by using its productive power. WSF is successful in shifting the focus of public attitude toward the broad conception of social relationship at the individual, domestic and global level.
5. Civil society and WSF are seen as a strong weapon on state's repressive power and also to some extent on UN decision making process. It represents those channels of communication and information which is otherwise blocked by mainstream and media.
6. The emergence of World Social Forum as a potential force against neo-liberalism led globalisation has bred the consciousness about the prevailing forms of injustice at global scale and provides an alternate world full of promises of global justice and cosmopolitan democratic world order.



METHODOLOGICAL APPROACHES

In the present work historical and analytical methods will be used to proceed with the research work. The present work will be dealt at three levels in terms of methodology. (a) Conceptual study of the nature and role of Global Civil Society in relation to global political economy. (b) The description of the working of neo-liberalism led globalisation within international system and its bearings on vulnerable and weaker sections of societies across globe. (c) And the third would be analytical, analysing the nature and implications of interfaces between political economy of globalisation and neo-liberalism within its different manifestation with global civil society particularly focuses on WSF. In doing so, both the primary and secondary sources of data collection will be taken into consideration. The reports of various organisations and forums like WSF, AI, Asia Watch, WB etc. will be made use of as a source of primary data. On the secondary sources, the major works on the topic will be taken carefully and critically. The works of top writers and intellectuals in the relevant field will be duly consulted. The material will be collected from different sources like digital libraries, references, magazines, newspapers and articles etc. Moreover, the publications and reports of World Social Forum, Amnesty International and Asia Watch will be taken due care of.

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INTEGRATED MARKETING COMMUNICATION IN SMALL AND MEDIUM INDUSTRIES IN TAMILNADU

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Introduction

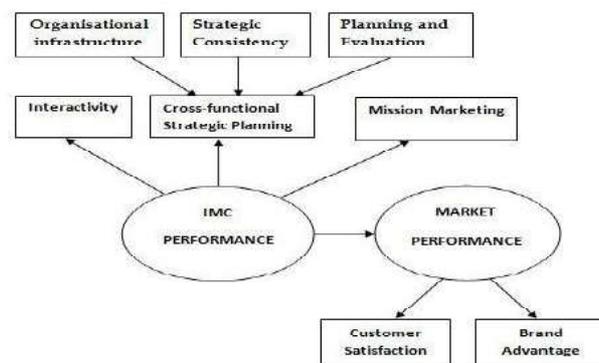
For many years, the promotional function in most companies was dominated by mass media advertising. Companies relied primarily on their advertising agencies for guidance in nearly all areas of marketing communication. Most marketers did use additional promotional and marketing communication tools, but sales promotion and direct marketing agencies as well as package design firms were generally viewed as auxiliary services and often used on a per-project basis. Public relations agencies were used to manage the organization's publicity, image, and affairs with relevant publics on an ongoing basis but were not viewed as integral participants in the marketing communications process. IMC is the process of developing and implementing various forms of persuasive communications programmes with customers and prospects over time. The goal is to influence or directly affect the behavior of the selected communications audience. In sum the IMC process starts with the customer or prospect and then works back to determine and define the forms and methods through which persuasive communications programmes should be developed."

The primary goal of IMC is to affect the perception of value and behavior through directed communication. The development and diffusion of IMC is closely associated with fast technological advancement and of a



rapidly globalizing and deregulations of markets and individualization of consumption patterns. This has emphasized the need to adjust objectives and strategies to changing marketing and communication realities. From this point of view, communication has to move from tactics to strategy. In the rapidly changing and highly competitive world of the twenty-first century only strategically oriented IMC can help business to move forward. The marketing environment has changed dramatically in the last two decades. Media fragmentation and the need for more cost-effective and efficient marketing has apparently changed the way marketers approach the task of marketing and marketing communications.

Companies are forced to change the way they organise and conduct their marketing communication activities and seemingly led to more integrated approaches (Kotler & Keller, 2006; Shimp 2003; Kitchen & De Pelsmacker, 2004).



Review of Literature

From research conducted with SMEs (Low, 2000; Fam, 2001; Reid, 2005) it seems that the characteristics of these types of companies might have a strong influence on the implementation of IMC. SMEs tend to be flexible and non-bureaucratic. They have limited capital managerial



resources; marketing power and access to networks (Knight, 2000). Their marketing is likely to be haphazard, informal, unstructured, spontaneous and reactive (Gilmore et al., 2001). The early literature suggested that IMC was likely to be more relevant to SMEs than other types of business (Schultz et al, 1993; Nowak & Phelps, 1994; Low, 2000). These early recommendations have not been pursued assiduously by researchers. Thus there seems to be a gap in the burgeoning literature of IMC and in relation to a highly important sector of national economies. There thus seems to be an imperative to explore the emergence of IMC in SMEs. Given a scenario of increased globalisation, media fragmentation, technological sophistication, and consumer recognition of marketing communications techniques, no business in the world is immune or protected from these trends. SMEs are not immune to these trends. Also, given that they are located everywhere, and have access to the world wide web, they can also communicate anywhere in the world. They are under a financial and indeed survival imperative to ensure that they communicate effectively with target markets, and that these markets respond in behavioural (i.e. sales) terms (Knight, 2000; Gilmore et al., 2001). In addition, SMEs have increased in importance recently and their unique characteristics, and the development and implementation of IMC in these organisations, warrant more detailed investigation (McCartan-Quinn & Carson, 2003; Burns, 2001). Hence, the purpose of this study is to research how relevant, applicable, and operational IMC is to SMEs.

Duncan and Moriarty (1998) offered a set of criteria that successful companies are using to integrate their marketing communication activities. The criteria identified by them offer a valuable theoretical framework consisting of ten drivers falling into one of three integration categories namely corporate focus, institutional processes, and infrastructure.



According to Duncan and Moriarty (1998) the integration that results from the implementation of the drivers includes customer retention, interactional, ongoing communication, the expansion of marketing beyond the marketing department to the whole organization, and improved brand equity

Need for the study

- Reduced faith in mass marketing as marketing communication channels fragment and consumer brand and media loyalties diminish
- Increasing reliance on more highly targeted marketing communication methods to reflect a growing “relationship marketing” orientation.
- Loss of learning and knowledge regarding consistent promotional strategy and market experience.
- Increased efforts to measure and improve marketing communication return on investment
- There is limited empirical evidence supporting IMC outcomes, which may be a constraining the acceptance of IMC in boardrooms and practice of IMC by organizations. (Duncan and Mulhern 2004)

Objectives

- To evaluate the impact of IMC performance on the market performance of an Organization.
- To determine the other factors influencing the level of IMC achieved.
- To suggest the successful implementation of IMC for the benefit of an Organization



The study was carried out to determine the impact of IMC performance on market performance in small and medium scale industries in Tamilnadu region. This study also identifies the other factors influencing the level of IMC achieved. Study is descriptive in nature. The primary data was collected using a questionnaire method prepared with respect to the objective of the report. Secondary data regarding the industry, IMC and market performance were obtained from various sources such as Internet and Books. The sampling units are Sales Managers, Marketing Managers, Marketing communication Managers, Advertising Managers and Brand Managers of small and medium scale industries in Tamilnadu. The target population of this research is small and medium scale industries in Tamilnadu. The survey was conducted on 103 respondents from various organizations in Tamilnadu. Single stage cluster sampling method is used in the research.

Measures

This study used existing scales to capture the data on the IMC process, brand outcomes and customer satisfaction. A modified version of the Duncan-Moriarty IMC mini audit (Duncan and Moriarty 1998) was used to capture information on IMC process. IMC items were measured on a five-point scale (1 = strongly disagree, 5 = strongly agree).

Market performance and orientation was measured using a validated 19-item scale employed by Conduit and Mavondo (2001) in their study on internal customer orientation and its relationship with market orientation (1 = strongly disagree, 5 = strongly agree). The external market environment scales were drawn from the research undertaken by Gray et al. (1998) and included questions on customer, competitor, and technological turbulence, as well as market opportunity. Interactivity, mission marketing,



cross functional strategic planning, brand advantage and customer satisfaction were also measured using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). Similarly, the performance measures were drawn from the research by Gray et al. (1998) and were modified for use in a brand outcomes context. The nine items included four perceptual items related to relative sales and profitability, four items related to relative customer brand equity, and one item related to relative channel support for the brand. All perceptual-based items were measured using a five-point scale (1 = very much less, 5 = very much more). Other items in the questionnaire sought information on respondent characteristics, company characteristics, and brand position and objectives, as well as on the size of the marketing communication budget.

Analysis and Interpretation

Regarding demographic detail of the study, majority (55.3%) of respondents are holding the designation of marketing manager with an average experience of 4 to 6 years. Majority of them are male between an age ranges of 35 to 40.

The majority of industries responded are performing as a market leader in their sector and their brand objective is to grow in the existing market and secondary is to expand into new markets. Their objective is firmly supported by the annual marketing communication budget allocated. Majority of organization spend more than 25 lakh annually to succeed their communication plan



Table 1: IMC Performance Vs Planning & Evaluation

		IMC performance	Planning & Evaluation
		1	.836**
IMC performance	Pearson Correlation		
	Sig. (2-tailed)		0
	N	76	76
Planning and Evaluation	Pearson Correlation	.836**	1
	Sig. (2-tailed)	0	
	N	76	76

Hypothesis

H1: IMC Performance has positive association with organization planning and Evaluation

Interpretation:

Since $r = 0.836$ (which is $> .05$) the variables IMC Performance and Planning & Evaluation are highly correlated. i.e. hypothesis is accepted .

Regression Analysis

IMC Performance Vs Market Performance:

H2: There is positive association between IMC performance and market performance

Table 2: IMC Performance Vs Market Performance

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model	B	Std. Error	Beta		
(Constant)	2.062	0.607		3.396	0.001
Overall IMC	0.517	0.121	0.446	4.286	0



Regression Equation: $Y = A + BX$

Market performance = 2.062 + 0.517 (Overall IMC performance)

Interpretation:

As the significant value is less than 0.05, therefore hypothesis is accepted. Hence there is a positive association between IMC performance and Market performance. If IMC performance is increased by 1 then market performance gets increased by 0.517 times the IMC performance.

Customer Satisfaction Vs Interactivity:

H3: Interactivity is positively associated with customer satisfaction

Table 3: Customer Satisfaction Vs Interactivity

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	2.095	0.657		3.19	0.002
Interactivity	0.489	0.135	0.388	3.625	0.001

Regression Equation: $Y = A + BX$

Regression Equation: $Y = A + BX$

Customer Satisfaction = 2.095 + 0.489 (Interactivity) Interpretation:

As the significant value is less than 0.05, therefore hypothesis is accepted. Hence there is a positive association between Customer Satisfaction and Interactivity. If Interactivity is increased by 1 then customer Satisfaction gets increased by 0.489 times the Interactivity.

IMC Performance Vs Interactivity:



H4: IMC performance is positively associated with interactivity

Table 4: IMC Performance Vs Interactivity

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.939	0.568		5.173	0
Interactivity	0.51	0.117	0.453	4.371	0

One way ANOVA: Educational Qualification Vs Inter-functional Co-ordination

Regression Equation: $Y = A + BX$

IMC Performance = 2.939 + 0.510 (Interactivity) Interpretation:

As the significant value is less than 0.05, therefore hypothesis is accepted. Hence there is a positive association between IMC performance and Interactivity. If Interactivity is increased by 1 then IMC Performance gets increased by 0.510 times the Interactivity.

H5: Educational qualification of the employee influences inter-functional co-ordination

Table 5: Educational Qualification Vs Inter-functional co-ordination will lead to effective marketing communication

	Sum of Squares	Df.	Mean Square	F	Sig.
Between Groups	4.452	1	4.452	5.023	0.028
Within Groups	65.588	74	0.886		
Total	70.039	75			



Interpretation:

As the significant value is less than 0.05, educational qualification influences the preference of inter functional co-ordination that leads to effective marketing communication. Hence educational qualification plays a strong role in determining whether inter functional co-ordination leads to marketing communication or not.

Key Findings

- Major finding of the study is that there is a positive relationship between IMC performance and market performance of small and medium scale industries.
- Customer Satisfaction has a positive association with Cross functional strategic planning (Interactivity, Mission marketing & Organizational Infrastructure) and also with IMC performance.
- Sales Performance has a positive association with Interactivity, Organization infrastructure and Strategic consistency.
- Majority of the respondents strongly agreed that marketing communication efforts depends on annual budget & effective marketing communication efforts depends on budget change.
- Majority of the respondents agreed that there is customer turbulence in the market.
- Inter-functional co-ordination is vital in IMC. It will lead to effective marketing communication.
- Majority of the respondents strongly agreed that there is a plenty of opportunity in the market.



- With the help of correlation analysis we find that IMC performance is highly correlated with planning & evaluation and so with strategic consistency

Suggestions

- Since there is a positive relationship between IMC performance and market performance, the organizations can use the IMC strategy to penetrate the new market and new area.
- Think customers first. Wrap communications around the customer's buying process. Identify the stages they go through before, during and after a purchase. Select communication tools which are right for each stage. Develop a sequence of communications activities which help the customer to move easily through each stage.
- Focus on a clear marketing communications strategy. Have crystal clear communications objectives; clear positioning statements. Link core values into every communication. Ensure all communications add value to the brand or organisation.
- Start with a zero budget. Start from scratch. Build a new communications plan. Specify what company needs to do in order to achieve its objectives. In reality, the budget allocated is often less than ideally needed, so managers may have to prioritise communications activities accordingly.
- Build relationships and brand values. All communications should help to develop stronger and stronger relationships with customers. Ask how each communication tool helps to do this. Remember: customer retention is as important as customer acquisition.



Conclusion

This descriptive study sought to answer questions related to understanding how IMC might be evaluated in organizations, and whether successful implementation of the principles and processes of IMC might result in positive brand outcomes. Specifically, this research employed a modified version of the Duncan-Moriarty IMC mini audit (1997) as a basis for evaluating the IMC process in organizations and as a basis for considering how the IMC process was related to brand outcomes as measured by customer satisfaction, and brand advantage. Furthermore, the research sought to identify characteristics of organizations and the market environment that may be correlated with the IMC process. The findings suggested that IMC process had a significant and positive relationship with brand outcomes, and that market orientation, competitive turbulence, and the size and type of the organization were correlated with the implementation of the IMC process.

A concluding remark is that the concept of IMC is dominated by a simplified and insufficient theoretical perspective and handled by professionals with skills on a technical and tactical level. This indicates that there is a gap between two cultural, intellectual and empirical spheres. It is a matter of common interest for academics, professional schools and practitioners on strategic and tactical levels to close the gap in order to move IMC from tactics to strategy. This can be achieved by international research and reconsidering educational programs regarding management, marketing and marketing communications.

Scope for further research

This study has been conducted in small and medium scale industries in Tamilnadu, India. This research can be further extended to include small and tiny industries where the inter-industry variations can be studied.



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CULTURAL ANTHROPOLOGY OF CHENCHU TRIBE

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Introduction

Cultural anthropology can help you understand culture's contribution to the security and well-being of individual humans and to humanity as a whole. The cultural world is now so complex and people are so interconnected and inter-dependent that cultural understanding has become an essential survival skill. Cultural understanding matters because culture is a tool that people use to exercise power over other people and solve human problems. Anthropology is the most holistic academic discipline. Cultural anthropologists need to be both scientists and humanists, because they examine any and all aspects of what people think, make, and do everywhere in the world, from the beginning of time into the future (Bodley, J. H., 2011).

India has the largest concentration of tribal people anywhere in the world expects perhaps in Africa. Today tribal groups constitute more than eight per cent of India's one billion plus population. The tribal lives in a wide variety of agro-climatic and geographical conditions spread across the length and breath of the country (P. R. Kyndiah, 2009). Chenchus were identified and listed as a 'Scheduled Tribe' in the southern state of Andhra Pradesh, India, in the year 1956. The Chenchus are one of the aboriginal tribes of Andhra Pradesh. The Chenchu tribe was recognized as one of the primitive tribal groups in 1975 (GOI, 1985-90). A very few references made about them by the administrators who were engaged in collecting



monographic data on the tribes and castes of India (Bhowmik, 1992). There are different and varied explanations about the origin and derivation of the name Chenchu. Manusmriti makes a mention of a tribe Chenchus and treats the same on par with Andhra, Presumably, they are the same as the Chenchu of today. The word Chenchu also means a person living under a tree (*chettu*), which has much ecological significance. Another version relates to the term to the chenchu habit of eating mice (*Chunchu*). Literally 'Chenchu' is a person who lives under a 'chettu', i.e. a tree (Meera & P. Chenchelgudem, 2004).

Methodology:

The present study is focused on two sub-groups of Chenchus namely *Adavi* Chenchu and *Uru* Chenchu. In the field area majority of Chenchu population belong to the former sub-group, and very less number of people belong to the later group. The study is Qualitative in nature, micro level field survey and carried out in Chintala and Palutla villages of Prakasam district, Mannanur and Bapanpadu villages of Mahabubnagar district, Kottalacheruvu and Peddacheruvu villages of Kurnool district, B.K.V.Palem and Bothukulapaya villages of Guntur district, totally eight chenchu settlements were selected in four districts where the concentration of chenchu population is more, on the basis of purposive sampling. The data, was collected by using the conventional Anthropological methods like observation (both participant and non-participant), schedule, Interview, Interview guide. Field notes and diary, Focus Group Discussion, case study, etic and emic approaches were employed to collect the empirical data from the respondents.



Cultural aspects and discussion

Dress and Ornaments:

In olden days chenchus clad themselves in jungle leaves and this type of dress lingers still in the memory of the present generation which is occasionally donned at dances, and survives in a phase of the marriage ritual. Leaf – clad chenchus have been mentioned by early observers, but even at the beginning of this century E.Thurston(1909) writing of the chenchus says that “ leafy garments have been replaced by white loin-cloths and some of the chenchu women have adopted the *revike* (bodice) in imitation of the female costume of the plains”. In Andhra Pradesh, the chenchus have adopted the style of dress current among the peasant peoples of the plains. At present both men and women wear cloths and ornaments bought from weekly markets or cloth *vendors*, and with the growing intercourse between jungle and plains folk stimulating the demand, these new commodities constitute a continual drain on an economy which is ill suited to any but the smallest cash expenditure. Leaves were certainly not only cheapa but probably more hygienic than cotton cloth. Which is so *rarely* changed and when *drenched* with rain is allowed to dry on the body. But whatever its advantages may have been, it would be an utopian attempt to try and reintroduce the original type of dress, which was probably discarded in the face of the derision it evoked among outsiders.

At present, the every day dress of the chenchus man consists of a waist-string(*moltadu*) made of twisted fibre and a small piece of cotton cloth (*gochi batta*), five or six inches wide. Which is passed between the legs in such a way that it holds the private parts in a kind of bag, the ends falling loosely over the waist-string like a small apron in front and at the back. No special cloth is *banqat* for the *Gochi Batta* but women tear strips



from their sari to provide their men folk with this *most essential* garment. When it is cold, the chenchu wraps himself in a cotton cloth and this he uses alternatively twisted round the head as a turban, but some men possess two cloths: a body cloth (*Pei Batta*) and a turban (*Rumal Batta*). The younger men twist narrow lengths of cloth (*kash-koka*) round their waists like a cummerbund when they go visiting or attend dances or ceremonies such as marriages and these are generally white with fringed and coloured ends.

Majority of the chenchu men have broad leather belts in which to stick their knives and these generally have small pouches attached, though separate leather pouches are some times worn slung over the shoulder on a leather thong. Both these articles they buy from leather worker belong to madiga caste of plains. The chenchu youth currently wear shirts and trousers. The chenchu men generally wear a few simple rings, which are the only ornaments. In the helix and robe of the ears, man some times wears small rings of brass, white metal or silver, but the chenchus who live near by Krishna river it is fashionable to hang fine chain *pedants* loaded with coloured glass in the lobe of one ear. Some men wear copper spiral finger rings as talismans against angry bees in the belief that they have the power to prevent bee stings from swelling.

The chenchu women have adopted the clothes of the neighbouring peasant castes. They wear a choli or bodice, a sari, and under the sari a short, generally rather ragged piece of cloth, which they keep on even when bathing. The *Choli* is a skimpy, short-sleeved bodice, which is bought readymade and fastened over the chest by knotting the two ends together. It completely covers the breasts, but leaves bare a broad band of skin round the waist above the sari. The old women who wear no *choli*, but



cover the breasts with the folds of the sari, knotting the two corners of one end *even* the shoulder.

The chenchu women's ornaments are more varied than those of men, they are of little value, poor in quality when compared to those worn in plains, and poor in quantity when compared to the ornaments of other aboriginal tribes, they are nevertheless treasured by the chenchus and even the poorest girl has a few strings of beads to hang round her neck and couple of glass bangles for her waists. In olden days women made most of their ornaments themselves. Generally, majority of women wear glass beads of manifold colouring and shape strung in necklets, collars and necklaces. Rich girls and women have many strings, some fitting tightly *round* the throat, others hanging down to the breasts, but poor women and those mothers who have bequeathed most of their necklaces to daughters have of ten to be content with one or two strings.

Almost all, chenchu women wear bangles. Aluminium and lead bracelets are the most treasured, those are broken circles of metal which a woman wears all her life, even when she is widowed. A rich woman has four, two on each arm, and in addition as many glass-bangles in red, yellow blue or green as she can collect. Chenchus are practical people and they do not choose the elegant and fragile varieties so often seen in the plains, but select bangles that are fairly solid and will stand a certain amount of hard wear. Broad rings of aluminium, copper and silver are also worn in fingers and toes.

All the chenchu women have their ears pierced and wear small rings of various metals in the lobes, and some have the nostrils perforated and wear nose -studs of aluminium, brass or silver. The piercing of the ears is done with a thorn in childhood, and though girls often perform the



operation of each other, it is equally often done by the mother. There is no special time or age assigned for the piercing of the ears and nostrils, and it is sometimes carried out before the girls have the necessary ornaments and then the holes are kept open with small splinters of wood.

The chenchu children use flowers as personal ornaments just as little as the chenchu adult, but perhaps this is due to the fact that jungle flowers fade rapidly when plucked. In the hot weather men as well as women adorn their hair knots with the yellow flowers of *Gmelina arborea* or loop the long stemmed water lily round their shoulders while they bask in the sun after bathing, and in the rains the heads of small woodland flowers are sometimes stuck in nostril or ear-lobe, but such flowers are only used when the chenchu comes across them blossoming in his path, he will never go out of his way to search for flowers to adorn his person. A few rich chenchu women at present wear the gold and silver ornaments like that of the plains. The chenchu has borrowed almost every thing they wears from the plains people, and the present-day clothes and ornaments have therefore no significance in their own culture.

Food Habits:

Their staple food is *Ambali* (gruel) or *roti*, prepared with Jowar flour. Occasionally they eat rice, and *sankati* (a pasty preparation of cooked millet and liquid curry), with *Pulusu*. Quite often they prepare 'Ganji' which is eaten mixed with some boiled rice or cooked millet or taken as such 'Saddi' or *Ambali* is a semi-liquid dish prepared with nookalu (broken rice) and powdered sajjalu (bajra) or Jowar or Ragulu. From this 'sankati' also prepared – *pulusu* is prepared by boiling tamrind, chillies and salt in water and also by boiling meat along with the above items. Kurnool manual States that the chenchus do not boil the meat, but heat it over the fire and

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eat. Now they have learnt to boil the meat with some water after adding salt and chillies. Fish is also cooked in the some manner-some families have learnt to fry meat or fish in edible oil.

Vegetables like tomatoes, anglegrams, brinjals, gourds, beans, chillies are grown in the back yards and consumed after cooking. In addition to these vegetables they eat the wild vegetables like 'Mulakkayal' (drumsticks) Adda chikkudu kayulu (wild beans) "Ustikayalu", Modapikkalu as are available in the forest.

During the lean period, they subsist on 'Mohua' flowers which are preserved in big pots. They eat these flowers, besides distilling liquor out of them. Some chenchus prepare a type of "Kudumu" with this flower (steam-boiled Idli like preparation) which is called "Ippa Kudumu". Some Ippa flowers are mixed with honey and 'Ragi' flour, water is added to this mixture to turn it into a thick paste. The earthen pot in filled with some water. Sticks are placed on the water in the pot over with some glass is kept. The flour paste is made into small balls and kept on the grass after which the pot is transferred to the hearth. After boiling for some time "Ippakudumu" is cooked soft and ready for eating.

During tamrind season (January-Feb), the dried branches of tamrind trees are burnt to ashes. This ash is collected and preserved in an earthen pot. Tamrind fruits are fetched and the shells and seeds are removed. The deseeded tamrind is then mixed and kneade with the tamrind ash and eaten. The dish is known as "Chintamudda". They also made "Karmmudda". With Red Chillies and Garlics, which is mixed in rice and eat.

Occasionally they go out for hunting with bow and arrow to shoot down the animals and birds like rabbits, peacocks , Jungle fowls, doves,

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jungle sheep, parrots, partridges, squirrels, wild pig (Adavi Pandi) 'Jemudu kaki' mungisa, deer, kaditi etc. Beef eating is taboo to chenchus. They also eat the meat of 'Konda Muchchu' (langoor). If a big animal is hunted, it is cut into pieces and the meat is sundried and stored in earthen pots for future use. They also catch a variety of fishes like "Jalla", veluga, Malugalu, Pakkalu, Korameenu, Koradudu, Ulasul, etc. Most of them are used for household consumption. Sometimes, they burn fish in fire and eat. 'Jalla', Pakki and other varieties of fish are available in large number. These fishes are dried and stored in earthen pot for future use.

A characteristic feature of a food gathering tube like the chenchus is that, they do not bother much about storing food for the rainy days. They live a hand-to-mouth existence. Hunger is satisfied with whatever food they can lay their hands on during the day. Whenever, they feel hungry, some tubers or fruits or leaves are collected or some animal or bird is hunted with the help of bow and arrow and eaten. However, in modern time, some of the chenchu peasants are preserving the grains in granaries for future use while returning from forest work they carry some fruits or tubers or sometimes fish and a bundle of firewood, instead of coming empty handed.

Chenchus are very fond of drinking and smoking. Their liquor is distilled from 'mahua' flowers. They collect mahua flowers in the months of March, April and May and store them after sundrying in a pot. Another type of liquor is made with Jaggery and '*tummachekka*' (bark of acacia tree) in absence of mahua flowers. 'Mahua' flower is also called 'Ippa' flower and hence the liquor distilled from this flower is known as 'Ippa Sara' Jaggery is known as 'bellam' and hence the liquor prepared with bellam is called 'bellam sara'.



Traditional Method of Liquor Preparation:

To distil liquor from 'mahua' it requires mahua(ippa) flowers, tummachekka (bank of *acacia*) and a distilling apparatus, which is made by making use of two unequal earthen pots, which are connected by a bamboo conduit pipe. The whole arrangement is made air-tight. 'Mahua' flowers are soaked in water for one night. Next day, the powder of tummachakka in mixed with these 'mahua' flowers and the mixture is then kept in the bigger, pot called 'bana'. The smaller one is known as 'kadava'. A small hole is made at the neck of the 'kadava' which is closed with a small piece of cloth. The 'bana' is placed on the hearth and the 'kadava' on the stones kept at a lower place. These two pots are connected by the slanting bamboo conduit. The mixture in the 'bana' is heated with fire. The vapour produced in the 'bana' passess through the bamboo conduit –pipe into the smaller pot, 'kadava'. Thus, kadava is filled with vapour. Some water is poured in the 'kadava' so as to cool it and convert the vapour into liquid. Sometimes they keep a moistened cothes on it. After sometime a smaller splinter with a piece of cloth tied at the end is inserted into the hole of the 'Kadava' to test whether the vapour has changed into liquid or not. In this way 'Mahua' liquor is prepared.

To prepare 'bellam sara' the ingredients required are bark of acacia asnd Jaggery. The bark of acacia is available locally. Some jaggery is added to the water soaked bark of acacia and distilled in the retorts which are arranged in one corner of the house or in a separate house meant for the purpose. The arrangements of the pots and distillation are similar to that of 'mahua' liquor. The women-folk and grown-up children assist the male members in distilling the liquor.



The yield of liquor from 'mahua' flower is higher when compared to Jaggery distillation. Mahua liquor distillation also involves less expenditure than that of Jaggery distillation. There is a market for this liquor as it attracts plain people of the near by villages. Chenchus distil liquor both for domestic use and commercial purpose. It was mentioned in the Census of India 1961, Vol.1 that "prior to introduction of prohibition, the plains people used to distill liquor in their own villages. But after prohibition, the production has decreased due to the fear of raids by prohibition staff. Consequently the boot leggers turned their attention towards interior chenchu gudems where there are ample facilities for liquor distillation and the chances of encountering the prohibition staff were much less as these are inaccessible. This change considerably affected the economy of the chenchus. The demand for liquor increased due to the rush of plains people to the chenchu gudems. Some chenchus turned themselves as full time liquor distillers. Some plains people encouraged the idea by manufacturing liquor in large quantities by advancing them money and materials, besides finding them ready markets to dispose of the stuff".

It is evident that the chenchus were induced to distil liquor and sell it at the behest of the plains people. The prohibition staff may not be very strict towards the chenchus. According to the 'Madras Akbari Act' which was formerly applicable to chenchu areas of Srisailam side by the river Krishna, a tribal can drink and it is not an offence, if he is found in a State of drunkenness. Generally, most of the households distil liquor for personal consumption. To chenchus, a feast, on whatever liberal scale, the food is arranged, is not complete without supply of liquor. Even infants take a small share of it during the banqat. Both men and women are habituated to drinking. It is as if their elan vital. On occasions like marriage, death,



child birth etc. relatives attending the ceremonies demand liquor. During the settlement of the local disputes, the offender is required invariably to satisfy the tribal elders with liquor. Thus, liquor plays an important part in every activity of their life.

Habit of smoking is also quite common both among men and women. They smoke beedies and cigars made from Country tobacco, purchased at the weakly market (shandy) or local cooperative stores. Chewing arecanuts, betel leaves and tobacco are also quite common among the chenchus.

Material Culture:

Once the Chenchus led nomadic and semi nomadic life. When moving house, the couple (wife and husband) can carry with them all the materials they possess, but this mobility, certainly advantageous so long as the Chenchu retains his semi-nomadic mode of existence is gradually disappearing, and with a more settled life and the growing contact with peoples of superior material culture with whom he can barter goods of foreign manufacture the number of his possessions is on the increase. Even then, his feeling for property is still undeveloped and he seldom holds anything in his keeping which is not of immediate practical use to him in his struggle for existence.

The main implement of Chenchu economic life is the digging stick. We can describe Chenchu culture as a "digging stick culture" for without this tool they would soon be reduced to starvation, with this sharp point a Chenchu loosens the surface of the rocky soil and unearths the roots and tubers which form the staple food to him, and those who sow grain use the digging stick to dibble the seed.

The digging stick locally called as "*Karra Kamma*", which generally consists of two parts: the wooden or bamboo shaft of two feet long and the



iron spike, with which the shaft is tipped and it is obtained from blacksmiths of the plains. The spike is either inserted into a hole made in the head of the shaft, which is secured against splitting by bindings a jungle fibre, or it is laid in a groove along the side of the shaft, where it is held in position by a broad iron ring. This tool is some times made of bamboo or wood, the ends sharpened with a knife. It is used by both men and women.

In olden days, when hunting played a greater role in replenishing the Chenchus food supply and thus occupied more of men's time, the division of labour between men and women may have been more pronounced, but currently men go out with their digging sticks in exactly the same way as women.

Usually, hunting has always been a definitely male profession, and the bow was once the most essential item of a man's possessions. The young men often carry bow and arrows when they set out for the forest, they rarely hunt and many Chenchus can no longer trust their aim when they have an empty stomach. The tool bow is a simple one, the stave is made of spliced bamboo, the back convex and the belly flat. The average length of a bow is 44-52 inches, with a thickness at the centre of 2-2½ inches gradually tapering to one inch at the horns, which are notched singly or doubly about 2½ inches from the tip. The stave is not reinforced by any substance and the segments of the tail – skin of the Indian monitor with which some chenchus decorate the stave are neither intended as strengthening nor as tallies of successful kills.

The bow is a string with a slender rigid splinter of bamboo, a little less than ¼th inch broad, 1/16th inch thick and about 7 inches shorter than the stave to which it is harnessed with a cord of deer sinew. This cord is made from the sinews of a newly slain deer, which should be worked while

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still fresh and supple, though later they may be rendered equally pliable with a little water: short strands of shredded sinew, that have each been rolled against the thigh, are looped over one of the horns, and the ends slip knotted on to the string 3 inches from the end, the string is nicked on the underside to prevent the knots from slipping when the sinew loops, generally five or six, have been looped over the horn and fastened to the string, they are rolled together between moistened thumb, and fore finger into a cord, which is strengthened where it rubs the back of the stave at the notches and pinned to either side of the string midway between the head and nick by sinew bindings. A temporary wedge is used to Jack up the sinew loops over the stave during the processes of knotting and binding, which with each successive row held firm under the right thumb and each coil regulated by the right fore finger is extremely rapid and sure.

On the occasion, when actually in search of game, the Chenchu carries his bow in the hand unstrung, together with four or five arrows. To string the bow, he rests one horn on the ground, the stave upright and the belly towards him, he grips the upper horn with his left hand and while pulling it towards him, presses the belly of the stave outwards with the sole of the right foot, until he is able to slip the sinew harness into the notches of the horn. In shooting the stave is grasped with the three last fingers of the left hand, the thumb across the belly at right angles, and held some times horizontally but generally perpendicularly with the arm outstretched. The arrow is placed on the left of the stave, resting in the fork of thumb and fore finger of the left hand. The three middle fingers of the right hand are used to draw back the string, the arrow shaft being held lightly between the second and third fingers, the nock resting in the string, which is then rapidly drawn and sharply released, the thumb plays no part in drawing the bow but is generally employed to hold spare arrows.

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The Chenchus have five different types of arrows and through they assert that at least two of these varieties are now only used by children their very existence today seems to indicate their former use in hunting. All arrow have cylindrical bamboo shafts about 25 inches long, and a diameter of perhaps $\frac{1}{4}$ inch, they are feathered with three, some times four triangularly cut wings, which are set radically to the shaft attached with resin and secured for the whole length of the feathering with bindings of mill thread occasionally these feathers are given a slight spiral twist. They prefer to wing their arrows with vulture *feathers*, which are said to be strongest and swiftest in flight, but if they can not vulture, they will use those of peacock or jungle fowl. The neck of the arrow is *scooped* out of the butt and well rounded.

Out of the five types of arrows three are metal tipped. The triangular or leaf shaped '*villu ambu*' described as "female" the simple spike "*guka*" described as "male", and the blunt headed *kola*, which aimed at trunks of trees acts as a decoy by starting small animals hiding in the foliage. The metal tips are made by the chenchus themselves from pieces of iron taken from the digging stick points, these are hammered into shape after having been softened by fire, and then bent round the shaft heads previously smeared with the resin of the *tangri* tree, so as to form a rough socket. Arrows with out iron heads are not used to any great extent. The *ramalu* has the head of the bamboo shaft sharpened by knife into a point, while the *bota kola* is used for knocking art small birds without completely disrupting them a has a pear- shaped head fashioned from the natural knot of the bamboo.

Since last three decades the bow has partly been replaced by gun of an old muzzle – loader type, bought from traders in times of prosperity. There are now days one or two of these guns in every chenchu gudem, but

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owing to the difficulty of procuring powder and to the restrictions which the forest laws impose on hunting they are not used to any great extent. During dances, however these guns are brandished in the same way as the traditional bow and at certain ceremonies, such as the memorial feast some weeks after a funeral, a shot is fired into the air in honour of the dead. The chenchu uses a small receptacle of coconut lusk for carrying and storing gun powder, and measures the ingredients of the explosives on a miniature pair of beam scales whose wicker – work pans are hung on triple fibre strings.

Apart from digging stick, bow and arrow, every chenchu man possess axe (*goddali*) and a small knife (*Surakathi*) and he seldom leaves his village, whether to visit other neighbouring gundems or to roam the forests in search of food, without the axe hooked over his shoulder and his knife, some times in a leather sheath (*wora*) at his waist. The axe, with its heavy iron handle holed head and wooden or bamboo handle, is used for felling trees and lopping jungle growth, while the straight bladed knife is employed for purposes such as house - building, splicing bamboo for basketry, and carving up the carcasses of animals slain in the chase. Although both the iron axe, which is hafted by the chenchu himself and the knife obtained ready made in the plains are goods of foreign origin, they form today an integral part of a chenchu's equipment and constitute some of the few articles of inheritable property. Some chenchus possess, moreover, iron sickles, which they use for cutting grass. At present some chenchu peasant have the implements of wooden Plough, Crowbar, Spade and *Tolika* (small spade) which they regularly use in their agricultural operations. A few chenchu families have bullock carts, which they use for transportation of fire wood, and agricultural produce.

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Honey collection is one of the chenchu's traditional occupation, for this they uses various types of rope and cord. In scaling cliffs to reach the combs of rock bees they use a thick rope about 3 inches in diameter which is stout enough to bear a mans weight, this called *serimoku* and is manufactured from twined strand of fibre of the *narepatree* or *Addplant*. The *naratarpa* is broad strand of fibre with a bamboo spike attached to one end and is used for hanling up the honey comb when it has been detached from the face of the cliff by a wooden sworel – like baton. The *naratarpa* is some times hitched into a comb hanging on a high branch by means of a long bamboo and then the honey is allowed to flow down the bibre strand into a receptacle on the ground. Not only for honey collection but for many other purposes too the Chenchus utilizes the fibre of the many creepers growing in the forest, and particularly that of *Banhinia vahlii*. The Chenchu man strips the bark from the stout stems, reduces the wood to fibre by hammering with the flat side of his axe head or a convenient stone, and then rolls the fibre strands on his thigh and twists it into twine of every length and thickness for lashings bindings, cords for carrying baskets and ropes for tethering cattle.

In olden days, the chenchus undoubtedly produced by fire by one of the primitive methods of friction, but now they buy match boxes in the market and use it for lighting the fire. In order to clean the house a Chenchu woman only uses a small broom (*cheepuru katta*) made of grass, loosaly bound in the upper third, to sweep the floor and the space in the front and backyards and in the preparation of food she uses few utensils. Chillies are ground with round stones or small wooden mallets and here and there in those villages where grain is easy to procure the Chenchus use the ordinary grinding mills of the neighbouring small towns of plains. Food cooked in pots is stirred with wooden spoons (*tedu*), which are also used as ladles for



serving out food. They have shallow bowls hollowed by knife and long tapering handles which are some times decorated with a carved zigzag design, but they are seldom washed and after use are ranged handle down against the wattle wall to dry, later to be stuck into the thatch or left to lie on the floor near the fire. Flat wooden dishes for serving food are some times ornamented with similar carved designs.

At present, most substantial part of a Chenchu's household goods are the numerous earthen pots and aluminium utensils are bought in the markets of plains and used for carrying water, cooking and milking as well as for distilling mohua liquor. Spherical pots (*kunda*) are used for carrying water and for cooking, while flat earthen saucers (*mukidi*) or aluminium plates are used for serving such food as millet porridge, and people with cattle some times milk into small brass pots (*Pala munta*) which they use also as drinking vessels. Milk is heated and ghee stored in special pots or containers, with out – turned lips (*atko*) in which the ghee is also made by means of rope-turned churner (*sala kavvam*) of the ordinary type found in the plains, the chenchus, have however, learnt to make these churners themselves by splitting the end of a bamboo into five slats and lashing either ends to a cane ring 3 inches in diameter.

Although, earthen pots and aluminium utensils are now extensively used, the chenchus still vaguely remember the time when they has no pots or aluminium utensils but only bamboo – vessels and gourds. But at present gourds (*bura*) are only employed as store receptacles for such articles as tinder, salt and old pieces of cloth, and bamboo vessels are only used as measures (*gidda*) for grain and minor forest produce. Gourds are planted near their houses and the fruit when it swells is picked, well dried in the sun, and the seeds taken out, *Gidda* are short sections of thick bamboo-culms, the inside enlarged by knife and the outside often decorated with



incised designs of a type, their size is regulated for convenience with the standard measures of one seer, half a seer and a quarter seer. *Gidda* is also hollowed from solid wood *combretum ovalifolium* being most commonly used, and some times made of basketry (*buti gidda*).

The chenchus are experts in making bamboo, baskets. Baskets are one of the few commodities which the chenchus produces themselves on any considerable scale, for basket were is not only constantly needed in their houses, and finds a ready market among the neighbouring castes people. The chenchu men only engage in the industry, can easily complete a couple of medium sized basket by a chenchu man in a day, but his energy is never great enough to enable him to enter into any large scale or regular transactions. The baskets they manufacture can be classified into two main types. Baskets of coarse weave, and finer weave, globular shaped baskets on stands. In making both these types he employs however the same wicker work technique, that is he uses a rigid, broad plait warp, into which he weaves lengths of triangularly spliced bamboo weft.

The coarse baskets are made in a variety of shapes and in varying sizes according to the purposes for which they are intended. Round shallow pans (*arvi gumpu*) are used for drying fruit on house roofs or in forks of trees straight-sided circular baskets for collecting forest produce, V-shaped baskets (*Gulla Butti*), the wicker work sometimes sealed with cow-dung or earth and thus rendered water proof, for collecting juicy fruits and mohua flowers; round sided baskets (*gumpu*) , used for keeping clothes and as store baskets by those chenchus living on the outskirts of plains, and small baskets with lids (*mota Butti*) and carrying strings which hang up in the houses and serve as receptacles for ornaments and other treasures. They also make the wattles and mats and having expertise in fencing around their houses with the bamboo wood. They also purchase certain bamboo

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articles such as winnowing fans and mats in the markets of plains. They use winnowing fans for cleaning grain and mats for sitting and sleeping purposes.

In the past, the chenchus used the skins of animals, brought down in the chase to sleep and –lie on , cutting of head and paws they dried them in the sun and land them on the floor of their huts or beside their hearths. Today a goat skin carried in the dance is a feminine property, symbolic of the wife, and in many houses there are still skins in use, though the black and white domestic goat has largely replaced the tawny wild goat, while deer and sambur skins are very rare indeed more over which are banned. The chenchus do not possess the skill of tanning, but they use shaved sun-cured hide for drum membranes as well as for making skin bottles (titi) which are roughly sewn with coarse things and are used for carrying water when out on hunting or collecting tubers and roots. At present, plastic ware also in use in many Chenchu households. Skin bottles (titi) are replaced by the plastic bottles.

The most important toilette articles of the chenchus are wooden combs and flat tapering pieces of woods used in killing lice. Besides the usual double edged fine toothed combs of the plains there is the home-made type (netichiku) which is roughly carved from wood with four to eight thick teeth on one end and the other tapering into a handle between on and three inches long. Combs are use of the few articles among their possessions that the chenchus women decorates with any kind of ornamentation, the tapering handles are often carved in relief with raised hands of zigzags and triangles and the same pattern is occasionally found on the handles of wooden spoons.

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The possession of musical instruments in chenchu gudems is a recent introduction. Of the most important one is the single membrane drum (*dapardi*) which is used during all dances. The *dapardi* is made of goat skin and varies in diameter between 12 and 18 inches, shaved and dried in the sun, the skin is stretched over a hoop of tamarind wood which has previously been smeared with a thick paste of tamarind juice. Until the paste is fast and dry the skin is bound to the hoop with fibre or string, but after some time the lashings are cut and the skin trimmed to the edge of the hoop. The drum is hung round the neck on a cord and supported by the left hand, it is played with two drum sticks about 9 inches long, a smooth tapering cylinder of tamarind (*Chinta Katta*) held in the tight hand, and a splinter of bamboo (*Yedri Katta*) held in the left hand which also supports the drum. It is raised to the right pitch over the flames of a fire of quick burning grass, which some chenchus say that their ancestors did not always possess such drums and that they learnt drum-making from the monkeys, but according to another tradition this instrument was introduced by a body of later immigrants.

Another musical instrument flute, is made of thin bamboo, they have a bevelled mouth piece, with one stop quite near and two others further down the flute, while the end is sometimes shelved. The flute is played vertically, and is generally decorated with incised pattern. A more elaborate wind instrument is the pan-pipe (*Naga Saram*) made of two river reeds and small gourd. The gourd is picked just before it is ripe and left to dry for a period of several months, it is then pierced at either end and the contents shaken out. Two lengths of river reed about 6 inches long are inserted into the head of the gourd and fixed with gum, the pipe is blown vertically from the narrow end of the gourd, while variations in tone are achieved by stops on the reeds. One of these instruments bore one of the



rare instances of naturalistic decorative art, which is found in Nallamalais, a rough incised drawing of a tiger chasing a stag.

The very recent and most complicated addition to the chenchus choice of musical instruments is the *Kineri*, an instrument of guitar type. Using as a base a stem of bamboo the chenchu stretches two metal strings over nine bone bridges and adjusts them by means of two pegs, one high and one low, which are situated at the upper end of the bamboo stem. Three gourds attached to the bamboo base serve as resonators, different notes are produced by fingering, and the strings are plucked with the fingers of the right hand. Usually the instrument is adorned with a tuft of peacock feathers, which is stuck into the upper end of the bamboo stem. It is noted that the *kineri* is borrowed from the plains, where it is indeed a common instrument but it speaks for the musical talent of the chenchus, that they can not only make this instrument in the hills, but that many young men are able to play simple tones. Which are quite pleasing to ears. The material possessions of chenchus clearly reveals that bulk of their culture has been adopted from their more civilized neighbouring caste communities, and though this is certainly true of the utensils and implements. Which they have now and more over the nomadism and semi-nomadism features among chenchus almost disappeared.

Rituals:

The chenchus observe the important rituals like birth, puberty, marriage and death. The married chenchu couple expects to have children and show much enthusiasm for the birth of a child. After conception, the woman usually takes some extra diet, do not observe any taboo but she should avoid eating stale food. It is considered good for her to work and to go about her usual business, for then delivery will be easy whereas, a woman who sits about the village and does nothing will have a difficult time.

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When the first labour pains begin, a woman an experienced midwifery is called to assist at the delivery. During the early stages of the labour the expectant mother sits in front of her house surrounded by her women friends, but as the pains increase she retires inside accompanied by the midwife and other women helpers. There both her sari and choli are removed, a single cloth is tied round her waist, and she is made to sit on the ground with her knees drawn up. The men are not allowed to enter into house during a normal confinement, but the husband waits near at hand in case water or anything else is required by the women helping his wife. Generally, the husband is subjected to no taboos either during the pregnancy and confinements of his wife or after the birth of a child. Children of the household are looked after by another woman, and if necessary they sleep in a neighbour's house.

In case of normal delivery the midwife has little to do. But in cases of difficult labour, she tries to help by rubbing and pressing and by applying hot water. She knows in which position the child should be born, and if she finds that it lies across the mouth of uterus, she will attempt to turn it by massage. If labour is protracted, super natural influences are suspected of obstructing the birth and the husbands help is sought; he then tries to discover by divination, which deity is responsible for delay, and promises to give the child the deity's name. This promise is believed to placate the deity and speed the birth. If it is an evil *spirit (dayyam)* which is thought to be causing the trouble, the pregnant woman is given incense to smell and a wise man may be called to pronounce magical formulae to ward off the danger. Only a people know these formulae; who recite *mantram* in order to have easy delivery by preventing the danger of evil spirit.

Immediately after the birth of child, the umbilical cord is cut with a knife and tied with any kind of string or thread. The cord is buried in a

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hole of under ground near the house and the newly born child is laid down on the newly replaced earth and washed with warm water. The pregnant women who engaged in collecting roots or tubers, sometimes give birth to a child in the forest itself. If the woman is alone she manages as best she can, cutting the navel string with two sharp edged stones, if she has no knife, and binding it with a thread from her sari, she then wraps the child as well as the after birth in her cloth and brings them both to the village. If another woman is present there, she will help, but a husband must never render any practical assistance during child birth. In desperate cases or if the child is believed to have died in the womb, the midwife inserts her hand and tries to drag it out in an attempt to save atleast the mother's life. The midwife is compensated for her services according to the means of the patient. She may receive ten rupees cash and some food in addition to a choli. If the mother finds difficulty in suckling her child, the father buys some millet and prepares a liquid porridge, which is believed to increase her milk. But when a women dies in child bed her relations try to rear the child on buffalo milk, though this effort is seldom attended by success. It is noted that the birth rate of chenchus is very high and it can only be due to the high infant-mortality that the population in Nallamalais is not on the increase. The earlier research studies pointed that the maternal mortality rate was also very high among chenchu population. It is basically due to non accesibility of majority chenchus to maternal and child helth care facilities of government. The chenchus do not observe birth pollution strictly alike that of the castes in plains.

The chenchus do not observe the name giving ceremony, the result of derivation or the decision of the parent is considered sufficient sanction. The range of chenchu names is surprisingly small, and it would almost seen, as if the function of names were not so much to distinguish one



person from another, as to solicit the protection of a deity. Some people call as many as three or four of their children after the same god or goddess, and in such cases identification is only made possible by the attachment of such attributes as Pedda (big) , Nadipi (middle) and China (small).

Most chenchu names are derived from regional and local deities. The male form terminates in – aru (Lingaru, Guruvaru) or in the short form simply-a (Linga, Guruva) and female names end in – ama (Lingama, Guruvama) or simply – I (lingami, guruvi). The names lingaru and lingama are derived from the god Lingamaya, Guruvaru and Guruvama from the god guruvappa, and Gangaru, and Gangama from the water goddess Gangamma. Similarly the names Manthanna and Manthamma are derived from the local deity manthanalamma. Mostly the chenchus observe the puberty rite for a girl after attaining menarche, and neither perform elaborate function, nor observe strictly pollution during the period.

Marriage:

The chenchus strictly follow the rule of endogamy at tribe and sub-tribe levels. Adult marriages are in vogue at present. Marriage by negotiation is the most acceptable form among chenchus until boys and girls attain maturity their parents give little thought as to whom they will marry. Sometimes, however, it happens that even before a girl matures her father contemplates marrying her to the son of a sister, if their ages seem suitable, but the usual attitude of parents is expressed in the words which were repeated again and again; “we do not know whom our daughter will marry, but if any young man asks for her and we like him, we will give her.

In chenchu community, young girls are fairly independent, and through frequent visiting of relatives in the various neighbouring gudems, they are acquainted with most of the boys who may become their husbands.

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No ceremony marks the first menstruation, but the news that a girl has matured and is therefore eligible is soon known in all the settlements of the vicinity. Although, when together in public adolescent girls and boys maintain a certain reserve, there is plenty of opportunity for clandestine meetings in the forest and many girls have premarital sex experience. Love making among the unmarried is most frequent during the mohua flower season when both boys and girls are merry with liquor. At present, many girls are married before they can really have made up their minds whom they would like as a husband, but older girls express very definite views and usually get their own way, chenchus follow the village exogamy and there is a strong prejudice against marrying within the village community.

Cross-cousin marriage is preferential and a great many chenchus do indeed marry back into their mother's family. There is no obligation what so ever for a young man to marry the daughter of his mother's brother or father's sister, but if there are girls of suitable age standing to him in this relationship, such a marriage is obvious and easiest way of finding a wife, and one which is favoured by the parents of both parties. Levirate marriage is also in practice among chenchus. The proper ceremonies are performed only in those cases where both families welcome the marriage; the cost of a wedding celebrated by a feast for the two kin-groups is seldom less two thousand rupees. For the bridegroom must present the bride with a sari and choli, and in addition he must give a choli to his future mother-in-law. Moreover, he has to buy atleast some quantity of rice as well as spices and, if the wedding does not fall within the mohua season when home made liquor is available only certain amount must be spent on liquor men who own buffaloes may sell a calf to pay for their sons wedding, but it is more usual to take credit from a money lender and it may be years before the debt and the rapidly accruing interest are rapid.

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The chenchu marriages is very simple and indicate that the marriage ceremonies and the presentation of sari and choli are customs of comparatively recent introduction, and are not essential for the conclusion of a union, which in all other aspects embodies the functions of a perfectly legal marriage. In recent times, some of chenchus follow the elaborate marriage ceremonies alike that of the neighbouring hindu castes of plains. Divorce is permitted with the approval of the traditional village panchayat or gudem pedda (village headman) . Generally a 'divorced' woman can never marry again with full rites as long as her husband is alive, whereas a divorced man can marry another woman eventhough his first wife alive. Polygyny is permitted but number of such cases are very less. The vast majority of marriages are monogamous and the chenchus themselves appear to consider monogamy as the more respect Table form of union.

Death:

Chenchus usually attribute the illness as cause of death and other causes are snake bite and attack of wild animals. When a chenchu is dangerously ill and colapses into unconsciousness, it is believed that his soul (*Jiv*) leaves his body. Some chenchus say that the *jiv* goes to god, but if any patient regains consciousness the *Jiv* is thought to have returned to the body. It is only at death, that the nexus between body and *Jiv* is ultimately and permanently severed. Immediately after death, the corpse is washed by any of the relations, the feet are smeared with saffron and the legs with ashes, the hair is loosened and washed, then anointed with ghee, finally, the corpse is wrapped in the deceased's own cloth. In the case of death of a woman, all ornaments are removed and while glass bangles and other trinkets of small value are buried with the body, the most precious ornaments of her are taken by the heir.



At present, the dead are either buried or burnt, but every thing suggests that the custom of burning is a comparatively recent practice. Unfortunately the persons killed by tigers or panthers are burnt, for a tiger would track down his kill and unearth a buried corpse. Persons killed by bears, on the other hand are treated like the rest of the community, for bears, the chenchus say, will not return to ferret out their kill. Usually burial takes place within an hour or two of death and there is thus neither time nor opportunity to summon relations of neighbouring gudems, they are informed afterwards and assemble only for the subsequent ceremonies. If a man dies in a permanent settlement, the body is laid to rest in the burial ground, which lies two to three furlongs away from the settlement but those dying in a temporary camps are buried at any suitable place in the vicinity. The corpse is buried in a grave of three to four feet deep. When the dead are burnt, the corpse is placed on a pile of wood and logs are heaped on the fire, which is kept burning until the corpse is reduced to ashes. There is no definite rule as to which dead are burnt, but it is said that the custom is particularly prevalent among the people belong to Menlur clan.

After the burial of deceased, the chenchus observe *China Dinam* and *Pedda Dinam*, to the soul of dead person. Generally *China Dinam* rite is observed on the third day after death, on that day the family members pay a visit to the grave and offer some food items to the soul of deceased person. It is followed by *Pedda Dinam* on Ninthday after death: On that day the deceased family again offer delicious food items to the soul of deceased and arrange a ceremonial feast to close kith and kin of dead person. More liquor was served to the assembled and the feast last without interruption for the whole of that day. With the *Pedda Dinam* ceremony the funeral rites are completed. It is noted that a death is not followed by



a formal period of pollution, which necessitates the observance of taboos by the members of the deceased family. The chenchus conception of the fate of the soul (*Jiv*) after death is fairly vague, but it can be said that there is a general belief in the powers which the dead can exercise in either helping or harming their kinsmen left behind in this life.

Religion and Festivals:

The chenchus believe in god and supernatural powers. They follow hindu religion, however, very recently Christianity also entered into some of the chenchu gudems, and become part of the life of certain chenchu families. They worship both malevolent and benevolent spirits. Garelamaisamma is considered as a benevolent being who, if appropriately worshipped, gives men luck in the chase, a plenty of edible fruits and protection from evils. The Chenchus believe that if they pray to her, she will answer their prayers by actively rendering their needful aids, while to most other deities they only prays to live in peace, avoid their houses and villages and abstain from afflicting them with diseases. The other important god of benevolent character is Bhagavantarau. The name is evidently the same as that of the *mighty* Hindu god Bhagavan. They have the belief that Bhagavantam can help them and protect them against dangers. They appease the malevolent spirits by offering the sacrificial blood of goat or fowl, in order to lead harmless and peaceful life without the threats of such spirits.

Chenchus worship, lingamayya the most popular god. According to them Lingamayya is a hypostasis of shiva and they know that an idol called lingam is worshipped in Srisailam. They consider lingamayya as a benevolent god and is worshipped for the help they may render, other deities are much dreaded and only propitiated to avert the evils with which they



would otherwise afflict them. Such deities are *Potsamma* (small – pox goddess). *Mantalamma* (cholera goddess) and *Gangallamma* (rain goddess). The other minor dieties, which they worship are *Guruvappa*, *Ellamma*, *Maisamma* and *Nen salamma*. Apart from these, they also worship *Hanuman*, but they do not known role of this deity in Hindu mythology.

The Chenchus are much attached with the Srisailam temple and few of them rendering their ritual service to this religious institution. On the occasion of sivaratri festival, most of the chenchus make pilgrimage to Srisailam. A few of the chenchus are employed by the temple authority to pull the chariot of Siva god at the time of procession around the Srisailam and also guide the pilgrims to reach the temple. They celebrate the festivals like Ugadi, Mahasivaratri, Vinayakachaviti, Petharla Ammavasya, Dasara, Deepavali, Nagulachaviti, Sri Rama Navami and Sankranti. It is interesting to note that there is no festival connected with their economic life and no priest is called in to celebrate festivals. The male head of the family himself act as the priest in every household. In addition to all these festivals they worship their ancestors on the eve of *Pitharlu pandaga*. On that occasion, offerings are made in the names of their ancestors and blessings are sought from them. These deities and ancestors are supposed to protect them from natural calamities and impending dangers. Among these festivals, they celebrate Sankranti festival very elaborately alike that of the neighbouring Hindu castes of plains.

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CHANGING ROLE OF KNOWLEDGE MANAGEMENT TOOLS AND TECHNIQUES

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INTRODUCTION:

Knowledge management has its origins in four different disciplines that were relatively independent until the late 1990s. The broad discussion on the emerging knowledge society provided credibility for each of them, emphasizing the importance of the new rules of global, networked, and knowledge-intensive economy. Each of the four different disciplines gained momentum from the perceived ongoing transformation, indirectly amplifying each other. These four disciplines of knowledge management as organizational information processing, business intelligence, organizational cognition, and organizational development. The first had its starting point in computer technology, the second on information services, the third on research on organizational innovation, learning, and sense-making, and the fourth on business strategy and human resource management.

Knowledge management emerged on the maps of strategy consultants and conference organizers around 1995. At present, it was the big thing after business process reengineering and total quality management. It overlapped with initiatives on competence management and organizational learning, gaining credibility from the daily news on the imminent arrival of the knowledge society and the continuously expanding Internet. The early emphasis in knowledge management was on information



systems. Then the focus shifted towards organizational development, intellectual capital management, and competence management. Towards the end of the 1990's, social learning, organizational sense-making and systemic innovation and change management became prominent themes in knowledge management.

Knowledge management is defined as „the creation, organization, sharing, and use of knowledge for development results . Each of us has a personal store of relevant knowledge. We have all had experiences in crisis prevention and recovery work, whether direct or indirect. Knowledge management is the process whereby we reflect on and share these experiences, and then collectively build on them to improve the **way** we work as well as the **results** of our work.

THE SOURCES OF KNOWLEDGE MANAGEMENT:

Knowledge management has its origins in four different disciplines that were relatively independent until the late 1990 s. The broad discussion on the emerging knowledge society provided credibility for each of them, emphasizing the importance of the new rules of global, networked, and knowledge-intensive economy. Each of the four different disciplines gained momentum from the perceived on-going transformation, indirectly amplifying each other.

Below, I characterize these four disciplines of knowledge management as organizational information processing, business intelligence, organizational cognition, and organizational development. The first had its starting point in computer technology, the second on information services, the third on research on organizational innovation, learning, and sense-making, and the fourth on business strategy and human resource management. History is always a narrative reconstruction and



requires simplification. To understand the developmental paths and future potential research issues of knowledge management, it is, however, useful to recall the sources of knowledge management, also in this somewhat simplified form.

THE GENERATION OF KNOWLEDGE MANAGEMENT:

The first generation of knowledge management could then be characterized as being focused on information sharing, information repositories, and intellectual capital accounting. The second generation brought in the concepts of tacit knowledge, social learning, situated and embedded knowledge, and communities of practice. On a more practical level second generation knowledge management emphasized that knowledge management is about systemic organizational change where management practices, measurement systems, incentives, tools, and content management needed to be co-developed. Future is always already present, although usually in a laboratory scale. We could therefore ask where knowledge management is going, and how its third generation will look like.

In the increasingly informationalized society, the first generation knowledge management will stay well and alive. It focused on information storage and access. Wireless networks, information processing capabilities embedded into everyday environments, and the expanding possibilities for distributed information storage and processing will guarantee that technological issues will remain important. Here, however, the purely technology-centric view will give room for a more social understanding of technology. For instance, the alternative ways to manage digital identities, information access, security, intellectual property rights, and repudiation of electronic agreements will be hardwired to information systems



architectures. This will make knowledge management technology a social, political, and ethical topic.

The second generation of knowledge management, however, revealed that this is not enough. In particular, conventional computers are notoriously bad in handling tacit and situational knowledge. In the future, computer systems will therefore provide contextual information and non-intrusive cues that support user's sense-making processes. As sense-making often requires active exploration of unknown domains of knowledge, information systems are in the future perceived as resources for knowledge construction and as tools that augment human thinking. This constructionistic view also highlights the fact that knowledge acquisition is always a learning process. As learning, in turn, is fundamentally an interactive social phenomenon, information systems will support also the mobilization of social resources as a part of the learning process. Instead of human capital accounting, the focus will be on active development of social capital.

In the third generation knowledge management, knowledge representations will be used increasingly as boundary objects around which knowledge processes can be organized. Instead of the empirical attempt to store knowledge in information systems, knowledge will be viewed in a constructionistic and pragmatic perspective. Good knowledge will be something that allows flexible and effective thinking and construction of knowledge-based artifacts. The third generation will also emphasize the link between knowing and action. Here it will, however, hit the basic constraint of all social systems. To make knowledge real, it is not sufficient that one single individual knows and acts based of her knowledge. All knowledge is inherently social and cultural, and organizational knowledge can only be realized through change in organizational activity and practice.



Knowledge creation implies social revolution.

ORGANIZATIONAL INFORMATION PROCESSING:

During the last two decades, knowledge management has often been associated with computers and information systems. Indeed, during the first generation of knowledge management, many initiatives focused on finding a suitable software package that could be used to make knowledge management happen. Software vendors who quickly repackaged their existing products as knowledge management systems strengthened this belief in technology. The idea that information systems were a key to corporate future gained credibility from popular press, and this belief was rarely questioned. Often it also seemed that the concept of knowledge easily led to lengthy theoretical discussions. Software packages, in contrast, were something concrete and real. In early knowledge management initiatives, project progress was often measured by counting software licenses.

The implicit idea in the computer-oriented initiatives was that the core problem with knowledge management was in storing and sharing of knowledge. The belief that knowledge could and should be represented in and shared with computer systems was itself based on a long tradition of research. We might call it "the revenge of AI." In the early 1970s, research on artificial intelligence to a large extent had rejected its original goal of finding generic and universal rules that produced intelligence. After some early successes in the 1950s and 1960s, researchers became convinced that intelligence required domain specific knowledge. This, in turn, required new approaches in representing knowledge in forms that could be processed by a computer. As a result, in the 1970s the focus in AI research moved to systems that followed a relatively simple logic but which had detailed knowledge of their domain of application (McCorduck, 1979).



In the 1980s, the increasing processing power and some widely published success stories resulted in extensive interest in expert systems and knowledge-based technology. The idea that human expertise could be represented in a computer system and made available whenever and wherever needed became a commonplace truth. Expert systems were marketed as solutions to alleviate the problems of organizational downsizing, retirement of experts, and loss of critical competencies (e.g., Feigenbaum, McCorduck, & Nii, 1988). Knowledge representation techniques that were developed for expert systems were also understood to be of generic value in accurate classification of human knowledge. By representing knowledge in forms that had been developed for computers, also human knowledge was supposed to be exactly represented and its inaccuracies were to be detected and corrected. Michie (1983), one of the thought leaders of the knowledge-based systems movement, for example, proposed a computer-based “knowledge refinery” that was intended for codifying and synthesizing knowledge from multiple sources. According to Michie, in the emerging knowledge society knowledge refineries were to become as central an industry as the oil refineries were in the industrial age.

The focus in artificial intelligence research in the 1970s and 1980s was on automated processing of knowledge (e.g. Bobrow & Winograd, 1977). The increasing capability to store information, however, also made possible new forms of document and database management systems. One of the most popular ideas in the 1980s was hypertext. For example, Akscyn and his colleagues (Akscyn, McCracken, & Yoder, 1988) developed a “Knowledge Management System,” also known as KMS, an interactive and collaborative hypermedia system, which became a key inspiration for the World Wide Web. The KMS was a commercial version of an earlier hypertext system,



ZOG, developed at the Carnegie-Mellon University since 1972. KMS was used, for example, to manage the large amounts of manuals at aircraft carriers. Research on software architectures that could effectively support complex organizational decision-making also led to various attempts to build large corporate-wide information repositories. The hope was that eventually such repositories could contain all the data that was needed for rational and fact-based management.

Management information systems, MIS, were to be built on top of enterprise models, and the information was to be represented in forms that also the top management could understand. According to the more futuristic accounts, management was to be supplied with command and control systems that resembled fighter jet cockpits or high-tech war rooms. More modest systems appeared commercially as executive information systems, or EIS (Watson, Rainer, & Koh, 1991). The underlying database structures were to allow rapid analysis of different decision scenarios, requiring multidimensional databases and tools for interactive online analytical processing. The implicit assumption in EIS research was a somewhat traditional hierarchical information-processing model: the important information processing tasks were supposed to happen at the top of the organization.

Towards the end of the 1980s, some researchers started to emphasize the communicative and collaborative possibilities of information systems. In part this was related to the increasing visibility of computer networks. For example, Terry Winograd, one of the central figures in the emergence of the knowledge-based offspring of AI, went on to develop an influential workflow system, the Coordinator (Flores, Graves, Hartfield, & Winograd, 1988; Winograd & Flores, 1986), which utilized Searles speech-act theory. Various alternative models to describe and implement organizational



workflows and communication processes were developed (e.g. Auramäki, Lehtinen, & Lyytinen, 1988; Lamersdorf, 1988), gradually leading to broader concepts computer supported collaborative work, computer-mediated communication, groupware, and collaboration systems. In general, the “hard” AI was inspired by a relatively straightforward positivistic epistemology and a cognitivistic information processing view on human intelligence. Within this tradition, the nature of knowing was rarely questioned. Knowledge was expected to be explicit, structured, organized in taxonomies, and semantically unambiguous. The communicative approach to information systems, on the other hand, quickly led to more social constructionistic and phenomenological epistemologies.

THE IMPORTANCE OF KNOWLEDGE MANAGEMENT:

There are many reasons why an effective system of knowledge management is important. By reflecting on and analyzing our experiences, we can capture valuable insights to help improve our own performance. Sharing those distilled experiences means that collectively we can:

- Avoid repeating past mistakes;
- Highlight good practice to be replicated elsewhere;
- Make our work more relevant, effective and accessible;
- Compare experiences and draw out common issues and challenges;
- Influence policy and strategic thinking by rooting them in experience;
- Make lesson-learning, and thereafter capacity-building, a conscious and habitual process within a team and/or an organization; and
- Help develop strong networks among people.



GOLDEN RULES OF KNOWLEDGE MANAGEMENT:

There is no right or wrong way to practice knowledge management. However, there are some key things worth remembering. Whether responding to a query, organizing a presentation, participating in a workshop or drafting a knowledge product such as a Practice Note, ask yourself whether the knowledge that you are planning to share is:

Meeting Demands:

Test the market and attempt to analyse the demand for specific CPR expertise. If you are responding to a query – either on- or offline – then simply answer the question directly. When developing a knowledge product, it is important to consider carefully who will be reading it. Understand the audience by asking yourself:

1. What is the demand for advice on a particular CPR-related process or subject area?
2. In what format will the knowledge product be shared and acted upon most efficiently?

Strategic:

Ensure that the knowledge and expertise that you are providing links with strategic objectives, not only for the CPR Practice Area but for UNDP more widely.

Relevant:

Your knowledge should be up to date and current. Focus ideally on new initiatives or involvement in new processes that UNDP country offices are not familiar with and may wish to replicate, or on mistakes that UNDP should avoid repeating.



Practical:

Remember that UNDP is a practice-based organization. The knowledge that you share will potentially be translated into future UNDP projects and processes. The emphasis should therefore be on sharing practical experience and lessons learned. Wherever possible, try to back up recommendations and advice with concrete experience and an impartial and unbiased view on what worked and what did not.

Replicable:

Examples of good practice are often heavily context-dependent, and so are mistakes. Explaining the context (political, security, socio-economic, etc.) and the various actors involved will help others to judge whether replicating the project, activity or process in another setting is likely to yield similar results.

Accessible:

It is unlikely that your knowledge will be of interest to everybody. Know who you are trying to reach, and use a format and style that stands the best chance of reaching and being understood by your target audience. Avoid jargon, and think about using charts, checklists and short case studies to make the document more accessible. Consider the external as well as the internal UNDP audience. If a knowledge product is also targeted at an outside audience, reflect carefully on the writing style. Avoid overly technical, UNDP-focused language and instead write as simply and plainly as possible.

Personal:

Ideally the knowledge you share should be based on something you have directly experienced or witnessed, not something you have heard about



second or third hand. If you are not writing about your own experiences, then consider whether you are the best person to carry out the work. It may be better to provide support to others so that they can record their own experiences directly.

Critical:

On the other hand, there are times when an outside eye has its advantages. For example, it may be difficult for project managers to be critical when writing about their own projects.

Someone less directly involved may be better placed to highlight and discuss both the negative and the positive impacts of the work.

Followed Up:

Contributing to a knowledge management process, or drafting and disseminating a knowledge product, is only the beginning of a process. It is important to follow up to ensure that lessons learned and recommendations have been received, understood and acted upon by your target audience. Good practice changes quickly in crisis prevention and recovery. When drafting knowledge products, therefore, you may need to consider publishing subsequent and amended editions to keep them up to date and relevant.

KNOWLEDGE MANAGEMENT TOOLS AND TECHNIQUES:

There are a number of tools and techniques, beyond the core knowledge products, which can be used to learn lessons from our own and others experiences in crisis prevention and recovery. Here we introduces some of those tools, offers step-by-step instructions on how to use them and provides pointers to additional resources.



1. Knowledge Networks and Communities of Practice:

Knowledge Networks within UNDP are electronic networks that link HQ and country offices, connect country offices to one another, and promote South-South exchange. Communities of Practice (CoPs) link people together, both electronically and face-to-face, to share and develop knowledge around specific themes.

2. Peer Assists: Peer Assists are tools which support the principle of „learning before doing . The process involves a team of people who are working on a project or process, seeking knowledge and advice from others with previous experience and expertise in the area.

3. After Action Reviews: After Action Reviews (AARs) are tools to capture lessons learned both during and after an activity, project, or involvement in a process.

4. Peer Reviews: Peer Reviews are tools to seek feedback from colleagues on an area of work or a specific activity or product.

5. Exit Interviews: Exit Interviews are tools to capture the knowledge of departing colleagues to ensure that vital knowledge is not lost to the team or organization when people leave.

STEPS TO CONSIDER WHEN DEVELOPING A KNOWLEDGE PRODUCT:

Step 1: Planning your knowledge product:

1. Screen existing knowledge products in the thematic area of your team to identify knowledge gaps that your team can fill;
2. Decide on the objective of the knowledge product, the target audience and the type of knowledge product that you want to produce.



3. Map out the process for developing the knowledge product and integrate this into your work plan; develop a timetable that will help you track progress;
4. Budget the development of the knowledge product by calculating all related costs, e.g. consultants, validation workshops, travel, editing, printing, translation and dissemination;
5. Identify a responsible staff member and allocate a percentage of his or her time. Ensure that the responsible staff member includes this responsibility in his or her individual work plan and performance assessment; and
6. Define success criteria of your knowledge product to assess whether your knowledge product meets the needs of the target audience.

Step 2: Developing your knowledge product:

1. Conduct a Peer Assist to incorporate comments from similar undertakings at the beginning of your process
2. Do background research, conduct interviews, draft the text of the knowledge product or coordinate the consultant who is drafting the text;
3. Follow a consultative process; organize validation workshops and establish a peer review group that includes members of your team, other teams of relevance to your topic, colleagues in the field and other bureaux as well as people from outside UNDP;
4. Validate your document with the wider CPR community through the CPRP-net by asking for specific comments and feedback; and
5. Inform UNDP's Publications Board about the upcoming publication.



Step 3: Finalizing and disseminating your knowledge product:

1. Submit your knowledge product for clearance to your team leader, the senior management group of your office or UNDP's Senior Management Team (for major policy documents);
2. Arrange the professional editing of your knowledge product to ensure quality in language and style;
3. Define a distribution plan for your knowledge product (bureaux, COs, other internal partners, external partners, website, workspace etc.);
4. Consult and comply with UNDP's (and BCPR's for BCPR knowledge products) publication guidelines, templates, styles and graphic design;
5. Draft a back cover summary for your knowledge product. This should be one or two paragraphs, briefly introducing the publication, its scope, and its intended target audience.
6. Plan ahead if a foreword is to be included in your publication. Senior managers (such as the UNDP Administrator or Assistant Administrator) need to approve the final draft of the foreword if they agree to provide one. You will normally be responsible for providing the first draft. A high resolution scanned signature needs to be obtained from their office.
7. Photos are meant to illustrate the text, not decorate it. Please think of taking high-quality digital photos (high resolution, normally picture quality set to: fine) when you or your team are on mission. Remember to record the details of your photos, such as names of people and places, subject, etc., to be included as captions when



photos are used in a UNDP knowledge product. You can download photos after each trip and give the photo CD to the Knowledge Management Team or its equivalent in a country office, for inclusion in the UNDP online photo library. This can be accessed and browsed at: <http://intra.undp.org/coa/gallery.shtml>

8. Coordinate the design and printing of the knowledge product; and Disseminate your knowledge product as widely as possible, including on the CPR Practice Workspace and the external website. Make sure to mention it in meetings, briefings and visits to country offices. Consider an official launch in case of a major policy document.

KNOWLEDGE MANAGEMENT FOR THE NEW ECONOMY:

It is not clear what kind of organizations will survive in this environment or what types of learning will be central. Perhaps we will see increasingly large multinational corporations as Schumpeter predicted decades ago. Or perhaps the hot boiling pot of Silicon Valley will be the augur for the future, with its lightning-speed creation, destruction, and recombination of business models. Maybe work-related competencies are in the future increasingly created by quick and well-timed traversal through concentrations of social networks — perhaps still called organizations or business firms — which appear and disappear as bubbles in a boiling kettle.

The increasingly dynamic internal and external environment of organizations results from the growing intensity of knowledge generation in and around organizations. As innovation-based competition is becoming increasingly important, the traditional Weberian hierarchy that was based on a relatively stable division of labor is becoming outdated. This has also implications outside organizations. For example, the institutional and legal basis for employer-worker relationship was based on the idea that workers



sell their labor force by physically moving it to the workplace as needed, and that the boundary between work and non-work is easy to define.

Today, knowledge workers don't sell their hands but also their brains. Often the creative nature of work requires that the soul will follow. Organizations are rapidly becoming perhaps the most important places for learning work-related competencies and developing social capital that makes workers employable. Perhaps we therefore will also need a new constitution that defines the mutual responsibilities and rights in the work life.

Work, politics, economy, and the domain of private life have been understood and organized in different ways in different times. As Arendt (1998) noted, modern industrial society has been a very special configuration of them. When we move towards the innovation based economy and knowledge society, they will be reconfigured once again. Social change will be predominant. The third generation of knowledge management will require capability to manage change, social conflict, and revolution. It will require organizational forms that make ongoing revolution possible without excessively destroying accumulated knowledge assets and social capital or decapitating revolutionaries in the process. It will also require new institutional foundations that make productive conflict resolution possible. It will therefore also require that we understand better the cultural basis of knowing and social activity, as well as the ways in which social and organizational learning lead to new social practices.

SUMMARY OF KNOWLEDGE MANAGEMENT DISCIPLINES:

It is obviously clear that the sources of knowledge management thinking, as described above, had many overlaps. The empirical basis for clustering these different sources or "disciplines" of knowledge



management can, however, be found by looking the different communities of practice that were involved. In the mid-1990s, conferences on organizational learning and cognition, business intelligence, and organizational information systems attracted quite different audiences. The concept of knowledge management was sometimes connected with databases, intranets and document management systems, corporate accounting, learning, business strategy, and management of product development processes. This reflects the reality: instead of one well-defined knowledge management discipline there were many. Instead of one "knowledge management", we, therefore, need several characterizations, which all remain somewhat ambiguous, overlapping, and depend on the point of time which we use. The four main knowledge management clusters are summarized in Table . The time period underlying Table 1 is about 1993-1996. This period we might call the first generation of knowledge management.

Knowledge Management Sources.

KM cluster	Focal root communities	Primary object of intervention
Organizational information processing	Information systems support, AI experts, software providers	Information systems
Business intelligence	Corporate librarians, competitive intelligence professionals	Strategic decision-making processes
Organizational cognition	Researchers on organizational sense-making	Organizational knowledge processing
Organizational development	Competence strategists, innovation managers, human resource developers, finance & control	Organizational capabilities and management practices

CONCLUSION:

Most extant knowledge management systems are constrained by their overly rational, static and a contextual view of knowledge. Effectiveness of such systems is constrained by the rapid and discontinuous change that characterizes new organizational environments. This article opened with the observation that although Knowledge Management



activities are „ „all over the map in terms of the Generation, Importance of Knowledge Management, Golden Rules and Tools and Techniques of Knowledge Management. By underscoring the need for synergy between innovation and creativity of human and advanced capabilities of new information technologies, this article advances current thinking about knowledge management.

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CROP HOLIDAY AND SOME POLICY ISSUES

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The invention of agriculture is one of the great evolutions of human history. It includes the food production and domestication which led to significant changes in human society, population increase and biological changes.

Agriculture is the main occupation and 60 percent of population is engaged in agriculture and related activities. Rice is the major food crop and staple food of the state. Other important crops are Jowar, Bajra, Maize, Ragi, Millets, pulses, tobacco, cotton and Sugar cane. The state has 23 percent area covered with forest. Agriculture has been the chief source of income for the state's economy. Four important rivers of India, the Godavari, Krishna, Penna and Tungabhadra flow through the state, providing irrigation. Rice, Sugarcane, Cotton, Chilli, Pepper, Mango and Tobacco are the local crops. Recently, crops used for vegetable oil production such as sunflower and peanuts have gained favor. There are many multi-state irrigation projects in development, including Godavari River Basin Irrigation Projects and NagarjunaSagar Dam the world's highest masonry dam.

Agriculture plays a pivotal role in the economy of Andhra Pradesh and the better performance of this sector is vital for inclusive growth. Although its contribution to gross state domestic product (GSDP) is around one-fourth, agriculture provides employment to nearly 60 per cent of the work force. Andhra Pradesh was among the very few states in the country which went in for the Green Revolution in rice cultivation in the 1970s.



The share of agriculture in GSDP and employment are higher in A.P. as compared to all-India. The per capita value of GSDP from agriculture is relatively higher in the state when compared to all- India. Average per capita agricultural income in the state was Rs.3618 while it was Rs.3360 in all-India at constant (1993–94) prices in the triennium 2002–05. There have been significant changes in the structure and performance of the agrarian economy in the state. In recent years, the state has also been facing a crisis in agriculture with a high incidence of suicides by farmers.

As per 2010 FAO world agricultural statistics, India is the world's largest producer of many fresh fruits and vegetables, milk, major spices, select fresh meats, select fibrous crops such as jute, several staples such as millets and castor oil seed. India is the second largest producer of wheat and rice, the world's major food staples. India is also the world's second or third largest producer of several dry fruits, agriculture based textile raw materials, pulses, farmed fish, eggs, coconut, sugarcane and numerous vegetables. India ranked within the worlds five largest producers of over 80 percent of agricultural produce items including many cash crops such as coffee and cotton, in 2010. India is also one of the world's five largest producers of live stock and poultry meat, with one of the fastest growth rates as of 2011. India had a large and diverse agricultural sector, accounting an average, for about 16 percent of GDP and 10 percent of export earnings as of 2011.

The low productivity in India is a result of the following factors:

- The average size of holdings is very small (less than two hectares) and is subjected to fragmentation.
- Adoption of modern agricultural practices and use of technology is inadequate



- According to World Bank, India Branch: Priorities for agricultural and rural development, India's large agricultural subsidies are hampering productivity-enhancing investment.
- Over regulation of agriculture have increased costs, price risks and uncertainty. Government intervenes in labor, land and credit markets.
- India has inadequate infrastructure and services. World Bank also says that the allocation of water is inefficient, unsustainable and inequitable. The irrigation infrastructure is deteriorating. The over use of water is currently being covered by over pumping aquifers, but as these are falling by foot of ground water each year, this is a limited resources.
- Illiteracy, general socio economic backwardness, slow progress in implementing land reforms and inadequate or inefficient finance and marketing services for farm produce.
- Inconsistent Government policy, Agricultural subsidies and taxes often changed without notice for a short term political ends.

An unviable Minimum Support Price (MSP) for rice has forced farmers in Andhra Pradesh to leave their lands follow. The movement is spreading to other states. "Farming never pays" is a familiar slogan among agriculturists across the world and especially so in India. Never the less, may continue to cultivate their fields year after year, barely eligible, barely eking out an existence toiling in the hope that the tide may turn in their favor one of these days.

However in the richly fertile regions of East Godavari, things have come to a head. Konaseema comprising 16 fertile mandals is often called



the rice bowl of Andhra Pradesh-but it may have to change that sobriquet soon since 40,000 farmers in 13 out of 16 mandals have not cultivated their lands this years. This means that 85,050 acres of paddy producing fields are lying fallow, ensuring that the 5,00,000 tonnes of rice produced last year is not going to be repeated. Following Konaseema farmers, over 3,000 paddy growers of Karamchedumandal in Prakasam District also known for rice production, had declared a crop holiday. Many of these are marginal farmers with land holdings of less than 5 acres. According to secretary general of consortium of Indian farmers association, Pchungal Reddy, this spread across the country is the only beginning. The movement is going to spread across the country if the union government does not announce remunerative prices for farmers. "It has already spread to other districts like Nellore, kadapa and Warangal in the state. He also says that 'farmers associations affiliated to the consortium in Andhra Pradesh, Tamilnadu, Karnataka and Maharashta have passed resolutions to observe crop holiday on a massive scale in the next season if the centre declines to accept the minimum support price (MSP) calculated by them (they call it farmers price). There are 350 farmers' organizations under the consortium's fold across the country and similar resolutions are planned to be adopted in other states.

According to Mohan Kanda committee – the MSP declared by the year seems to be the one thing that has enraged farmer the most. The cost of production of a quintal of paddy in konasema works out to Rs. 1,583. Now the MSP for paddy announced by the government for 2011-12 was Rs. 1,110. This has meant a loss of Rs. 473 a quintal and nearly Rs. 10,000 per acre (the average yield per acre is estimated at 21 quintal). The MSP is fixed on the advice of the Commission for Agricultural Costs and Prices (CACP) and the commissions estimates seem to be at various with actual



cost being incurred by the farmers in Andhra Pradesh. In a vast and diversified country like India, the cost of production varies in different states. Not just labor – there are vast differences in the cost of other inputs. Besides escalating costs, shortage of labor is also stated to be the major issues. During paddy transplantation, which usually lasts about a fortnight, large number of laborers is required. But it has become difficult to get the required number of labor due to the National Rural Employment Guaranty Programme (NREGP).

To overcome the shortage of labor, farmers are switching to horticulture crops which are not labor intensive. The option is not available to wet land owners in Konaseema and Karamchedu. Their land is ideal for growing paddy but not suitable for horticultural crops. The CIFA made several presentations to the Center including the Prime Minister, Agricultural Minister and the Planning Commission Vice Chairman, asking for a remunerative MSP but to no avail. Left with no recourse, on September 5th, 2011, the CIFA executive committee met in New Delhi and adopted a resolution rejecting the MSP declared by the Government for the year 2011-12.

At the same meeting, it adopted another resolution urging the centre to declare an MSP of Rs.2,499 a quintal of paddy which it called the farmers price. CIFA's MSP includes the estimated cost of production of Rs. 1,600 and Rs.800 as the farmer's 'take home income' as per the recommendations of the National Commission on farmers headed by noted agricultural scientist MS. Swaminathan.

Worried over rising prices of agricultural inputs, including seed and fertilizer, shortage of labor and lack of procurement price and storage space for food grains the farmer's adopted for crop holiday, which shocked farm



experts and agriculture scientists. It appears farmers of several villages in West and East Godavari districts are likely to take a decision and declare a crop holiday in this kharif season also.

Experts said if the farmers opted for crop holiday in this kharif, it would lead to a major crisis in the production of food grains in the country. When people usually go on a holiday it means they are a happy lot: but when paddy belt farmers in Andhra Pradesh declared a crop holiday it was a full of pathos: short of committing suicide, they went on strike, they downed their tools, blocked the irrigation channels and declared enough is enough: we cannot afford any more losses, we will not cultivate this season.

Reasons for the adoption of Crop Holiday:

- The production cost of paddy per quintal as estimated by the department of agriculture is higher than the returns they get because of the higher labor cost and higher use of inputs.
- In case of natural calamities, the payment of compensation is usually being delayed, resulting in approaching the money lenders for investment for the next crop.
- Water is being released only in the second or third week of June resulting in delayed transplantation (extending to July) and delayed harvest (extending to Nov. /Dec.). This led to submergence of the crop (following rains in Aug/Sep. and cyclones in Nov/Dec.) and a consequent fall in the productivity as well as the quantity of the paddy. Delayed transplantation of the Kharif crop also delays the operations of Rabi and summer pulse crops, leading once again to delay in the closure of the canal beyond March.



- Shortage of labor is also a major issue. During the transplantation period, within a short span of 15 days, large number of labor are required. During the earlier years there was migration of labor from other districts, but this has reduced on account of an increase in other opportunities. Shortage of labor has not yet been tackled by the modernization of mechanization in a sufficient scale in transplanting and harvesting.
- The prevailing rate of lease is an additional problem such as the non availability of credit and inputs including seed, fertilizer etc. as well as access to the prevailing MSP making
- Paddy cultivation is very un remunerative. Thus in the prevailing situation, neither the owner nor the lessee is happy with farming.
- The response of the public procurement system could not adequately meet the demand for (a). Purchasing discolored paddy of Kharif and (b). Purchasing excess production from Rabi.

Measures suggested:

The following measures are suggested as solution of the problem.

- Opening of canals in time will cause to escape the impact of cyclones which occur frequently in the month of November.
- The irrigation department also needs to take up repairs of existing drains and outflow sluices on a regular basis, so that the impact of natural calamities is minimized.
- Implements such as Paddy weepers, Paddy driers and small translators etc. need to be provided on top priority and adequate funds allotted for the purpose. There is also need to enhance the pace and focus on Research and Development (R&D) activity on



farm mechanization, with a view to providing appropriate and adequate farm machinery for this area and other different agro ecological situations in the state.

- Small tractors, translators and light weight combined harvesters should be made available for custom hiring from agro service stations. Such stations can be maintained by the farmers groups local PACS/ Entrepreneurs on a regionally differentiated Best Actor syndrome.
- The National Commission on farmers recommended fixation of the MSP at 50 percent above the actual cost of production per quintal. The state government also recommended for fixation of MSP at Rs. 1,905 for common and Rs. 2,033 for 'A' grade paddy for the year 2011-12.
- In case of the declared MSP is to be useful to the farmers, it need to be strictly enforced. Both FCI and civil supplies department should accept responsibility to enforce MSP not leaving farmers to the mercy of middlemen.
- In the long run the real solution lies in reducing the cost of cultivation through systematic mechanization and using only the required level of inputs. At the same time, market access of agricultural products needs to be forced from the restrictions of artificial banners.
- Financial institutions need to increase in the scale of finance of paddy from existing of Rs. 17,500 keeping in view the increased cost of production.



- As soon as the harvesting is completed, the government should take proactive attention market channels.
- The civil supplies corporation, RythuMithra Groups/ Farmer Groups should be trained adequately to take up procurement. The capacity for storing paddy can also be enhanced through investment in the public/private partnership mode.
- NREGS is a laudable scheme. Its impact on the cost of cultivation has, however, to be factored into the approach to promoting agricultural production through proper adjustment.
- Government should ensure the availability of quality inputs like fertilizers/pesticides/seed in time. The period of the crop loan should be the crop year and not the financial year.

Compared with last year the area under paddy cultivation has declined by 18 percent in Andhra Pradesh in the current kharif season. The total area under paddy cultivation in Andhra Pradesh is around 5.34 million hectares (ha), of a total area of 26.million ha where paddy will be grown across the country in this kharif season. In Andhra Pradesh, farmers are blaming the policies of the Centre as well as the State Government for this problem. "The government has simply failed to read the situation; despite having full knowledge of a bumper harvest this year, they failed to give a nod for exports in time. The government even failed to provide bags on time for IKP (Indira KranthiPadham) self-help groups to procure rice." says P.Chengal Reddy, president of the Federation of Farmers' Associations.

According to the Andhra Pradesh state government, Around 106,000 acres of farmland in the East Godavari district, known as the rice bowl of Andhra Pradesh, will be unsown this kharif season. Farmers in the region



estimate the land going uncultivated at three times as much. The East Godavari district has around 2.47 million acres under paddy cultivation.

The shortage of godown space with the FCI in the state is very severe due to full occupancy with rice. Due to this, the FCI is not able to accept levy rice from rice millers and this is having an impact on the paddy purchases by the rice millers, thereby causing hardship to the farmers. The crop holiday problem cannot be seen in isolation, it is a symptom of a bigger crisis that's going to unfold at a national level in near future. Unless there is an assured procurement and a guarantee minimum support price, farmers will be at a losing end.

The crop holiday in East Godavari is expected to affect the livelihood of around 80,000 farm workers. The state government has asked district officials to hire them under the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), which aims to provide 100 days of employment a year to at least one member of each rural household.

There are serious policy lapses in handling the problem of crop holiday. The state government did not focus on building more mandis (markets) and connecting them to production areas. If all the panchayat (village council) buildings can be converted into makeshift godowns, a large portion of the grain can be saved from rotting in the farmers' hands.

The farmers of Konaseema area in East Godavari, who are observing crop holiday, have warned the government of launching a non-cooperative movement on the lines of separate Telangana stir if it fails to implement the Swaminathan Commission recommendations for their welfare. The ryots said that they would not pay any tax or cess to the government in future if the latter fails to take remedial measures to help them. The farmers made these observations before the Mohan Kanda Committee, which toured



some areas to study the circumstances that led to the announcement of crop holiday.

Konaseema Rythu Joint Action Committee (KR-JAC) had sent strong signals to both State and Union governments that the farmers of the coastal area will not hesitate to go for another "Crop Holiday" if the state is bifurcated. They stated that 24 lakh acres of paddy fields in twin Godavari and Krishna districts would become barren lands if the division takes place and farmers of Konaseema will take the extreme step of going for another crop holiday.

AP State Rythu Samsaikya President Yerneni Nagendranath expressed his fear that Krishna and Godavari deltas would become deserts if the state is bifurcated. Because 14 lift irrigation schemes are being constructed in Telangana region. He predicted that Polavaram project would be a myth as Telangana would join the bandwagon of states which are opposing the project. He felt that our political leaders are bluffing that Polavaram project would be reality very soon.

Konaseema Rythu JAC, Mahalakshmi Prabhakar Rao mentioned that the government has brought food security bill, but it has failed to provide security to the farmers. Coconut, aqua and fish cultures which are affiliated to agriculture would perish if the state is bifurcated. Lakhs of workers would lose their livelihood and large number of rice mills would be shut down if river Godavari dries underground water level. Even United Andhra Pradesh which is strong could not obstruct projects like Babil and Almati, how small state like Seemandhra could fight against injustice in water sharing in future. He also observed that Seemandhra would not have financial status to build huge project like Polavaram if the state is bifurcated.



Farming is only helping the dealers of fertilizer and pesticides and the middlemen to mint money. Notwithstanding the quantum of produce, the farmers are incurring losses in every crop season. The taxation on rice was much higher than that of gold; Mr. Nagendranath said that the government policies were not at all farmer-friendly.

Insisting on a time-bound action plan to save farmers from this situation the former Union agriculture minister Rajnath Singh asked the state government to motivate farmers by announcing a special input subsidy and examining the possibility of directly procuring food grains without the role of middlemen. This could go against the very objective of food security bill. He wanted the state government to present a separate budget for agriculture like Karnataka and take up immediate construction of facilities to improve storage capacity.

Conclusion:

The problem deserves immediate attention, because it is not a problem that can wait. After suffering for several seasons, it occurred to the farmers that it makes sense (by not making losses) for them to skip a season. This mirrors a serious crisis in Indian agriculture. If the thinking in the water rich areas is such, one can only imagine the plight of those farmers in rain fed areas. The warning is loud and clear. The terrible agrarian crisis sweeping the country is the outcome of a continuous neglect and apathy. In this situation setting up another high level committee is not the solution. To provide an assured monthly take-home package to farmers is urgently needed.

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ANALYTICAL VIEW ON MEDICAL NEGLIGENCE AND JUDICIAL TRENDS

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INTRODUCTION

This has been well emphasized in the modern English law through the famous Bolam principle, which states that a doctor is not liable in negligence when he acted "in accordance with a practice accepted as proper by a responsible body of medical men, skilled in the particular art".

Indian courts have generally followed the British practices and decisions and can thus be seen to be inclined to the paternalistic principle. The Supreme Court has followed the Bolam's principle which lays down that a doctor can be said to have acted 'rashly' or 'recklessly' if, before doing the act, he either fails to give any thought to the possibility of there being any such risk or, having recognized that there was such risk, he nevertheless goes on to do it. The moral culpability of such recklessness is not located in a desire to cause harm. It resides in the proximity of the reckless state of mind to the state of mind present when there is an intention to cause harm. There is, in other words, a total disregard for the possible consequences.

In the United States, the doctor-patient relationship is based on the doctrine of informed consent, a patient supplied with all the necessary information about the nature of treatment, risks involved and the feasible alternatives, so as to enable him/her to make a rational and intelligent

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choice whether to proceed with treatment or surgery or not. In case informed consent of the patient is not obtained, then the physician would face tortuous liability.

All this narrative puts in perspective the understanding of medical negligence. While the legal discourse on medical practices is incomplete without recourse to torts law, what we also have today is the extent of liability for negligence by medical practitioners under the Consumer Protection Legislation we have in India. While most of the debate on the jurisdiction of the courts over the medical negligence disputes under the COPRA is itself influenced by the Torts law, we will go to that a little later. What I will now present in the next few paragraphs is a very preliminary understanding of the torts law concepts as are applied to the medical negligence disputes.

While defining medical negligence hasn't been an easy task, we do have certain parameters given to us by the torts law. They are as under:-

1. The doctor must owe a duty of care to the patient
2. The doctor must have made a breach of that duty; and
3. The patient must have suffered damages due to the said breach.

In simple terms when a physician/doctor does not treat a patient with the proper amount of quality of care, resulting in serious injury or death, they have committed medical negligence.

Duty to care:

What does reasonable care mean? The professional ethics and the courts, both expect from the doctor a reasonable amount of care, which any other doctor of reasonable skill would do or render under the situation. The concept of reasonable amount of care would differ in case of a specialist/

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expert on the subject would have rendered under the situation. The degree of treatment which a general practitioner is expected to render to his patient and the one, which is expected of a specialist would differ substantially. If a patient goes to a general practitioner, he cannot expect the treatment, which a treatment may differ from doctor to doctor, institution to institution, and patient to patient, but under given circumstances the law does not expect more than what any other doctor of normal skill would do.

RES IPSA LOQUITUR

Res ipsa loquitur is a legal maxim, which is also of utmost importance and the literal meaning of the same is, that 'the things speak for itself'. In other words, the happening of an incident is bound to take place on the given set of facts and is only due to 'negligence perse'. In all matters which entail civil consequences, including cases under Consumer Protection Act, normally the onus to prove the allegations is always on the complainant. While discharging this onus, the complainant is required to satisfy the presiding officer or the judge on basis of the evidence, about the correctness of the allegations made in the complaint. Thereafter it is for the opposite party to prove his innocence. This legal principle of Res Ipsa Loquitur provides a method to remove the above difficulty to a great extent, in specific instances. When this principle is applied, it shifts the onus on opposite party to disproving the presumption against him and to prove his innocence, by positive evidence. This principle cannot be invoked by any complainant as of right and for invoking this principle the complainant has to satisfy the judge on basis of circumstances of the case.

VOLENTI NON FIT INJURIA

There is one more legal maxim called volenti non fit injuria, which is duly recognized and established principle and can be of great help to the



doctors. It is a well-settled proposition of law that the person must bear loss arising from acts, which is assented. But by this principle, if the complainant has given his express consent, and prior thereto he was made aware or he was aware of the consequences, then he cannot sue the doctor or loss, which may have occurred due to actions, which have been consented by the complainant.

As early as in 1965, there were a few examples in this country where cases of medical negligence were brought within the purview of the criminal law of the land. In *Juggan Khan V. State of Madhya Pradesh*¹ a registered homeopath administered a combination of drugs much beyond his training, for the treatment of a patient suffering from guinea worm without studying the side-effects of such prescription. As a result the patient died of poisoning. This rash and negligent act of the doctor was of such a degree as to amount to a hazard to the life of the patient whereby injury was most likely to be occasioned. The criminality lies, in running the risk of doing such an act with recklessness or indifference to the consequences. The homeopath doctor was held guilty under S.304A of the Indian Penal Code for rash and negligent homicide.

Before we proceed to understand the judicial opinion on medical negligence, it is pertinent to understand how the term medical negligence has been understood within the parentheses of legal framework. While medical negligence earlier has been understood only within the tortuous liability language, there was hardly any reported decision bringing medical negligence within the liability under statutory law. The result was that this stratum of negligence was hardly brought to the book, and much of it was only regulated by the professional organizations. It was only with the development of the consumer law in India that medical negligence as an issue came under legal regulation. The COPRA and the judicial opinion



that followed used the terms deficiency, consumer and service to widen the language of the law bringing within its arms the cases of medical negligence. COPRA goes a long way in furthering the belief that its not just the Hippocratic oath that compels doctors against negligence.

For a complete understanding of the term 'medical negligence', it would be proper to understand the terms deficiency, consumer and service. The terms 'deficiency', 'consumer' and 'service' have been defined under Sections.2(1) (g) (d) and (o) respectively of the Consumer Protection Act. The Act 'Deficiency' means any fault, imperfection, shortcoming or inadequacy in the quality, nature and manner of performance which is required to be maintained by or under any law for the time being in force or has been undertaken to be performed by a person in pursuance of a contract or otherwise in relation to any services.

While the words 'services' and 'consumer' as defined under the Consumer Protection Act do not specifically include professional services rendered by doctors, the National Commission and later the Supreme Court of India in the case of Indian Medical Association Vs. Shanta² has held that the services rendered by the medical practitioners fall within the purview of the Consumer Protection Act as per section 2(1)(o). The Court also held that no change is brought about in substantive law governing claims for compensation on ground of negligence and the principles which apply to determination of such a claim before the civil court, would equally apply to consumer disputes before the Consumer Disputes Redressal Agencies under the Act.

There is a difference between the deficiency as defined under the CP Act and medical negligence. The legal precedence on the issue of 'deficiency in services' and 'medical negligence' is still on its infancy in



India. The provisions under the CP Act have enlarged the scope of the subject and can be said to have surpassed the narrower lane of negligence in the Law of Tort. In literal meaning, the liability under the CP Act has in reality extended beyond the boundaries of tort.

The Court in Shanta's case has held, "a determination about deficiency in service under section 2(1)(g) of the CP Act is to be made by applying the same test as is applied in an action for damages for negligence. Here the court held that doctors are subject to the Consumer Protection Act, if fees are charged for services rendered by the doctor. The legal proposition laid down by the court says that the 1986 legislation is applicable to persons engaged in medical profession. Medical assistance for payment falls within the scope of 'service' as defined in section 2(1)(o). In the event of any deficiency in such paid service, the aggrieved party can invoke the Act.

The detailed position as developed in the decision also explains that where charges are required to be paid by persons availing of services, but certain categories of persons who cannot afford to pay are not charged for services, then also, the Act applies. This position now makes it clear that it's not whether a specific instance of charge of a particular service that entails liability, but the general nature of services that is visited with liability under the Act.

While understanding the fulfillment of the basic ingredients of negligence in specific cases, Indian courts have been guided by the standard prescribed by Lord Clyde in *Hunter Vs. Hanley*³ In this Scottish case the learned judge opined that in the realm of diagnosis and treatment, there is ample scope for genuine difference of opinion, and one man clearly is not negligent, merely because his conclusion differs from that of other



professional men, not because he has displayed less skill or knowledge than others would have shown. The true test for establishing negligence in diagnosis or treatment on the part of a doctor is, whether he has been proved to be guilty of such failure as no doctor of ordinary skill would be guilty of, if acting with ordinary care. This standard of care proposed by Lord Clyde has been the determining factor in understanding the occurrence of negligence or attributing an act with negligent dimensions in the medical arena.

Consumer protection journals in India abound with literature giving detailed description of examples of medical negligence. A few of them are discussed here to draw the parentheses on medical negligence definitions and also to lay down parameters in the application of law.

At the outset the Constitutional language has been utilized to emphasize the importance of regulating medical negligence as it amounts to a hazardous activity affecting the life of the individual. Nilabati Behera's case⁴ extended the frontiers of the right to life to include a right to a healthy life and further laid down that the Government cannot claim 'sovereign immunity' with regard to the liability as far as it arose from the negligence of its employees. The court in Nilabati's case explained that the right to health and health care is clearly visible in the right to life guaranteed under Art.21. When doctors performed their duties towards the patients negligently in a government hospital, the servants of the state violated the fundamental right guaranteed under Art.21.

Following the principle laid down by the Supreme Court in Nilabati Behera's case the Andhra Pradesh High Court in Mrs.Shanta vs. State of Andhra Pradesh⁵ exercised its jurisdiction under Art.226 of the Constitution of India (writ jurisdiction) to award compensation to a patient,



whose treatment was done negligently by the doctors in a Government hospital. The High Court directed the State of Andhra Pradesh to pay compensation to the patient for negligent treatment by the doctors employed in the Hospital. This case demonstrates the judicial approach for wiping off the traditional doctrinaire boundaries of sovereign immunity and making the government more responsive to the end consumer.

Another example of understanding the application of the traditional torts law doctrine of negligence in the medical field is given to us in the case of Poonam Verma V. Ashwin Patel⁶ While holding an improperly trained doctor administering strong antibiotics without a proper pathological diagnostic test done, it amounted to medical negligence. The standard of care required from a doctor stresses the need for proper investigation before prescribing any specific treatment. In the instant case the doctor wasn't trained to administer the antibiotics as he was trained under a different system of medicine, homeopathy.

Explaining the relevant legal statement and professional practice with regard to negligence and professional practice, the English court in Sidaway Vs. Bethlem Royal Hospital Governors⁷ laid down the following broad parameters

1. For establishing negligence in diagnosis or treatment on the part of a doctor, the true test is, whether he has been proved to be guilty of such failure, as no doctor of ordinary skill would be guilty of, if acting with ordinary care.
2. The test of liability, in respect of a doctor's duty to warn his patient of the risks inherent in the treatment recommended by him, is the same as the test applicable to diagnosis and treatment, namely that



the doctor is required to act in accordance with a practice accepted at the time as proper, by a responsible body of medical opinion.

3. Accordingly, a doctor charged with negligence can clear himself, if he shows that he acted in accordance with the prevailing professional practice.
4. In the Bolam case the test was thus laid down. A doctor is not negligent, if he is acting in accordance with a practice accepted as proper by a responsible body of medical men skilled in that particular act, merely because there is a body of such opinion that takes a contrary view.

The National commission followed the above mentioned principles in its resolution of a dispute before which was later also confirmed by the Supreme court, in determining whether a duty doctor who was not fully trained undertook the case and also asked the duty nurse to administer the wrong medicine especially when the nurse herself was not trained to the needs of her work. Such an act of the doctor amounts to negligence.

Sterilization cases also offer good example of medical negligence. In State of Haryana Vs. Santram⁸ the court only had to affirm the decision of the local court which held that the doctor who had performed the operation had acted in the most negligent manner and, further, that the State was vicariously liable for doctor's negligence.

MEDICAL NEGLIGENCE IN EMERGENCY AND OTHER SITUATIONS

MCI has clear guidelines on doctor's duty to a patient in emergency on humanitarian grounds. The Hon'ble Supreme Court had on different occasions, passed various directions that even the private service doctors



are bound to provide first aid to all patients coming to them, in case of emergency, irrespective of the fact that the said patient is in a position to pay or not and cannot refuse to provide first aid to anyone.

Today with the emergence of the COPRA as a tool of rescue for the hassled consumer, who has seen tortuous litigation to be one resorted only by the rich in the society? Another major reason for the success of this legislation is provided through the forums that it has established. Justice in medical negligence issues is no longer dependent upon high stakes tortuous litigation but is arrived at through a simple procedure designed for the benefit of the common man who was earlier scared of the extremely formal and technical litigation process in torts law. I now discuss here a few cases decided in the last few months in support of the hypothesis that the legislation is a boon to the common man who becomes a victim in the hands of the high profile medical and legal technicians.

In Dr. Shiv Kumar Gautam Vs. Alima B. and others⁹ the decision of the State commission came before the National Commission for confirmation. Here the national commission was asked to decide on the compensation that was awarded by the state commission in the case of negligent treatment of a case. The deceased in this case was treated with allopathic medicines for a case of acute gastroenteritis prescribed by a qualified homeopath. Since the homeopath has indulged in an activity much beyond his training and practice he is guilty of negligent service within the purview of S.2(1)(g) of the COPRA. Since the deficiency of service and negligence was proved the award of compensation was upheld.

In S. S. Prasad Vs. Sumitra Devi¹⁰ the act of referring a patient from hospital to private clinic for dialysis when it was known that there were no such facilities there was held as medical negligence under S.2(1)(g)



of the Act. Also where the dialysis facilities were present in the hospital and the casualty medical officer knowingly refers the patient to outside facilities he is guilty of deficiency of services and hence the appeal preferred by the doctor was dismissed.

In another case of B.Jagdish and Anr. V/s State of A.P. and Anr.¹¹The Apex Court held that "Every mishap or misfortune in the hospital or clinic of a doctor is not a gross act of negligence to try him for an offence of culpable negligence." It is now a well settled principle of law that at the stage of quashing of an order taking cognizance, an accused cannot be permitted to use the material which would be available to him only as his defence.

In another case of Kanwar Singh Kakkar V/s State of Punjab and Anr.¹²The Supreme Court held that "Doctor's duty to treat patients is in discharge of his professional duty; hence, it could not be held to be 'trade' to constitute offence under Section 168 IPC." In another case of A.Srimannarayana V/s Dasari Santa Kumari and Anr.¹³ The Supreme Court held that "To prosecute medical professional for negligence under criminal law there is must be negligence on the part of doctors.") The jurisprudential concept of negligence differs in civil and criminal law. What may be negligence in civil law may not necessarily be negligence in criminal law. For negligence to amount to an offence, the element of mens rea must be shown to exist. For an act to amount to criminal negligence, the degree of negligence should be much higher i.e. gross or of a very high degree. Negligence which is neither gross nor of a higher degree may provide a ground for action in civil law but cannot form the basis for prosecution.

The word 'gross' has not been used in Section 304A of Indian Penal Code, yet it is settled that in criminal law negligence or recklessness, to be



so held, must be of such a high degree as to be 'gross'. The expression 'rash or negligent act' as occurring in Section 304A of the Indian Penal Code has to be read as qualified by the word 'grossly'.

In another case of A.S.V. Narayanan Rao V/s Ratnamala and Anr.¹⁴ The Supreme Court held that "Prosecution of person is uncalled on ground that negligence, if any, on part of person will not be said to be gross."

CONCLUSION

Taking an overall view of the provisions of civil and criminal laws, the Civil Procedure Act and the judgments on the subject, 'medical negligence' means lack of reasonable care, skill or willful negligence on part of a doctor in respect of acceptance of a patient, while taking history, while examining, while carrying out diagnosis or investigations, or even while treating either medically or surgically etc. which may cause or result in some kind of injury or damage to or death of the patient. Two basic propositions laid down in law regarding liability for negligence are: firstly, 'breach of duty' to care and secondly, standard of care, i.e., the practitioner must bring to his task a reasonable degree of skill, knowledge and exercise a reasonable degree of care with caution (neither the very highest, nor a very low degree of care).

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A STUDY ON TRIBAL LAND ALIENATION PROBLEMS AND PERSPECTIVES

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Tribal Economy depends mainly on lands and forest produce. In India, the Economic status, social recognition of a race depends on the land possessed by it. The tribals not, knowing other occupations, have become agricultural labourers and they lost their agricultural lands. If a race or a society loses its lands on a large scale leads to the very loss of its existence.

As there was less population in the past, there was no pressure in the tribal areas. As the non-tribals started to intrude the forests, there created a pressure on forest lands. Tribal land rights were not recorded in survey and settlement during the British Government. The Gondu races did not record their lands during the survey as they did not know the importance of it.

The tribal lands were recorded under the names of non-tribals in some places. The Agricultural tribals, ignorant of 'Patta' rights have not got them in the "Survey Jamabandi" system. During the declaration of forest boundaries, the 'Podu' Agriculturists denied their rights on Podu lands. In the process, "the tribal chaos started as the non-tribals increased, pressure of increasing population, and the domination of forestry officials increased" says Hymondart in the study. Many tribals lost their lands because of their illiteracy and ignorance of the importance of 'Patta' at the time of survey and settlement. The tribal lands which are favourable for



commercial crops like cotton are the ones which are fallen for land conversion.

The Nizam Government in order to raise its revenue encouraged the migration of non-tribals in the Telangana Tribal region, by issuing 'Pattas'. Because of this, during 1920-30, the population of non-tribals in tribal areas increased. Lands belonging to Podu Agriculturists and those who left their lands for not paying the tax are given to non-tribals.

The Government lands were given to non-tribals on the following issues:

1. As the government was unable to recognize the socio-traditional rights to the tribals, they lost their rights on their lands.
2. As some of the tribals wander from one place to the other for their livelihood, their rights were not recorded.
3. After Independence, many Ayacuts, reservoirs which used the minerals and water resources and Forest produce were established in the Tribal areas.

The problem of Tribal land alienation happened because of the increasing population of non-tribals in the tribal areas. Among them, those who came for business, gave loans to the illiterate tribals on high interest, occupied their lands on corrupt methods. After the survey and settlements, and has become a tool of business and occupied mostly by the clever non-tribals.

Legal Acts:

It came into the notice of the Govt that the tribal lands had gone into the hands of non-tribals as early as from the British rule. Many Acts were framed to protect the tribal lands after the establishment of 'Scheduled District Act' in 1874. 'Agency Tracts Interest and Land Transfer Act' was



established in the Madras Presidency during 1917. According to this, the transfer of Land from Tribals to Non-tribals was not permitted. This Act was changed as 'Andhra Pradesh scheduled Areas Land Transfer Regulation – 1959' after the formation of Andhra Pradesh. The protection regulation Act 1949 was established in 1949 to control the land alienation under Desthur-Al-Amah, 1356 Fasli in tribal areas of Andhra Pradesh. In the place of this Act, A.P. Scheduled Area land Transfer Regulation, 1959 came into force. Such Regulations were established in many of the states of our Country. In Andaman, Nicobar Islands Sale and purchase of Land is completely banned legally in the lands where the tribals reside.

Andhra Pradesh Schedule Areas land Transfer Act, 1959 is in force in the tribal areas of Srikakulam, Vijayanagar, Visakhapatnam, East Godavari, West Godavari, Khammam, Warangal, Adilabad and Mahabubnagar Districts. Amendments were made to regulate the defects in the Andhra Pradesh Land Transfer Regulation 1, 1959. The stringent Amendment Regulation 1 of 1970 was formed for the protection of Tribal lands after the SrikakulamNaxal Movement. According to this, the non-tribals who got land in schedule Areas should create a proof of their legal ownership on the land by themselves. The tribal lands of the tribals or non-tribals were made not to be sold to other non-tribals (1/1970). For giving proper compensation for the tribals who could not sell their land, Govt. undertakes the land and distributes to the landless tribals. Mortgaging tribal lands by co-operative Societies (1/1971), abolition of registering the tribal land on the non-tribals names, for removing the non-tribals who occupied tribal lands posing a penalty or imprisonment on such intruders 91/1978), these Land Transfer Act Amendments created an opportunity.



For protecting the tribal lands from getting alienated, the following are the important points observed in the Acts followed by different states.

1. In many of the states, prior permission from the officials in regard to the sale of tribal lands should be taken. Otherwise, the Land Transfer will not be recorded.
2. Opportunities are available in the Acts to retain the alienated lands to the Tribals. A Time Span of 12 years to 30 years is taken for retaining the alienated land in different states.
3. Officials can take action about the land alienation issue even though there is no such complaint for the tribals.

ALIENATION SURPASSING THE ACTS:

Though there are many acts and regulations to protect the tribal land, the tribal land alienation is not stopped. According to the census, the number of tribal agriculturists is decreased and that of tribal labourers is getting increased. It shows how the tribals are losing their lands.

Not going for other occupations and the number of decreasing agriculturists shows how the land transfer is done. The decrease of Tribal agriculturists, even though there are land transfer Regulations, indicates the defects in the Regulation.

In Andhra Pradesh there are 42 lakh (1991) scheduled Tribals. The number of Tribal Agriculturists has fallen from 43.21% (1981) to 41.19% (1991) whereas the Agricultural labourers increased from 43.72% (1981) to 46.56% (1991). This shows how the agriculturists are degrading themselves to labourers. Among these Agriculturists, 43.76% have less than 1 Acre of land and 23.07% have 1.2 Acres of land.



The main reasons for the Tribal land getting alienated:

- 1. Defects and Drawbacks in the Regulations:** Though the Acts were made to safeguard the tribal lands, they are not framed in a systematic manner and not in force continually. Taking the defects in these Acts, the non-tribals got many a change to deceive the tribals. Generally, to safeguard the tribals at times of disturbances or movements in the tribal areas. When this problem was solved, concentration in continuing the acts was reduced. In some cases, some parts of an act are beneficial to the protection of tribal lands, at the same time some of them are weakening the tribal situation indirectly. We can observe how the different land transfer regulations have failed in protecting the tribal land getting alienated and how the tribal alienated lands are not returned to the tribals.
- 2. No proper enforcement of the Regulations:** In many areas, the non-tribals occupied the tribal lands by changing the records, even after the tribal land protection regulations were framed. Many non-tribals escaped from this are stating that the transfer had done before 1917 in which the first land transfer regulations were framed in Andhra Pradesh.

According to the Agency Tracts Interest and Land Transfer Act of 1917, only the Tribals should possess or purchase lands in Agency areas. As per this Act, Long term residents of the agency may be recognized as the hill tribes. As per the Estates Act, there is no chance of recognizing people with land as Tribes. According to this definition, except the landlords, the low and middle class non-tribals may reside in the agency area for some years and get the chance of possessing and purchasing the tribal lands.



An elaborate Regulation the 'Tribal Areas Regulation – 1359 Fasli' was framed in the Hyderabad State. It prohibits the migrated non-tribals from possessing lands in Tribal areas. The Telangana Districts in Hyderabad State have become part of Andhra Pradesh after the restructuring of states. With the positive aim of stopping the tribal land alienation, the A.P. Govt. has framed the Andhra Pradesh Schedule Areas Land Transfer Regulations. This Act demands the retainment of alienated land to the tribals. The working rules to formulate this Regulation were not done for a long time. In the place of strong schedule Area Regulation 1359 Fasli which was working for the benefits of the tribals, this weak regulation was converted to Telangana Area (1963). The Govt. opened its eyes when the court declared that as 1959 A.P. Land Transfer Act failed to frame the needed Regulations, the Act was not allowed to be in use. As the Regulations were not made up to 1959. The non-tribals who occupied lands illegally got a chance to safeguard themselves. In Andhra area, it took 10 years (1959 – 69), and in Telangana 6 years 1963 – 69).

The land Transfer Regulation which was strengthened in 1970 had become weak with another regulation posed by the Government. The Mahal and Mutta Abolition Regulation was framed in 1969 gave permission to the Non-tribals those who lived for more than 8 years in the tribal area to possess land on producing proofs. On specific enquiry, the High Court declared that the Land Transfer in 1959, 1970 would not be possible. With this all those who possessed land for 8 years got the rights on the tribal lands.

The Andhra Pradesh Ryotwari settlement Act in 1970 had the overriding effect over other Acts and Legislations. It is clear that the non-tribals were at the front line than the tribals in proving their lands. Once the proofs are shown before the officials and lands recorded, there is no



chance to fight against the rights of the non-tribals in any court. The Acts framed for the benefit of the tribals worked at cross purposes and destroyed the rights of the tribals.

If the Land Transfer Act framed in 1970 was made with retrospective effect earlier than that date, there would be chances of enquiring many more cases. But, unfortunately, this Act relates only to those land transfer took place after 1970. In order to safeguard the rights of tribals, the then Acts were also made to come under the Act of 1970. Government had issued an order in 1979 stating that the non-tribals who possessed 5 acres of plane land and ten acres of dry land would not be sent away from tribal lands.

3. Social and Economic Resources:

Land Transfer in many places was given in an easy, casual manner. The officers were not trying to attack without a proper complaint. The Non-tribals occupied the tribal lands by providing fake certificates stating that they had been adopted to tribals, or that they married the tribal women. The non-tribals relating to Kapu, Kammara or Kamma and Reddy used "Konda" before their caste name and treated themselves as Tribals. They seized the tribal lands and employment opportunities of the tribals creating false documents. The 'Kapu' caste non-tribal, who migrated to tribal areas created false certificates as "KondaKapu" and occupied the tribal lands. Many non-tribal married tribal women as their second wives or as their keeps. Adopting the tribal boys and purchasing tribal lands on their names or on the names of faithful tribal servants, the non-tribals were able to escape from these regulations. Misusing the Bond or ritual friendship with the tribals, the non-tribals purchased lands on their friends names.

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EQUALITY IN INDIAN PHILOSOPHY AND VAISNAVISM

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There are four variations in *puruṣārtha* like *dharma*, *artha*, *kāma* and *mokṣa*. *Dharma* and three others *puruṣārtha* are equally or individually attached with every man. *Mokṣa* is the best among these four. That is why, it was discussed greatly in Indian philosophy and also discussed the way to gain it. So, Indian philosophy is known as *Mokṣaśāstra*. There are two types of Indian philosophy - *Āstika* and *Nāstika*. *Cārvāka*, *Bauddha* and *Jaina* are *nāstika*, where *Nyāya*, *Vaiśeṣika*, *Sāṃkhya*, *Yoga*, *Mīmāṃsa* and *Vedānta* belong to *āstika* philosophy. Though the nature and the way are different in different philosophy, but their target is same *Mokṣa*. To attain *mokṣa* what a man must do, or not is widely discussed in *śāstras*. Except *Cārvāka* it seems that there is an advice of equality in every living being in *āstika* and *nāstika* philosophies. So, *Gītā* says –

“*Samam sarveṣu bhūteṣu tiṣṭhantaṃ paramēśvaraṃ.*”

Vinaśyatsvavinaśyantaṃ yaḥ paśyati sa paśyati.”¹ (13/27)

How and why does the knowledge of equality (*samadarśana*) come? 'All are same' this knowledge rises by the thinking of 'parts of God', 'all are live' or other matter in all *jīva*. And through this knowledge the obstacles of *mokṣa* like *hiṃsā* or violence, etc terminates. So, in the way of *mokṣa* the knowledge of equality is essential.

Cārvāka is the main community among *nāstika* philosophy. They want material pleasure by any good way or bad. Only material pleasure is their target. So their advice- “*Yāvajjīvet sukhaṃ jīvet ṛṇaṃ kṛtvā ghṛtaṃ pivet.*”² For this reason, we can say that, there is no importance of knowledge of equality in *Cārvāka* philosophy.

Jaina says the way of *mokṣa* – “*Samyagdarśana jñānacāritrāṇi mokṣamārgaḥ.*”³ *Samyagdarśana* is tolerance in advice of *śāstra* or religious teacher. “*Tattvārthaṃ śraddhānaṃ samyagdarśanam.*”⁴ What is *Samyagjñāna*? That is told -

“*Yathāvasthitatattvānāṃ saṃkṣepādvistareṇa vā.*”

Yo vabodhastamāhuḥ samyagjñānaṃ manīṣiṇaḥ.”⁵

Destruction of the works which are the reasons of vice of a man, has real tolerance (*Samyak Śraddhā*) and knowledge (*Jñāna*) is called *Samyak-caritra*. So told in *Sarvadarśanasamgraha* – “*Sarvathāvadya-yogānāṃ tyāgaścāritramucyate.*”⁶ *Caritra* is a collection of five behaves like *Ahiṃsā*, *Asteya* etc. *Ahiṃsā* is possible when the knowledge of equality stays in all *jīva*. So, it is accepted indirectly in *Jaina* philosophy.



According to God Buddha there are four noble truths like suffering, the origin of suffering, removal of suffering and the way to the removal of suffering. Mādhavācārya quotes –

“Duḥkhamāyatanañcaiva tataḥ samudayo mataḥ.

Mārgāścetyasya ca vyākhyā krameṇa śrūyatāmataḥ.”⁷

The fourth truth is eight folded. Through this man can get Nirvāṇa. Samyak karmānta is included in eight folded truth, and also included in Buddha's 'pañcaśīla'. There is an advice of giving up of Ahimsā. So, knowledge of equality is also accepted indirectly in Buddhism.

The 'prameyatattva' is discussed clearly in Nyaya philosophy to get Mokṣa. So, Gautama says in his first sutra- “ Pramāṇaprameyasamśayaprayojanadr̥ṣṭāntasiddhāntāvayavātarkanirṇayavādajalpavitaṇḍāhetvābhāsacchalaajatinigrahassthānānām tattvajñānām - niḥśreyasādhighamaḥ”⁸(1/1/1). Then the sequence of Mokṣa is told also in second sutra – “Duḥkhajanmapravṛttidoṣamithyājñānāmuttarottarāpāye tadanantarāpāyādapavargah”⁹(1/1/2). A man can get Mokṣa without the kindness of God. It is told in sarvadarśanasamgraha when his all miseries are absolutely destroyed through the destruction of untrue knowledge and others one after another. True-knowledge destroys the false knowledge. And a man does work by 'doṣa'. So, Vātsāyana says– “Doṣaiḥ prayuktaḥ śarirena pravarttamāno hiṃsāsteyapraṭiṣiddhamaithunānyācarati.”¹⁰ So, we see ahimsā etc are not desired in Nyāya philosophy, due to advice of destruction of 'doṣa'. And at the time of explanation of a sūtra vātsāyana says about two types of works – ‘Āyamārambhaḥ śarīreṇa manasā vācā ca puṇya pāpaśca daśavidhaḥ’¹¹. It is also mentioned that a man can not get mokṣa who has violence. It is told in sarvadarśanasamgraha- “Tasmātpariśeṣāt paramēśvarānugrahavaśāt śravaṇādikrameṇātmtattvasākṣātkāravataḥ puruṣadhaureyasya duḥkhanivṛttirātyantikī niḥśreyasamiti niravadyam”¹². God wants his Mokṣa, who has no violence. So, Nyāya philosophy agrees with others about the knowledge of equality. And whether Naiyāyika advises Yoga, and Non-violence is important as a 'Yogāmga', so man should judge all jīva equally.

Vaiśeṣika philosophy says, ‘Yato bhyudayaniḥśreyasasiddhiḥ sa dharmah’.¹³(1/2) and the way of mokṣa is told also by Praśastapāda- “dravyaguṇakarmasāmānyaviśeṣa-samavāyānām ṣaṇṇām padārthānām sādharmaivaidharmyajñānām niḥśreyasahetuḥ. Taccēśvaracodanābhivyaktāddharmādeva.” ‘Abhyudaya’ or ‘Mokṣa’ is never possible by Hiṃsā, where non violence is the important part of ‘dharma’. So, knowledge of equality is applicable in vaiśeṣika philosophy for non violence. Here we see that Ātman is separate from living body. As all bodies are equally Anātman, so why they are affected by violence.

Sāṃkhya philosophy says about twenty five tattvas. Man can get Mokṣa by the knowledge of difference between Prakṛti and Puruṣa. This is told in Sāṃkhyakārikā - “Vyaktāvyaktajñāvijñānāt(2).”¹⁴ According to this philosophy, getting the knowledge of this difference (viveka), Mokṣa is obtained by ‘Yoga’ and Self-realization.



Patañjali's philosophy or 'Yoga' is a practical philosophy. The advices of Yoga are taken in other communities mostly. To get Mokṣa we have to do Yogānuṣṭhāna. Patañjali says about eight fold means of 'Yoga' – "Yamaniyamāsanaprāṇāyāmapratyāhāradhāraṇā-dhyānasamādhayo ṅgāni."(sādhana - 29)¹⁵ Ahimsā or non-violence is included in the first fold 'Yama'- "Ahimsāsatyāsteyabrahmacaryāparigrahā yamāḥ."(sādhana - 30)¹⁶ What is ahimsā and its result ? Vyāsa says in his commentary- 'Ebhīrjātidēśakālasamayairanavacchinnā ahimsādayaḥ sarvathaiva paripālaniyāḥ.'¹⁷ And 'mā hiṃsyat sarvabhūtāni' - this advise of śāstra also decorates this discussion. However, we see certainly the reason of non-violence is knowledge of equality. So, a man who wants Mokṣa, have to take the way of non-violence. And a man who has the knowledge of equality, never takes the way of violence. So, Gītā says -

"Samam paśyan hi sarvatra samavasthitamīśvaram.
Na hinastyātmanātmānaṃ tato yāti parāṃ gatim."(13/28)

The advice of knowledge of equality is not found in Mīmāṃsā philosophy like others. They say the nature of 'Mokṣa' - "Atyantikastu dehocchedo niśśeṣadharmādharmopakṣayanibā-ndhano mokṣaḥ."¹⁸ Violence is included in adharma. And destruction of adharma is impossible where violence stays. So, non-violence is an important matter to get mokṣa. And though non-violence comes from knowledge of equality, So Mīmāṃsā philosophers agree with others about the importance of knowledge of equality.

The opinion of Vedānta is - "Brahma satyam jagannithyā (20)"¹⁹. They also obey the advice of non-violence. It is told in Vedāntasāra what a man should do, who wants Mokṣa. According to them, the prohibited works are the killing of Brahmin etc. –

"Niśiddhāni narakādyaṇiṣṭasādhanāni brāhmaṇahananādini.(Vedāntasāra-8)"²⁰

And we see directly the advice of the knowledge of equality in Gītā, the smṛtiprasthāna of Vedānta philosophy -

"Vidyā vinayasampanne brāhmṇe gavi hastini.

Śuni caiva svapāke ca paṇḍitāḥ samadarśinaḥ."(5/18)

Veda also says about this. Of course we have to understand that Advaita philosophers see self in all jīva, and Dvaita philosophers see all as parts of God. But all of them agree with others about knowledge of equality.

God Śrīkṛṣṇa is the supreme power in Vaishnavism. Devotion in Śrīkṛṣṇa is the way of Mukti. It is told in "Sanātanaśikṣā"of "Caitanyacaritāmṛta" -

"Kṛṣṇabhakti hay abhidheyapradhān .



Bhaktimukh nirīkṣak karma yoga jñān.

Sei sab sādhaner atituccha phal.

Kṛṣṇabhakti vinā tāhā dite nāre bal. (Madhya- 22/14-15)²¹

We see also there –

“Kṛṣṇamantra haite habe saṃsāramocan. (Ādi- 7/70)”

Vedas say mainly about God Shrikrishna. Though, Śrīkṛṣṇa is the only worship God in Vaishnava philosophy, but they do not blame other religion. So, Caitanyacaritāmṛta says -
“Anyadeva anyasāstra nindā nā kariba” (Madhya- 22/65)

There are three subjects this philosophy, like God (Īśvara), Living being (Jīva), and Substance (Jada). The nature of God is fully conscious (śuddhacetana). Partial conscious is the nature of Living being, where unconsciousness belongs to Substance. By the views of consciousness God and Living being are same, but God is fully conscious and Living being has partly consciousness. So, the nature of Living being is unthinkable (Acintyabhedābhedaśvarūpa). The Vaiṣṇava philosophers see all Living being equally as conscious person, or parts of God, or devotees of God Śrīkṛṣṇa.

Śrīcaitanyadeva served the love of Śrīkṛṣṇa, which is the way of Mukti. It is said in Ādilīla of Caitanyacaritāmṛta –

“Ei pañcatattvarūpe Śrīkṛṣṇacaitanya.

Kṛṣṇanām prem diyā viśva kaila dhanya.

Mathurāte pāṭhāila rūpa sanātana.

Dui senāpati kaila bhakti pracāraṇa.

Kṛṣṇaprema diyā kaila sabār nistār.” (Ādi- 7/163-164, 167)

He saw all people equally. So, he rescued a mahamedan person. According to him Brahman, Ātman and God are same. It is told –

“Jñāna yoga bhakti tin sādhaner baśe.”

Brahma Ātmā bhagabān tribidha prakāśe.” (Madhya- 20/157)

There is no restriction of caste, colour, class, money, knowledge, fame etc. in devotion of Śrīkṛṣṇa. So, the proud man never gets the kindness of God Śrīkṛṣṇa. For this reason he advised that people must glorify the name of God Śrīkṛṣṇa all day, forgetting own caste, religion etc. and respecting others. Mahāprabhu said in his Śikṣāṣṭaka -

“Tṛṇādapi sunīcena taroriva sahiṣṇunā.



Amāninā mānadena kīrttanīyaḥ sadā hariḥ.” (3)

Mahāprabhu indicates two ways - one is love to the name of God Śrīkr̥ṣṇa, and other is kindness for the Living beings.(Nāme ruci jīve dayā). A better Vaiṣṇava must have these two qualities greatly. Actually the knowledge of equality leads to gain the kindness of God. Love and respect only is possible to God. But as Living beings are 'Dāsa' of Lord Śrīkr̥ṣṇa, they get love secondarily from Vaiṣṇava. For example, a brother gets love from his elder brother as a son of their father.

There is four classification in Hinduism like Brāhmaṇa, Kṣatriya, Vaiśya and Śūdra. Vaiṣṇava philosophy is open to all kind of living beings. Viṣṇupurāṇa says -

“Caṇḍālopi dvijaśreṣṭho haribhaktiparāyaṇaḥ.”

Śrīcāitanyadeva showed an easy way of Mukti for all through simple language. The pupil of Śrīcāitanyadeva says - 'Prabhu bale Kṣṇabhakti hauk sabār'. So, this indicates the knowledge of equality of Śrīcāitanyadeva.

In the story of Prahlāda of Viṣṇupurana, we see that Prahlāda looked God 'Hari' on all objects. Prahlāda said -

“Evaṃ sarveṣu bhūteṣu bhaktiravyabhicāriṇī.

Kartyavyā paṇḍitairjñātvā sarvabhūtamayaṃ harim.” (1.19.9)

And also told that -

“Sarvabhūtātmake tāta jagannāthe jaganmaye.

Paramātmani govinde mitrāmitrakathā kutaḥ.”(1.19.37)

Finally it is seems that the knowledge of equality is not like Vaiṣṇava philosophy. According to Viṣṇupurāṇa, men see all objects equally as God. But the Vaiṣṇava philosophers look on all living beings equally as devotee (dāsa) of God Śrīkr̥ṣṇa or conscious person or others. The knowledge of equality in Vedanta philosophy is occurred as Atman. In other philosophies it appeared as same qualified person or by other ways. So, all philosophers accept the importance of knowledge of equality in the way of Mokṣa.

Actually, in present, the knowledge of equality has a great importance to establish peace and social rules. For example, being a son of one mother, there is a good relationship between two boys. Samely a good relation is possible between all people, if we treat that we belong to same state, country or universe. Lastly, it said that there would be no violence, barbarity, destruction etc. by the above views. Then it may be truthful - “Vasudhaiva kuṭumbakam”. And we must say - Mātā nah prthivī putrohaṃ prthivyāḥ.



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MEDICAL NEGLIGENCE LIABILITY UNDER THE CONSUMER PROTECTION ACT

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"A consumer is the most important visitor on our premises. He is not dependent on us. We are dependent on him. He is not an interruption in our work - he is the purpose of it. We are not doing him a favor by serving him. He is doing us a favor by giving us the opportunity to serve him."

— Gandhiji

Practice of Medicine is as old as existence of human race. Originally, the priest functioned as preacher, teacher, judge as well as healer. He was the first physician and his relationship with his patients was unique and unquestioned. With the passage of time not only has practice of medicine become independent and noble profession but his relationship has slowly shifted from 'Next to God' to friend, philosopher and guide, to respected professional and to 'service provider.' But today like every thing in the society Hippocrates noble profession has become commercialized and people are not only suspicious but downright skeptical of their practice. Therefore, if there is a rashness or negligence on the part of the doctor while treating a patient he is being made liable under the Consumer Protection Act, 1986.

The Consumer Protection Act, 1986 is an innovation in India for the better protection of the consumers. The praiseworthy objective of the enactment is to provide inexpensive and quick justice without any delay. There are number of laws which protect the rights of consumers, but each Act deals with a special class of consumers and that too, with regards to only a particular area of consumer behavior. Whereas the Consumer Protection Act is a special class of legislation, which not only recognizes



certain basic rights of consumers but also provides for an expeditious mechanism for the redressal of their grievances. Though the Consumer Protection Act has not changed the law of medical negligence, has created an inexpensive and speedy remedy against medical negligence.

Negligence is a breach of duty caused by omission to do something which a reasonable man guided by those considerations which ordinarily regulate the contract of human affairs would do which a prudent and reasonable man would not do. According to Charlesworth & Percy on Negligence (Tenth Edition, 2001) in current forensic speech, Negligence has three meaning. These are:

I. A state of mind, in which it is opposed to intention.

II. Careless conduct.

III. The breach of duty to take care that is imposed by either common or statute law.

Medical negligence defined as - the failure to exercise rational caution and capability during diagnosis and treatment over a patient in accordance to the prevailing standards in force at that point of time. In case of *Bolam Vs. Friern hospital management committee*,¹, the test for establishing medical negligence was set.

Real test for determining deficiency in service

- (i) must possess adequate skill in that area of medical practice.
- (ii) exercises reasonable care while exercising his skill. The degree of standard or reasonable care varies in each case depending upon expertise of medical man and the circumstances of each case. On



this aspect, it would be worthwhile to refer to the enunciation from Halsbury's Laws of England.

The degree of skill and care required by a medical practitioner is so stated in (pr.36, p.36, Vol.30, Halsbury's Laws of England, 4th Edn.) "The practitioner must bring to his task a reasonable degree of skill and knowledge, and must exercise a reasonable degree of care. Failure to use due skill in diagnosis with the result that wrong treatment is given is negligence. Neither the very highest nor a very low degree of care and competence, judged in the light of the particular circumstances of each case, is what the law requires, and a person is not liable in negligence because someone else of greater skill and knowledge would have prescribed different treatment or operated in a different way; nor is he guilty of negligence if he has acted in accordance with a practice accepted as proper by a responsible body of medical men skilled in that particular art, even though a body of adverse opinion also exists among medical men; nor is a practitioner necessarily negligent if he has acted in accordance with one responsible body of medical opinion in preference to another in relation to the diagnosis and treatment of a certain condition, provided that the practice of that body of medical opinion is reasonable."

- (iii) mere negligence will not make out a case for compensation against him but that negligence should have a direct nexus with the injury caused to the complainant. If the injury does not have direct link towards negligence, no award of compensation exists.

However, it is pertinent to note that there are divergent opinions in judgments of Supreme Court in deciding the negligence of a doctor while treating a patient. The issue of what amounts to medical negligence and when can a doctor be said to be negligent and the standard of care that a



doctor is expected to meet in his practice has been the topic of a number of landmark judgments of the Judiciary.

In the course of practice of Medicine, healthcare professionals, just like other people in different areas, have to face errors despite prudence and care, such as wrong diagnosis and treatment, or by otherwise doing something, which is termed as wrong or harmful to their patients. Any kind of wrong action or misjudgment may result in the death of a patient. This fallibility, inherent in the medical profession like any other human action, is directly related with legal action. In fact, in the medical field, consequences are high and serious. In India, health care professionals or medical doctors must have reasonable skills, knowledge and proper medical education and competence to carry on the practice of medicine. A medical practitioner can be said to be reasonably competent and careful when he adopts the ordinary skills and normal practices of the profession. Law does not expect very high or very low standard from a person who renders professional services. In *Dr. L.B.Joshi v. T.B.Golbole*² the Court held that, "the duties which a doctor owes to his patients are:

- i) A duty of care in deciding whether to undertake the case;
- ii) A duty of care in deciding what treatment to give; and
- iii) A duty of care in administration of that treatment.

A breach of any of these duties gives a right of action for negligence to the patient".

The courts in India have generally followed the decisions and practices of the English law. The cases of negligence in India are directly related to existing facilities, infrastructure and level of acumen of medical professionals. In many cases doctors have been held liable for negligent



acts, such as removal of a wrong eye or a kidney, based on pecuniary interest or where minimum facilities were available. In this regard, an important example is of eye campus or health campus where operations are performed without proper facilities. In *A S Mittal v State of U P*³, the supreme court of India held that if a survivor fails to conduct tests before the mass use of saline on patients, he is liable for negligence. In the Lions Club eye camp conducted at khurja, in the state of U P 108 patients were operated out of which 84 patients's eyes were damaged due to post- operation infection of the intra-ocular cavity of the operated eyes. This was due to a common contaminating source. The Supreme Court held that the doctors are liable for negligence and directed that, in addition to the sum of Rs 5000/- already paid as interim relief, the state govt shall pay a sum of Rs 12500/- to each victim.

In this way the supreme court has affirmed the English Law on the subject, viz; that the breach of duty of care is the basis for liability for negligence and secondly it lays down the standards of care i.e. the doctor must bring to his task a reasonable degree of skill and knowledge and must exercise a reasonable degree of care.

The supreme court of India in its landmark judgment in *Indian Medical Association v V P Shanta*⁴ laid down the law relating to professional negligence under Consumer Protection Act, 1986 and enunciated certain principles that medical practitioners, govt. hospitals and private hospitals and nursing homes are also covered under the consumer law in the following categories ;

1. where services are rendered free of charge to everybody availing of the said services,



2. where charges are required to be paid by persons availing of services, but certain categories of persons who can not afford to pay are rendered service free of charge, and
3. Where charges are required to be paid by persons availing of services but certain categories of persons who can not afford to pay are rendered services free of charge.

The services provided in the first category by doctors and hospitals would not be covered by the services under *section 2(1)(o) of the Consumer protection Act, 1986*.⁵ But the services rendered by the second and third categories of doctors and hospitals would be covered within the ambit of the service defined in the Consumer Protection Act, 1986. Thus the judgment laid down that the Consumer Protection Act, 1986, is applicable to persons engaged in the medical profession, if fees are charged. Medical assistance for Payment falls within the scope of "service" as defined in section 2(1) (0) of the Consumer Protection Act, 1986. In the event of any deficiency in service, the aggrieved party can invoke the Consumer Protection Act.

In Achutrao Haribhau Khodwa and Ors. v. State of Maharashtra and Ors⁶., the Court noticed that in the very nature of medical profession, skills differs from doctor to doctor and more than one alternative course of treatment are available, all admissible. Negligence cannot be attributed to a doctor so long as he is performing his duties to the best of his ability and with due care and caution. Merely because the doctor chooses one course of action in preference to the other one available, he would not be liable if the course of action chosen by him was acceptable to the medical profession. It was a case where a mop was left inside the lady patient's abdomen during an operation. Peritonitis developed which



led to a second surgery being performed on her, but she could not survive. Liability for negligence was fastened on the surgeon because no valid explanation was forthcoming for the mop having been left inside the abdomen of the lady. The doctrine of *res ipsa loquitur* was held applicable 'in a case like this'.

In *Dr. Suresh Gupta V Govt. of NCT of Delhi*⁷ the supreme court of India held that an error of judgment on the part of the doctor does not make him criminally liable.

In another case *Dr Jacob Mathew v State of Punjab*⁸, Supreme Court had clarified that for ordinary negligence they could not be held criminally responsible, it was only gross negligence and precisely recklessness where they could be criminally held responsible. Supreme Court held that "no sensible professional would intentionally commit an act or omission which would result in harm or injury to the patient since the professional reputation of the professional would be at stake".

The honorable court had gone through the details of the problems faced by medical professionals and this land mark judgment will no longer distort the doctor-patient relationship and benefit the patients in the long run. This will also free the doctors from undue anxiety in the conduct of their professions. The bottom line of this land mark judgment is, while expectations from the professionals must be realistic and the expected standards attainable, this implies recognition of the nature of ordinary human error and human limitations in the performance of complex tasks. The level of competence of the doctors should be maintained by continuous medical education. Incompetence due to lack of knowledge or due to quackery should be actively discouraged by the regulating bodies and associations. The decisions will not only provide relief to the doctors, who



had been considered as soft targets by the law enforcing agencies and stop their harassment by unsatisfied patients but would also increase the quality of service.

In a historic judgment in *Nizam's Institute of Medical Sciences v. Prasanth S. Dhananka*⁹ the Supreme Court held that "moreover, in a case involving medical negligence, once the initial burden has been discharged by the complainant by making out a case of negligence on the part of the hospital or doctor concerned, the onus then shifts on to the hospital or to the attending doctors and it is for the hospital to satisfy the Court that there was no lack of care or diligence". In this case the Court awarded Rs.1crore as compensation to the victim of medical negligence.

In *Minor Marghesh K. Parikh v. Dr. Mayur H. Mehta*¹⁰, the appellant's leg had to be amputated on account of the negligence of the doctors. Initially, the National Consumer Commission did not accept this contention of the appellant but when the matter came to Supreme Court, it held that the National Commission was in error in giving the judgment. The court ordered for a fresh hearing of the matter and said that "Court must pass an order considering all material facts and circumstances of the case and should not leave material facts unenquired or unverified."

In another case of *Kusum Sharma and Ors.v. Batra Hospital and Medical Research Centre and Ors*¹¹, the basic question was whether the death of the deceased occurred due to 'deficiency in services' by the Respondent Hospital. The court said that the Services rendered by the medical practitioner by way of surgery would definitely fall within the ambit of 'Service', as defined under Section 2(1)(o) of the Consumer protection Act,1986¹².



Deficiency¹³ in service has to be judged by applying the test of reasonable skill and care which is applicable in action of damages for negligence. In the instant case the doctors who performed the operation adopted the procedure which in their opinion was in the best interest of patient, in good faith and within medical bounds. Thus, a mere deviation from normal professional practice is not necessarily an evidence of negligence. Hence, the court held that "Doctors performing their duties and exercising an ordinary degree of professional skill and competence cannot be held guilty of negligence."

In its landmark judgment in *V. Kishan Rao v. Nikhil Super Speciality Hospital*¹⁴ the Supreme Court recently held that 'there cannot be a mechanical or straitjacket approach that each and every medical negligence case must be referred to experts for evidence' and declared that the judgment rendered in *Martin F.D'Souza v. Mohd. Ishfaq*¹⁵ is per incuriam. This judgment is a welcome decision for better achievement of the objectives of the Consumer Protection Act, 1986.

In *Balram Prasad v Dr kunal Saha & Ors*¹⁶, Patient died due to negligence of hospital and doctors. In a claim petition filed before the National Consumer Disputes Redressal Commission (NCDRC), doctor and hospital were held negligent in treating wife of the claimant husband due to which, she died. It was Held, Right to Health of a citizen is a fundamental right as guaranteed under Article 21 of the Constitution of India and Doctors, Hospitals, Nursing Homes and Poly-Clinics are liable to provide. In the instant case, the concerned Hospital and three doctors were directed to make a payment of Rs.5.96 crore as compensation. Hospital was also held vicariously liable for its doctors on the ground that it is responsible for the conduct of its doctors both on the panel and those associated as visiting doctors.



The doctors, Hospitals, the Nursing Homes and other connected establishments are to be dealt with strictly if they are found to be negligent with the patients who come to them pawning all their money with the hope to live a better life with dignity. The patients irrespective of their social, cultural and economic background are entitled to be treated with dignity which not only forms their fundamental right but also their human right. We, therefore, hope and trust that this decision acts as a deterrent and a reminder to those doctors, Hospitals, the Nursing Homes and other connected establishments who do not take their responsibility seriously.

The central and the state governments may consider enacting laws wherever there is absence of one for effective functioning of the private Hospitals and Nursing Homes. Since the conduct of doctors is already regulated by the Medical Council of India, we hope and trust for impartial and strict scrutiny from the body. Finally, we hope and believe that the institutions and individuals providing medical services to the public at large educate and update themselves about any new medical discipline and rare diseases so as to avoid tragedies such as the instant case where a valuable life could have been saved with a little more awareness and wisdom from the part of the doctors and the Hospital.

So the very nature of the medical profession makes it vulnerable to civil and criminal suits. The landmark decision in *Indian Medical Association v V P Shanta* brought the Medical profession within the ambit of service as defined in the Consumer Protection Act, 1986. This defined the relationship between the patients and Medical professionals as contractual. And now in the post V P Shanta era it is difficult for doctors to shun responsibility, as a result now it is easier for the people to sue negligent doctors under consumer protection forums for compensation.



The practice of medicine is a social task in which the patient and the healer must respect each other's personal morality and moral agency. The vastly greater power of the health care provider and specifically of the physician puts the burden of his fiduciary relationship largely on the shoulders of health care providers. Doctors should be more careful to perform their duties. Gross Lack of competency or gross inattention, or wanton indifferences to the patient's safety can only initiate a proceeding against a doctor. A healthy medical environment can create a great society.

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Foot notes

1. [1957] 1 WLR 582
2. AIR 1969 SC 128 also see T T Thomas v Elisa, AIR 1987 Ker 523
3. 1989 AIR 1570
4. (1995) 6 SCC 651
5. sec 2 (1) (0) provides "service" means service of any description which is made available to potential users and includes the provisions of facilities in connection with banking, financing, insurance, transport, processing, supply of electrical or other energy, board or lodging or both, (housing construction) entertainment, amusement or the purveying of news or other information, but does not include the rendering of any service free of charge or under a contract of personal service.
6. (1996) 2 SCC 634
7. AIR 2004 SC 409
8. (2005) 6 SCC 1
9. (2009) 6 SCC 1
10. 2010 (10) UJ 4872 (SC)
11. AIR 2010 SC 1052
12. "Services" means service of any description which is made available to potential [users and includes, but not limited to, the provision of] facilities in connection with banking, Financing insurance, transport, processing, supply of electrical or other energy, board or lodging or both, [housing construction] entertainment, amusement or the purveying of news or other information, but does not include the rendering of any service free of charge or under a contract of personal service
13. "Deficiency" means any fault, imperfection, shortcoming or inadequacy in the quality, nature and manner of performance which is required to be



maintained by or under any law for the time being in force or has been undertaken to be performed by a person in pursuance of a contract or otherwise in relation to any service.

14. (2010) 5 SCC 513

15. (2009) 3 SCC 1

16. 2013(6) KarLJ 161



LINGUO-CULTURAL ANALYSIS OF “TECHNOLOGISMS” IN THE NOVELS OF CHETAN BHAGAT

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Chetan Bhagat, a novelist of the younger generation, is very widely read especially by students, and working young people. Chetan has been popular with his different style and different themes in his novels which can catch the mind of readers. He used the current idioms with an Indian flavor added to it. This provides his works a place in popular literature. Bhagat writes in the quick-fire campus idiom that young Indians use and exploit a brash populism (scorned by some critics as “toilet reading”) to reach the widest market. In the beginning of 21st century, the people in India had shown a great interest to other entertaining mediums, like films, TV serials etc. Chetan Bhagat had a great role in bringing those Indian readers back to books. Though he has a high commercial purpose in his novels, his main intention was to entertain the readers. The key to Bhagat’s success is that he addresses the everyday concerns of India’s middle-class youth, in a language they can relate to, and also consciously strives for a mass appeal. Chetan Bhagat attains his place as a writer for present generation or is recognized as a youth icon is because of his distinguished use of language with all qualities. Though he uses certain slangs and other flames of writing, it does not seem to suffice to prove that he is not a literary writer. These words are actually necessary and compulsory to be close to reality, where most people speak in the same manner as Chetan Bhagat writes. It shows that there is worth in his way of writing that creates a center of attention for Indian youth in general.



Chetan Bhagat is a popular writer of 21st century who has a great influence on the readers of contemporary Indian society. He is a famous author who penned down novels that hit the market with great success. He is considered as a youth icon rather than just a author. With his vivid and humorous way of depicting stories he has inspired reading habits in many young Indians. According to him novels are entertainment tools through which he expresses his views about society and youth. Chetan Bhagat was born in 22 nd April 1974 in New Delhi to a middle class Punjabi family. His father was in Army and mother was in Government Agricultural department. He has a younger brother Ketan Bhagat, who works with Oracle in Mumbai. Chetan Bhagat education was mostly in Delhi. He completed his schooling from The Army public school in 1978-1991, Dhaula Kuan, New delhi. He graduated from the Indain Institute of Technology-Delhi in 1994 and obtained the master degree in Business Administration from the Indian Institute of Management Ahmedabad 1995-1997, where he was honoured with **"The Best outgoing student "**.He fell in love with his classmate Anusha Suryanarayanan who was from tamil nadu when they were studying at IIM Ahmedbad. He was married on 1998 . After graduation he had been working in a MNC bank Hongkong as an investment banker for 11 years.He withdrew from the international banking carrier in 2009, for the one and only purpose as he mentioned on his blog " *to devote entire time in writing and make change happen in country* ". Now He lives in Mumbai with his wife Anusha and his twin sons Shyam & Ishaan.

Chetan Bhagat earns his esteem as an author by penning 5 chart topping novels.

➤Five point someone.



- One night @ call center.
- The three mistakes of my life.
- 2 states.
- Revolution 2020

Being he was a banker ,numbers played an important part in all his works. All of his books have a number in the title, when somebody asked the reason behind this Chetan replied:-" ***I am a banker, I can't get out the numbers from my head***"

Apart from fiction he also writes columns for leading English and Hindi news papers like The Times of India and Dainik Bhaskar.He is an impressive spokesman opening current issues and trends. He delivered speeches titled as" speech" for the orientation program for the new group of MBA students at the symbiosis,Pune on 24 July 2008 and "becoming one with the world for the Hindustan Times leadership summit, Delhi on 21 Nov 2008. There are 2 hindi stories "Hello " based on the book One night @ the call center and 3 idiots based on Five point someone. The film rights of The 3 mistakes of my life and 2 states have also been sold. He is netizen expressing his reviews on current events as well as new ideas on twitter and up dating his blog with the latest reviews of his works, speeches and comments of his fans and critics. Chetan Bhagat intends to impact the youth by the wider media coverage.

Chetan bhagat achieved tremendous success for almost all in his all works because of his power to influence people with the charms of his words. His lanuagage is the language of Indian youth or the quick free campus idiom that todays generation can easily identify or elect with . Moreover he is well versed in marketing the cost of all his books are near



or less than Rs.100 and available at all places. The following statement shows his understanding of the target readers. As per him, "***We don't have bookshops in every town. We have supermarkets, I want my books next the Jeans and Bread. I want my country to read me***"

An IIM graduate turning into an author was an incredible venture. This investment banker turns into not just as an author, but as India's best selling author.

Mr Bhagat burgeoned as an author in May 2004, with his first fiction venture- "Five point someone" which won him the Society Young Achievers Award 2004 and the Publisher's Recognition Award 2005 and was a best seller even before its release, because of its advance order. Likewise his other books also gained much popularity and made him a big hit. His passion for writing is unparalleled and this reflects in his work.

Chetan Bhagat is known as the "Pied Piper of Indian English Fiction", There was a Pied Piper of Hamelin, who could mesmerize rats and children alike by playing his pipe. There is an author in India who can make everyone-irrespective of age and gender-surrender themselves to the charm created by his words, his sense of humour intermingling with a grave, dark background that has revolutionized the way modern Indian English fiction is written as well as looked upon in India. Chetan Bhagat is a far cry from the typical author image that exists in the minds of the common people. Chetan Bhagat made a new market. He knew what today's generation really needs. His novels are depictions of society and we can find characters around us.



Linguo-Cultural Analysis of “Technologisms” in the novels of Chetan Bhagat

Chetan Bhagat in his writing shows great impact of new world language words like Mail,PC,Gmail, sim, text, screw, click, hello, button, screen, laptop,display,@,IT,tring-tring,call center ,Qualis, email, beep-beep, SMS, Online chat,email station,website manual,NDTV,internet,Microsoft are some prominent occurrence in his writing. Today's generation are more prone to the Short Text Message (sms) language. Writers are also influenced by this type of language. Chetan Bhagat in his novels cash the sms style in very excellent and perfectly suited way of the characters.

*Itsmy bday
I celebr8 my way
U'll get cake or not??
Ok,u win,will I get small1
Now let me work,u study
U and only u,v misses.
Hey stay safe tonight
Got my period!!!!!! Yippee !
Doc approves ali to play*

Above lines are very easy to understand to younger generations and conveys message as same as long text messages. This shows the changing scenario of communication and writing.

In today's scenario spoken words are being used as it is and the writers like Chetan Bhagat remain touched with this vein in his writing words like :Bhindi masala,salwar kameez etc .Such words in his novels shows impact of contemperory style. India is a territory of many states and each one has its style of language. This style affects on English which results



into regional English. Many words or sentences of Chetan Bhagat novels confirms the multistyle of language.

No racing vacing

Listen jaar

Aiyoooo

Ouch etc are a few examples.

In today's communication, writing short forms of the words became very routine. Chetan Bhagat, in most of his novels rolled himself on the same track of writing. *sci-fic, Insti-building, Insti – hostel, GPA, C2D – Corporate to dominate* shows innovative way of his writing. Thus it is clear that Chetan Bhagat in his writing paves way for new era of words as they belongs to hardware, software, sms and regional world. It becomes very easy for him due to his culture and education he'd gone through.

FIVE POINT SOMEONE- What Not To Do at IIT

Chetan Bhagat's "Five Point Someone" is story of three IIT Delhi students- Hari, Ryan and Alok who come from three different backgrounds. The book is about their years in IIT, Delhi and how they cope up with the pressures of studies, family and relationships. Chethan Bhagat made use of fairly a large number of IIT Jargons in this book.



IIT Jargons used by Chetan Bhagat:

Ampi Theatre Shaped Lecture Room	Man Pro
Welding	GPA
Casting	Connecting resistors
Bending	Component box
Shaping	Circuit wires
Apmech	Ohm resistors
Quanto	Current flow
Cantilever beams	Parallel connection
Insti bus	Series connection
Line drawing	Operation pendulum
Suspension bridge	Scale drawing
Drifting	Turbulent flows
Navier stoke equations	Lubricant efficiency
Flu mech	Thermodynamics
Lathe machine	Fluid mechanics
(2D) Theory	Screw type design
Screw jack	Traditional jack
Internal combustion	Lube project
Capacitors	Refrigeration & Air-Conditioning Class

We are very much new to such words infact hearing it for the first time. Readers from technical background will be familiar with such kind of word, As Chetan Bhagat is an IIT product, this work has very much influenced by the technical education he had gone through. One of the most important feature is that though this words are new and odd to his common readers, it doesn't affect the reading part. That is how he'd put in such words.

He uses quite a big number of new phrases and expressions also in this novel. A few examples of it are noted below:

Racing - Vacing

"No racing-vacing, I have a better idea. Just wait, I have to go to my room. And you naked cows, don't look up."

(Page 5)



Bloated Beetle

“The instructor sat next to the blackboard like a bloated beetle, watching us settle down, waiting for the huddled murmurs to cease”

(page 7)

This is a very funny idiom he used in this novel.

Busted my butt- Busted my butt or Busted my ass means ‘to work very hard’.

“Busted my butt for two years for this damn place”

(page 9)

There are many more new phrases and idioms he used in his novel. They are:

Mugger –In this novel ‘*Mugger*’ means a person who studies everything by heart and vomits to the exam paper.

Huffing and puffing-It means ‘to breathe noisily’

“I stopped, huffing and puffing, when I went bump at the knees”

(page 27)

Screw You- It literally means ‘*have sexual intercourse with you*’. But here Bhagat uses this as a slightly offensive version of ‘*fuck you*’. It is also said either jokingly or when someone is annoyed with you.

Itsy-Bitsy-This comes from the word ‘*ici-picy*’ which is used in Hungary. It means ‘*something small or tiny*’.

“.....Hari has given me an itsy-bitsy space here to vent to my feelings”

(Page 71)



He also uses very short expressions like *C'mon, yaar, ouch, uh-huh, aw, aah, gotta, oops, shh, hmm, yeah, oh, wow* etc. He mentions different types of food of North Indian Culture such as *Bhindi masala, raita, dal, pulao, rajjma chawal, gobi aloo, matar paneer, kheer, khaju burfi* etc. Through this food type we can understand the typical food culture of North India. As he is an North Indian writer he has given more focus to all kind of variety foods available there.

As this is a novel set up in a IIT campus , he also included the 'abusive words' ('friendly call' among IITians)they used. This makes some readers astonished to some extent. We may find it very odd but they(IITians) are very much used to this kind of words like *Rascals, Bastards, Demon, Brothel Borns, crap, wimp, heck, spoit brat, horny bastard, lazy bozo etc..*

As against to the "literary canon", Bhagat used a lot of pop cultural words and phrases. We cannot say a writer should not use some words or phrases which are not being used in the world of literature. The writing of a book should not be confined to certain rules. A word which Bhagat mostly used in this novels is 'FUCK'. There is a small lecture given by Osho to a group of young followers, where he himself acknowledges that the word 'Fuck' signifies multiple emotions and is used at the best times and the worst times. He says:

"It's a magical word; just by its sound it can describe pain, pleasure, hatred and love. It can be used as a verb- both transitive and intransitive, as a noun, it can be used as an adjective. There are not many words that can be used to incompetence, suspicion, enjoyment,



***request, hostility, greeting, apathy, innovation,
surprise, and anxiety'***

(The Great Pilgrimage, Chapter 23)

Bhagat used this word in many places for different feelings.

For Example:

Fuck off

"You just don't *fuckin*g get it do you?" Alok said, going the 'damn' way with 'fuck'." (page 63)

"And you have *fucked it up*" (page 64)

Fuck you

"That is enough to *fuck* your future" (page 194)

"*Fuck man, fuck-fuck-fuck*" (page 252)

The witticism and brutally funny asides bordering sometimes on the heartless keep flowing from the pen of Bhagat in this story too. To give only a few examples, the following would suffice:

"*he (Alok) was kind of poor, I mean not World Bank ads type starving poor or anything.*"

(page 33)

"*Famished UNICEF kid*" (page 37)

How happy his mother and half a father were." (page 73)

"*No one talks for the next sixty minutes*" he pronounced in a no-nonsense tone that would make Saddam Hussein shudder, it that clear?" Chalk dust formed a cloud as if Cherian had burst a grenade in the classroom". (page 140)



The other feature, anti-feminism, also keeps raising its head often.

"Figuring out women is harder than topping a ManPro Quiz."

"How girls cry for two different reasons at the same time".

As far a political statement, there is only a faint hint of the author's mind through the mouth of Ryan when he says, *"And this IIT system is nothing but a mice race. It is not a rate race, mind you, as rats sound somewhat shrewd and clever. So it is not about that. It is about mindlessly running a race for four years, in every class, every assignment and every test. It is a race where profs judge you every ten steps, with a GPA stamped on you every semester. Profs who have no idea what science and learning are about. Yes, that is what I think of the profs I mean, what have IITs given to this country? Name one invention in the last three decades."* (page 101)

One Night @ the call center. If *Five Point Someone* dealt with the life inside an IIT campus this book features an incident that happened in the life of six call centre employees on one night. The author successfully depicts their problems and how they successfully overcome it. Call Centre jobs are hot picks for India's youth brigade today as they can make some quick bucks through somewhat non risky jobs. You do not need to have a degree with high marks to obtain a call centre job, all you need is to have a sweet voice which can be molded into foreign accent and some cool temper and patience with the help of which they can deal with the callers. In some ways, Chetan is successful in capturing the fast paced life style of the young urban Indian in this novel. You have the lingo of the young India, liberal use of the f- and b- words, dating, even pre marital sex, complete irreverence towards the older generation, which borders on contempt and ridicule on many occasions and at last the problem common to all generations, namely, the disconnect between the what is desired in life and what life itself has got in store for them.



Chetan Bhagat uses many Call centre/BPO jargons in this novel.

Average call handling	Unmanned phones
Call scripts	Troubleshooting websites
Confidential management	Call traffic
Persistent caller	New call data
Solitary online chat	Urgent video conference call
Email station	Free dull speaker
Website manual agent	Direct voice
Automated system	Third private agenda
Call system routine back up	Management book
Strategic bay	Chat station
Speaker room	Strategic variables
Broadcast room	Systems department
Employee motivation	Signal testing equipment
Cost cutting	Methodical game plan
Collating sheets	Seasoned management
Adhock desks	Document feeder
Agenda document	Psycho caller

All those words are very unfamiliar to us. He has tried to introduce a kind of 'technologised' way of writing through this novel. But these words doesn't affect our reading in anyway. There lies the success of this writer.

As in the earlier novel, in this novel also he uses abusive words such as *slut, bitch, asshole, crap, witch, dumbass, sonofabitch prickhead*. (son of a bitch).

" Fuck you first you sonofabitch prickhead....'he said"

(page 109)

Here in this novel also he uses terms related to food such as *Gulab Jamun, kulfi, hot guilt sauce, paranthas, naan, shahi paneer, daal , angithis*(not a food item) *etc*



"Inderjeet dhabha had angithis next to each table"

(page 25)

Angithi is an traditional brazier used for space heating and cooking in the northern countries.

He also applies computer jargons in this novel.

Examples:

Computer, keyboard, e-mail, printer, Xerox, monitor, deleted items folder, tools menu, inbox etc...

New Phrases used in this novel are:

Black sheep- It is an idiom used to describe an odd or disreputable member of a group.

Hottest chick-It means sexy girl..

" Isha won the title of the 'Hottest chick at Connexions"

(page 19)

Flabbergasted-This means to be in a state of confusion or surprise

Bang for bucks-This is an idiom meaning the worth of one's money or exertion.

"I proposed to a certified slut who'll bang for bucks"

(page 170)

Gangbang pornstar-It refers to a person who engages in sex acts with several individuals at the same time.

" I have to say, he is better at being a mass suck up than a gangbang pornstar"

(page 134)



Comparing apples to orange-This means to examine the similarities of things that are completely different.

In this novel also Chetan Bhagat makes uses of a number of 'four letter word'(In older times writers were not dare to write 'fuck' as it is.so they mentions it as 'four letter word' or f word)

Fuck you instead- Here bhagat gives a new abbreviation to FYI(For Your Information)

Fucked up

"bakshi's fucked up the place.."(page 86)

Page 109 of this book contains a "*gallery of fuck*"

" like fuck I remember....."

".....fucking hoover work"

"fuck you first....."

"fucking name"

"fucking degree"

"fucking loser"

He uses the short expressions like *huh, ooh,, oh,uh uh, eeeww, ouch, who, errr, zzzsss,ssh* etc in fairly a large number.

He mentions a few medicine names such as *Fluoxetine,Sertraline,Paroxetine and Prozac*.These all are anti-depressant tablets.

Kamikaze and Hookah represents Bhagat's depiction of other cultures. *Kamikaze* is a cocktail made with equal part of vodka,triple sec and lime juice.It represents French culture.

" He returned with twelve kamikaze shots"(page 184).Hookah(page 185) is a single or multi-stemmed instrument for smoking flavoured tobacco.This comes from Egyptian tradition.



The 3 mistakes of my life

This is a story about Business, Cricket and Religion. The style and presentation of the book almost remains the same as it was for *Five Points someone* and *One Night @ the Call Center*. Here also he uses a quite vast usage of technical terms. In this novel we can find many words related to mathematics. They are:

Probability

Denominator

Equations

Algebra

Trigonometry

Calculus

Pi

He also uses a lot of terms related to cricket such as:

Overs, Runs, wickets, match, corkball, arrow, wicketkeeper, fieldingplace, boundary, pitch, spinner etc

He also mentions cricket legends namely:

Michael bevan

Adam gilchrist

Justin langer

Damien martyn

Glenn McGrath

Ricky ponting

Andre Symonds

Shane warne etc

Like in the other novels this novel also contains 'Fuck' words. The first line of the book has a 'fuck' in it.



" why the fuck did you have to move?"

'fuck now at this stage'

(page 1)

'so what the fuck you want to'(page 15)

'it is so fucking unfair'(page 97)

'why did fucking mall collapse?'(page 108)

'I don't give a fuck about this'(page 154)

'fuck off'(page171)

Types of foods he mentioned in this novel are:

Khakra-crispy flatbread from gujarat

Khaman-snack made from gram flour

Dhokla-Vegetarian food made with a fermented batter of gram flour

The above mentioned three food are gujarati food.

Aamras-pulp of the tropical fruit mango

Ras malai-a sweet dessert served after meal

Infact we may be hearing such food types for the first time. These are basically food of north Indians.

Here are two examples on how bhagat depicted Indian culture:

'the team India cricket shop opened with the smashing of coconut on the morning of 29 April 2000' (page 19)

'Coconut smashing' is a spiritual technology in India to smash through obstacles. The coconut energetically absorbs lower vibrations. When it is smashed, the energy holding back your progress is forcefully disseminated. (Astroved)



'he lifted the red velvet cloth and unwrapped a three foot long brass trishul'(page 33)

'Trishul' is a type of traditional trident from India.

Two States- The Story of my Marriage

2 States – The Story of my Marriage is the wittiest and the most enjoyable of the four novels. This novel is like Sun TV's merger with Alpha TV. The language used in this novel is quite different from other novels he wrote. This novel contains some south Indian elements which none of his other novels had. This novel is a love story of a Punjabi boy and a tamilian girl. This novel contains certain tamil words and phrases.

"seri seri seri amma.....seri!"she said,each seri increasing in pitch,volume and frustration'(page 15)

'seri' in tamil context is 'alright'. As 'amma' is a universal term we know it is 'mother'. The tamilian way of speech is expressed very well here. They usually talk very loudly and harshly.

'her magenta and gold kanjeevaram sari could be noticed from any corner of the lawn'(page 45)

Here he describes the dressing of tamilians. They usually wears dark and contrasting type saris.

'safety pin illa something something'(page 45)

'illa' means 'no'.

'varsha porupu'(page 55)

This means Tamil New year

' The first thing I noticed,excuse my shallowness,was that almost ninety percent of the people were dark complexioned.Of these ninety



***percent, eighty percent had dabbed talcum that gave them a grey skin tone. I understood why Fair & Lovely was invented'* (page 76)**

Here he is commenting on the complexion of Tamilians. North Indians are fair complexioned.

The other tamil word he used are:

'Edhuvum'

'..ennoda poola oombuda'

'your appa and athai'(father and aunt)

'nakshatram'

Four letter words and context used in this novel are:

'who the fuck wants that?'(page 19)

'fuck buddies'(page 28)

'what the fuck am doing here in this psycho home?'(page 91).

In this novel he mentions a few old hindi songs like

'maine pyaar kiya'

'kaho na pyaar hai'

'ek pal ka jeena'

'tere beech mein'

'ek diya ke'

Music loving nature of north Indians is depicted through this songs. North Indians are fond of musics and ghazals.

Only a few IIM Jargons such as *CAT, Marginal Utility Curve, Research semester, enormous growth and strategic potential* are only used in this novel.

Revolution 2020

This novel is a story about 3 childhood friends who struggle to find success, love and happiness in Varanasi. In this novel he used educational jargons such as



AIEEE-All India Engineering Entrance Exam

IIT-JEE-Indian Institute Of Technology Joint Entrance Exam

NIT-National Institute of Technology

IT-BHU-Institute of Technolgt at the Banaras Hindu University

AICTE-All India Council for Technical Education

In this books we can see online chats and sms widely.Almost seven complete pages contains online chat between Aarti and Gopal.In most of their chats,in the end we can find 'xoxo'. The implication of 'xoxo' is very simple.the x's were supposed to be hugs,and the o's kisses.

In this novel use of 'Fuck' is comparatively less.There are no new phrases or expressions used in this novel.

Conclusion

Chetan Bhagat is the most famous contemporary novelist who wrote for the youngsters of 21st century. Chetan followed a simple language with contemporary idioms with an Indian flavor added to it. His novels are best sellers all over India. He is not a literary writer; in fact he is a popular writer. But Chetan Bhagat is being accused a lot by critics. His style, language and his themes are not acceptable for these critics and they say his novels have no literary value. But we should realize that Chetan is a novelist who talked only about youngsters and they are the future of this country.

In my dissertation what I did was a study on 'Technologisms' used by Chetan bhagat in his novels.' The purpose of communication is to issue and interpret, the same thing is come out of Chetan Bhagat's novels as his writing conveys the message and various aspects of life in details. Most of the times he used familiar, short and concrete words instead of farfetched,



long and abstract words. Readers can easily understand facets of the novels in details while going through the novels. The language used in his books is simple, no hard phrases, no exaggerations. We don't need to go grab a dictionary after four lines, it can break the rhythm and fun of reading the entire book. His books are a mix of fiction and reality not many can say the same in a language as simple and as understandable. All his novels are written in lucid prose and linear narratives. . He has given something new to literature with his own language and style of writing. Chetan Bhagat has successfully taken out the stuffiness out of Indian English Novel and made the effortless prose an easy and light read. But it becomes the hindrance to assess his works with literary parameters when the readers are enjoying or engaged. The phenomenal success of Chetan Bhagat s novels having sold millions of copies worldwide is considered as an airy-fairy tales of atrocious English language. In a country like India, where English novels were not meant for all, Chetan Bhagat has provided his readers with the easy-to-read prose. It is effortless and entertaining especially for the young generation. The Indians never tend to read pulp-fiction or novels written in English in such a large number before Chetan Bhagat s works. Even if there was an educated class who read Indian authors like M.K. Gandhi, R.K. Narayan or Khushawant Singh they were exclusively limited and others only read the translated versions in their regional languages. But the arrival of Chetan Bhagat in Indian literature has opened up gates for reading fiction in English, which is an achievement in itself.

In all his five novels he has given main concentration for the life and struggle of contemporary Indian youth. The communication in Chetan Bhagat's novels is very clear clarifies the ideas in details ,suitable to the contemporary technical environment without any overtone of the words and phrases. He used minimum words to express ideas and convey useful



information, to which one may say that it is today's communications and writing style in Indian scenario. This is because of the impact of his technical education and professional background.

To conclude, Chetan Bhagat attains his place as a writer for present generation or is recognized as a '**Youth-Icon**' is because of his distinguished use of language with all the aforesaid qualities or peculiarities. All his fictional works are celebrated as the works that understand the problems of youth or that anyone can easily relate with. Though there is the use of slangs and few other flaws of writing, but it does not seem to suffice to prove that he is not the literary writer. These words are actually necessary and compulsory to be close to reality, where most people speak in the same manner as Chetan Bhagat writes. He is extensively read Indian author selling millions of copies of his texts across the globe. It shows that there is the worth in his way of writing that creates a center of attention for Indian youth in general. The novels are replete with many of the features that can be of the literary worth like use of imageries, metaphors, flaw or rhythm of language, realism and satire, flashback technique, and convincing and strongly constructed plot-line for each novel. Chetan Bhagat is growing as a writer and it can be observed by the careful study or the research work of all the texts from ***Five Point Someone*** to ***Revolution 2020***.

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ANALYSIS OF MARGINALIZED AFRICAN-AMERICAN SUBALTERN EXPERIENCES: THEN AND NOW

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Any close study of the African American scenario is incomplete with-out a proper understanding of their past as reflected in the slave narra-tives. The Middle Passage and the experience of slavery are the period of dissolution of the community and a growing sense of the loss of identity of these subalterns. Whatever is written about the experiences of the Middle Passage essentially represent the trauma of shame, pain, suffering, and the struggle for survival. In the absence of sustained fictional narrative, traces of the sufferings of these oppressed people, is reflected mainly in some of the autobiographical narratives and songs. For the African Ameri-cans, cultural representation in the early stage was mainly oral and the 'vernacular' tradition in African American literature is made up of the various categories of oral modes of black expression. Different oral forms, such as, folk tales, folk songs, etc. particularly worked as mediums of resistance and a strong binding force for the community. The 'Negro Spirituals' and 'Gos-pels' offered the slaves a "much-needed psychic escape from the worka-day world of slavery's restrictions and cruelties." (Gates 5) Mainly employ-ing the call/response pattern, these oral forms represent the slaves' need to associate with God and fellow Christians, so as to overcome the sense of loneliness. A sense of loneliness and desolation is rampant throughout these songs: "I am a poor pilgrim of sorrow. I'm in this wide world alone" (8). Such visions of displacement and escape are



also coupled together with the urge to associate with family, friends and fellow human beings:

If you get there before I do,
Coming for to carry me home,
Tell all my friends I'm coming too,
Coming for to carry me home. (13)

Then again,
I'm gonna meet all my friends who're gone
Down by the riverside . . .
I'm gonna meet my dear old mother
Down by the riverside (Gates 19)

The idea of going 'home', repeatedly used in most of these songs arises from the need to be reunited with "friends and kindreds". (5) The urge to associate is not only expressed in the sacred forms of expression, but also in the secular forms (rhymes, songs, ballads, and work songs) among African Americans.

Another popular form of oral expression, the folktales, is mostly intended with double meaning and any simplistic explanation for the stories' meaning does not hold good for proper understanding. The folktales, like the other oral modes of expression, abound in tales of desolation and fascinated escapes, and also embody the urge of associating with others to overcome the sense of loneliness. These early oral forms of cultural expression were the first instances of resistance against the forced severing of kinship ties and were important for survival.

It is only in the eighteenth century that some form of written literature developed among this subaltern community. The slave narratives, the earliest form of written expression, may be regarded as a reaction

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against the forced silence imposed on these people during the time of the Middle Passage. This enforced silence continued during the days of slavery in the plantations. Faced with this deliberate design to enforce cultural amnesia and a consequent displacement and dislocation of the sense of community, the slaves on the plantations put up a strong resistance by bringing to-gether memory and experience to narrate and keep alive a unique history which may be viewed as an assertion of the subaltern voice. The oral tradi-tion was the foundation on which the subalterns based their strong sense of protest in the process of reconstituting the sense of self and community, and consequently, the achievement of political power. *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself* (1789), widely regarded as the prototype of the slave narrative, claims that blacks could represent themselves effectively through the written form. Olaudah Equiano's (1745-1797) narrative stresses on how he was "first torn away from all the tender connexions that were", as he says, "naturally dear to my heart . . ." (Gates 140). He, among other things, gives a comprehensive account of the manners and customs of his native land, which stresses on familial and communal ties. Separated cruelly from his near and dear ones, he relates aggravated distress in the form of the 'auction' where "without scruple, are relations and friends separated, most of them never to see each other again" (161). His narrative reveals in unforgettable ways the atrocities of the Middle Passage, where amidst other distresses, he highlights the enforced silence for there was "not one soul who could talk to me" (161).

With the abolition of slavery in 1865, the slave narratives also changed their perspective. The sense of the disintegration of the social bonding and the subsequent attempt at reconstruction does create the con-text for the development of the representation of the central transition

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from the individual to the communal existence. The Abolitionist Movement enabled women like Sojourner Truth (1797-1883) in *The Narrative of Sojourner Truth* (1878) and Elizabeth Keckley (1818-1907) in *Behind the Scenes, or Thirty Years a Slave, and Four Years in the White House* (1868) to dare death to tell frankly of a life offering rape, pain and desolation. An active abolitionist, Sojourner Truth, was one of the most famous anti-slavery speakers of her day. Often lashing out against the evils of slavery, she shamed many people who were apathetic and passive towards the institution of slavery. Her speeches mainly centered on the injustice of slavery and its impact on families. She also spoke about her five children whom she loved dearly but lost all of them to slavery. She is particularly remembered for her famous “Arn’t I a Woman?” speech which she gave at the 1851 Convention on Women’s Rights in Akron, Ohio. Although she never learned to read or write, she dictated her memoirs to Olive Gilbert and these were published in 1878 as *The Narrative of Sojourner Truth*. This book, and her presence as a speaker, made her a sought-after figure in the anti-slavery woman’s rights lecture circuit. The slave narratives of both ante-bellum and post-bellum periods, amidst the details regarding the rigors of slavery, also focused on the necessity of these subalterns to establish familial and communal ties.

In the 1920s began a closer analysis of the sufferings of these subalterns, the black community, culture and heritage when a new generation of black artists came to the forefront, particularly during the early days of the Harlem Renaissance. It may not be off the mark to argue that the pain of displacement and disintegration is gradually encountered in the narratives of the Harlem Renaissance women writers with the renewed concept of the ‘New Negro’ and his community. Harlem provided a platform for the African Americans from which the ‘new black voice’



could be heard around the world. Harlem, as a result of the large migration of talented blacks, be-came not only the centre of the Negro cultural, intellectual and political life, but also the main establishment of Negro protest and thought. The deep feeling of race was the main offspring of Negro life in Harlem. Here, the Negro achieved a common consciousness and a common life. Locke wrote "In Harlem, Negro life is seizing upon its first chances for group expression and self-determination" (Gates 964). Race building forced the Negro to re-ject old assumptions and old images which were thrust at them during the period of slavery. For generations the picture of the Negro "has been more of a formula than a human being - a something to be argued about, con-demned or defended, to be 'kept down', or 'in his place', or 'helped up', to be worried with or worried over, harassed or patronized, a social bogey or a social burden" (Gates 961). The New Negro had to free himself from the fiction of his past and rediscover himself; he had to find himself as he really was. Harlem became not only the largest Negro community in the world, but also the "first concentration in history of so many diverse elements of Negro life" (963). Even though each group had come to Harlem with its own motives and ends, but Locke claims that "their greatest experience has been the finding of one another" (963). Out of this shared experi-ence arose the New Negro: an artistic self-consciousness of the Negro's human and cultural worth, the sense of an urgent need for self-assertion, and the belief in a culturally enriched past in America and Africa, a move towards a larger notion of the identity of the self placed in its communal context. The assertive New Negro writers were determined to correct the stereotypical images of the blacks of the plantation days. Harlem Renais-sance, in fact, may be regarded as a period of diasporic formation when achievement of cultural homogeneity was not sabotaged by disruptive forces within. But this period is not altogether

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without any problems, as is evident in the literature of the Harlem Renaissance women writers, whose works are marked by a growing sense of class differences. The novels of Jessie Redmon Fauset, Nella Larsen, and Zora Neale Hurston focus more on issues related to racial discrimination, but gender and class were slowly becoming more important disruptive factors in the formation of a homogenous community. The literature of the period of Depression highlight the hostile environment which was available to black women writers like Ann Reedy, Dorothy West, Louise Merriwether, Gwendolyn Brooks, and others. Similar scenarios of the disturbed community on the basis of racial and gender discriminations and the emerging issues of class consciousness are evident in the works of these novelists. The conjunction of the economic forces of the 1920s in America and the ingrained racial prejudices of the larger American cultural space disturbed and gradually turned opaque the vision of the 'other'. Hence, the representation of the setting in the fictional space became more and more problematic. The more or less homogenous sense of the communal that the Harlem Renaissance women writers could work upon was not available to the post 1970 writers when race, gender, and class interpenetrated and dislocated the otherwise stable playing field. Any portrayal of the community demanded grappling with fissures at various levels, and this is evident in the works of important contemporary women writers like Alice Walker, Toni Morrison, Paule Marshall, Gloria Naylor, and others. If race and gender had constituted the line of divide in the early decade of the twentieth century, these novelists were confronted with class as arguably the most decisive factor now dislocating any attempt at constructing the African American identity. Incidentally it is not possible for any African American creative imagination to ignore the primacy of community bonding in the construction of any idea of the cultural self.

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These women have been engaging their creative imagination and the structural development of their plots in critiquing the im-pact of the divisions in the community now engaged in negotiating the impact of class. Hence, in almost all their novels, we find the interaction between varieties of individuals who ideologically represent varied strata of division.

The late 1960s and 70s saw the task of the reclamation of the black woman's history and selfhood by African American women writers like Alice Walker. Through her works, Walker gave voice to how the black women develop and cope within their communities, considering the limited freedom afforded to them. Walker's Pulitzer Prize winner novel, *The Color Purple* (1982), is considered to be one of the most controversial novels of African American literature since Richard Wright's *Native Son* (1940). The novel voices forth the story of Celie, a poor, black, ugly, uneducated, beaten-down woman, in her own language with no authorial interference whatsoever. Walker has used the main characters to show how oppressed women can come together and find their inner strength and prevail against all odds. These women suffer oppression from the men in their families and further-more from their husbands. Instead of coming home and rejoicing in the wonders of family life, the black men depicted in the story come home and physically, mentally, verbally, and spiritually abuse their women. This is the vicious cycle which goes on throughout most of the story. This is pertaining to the overall theme, which is the self-destruction of the black community at a time when they should have been united against the common evil of racial discrimination. Against such a depiction of the community, the novelist de-picts the federation among the women to be one of restoration and free-dom, and emphasizes the importance of female friendship in the black com-munity - a theme which assumes great importance in several other novels of the period like Toni Morrison's *The*



Bluest Eye (1970). The black community depicted in Morrison's *The Bluest Eye* (1970) is not in keeping with the requirements of the Black Aesthetics. The novel's black community is committed to white middle class values and not in line with its own cultural heritage; it is divided by color bias and sexism. However, the novel performs a valuable cultural function for the black community; it exposes the destructive force of white aesthetic standards and thus, strengthens the arguments of the Black Aesthetics in highlighting cultural nationalism. Toni Morrison has time and again highlighted the political agenda of African American fiction, "If anything I do . . . isn't about the village or the community or about you, then it is not about anything . . ." (Morrison 344). This novel's critique of black folk values sharply departs from Black Aesthetic ideology, which demanded literary affirmation of the black community's power to challenge white middle class ideology. The black community in *The Bluest Eye* entirely lacks the resources to counter racial oppression. Elizabeth Schultz argues that *The Bluest Eye* opposes the communal bent of 1960s and 70s black fiction in presenting alienated protagonists who "have more in common with their white counterparts . . . than they do with other protagonists of the Afro-American novel" (Schultz 184). While *The Bluest Eye* rejects a black folk community that consolidates its cultural entity by persecuting one of its most vulnerable members, the novel also renders impossible the very category of an alienated-individual. The structure of the novel, with its interpenetration of strands dealing with different characters, compels us to read Pecola's story in conjunction with the story of her entire community. Moreover, the novel's presentation of the black community is not entirely despairing, for it does offer an alternative vision of a positive folk community, embodied in the three prostitutes. Each of these women practices a different folk skill: China is adept at 'signifying', Marie tells



stories, and Poland sings the blues. The three women household of these prostitutes, a relatively independent economic and ideological space, not only offers an alternative to the white middle class nuclear family, but also constitutes a kind of feminine folk community that is marginal even to the marginal community of blacks. The alternative vision of community, which is only fleetingly evoked at a thematic level, is more fully developed at the level of the narrative voice, which celebrates a lively interplay of differences, to create a multi-vocal narrative media, which is achieved by means of shifts between Standard English and dialect, and the use of free indirect speech. The novel alternates between the first person narration of Claudia and a third person omniscient narrator. The presence of many voices in the text evokes the idea of the participation of a community. Madhu Dubey concludes that the alternative vision of community generated by *The Bluest Eye* is a unique one and that this novel evokes "a community galvanized by differences and contradictions" (46).

Ntozake Shange is another prolific and powerful writer of the contemporary period whose novels mainly depict the stress of modern times on black families and communities. Her novel *Sassafras, Cypress and Indigo* (1982) portrays the story of three sisters, who choose alternative ways of resisting the set standards of the society. The story takes place in a post Civil Rights Movement climate where Shange combines narrative, poetry, magic spells, recipes and letters to take us through the internal and external journey of the three sisters and their mother, Hilda Effania. Sassafras, a weaver like her mother, falls into a destructive sexual union with a saxophone player named Mitch. Mitch indulges in his music and life freely, at the same time muting that of Sassafras. Sassafras's major goal is to achieve a positive sense of self, despite the sexism of her lover Mitch. Cypress, on the other hand, appears to be flowing between the



identities of being a hetero-sexual and a lesbian. Offended by the overt insulting of women in her dance troupe, she aligns herself with the lesbian collective. She then discovers that women can be as sexually exploitative as men. After ending her painful love affair with another dancer named Idrina, Cypress throws herself into her dancing and eventually finds herself in love with a musician named LeRoy. Her relationship with LeRoy testifies to her arrival at personal lib-erty. The youngest daughter, Indigo, is introduced as completely different from her sisters. Her world is a world of women, real and imagined. Indigo's travel to the islands guides her towards African and African American tradi-tions prompting her spiritual growth. The journey of these three sisters is presented mainly as a journey of discovering the richness of African Ameri-can heritage. The novel also explores Shange's vision of sisterhood as the ideal community, a community which gives the girls the strength to chal-enge their identities, but also - through the strength of their mother's love and patience - a place to return and be whole and content together.

Gloria Naylor similarly, in her debut novel, *The Women of Brewster Place* (1982), brings forth a new picture of relation among women, of female friend-ship, sisterhood, and community. An alternative to the unquestioned patri-archal family structure is offered by the novelist in her representation of the federation among the women in the street, headed by Mattie Michael. Naylor draws her idea of bonding among the different women, who are not even related by blood, from core African notions of 'everyone is family' and 'com-munity other mothers'. The first half of the book presents all possible posi-tive strategies for survival, like mothering and mutual supportiveness. It is only in the last part of the book that Naylor presents a complex picture of the slowly disintegrating community that regards the two lesbians as a chal-enge. The role of the men, throughout the novel, is



more towards the destruction of a positive African American family and community. The changing political and economic scenario of Naylor's time may be viewed in the novel through the subtle hints of class differences among the women. All these negative forces act together to break down the communal ties among the women of Brewster Place.

Thus a study of the marginalized voices of the African Americans - past and the present as viewed through their literature highlight the dynamics of race, gender, and class disrupting any attempt at construction of their identity and community. However, it should be noted that the marginalized voices of these subalterns have time and again focused on the importance of traditional cultural values and communal bonding as a resistance to oppression from different sources.

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EXPERIMENTAL DETERMINATION OF COOLING RATE AND ITS EFFECT ON MICROHARDNESS IN SUBMERGED ARC WELDING OF MILD STEEL PLATE (GRADE C-25 AS PER IS 1570)

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1. INTRODUCTION

With the higher heat input the cooling rate is slower and vice-versa. Microstructure and micro-hardness are depend on the cooling rate, faster the cooling rate fine grains are formed and the hardness is increased and by the slower cooling rate coarse grains are formed and hardness is reduced. Submerged arc welding (SAW) is used for heat input because of high heat input the other processes [1] Heat input is increased with increasing wire feeding speed but increasing welding speed decreases the welding heat input. When heat input increases, the cooling rate decreases for weld metal and increases the volume fraction of tempered martensite and coarsening of the microstructure of weld zone. With increasing the wire feeding speed or preheating temperature, brinell hardness of weldment decreases but effect of welding speed on hardness is reversed to other parameters. When welding speed increases the weld hardness also increases [2]. Equation shows the relation between the welding parameters and heat input.

$$\text{Heat input} = \frac{K \times V \times I \times 60}{S \times 1000} \frac{\text{KJ}}{\text{mm}} \quad (1)$$

Where „V is arc Voltage in Volts, „I is welding current in Ampere, and „S is welding speed in mm/min. „K , the thermal efficiency factor for the welding process, The value of K = 1 is taken here for Submerged arc welding.[3]

Table 1: Specifications of Submerged arc welding machine

Manufacturer	M/S Kanubhai Electrical Pvt. Ltd., Calcutta
Current range	60-1200 Amp
Maximum welding current at 60% duty cycle	1200 Amp
Maximum welding current at 100% duty cycle	900 Amp
Operating voltage	26-44 V
Electrical supply	415

1.1 Base plate

Mild steel plates having size 300×75×12 mm were used in this investigation. The plates were cut into required length with the help of a power hacksaw as shown in Fig: 1

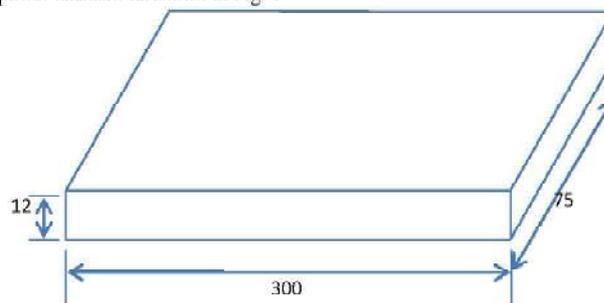


Fig 1: Base plate dimensions (mm)

Table 2: Material composition

Composition of Mild Steel plates					
Element	Carbon	Manganese	Sulphur	Phosphorus	Ferrous
Percentage	0.280	0.533	0.030	0.037	rest.

1.2 Electrode wire

The electrode wire used for the welding was Auto melt Grade - A of 3.15 mm diameter conforming to AWS SFA 5.17, EL-08. [4]

1.3 Flux

An agglomerate flux and crushed slag was used in this investigation. The specification of flux used for welding is AWS 5.17 OK FLUX 10.71 I, F7AZ - E1. 8.

2. METHODOLOGY

To study the effect of cooling rate on microhardness the following steps were followed.

- Preparation of base plate
- Identifying the process parameters and their limits.
- Developing the design matrix.
- Conducting the experiments as per the design matrix.
- Measurement of temperature during experimentation.
- Calculating the cooling rate.

2.1 Temperature Measurement

For the investigation the K-type thermocouples were used. Type K (chromel–alumel) is the most common general purpose thermocouple. It is inexpensive and available in a wide variety of probes. They are available in the –200 °C

to +1350 °C range. The range of thermocouples used for experimentation from 1⁰ C to 1200⁰ C. Each thermocouple was connected to the digital meter for the recording of temperature at same time interval [5]. Four blind holes (each hole was 6 mm deep) were produced to the opposite of weld surface in each plate, for the positioning of thermocouples during welding. First hole was made at the centre of bead and next holes were 1mm apart from its previous hole in perpendicular direction to the bead axis. The dimensions, positioning of holes and actual plate are illustrated in fig. 2.

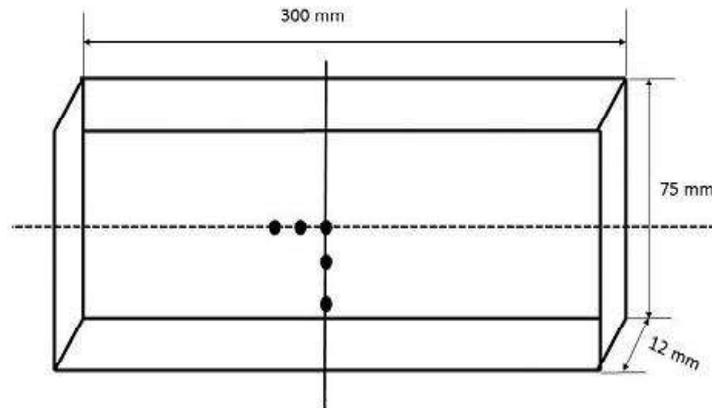


Fig. 2 Thermocouple position

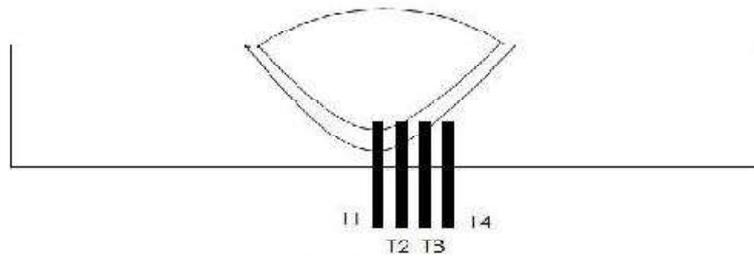


Fig. 3 Insertion of thermocouple

Each hole is 5 mm deep and having 1.5 mm diameter. The holes were drilled by the vertical pillar drilling machine in the machine shop, SLIET, Longowal. 20 plates were prepared for the experimentation.

2.2 Identify the process parameters

Extensive trial runs were carried out to find out the working range of input welding parameters for producing sound welding. By the trial runs following parameters were selected given in table 3

Table 3: Process parameters and their levels

S. No.	Parameters	Units	Symbols	Low Level (-)	High Level (+)
1	Wire feed rate	m/min	f	0.76	2.40
2	Open Circuit Voltage	Volts	V	32	42
3	Welding Speed	m/min	S	0.225	0.425

2.3 Preparation of Design Matrix

After the selection of welding parameters and their levels on the basis of trials the design matrix was prepared [6]. Table 4 shows the design matrix with different heat input.

Table 4: Design matrix

S. No.	Current (A)	Voltage (V)	Welding Speed (m/mm)
1	-	-	-
2	+	-	-
3	-	+	-
4	+	+	-
5	-	-	+
6	+	-	+
7	-	+	+
8	+	+	+

“+” and “-” shows the High and Low levels respectively.

Modeling of process parameters and design of experiments have been done with Design Expert software. Full factorial design technique was used for the experimentation. There were three factors and two levels for developing the design matrix, according to the Full Factorial design (2^3) eight set of heat input are designed with different combinations of SAW welding parameters [7].

3. EXPERIMENTATION

The four thermocouples were positioned in to the holes of base plate and weld bead is deposited on the opposite surface to the surface where thermocouples are situated. According to the design matrix eight plates were welded using 3.15 mm diameter conforming to AWS A5.17- 69, EL-08 wire and with the use of fresh flux [8]. Electrode positive reverse polarity was used. A constant potential transformer-rectifier type power source with a current capacity of 1200 amperes at 60% duty cycle and 900 amperes at 100 % duty cycle, an OCV of 32 to 42 volts was used. The complete set of eight trials was repeated twice for the sake of determining the variance of parameters and variance of adequacy for the model. Fig 4 show the welding setup, base plate and position of thermocouple.

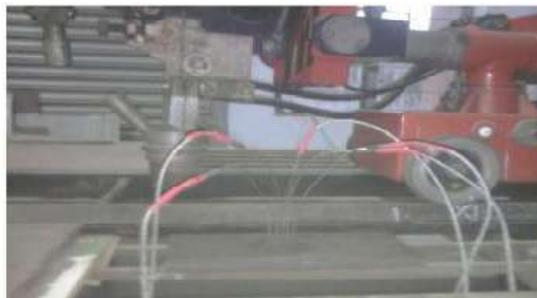


Fig: 4 welding setup, base plate and position of thermocouple

With the help of thermocouple and digital meter the temperature during cooling is recorded at four positions of thermocouple with the interval of 5 seconds. The cross-section view of weld bead with thermocouple is illustrated in figure 5. The temperature is recorded up to 7 minutes. This recorded temperature helps to draw the thermal histories.

3.1 Preparation of test specimen

After welding transverse section of the weld beads were cut from the middle portion of the plates as specimens as shown in figure 4.6. These specimens were prepared by standard metallurgical polishing methods [9]. After applying the 1000 grade of sand paper the micro hardness was carried out in metallurgy lab, SLIET Longowal.

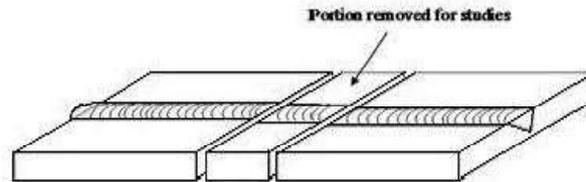


Fig 5 Removal of specimen from the work piece

4. RESULT AND DISCUSSION

In the present study, the effect of cooling rate on microstructure and microhardness of mild steel plate has been investigated. The properties of steel welds are affected by their cooling rates in the 800°C to 500°C range where the phase transformations important for the evolution of final weld microstructure occur. The effect of cooling rate is not limited to solid state transformations. Cooling rate of weldment is depends on the heat input by the welding arc to the weldment. Heat input is controlled by the three variables wire feed rate, open circuit Voltage, welding speed. With the higher heat input the cooling rate is slower and vice-versa. The effect of cooling rate on microhardness was investigated.

4.1 Cooling rate

Cooling rate is calculated from 800°C to 500°C, because this temperature range is useful to phase transformation. It is observed that when heat input is increased the cooling rate of weldment is reduced. Cooling rate is calculated by the following equation. Table 5 shows the calculated heat input and cooling rate. Heat input is calculated from welding parameters and cooling rate is calculated from thermal histories.

$$\text{Cooling rate} = \frac{\text{Temp range from } 800^{\circ}\text{C to } 500^{\circ}\text{C}}{\text{Time taken from } 800^{\circ}\text{C to } 500^{\circ}\text{C during cooling}}$$

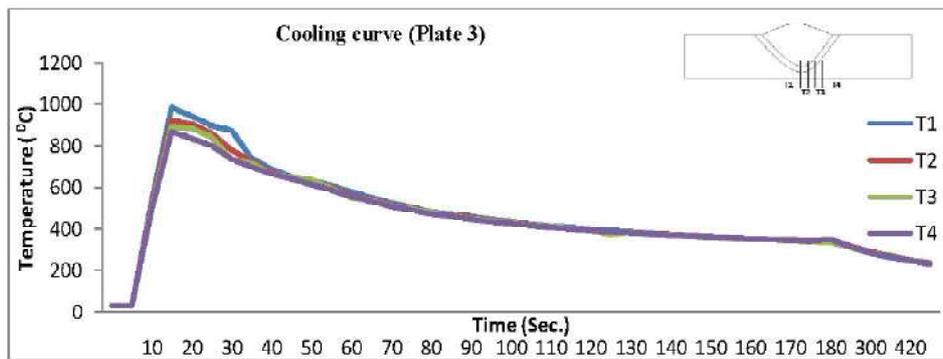
Table 5: Calculated heat input and cooling rate

plate no.	HI in J/m	CR (800-500)
1	1.86	8.42
2	2.94	7.31
3	2.76	8.92
4	4.15	2.65
5	0.80	9.83
6	1.40	4.72
7	1.34	7.13
8	2.01	5.64

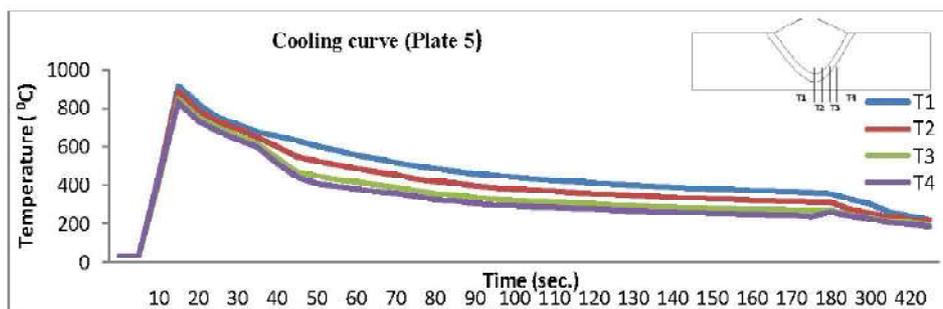
Table 5: illustrates the relation between the heat input and cooling rate of weldment. It is observed that the increasing in heat input from 0.80 J/m to 4.15 J/m the cooling rate is reduced from 9.83°C/sec to 2.65°C/sec. so with the reduction in heat input the cooling rate is increased.

4.2 Temperature histories

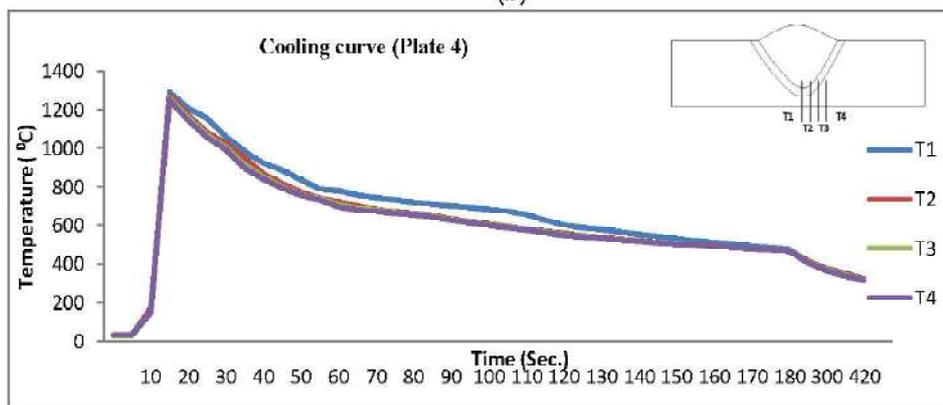
During welding, temperature is measured as a function of time, by thermocouple for different points. These read of temperature are useful to draw temperature histories. Thermal histories play important role for finding the coc rate of weldment for different ranges. Fig: 6 shows the temperature history of weldment [12], welded at : medium and high cooling rates.



(a)



(b)



(c)

Fig: 6 Cooling Curve at (a) Medium (b) High and (c) Low Cooling Rate



5. MICROHARDNESS

5.1 Average microhardness of all weldment

Table 6 and Fig.7 illustrate the average microhardness of all eight combination of cooling rate. It is observed that when cooling rate is increased the average microhardness of weldment reduced and hardness of HAZ is higher as compared to weld.

Table 6 Calculated cooling rate and microhardness of weld as well as HAZ

plate no.	CR (800-500)	Av. Hardness Weld	Av. Hardness HAZ
1	8.42	208	228
2	7.31	205	225
3	8.92	210	230
4	2.65	165	177
5	9.83	227	237
6	4.72	175	186
7	7.13	182	215
8	5.64	180	207

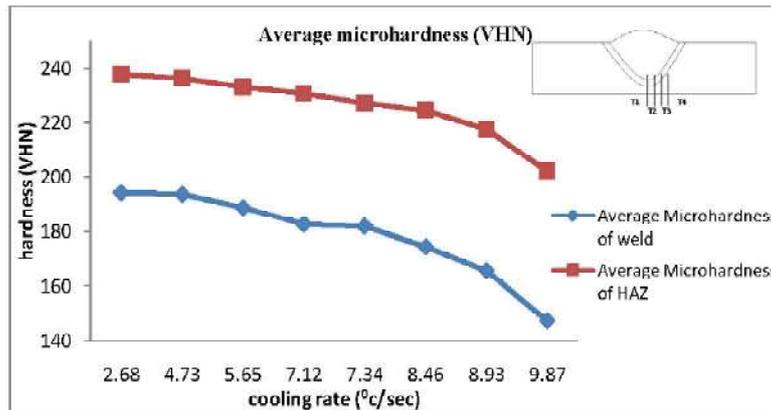


Fig: 7 Relation Microhardness and cooling rate

CONCLUSION

The following conclusions may obtain from the experiments:

1. The process parameters are directly affect the cooling rate, with the increase of wire feed rate, open circuit voltage and decreasing of welding Speed the cooling rate is decreased and with the decreasing of wire feed rate, open circuit voltage and increasing of welding speed the cooling rate become fast.
2. The grains forms with higher cooling rate are much finer as compare with low cooling rate.
3. Low heat input and high cooling rate result in fine grain structure and cause the higher hardness.



4. With increase in heat input from low (0.80 J/m) to high (4.15 J/m) The cooling rate reduced from (9.83 °C/sec to 2.65 °C/sec).due to this slower cooling rate and increase in heat input hence this grain coarsening directly affects the microhardness of HAZ and weld zone which reduced by 27.3% in weld zone and 25.3% in HAZ

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FOREIGN DIRECT INVESTMENT

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Introduction

Foreign investments provide a great impetus for growth to Indian economy. The continuous upsurge in foreign direct investments (FDI), allowed across the industries and sectors, has proven that foreign investors have faith in the resilience of Indian markets. A wise policy regime and positive business environment have also played catalytic role to ensure the continuous inflow of foreign capital in the Indian markets. An investment made by a company or entity based in one country, into a company or entity based in another country. Foreign direct investments differ substantially from indirect investments such as portfolio flows, wherein overseas institutions invest in equities listed on a nation's stock exchange. Entities making direct investments typically have a significant degree of influence and control over the company into which the investment is made. Open economies with skilled workforces and good growth prospects tend to attract larger amounts of foreign direct investment than closed, highly regulated economies. Foreign investments provide a great impetus for growth to Indian economy. The continuous upsurge in foreign direct investments (FDI), allowed across the industries and sectors, has proven that foreign investors have faith in the resilience of Indian markets. A wise policy regime and positive business environment have also played catalytic role to ensure the continuous inflow of foreign capital in the Indian markets. Various surveys and industry experts have revealed that India is amongst the top destinations for investments across the globe.



Definition: FDI stands for Foreign Direct Investment, a component of a country's national financial accounts. Foreign direct investment is investment of foreign assets into domestic structures, equipment, and organizations. It does not include foreign investment into the stock markets. Foreign direct investment is thought to be more useful to a country than investments in the equity of its companies. The Foreign Direct Investment means "cross border investment made by a resident in one economy in an enterprise in another economy, with the objective of establishing a lasting interest in the investee economy.

FDI is also described as "investment into the business of a country by a company in another country". Mostly the investment is into production by either buying a company in the target country or by expanding operations of an existing business in that country". Such investments can take place for many reasons, including to take advantage of cheaper wages, special investment privileges (e.g. tax exemptions) offered by the country.

An Indian company may receive Foreign Direct Investment under the two routes as given under:

- i. Automatic Route-** FDI is allowed under the automatic route without prior approval either of the Government or the Reserve Bank of India in all activities/sectors as specified in the consolidated FDI Policy, issued by the Government of India from time to time.
- ii. Government Route-** FDI in activities not covered under the automatic route requires prior approval of the Government which are considered by the Foreign Investment Promotion Board (FIPB), Department of Economic Affairs, Ministry of Finance.



Scope of FDI in India- India is the 3rd largest economy of the world in terms of purchasing power parity and thus looks attractive to the world for FDI. Even Government of India, has been trying hard to do away with the FDI caps for majority of the sectors, but there are still critical areas like retailing and insurance where there is lot of opposition from local Indians / Indian companies. Some of the major economic sectors where India can attract investment are as follows:-

- Telecommunications
- Apparels
- Information Technology
- Pharma
- Auto parts
- Jewelry
- Chemicals

In last few years, certainly foreign investments have shown upward trends but the strict FDI policies have put hurdles in the growth in this sector. India is however set to become one of the major recipients of FDI in the Asia-Pacific region because of the economic reforms for increasing foreign investment and the deregulation of this important sector. India has technical expertise and skilled managers and a growing middle class market of more than 300 million and this represents an attractive market.

Background and Recent Developments for FDI in Retail Sector-

As part of the economic liberalization process set in place by the Industrial Policy of 1991, the Indian government has opened the retail sector to FDI slowly through a series of steps:



1995 : World Trade Organisation's (WTO) General Agreement on Trade in Services, which includes both wholesale and retailing services, came into effect

1997 : FDI in cash and carry (wholesale) with 100% rights allowed under the government approval route;

2006 : FDI in cash and carry (wholesale) was brought under automatic approval route; Upto 51% investment in single brand retail outlet permitted, subject to Press Note 3 (2006 series)

2011 : 100% FDI in Single Brand Retail allowed'

2012 : On Sept. 13, Government approved the allowance of 51 percent foreign investment in multi-brand retail, [It also relaxed FDI norms for civil aviation and broadcasting sectors]'

Modes of payment allowed for receiving FDI-

An Indian company issuing shares /convertible debentures under FDI Scheme to a person resident outside India shall receive the amount of consideration required to be paid for such shares /convertible debentures by:

- (i) inward remittance through normal banking channels.
- (ii) debit to NRE / FCNR account of a person concerned maintained with an AD category I bank.
- (iii) conversion of royalty / lump sum / technical know how fee due for payment or conversion of ECB, shall be treated as consideration for issue of shares.



(iv) conversion of import payables / pre incorporation expenses / share swap can be treated as consideration for issue of shares with the approval of FIPB.

(v) debit to non-interest bearing Escrow account in Indian Rupees in India which is opened with the approval from AD Category – I bank and is maintained with the AD Category I bank on behalf of residents and non-residents towards payment of share purchase consideration.

If the shares or convertible debentures are not issued within 180 days from the date of receipt of the inward remittance or date of debit to NRE / FCNR (B) / Escrow account, the amount shall be refunded. Further, Reserve Bank may on an application made to it and for sufficient reasons permit an Indian Company to refund / allot shares for the amount of consideration received towards issue of security if such amount is outstanding beyond the period of 180 days from the date of receipt.

Sectors where FDI is not allowed-

FDI is prohibited under the Government Route as well as the Automatic Route in the following sectors:

- i) Atomic Energy
- ii) Lottery Business
- iii) Gambling and Betting
- iv) Business of Chit Fund
- v) Nidhi Company
- vi) Agricultural (excluding Floriculture, Horticulture, Development of seeds, Animal Husbandry, Pisciculture and cultivation of vegetables,



mushrooms, etc. under controlled conditions and services related to agro and allied sectors) and Plantations activities (other than Tea Plantations)¹

vii) Housing and Real Estate business (except development of townships, construction of residential/commercial premises, roads or bridges to the extent specified in Notification²

viii) Trading in Transferable Development Rights (TDRs).

ix) Manufacture of cigars , cheroots, cigarillos and cigarettes , of tobacco or of tobacco substitutes³.

Procedure-

A two-stage reporting procedure has to be followed .:

1. On receipt of share application money- Within 30 days of receipt of share application money/amount of consideration from the non-resident investor, the Indian company is required to report to the Foreign Exchange Department, Regional Office concerned of the Reserve Bank of India, under whose jurisdiction its Registered Office is located, the Advance Reporting Form, containing the following details :
 - Name and address of the foreign investor/s;
 - Date of receipt of funds and the Rupee equivalent;
 - Name and address of the authorised dealer through whom the funds have been received;
 - Details of the Government approval, if any; and
 - KYC report on the non-resident investor from the overseas bank remitting the amount of consideration.



The Indian company has to ensure that the shares are issued within 180 days from the date of inward remittance which otherwise would result in the contravention / violation of the FEMA regulations.

2. Upon issue of shares to non-resident investors:

Within 30 days from the date of issue of shares, a report in Form FC-GPR-PART A together with the following documents should be filed with the Foreign Exchange Department, Regional Office concerned of the Reserve Bank of India.

- Certificate from the Company Secretary of the company accepting investment from persons resident outside India certifying that:
- The company has complied with the procedure for issue of shares as laid down under the FDI scheme as indicated in the Notification No. FEMA 20/2000-RB dated 3rd May 2000, as amended from time to time.
- The investment is within the sectoral cap / statutory ceiling permissible under the Automatic Route of the Reserve Bank and it fulfills all the conditions laid down for investments under the Automatic Route,
- Certificate from Statutory Auditors/ SEBI registered Merchant Banker / Chartered Accountant indicating the manner of arriving at the price of the shares issued to the persons resident outside India.

Why Countries Seek FDI ?

- (a) Domestic capital is inadequate for purpose of economic growth;
- (b) Foreign capital is usually essential, at least as a temporary measure, during the period when the capital market is in the process of development;



(c) Foreign capital usually brings it with other scarce productive factors like technical know how, business expertise and knowledge

Advantages and Disadvantages: A Matter of Perspective

In the context of foreign direct investment, advantages and disadvantages are often a matter of perspective. An FDI may provide some great advantages for the MNE but not for the foreign country where the investment is made. On the other hand, sometimes the deal can work out better for the foreign country depending upon how the investment pans out. Ideally, there should be numerous advantages for both the MNE and the foreign country, which is often a developing country. We'll examine the advantages and disadvantages from both perspectives. The major benefits of FDI are:

- (a) Improves for ex position of the country;
- (b) Employment generation and increase in production;
- (c) Help in capital formation by bringing fresh capital;
- (d) Helps in transfer of new technologies, management skills, intellectual property
- (e) Increases competition within the local market and this brings higher efficiencies
- (f) Helps in increasing exports;
- (g) Increases tax revenues

Advantages for MNEs

- **Access to markets.** FDI can be an effective way for you to enter into a foreign market. Some countries may extremely limit foreign



company access to their domestic markets. Acquiring or starting a business in the market is a means for you to gain access.

- **Access to resources.** FDI is also an effective way for you to acquire important natural resources, such as precious metals and fossil fuels. Oil companies, for example, often make tremendous FDIs to develop oil fields.
- **Reduces cost of production.** FDI is a means for you to reduce your cost of production if the labor market is cheaper and the regulations are less restrictive in the target foreign market. For example, it's a well-known fact that the shoe and clothing industries have been able to drastically reduce their costs of production by moving operations to developing countries.

Advantages to Foreign Countries

- **Source of external capital and increased revenue.** FDI can be a tremendous source of external capital for a developing country, which can lead to economic development.

For example, if a large factory is constructed in a small developing country, the country will typically have to utilize at least some local labor, equipment and materials to construct it. This will result in new jobs and foreign money being pumped into the economy. Once the factory is constructed, the factory will have to hire local employees and will probably utilize at least some local materials and services. This will create further jobs and maybe even some new businesses. These new jobs mean that locals have more money to spend, thereby creating even more jobs.

Additionally, tax revenue is generated from the products and activities of the factory, taxes imposed on factory employee income and



purchases, and taxes on the income and purchases now possible because of the added economic activity created by the factory. Developing governments can use this capital infusion and revenue from economic growth to create and improve its physical and economic infrastructure such as building roads, communication systems, educational institutions and subsidizing the creation of new domestic industries.

- **Development of new industries.** Remember that a MNE doesn't necessary own all of the foreign entity. Sometimes a local firm can develop a strategic alliance with a foreign investor to help develop a new industry in the developing country. The developing country gets to establish a new industry and market, and the MNE gets access to a new market through its partnership with the local firm.
- **Learning.** This is more of an indirect advantage. FDI exposes national and local governments, local businesses and citizens to new business practices, management techniques, economic concepts, and technology that will help them develop local businesses and industries.

Disadvantages to MNEs

- **Unstable economic conditions.** Much of FDI takes place in the developing world, which is just developing its economic systems. The market conditions in the developing world can be quite unstable and unpredictable.
- **Unstable political and legal system.** A bigger problem may be unstable or underdeveloped political and legal systems. A company may have to deal with a corrupt or unstable political system. Additionally, the legal system may be underdeveloped. Contracts and property rights may not be easily enforced, for example.



Disadvantages to the Foreign Countries

- **Race to the bottom.** Some have argued that developing nations are forced into a race to the bottom regarding labor and regulations in order to attract foreign investors who seek cheap labor and non-existent or lackadaisical regulation to maximize its profit potential. Such a race could result in severe environmental damage to the foreign country, the stripping of natural resources and abusive labor practices that are not acceptable in the developed world.
- **Crowd out local development.** Foreign investment may also crush the local competition, resulting in problems in long-term economic development.
- **Undue political influence.** MNEs can theoretically exert a huge amount of power in a developing country because of the capital it brings into the country. This influence may be compounded if a corrupt government is in place willing to acquiesce to deals that may not be in the best interests of its citizens.

General Disadvantages of FDI can be concluded as :

- (a) Domestic companies fear that they may lose their ownership to overseas company
- (b) Small enterprises fear that they may not be able to compete with world class large companies and may ultimately be edged out of business;
- (c) Large giants of the world try to monopolise and take over the highly profitable sectors;
- (d) Such foreign companies invest more in machinery and intellectual property than in wages of the local people;



- (e) Government has less control over the functioning of such companies as they usually work as wholly owned subsidiary of an overseas company;

Brief Latest Developments on FDI (all sectors including retail):-

2012 - October: In the second round of economic reforms, the government cleared amendments to raise the FDI cap in the insurance sector from 26% to 49%; in the pension sector it approved a 26 percent FDI; Now, Indian Parliament will have to give its approval for the final shape,"

2012 - September : The government approved the Allowed 51% foreign investment in multi-brand retail, Relaxed FDI norms for civil aviation and broadcasting sectors– FDI cap in Broadcasting was raised to 74% from 49%; Allowed foreign investment in power exchanges

2011 – December : The Indian government removed the 51 percent cap on FDI into single-brand retail outlets and thus opened the market fully to foreign investors by permitting 100 percent foreign investment in this area.

Forms in which business can be conducted by a foreign company in India

A foreign company planning to set up business operations in India may: Incorporate a company under the Companies Act, 1956, as a Joint Venture or a Wholly Owned Subsidiary or Set up a Liaison Office / Representative Office or a Project Office or a Branch Office of the foreign company



Authorities Dealing With Foreign Investment:

- (a) Foreign Investment Promotion Board (popularly known as FIPB) :
The Board is responsible for expeditious clearance of FDI proposals and review of the implementation of cleared proposals. It also undertake investment promotion activities and issue and review general and sectoral policy guidelines;
- (b) Secretariat for Industrial Assistance (SIA) : It acts as a gateway to industrial investment in India and assists the entrepreneurs and investors in setting up projects. SIA also liaison with other government bodies to ensure necessary clearances;
- (c) Foreign Investment Implementation Authority (FIIA) : The authority works for quick implementation of FDI approvals and resolution of operational difficulties faced by foreign investors;
- (d) Investment Commission
- (e) Project Approval Board
- (f) Reserve Bank of India

Instruments for receiving Foreign Direct Investment in an Indian company?

Foreign investment is reckoned as FDI only if the investment is made in equity shares, fully and mandatorily convertible preference shares and fully and mandatorily convertible debentures with the pricing being decided upfront as a figure or based on the formula that is decided upfront. Any foreign investment into an instrument issued by an Indian company which: gives an option to the investor to convert or not to convert it into equity or does not involve upfront pricing of the instruments a date would be reckoned as ECB and would have to comply with the ECB guidelines.



The FDI policy provides that the price/ conversion formula of convertible capital instruments should be determined upfront at the time of issue of the instruments. The price at the time of conversion should not in any case be lower than the fair value worked out, at the time of issuance of such instruments, in accordance with the extant FEMA regulations [the DCF method of valuation for the unlisted companies and valuation in terms of SEBI (ICDR) Regulations, for the listed companies].

Total Inflows of FDI in India :

- For the FY 2012-13 (for the month of July, 2012) was US\$ 1.47 billion.
- Amount of FDI equity inflows for the financial year 2012-13 (from April 2012 to July 2012) stood at US\$ 5.90 billion.
- Cumulative amount of FDI (from April 2000 to July 2012) into India stood at US\$ 176.76 billion.

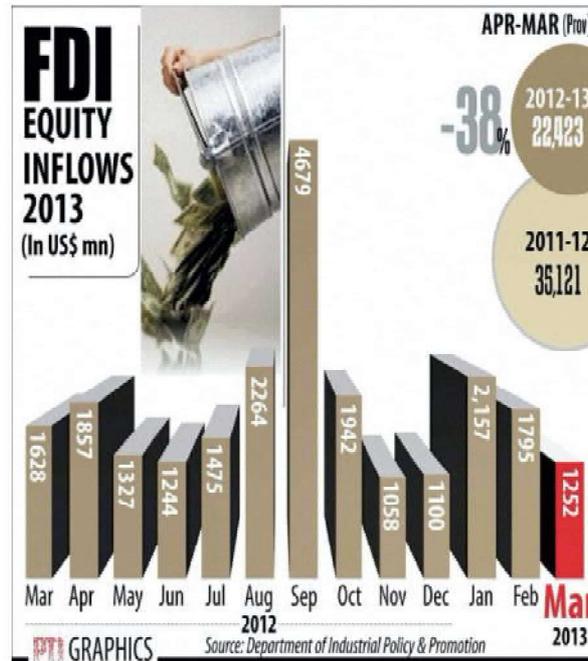
FDI Equity Inflows from 2000-2012

S. No	Financial Year (April – March)	Amount of FDI Inflows		%age growth over previous year (in terms of US \$)
		In Rs, crores	In US\$ million	
1	2000-01	10733	2463	-
2	2001-02	18654	4065	(+) 65 %
3	2002-03	12871	2705	(-) 33 %
4	2003-04	10064	2188	(-) 19 %
5	2004-05	14653	3219	(+) 47 %
6	2005-06	24584	5540	(+) 72 %
7	2006-07	56390	12492	(+) 125 %
8	2007-08	98642	24575	(+) 97 %
9	2008-09	142829	31396	(+) 28 %
10	2009-10	123120	25834	(-) 18 %
11	2010-11	88520	19427	(-) 25 %
12	2011-12 (April - January 2012)	122307	26192	-
CUMULATIVE TOTAL (from April 2000 to January 2012)		723367	160096	-

Top 5 Countries for FDI Since 2000-2010:

Country	Inflow in % age terms	Inflows in absolute Terms (million US dollars)
Mauritius	42%	50164
Singapore	9	11275
USA	7	8914
UK	5	6158
Netherlands	4	4968

Majority of the foreign direct investment comes through Mauritius as it enjoys several tax advantages, which works well for the international investors.





What are the Limits for FDI in different Sectors

26% FDI is permitted in- Defence¹, Newspaper and media, Pension sector (allowed in October 2012 as per cabinet decision), Courier Services², Tea Plantation³.

49% FDI is permitted in Banking, Cable network, DTH, Infrastructure investment, Telecom, Insurance⁴, Petroleum Refining⁵, Power Exchanges⁶, Stock Exchanges, Depositories⁷, power exchanges registered under the Central Electricity Regulatory Commission⁸.

51% is Permitted in Multi-Brand Retail⁹, Petro-pipelines

74% FDI is permitted in Atomic minerals, Science Magazines /Journals, Petro marketing, Coal and Lignite mines, Credit information companies¹⁰

100% FDI is permitted in Single Brand Retail¹¹, Advertisement, Airports, Cold-storage, BPO/Call centers, E-commerce, Energy (except atomic), export trading house, Films, Hotel, tourism, Metro train, Mines (gold, silver), Petroleum exploration, Pharmaceuticals, Pollution control

Postal service, Roads, highways, ports, Township, Wholesale trading, Telecom¹², Asset Reconstruction Companies^{13&14}.

Conclusion

Foreign direct investment occurs when a business invests in a foreign country by either acquiring a foreign business that it controls or starting a business in the foreign country. Advantages and disadvantages often depend upon whether you are the investing company or the foreign country. Advantages for the company investing in a foreign market include access to the market, access to resources, and reduction in the cost of production. Disadvantages for the company include an unstable and unpredictable



foreign economy, unstable political systems, and underdeveloped legal systems. Advantages for the foreign country include infusion of foreign capital, increases in revenue, development of new industries, and the ability to learn from foreign investors. Disadvantages for the foreign country include getting caught in a race to the bottom resulting in poor labor treatment and environmental destruction, the risk that foreign investment will crowd out local development, and the possibility of undue political influence of foreign investors

Foreign direct investment has been a controversial issue in international economics. We have tried to some up the important aspects of FDI.

Reference

¹ (c.f. Notification No. FEMA 94/2003-RB dated June 18, 2003).

² Notification No. FEMA 136/2005-RB dated July 19, 2005).

³ Please also see the the website of Department of Industrial Policy and Promotion (DIPP), Ministry of Commerce & Industry, Government of India at www.dipp.gov.in for details regarding sectors and investment limits therein allowed ,under FDI)

⁴ In July 2013, there has been no change in FDI limit but higher investment may be considered in state of the art technology production by CCS through automatic route upto 49% through automatic route; 49-100% through FIPB route

⁵ In July 2013 it was raised to 49% from 26% subject to Parliament approval

⁶ 49% allowed under automatic route

⁷ 49% allowed under automatic route

⁸ allowed under automatic route upto 49%

⁹ (Power Market) Regulations 2010 subject to an FDI limit of 26 per cent and an FII limit of 23 per cent of the paid-up capital is now permissible. [Permitted in September 2012]

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¹⁰ Since September 2012 raised from 49% to 74% in July, 2013

¹¹ 100% FDI allowed in single brand retail; 49% through automatic route; 49-100% through FIPB

¹² raised from 74% to 100% in July, 2013 by GoI

¹³ increased from 74% to 100 in July, 2013. Out of this upto 49% will be under automatic route

¹⁴ Source : RBI website, Newspaper reports, GoI data

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THE IMPACT OF INCLUSION ON RELATIONSHIP AMONG THE LOCUS OF CONTROL, ECOLOGICAL VALUE AND ENVIRONMENT RELATED BEHAVIOUR: A PATH ANALYSIS

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Introduction

The term inclusion, though a very desirable policy in education, is a contested concept and a platform for debate. It is open to wide variety of interpretation and mainly based on politics of differences and identity politics. It is the struggle of marginalized groups for participation along with everyone else leading to their mainstreaming in the larger society. Inclusive schools, therefore, uphold diversity; give opportunities to acquire knowledge, skills, citizenship behaviour and information to all students. During the last few decades the attitude towards the education of children with special needs has changed dramatically with emphasis on human rights approach. The Government of India had adopted various inclusion related policies consequent to Salamanca Declaration (UNESCO 1994). It suggested the inclusion as a humanistic policy and advocated that all governments should adopt as a matter of law or policy the principle of inclusive education enrolling all children in regular schools unless there are compelling reasons for doing otherwise. In the background of large scale environmental degradation everyone has to be environmentally pro-active to arrest the impending catastrophe. The students, including those with special needs have an important role to play as they are the future citizens of the country. Agenda 21 (UNCED, 1992) spelt out action plan to address the issue of



sustainability. India, as a signatory nation pursues this policy based on her constitutional provision (Article 51-G).

Researches in this respect on students with visual impairment are far from adequate indicating a research gap and lack of empirical work especially studies related to value, behaviour and locus of control. However, a few empirical researches conducted by the authors showed activity method of teaching environmental education improved the pro environmental behaviour of students with visual impairment (*Sengupta, Banerjee and Maji, 2009*). Regarding of environmental awareness and behaviour gender difference was observed among the school students with visual impairment (*Sengupta, Banerjee and Maji, 2008, 2010*). Another empirical study revealed that academic achievement impacted on ecological value of the students with visual impairment (*Mukherjee and Maji, 2011*). So it is expected that this study will not only clarify the relation among relevant variables but also develop new perspective on visual deprivation and environmentalism. It also tries to look into the relationship among locus of control, ecological value and environment related behaviour of the students with visual impairment and whether the inclusive policy can be supported from the research findings by comparing the responses of the participants belonging to two types of educational institutions (special and general).

Path analysis is a subset of Structural Equation Model (SEM). Structural equation model is a statistical technique which aims to quantify and test scientific theories. It is an applied form of multivariate statistical analysis where the cause and effect relationships among variables are shown. SEM is communicated by picture or diagram called path diagram. The proposed model is presented in a graphical form and tested for model fit. The objective is to examine the causal relationship between two or



more variables based on linear equation system. However, path analysis really cannot prove causation. SEM is an extension of multiple regression analysis but a difference between the two techniques is that regression analysis considers only observed variables whereas SEM takes in to account the variables that have not been directly measured. The present study is based on a similar model but the variables investigated in relation to environment related behaviour are selected to be ecological value having two dimensions namely preservation and utilisation and locus of control. This model has been statistically verified and path analysis was conducted to verify the fitness of the observed model.

Operational Definition of Used Important Terms

Locus of Control

Locus of control is a personality construct referring to an individual's perception of the locus of control of events as determined internally by his/her own behavior versus fate, luck or external circumstances (Grantz, 1999). According to Rotter's theory (1966), Locus of control refers to the extent to which individuals believe that they can control events that affect them. Expectancies are the result of reinforcements, which act to either increase or decrease the expectancy that a particular behavior will lead to further reinforcements. LOC as a concept has been found to explain the prediction of behaviour. Locus of control can again be of two types-

- ***Internal locus of control***- Individual believes that his/her behaviour is guided by his/her personal decisions and efforts.
- ***External locus of control*** - Individual believes that his/her behaviour is guided by fate, luck, or other external circumstances



Internal People are those who determine their own life outcomes by being active and effective agents of change while external people believe that their life outcomes are the results of luck, chance, fate, or powerful others, beyond their control.

Ecological Value

Values indicate the worth, usefulness or importance of a thing, object or an issue. Value is personal view and opinion which are held in high esteem by an individual. *Thompson and Burton (1994)* mentioned about *ecocentric values and anthropocentric values in the context of environmentalism*. Previously it was postulated that an individual is either anthropocentric or ecocentric in his approach to environment. Ecological values are environmental views of a person who thinks strongly about it. *Bogner and Wiseman (1999)* proposed two dimensions of environmental perception namely *utilisation* and *preservation*. Subsequently it was designated as *Model of Ecological Value (Wiseman and Bogner, 2003)*. The Model of Ecological value is a different approach to environmental perception. However, *Bogner and Wiseman (1999)* postulated that *biocentricism or preservation and anthropocentricism or utilization* is two separate views and they are not necessarily related. *Preservation* is the biocentric dimension of perception, which is concerned with conservation, and protection of environment. *Utilisation* on the other hand is anthropocentric dimension with the objective of utilising natural resources (*Wiseman and Bogner, 2003*).

Environment related behaviour

The environment related behaviour has been extensively studied as it is the ultimate objective of environmental education. One short coming of the study of environment related behaviour is that although a broad



range of different behaviours have been included but the situational factors were often ruled out. The situational factors are sometimes beyond the control of the individual for which despite the existence of behaviour intention, the actual behaviour may not take occur. The problem is that the planned behaviour theory focuses on the role of individual, neglecting wider social issues (*Bamberg & Moser, 2007*). Peoples' behaviours are preceded by behaviour intention and other normative factors. Environment related behaviour as the sort of behaviour that consciously seeks to minimize the negative impact of one's actions on the natural and built world. It is observable and reported behaviour of the individuals, either done or willingness to do in future, regarding the protection of the environment for examples civic responsibility, personal life style change, individual civic action and cooperative civic action.

Visual impairment

The term impairment implies any disorder in structure or function due to anatomic, physiologic or psychologic abnormalities that interfere with normal activities. Visual impairment is form of physiological disorder. Loss of visual acuity results in visual impairment. Visual acuity is the measurement of how clearly we see. In *India Rehabilitation Council of India Act (1992)* and *Persons with Disability Act (1995)* define visual impairment as-

- Total absence of sight; or
- Visual acuity not exceeding 6/60 meter or 20/200 feet (snellen) in the better eye with the Corrective lenses; or
- Limitation of the field of vision subtending an angle of degree 20 or worse.



Two types of visual impairment namely, low vision and fully blind. The legal definition of *low vision* is visual acuity of less than 20/70 and *fully blind* is visual acuity of less than 20/400.

Methodology

This study is a cross-sectional empirical study based on survey research design. This is a co-relational research design in which case the researcher seeks to understand the relationship between dependent and independent variables.

Sample

The population of the present study comprises the students (N=240) with visual impairment studying in classes IX to XII (age range 14-25 years) in schools situated in urban and semi-urban areas of West Bengal and affiliated to West Bengal Board of Secondary Education and West Bengal Council Higher Secondary Education. The population also includes special educational institutes (segregation of the students with special needs) and the general educational institutes (inclusion of the students with special needs). The sample was drawn from total number of 62 schools (both special and general educational institution) from various districts. This study will make use of purposive sampling. This simply means that participants are selected because of some defining characteristic that makes them the holders of the data needed for the study. Sampling decisions are therefore made for the explicit purpose of obtaining the richest possible source of information to answer the research questions. It is also volunteer sampling in the sense that only those who were willing to participate were included in the sample.



Instruments

i) Locus of Control Scale (LOCS)

The Bengali adaptation of locus of control scale (*Julian Rotter, 1966*) was standardised by the investigator. The original scale had 29 items. The adapted version included 18 ones eliminating the rest which were not suitable for the sample group. Each item has two alternatives, one related to external locus of control and the other to internal control. The participant has to choose one of the alternatives. Scoring was done by granting 1 for item indicating internal locus of control and 0 for the item indicating external locus of control. The high scores (8-15) indicate internal locus of control and low scores (1-7) depict external locus of control. The tool was standardized on a separate sample group (N=60). The reliability of the test was determined by *Cronbach alpha* (0.69). The item validity was tested by *Tetrachoric correlations* were also calculated and the values varied from 0.3-0.7.

ii) Ecological Values Scale (EVS)

The study of ecological value scale began with the concept of environmental worldview. The ecological value scale (20 items) constructed by *Wiseman and Bogner (1999)* was translated into Bengali and two items were modified in such a way so as to suit the purpose of the present research. The tool was standardized on a separate sample group (N=60). The reliability of the test (Likert type 5-point) was determined by *Cronbach alpha* (0.64). The item validity was tested by *Tetrachoric correlations* and the values varied from 0.2-0.8.

iii) Environment Related Behaviour scale (ERBS)

By environment related behaviour it is meant the observable and reported behaviour of the individuals, either done or willingness to do in



future, regarding the protection of the environment. The factors included were behaviour related to civic responsibility, personal change, individual civic action and cooperative civic action etc. The researcher developed the Likert type (5-point) scale (25 items) having a reliability (KR-21) value of 0.82. The item validity was tested by *Tetrachoric correlation* and the values varied from 0.2-0.7.

Procedure

The researchers first contacted teachers, head of the institution, NGO and hostel authority (where students with visual impairment are living). With the help of head of the institution, the researcher contacted students with visual impairment to get permission from them. After the permission was secured the students with visual impairment were interviewed. Before starting the interviews, head of the institution were informed about the objectives of the study and assured their identity will be kept confidential. The students were also similarly assured that the interview will remain confidential. Only interested students with visual impairment were asked to take part in the study. For quantitative approach, in the first phase of the research, three research questionnaires were developed, adapted and standardised. The standardised tools are then applied for actual research. As the questionnaires were not in Braille form, the researchers read out the items to the students and tape recorded their responses. Approximately a range of thirty minute to one hour was required to interview each student. For this reason students met the researcher after or before the school hours and sometimes at their hostel. The researcher tried to maintain the objectivity as far as possible. For the purpose of quantitative analysis of data, a few selected statistical methods were used. The responses were typed into an Excel program. Data were analysed by using SPSS v.17 and Amos Student Version501. Bivariate



correlations were computed to investigate coefficient of correlation among different variables. Finally to understand the goodness of fit of the proposed theoretical model Path analysis was conducted.

Result and Discussion

Two path diagrams were obtained to observe the fitness models in relation to data from general educational institutions and special educational institutions.

Variable Summary (Group number 1)

Variables Summary (Group number 1)

Observed, endogenous variables : Environment related behaviour,
 Preservation and Utilisation

Observed, exogenous variables : Locus of control

Unobserved, exogenous variables : e1, e2 and e3

Number of variables in your model	:	7
Number of observed variables	:	4
Number of unobserved variables	:	3
Number of exogenous variables	:	4
Number of endogenous variables	:	3
Number of distinct sample moments	:	10
Number of distinct parameters to be estimated	:	9
Degrees of freedom (10 - 9)	:	1

In the SEM endogenous variables are dependent variables and exogenous variables are termed as independent variables. This model is over identified model as number of available variance covariance estimates (10) is greater than the number of parameters to be estimated (9). It is a recursive model which means that the causal flow in the model is unidirectional and at a given point of time a variable cannot be both cause and effect. Besides it includes all the direct links allowed by the causal ordering implying that it is a fully recursive model.

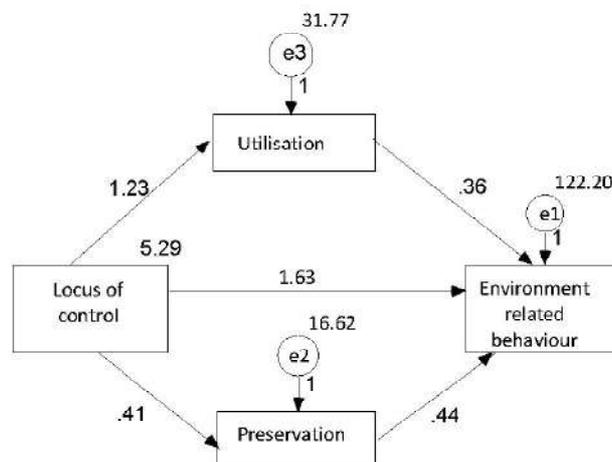


Figure no-1: Path Analysis Model Related to Environment Related Behaviour vs. Locus of Control, Preservation and Utilisation of Students Studying in General Type Educational Institution

Path analysis done on the data (N=98) from general educational institutes however was not found to be good fit. The chi square was found to be 6.6 with df 1 and the p value was 0.01. The significant value of chi square indicates that model is not a good fit. However, it has already been referred that chi square is susceptible to sample size and so other indices should be taken into consideration. The GFI (0.968) and CFI (0.89) values, however, indicate good fit. AGFI is also moderate (0.681). But RMSEA value is again high (0.24) showing the poor fit of the model.

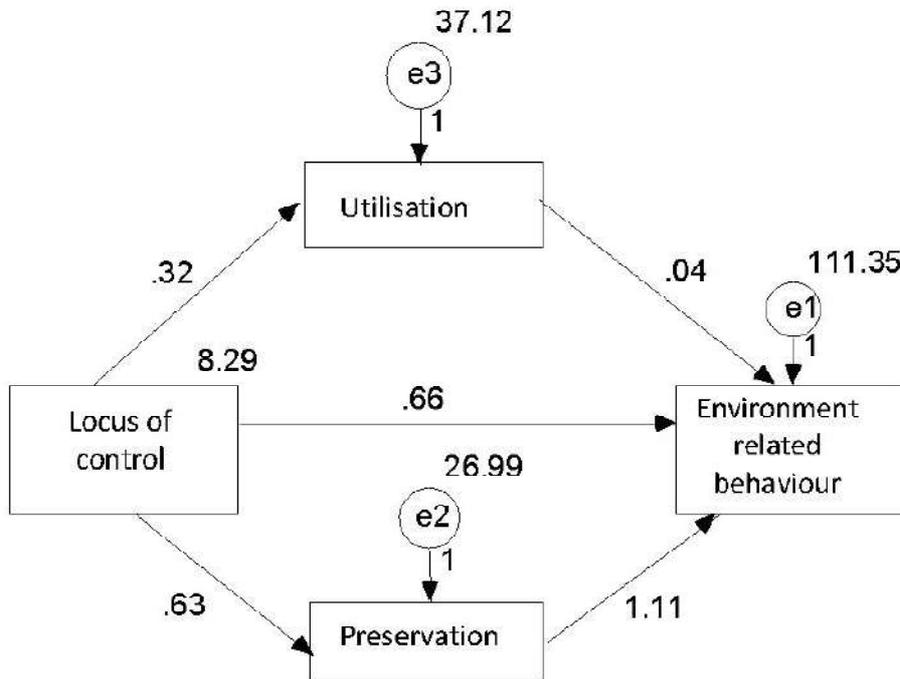


Figure no-1: Path Analysis Model Related to Environment Related Behaviour vs. Locus of Control, Preservation and Utilisation of Students Studying in Special Type Educational Institution

Path analysis done on the data (N=142) from special educational institutes shows a perfect model fit and the measures of fitness are more or less similar the model based on total sample group. The indices in this respect are chi square 0.562(df1) and p is 0.45, GFI 0.998, AGFI 0.98, CFI 1, and RMSEA is 0.00. All these establish the fact the model is very good fit.

The difference between the two path diagrams may be attributed to sampling fluctuations. As a matter of fact the Hoelter fit statistics for the two path diagrams highlight the difference between the two. Hoelter N is not a fit statistics but indicative of required sample size to yield an



adequate fit. Ideally the value should be > 200 . In case of path analysis of general educational institute they are 57 (Hoelter 0.05) and 98 (Hoelter 0.01) whereas for path analysis for special educational institutes the values are 965 (Hoelter - 0.05) and 1666 (Hoelter -0.01). So there is further scope of study by using new set of data and verifying the proposed model.

Form the above discussion it may be concluded that theoretical basis of ERB as proposed by the researcher has been supported by the statistical analysis of path diagram. However it should be remembered that path diagram cannot draw any causal inferences. Path analysis only tells us that which paths are more important. It is useful only when we have a clear hypothesis to test. In this respect *Everitt and Dunn* (1991) mention that however convincing, respectable and reasonable a path diagram may appear any causal inferences extracted are rarely more than a form of statistical fantasy.

This researched studied two path diagrams obtained to observe the fitness models in relation to data from general educational institutions and special educational institutions. The difference between the two path diagrams may be attributed to sampling fluctuations. Path diagrams are susceptible to sample size. The sample sizes of the two paths were different which can be attributed to the difference in models specification. It may also be the case that the difference may also be due to the sampling variables like gender and types of visual impairment or some other factors which need to be investigated in future.

Conclusion

From the above discussion it emerges that inclusion as a policy can improve the teaching learning process including development of environment related behaviour. The study has further provided a clearer



picture regarding gender and environmentalism. In tune with the past research findings the girls have been to be more environmentally active than the boy students. Understandably the low vision students have done better than who are fully blind. Moreover, researcher believes that these results have implications for theory, social action, and policy. As expected environment related behaviour is associated with psychological factors like locus of control and ecological value. The study further proved that these factors are predictors of environment related behaviour with a substantial amount of variance. This study will give a fillip to the inclusive policy in education with the emergence of a new area of research linking environmentalism with visual deprivation.

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ANXIETY AND SECURITY-INSECURITY IN CHILDREN STAYING IN HOMES AND ORPHANAGES: A COMPARATIVE STUDY

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Introduction

Family plays a pivotal role in the development of human being. Nobody can deny the importance of the role of parents in the family in developing balanced and harmonious personality of children. When both parents are alive and they provide due care, affection, nurturance, guidance and healthy environment to the child, the personality of the child grows well (Nagar, 1992).

In the family, multiple are the factors which affect the development of a child during the formative years. Certain common factors like economic security, physical facilities, cultural factors, opportunities for warm relationships with peers, siblings, parents or parental substitutes are considered as essential social stimuli for a child in the environment of the family. Of all the other familial variables influencing child development, emotional relationship arising out of a warm interpersonal relationship with a parent-figure in the family is the most crucial one. Infact, such a relationship is the basic requirement for a normal psychosocial development. It is right to emphasize that it is only through the normal family that proper upbringing and unfolding of the personality of a child can be ensured.

Identification with the parents is a very important source of security for the young child. A child who lacks love and care suffers from the feeling of insecurity, inadequacy and unworthiness (Bhatnagar 1986). Mahopatra



(1987) also highlighted the fact that a secure attachment provides a base which allows a child to develop healthy relationships. Separation from that base interrupts the developing security.

Unfortunately, some children are not so lucky and they get separated from their parents at very early age due to one reason or the other. This phenomenon of early separation of young child from his parents is known as "parental deprivation" (Nagar, 1992). Being deprived of parental care and familial protection, such children get lesser opportunities for wider interaction with physical and social world outside their immediate neighborhood. This leads to various emotional disturbances and personality deficiencies in the lives of such children. They become mentally ill equipped for sound psychological functioning. Absence of parents is an immense loss to children and affects their personality dimensions in diverse directions. In fact, it affects every aspect of their lives.

Children who are deprived of their parents are often termed as destitute, abandoned or orphan children. These children are a class by themselves and destitution itself becomes an anathema to them. Parents sometimes abandon their children because of poverty or because of lack of interest in rearing them or some children may be left alone because their parents have died and there is no one to look after them. In some cases, parents do not keep children with themselves due to some social reasons like illegitimacy.

For the present study, orphan children are operationally defined as either those children who are living in an orphanage due to absence of both parents or those children who have single parent but they cannot take care of them on account of extreme poverty, disability, highly contagious disease or second marriage.



Anxiety itself needs no description, everyone has personally experienced this sensation, or to speak more correctly this affective condition, at sometime or other. Some people even say that anxiety starts just after one's birth. It is a feeling of fear, worry, and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing (Bouras and Holt, 2007). Barlow (2000) defines anxiety as "a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events." It is really just a form of stress. Sir Aubrey Lewis even suggests that "anxiety" could be defined as agony, dread, terror, or even apprehension.¹ It can be experienced in many different ways — physically, emotionally, and in the way people view the world around them. Anxiety mainly relates to worry about what *might* happen — worrying about things going wrong or feeling like you're in some kind of danger.

Subtypes of anxiety disorders are phobias, social anxiety, obsessive-compulsive behavior, and Posttraumatic stress disorder (Henig, 2012). Adolescents with high level of anxiety may become agitated and restless, startle easily and experience physical symptoms such as dizziness, headache, nausea or vomiting, sleep disturbances; sleep itself may be limited, perhaps accompanied by nightmares or sleep walking (Morris, 1988).

Anxiety has a positive as well as negative effect upon the individual. The effects of anxiety are positive only when it is experienced within a limit and then one is tempted to say that, like hope, it springs eternal in the human breast. When the anxiety ridden subjects are motivated and reinforced to do some work, they show better results. Everything in excess is bad. Similarly, if an individual experiences anxiety in a large extent, it has negative effect upon the individual. It is causative factor for various illnesses. Greater anxiety leads to tremor in the limbs, sweating of hand,



flushing of face and neck, heart palpitations, high blood pressure, inability to sit still and concentrate, tenseness, restlessness etc. The behavioral effects of anxiety may include withdrawal from situations which have provoked anxiety in the past (Barker, 2003). Anxiety can also be experienced in ways which include changes in sleeping patterns, nervous habits, and increased motor tension like foot tapping (Barker, 2003). Too much anxiety also interferes with the performance as well as progress of the work.

Security-Insecurity seems to be another variable which might be different in children staying in normal homes and those in orphanages. Security is a feeling of safety in which an individual feels free from fear and anxiety whereas insecurity is an antonym of security. Feeling of insecurity is a handicap for an adolescent. It is accompanied by the experiences of not being accepted as what the person is, feeling of unsafe and threat. Abraham Maslow viewed in every insecure person, there is a continual, never dying, longing for security (Alegre,2008). A person who is insecure lacks confidence in his/her value, and one or more of his/her capabilities, lacks trust in himself/herself or others, or has fears that a present positive state is temporary, and will let him/her down and cause the loss or distress by "going wrong" in the future.

Insecurity has many effects in a person's life. There are several levels of it. It nearly always causes some degree of isolation as a typically insecure person withdraws from people to some extent. The greater the insecurity, the higher the degree of isolation becomes. Insecurity is often rooted in a person's childhood years. Like offense and bitterness, it grows in layered fashion, often becoming an immobilizing force that sets a limiting factor in the person's life. Insecurity robs by degrees; the degree to which it is entrenched equals the degree of power it has in the person's life. As insecurity can be distressing and feel threatening to the psyche, it can



often be accompanied by a controlling personality type or avoidance, as psychological defense mechanisms.

There is no doubt about the fact that destitute or orphan children are the worst sufferers in all aspects. As a result, their potentials are underdeveloped which is a great loss to human race. The present study is an endeavor to find out the extent to which normal and orphan children differ in their psychological makeup particularly with regard to two variables namely, anxiety and security-insecurity. This study has been conducted in a hope to create awareness about the psychological needs of less fortunate children like orphans.

Objectives of the Study

In the present study, our objectives were:

- To determine the levels of anxiety and security-insecurity in children staying in homes
- To determine the levels of anxiety and security-insecurity in children staying in orphanages.
- To compare anxiety and security-insecurity in normal and orphan children.

Method

Participants

Two groups of children i.e. children staying in orphanages and those in homes were selected. For the selection of first group, 4 orphanages were selected, from which all the children in the age group of 12-16 years were selected. So in this way, this group comprised of 40 orphan children. For the selection of second group, 2 Government schools were randomly selected, from which 40 children matched on the basis of age with the first



group was selected. Hence, the total sample constituted of 80 children – 40 orphan children and 40 normal children. Two psychological variables i.e. anxiety and security-insecurity were assessed with the help of standardized tests- Manifest Anxiety Scale (Naquvi, 1973) and Security-Insecurity Inventory (Tiwari and Singh, 1975), respectively.

Procedure

Prior permission from the principals of the selected schools and incharges of the selected orphanages was sought in order to carry out the study. Rapport was established with the subjects. Full cooperation was requested and confidentiality for the given information was assured to them. Taking into consideration their convenience, days were fixed up for the administration of the standardized tools. On the scheduled dates, tools were administered. Standard instructions as per the manual were given to the subjects before administering the tools. Each and every question was explained to them to remove any doubt and suspicion regarding any question or term used in the test, thereby, eliminating any chance of being biased due to misunderstanding and misinterpretation of the words used.

Instruments

Manifest Anxiety Scale

The standardized Manifest Anxiety Scale (Naquvi, 1973) was used to assess the anxiety of the subjects. Its reported reliability is .82 and it is highly valid. The present scale consists of forty items and each item has two responses - 'Yes' and 'No'. It is a self administering scale and can be administered either individually or in a group. There is no time limit but the subjects usually take 15-20 minutes to complete it.



Security-Insecurity Inventory

The Security-Insecurity (Tiwari and Singh, 1975) was used to discriminate people according to their feelings of security or insecurity in respect to their various aspects of life. Reported coefficient of reliability determined by split half method is .67. The author found out validity of the inventory to be .67. There are 70 questions in the inventory and 3 alternatives are given in front of each question – ‘Yes’, ‘No’ and ‘Uncertain’. The inventory is self administering and can be administered individually or in a group. There is no time limit but an individual takes about 15-20 minutes to complete it.

Statistical Analysis

For analyzing the data, percentage, mean, standard deviation, standard error of mean, ‘t’ test and Karl Pearson’s coefficient of correlation were used.

Results and Discussion

Table-1

Level of Anxiety in Normal Children, Orphan Children and the Total Sample

(N= 80)
 ↗ 40 Normal Children
 ↘ 40 Orphan Children

Variable	Categories	Normal Children (%)	Orphan Children (%)	Total Sample (%)
Anxiety	Low	2.50	0.00	1.25
	Moderate	50.00	20.00	35.00
	High	47.50	80.00	63.75

A glance over the results of Table 1 reveals that majority of normal children had moderate level of anxiety (50%) whereas majority of orphan children had high level of anxiety (80%). In case of the total sample, majority of them had high level of anxiety (63.75%).



The possible reason for the presence of anxiety feelings in normal children may be related to different school courses (Sharma, 1978). The present era is an era of competition. As a result right from very initial years, the child gets confronted with different types of school subjects and courses. Desire to excel in every field and to move ahead of the group gives rises to anxiety in them. Similar viewpoint has been expressed by Brien (1988). According to him, "our world is changing at a fast rate now a days. More demands are being made that the greater amount of information must be processed in shorter periods of time". Competition is employed in all fields. The pace of life in this time is fast. Keeping ahead of pace or keeping up with the pace produces anxiety and stress.

Another possible reason for the arousal of feeling of anxiety is tests or test like situations known as test anxiety (Chadha, 1984). It is widely quoted in India that we do not have an educational system rather we have examination system. Examinations once an annual feature have now increased alarmingly, terminal examination to monthly, weekly or even daily tests.

Another important factor leading to anxiety among children can be high and multiplied aspirations of parents from their children. Many parents in today's time look upon their children as a means of achieving their own thwarted ambitions. They want their children to excel in every field which may result in undue stress, strains and anxieties on the part of children (Grover, 1987).

The presence of high level of anxiety in case of orphan children is congruent with the findings of Jaffe (1983), Singh (1986), Singh (1988), Nagar (1992) and Siddiqui (1997). They all unanimously report that children living in orphanages or institutes suffer from high levels of anxiety.



Results as revealed by Table 2 highlight that in the normal children, majority of the subjects were either secured or had average level of security (37.50% in both the cases. On the other hand, in case of orphan children, majority of the subjects had average level of security (52.50%) followed by tendency to be insecured (27.50%). None of the orphan children was found to be much secured. On the whole, in case of the total sample, majority of the subjects had average level of security (45%). In case of all the three types of samples, none of the subjects was found to be secured or much insecured.

The present findings for the normal group emphasize that these children show the presence of feelings of security in them. There are numerous researches which point towards the same fact (Pagdiwalla and Pestonjee, 1988 and Nagar, 1992). These studies reveal that children staying in normal homes with their parents feel secure and have healthy personalities.

The fundamental reason for development of such feeling is associated with parental presence as well as parental acceptance (Ojha and Singh, 1988). Various research evidences (Kalia, 1992; Goani et al., 1995; Aneja and Kaur, 1996) suggest that more and more Indian parents are becoming democratic in their approach and they no longer believe in the dictum "sparing the rod and spoiling the child".

Secondly, in normal homes, if the child experiences insecurities due to early childhood environment or adjustment, these feelings usually fade away with better insight and mental maturity (Barnes and Pai, 1981).

In case of orphan children, the present findings reveal that majority of them have average level of security followed by tendency to be insecured. These results find full support from the findings of Singh (1986) and Nagar



(1992) which conclude that the children staying in orphanages exhibit an acute sense of insecurity.

The possible reason for the development of such feeling in orphan children might be due to parental deprivation. They suffer from the feelings of rejection, unwantedness, lack of love, care and affection (Nagar, 1992), which inflict in them the feeling of insecurity. These children do not have anyone to turn to, for the fulfillment of their physical, social, psychological or emotional needs.

Another possible reason for the present finding can be that conditions prevailing in such institutions are mainly responsible for the development of insecurity in such children (Singh, 1986). Inadequate accommodation, improper facilities, corporal punishment etc. are the factors that make the orphanages, torture chambers for the children where the development of any positive feeling is completely marred.

Another possible explanation can be that anxiety and security-insecurity are interrelated. Higher level of anxiety gives rise to higher level of insecurity and vice versa. Orphan children suffer from high level of anxiety as is revealed by the present study, so it can be said that high level of anxiety can generate the feeling of insecurity in them.

Table-3
 't' Values for Mean Scores of Variables of Normal and Orphan Children

N = 80 ↗ 40 Normal Children
 ↘ 40 Orphan Children

S.No.	Variable	Statistical Tool	Normal Children	Orphan Children	't' Value
1.	Anxiety	Mean	23.10	27.75	4.31*
		SD	4.33	5.27	
2.	Security-Insecurity	Mean	56.10	70.05	6.02*
		SD	10.95	9.76	

*Significant at .01 level



A glance over the results in Table-3 points out the highly significant difference in the mean scores of normal and orphan children with regard to anxiety ($t= 4.31^*$, $p<0.01$) and security-insecurity ($t= 6.02^*$, $p<0.01$).

The possible reason for more anxiety and insecurity level in the orphan children as compared to the normal children might be due to the fact that, family plays important role in the development of an individual. It not only shapes his personality but also fulfils the basic needs of love, care, belongingness and security. On the contrary, in case of orphan children, the main pillar of support i.e. family is absent. Therefore, their basic needs remain unfulfilled and they are subjected to negative feelings of frustration, hopelessness and unworthiness right from the birth. Moreover, anxieties and uncertainties about their present and future make them more anxiety ridden and insecure.

The another possibility for the present finding can be that the physical environment and the psychological conditions prevalent in the orphanages are such that they make them particularly vulnerable to psychological disturbances (Jaffe, 1983; Singh, 1986; Nagar, 1992).

The explanations for the present finding can be given in the light of the fact that the causes of both anxiety and insecurity are more or less the same like parental deprivation, parental rejection, poor mental health, poor living conditions, blockage in the fulfillment of basic needs, fear of failure etc. Therefore, the children confronted with any one of these factors will likely to suffer from both of these negative feelings i.e. higher level of anxiety and insecurity.

Recommendations

On the basis of results of the present study, it is recommended that Government and NGOs should put in extra efforts in terms of providing

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humane staff, better facilities for developing various talents and a counselor for helping and guiding orphan children. These efforts can help in reducing anxiety and insecurity and bringing smile on the faces of these unlucky children of God.

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CHALLENGES OF INDIAN COOPERATIVE SECTOR IN THE ERA OF GLOBALISATION:AN OVERVIEW

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Introduction

Co-operation is a world-wide movement. It was introduced in India mainly as a defensive organization for dealing with problems of rural indebtedness. With the acceptance and implementation of a planned economic development wedded to the ideas of socialism and democracy, co-operation became a dynamic economic instrument for achieving the social objectives of the National plan. After economic liberalization under the new economic environment, cooperatives at all levels are making efforts to reorient their functions according to the market demands. The failure of the public sector in several cases is a worrisome trend. Privatization has also failed to make an impact in the rural areas. Therefore there is great hope on the cooperative sector.

The paper examines the causes of weaknesses and highlights the emerging role and new challenges of the cooperative sector in globalization era. Whilst the present study focuses on several pitfalls and shortcomings, it also suggests strategies which can promote the concept of cooperation among the masses.

Brief History of Indian Cooperative Movement

During the British rule, Nicholson a British Officer in India suggested to introduce Raiffersen model of German agricultural credit



Cooperatives in India. As a follow-up of that recommendation, the first Cooperative Society Act of 1904 was enacted to enable formation of “agricultural credit cooperatives” in villages in India under Government sponsorship. With the enactment of 1904 Act, Cooperatives were to get a direct legal identity as every agricultural Cooperative was to be registered under that Act only. The 1904 Cooperative Societies Act, was repealed by 1912 Cooperative Societies Act which provided formation of Cooperative societies other than credit. Under 1919 Administrative Reforms act, Cooperatives was made a provincial subject making each province responsible for Cooperative development. In 1942, the British Government enacted the Multi-Unit Cooperative Societies Act, 1942 with an object to cover societies whose operations are extended to more than one state. The impulses of the Indian freedom movement gave birth to many initiatives and institutions in the post independence era in India and armed with an experience of 42 years in the working of Multi Unit Cooperative Societies and the Multi-Unit Cooperative Societies Act, 1942, the Central Government enacted a comprehensive Act known as Multi State Cooperative Societies Act, 1984, repealing the Act of 1942.

Types of Cooperatives

The Co-operative Movement was introduced into India by the Government as the only method by which the farmers could overcome their burden of debt and keep them away from the clutches of the money-lenders. The Co-operative Credit Societies Act, 1904 was passed by the Government of India and rural credit societies were formed. Through the appointment of registrars and through vigorous propaganda, the Government attempted to popularize the Movement in the rural areas. Within a short period, the Government realized some of the shortcomings of the 1904 Act and, therefore, passed a more comprehensive Act, known



as the Co-operative Societies Act of 1912. This Act recognized non-credit societies also. But the rural credit societies have continued to be predominant till now.

The Primary Agricultural Credit / Service Societies: - The agricultural co-operative credit structure in the Punjab State is broadly divided into two sectors, one dealing with the short-terms and medium-terms finance and the other with the long-term credit. In the State, the short-term and medium-term credit structure is based on a three-tier system, i.e., the Apex Co-operative Bank at the State level, the Central Co-operative Bank at the district / tehsil level and the Primary Agricultural Credit Societies at the village level. The major objectives of the primary agricultural credit service societies are to supply agricultural credit to meet the requirements of funds for agricultural production, the distribution of essential consumer commodities, the provision of storage and marketing facilities and for light agricultural implements and machinery. Owing to an increasing emphasis on the development of land and agriculture, long-term co-operative credit has assumed great importance. There is the Punjab State Land Mortgage Bank at the Apex and the Punjab Mortgage Bank at the district/tehsil level. These Primary Land Mortgage Banks advance loans to the farmers for long term purposes. At the operational level, there exists a primary co-operative to extend credit to the farmer. This unit epitomizes the vitality and service potential of the Co-operative Movement in India. The organization of these societies dates back to 1904, when the first Co-operative Societies Act was passed. These societies were started with the object of providing cheap credit to the agriculturists in order to free them from the clutches of the rapacious money-lenders. The agricultural primary credit society is the foundation-stone on which the whole co-operative edifice is built. Even now these societies dominate the co-operative picture.



The first Agricultural Credit Society in the Ferozpur District was registered on 4 October 1911, at the Village of Khalchi Kadim in the Ferozpur Tehsil. Originally, the movement was confined to the credit societies only and, thus, credit dominated till the partition (1947). After the partition, the Co-operative Movement began to spread to other field, viz labour, construction and farming. In 1979-80, the number of agricultural cooperative credit societies in the District was 309 with a membership of 1, 21,761. The loan advanced during the same year amounting to Rs. 2,180.35 lakh and the deposits to Rs. 26.84 lakh.

Agricultural Non-Credit Societies:- While credit is and must remain for some time the chief concern of the Co-operative Movement relatively slow, since 1912, when the non-credit societies were brought officially under the aegis of the Movement. The World War II (1939-45) came as a God send boon with respect to the development of the Cooperative Movement. Prices of agricultural goods began to rise and touched new peaks. The repayment of loans was accelerated and deposits began to pour in. The number of societies also rose. Another interesting development in co-operative during the War was the extension of the Movement to non-credit activities, viz. consumer's co-operative marketing societies, consolidation societies, etc. The number of agricultural non-credit societies in the district was 38 in 1978-79.

Agricultural co-operative Marketing Societies: - Marketing has occupied a far smaller place in the co-operative picture in India than in many countries, notably Denmark and the USA, but not other non-credit line of co-operation, with the possible exception of the consolidation of land holdings and joint farming enterprises, seems to hold greater possibilities of help to the agricultural population of India. The development of co-operative marketing in India is closely bound up with the problem of



credit-the claims of the money-lenders commonly inhibiting the cultivator's freedom of action in disposing of his crop. The full utilization of loans advanced depends upon the arrangements for the marketing of surplus produce. For this purpose, there the Punjab State Marketing Federation at the State Level, wholesale societies at the district level and marketing societies at the market level. These societies also provide other agricultural facilities and make arrangements for the supply of domestic items in the rural areas. In 1979-80, there were 10 agricultural co-operative marketing societies in the district, with a total membership of 5,982 (5,056 individuals and 926 societies). During the same year, their paid-up capital was Rs. 19.70 lakh and the working capital Rs. 558.52 lakh, and they marketed goods worth Rs. 992.08 lakh. At the State level, the Punjab State co-operative Supply and Marketing Federation (MARKFED) is playing an important role in building up an integrated structure for remunerative marketing and storing of agricultural produce. It has played an important role in hastening the Green Revolution in the State by arranging ready supplies of essential farm inputs needed by the cultivators.

Co-operative Farming Societies: - The Royal Commission on Agriculture in 1928 observed that if co-operation failed, there would fail the hope of the Indian agriculturist. Co-operative farming is a compromise between collective farming and the peasant proprietorship and gives all merits of large-scale farming without abolishing private property. It implies an organization of the farmers on the basis of common efforts for common interests. Under this system, all landowners in a village form a co-operative society for tilling the land. The land is pooled, but each farmer retains the right of property. The produce is distributed by each. They are allowed to withdraw from the cooperative farm whenever they desire. In India, the exceedingly small size of holdings is perhaps the most serious defect in our



agriculture. If agriculture has to be improved, the size of the holdings must be enlarged. The co-operative farming societies, thus, enable the cultivators to enjoy the economies of large-scale farming through the pooling of land management resources.

Globalisation Process

Globalisation process is the shift from the traditional Nehruvian model to the LPG (Liberalization, Privatization and Globalization) model was aimed at making India economy the fast growing and globally competitive. The series of reforms undertaken with respect to industrial sector, trade as well as financial sector totally deregulated the economy and increased the scope of private participation in economic development. Globalization in the context of India economy implies opening up the economy to foreign companies by providing facilities to foreign investment, to invest in different fields of economic activity in India, removing constraints and obstacles to the entry of MNCS in India, allowing Indian companies to enter into foreign collaborations and also encouraging them to set-up joint ventures abroad; carrying out massive import from quantitative restrictions to tariffs and import duties.

Weaknesses

Despite rapid growth the overall progress of cooperative movement during 100 years of its existence is not very impressive. It is therefore necessary to know the causes of poor performance of the movement and on that basis take such steps as would promote a faster growth of cooperative movement in India.

A. Government Interference

The cooperative movement in India was initiated in 1904 under the auspices of British government. Right from the beginning the



government has adopted an attitude of patronizing the movement. Cooperative institutions were treated as if these were part and parcel of the administrative set up of the government. The government interference thus became an essential element in the working of these institutions. As a result people's enthusiasm for the movement did not grow. The movement's independence and self-reliance existed only on paper and files. After attainment of independence in particular after beginning of the planning, some healthy changes in the attitude of the government did take place. It was not given proper importance that it deserves in any plan. But even the cooperative movement has not become full-fledged people movement. Even today quite often cooperative societies are imposed upon the people. This does bring about an increase in the membership of the societies. But the spirit of cooperation cannot flower fully in these circumstances. Neither it growth took place according to any plan nor did it become a people's movement. It just grew very slowly and that too haphazardly. It was a state driven institution.

B. Mismanagement and Manipulation

The essence of the cooperative movement is that it gives the farmers the status of shareholders and assures them agricultural, educational and medical facilities. Under the Maharashtra State Cooperatives Act, a minimum of 11 farmers is required to form a cooperative. Today the shareholder membership averages between 15,000 and 25,000 farmers. The relationship between the shareholder farmer and the cooperative is simple - the farmer is committed to contributing a certain amount of cane per season and the mill is bound to take this cane. The strength of the movement was the involvement of the farmers who were shareholders in the sugar mill regardless of the size of their holdings. Over the years, this truly democratic idea got corrupted and farmers with larger holdings grew more



powerful. In practice, this altered the power structure of the cooperatives. In the elections to the governing bodies of the sugar factories, money became such a powerful tool that the top posts of chairman and vice-chairman usually went to the richest farmers even though the majority of members were farmers with small- or medium-sized holdings.

C. Lack of Awareness

People are not well informed about the objectives of the movement, the contributions it can make in rebuilding the society and the rules and regulations of cooperative institutions. Unfortunately, no special efforts have been made in this direction. People look upon these institutions as means for obtaining facilities and concessions from the govt. So long as people expect to get something from the government, they see to it that societies somehow continue to function. Lack of education, dirty politics of the village, caste ridden elections to the offices of cooperative societies, bureaucratic attitudes of the government officers at the lower rank are some of the hurdles in spreading the correct information about the cooperative movement and in educating the people about its true character and vital role in the society.

D. Restricted Coverage

The cooperative movement has also suffered on account of two important limitations on its working. One is that the size of these societies has been very small. Most of these societies are confined to a few members and their operations extended to only one or two villages. As a result their resources remain limited, which I make it impossible for them to expand their means and extend they are of operations. Two, the most of the societies have been single purpose societies. For this reason these societies are not unable to take a total view of the persons seeking help, nor can they analyze



and solve problems from different angles. The help these societies render thus can not be adequate. By assessing the persons and the problems only from one angle, these societies neither help properly the person nor make an optimal use of their resources. Under these circumstances it has not been possible for these societies to make much progress.

E. Functional Weakness

The cooperative movement has suffered from inadequacy of trained personnel right from its inception. Lack of trained personnel has been caused by two major factors. In the first place, there has been a lack of institutions for this purpose of training personnel. Secondly because of its unsatisfactory working of cooperative institutions, efficient personnel did not feel attracted or motivated towards them. The functioning of the cooperative societies, too suffer from several weaknesses. Some of these are, taking no care of the need of credit seekers or their repaying capacity at the time of granting loans, making no adequate provision for the return of loans, unsatisfactory keeping of accounts, factional politics in its management, lack of coordination among various divisions of the cooperative structure, too much dependence on outside sources of finance, lack of adequate auditing. Such weaknesses have prevented them from progressing on healthy lines. Thus there are several pitfalls. Poor infrastructure, lack of quality management, overdependence on government, dormant membership, non-conduct of elections, lack of strong human resources policy, neglect of professionalism, etc. are the limiting factors. Indian cooperatives are also unable to evolve strong communication and public relations strategies which can promote the concept of cooperation among the masses.



New Challenges

1. A borderless system of economic activity is coming into being. Big multinational companies will take full advantage of the borderless world, without hindrance of national boundaries to undertake large-scale economic activities, which will dominate the world market. Such a new economic scenario, presented a threat to cooperative movement's ability to survive.
2. Since the government now has withdrawn support, due to changed economic priorities, many cooperatives encounter difficulties in generating their own resources and have to completely reorganize themselves to survive and succeed in a competitive environment, without depending on any state support.
3. At present, there are about 207 national and 8 international organizations, which are the backbone of ICA and there are about 754 million individuals spread over 90 countries of Asia, Africa, Europe and America, who are members of ICA. With such a huge and diversified structure around the world, one cannot question the ability of the cooperatives to survive and succeed, but what needs to be deliberated upon is, the new direction towards which cooperative movement should move with firm determination.
4. Internal and structural weaknesses of cooperative institutions, combined with lack of proper policy support have neutralized their positive impact and resulted partly in the mismanagement, inefficiency and corruption in the financing of cooperatives. This has necessitated the need for a clear-cut policy on co-operatives, to enable sustained development and growth of healthy and self-reliant cooperatives.



Keeping in view the challenges ahead, cooperatives have to reorient their strategies, in the changed economic environment of our economy. Some of the strategies to reorient and renew their development thrust in the new environment are:

Challenges before the Cooperative Movement under Globalization Era

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Suggestions

To face the challenges in a liberalized economy, the cooperatives have to reorient their structural functioning and management. It may include:

- Enhancing the competitive strength in cooperatives by their merger and division, wherever necessary.
- Non-viable societies that do not have scope for revival should be liquidated.
- Ensure active participation of members in their day-to-day business and de-listing or removing the inefficient or inactive members from membership.
- Federal organizations of cooperatives must give sufficient financial and other support to their constituent societies.
- With the growing diversification and size of operations in cooperatives, there is a need for constituting two separate boards namely, policy-board, consisting of elected representatives of the members and executive-board, consisting of senior executives headed by the chief executive, with clear demarcation of areas of



their powers and functions. In other words, besides elected cooperators, there should be a provision to co-opt outside experts in areas, requiring high degree of specialization or technical and managerial expertise.

- For building up professionalism in the management of the cooperative enterprises, it is necessary on the one hand to upgrade the quality of the staff with latest developments and on the other hand, develop proper and cordial relationship between the managers and members of board of directors. Proper and continuous training must be provided to both cooperative leaders and professional executives.
- According to some experts, there are a number of agricultural commodities like rice, sugar, fruits, vegetables; spices etc. that have strong competitive advantage in export markets. This has positive implications for agricultural cooperatives. Moreover, some cooperative thinkers interpreted that the historical attributes of cooperatives namely, countervailing power, access to capital on favorable terms, scale-economies and income improvement, provide them with necessary strength, to overcome the challenges of a competitive market.

Conclusion

In a developing country like India with huge deficits in terms of quality and quantity, the State has to shoulder the primary responsibility of providing cooperative credit. Considering the low living standards of common man, incomplete and imperfect markets, and other socio political considerations it is the primary duty of the government to ensure that its citizens have easy access to cooperative credit. The current status of



cooperatives reflects both a threat and an opportunity. It is a threat, because cooperatives have failed, to a large extent, in delivering efficient goods and services unlike the private sector and an opportunity, because the new economic scenario will offer enough opportunities, which could be effectively utilized by the cooperatives to prove their case of continuation.

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PERCEPTIONS OF CULTURE SHOCK OF INTERNATIONAL STUDENTS IN INDIA

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A. INTRODUCTION

Samovar and Porter (1991) believed that the last 35 years could be characterized as a period when Marshall McLuhan's global village prophecy became a reality. It seemed as if the world was shrinking, people appeared to be in a "common village" and could no longer avoid each other. People were beginning to realize that no nation, group, or culture remained anonymous, that all parts of the world were touched daily, and that people were linked together. These changes were being accomplished by new technology and information systems, changes in the world's population, and a shift in the world's economics arena.

According to Athen (1994), when one went to another country, he/she faced numerous transitional problems of adjustment and adaptation to the new environment. These transitional experiences could involve frustration of growth opportunities and cause an emotional roller coaster ride. Cultural shock sometimes occurred as a result of these transitional experiences. Because of the cultural differences, Athen (1994) said that internationals may not know the customs or understand people's behaviors in daily life and that these differences could cause cultural conflict.

According to Lewis and Jungman (1986), it was important to note that culture shock was an indication of failure to adjust to another culture.



They maintained that, when culture shock was severe, some internationals returned to their home country without completing their educational goals because they could not obtain their college degrees within a reasonable amount of time.

Harris and Moran (1996) avowed that the nature of adjustment was difficult to grasp, reactions to a new culture varied, and different individuals adapted differently to new environments and new cultures. Many students, military personnel, businessmen, technical personnel, diplomats, missionaries, tourists, Peace Corps volunteers, and other travelers from across the world experienced these adjustment problems and difficulties.

B. HYPOTHESES

1. There is statistically significant difference between the genders of international students based on culture shock and interpersonal stress.
2. There is statistically significant difference among the international students how have previous experience in visiting and/ or living in other countries, based on culture shock and interpersonal stress.
3. There is statistically significant difference among the lengths of stay in India of international students based on culture shock and interpersonal stress.
4. There is significant relationship between culture shock and interpersonal stress.

C. METHODOLOGY

The plan and procedure or methodology for the investigation is presented below under various headings.



(1). Sample:

The sample consists of 100 international students (85boys and 15 girls).

The distributions of international students are from 16 countries.

(2). Variables and Tools:

This study was designed to determine the relationship of culture theories with the variables of gender, length of stay in the India and previous experiences in visiting and / or living in other countries.

D.B Mumford designed the survey, Culture Shock Questionnaire. The questionnaire was designed with a multiple-choice format.

Section A of the questionnaire dealt with Core culture shock items. Section B included questions dealing with Interpersonal stress items.

(D). STATISTICAL TECHNIQUES:

The major statistical techniques used for the analysis of the data were *t* test, one-way ANOVA, Duncan test, and correlation *r*.

(E). ANALYSIS AND DISCUSSION

1. Comparison of Male and Female subjects

The t-test is used for comparing the significant difference in culture shock between male and female subjects;

The mean score obtained by male subjects in Core culture shock is 5.99 with the standard deviation 2.43 and the mean score obtained by the female subjects is 6.40 with the standard deviation 2.56. In the interpersonal stress items, the mean score obtained by male subjects is 4.51 with the standard deviation 0.84 and the Mean score obtained by female subjects is 4.73 with the standard deviation 2.09. The total (core culture shock and interpersonal stress) mean score obtained by male and female



subjects are 10.52 and 11.13 with Standard deviation 3.61 and 4.31 respectively. The t-value of core culture shock is -0.600, for interpersonal stress is -0.432 and the total score is -0.591. The details are given in table 1.

Test of Tenability of Hypothesis 1:

There is statistically significant difference between the genders of international students in core culture shock, and interpersonal stress.

No statistically significant difference was found; therefore the hypothesis 1 is rejected.

The total sample is divided into two groups on the basis of previous experience.

The mean score obtained by those having no experience is 6.23 and those having experience is 5.93 and the standard deviation is 2.29 and 2.55 for core culture shock. The t-value obtained is .590 and the significance is .557, which is not significant.

The mean score obtained by those having no experience is 4.79 and those having experience is 4.38 and the standard deviation is 1.42 and 2.11 for core interpersonal stress. The t-value obtained is 1.090 and the significance is .278, which is also not significant.

The total mean score obtained by those having no experience is 11.03 and those having experience is 10.34 and the standard deviation is 3.00 and 4.10. The t-value obtained is .896 and the significance is .373, which is also not significant.



Test of Tenability of Hypothesis 2:

There is statistically significant difference among the international students who have previous experience in visiting and/ or living in other countries, in culture shock and interpersonal stress.

No statistically significant difference was found among the international students who have previous experience in visiting and /or living in other countries. Hence hypothesis 2 is rejected.

3. Length of stay in India

The results show that there is no significant difference in the international students in core culture shock but there exists significant difference in core interpersonal stress. The F-ratio for core culture shock is 1.703 and the significance is .188, which is not significant. The F-ratio for core interpersonal stress is 5.734 and the significance is .004, which is significant at .01 levels. The F-ratio for total score is 3.406 and the significance is .037, which is significant at .05 levels.

The results support Lyssgard's theory. The findings and conclusions of his study supported the U-shaped curve of adjustment.

1. Six months or less—good initial adjustment.
2. Six to 18 months—a crisis, unhappy and less well adjusted loneliness.
3. 18 months or longer—good adjustment achieved, felt better, and good adjustment.

The theory says that those staying more than 18months will become adjusted to that particular culture. May be because of this reason these students in interpersonal stress have significant difference score.



Test of Tenability of Hypothesis 3:

There is statistically significant difference among the three groups of international students based on their lengths of stay in India in culture shock and interpersonal stress.

There is statistically significant difference was found for lengths of stay in India. However, a statistically significant difference at the .05 level was found in the core culture shock. Hence hypothesis3 is accepted completely.

Correlation of variables core culture shock and interpersonal stress

Correlation analysis was applied to find the extent of relationship between core culture shock and interpersonal stress. The correlation coefficient is found to be .894. The results are given below. The correlation between the variables core culture shock and interpersonal stress is found to be .894, which is significant at .01 levels. This indicates that there exists high positive correlation between the two variables

E. MAJOR FINDINGS

The following are the major findings of the present study:

1. There were no significant difference between male and female international students for the variables culture shock and interpersonal stress.
2. There were no significant difference among the international students how have previous experience in visiting and/ or living in other countries, based on culture shock and interpersonal stress.
3. There were significant difference found among students based on lengths of stay for the variables culture shock and interpersonal stress.

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4. There exists high positive correlation between the two variables.

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Table 1
 Data and results of t-test for variables core culture shock and core interpersonal stress: comparison of male and females.

Variable	Group	N	Mean	Standard deviation	t-value	Level of significance
Core culture shock	males	85	5.99	2.43	-.600	.550
	Females	15	6.40	2.56		
Interpersonal stress	Males	85	4.51	1.84	-.432	.667
	females	15	4.73	2.09		

Table -2
 Data and results of the variables core culture shock and interpersonal stress: comparison on different groups having experience and who have not.

Variable	Group	N	Mean	Standard deviation	t-value	Level of significance
Core culture shock	No experience	39	6.23	2.29	.590	.557
	Having experience	61	5.93	2.55		
Interpersonal stress	No experience	39	4.79	1.42	1.090	.278
	Having experience	61	4.38	2.11		

Table -3
 Summary of ANOVA for variables core culture shock and core interpersonal stress on the basis of lengths of stay

		Sum of Squares	df	Mean Square	F	Sig.
Core culture	Between Groups	20.040	2	10.020	1.703	.188
	Within Groups	570.710	97	5.884		
	Total	590.750	99			
Interpersonal stress	Between Groups	36.672	2	18.336	5.734	.004
	Within Groups	310.168	97	3.198		
	Total	346.840	99			
total score	Between Groups	89.228	2	44.614	3.406	.037
	Within Groups	1270.562	97	13.099		
	Total	1359.790	99			

Table -4
 Results of correlation on variables core culture shock and core interpersonal stress

		INTERPERSONAL STRESS
CORE CULTURE SHOCK	Pearson Correlation	.894(**)
	Sig. (2-tailed)	.000
	N	100

** Correlation is significant at the 0.01 level (2-tailed).



SERVICE QUALITY IN MULTI-SPECIALTY PRIVATE HOSPITALS OF INDIA- AN EMPIRICAL INVESTIGATION

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Introduction

Indian healthcare industry has seen unprecedented changes in the last couple of decades. This is especially true in case multi-specialty sector. Not so long back few Government funded medical institutes cum hospitals were there to fill the vacuum in this sector. However factors such as increasing disposable income of Indians, arrival of higher number of foreign patients for treatment in India on account of country's cost advantage, immense burden on Government funded hospitals leading to chaotic situation in these paved way for emergence of private hospital chains in the country. These hospitals made an endeavour to improve service quality for justifying their higher prices. (The prices are higher in Indian context. From the global viewpoint the same are still much lower). The advent of these corporate type hospitals has given a new impetus to Indian healthcare Industry. In 2011 the industry was valued at \$ 53 billion and is projected to grow at healthy CAGR of 15 per cent in next five years. The industry is projected to reach \$ 140 billion by 2017 (**IBEF, 2012**). From being a one with predominantly social concern, Indian healthcare sector is now giving more emphasis on getting equipped with specialist doctors, trained paramedical staff, and latest equipment, liberal use of IT, hygienic environment, comfortable and updated infrastructure to keep it more relevant and customer friendly.



In the healthcare industry, hospitals provide the same types of service, but they do not provide the same quality of service (**Youssef et al.**, 1996). Service quality can therefore be used as a strategic differentiation weapon to build a distinctive advantage which competitors would find difficult to copy. The present study includes an examination of patients' expectations and perceptions of Indian multi-specialty private hospitals' service quality. This analysis of service quality would enable management to better direct financial resources to improve hospital operations in those areas that have the most impact on patient/customer perceptions of service quality

Review of Literature

Parsuraman et al. (1988) are of the view that the sole judge of service quality is the customers and they look for five imperatives in service to judge its quality. These five imperatives discussed in SERVQUAL Model are Reliability, Assurance, Tangibles, Empathy and Responsiveness.

Since its inception, SERVQUAL has been widely used across services industries such as travel, hotels, higher education, real estate, accountancy, construction and hospitals etc. to judge service quality therein (**Foster, 2001**). SERVQUAL has remained a preferred scale to measure hospital service quality (**Vandamme and Leunis, 1993**) and assessing the relationship between hospital service quality and various variables such as Leadership Style (**Jabnoun and Al Rasasi, 2005**). Even the impact of service quality on patient satisfaction (**Reidenbach and Sandifer-Smallwood, 1990; Andaleeb, 1998**) and patients' willingness to recommend the hospital to friends (**Reidenbach and Sandifer-Smallwood, 1990**) have been assessed through SERVQUAL. The scale has also been used to measure patients' expectations before admission,



record their perceptions after discharge from the hospital and on the basis of the findings suggestions have been given to close the gap between expectations and perception (**Youssef and Jones 1996 and Tomes and Peng 1995**). SERVQUAL has also detected the difference in the service quality of public and private hospitals **Mostafa (2005)**. The scale has even demonstrated how the hospitals can identify the service characteristics that are considered important by patients (**Lim and Tang 2000**).

Although SERVQUAL has remained a popular tool to measure service quality in health care industry yet, its use has also been questioned by many. (**Ford et al 1999**) have argued that the nature of health services is different from those services typically associated through SERVQUAL and therefore healthcare organisations may need to develop their own instruments or modify and/or supplement these available instruments. (**Brown, Churchill and Peter, 1993, Cronin and Taylor, 1992 and Teas, 1993**) have maintained that it is more viable to base service quality assessment on measurement of perception alone as expectations of customers is usually sky high and the same is depicted in perception itself. **Aagja P. Jayesh and Garg Renuka (2010)** have found that most relevant studies about perceived service quality for public hospitals either do not have stable factor structure or are relying on generic SERVQUAL scale to measure service quality. The new scale developed by them fills the gap of absence of a validated scale to measure perceived service quality for public hospitals.

Various researchers, as a matter of fact, have either relied on SERVQUAL or have devised their own scales to assess service quality in healthcare sector. The prominent studies pertaining to patients' satisfaction and service quality in healthcare sector, irrespective of the measuring scale used have been discussed below.



Camilleri and O'Callaghan (1998) have found that both private and public hospital service users consider the professional and technical care quality as well as the degree of personal attention (service personalisation) given to them as the two most important aspects of the service product. The study has also revealed that a lot of old public hospital customers, of late have become more tilted towards private sector. **Srivadas and Baker (2000)**, meanwhile have established a high degree of positive correlation in between service equality and satisfaction level of the customers. **Braunsberger and Gates (2002)** have found healthier patients, older patients, males, those with a lower level of education, those who perceive system performance to be high and those with lower levels of system usage more satisfied with their healthcare service provider than their respective counterparts. **Acharyulu and Rajashekhar (2007)** have observed that the highest service gaps in case of Indian healthcare industry are for reliability and responsiveness. The same, according to the researchers is a real cause for concern and provides a definite starting point for service improvements. **Baalbaki et al (2008)** are of the opinion that the importance of patient/consumer assessments in improving medical service makes it necessary for hospitals to focus on internal measures rather than merely building core technology. **Bakar, Akgun and Assaf (2008)** have found that the patients' perceived scores are higher than expected for an ordinary hospital but lower than expected for a high-quality hospital. Young patients have a high-expected service score gap and a low adequate service score difference. Highly educated patients have a high-expected service score difference while uninsured patients have a low adequate service score difference. **Chahal (2008)** is of the opinion that the more satisfied the patients are with the quality of their interactions with staff, the more likely they are going to take treatments for similar and different medical



problems and would recommend the provider to their relatives and friends. **Evellyre, Elisante and Reuben (2009)** are of the view that to continually satisfy customers, organisations should be responsive to ever-changing customers' expectations on quality front. **Gill and White (2009)** are of the view that there is an urgent need for differentiation and standardisation of satisfaction and service quality definitions and constructs. **Badri, Attia and Ustadi (2009)** have attempted to find out a comprehensive structural equation based service quality and patient satisfaction model taking into account the patient's condition before and after discharge. **Panchapakesan, Rajendran and Lokacheri (2009)** have observed that patients and attendants treat the interpersonal aspect of care as the most important one, as they cannot fully evaluate the technical quality of healthcare services. They have also revealed that the hospital service providers have to understand the needs of both patients and attendants in order to gather a holistic view of their services.

Objectives

The major objectives of the study are as under:

- To examine the expectations of the clients of selected multi-specialty private hospitals on various service quality fronts.
- To assess how the clients actually perceive service quality of their hospitals.
- To assess the gap if any in expectations and actual perception of the clients.
- To give some practicable suggestions to the selected hospitals so that their service quality endeavours are perceived well by their clients.



Hypotheses

Keeping in mind the objectives of the study following hypotheses have been tested:

- There is no significant difference in the expectations and perception of the clients of the selected multi-specialty private hospitals on service quality front.

Research Methodology

This is an empirical study. The researchers have made use of both primary and secondary data to arrive at necessary conclusions. The primary data have been collected to know the expectations and actual perception of the clients of the selected multi-specialty private hospitals on service quality front. The same have been collected with the help of a structured questionnaire addressed to randomly approached 150 clients of the selected hospitals. The questionnaire has been designed by the researchers keeping in mind prominent areas that govern service quality. The secondary data incorporated in the research is the outcome of literature on service quality scanned by the researchers from various published and unpublished reports/journals and books etc. The data so collected have been analysed with the help of SPSS software using various statistical techniques like mean, standard deviation, combined t-test etc. and presented with the help of appropriate statistical tables.

Scope of The Study

The present study has been confined to two prominent multi-specialty private hospitals of India. The first hospital is situated near the union territory of Chandigarh and is one of the many hospitals run by a leading chain of private hospitals. The second hospital is a Delhi based



purely private funded one. In all 150 clients/ customers of these hospitals have constituted the sample to assess service quality.

Research Thrust

The researchers, after reviewing literature on service quality have devised their own dimensions concerning same to garner the views of the respondents. The thrust of this study is on the following dimensions of service quality:

1. Service Bonding: Ability to create bond with customers by performing the promised service accurately and dependably.
2. Service Accessibility: The quality of being accessible and receptive to customers.
3. Service Timeliness: Ability to perform the service at the time agreed upon.
4. Service Accuracy: The ability to ensure freedom from mistakes.
5. Service Promptness: Ability to perform the services without any delay
6. Service Security: Ability to convince customers that service will be free from financial or physical cheating/ fraud/ fault etc.
7. Service Ambience: The ability to create conducive atmosphere through physical facilities, equipments and personnel.
8. Service Competence: Possession of specific range of skill, knowledge or ability.
9. Service Impressiveness: The quality of making a strong vivid impression on customer's mind.



10. Service Customisation: The ability to alter to individual or personal specification.

Analysis and Interpretation

The position of selected multi-specialty private hospitals on service quality front has been discussed with the help of table 1:

Table1: Service Quality Perception and Expectations

PARAMETERS	MEAN PERCEPTION	MEAN EXPEC.	MEAN DIFF.	STD. DEV.	t	DF	SIG.
Bonding	3.94	6.78	- 2.84	1.04	- 33.342	149	.000
Accessibility	5.44	6.7067	- 1.26667	0.692	- 22.421	149	.000
Timeliness	5.3867	6.6633	-1.24667	0.827	- 18.465	149	.000
Accuracy	5.02	6.8267	-1.80667	1.06	- 20.876	149	.000
Promptness	5.3933	6.6133	-1.22	0.633	- 23.597	149	.000
Security	3.6067	6.82	- 3.21333	1.17	- 33.538	149	.000
Ambience	5.30	5.50	-0.20	0.121	- 1.646	149	.103
Competence	5.00	6.9267	-1.92667	0.734	- 32.164	149	.000
Impressiveness	5.4867	6.0600	- 0.57333	0.797	- 8.808	149	.000
Customisation	5.8667	6.54	- 1.17333	0.748	- 19.197	149	.000

Source: Customers Survey

1. Service Bonding

Service bonding is the bonding between any organisation and its customers. The same occurs when the organisation fulfills its promises made to the customers. The advent of chains of hospitals in private sector in India has lead to the situation wherein tall promises are made to the clients/ prospective clients. Bonding takes place if such promises are met to the satisfaction of the clients.

Table 1 indicates a huge gap in between the expectations and actual perception of the customers of the hospital on this front. The negative mean difference of 2.84 conveys that the selected private hospitals are in the habit of making tall claims and such claims are not fulfilled to the expectations of the customers. Needless to say, combined t-test has detected a significant difference between the expectations and perception of the



customers. The studies have proved that reliability and subsequently bonding is the cornerstone of any service quality endeavour. Any laxity in this context is not tolerated by the customers. The private multi-specialty hospitals must not be found wanting on this front.

2. Service Accessibility

Hospitals must be easily approachable to their clients. The same is possible not only through convenient locations but communication channels such as internet, telephones etc. have also their role to play in it. Service accessibility adds to quality of the services.

Table 1 indicates that the selected hospitals have got better perception score of 5.44 on accessibility front. Although the difference between expectations and perception has still been found significant, the same may be justified on the ground that expectations of modern day customers are sky high and its is almost impossible to match these completely. In fact both the hospitals are situated in proximity of national/ state capital and hence accessibility is not an issue. Further, the respondents claimed that hospitals are satisfactorily performing in terms using communication channels to interact with them.

3. Service Timeliness

Delivering the service at the right time is the tool to judge the efficiency of an organisation. As time scarcity always haunts modern day customers, it becomes imperative for service providers to serve them within no time. This is all the more important in case of healthcare services as slight delay can spell doom for the patients as well as the hospital.

Table 1 indicates that the private multi-specialty hospitals under study have got a decent perception score of 5.39 on timeliness front. In



fact, multi-specialty public hospitals of the country are often criticised for not adhering to time schedule. This is on account of the fact that a single doctor of medical institutes like AIIMS on an average is handling 2000 patients. The private hospitals are justifying their high prices on the pretext of serving the patients timely. Thus, these must not be happy with this decent perception mean score. More efforts are warranted to further curtail the gap in between the expectations and perception of the customers.

4. Service Accuracy

Accuracy is the backbone of the healthcare sector. It is so because inaccurate healthcare services have direct bearing on the health and even life of the person. Service accuracy is thus a must in order to create positive service quality perception in the minds of the customers of healthcare services.

It is clear from table 1 that the multi-specialty private hospitals have barely managed the mean score of 5 on service accuracy front. The negative mean difference of 1.81 does not argue well for them. Definitely there is a lot of scope for the selected hospitals to practice diligence. It is all the more important for them as the selected hospitals are among the top-notch private hospitals of the country and accurate services are something that can keep their image intact.

5. Service Promptness

Not so long back multi-specialty healthcare sector of India was dominated by public hospitals which were literally suffocated by huge inflow of patients. Promptness, which is so crucial in healthcare industry thus always, took the back seat. There is perception that advent of private hospitals chains in this sector would change this.



The selected multi-specialty with a higher perception score of 5.39 and lower negative mean difference (p-e) of 1.22 have been found decent performers on promptness front. These hospitals in fact can thrive on and justify their higher cost by being prompt as their public counterparts have fewer options on this front.

6. Service Security

Not only life security but financial security is also highly desirable in case of medical services as price mechanism of such services is difficult to be understood by common man. Service security thus is an important service quality dimension in case of such services.

Table 1 depicts selected private hospitals in very poor light on service security front. The negative mean difference (p-e) has been detected to be highest (- 3.2) on this front. A further investigation revealed that patients remained in doubt on account of inflated bills generated by these. Moreover, some of them also complained about undue long treatments for minting more money. This is certainly not a right kind of approach for sustaining growth in the long term. It is high time that these hospitals change their present stance and enhance security in the minds of their customers

7. Service Ambience

Physical facilities, equipments and appearance of personnel etc. can enhance the service quality perception in the minds of customers. No doubt, this is often considered as a secondary aspect of service equality yet, it has its role to play in creating positive service image.

Table 1 indicates that service ambience is the only aspect on which the difference between customers' expectations and satisfaction has not been detected as significant by combined t-test. In fact, the customers'



expectations have been recorded to be lowest (5.5) and thus the perception mean score has been good enough to ensure that difference between perception and expectations is not significant. The hospitals must also try to match the expectations on other fronts also.

8. Service Competence

Service Competence is perhaps most crucial in healthcare services. It is so because life/health of the customers is at stake in this industry.

Table 1 indicates that with a perception mean score of 5 the selected multi-specialty private hospitals are not overwhelmingly enjoying the rating given to them by customers. The fact that the selected hospitals are among the top-notch private hospitals of the country make the case for some improvement on this front. These must hire for competency and further train the selected ones under experts to get even better rating.

9. Service Impressiveness

Serving customers is one thing and serving them with smile and impressively is other. The later goes a long way in adding to the overall quality of the services.

Table 1 has revealed that the selected multi-specialty private hospitals are impressive performers on impressiveness front. The p-e score of -0.5 is quite manageable. Maintaining impressiveness in a rather stressful working environment is appreciable.

10. Service Customisation

Mass marketing has paved the way for customised marketing in the modern times. The healthcare industry is also not an exception to it. In fact ailments are highly individual centric and only customised approach can take due notice of these.



The hospitals under study have again got a quite decent mean score of 5.37 which proves that these give individualised attention to their clients. This is the way to go ahead in highly individual centric industry like healthcare.

Conclusion

To sum up, it may be said that multi-specialty private hospitals of India are not yet up to the expectations of their customers on service quality front. Their performance is below par on the aspects such as providing reliable services and ensuring adequate security in the services. Comparatively these have been found better on other dimensions of service quality viz. creation of ambience, bringing in promptness and impressiveness in services and so on. Still, there is a long way to go to meet the overall service quality expectations of the customers. The healthcare industry of India must bring service quality up to the expectations of the customers. This is the need of the hour.

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INDO-BHUTAN RELATIONSHIPS; A POLITICAL ANALYSIS

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Introduction

The smaller states in South Asia are weaker states both in terms of power and economics but their geo-strategic location make them of great importance to the world in general and India, China & Pakistan in particular. South Asia, infact is prominent and very important because of its geo-strategic location. Instead of getting benefits, its geo-strategic location has become intricacy for the smaller states. The Kingdom of Bhutan as a landlocked nation in South Asia located at the eastern end of the Himalayan Mountains and is bordered to the south, east and west by India and to the north by the Tibetan autonomous region of the People's Republic of China. It lies between China and India. A small and a weak nation in terms of population, size, economy, resources and development, a natural question arises as what makes India to have an interest in Bhutan. India's interest or relation with Bhutan can be explained through Morgenthau's definition of national interest, who defines it as "the residual meaning of national interest is survival—the protection of physical, political and cultural identity against the encroachments by other nation-states. It is against this background i.e. "preservation of physical identity" that India extended its relations with Bhutan under the title "Indo-Bhutanese Friendship Treaty of 1949 signed in Darjeeling on August 8, 1949 between Indian government representative Sri Harishwar Dayal and Bhutan government representatives Gangzim Sonam Tobgy Dorji, Yangbi Lopan

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Sonam and Ha Drung Jigme Dorji. This treaty became basis for the two independent neighboring nations to live in harmony, sharing a mutually beneficial relationship. This treaty calling for peace between the two Nations and non-interference in each other's internal affairs. The treaty also established free trade and extradition protocols. It also assures the rights of citizens of each country and the extradition of criminals seeking refuge in either country. The Treaty of 1949 replaces the 1910 Treaty of Punakha which was signed by First King Ugyen Wangchuck with the British to ensure that the British India would not interfere with Bhutan's internal affairs as long as it maintained peaceful relations with its neighboring countries. This Treaty of 1949 has 10 articles of peace, security, trade, extradition of criminals, non-interference etc but most importantly it said that Bhutan would have complete control over its internal affairs but would be guided by India in foreign policy. This treaty provides a unique kind of relationship which gives a special and most favored nation status to Bhutan. Transit routes is a key issue between India and Bhutan. Bhutan got excess to eleven more transit routes in addition to existing sixteen to conduct trade with India. The economy is closely aligned with India's through strong trade and monetary links and dependence on India's financial assistance. Economic relations can strongly influence diplomatic relations. As hydel-power cooperation is an important area in Indo-Bhutan relations. Bhutan utilizes 30% of its hydro-power generation and rest of the power generated is sold to India. With this source Bhutan has maintained a growth rate exceeding 6% and will see an annual growth rate of 9% from 2011 to 2019 according to National statistic Breaud of Bhutan. A new trade agreement between India and Bhutan in 1972 provided an exemption from export duties for goods from Bhutan to third countries.

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One important reason for close relationship between India and Bhutan is because of common threat perception from china. When a state increases its military power purely for defensive purpose, it becomes a threat to security of other state. The greatest threat for India's security is not from west but from within Asia i.e. China. China is following a planned strategy to encircle India. Fears were not about a threat from Himalayan Kingdom, but that if anybody with inimical interests towards India gained a foothold in the kingdom, Indian's security interest could be adversely affected. The Kingdom of Bhutan sandwiched between two Asian giants, China and India, is increasingly embroiled in other nation's realpolitik and has been recently subjected to military incursions that are reverberating around the region. Despite the 'Dazzle of democracy', the often-cited "Gross National Happiness" of bucolic Bhutan, is truly at stake. A famous Kenyan proverb says "when elephants fight, it is grass which has to suffer". Smaller south-Asian states have become battle field between strategic competitors because of their strategic location. Bhutan is between the two rivals, in event of any conflict between India and China, Bhutan and Nepal has to suffer. Delhi and Beijing are watching the kingdom intensely, and recent moves suggest that Bhutan may become either a strategic 'pawn' or a malleable 'Buffer' zone between the two expanding powers.

Both China and India have a strategic foot hold in the landlocked Himalayan kingdom. Bhutan does not have diplomatic relation with China, USA, UK, Russia or France. This is possibly done, so that Bhutan is not seen as an enemy to China. Informal contact with USA is made through the American embassy in New Delhi; this is because Bhutan has formal relation only with India, Nepal, Maynmar and Bangladesh. As Bhutan is close to India's restive North-Eastern states, any sort of negative development in the Himalayan Kingdom is considered critical to India's



strategic interests. India's relationship with Bhutan is based on the Perpetual Peace and Friendship Agreement signed in 1949. The pact was tested when Bhutan under Indian pressure launched "Operation All Clear" to flush out Indian Militants operating inside Bhutan on December 15, 2003. The Bhutanese army aided by Indian forces completed the operation in January 2004. During the 1962 Sino-Indian war, Bhutanese authorities permitted Indian troop movements through Bhutanese territory. However India's defeat in the war raised concern about India's ability to defend Bhutan. Consequently while building its ties with India; Bhutan officially established a policy of neutrality. Following the 1962 Sino-India border war, India took control of and began to train the Bhutan army. Over 4000 Indian military advisors have been sent there. India helped, establish and equip the Bhutan Air force, which is deployed along the border with China and has encouraged Russia to provide military helicopters and logistical support. There is a fear of China in Bhutan. There are unresolved border disputes between the two. According to official statements of Bhutan, there are four disputed areas between the two, starting from "Duklam" in the west; the border goes along the ridges from Gamochen to Batangla, Sinchela, and down to the Amo Chhu. The issue was only addressed in Beijing in 1984. Bhutan has traditional trade relations with Tibet, but Bhutan closed its northern borders with china after an influx of Tibetan refugees in 1960. With that the age old cross-border trade came to halt and there have been no official trade or business with China ever since. In 1998 Bhutan and China signed an agreement to maintain peace and tranquility on the Bhutan-China border, marking the first and only Sino-Bhutanese peace agreement to this day. India's influence over Bhutan would be a decisive factor in resolving border dispute between Beijing and Thimpu, a Chinese expert has said. India has tremendous influence over



Bhutan,if Bhutan can settle border issues with China,the result will certainly create norms that will likely be followed in the border talks between China and India.This shows the close ties between the two oldest friends.

In recent years Bhutan's relation with its powerful neighbors have had a twist. Chinese forces have alleged to have intruded several times in Bhutanese territory at the tri-junction with India. Over the years, the Chinese have increasingly made inroads in the strategically important areas. The incursions into Bhutan are precariously close to India's Chicken's Neck-the vulnerable Siliguri corridor which links the north-east passage. At the moment India's military strength is depilated in its eastern region as one of the division normally based in the hills of West-Bengal is currently deployed in Kashmir .The other division located at Binaguri would be ineffective if the Chinese sliced through Bhutan to save the Siliguri Neck. Although, the ruling UPA government in India publically dismissed these intrusions as "Nothing Serious''. Experts view these aggressive Chinese moves as deliberate strategy to put pressure on India along the actual Line of Control. The Indian army has been alarmed at the increasing Chinese forays into Bhutan, which are also close to the strategic Chumbi valley another vital junction between India- Bhutan and China. Trouble is mounting on China's border with Bhutan. The intrusions of Chinese forces analysts say, has more to do with India than Bhutan. The Sino-Indian Army recently moved six thousand troops to the Sino-Indian -Bhutanese junction from the troubled state of Jammu and Kashmir .In November 2007 Chinese forces demolished several un maned Indian forward posts near to military bunker in the border region of Bhutan's Dolman Valley. There is a strong feeling in Thimpu that Bhutan is becoming a buffer state. It is believed that Chinese strategy is to drag India more into a



Bhutanese gambit and benefit by pinning more Indian troops into border areas. Bhutan stands a great chance of becoming a “Tinny Pawn” or a “Buffer State” in a big game between the two Asian giants. Actually both the states, India and China are prone to pursue relative gains instead of absolute gains and are playing a zero-sum-game at the cost of Bhutan.

India claims that she follows the so called Wilsonian diplomacy but actually she has to some extent, in her foreign policy, the interest of relative gains on the bases of zero-sum game. As the Chinese threat grew, India became increasingly involved in the buildup of Bhutan’s indigenous defensive capability. The headquarters of the Indian Military Training Team (IMTRAT) in Bhutan is located in Ha District which is adjacent to Tibet’s Chumbi valley. The 1949 Indo-Bhutanese Treaty makes no reference to India’s defense of Bhutan except what might be inferred from Article 2 of the Treaty. J.L. Nehru, however, in 1958 declared that acts of aggression against Bhutan would be taken as acts of aggression against India itself. Also by the terms of the 1949 treaty, Bhutan has the right to import arms, ammunitions and other military material from or through India as long as Indian government is satisfied that such imports do not threaten India. The Indian ministry of defence also made provisions for the rapid deployment of helicopter borne troops to Bhutan in the event of a Chinese invasion and made related plans for air forces operations. The occupation of Tibet by China brought both Nations even closer. There come a major increase in India’s economic, military and development aid to Bhutan, which has also embarked on a programme of modernization of its security. An important defensive consideration has been the construction of extensive roads with major assistance from the Indian government’s paramilitary borders roads organization (BRO). Until the 1970’s India represented Bhutan’s concerns in talks with China. After acquiring membership in the



UN in 1971, Bhutan began to assert a different course in its foreign policy. In the UN, Bhutan voted in favor of Communist China filling the seat occupied by ROC and openly supported the "one China" policy.

As the democratic peace theory of international relation demonstrate that democracies often do not fight each other that peoples under republic are not willing to go for war .The efforts toward democratization of politics and welfarism was made by Jigme Singye Wangchuck after holding throne. The Wall Street Journal wrote that king Jigme Singye Wangchuck at the age of 16,deserves to go down in history as his country's George Washington or Thomas Jefferson. In 1998, Wangchuck voluntarily reduced his powers and declared that Bhutan would become a constitutional monarchy. He ordered legal experts to study constitutions of all the world's great democracies and the final version, which was mailed to every home in the country,begins with "we the people".Bhutan made a departure from absolute monarchy to constitutional monarchy on July 18, 2008 on the line of the constitutional framework which was drafted in 2003. Bhutan's transition to democracy is probably unfolding in the most unique way where a sovereign has willed his people to make the transition to a democratic constitutional monarchy.You can not think of many other instances in history where people,because of their love and respect for the monarchy,have to be persuaded almost against their will to embrace democracy.It is a great tribute to the vision of their majesties. The secret to this special nature of Indo-Bhutan relationship is the exceptional amount of goodwill that underlies it. This is a relationship which is historic and time tested. Therefore, this relationship will only be further strengthened with the advent of democracy in Bhutan. India is the world's largest democracy and no doubt that it will grow even stronger in bonds of friendship with the world's smallest democracy. An important political

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development in Bhutan was the successful completion of two rounds of local government elections in 2011. An important pattern which emerged was the conspicuous visibility of vacant positions, an issue attributed to the casting of negative vote. Priorities for Bhutan include assuming peace, security and prosperity, achievement of the goals of Gross National Happiness and to build and prosper a vibrant democracy for the country. Indo-Bhutan relationship is special because of the commitment at the highest level cutting across the entire political spectrum in India to strengthen, reinforce and make it even stronger. From the historic day of 25 September, 1958 when J.L. Nehru visited Bhutan onwards this special relationship has grown from strength to strength. Today Bhutanese are happy to say that their bilateral interactions with India cover almost every vital aspect of cooperation. People see great strength in Bhutan. Bhutan is a remarkable state in terms of human resources Bhutan is a beautiful land which is sufficient for it to be a tourist spot and can increase economic development. In addition Bhutan has a great gift of one of the world's most sagacious monarchy. Bhutan has a democratically elected government which has a great number of experienced ministers at the helm of important areas. There is a great deal of patriotism and commitment to the nation.

Keeping in view the growing threat of foreign races near and around Bhutan and Bangladesh's interest in Bhutan for electricity, Pakistan's interest to keep her enemy under check by connecting Bhutan through Gilgit and Aksai Chin and growing Chinese influence near Bhutan's borders makes it an important state in recent times. Bhutan has huge hydro power potential. As India's electricity demands are expected to double over the next decade Bhutan becomes very important for India. Bhutan will speed up its assistance to Bhutan. Bhutan has benefitted by become a hydropower exporter to India, by 2020, India wants Bhutan to be able to export 10000MW

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of power to India. Other economic aid programmes are likely to be speeded up. Bhutan by developing its hydro-power capacity can increase its export to other South Asian countries and can support a strong regional energy alliance but Bhutan needs land for import and export purpose. Bhutan's geo-strategic location is also important for Bangladesh because Bangladesh's energy security strategy lies on import of hydro-based electricity from Bhutan, so Bangladesh needs route access to Bhutan through India. Recent changes in Indo-Bhutan treaty of 1949 conferred a significant amount of autonomy on Bhutan in conducting its defence and foreign policy. Against this background, India and Bhutan signed a treaty on 8 February, 2007 at New Delhi to further strengthen the relationship of peace and friendship between the two. On November 24, 2011, a MoU between the National Assembly and Lok Sabha was signed by Meira Kumar and Jigme Tshultim. The purpose was to provide a framework for enhanced partnership, co-operation and continuous interaction between National Assembly of Bhutan and Lok-Sabha of India. Bhutan is becoming an important state to its neighbours as she is a candidate for a non-permanent seat in the UN Security council in 2013. But given that it has diplomatic relations with just about 30 countries, Bhutan needs to up its game before the vote. India is adjusting to a new reality as Bhutan mulls opening diplomatic relations with China which was discussed in a meeting held between Bhutan PM Jigme Thinley and Chinese premier Wen Jiabao on the sidelines of the Rio+20 summit recently in August 2012. As the only country in India's immediate neighborhood which does not have official ties with China, Bhutan is in a special spot where India is concerned but Bhutan wants to fly the nest. And India will have to make room for Bhutan's ambitions. While India is happy to help Bhutan's ambitions, New Delhi remains wary about talks of a Bhutan-China relationship, particularly if it



involves a boundary settlement. A Bhutan–China settlement would involve a decision on the strategic Chumbi valley tri-junction which is of great importance to India. That is why Bhutan is of immense importance to India. The relations between India and Bhutan are growing and are expected to grow even stronger in the future. Together with China’s interests in Bhutan, the relationship between the same is going to be tested time and again. It is against this backdrop that the research undertaken assumes significance as to how the two-India and Bhutan redefine their relationship in the changing geo-strategic regional environment. The study becomes also important by taking into consideration the concerns of China vis-à-vis the Indo-Bhutan relationship.

Significance:

The study is significant in its various dimensions. The research work assumes a great significance in recent years especially in the context of increasing political, economic and cultural aspect of South Asia in the international politics. The smaller states of South Asia have become the battleground between strategic competitors because of their geostrategic location. The stability of this region accordingly becomes important. South Asia is already a late comer in the race of institutionalization of regional cooperation; hence the stability of this region lies in then strong ties among the member states. The disputed borders, illegal migration, water disputes, incursions of big powers, economic imbalance etc. usually destabilize the region. The current research works under the title “Indo- Bhutan Relationship is one of the efforts in the same direction. The transition to democracy in Bhutan and other nation’s security interest along with its geo-strategic location has made it an important buffer zone for big Asian powers. It has given rise to new idioms and new theories. The research work will systematically analyze the relationship between the two neighbors



and highlight the complexities in the relationship between the two. The focus will also be aimed analytically to illuminate the areas of agreement and disputes and intrusion of China in Bhutan between India and Bhutan. The research work will analyze the close ties between the two and also how India will speed up its assistance and other economic aid programme to Bhutan to limit Chinese incursion in Bhutan. Thus one can get a holistic view of strategic bi-lateral relationship between the two immediate neighbors.

Besides, the present study will attempt to explore the contours of bilateral relations where more cooperation is possible so that relations between the two neighbours become more inclusive and broad based which inter alia include tourism, cross cultural exchange, education, extradition, scientific and technological fields, services of specialists in different fields etc.

The present study will also find out the ways and means of establishment of strong roots of democratic practices in the Himalayan Kingdom so that peaceful coexistence between the world's largest electorate democracy and its neighbour in its embryonic stage of Nation –Building is possible.

More over, the present study will underline the methods of promoting cooperation in the strategic fields which includes among other things internal security ,economic ,military and development aid, intelligence sharing for countering intruders which will help Bhutan in safeguarding its sovereign character from intrusions of ambitious interventionists and belligerent powers so that Bhutan is prevented from becoming a breeding ground for international intrigues and safe haven of international terrorists and drug lords.



Lastly the study is significant in the sense that measures will be explored for ensuring stability in the South Asian Region of Bhutan which is sandwiched between the two Asian giants viz. India and China. Because, any alteration in the prevailing balance of power will have repercussions at a large scale where China as an emerging global power on one side of the ideological divide will rush to fill the power vacuum presumably igniting cold war like tensions in the region.

Hypothetical propositions

1. A healthy relationship between India and Bhutan is good for the health of the whole South Asian region.
2. Bhutan is strategically important to India and cooperation with Bhutan is required by India to secure its economic, political and cultural interest.
3. The Indo-Bhutan relationship provides Bhutan an opportunity to gain from the democratic experiences of India in her transition to democracy.
4. Bhutan does not consider itself as a protectorate state of India.
5. India's engagement with Bhutan has helped it respond to the growing assertiveness of China in the region and maintain balance of power in the region.

Related research on the topic

The region of South Asia over the period of last two decades has acquired a lot of strategic importance and has almost compelled all the world in general and big powers in particular to exercise their real politick openly. Accordingly, a rich research material has come into existence by some of the top ranked social scientists both from the South Asian region as well as from outside. Many books have been written on the Indo-Bhutan



relationship. The following are some of the books which need a mention here.

Debamitra Mitra's book *Indo-Bhutan Relations* deals mainly with the important aspects of bilateral relations between India and Bhutan. Madhu Rajput's book "*Indo-Bhutan Relations through Prism of History*" analyses the closeness of Indo-Bhutan relationship. The book is an attempt to understand the spirit of trust and cooperation between the two.

Similarly Lal Babu Yadav's book "*Indo-Bhutan Relation and China Interventions*" faithfully illustrates in a succinct and reliable manner the historical background of Chinese and Indian policies towards Bhutan and also details the Indo-Bhutan relationship. It tells how Bhutan is embroiled in other nation's real politick. The author beautifully looks into the future prospects of their relations.

Another book Manorama Kohli's "*From Dependency to Interdependence: A Study of Indo-Bhutan Relations*" reveals Indian role in the emergency of contemporary Bhutan. V.L. Rao Barauh and R. Upendra Das's book "*India's Border Trade with Select Neighboring States*" highlights the economic aspects of the relationship.

In the same Reetika Sharma, Ramvir Gorla and Vivek Mishra's book "*India and the dynamics of World Politics*" throws light on multiple issues like economic, peace, security and democracy of Bhutan besides common threat perceptions that arise from the presence of China as potential neighbour.

Apart from the above books the other books on the topic include Neeraj Gopal's "*India and the Small Power in South Asia*", Mark Mancall's *Gross National Happiness and Development*, Marian Gallenkamp's *Indo-Bhutan Relations* and Subhash Kashyap's *South Asian Politics*. However,



all this literature is in scattered form and needs to be properly arranged and is to be made use of especially in the context of recent changing development in the South Asian region.

Analysis

In the present work historical and analytical methods will be used to proceed with the research work. Both the primary and secondary data will be taken into consideration. In the primary data the policy documents and official statements from both the sides will be taken into consideration. Moreover, the publications of the respective foreign affairs departments will be made use of as a source of primary data. Furthermore, the interviews of different government officials like diplomats, officials of foreign affairs ministry, experts on security and foreign affairs from both the sides also will be made as a source of primary data.

On the secondary sources, the major works on the topic will be taken carefully and critically. There are many top brass writers who have contributed a lot to the field of South Asian politics in general and to Indo-Bhutan relationship in particular. Thus, the material will be collected from different sources and hence, an attempt will be made to trace out different dimensions of the relations and relevant issues with the aim to get the reasonable result.

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**EFFECTIVENESS OF CONSTRUCTIVIST STRATEGY OF TEACHING
MATHEMATICS IN IMPROVING PROBLEM SOLVING ABILITY AMONG IX
STANDARD STUDENTS**

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ABSTRACT:

In school, we have seen that the teachers have facing many problems in teaching. Likewise, the children's are also having problems. The intensity, degree and nature of the problems may vary but problems are there. School being the centre where the children get their basic training in life skills and life skills training becoming a part of their schooling process makes a fertile ground where they can develop the skill of problem solving. Problem solving is a 'major force' and 'central activity' of all teaching of mathematics. The teaching and learning of Mathematics develops various components of problem solving skills during their schooling years among the students.

The purpose of the study is to find out the effect of constructivist strategy of teaching mathematics in improving the problem solving of IX standard students. Experimental method is suitable for this study, to avoid difficulty in conducting experiment two intact class divisions of IX standard were selected for the study. The investigator randomly selected 50 students from IX standard of 'A' division/section and 50 students from IX standard of 'B' division/section. Then the investigator randomly assigned one section ('A' division) as experimental group and other section as ('B' division) the control group.

The constructivist approach is new trend in teaching of mathematics by many enthusiastic teachers in many countries. Constructivist approach/pedagogy does not consist of a single teaching strategy. Instead, it has several features that should be attended to simultaneously in a classroom. It has been asserted that for a successful constructivist strategy the teaching has not only to be student centred and the teacher a mere facilitator but the teacher has the added responsibility to create an advantageous classroom environment. Students' previous knowledge and their active participation in problem solving and critical thinking all play a vital role in the formation of knowledge. One of the most important goals of constructivism is to develop students' "**problem solving skills**", which is possible only in a conducive learning environment in the class. The teacher may have to improvise the day's lesson or change the sequence of activities, depending on the needs of the students or due to any other unexpected development. Such flexibility is said to be a valuable quality of a positive learning environment. Research has established that constructivist strategy of mathematics teaching have been much more successful than the traditional methods of teaching. The results shows that the constructivist strategy is more effective as it enhanced problem solving ability in mathematics. Students who learn through constructivist strategy are found to be better in improving problem solving than the students' problem solving through traditional method.

Keywords: Constructivist Strategy and Problem Solving.

INTRODUCTION

Life is full of problems and challenges. Problems are inevitable in life. Handling of a problem is a skill. It is a life skill since it is a part and parcel of life. Every step in our lives, every moment in our lives we have to face problems. The problems may be small or big. Different problems are faced in different stages of life. Also the problems can different degrees and intensities.



DEFINITIONS OF PROBLEM SOLVING:

The following definitions of problem solving are considered.

1. Problem solving may be defined as a planned attack upon a difficulty or perplexity for the purpose of finding a solution. There is, then, resource to reflective thinking which is a process of careful conscious consideration of facts, beliefs or other elements of mental experience for the purpose of arriving at a rational conclusions relevant to someproblem or perplexity.
2. Problem solving is a form of thinking which is characterized by a conscious, deliberatestriving for a needed answer, conclusion or solution. It is a form of purposeful behaviorand therefore involves movement toward a goal. In problem solving activities, a personreorganizes his ideas or restructures his experience in order to overcome obstacles and attain goals.

Problem solving is a process. It is the means by which an individual uses previously acquired knowledge, skills and understanding to satisfy the demands of an unfamiliar situation. The student must synthesize what he has learnt and apply it to the new and different situation. Problem solving skills should be considered as a distinct body of knowledge. There are variousmeans to develop problem solving skills in teaching learning process such as collaborative learning, co-operative learning, multimedia and constructivism learning.

Here the investigator made an attempt to study the effect of constructivist strategy of teaching mathematics in improving problem solving of IX standard students.

OBJECTIVES OF THE STUDY:

1. To study the effect of constructivist strategy of teaching mathematics in improving problem solving of IX standard students.
2. To compare the problem solving of IX standard students based on gender.
3. To develop instructional plans (lesson transcripts) on the teaching of selected units in mathematics at class IX standard based on the constructivist strategy and traditional teaching method.

HYPOTHESES:

The following hypotheses have been formulated.

1. There is no significant difference between pre-test and post-test problem solving scores of IX standard students in control group.
2. There is no significant difference between pre-test and posttest problem solving scores of IX standard students in experimental group.
3. There is no significant difference between control and experimental group with respectto pre-test and post-test problem solving scores of IX standard students.
4. There is no significant interaction effects of groups(control and experimental) and gender on improvement or changes scores in problem solving of IX standard students from pre-test to post-test.

METHODOLOGY:

Experimental method was used for the present study.

SAMPLE:

The random sample method was adopted for the present study. The sample of the study consists



of 100 students studying in IX standard in Dharwad city.

Sample	Experimental group	Control group	total
Boys	25	25	50
Girls	25	25	50

TOOLS USED:

The following tools were constructed by investigator to collect data.

1. Lesson transcripts (plans) for traditional method of teaching mathematics.
2. Lesson transcripts (plans) for constructivist strategy of teaching mathematics.
3. Problem solving test which was developed and validated by the investigator.

PROCEDURE OF THE STUDY:

Experimental design was adopted. Before starting experimentation, the investigator conducted problem solving test in mathematics to both the experimental group and control group and found there is no significant difference in their mean scores. The students of the experimental group were taught using constructivist strategy and the control group using traditional method of teaching. After teaching through constructivist strategy the post test was administered to both the groups. The collected data was subjected to the statistical analysis (Dependent t test & ANCOVA) and the results obtained were interpreted.

ANALYSIS AND FINDINGS:

Hypothesis1: There is no significant difference between pretest and posttest problemsolving scores of IX standard students in control group.

To accomplish the above assumption (hypothesis), the dependent t-test was applied and the results are presented in the following table.

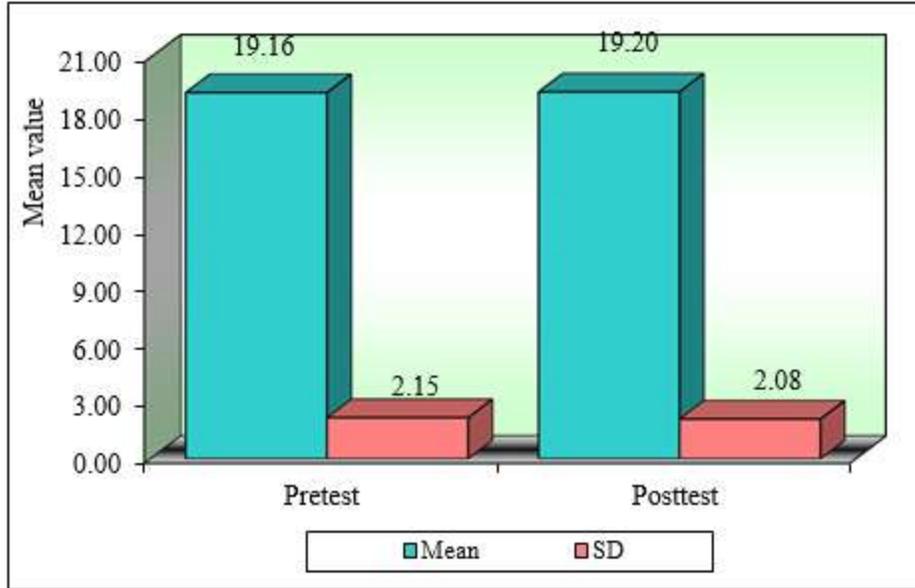
Table: Comparison of between pretest and posttest problem solving scores of secondary school students in control group

Test	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pretest	19.16	2.15	-0.04	1.86	-0.1519	0.8799
Posttest	19.20	2.08				

From the results of the above table, it can be seen that there is no significant difference was observed between the pretest and posttest problem solving scores of IX standard students in control group ($t=-0.1519, p>0.05$) at significance level of 5 percent. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the pretest and posttest problem solving scores of IX standard students in control group are similar. The mean scores of pretest and posttest problem solving of IX standard students in control group are also presented in the following figure.



Figure: Comparison of between pretest and posttest problem solving scores of IX standard students in control group



Hypothesis2: There is no significant difference between pretest and posttest problemsolving scores of IX standard students in experimental group.

To accomplish the above assumption (hypothesis), the dependent t-test wasapplied and the results are presented in the following table.

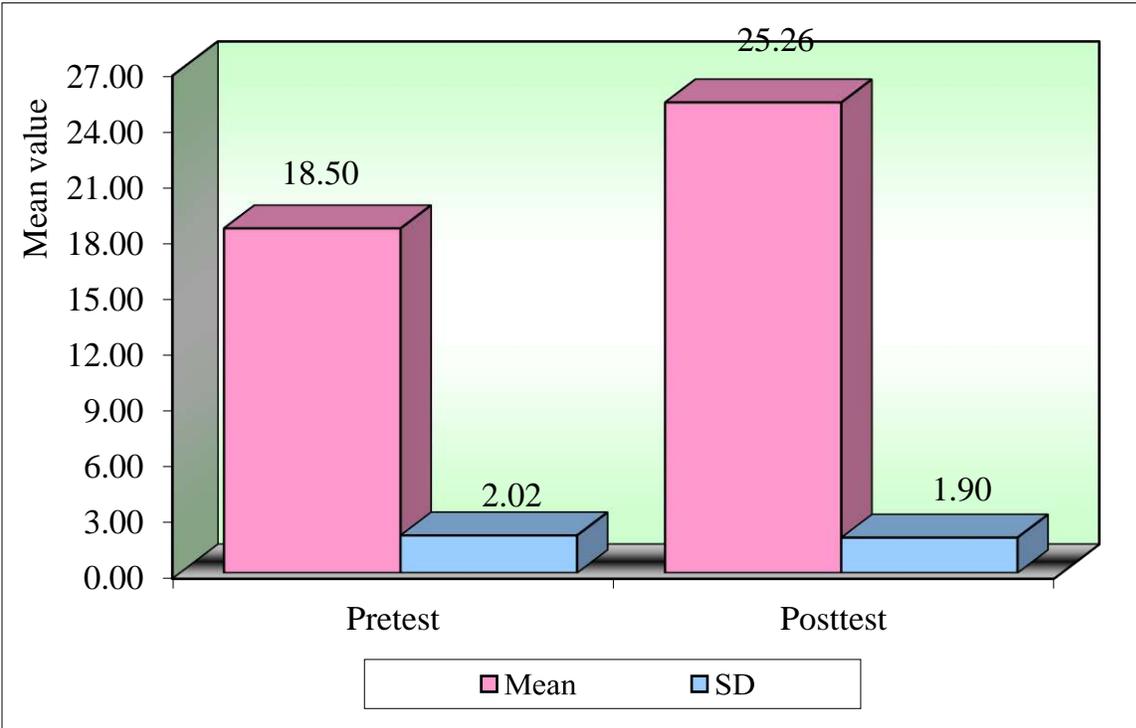
Table: Comparison of between pretest and posttest problem solving scores of IXstandard students in experimental group

Test	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pretest	18.50	2.02	-6.76	2.94	-16.2666	0.0001*
Posttest	25.26	1.90				

*p<0.05

From the results of the above table, it can be seen that the there is a significant difference was observed the pretest and posttest problem solving scores of IX standard students in experimental group ($t=-16.2666$, $p>0.05$) at significance level of 5 percent.Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the pretest and posttest problem solving scores of IX standard students in experimental group are different. It means that, the posttest problem solving scores of IX standard students are higher as compared to pretest problem solving scores of IX standard students in experimental group. The mean scores of pretest and posttestproblem solving of IX standard students in experimental group are also presented in thefollowing figure.

Figure: Comparison of between pretest and posttest problem solving scores of IX standard students in experimental group



Hypothesis3: There is no significant difference between control and experimental groups with respect to pretest and posttest problem solving scores of IX standard students.

To accomplish the above assumption (hypothesis), the Analysis of covariance (ANCOVA) (pretest scores as covariate) technique has been applied and the results are presented in the following table.

Table: Comparison of between control and experiment groups with respect to pretest and posttest problem solving scores of IX standard students by Analysis of covariance (ANCOVA)

Groups	Pretest		Posttest		
	Mean	SD	Mean	SD	Adjusted mean
Control group	19.16	2.15	19.20	2.08	19.11
Experiment group	18.50	2.02	25.26	1.90	25.35
F-test	2.4981@		254.9644#		
P-value	0.1172		0.0001*		

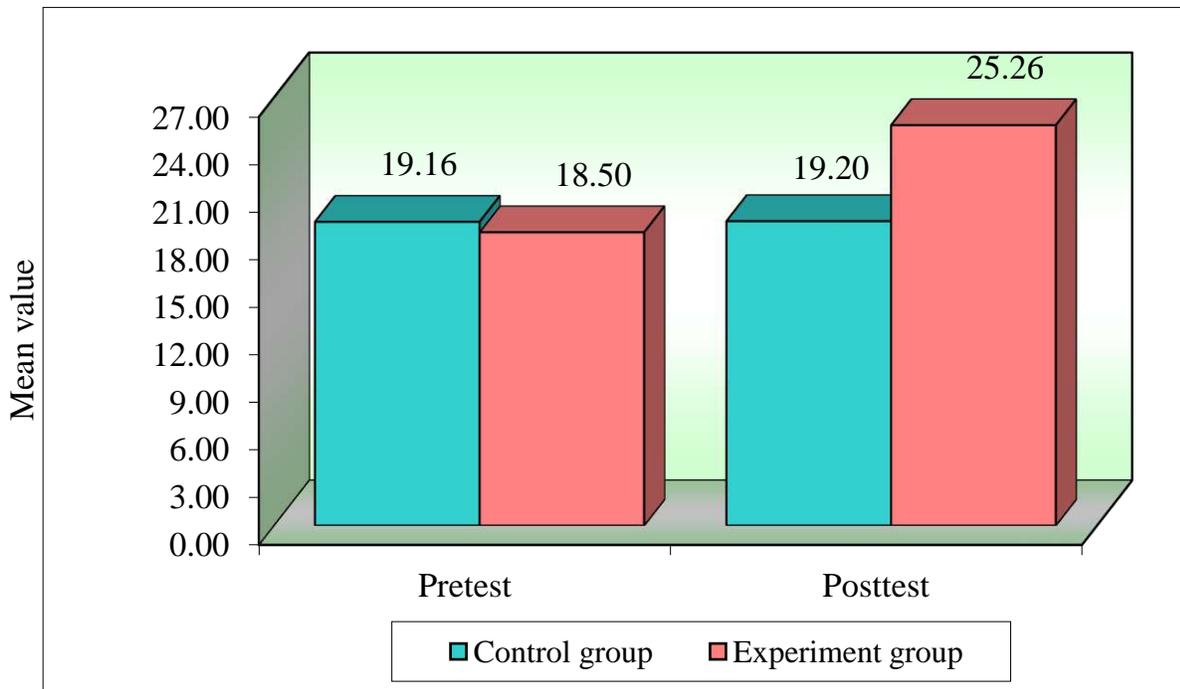
*p<0.05, @one way ANOVA applied, # ANCOVA applied The results



of the above table clearly show the following:

- The control and experimental groups do not differ significantly with respect to pretest problem solving scores of IX standard students ($F=2.4981, p>0.05$) at significance level of 5 percent. It means that, the pretest problem solving scores of IX standard students are similar in control and experimental group. The control and experimental groups differ significantly with respect to posttest problem solving scores of IX standard students ($F=254.9644, p<0.05$) at significance level of 5 percent. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the posttest problem solving scores of IX standard students are different in control and experimental groups. It means that, the posttest problem solving scores of IX standard students are significantly higher in experimental group as compared to control group. The mean scores of pretest and posttest problem solving scores of IX standard students are also presented in the following figure.

Figure: Comparison of between control and experiment groups with respect to pretest and posttest problem solving scores of IX standard students



Hypothesis4: No significant interaction effects of groups (control and experimental) and gender (male and female) on improvement or changes scores in problem solving of IX standard students from pretest to posttest

To accomplish the above assumption (hypothesis), the two factor analysis of variance with interaction design was performed and the results are presented in the table given below.

Table: Two factor analysis of variance for interaction effects of groups (control and experimental) and gender (male and female) on improvement or changes scores in problem solving of IX standard students from pretest to posttest



Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
Groups	1	1131.27	1131.27	186.53	0.000
				83	1*
Gender	1	10.19	10.19	1.6807	0.197
					9
2-way interaction effects					
Groups x Gender	1	0.65	0.65	0.1071	0.744
					2
Error	96	582.19	6.06		
Total	99	1724.30			

*p<0.05

From the results of the above table, it can be observed that,

- The main effect of groups (control and experimental) on improvement or changes scores in problem solving of IX standard students from pretest to posttest is found to be statistically significant (F=186.5383, p<0.05) at significance level of 5 percent. Therefore, the H₀ is rejected and H₁ is accepted. It means that, the IX standard students belongs to control and experimental groups have different improvement or changes scores in problem solving from pretest to posttest.
- The main effect of gender (male and female) on improvement or changes scores in problem solving of IX standard students from pretest to posttest is found to be statistically not significant (F=1.6807, p>0.05) at significance level of 5 percent. Therefore, the H₀ is accepted and H₁ is rejected. It means that, the male and female of IX standard students have similar improvement or changes scores in problem solving from pretest to posttest.
- The interaction effects of groups (control and experimental) and gender (male and female) on improvement or changes scores in problem solving of IX standard students from pretest to posttest is



found to be statistically not significant ($F=0.1071, p>0.05$) at significance level of 5 percent. Therefore, the H_0 is accepted and H_1 is rejected. It means that, the male and female IX standard students belongs to control and experimental groups have similar improvement or changes scores in problem solving from pretest to posttest.

Further, to know the pair wise comparisons of interaction effects of groups (control and experimental) and gender (male and female) on improvement or changes scores in problem solving of IX standard students from pretest to posttest by applying the **Tukeys multiple posthoc** procedures and the results are presented in the tables given below:

Table: Interaction effects of groups (control and experimental) and gender (male and female) on improvement or changes scores in problem solving of IX standard students from pretest to posttest

Interactions	Males in control	Females in control	Males in Experiment	Females in Experiment
Mean	0.27	-0.21	7.16	6.36
SD	1.43	2.25	2.87	3.01
Males in control	-			
Females in control	$p=0.9026$	-		
Males in Experiment	$p=0.0001$	$p=0.0001$	-	
Females in Experiment	$p=0.0001$	$p=0.0001$	$p=0.6606$	-

* $p<0.05$

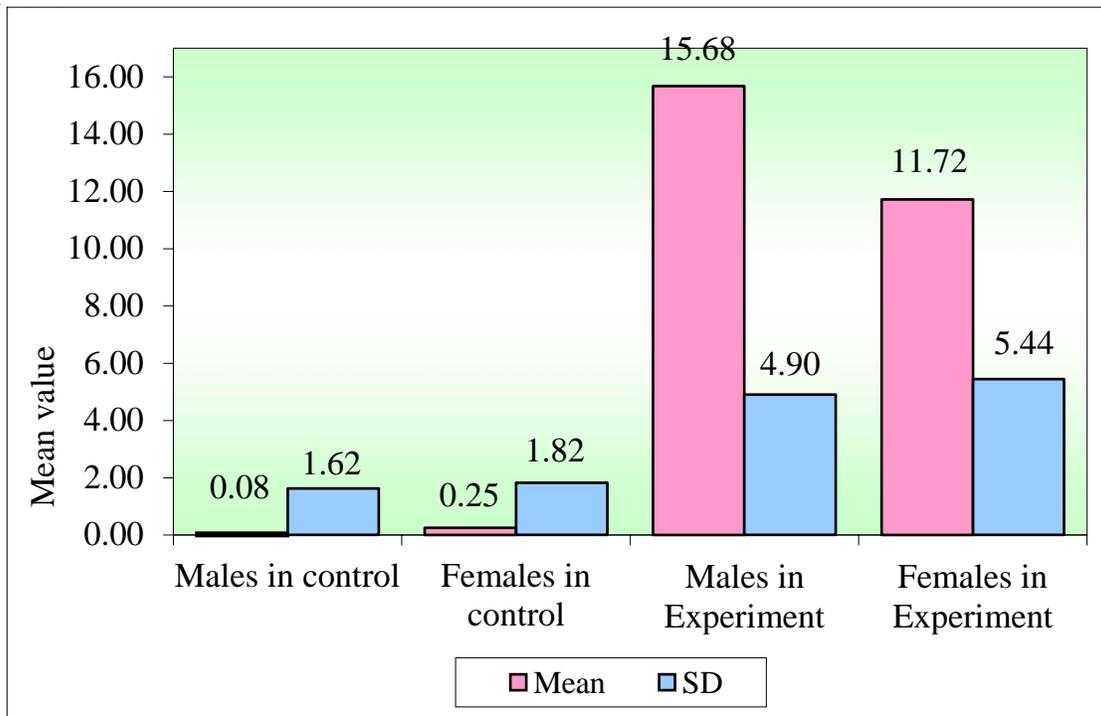
From the results of the above table, it can be seen that,

- The male students of IX standard in control group and female students of IX standard in control group do not differ significantly with respect to improvement or changes scores in problem solving from pretest to posttest at significance level of 5 percent. It means that, the male students of IX standard in control group and female students of IX standard in control group have similar improvement or changes in problem solving from pretest to posttest.
- The male students of IX standard in control group and male students of IX standard in experimental group differ significantly with respect to improvement or changes scores in problem solving from pretest to posttest at significance level of 5 percent. It means that, the male students of IX standard in experimental group have significant higher improvement or changes in problem solving from pretest to posttest as compared to male students of IX standard in control group.



- The male students of IX standard in control group and female students of IX standard in experimental group differ significantly with respect to improvement or changes scores in problem solving from pretest to posttest at significance level of 5 percent. It means that, the female students of IX standard in experimental group have significant higher improvement or changes in problem solving from pretest to posttest as compared to male students of IX standard in control group.
- The female students of IX standard in control group and male students of IX standard in experimental group differ significantly with respect to improvement or changes scores in problem solving from pretest to posttest at significance level of 5 percent. It means that, the male students of IX standard in experimental group have significant higher improvement or changes in problem solving from pretest to posttest as compared to female students of IX standard in control group.
- The female students of IX standard in control group and female students of IX standard in experimental group differ significantly with respect to improvement or changes scores in problem solving from pretest to posttest at significance level of 5 percent. It means that, the female students of IX standard in experimental group have significant higher improvement or changes in problem solving from pretest to posttest as compared to female students of IX standard in control group.
- The male students of IX standard in experimental group and female students of IX standard in experimental group do not differ significantly with respect to improvement or changes scores in problem solving from pretest to posttest at significance level of 5 percent. It means that, the male students of IX standard in experimental group and female students of IX standard in experimental group have similar improvement or changes in problem solving from pretest to posttest. The mean scores are also presented in the figure given below.

Figure: Comparison of Interaction effects of groups (control and experimental) and gender (male and female) on improvement or changes scores in problem solving of IX standard students from pretest to posttest





CONCLUSION:

Successful teaching and learning of Mathematics involves practice of problem solving skills with identification of how they fit together as the part of strategy or process. Using array of Constructivist strategy is a useful means to develop problem solving among the students.

The study revealed that the effect of constructivist strategy of teaching mathematics in improving problem solving of IX standard students. The results shows that the constructivist strategy is more effective as it enhanced problem solving in mathematics among students. Students who learn through constructivist strategy are found to be better in problem solving than the students' problem solving through traditional method.

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