

Volume 4, Issue 7(1), July 2015
**International Journal of Multidisciplinary
Educational Research**

Published by

Sucharitha Publications
8-21-4, Saraswathi Nivas, Chinna Waltair
Visakhapatnam – 530 017
Andhra Pradesh – India
Email: victorphilosophy@gmail.com
Website: www.ijmer.in

Editorial Board

Editor-in-Chief

Dr.K. Victor Babu

Faculty, Department of Philosophy
Andhra University – Visakhapatnam - 530 003
Andhra Pradesh – India

EDITORIAL BOARD MEMBERS

Prof. S.Mahendra Dev

Vice Chancellor
Indira Gandhi Institute of Development
Research
Mumbai

Prof.Y.C. Simhadri

Vice Chancellor, Patna University
Former Director
Institute of Constitutional and Parliamentary
Studies, New Delhi &
Formerly Vice Chancellor of
Benaras Hindu University, Andhra University
Nagarjuna University, Patna University

Prof. (Dr.) Sohan Raj Tater

Former Vice Chancellor
Singhania University, Rajasthan

Prof.K.Sreerama Murty

Department of Economics
Andhra University - Visakhapatnam

Prof. K.R.Rajani

Department of Philosophy
Andhra University – Visakhapatnam

Prof. P.D.Satya Paul

Department of Anthropology
Andhra University – Visakhapatnam

Prof. Josef HÖCHTL

Department of Political Economy
University of Vienna, Vienna &
Ex. Member of the Austrian Parliament
Austria

Prof. Alexander Chumakov

Chair of Philosophy
Russian Philosophical Society
Moscow, Russia

Prof. Fidel Gutierrez Vivanco

Founder and President
Escuela Virtual de Asesoría Filosófica
Lima Peru

Prof. Igor Kondrashin

The Member of The Russian Philosophical
Society
The Russian Humanist Society and Expert of
The UNESCO, Moscow, Russia

Dr. Zoran Vujisiæ

Rector
St. Gregory Nazianzen Orthodox Institute
Universidad Rural de Guatemala, GT, U.S.A

Prof.U.Shameem

Department of Zoology
Andhra University Visakhapatnam

Dr. N.V.S.Suryanarayana

Dept. of Education, A.U. Campus
Vizianagaram

Dr. Kameswara Sharma YVR

Asst. Professor
Dept. of Zoology
Sri. Venkateswara College, Delhi University,
Delhi

I Ketut Donder

Depasar State Institute of Hindu Dharma
Indonesia

Prof. Roger Wiemers

Professor of Education
Lipscomb University, Nashville, USA

Dr.B.S.N.Murthy

Department of Mechanical Engineering
GITAM University –Visakhapatnam

N.Suryanarayana (Dhanam)

Department of Philosophy
Andhra University
Visakhapatnam

Dr.S.V Lakshmana Rao

Coordinator
A.P State Resource Center
Visakhapatnam

Dr.S.Kannan

Department of History
Annamalai University
Annamalai Nagar, Chidambaram

Dr. Barada Prasad Bhol

Registrar, Purushottam Institute of
Engineering & Technology
Sundargarh, Odisha

Dr.E. Ashok Kumar

Department of Education
North- Eastern Hill University, Shillong

Dr.K.Chaitanya

Department of Chemistry
Nanjing University of Science and
Technology
People's Republic of China

Dr.Merina Islam

Department of Philosophy
Cachar College, Assam

Dr. Bipasha Sinha

S. S. Jalan Girls' College
University of Calcutta, Calcutta

Dr. K. John Babu

Department of Journalism & Mass Comm
Central University of Kashmir, Kashmir

Dr.Ton Quang Cuong

Dean of Faculty of Teacher Education
University of Education, VNU, Hanoi

Prof. Chanakya Kumar

Department of Computer Science
University of Pune,Pune

Prof. Djordje Branko Vukelic

Department for Production Engineering
University of Novi Sad, Serbia

Prof.Shobha V Huilgol

Department of Pharmacology
Off- Al- Ameen Medical College, Bijapur

Prof.Joseph R.Jayakar

Department of English
GITAM University
Hyderabad

Prof.Francesco Massoni

Department of Public Health Sciences
University of Sapienza, Rome

Prof.Mehsin Jabel Atteya

Al-Mustansiriyah University
College of Education
Department of Mathematics, Iraq

Prof. Ronato Sabalza Ballado

Department of Mathematics
University of Eastern Philippines, Philippines

Dr.Senthur Velmurugan .V

Librarian
Kalasalingam University
Krishnankovil Tamilnadu

© Editor-in-Chief, IJMER®
Typeset and Printed in India
www.ijmer.in

IJMER, Journal of Multidisciplinary Educational Research, concentrates on critical and creative research in multidisciplinary traditions. This journal seeks to promote original research and cultivate a fruitful dialogue between old and new thought.

C O N T E N T S

Volume 4

Issue 7(1)

July 2015

S. No		Page No
1.	Attitudes of Citizenship Development among Kindergarten Child at Najran City, KSA Ali AbdElTawab Mohamed Etman and Mohammed Abdullah Al- Hazmi	1
2.	A Bird's Eye View on 'Rape' K.Chandrasekhara Rao	20
3.	Status of World's Mothers in Urban Settings Jagadish.B	33
4.	Secularism in Indian Plural Society: The Case of Durga Puja Shinjini Gan Choudhury	45
5.	Supplychain Management of Pharmaceutical Product in India S.Sivagamy and B. Avaudaiamal	53
6.	Babasaheb Dr.B.R.Ambedkar on Social Reformation N.Kanakarathnam and Surya Raju Mattimalla	62
7.	Beginning and Development of India's "Positive Neutrality" Policy 1950-1955 V. Nagendra Naik	70
8.	Interim Reliefs Under Arbitration in India: An Analysis Vikrant SopanYadav	95
9.	Noam Chomsky on: Internal Application of Language Ayub Khan	105
10.	A Review of Digital Libraries and Role of Librarians in Digital Environment & Implementing or Promoting Excellence in Higher Education Anil Kumar	117

11.	Welfare Plans of Home Guards in Andhra Pradesh	130
	K. Narsaiah and G. Sanjeevayya	
12.	Formulation and Evaluation of Patient Friendly Dosage Forms of Metformin Hydrochloride as Oral Fast Disintegrating Tablets and Oral Soft Gels	137
	Nikhil Babu Kappala	
13.	A Study on Cu ²⁺ Doped CaAl ₂ Si ₂ O ₈ Glass-Ceramic by Sol-gel Technique	155
	N.P. Subiramaniam, A.Balamurugan and P.Thirunavukkarasu	
14.	Health Care Practices among the Koya Women in Telangana A Study of Warangal District	163
	B.Srinivas	
15.	Sculptures of the Brāhmanical Goddesses of North Bengal (C.700AD-C.1300AD): An Iconography Study	174
	Rajeswar Roy	
16.	Efficient Travel Package Recommendation Using TAST and TRAST Models	191
	Shravya Mandava	
17.	A Comparative Study to Assess the Level of Emotional Maturity among Adolescents	201
	Sudha. B and V.Selvanayaki	
18.	Aduri Rachanalalo Madyataragathi Jeevitha Kathalu	208
	G.B.M.Gillihan	
19.	Analysis of Maternal Health, Children's Well Being, Educational, Economic and Political Status of World's Mothers	219
	Jagadish B	
20.	A Study on Employee Satisfaction with Reference to Future Geneali	235
	Thagaram Elia	
21.	Human Rights and Women in the Globalized World: Rhetoric and Reality	248
	ChandanKumar Dan	

Dr. K. VICTOR BABU

M.A.,M.A.,M.Phil.,Ph.D.,PDF, (D.Lit)
Faculty of Philosophy and Religious
Studies & Editor-in-Chief
International Journal of Multidisciplinary
Educational Research (IJMER) &
Sucharitha: A Journal of Philosophy and
Religion
Andhra University, Visakhapatnam
Pin - 530 003 , Andhra Pradesh – India



ISSN : 2277 – 7881
Impact Factor :2.972(2015)
Index Copernicus Value: 5.16



Editorial.....

You will be happy to know that we have entered the fourth year of publication of IJMER, since its inception in April 2012. Focusing on many interdisciplinary subjects, the published papers are spreading the knowledge with fervent hope of upholding the holistic approach. With all my heart, I reiterate to echo my sincere feelings and express my profound thanks to each and every valued contributor. This journal continues to nurture and enhance the capabilities of one and all associated with it.

We as a team with relentless efforts are committed to inspire the readers and achieve further progress. Aim is to sustain the tempo and improve. We acknowledge with pleasure that our readers are enjoying the publications of Sucharita Publishers. We solicit to receive ideas and comments for future improvements in its content and quality. Editor – in-Chief explicitly conveys his gratitude to all the Editorial Board members. Your support is our motivation. Best wishes to everyone.

Dr.K.Victor Babu
Editor-in-Chief

**SOCIAL SCIENCES, HUMANITIES, COMMERCE & MANAGEMENT, ENGINEERING
& TECHNOLOGY, MEDICINE, SCIENCES, ART & DEVELOPMENT STUDIES, LAW**

www.ijmer.in



ATTITUDES OF CITIZENSHIP DEVELOPMENT AMONG KINDERGARTEN CHILD AT NAJRAN CITY, KSA

Ali Abd Eltawab Mohamed Etman

Associate Professor
Department of Kindergarten
College of Education- Najran University, KSA
& Department of Kindergarten
Faculty of Humanities Studies
Al-Azhar University, Girls Branch, Cairo, Egypt

Mohammed Abdullah Al- Hazmi

Head of the Kindergarten Department
Associate Professor
College of Education
Najran University
KSA

Introduction

Kindergartens have been capable of shaping the daily lives of children and bearing social responsibility in participation with matures. At kindergartens, children talk about experience, feelings, and new activities. Because building confidence, bearing responsibility, and enhancing citizenship are very important for kindergarten child, a study in Germany indicated that kindergartens always include what is called "children parliament" which is considered one of the effective means for children participation toward contemporary programs. At that parliament, children gather to discuss, exchange ideas, vote and respect views of opponents. Some important programs about values of citizenship such as tolerance, loyalty, and affiliation and how to instill and develop them in children are discussed. The parliament works on establishing some social rules, settle conflicts among children according to the principle of tolerance which extends to involve the way of preserving public and private property and other projects. Children parliament is crucial because it states specific controls beginning from listening to the culture of dialogue. Such an orientation has been accepted by teachers to stimulate children to launch their imaginations and perceptions toward issues being discussed, (sterreichisches Institut für Familienforschung, Wien, 2002). In light of challenges facing our Islamic and Arabic societies nowadays such as the spread of some extremist ideas, the invasion of western cultures, and satellites accompanied with space channels and internet that may destabilize loyalty and affiliation among some individuals toward the state, citizenship and affiliation to homeland have become important. They all play significant roles to preserve the identity of the society where we live. Hence, Islamic and Arabic communities have focused on citizenship education from kindergartens via programs and activities that implant values related to patriotism. Kindergartens stage is considered the stage of rapid growth where the base is set to form many of the attitudes that play significant role in personality development and behavior guidance. Its impact may extend for many years of the child's life span. It is the stage of mental alerting to explore the world and environment where the child lives and tries to adapt with, (Shdeifat, 1998). To achieve citizenship education, we should pay attention to curricula and



programs provided to children that make a balance between the community needs and the individual's needs and his privacy. Child education concentrates on citizenship through the child's relation with his community, environment, and homeland. Educating citizenship leads to the individuals' affiliation to his homeland, values, and culture that in turn is reflected in his behavior to defend them all. Some pointed to the importance of developing the concept of citizenship among kindergarten child through the provided curricula, (Sayyed, 2008).

What also helps develop citizenship at kindergartens at the Kingdom of Saudi Arabia is the fact that the used curriculum depends on self-learning style that focuses on self-activity of children themselves. Each child interacts and copes with purposeful educational games available at his educational environment and which helps him discover and develop his capabilities in a way that fits his own style of growth. Self-learning style in this curriculum depends on Islamic style of dealing. This is, of course is apparent in various aspects. A Muslim is that person who lives the morals and values of Islam in his daily life through the concentration on modeling style in dealing and the use of guidance, praise, and conviction styles. The curriculum focuses on the development of the Islamic values and the principles of honesty, clarity and self-confidence, (Al-Dailij, 2008).

Some pointed to the fact that the educational regime facilitates citizen development for children of other countries in a multi-cultural social context framework, especially those children who have come from groups and minorities who understand the experience of justice and equity. Children have citizenship rights despite their backgrounds, (Clausen et al., 2008, 48).

Because of the scarcity of what has been written about the topic of citizenship development at kindergarten institutions in comparison with other educational stages, it has been necessary to pay more attention to this critic issue depending on the inevitable and urgent needs of the present and futures reality of the Islamic Arabic nation. Therefore, the present study aims to address the attitudes of citizenship development at kindergartens.

Statement of the problem

Islam has instilled in Muslims the values of citizenship through the affiliation to, preservation, and defense of homeland. Kindergarten institutions implant in children the history of the motherland, its heroes, traditional and museum traditional places through field trips, stories, and activities that accustom them with joint work and enhances their patriotism. Through the revision of what has been said, the problem of the study becomes clearer about as it tries to identify the attitudes of citizenship development among kindergarten children via what kindergarten institutions provide such as educational and entertainment programs. Hence, the quality of the provided programs for children which are related to the development of their citizenship should be reconsidered. The attitude towards citizenship development at the early



childhood stage a cultural one to implant the values of loyalty, affiliation, and tolerance.

Questions of the study, aims, and methodology

Questions

The main question of the study states "What are the attitudes of kindergarten institutions toward child citizenship development? Whereas the following sub-questions stem from this main question.

1. What is the role of kindergarten institutions in preserving the history and heritage of the homeland?
2. What is the role of kindergarten institutions in deepening and developing loyalty to the homeland?
3. What is the role of kindergarten institutions in educating children to preserve the rights and public and private property of the homeland?
4. What is the role of kindergartens in educating the child to respect the law and patriotism?
5. What are the obstacles and problems facing kindergarten institutions in the field of the kindergarten child citizenship development?
6. What are the proposals for a kindergarten child citizenship development?
7. What is the future perception to activate the role of kindergartens in the development of citizenship of a kindergarten child?

Aims of the study

The main aim of the present study is defined through the trial to identify the role of kindergarten institutions in child's citizenship development. Many minor aims are stemmed from this big aim like:

1. Identify the role of kindergarten institutions in preserving the history and heritage of the homeland?
2. Identify the role of kindergarten institutions in deepening and developing loyalty to the homeland?
3. Identify the role of kindergarten institutions in educating children to preserve the rights and public and private property of the homeland?
4. Identify the role of kindergartens in educating the child to respect the law and patriotism?
5. Identify the obstacles and problems facing kindergarten institutions in the field of the kindergarten child citizenship development?
6. Identify participants' proposals for a kindergarten child citizenship development?
7. Propose a future perception to activate the role of kindergartens in the development of citizenship of a kindergarten child?

Importance of the study

The study of citizenship development at kindergartens has become an essential requirement to implant the values of affiliation, loyalty, and property



preservation in a changeable era, more specifically with regard to education and early childhood care. Therefore the study importance is due to:

1. The use of purposeful educational activities and programs at kindergartens positively activates correct citizenship at early childhood.
2. Implanting citizenship in children through kindergarten institutions contributes to the achievement of better future for our children, patriotism, and homeland defending and preservation.
3. The development of citizenship at kindergartens provides the child with knowledge and positive attitudes toward his society and the environment where he lives.

Terms of the study

Citizenship: Ghaith defines citizenship as a set of mutual obligations between people and the state, A person gets some political and civil rights as a result of belonging to a particular political community and in the same time he has to perform some duties, (Ghaith, 1995, p. 56). Badawi also shows that citizenship is characterized particularly with the citizen's loyalty and service to his country and collaboration with others in order to achieve the national goals of the state. Citizenship includes a high level of freedom accompanied with several responsibilities, (Badawi, 1993, pp. 60-62). Faraj also indicates that education for citizenship means that we implant, cultivate and deepen those virtues and habits, skills and attitudes necessary to build a home in the minds of our children (Faraj, 2004, p. 34).

The researchers, in turn define citizenship in kindergarten as a purposeful social and educational upbringing process to strengthen the child's sense of belonging to their society, its values, regime, and culture. This feeling should be later on, shown in his behavior, actions, and preservation of kindergarten property and the development of his knowledge of his society and his interaction with the social environment and responsibility bearing.

Attitudes

An attitude is psychologically defined as a state of mental and neural readiness among the individual that makes him respond to stimuli related to a specific topic or context in a certain way, (Jerusalem Open University, 2004, 140). It is an auto component inferred through the apparent responses. It can be learned through surviving and interacting with varied experience and contexts. It represents one of the emotional aims the educational institution seeks to achieve within learners because of its psychological nature affecting the behaviors of individuals and their responses to the various inputs of the educational process such as the teaching material, activities, classroom atmosphere, teachers, peers, and toward themselves. It in turn, affects the learners' ability to achieve their assigned educational tasks. Attitudes also facilitate the learners' adaptation with the school environment in specific, and with their social lives in general, (Nashawati, 1998). Weiner defines attitudes as an emotional state that stands behind the individual's views and beliefs of a



certain topic whether to accept or reject it. They also determine the degree of this acceptance or rejection, (Weiner, 2003).

The researchers define the attitude toward citizenship development as the positive or negative feeling shown by kindergarten principals and teachers toward the fields of citizenship development at kindergartens.

Theoretical frame of the study

Citizenship development depends on culture. It involves rights, duties, and responsibilities. The child should be allowed to practice and respect them. It is an education of a daily life style. Citizenship means that the child lives citizenship in education and in his everyday dealings with the surrounding environment. Therefore, kindergarten should take into account the children rights, duties, and ways of their achievement. Khaleel believes that citizenship aims are represented in:

1. Providing the child with the characteristics of active citizenship so that he can participate in and contribute to his community service.
2. Showing the child the positive sense of citizenship away from the ignorance-based concepts.
3. Educating the child of the nature of his relationship with others around him and training him to fulfill its requirements.
4. To promote the concept of honest belonging to the homeland honest among the child.
5. Showing the child his rights and duties toward his small homeland in particular, and his large global homeland, in general, (Khaleel, 2004).

Developing the kindergarten child's citizenship is the base for establishing his social identity and culture. At kindergartens we see that national anthems have an effective role in citizenship development. Thus, Kindergartens should celebrate national occasions that have national and positive effects on children, (Mohammed, 2005).

Al-Dhab'e (2004) states that children at kindergartens identify the principles of religion and enjoy religious stories that make them form an image of what is lawful (Halal) or unlawful (Haram) and what is good or evil. Children also acquire the meaning of punctuality, inclusion among the group, and modesty in behavior.

Farihah (2004) believes that teaching citizenship aims to provide programs that help children to:

1. Enhance their spiritual, moral, and cultural growth and be more self-confident.
2. Be aware of their rights and duties.
3. Develop their skills of investigation and communication.
4. Develop their skills of participation and performing positive activities.
5. Encourage them to play more positive roles at their kindergarten and community.



In light of achieving the aims of citizenship, Berk (2005) mentions that it is essential to establish a an active relationship between the individual and his surrounding world in order to develop children's capabilities and support group work.

Previous studies

Of the previous studies in the area of citizenship development among kindergarten children was sterreichisches Institut für Familienforschung, Wien, (2002) that aimed to identify the strategies of kindergartens in shaping the daily life of children through activating the concept of participation and responsibility. It concluded that children's participation is necessary to establish the values of citizenship on tolerance, affiliation, cooperation, and dialogue culture. Al- Sbeih (2005) aimed to determine the attitudes of students at secondary stage toward citizenship and its relationship to institutions of social upbringing such as the mosque, school, and family. It also concluded that students' attitudes were positive and that institutions of social upbringing had a major role in the development of the concept of citizenship. Al-Emrani (2008) identified the role of educational administration in the enhancement of patriotism from the viewpoint of educational leaders at Saudi Arabia. The descriptive analytical approach was used through the use of a questionnaire as study main instrument.

The study involved (148) participants. Findings revealed that the social and moral fields were in the first rank. The social and media fields were in the second rank. The environmental and economic fields were in the second rank, whereas the educational and cultural fields were in the fourth rank. All fields were of high degree. Al-Rashdan and Gaoud (2011) explored the effectiveness of a proposed educational program in national and civic education to develop the concepts on citizenship among kindergarten children. To achieve the aims, a list of citizenship concepts and an educational program in national and civic education were prepared depending on the concepts that were determined. In addition, a colorful picture-based achievement test and a performance-based diagnostic test using the checklist were prepared. The sample consisted of (22) children who were selected by a simple random approach. Findings revealed that there was an apparent weakness in the children's level of citizenship concepts of all fields in the pre-application of the two tests. There were significant differences regarding the concepts of citizenship among children in favor of the post application of the two tests due to the efficacy of the proposed educational program. Bonn (2011) emphasized the importance of having the natural healthy environment for the growth of kindergarten child. It showed that appropriate equipments help improve the internal climate of kindergarten. The positive interaction process, and learning in groups. Bendt & Erler (2013) concluded that the internal design and equipments of kindergarten affect the aim of the educational process for children through the



provision of classroom equipments, open space, exploration rooms, health and safe utilities, play room, in addition to security and safety issues.

Therefore, the researchers, in light of the previous studies believe that equipments and appropriate furniture at kindergarten helps activating the educational activities that grow citizenship among kindergarten child.

Commentary on the previous studies

The previous studies, whether Arabic of foreign ones have emphasized the role of kindergartens in the development of the child's citizenship. The researchers conclude that kindergartens have become a fundamental pillar of citizenship development. Most of the Arab studies in this area focus on the importance of the concepts of children citizenship development in general in primary and middle schools. The present study agrees with those previous studies on the importance of the development of children citizenship in general, while it disagrees with those studies in its application to the kindergarten stage, in Najran, Saudi Arabia with benefiting from the experience of developed countries in how to develop these aspects. It also differs from them with regard to the nature of the sample, the time variation between them, and how to activate the role of kindergarten in the development of kindergarten children citizenship through the offered programs.

Population and sample

The study population consisted of kindergarten principals and teachers at Najran city. The study was applied carried out during the second semester of the academic year 2014/2015.

The study sample consisted of (19) kindergarten principals and (220) kindergarten teachers who were selected randomly from all kindergartens in Najran, Saudi Arabia.

Table 1: Distribution of study population and sample

Withdrawn samples of principals and teachers		Total number of kindergarten	Random sample withdrawn from the total number	Percentage of sample to the origin
Principals	19	32	19	59.4 %
Teachers	220			

Table 1 shows that the percentage of the withdrawn random sample compared with the origin of the population was high, which indicates an appropriate selection of a representative sample for the original population.

Methodology and instrument

The methodology used in any study is the means used to achieve its aim goal. Therefore, the used approach is determined in light of the aim of that study.

The researchers of the present study used the descriptive analytical method. It is a method that is interested in collecting accurate descriptions of the studied scientific phenomenon, the description of the actual reality and its interpretations. It also determines the common practices and identifies the



views, beliefs, and attitudes of individuals and groups, in addition to its ways of growth and development. It also aims to study the relationships between different phenomena, Abed Al-Hafeez (2000, p. 84).

The instrument

The questionnaire was used as the main study instrument to gather required information from kindergartens principals and teachers as follow:

1. Accurate access and comprehensive review of the related (theoretical framework and previous studies).
2. Identification of the major areas that can be included in the checklist.
3. Prepare the initial version of the questionnaire.
4. Make the necessary modifications to the questionnaire and draft the final version after submitting it to the arbitrators.

Reliability of instrument

Table (2) shows significance reliability for and kindergarten principals and teachers questionnaire towards the attitudes of citizenship development of kindergarten child using the Alpha Cronbach coefficient. Data stemmed of the whole sample were used.

Table 2: Cronbach Alpha coefficients for the questionnaire areas

No.	Areas of the questionnaire	Reliability coefficient
1.	Preservation of homeland history and heritage.	0.779
2.	Deepening and developing patriotism.	0.886
3.	Rights and homeland public and private property.	0.782
4.	Law respect and homeland liking.	0.680
Reliability of the whole questionnaire.		0.934

Alpha Cronbach values in table (2) indicate that there is a high degree of internal consistency which means that the study instrument is appropriate and has high reliability significance.

Validity of instrument

Content validity:

To examine the content of the used questionnaire, it was found that it included the main areas related to the topic of the study. it relied on the study of a sample kindergarten principals and teachers to identify the attitudes of kindergarten child citizenship development.

Arbitrators validity

The questionnaire was administered to a group of arbitrators that consisted of professors at the colleges of education and interested people in studying the role of kindergartens in the development of kindergarten child citizenship. Some items were modified in light of their scientific opinions. The procedures



used to calculate the questionnaire’s reliability, validity, confidence, and internal consistency may indicate the availability of adequate levels of its safety to be used.

Statistical analysis

Since the study was descriptive, the researchers tried to vary in the statistical treatment method. They used SPSS program to convert non-parametric values (Yes- to some extent- no) to parametric ones that can be compared. The extent of the mean, standard deviation, and the practice degree were calculated. The mean that was (1 - 1.66) indicated low practice degree. The mean that was (1.67-2.32) indicated moderate practice degree The mean that was (2.33 – 3.00) indicated high practice degree. To answer the questions of the study, means and standard deviations for each item were calculated.

Findings

First: To answer the first question associated with the role of kindergarten institutions in preserving the history and heritage of the homeland, means, standard deviations, and practice estimation for each item were extracted as shown in table (3).

Table 3: means and standard deviations for participants’ evaluation of kindergartens’ role in teaching the child how to preserve homeland history and heritage

The role of kindergartens in the preservation of homeland history and heritage	Mean	Rank	Std. d.	Practice degree
Kindergarten cares to implant cultural values in children.	2.95	1	0.218	High
Kindergarten cares to let children visit museums and historic places.	1.84	4	0.879	Moderate
Kindergarten cares to remind children of homeland unity and the role of the king to unify the whole nation.	2.94	2	0.235	High
Kindergarten mentions for children famous figures and heroes who contributed to building the kingdom.	2.80	5	0.425	High
Kindergarten makes theatre performances about the history of the kingdom through the ages.	2.37	7	0.778	High
Kindergarten takes into account cultural and historical privacy of the Saudi society in the design of its educational programs.	2.87	3	0.336	High
Kindergarten displays tutorial video for children about aspects of social, cultural and religious life of the community.	2.46	6	0.838	High
Total degree of all items in the first field	2.61	-	2.73	High

table (3) illustrates that mean scores of the items (1,3,4,5,6,7,and 8) were high whereas mean score of item (2) was moderate. The highest mean score was for “*kindergarten cares to implant cultural values in children*”. Mean score was (2.95). the item “*Kindergarten cares to remind children of homeland unity and the role of the king to unify the whole nation*” was in the second rank. Mean score was (2.94). all items were of high practice degree as evaluated by participants which indicates that institutions of kindergartens do their role to



develop children's citizenship regarding educating them to preserve the homeland history and heritage. These findings also show that kindergartens have a positive role in the teaching and learning processes to provide the child with the values of citizenship. This of course, points to the quality that distinguishes kindergarten institutions in this area. This finding of the present study is in agreement with the finding of Tietze (2013) with regard to the necessity of considering the educational quality to improve the teaching-learning process through the development of self-learning approach in light of the educational work. It also agrees with Ontario Ministry of Education, (2006, 21) that calls for meeting children's needs and providing them with ideas and opportunities through discussions, in addition to making available appropriate chances to develop their social skills within groups of varied contexts through centers of learning, classroom activities, and cooperative playing.

Findings also indicate that kindergarten institutions in Najran employs educational and recreational activities in the development of kindergarten child citizenship, which deepens his preservation of the homeland history and heritage as kindergarten takes into account the cultural and historical privacy of the Saudi society in the design of educational programs for children.

second: To answer the second question associated with the role of kindergarten institutions in deepening and developing patriotism, means, standard deviations, and practice estimation for each item were extracted as shown in table (4).

Table 4: means and standard deviations for participants' evaluation of kindergartens' role in deepening and developing patriotism

Kindergartens' role in deepening and developing patriotism	Mean	Rank	Std. d.	Practice degree
Kindergarten instills correct religious values that develop citizenship.	2.94	3	0.270	High
Kindergarten is keen on children's memorization of the national anthem.	2.93	4	0.243	High
Kindergarten works on instilling the concept of acceptance of others, diversity, and opinion differences.	2.86	8	0.345	High
Kindergarten works on strengthening social ties.	2.95	2	0.219	High
Kindergarten develops values of social tolerance.	2.91	5	0.283	High
Kindergarten presents for children texts about child rights and discuss it with them.	2.70	11	0.614	High
Kindergarten teaches children national and social occasions anthems.	2.88	7	0.317	High
Kindergarten works on the spread of voluntary work culture.	2.76	10	0.577	High
Kindergarten is keen to teach children to distinguish the kingdom's flag among flags of other countries.	2.89	6	0.388	High
Kindergarten works on instilling moral values	2.96	1	0.191	High



among kindergarten child.				
Kindergarten is keen to teach children modesty in dealings.	2.83	9	0.370	High
Mean score of the whole field	2.88	-	2.83	High

Table (4) illustrates that mean scores of participants' attitudes were high. In other words, kindergarten principals and teachers had positive and high attitudes toward the role of kindergarten institutions in deepening and developing patriotism. The item that states "Kindergarten works on instilling moral values among kindergarten child" was in the first rank. The second rank was occupied by the item that states "Kindergarten works on strengthening social ties." Which in turn enhances and fosters patriotism. Mean scores were (2.96) and (2.95) respectively. This finding is in agreement with Ontario Ministry of Education (2008) that pointed to the necessity of developing the child's personality at schools because it is one of the important segments that shape citizenship.

Third: To answer the third question associated with the role of kindergarten institutions in teaching the child the rights and how to preserve homeland's public and private properties, means, standard deviations, and practice estimation for each item were extracted as shown in table (5).

Table 5: means and standard deviations for participants' evaluation of kindergartens' role in teaching the child the rights and how to preserve homeland public and private properties

Rights and homeland public and private properties	Mean	Rank	Std. d.	Practice degree
Kindergarten teaches children the rights and homeland public and private properties.	2.92	4	0.264	High
Kindergarten develops preserving public properties among children.	2.94	3	0.218	High
Kindergarten develops children's to be clinging to their rights assured by law.	2.77	8	0.571	High
kindergarten informs children that the religion and nation's interest headed any other interests.	2.85	6	0.358	High
Kindergarten encourages children to preserve its properties.	2.96	2	0.191	High
Kindergarten works on educating the child to love others and respect their rights.	2.98	1	0.112	High
Kindergarten allows the opportunity to children for dialogue and conversation with the young and matures.	2.91	5	0.283	High
Kindergarten involves children in cleaning the halls, desks and other works.	2.82	7	0.284	High
Mean score of the whole field	2.89	-	1.74	High

Table (5) reveals that kindergarten principals and teachers' attitudes toward



the field of rights and homeland public and private properties were positive. The item “Kindergarten works on educating the child to love others and respect their rights” was in the first rank. Mean score was (2.98). In the second rank was the item “Kindergarten encourages children to preserve its properties”. Mean score was also high about (2.96). Therefore, it can be said that citizenship is related to the values of the society and its identity. This finding is congruent with Van Der Hoeven (2004, 2) regarding the fact that citizenship gains more value as it shapes identity and social values. It is also clear that kindergarten can achieve its objectives in the field of child’s citizenship development. This was clearly seen in the responses of study participants.

Fourth: To answer the fourth question associated with the role of kindergarten institutions in developing the child’s citizenship through law respecting and homeland liking, means, standard deviations, and practice estimation for each item were extracted as shown in table (6).

Table 6: means and standard deviations for participants’ evaluation of kindergartens’ role in developing the child’s citizenship through law respecting and homeland liking

Developing the child’s citizenship through law respecting and homeland liking	Mean	Rank	Std. d.	Practice degree
Kindergarten works on implanting and deepening loyalty to public and private institutions.	2.69	5	0.585	High
Kindergarten reminds children of the necessity of activating the law and respecting the system.	2.89	3	0.355	High`
Kindergarten accustoms children to respect rules and instructions that organize the life of society.	2.91	2	2.84	High
Kindergarten upbrings children to love the system.	2.94	1	0.218	High
Kindergarten sensitize children with the systems that organize homeland issues and preserve citizens rights.	2.87	4	0.332	High
Mean score of the whole field	2.86	-	1.25	High

Table (6) illustrates the importance of the field of the child’s citizenship development through law respecting and homeland liking. It was clear from the participants’ responses that what is done by kindergarten regarding this issue was positive. Kindergartens activate its various activities to respect the law and like the homeland.

In addition, it must be emphasized that kindergarten should be a stimulating environment for the child’s creations, innovations, and imaginations through their educational and recreational programs. Prambel (2001) believes that children should have the opportunity to develop their skills and personal and social identities.



Fifth: To answer the fifth question associated with the obstacles and difficulties that face kindergarten in the field of child's citizenship development, frequencies, and percentages for participants' responses were extracted as shown in table (7).

Table 7: the obstacles and difficulties that face kindergartens in the field of child's citizenship development

Items	Frequency	%
Lack of field visits to places of heritage and museums to deploy the history of Saudi Arabia.	225	94.10
Lack of external programs and activities devoted for children to be linked to the environment and homeland.	210	87.9
Lack of sufficient space for the organization of educational trips for children to identify the landmarks and ruins of the city.	185	77.4
Inability of some kindergartens to provide supporting potentials and equipment for the development of citizenship in kindergarten.	145	60.7
Lack of children involvement in the social events to deepen patriotism and belonging to homeland.	130	54.4

(*) more than one item was chosen

Table (7) illustrates the importance of paying attention to the basic needs of kindergarten institutions for the citizenship development. About (94.1 %) reported the importance of conducting visits to the places of heritage and museums to deploy the history of Saudi Arabia. Most suggestions were focused on making a program that accounts for children's needs to deploy the culture of the kingdom and involve the child in social occasions to deepen homeland liking and patriotism. The present study agrees with what Höhn (2010) has mentioned regarding the importance of internal design of kindergarten and its fitness for teaching at early childhood stage. He called for making available enough educational spaces and considering spatial conditions for the sake of better development for the educational process at kindergarten.

Sixth: to answer the sixth question about the proposals of developing kindergarten child's citizenship, frequencies and percentages of participants' responses were calculated. Table (8) illustrates the findings.



Table 8: the proposals to develop kindergarten child's citizenship

Items	Frequency	%
Having a lot of national celebrations.	230	96.2
Organizing seminars about the achievements of the homeland in various aspects.	208	78.0
Showing films about citizenship by ministry of media as a main partner in citizenship development.	190	79.5
Developing kindergarten curriculum to involve high quality programs that serve children.	177	74.1
The child's memorization of national anthems and participating in social occasions.	135	56.5
Providing the child with information about his homeland and what services it provides to citizens in the aspects related to kindergarten child for the sake of feeling the importance of homeland and patriotism.	85	35.6

Table (7) reveals the importance of caring about national festivals and the organization of seminars and workshops about the achievements of homeland. Ministry of media should be involved in the development of kindergarten child's citizenship through presenting programs that develop this attitude at early childhood. Besides, one of their proposals was to train children to memorize national anthems and participate in the social occasions that develop the sense of affiliation and cooperation. Analysis of the findings reveal kindergarten principals and teachers' attention to the development of the child's citizenship.

Seventh: the answer to the seventh question that was related to the future perception of activating the role of kindergarten institutions in the development of citizenship of kindergarten child, In light of the study findings, it is clear that kindergartens at Saudi Arabia do their best for the sake of developing citizenship at early childhood. Caring about the following aspects can give an image about the future perception as proposed by the researchers of the present study:

Activating trips and field visits at kindergartens

To develop citizenship of kindergarten child, it is necessary to activate trips and field visits done by kindergarten institutions to the traditional places, museums, and public establishments. Such visits and trips are very important and of educational dimension in the development of citizenship. They also play a role in refining skills and enhancing social responsibility and cooperative learning at present or at the long term with regard to determining future attitudes and the love of voluntary and social work. Visits and trips relate the child to society and teach him much of accepted behavior styles. They increase his sense of affiliation and patriotism in addition to the many advantages such as psychological, cognitive and skills the child acquires. Field trips develop at



the child's early childhood the sense of affiliation and social responsibility toward his peers and matures. There are also laws that should be respected at trips such as control inside the bus. Waiting one's turn teaches the child behavior refining and other's participation. They also increase the motor and cognitive skills. They teach the child coping with various styles of people. They in general, open his horizons, increase his cognitive outcomes, and develop his affiliation to the environment he lives in. Forsterm (1997) points out the importance of enabling the child to acquire identity and affiliation at kindergartens. Trips must be for all children. They should not be limited to pioneers only in order to be effective in developing social work and others' liking and respect. Trips contribute positively to the development and improvement of the child's abilities at early childhood. Franz (2012) believes of the importance of empowering children of the concrete experience while considering the different needs of children such as movement places, safety and security, and places of social interaction.

Taking into account equipments and potentials at kindergarten

von der Beek (2010) recommended the importance of equipping the kindergarten with activities and games to suit the child's growth at early age. Germanic states adopted educational plans in the field of early childhood. Playing is one of the most important activities the child practices. It interests him then motivates him to think. It stimulates the child to search, explore, and experiment. It allows him to increase his self-confidence, feel free from terror, widens his imagination, contributes to the shaping of his personality, and develops his citizenship through interaction with peers and matures.

The importance of involving parents in the development of their children's citizenship

Parents are an important segment in the educational process. They take part in the promotion of kindergarten through their proposals, interactions, and their participation in the concerts and activities. Parents feel thrilled while they are actively involved in the upbringing and education of their children.

The need to accustom children in early childhood to respect laws and regulations governing homeland affairs and preserve it of haters and corrupt people.

Visits to public institutions such as traffic must be activated. A traffic man should make clear to them how traffic laws are respected. Children should be involved in traffic organizing process at streets. Picture books that clarify children's rights and duties towards traffic laws must be produced.

Kindergarten participation with society figures in the development of citizenship through organizing seminars, workshops, and exhibitions to aware children of their national achievements. These figures should be committed to the preservation of Islamic values and identity. The provision of positive styles to be models for children at early childhood, develops his sense of patriotism



and develops his national sense toward participation for the local community service.

Conclusions

Through the present study, a set of results and conclusions were achieved:

1. The study confirmed the active role of the institutions of kindergartens in the development of citizenship among kindergarten children through:
 - Preservation of the country's history and heritage in the Kingdom of Saudi Arabia.
 - Deepening and developing loyalty to the homeland.
 - Taking into account the rights and the homeland's public and private property.
 - Respecting the law and patriotism.
2. The field study showed the important role of kindergartens in the development of citizenship through activities of educational and entertainment programs organized by the kindergarten.
3. The study showed that the participants' attitudes towards the development of citizenship in Saudi kindergarten institutions were positive.
4. The importance of the positive role played by kindergarten institutions in the field of the development of citizenship in early childhood through participants' focus on the need for activating visits and field trips to places of heritage and museums on a regular basis for children was made clear.
5. The field study showed the need for children involvement in social events to learn affiliation and loyalty to the homeland.
6. The study showed the need to develop kindergarten curriculum. It should effectively focus on the development of children's citizenship at kindergarten through the activation of educational and recreational activities.

In light of the results of the present study, it is clear that the development of kindergarten children's citizenship requires attention to the following aspects:

1. The citizenship development lays the foundation for the state. In other words, it raises children for the future. At the stage of the kindergarten, basic concepts of thinking and behavior are formed through curricula and educational programs. So, the researchers believe of the need to take care of the development of curricula and programs provided for children to suit the development of this attitude. In Germany, they in kindergarten focus on a curriculum that is based on activities and self-learning and develops child experiences.
2. Raise the quality of kindergarten institutions by activating educational and recreational programs that develop kindergarten child's citizenship.
3. The need for adapting equipment and capabilities available at kindergarten through providing innovative and educational games and furniture suitable for the child's characteristics of growth such as physical, psychological,



sensory, mobility and social capabilities. They should also be fit to the goals of rearing the kindergarten child.

Recommendations

In light of the findings of the present study related to the development of kindergarten child's citizenship, the researchers provide the following recommendations and proposals:

1. Allocate a larger space in the of kindergarten teachers' preparation and rehabilitation programs, whether in the pre or during- service to train them to design varied teaching activities to develop the child's citizenship in addition to providing them with the necessary skills to be employed effectively in a multi-educational positions.
2. Raise the efficiency of teachers who teach the modules in kindergarten, with the help of a variety of activities, whether educational or recreational in the child's citizenship development.
3. Conduct studies to disclose the child's citizenship development through cooperative learning in kindergarten, and its role in the development of citizenship.
4. Benefit from the expertise of the advanced countries in the development of child's citizenship, for example, German experience in establishing and equipping kindergartens with the potentials that allow the child the freedom for self-learning and help kindergarten to develop citizenship and try to benefit from it according to the circumstances and the potentials of Saudi society.
5. Increase the attention of the Ministry of Education to hold multiple meetings with principals and teachers of kindergartens to introduce them to the importance of the employment of educational activities in the development of citizenship and its role in early childhood development.
6. Improve the methods of implementation of kindergarten child educational and recreational activities, so that it can help the development of citizenship positively and effectively.
7. Direct the results of this study to those in charge of planning, implementation and supervision of kindergarten institutions, to determine the extent of citizenship development among kindergarten children and its impact on the development of his personality.

References

1. Abdel-Al-Hafeez, I., (2000). Methods of scientific research and statistical analysis in educational and psychological fields, Cairo, book publishing center.
2. Al- Amrani, M. S., (2008). The role of educational administration in the promotion of belonging to homeland from the perspective of educational leaders in Saudi Arabia. PhD thesis. Yarmouk University.
3. Al- Dileej, I., (2008). Nurseries and kindergartens: Growing, goals, curriculum and administration, Amman: Jordan, community library.



4. Al-Quds Open University. (2004). Social Psychology, Al-Quds Open University Press, Amman.
5. Al-Rashdan, R. I., and Ga'oud, I., (2011). Effectiveness of a proposed educational program in national and civic education for the development of citizenship to concepts among kindergarten children, Mutah for Research and Studies, a series of humanities and social sciences, Volume 16, No. 7.
6. Badawi, A. Z., (1993). Glossary of social sciences terms, Cairo, Lebanon Library.
7. Bendt, Ute & Erler, Claudia., (2013). Spielbudenideen: Praxislösungen zur Raumgestaltung in Kita und Kindertagespflege. Mülheim: Verlag an der Ruhr.
8. Berk, Laura.(2005). Entwicklungspsychologie. 3. Aufl. München.
9. Bonn, Rolf,. (2012). Pflanzenratgeber: Mein grünes Kinderzimmer - Kinder lernen Gärtnern. Für Kinder ab 3 Jahren. Rösrath.
10. Clausen, K.W., Horton, T.A., & Lemisko, L.S. (2008). Democracy and diversity: A content analysis of selected contemporary Canadian social studies curricula. Citizenship Teaching and Learning, 4 (1), 35-49.
11. Faraj, H., (2004). Education and citizenship, analytical study, journal of the future of Arab Education, Volume 10, No. 35.
12. Farihah, N., (2004). Lebanese experience in the teaching the concept of citizenship, a paper submitted to the workshop of citizenship in the school curriculum, Ministry of Education, Muscat, Oman.
13. Forster, Johanna. (1997). Kind und Schulraum - Ansprüche und Wirkungen. Eine interdisziplinäre Annäherung an pädagogische Fragestellungen. In: Becker, Gerold u.a. (Hrsg.): Räume bilden. Studien zur pädagogischen Topologie und Topografie. Seelze-Velber, S. 175-194.
14. Franz, Margit & Vollmert, Margit,.(2012). Raumgestaltung in der Kita. Wohlfühlräume für Kinder von 3 bis 7. München: Don Bosco.
15. Ghaith, M. A., and others. (1995). Reference in social science terms, Alexandria, university knowledge House.
16. Khaleel, M., (2004). Citizenship education from an Islamic perspective, the Faculty of Education, Islamic University, Gaza.
17. Mohammed, A., (2005). Political upbringing of the child, series of intellectual and philosophical studies, the Egyptian Forum for Innovation and Development, Bitash for publication, Alexandria. 1. Al- Dhab, th., (2008). Learning of linguistic and religious concepts among children, Arab Thought House, Cairo.
18. Nashawati, A., (1998). Educational psychology. 9th edition, Beirut, message Foundation for printing, publishing and distribution, Lebanon.
19. Ontario Ministry of Education (2006). The kindergarten program (Revised).



20. Ontario Ministry of Education (2008). Finding common ground: Character development in Ontario Schools, K-12. Toronto, ON: Ministry of Education.
21. Österreichisches Institut für Familienforschung. (2002). beziehungsweise 2/2002 vom 24. Januar, Wien.
22. Präambel, A. (2001). Empfehlungen des Forum Bildung, Arbeitsstab Forum Bildung in der Geschäftsstelle der Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung.
23. Sayyed, O. H., (2008). The effectiveness of an activity theatrical program in the development of the concept of citizenship among the children of kindergarten. PhD thesis, kindergarten Faculty, Cairo University.
24. Shdeifat, M., (1998). Educational activities practiced in the pre-school teaching institutions in Jordan, Yarmouk University.
25. Subaih, A., (2005). Citizenship as perceived by secondary school students in the Kingdom of Saudi Arabia and its relationship with some social institutions, a research presented to the third meeting for educational work leadership, Baha, Saudi Arabia.
26. Tietze, Wolfgang,. (2013). Pädagogische Qualität entwickeln. Praktische Anleitung und Methodenbausteine für Bildung, Betreuung und Erziehung in Tageseinrichtungen für Kinder. Mit CD-ROM. Berlin, Düsseldorf, Mannheim: Cornelsen Verlag Scriptor.
27. Van Der Hoeven, M. (2004). Education for Democratic Citizenship. In Meeting of OECD Education Ministers (Dublin, 18-19 March 2004), Raising the Quality of Learning for All (pp. 1-7). Dublin: OECD.
28. von der Beek, Angelika,.(2010). Bildungsräume für Kinder von Drei bis Sechs. Kiliansroda: verlag das netz.
29. Weiner, I., Freedheim,D,.(2003). Handbook of Psychology, volume, New York, John Wiley and sons.inc.



A BIRD'S EYE VIEW ON 'RAPE'

K.Chandrasekhara Rao

Research Scholar

PG Dept. of Legal Studies

Acharya Nagarjuna University, Guntur

"No person shall be deprived of his life or personal liberty except according to the procedure established by law"
- Article 21 of the Constitution of India (COI).

INTRODUCTION:

'Rape' is a crime, which has a devastating effect on the survivors; it has been described as a "*beginning of a nightmare*". The aftershocks include depression, fear, guilt-complex, suicidal-action, diminished sexual interest etc., "*one becomes afraid of writes a Victim, 'half the human race*". Referring to the pitiable condition of women in society, Justice S.Ahmad observed that "*unfortunately, a woman in our country, belongs to a class or group of society who are in a disadvantaged position on account of several social barriers and impediments and have therefore, been victims of tyranny at the hands of men with whom they, unfortunately, under the constitution 'enjoy equal status'. Women also have the right to life and liberty; they also have the right to be respected and treated as equal citizens. Their honour and dignity cannot be touched or violated. They also have the right to lead an honorable and peaceful life*". Rape is a crime against the basic human rights and also violative of the victim's most cherished of the fundamental rights, normally, the right to life contained in Article 21 of the COI. Analytical surveys divulged that South Africa has the highest per capita rate of reported rapes in the world: 119 per 1,00,000 people,

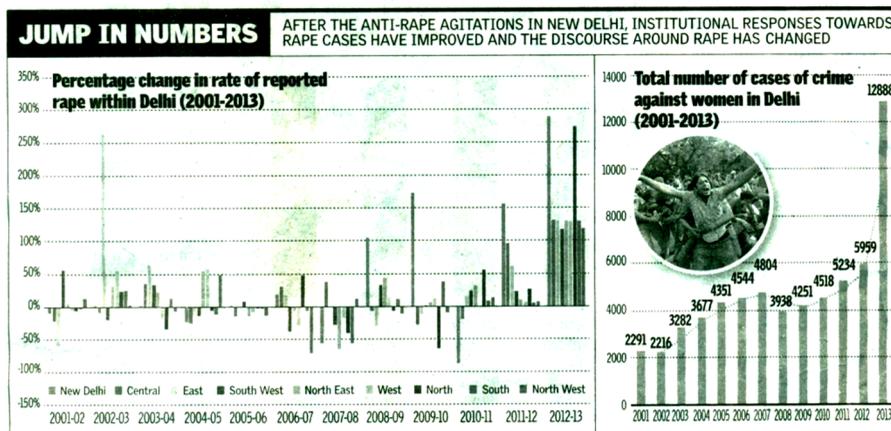


according to the UNO. In USA, 30 per 1,00,000 people. Police statistics displays more than 50,000 rapes are reported every year. In 1987 and 1991 number of cases were 7767 and 9793 respectively. About 26% (11,112) increase in number in the year 1992 (NCRB). There is one rape in every 54 minutes.

Position of rape cases in India:

By and large, in India, total crime against women increased by 26.72% between 2012-13. Between any two previous years starting from 2001, the highest leap in total crime reported was 12.47% (2006-07). Therefore it is quite evident that something interesting has taken place between 2012-13, given that over the last 12 years, the reporting of crimes against women never exceeded a 12.5% increase. Of the 763 police districts where analyzed, 25.68% of them have either flat lined or experienced a fall in number of reported rapes in 2013 when compared to 2012. Most of the Districts are in West Bengal and in conflict zones in smaller states such as Mizoram. But something unique happened in 2012, especially in New Delhi. Delhi is home to 1.5% of the women in India, but accounts for 4.1% of the total crimes against women in the country. The 9 districts in Delhi that we looked at and where data is consistently available have shown an increase in the number of rapes per 1,00,000 women between 2012-13. Of the 9 districts, New Delhi district showed the highest increase between 2012-13 with 289%. By and large, Delhi had a reported increase in the rate of rape between 2012 and 2013 at 125.4%. There is a 131.73% jump in Delhi between 2012-13. In previous years, the highest recorded jump was between 2011-2012 with 23.43%. The total number of reported crimes against

women in Delhi more than doubled from 5,959 in 2012 to 12,888 in 2013 at New Delhi district. This scenario can be viewed vividly in the following diagram.



Source: The Hindu – Comment Col. Dt.25-04-2015 Page.9

Definition of 'Rape':

- a) **Before 03-02-2013 U/S 375 of the IPC, 1860:-** "A man is said to commit 'rape' who, except case hereinafter excepted, has sexual intercourse with a woman in circumstances falling under any of the six following descriptions:- **Firstly-** against her will; **secondly-** without her consent, **Thirdly-** with her consent, when her consent has been obtained by putting her or any person in whom she is interested, in fear of death or of hurt; **Fourthly-** with her consent, when the man knows that he is not her husband, and that her consent is given because she believes that he is another man to whom she is or believes herself to be lawfully married; **Fifthly-** with her consent, when, at the time of giving such consent, by reason of unsoundness of mind or intoxication or the administration by him personally or through another of any stupefying or unwholesome



*substance, she is unable to understand the nature and consequences of that to which she gives consent and **Sixthly-** with or without her consent, when she is under 16 years of age”.*

Explanation:- Penetration is sufficient to constitute the sexual intercourse necessary to the offence of rape.

Exception:- Sexual intercourse by a man with his own wife, the wife not being under 15 years of age, is not rape. It excluded marital rape, same sex crimes and considered all sex with a minor below the age of 16 years as rape.

b) **After 02-04-2013:** *The new epitome definition of ‘Rape’ is: “penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim”.*

Some important case laws on Rape:

1. **Mathura rape case:-** The case came for hearing on 01-06-1974 in the sessions court wherein the verdict delivered in favour of the accused by alleging that Mathura was ‘habituated to sexual intercourse’. An appeal, the High Court of Bombay set aside the earlier courts’ judgment and sentenced the accused Tukaram and Ganapat to one and five years of R.I. respectively. But alas! on appeal, the Supreme Court acquitted both the accused and held that Mathura has raised no alarm and no visible marks of injury. Thus the Apex Court utterly failed to comprehend that a helpless resignation in the face of inevitable compulsion.



2. **Md.Habib Vs. State:** The Delhi High Court allowed a rapist to go scot-free merely because there were no marks of injury on his penis, which the High Court presumed was a indication of no resistance.
3. **State of Punjab V. Gurmit Singh:** The Supreme Court has advised the lower judiciary that even if the victim girl is shown to be habituated to sex, the court should not describe her to be of loose character.
4. **State of Maharashtra V. Madhukar N. Madhukar:** In this case, the Supreme Court held that "*the unchastely of a woman does not make her open to any and every person to violate her person as and when he wishes. She is entitled to protect her person if there is an attempt to violate her person against her wish. She is equally entitled to the protection of law. Therefore merely because she is of easy virtue, her evidence cannot be thrown overboard*".
5. **Delhi Domestic Working Women V. Union of India:** *Inter alia*, it was held that the complainants of sexual assault cases should be provided with legal representation.
6. **In the very recent case law on Rape:-** The single Bench Judge, Sri P.Devadass in Madras High Court favoured a rapist while applied for bail, directed him "*to 'mediate' with his victim. In his verdict, he opined that 'Mediation' mode is best suited to both the parties which is to fit case for attempting compromise. He further opined that keeping the appellant inside the jail and asking him to participate in the mediation talk will not result in any fruitful result. He should be enabled to participate in the deliberations as a free man.....*"



Supreme Court's verdict and comments against the judgment of Madras High Court:- The Supreme Court held that "*it would be a 'spectacular error' to adopt 'any kind of liberal approach' in sexual assault cases.*" The court was hearing a case related to an attempt to rape a minor in Madhya Pradesh in 2008. A bench of Justices Dipak Misra and P.C.Panth said "*the conception of compromise, under no circumstances, can be thought of in a case of rape or attempt to rape*". The court also said that "*dignity of a women is a part of her non-perishable and immortal self and no one should ever think of painting it in clay. There cannot be a compromise or settlement as it would be against her honour, which matters the most. Any kind of liberal approach or a thought of mediation in this regard is thoroughly and completely sans legal permissibility*". It also commented that "*we say with emphasis that the courts are to remain absolutely away from this subterfuge to adopt a soft approach to the case, for any kind of liberal approach has to be put in the compartment of spectacular error. Or to put it differently, it could be in the realm of a sanctuary of error*". Further commented that "*suffocate the breath of life and sully the reputation of women. such an attitude (mediation) reflects lack of sensibility towards the dignity and the élan vital of a women..... it ruptures the sense of justice and punctures the criminal justice dispensation system*".



Causes for increasing the rape cases:

1. **Low conviction rates:** Though Rape, molestation and abductions are numerous, but due to low conviction rate, the number of offences are growing day by day.
2. **Hardly any deterrence:** Due to this also, the rape cases are increasing.
3. **Dearth of draconian punishment laws:** Due to this cause also, the growth of rape cases are increasing. In every 10 hours, a girl of the age of 1-10 being raped in India.
4. **Corrupt practices of the officials:** Due to this, on many occasions, complains are not registering in time and consequently it become very difficult to prove the case. It should be registered within 24 hours.
5. **Social struggle:** Victims are being shamed and humiliated in the society. On many occasions, the courts are not find fault the accused for ridiculous reasons.
6. **Predators are taking lenience and thereby advantaging.** If caught, they are somehow managing and manipulating and there by diluting the seriousness of the cases.
7. **Fear and feel of shame:** Due to this, 90% of rape victims in India would not complaint due to fear and shame besides social struggle.
8. **Wide coverage from the side of media:** Media is used to make the issue as window dressing time and again by way of scrolling. Due to this fear also, most of the victims are not coming forward to complaint.



9. **Influence of the political leaders:** Intervention of the political parties and their leaders vitiating the very purpose of the justice in this type of cases.
10. **Kshap Panchayats in certain States like Rajasthan and U.P. etc.,:** Due to these village level age old barbarian culture, much of the cases are not coming to lime light.

Suggestions and Remedial Measures:

A. *Suggestions of the National Commission for Women after meticulous review:*

1. Review of the definition of **Rape**.
2. Reduction of procedural delays.
3. Uniformity in age of consent u/s 375 and 376 of the IPC, 1860 to bring it conformity with the Child Marriage Restraint Act, 1869.
4. Whether exception to Section 375 to be deleted or to be amended.
5. Whether Section 155 clause 4 of the Indian Evidence Act, 1872 needs to be amended or to be deleted.
6. Whether statutory provisions are needed for compensation to the **Rape** victim.
7. Whether provisions for counseling legal aid should be made mandatory under laws or not.
8. Death penalty to the persons convicted for **Rape**.
9. Recommendation for the enhancement of the punishment in cases where the accused, with the knowledge of suffering from HIV / Aids, infects the victim as a result of **Rape**.



B. *In Delhi domestic working women V. Union of India*: The Apex Court laid down broad guidelines

1. The complainants of sexual assault cases should be provided with legal representation i.e., they should be provided an Advocate who could help her properly.
2. Legal assistance shall have to be provided at the police station itself since the victim of sexual assault might very well be in a distressed state upon arrival at the police station and the guidance of a lawyer at that stage is dire need.
3. The police under duty should be informed to the victim about her right to represent before any questions were asked of her and that the police report should state that the victim was so informed.
4. A list of the advocates who deal in these cases should be kept at the police station itself for the victims who did not have a particular lawyer in mind or whose own lawyer was unavailable.
5. In all the rape trials, anonymity of victim must be maintained as far as possible.
6. A Criminal Injuries Compensation Board should be established at an early date.
7. Interim compensation should be given to the **Rape** victim even if the case is still going on in the court.
8. Medical assistance should be provided and the women should be allowed to abort the child if she becomes pregnant due to the incidence.



9. Compensation should be provided to the **Rape** victim to rehabilitate herself.
- C. *In Gowtham V. Shubra Chakraborty*: It was held by the court that Rs.1,000/- per month should be given to the **Rape** victim as an interim compensation.
- D. *In Chairman, Railway Board V. Chandrima Das*: The High Court awarded Rs.10 Lakhs as compensation to the Victim.
- E. *The Supreme Court also held that the relief can be granted to the victim for two reasons*:
1. On the ground of domestic jurisprudence based on the constitutional provisions and
 2. On the ground of Human Rights Jurisprudence based on the Universal Declaration of Human Rights, 1948 which has international recognition as the 'Moral Code of Conduct – adopted by the General Assembly of the UNO"

CONCLUSION:

Beyond any skepticism that 'Rape and murder' is a heinous crime which shall be draconically punished the accused. *Raison D'etre*, the bench of Justices Dipak Misra and P.C Panth while reversing the Madras High Court's recent judgment on rape rightly said that "*dignity of a women is a part of her non-perishable and immortal self and no one should ever think of painting it in clay. There cannot be a compromise or settlement as it would be against her honour, which matters the most. Any kind of liberal approach or a thought of mediation in this regard is thoroughly and completely sans legal permissibility*". It is not an out of place to mention here the observations of Justice Arjit Pasayat that



"while a murder destroys the physical frame of the victim, a rapist degrades and defiles the soul of a helpless female". Like-wise Justice Krishna Iyer commented that *"a murder kills the body but a rapist kills the soul"*. Though the NCRB's recording the statistics on rape, but they are not absolutely correct.

Because there is no reliable date on what the real numbers and rate of rape are in India since it remains an under reported crime. Further there is some weak evidence that some under reported as rape might not be so and get around the problem mentioned above by looking at actual convictions. In order to prevent the growth of rape cases, the Govt. shall implement the recommendations and suggestions bestowed by Justice Verma Committee in the light of Delhi Gang rape case, focus seriously on the identified nine areas for review by the National Commission for Women and valuable broad guidelines bestowed by the Apex Court in the light of Delhi Domestic Working Women V. Union of India. Parents are the real instructors and teachers who can mould their children from childhood onwards. They shall supervise and regulate their children's behavior and imbibe them decency, dignity, decorum, discipline and morality in them from *abinitio*. The Govt. shall also incorporate value based education in the curriculum of the schools and colleges. The society shall also bestow its moral support to the victims and shall not look down upon when such heinous crime incidents occurred. On the other hand, the social, voluntary and other philanthropic organizations shall support morally and financially the victims. The Govt. shall also initiate suitable steps for the rehabilitation of the victims and bring them on par with their



fellow beings in the society. It shall always be *nota bene* that 'Prevention is better than cure'. Therefore beyond any doubt that if the trio i.e., the Government, society and the parents initiate suitable steps, cautions and remedial measures from *abinitio* itself with true letter and spirit, then it can be surely and positively extrapolates that this type of heinous crimes will be reduced to a greater extent. Before epilogue to this topic, it is an apt to quote here the following buzz words,

*“Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake”*

- Gurudev Rabindranath Tagore

References:

1. The Hindu – Comment col. dated 25-04-2015 p.9.
2. The Hindu – Edl. dated 30-06-2015, p.10.
3. Deccan Chronical –Edl. Dt.30-06-2015, p.10
4. Article 21 of the COI.
5. *Majority of Rape Cases go Unreported: MPs*. The Hindu. Retrieved 17 March 2015.
6. Shrivastava, R.S. (2011). *Crime and Control in Comparative Perspectives: The Case of India*. De Gruyter. p.190.



7. S. Harrendorf, M. Heiskanen, S.Malby, *International Statistics on Crime And Justice* UNO on *Drugs and Crime* (2012).
8. Schmallegger, John Humphrey, Frank (2011). *Deviant behavior* (2nded). Sudbury, MA: Jones and Bartlett Learning. p.252.
9. Vasundhara Sirnate (2014). *Good Laws, Bad Implementation*.
10. NCRB (2013), *Crime in India 2012 - Statistics* Government of India.
11. NCRB (2013), *Crime against women*, Chapter-5, Annual NRCB Report Government of India, p.81.
12. Kumar, Radha (1993). *The History of Doing : An account of Women's Rights and Feminism in India*. Zubaan. p.128.
13. American Medical Association (1995) *Sexual assault in America*.
14. "Rape at the National Level, Number of police recorded offences" UNO.
15. Hedge (2003). *The Trauma of Sexual Assault Treatment, Prevention and Practice*. Chichester: John Wiley & Sons. p.2.
16. Legal-dictionary. Thefreedictionary.com. April 15, 2011.
17. Rape Dictionary reference. com. April 15,2011.
18. *Sexual Violence Chapter 6* WHO, April 15, 2011.
19. Rape. Merriam-Webster. April 15, 2011.



STATUS OF WORLD'S MOTHERS IN URBAN SETTINGS

Dr. Jagadish B

Deputy Manager

Learning and Development Division

Human Resources and Services Group

Toyota Kirloskar Motor, Bangalore, India

I. INTRODUCTION

"A mother is the truest friend we have, when trials heavy and sudden fall upon us; when adversity takes the place of prosperity; when friends desert us; when trouble thickens around us, still will she cling to us, and endeavour by her kind precepts and counsels to dissipate the clouds of darkness, and cause peace to return to our hearts"

Washington Irving

Washington Irving's quote about mother clearly indicates that mother is the best creation of God. She is always with us during good times and bad circumstances. Whenever we face with tribulations in life, we cling on to our mother and finally get solace. Mother is the caregiver and protector to all the human beings. But, what is the state of the Mother? Every year, Mother's Day is observed in many countries. Whether our focus on the Mother is restricted to merely observing the Mother's Day? What are her struggles? Let us understand the status of World's Mothers in this paper.

II. STATUS OF WORLD'S MOTHERS

In commemoration of Mother's Day, Save the Children (2015) published its 16th annual State of the World's Mothers report with a special focus on our rapidly urbanizing world and the poorest mothers and children who must struggle to survive despite overall urban



progress. Every day, 17,000 children die before reaching their fifth birthday. Increasingly, these preventable deaths are occurring in city slums, where overcrowding and poor sanitation exist alongside skyscrapers and shopping malls. Lifesaving health care may be only a stone's throw away, but the poorest mother and children often cannot get the care, protection and services they need. The report reveals the health disparities between rich and poor who are dwelling in the cities.

III. OBJECTIVES

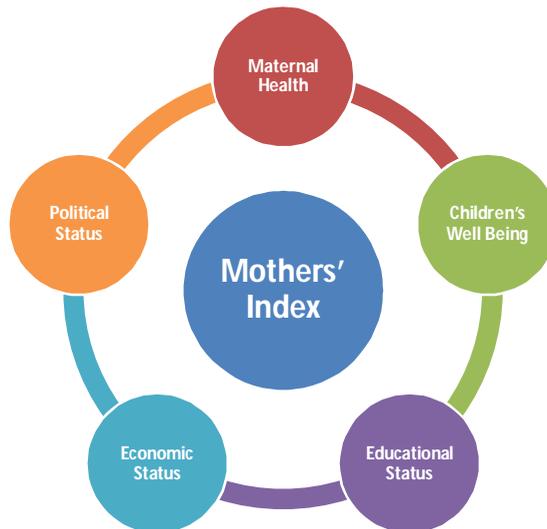
This study aims at understanding the annual Mother's Index by analyzing the latest data on women's health, children's health, educational attainment, economic well-being and female political participation to rank 179 countries and show where mothers and children fare best and where they face the greatest hardships. In pursuance of the aim of the study, following are the specific objectives of this paper:

1. To understand the indicators of Mothers' Index.
2. Identify top 10 and bottom 10 countries as per the Mothers' Index Ranking.
3. Identify India's ranking/positioning compared to the countries studied.
4. To understand the key findings of the State of World's Mothers in the urban context.
5. To suggest measures on the basis of the findings of the study to improve the state of mothers and children.

IV. FIVE INDICATORS OF MOTHERS' INDEX

Mothers' Index consists of five indicators; Maternal Health, Children's Well Being, Educational Status, Economic Status and Political Status.

Figure 1: Overview of Mothers' Index



Each of the indicators has been clearly quantified. Through these metrics, State of the World's women has been summarized.

Table 1: Mothers' Index Indicators and Metrics

SN.	Indicators	Metrics
1	Maternal Health	Lifetime risk of maternal death
2	Children's Well Being	Under-five mortality rate (per 1,000 live births)
3	Educational Status	Expected number of years of formal schooling
4	Economic Status	Gross national income per capita (current US\$)
5	Political Status	Participation of women in national government (% of seats held by women)



V. 2015 MOTHERS' INDEX RANKINGS

Save the Children's 16th annual Mothers' Index assess the present status of mothers and children in 179 countries. The top 10 countries, in general, attain very high scores for mothers' and children's health, educational, economic and political status. Norway, Finland and Iceland are the top three ranking countries. Somalia scores the last position in among all the countries surveyed. All the 11 bottom-ranked countries are from the West and Central Africa which have performed poorly on all the five indicators. On an average, one woman in 30 dies from pregnancy-related causes and one child in eight dies before his or her fifth birthday (STC, 2015).

Table 2: Top 10 and Bottom 10 Countries as per Mothers' Index

Top 10 Countries		Bottom 10 Countries	
Rank	Country	Rank	Country
1	Norway	169	Haiti and Sierra Leone
2	Finland	171	Guinea-Bissau
3	Iceland	172	Chad
4	Denmark	173	Cote d'Ivoire
5	Sweden	174	Gambia
6	Netherlands	175	Niger
7	Spain	176	Mali
8	Germany	177	Central African Republic
9	Australia	178	DR Congo
10	Belgium	179	Somalia



Source: State of the World's Mothers 2015, The Urban Disadvantage, Save the Children, P.9

VI. INDIA'S RANKING

India has scored poorly in the overall ranking standing at 140 out of 179 countries! In 2014, India's ranking was at 137th position out of 178 countries in the Global Mother's Index. According to Save the Children, Indian children on an average spend 11.7 years in formal schooling and 52.7 out of 1,000 children in India die before their fifth birthday.

India is one of the 10 countries in the world with the greatest survival divide between wealthy and poor urban children. It figures in the worrying list with other nations like Rwanda, Cambodia, Kenya, Vietnam, Peru, Madagascar, Ghana, Bangladesh and Nigeria (CAS, 2015).

VII. KEY FINDINGS

According to State of the World's Mothers Report (STC, 2015), following are the key findings:

Increase in Urban Survival Gaps

Efforts have been made to reduce urban under-5 mortality across the globe. However, inequality is still becoming worse in many cities. In almost half of the countries with available trend data (19 out of 40), urban survival gaps have grown. In relative terms, survival gaps have roughly doubled in urban areas of Kenya, Rwanda and Malawi despite these countries' overall success in saving more children's lives in cities.

Urban Poor Children at Risk

Poor children in urban areas are facing high risks of death. Among 36 developing countries surveyed, there are significant gaps



between rich and poor urban children. In most countries, the poorest urban children are at least twice as likely to die as the richest urban children before they attain five-years. The urban child survival gaps are largest in Bangladesh, Cambodia, Ghana, India, Kenya, Madagascar, Nigeria, Peru, Rwanda, Vietnam and Zimbabwe. In these countries, poor urban children are three to five times as likely to die as their most affluent peers. On the other side, cities in Egypt and the Philippines have been able to achieve relatively low child mortality rates.

Deprived Health Care

Poorest urban mothers and children are predominantly deprived from access to, and use of, health care. Significant variance is observed in the health care among the poorest and wealthiest mothers and children. Huge disparities in access to prenatal care and skilled birth attendance are evident. The largest coverage gaps between rich and poor were found in Delhi (India), Dhaka (Bangladesh), Port au Prince (Haiti) and Dili (Timor-Leste). Child malnutrition gaps are greatest in Dhaka, Delhi, Distrito Central (Honduras), Addis Ababa (Ethiopia) and Kigali (Rwanda). In these cities, stunting rates are 29 to 39 percentage points higher among the poorest compared to the richest.

Child Deaths due to Social and Economic Inequalities

Key factors contributing for high child death rates in slums are due to 3Ds - Disadvantage, Deprivation and Discrimination. Firstly, though public sector health systems are available in urban areas, they do not have the required 5Ms (Man, Machine, Material, Method and Management). Lack of basic infrastructure, poor sanitation and food insecurity make poor mothers and children even more vulnerable to disease and ill health. Secondly, in the urban areas, specialized and high-quality health care facilities are accessible to the haves and not for the have not's. Even though the urban poor stay from a stone's throw away distance, they do not have the ability to pay for the required



health care services. As a result, they face discrimination or even abuse while seeking health care.

Infant Mortality Rate in Capital Cities

Among capital cities in high-income countries, Washington, DC has the highest infant death risk and great inequality. In a study on infant mortality rates in 25 capital cities of wealthy countries and found that Washington, DC had the highest infant mortality rate at 6.6 deaths per 1,000 live births in 2013. While this rate is an all-time low for the District of Columbia, it is still 3 times the rates found in Tokyo and Stockholm. There are also huge gaps between rich and poor in Washington (STC, 2015).

Success Strategies to Save Poor Urban Children

Save the Children has identified six-cities that have made good progress in saving poor children's lives despite significant population growth. The cities are: Addis Ababa (Ethiopia), Cairo (Egypt), Manila (Philippines), Kampala (Uganda), Guatemala City (Guatemala) and Phnom Penh (Cambodia). These cities have been able to achieve success due to a variety of strategies adopted like access to high impact services, strengthen health systems, lower costs, increase health awareness and make care more accessible to the poorest urban residents. Consistently employed success strategies included:

- Better care for mothers and babies before, during and after childbirth;
- Increased use of modern contraception to prevent or postpone pregnancy; and
- Effective strategies to provide free or subsidized quality health services for the poor.



VIII. SUGGESTIONS

After understanding the plight of mothers and children in urban areas across the world, following suggestions are made:

1. **Equity and Social Inclusion:** Equitable and socially inclusive policies have to be drafted, adopted and implemented. Moreover, all the policies needs to be reviewed periodically and checked for its effectiveness. Based on the reflections, further modifications in the policies have to be incorporated in order to meet the challenging conditions in the society.
2. **Poverty Alleviation:** According to the Millennium Development Goals Report (2014), overwhelming majority of people living on less than \$1.25 a day belong to two regions: Southern Asia and sub-Saharan Africa. In 2010, one third of the world's 1.2 billion extreme poor lived in India alone. China, despite much progress in poverty reduction, ranked second, and was home to about 13 per cent of the global extreme poor. Nigeria (9%), Bangladesh (5%) and the Democratic Republic of the Congo (5%) followed. Nearly two thirds of the extreme poor lived in these five countries in 2010. Aside from those populous countries with large numbers of the extreme poor, high poverty rates are often found in small, fragile and conflict-affected countries. Thus, there is a dire need to take up poverty alleviation programs to reach the urban poor and marginalized groups.
3. **Role of Local and National Governments:** Though international policies are in place, the role of local and national governments assumes greater importance. Governments need to develop customized policies and programmes to meet the needs of the urban poor.



4. **Focus on Preventive Health Care:** As the saying goes, "Prevention is better than cure", countries need to focus on providing preventive health care instead of fighting after the damage is caused to mother and children. In this perspective, a rigorous immunization program has to be put in place covering the target population.
5. **Nutrition:** An estimated 99 million children under age five in the world were underweight - inadequate weight for age - in 2012. This represented 15 per cent of all children under five, or approximately one in seven. The number of underweight children fell by 38 per cent from an estimated 160 million children in 1990 (MDG, 2014). Thus, focus needs to be given on eradicating malnutrition by providing vitamin and appropriate supplements.
6. **Sanitation:** According to the estimates of the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP, 2013), released in early 2013 (collected in 2011), 36 percent of the world's population i.e., 2.5 billion people lack improved sanitation facilities, and 768 million people still use unsafe drinking water sources. Inadequate access to safe water and sanitation services, coupled with poor hygiene practices, kills and sickens thousands of children every day, and leads to impoverishment and diminished opportunities for furthermore children. Thus, focus should be given on ensuring safe and potable drinking water facilities to urban poor mothers and children.
7. **Focus on MNCH:** In order to improve the status of urban mothers and children, focus must be given on maternal, new born and child health (MNCH) issues. Strategies must be drawn to enhance MNCH in every urban setting.



8. **Improve Publicly Funded Health Services:** Governments have a larger role to play in combating this problem. A major surgery is required as far as publicly funded health services are concerned. Adequate number of health staff (quantity) must be recruited into the system. Further effective health care services (quality) needs dire attention.
9. **Research:** In order to identify the current gaps in the policies, processes and results, abundant research has to be carried out. Frequent and quality household surveys must be conducted to capture details on income, expenditure, urban slums, slum dwellers, street dwellers, people living in informal settlements and migrant poor. Scientific and exhaustive data will in turn help in improving the design and implement appropriate policies and programmes.
10. **Leverage Technology:** We are living in a tech-savvy age. Data is accessible at our fingertips. In order to improve the status of world's mothers, technology can be used to identify, reach and follow-up the health of mothers and children.

IX. CONCLUSION

Abraham Lincoln once remarked, "No man is poor who has a Godly mother". We are living in a rapidly urbanizing world. Prima facie, there is a notion that health care issues are predominantly found in the rural areas and urban areas have adequate facilities. However, it is shocking to note that the poorest mothers and children are struggling to survive even in spite of living in the urban areas. Life saving health care is just at a visible distance but unfortunately inaccessible. Health disparities between rich and the poor exist among the people dwelling in the cities. In order to reduce the urban survival gaps, local and national governments in association with multi-national companies and civil society organizations need to partner together in



developing equitable and socially inclusive policies, poverty alleviation measures, focusing on preventive health care, nutrition, sanitation, maternal, new born and child health.

References

1. CAS. (2015): Gender Equality, State of the World's Mothers 2015, Current Affairs Survey, July 2015, Vol.4, No.11, pp. 42-44, Delhi, India.
2. Jagadish, B. (2014): Sex Education in Schools, A Social Work Perspective, Prateeksha Publications, Jaipur, India.
3. Jagadish, B. (2014): Water, Sanitation and Hygiene for Millennium Development Goals, Journal of School Social Work, March 2014, Volume X, Issue 10, Chennai, India.
4. Jagadish, B. (2015): Situation Analysis and Child Protection Plan of Chamarjanagar District, District Child Protection Office and Sadhana, Chamarajanagar, Karnataka, India.
5. JMP. (2013): Joint Management Programme on Progress on Sanitation and Drinking Water Update, 2013 Update, World Health Organization and UNICEF, United Nations Children's Fund, Geneva.
6. STC. (2015): The Urban Disadvantage, State of the Worlds' Mothers 2015, Save the Children, Fairfield, United States of America.
7. SWA. (2013): Sanitation and Water for All, 2013 Progress Update on the 2012 Sanitation and Water for All High Level Meeting Commitments, SWA Secretariat.



8. United Nations. (2005): UNICEF Water, Sanitation and Hygiene Strategies for 2006-2015, United Nations Economic and Social Council, November, Paris.
9. United Nations. (2015): The Millennium Development Goals Report, 2014, We Can End Poverty 2015, Millennium Development Goals, United Nations, New York.

Acronyms

UN	:	United Nations
MDG	:	Millennium Development Goals
MNCH	:	Maternal, New born and Child Health
CAS	:	Current Affairs Survey
STC	:	Save The Children
WHO	:	World Health Organization
UNICEF	:	United Nations Children's Fund
JMP	:	Joint Monitoring Programme for Water Supply and Sanitation
WASH	:	Water, Sanitation and Hygiene



SECULARISM IN INDIAN PLURAL SOCIETY: THE CASE OF DURGA PUJA

Shinjini Gan Choudhury

P.TT, S.S. Jalam Girls' College
Kolkata, India

India since its age old inception has been a land of many religions Hinduism, Jainism, Buddhism, Islam, Christianity and so on. However, all these cultures and religions intermingled and acted and reacted upon one another in such a way that though people speak different languages, practice different religions and observe different social customs, they follow certain styles of life that unites our country. Despite these differences all Indians share a common cultural background and values that are marked by tolerance and peaceful co-existence. In the words of Pundit Nehru it is '*virtues*' coupled with the '*same sets of moral and mental qualities*'¹ that binds the Indians together. This common value has blossomed within its fold sharp contradictions and helped in the gradual evolution of a common culture. In this plural country, the worship of the Hindu Mother Goddess Durga ensures participation of people from various folds of life speaking aloud of Indian secularism.

This article has tried to show how in a plural country participation of all hues of people was possible in a Hindu festival of worshipping the Goddess of power, Durga during the era of national movement. A venture has also been made to show how this secular trend is continuing even today with the creeping of corporate sectors in the realm of religion, especially worshipping the Mother Goddess. While writing this article, I have to take resort to interviews, deep observations and read literary analysis and criticisms and tap the vast resource of newspapers both vernacular and English.



It will be perplexing for the readers to cognize socialization if they are not clear with the picture of Durga. Goddess Durga is a divinity of sacred Indian tradition vast in time and space. She reveals herself in human form to her countless Hindu devoted. The forms of the Goddess are jillion, her manifestations infinite. She is known by many names but Durga is the most used. She is the mother of all living being, creator par excellence. Her other characteristics are related to more inclusive roles. Among these are power and victory, protection and grace, rule, knowledge, love and peace. She means different things in different situations.

The five days worship of the Goddess is organized in various forms ensuring various degrees of socialization. For example, the several community *pujas* popularly known as '*Baroyari*' and '*Sarvajanin Durgotsav*' are organized by various clubs favouring general participation. A make shift arrangement made of bamboo is made, known as '*pandal*' usually erected on roads and meander of by lanes where the Goddess is kept for five days for worship and people of all cast might have an easy access to her. '*Solanaas*' or caste community *pujas* performed by special casts. These kind of *pujas* either take place in the home on lineage basis or in temple or in '*pandals*'. As time passed by, this form of worship also transcended the narrow borders of caste and creed. The *puja* organized by big landlords where the whole town participates. It is more of the festival of the lineage. According to Akos Ostor,² if one looks for socialization on the basis of caste, it will appear to be quite difficult. An easier picture of participation is drawn if analysed from non- Brahmanic participation in a Brahman³ dominated Indian society.

The lineage form of '*puja*' is usually conducted by the kings and large landlords. The whole town socializes to the utmost irrespective of their caste and creed by performing their rites. The base of social life is the atomic binding of all people who tried to live peacefully side by side. Old



Bengali '*Smritis*' like '*Kalaviveka*' by Jimmutavahana and '*Durgotsaviveka*' by Sulhapani showed how the indigenous people participated in worshipping Mother Goddess Durga side by side the Brahamanas. Scholars like Rachell Fell McDermott has beautifully shown how the tribal traditions of worshipping the Goddess beautifully merged with the Brahmanic mode of worship.⁴ A man of the carpenter class built the image of the Goddess year after year as his ancestors have done in the past. The floweriest supplied flowers for the worship of the Goddess, the sweetmeat makers made sweets for the rituals and the whole village was invited to take lunch at the royal house irrespective of their caste, creed and sex. It is a fact that these rituals create social solidarity in stratified country like India. In the village, the land lords had close ties with the common people but in cities they had none and formed their own close circle.

However, steams of change arose from the fissures of time with the coming of the Europeans in India. The British after becoming the new masters of India gave birth to a new opulent class known as the '*gentoo*' class. The '*gentoo*' class by displaying elephantine wealth in the worship of the Mother Goddess and favoring the British community more in worship of the Goddess marginalized the participation of the natives up to an extent. In this changed social context, re-socialization took place. When marginalized participation of the natives became an order of the day, they made a conceited effort of re-socialization on the occasion of Durga '*puja*'. This conceited effort gave birth to new form of worship of Durga- in the form of *Baroyari*⁷ and *Sarvajanin*⁸. In *Baroyari* form of Durga puja subscription is being collected from the common people to perform the rites. Here too, the idol is being made by a non- Brahmin known as the '*kumor*' and as tradition suggests, the first clay is collected from the otherwise marginalized group of people, the sluts. This tradition ensured wider socialization.



A more developed form of social participation is found in the 'Sarvajanin' form of worship of the Mother Goddess. It embraced more and more people irrespective of their caste creed and religion. This was perhaps possible because it was more prone to the social needs covering the wide political spectrum of that time as the freedom movement was gathering momentum. The concept of 'Sarvajanin' was a response to Mahatma Gandhi's exhortation to abolish untouchability. In 1927, a reputed newspaper published thus: "*Durga Puja will be celebrated in order to give facilities to Hindus of all classes and domination without the least distinction of the caste.*"⁹ Three factors ensured a deeper socialization in the Sarvajanin of Durotsav are: (i) mushrooming of clubs, (ii) the concept of 'para' (neighbourhood) and (iii) fever of nationalism.

'Baroyari' and 'Sarvajanin' Durga Pujas are held in meanders of streets in a make shift bamboo hut called 'pandal'. The idea of 'para' (streets) as home is something like sharing a space in the nation in miniature. It produced a utopia that was missing otherwise in real terms during the era of freedom struggle.¹⁰ Mushrooming of clubs and their efforts for organizing a community puja indicates socialization in a new form. The organizers involved youth from both the rightist and the leftist camps. Interestingly enough, both the camps patronize clubs to spread and strengthen their respective spheres of influence in putting up Durga puja.¹¹ The youth and clubs carried non-sacred social activities during the rest of the year but they were incomprehensible without the puja context. They are voluntary but they have an accepted leadership. They may be spontaneous but they link together other forms of organization of putting up a Durga puja like collection of subscription for the commencement of the puja, management of crowd, displaying of artifacts, bringing out immersion procession and many such aspects. Social participation became more dynamic as Durga Puja was used as a shield behind which nationalist activities could be easily carried out.



In 'sarvajanin' form of Durga *Puja*, there are several layers of socialization and re-socialization. In case of participation of women, re-socialization took place when compared with lineage form worshipping the Mother Goddess. In lineage form of worship, there was limited area of socialization of women.¹²With the call of time; their participation transcended the four walls of the house to outside world in a more dynamic semblance. A report of 1940¹³ informs us about such kind of participation. From the article, it was inferred that '*matribhakti*' (devotion to Mother) was not the monopoly of the sons. As time dissolved itself with the changes, women participated widely by initiating fund collection, sponsorship and even walked into crowd management.¹⁴ and even sculpted Goddess for the local clubs.¹⁵

Another form of socialization is worth noticing when we see that the Durgotsav Committees in order to ensure wider participation of the common people and arouse the nationalist sentiment among the natives and to revive the national industries and '*Swadeshi*' (of one's own country) goods organized fairs on the auspicious occasion of the Durga *Puja*. In a daily newspaper it was printed thus: "... *The arrangements of the Sarvajanin Durgotsav Committee spared no pains to give every opportunity to the manufacturers of the Swadeshi goods to exhibit their outputs at this location of Durga Puja. Eminent leaders like P.C. Roy and others have issued appeals to the general public to supply some bread for the poor working class for our remotest villages and purchasing Swadeshi goods as an offering to the Almighty Mother.*"¹⁶

With changes striking the society after independence in 1947 and economic globalization in 1990s, Durga *puja* headed for a wider re-socialization. With MNCs hijacking the *puja*, commercialization crept in. Earlier the *puja* was purely an affair organized by the locality boys who collected subscriptions from the neighbourhood, would pitch in to decorate the *pandal* in fevered and hectic pace. The *para* boys would take immense pride in their doings and invite the entire neighbourhood



to participate in the rituals. However, with commercialization creeping in, socialization is taking place in a more grand scale. Now there are organizations to handle each aspect of the of the *puja* from theme décor to lighting and catering. The company's are trying to grab attention of a captive audience by advertising their products. There is a fierce competition for the most beautifully and creative *pandal* and the most appealing icons. This lead to the forming of committees and sub committees of judges and the winners are given ornate and rich gifts.¹⁷ Today the *pujas* witness a kind of thematic frenzy. A majority of the theme is craft based while the rest are subject oriented or concept oriented. A wider socialization is noticed when we see that men from the rural areas are brought under one roof to give shape to the dreams and concept. Experimentalism makes way for a wider spectrum of socialization when the lost and hitherto unappreciated schools of craftsmanship are being granted a second life.

A discreet form of participation is noticed in of Durga *puja* performed by different casts. These *pujas* usually exist side by side the Community *pujas*. In Tripura, in North East of India, a tribal group called Riang celebrates Durga *puja* where Durga is known as Taoching Chowma, her daughters as Devalakshmi and Devatarini.¹⁸ In Bengal itself more than one thousand sub-casts worship the Mother Goddess in various names. To name few, the Shaotals and the Bauris worship Durga in the names of Jogodya and Garamchandi respectively. The people belonging to the lowest social ladder like the Bhoonij, Hari, Dom celebrate Durga in the name of Baramchandi. Olaichandi, another form of Durga is worshipped both by the Muslims and the Hindus.¹⁹ Durga in the form of Gandheswari is worshipped by the Bene (merchant) class where people from the non-merchant groups actively participates. She is being worshipped by the '*jete*'(fisherman group) as their creator and by the conch shell workers in the form of Shankari as their protector.



To conclude with, we can argue that in a caste ridden society like India, the celebration of the Goddess Durga ensures wider socialization. This democratization leads to wider toleration. In changed situations re-socialization made way and stood the test of challenges. This is possible because unlike west Durga *puja* is not congregational by nature and so it widens the scope of socialization and participation of people belonging to all caste and creed. The division of the high and low makes little space here. Here voluntary participation is the order of the day.

References

1. Robert L.Hardgrave(Jr.) and Stanley A. Kochanek, 'India: Government and Politics in a Developing Nation', (2007, Harcourt College Publications, 2007), Pg.13.
2. Quoted from Sunil Khilani, 'The Idea of india', (2007, Harnish Hamilton Publications, London), Pg.6.
3. "Socialization is more than training to the children. There are cultures where it is normal for a person to be marginal to all social systems up to the age of 30 or 40. But even when that is not the case, certain roles are normally recruited from among people who are grown up already to function specific roles in religion, judicial system, politics, etc." Philip Mayer (edt.), 'Socializaton: the Approach from Social Anthropology", (2004, Routledge Library Edition, Oxon), Introduction Pg. xiii.
4. Akos Ostor, 'The Play of the Gods', 1980, orient Longman, New Delhi), Pg.56.
5. Since Ancient period, the Hindus are divided into four casts, the Brahman, the Kshatriyas, the Sudras and the Vaisyas. As time progressed, these four major casts were further sub-divided into many more sub-casts.



6. Rachell Fell Mc Dermott, 'Revert, Rivalry and Longing for the Goddess in Bengal: The Fortunes of Hindu Festivals', (2011, Columbia University Press, New York), Pg.13.
7. The Baroyari form of puja was started by 12 friends, 'baro' (12) and 'yaar' (friends) in 1790 in Gootipara village in Hoogly district in Bengal. It is conducted by people of one locality.
8. The term 'Sarvajanin' means 'for all/ of all people's'. This form of puja was first celebrated in 1910 in Bhawanipore area in Kolkata, West Bengal, India.
9. The Bengalee, September 30, 1927.
10. Prasanta Chakraborty, 'And thus meanders home', Utsav, 2008.
11. For details, see S.C. Ghose, 'Socio- Political Dynamics', (1996), Northern Book Center, New Delhi)
12. The participation of women were limited in small areas like 'Sindoor Khela', 'Boron', cutting fruits for the offering to the Goddess and making elaborate arrangements.
13. Amrita Bazar Patrika, October 6, 1940.
14. The Hindustan Times, October 5, 2007.
15. Ananda Bazar Patrika, September 27, 2006.
16. Amrita Bazar opatrika, October 20, 1932.
17. Bartaman, September 25, 2006.
18. Suren Deb Burman (edt.), 'Tripurar Upojatiyo Adidharma Nritya Kala O Deb Debi', (2004), Gyan Vichitra Prakashani, Kolkata), Pg.114.
19. For details see Gopindra Krishna Basu, 'Banglar Loukik Dabata', (1996, Deys, Kolkata) and Shibendu Manna, 'Banglar Lokmata Debi Chandi', (2007, Navadweep Purattwa parishat, Kolkata).



SUPPLYCHAIN MANAGEMENT OF PHARMACEUTICAL PRODUCT IN INDIA

S.Sivagamy

Annamalai University
Chidambaram

B. Avaudaiamal

Annamalai University
Chidambaram

INTRODUCTION

The phrase 'supply chain management' appears to have originated in the early 1980s. Oliver and webber (1982) discussed the potential benefits of integrating the internal business functions of purchasing, manufacturing, sales and distribution. In the modern era, it is a phrase that appears in many company's strategies and reports, practitioner and academic journals and texts. However, there is little consistency in the use of the term and little evidence of clarity of meaning expressed by Harland (1995a). Rather it appears to be a term used in several emerging bodies of knowledge which have remained largely unconnected till to date.

Oliver and webber (1982), Houlihan (1984), Stevens (1989), Saunders (1994), Jones and Riley (1985) etc. developed the concept and the meaning of supply chain management in detail. Ammer (1968) and Lee and Dobler (1965) explained the pre-existing concepts of supply chain management and found that it relates closely to materials management. Porter (1985), Johnson and Lawrence (1988) and Kogut (1985) explained the concepts of supply chain management in terms of the value of materials. However Harland argued that the supply chain management is concerned with inter business, not intra-business integration.

There seems to be a universal agreement on what a supply chain is? A supply chain is a network of autonomous business entities collectively responsible for procurement, manufacturing, and distribution activities associated with one or more families of related



products. A supply chain is a network of facilities that procure raw materials transform them into intermediate goods and then finished products and then finally deliver the products to customers through a distribution system or a chain. Moreover they can also express that a supply chain is a network of facilities and distribution option that performs the function of procurement of materials. This also transforms these materials into intermediate and finished products, and finally the distribution of these finished products to customers.

Concept of supply chain system

Managing the chain of events in the process is known as supply chain management must take into account coordinating all the different pieces of the chain as quickly as possible without losing any of the quality or customer satisfaction while still keeping costs down.

The first step is obtaining a customer order followed by production storage and distribution of products and suppliers to the customer site. Customer satisfaction is paramount. In supply chain process, we are it includes the customer orders, order processing, inventory scheduling transportation, storage and customer service. A necessity in coordinating all these activities is the information service of network.

In addition key to the success of a supply chain is the speed in which these activities can be accomplished and the very reasons for the network reduced inventories, lower operating costs. Product availability and customer satisfaction are all benefits which grow out of effective supply chain management.

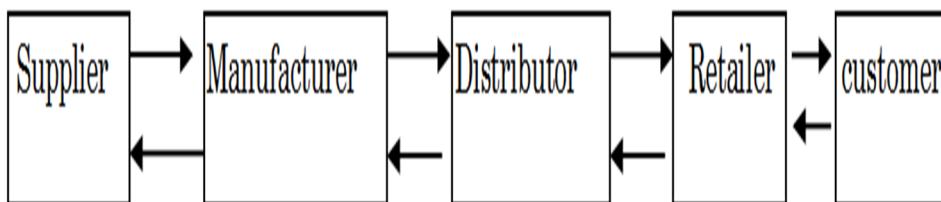
The decisions associated with supply chain management cover both the long-term and short-term period. Strategic decisions deal with corporate polices, and look at overall design and supply chain structure. Operational decisions are those dealing with every day activities and problems of an organisation. These decisions must take into account

the strategic decisions already in place. Therefore, an organisation must structure the supply chain through long-term analysis and at the same time focus on the day-to-day activities. Manufacturer to customer will be benefited in real sense if day to day activities are performed.

Furthermore market demands, customer service, transport considerations, and pricing constraints all must be understood in order to structure the supply chain effectively. These are all factors, which change constantly and sometimes unexpectedly. Moreover an organisation must realize this fact and be prepared to structure the supply chain accordingly

Structure of the supply chain requires an understanding of the demand patterns, service level requirements, distance considerations, cost elements and other related factors. It is easy to see that these factors are highly variable in nature and this variability needs to be considered during the supply chain analysis process. Moreover, the interplay of these complex considerations could have a significant bearing on the outcome of the supply chain analysis process.

THE SUPPLY CHAIN MANAGEMENT SYSTEM USING NETWORKING IN THE FOLOWING WAY;



A manufacturer produced a product which cost is Re 1per product and finally retailer sells to the customer same product at a cost of Re 11 per product. In supply chain management system any product which is manufactured in a company, first reaches directly from manufacturer



to distributors where manufacturer sold the product to retailer with his profit and then finally customers received that product from retailer. That is called supply chain management system which implies that a product reaches from manufacturer to customer through supply.

Problem of supply chain management;

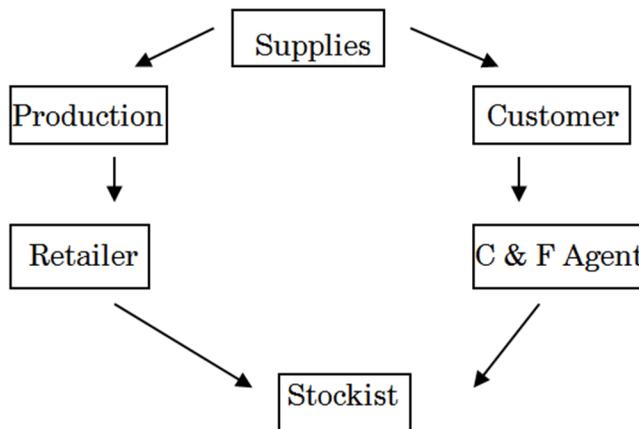
1. Distribution strategy; Centralised versus decentralized direct shipment, cross docking, pull or push strategies third parts logistics.
2. Information; Integrate system and processes through the supply chain to share valuable information including demand signals forecasts, inventory and transportation etc.
3. Inventory management; Quality and location of inventory including raw materials work-in-process and finished goods.

The pharmaceutical supply chain Management

The pharmaceutical supply chain with a specific focus on forward logistics of solid oral medication (tablets), which are packed in bottles or cartons. There can be a number of supply chain structures and packaging practices for this product category.

LARGE AND SECONDARY WHOLESALERS

Under this scenario, the products are shipped from the manufacturer to a wholesaler who in turn, ships smaller quantities of the product to a secondary wholesaler independent pharmacies will place their orders with the smaller wholesaler.



RETAIL PHARMACY CHAIN

The wholesaler sells the products to a retail pharmacy chain . the products are delivered to a central warehouse of the chain, and from there they are delivered to individual stores.

CURRENT SOLUTIONS TO THE PHARMACEUTICAL COUNTERFIT PROBLEM

In response to regulatory and business pressures, the pharmaceutical industry attempts to combat counterbid using a number of different techniques, to date no technique has power effective in eliminating the problem. Most detection procedures customer in place rely on manual product inspection by pharmacies or sales representatives to check for evidence of counterfeiting in the absence of automated inspection technology, these methods are other too costly to do counterfeit inspection on a broad periodic basic. It positive detection of counterfeit does occur, it is not clear what action to take because current methods provide incomplete information about the scope of counter for a particular drug.

Recent efforts to deal with counterfeit involve both information and technologies. Several examples include



- Some drug companies have injected an inert chemical signature directly into medications which can be checked with a small handheld device much like a home pregnancy test
- Us. News&world report 6/11/01
- Tamper proof packing in addition to technical measures such as hologram difficult to replace packing design and unique fonts have been used
- HDMA product safety task force ([www. Healthcare distribution .org](http://www.Healthcare distribution .org)) recommends steps and guidelines the industry should consider for the safe purchase of products.

The basic rules of successful supply chain:

- Speed is often the primary concern of anyone who manages a supply chain . the faster stock moves, the better the chain is perceived to be.
- There is no doubt that getting the right part to the right place at the right time- as quickly as possible –is the priority of a supply chain.
- This requires that at any given time you have enough of the right parts in your supply chain on the side of having too many of every part. (industrial management &data system)



Table 1
Pharmaceuticals
Net Sales as per the latest Profit & Loss Account available.

Company Name	Last Price	Change	% Change	Net Sales (Rs. cr)
Dr Reddys Labs	2,552.70	-0.15	-0.01	8,434.00
Cipla	397.35	-2.25	-0.56	8,202.42
Lupin	982.15	25.60	2.68	7,122.51
Aurobindo Pharm	549.60	-5.25	-0.95	5,425.10
Cadila Health	990.10	19.70	2.03	3,675.70
Jubilant Life	175.10	5.55	3.27	3,146.30
Ipca Labs	796.50	2.90	0.37	2,778.42
Torrent Pharma	550.50	-2.10	-0.38	2,766.23
GlaxoSmithKline	2,486.80	-7.20	-0.29	2,546.15
Wockhardt	654.35	29.50	4.72	2,471.18
Sun Pharma	619.35	-2.20	-0.35	2,432.14
Divis Labs	1,358.55	18.30	1.37	2,128.89
Glenmark	574.50	-1.90	-0.33	1,949.30
Orchid Chemical	56.65	-1.25	-2.16	1,906.58
Sanofi India	2,975.00	6.65	0.22	1,808.86
Nectar Life	28.80	3.95	15.90	1,626.25
Alembic Pharma	284.00	0.55	0.19	1,492.64
Piramal Enter	587.50	-6.75	-1.14	1,403.19
Elder Pharma	229.00	0.05	0.02	1,233.10
Ind-Swift Labs	39.10	-1.30	-3.22	1,082.70

Among the Pharmaceutical Companies the sales volume was high in order for the Companies Like Cipla, Lupain, Aurobindo Pharm, Cadila Life, Ipca Labs, Torrent Pharma And So On The reason behind they their is more demand in International Market Level and substantially maintain their prices and the quality of the pharma product.



SUGGESTIONS

Transparency should be maintained by adopting written procedure for all procuring actions. Information the tender process and results should be made public to the extend possible function that require different expertise should be allocated to different committees, units or individuals, specialized in selection qualification approved of suppliers and award of contract there must be an established and maintained formal system for product quality assurance product certification targeted laboratory testing and reporting of suspect product and conduct of annual audit to assess compliance with procurement procedure promptness of payments would be and related factors would be mandatory along with presentation of the result to the appropriate public supervising body. Report of key procuring performance indicators such as ratio of prices to cord market prices. Supplies read time percent of purchase made through complete tendering and planned actual purchase.

Given the impact or procurement activities on the operation and effectiveness of health services it is essential that these activities be performed by trained staff using sound procedures working in adequate offices with good.

Communication and with across to reliable inventory and consumption information Good procuring management demand medical pharmaceutical managerial economic and often political expertise.

CONCLUSION

India is one of the world's fastest growing economies with drive markets managing supply chain in such a vast countries most challenging for any organization because of business practices government regulation. Technology capabilities transpiration infrastructure etc., The current paper has explored the state and issue



of supply chain management. To achieve an improved performance organization should focus on applying techniques which offer a strategic opportunity for companies to gain an increase in revenue. This is possible by improving the infrastructure development and refocusing on integrating level.

References

1. I.Chackarabarthi , 'Auto-ID Based Approach to reduce counterfeiting in the U.S Pharmaceutical supply chain'
2. UnPublished Thesis – Master of Engineering in Logistics, MIT-2003
3. P.Mitchell,'document: an essential precursor to drug manufacturing
4. APICS-the performance advantage (september1998)
5. K.Philipkoski,' Designer Drugs: Fact of Fiction?'
6. Wired news (january17, 2003)
7. Verderame ,P.M floudes C.A. 2009 operational planning network for multisite production and distribution network comput chem eng 33 1036-1050



BABASAHEB DR.B.R.AMBEDKAR ON SOCIAL REFORMATION

Prof. N.Kanakarathnam

Head
Dept of History, Archaeology and Culture
Dravidian University, Kuppam
Andhra Pradesh, India

Surya Raju Mattimalla

Ph.D. Research Scholar
Dept of History, Archaeology and
Culture
Dravidian University, Kuppam
Andhra Pradesh, India

Babasaheb Dr. B R Ambedkar strongly said that without social reforms political reforms will be rendered meaningless and ineffective because Hindu society is divided in the name of Caste system. It created many inequalities among the people. In relation to the social reform, the birth of Indian National Congress was accompanied by the foundation of the social conference. While the Congress was concerned with defining the weak points in the political organization of the country the social conference was engaged in removing the weak points in the social organization of the Hindu society. For some time the two organizations worked in perfect harmony but soon they developed into two different parties. The political reform party supported the National Congress and Social Reform party supported the social conference. Both the organizations confronted a fierce rivalry accessed between them. Political reform party dominated social reform party. At this juncture, the speech, delivered by W.C.Benerji in 1992 at Allahabad as President of the Eighth Session of the Congress was: "I for one have no patience with those who say we shall not be fit for political reform until we reform our social system. I fail to see any connection between the two. Are we not fit (for political reform) because our widows remain unmarried and our girls are given marriage earlier than in other countries? Are we not fit because our wives and daughters do not drive about with us visiting our friends?"¹



To Dr. Ambedkar it sounded like a funeral oration at the death of social conference. He responded and presented facts, unpalatable and incendiary issues in all the states. Under the rule of the Peshwas in the Maratha country the Untouchables were not allowed to use the public streets if a Hindu was coming along lest he should pollute the Hindu by his shadow. The Untouchables were required to have a black thread either on his wrist or in his neck as a sign or a mark to prevent the Hindus from getting themselves polluted by his touch by mistake. In Poona, the capital of the Peshwa, the Untouchables were required to carry earthen pot, hung around his neck wherever they went for holding his spit, lest his spit falling on earth should pollute a Hindu who might unknowingly happen to step on it. Dr. Ambedkar traced the recent facts. The tyranny practiced by the Hindus upon the Balais, an Untouchable community in Central India. He gives the reference of *Times of India* of 4th January 1928 which reported that high caste Hindus, for instance, Keletas, Rajputs and Brahmins including the Patels and patwaris of village of Kanaria, Bichali, Mardana and of about 15 other villages in the Indore district informed the Balais of their respective villages that if they wished to live among them they must confront the following rules:-

1. Balais must not wear gold-lace bordered pugree.
2. They must not wear dhotis with coloured or fancy borders.
3. They must convey intimation of the death of any Hindu to relatives of the deceased no matter how far away they may be living.
4. In all Hindu marriages, Balais must play music before the processions and during the marriage.
5. Balais women must not wear gold or silver ornaments; they must not wear fancy gowns or jackets.



6. Balais women must attend all cases of confinement of Hindu women.
7. Balais must render services, without demanding remuneration and must accept whatever a Hindu pleased to give.

Dr. Ambedkar presented the social restrictions and atrocities over Untouchables in different ways. There were untold stories in many states. Untouchables were treated inhumanly. Even Untouchables' food was restricted by upper Caste Hindus. For example, ghee is undoubtedly luxury. So upper caste claimed that Untouchables must not use ghee even if he can afford to buy it, since it is an act of arrogance towards the Hindus. This happened on or about the 1st of April 1936!² Dr. Ambedkar's fact-based speech demanded social reform rather than the political reform. In response to W.C.Banerji, Dr. Ambedkar asked the political minded Hindus, " Are you fit for political power even though you do not allow a large class of your own country men like the Untouchables to use public School? And are you fit for political power even though you do not allow them public streets? Are you fit for political power even though you do not allow them to wear what appear or ornaments they like? Are you fit for political power even though you do not allow them to eat any food they like?" Dr. Ambedkar says that "I can ask a string of such questions. But these will suffice. Every Congressman who repeats the dogma of Mill that one country is not fit to rule another country must admit that one class is not fit to rule another class"³.Dr. Ambedkar's questions still posed challenge to Hindu religion. Even his contemporary Gandhi and Social reformers could not satisfactorily answer those questions.

Dr. Ambedkar gives precedence to social reform in the reconstruction of society⁴ and in support of his thesis he quotes Ferdinand Lassalle and Karl Marx. Lassalle while addressing a Prussian audience in 1862 had said that: "The constitutional questions



are in the first instance not question of right but questions of might, the actual constitution of a country has its existence only in actual condition of force which exists in the country, hence political constitutions have a value of permanence only when they accurately express, these conditions of forces which exist in practice within a society"⁵. Dr. Ambedkar says, "But it is not necessary to go to Prussia. There is evidence at home. What is the significance of the Communal Award with its allocation of political power in defined proportions to diverse classes and communities?" Dr. Ambedkar supported the Communal Award on these grounds and saw it as the result of an "indifference to and neglect of social reform" and a victory for the Social Reform Party which had insisted on social reforms. He extended the same logic to the problem of minorities in India. He said, "People who became the minorities in India ought to consider what would have happened to the political aspirations of the majority if the minorities had taken the attitude which Ulster took. Judged by the attitude of Ulster to Irish Home rule, is it nothing that the minorities have agreed to be ruled by the majority which has not shown much sense of statesmanship, provided some safeguards were devised for them?"⁶

Dr. Ambedkar strongly advocated views for the need for social reforms prior to political reforms. He says that history bears out the proposition that political revolutions have always been preceded by social and religious revolutions and gives example of religious reformation started by Luther, Prophet Mohammad's religious evaluation before the establishment of Muslim empire, social revolution of Buddha, before the political revolution led by Chandragupta, the religious and social reforms brought about by the Saints of Maharashtra, before the political one led by Shivaji, and the social revolution led by Guru Nanak that preceded the political revolution of the Sikhs in Punjab⁷. Dr. Ambedkar criticized socialists. Can the socialists ignore the problem arising out of the social order? He bitterly



says that the socialist of India following their fellows in Europe are seeking to apply the economic interpretation of history to the facts of India. Socialist focused on economic point of view and they said that property is the source of power. Still they say that political and social reforms are gigantic illusions and that economic reform by equalization of property must have precedence over every other kind of reform. Dr. Ambedkar questioned the validity of the theory of economic interpretation of history of India context where the root cause of inequality lies in the social order based on religious scriptures. Dr. Ambedkar presents his argument clearly that the social status of an individual by itself often becomes a source of power and authority. Why do millionaires in India obey penniless sadhus and fakirs. Here it shows that religion is the source of power rather than economic status. He proves his point by citing the case of the plebeians of Rome and draws the conclusion that religion is the source of social status.

Dr. Ambedkar pleads that "If the source of power and domain is at any given time or in any given society social and religious then social reform and religious reform must be accepted as the necessary sort of reform"⁸. In India, proletarians are never treated equally and their social status is identified by caste but not by economic status. How can socialists justify the problem of proletarians? Without social reform there is no change in proletarians' life. Ambedkar believed that a free society cannot be built in India as long as there exists ill treatment and suppression of one class by another. And caste is culprit. He says, "The socialists are not be content with the mouthing of fine phrases, if the socialist wish to make socialism a definite reality then they must recognize that the problem of social reform is fundamental and that for them is no escape from it." He warned the socialists that they must deal with the social problem first, unless they do it, they cannot bring about social change and revolution. "Turn in any direction you like", he said; "caste is the Monster that waits on your path. You cannot have



political reform; you cannot have the economic reform, unless you kill this monster"⁹. In India it is a pity that caste even today has its defenders. Dr. Ambedkar criticizes the defenders of the Hindu caste system who look at it as found on division of labour. He also pointed out that it is merely a division of labour, it is also division of labourers divided on the basis of heredity operating in a hierarchical manner where types of labour are graded one above the other. There is rigidity in this system as labourers cannot choose their category nor can they shift to other categories. Hindu caste system created many drawbacks in the society. Caste system distracted and poisoned the human relations to kill one another. Religious reforms ignored the poverty and inequalities which are created by the caste. And they tried to strengthen the caste system with the help of Manushastra and other spurious texts which the vast majority of Hindus had never heard of and raised them to an authoritative status to keep the Dalits under the feet. Caste is like a poisonous snake nobody knows when it releases the poison. Recently witnessed caste prejudices saw the September 29 2006 butchery of four Dalits in Khairlanji village of Maharashtra's Bhandara district by fellow villagers as a heart breaking reminder of the anti-human nature of caste prejudices. It is a shame in democratic India but still caste system is not criticized by Caste Hindus. Chandra Bhan Prasad, a Dalit writer and expert on India's caste system says, "There is a talk of modern India. But the truth is India can't truly move ahead with caste in place".

Dr. Ambedkar says: "The effects of caste on the ethics in simply deplorable. Caste killed public spirit. A Hindu's public is his caste. His responsibility is only to his caste. His loyalty is restricted only to his caste. His loyalty is restricted only to his caste. Virtue has become caste-ridden and morality has become caste-bound. He deplores that the Hindus did not make efforts to improve the life of the lower castes. They rather developed a vested interest in keeping them backward



deprived and disorganized”¹⁰. Ambedkar found the rigidity of the caste system most illogical. He criticized that Hinduism is not a missionary religion as it has no place for the converts, no means of Shuddhi. Heredity decides everything. It could not become an organized entity like Islam or Christianity. It lacks the feeling of fraternity which is the essence of Islam, Christianity, Sikhism and the Buddhism. Dr. Ambedkar bitterly criticized the Hindu religious Scriptures for preaching rigid caste system and Brahmins for supporting it for their own survival. The ‘Varnashram’ system of ‘Chaturvarna’ (Brahmin, Vaishya, Kshatriya and Shudra), supports the unity of the first three and separates the fourth Varna, the Shudras from the rest and assigns all kinds of menial jobs to them and deprives them of status, money, freedom, equality and a progressive way of living. Dr. Ambedkar questioned the wisdom of Shruti and Smritis, it is not possible to break it without annihilating the religious notions on which the caste system is founded. But caste Hindus are against Ambedkar’s ideology because they are habituated to follow the hereditary system blindly. Most of the problems of Indian society are deeply rooted in its social order. Indian society tends to be conservative and refuses to accept the change easily. Ambedkar ideal society was based on Liberty, Equality and Fraternity. In my view, Ambedkar was an insider of the untouchability and he experienced, observed Hindu society very closely. The consequences created burning flame in him to build an egalitarian society. Gandhi is an outsider to untouchability and the experiences of caste practice. He did not fully understand the problem of untouchability and he never tried to uplift Untouchables.

References

1. Ambedkar, B.R. *Writings and Speeches*, Vol.1. Bombay: Government of Maharashtra Education Department, 1987.



2. Ambedkar, B.R. 'Annihilation of Caste'. In *Annihilation of Caste* ed. Mulkraj Anand. New Delhi: Arnold, 1990.
3. Asopa, Sheel K. 'Ambedkar and the Indian Caste System'. In *Ambedkar and Nation Building*.Ed.Shyam Lal and K.S.Saxena New Delhi: Rawat, 2004.

¹ Babasaheb Ambedkar Writings and Speeches (Hereafter BAWS),Vol.1,39

² BAWS, Vol.1. p.41

³ BAWS ,Vol.1,p.41

⁴BAWS ,Vol.1,p.42

⁵ BAWS ,Vol.1,p.42

⁶ BAWS ,Vol.1,43

⁷ Asopa,124

⁸ BAWS ,Vol.1,45

⁹ BAWS ,Vol.1,47

¹⁰ Asopa,125

*I am deeply acknowledging my beloved Christian parents Mattimalla Titus Suguna Yadav and my Sister Vijaya and her husband Mekala Mani Babu & her sons Ravi Verma and Mani Verma, *Madam* Josvin Mary Navitha Kumari, *Father* Dominique, *Sister* Mary Veronica for their precious prayers and support in my intellectual pursuits



**BEGINNING AND DEVELOPMENT OF INDIA'S "POSITIVE NEUTRALITY"
POLICY 1950-1955**

Dr. V. Nagendra Naik

Research Scholar
Dept of History
SK University, Anantapur ,A.P

India and Military Blocs in Asia

Tension Mounted in Asia in 1954 and early 1955 as the imperialists engineered military blocs to encircle the Soviet Union and other socialist countries as a follow-up to the start made in 1949, when the North Atlantic Pact was signed Referring to the international situation in Asia, Nehru said in Parliament in March 1955 that it was changing for the worse. Having condemned the Dulles formula of negotiation through strength, Nehru said derisively : "Simply because a person has got a hydrogen bomb, it does not mean that his mind has also become as powerful as the hydrogen bomb¹.

The establishment of military-political blocs in Asia by the imperialists implied that Asians would be used as cannon fodder in a future war. On March 23, 1954, H. Mukerjee, a leading member of the Communist group in the Indian Parliament, cited in Parliament an excerpt from the US Congress records of June-July 1953, showing how financially advantageous it was to get somebody else to fight one's war. It said : "Whereas the average cost of an American soldier before he had a gun in his hand would be 5,566 dollars, this Mutual Security Programme would cost less than 10 dollars for a foreign soldier to help him put a gun in his hand". Further, according to a speech made by John M. Vorys in the American House of Representatives, the Americans wanted to "arm and equip 4,900,000 men..."² for their aggressive ends.

In seeking to set up military blocs in Asia, the US ruling circles expected to use them for suppressing the national liberation movement on that continent. In May 1953, State Secretary Dulles said : "...all of Southeast Asia is today in great peril, and if Indo-China should be lost, there would be a chain reaction throughout the Far East and South Asia".³ Forced in July 1953 to stop hostilities in Korea, the United States did everything to prevent France's defeat in the colonial war in Indo-China that had been going on for more than seven years. It shouldered 76 per cent of the expenses of its French ally.⁴ When, in the spring of 1954, the French forces in Indo-China found themselves in a critical situation, the United States wanted to organize intervention with the participation of Britain and other countries and was even prepared to use atomic weapons. This suggestion was, however, declined by British Prime Minister Churchill, who had made a more sober appraisal of the balance of forces in the world, fearing that such actions might put the world on the brink of full-scale war.

It was an important part of the US imperialists' strategic plans to use Pakistan for their ends. To achieve this objective, it was decided as a first step to grant Pakistan military aid. India could not be indifferent to how the armament of Pakis-tan might affect her own international position. Indian opinion did not, for instance, overlook the highly meaningful interview given by Pakistan's Prime Minister to the US News and World Report on January 15, 1954. Replying to the question of how a military agreement with the United States would affect Pakis-



tan's relations with India, the Prime Minister said that they would improve "as the military strength of the two countries became more nearly equal" and explained that this, in its turn, would, presumably, make the settlement of the Kashmir question easier. "At present, we can't get a settlement", he said, "mainly because India has greater military strength... When there is more equality of military strength, then I am sure that there will be greater chance of a settlement". If we consider that a little earlier the self-same Prime Minister, after stating that Pakistan had no intention of settling the Kashmir issue by armed force, added, "I cannot say what will happen in future",⁵ it will be clear to Us why the Indians were so worried about future relations with Pakistan. According to the Indian scholar M.S. Rajan, apart from the Kashmir question, nothing else since independence caused so much anxiety to the Indian Government leaders and people as the question of American military aid to Pakistan.⁶

Judging by numerous statements by Nehru and other Indian statesmen, the reasons why they strongly objected to US military aid to Pakistan were as follows :

- A. The Indians feared lest Indo-Pakistan relations, which had not been very cordial from the start, should become even more aggravated, thereby diminishing the chance of a peaceful settlement of disputes. Thus, Nehru stated in his letter of December 9, 1953, to the Prime Minister of Pakistan that acceptance of US military aid would affect above all negotiations on Kashmir, and all talk about demilitarisation in Kashmir would become absurd. In Parliament, Nehru said that the less chance there was of peaceful settlement of disputes with Pakistan, the greater the danger of war became. Regardless of the quantum of that aid and whether or not military bases were given and a military alliance concluded, once that type of aid came in, it made "a qualitative difference to the situation.... When military aid comes in, the whole country becomes a base."⁷
- B. By giving military aid to Pakistan the USA became a third side in Indo-Pakistan relations since both it and Pakistan would inevitably support each other in their bilateral relations with India. As the Pakistanis asserted that there was not much difference between foreign military and economic aid, Nehru said that "when military aid is taken, the relationship between the giver and the taker of such aid at once becomes military. You cannot escape from it. If our country takes military aid from America, there is not the shadow of a doubt that we will have to merge India into the American bloc. This would be the direct result of receiving such aid, and we would have to quit following our independent policy. By this Nehru intimated that by taking military aid Pakistan merged herself into the American bloc and would follow American policy.
- C. In January 1954, Nehru in a public speech said directly and unequivocally that military intervention by European powers and America in Asian affairs would enhance colonial-ism and hinder the growth of the national liberation movement in those Asian countries which were still fighting colonial domination in one form or another.⁸

In the diplomatic struggle for preventing US military aid to Pakistan, India expected to be supported by Britain. Although up to that time the British ruling circles had more often taken Pakistan's side in Indo-Pakistan disputes and,



above all, on the Kashmir question, Nehru and his advisers supposed that as it was a matter of estrangement between two members of the Commonwealth, Britain would try to keep the United States from taking that step. Similar hopes were expressed also in the British press. A no less important newspaper than the Times wrote about it in its editorial on January 12, 1954. But these hopes soon collapsed when Secretary for Commonwealth Relations Swinton said that the American plan was "a perfectly legitimate arrangement and nothing to make a fuss over.

In the United States some prominent statesmen and public figures challenged the advisability of giving military aid to Pakistan.

In spite of India's protests, the US National Security Council, at the beginning of February 1954, decided in principle the question of military aid to Pakistan, which was followed by an official request from Pakistan for such aid.⁹ On February 24, 1954, the American Ambassador to India delivered a letter from Eisenhower to Nehru informing him of the decision to grant military aid to Pakistan. The US President wrote : "... I want you to know directly from me that this step does not in any way affect the friendship we feel for India". He tried to convince Nehru that the decision was not aimed against India in any way, assuring him that American economic and technical aid to India would continue and concluded by saying that should the Indian Government want military aid as well, its request would receive "most sympathetic consideration."¹⁰

In connection with Eisenhower's letter, Nehru made a long speech in Parliament on March 1, 1954. He categorically rejected the offer of American military aid to India and, describing American policy in Asia, referred to a recently published speech in the US Congress of the Assistant Secretary of State; Walter Robertson, who was reported to have said that the United States must dominate Asia for an indefinite period.¹¹ Nehru demanded the removal from the UN force in Kashmir of the American military observers. He said: "These American Observers can no longer be treated by us as neutrals in this dispute, and hence their presence there appears to us to be improper".

The US decision on military aid to Pakistan had far-reaching consequences for India as it affected the whole complex of her relations with Pakistan.

India's first step in answer to this decision was to speed up the legalization of the accession of Kashmir. By the end of January 1954 talks took place in Delhi between a Kashmir Government delegation headed by Prime Minister Bakshi Ghulam Mohammed and the Indian Government on the practical implementation of the Delhi Agreement on Kashmir's accession to India, which had been concluded in July 1952. Next, on February 6, 1954, the Kashmir Constituent Assembly approved the report of the Constitution Committee, thereby ratifying in fact the Delhi Agreement.¹² The Prime Minister and the Minister of Foreign Affairs of Pakistan immediately demanded that the Prime Minister of India cancel the decision of the Kashmir Constituent Assembly which, they alleged, violated India's international commitments under Security Council resolutions, as well as the recent understanding reached between the Prime Ministers of India and Pakistan. Speaking in Parliament in this connection on February 22, 1954, Nehru said that the people of Kashmir had a right to endorse their Constitution; as for India's international commitments she would certainly



honour them. "To ask me to repudiate the Constituent Assembly's decision", Nehru continued, "is manifestly...quite absurd."

Nehru said further that although Kashmir's accession to India in October 1947 was complete and legal and needed no confirmation or ratification, "nevertheless, we had said that the People of Kashmir should be given an opportunity to express their wishes about their future, and we had agreed to a plebiscite under proper conditions".¹³ In spite of this affirmation of India's consent to a plebiscite, it is easily established that the Indian Government circles were increasingly averse to hold it.¹⁴

The first official evidence of it was the statement made by the Home Minister, G.B. Pant, in a press interview in July 1955, at Srinagar.¹⁵ After the protest made in this connection by the Prime Minister of Pakistan, Nehru tried to moderate Pant's statement.¹⁶ It, however, had become clear that it was not in the interests of India to comply with Pakistan's demand for a plebiscite in Kashmir.

In May 1955, during his talks with the Prime Minister of Pakistan, Nehru put forward for the first time his proposal to settle the Kashmir question on the basis of recognising the January 1, 1949, ceasefire line as the state border between India and Pakistan. In proposing it, Nehru underlined that American military aid to Pakistan had destroyed the "roots and foundations" of plebiscite in Kashmir. A year later, in April 1956, Nehru said it publicly mentioning that in May 1955 the Pakistani Prime Minister had not given his reaction to the proposal.¹⁷

Besides the Kashmir question, there were, of course, also other outstanding problems in Indo-Pakistan relations. One of the consequences of general aggravation of Indo-Pakistan relations after mid-1954 was that the calls for jihad against India became louder and the incidents on the border between India and Pakistan became more frequent. There were more than 650 such incidents in 1955 alone.

Lastly, it must be mentioned that the conclusion of the US-Pakistan military agreement led to a growth of armaments both in Pakistan and India. The President of the Indian National Congress, U.N. Dhebar, said in this connection in January 1956 that American military aid to Pakistan had saddled India with the burden of arms spending. This burden had to be sustained by the Indian people and was one of the factors which indirectly determined the growth of anti Pakistan feelings in all political parties in India.

The Government's foreign policy got increasing support both from Congress and the opposition parties. Even the parties and leaders that used to take an extremely hostile attitude, now, in the face of war menace, supported Nehru's foreign policy, criticizing merely some of its aspects.

One must also remember that after the 1951-1952 general elections the Indian Government was formed completely of representatives of the Indian National Congress, and Nehru was in a much stronger position both in the Government and in the leadership of the ruling party.

The annual session of the Congress was held in January 1954, at Kalyani (West Bengal). At that time the party had a membership of 8.5 million. It is significant that for the first time the address by the President of Congress at the session dealt mainly with foreign affairs. In connection with the pro-posed conclusion of a US-Pakistan military pact, the address pointed out that it "had created a grave situation which deserved the earnest attention of the people of



India."¹⁸ The Indian press observed that at the session the anti-American mood of the rank and-file delegates had been manifested for the first time, whereas Working Committee members carefully avoided making any critical remarks about the United States during the debate.¹⁹

After the session, when American military aid had, after all, been given to Pakistan, the anti-American mood became more pronounced among the Party leadership as well as the Congress tank-and-file. Evidence of it was the circular of the Secretary-General of the Indian National Congress, sent in March 1954 to all provincial committees, suggesting that meetings be held throughout the country for the purpose of explaining the harm done to India by granting American military aid to Pakistan. The circular said : "The United States has offered military aid to Pakistan, despite protests raised by India and other countries...Practically the cold war has come to our doors."²⁰ The anti-American mood and full support of the Government's policy persisted in Congress throughout the period under review (1954-1955).

The Government's foreign policy was supported also by the Praja Socialist Party. Its leaders' criticism of the policy referred merely to individual foreign policy problems (e.g., to membership in the Commonwealth) or to some tactical details. Thus, Acharya Kripalani said in Parliament that India's foreign policy produced the impression abroad that it alternately inclined towards one or the other of the blocs. At the same time, Right-wing Socialist leaders, R. M. Lohia in particular, kept putting forward the idea of a "third bloc" but after the split of the Praja Socialist Party in June 1955 and the emergence of the Socialist Party headed by Lohia, this conception was taken up by the new party along with its author.

The Jana Sangh, on the whole, supported the Government policy line, although it criticized Nehru for allegedly viewing internal and other problems through "international glasses" and so helping neither his country nor the cause of peace. At the same time, it must be noted that the strengthening of friendship with the Soviet Union in 1955 ruffled the pro-Western leaders of the Jana Sangh who began to criticize the Government for "a steady alienation of the west and a drift towards the Russian camp".²¹

The Hindu Mahasabha, even before 1954, tried to wage a campaign against the Pakistan-propagated pan-Islamism. A curious feature of this campaign was that this party of Hindu reactionaries tried to turn to account the people's anti-imperialist feelings, assiduously emphasizing that pan-Islamism was an offspring of Anglo-American imperialism. After the Americans began to rearm Pakistan and the Indian Government adopted a tougher line towards Pakistan, the Hindu Mahasabha, while demanding a renunciation of neutralism and a speedy armament of India, simultaneously supported the Nehru Government.

The Communist Party of India in 1951-1953 often criticized the Government for allowing the British military to carry across India the Gurkhas recruited in Nepal for the colonial war in Malaya and even to open recruiting stations on Indian territory close to the Nepal border. In November 1953 Nehru admitted in Parliament that not only was there a tripartite agreement signed with Britain and Nepal in 1947, whereby the Indian Government provided for the transportation of Gurkhas from Nepal, but also that camps for training Gurkhas continued to function on Indian territory. Nehru said further that the Indian Government had requested Britain and Nepal to rescind the agreement and close



the training camps.²²

The Indian Communists also criticized the Government for allowing French and US aircraft carrying troops and equipment for the colonial war in Vietnam to fly over Indian territory and even land on Indian airfields. In December 1953, in reply to proposed US military aid to Pakistan the CPI urged the Indian Government to introduce universal compulsory military training for all citizens. At public meetings, the Party leaders supported Nehru's appeal to the nation to stand united so as to face the dangerous development of affairs.²³ In the middle of 1955 the CPI observed with satisfaction that "the foreign policy of the Government of India had undergone a welcome change" but continued to disapprove of some of its aspects (in particular, of India's being in the Commonwealth).²⁴ At its 4th Congress at Palghat in April 1956, the CPI stated that the "emergence of India as a sovereign and independent republic upholding the cause of peace and freedom is a factor of pro-found significance in the present-day world.

Subsequently, the Communist Party of India, which at first supported the Nehru Government on the question of its policy towards Pakistan, began, in accordance with the evolution of the Government's foreign policy, to give general support to its foreign policy line.

The aforementioned criticism by the opposition parties of individual aspects of the Government's foreign policy did not affect the general support for Nehru's foreign policy line by the internal political forces in India in 1954-1955. In that period the voice of what Krishna Menon called an "American lobby" sounded lonely. Thus, when on March 23, 1954, Parliament discussed the allocations to be made to the Ministry of External Affairs, just one Member ventured to say that he did not condemn or question the motives of the US Government in , giving military aid to Pakistan. He was Frank Anthony, of the Anglo-Indian community.²⁵

American military aid to Pakistan and the stepping up of US imperialist policy in Asia on the whole were important factors behind the evolution of India's foreign policy towards positive neutrality. That came to mean neutralism accompanied by practical actions for preserving world peace, i.e., nonparticipation in blocs combined with vigorous moves against the establishment of imperialist military alliances, for universal disarmament and elimination of colonialism.

The armament of Pakistan by American imperialism showed that India's non participation in blocs was still not enough to avert the menace of war.

The first indication of the evolution of India's foreign policy was her great contribution to the achievement of a ceasefire in Indo-China. Before 1954, the Indian Government's attitude towards the French war in Indo-China was contradictory. On the one hand, Panikkar wrote, "the sympathy of the people of India was...on the side of the national freedom movement", but in so far as Ho Chi Minh "had not established his authority over the entire State... we had been careful to maintain an attitude of strict neutrality."²⁶ On the other hand, as already mentioned, the Indian Government allowed Indian airfields to be used by aircraft carrying combat equipment and French soldiers to Indo-China. At the end of December, 1953, Nehru, referring to the proposed US military aid to Pakistan, said that "India would not allow foreign troops on her soil under any circumstances and any pretext."²⁷ And in March 1954, replying to a question in



Parliament about the American planes carrying French troops to Indo-China across Indian airspace, Nehru explicitly stated that the Indian Government did not allow it.²⁸

On February 22, 1954, Nehru made an appeal for a ceasefire in Indo-China.²⁹ What caused the Indian Government to take this step? Michael Brecher believes that the reason was the fear that the "outbreak of war between super-powers would wreck the ambitious programme set in motion by Nehru and his colleagues.³⁰ M.S. Rajan believes that there were three reasons : (a) The Indians saw in Indo-China a typical national struggle against a foreign imperialist authority and the latter's attempt to suppress this struggle by the use of force; (b) they wanted to maintain and enlarge a peace area around India; and (c) they wanted to promote the interests of Asian countries so as to gain for Asia and Asians the right to a due voice in world affairs.³¹ Krishna Menon said that India had become involved in the Indo-China conflict "because it's Asia, it is peace".³² All the reasons quoted above were true. But weren't they there earlier, say, in 1963? In our opinion, the decision of the United States to supply Pakistan with weapons was regarded by India as the last link in America's imperialist policy in Asia. It brought the danger of war closer to the borders of India and made the Indian Government step up its efforts to consolidate peace in Asia.

According to K.P.S. Menon; former Indian Ambassador to the USSR, Nehru's proposal that a ceasefire be declared in Indo-China aroused lively interest in France while England was polite and America was cold and almost hostile.

In March 1954, fighting in Indo-China became even more bitter. American diplomacy put it down to the influence of China. It is of great interest therefore that Nehru said on March 23 in Parliament that the war in Indo-China had begun "before the culmination of the Chinese revolution".³³ He noted that "...people are apt to tie up too much what is happening in Indo-China with China. Now, it is quite clear that for the the first year or two or more what happened in Indo-China had nothing to do with China; it was something which arose in Indo-China".³⁴

Nehru's sharp criticism of US military aid to Pakistan, his insistence on the withdrawal of American observers from Kashmir, his efforts to bring about a ceasefire in Indo-China, etc., gave rise to personal attacks on him in the American press. In this vein newspapers printed the report of an American correspondent in India, Robert Trumbull, containing allegations about serious differences in the Indian Parliament and Nehru's imminent downfall.

In accordance with the decision of the four-nation Foreign Ministers' Conference in Berlin, a conference of all interested countries to discuss a peaceful settlement of the Korean and Indo-China issues was to open in Geneva on April 26. Two days earlier, on April 24, Nehru made a speech in the Indian Parliament, putting forward a six point programme for the establishment of peace in Indo-China. It envisaged an immediate ceasefire, that France grant the countries of Indo-China independence, that the great powers agree on non-interference in the affairs of these countries, and so on.

These proposals formed the basis of the communique of the (conference of the Prime Ministers of five countries which convened on April 29-May 2, 1954, in Colombo. The Conference which was called on the initiative of the Prime Minister of Ceylon, John Kotelawala, was attended by Ceylon, India, Pakis-tan, Indonesia



and Burma. Pakistan agreed to attend the Conference only upon receiving assurances from Ceylon that the subject of talks between Pakistan and the United States about their military alliance would not be discussed.³⁵ The Conference had to cope with many difficulties. For one thing the Pakistani Prime Minister, Mohammed Ali, tried to have the Kashmir question included in the agenda. Nehru objected, saying that in that case he would bring up the question of US aid to Pakistan. The Prime Ministers rejected the proposal cabled to the Conference by the British Foreign Minister, A. Eden, that they should take part in "guaranteeing Judo-China's future" (naturally, by military means). Obviously, the participants in the Conference had no difficulty in recognizing it as an attempt to set up a military bloc in South-East Asia.

There was a great deal of argument on one of Nehru's six points, the one about the non-interference of great powers in the affairs of Indo-China. Mohammed Ali was against including it in the communique, whereas the Prime Minister of Burma, U Nu, said that if it was not included, he would not sign the communique. A compromise solution was found, and the communique stated that the success of direct negotiations in Indo China would be greatly helped "by agreement on the part of all countries concerned, particularly China, the United Kingdom, United States, and Soviet Union, on steps necessary to prevent a recurrence or resumption of hostilities".

At the end, the Conference adopted a joint communique in which the participating countries demanded an immediate ceasefire in Indo-China and direct talks between the parties concerned, urged France to grant Indo-China independence, declared that the rights of the Chinese People's Republic in the UNO must be recognized, condemned colonialism as a violation of fundamental human rights and a menace to world peace, and so on. The communique was brought to the notice of the members of the Geneva Conference. As K.P.S. Menon wrote, "This was the voice of Asia. Europe, on 175 the whole, recognises it as such, but America continues to regard Bao Dai, Syngman Rhee and Chiang Kai-shek as the pillars of Asian democracy."³⁶

On May 18, 1954, there was a foreign policy debate in the Indian Parliament which was held in an atmosphere of general approval of the results of the Colombo Conference.³⁷

The way the Geneva Conference proceeded in May-June inspired no great hopes of success; nothing was achieved with respect to the peaceful reunification of Korea; no progress was made in discussing Indo-China's problems. The British diplomatic service regarded a "Locarno-type pact for Asia" as the answer.³⁸ This proposal was made on June 23, by Eden, who had somewhat modified his idea of "a future safeguard" for Indo-China. Nehru rejected the proposal as going counter to the Indian policy of non-alignment.³⁹

Late in June 1954, during a recess in the Geneva Conference, the Premier of the State Administrative Council of China, Chou Enlai, was invited to India. The talks between Nehru and Chou Enlai terminated on June 28 in the signing of a joint statement on the principles on which relations between India and China were to be based. They were: (1) mutual respect for each other's territorial integrity and sovereignty; (2) non-aggression; (3) non-interference in each other's internal affairs; (4) equality and mutual benefit; and (5) peaceful co-existence.⁴⁰ These principles were first set out in the preamble to the Indo-Chinese agreement



on trade and communications between the Tibetan areas under China's control and India, which was signed on April 29, 1954, at Peking by Indian Ambassador to China N.Raghavan and Chinese Deputy Foreign Minister Chang Han-fu. Nehru spoke very highly of this agreement. He said: "We have done nothing better in the field of foreign affairs during the last six years than signing this agreement over Tibet.

Following India's example, the Government of Burma, too, signed a similar joint declaration with China. Subsequently, the Five Principles of peaceful co-existence of states or Panch Sheel gained the widest recognition and support of all peace-loving peoples and many governments.

When the conference in Geneva resumed its work in July 1954, the impact of such a factor as the joint Colombo Communique of five Prime Ministers was augmented by the declarations, just signed, on the Five Principles of peaceful co-existence of states. Although officially India did not take part in the conference at Geneva, an Indian representative, Krishna Menon, was sent there. His cooperation with the Soviet de-legation and unofficial meetings with heads of other delegations contributed a great deal to the success of the talks. It was Menon who suggested the idea of Soviet and British co-chairmanship at the conference. He believed, not without reason, that it was "the only way to get this thing going" and as he put it, "It all sounds simple today but it was very difficult in those days."⁴¹ India's involvement was such as to prompt the French Premier, Mendes-France, to speak of the conference as "this ten power conference the nine at the table and India."⁴²

The forces of peace won a major victory on July 21, 1954. The Geneva Accords were signed, and after nearly eight years of war there was peace in Indo-China. To supervise the fulfillment of the agreements on the cessation of hostilities in Vietnam, Laos and Cambodia, international commissions were appointed, consisting of representatives of Canada, Poland and India and chaired by the latter. It was evidence of the inter-national recognition of her services.

After the successful termination of the Geneva Conference, for the first time in many years there was no war in any part of the globe. The Geneva Accords signified the failure of the American diplomatic effort to use the Asian peoples in the military plans of the USA. They also provided the prerequisites for the independent development of the countries of South-East Asia, a highly important and large region. But this in no way suited the ruling circles of the United States and some other Western powers.

Even on the day the agreement on a truce in Indo-China was signed at Geneva, US President Eisenhower said at a press conference: "The USA is actively pursuing discussions with other free nations with a view to the rapid organization of a collective defence in South-East Asia to prevent further direct or indirect Communist aggression in that area."⁴³

In the course of these discussions, particular attention was given to drawing into the proposed military bloc the "Colombo Powers", i.e., India, Indonesia, Pakistan, Burma and Ceylon. As preparations were in progress for a conference to set up the new military alliance, Anthony Eden said that "without their understanding and support no permanent South-East Asia defence organization could be fully effective."⁴⁴

India reacted promptly and unequivocally. Nehru, who strongly objected to India's participation in the conference which was scheduled to take place on



September 6, 1954, in the Philippines, as well as to the idea itself of a military bloc being established in South-East Asia, said on August 26, 1954, in the Council of States of the Indian Parliament that the conference in the Philippines was an attempt "to change the whole trend towards peace that the Geneva Conference had created...." Nehru stressed that "...this conception of countries agreeing to protect the other countries, whether the other countries want it or not, is...an old conception, which lasted at the time of the First World War".⁴⁵

During the debate, an overwhelming majority of the Members supported Nehru's position. The few critical remarks that were made were meant to fortify India's position of positive neutrality. There were only two opponents to such a policy among the speakers in the debate. For instance, S. Mahanty, representing the Gana Tantra Parishad, a party established by ex-princes in the State of Orissa, said that the Government's foreign policy "has been aimed at solving the outstanding foreign problems of other nations, while we have left our own outstanding problems in cold storage. Thus, Nehru's refusal to take part in the Philippines Conference was soundly supported in Parliament.

Indonesia, Burma and Ceylon followed India's example. Besides the United States, Britain, France, Australia and New Zealand, the Manila Conference which set up, on September 8, 1954, the South-East Asia Treaty Organization (SEATO) was attended only by three Asian states—Thailand, the Philippines and Pakistan which were populated by hardly a tenth of the people of Asia.

In a statement issued on September 15, 1954, the Soviet Foreign Ministry said that the agreement on establishing SEATO had been concluded to prepare for war, not to strengthen peace; it was to prevent the implementation of the Geneva Accords on Indo-China and bolster the positions of the colonial powers in Asia.⁴⁶ Speaking in Parliament on September 29, Nehru gave a similar description of SEATO. He said: "The Manila treaty rather comes in the way of that area of peace... and almost converts it into an area of potential war."⁴⁷

In this connection Nehru increasingly set store by the idea of creating a "peace zone" in Asia. He paid much attention to the discussion of this problem during his visit to China in October 1954, apparently meeting with complete understanding from the Chinese leaders.

Telling Parliament about his visit, Nehru said it was some-what difficult to make an appraisal of its political consequences because the parties had had no pact or treaty or agreement in mind (not even a joint statement on the talks had been published); a large variety of subjects had been discussed and "a large measure of agreement" in the parties' approach to different questions and many problems had been found.⁴⁸ One significant consequence of Nehru's trip was, however, obvious. On his way back from China he visited Rangoon, Vientiane, Hanoi, Saigon and Phnompenh. As a result, opposition in South-East Asia to SEATO increased.⁴⁹

Lastly, it must be mentioned that during his visit to China the Prime Minister of India told Chinese leaders that he had seen some Chinese maps where the border between the two countries had been marked incorrectly. That did not bother him, he said, as India's frontiers were clear and had provoked no disputes. Chou Enlai replied that the maps were reproductions of the old maps made before 1949, and they had not had time to correct them. It was the first sign of what the Indians were later to call China's "cartographic aggression", which developed into



outright aggression in the late 1950's.

For a while, soon after the 1954 Manila Conference, the United States and its allies still hoped that India and other South and South-East Asian countries would join SEATO. Just before the first session of SEATO at Bangkok in February 1955, invitations were sent to some Asian countries, India among them, asking them to reconsider their attitude to the bloc.⁵⁰ In spite of their refusal to attend the session, a communique was issued presumptuously declaring that "other countries of the region" would soon join in the activities carried on under the SEATO treaty. India not only repudiated the fresh attempts to draw her into the aggressive bloc, but also used her position in the international commissions supervising the fulfillment of the agreements on the cessation of hostilities in Indo-China to keep the United States from drawing the countries of Indo-China into SEATO. For instance, as a result of talks between the United States and Cambodia, on May 16, 1955, an agreement on American military aid was concluded⁵¹ India and other members of the International Commission for Supervision and Control in a special report advised Cambodia that some of her commitments assumed under the Military Assistance Agreement with the USA clashed with the Geneva Accords. This action by the International Commission led by India made the Government of Cambodia revise its decision. In a special letter to the Commission Chairman, Cambodia avowed that she would join no military alliance and would always scrupulously observe the Geneva Accords. In reply, the United States organized an economic blockade of Cambodia and military provocations were engineered on her borders. Cambodia withstood the pressure brought to bear on her by the American imperialists, in which India's economic and diplomatic support played a no small part.⁵²

Obviously enough, such actions on India's part were completely at variance with the aims and purposes of the policy pursued by the United States in Asia. That variance became all the more pronounced in connection with the role India played at the Bandung Conference, held approximately at the same time.

INDIA AND THE BANDUNG CONFERENCE

In May 1954, the Colombo Conference supported the proposal made by Indonesian Prime Minister Ali Sastroamidjojo to hold at some future date a conference of Asian and African countries. At the end of September 1954, Sastroamidjojo was invited to Delhi to discuss preparations for the Afro-Asian conference. In a joint statement issued on September 25, 1954, the Prime Ministers of India and Indonesia, after recalling the recent developments in South-East Asia, said that the early holding of the conference would promote the consolidation of unity and peace. It was also stated that a preliminary meeting of the members of the Colombo Conference was desirable.⁵³

Such a meeting of the Prime Ministers of India, Indonesia, Pakistan, Burma and Ceylon took place on December 28-29, 1954, at Bogor (Indonesia). Shortly before the meeting, Nehru informed its participants of his preliminary suggestions, viz., that about thirty countries should be invited and the conference should be held at the level of Prime Ministers or Foreign Ministers, that controversial items must be excluded and only broad issues including "good neighbourliness and the Five Principles" placed on the agenda, and that a secretariat should be set up to conduct preparations.⁵⁴

The information on the Bogor meeting itself is contradictory. G.H. Jansen writes that in closed session and after only a brief discussion, a four-point



statement on the objectives of the Afro-Asian conference put forward by Nehru was accepted, that John Kotelawala and Mohammed Ali made points that are significant in their presage of the great debates at Bandung, and that the composition of the conference was the only point on which there were some differences. It appears to us that the evidence supplied by Krishna Menon, who was present at the closed session and prepared the principal document - the joint communique-is more authentic. He says that the whole thing very nearly failed, and it was not until 4 a.m. that agreement was finally reached. Mohammed Ali rejected a thirteenth or fourteenth formulation proposed by India, and only after a two-hour break, during which the Burmese were able to persuade the Pakistanis, did they manage to come to an agreement.

The obstructionist behaviour of the Pakistani Prime Minister was due to the fact that Pakistan was bound by military-political commitments with Western powers, and the prospect of an Afro-Asian conference was bound to cause uneasiness in the West. The well-known American news analyst Walter Lippmann described it as "the most formidable and ambitious move yet made in this generation to apply the principle of Asia for the Asians".⁵⁵ In some Western circles apprehension was voiced that there would emerge "a vast economic co-operation agency for Asia and Africa controlling the bulk of raw materials on which West industrial nations depended".⁵⁶

The trend of the conference largely depended on its composition. When the latter point was discussed at Bogor, the meeting took Nehru's suggestion to consider one by one the Asian and African countries which had independent status, as well as those whose independence was about to be recognized. As a result, it was decided to invite seven African countries, viz., Egypt, the Gold Coast, Liberia, Libya, Sudan,⁵⁷ the Central African Federation, and Ethiopia.

As for the Asian countries, the most controversial question was whether or not the Chinese People's Republic should be invited. Mohammed Ali said that the Arab countries and also Thailand and the Philippines might refuse to sit down at the same table with the Chinese. To this U Nu replied that Burma would not take part in the conference unless the Chinese People's Republic was invited. Nehru especially insisted on China's participation, recalling that the Colombo Conference had declared the need for recognition of the rights of People's China in the United Nations. If China were not invited to the Afro-Asian conference, Nehru said, that would be a revision of the decision of the Colombo Conference; China's participation in the Geneva Conference was also to be taken into account, the more so since they had already decided to invite the countries of Indo-China.⁵⁸ Finally, it was decided to invite China, writing down in the Joint Communique, however, that "acceptance of the invitation by any one country would in no way involve or even imply any change in its views of the status of any other country". Burma insisted on inviting Israel as the U Nu "Socialist" Government was closely linked with the Israeli "Socialists". The Pakistani delegation declared that as Israel was in a state of war with the Arabs, they would not agree to Israel's participation in the conference. India readily supported Pakistan.

Finally, 18 Asian countries were invited, namely, Afghanistan, the Democratic Republic of Vietnam, South Vietnam, Jordan, Iraq, Iran, Yemen, Cambodia, the Chinese People's Republic, Laos, Lebanon, Nepal, Saudi Arabia, Syria, Thailand, Turkey, the Philippines and Japan.



Thus, together with the five initiating states, there were to be 30 participants in the conference.

It was decided to hold the conference during the last week of April, 1955, at Bandung (Indonesia), and that its purposes would be : (a) to promote goodwill and cooperation among the nations of Asia and Africa; (b) to consider social, economic and cultural problems and relations of the countries represented; (c) to consider problems of special interest to Asian and African peoples, e.g., problems affecting national sovereignty and of racialism and colonialism; (d) to view the position of Asia and Africa and their peoples in the world of today and the contribution they can make to the promotion of world peace and cooperation.⁵⁹

As the international situation deteriorated during the three-odd months that separated the meeting at Bogor from the conference of Asian and African countries, the need for their close cohesion became imperative. The situation became worse in the Far East, in Formosa Strait, after the United States had signed a Mutual Defence Treaty with the Chiang Kai-shek government on December 2, 1954. On January 24, President Eisenhower asked to be authorized by Congress to employ American armed forces to "protect" Formosa and the Pescadores. The situation was such that because of the island of Matsu and a few other small islands in Formosa Strait, war might break out. At the other end of the Asian mainland, in the Middle East, a military agreement was signed on February 24, 1955, between Iraq and Turkey, which formed the basis of the Baghdad Pact (in April 1955, after signing a treaty with Turkey, Pakistan joined the new military bloc). And four days later, on February 28, Israel attacked the Egyptian city of Gaza and the situation in that area again became extremely strained.

Of great significance in this connection were the talks between Nasser and Nehru, who visited Cairo at the invitation of the Egyptian Government. The talks were held on February 15 and 16, 1955. The Joint Communiqué expressed the "identity of views on major international issues" and the confidence that the forthcoming Asian-African conference "will contribute to the advancement of world peace and welfare." A month and a half later, on April 6, 1955, a Treaty of Friendship between India and Egypt was signed at Cairo. In March India was visited, at Nehru's invitation, by Norodom Sihanouk, the Cambodian head of state. Cambodia accepted the Five Principles of peaceful co-existence, and it was decided to establish diplomatic relations between India and Cambodia. In April India was visited, at Nehru's invitation, by Pham Van Dong, the Deputy Prime Minister and Foreign Minister of the Democratic Republic of Vietnam. The talks resulted in stressing the importance of carrying out the Geneva agreements on Indo-China, the DRV accepted the Five Principles, and the parties expressed their determination to cooperate, at the Bandung Asian-African conference as well.

All this shows that India was making energetic diplomatic preparations for the Bandung Conference, seeking among other things to secure support of other countries for the principles of peaceful co-existence.

Indian public opinion unanimously welcomed the forthcoming Bandung Conference and the Indian Government's leading part in its preparation. When the question of additional allocations for the Ministry of External Affairs was discussed in Parliament on March 31, 1955, Nehru expressed his great anxiety on account of the international crises in Formosa Strait and the Middle East and



stressed once again the importance of the Asian-African Conference and the significance of the Five Principles of peaceful co-existence. Observing that some people criticized these principles, Nehru said : "Either you admit co-existence in the modern world or you admit conflict and co-destruction. That is the alternative to it". He further recalled a saying attributed to Albert Einstein that after the next war, wars would be fought by bows and arrows, i.e., civilization would be back at the bow and arrow stage.⁶⁰

During this debate, only two Members in the whole of Parliament (a Right-wing Socialist leader, A. Mehta, and K.Raghuramiah, a Congress party member) spoke against the idea of peaceful co-existence. Out of Parliament, too, there were not many critics of the principles of peaceful co-existence on the whole at that time. The initiators of this criticism were the Praja Socialist leaders, especially R. M. Lohia, who called on "all Socialists in Asia" to repudiate the doctrine of peaceful co-existence.

The imperialists attempted to disrupt the Asian-African conference. At first the pro-Western governments of some countries invited to attend the conference declined and revised their decisions only when it was clear that the conference would take place anyway and at least half of the world's population would be represented. Late in March 1955, a secret memorandum of the US State Department urged its friends "to take a positive and constructive attitude" at the conference but to be prepared to resist proposals that were merely anti-American. These friends were listed as the Philippines, Japan, South Vietnam, Laos, Thailand, Turkey, Pakistan, Ethiopia, Libya and the Central African Federation.⁶¹

To prevent the conference, Chiang Kai-shek agents engineered an act of sabotage. On April 11, 1955, The Kashmir Princess, an Indian plane chartered by the Chinese People's Republic for a group of the delegation members, blew up in the air before reaching Kalimantan. All passengers and most of the crew died.

But delegates of two continents were already arriving in Bandung. The conference was so much the focal point of the world public attention that even the SEATO Council which had its first session at Bangkok in March 1955, passed a resolution conveying "cordial greetings" to the forthcoming conference of Asian and African countries.⁶²

The conference took place in Bandung from April 18 to April 24, 1955. It was attended by delegations of 29 countries. Altogether there were 340 delegates representing a total area of 30.5 million square kilometres and a population of 1,440 million (almost two-thirds of the world's population). The interest in the conference was also evident from the fact that there were 655 correspondents at the conference who sent daily reports on its progress.⁶³

The agenda, framed in accordance with the Bogor communique, contained the following points: (1) economic cooperation, including the peaceful uses of atomic energy; (2) cultural cooperation; (3) human rights and self-determination including the Palestine problem and racialism; (4) problems of dependent peoples, including Tunisia, Algeria and Morocco; (5) promotion of world peace and cooperation, including the question of weapons of mass destruction and disarmament. The first two were to be referred to committees to enable their chairmen to report the results of their discussion to a meeting of delegation heads. The last three were first to be discussed by delegation heads at closed meetings. As for the rules of procedure, they adopted Pakistan's proposal of unanimous vote so



that any one delegation could veto draft decisions.

It would be wrong to imagine that the Bandung Conference was merely a forum of solidarity of Asian and African countries. In reality it was the scene of an acute struggle between the non-aligned countries and countries entangled by the imperialist powers in all sorts of economic, military and political commitments. Moreover, among heads of the delegations of non-aligned countries (they presented a majority at the conference) there were people like Nehru who, being a genuine patriot of his country, wanted the principles of peaceful co-existence to become a rule of international behaviour and help preserve and build up independence and general peace, and people like John Kotelawala, Prime Minister of Ceylon, who did not want or were unable to take an anti-imperialist stand.

The arguments became particularly sharp when, during the discussion of the problems of dependent peoples, Kotelawala made a speech slandering the policy of the USSR towards the East European countries. In this way he tried to divert the attention of the Conference from considering the situation with regard to the peoples in the colonies and demanding that they be granted independence without delay. Nehru put a stop to Kotelawala's attack with an impressive and well-reasoned speech. He stressed that the United Nations had recognized the East European countries as sovereign and independent states, and to challenge that recognition was "a most extra-ordinary position to take up for anybody, and more especially for representatives of the Governments of Asia and Africa". In conclusion, Nehru appealed to the Ceylon Prime Minister and his supporters to take a broader view of the issue and not to attempt to divide up the Conference.⁶⁴ As a result of the efforts mainly of the Indian delegation, a way out of the crisis situation was found as Nehru told Parliament on April 30, 1955, when reporting on the Bandung Conference.⁶⁵

Another bitter fight at the conference was provoked by the speech made by Pakistan's Prime Minister on April 22 wherein he claimed during discussion on the question of promotion of world peace and cooperation that the principles of peaceful co-existence and even the United Nations Organisation did not sufficiently guarantee the sovereignty, independence and security of the smaller countries and they were therefore forced to resort to great powers' aid and union for the sake of their own security. In his reply, Nehru stated that "the so-called realistic appreciation of the world situation" had actually led the world to the brink of a third world war. He pointed out that if the Asian and African countries remained non-aligned with either bloc, they might be in a position to tilt the balance of strength in favour of peace. "If all the world were to be divided up between these two big blocs, what would be the result? The inevitable result would be war".⁶⁶ Referring to the right to individual or collective self-defence which the Prime Minister of Pakistan had been trying to get the Conference to approve, Nehru said that he did not deny this right, any more than the right to join military pacts, like Pakistan, but he strongly objected to the Conference being asked to approve it. Referring to the Turkish delegate's defence of NATO, Nehru said that bloc had become "one of the most powerful protectors of colonialism".

India did much at Bandung to help China to use the Conference to extend its contacts. Appreciating this aspect of the activities of the Indian diplomatic service at Bandung, K. Menon said: "...we were introducing China to the world; we were making China acceptable".⁶⁷ Subsequently Peking, as is known, repaid India



with ingratitude, trying to compromise her and undermine her positions and prestige among the Asian and African countries.

Thanks to Nehru's efforts, a meeting was arranged between Chou Enlai, who represented China, and heads of delegations of the countries at whose initiative the Conference had been called, plus Thailand and the Philippines, at a dinner given by the Indonesian Prime Minister on April 23. It was then that Chou Enlai stated : "The Chinese people are friendly to the American people. They do not want a war with the United States. The Chinese Government is willing to sit down and enter into negotiations with the United States Government to discuss the question of relaxing tension in the Far East, especially in the Formosa area".⁶⁸ In his concluding speech at the Conference, Chou Enlai repeated his proposal to hold negotiations with the USA.

On April 24, the Bandung Conference finished its work. Its Declaration on the Promotion of World Peace and Cooperation denoted the eagerness of the Asian and African nations to secure respect for fundamental human rights and the purposes and principles of the United Nations as set down in its Charter : respect for sovereignty and territorial integrity; equality of all races and all nations, big and small; non-intervention and non-interference in other countries' internal affairs; renunciation of the threat or use of force; settlement of all international disputes by peaceful means; respect for justice and international treaties; and some other principles. These Bandung Principles were based on the Five Principles of peaceful co-existence of states. The Declaration was incorporated in the text of the Final Communique which also reflected the results of the discussions on economic and cultural cooperation, problems of dependent peoples, and so on.⁶⁹

At the same time, insufficient preciseness in formulating some important points in the Final Communique enabled the delegates to interpret them differently on their return home. While Mohammed Ali and John Kotelawala said the Conference had been in favour of military blocs, Nasser said it had denounced pacts like SEATO and NATO.⁷⁰

Apart from the Final Communique, the general results of the Conference were appraised quite differently. Hiren Mukerjee, a leading CPI figure, regarded the Bandung Conference as "the high water-mark of Nehru's success in the sphere of foreign relations".⁷¹ On the contrary, another Indian scholar, Jansen, believed that, except for reducing tension in Formosa Strait, the practical political consequences of the Conference were presumably negative.⁷²

In our view, in spite of the somewhat vague wording of the Final Communique, the failure to launch a permanent Asian-African countries' organization as some delegations hoped, and other shortcomings, the Bandung Conference generally had highly positive results.

Firstly, the Conference condemned the colonial system of imperialism which it viewed as an evil to be eliminated as quickly as possible. This opinion was shared even by countries bound by different obligations to imperialist powers. Afterwards Nehru said that different as the countries represented at Bandung were, "the common factor was rather against Western domination...The other common factor was a desire for social progress".⁷³

These two factors are two sides of one and the same coin, anti-colonialism. Nehru's contribution was that during the Bandung Conference he insisted on



correct expression being given to anti-colonial aspirations, preventing some delegates from leading the Conference away from the actual problem of how to abolish colonialism.

The Bandung Conference fully expressed the determination to end colonialism. Only five years later, the anti-colonial struggles of Asian and African countries enabled the 15th UN General Assembly session to adopt, on the initiative of the Soviet Union, the historic Declaration on the Granting of Independence to Colonial Countries and Peoples.

Secondly, it was unquestionably as a consequence of the Bandung Conference that the ideas of non-alignment struck root among most of the "third world" countries. After Bandung, all Asian and African countries immediately on achieving political independence and emerging on the international scene opted for non-alignment. It became the spirit of the times.

It is quite possible that had a permanent Asian-African countries' organisation of some kind been launched at Bandung, it might have helped to somewhat speed up the process of the emergence and formation of non-aligned states. But it is quite certain that the existence of the Soviet Union and other socialist community countries has a far greater impact on this process. It not only kept imperialist powers from attempting to restore the colonial way of life, but also gave the young independent states political, economic and military aid.

Thirdly, the Bandung Conference helped many representatives of Asian and African countries to rectify some wrong ideas about the socialist states and helped China to gain a foothold on the international scene.

In connection with the more recent changes in the policy pursued by the Chinese leaders, the question may arise as to whether it was correct to create such a favourable climate for China at Bandung, which India did so much to bring about. We believe it was. After all, the conference regarded the Chinese People's Republic as an Asian state pursuing a socialist policy. For this reason the current Peking policy is viewed as running counter to the socialist principles and the line of the world communist movement.

Strengthening of Relations between India and the USSR

US military aid to Pakistan, the emergence of SEATO and the Baghdad Pact, which were giving India, in Menon's phrase, "a sense of encirclement", and other actions by the imperialists led to the evolution of India's neutralist foreign policy to positive neutrality.

We have already mentioned that positive neutrality consisted in non-participation in blocs, combined with active moves against the conclusion of imperialist military alliances, and in championing general disarmament and abolition of colonialism. In more detail, the main features of positive neutrality may be described as follows: (a) non-participation in military blocs. together with actively opposing the policy of forming such imperialist blocs and concluding military pacts, and so on; (b) the struggle for general disarmament and, as a first step towards abolishing weapons of mass destruction, the ending of nuclear tests; (c) independent opinion on all international issues and freedom for each to act, in accordance with the interest of one's own country; (d) mediation in the settlement of international disputes for the purpose of easing international tensions; (e) anti-colonialism manifesting itself in active support of all peoples fighting for independence and, once that has been gained, for complete elimination of the



colonial aftermath; and (f) anti-racialism expressed in the demand for complete equality of races and the banning of discrimination of any people.

India's change to positive neutrality manifested itself, above all, in a more active struggle for preserving and strengthening peace. And as the imperialist powers made encroachments on peace, India's foreign policy naturally became increasingly anti-imperialist. This is quite evident when we compare Nehru's statements on foreign policy made somewhat after mid-1954 with his previous statements. Concerning the need for the anti-imperialist trend in Indian foreign policy, the question arises as to how possible it was to pursue such a course.

As pointed out in the Declaration of the Meeting of Communist and Workers' Parties, held in 1957 in Moscow, "The existence of the socialist system, the aid rendered by the socialist nations to these countries on principles of equality and cooperation between them and the socialist nations in the struggle for peace and against aggression, help them to uphold their national freedom and facilitate their social progress".⁷⁴ The whole history of international relations shows conclusively that the support given by the Soviet Union to young independent states and the readiness of the entire socialist community to render them economic, political and military aid is the key condition for carrying out the policy of positive neutrality in spite of the resistance of the imperialist states. More-over, it was only because of the presence of the socialist countries on the international scene that positive neutrality was feasible. This international factor is based on the Leninist principle of international assistance to the struggle against imperialism and the fact that the socialist and "third world" countries have a common interest in preserving peaceful conditions of development.

Thus, the emergence and development of India's policy of positive neutrality are closely linked with the strengthening of her relations with the Soviet Union.

As for economic relations, one must note first of all that until 1955 they were, in fact, in an embryonic state. On December 2, 1953, the first trade agreement between the USSR and India for a term of 5 years was signed. During the very first year, India's exports to the Soviet Union grew seven-fold while her imports from the USSR grew two and a half times.⁷⁵ Nevertheless, the volume of business done by India with the USSR amounted in 1954 to no more than Rs 36.5 million, which was an insignificant share of India's foreign trade. The trade agreement made it possible for India to get Soviet machinery, and the correspondence regarding the agreement specified that the Soviet Union would render technical assistance to India in implementing her economic development projects. Nevertheless, some Indian statesmen relied on Western support and were not keen on Soviet assistance. For example, on May 4, 1954, the Indian Minister of Commerce, D.P. Karmarkar, replying to a question in Parliament, said that "it has not been found necessary to seek such technical assistance".⁷⁶

And what was the situation with regard to Western economic and technical assistance? Under an agreement on technical cooperation between the United States and India, signed in December 1952, India was allotted up to March 31, 1956, the sum of Rs 1,280 million, of which only Rs 775 million was used, most of it going to infrastructure development. For assistance, on a wider scale India would have had to renounce its independent foreign policy and agree to its inclusion in the strategic military plans of US imperialism. Of the many



admissions that such were the aims of the American ruling circles, we shall quote just one, by Prof. F.L. Schuman, an American scholar, who wrote in 1953: "American aid in 1951-52, in the form of famine relief, technical assistance, and the tact and wisdom of genial Ambassador Chester Bowles, evoked gratitude but no disposition to align the new India, potentially a 'Great Power' in its own right, with the USA against China and the USSR".⁷⁷

India's repeated requests for aid from the International Bank for Reconstruction and Development (IBRD) at that period did not yield any palpable results either. The Bank granted a loan of \$ 16 million to the Tata Hydroelectric Company in Trombay in November 1954. And in March 1955 it granted a loan of \$ 10 million to the Industrial Credit and Investment Corporation of India. Not a single loan was granted to assist projects in the public sector.⁷⁸

Nor did foreign private investment in the Indian economy fare much better. Even so, there were many politicians in India who hoped that with the assistance of foreign monopolies the country would develop economically and become less de-pendent on these self-same monopolies.

The situation being such, the Indian Government began to change its attitude to Soviet aid since 1954. In view of the need to lay the foundations of heavy industry, the second Indian development plan (1956-1960) envisaged the construction of three metal-making plants in order to boost steel production to 6 million tons a year. The IBRD refused to help India carry out these plans. Because of the un favourable terms of the agreement concluded in 1953 with the West German Krupp and Demag companies on the construction of one of the works - to pay in dollars for the equipment, to give the companies a share of the profits and the exorbitant annual interest rate of 12 per cent the Indian Government considered the Soviet proposal, made in September, 1954, to help with the construction of a steel-making plant.

In spite of all the attempts by foreign monopolies and their agents in India to prevent her from obtaining economic aid from the USSR, the talks in Delhi with Soviet representatives beginning in November 1954 led to the agreement signed on February 2, 1955. It stipulated that the Soviet Union was to help India construct an integrated steel-making plant at Bhilai (India) with an annual capacity of one million tons of steel, with the prospect of later enlarging the plant to 2.5 times that figure. This agreement was a far cry from the one concluded with the West German companies. The interest of 2.5 per cent was to be paid with Indian exports; there was no claim for a share of the profits or for running the plant; maximum use was to be made of Indian industry in the production of equipment and materials needed for the construction of the plant.

The signing of this agreement marked the first major step towards a breakthrough in overcoming the West's monopoly of technical aid and credits for the industrial development of newly-independent states. Soon after the long-drawn out negotiations between India and a British company about the construction of the third metal-making plant were concluded. This time, the terms were better, credit being granted at 5.75 per cent. And a little later India compelled the West German companies to forego their claim to share in profits.

The Soviet-Indian agreement of February 2, 1955, marked the beginning of extensive and fruitful economic cooperation between India and the USSR.

M.S. Rajan points out that besides India's intention to develop economic



relations with the socialist countries, the following three other related reasons had a bearing on why India was eager in 1954-1955 to develop and strengthen relations with the Soviet Union and other socialist community countries.

1. Because of the critical and unsympathetic attitude of the Western bloc to Indian neutralism, the Government and people of India felt that the only way for India to survive as an independent nation and, moreover, to do so honourably by following her own independent foreign policy, was to promote wider and deeper relations with the socialist countries.

2. Closely related to the first reason was the Indian desire to play the part in world affairs "enabled by her geopolitical factors and circumstances which was now being made difficult by Western pressure on, and around, her". The only way in which India could resist this pressure was by cultivating and strengthening her relations with the socialist nations.

3. Where India's vital interests were concerned (as in the case of Kashmir) or where Indian national feelings were deeply stirred (as in respect of the Goa question), the Western powers failed to support India, while some of them tried to hobnob with India's adversaries.

When in the spring of 1955 the Soviet Government invited Nehru to visit the USSR, he accepted the invitation.

During their sojourn in the USSR from June 7 to June 23, 1955, Prime Minister Nehru, Indira Gandhi, his daughter, and members of the Government delegation visited, in addition to Moscow, Volgograd, the Crimea, Tbilisi, Ashkhabad, Tashkent, Samarkand, Alma Ata, Rubtsovsk, Magnitogorsk, Sverdlovsk and Leningrad. They visited some industrial establishments and cultural centres and got to know about the Soviet people's achievements with regard to the economy, science and culture. Wherever Nehru went the warmth and interest he evoked outdid the welcome ever accorded to any other foreign statesman. This was, above all, an indication of the Soviet people's high opinion of the efforts of Nehru and the entire Indian people for freedom and peace. Simultaneously it was, as the Indian Ambassador wrote, "the most spectacular affirmation yet made by the Soviet Government of its belief in co-existence".⁷⁹

The Indian Prime Minister spent many hours talking with Soviet leaders. About the results of the talks, Nehru said at a press conference that the Soviet Government had expressed its readiness to assist India in carrying out her development plans and that Soviet aid was without any political strings whatsoever.⁸⁰

The discussion of a wide range of international issues and questions bearing on Soviet-Indian relations revealed an identity of closeness of views on major points of the international situation, which found reflection in the Joint Statement by the Chairman of the USSR Council of Ministers and the Prime Minister of India, signed on June 22, 1955. The Statement expressed the desire to continue developing relations between the two countries on the basis of the Five Principles of peaceful co-existence. The heads of governments acclaimed the results of the Asian-African Conference at Bandung, noted the signs of improvement in the general world situation, stated that the Chinese People's Republic must be given its legitimate place in the United Nations, and expressed concern about the threat to the further implementation of the Geneva Accords on Indo-China. In conclusion, they expressed the desire to develop and strengthen



relations between the two countries in the economic and cultural fields and in the field of scientific and technological research.⁸¹

As a logical sequel of the development of Indian-Soviet relations, Nehru invited the Soviet leaders to pay a return visit to India. The visit took place from November 18 to December 14, 1955, with one week's interruption to visit Burma. During its three weeks' stay in India, besides Delhi the Soviet government delegation visited Bombay, Bangalore, Mysore, Madras, Calcutta, Jaipur, Srinagar and some other places.

While in India the Soviet government delegation had an opportunity to speak at public meetings, workers' rallies, formal receptions, and at a joint session of both chambers of the Indian Parliament on November 22, 1955. Besides expressing the friendly feelings of Soviet people, in their speeches in India Soviet leaders paid tribute to India's contribution to the settlement of many international issues such as the cessation of war in Korea, the peaceful settlement in Indo-China, the ending of the "Formosa crisis", insistence on China's admission to the UNO, the moves for disarmament and against weapons of mass destruction, and so on. They corroborated Soviet foreign policy, exposed the colonialist policies of the Western powers, etc. The Soviet representatives declared that the Soviet Union was ready to assist India with her economic development, to share technical know-how and scientific developments, including the use of atomic energy for peaceful purposes.

By the second day of the delegation's sojourn in India, at a state banquet in honour of the guests, Nehru said that the welcome they were accorded in India was not a formality but an expression of the profound friendship and understanding between the peoples of India and the Soviet Union. Having reaffirmed India's attitude to military pacts and alliances, the cold war and disarmament, the Prime Minister said that the only "camp" India would like to be in was the "camp of peace and goodwill".⁸²

At the same time, the striking contrast between the Soviet Union's attitude, its support of the peoples' struggle to wipe out colonialism and its aftermath, and the imperialist countries' position with relation to the problems troubling India became increasingly obvious even to the man in the street. The Soviet statement on the Portuguese possessions in India, to the effect that the continued existence on India's own soil of the Portuguese colony of Goa was a disgrace to the civilized nations. Produced a very great impression in India and elsewhere. In reply to this statement US State Secretary Dulles and Portuguese Foreign Minister Cunha signed on December 2, 1955, a communique asserting that Goa was not a colony but a province of Portugal. That provoked such a storm of indignation in India that a member of the House of Representatives of the US Congress, Adam Powell, declared he would demand the removal of Dulles from his post of State Secretary.

As the Western press kept spreading rumours that Nehru allegedly was displeased with some declarations of the Soviet representatives, he remarked that they said some "very good things" and "the correct things" and "We are naturally pleased." Referring to the rumours that were being spread, Nehru said: "It is foolish to think that I or any of us did not like these statements".

Just before the departure of the Soviet government delegation from India, a joint communique was signed on December 13, 1955. Along with



confirming the identical or similar points of view, as expressed earlier in the Joint Statement of June 22, 1955, the Communique expressed profound belief in the need to observe the principle of universality in admitting members to the United Nations and stressed that one of the most effective ways of reducing international tensions was to remove barriers to cooperation and mutual understanding in the economic and cultural fields.⁸³ Simultaneously, a Joint Statement on economic cooperation was signed. The Soviet Union undertook to supply India during three years with one million tons of ferrous rolled stock and with equipment for oil extraction and mining and to import more raw materials and manufactured goods from India.

The exchange of state visits between India and the Soviet Union was of great significance. As a result of talks conducted on a government level, firm foundations were laid for the development of economic, political and cultural cooperation between India and the Soviet Union.

In connection with the visit of the Soviet government delegation to India and the welcome it was given by the Indian people, reactionary newspapers in the United States, Britain and other imperialist countries could not conceal their extreme irritation and attacked India, accusing her of "ingratitude" and even "treachery", and tried to intimidate the Indians by talking about "Communist penetration", and so on.

US ruling circles were particularly troubled by the prospects afforded for joint moves by the Soviet Union and India for consolidating peace and opposing imperialist policies. Reflecting this mood, referring to the Joint Communique of the Prime Ministers of India and the USSR of December 13, 1955, and to Nehru's toleration of "Soviet anti-Western attack on Indian soil", The New York Times claimed they "have aligned him so closely with Soviet policies as to put a large question mark behind his professed neutrality"⁸⁴

In connection with such Western judgements it must be stressed that, as evident from the entire subsequent activities of Jawaharlal Nehru in guiding India's foreign policy, he proved himself able to ensure to the end the consistency of neutrality which he had chosen.

It is of great interest to know how the Indians themselves felt about closer relations with the Soviet Union. According to the official point of view, there were the following good points about it.⁸⁵

1. Unlike the West, the Soviet Union publicly and unambiguously expressed itself in favour of the Indian policy of non-alignment and did not make even the slightest attempt to draw India into any ideological, political or military alliance.
2. The assurance of continued Soviet economic aid was of considerable importance, both for political and economic reasons.
3. The satisfaction that millions of Indians received from the fact that in their stand on certain world issues and, more importantly, on issues involving India's national interest, they were supported, for the first time practically, by a Great Power (and a permanent member of the UN Security Council).
4. The expansion of Indo-Soviet relations in the fields of trade, science and culture resulted in increasing interest in Soviet studies, especially in the study of the Russian language, in India.

All of it put together, taking into account the aforementioned international



situation and correlation of political forces in India after the first general elections, by the end of the period under review, i.e., by the end of 1955, had led to strong support in Parliament, the Indian press and broad sections of the Indian public for the course pursued by Nehru for strengthening relations with the Soviet Union.

References

1. Lok Sabha Debates, 1955, Vol. I I, Na. 30, cols. 3896-3899.
2. Parliamentary Debates. House of the People. Official Report, Vol. II, No. 28, Part II, col. 2809.
3. L. Natarajan, From Hiroshima to Bandung. A Survey of American Policies in Asia, People's Publishing House Ltd., New Delhi, 1955, p. 99.
4. K.P.S. Menon, The Flying Troika. Extracts from a diary by K.P.S. Menon, India's Ambassador to Russia, 1952-61, Oxford University Press, London, 1963, p. 75.
5. The Hindu, January 14, 1954.
6. M.S. Rajan, India in World Affairs, 1954-56, Asia Publishing House, New Delhi, 1964, p. 429.
7. Parliamentary Debates. House of the People. Official Report, Vol. X, No. 29, Part II, cols. 2978-2879.
8. The Hindu, February 1, 1954.
9. The agreement on military aid between the USA and Pakistan was made legal on May 19, 1954.
10. Parliamentary Debates. House of the People, 1954, Vol. I, No. 12, Part 11, cols. 964-965.
11. M.S. Rajan, op. cit., p. 272.
12. The Indian President's decree endorsing Kashmir's accession was issued on May 14, 1954.
13. M.S. Rajan, op. cit., p. 455.
14. There is a chapter in Prof. Rajan's fundamental work, entitled 'No Plebiscite' Movement Gathers Strength (ibid., pp. 459-469).
15. The Hindu, July 10, 1955.
16. Lok Sabha Debates..., Vol. IV, No. 10, col. 3400.
17. The Hindu, April 15, 1956.
18. The Hindustan Times, January, 1954.
19. Amrita Bazar Patrika, January 23, 1954.
20. The Hindu, March 10, 1954.
21. The Hindu, April 23 1956.
22. Parliamentary Debates. House of the People... 1953, Vol. I, No. 1, col. 3.
23. The Times of India, December 16, 1953.
24. The Hindu, June 30. 1955.
25. Parliamentary Debates. House of the People. Official Report, 1954, Vol. II, No. 28, Part II, col. 2831.
26. K.M. Panikkar, In Two Chinas. Memoirs of a Diplomat, George Allen & Unwin Ltd., London, 1955, P. 141.
27. The Hindu, January 2, 1954.
28. M.S.Rajan, op. cit., pp. 125-126.
29. Parliamentary Debates. House of the People..., 1954, Vol. I, No. 6, Part II, col.



- 417.
30. M. Brecher, Nehru. A Political Biography, p. 558.
 31. M.S. Rajan, op. cit, p. 123.
 32. M. Brecher, India and World Politics..., p. 44.
 33. K.P.S. Menon, op. cit., p. 78.
 34. Parliamentary Debates. House of the People. Official Report, Vol. II, No. 28, Part II, col. 2795.
 35. G.H. Jansen, op. cit., p. 145.
 36. K.P.S. Menon, op. cit., p. 80.
 37. Lok Sabha Debates, Vol. V, No. 71, Part II, 1954, cols. 7629-30.
 38. In 1925 at Locarno (Switzerland) the West European powers concluded a treaty guaranteeing Germany's western borders.
 39. The Hindu, June 25, 1954.
 40. Foreign Policy of India. Texts of Documents, 1947-58, Lok Sabha Secretariat, New Delhi, 1958, pp. 97-98.
 41. M Brecher, India and World Politics..., p. 49.
 42. D.R. Sardesai, Indian Foreign Policy in Cambodia, Laos and Vietnam, 1947-1964. Univ. of California Press, Berkeley & Los Angeles, 1968, p. 40.
 43. R.K. Karanjia, SEATO : Security or Menace ? Blitz Publications Ltd., Bombay, 1956, p. 33.
 44. Francis Low, Struggle for Asia, Frederick A. Praeger, N.Y., 1955, p. 213.
 45. Parliamentary Debates. Rajya Sabha. Official Report, Vol. VII, No. 5, col. 619.
 46. Pravda, September 15, 1954.
 47. M. Brecher, Nehru. A Political Biography, p. 555.
 48. Lok Sabha Debates, Vol. VI, No- 5, Part I, cols. 1343-1344.
 49. M.S. Rajan, op. cit., P. 227.
 50. Pravda, February 20, 1955.
 51. Roger M. Smith, Cambodia's Foreign Policy, Cornell University Press, New York, 1965, pp. 80-81.
 52. D.R. Sardesai, op. cit., pp. 137-140.
 53. Foreign Policy of India. Texts of Documents. Lok Sabha Secretariat. New Delhi, 1958, p. 101.
 54. G.H. Jansen, Afro-Asia and Non-Alignment, Faber and Faber, London, 1966, p. 172.
 55. The Hindu, January 9, 1955.
 56. M.S. Rajan, op. cit., p. 203.
 57. As Sudan had no flag of its own yet, at the opening of the Afro-Asian Conference the Secretariat on its own responsibility hoisted a white cloth, with "Sudan" inscribed on it in red.
 58. G.H. Jansen, op. cit., pp. 195-196.
 59. Foreign Policy of India. op. cit., p. 135.
 60. Lok Sabha Debates, 1955, Vol. IL No. 30 cols. 3902-3895.
 61. G.H. Jansen, op. cit., pp. 185-186.
 62. The Hindu, March 7, 1955.
 63. G.H. Jansen, op. cit., p. 187.
 64. M.S. Rajan, op. cit., p. 206.
 65. Lok Sabha Debates, Vol. IV, No. 53, col. 6965.
 66. M.S. Rajan, op. cit., p. 207.



67. M. Brecher, India and World p. 165.
68. G.H. Jansen, op. cit., p. 218.
69. Pravda, April 26, 1955.
70. G.H. Jansen, op. cit., p. 222.
71. H. Mukerjee, op. cit., p. 185.
72. G.H. Jansen, op. cit., pp. 223-224.
73. Tibor Mende, Conversations with Nehru, Seeker & Warburg, London, 1956, p. 62.
74. The Struggle for Peace, Democracy and Socialism, Moscow, Foreign Languages Publishing House, 1963, p. 8.
75. Pravda, March 18, 1955.
76. Parliamentary Debates. House of the People. Official Report, 1954, Vol. 1, No. 55, col. 2502.
77. Frederick L. Schuman, International Politics. Anarchy and order in the world society, McGraw-Hill Book Company; N.Y., 1969, p. 349.
78. M.S. Rajan, op. cit., p. 621.
79. K.P.S. Menon, op. cit., p. 115.
80. Pravda, June 22, 1955.
81. Pravda, June 23, 1955.
82. M.S. Rajan, op. cit., p. 314.
83. Pravda, December 4, 1955.
84. The New York Times, December 15, 1955.
85. M.S. Rajan; op. cit., pp. 326-327.



INTERIM RELIEFS UNDER ARBITRATION IN INDIA: AN ANALYSIS

Vikrant Sopan Yadav

Assistant Professor
Modern Law College, Pune
& Ph.D. Research Scholar
Dept. of Law, S. P. Pune University

Interim measures

Interim is used to describe something that is intended to be used until something permanent is done.¹

Interim measures are urgent measures which, in accordance with the established practice of the Court, apply only where there is an imminent risk of irreparable damage (see *Mamatkulov and Askarov v. Turkey* [GC])²

European Judicial Network provides that, interim measures are taken before judgment is given on the merits, which distinguishes them from provisional execution.³

From above definitions, it can be said that, interim measure is the emergency remedy provided to the parties until the final decree/award is passed by the court/tribunal.

Application of part I to interim measures under section 9

¹ Available at, <http://www.collinsdictionary.com/dictionary/english/interim>

² nos. 46827/99

³ Available at, http://ec.europa.eu/civil_justice/interim_measures/interim_measures_en.htm



The scope of application of part I is laid down u/s 2 of the Arbitration and Conciliation Act of 1996 (hereinafter referred as 1996 Act) which runs as follows;

Section 2 (2): *This Part shall apply where the place of arbitration is in India.*

Section 2 (2) of the Act corresponds to Art. 1(2) of the Model Law which reads as follows:

“Art. 1(2): The provision of the law, except Articles 8, 9, 35 and 36 apply only if the place of arbitration is in the territory of the State.”

Absence on word only u/s 2 (2) of the Act has been interpreted by the courts in India in series of cases and held that, part I will not apply to section 9 (for passing interim order) and courts in India could pass interim order even in case of International Commercial Arbitration. Even the law commission of India had wrongly suggested in its 176th report, to apply the provision of section 9 to International Commercial Arbitration.⁴

In *Kitechnology NV v. Unicor GmbH Rahn Plastmaschinen*,⁵ Goyal J took the view that Part I of the Act is available only when the place of arbitration is India. He held, ‘... where the parties to the agreement foreigners and the place of arbitration is not in India and foreign law is applicable, then the provisions of Part I of this Act are not applicable ...’⁶ This view is supported by a decision of a Division Bench of the

⁴ Law Commission of India, 176th report on The Arbitration and Conciliation (Amendment) Bill, 2001, Para 2.1.6

⁵ *Kitec Industries (India) Ltd. vs Unicor GmbH Rahn Plastmaschinen*, 1999 IAD Delhi 537, 1999 (48) DRJ 316

⁶ *Ibid*



Calcutta High Court in *Seagram Co. Ltd. v. Keventer Agro Ltd.*⁷ An appeal from this decision was dismissed by the Supreme Court in *Keventer Agro Ltd. v. Seagram Company Ltd.*⁸.

Similarly in, *Bhatia International v. Bulk Trading S A*⁹, the Supreme Court, in 2002, had held that Part I of the Arbitration Act, dealing with the power of a court to grant interim relief, could be applied to arbitration disputes with a foreign seat unless the parties specifically opted out of such an arrangement. The court further held that the word “only” was omitted from section 2(2) of the Act and such omission was not unintentional. Such an omission would be rendered redundant if the word “only” was to be read in to the Section. As a result, various High Courts had entertained appeals and were passing interim orders against such awards.

However, the position has now been rectified by the Supreme Court in recent pronouncement of *BALCO*¹⁰, wherein the SC has held that, Part I of the Arbitration and Conciliation Act, 1996 doesn't apply to the international arbitration, hence interim measures u/s 9 and 17 may not be passed in case of International Arbitration having their seat outside India. This principle takes away the much required benefit that was available under section 9 of the Act (*application for interim relief*).

If provision of Section 9 is not made applicable to International Commercial arbitration (by virtue of section 2(2))

⁷ APO No. 498 of 1997, order dated 27 January 1998 (unreported). The same view was taken by Justice Sharma in *Dominant Offset Pvt. Ltd. v. Adamovske Strojirny a.s.*, [1997] Delhi Reported Judgments 313

⁸ Civil Appeal Numbers 1125 and 1126 of 1998, order dated 23 April 1998 (unreported). For details see,

http://www.academia.edu/430501/THE_NEW_LAW_OF_INTERNATIONAL_COMMERCIAL_ARBITRATION_IN_BANGLADESH_A_COMPARATIVE_PERSPECTIVE

⁹ [2002] 4 SCC 105

¹⁰ *Bharat Aluminium Co. vs. Kaiser Aluminium Technical Service, Inc.*, available at <http://www.sci.nic.in/outtoday/ac701905p.pdf>



where seat of arbitration is not in India, a party may be out of remedy, if the assets and property are located in India.

UNCITRAL Model law specifically excludes Article 8, 9, 17 H, 17 I, 17 J, 35 and 36 thereby allowing interim measures to be passed by the court u/a 9.¹¹ However, such exception is not provided in sec. 2 (2) of arbitration Act, which excludes jurisdiction of courts in matters of interim measures.

Interim measures during pendency of arbitral proceedings:

In India, the Supreme Court in *R. McDill & Co. (P) Ltd v. Gouri Shanker*¹² held that the parties to arbitration have recourse to all the interim measures available under the Civil Procedure Code of 1908. Later in *M/s. Sundaram Finance Ltd. V. M/s. NEPC India Ltd*¹³, the Supreme Court considered the question whether a party can approach a court for injunction even before arbitration process has actually started and answered in the affirmative. Court rejected the reasoning's given by the lower Court and held that interim measures of protection can be granted even prior to the initiation of arbitration proceedings¹⁴.

*Sundaram Finance Ltd. Vs NEPC India Ltd.*¹⁵

It was held that, Section 9 of the 1996 Act and Article 9 of UNCITRAL Model Law which states that "It is not incompatible with an arbitration agreement for a party to request, before or during arbitral proceedings, from a court an interim measure of protection and for a court to grant such measure"

¹¹ For details see, http://www.uncitral.org/pdf/english/texts/arbitration/ml-arb/07-86998_Ebook.pdf

¹² (1998) 2 SCC 548.

¹³ AIR 1999 SC 565

¹⁴ Ibid

¹⁵ AIR 1999 (SC) 565



Section 9 vis-a-vis Section 17

In, *Sivananda Steels Ltd. V. India Cements Capital Finance Ltd.*¹⁶ the court threw light on the issue of whether there is any repugnancy or conflict in Sec. 9 and 17 of arbitration and conciliation Act, 1996. It held that,

“...if the power that has been conferred upon the court u/s9 is compared with the power conferred on the arbitral tribunal u/s17, it is immediately noticeable that the court can exercise its power either before or during arbitral proceedings or even thereafter upon making of the award but before it is enforced. The Act does not contemplate interference of courts at the interim stage in matters of jurisdiction of the Tribunal or n challenges to the existence or validity of the arbitration agreement.

u/s 9(ii)(e), the court is conferred with residuary power which is sufficiently wide to provide an avenue of redressal to ensure and protect a party against abuse of the arbitral process and grant such interim protection as it may appear to the court to be just and fair. Unlike the power of the arbitral tribunal u/s17, which is co-extensive with the continuation of arbitral proceedings, the power of the court u/s 9 arises both before and during arbitral proceedings and even thereafter. The court must be bound by the general discipline of the Act, which constitutes a code in itself, that discipline being of limited judicial intervention. Therefore, in consonance with the norm of restricted judicial intervention, the court has to assess whether a strong prima facie case has been made out for the exercise of its jurisdiction u/s 9(ii)(e).

Court further held that, A prayer for relief u/s 9(ii)(e) is not a substitute for enforcing the order of the tribunal. A willful disregard of the tribunal's order must be shown to exist. The court has to exercise

¹⁶ 2003(3) RAJ 554 (Mad)



its powers u/s 9 with caution and circumspection. A default in effecting payment cannot be a ground in itself to justify exercise of power by the court u/s 9.”

Interim measures and Pendency of proceedings in foreign countries.

*Naval Gent Maritime Ltd. Vs Shivnath Rai Harnarain*¹⁷

According to the facts, the Respondent is an Indian company whose assets are entirely located in India. The proceedings were initiated in England. The issue was whether interim injunction could be granted in India.

It was held that so long as the territorial jurisdiction of the court is present, relief should not be declined on technicalities which are not representative of any equities in favour of the Respondents. Since the Respondent's properties are located in India, the umbilical cord of territoriality is clearly visible.

In the case *'The Channel Tunnel Group Vs Balfour Beatty Construction Ltd & Ors*¹⁸, it was held that the English courts possessed inherent powers to grant interim relief even where the seat of arbitration was not in England

Interim measures in case of Foreign Arbitration

In, *Marriott International Inc Vs Ansal Hotels Ltd.*,¹⁹it was held that,

In view of S.2 (2), does not have any jurisdiction to pass an interim order contemplated by S.9, then the Court cannot exercise inherent powers and thereby confer upon itself a jurisdiction not conferred by law. To exercise any inherent power, the Court must have jurisdiction over the proceedings over it.

¹⁷ 2000(4) RAJ 512 (Del)

¹⁸ 1993(1) All ER 64

¹⁹ 2001(1) RAJ 93 (Del)



Interim measures pending Arbitration- whether results in waiver of arbitration?

*Bharti Televentures Ltd. Vs DSS Enterprises*²⁰

In the instant case, DSS filed an injunction suit restraining CGL from selling or transferring its shares in Skycell.

It was held that although the provisions of Section 9 cannot be resorted to for interim measures where the parties have chosen a foreign forum for arbitration, the fact remains that such a step cannot constitute a waiver or abandonment of the arbitration clause.

In *Sundaram Finance Ltd Vs NEPC Ltd*²¹, it has been held that when a party applies u/s 9, it is implicit that it accepts that there is a final and binding arbitration agreement in existence. When such an application is filled before the commencement of arbitration proceedings, there has to be manifest intention on the part of the applicant to take recourse to arbitral proceedings. Thus, the mere filing of application u/s 9 by any of the parties does not operate waiver or estoppel from invoking the arbitral proceedings.

Sec.9. Interim measures, etc. by court.

Provision protects the subject matter of arbitration from being manipulated.

However section has been grossly misused for interference by court into arbitration procedure. Though the last part of the section contemplates "just and convenient" interim orders what is just and convenient has not been provided in the Act and becomes a discretion of court to be determined in each case based on facts and circumstances.

²⁰ 2001(3) RAJ 433 (Del)

²¹ Supra note 16



The dual system for providing interim relief (sec. 9 & 17)

17. Interim measures ordered by arbitral tribunal. –

(1) Unless otherwise agreed by the parties, the arbitral tribunal may, at the request of a party, order a party to take any interim measure of protection as the arbitral tribunal may consider necessary in respect of the subject-matter of the dispute.

(2) The arbitral tribunal may require a party to provide appropriate security in connection with a measure ordered under sub-section (1).

Atul Ltd Vs Prakash Industries Ltd.,²²

The Court can exercise power under section 9 to grant interim measures even during the pendency of application under section 17 before the arbitral tribunal. Remedy available to a party under section 17 is an additional remedy and is not in substitution of section 9.

Limitations u/s 9:

*Arun Kapoor V. Vikram Kapoor*²³

If, the arbitrator is seized of the matter, the interim relief should not be entertained and the parties should be advised to approach the arbitrator, unless and until the nature of relief intended to be sought, falls outside the jurisdiction of the arbitrator or beyond the terms of the agreement or reference of disputes. Otherwise the very object of adjudication of disputes by arbitration would stand frustrated.

It was held by the Supreme Court in, *Ashok Trading v. Gurumukh Das Saluja*²⁴ that,

“An application for an interim relief under section 9 is maintainable by a firm not registered under section 69 of the

²²2003(2) RAJ 409 Delhi

²³2002(1) RAJ 285 (Del.)

²⁴ AIR 2004 SC 1433



Partnership Act because such an application is neither a suit nor a proceeding for enforcing a right arising under a contract though it is a proceeding of civil nature.”

Under section 9, it is said that a party may obtain an interim order before taking steps for arbitration and after getting the order, he may not take steps to have an arbitrator appointed. It is pointed out that section 9 is badly drafted and requires restructuring.²⁵

“In many jurisdictions (England, Switzerland etc.), this interim award may be challenged immediately in the local courts. In some jurisdictions, a reluctant respondent can challenge the arbitral tribunal’s jurisdiction in the courts before any award has been issued (sec.32 of English Act). By these means a final decision on the issue of jurisdiction may be obtained at an early stage in the arbitral proceedings.²⁶

Sec. 17. Interim measures ordered by arbitral tribunal.—

(1) Unless otherwise agreed by the parties, the arbitral tribunal may, at the request of a party, order a party to take any interim measure of protection as the arbitral tribunal may consider necessary in respect of the subject-matter of the dispute.

(2) The arbitral tribunal may require a party to provide appropriate security in connection with a measure ordered under sub-section (1).

For interim measures u/s 17, the applicant has to wait for the arbitral tribunal to be constituted (thus ruling out this route in the case of urgency). It also lacks sanctions, if the order is disobeyed.

²⁵Law Commission of India, 176th report on the Arbitration and Conciliation (Amendment) Bill, 2001 pg. 14.

²⁶ Alan Redfern & Martin Henry, Law & Practice of International Commercial Arbitration (1999), (para 5.40).



The Supreme Court in, *MD Army Welfare Housing Organisation Vs Sumangal Services*²⁷

The power of the arbitrator is a limited one. He cannot issue any direction which would go beyond the reference or the arbitration agreement. An interim order must relate to the protection of the subject-matter of dispute and the order may be addressed only to a party to the arbitration. It cannot be addressed to other parties. No power is conferred upon the Arbitral Tribunal to enforce its order nor does it provide for judicial enforcement thereof.

Interim award

The arbitral tribunal is empowered u/s 31 (6) to make an interim awards at any time during arbitral proceedings. However the power is expected to be exercised by the arbitral tribunal normally after the parties have crossed the stage of filing the claim statement and defence statement.²⁸

Conclusion

After analyzing the judicial trend with respect to interim relief in case of arbitration available under the 1996 Act, it can be said that, provision u/s 2 requires a relook. The section may be amended to expressly exclude application of part I to international arbitration. At the same time exception may be created to apply Section 9 to the same, in order to provide remedy to the parties to the international arbitration having their property in India. Section 9 and 17 do not require any amendment as they are appropriate to provide necessary interim reliefs.

²⁷2004 (9) SCC 619.

²⁸D.Rautray, Master Guide To Arbitration In India, CCH India Wolters Kluwer (India) PVT LTD, pg 359, para 1.



NOAM CHOMSKY ON: INTERNAL APPLICATION OF LANGUAGE

Ayub Khan

Assistant Professor
Department of Assamese
Rajiv Gandhi Memorial College
Lengtisinga, Bongaigaon, Assam

Noam Chomsky is undoubtedly the most contemporary linguist and his works hint an important contribution to our present understanding of human language as well as human mind. Noam Chomsky, hailed by some in recent times as the '**Einstein of modern linguistics**', is equally well known to others as a leading campaigner of cognitive revolution. Chomsky's mastery works on language hinges a new direction into the philosophy of language and linguistics. An innovative way of human mind had widely opened with Noam Chomsky in an intellectual manner. His rational ideas in linguistics and related issues in philosophy influences linguistic and thereby turns linguistics towards a distinct movement. Chomsky, being a linguist, has highly developed scientific analysis of language via an analysis of grammar. Chomsky's scientific analysis of language is dynamic in nature. In his scientific analysis of language Chomsky advocates *I- Language* (I = intentional, internal or individual). In Chomskyan account *I- language* is individual in the sense that each speaker has one. Equally, it is internal in the sense that it is a procedure represented in a speaker's mind for making well formed expressions. He calls "I- language" a speaker's knowledge of the internal computational procedure that permits her to produce and interpret expressions of her language. In many of his current writings, Chomsky holds that *I- languages* internalized by the native speakers rather than open *E- languages* (E = external) of common people. Thus, an *I- language* contrasts with *E- Language* as both *intensional* contrasts with *extensional* and *internal* contrasts with *external*. Chomsky rejects publicly *E- languages* are at



best objects of scientific study. *E- Languages* for Chomsky is to be the radical idealizations or mumbo-jumbo language. Chomsky completely uninterested in *E- language* as it is insecure objects. That is why he is an internalist or mentalist and his theory favours internalism or mentalism as opposed to externalism or behaviourism. In the present paper, I want to justify my claim that one of Chomsky's major concerns has been to press internal application of language on the one hand, and his internal application of language constitutes a revolution in linguistics and also a key factor of cognitive revolution on the other hand.

Chomsky's works on language is very much relevant to the linguistic philosophers of the twentieth century. Besides it has a lot of impact on psychology and anthropology. Chomsky is a vigorous advocate of rationalism. He holds the view that the standards of rationality which are prevalent in the natural sciences should also prevail in the study of language as well as mind. Chomsky considers the very concept of innate ideas in his linguistic analysis. The process of acquiring language is innate. Here, Chomsky makes a comparison between the aptitudes displayed by animals and human linguistic ability. He says that the aptitudes displayed by animals rest on particular biological structures whose intricate detail is attributable to biological endowment. Similarly, human linguistic ability rests on dedicated mental structures whose specific details are an innate genetic endowment of the genres. Accordingly, Chomsky envisages this analogy and tries to unearth its implications for theories of mind, meaning and knowledge. For Chomsky, human language is the outcome of innate features of human mind. P. R. Bhat in his article, *Language, Thought and Reality* says, "The ability to identify and differentiate begins at an early stage of the development in a child even when the child has not learnt to make much voluntary movements. Once this ability is gained, every other cognitive activity can be acquired. This ability is innate;



innate in the sense that it is a natural ability in every normal child.”¹ Thus, it appears that all rational animals have biological capacity in acquisition of language. According to Chomsky, Language acquisition is an innate property as he conceives that “a substantial part of our knowledge is genetically determined.”² Language origin is within the human mind, not otherwise. Since human language faculty is biologically determined. The question then is: why human study language? No doubt there are varieties of reasons for studying language. Language is the study of human cognitive development. The acquisition of language is the highest intellectual capacity of human being, and language knowledge gives us insight into the thought and the world as well. Chomsky asserts that ‘by studying language we may discover abstract principles that governs its structure and use, principles that are universal by biological necessity and not mere historical accident, that derive from mental characteristics of the species. Language is a mirror of mind in a deep and significant sense. It is a product of human intelligence, created anew in each individual by operations that lie far beyond the reach of will or consciousness.’³ Chomsky gives a mentalistic interpretation of language. His interpretation of language is mentalistic in nature.

The greatest threat to philosophic and scientific empiricism in Noam Chomsky's analysis comes from genetic information. Like body, the mind consists of a system of “mental organs” which are complex and genetically determined. Specialized mental organs are interacting as genetic program determines their function. They are characteristically genetic. It reflects that Chomsky's tendency is to dismiss empiricists' theory, for example⁴, empiricist views of John Locke, Hume and so on. Chomsky denies the uniform principles of *general intelligence* to develop mind. He merely emphasises the mind is constituted of *mental organs by analogy*. Human beings normally developed different cognition structures in course of their maturation



as well as their relation to socio-physical environment which are genetically determined too. Chomsky thinks that the mechanism of language acquisition is innate because human beings share same significant internal constraints and limitation imposed by genetic quality on the cognitive systems that can be developed through mind. Moreover, Chomsky claims that the theory or knowledge cannot be driven via induction. Induction is not enough as the important information is simply not available in the data. The relevant information for knowledge acquisition is off limits. Thus, he negates the principle of a step-by-step process of inductive reasoning supposed by Hume, Quine and Bloomfield. Chomsky says, "Knowledge of language cannot arise by application of step-by-step inductive operations (segmentation, classification, substitution, procedure, analogy, association, conditioning, and so on) of any sort that have been developed within linguistics, psychology or philosophy".⁵ Thus, it appears that the knowledge of language is not a process of generalization and abstraction from experience, but biological capacity grows in mind. It is important to note here that Chomsky rules out the argument from analogy as proposed by Quine and Bloomfield too. The argument from analogy is grounded on inductive generalization, for example, one can learn the sentence: *Karim is sleeping*, as it is similar to other observation sentences, such as, *Rahim is writing*, *Gopal is eating*, and so on. Chomsky's apprehension of creativity goes against the principle of *inductive generalization* since creativity is the potential diversity of language which cannot be marked via inductive generalization as expounded by Quine and Bloomfield. In short, creativity of Chomsky's multifaceted, complicated and multi-dimensional language cannot be disclosed with regard to the argument from analogy. According to Chomsky one's ability to produce a new sentence and understand a sentence is the outcome of the creativity of his mental representation of grammar. Chomsky says, "In case of language, one must explain how an individual, presented with quite



limited data, develops an extremely rich system of knowledge. The child, placed in a linguistic community, is presented with a set of sentences that is limited and often imperfect, fragmented, and so on. In spite of this, in a very short time he succeeds in "constructing," in internalizing the grammar of his language, developing knowledge that is very complex, that cannot be derived by induction or abstraction from what is given in experience. We conclude that the internalized knowledge must be limited very narrowly by some biological property. Whenever we encounter a similar situation, where knowledge is constructed from limited and imperfect data in a manner that is uniform and homogenous among all individuals, we can conclude that a set of initial constraints plays a significant role in determining the cognitive system which is constructed by the mind."⁶ Thus, in the philosophy of language, he completely deviates from the external use of language of semanticists. Before Chomsky the very meaning of language was determined externally in philosophy of language. Chomsky argues against the external use of language and favours internal use of language. Chomsky, being an anti-behaviourist, inclines to say that language cannot be used externally. He says that our language is the upshot of genetic endowment. For Chomsky, there is only one universal human language which forms the *core* of the multi languages around us. Chomsky has introduced the relevance of innate ideas as proposed by rationalist Descartes and the thinkers like-minded Descartes; and on the other hand he has deserted behaviourism in psychology too. Chomsky has been denouncing the externalist's interpretation of language as it fails to describe the basic features of language. Thus, what he attempts to introduce an internal or mentalistic application of language.

Chomsky's dynamic and scientific analysis of language introduces a new turn into the 20th century philosophy of language. It is true to say that philosophy of language, at first, influences 20th century



philosophy. Therefore, Chomsky's revolution to the philosophy of language can be named the 'second linguistic turn' in philosophy. Unquestionably, Chomsky has introduced a new turn into philosophy. It is as Prof. Kanti Lal Das says, "if the linguistic turn of twentieth century philosophy is called 'the first linguistic turn' in philosophy, then surely Chomsky's internal explanation of language may be called the 'second linguistic turn' in philosophy."⁷ The contemporary scientific study of human languages started in 1957 with the publication of Chomsky's *Syntactic Structures*. Chomsky's theory of *generative grammar* (as opposed to traditional grammar) is the outcome of his work in 1950. However, the development of grammar is not only the twentieth century phenomena. If we look back in the history of philosophy, it would seem clear that there has been a relation between philosophy of language and logic and epistemology. The word 'Logic' has been derived from the Greek word 'Logike'. 'Logike' is the adjective of the noun 'Logos'. 'Logos' is related to the verb meaning either "to speak" or "to say" which can be translated as "reasoning" or "discourse". Both commonsense and introspection favour the view that thought is a kind of inner speech. Western traditional grammar, over the centuries, held sway in the various centres of scholarship. In fact, there was no explicit distinction, at theoretical level, between grammar and logic. Perhaps in the thirteenth and in the eighteenth century new systems were developed which is called **Universal Grammar (UG)**. **UG** opened with the relation between logic and grammar and given some kind of philosophical justification. In a nutshell, it can be said that grammar was subordinate to logic because logical principles, laws were held to be of universal validity. But there was a great diversity about grammatical structure among the languages till the nineteenth century. There were some scholars who doubt about the universality of the categories of traditional Aristotelian logic. For example, A. Trendelenburg in his 1860s remarks that "if Aristotle had spoken Chinese or Dakotan, rather than Greek, the categories of Aristotelian



logic would have been radically different.”⁸ Herder, Wilhelm von Humboldt were also stressed both the variety of language-structure and the influence of language-structure upon the categorization of thought and experience. In short, for various reasons, UG went out of favour in the nineteenth century. Nonetheless, Noam Chomsky and his followers have revived UG in the last of twentieth century. In the same vein of earlier UG, Chomskyan version makes the assumption of the universality of logic and about the interdependence of language and thought. Chomsky says “the empirical study of language has more to contribute to the philosophy of mind than traditional logic and the philosophy of language have to contribute to linguistics.”⁹

Chomsky revolts against the traditional grammar entirely. Since traditional grammar pay no attention to the simplest characterizations and hence the reader was unable to make any sentences. Thus, the instruction provides traditional grammar is not enough to build new sentence/s. For Chomsky, language is productive, knowing a language is learning a potentially unlimited set of sentences. As Chomsky writes, a good traditional or pedagogical grammar provides a full list of exceptions (irregular verbs, etc.), paradigms and examples of regular constructions [...]. But it does not examine the question of how the reader of the grammar uses such information to attain knowledge that is used to form and interpret new expressions, or the question of the nature and elements of this knowledge [...] Generative grammar, in contrast, is concerned primarily with the intelligence of the reader, the principles and procedures brought to bear to attain full knowledge of a language.¹⁰ Indeed, Generative Grammar (GG) of Chomsky is to be explicit. It is explicit in the sense that it discloses all important features of speaker’s hidden knowledge. Nothing remains implicit to GG as it uncovers what is speaker’s implicit knowledge. According to Chomsky, a GG “must render explicit the implicit knowledge of the speaker or the “intelligence” of the reader”¹¹. Accordingly, there is nothing remains to



explicate, nor there is anything hides. As everything lies open to view, there remains nothing to understand. GG makes possible everything before the reader. The ultimate purpose of GG is to provide an explicit characterisation of the computational properties of human language faculty. Therefore, Chomsky's GG is a new approach to the study of the human capacity of language acquisition.

Now in contrast to earlier traditional approach to grammar, Chomsky advocates his illustrious **Universal Generative Grammar** (UGG) to language acquisition. It takes decisive role not only in cognitive science, but in the development of human cognition. Chomsky's GG is conducive to explain sentences comprehensively. Thus, it is illustrative in nature. Linguistic analysis is to be a set of verbal botany according to Chomsky. A linguist moves to collect data and thereby he records the data in a phonetic script. The corpus of language constitutes the subject matter. It can be known at different linguistic levels differently, i.e. the smallest functioning units of sound, the phonemes, the morphemes, and so on. A linguist, after morphemes, moves into upper level where morphemes point together to form words and word classes, for example, noun phrases, verb phrases. Again, he moves at the upper stage where he constructs sentences and types of sentence as well. For Chomsky language has limited number of phonemes and morphemes, yet there is no limit of sentence of any language. The view that sentence of any language is infinite. As a structural linguist, Chomsky is of the opinion that sentences have uniform surface structures. In fact, when Chomsky goes on to say that sentences having uniform surface structures; he thereby does not mean that they may have same syntactical structures. The uniform surface structures sentences may have different syntactical structures, what Chomsky calls *deep structure*. The main thesis upheld by Chomsky is that the *deep structure* of the sentences. The deep structure of sentences may not be visible all the time at the surface level.



It is also worth noting that Chomskyan analysis of language is an effect of his **Transformational generative Grammar** (TGG). GG explores speaker's knowledge within the area of linguistics. TGG is the study of human cognitive process and reflects the cognitive structure of human faculty or mind. Thus, a grammar, according to Chomsky, is both Generative (G) and transformational (T). It is G because it discloses the creative aspect of language and it is T in the sense that grammar transforms one sentence into another by keeping the meaning intact. It generates recursive rules and structures. Like deductive method, it produces a number or set of sentences out of limited number or set of sentences. Therefore, TGG can best be understood as the mental representation of rational beings. It is mainly concerned with the creative aspect of language. In this sense creativity of language is central to TGG. Chomsky defines 'a grammar consists of syntactic rules, semantic rules, phonological interpretation and ideal phonetic representation to abstract objects'. In his *Aspects of the Theory of Syntax*, Chomsky divided grammar into three parts. Thus, grammar has three (3) parts/components. They are (i) the syntactical component, (ii) the phonological component, and (iii) the semantic part. According to Chomsky, the first syntactical part generates and explains the internal structures of the indefinite number of sentences of the language; the second phonological part explains the sound structure of the sentences generated by the first part, and the third and last semantic part explains only the meaning structure of the sentences. Equally there are three fundamental components of a theory of language, such as, (i) the phonological, (ii) the grammatical, and (iii) the syntactic phonology. According to Chomsky, of the three steps of learning language synthetic phonology is the first step because it describes speakers vocalize language; the second step of learning language is the grammatical because it describes the nature of grammar; and the third step of language learning is the semantic stage. Semantic step provides a clear perspective on meaning of learning



language. Moreover, there are two important aspects of syntactic structure of language, such as, surface structure and deep structure. The former aspect of syntactic structure of language determines the phonetic form of language, whereas the latter aspect of syntactic structure of language determines semantic interpretation. For Chomsky, the rules that express the relation between surface and deep structures in sentences are called grammatical transformation, and so, called *Transformational Generative Grammar*. Besides, Chomsky conceives Phrase Structure Grammar (PSG) prior to TGG. The PSG is being taught in our early days. However, PSG is inadequate as it is weak, ad hoc, unrevealing according to Chomsky, as he says, "any grammar that can be constructed in terms of this theory will be extremely complex, ad hoc and unrevealing"¹². Thus, Chomsky holds that TGG, where the deep structure of sentences can be truly revealed. The deep structure sentence differs from surface structure. What Chomsky explores can be termed as scientific language. Chomskyan scientific language is the result of creativity of the unconscious knowledge underlying in deep structure of human mind, which is biologically given. Thus, unlike the superficial grammatical structure, it is structural¹³ in nature.

It is also important to observe that the origin of language takes place in the human mind according to Chomsky. What language tells us of the human faculty as the study of syntax is the study of human mind. Chomsky is a vigorous advocate of mentalism. His mentalism can best be stated in Searle's language that "man is essentially a syntactical animal"¹⁴. The structure of his syntax determines by the structure of his mind. So, the study of syntax is one of the key to the study of human brain. Chomsky claims the syntactical structure of human language and thought is supposed to be the outcome of human faculty. Accordingly, syntactical feature of language is the product of biological necessity. Chomsky finds human's innate linguistic capacity. Thus, in a



nutshell it can be said that Chomsky's position is mentalistic as far as the acquisition of language is concerned. According to Noam Chomsky, acquisition of language is mentalistic in nature. Every normal human being at the time of his or her birth can acquire a linguistic organ known as left hemisphere which is biologically and genetically given. That means every normal human being innately possessed an internal mental organ for which acquisition of language is made possible. Therefore, according to Chomsky acquisition of language is mentalistic in nature. As a mentalist, he conceives language is in essence a structure (abstract structure) that reveals something of human mind. The thrust of the paper makes it clear that acquisition of language is mental according to Chomsky. He describes human language as a mental organ since there is a cognitive structure created by an innate faculty of mind. According to Chomsky language is the mirror of human mind. This is the reason why language is worth noting. Chomsky's mentalistic interpretation of language revolts against behaviourism as he admits language is the outcome of genetic quality. This all about why Chomsky's internal or mental explanation of language is called the 2nd linguistic turn in philosophy on the one hand, and why he is considered to be leading campaigner of cognitive revolution in the intellectual world on the other hand. In the intellectual world Chomsky's position is unique.

References:

-
- ¹Bhat, P. R. (2006). "Language, Thought and Reality", in Kanti Lal Das & J. C. Basak (Eds.), *Language and Reality*, (pp. 1-14). Northern Book Centre, New Delhi.
- ²Das, Kanti L. (2006). *Philosophical Relevance of Language*, Northern Book Centre, New Delhi, p. 194.
- ³Chomsky, N. (1975). *Reflections on Language*, in *On Language* (trans., 2003), Penguin Books, India, p. 4.
- ⁴See Chomsky, N. (1979). *Language and Responsibility*, in *On Language* (trans., 2003), Penguin Books, India, pp. 81 – 99.



- ⁵Chomsky, N. (1967). *Recent Contribution on the Theory of Innate Ideas, Synthecise*, Vol. 17, p. 11.
- ⁶ Chomsky, N. (1979). *Language and Responsibility*, in *On Language*, op cit., p. 63
- ⁷Das, Kanti L. (2006). *Philosophical Relevance of Language*, op cit., p. 195.
- ⁸ Lyons, J. (1981). *Language and Linguistics*, Cambridge University Press, Cambridge, p. 239.
- ⁹ Ibid.
- ¹⁰Chomsky, N. (1986). *Knowledge of Language, its Nature, Origin and Use*, New York: Praeger, p. 6.
- ¹¹Chomsky, N. (1979). *Language and Responsibility*, Op cit., p. 103.
- ¹² Chomsky, N. (1965). *Syntactic Structures*, The Hague: Mouton and Co., p. 34.
- ¹³ By the word 'structural', Chomsky means the syntactical structure of language.
- ¹⁴ Fodor, J. A., Katz, J. J. (1964). *The Structure of Language: Reading in the Philosophy of Language*, Prentic-Hall, Inc., p. 119.



A REVIEW OF DIGITAL LIBRARIES AND ROLE OF LIBRARIANS IN DIGITAL ENVIRONMENT & IMPLEMENTING OR PROMOTING EXCELLENCE IN HIGHER EDUCATION

Anil Kumar
DSRRAU, Jodhpur
Rajasthan

The terms such as 'electronic library', digital library', virtual library', web- library', or 'on-line library' are used synonymously to represent the same concept. the terms are used differently by different authors. However the central theme of the terminologies remains focused on digital content of the documents.

Digital libraries are essential to enable more people to create and use vast amounts of distributed information and to contribute to the quality and quantity available via the web and future access frameworks.

Digitization almost converted the whole world into a global village. The concept of libraries where it has been used extensively to record, store ,and disseminate the information in the digital form. Digital libraries remain closely linked to advances in high performance computing and networking and both contribute to and validate these technologies. Each and every library step by step shifts over to this dimension to meet the demand put on it.

Definition

"Digital library" (DL) has a variety of potential meanings. It is holding in the digital form that can be stored , processed by the computer system . it is nothing but a large database for the people who are working on hypertext environment. It is a system of organized



collection of multimedia, data that are globally available directly or indirectly across a network.

It comprises of digital collections, services and infrastructure to support lifelong learning , research, scholarly communication and preservation . it is an environment which supports full life cycle of creation , storage, preservation, dissemination and use of data ,and information . it is a process of democratization of information.

Project Gutenberg, Cornell university, Google book search, the library of congress world digital library, the digital library at the university of Michigan, and universal library are considered leader in the field of digital archive creation and management.

Historical background & Characteristics of Digitization

The digital computer age began in august 1944. This machine was based on the mechanical technology of rotating, shafts, electromagnetic clutches and punched card tabulating machinery. It was constructed by IBM, following the idea of Howard Diken .The digital computer is an electronic computing machine that uses the binary digits (bits) 0 and 1 to represent all forms of information internally in digital form. The concept of first digital library was not clear until late 1980's. the emergence and development of digital library at this stage were driven by two main forces. First, digital technological development, especially in multimedia and networking, offered more efficient and Second, people wanted better share of important information like library materials, scientific databases in education and research. So, digital library systems came into being.

Digitization is the process of converting information into a digital format. It start in 1970s. In this format, information is organized into discrete units of data that can be separately addressed bytes. This is the binary data that computers and many devices with computing capacity (such as digital camera s and digital hearing aid s) can process.



Conversion of analog information in any form (text, photographs, voice, etc.) to digital form with suitable electronic device (such as a scanner or specialized computer chips) so that the information can be processed, stored and transmitted through digital circuits, equipment and networks. The function of acquisition, storage, preservation, retrieval is carried out through the use of digital technology.

In 1989, the world wide web project was first proposed and in mid 1993, it grew at an exponential rate in the world. That period called by some people the beginning of a true digital library, but the web is a library without a card catalog, and many search tools or services were crude at the early stage. Scholars wanted to find ways to apply or create technologies in order to better use and share information on the network systems, which themselves are developing at an amazing speed. Developing technologies to print and non print materials came into being in the year 1995. Digital library magazines as an additional avenues came into being in 1995, social aspects of digital libraries presented the notion of remote reference services based on a model of the digital library. Suggested topics for educational offerings in university settings and noted programs of study that offer course work in digital libraries. With the help of Digitization the function of libraries more valuable like-

- Resources are available in computer readable form.
- Organized collection of information which may be digital text or any other form.
- . Access to the entire collection is globally available directly or indirectly across networks.
- Support users in dealing with information objects.



Advantages of the digital library

A digital library is virtually distributed all over the world. The user can get the required information on his/her own computer screen by using the internet. Actually it is a network of multimedia system, which provides fingertip access. In the new environment the spoken words or the graphical display of a digital library is again having a different impact from the words that are printed and the user will pay for its uses. The advantages of digital library are as follows:-

Searching capacity of traditional libraries: By using digital library one will be able to retrieve information specifically for example a particular image, photo, a definition, etc

Easy to understand: The visual or graphical information system of digital libraries is more popular as compared to text based information system.

Storage capacity of traditional libraries: Libraries are spending much of its budget maintaining the collection in a usable form that also demands a huge physical space. Digitization hopes to overcome this. Digital media come with a huge storage capacity.

Low cost technology than traditional libraries: The cost of technologies is much more less than that of traditional libraries.

Preservation and conservation: An exact copy of the original can be made any number of times without any degradation in quality.

Shifting of the environment: The new generation user become only happy when they demand for information and never met that traditional libraries should be developed as a well equipped and interconnected digital library .

Multiple function of same information: The same resources can be used at the same time by a number of users.



Information explosion: Digital library is expected to be able to handle the problem of information explosion somehow. It will be able to handle and manage large amount of digital content by simply providing link, without actually procuring the document.

Information retrieval: The user is able to use any search term bellowing to the word or phrase of the entire collection. Digital library will provide very user friendly interfaces, giving clickable access to its resources.

To provide access to online publication: As more and more information are published over internet, digital library needs to procure and provide link to the online publication and other important sources of information.

Limited buying power of libraries: The collection of every library is limited to only a fraction of the total. Introduction of digital library will help to enhance the collection considerably.

Provide Distance learning: Time is a major factor for each modern user of the library which is otherwise spent in coming and going to the library, but digitization will facilitate learning from home, office or other places which are convenient to users.

Round the clock availability: Digital libraries can be accessed at any time, 24 hours a day and 365 days of the year.

Multiple accesses: In the case of digital libraries by using hypertext it is possible to structure and organize the same digital information in a variety of ways which serve multiple functions.

Structured approach: We can easily move from the catalog to the particular book then to a particular chapter and so on.

No physical boundary: The user of the digital library need not go to the library physically; people fore all over the world could gain access to the same information, as long as an internet connection is available.s



Space: whereas traditional libraries are limited by storage space, digital libraries have the potential to store much more information. When the library had no space for extension, digitization is the only solution.

Cost: the cost of maintaining a digital library is much lower than that of a traditional library much spend large sums of money paying for staff, book maintenance, rent, and additional books. Digital libraries do away with these fees.

Environmental factor: The use of digital libraries is one of the cleanest technologies to fulfill the slogan “burn a CD-ROM save a tree”.

Disadvantages of the digital library

The computer various, lack of standardization for digitized information, quick degrading properties of digitized material, different display standard of digital product and its associated problem, health hazard nature of the radiation from monitor, etc. The major disadvantages of digital library are as follows.

Environment: It cannot reproduce the environment of a traditional library. Many people also find reading printed material to be easier than reading material on a computer screen.

Speed of internet access: As more and more computers are connected to the internet its speed of access is reasonable decreasing. If new technology will not evolve to solve the problem then in near future internet will be full of error messages.

Infrastructure cost is high: The cost of hardware, software, leasing communication circuit is generally very high.

Copyright: The copy right law as though content of one author can be freely transferred by others without his acknowledgement. One difficulty to overcome for digital libraries is the way to distribute



information. How does a digital library distribute information at will while protecting the copyright of the author?

Efficiency: With the larger volume of digital information, finding the right material for a specific task becomes increasingly difficult.

High Bandwidth: Digital library will need high bandwidth for transfer of multimedia resources but the band width is decreasing day by day.

Preservation: Due to technological developments, a digital library can rapidly become out-of-date and its data may become inaccessible.

Digital library initiatives in India

Revolution of digital libraries are developed all over the world to collect, store and communicate the information through electronic media. But comparing to other developed countries, India is rather slow in the development of digital libraries because of many social, political and economic factors. some of the major initiatives on digital libraries in India are furnished below:

- University of Hyderabad.
- Rajiv Gandhi university of health sciences, Karnataka (RGUHS)(<http://www.rguhs.ac.in/dl/index.html>)
- Information and library network- Ahmedabad ,www.inflibnet.ac.in
- Center for development of advance computing-noida(C-DAC)in association with Gujarat vidyapith- Ahmedabad(www.dli.ernet.in)
- National tuberculosis institute(NTI), Bangalore(<http://ntiindia.kar.nic.in/>)
- Traditional knowledge digital library(TKDL)
- Indian institute of science NCSI(<http://vidya-mapak.ncsi.iisc.ernet.in/cgi-bin/library>)



- Indian institute of management
Kozhikode(<http://intranet.iimk.ac.in/cgi-bin/library>)
- Search digital library SDL at DRTC Bangalore
(<http://drtc.isibang.ac.in/index.jsp>)
- Nalanda digital library, national institute of technology(NIT)
Calicut(<http://www.nalanda.nitc.ac.in>)
- Vidyanidhi project(<http://www.vidyanidhi.org.in>)
- Million book universal digital library project-carnegie mellon-IISC-
ERNET(<http://www.dli.ernet.in>)
- Indira Gandhi centre for the ARTS(IGNCA digital library)-
(<http://ignaca.nic.in>)
- INDEST, ministry of HRD,GOI(<http://paniit.iitd.ac.in/indest>)
- Indian school of business(<http://www.isb.edu/lrc/index.html>)
- Archives of Indian labour' at the v.v. giri institute of labour
([http://www.indialobourachievers.org/ sources/jnu.htm](http://www.indialobourachievers.org/sources/jnu.htm))
- Indian institute of technology,
kharagpur(<http://www.library.iitkgp.ernet.in/usr/elib/digital.htm>)
- Indian institute of technology,
Mumbai(<http://www.library.iitb.ac.in/~mnj/gsdll/cgi-bin/library>)
- IITMK Trivandrum(<http://www.iiitmk.ac.in/iitmk/digitallibrary.htm>)
- National chemical laboratory(NCL.CSIR)-digital repository-
(<http://dspace.nclres.in>)

Roll of librarians in digital environment

Librarians have always played an intermediary role between the information and the users. By providing high quality information system, services, products, based on the record of human knowledge in



modern society has been strongly influenced by information and communication technologies. Librarians need to possess the knowledge in the field of information technology computer networking, information, analysis, internet surfing techniques, digital sources and various websites. Information is easily available through internet, but it is generally processed in an and unorganized form. The users need to learn the technique for retrieving the digital information.

Thus a librarian will be more or less like a hypertext engineer. In the new environment it will be very difficult for the librarian to decide what should be organized; how to give citation; how to organize the collection ; etc, it will be really challenging one for the librarian to decide who the authors are, who the publishers are and who the users are?

In order to face this problem the library professionals and users need to acquire detailed knowledge about the world such as:

- Knowledge of computer;
- Knowledge of digitization;
- Translation skills;
- Techniques of evaluating the quality of information;
- Compilation and editing skills;
- Knowledge of sources of electronic information;
- Knowledge of copyright laws and the patent act and
- Knowledge of troubleshooting.

In order to handle a digital library, a professional has to be dynamic and well equipped with relevant knowledge of linking of digital libraries to digital learning environment, knowledge sharing and how to make it user friendly so that its usage became maximum.



It is also important to select right persons and train them in a way that they cultivate a techno-information temperament. Overall, a librarian should have gone through the entire procedure of digitization and should remain updated with it forever.

Implementing or promoting excellence in higher education :-

The Conventional role of Library and information professionals was to collect, process, disseminate, store and utilize information to provide multi-disciplinary services to the personal and professional needs of the Library users. But now their role is not restricted to information management only. they play major role in knowledge management programmes and identifying, acquiring, developing, resolving, storing and sharing of knowledge. Library and information professionals have to manage relations with external providers of information and knowledge and should negotiate with them. Knowledge management has created new ground in the field of library and information science. A Knowledge Management program tailored specifically to libraries can reduce costs, increase revenue and staff efficiency, improve the activities, products and service, improving library performance and guaranteeing a position in the knowledge market.

Ladies and Gentlemen! Since independence, we have made significant progress in the field of higher education in quantitative terms . We have done remarkably well in terms of access and inclusion . It is no mean achievement that with nearly 729 university level institutions and more than 37,000 colleges, It is the single largest system of higher education will not found anywhere in the World. Our research , publication and patenting shall have to be comparable to the rest in the world.

Technology offers tremendous potentials but it will never be able to replace librarians. We shall therefore have to attract the best



and the brightest in the profession of teaching and research. Our library campuses must provide the best possible work environment and academic culture to enable the faculty and researchers to realize their full potentials.

We stand to gain a lot by creating the necessary and sufficient conditions for teachers or librarian to work and then demand performance on pre-specified parameters. We ought to realize that while substantive increases in the pay and perks of teachers or librarians may help attract quality talent, the lack of basis facilities at the workplace may soon frustrate them to the point where they may simply give up, barring a small minority who are intrinsically so motivated as to carry on despite all odds.

To sum up in the Words of a great teacher, **Dr.S.Radhakrishnan "There is a need for change in the perception and attitude of universities realizing that their field is wider, task is greater and goal is higher in building a strong and happy India"**. The universities are not merely places of conferring degrees and distinctions. They besides being place of learning are also centres of service and wholesome development of human personality of men and women, turning them in to fine human beings and the librarians must provide the best possible work environment and academic culture should remain updated with it forever.

Conclusion

Digitization of knowledge contained in rate and out of print books and researched knowledge hidden in grey literature spread will be a unique work. This will make the invisible knowledge visible to the world and expand the user base of such knowledge. It would be an excellent and unusual content development in digital forms of evaporations.



In the modern library system, the information is stored digitally and made accessible to users through digital system and network. Digital library is essentially a fully automated information system with all resources in digital form. It not only facilitates the library functions but also saves the precious time, strength and the energy of the users. Libraries adopt the process of digitization of networking like-LAN,MAN, and WAN. the electronic media will replace the printed media in the form of electronic, digital and virtual.

Therefore, it is essential for the librarians and the information professionals to adapt to the emerging scenario by improving the skills of using new digital telecommunication technology. The librarians should have innovative and user oriented approach for maximum utilization of latest technology and other learning materials. Digitization is infact a boon to success of every library in the world.

References

1. Krishnamurithy, M.(2008). open access, open source and digital libraries: a current trend in university libraries around the world. Program: : electro. lib. inf. sys.,42(1),48-55.
2. Magnussen, Amanda(2003).creating digital libraries :a model for digital library for development . [proceedings of the 10th asian pacific special health and law librarianses conferrance, Adelaide 24-27 august 2003, asian pacific special health and law librarians]
3. Schauder, don. (1994) development of the e-library concept, with special reference to Australian libraries. Australian libraries review. 11(1),5-30.
4. Witten, Ian H. (2003). Examples of practical digital libraries : collections built internationally using greenstone, d-lib magazine 9(3):1-5.



5. Arora,J(2001). Indian national digital library of engineering science and technology: a proposal for strategic co-operation for consortia-based access to electronic resources, the international information & library review 33(2-3):149-165.
6. Kaur, parminderjit singh and sukhdev (2005). Transformation of traditional libraries: a study in indian content. Herald of library science,44(1-2).
7. Kumbagondar, praveenkumar et al (2000). Development of digital libraries in india: social economic problems and prospects. PLANNER 2006, nov 9-10, aizwal: Mizoram university.
8. Lal,D.D.(2003). Digital library overview .PLANNER 2003, nov 6-7, shilling: nehu.
9. Devchoudhury, G.B. (2003).digital libraries- an overview, PLANNER2003, nov 6-7, shilling:nehu.
10. Muqueen, shaista. http://drtc.isibang.ac.in/bitstrem/handle/1894/400/p92_s_haista_khan.
11. Ranjita, khidem.(2007). Digital library: a state of the art report. MLIS dissertation. IGNOU, imphal.
12. Soubam sophiarani (2002). G2C electronic information service: a case study of E-governance initiative in manipur. M.Phil dissertation, vinayaka mission university, salem.
13. Wells,H.G.(1938). World brain, London: Methuen & co.,ltd.
14. INDEST consortium (Indian digital library in science, engineering and technology) <http://www.library.iitb.ac.in/indest/>(13, December, 2003)



WELFARE PLANS OF HOME GUARDS IN ANDHRA PRADESH

K. Narsaiah

Research Scholar
Dept. of Social Work
Dr. B.R. Ambedkar University
Etcherla , Andhra Pradesh, India.

G. Sanjeevayya

Assistant Professor
Dept. of Social Work
Dr. B.R. Ambedkar University
Etcherla , Andhra Pradesh, India.

Introduction:

In view of the manpower shortage, it is not possible to provide security to every needy individual, institution or establishment in the country like India. Presently, except a few government/public establishments, others employ private security guards or security board nominees. The number of private security agencies is increasing, but most of their personnel are either untrained or under-trained. Apart from Army, Navy, Air Force and other security agencies, the twin voluntary organizations - Civil Defense & Home Guards were raised to provide protection to citizens in any untoward situation. Therefore, 6th December every year is celebrated throughout the nation as Raising Day of the organization. On that day in 1946, first Home Guards Unit was conceived and raised in erstwhile Bombay State during turmoil period of civil disorders and communal riots, as a civilian voluntary force to the administration as, under the stewardship of late Morarji Desai, ex-Prime Minister.

The police forces of Andhra Pradesh, the Home Guard was formed to work during invasion of China in 1962, when our country was bordered to the north-east then legally this association became a voluntary service association to assist the police in natural or manmade calamities and to maintain order. After proper training, these Home Guards could also be used to provide security to individuals and to public or private establishments. The units of



Home Guards undertaking such responsibility could be called 'Home Guards Rakshak Dal'. Such security guards could be given 12-hour shift duties and even used as armed security guards/escorts after sufficient weapons training. Home Guards are of two types - rural and urban. In Border States, Border Wing Home Guards Battalions have also been raised, which serve as an auxiliary to the Border Security Forces. The total strength of Home Guards in the country is 5, 73,793 against which the raised strength is 4, 05,043 Home Guards. The organization is spread over in all States and Union Territories except Arunachal Pradesh and Kerala.

The role of Home Guards is to serve as an auxiliary to the Police in maintenance of law and order and internal security, help the community in any kind of emergency such as an air-raid, fire, cyclone, earthquake, epidemic etc., help in maintenance of essential services, promote communal harmony and assist the administration in protecting weaker sections, participate in socio-economic and welfare activities and perform Civil Defense duties.

In Andhra Pradesh the Home Guards Organization was constituted in the year 1963 under the statutory provisions of Madras Home Guards Act of 1948 which was adopted by the Government of Andhra Pradesh and the rules formed under this Act. Initially 8 Companies came into existence, one each at Visakhapatnam, Vijayawada, Guntur, Kakinada, Kurnool, Warangal and Hyderabad. The State is divided into zones, each headed by a Commandant namely at Visakhapatnam and Vijayawada, Kurnool, and for Telangana Districts at Hyderabad. These Officers take overall charge of Home Guards Training in the City. The basic training deployment and utilization of Home Guards are under the control of the Commissioner of Police and Superintendents of Police in the districts who are also the administrative heads. Home Guards had been striving for selfless service and the main motto is "NISHKAM SEVA" and did not hesitate



to make the highest sacrifice. But they are not happy with their status in the police department as well as in the society. Since their inception, they have been receiving less recognition and very meager honorarium which is not sufficient to meet their family needs.

Currently, only 4 percent of women home guards are there in Andhra Pradesh, to encourage the Home Guards, today the Home Guards are to be given some incentive facilities. While on duty if the home guard is killed the Home Guard family are to be given 10 to 50 thousand rupees and if any damages, ten thousand rupees as compensation will be given. Women's Home Guard, however, the situation is much worse for the challenging task as they are harassed due to additional problems such as debt bondage struggle.

Andhra Pradesh Home guard Welfare Plans:

- 1 As per the kind instruction of Superintendent of Police, Karimnagar the LPG are being issued to the Home 1. The Bharatiya Accident insurance scheme: payment of a premium of Rs 54 per year. The occurrence of sudden death then the insurance scheme of rupees one lakh for the home guard family through unit officers will be provided.
2. For accidental deaths in case of (floods, snakebite, heat, electricity, etc., who die in accidents, if the insurance company pays the Home Guard in addition to the central fund instead of Rs.20,000 to One lakh. In the same way, if the home guard does not have any insurance coverage then forty thousand rupees from the central fund.
3. Home Guards at the district level and who are in APSP Battalion have to be provided; hospitals, medical facilities and welfare are to be provided



4. Rs. 10 to be charged and a Central Fund, Rs. 5 /- is to be credited to the fund for the welfare of the district Home Guards. The Home Guards should be apply, depending on the situation, the availability of funds from the district in accordance with the Home Guard Reserve is less than five thousand rupees (Rs.4,999/-). Total aid is granted.
5. When home guards are more prone to serious diseases, if necessary, to fit into the District, Home Guard Protection Fund grants and if not sufficient the Funds from central up to ten thousand rupees should be provided. When asked for a grant for the welfare of the District Home Guard then the Deputy Superintendent of Police (DGP) should look at the application and verify and then send to the Additional DGP-Home Guards, Andhra Pradesh, Hyderabad, for those applications that are sent to be sanctioned.
6. For the marriage of their daughter only one time financial assistance of Rs 5000/-.
7. For the education of the tenth grade children, Intermediate and degree, and if they pass in first division, to receive assistance of Rupees two thousand from the Central Fund. (RC No. 627 / HGs / Estt-II / 2003, Dt. 27-09-03 of DGP, AP Hyderabad).

Silver Jubilee: The main object of the Silver Jubilee Celebration is to improve the image of the Organization. It is in fitness of things that Home Guards of Andhra Pradesh deserve all encouragement in the celebration of their Silver Jubilee. While speaking on the occasion, Sun PS Rama Mohana Rao, IPS. Commandant General of Home Guards and DG & IGP, Andhra Pradesh had suggested introduction of seva medals to Home Guards also, as is being done in the Police Department. Shri Krishnarao Keshav, President, State Home Guards Federation and the General Secretary of the Committee presented a report on the activities of the Silver Jubilee Celebrations Committee



and made an appeal to the Home Minister to provide comprehensive act for Home Guards. The Chief guest Dr. K. Sivaprasada Rao Hon'ble Home Minister in his address while appreciating the 'NISHKAM SEVA" of Home Guards had announced the enhancement of duty and parade allowance to all the Home Guards and agreed to introduce a bill in the next assembly session to provide the Andhra Pradesh Home Guards Organization with a voluntary status.

Shri N. Radhakrishna Muthv. IPS, Spl, IGP, advised in A Seminar on "the role of Home Guards as a voluntary Organization and their usefulness in the present day society" was organized as a part of the silver jubilee celebrations at Ravindra Bharathi at 11. a.m. He also distributed appreciation certificates to those who had completed twenty years of dedicated and meritorious service through the Organization. The police commissioner has also recommended the raising of Rural Home Guards in Andhra Pradesh as it will be useful in bridging the information gap in the law and order and crime context, and giving assistance to police whenever they visit villages on law and order and crime investigation duties, in the police in local festival *bandobust* and in fighting natural calamities, in anti-national activities of locals and enemy agents and for guarding of vital Nations during a civil Defense contingency.

There is need for raising at least one platoon of women Home Guards in Visakhapatnam, Guntur, Vijayawada, Warangal and Kurnool as advantage of their training in handling, guarding and escorting women agitators, and utilization at bathing Ghats meant for women and for main wireless and telephones their services could be usefully utilized. As of now Home Guards constitute only 4 percent of the entire strength of Home Guards organization in A.P.

Although some encouragement is provided to Home Guards by giving monitory rewards for good work done by them and their



meritorious service recognized in due course by awarding to some of the outstanding ones among the Home Guards and civil Defense Medals, provision to give them or their a sizable lump sum grant of Rs. 5000/- in the event of death and Rs.10,000 event of their sustaining a grievous injury in the course of their employment be made, to some of the existing platoon and company commanders, who shown keen enthusiasm in the organization, promotions to the rank of Dy. Commandants and Commandants has to be accorded by a Selection Committee should review their cases periodically.

The uniforms should be supplied to Home Guards instead of uniforms by way of ensuring better turn out, lessening of washing hassle and morale booster. This is under active consideration of the Govt. Efforts are to initiated to boost the voluntary character of the organization by engaging the enlistment of Home Guards from the middle classes including professionals. Trials and minorities should also be encouraged to join the Home Guard organization.

Role of Social Work:

The Social Work knowledge help the individual to enhance their happiness, even in Home Guards to enhance their capacity to counsel, problem solving, and/or engage in conflict resolution with the situation well and even overcomes their own problems and disturbances easily. The Social Welfare Administration helps the Home Guards to prepare suitable welfare programs for them to lead dignified and satisfactory life in the contemporary society.

Conclusion:

In the entire country, only the Home Guards had been striving for selfless service and the main motto is "NISHKAM SEVA". The Home Guards laid their lives in line of their duty and did not hesitate to make the highest sacrifice. A contingent of Home Guards from A P. and also from other States, chosen rotation to participate in the



Republic Day Parade at Delhi. The one man police commission in its report to the Govt. of A.P. while mentioning the erosion of the voluntary concept so necessary for the sustenance of Home Guards.

References

1. Civil Defense, Journal of the Civil Defense Services, Editor Col.Kr. D. S. Rawal, Vol 1, 1970 No. 1. India, Army of Congress.
2. India, A country Study of the Library of Congress (2006)
3. Directorate of Civil Defense Police Department, Note on Home Guards & Civil Defense (2007).
4. National Disaster Response Force and Civil Defense Ministry Of Home Affairs Govt. Of India. Relevant Acts, Rules and Notifications (2007).
5. Civil Defense Compendium of Instructions; Published by Directorate General Civil Defense, Ministry of Home Affairs, Govt. of India (2008).
6. Defense, Ministry of Home Affairs, Govt. of India (2009).
7. Annual report (2009-10): Government of India, Mandate and Organizational Structure of the Ministry of Home Affairs.
8. Rubina Sheikh and Sunita Krishnan et al (2011): The Times of India, At Mecca Masjid, only male home guards frisk visitor, Tuesday, 23 November 2011.
9. Manual on Rescue Techniques and Operations 1993; published by Govt. of India, Ministry of Home Affairs. H.P. State Policy on Disaster Management, 2011.



FORMULATION AND EVALUATION OF PATIENT FRIENDLY DOSAGE FORMS OF METFORMIN HYDROCHLORIDE AS ORAL FAST DISINTEGRATING TABLETS AND ORAL SOFT GELS

Nikhil Babu Kappala

Avanthi Institute of Pharmaceutical Sciences
Cherukupally, Chittivalasa, Bhogapuram,
Vizianagaram(Dt)

INTRODUCTION

Convenience of administration and patient compliance are gaining significant importance in the design of dosage forms. Recently more stress is laid down on the development of organoleptically elegant and patient friendly drug delivery system for pediatric and geriatric patients.

Many patients, elderly people and persons with dysphagia find it difficult to swallow the tablets and hard gelatin capsules and thus do not comply with prescription, which results in high incidence of noncompliance and ineffective therapy.

Unfortunately, a high percentage of patients suffering from type-2 diabetes are elderly people showing dysphagia. The above problem becomes even more severe since the medication has to be taken lifelong everyday and the tablets are quite big due to the high therapeutic dose. A tablet comprising 1000 mg of metformin hydrochloride would need to have a size of 19 mm × 10.5 mm (Glucophage® 1000 mg tablets) or more, as functional excipients are needed to modify release of drug from the dosage form and would be very difficult to swallow. The only available alternative for such patients is the oral solution RIOMET® (500 mg/5 ml). This composition is also has well known disadvantages of all kind of syrup compositions.



Orally disintegrating tablets disintegrate or dissolve in saliva and are swallowed without water. The patients with dysphagia can be also get choked by water while consuming liquid formulation which can be eliminated by administering liquid formulations with high viscosity. Thus, gel formulation of metformin was prepared. The gel dosage form not only overcomes the disadvantages of liquid dosage form, but also of solid dosage forms. The problem of dose measurement by patients is outweighed as oral medicated gels are to be packed in unit dose container.

PLAN OF THE WORK

In order to formulate the drug as fast oral disintegration tablets, pearlitol SD was used as a binder, as it also helps as sugar free diluents and neutral carrier base. Croscarmellose sodium was used as it is an excellent disintegrating agent and swells several folds when it gets into contact with water. Starch 1500, which is a binder and disintegrant was used. Magnesium stearate was used as a glidant. Other suitable additives like flavors and non nutritive sweeteners were used. They all were used in calculated proportions and two ideal formulae were derived.

In case of oral soft gels, the gellan gum was used to maintain viscosity. Sucralose was used as it is a non nutritive sweetener. Methyl and propyl parabens were used as preservatives. Citric acid and sodium citrate buffer was used to stabilize the preparation from the pH changes. They were used in calculated proportions and four ideal formulae were derived.

The formulations were manufactured according to the formula and were subjected to evaluation tests, to find out the best batch among the manufactured ones.



Formulation of Oral fast disintegration tablets batches containing pearlitol using 10% w/v PVP in IPA as binder:

Ingredients %w/w	Batch A	Batch B
Metformin	50	60
Pearlitol SD	30	20
Starch 1500	14.5	14.5
Croscarmellose	4	4
Magnesium stearate	0.5	0.5
Sweetener	0.5	0.5
Flavor Lemon	0.5	0.5

PREPARATION OF GRANULES AND PUNCHING OF TABLETS

Granules of drug, starch 1500 and pearlitol:

All the ingredients were passed through mesh no. 60. Required quantity for each formulation and all the ingredients were coground in a mortar and pestle. 10% w/v PVP K30 in IPA was used as binder to prepare the granules. The wet mass was screened through sieve no. 60 and dried. The dried granules were sieved through sieve no. 85 and subjected for evaluation of granules.

Compression of granules:

The ingredients depicted in Table above (except talc and magnesium stearate) were granulated using 10% w/v PVP in IPA as binder. The dried granules were mixed with talc, magnesium stearate and flavor mixed for 5 min. The mixed blend of granules compressed using a single punch tablet punching machine to produce convex faced



tablets weighing 500 mg each with a diameter of 12.8 mm, a minimum of 50 tablets were prepared for each batch.

EVALUATION OF GRANULES:

The granules and directly compressible blends were evaluated as follows:

Angle of repose:

Angle of repose (α) was determined using funnel method. The blend was poured through a funnel that can be raised vertically until a maximum cone height (h) was obtained. The radius of the heap (r) was measured and angle of repose was calculated.

$$\alpha = \tan^{-1} (h/r)$$

Bulk density:

Apparent bulk density (ρ_b) was determined by placing pre sieved drug excipients blend into a graduated cylinder and measuring the volume (V_b) and weight (M) "as it is".

$$\rho_b = M/V_b$$

Tapped density:

The measuring cylinder containing a known mass of blend was tapped for a fixed time. The minimum volume (V_t) occupied in the cylinder and the weight (M) of the blend was measured. The tapped density (ρ_t) was calculated using following formula.

$$\rho_t = M/ V_t$$

Compressibility index:

The simplest way of measurement of free flow property of powder is compressibility, an indication of the ease with which a material can be induced to flow is given by % compressibility which is calculated as follows:



$$C = (\rho_t - \rho_b) / \rho_t * 100$$

Where ρ_t - Tapped density

ρ_b - Untapped bulk density

Hausner's ratio:

Hausner's ratio is an index of ease of powder flow; it is calculated by following formula.

$$\text{Hausner's ratio} = \rho_t / \rho_b$$

Where ρ_t - Tapped density

ρ_b - Untapped bulk density

EVALUATION OF TABLETS

Friability test:

Friability of tablets was determined using Roche friabilator. This device subjects the tablets to the combined effect of abrasions and shock in a plastic chamber revolving at 25 rpm and dropping the tablets at a height of six inches in each revolution. Preweighed sample of tablets was placed in the friabilator and were subjected to 100 revolutions. Tablets were dedusted using a soft muslin cloth and reweighed. The friability is given by the formula:

$$F = (1 - W_o/W) \times 100$$

Where, W_o is the weight of the tablets before the test and

W is the weight of the tablet after the test.

Hardness:

Hardness or tablet crushing strength (F_c) (the force required to break a tablet in a diametric compression) was measured using Dr. Schleuniger hardness tester.



Tensile strength:

Tensile strength of tablets was calculated using the following formula:

$$T = 2Fc/dt,$$

Where Fc, d and t denotes crushing strength, diameter and thickness of tablet respectively.

Drug content:

Five tablets were powdered and the blend equivalent to 250 mg of metformin was weighed and dissolved in suitable quantity of phosphate buffer of pH 6.8. The solution was filtered, suitably diluted and the drug content was analyzed spectroscopically at 233 nm. Each sample was analyzed in triplicate.

Disintegration Time [In vitro]:

The time required for disintegration of six tablets, placed in each tube of disintegration test apparatus, was measured at $37 \pm 2^\circ\text{C}$ using 900 ml distilled water.

Dissolution testing [In vitro]:

Dissolution study of Metformin tablets was performed using USP Dissolution testing apparatus fitted with paddles. The speed of rotation of paddle was set at 50 rpm. Dissolution study was carried out using phosphate buffer (pH 6.8) maintained at a temp of 37°C . At a predetermined time interval (5 min); 5 ml samples were withdrawn, filtered through Whatman filter paper, 1 ml of the filtered solution was diluted up to 50 ml with phosphate buffer of pH 6.8. Absorption of suitably diluted solution was checked by UV spectrophotometer at 233 nm and drug content was determined from standard curve. The dissolution experiments were conducted in triplicate.



Taste masking:

The strong saline and slight bitter taste of the drug was masked using suitable concentration of sweetener and flavor.

RESULTS OF EVALUATION TESTS FOR ORAL FAST DISINTEGRATION TABLETS

Evaluation test results for granules:

Property	Batch A	Batch B
Angle of repose[°]	25.13	26.08
Bulk density[gm/cm ³]	0.56	0.54
Tapped density[gm/cm ³]	0.64	0.63
Hausner's Ratio	1.142	1.166
% compressibility	12.5	14.28
Flowability	Good	Good

Evaluation test results for tablets:

Parameter	Batch A	Batch B
Hardness	75N	68N
Friability	0.43%	0.38%
Disintegration time	105 secs	83 secs



DISSOLUTION PROFILES OF ORAL FAST DISINTEGRATION TABLETS

Time [Mins]	Cumulative % drug released by Batch A	Cumulative % drug released by Batch B
0	0	0
1	11.25	13.12
2	23.75	26.25
3	35	38.75
4	46.87	49.37
5	56.25	60
6	70	71.87
7	78.75	85
8	83.75	88.75

Figure 1: DISSOLUTION PROFILE OF BATCH A

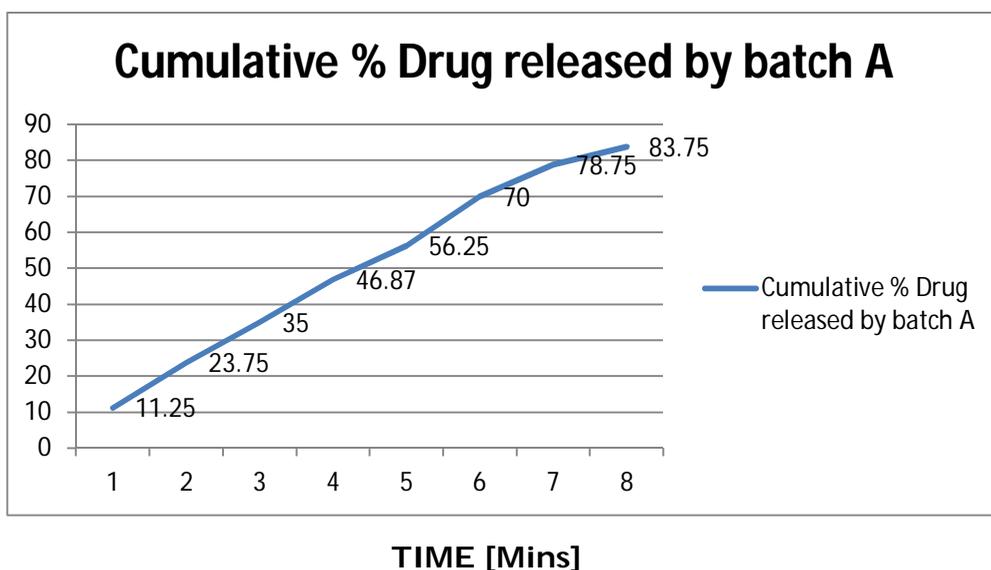




Figure 2: DISSOLUTION PROFILE OF BATCH B

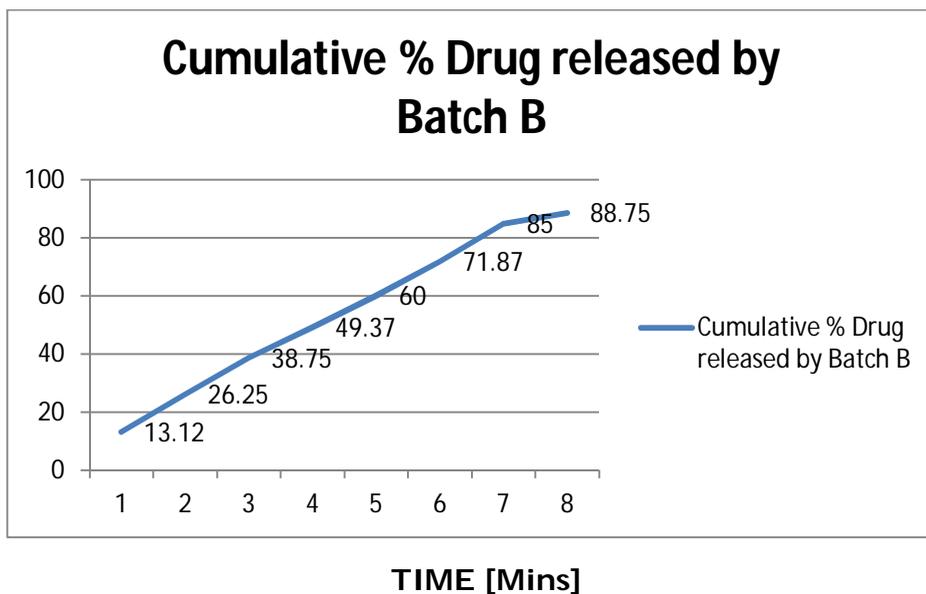
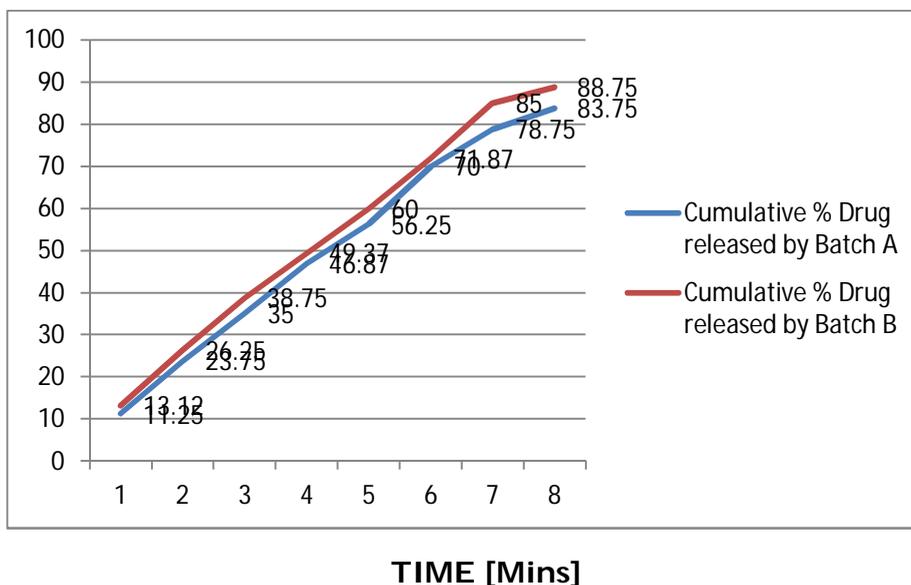


Figure 3: COMPARISON OF DISSOLUTION PROFILES OF BATCHES A & B





DISCUSSION

Among the two batches A & B that are formulated, batch B contains more drug content, while batch A contains more pearlitol SD. Due to the presence of more pearlitol content in batch A, the hardness is increased. Though the disintegration time is more compared to the batch B, the release pattern of the drug is not effected, as the dissolution profiles of both of the batches are more or less similar. Presence of more pearlitol content also offered better taste and mouth feel. Thus there are more advantages with batch A, though both the batches met the specifications.

CONCLUSION

Results shows that both batches A and B possessed desired hardness, friability and disintegration time meeting in house specifications. The disintegration time of batch A is higher than that of B as it contained higher amount of pearlitol and low amount of drug. Thus, both the batches were subjected to dissolution study. Figure 3 above shows the dissolution profile of batch B was almost similar to that of A but the mouth feel of batch A was better than that of B due to comparatively higher concentration of mannitol and low concentration of drug. Thus batch A was the best batch.

Formulation of batches of Metformin oral soft gel:

Ingredients %w/v	Batch 1	Batch 2	Batch 3	Batch 4
Metformin	5	5	5	5
Gellan gum	0.3	0.4	0.4	0.5
Mannitol	20	20	20	20
Citric acid	0.05	0.05	0.05	0.05
Sodium citrate	0.5	0.3	0.5	0.3
Sucralose	0.3	0.3	0.3	0.3
Methyl paraben	0.18	0.18	0.18	0.18



Propyl paraben	0.02	0.02	0.02	0.02
Flavor	2	2	2	2
Water % upto	100	100	100	100

PREPARATION OF ORAL SOFT GEL

All the required ingredients of the formulation were weighed accurately. Dry gellan gum powder was dispersed in 50 ml of distilled water maintained at 95°C. The dispersion was stirred at 95°C for 20 min using a magnetic stirrer to facilitate hydration of gellan gum. The required amount of mannitol was added to the gellan gum solution with continuous stirring and the temperature was maintained above 80°C. Metformin was added with stirring. Then sucralose, citric acid, and preservatives (methylparaben, propylparaben) were added with stirring. Finally, required amount of sodium citrate was dissolved in 10 ml of distilled water and added to the mixture. At last raspberry flavor was added. The weight of the gel was monitored continuously during manufacturing and finally it was adjusted to the 100 gm with distilled water. The mixture was allowed to cool to room temperature to form gel. The gels were prepared using three different concentrations of gellan gum (0.3, 0.4, and 0.5%), each with two different sodium citrate concentrations (0.3 and 0.5%).

500mg drug in 10ml of gel is prepared by the above stated method and is packed in unit dosage containers.

EVALUATION OF ORAL SOFT GEL

Following studies were carried out for evaluation of oral gellan gum soft gel of metformin.

Texture evaluation:

Texture of the soft gel was evaluated in terms of stickiness and grittiness by mildly rubbing the gel between two fingers.



Rheological measurement:

Viscosity of the all the batches of soft gels was measured using Brookfield DV-II+ Pro viscometer. The metformin soft gel was squeezed out from the polyethylene plastic bag by making a cut of uniform size on the bag and viscosity was measured using spindle number LV4 at the rotation of 50 rpm at room temperature. The viscosity measurements were made in triplicate using fresh samples each time.

pH of the soft gel:

The pH of the final gel has got influence not only on stability, but also on the taste. The pH of metformin soft gel was measured using Digital pH meter at room temperature.

Syneresis:

Syneresis is one of the major problems associated with low acylated gellan gum gels. Syneresis means contraction of gel upon standing and separation of water from the gel. Syneresis is more pronounced in the gels where lower concentration of gelling agent is used. Gels were kept under scrutiny for signs of syneresis. The gels showing signs of syneresis were rejected and not considered for further studies.

Drug content:

Five grams of metformin soft gel was accurately weighed on an electronic balance and then transferred to 1000 ml volumetric flask. Then, 900 ml of phosphate buffer (pH 6.8) was added to dissolve the gel. From that, 1 ml of the sample was withdrawn and diluted up to 50 ml with phosphate buffer of pH 6.8. Samples were analyzed spectrophotometrically at 233 nm by UV spectrophotometer after filtering the sample. The gels comply with the test if not more than one



of values thus obtained is outside the limits of 85-115% of the average value and none is outside the limits 75-125%.

In vitro drug release:

In vitro drug release studies was carried out using USP dissolution apparatus 2 using paddle at a speed of 100 rpm using 900 ml of pH 6.8 phosphate buffer as dissolution media at $37 \pm 2^\circ\text{C}$. The ready to use soft gel (5 gm) containing 250 mg of metformin was used in the dissolution test. Five milliliters of sample was withdrawn at the interval of every five minutes and the drug solution was replaced with the same volume of phosphate buffer (pH 6.8) maintained at $37 \pm 2^\circ\text{C}$. One milliliter of the filtered sample was diluted up to 50 ml with phosphate buffer pH 6.8 and absorbance was measured at 233 nm using UV-Spectrophotometer.

RESULTS OF EVALUATION TESTS FOR ORAL SOFT GELS

Parameter	Batch 1	Batch 2	Batch 3	Batch 4
Clarity	Transparent	Transparent	Transparent	Transparent
Consistency	Slightly fluid	Acceptable	Acceptable	Slightly thick
Texture	Non sticky and non gritty			
pH	5.82	5.7	5.79	5.65
Viscosity [cps]	5690	6348	7135	8162



DISSOLUTION PROFILE OF BATCHES 3 AND 4:

Time[min]	Batch 2 Cumulative % drug released	Batch 3 Cumulative % drug released
0	0	0
5	55.62	48.60
10	75.94	67.96
15	91.19	79.82
20	96.51	94.33
25	99.17	99.42

Figure 4: DISSOLUTION PROFILE OF BATCH 2

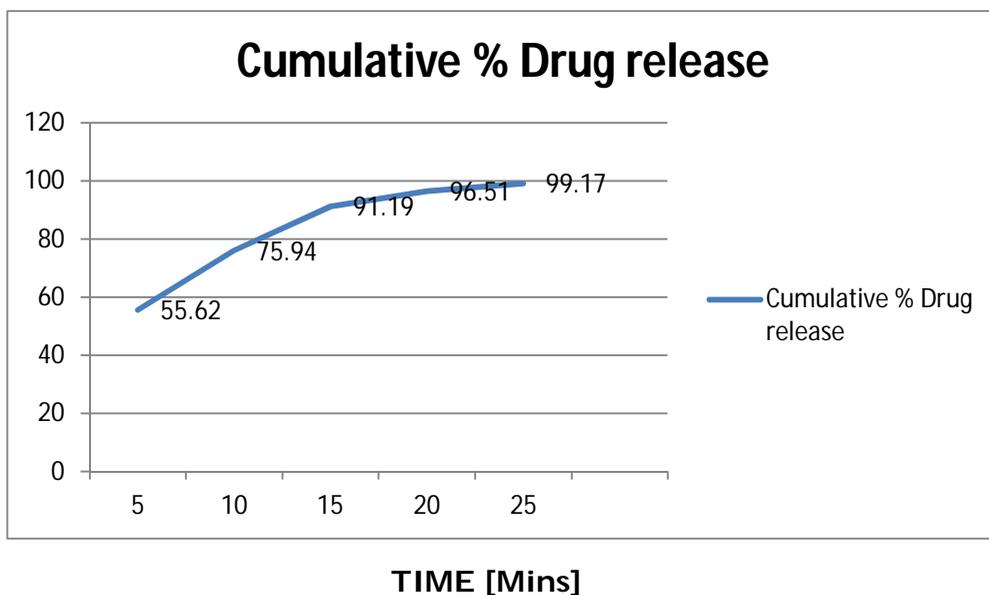




Figure 5: DISSOLUTION PROFILE OF BATCH 3

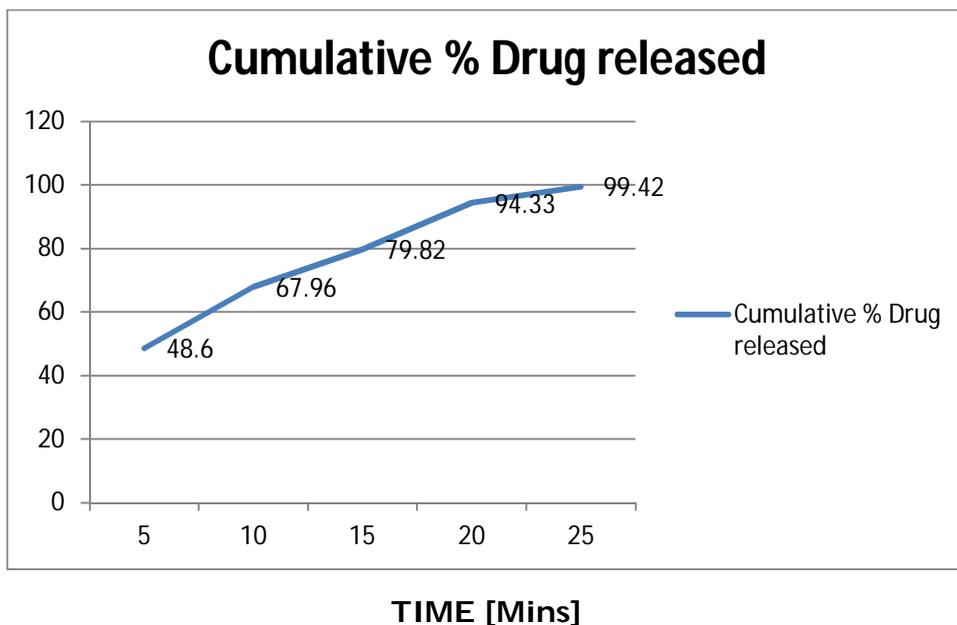
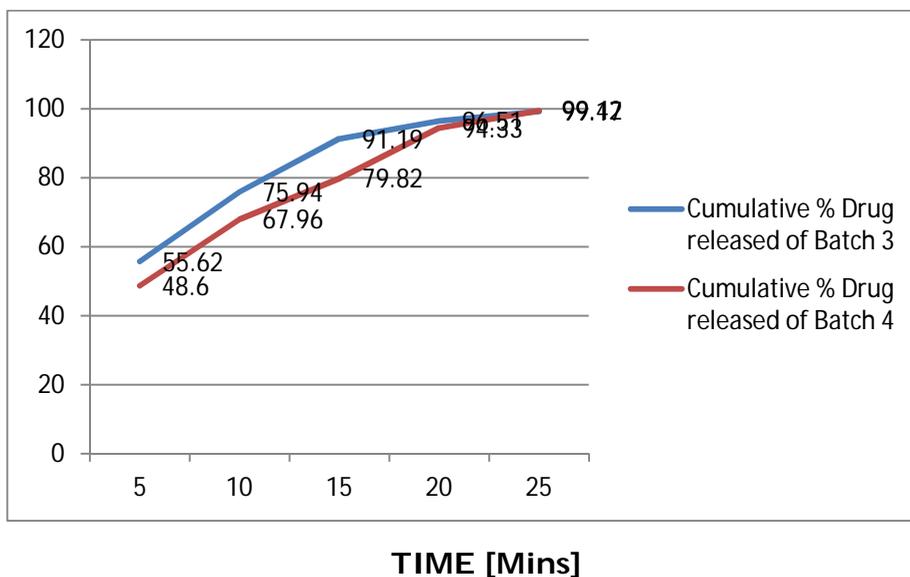


Figure 6: COMPARISON OF DISSOLUTION PROFILES 2 & 3





DISCUSSION

By appearance all the four batches are transparent as these batches only varied in the concentration of gellan gum and sodium citrate. The batch 1 is less fluid where as batch 4 is slightly thick. Batches 1 and 4 are discarded. Remaining batches i.e 2 and 3 are within acceptable range. They are selected for dissolution testing. All the batches are non sticky and non gritty indicating the ideal amount of gellan gum used. The pH and viscosity of all the batches are also in the acceptable range. The dissolution profiles are also similar, but the minor variations are only due to the difference in gellan gum concentration.

CONCLUSION

The batches 2 and 3 gave best results for all the evaluation tests among all the four formulated batches. By the dissolution profile we notice that batch 2 was able to release more than 85% of drug before 15 min thus meets in house specification. Finally, it was found out that batch 2 meets all laid in house specifications thus is the optimized batch.

SCOPE OF FURTHER WORK

The patient friendly dosage forms in the following work are prepared only for single drug i.e. Metformin. Using several drugs combinations like metformin with sulphonylureas like glipizide or glitazones like rosiglitazone etc, synergism or combined effect can be obtained and fewer amounts of drug (active pharmaceutical ingredient) can be used to obtain the similar or better therapeutic efficacy. Utmost care should be taken to avoid any interaction with excipients used while working on drug combination formulation. Drug overdoses and adverse effects can also be minimized to an extent, and there shall also be a lot of benefits to geriatrics and people facing dysphagia.



References

1. Asian journal of pharmaceutical sciences July - September 2008 edition pages 167 – 176; www.asiapharmaceutics.info
2. The journal of clinical investigation, Role of AMP – activated protein kinase in mechanism of action of metformin by Gaochao Zhou, Robert Myers, Ying Li, Yuli Chen, XialonShen, Judy Fenky – Melody, Margaret Wu, John Ventre, Thomas Doebber, NobuharuFujii, Nicolas Musi, Michael F. Hirshman, Laurie J. Goodyear and David E Moller.
3. Drug profile from INDIAN PHARMACOPOIEA 1996 edition.
4. Lachman L, Lieberman HA, Kanig JL. The theory and practice of industrial pharmacy. 3rd ed. Mumbai: Varghese publishing house; 1987 pages 182 – 184, 296 – 303, 311 – 312.
5. Rang and Dales pharmacology, sixth edition pages 405 – 406.
6. Wadhvani AR, Prabhu NB, Nandkarni MA, Amin PD. Consumer friendly mucolytic formulations. Indian J PharmaSci 2004; 7: 507 – 7.
7. Bhusan SY, Sambhaji SP, Anant RP, Kakasaheb RM. New drug delivery system for elderly. Indian Drugs 2000; 37:312-8.
8. Gohel MC, Bansel G, Bhatt N. Formulation and evaluation of oro dispersible taste masked tablets of Famotidine. PharmaBiol World 2005; 3:75 – 80.
9. Chandran R, Gogia A. Liquid formulation of Metformin 2005. U.S Patent No, 6,890,957 B2.
10. Starch 1500 Partially Pregelatinized maize starch – the superior multifunctional excipient for solid dosage development, Colorcon Technical literature, Colorcon Asia, Goa, India.



11. Shirwaikar AA, Shirwaikar A, Kumar R, Prabhu SL, Mahalaxmi R. Formulation and evaluation of mouth dissolving tablets of metformin. Int J PharmaEcip 2006; july-sept: 86-92
12. <http://en.wikipedia.org/wiki/diabetis>
13. Excipients data from Wikipedia.



A Study on Cu^{2+} Doped $\text{CaAl}_2\text{Si}_2\text{O}_8$ Glass-Ceramic by Sol-gel Technique

N.P. Subiramaniam

Department of Electronics and
Communication Systems
Nehru Arts and Science College
Coimbatore, India

Dr.A.Balamurugan

Department of Electronics and
Communication Systems
Nehru Arts and Science College,
Coimbatore, India

P.Thirunavukkarasu

Department of Electronics
Ramakrishna Mission Vidyalaya College of Arts and Science
Coimbatore, India

Introduction

Sol-gel processing is a wet chemical route for the synthesis of colloidal dispersions of inorganic and organic-inorganic hybrid materials, particularly oxides and oxide-based hybrids. From such colloidal dispersions, powders, fibers, thin films and monoliths can be readily prepared. Typical sol-gel processing consists of hydrolysis and condensation of precursors. Precursors can be either metal alkoxides or inorganic and organic salts. Organic or aqueous solvents may be used to dissolve precursors, and catalysts are often added to promote hydrolysis and condensation reactions.

Glass-ceramics and ceramics with crystalline anorthite are used in electrical, thermo-mechanical and water resistant applications (Medvedovskii et al.1990). Mixing of fluorapatite ($\text{Ca}_5(\text{PO}_4)_3\text{F}$) and anorthite ($\text{CaAl}_2\text{Si}_2\text{O}_8$) lowers the melting temperature of the produced glasses, which still maintain good mechanical properties. Such materials have been already proposed for refractory applications (Tulyaganov et al.1990). The phase diagram of the fluorapatite-anorthite system has been earlier investigated by annealing and



quenching techniques, direct observation of melting behaviour, X-ray diffraction analysis (XRD) and petrography (Tulyaganov et al 2000).

Experimental Work

The synthesis of $\text{CaAl}_2\text{Si}_2\text{O}_8$ has been done through sol-gel technique. For this purpose, calcium nitrate tetrahydrate ($\text{Ca}(\text{NO}_3)_2 \cdot 4\text{H}_2\text{O}$), Cupric nitrate hexahydrate ($\text{Cu}(\text{NO}_3)_2 \cdot 6\text{H}_2\text{O}$), Aluminium nitrate nonahydrate ($\text{Al}(\text{NO}_3)_3 \cdot 9\text{H}_2\text{O}$), and Tetraethyl orthosilicate ($(\text{C}_2\text{H}_5)_4\text{OSi}$), were taken as precursors for Ca^{2+} , Cu^{2+} , Al^{3+} and SiO_2 respectively. For this purpose, 1 molar $\text{Ca}(\text{NO}_3)_2$ and 2molar $\text{Al}(\text{NO}_3)_3$ solutions were prepared separately using 50 ml of Millipore water. The prepared 100ml of the mixtures containing Ca^{2+} and Al^{3+} precursors were placed on a magnetic stirrer (TARSONS, India) with an operating temperature of 60°C and rotation speed of about 300 rpm for 10 minutes. A 1 molar concentration of $(\text{C}_2\text{H}_5)_4\text{OSi}$ has been prepared separately by mixing with the appropriate amount of ethanol and Millipore water. The separately prepared $(\text{C}_2\text{H}_5)_4\text{OSi}$ solution was now added to the continuously stirred solution mixtures containing Ca^{2+} and Al^{3+} ions. The homogeneous solution was slowly stirred for a few hours to yield a precursor wet gel. The wet gel was transferred to a Hot air oven (TECHNICO OVEN, India) and dried at 120°C overnight. The obtained dried gel was grounded well to fine powders with the help of mortar and pestle and this powder was considered to be as prepared powder. This was followed by heat treatment at 1100°C for 4 hours in order to make it crystalline.

The synthesis of four different compositions of Cu^{2+} substituted $\text{CaAl}_2\text{Si}_2\text{O}_8$ was prepared as per the procedure given below. A suitable molar concentrations of the mixture comprising the precursors of $\text{Ca}(\text{NO}_3)_2$, $\text{Al}(\text{NO}_3)_3$ and $\text{Cu}(\text{NO}_3)_2$ were prepared separately using Millipore water. The prepared 150ml of the mixtures containing Ca^{2+} , Cu^{2+} and Al^{3+} precursors was placed on a magnetic stirrer with an



operating temperature of 60°C and rotation speed of about 300 rpm. A1 M concentration of $(C_2H_5)_4OSi$ has been prepared separately by mixing with the appropriate amount of ethanol and Millipore water.

The different molar concentrations of Ca^{2+} , Cu^{2+} , Al^{3+} and SiO_2 precursors used in the synthesis. The separately prepared TEOS solution was now added to the continuously stirred solution mixtures containing Ca^{2+} , Cu^{2+} and Al^{3+} ions. The homogeneous solution was slowly stirred for a few hours to yield a precursor wet gel. The wet gel was transferred to a Hot air oven and dried at 120°C overnight. The obtained dried gel was grounded well to fine powders with the help of mortar and pestle and this powder was considered to be as prepared powder. This was followed by heat treatment at 1100°C for 4 hours in order to make it crystalline.

Results and Discussion

The identification of the crystalline phases has been performed by the X-ray diffractometer (XRD). The X-ray diffraction patterns (Figures not presented) of all the powders in the as dried conditions were found amorphous because of the presence of impurities such as alkoxides, nitrates and adsorbed water present in the as dried conditions. Thus heat treatment has been necessitated for the evaporation of volatile impurities to form crystalline phases. The X-ray patterns for all the powders after heat treatment at 800°C (Fig. 1) has still shown the presence of glassy phase in case of pure Pure-CAS. However, the inclusion of Cu^{2+} in all the samples has resulted in the transformation of glassy phase into ceramic phase. The increasing concentration of Cu^{2+} added during the synthesis had resulted in the increased resolution of major peak at 28° two theta of the XRD pattern with the 4X-CAS sample have recorded the maximum intensity. Thus the results from the XRD patterns recorded at 800°C have given valid

information about the major role of Cu^{2+} in the crystallization of Calcium alumina silicate (CAS) glass.

It's important to mention here that the present synthetic procedure had been conducted in such a way that the molar ratio of $\text{Ca}^{2+}/\text{Cu}^{2+}$ had decreased in order to enrich Cu^{2+} in CAS, however with the molar ratios of Al^{3+} and Si^{4+} has been maintained constant throughout the synthesis. The transformation kinetics of glassy phase to crystalline phase of CAS glasses has been reported previously by different researchers (G. Engelhardt et al 1985). According to the reports it has been indicated that the increase in the ratio of $\text{CaO}/\text{Al}_2\text{O}_3$ would result in the number of non-bridging oxygen, causing the decrease of glass transition temperature and an increase in the refractive index. Further it has also been stated that the role of silica in the aluminate structure depends on the silica content and the $\text{CaO}/\text{Al}_2\text{O}_3$ ratio. The present study had witnessed the formation of increased crystalline phase with the higher content of Cu^{2+} and with the simultaneous reduction in the content of Ca^{2+} . Thus the reduction in the content of Ca^{2+} had led to reduction in the phase transformation of glassy phase in the present investigation.

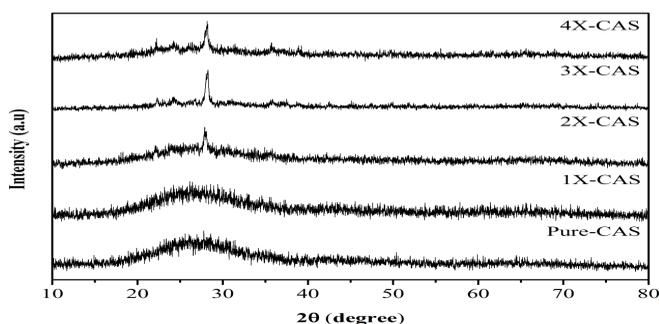


Fig. 1 X-ray diffraction patterns of $\text{CaAl}_2\text{Si}_2\text{O}_8$ and four different Cu^{2+} doped $\text{CaAl}_2\text{Si}_2\text{O}_8$ powders after heat treatment at 800°C



Table 1: Precursors concentration used in synthesis and elemental concentration determined from XRF after heat treatment of the powders at 1100°C.

S.	<i>Molar concentrations of the precursors</i>					Wt.% of elements determined from XRF			
	<i>Sample code</i>	<i>Ca(N O₃)₂</i>	<i>Cu(N O₃)₂</i>	<i>Al(N O₃)₃</i>	<i>(C₂H₅)₄OSi</i>	Ca ²⁺	Cu ²⁺	Al ³⁺	SiO ₂
1	<i>Pure-CAS</i>	<i>0.50</i>	<i>--</i>	<i>2.00</i>	<i>1.0</i>	24.130	0.334	34.770	39.260
2	<i>1X-CAS</i>	<i>0.45</i>	<i>0.05</i>	<i>2.00</i>	<i>1.0</i>	20.680	3.336	34.850	40.120
3	<i>2X-CAS</i>	<i>0.40</i>	<i>0.10</i>	<i>2.00</i>	<i>1.0</i>	19.620	5.827	35.990	37.970
4	<i>3X-CAS</i>	<i>0.35</i>	<i>0.15</i>	<i>2.00</i>	<i>1.0</i>	17.120	9.531	36.750	35.750
5	<i>4X-CAS</i>	<i>0.30</i>	<i>0.20</i>	<i>2.00</i>	<i>1.0</i>	14.780	12.810	35.900	35.590

X-ray fluorescence (XRF) data presented in the **Table 1** confirms the increased level of Cu²⁺ concentration with the increasing concentration of Cu²⁺ used in the synthesis. The XRF data also reveals that an increasing trend in the Cu/Ca molar ratio (**Fig. 3**) could be noticed with the increased level of Cu²⁺ doping in the crystal structure of CaAl₂Si₂O₈. The contents of Al₂O₃ and SiO₂ have been found constant throughout the investigated compositions. With the X-ray diffraction patterns not showing additional phases other than single phase CaAl₂Si₂O₈, it could be concluded that all the doped Cu²⁺ has been incorporated into the crystal structure of CaAl₂Si₂O₈.

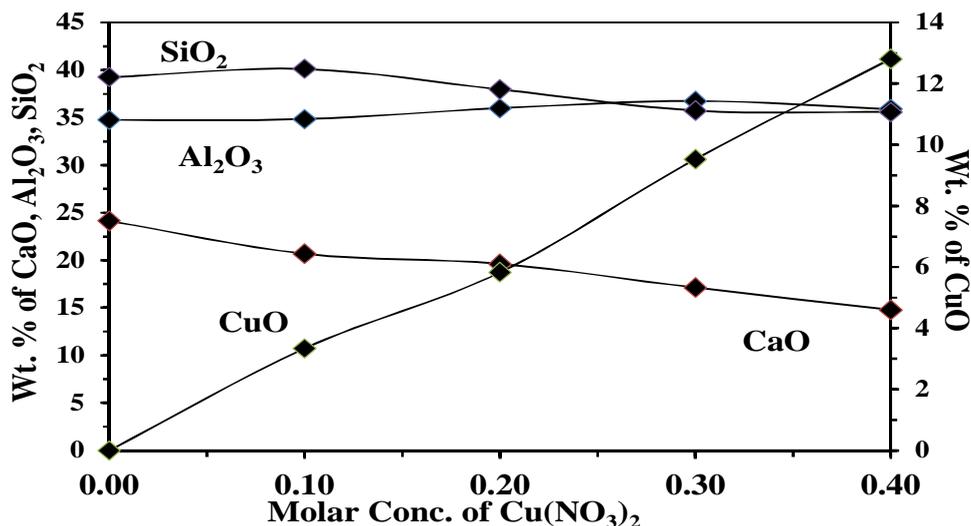


Fig. 3 XRF analysis of $\text{CaAl}_2\text{Si}_2\text{O}_8$ and four different Cu^{2+} doped $\text{CaAl}_2\text{Si}_2\text{O}_8$ powders after heat treatment at 1100°C

Fig. 5 Shows the spectra for the $\text{CaAl}_2\text{Si}_2\text{O}_8$ and all the Cu^{2+} doped $\text{CaAl}_2\text{Si}_2\text{O}_8$ powders after heat treatment at 1100°C . The following observation could be drawn from the bands observed from the infrared spectral region. The signals at 1033 cm^{-1} and 991 cm^{-1} correspond to Si-O stretching vibrations. The sharp signal appearing at 914 cm^{-1} is responsible for Al-OH group deformations. The peaks at 1143 cm^{-1} , 1050 cm^{-1} and 987 cm^{-1} corresponds to the Si-O stretching bond vibrations. The FTIR spectra at 1440 cm^{-1} show the characteristics of the Ca-O-Si, and vibrations band at 470 cm^{-1} can be assigned to O-Si-O bending vibrations. The bands at 1150 cm^{-1} are attributed to Si-O-(Al) stretching vibrations. Hence the observed results from the FTIR spectra are in accordance with the XRD and Raman analysis results.

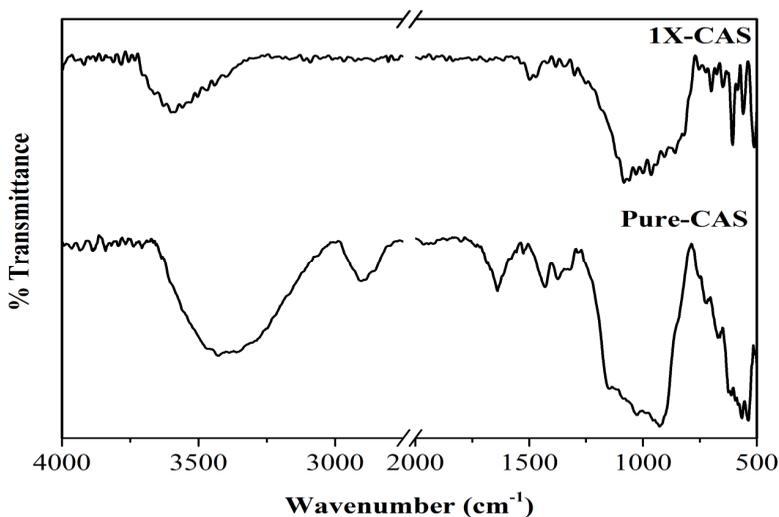


Fig. 5 FTIR spectral analysis of $\text{CaAl}_2\text{Si}_2\text{O}_8$ and Cu^{2+} doped $\text{CaAl}_2\text{Si}_2\text{O}_8$ powder after heat treatment at 1100°C

Conclusions:

Stoichiometric $\text{CaAl}_2\text{Si}_2\text{O}_8$ and four different Cu^{2+} doped $\text{CaAl}_2\text{Si}_2\text{O}_8$ glass ceramics has been formed through sol-gel synthesis. Heat treatment at 800 °C had resulted in the existence of glassy phase in case of pure $\text{CaAl}_2\text{Si}_2\text{O}_8$ powders whereas crystallization has initiated in case of Cu^{2+} doped $\text{CaAl}_2\text{Si}_2\text{O}_8$ powders. Complete crystallization has occurred in case of heat treatment at 1100 °C for all the powders and the results from the X-ray diffraction has confirmed the formation of anorthite phase possessing Triclinic crystal structure , FT-IR spectra and analysis from the XRF had good agreement with the results obtained from XRD . Further, the addition of Cu^{2+} had resulted in the formation of solid solution of stoichiometric $\text{CaAl}_2\text{Si}_2\text{O}_8$ powder. Since the Ca^{2+} ions are layered in between Al_2O_3 and SiO_2 stacks, any content of Cu^{2+} addition would result in the formation of coordination with Ca^{2+} ions in the triclinic crystal structure.



References:

1. Medvedovskii, EY. Kharitonov, FY. Shcherbina, TD. Electrical insulating materials based on anorthite. *Glass Ceram* 46,204, (1990).
2. Kobayashi, Y. Kato, E. Low temperature fabrication of anorthite ceramics. *J Am Ceram Soc.* 77,833, (1994).
3. Yasui, I. Ryu, B. Kawarazaki, T. Sintering and crystallization behavior of glass powder with composition of anorthite, $\text{CaAl}_2\text{Si}_2\text{O}_8$. In: Weinberg MC, editor. *Nucleation and crystallization in glasses and liquids*. Westerville, OH: The American Ceramic Society. 30, 323, (1993).
4. Tulyaganov, DU. Ismatov, AA. Development and application of anorthite–diopside containing glass-ceramics. In: Varshnea AK, Bickford DF, Bihuniak PP, editors. *Advances in fusion and processing of glass*. The American Ceramic Society. 29, 221, (1993).
5. Tulyaganov, DU. Ismatov, AA. The system fluorapatite–anorthite. *Izv Akad Nauk SSSR Neorg Mater.* 26,886, (1990).
6. Tulyaganov, DU. Theoretical and technological principles of glass-ceramics technology in the $\text{Ca}_5(\text{PO}_4)_3\text{F}-\text{CaAl}_2\text{Si}_2\text{O}_8-\text{CaMg}-\text{Si}_2\text{O}_6$ system. Doctoral thesis. Tashkent–Uzbekistan: Chemical Technological Institute, (1994).
7. Tulyaganov, DU. Phase equilibrium in the fluorapatite–anorthite–diopside system. *J Am Ceram Soc.* 83,3141, (2000).
8. Engelhardt, M. Nofz, K. Forkel, F.G. Wihsmann, M. Magi, A. Samoson and E. Lippmaa, *Phys. Chem. Glasses.* 26, 157, (1985).
9. MacMillan, P. and Pirou, B. *Non-Cryst. Solids.* 50,221, (1983)
10. Higby, P.L. Ginthera, R.J. Aggarwal, I.D. and Friebele, E.J. *Non-Cryst. Solids.* 126, 209, (1990).



HEALTH CARE PRACTICES AMONG THE KOYA WOMEN IN TELANGANA A STUDY OF WARANGAL DISTRICT

Dr.B.Srinivas

Assistant Professor

Department of Sociology

Dr.B.R. Ambedkar Open University, Hyderabad

Introduction

Woman is the key to the provision of health services for the family and society. Yet she has been neglected and exploited in the field of health services. The mother is the central figure who provides childcare, hygiene, nutrition, and even primary health care. Without good mental and physical health care for the mother herself, it will not be possible for her to give her best for the health and development of her child, family, society and nation. Until and unless, they are allowed to be educated, become healthy and develop positive self-image, health programmes will not bear much fruits.

The tribal population of Telangana according to 2011 census is 32.86 lakhs constituting 9.34 per cent of the total population of the state. Telangana State is covered under the provisions of Schedule-V of Constitution of India. In the state the Scheduled areas are extend over more tribal population in Khammam, Warangal, Adilabad Mahboobnagar and karimnagar districts.

The present paper is carried out among the Koya tribes of Warangal district of Telangana to examine the health and health care practices carried out during the pregnancy period. According to 2011 census the Warangal district population is 35.12 lakhs, the district occupies 4th place in the state of Telangana in its population and 3rd place with regards to Scheduled Tribe population which is 3.86 lakhs i.e., 14.10 percent. The paper is also an attempt to bring forth the socio-economic and environmental factors that influence the health and



health care system of Koya tribal women. The study also focuses on the problems faced by women during pregnancy, childbirth and health seeking. It also deals with the female mortality and its causes. This paper also includes suggestive measures to improve the health and health care system.

The Mandals selected for the study are Eturnagaram, Tadwai, Gudur and Kothaguda. It is found that of the said mandals Eturnagaram and Tadwai are totally represented by Koyas. In the other two mandals most of the tribals belonged to Koya community.

The Koyas inhabit mainly in the Warangal District, which is in Northern part of Telangana. The Koyas are one of the major recognized tribe in Telangana with distinct identity, rich traditions and cultural heritages passing down from generation to generation. Koyas call themselves as Dorala Sattam (Lords group) and Putta Dora (Original Lords). Koyas call themselves 'Koitur' in their dialect, like Gonds. Though strongly influenced by neighboring Telugu speaking people, they retained typical cultural traits of Koya culture.

The Infant Mortality Rate (IMR)

The tribal population has much lower Infant Mortality Rate 'IMR' as compared to the scheduled caste but moderately higher than the other population.

Female Infant and Child Mortality

In Koya communities, there is no gender discrimination. The birth of a daughter is also welcomed warmly even though they prefer boys for fulfilling the roles of patriarchy like transmission of property, expansion of lineage and looking after parents in their old age. So, there is no female feticide at all. They often believe that the birth of a child is a gift from God. So, in older days, a woman gave birth till the end of her fertility period. Now, because of modern form of media that



keeps on reminding them about family planning, they have accepted family planning.

Infant and child mortality is mostly correlated with socio-economic and environmental factors. So, mortality occurs more in the outskirts areas than in the main lands. This is because of the poor facilities of medical aids within the areas and also because of their poverty and unhygienic way of living, epidemics Mostly breaks out in these areas. But in comparison to the neighboring communities, infant mortality is very low among Koyas.

Table-1
MORTALITY RATES

Age Group	Mortality Rate	% of deaths over births
0-4	High	37%
5-10	Low	20%
10-16	Low	16%

The mortality is higher in the age group of 0-4. These deaths are mainly on account of the poor health status of the mother during prenatal and postnatal period.

The major diseases noticed among children were air-borne diseases like chicken pox, whooping cough, ordinary fever, cold, cough, etc. These were followed by water-borne diseases like diarrhea/dysentery, jaundice, cholera, typhoid and measles. An epidemic like diarrhea/dysentery, jaundice, cholera, typhoid also broke out in the remote areas where medical aids could not reach in time.

Environmental factors are also responsible for the death of many children as they move away from parents. During these periods, they were found playing around ponds, ditches, and eating and drinking whatever comes in their way. There was also a report that life



of some children were taken by high current of river during rainy seasons because they loved to swim.

Table-2

MATERNAL HEALTH AND CAUSES OF MATERNAL DEATH

Age Group	Mortality Rate	% of deaths over normal deaths
18-25	Low	05%
25-35	Low	09%
35-45	Medium	20%
45-55	High	28%
55 and above	NIL	NIL

The mortality of women was higher in the age group of 45-55. The death occur more in the outskirts areas where there is little health care and the habit of giving birth at home because of their socio-economic problems. Most of the female deaths were related with gynecological problems, which occur during pregnancy and childbirth and also because of the effects of over-burden of domestic works during reproductive periods. Women engaged in hard physical labour during pregnancy, lactating and child care period as they look part in activities like cooking, carrying water, collecting fire wood, washing clothes and cleaning houses. Because of these overburden domestic works, she has no time to take care of herself. Due to their engagement in such works, some women often suffer from back pain, broken bones, miscarriage and fractures mostly during pregnancy.

The causes of maternal mortality are both medical and social. The main causes are anemia, hemorrhage, infections, etc. In Koya community, a major complication in childbirth that leads to mortality rarely occurs even though there were cases of caesarian operation. This,



they believed, is because of the nature of their work that needs movements and stretching of their body during pregnancy.

Health status of a woman is also related with economic status of the family. In some families, even though the sick persons are not recovered completely, they discontinue taking medicine because they could not afford the medicine. This habit is mostly seen in women from poor economic backgrounds because, they are more concerned of their family members and neglect themselves.

Life Crisis and Cultural Pattern on Cases of Pregnancy and Child Birth

Most of the women in Koya tribal society are engaged in maintaining the household. There are certain traditional taboos and superstitions that are still followed by pregnant women and their husbands with the thought that if anything happens to their child, the consequence will be unforgivable. A pregnant woman is considered weak and she is not allowed to go out at night with the belief that she can easily become a victim of spirit. She cannot eat any climbers because that would prolong her birth pains. She avoids eating papaya fruit, as they believe that it may lead to miscarriage or abortion. Any vegetables, which are lying under the wood, cannot be eaten by a pregnant woman with the thought that it will make a child physically weak. The husband of the pregnant woman is not allowed to kill animals with the thought that the baby will inherit a physical characters or a nature of that particular animal that was killed.

Because of their busy schedule in household activities and long distance to reach the hospital most of the women neglect themselves to consult a doctor. They visit doctors or nurses or hospitals only when they needed them very urgently. Ultra sound is preferred but it does not lead to female feticide. For the delivery, doctors and nurses are called. In some places, where doctors and nurses cannot reach in time,



mid-wife is often called for the delivery. Now a day, most of the pregnant women are taken to hospitals for safety, especially if she is giving birth for the first time.

If the delivery is done at home, the woman is kept in one room in which men and unmarried women are not allowed to enter. The husband remains outside and his duty is to call the doctors or the mid-wife and to bring any items needed by her during delivery. After the birth of a child, both the child and the mother are washed properly with turmeric-paste. If a baby cries uncontrollably for a long time, fresh turmeric is applied on the body. In the past the mother used to lie down on a wooden bed near the hearth with the belief that it releases gas out of the body. Old women believed that because of this practice no one complained of back pain and women's faces were clearer unlike the present generation. The mother was kept near the hearth till the naming of the child, i.e. 21st day. And then she was brought to her usual bed. In some places, this practice is still continuing.

Access to Health Care Service

Most of the Koya people believe in Allopathy. Only a handful of them follow Homoeopathic treatment. If a person suffers from acute symptoms, which cannot be diagnosed by doctors, he approaches a visionary (spiritual leader) with the thought that the cause must be due to a supernatural agent. Even though they are not much into ethno medicines, the use of it is still going on.

When the present study was undertaken in the area, there was not a hospital, but only a Primary Health Centre (PHC) which is run by the Government of Telangana. The Primary Health Centre has three nurses and a doctor. The centre provided Pulse Polio immunisation and medicine for certain diseases. They also conduct programmes on family planning, malaria eradication, leprosy programmes, mother-child health care etc. Free contraceptives were also provided as birth control.



measures. They also give advice to pregnant women that the delivery of the first born child should take place in the PHC. The villagers, whenever they are sick, go to the Primary Health Centre for treatment. But due to lack of provision, if the patient cannot be treated at this centre, they will be referred to Mahatma Gandhi Memorial Hospital, Warangal.

The health organizers educate about the ill effects of the malaria, deficiency diseases and the like, and also tell them the importance of good sanitation and a hygienic way of living. Some of the Non Governmental Organisations also visit Koya areas every year for free health check-up and medicines are also distributed freely. Christian missionaries also sponsor doctors and nurses for health check-up at remote areas when there is epidemic.

Anganwadi worker also takes care of children and pregnant women by giving them milk, flour, wheat, sugar, etc. They also make the women conscious about their own health and their family members. They also teach the pregnant women how to take care of their children and how to keep their house and environment in hygienic condition.

Koya tribal people of this generation do not fully rely on ethno medicine. Even though they believe that certain herbs are good for certain diseases, they use such herbs in addition to modern medicine, if the disease or ailment persists. The following are certain diseases for which ethno medicines are generally used:

Disease	Ethno Medicine used
Cold and Cough	Zinger Tulasi Leaves, medicated bath with jamoil leaves
Sprain/Strain/Joint pain	Massaging with oils and bandaged with Neem leaves
Diarrhoea/Dysentery	Banana, curd and coconut



	water
Indigestion	Putting oil on the stomach
Jaundice	Sugarcane and food restrictions
To safe guard from evil eye	Applies the fresh haldi on the body

Besides this they also have faith in visionary. For a disease that is believed to be caused by super natural being like spirit intrusion, spirit of sickness etc., they approach visionary. The visionary along with pastor conduct prayer meeting for the victim and pray for him. Prayer meeting is conducted for 2/3 times until the victim is fully recovered. In a Koya community, for any diseases and ailments, they help each other through prayers. Besides, women camp, women seminar and women workshops are also organized in which women and family health development lectures are also delivered.

Recommendations:

- Poverty alleviation programmes should be intensified in such areas, with the much involvement of the personnel belonging to ITDA and health departments.
- Population control measures should be taken even among the primitive tribal communities.
- Mobile health clinic services and community health workers programmes are to be intensified in the tribal areas.
- Conservation of natural resources, maintenance of balanced bio-diversity and enlargement of energy base are best solutions for the problems of nutritional deficiency and health disorders.
- For controlling fertility and mortality, it would be appropriate to improve educational and developmental programmers' in a



coordinate manner for rationalizing programmes inputs and achieving mutual benefits.

- Marriage-cum-pregnancy counseling coupled with health education should be given especially to all girls.
- Improvement in food choice and nutritional status of the mother and babies along with adoption of healthy child rearing practices.
- Anganwadi and Primary Health Centre need to be revitalized and re-oriented to improve an effective measure for the purpose.
- Intensified efforts should be made to improve the quality of health and family planning programmes and to increase their acceptability and effectiveness.
- To make the people understand the importance of pre-natal and post-natal care.
- Improve nutrition, sanitation and health environment.
- Protected and safe drinking water should be provided to the tribal settlements where such facility is not available at present.
- Strengthening of Primary Health Centers, with sufficient staff and medicines.
- Nutrition and health education should be provided at household level with much involvement of health personnel and Anganwadi workers. Community health workers scheme need to be strengthened and tribal medicine should be promoted.
- A clear-cut separate food policy should be taken up for tribal population.



Conclusion:

Koya people mostly depend on Allopathy for health care service. There are also some people who go for homoeopathy. People approach visionary for the sickness, which are caused by super natural agents. Ethno medicines are used along with allopathy if the disease persists. Moreover, the health of women and her family depends on the socio-economic status of the family and their educational level. People who are living in main land are more educated and economically sound than those people who are living in outskirts. Those who are living in outskirts are more prone to illness like diarrhea, dysentery, typhoid, jaundice, cholera, etc. than the mainland dwellers. This is mainly because of the lack of proper knowledge of sanitation and hygienic conditions. Women are mostly engaged in domestic works from child bearing to child rearing to cooking and cleaning. If she works outside the house, it is the double-burden that she carries. Because of the nature of the work, she gives least importance to her health. Her energy is more consumed in her daily life than maintaining her nutritional level. Infant and maternal death, are also correlated with socio-economic status of the family. So, mortality occur more in outskirt areas than in the main lands. This is because of the poor facilities of medical aids within the areas and also because of their poverty and unhygienic way of living. Deaths of infant are mostly on account of the poor health status of the mother during pre-natal and post-natal period and also because of the lack of proper experience in rearing infant. Maternal death is mainly due to improper care during pregnancy and childbirth and also because of the effects of overburden of domestic works during reproductive periods.

References:

1. Abidi,Nigar Fatirna, Women Physicians, Delhi, Manah Publication Pvt.



2. Aleem,Sliamin,(1996), Womens Development, New Delhi, APIJ Publishing Corporation.
3. Chaudhuri, Buddhadeb,(1986), Tribal Health: Socio-Cultural dimensions, New Delhi: Inter India Publications.
4. Goel,S.L.(2004), HealthCare Policies and Programmes, New Delhi, Deep and Deep Publication.
5. Kalla, A.K.. and Joshi P.C. (2004), Tribal Health arid Medicines, New Delhi Concept Publishing House
6. Kosa, John, etal. (ed), (1969), Poverty and Health, Massachusetts, Harvard University Press.
7. Kumar, Ram, (1990) Women Health Development and Administration, Vol. I, New Deep And Deep Publications.
8. Kumar, Ram, (1990) Women Health Development and Administration, Vol. II, New Delhi Deep And Deep Publications
9. Seymour,C.Susan,(1999), Women, Family and Child Care in India, United Kingdom, Cambridge University Press.
10. Subramanyam, V. (1997) : The Ecology of Malnutrition in the Agency area of Visakhapatnam: Food resources, Habits and Deficiencies.



SCULPTURES OF THE BRĀHMANICAL GODDESSES OF NORTH BENGAL (C.700AD-C.1300AD): AN ICONOGRAPHY STUDY

Rajeswar Roy

Assistant Professor of History
M.U.C Women's College (Affiliated to Burdwan University)
Burdwan (West Bengal), India

1. Introduction:

There are various opinions regarding the area of *Uttarbanga* or North Bengal as it is called *Greater Uttarbanga*, *Abibhakta Uttarbanga* and *Bibhakta Uttarbanga*. In general, the northern region of the state of West Bengal is known as North Bengal. North Bengal constitutes with seven districts - Cooch Behar, Jalpaiguri, Alipurduar (newly created district), Darjeeling, Uttar Dinajpur, Dakshin Dinajpur and Malda. The region is separated by the river Ganges from the southern part of West Bengal which is generally referred to as South Bengal. It extends or lies between $24^{\circ}04'20''$ N to $27^{\circ}013'$ N latitudinal and from $87^{\circ}059'$ E to $89^{\circ}053'$ E longitudinally. The total area of the region is about 21,859 Km² (Karmakar, 2011). The boundaries of the entire North Bengal consist of Bangladesh and Assam on the East, Sikkim and Bhutan on the North and Nepal and Bihar on the West. In Ancient period, Bengal was divided into many geographical units like *Pundrabardhana*, *Banga*, *Samatata*, *Rārh*, *Harikela*, *Gauda*, *Varendra*, *Tāmrālipta*, *Dandavukti* etc. Modern North Bengal or Ancient Northern Part of Bengal was consisted of *Pundrabardhana*, *Gauda*, and *Varendra* or *Varendri* etc.

Sculptures of the *Brāhmanical* goddesses which have been found in different parts of North Bengal have special significance in Bengal as well as in the entire Eastern India and considered to be valuable resource of art. After the death of Sasanka, Bengal overcomes all political instability within 100 years and came back to equilibrium



conditions or stability at the time of Pala-Sena period. As a result, the artists of Bengal enhanced and enriched their abilities of artistic activities by their own conceptions, ideas and approaches. As a consequence, Bengal took a special position and place in arts in entire India and was to promote individual characteristics.

The art and sculpture were developed over a period of four hundred years and more in eastern India under the Pālas and the Senas. It is natural that art could not remain the same all through; the laws of evolution would play its role in finalizing the general features of the school, which was known as the 'Pāla-Sena School.' The artists and sculptors of the Pala period made some image of female goddesses which have been discovered from different parts of Bengal, particular in North Bengal. During these four centuries under the Palas and the Senas is essentially religious, and inevitably the religious experiences of past centuries, Gods and goddesses, whether Buddhist or Brahmanical or Jaina, have all well established iconographic types (Bhattacharya, 1983).

2. Objective of the Study:

The topic of the present study is "*Sculptures of the Brāhmanical Goddesses of North Bengal (c.700AD-c.1300AD): An Iconographic Study*" and main objective is to undertake a critical study of the Brāhmanical goddess of North Bengal during the early Medieval period. The author wants to highlight and interpret with a new dimension about the Brāhmanical goddesses in sculptural art and to make an in-depth study of various manifestations of the Brāhmanical Goddesses in Pala-Sena period of North Bengal.

3. Materials and Method

The methodology followed in the study in both library works and field study. Primary sources were collected and consulted meticulously. Secondary sources such as District Gazetteers, Journals, periodicals,



Weeklies, Newspapers, research articles and various other reliable sources which are related to my study also collected and consulted. In this regard, the author visited various archeological sites and different museum of West Bengal closely observed the images of *Brāhmanical* Goddesses and to take photographs.

4. Analysis and Discussion

Numerous image of Vishnu and numerous goddesses of different religions have been placed in sculptural art in North Bengal. *Candī, Cāmunda, Durgā, Ambikā, Vaisnavi, Manasā, Laxmi, Sarasvati, Mahisāsura-Mardini* etc are numerous in numbers among goddesses and these sculptural arts which have been preserved in different museums of North Bengal and in personal collections. Large number of female figures of deities and these evidences remain unknown to us. Most of the sculptural art of the female figures of deities and human beings have been preserved in different Museum of North Bengal and in private collections. Some composite sculptures also have been discovered like *Umā-Maheswara, Śiva-Gauri, Laxmi Narayana, Krishna-Yasodhā* etc. (Roy, 2015). A unique image of *Ardhanārīsvara* has been found in Dakshin Dinajpur, preserved in Dakshin Dinajpur District Museum (Roy and Sahoo, 2015). Recently, the author has visited several places of North Bengal and took pictures of few precious women statue and has tried to see them own point of view. The author will be basically thrown in on the statues of women and how women have caught the eye of an artist trying to make it worthwhile.

The worship of female deity held as the mother goddess seems to have been prevalent in some form or other among the people of Indus Valley (Marshal, 1931; Mackey, 1943). Though the Vedic illusionists gave more prominence to the female deities, they seem to have well understood the importance of female energy from very early days. This has extended/preceded to the creation of such as goddess as *Āditi, Usās,*



and Pritihivi as well as Sarasvati, Rātri, Dhisāna and other few goddesses. The Devi-Sukta of the Rigveda supplies us with the reverend idea or conception of the divine Energy or Sakti cult ⁽¹⁾ Sakti worship was developed later on in the Epic and Purānic age. It is very clearly described about the Mother Goddesses in the Durgāstotras in the Mahābhārata ⁽²⁾, the Aryasatva and in the Purānic Durgāstrutis ⁽³⁾ which reveal in a significant manner the picture of the development of shakti cult in the Brahmanical traditions.

A lot female deities or the Brahmanical goddess of Sculptures such as *Candi*, *Chāmundā*, *Durgā*, *Durgā Simha-vahini*, *Manasā*, *Laxmi*, *Sarasvati*, *Mahisāsura-Mardini*, *Ambika* etc. have been ascertained in several parts of North Bengal. The author wants to discuss and highlight one by one in details from iconographic point of view.

Mahisāsura-Marddini:

Among the different types of *Durgā* images, the *Mahisāsura-Marddini* type is the most important and popular goddess in India and Bengal in particular, from an early time. The earliest reference to the goddess *Durgā* occurs in the *Taittiriya Aranyaka* in which two other names of the goddess i.e. *Kātyāyani* and *Kanyā-Kumāri* have been added. The original Ramayana does not mention about the worship of the goddess *Durgā*. It is depicted or described only in the Bengali *Rāmāyana* by *Krittavāsa*. It is interesting to note that *Mahābhārata* represents *Kārtikeya* and as also the *Siva* as the destroyer of *Mahisā*.

Mahishāsurasuramardini is the destroyer of evil - with her ten mighty arms carrying lethal weapons she triumphantly slays the demon *Mahishāsura*. The *Devimāhātmya* section of the *Mārkendeya Purāna* describes in a characteristic fashion how the great goddess came out of the accumulated fury not only of *Brahmā*, Vishnu and Siva but also of all the other gods were defeated by *Buffālo* demon (*Mahisāsura*) in the initial stage of the rise of the demon. *Mahishāsurasuramardini* is

represented with 2, 4, 8, 12 hands and also 16, 18, 20 and even 32 hands (Banerjea, 1956). A large no. of 8 or 10 armed images of *Mahisāsura-Marddini* have been discovered in Eastern part of India. The worship of the 10 armed goddess; however seems to have been most popular (Banerjea, 1960).

Few numbers of goddesses *Mahisāsura-Marddini* has been discovered in the district of Darjeeling and Malda of North Bengal. Now, these two images have been preserved in the Akshay Kumar Maitreya Museum (AKMM) in the district of Darjeeling and Malda Museum (Malda) respectively. The image of 8-armed goddess (*Astabhujā*) (**Figure1.**) has been collected from Ghoshpukur (Darjeeling); is made of black basalt and it is probably dated in the c.9th century AD. The form is shown fighting smartly in a vigorous manner with the demon of buffalo (*Mahisāsura*) in *alidha* pose, with her right and left legs planted firmly on the buffalo and the pedestal respectively. The goddess acquits/bears eight arms in each hand (clockwise). The uncompounded of the whole composition and elegance of its carrying mark it out as an extremely graceful specimen of the early Pāla art. The ten armed goddess (*Dashabhujā*) also have been found at Goshpukur and in the Malda District. The image of the goddesses *Mahisāsura-Marddini* is available and preserved in different museums and in private collection in Bengal and in Bangladesh.

Gauri (Pārvati):

The standing 4 armed images of goddess of this type are very common in eastern India, particularly in Bengal. The *Prakriti-Khandam* of the *Brahmavaivartta Purāna* mentioned and described some aspects of Goddess *Gauri* or *Pārvati*.

Two images of Gauri or Pārvati have been discovered from North Bengal; one is from Bhitargarh in the district of Jalpaiguri (**Figure 2.**) and other is from Gazole in the Malda District. The four armed goddess

stands in the *Samapadasthanaka pose* having such attributes as lingam with rosary in the upper right hand, a trident (*trisula*) in the upper left hand, blessing (*Varadā pose*) in the lower right hand and vase (*kamandala i.e. jāṛ*) in the lower left hand. She gets into a *jatamukutā* and other ornaments on her body and sacred thread. The goddess is attended by two female attendants. *Gauri* or *Pārvati* sits on an *Iguana* (*Swarnagodhikā*). The image is made of black –basalt; probably dated in the c.12th century AD.

Another important image of goddess *Gauri* is from Gazole in the district of Malda may be assigned in the Sena Period made of Black-basalt. This image is the almost similar like mentioned above goddess in details. The images are well preserved, very well executed and of great artistic merit of Bengal sculptors. The same type of two images of goddess *Gauri* or *Pārvati* are preserved in Museum and Art Gallery in Burdwan University which belongs to the Pāla-Sena period (11th -12th century AD) and are also made of Black-basalt (Chattopadhyaya and Jana, 2001). The availability of the goddess *Gauri* or *Pārvati* proves that the goddess *Gauri* or *Pārvati* had priority and popularity in the society of Bengal people, particular in North Bengal.

Candi:

Chandi is one the form of goddess *Durgā*. *Candi* type is the most popular goddess in India and Bengal in particular. Few image of the goddess *Candi* have been discovered from North Bengal. An important image of *Candi* has been found in Balurghat and now it is preserved DDDM. The image represents four armed goddess with different objects. The four-armed goddess is made of black basalt stone; it is 101 cm in height and 53 cm in width and it is belonged to the Pala-Sena period (**Figure 3**). The goddess *Candi* holds the *Pattisha* is on the upper right hand and *ghata* (jar) in the bottom right hand. She holds the mirror (*Darpana*) in the upper left hand and nothing is present in

the bottom left hand. *Iguana (Svarnagodhikā)* is in the left side of the bottom of the pedestal. The goddess *Candi*, standing on lotus pedestal with son (*Ganesa*) and daughter (*Sarasvati*).

Durgā-Simhavāhini:

The goddess *Simha-vāhini* is another important form of Goddess *Durgā*. *Simha-vāhini* is more popular goddess in India and Bengal in particular. But, a few number of this type of image have been found in North Bengal. An important image of the goddess *Simha-vāhini* has been discovered from English Bazar in the Malda District of North Bengal. Now it is preserved in Malda Museum. It is made of black basalt and the assignable date is c 10th century AD (Size: 59 cm × 34 cm) (**Figure 4.**).

The image represents four armed goddess with different objects. The eight-handed (Astabhujā) goddess is seated in *lalitasana* on the back of her vehicle, couchant lion, and her pendant right leg resting on a lotus. Her lion-vehicle, facing, is seated to the left. The upper part of her body is wrapped by a fine cloth. She wears a necklace, *upavita (holy thread)*, *kundalas* (earrings), *armlets*, and bangles, with *ratnamukuta* (bejeweled crown) on head. The lower part of the body is wrapped with fine cloth. Her front right hand touches her right knee and is in the *varada* gesture. Other right three hands are carrying arms, one of which is sword. Her front left hand touches the knee and holds a conch. Three other left hands holds are carrying a trident (mutilated), a shield and a dagger. The back slab is rounded at the top and decorated border is engraved round the edge. The same type of *Simha-vāhini* image has been found and preserved in Museum and Art Gallery of Burdwan University. But the size (80 cm × 46 cm) of the image is larger than the image which mentioned above (Ibid, 20-21).

Cāmundā:

Cāmundā is one of the Seven Mātrikas. The *Devimāhātmya* of the Purāna has a description about the origin of *Cāmundā*. The worship of *Cāmundā* seems to have been quite popular in Bengal and also in Bangladesh.

The goddess *Cāmundā* should be of skeletal body and shrunken belly, showing swelling ribs and veins, skull wreath (*munda-mālā*), bare teeth and popping tongue and sunken eyes. Her hairs should be standing on end with snake peeping out. She should hold behind her the skin of an elephant. She should be dressed in tiger's skin and her abode is under a fig tree. She should have a corpse, an owl or an ass or a plump boy as her *vāhana*. The emblem of her banner is a vulture. The goddess symbolizes universal death and destruction but shows the *abhaya* and *varadā mudrā* (pose) to her devotees. She may be acquainted as standing, dancing, squatting or shilling with one leg pendant.

Usually, the image of *Cāmundā* is endowed with four hands. *The Agni Purāna*, however, depicts eight different types of the forms of *Cāmundā*. The image of eight armed goddess of *Cāmundā* has been found in the Jalpaiguri, Malda and South Dinajpur District of West Bengal. The most important sculpture of the goddess *Cāmundā* has been discovered from Jalpaiguri District, now it is at present preserved in Fanindra Deb Institute, Jalpaiguri (Bhattacharyya, 1968). It is made of black basalt. She wears a garland of human heads and possesses emaciated body, sunken eyes, pendulous body and contracted belly with a scorpion engraved on it. She accommodates the elephant-skin which spreads over her head like canopy. The figure portrays in a remarkable manner the unearthly and the terrible aspects of the deity.

Another important image of *Cāmunda* has been discovered from Gangarampur in the District of Dakshin (South) Dinajpur and now it is preserved in the Museum and art Gallery of Burdwan University. It is

49 cm in height and 26 cm in width and is made of black stone; it may be assignable date is c 11th -12th century AD (**Figure 5.**). The four-armed goddess is seated on a corpse with her slightly raised right knee. The goddess is shown to be seated under a fig tree. She has emaciated body with shrunken belly, bare teeth and sunken eyes with round projecting eye –balls. From her hair-socks several snakes are peeping out. She is laughing horribly and carrying in her right hand a kettledrum and a knife in her back right hand. Her front left and back left hands hold peculiar trident and human skull respectively. Her lower body is in draped in a tiger's skin and bejeweled with necklace, *vyajnopavita*, a garland of skull and bones, armlets, a number of bangles and anklets. An oval shaped flame-screen pointed at the top appears around the figure. (Chattopadhyaya and Jana, 20-21)

In addition to these, ten armed goddess of *Cāmundā* may be identified and also found at Badarpur in West Dinajpur. Another image is the similar which mentioned above. From the above description of the goddess, we can have some ideas as to how the Tāntrik worshipers used to perform the terrible rite and functions in order to have the desired objects in life.

Sarasvati:

The greatest and remarkable achievement of Bengal artist was to create the individual or separate portraits of the goddess *Sarasvati*. *Laxmi* and *Sarasvati* are accompanied or associated with the Lord Vishnu. But, the Bengal artists have sculptured some beautiful separate or individual *Sarasvati* and became more popular. It is interesting to note that no individual *Laxmi* is to be found in Bengal without Vishnu during that time.

The goddess *Sarasvati* is the symbol of knowledge and wisdom. Two different images of the goddess *Sarasvati* have been discovered from North Bengal, one is from Ganagrampur of Dakshin Dinajpur District

and other from Gazole in the district of Malda. The goddess *Mahā-Sarasvati* (*Sarasvatī*) has been discovered in Balurghat in Dakshin Dinajpur District; is made of black stone and it is probably dated in the c. 11th Century AD. The four handed goddess *Sarasvati* is standing on the lotus pedestal. Well developed embrace, slightly broken nose and broken some portions of the right leg side are the special features of the image (**Figure 6**). It is interesting to note that the goddess whose two hands are on the navel.

The two handed goddess *Sarasvati* has been discovered at Gazole in the Malda district; is made of black basalt and probably dated in the c.12th century AD (**Figure 7.**)

Construction of the statue of the goddess *Sarasvati* proved their artistic knowledge and ability of excellent skill of Bengal artists. These two images of the goddess *Sarasvati* are best specimen of their achievements.

Manasā:

Another popular goddess of North Bengal is *Manasā*. The popularity of the cult *Manasā* in Bengal may be traced from the time to time of the advent of the Senas from South India. She might have imported and popularized the worship of the South India Snake –Goddess *Mancā*. The prevalence of the worship of Snake goddesses *Mancāmmā* or mother *Mancā* in South India and she had obtained in Bengal the semi-sanskritised name of *Manasā* (Sen 1329). Some have tried to delineate her vedic or Puranic origin, while some others have identified her with vedic *Sarasvati* or *Brahmani* (Bhattasali, 1929) with swan as her vehicle. Some have tried to distinguish her with Buddhist goddess *Jānguli* (Bhattacharya, 1362; Bhattasali, 218-222).

According to *Purānic* tradition, *Manasā* is the spiritual daughter of the saint *Kāshyapa*. *Manasā* is wife of *Jaratakāru* and she is the mother of *Āstika*. She is well known as '*Jagatgauri*' for her beauty; '*Śaivi*', for

being the disciple or devotee of Lord Śiva; 'Vaishnavi', for her devotion to lord Vishnu. She is called 'Nāgesvari' as she saved the life of the Nāgas (Serpents) from the sacrifice or oblation (*Yajna*) of *Janmejaya*. She is well known as 'Bishhari' for taking out of poison or venom from the lives of the people. She is also known as 'Siddhayogini' for granting success or prosperity from *Sahadeva* (Mandal, 1381).

A lot of goddess *Manasā* has been discovered from different parts of North Bengal. An image of the Goddess *Manasā* has been found in the Darjeeling District (collected from Custom, Siliguri Division) and now, it is preserved in the AKKMM in the North Bengal University. It is 51 cm in height and 30 cm in length and assignable date is c.12th century AD (**Figure 8**). The seven hooded and two armed goddess is shown seated in the *Lalitāsana* on a lotus over a jar (*ghata*) are available in North Bengal and also in South Bengal. She wears various ornaments among which is shown a *sarpakucabandha* (breast band made of snakes). She holds an eight hooded snake in her left hand (according to mythology, eight *Nāgas* (*serpents*) are associated with the deity). Her hand in the *varada* pose holds a fruit. She is accompanied on both sides by a seated emaciated figure and a crowned male person identified with *Jaratkāru* (Husband) and *Astika* (son); according to *Purānic* tradition and epic.

Another two important images of the goddess *Manasā* has been discovered at Bamongola and at Mahespur in the Malda District. Now, these two images are preserved in the Malda District Museum and assignable dated in the c.12th Century AD. The eight hooded and two armed goddess is shown seated in the *Lalitāsana* pose on a lotus over *jār* (*ghata*). She wears various ornaments. She holds her son *Āstika* (in left hand); her hand in the *varada pose* holds a fruit. A small image (15 inches × 7.5 inches) of the goddess *Manasā* has been found in Balurghat DDDM; is made of black basalt. It may be assignable dated c. 12th century AD. An image of the goddess of *Manasā* has been also

found in Museum and Art Gallery in Burdwan University. (Chattopadhyaya and Jana, 19-20).

Vaisnavi:

The Sapta Matrikas are often carved in relief on a rectangular stone slab. Stone and bronze sculptures are also not unknown in which the number of the *Matrikās* are only three: *Brāhmani*, *Kaumari* and *Vaisnavi*. Several such composite reliefs have been discovered in Bengal (Banerjea, 1956). Some individual Mātrika images also have been discovered in different parts of Bengal indicating the popularity of the respective cult in the area. The image of *Vaisnavi* has been found at Raikatpara, Jalpaiguri is quite interesting from iconographical point of view. The four armed goddess is seated in *Vaddha-Padmāsana* on a double petalled lotus. She wears the *Jatamukutā* and holds the *gadā or mace* and the *cākrā* (crab) in her upper right and left hand respectively. The goddess wears a quite number of ornaments and a sacred thread. The figure of Garuda is shown seated on the pedestal on the right of the goddess.

Ambikā:

Ambikā, Umā, Durgā, Kālī etc which came to be associated with the central figure of the Śakti cult. We generally come across both two and four armed representation of goddess but most of the sculptures of this variety discovered so far emphasis the mother aspects of Durgā-Simhavāhini.

Ambikā is red like the color of vermillion and has three eyes. She has smiling face and her breast is highly developed. She holds a bejeweled drinking vessel full of gems in one hand and a red lotus in the other. Her face is benign and she stands with her left foot on a jar of gems.

Few sculptures of the Brahmanical goddesses like Gauri, Parvati, Durga (Mahisasura-Mardini) Candi, Camunda, Manasa, Sarasvati etc



have preserved in Raiganj Meseum in the district of North Dinajpur of West Bengal which are belonged to the Pala-Sena period. These sculptures have been discovered from different parts of North Bengal, particularly in the district of North and South Dinajpur. (Mondal, 2015) Actually, North Bengal is a place and centre of industrial building of the statue. A huge number of statues have been discovered from North Dinajpur and South Dinajpur which proved that there was a manufacturing centre of statues during the early medieval period. Images or statues of early medieval period are obtained in all villages of North and South Dinajpur of West Bengal within little gap (Santra, 2002).

5. Conclusion

Sculptures of the Brahmanical goddesses prove the priority of the Goddesses in the society during the Early Medieval period of Bengal. Not only Gods but also Goddesses had popularity, influences and acceptability and also accessibility to the common people of the society. The common people also worshipped goddesses along with gods. The solidarity and equality of women comes up through these sculptural arts of these female deities. There is no doubt that the contemporary artists of Bengal - particularly belonging to North Bengal, had unquestionable effective skills and effort to promote to the goddesses as represents of a common women through their art. At times, these goddesses are represented like the common women of the society and at times they assume their own posture and style. In general, body elegance, smiling a pair of lips, eyes like innocent looks, nobly carved or arching eyebrows, sitting posture, and standing poses –all these styles of a goddess represent of a common woman. All these artistic activities have been portrayed by their own artistic skills through sculptural art. Though, the period lacked technological progress, in comparison to ours, it is remarkable to note that the artistic engravings of such

sculptures. These artistic activities are considered to be valuable resources of Bengal as well as of the entire Eastern India. (Roy, 2015)

6. Acknowledgement

I would like to offer special thanks to my guide, Prof Ananda Chandra Sahoo, Department of Ancient Indian History, Culture and Archaeology, Visva-Bharati who inspired and encouraged me to take sculptural art as my area of research. I am very grateful to the members of the Dakshin Dinajpur District Museum, Malda Museum and Raiganj Museum who gave me opportunity to take photographs of the images of the Brahmanical goddesses. I would also like to thank Mr Fazlul Haque, (Technical Assistant and In-Charge of the Museum) and other staff of Akshay Kumar Maitriyee Museum of North Bengal University who permitted me to use the valuable books of Museum Library. My acknowledgement is also due to my friend Prof Milan Ch. Roy who pleased enough to give company during the study.

Figure 1.

Name of the Image: Mahisasura-Marddini
Finding Spot: Ghosh Pukur, Darjeeling
Size: 61 cm x 39 cm
Dated: c. 9th Century AD



Figure 3.

Name of the Image: Chandi
Finding Spot: Balurghat,
South Dinajpur
Size: 101cm x 53cm
Dated: c. 12th Century AD



Figure 2.

Name of the Image: Gauri-Parvati
Finding Spot: Bhitargarh, Jalpaiguri
Size: 49 cm x 27 cm
Dated: c.11th Century AD



Figure 4.

Name of the Image: Durga-Simha-vahini
Finding Spot: English Bazar, Malda
Size: 59cm x 34 cm
Dated: c. 10th Century AD



Figure 5.

Name of the Image: Camunda
Finding Spot: Gangarampur, South Dinajpur
Size: 49cm x 26 cm
Date: c.11th Century AD



Figure 7.

Name of the Image: Sarasvati
Finding Spot: Bamongola, Malda
Size: 93 cm x 58 cm
Date: c.11th Century AD



Figure 6.

Name of the Image: Maha-Sarasvati
Finding Spot: Gangarampur, Sotuh Dinajpur
Size: 93 cm x 58 cm
Date: c.11th Century AD



Figure 8.

Name of the Image: Manasa
Finding Spot: Darjeeling District
Size: 51cm x 30 cm
Date: c.12th Century AD



References:

1. Banerjea, J. N. (1960). *Panchopasana*, Calcutta: Farma KLM Private Limited, p.288
2. Banerjea, J. N. (1956). *Development of Hindu Iconography*, Calcutta: Calcutta University Press. 493-497
3. Bhattasali, N. K. (1929). *Iconography of Buddhist and Brahmanical Sculptures in Dacca Meseum, Dacca*: 218-222
4. Bhattacharya, P.K. (1983). *Iconography of Sculptures*, Darjeeling: University of North Bengal. 2-3
5. Bhattacharya, P.K. (1968). *An Interesting Stone Image from North Bengal*, Journal of the University of North Bengal, University of North Bengal: Darjeeling. 13-14
6. Bhattacharya, A. (1362, B.S). *Bangla Mangal Kabyer Itihas* (2nd Ed.): Kolkata. 223-224



7. Chottopadhaya, B. and Jana, R.K. (2001). *Descriptive Catalogue of Sculptures*, Burdwan: Burdwan University Press.19-21
8. Karmakar, M. (2011): *A Geographical Outline of North Bengal*, Siliguri: N.L. Publishers. 1-2
9. Mackey, E. (1943). *Early Indus Civilization*, Boston: American Oriental Society.54-55
10. Mandal, P. (1381, B.S). *Behula O Manasa*, Kalaban Gram: Sikkha Niketan Patrika.59-60
11. Marshal, J. (1931). *Mohenjo-Daro and the Indus Civilization (Ed.)*, Vol. I, London: Arthur Probsthain.61-62
12. Mondal, B. (2015). *Uttarbanga Charcha*, Kolkata: Bangiya Sahitya Samsad. 46-50
13. Roy, R. (2015).Composite Sculptures of North Bengal (c. 800-c.1200 AD): An Iconographic Study. *International Journal of Research in Social Sciences*, 5(1):10-20.
14. Roy, R. & Sahoo, A.C. (2015).The Unique Image of Ardhanarisvara of Dehbandh Village of North Bengal: An Iconographic Study. *Asian Journal of Multidisciplinary Research*, 3(6):164-167.
15. Santra, T. (2002). *Bangalir Sanskriti Chinta: Banglar Sangrahashala*, Howra : Ananda Niketan, Kirtishala. 61-62
16. Sen, K. (1329, B.S). *Banglar Manasa Puja*, Kolkata: Prabashi (Ashar): 157-158

Notes :

⁽¹⁾ Rigveda, X, p.125

⁽²⁾ Mahabharata, IV. and VI. 23

⁽³⁾ Markandeya Purana, Chapter 82 and 91



EFFICIENT TRAVEL PACKAGE RECOMMENDATION USING TAST AND TRAST MODELS

Shravya Mandava

Department of ECE
Vardhaman College of Engineering
Hyderabad Dist, Telangana

I. INTRODUCTION

Rapid growth of on-line travel data imposes an associate degree of increasing challenge for tourists. They need to choose between an oversized range of obtainable travel packages for satisfying their personal desires. To extend the profit, travel firms need to perceive the preferences from tourists and need to provide a choice of appropriate packages. Demand for best travel services is anticipated to increase dramatically. Despite of the increasing interests, distinguish customized travel package recommendations from ancient recommender systems remains pretty open. Indeed, the square measure of several technical and domain challenges is required to plan and implement a good recommender system for customized travel package recommendation. The travel corporations got to actively produce new tour packages in exchange to the older ones in support of the interests of the tourists. To deal with these challenges, in our preliminary work, in this paper we proposed a cocktail approach on travel package prioritization. We first analyze the characteristics of the prevailing travel packages in a period of time and travel destinations - square measure divided into completely different seasons and areas. Then, this project develops a tourist-area-season topic (TAST) model, which may represent travel packages by completely different topic distributions. Within the TAST model, topics square measure is extracted and is conditioned on each of the tourists and also the intrinsic options (i.e., locations, travel seasons) of the landscape. TAST

model will represent the content of the travel packages and also the interests of the tourists. A cocktail approach is developed for customized travel package recommendation by considering some extra factors as well as the interest of tourists, the tariff of travel packages, and also the downside of latest packages. Experimental results on real - world travel knowledge show that the TAST model will effectively capture the distinctive characteristics of travel interests of the tourists and also the cocktail recommendation approach performs far better than ancient techniques.

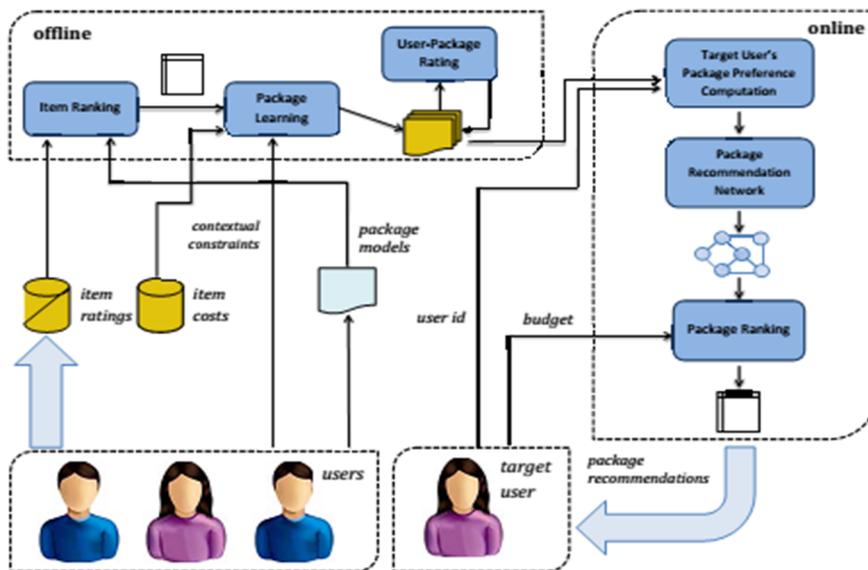


Fig 1: Proposed Package Recommendation

We additionally study some of the connected topic models of the TAST, and it makes a case for the similar travel package recommendation methods supported by them. This paper proposes the tourist-relation - area-season topic model; it perceives the explanations of tourists in a travel cluster. Customized package recommendations are useful for capturing the latent relationships among the tourists in every travel cluster. We tend to conduct systematic experiments and these



experiments demonstrate that the TRAST model may be used as an associate degree of assessment for travel cluster automatic formation. However, conjointly it gives a lot of insights into the TAST model and also to the cocktail recommendation approach. The contributions of the TAST, the cocktail, and also the TRAST model for travel package recommendation, wherever every broken rectangular is held in the broken circle identifies a travel cluster and also the tourists within the same travel cluster painted by identical icons. The aim is to create customized travel package recommendations for the tourists. The users square measure the traveler and also the interests square measure the prevailing packages and exploit a true world travel knowledge set provided by a travel company.

II. RELATED WORKS

Map based interaction system presents an approach for integrating recommendation and electronic map technologies to build a map-based conversational mobile recommender system that can effectively and intuitively support users in finding their desired products and services. The results show that integrating map-based visualization and interaction in mobile recommender systems improves the system recommendation effectiveness and increases the user satisfaction. Latent Dirichlet approach considers the problem of modeling text corpora and other collections of discrete data. The goal is to find short descriptions of the members of a collection that enable efficient processing of large collections while preserving the essential statistical relationships that are useful for basic tasks such as classification, novelty detection, summarization. Adaptive web sites may offer automated recommendations generated through any number of well studied techniques including collaborative, content-based and knowledge-based recommendation. Each of these techniques has its own strengths and weaknesses.



In existing system there are many technical and domain challenges inherent in designing and implementing an effective recommender system for personalized travel package recommendation. The travel data were used in the existing system much fewer and sparser than traditional items and also every travel package consists of many landscapes places of interest and attractions. The existing system was categorized into two different types. They are first category and second group. The first category was provided the pre-travel stage for travel planning information filtering and inspiration. The recommended system based upon the time and cost factors. Then the second group recommended the services through the mobile devices and then the Google maps. In maps they pointed out the locations and landscapes. The travel data, the user ratings are usually not conveniently available. A package usually only lasts for a certain period of time which results in recommendation usually have a long period of stable value and the values of travel packages can easily depreciate over time.

III. COCKTAIL RECOMMENDATION

Package recommendation for personal travel is based on TAST model which is a cocktail approach and it represents the hybrid recommendation. Hybrid recommendation combines different techniques to enhance performance of recommendation. The output of the topic from TAST is used to find out seasonal nearest neighbor for every tourist and ranks are allocated to customer package using collaborative filtering. Candidate list is generated in which new packages are added by means of similar packages that were already generated. Then Collaborate price with package by reordering it with feasible price.

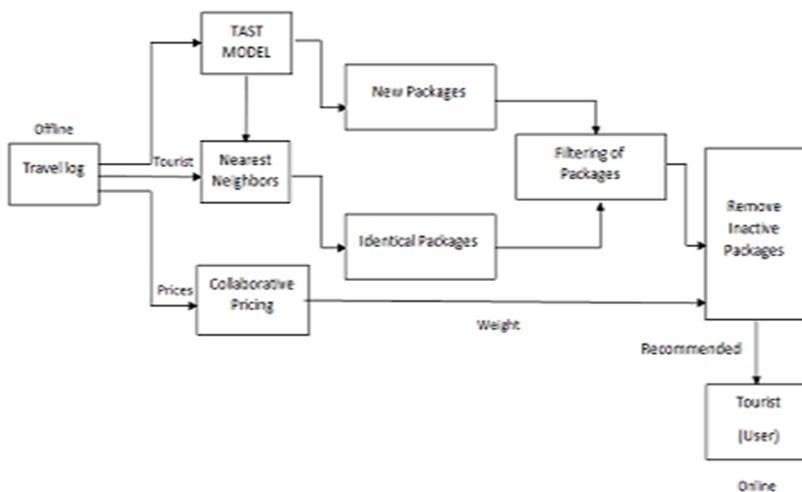


Fig 2: Architecture flow of package Recommendation

We remove the unrated package and finalize it for package recommendation. This approach is stated in figure 2

A. TASTMODEL

The TAST topic model can be accomplished with the help of Bayesian network sin which similarity between packages and tourists can be measured. A Bayesian net work is probabilistic graphical model that represents set of random variables and their conditional dependencies via a directed acyclic graph (DAG)

B. Seasonal Collaborative Filtering

Collaborative filtering (CF) methods generate tourist Specific recommendations for similarities without need for unwanted information. The output of TAST Model i.e. the topic and package are considered for finding the similarities between tourist and tourist topic. Through CF, the tourist having similar interests and similar packages are recommended. The tourist shaving same interests in specific topic regrouped together. The package recommendation for tourist is little



bit complex as the groups are formed so that they enjoy each other's company. Tourist who enjoys the seasons same as the other tourist are kept in similar group and recommendations are set.

C. New Package

The problem occurs when a new package is to be recommended to the tourist. Recommended packages are based on the interests in similar packages. So here tourist's rate different packages as from 1 to 10 and a new recommendation are generated according to rating. The new package contains the similar package recommendation as well as the probable interest rating from list.

D. Collaborative Pricing Package

Recommender system has one more factor, price. The price of travel packages differ from package to package. In Collaborative Pricing, the prices of package are divided into different sets then predict the different possible prices according the range of tourists. The packages having prices same or nearly same are recommended. Transition probability among different packages is computed for each price set. For example if a tourist used a package of price A before traveling a package B then edge from A to B will weight + 1. The Normalized transition probability is generated after summing all weight so tourists. Inactive packages are removed and finalist for recommendation is generated.

E. TRASTMODEL

The TAST model doesn't focus on travel group information. If two tourists have taken same package but are indifferent group so it is considered that they have similar interest. Tourists present in same travel package may share similar things like holiday pattern. A new parameter relationship is added so that there is a connection between the tourists. This topic is known as TRAST. It focuses on the



relationship the tourist maintains with other tourist. The relationships how the grouping through age or any other factor the tourist is interested in.

IV. IMPLEMENTATION RESULTS

A. TRAST DATASET

Package Id	Description	Price	Area	Seasons
181	2 days luxury tour in Disneyland	Medium	SC	Spr/Sum
54	2 days special tour in Disneyland	Medium	SC	Sum
39	2 days tour in Disneyland	Medium	SC	sum
297	2 days luxury tour in Disneyland / Hollywood and Hong Kong by ship	Medium	SC	Spr/Sum
13	1 day special tour in Hong Kong	Low	SC	Spr/Sum
238	5 days exciting trip to Phuket / PP islands and Thailand	High	SA	Sum/Fal
152	5 days tour in Zhuhai-Beijing	High	NC	Spr/Sum
11	5 days tour in Seoul and jeju island in Korea	High	EA	Spr/Sum
53	1 day food discovery tour in jiang xin or macau	V Low	SC	Spr
291	6 daystour in Beijing	High	NC	Spr/Sum
83	2 days special travel in hongkong	Low	SC	Sum
79	Christmas day in hongkong	V low	SC	Fal
611	2 days travel in hongkong	Medium	SC	Sum/Fal
252	5 days tour in Bangkok Pattaya	High	SA	Sum

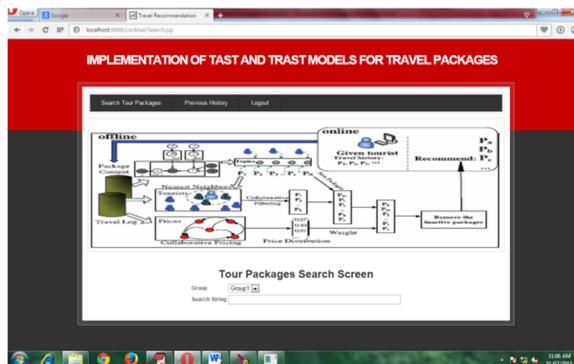


Fig 3: Search for a package

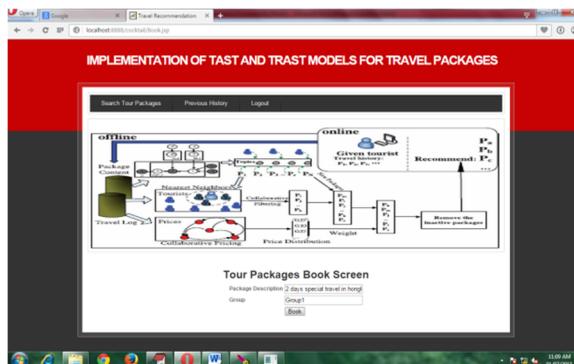


Fig 4: packages booking Screen

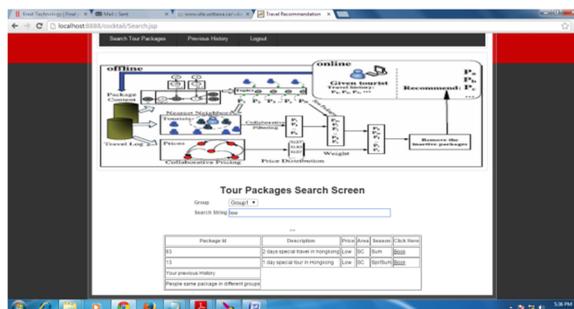


Fig 5: Package Search Results



V. CONCLUSION

There is need to understand that different sets of users are interested to get suitable package. While recommending the travel package, different topics and related information is analyzed. Then, we develop the TAST model which provides us the topic and season recommendation. It considers the tourist interest for recommending a package. It also discovers tourist interest and gives the spatial-temporal correlations for landscapes. The TAST model is utilized to build cocktail approach for personalized recommendation of a travel package. The cocktail approach is based on hybrid recommendation strategy. TAST model is extended to TRAST model which acquire the relations between tourists in each group. TRAST model is used for effective analysis of automatic information.

References

1. Y. Ge et al., "An Energy-Efficient Mobile Recommender System," Proc. 16th ACM SIGKDD Int'l Conf. Knowledge Discovery and Data Mining (SIGKDD), pp.899-908, 2010.
2. M. Gori and A. Pucci, "Item Rank: A Random-Walk Based Scoring Algorithm for Recommender Engines," Proc. 20th Int'l Joint Conf. Artificial Intelligence (IJCAI '07), pp. 2766-2771, 2007.
3. U. Gretzel, "Intelligent Systems in Tourism: A Social Science Perspective," *Annals of Tourism Research*, vol. 38, no. 3, pp. 757-779, 2011.
4. T.L.Griffiths and M. Severs, "Finding Scientific Topics," Proc. Nat'l Academy of Sciences USA, vol.101, pp. 5228-5235, 2004
5. D.M. Blei, Y.N. Andrew, and I.J. Michael, "Latent Dirichlet Allocation," *J. Machine Learning Research*, vol. 3, pp. 993-1022, 2003.



6. R. Burke, "Hybrid Web Recommender Systems," The Adaptive Web, vol. 4321, pp. 377-408, 2007.
7. F. Cena et al., "Integrating Heterogeneous Adaptation Techniques to Build a Flexible and Usable MobileTouristGuide," AI Comm., vol. 19, no. 4, pp. 369- 384, 2006.
8. N.A.C. Cressie, Statistics for Spatial Data. Wiley and sons 1991
9. S. Lai et al.,feb 2011 "Hybrid Recommendation Models for Binary User Preference Prediction Problem," Proc. KDD- Cup 2011 Competition.
- 10.Q. Liu, Y. Ge, Z. Li, H. Xiong, and E. Chen, march 2011 "Personalized Travel Package Recommendation," Proc. IEEE 11th Int'l Conf. Data Mining (ICDM '11), pp. 407-416.
- 11.Q. Liu, E. Chen, H. Xiong, C. Ding, and J. Chen, feb 2012"Enhancing Collaborative Filtering by User Interests Expansion via Personalized Ranking," IEEE Trans. Systems, Man, and Cybernetics, Part B: Cybernetics, vol. 42, no. 1, pp. 218-233



A COMPARATIVE STUDY TO ASSESS THE LEVEL OF EMOTIONAL MATURITY AMONG ADOLESCENTS

Ms. Sudha. B

Associate Professor
Dept. of Child Health Nursing
Vinayaka Missions College of
Nursing, Puducherry

Dr.V.Selvanayagi

Principal
Vinayaka Missions Annapoorna
College of Nursing

INTRODUCTION

Emotional pressure is increasing day by day at adolescent age. Emotions are basic primeval forces by nature to enable the organism to cope with circumstances which demand the utmost effort for survival. The emotions are a way of acting, as a way of getting along in the world; they may be constructive and destructive. A healthy emotional development cultivates in emotional maturity. Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture and to a great extent on the programmes watched on television. A man who is emotionally stable will have better adjustment with himself as well as with others. He will be satisfied with what he is and have a balanced attitude. During the period of adolescence, physical, emotional, psychological, cultural, and intellectual and socio-behavioural changes occur in life. Suddenness of these changes results in anxieties and causes confusion and unrest among them.

Indian education system is a producer of "British Rule" whose aim was to prepare manpower for running the administration. It could neither fulfill the needs of the society nor could it produce individuals capable of adjustment. This education led only to one dimensional development of academic aspect of a person. There was no provision for emotional, spiritual, moral, and social development of a person. Even the modern education today does not provide the curriculum and methods for the multidimensional growth of the personality. This kind



of education makes a man over ambitious, jealous, selfish, and materialistic. This single sided development leads to the formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and non adjustment with emotions of the person.

The prevalence of emotionally unstable personality disorder is about 2% of the outpatients and 20% of psychiatric inpatients. Emotional instability and impulsivity are very common in adolescent but most adolescent grow out of this behaviour. In the present circumstances youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tension, frustrations and emotional upsets in day today life.

As per WHO at least 20% of young people will experience some form of mental illness - such as depression, mood disturbances, substance abuse, suicidal behaviours or eating disorders. Among 15-19 year olds, suicide is the second leading cause of death, followed by violence in the community and family. Unintentional injuries are a leading cause of death and disability in adolescents; and road traffic injuries, drowning and burns are the most common types.

Adolescent is the period of heightened personality. It is the most demanding period of storm and stress because accurate portrayal of self to others, which is an identifying criterion of healthy personality, is in the process of establishment during this period. Considering this stage as a crucial period of emotionality and as they are the pillars of future generation their emotional maturity is a vital one. So the present study intends to measure the emotional maturity of adolescents.



Statement of the problem

A comparative study to assess the level of emotional maturity among adolescents

Objectives

- To assess the level of emotional maturity among adolescents
- To compare the level of emotional maturity among B.Sc (N) and MBBS adolescents
- To find the association between the level of emotional maturity with selected demographic variables

METHODOLOGY

A quantitative approach with descriptive research design was chosen for the study. Convenient sampling method was adopted for selecting the sample from VMCON and AVMC&RI. The sample consisted of 100 adolescents of 1st year Nursing (50) and 1st year MBBS (50) who fulfilled the inclusion criteria. Both male and female were selected for the study.

Description of the tool

The tool consists of 2 sections;

Section1; it consists of demographic variables such as age, sex, education, religion, course, education of the father and mother, occupation of the father and mother, income of the family

Section2; it consists of emotional maturity scale. It includes 40 items and scored as rarely (1), sometimes (0.5), and often (0)

Method of data collection

After obtaining permission from the head of the institution the subjects were informed about the purpose of the study and consent was obtained to participate in the study. With the use of emotional maturity



scale data was collected and compiled for data analysis using descriptive and inferential statistics.

Results

Frequency of demographic variables

56 adolescents were in the age of 18 years and 78 were females. Majority 77 belonged to Hindu religion and 56 had their schooling in government schools. Mostly their place of residence was urban, and only 26 parents have done higher studies. Type of the family is nuclear family for 67 adolescents.

Table 1: Frequency and percentage distribution of level of emotional maturity among adolescents

N-100

S.No	Level of emotional maturity	Frequency	Percentage
1	Good	12	12
2.	Moderate	82	82
3.	Poor	06	06

Mean and standard deviation of emotional maturity among adolescents showed 23.2 and 5.6 respectively

Table 2: Comparison of level of emotional maturity among B.Sc Nursing and MBBS adolescents

N-100

Course of study	Comparison of level of emotional maturity		Comparison of level of emotional maturity		Comparison of level of emotional maturity	
	Good	Moderate	Poor	Good	Moderate	Poor
	frequency	%	frequency	%	frequency	%
Nursing	1	1	44	44	5	5
MBBS	11	11	38	38	1	1

Mean, standard deviation of emotional maturity was 21.9 and 5.3 among nursing and 24.6 and 5.5 among MBBS adolescents.



Association of level of emotional maturity with selected demographic variables.

Significant relationship was observed with demographic variables like sex, course of study, type of school studied, place of residence, occupation of the father, education of the mother, income of the family at $P < 0.05$ level of significance.

Discussion

The emotional maturity among the two courses of study revealed that 82 adolescents have only moderate level of emotional maturity and only 12 members have good level of emotional maturity. It was found that the emotional maturity was more among nursing students than the medical students. Mean, standard deviation of emotional maturity was 21.9 and 5.3 among Nursing and 24.6 and 5.5 among MBBS adolescents.

Significant relationship was observed with demographic variables like sex, course of study, type of school studied, place of residence, occupation of the father, education of the mother, income of the family.

Implications

- ✓ The findings of the study will help the nursing professional to plan the interventions based on the various level of emotional maturity among adolescents.
- ✓ The teacher should be trained well about different stages of child development and especially adolescent stage so that they can understand the emotional maturity of the adolescents.
- ✓ The teacher should give extra time and attention to various level of emotional maturity of the students.



- ✓ The teacher should not be authoritative in nature and they should provide full freedom to them. The teacher should emphasize the children in such a way that they feel as they are living at their home and with their parents.
- ✓ The teacher should provide reinforcement to the students
- ✓ Administrator should make full arrangement of psychological laboratories and other facilities for co-curricular activities in the institutions.
- ✓ Administrator should make available the facilities of guidance and counseling services for the students of college and university

Recommendations

On the basis of the findings of the study it is recommended that

- A similar study can be conducted on a larger sample to generalize the findings
- A study can be conducted to evaluate the level of emotional maturity among other courses of adolescents.

Conclusion

Mental or emotional health refers to our overall psychological well being. To improve our emotional skills, we have to increase our self awareness so as to make ourselves emotionally matured and stable. It will guard us from self created unwanted frustrations and problems in day to day life. Emotional maturity is not only the effective determinant of personality pattern but it also helps to improve adolescents growth..There is an urgent need for concerted efforts and strategies for enhancing the abilities of adolescents for adaptive and positive behaviour that enable them to deal effectively with the demands and challenges of everyday life.



References

1. Jose, Resmy and Sujatha R., A comparative study on emotional maturity among adolescents boys and girls, International journal of nursing education,4(2),73 (2012)
2. Punithavathi A., Emotional Maturity And Decision Making Styles Among Arts And Science And Engineering College Women Students, Asia Pacific Journal of Marketing & Management, Vol.2 (4), April (2013)
3. Sunil Kumar., Emotional Maturity of Adolescent Students in Relation to Their Family Relationship , International Research Journal of Social Sciences, Vol. 3(3), 6-8, March (2014)
4. C.P.Mishra, and Jaya Krishna., Editorial Turbulence of Adolescence, Indian J. Prev. Soc. Med. Vol. 45 No.1-2, 2014



ఆదూరి రచనలలో మధ్యతరగతి జీవిత కథలు

జి.బి.యం.గిల్లీహాస్
రీసెర్చ్ స్కాలర్
తెలుగుశాఖ
ఆంధ్రవిశ్వవిద్యాలయం

మధ్యతరగతి కుటుంబాలకు చెందిన జీవితాలకు చెందిన ఎన్నో వ్యథాభరిత కథలను తన కథా సంపుటిలో ఆదూరి సీతారామమూర్తి గారు ఎంతో విశ్లేషణాత్మకంగా, సమస్యా పరిష్కార ధోరణిలో వెలువరించారు.

"సమాజం ఒక మూడంతస్తుల మేడ. ఒక్కొక్క అంతస్తులోనూ ఒక్కొక్క రకమైన జీవన విధానం". మధ్యతరగతి కుటుంబాలలోని సంక్లిష్టతల్ని, సమస్యల్ని, ప్రేమల్ని, అభిమానాల్ని కోరికలనీ ఆర్థిక సమస్యల్ని, భేషజాలనీ, పిల్లల చదువుల్ని, ఆడపిల్లల పెళ్లిళ్లనీ, చాదస్తాలనీ వస్తువుగా తీసుకొని ఆయన చాలా కథలే రాసి ప్రచురించారు. రచయిత మధ్యతరగతికి చెందిన వ్యక్తే కాబట్టి వారి అనుభవంలోకొచ్చినవీ, వారు చూసినవీ, గమనించినవీ కూడా కథలలో కొచ్చి వుండొచ్చు. కొన్ని పాత్రలు ఉన్నత వ్యక్తిత్వంతో తొణికిసలాడతాయి. కొన్ని సజీవ పాత్రలుగానే తోస్తాయి. సంస్కార వాదులైన రచయితలు తమ పాత్రల ద్వారా ప్రజలను ఆలోచింపజేసి చైతన్యవంతుల్ని చేయగలరు. అటువంటి పాత్రలున్న కథల్లో గూడుః సందెగాలి, సబ్బుబీళ్ల, ఆశాల దివ్యలు, బంధం, సంధ్య అంచున, అమ్మాయి పెళ్లి, అనంతలక్ష్మి అమెరికా ప్రయాణం, బహుళ చంద్రిక, తెల్లచీర, జీవిత మకరంధం కొన్నిమాత్రమే. ఈ కథల్లో సమస్యతో పాటు

ఆర్థిక శిల్పం, సందేశం కూడా కన్పిస్తాయి. కొన్ని కోర్కెల కథలు సరదాగానూ వుంటాయి. కొందరు వ్యక్తులు స్వభావ రీత్యా ఉన్నతులుగా కన్పిస్తారు. కొందరు అధికారాన్ని ప్రదర్శించే వ్యక్తులే వుంటారు.

సందెగాలి:- కథా సంగ్రహం :- వెంకటేశం ఓ స్కూలు మాష్టారు. అతను రిటైరై ఆర్నెల్లయినా పెన్షన్ అందదు. అతని పిల్లల్లో పెద్దవాడు సుందరం. బియ్యే పాసయిన నిరుద్యోగి తరువాత పిల్ల భవానీ ఎంబ్రాయిడరీ, కుట్టు, అల్లికలూ నేర్చుకున్నా ఇంట్లో ఖాళీగా వుంటుందియ పెన్షన్ రాని కారణంగా ఆర్నెల్లు ఇంటి అద్దె బాకీ పడతాడు. పాల వాడికీ బాకీ పడతాడు. పిల్లలు ఏదోలా సంపాదిస్తామన్నా తమది సంప్రదాయ కుటుంబమని వారిని స్వతంత్రంగా జీవించనివ్వరు. ఫలితం ఆ కుటుంబం ఆర్థికంగా చితికి పోతుంది. ఎదురింటి కాంట్రాక్టరు బాగా సంపాదిస్తాడు. అతని కొడుకులు అతగానికి పనుల్లోనూ, వ్యాపారంలోనూ సాయపడతారు. కూతురు డాక్టరు చదువు చదువుతుంది. ఆ కుటుంబాన్ని చూసిన వెంకటేశంకి ఆత్మ పరిశీలన మొదలౌతుంది. ఈలోగా చిల్లరగా చింతపండు అమ్ముకునే దిగువ తరగతికి చెందిన రావులు పరిచయమౌతాడు. అతగాడి పిల్లలు ఎవరి జీవితాలు వారు బతుకుతుంటారు. రావులు వాళ్ల కుటుంబమూ హాయిగానే కన్పిస్తుంది. వెంకటేశానికి తమవంటి మధ్య తరగతి కుటుంబీకులే సంప్రదాయం పేరుతో తమ చుట్టూ గిరులు గీసుకొని కూర్చుని జీవితాన్నే పాడుచేసుకుంటున్నట్లు గ్రహిస్తాడు. ఒక నిర్ణయానికొచ్చాక అతని కుటుంబంలో వెలుగు రేఖలు విచ్చుకుంటాయి.

నిశ్లేషణ: ఈ కథ సమాజంలోని మధ్యతరగతికి చెందిన ఉపాధ్యాయుడి జీవితానికి సంబంధించినది. చదువు చెప్పే ఉన్నత కుటుంబీకుడైన వెంకటేశంకి తమ పిల్లలు



తెలివైన వారనే గట్టి నమ్మకం. తమ సంప్రదాయాన్ని అనుసరించి పిల్లల భవిష్యత్తును గొప్పగా ఊహించుకుంటాడు. చిన్న పనుల జోలికి వెళ్ళనివ్వడు. కానీ ఆర్థిక సమస్య అతనిని దిగజార్చుతుంది. ఇంటి అవసరాలూ, పిల్లల అవసరాలూ తీర్చలేడు. తెలివైన పెద్ద కొడుకు సుందరాన్ని చూస్తే అతనికి భయం వేస్తుంది. తెలివైన వాళ్ళకి మంచి అవకాశాలు రాక బతుకు తెరువు ఏర్పడకపోతే విప్లవకారు లుగానో తిరుగుబాటుదారులు గానో మారిపోతారటయ సుందరం అలా మారితే తన భరించగలడా? ఊళ్లూ దేశాలు పట్టిపోయి పోలీసులకి చిక్కి లాఠీ దెబ్బలు తింటూ జైలు శిక్షలు అనుభవిస్తుంటే తన కుటుంబ పరువు ప్రతిష్ఠ ఏం కావాలి" (వెన్నెల్లో పావురాళ్లు - సందెగాలి ఆదూరి వెంకట సీతారామమూర్తి-P.38) అని అనుకుంటాడు. ఎదురింటి కాంట్రాక్టరు గారి కుటుంబం తోనూ, వారి పిల్లలతోనూ తమనూ తమ కుటుంబాన్నీ పోల్చుకుంటాడు. నిరుత్సాహం చెందిన యువత ఆత్మహత్యలు చేసుకుంటూండడం అతను పేపర్లలో చదువుతాడు. తానలా చనిపోవాలని అనుకుంటాడు. అతడికి తను చేసిన బడిపంతులు ఉద్యోగానికి బదులు తండ్రి చనిపోతే కొడుక్కి ఉద్యోగమిచ్చే కళాసీ పనిచేసి వున్నా బాగుండేదని దేశంలోని బడిపంతులు ఉద్యోగం ఎంత నిరాశాజనకంగా ఉందో చదువు చెప్పి నలుగురినీ విద్యావంతుల్ని చేసే ఒక ఉపాధ్యాయుడి బ్రతుకు ఎంత దుర్లభంగా దిగువ స్థాయిలో వుందో రచయిత వెంకటేశం ఆలోచనల ద్వారా వ్యక్తం చేశారు. తనకంటే దిగువ స్థాయిలో చిల్లర వర్తకం చేసుకునే కుటుంబం కూడా ఆర్థిక సమస్య లేకుండా వుండటం ఆ ఉపాధ్యాయుడిని కలత పడేలా చేస్తుంది. మధ్య తరగతి మానవుడి జీవితంలోని కొన్ని కోణాల్ని, కొన్ని దాటలేని పరిధుల్ని రచయిత చక్కగా బహిర్గతం చేశారు.



ఏ ఇంటి యజమానైనా వృద్ధాప్యంలో తన పిల్లలు మీద ఆధారపడకుండా తన జీవనాన్ని తాను జీవించే విధంగా ఆలోచించి జీవితాన్ని దిద్దుకోవాలన్న సత్యాన్ని ఓక్రింది తరగతి వ్యక్తి ద్వారా రచయిత చెప్పించటం అర్థవంతంగా వుంది. నేటి యువత ఉద్యోగాల కోసం ఎదురు చూడకుండా తమ కాళ్ళపై తాము నిలబడే ప్రయత్నం చేయాలనీ, ఆర్థికస్థితి అంతంత మాత్రంగా వున్న కుటుంబంలోని వ్యక్తులు కొందరైనా సంపాదనా పరులు కావాలని రచయిత ఉద్దేశంగా బోధపడుతుంది. మధ్య తరగతి కుటుంబాలలోని అలవాట్లనీ బేషజాల్సీ, ఆర్థిక ఇబ్బందుల్సీ, ఇబ్బందులకు దారితీసే ఆలోచనా విధానాల్సీ, రచయిత చక్కగా ప్రతిబింబింపజేశారు. ఈ కథలో అటువంటి కుటుంబాల్లోని పిల్లలు "జీవితాల కోసం" సంప్రదాయ కట్టడాలను దాటాలనుకోవడం ఒక మంచి మార్పు. పరివర్తన కేవలం పరిస్థితులనే ప్రతిబింబింపజేసి వూరుకోక రచయిత సమాచరణలోని మిగిలిన రెండు తరగతుల ప్రజల జీవనంతో కూడా మధ్య తరగతిని పోల్చి ఒక పరిష్కారాన్ని సూచిస్తారు. అయితే కథ మరోలా ఆనందదాయకంగా మలుపు తిరగడం ఆ ఇంటి వాతావరణంలో చల్లని 'సందెగాలి' వీచి సమస్య విడిపోవడం హృద్యంగా చిత్రించబడినది.

2. సబ్బుబిళ్ల కథా సంగ్రహం - విశ్లేషణ:- సాధారణంగా మధ్యతరగతికి చెందిన కుటుంబాలలో ఆర్థిక ఇబ్బందులు తప్పకుండా వుంటాయి. ఈ కథలో ఇద్దరాడ పిల్లల తర్వాత మధ్య తరగతి కుటుంబంలో కలిగిన ఒక మగపిల్లాడి అసంతృప్తి ఏ విధంగా వుంటుందో రచయిత సహజమైన సంభాషణలతోనూ, సంఘటనలతోనూ చూపించారు. ఏడేళ్ల బుజ్జికి బల్లో పిల్లలతో సహా విహారయాత్ర (పిక్నిక్) కి వెళ్లాలని వుంటుంది. కానీ



అందుకు కావాల్సిన యాభైరూపాయలు లేక మరో మారు వెళ్ళగానిలే అంటాడు తండ్రి. తమ ఇంట్లో డబ్బుకి ఇబ్బంది లేని దెప్పుడు? అని ఉక్రోషంగా మనసులోనే అనుకొని ఏడుస్తాడు. కుటుంబ ఖర్చుల గురించి వాళ్ళ అమ్మ ఎంత చెప్పినా వాడి తలకవి ఎక్కవు. కుటుంబానికి అవసరమైనంత డబ్బు సంపాదించ లేకపోవడం నాన్న అసమర్థతకు నిదర్శనం అనుకుంటాడు. ఇంగ్లీషు చదువులు చెప్పే మంచి కాన్వెంటు స్కూల్లో తనను చేర్చక పోవడం, మంచి బట్టలు కొనకపోవడం, చలికాలంలో కూడా వేన్నీళ్ల స్నానం లేకపోవడం, చవకబారు ఎర్ర సబ్బే ఆరోగ్యానికి మంచిదని నచ్చచెప్పడం (వెన్నెల్లో పావురాళ్లు - సబ్బుబీళ్ల ఆదూరి వెంకట సీతారామమూర్తి p.191) అమ్మకి రోజూ కావాల్సిన చింతపండు నాన్నకు అవసరమయ్యే బ్లెడులాంటి నిత్యావసరాలకి కూడా డబ్బు లేకపోవడం ఏడేళ్ల బుజ్జిని అసంతృప్తికి గురిచేస్తాయి. తన వయసు వాడే అయిన రాజేష్ తో తనను పోల్చుకుని తను ఎంత బీదగా, లేనివాడిగా వున్నానోనని జాలిపడతాడు. ఈ కథలో సాధారణ మధ్యతరగతి కుటుంబాలలోని పిల్లల మనస్తత్వాలు ఎలా వుంటాయో కోరికలు తీరని ఆ చిన్ని మనసులు చిన్నబోయి వీలైతే తల్లిదండ్రులను కూడా తాత్కాలికంగా తక్కువగా అంచనా వేస్తారని రచయిత కళ్లకు కట్టినట్లు అత్యంత సహజంగా చూపించారు. అయితే అటువంటి పిల్లల కోపాలూ, అలకలూ తాత్కాలికం, క్షణికం. తమ యింటి పరిస్థితులు అవగతమైనతే ఆర్థికపరమైన ఇబ్బందులు ప్రేమాభిమానాలకు అడ్డంరావు అని నిరూపించారు సీతారామమూర్తిగారు యీ కథలో. తను పొందుతున్న కొన్ని మానసికానందాల్ని, ప్రమాదిమానాల్ని డబ్బున్న రాజేష్ పొందలేకపోతున్నాడని తెలుసుకుని బుజ్జి ఆ అబ్బాయిని చూసి జాలిపడతాడు. అమ్మ

చేసిన తినుబండారాన్నిస్తాడు వాడికి. వాడికి ప్రేమగా పలకరించే అక్కలు లేకపోవడం ఎంతో వెలితి అనిపిస్తుంది. స్కూలునుంచి తిన్నగా ఇంట్లోకి వెళ్లి అమ్మ పెట్టిన తినుబండారాలు తిని హాయిగా ఆటకు వెళ్లే స్వేచ్ఛ డబ్బు గల రాజేష్ కి లేకపోవడం గుర్తిస్తాడు. అందరికీ అన్నీ కొనే నాన్న మనసారా మనశుల్ని పలకరించి సరదాగా మాట్లాడే నాన్న తనకంటూ ఏమీ కొనుక్కోలేక చిరిగిన పంచతో ఎందుకు కాలక్షేపం చేస్తాడో అవగతమయ్యేక వాడి చిన్న మనసు ఆలోచనలో పడుతుంది. అప్పుడు వాడికి బాత్రూంలోని చల్లని నీళ్లే హాయినిపిస్తాయి. తను అరిగిపోతూ మనుషుల మురికిని పోగొట్టే ఆ ఎర్ర సబ్బెబావున్నట్లనిపిస్తుంది. దాన్ని చూస్తే అందులో వాడికి వాళ్ల నాన్నే కనిపిస్తాడు. పసి హృదయంలోని ఆవేదనలు కోరికలు, చిత్రిస్తూనే ఆప్యాయతలనేవి డబ్బుతో కొనలేనివనే సత్యాన్ని మనోహరంగా చెప్పిన కథగా దీన్ని చెప్పుకోవచ్చు.

బహుళ చంద్రిక కథా సంగ్రహం - విశ్లేషణ:-

మధ్య తరగతి దిగువ మధ్య తరగతి కుటుంబాలలో చాలీచాలని తండ్రి సంపాదన తల్లిగుట్టగా నెట్టుకు రావడం, బరువులు, బాధ్యతలు, ఆడపిల్ల పెళ్లి విషయంలో ఇబ్బందులు ఈ కథలో కాళింది అనే అమ్మాయికి ఒక అన్నయ్య, చెల్లి, తమ్ముడు, తండ్రి, తల్లి ఈ మధ్యతరగతి అమ్మాయి మదనపాటు, కుటుంబంలో ఆమె పాత్ర, బాధ్యతలను బాధ్యతగా స్వీకరించిన వైనం రచయిత హృదయం చెమర్చే సంభాషణలతో కట్టిపడేశారు. కాళింది ... తనకు ఎన్నో సంబంధాలు వచ్చినా కుదరకపోవడానికి కారణం కట్టుం ఇచ్చుకోలేని తమ పరిస్థితే అని గ్రహించింది. తన ఇంటి పరిస్థితులు ఎంతో దయనీయంగా వున్నా అన్నయ్య వెంకట్రావు ప్రేమించిన అమ్మాయిని పెళ్లి చేసుకుని తన జీవితం తను చూసుకున్న తండ్రి ఒకే

మాటనేవారు. నాకు తానొక్కడే పిల్లవాడు కాదు ఇంకా పిల్లలున్నారని. అందుకే కాళిందిని చదివించి ఉద్యోగం వేయించారు. ఎన్నో మారులు తల్లి ఆడపిల్ల సంపాదనతో ఇల్లు నెట్టుకొస్తున్నాం అన్నా సరే తండ్రి మారు మాట్లాడేవాడు కాదు. కాళిందికి తన ఆఫీస్ బాస్ కరుణానిధితో పరిచయం విచిత్రంగానే జరుగుతుంది. అతను తనకు ఇద్దరు పిల్లలని, తన భార్య చిన్న వయసులోనే క్యాన్సర్ తో చనిపోయిందని, ఈ ఒంటరితనానికి తోడు నీవే కావాలని కోరతాడు. ఇల్లు విడిచి అతనితో పాటు వెళ్ళిపోవాలని రహస్యంగా స్నేహితురాలి ఇంటి దగ్గర వుంచిన సూట్ కేస్ తో వెళ్ళిపోవడానికి ఆఫీస్ నుంచి గంటముందే బయలుదేరి ఇంటికి చేరుకుంటుంది. అక్కడ జనం గుమిగూడడం ఒకింత ఆశ్చర్యానికి లోనవుతుంది. అక్కడ దృశ్యానికి నిశ్చేష్టురాలౌతుంది. తన తండ్రి చనిపోయి ఉంటాడు. చెల్లి పరుగున వచ్చి అక్కను కౌగిలించుకుని బావురుమంటుంది. తల్లి వెక్కి వెక్కి ఏడుస్తుంటుంది. ఆమెను సముదాయించే శక్తి తనకు లేదు. బంధువులు ఒక్కొక్కరే వస్తున్నారు. అన్నయ్య వెంకట్రావుకు టెలిగ్రాం పంపించారు. రాత్రి తెల్లవారింది అందరూ లేచారు తండ్రి తప్ప (వర్ణచిత్రం - బహుళ చంద్రిక, ఆదూరి సీతారామమూర్తి కథలు p. 147) అవధాని గారు కంగారు పెడుతున్నారు ... మీ అన్నయ్య రాలేదు కనుక ఖర్చులు నీవే చూడాలని. పెద్దకొడుకు రాకపోవడం వలన తండ్రి దగ్గర చదువు నేర్చుకున్న శిష్యుడు తలకొరివి పెడతాడు. ఆ మరునాడు తన అన్నయ్య వెంకట్రావు భార్యాపిల్లలతో దిగుతాడు. చుట్టాలు ఒక్కొక్కరే వెళ్ళిపోయిన తరువాత కాళింది తన అన్నయ్యను అడుగుతుంది "అమ్మను నీతోపాటు తీసుకువెళ్తున్నావా? అని" దానికి వెంకట్రావు "నా పరిస్థితులు నీకు తెలుసుకదా చెల్లాయి. అమ్మ అక్కడ ఇరుకు



గదుల్లో ఎలా ఉండగలుగుతుంది. ఇక్కడే వుంచి నీ ఉద్యోగంతో వారిని చూడవే ! నీవున్నావన్నదైర్యంతోనే నేను ఇక్కడికొచ్చానని చెప్తాడు. అన్నని ట్రైన్ ఎక్కించి ఇంటికి చేరుతుంది. పదిహేను రోజుల తరువాత భయం భయంగా ఆపీసుకు చేరుతుంది. తన బాస్ కరుణానిధి రూంలోకి చేరగానే... అతను ఒక కవరు అందిస్తాడు. భయంగా ఆ కవరు తెరుస్తుంది. "ఈ వంటరి బ్రతుక్కి చేయూత నివ్వాలింది నువ్వే కాళింది!" వెంటనే ఆమె స్పందిస్తూ సారీ కరుణానిధిగారు నాకు ఏడవ తరగతి చదివే తమ్ముడు, పదవ తరగతి చదివే చెల్లెలు, నాకు జన్మనిచ్చిన తల్లివున్నారు. వాళ్లను వదిలిమీతో రాలేనేమో! వెంటనే కరుణానిధి "నీతో పాటు నీ కుటుంబ బాధ్యతలు స్వీకరించే బాధ్యత నాదే అంటాడు. ఆమె కళ్లు ఆనందంతో వర్షిస్తాయి. మధ్య తరగతి అమ్మాయిలోని సంఘర్షణలను ఎంతో చక్కగా వర్ణిస్తూ, మధ్యతరగతి జీవన విధానంలోని కట్టుబాట్లు, బాధ్యతలు తెలియపరుస్తూ కథలో చివర చక్కటి ముగింపు నిచ్చారు రచయిత.

గూడు: కథా సంగ్రహం - విశ్లేషణ:- మనిషి తన జీవిత కాలంలో తీరాలని ఆశించే ఆశ ఏదైనా వుందీ అంటే అది సొంతింటి కల. పక్షులు గూడు నిర్మించుకునేందుకు ఎంతో తాపత్రయ పడుతుంటాయి. ఎందరో అద్దె ఇళ్లలో ఇబ్బందులు పడుతుంటారు. చెట్టు నీడనో, రైల్వే ప్లాట్‌ఫాం మీదో, పార్కు బెంచీల పైనో జీవితాల్ని వెళ్ళదీసే వారు లేకపోలేదు. మధ్య తరగతి మనుగడలో స్వంత ఇంటి నిర్మాణం ఎంత ఖర్చుతో కూడుకున్నదో ఇల్లు కట్టడం ఆరంభించినా పూర్తి చేయడం ఎంత కష్టమో గూడు కథ ద్వారా రచయిత విశ్లేషించారు.



"మాధవయ్యగారి కలలు ఇన్నాళ్ళకు ఫలించాయి. తనకూ ఓ గూడు ఏర్పడిందని సంతోషిస్తారు. తన కొడుకు సుందరం ప్రయోజనుడై పంపుతున్న డబ్బుతో కట్టిన ఇల్లైనా ఇటుక, ఇసుక, రాయి అన్నీ తనే కొన్నాడు. కూలాలలో కూలీగా పని చేశాడు. అందుకే తన ఇల్లంటే అంత మమకారం. తాతలు, తండ్రులు అందరూ అద్దె ఇళ్ళల్లో గడిపినా తనలా తృప్తి పడలేకపోయాడు. ఇన్నాళ్ళకు ఓ ఇంటిని నిర్మించగలిగాడు. స్వంత ఇల్లు, ముందు జాగాలో పూల మొక్కలు మధ్యలో కూర్చొని సాయంకాలాలు గీతాధ్యయనం బాగానే వుంటుంది. కానీ... మాధవయ్యగారి గుండెలు బరువెక్కాయి. ఎందుకంటే ప్రయోజకుడై బ్యాంకు ఉద్యోగం చేస్తున్న కొడుకు ట్రాన్స్ఫర్ మీద వేరే రాష్ట్రం వెళ్తున్నాడు. భారమైన గుండెతో మాధవయ్యగారు అతని భార్య మాణిక్యం... కొడుకుని, కోడల్ని రైలెక్కించి అంతపెద్ద ఇంటిలో ఒంటరి వారుగా మిగిలారు. అప్పటికే పెద్ద కూతురు, చిన్నకూతురు వివాహాలై అత్తవారింటికి చేరుకున్నారు. కూతుర్లు "తమని పెంచి పెద్ద చేసి అత్తవారింటికి పంపారు మాకదే చాలు" అని వారి నుండి ఏమీ ఆశించరు. అంతేకాదు వారింటిలో మొక్కలు నాటి మంచి దిగుబడి వుంటుంది వాటిని జాగ్రత్తగా పెంచమని తలదండ్రులకు చెప్పి అత్తవారిళ్ళకు వెళ్ళారు. మాధవయ్య గారు ఉద్యోగంలో ఉండగా ఎన్నోసార్లు ఇల్లు కొనాలనే ఆలోచన వున్నా పిల్లల చదువులు, సంబంధాలు, పెళ్ళిళ్లు వాటికే డబ్బు సరిపోయేది. ఎంతైనా మధ్యతరగతి జీవితాలు నెల జీతం మీద బ్రతికే బ్రతుకులు. అయినా అతనికి అందని ద్రాక్ష పుల్లన కాలేదు. ఇల్లు కట్టాలనే కోరిక కోరికగానే వుండిపోయింది (వెన్నెల్లో పావురాళ్లు, గూడు ఆదూరి సీతారామమూర్తి కథలు p. 137) కొడుకు సుందరమే "మనమూ ఒక స్థలం కొంటే

బావుంటుందేమో నాన్నా" అన్నాడు. స్థలం కొన్న రెండేళ్ళకు లోను శాంక్షనవుతుంది. రెండు పోర్ట్ల ఇల్లు కట్టి ఒకటి అద్దెకిస్తే బావుంటుందంటాడు సుందరం. కట్టుకునే ఇల్లు పెద్ద పెద్ద గదులతో తామొక్కరే వుండేటట్లు కట్టాలని పట్టుపట్టారు మాధవయ్యగారు. ప్లాను తయారైనా, వెంటనే అమ్మాయి పెళ్ళి కుదరడంతో కొంత వాయిదా పడుతుంది. తరువాత సిమెంటు కొరత కారణంగా చాలా కాలం ఇంటి నిర్మాణం నిలిచిపోతుంది. సిమెంటు స్వేచ్ఛాబజార్లో దొరికే సమయానికి ధర పెరిగిపోతుంది. అనుకున్నదానికంటే ఎక్కువ డబ్బే ఖర్చయింది ఇల్లు నిర్మించటానికి. "ఇంత ఇంట్లో తామే మిగిలిపోతున్నామని ఆవేదన వ్యక్తం చేసింది మాణిక్యమ్మ. "అందుకే సగం అద్దె కిచ్చేటట్లుగా కట్టుకుందామన్నాను. ఇప్పటికైనా మించిపోయిందేముంది? ఈ ఇల్లు మీ ఇద్దరికీ పెద్దదనిపిస్తే ఓ రెండు గదులున్న మంచి పోర్ట్ తీసుకుని, మనిల్లు అద్దెకిస్తే కొంత డబ్బు మిగులుతుంది, అప్పు తీరుతుంది" అంటాడు కొడుకు సుందరం. తన జీవితమంతా కూడబెట్టిన దాంట్లో స్థలం కొనగలిగాడు. తన ఇంటికోసం తీసుకున్న అప్పంతా కొడుకు తీర్చాల్సిందే మరో రెండురోజులు అవే ఆలోచనలు. మూడోనాడు ఓ నిశ్చయానికొచ్చి భార్యను కేకవేసి "పక్క వీధిలో రెండు గదుల పోర్ట్ నొకటి ఖాళీ అయిందట మాణిక్యం అందులోకి మనం వెళ్ళాం" అంటారు మాధవయ్య. భార్య "సుందరం మాటలు మనసులో పెట్టుకోకండి అని ఏదో అనబోతుంది. లేదు మాణిక్యం అప్పు కూడా తీరాలిగా", మాధవయ్య గారి గొంతు బొంగురుపోయింది. ఆ ముకంలో రాజీ కన్పించిందామెకు. ఇల్లు కట్టుకోవాలనే ఆశ, తీరకపోతే కలిగే వేదన, తీరా కట్టుకున్నాక పిల్లలు పెద్ద వాళ్ళయి ఎవరికి వారు దూరంగా వెళ్ళడం, గూడు

నిర్మించుకున్న మాధవయ్య అంత ఇంట్లో ఉండలేక, అప్పుకూడా తీర్చాలనే తాపత్రయంతో అద్దె ఇల్లు తీసుకోవడం వంటి మధ్యతరగతి మనసులను చక్కగా ప్రతిఫలించజేశారు రచయిత.

ఆధార గ్రంథాలు:

1. అదుగో పులి
ఆదూరి వెంకట సీతారామమూర్తి
సంతోష్ ప్రింటర్స్ - 1977
విశాఖపట్నం.
2. వెన్నెల్లో పావురాళ్ళు
శ్రీ మహాలక్ష్మి పబ్లిషింగ్ హౌస్ - 1986
విజయవాడ.
3. వర్ణచిత్రం
శ్రీకృష్ణా ప్రింటర్స్-1990
విజయవాడ
4. ఆత్మధృతి
వాహిని బుక్ ట్రస్ట్-2003
హైదరాబాద్
5. ఉత్సవ కానుక
హరివంశీ ప్రచురణలు-2007
విశాఖపట్నం.



ANALYSIS OF MATERNAL HEALTH, CHILDREN'S WELL BEING, EDUCATIONAL, ECONOMIC AND POLITICAL STATUS OF WORLD'S MOTHERS

Dr. Jagadish B

Deputy Manager

Learning and Development Division

Human Resources and Services Group

Toyota Kirloskar Motor, Bangalore, India

I. INTRODUCTION

Dr. APJ Abdul Kalam once remarked, "If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher". Mother is a unique creation by God. There is no alternative to motherly care, love, affection and sacrifice. In commemoration of the mothers, Mother's Day is observed in few countries across the world.

In commemoration of Mother's Day, Save the Children published its 16th annual State of the World's Mothers report with a special focus on the rapidly urbanizing world and the status of poorest mothers and children who are struggling to survive despite overall urban growth. The report was published with support from the Bill and Melinda Gates Foundation and Johnson and Johnson. According to the report (STC, 2015), every day, nearly 17,000 children die before reaching their fifth birthday! Increasingly, these preventable deaths are occurring in city slums, where overcrowding and poor sanitation exists alongside multi-storied buildings and the urban richness. Lifesaving health care may be only a stone's throw away, but the poorest mother and children often cannot get the care, protection and services they



need. The report reveals the health disparities between rich and poor who are residing in the cities.

II. OBJECTIVES

This study aims at understanding the annual Mother's Index by analyzing the latest data on women's health, children's health, educational attainment, economic well-being and female political participation to rank 179 countries and show where mothers and children fare best and where they face the greatest suffering. In pursuance of the aim of the study, following are the specific objectives of this paper:

1. Identify top 10 countries with respect to maternal health, children's well being, educational status, economic status and political status as per the Mothers' Index ranking.
2. Identify bottom 10 countries with respect to maternal health, children's well being, educational status, economic status and political status as per the Mothers' Index ranking.
3. Identify regional medians with respect to with respect to maternal health, children's well being, educational status, economic status and political status.
4. To understand the key findings of the State of World's Mothers in the urban context.
5. To suggest measures on the basis of the findings of the study to improve the state of mothers and children.

III. MOTHERS' INDEX RANKINGS

Save the Children's 16th annual Mothers' Index assess the present status of mothers and children in 179 countries. Mothers' Index consists of five indicators; Maternal Health, Children's Well Being, Educational Status, Economic Status and Political Status. Each



of the indicators has been clearly quantified. Through these metrics, State of the World's women has been summarized.

Table 1: Mothers' Index Indicators

SN.	Indicators	Metrics
1	Maternal Health	Lifetime risk of maternal death
2	Children's Well Being	Under-five mortality rate (per 1,000 live births)
3	Educational Status	Expected number of years of formal schooling
4	Economic Status	Gross national income per capita (current US\$)
5	Political Status	Participation of women in national government (% of seats held by women)

IV. TOP 10 COUNTRIES

The top 10 countries, in general, attain very high scores for mothers' and children's health, educational, economic and political status. Norway, Finland and Iceland are the top three ranking countries. It is followed by Denmark (4th), Sweden (5th), Netherlands (6th), Spain (7th), Germany (8th), Australia (9th) and Belgium (10th). It is important to note that though mothers in Norway and Finland are having similar maternal health status, children's well being, educational status and political status, the economic status of mothers in Norway is much higher than Finland which takes it to the top of the charts.

Even though the entire top 10 countries boast of their achievement, it is important to note that children's well being has still scope for improvement. In spite of being developed countries, it is evident that even they could not ensure zero under-5 mortality rate (per 1,000 live births). Further, average participation of women in the national government (per cent of seats held by women) of top 10



countries is only 39 per cent. Though equitable participation is propagated across the world, it is yet to become a reality.

Table 2: Top 10 Countries as per Mothers' Index

Mothers' Index Rank	Country/ Territory	Maternal Health	Children's Well Being	Educational Status	Economic Status	Political Status
Out of 179 countries	Country Name	Lifetime risk of maternal death	Under-5 mortality rate (per 1,000 live births)	Expected number of years of formal schooling	Gross national income per capita (current US\$)	Participation of women in national government (% of seats held by women*)
2015	Year**	2013	2013	2013	2015	2015
1	Norway	14,900	2.8	17.5	102,610	39.6
2	Finland	15,100	2.6	17.1	48,820	42.5
3	Iceland	11,500	2.1	19.0	46,400	41.3
4	Denmark	12,000	3.5	18.7	61,680	38.0
5	Sweden	13,600	3.0	15.8	61,760	43.6
6	Netherlands	10,700	4.0	17.9	51,060	36.9
7	Spain	15,100	4.2	17.3	29,920	38.0
8	Germany	11,000	3.9	16.5	47,270	36.9
9	Australia	9,000	4.0	20.2	65,390	30.5
10	Belgium	8,700	4.4	16.3	46,290	42.4

* Figures correspond to the number of seats currently filled in Parliament.

** Data refer to the year specified in the column heading or the most recent year available



Source: State of the World’s Mothers 2015, The Urban Disadvantage, Save the Children

V. BOTTOM 10 COUNTRIES

Somalia scores the last position in among all the countries surveyed. All the 11 bottom-ranked countries are from the West and Central Africa which have performed poorly on all the five indicators. On an average, one woman in 30 dies from pregnancy-related causes and one child in eight dies before his or her fifth birthday (STC, 2015).

Lifetime risk of maternal deaths is high (18) in Somalia and Under-5 mortality rate is highest (160.6) in Sierra Leone. Average number of expected years of formal schooling in bottom 10 countries is 7.8 years compared to 17.63 years of top 10 countries. Further, average gross national income per capita of bottom 10 countries is 635 \$ compared to 51,496 \$ of top 10 countries. Further, on an average, bottom 10 countries provided a mere 11 per cent of seats to women in their national governments compared to 39 per cent in the top 10 countries’ governments.

Table 3: Bottom 10 Countries as per Mothers’ Index

Mothers’ Index Rank	Country/ Territory	Maternal Health	Children’s Well Being	Educational Status	Economic Status	Political Status
Out of 179 countries	Country Name	Lifetime risk of maternal death	Under-5 mortality rate (per 1,000 live births)	Expected number of years of formal schooling	Gross national income per capita (current US\$)	Participation of women in national government (% of seats held by women*)



2015	Year**	2013	2013	2013	2015	2015
169***	Haiti	80	72.8	7.6	810	3.5
169***	Sierra Leone	21	160.6	11.2	660	12.4
171	Guinea-Bissau	36	123.9	9.0	590	13.7
172	Chad	15	147.5	7.4	1,030	14.9
173	Cote d'Ivoire	29	100.0	8.9	1,450	9.2
174	Gambia	39	73.8	8.8	500	9.4
175	Niger	20	104.2	5.4	400	13.3
176	Mali	26	122.7	8.4	670	9.5
177	Central African Republic	27	139.2	7.2	320	12.5
178	Congo, Democratic Republic of the	23	118.5	9.7	430	8.2
179	Somalia	18	145.6	2.2	130	13.8

* Figures correspond to the number of seats currently filled in Parliament.

** Data refer to the year specified in the column heading or the most recent year available

*** Countries are tied

Source: State of the World's Mothers 2015, The Urban Disadvantage, Save the Children

VI. REGIONAL MEDIANS

An overview on the Regional Medians indicates that the economic status of mothers is very high in the industrialized countries. Under-5 mortality rate is very high in Sub-Saharan Africa (81) and South Asia (40). Average expected number of years of formal schooling (10 years)



and gross national income per capita (905\$) is lowest in Sub-Saharan Africa. Women's participation in national governments is lowest in the Middle East and North African countries (12%).

Table 4: Regional Medians as per Mothers' Index

Mothers' Index Rank	Country/Territory	Maternal Health	Children's Well Being	Educational Status	Economic Status	Political Status
Out of 179 countries	Country Name	Lifetime risk of maternal death	Under-5 mortality rate (per 1,000 live births)	Expected number of years of formal schooling	Gross national income per capita (current US\$)	Participation of women in national government (% of seats held by women*)
2015	Year**	2013	2013	2013	2015	2015
19	Industrialized Countries	9,750	4	16	42,395	28
66	CEE/CIS	2,600	13	14	6,050	19
76	Middle East and North Africa	855	16	14	5,555	12
78	Latin America and Caribbean	570	17	13	6,375	20
106	East Asia and the Pacific	320	27	13	3,580	15
126	South Asia	225	40	12	1,465	16
151	Sub-Saharan Africa	48	81	10	905	17
	World	190	46	12	10,600	22



* Figures correspond to the number of seats currently filled in Parliament.

** Data refer to the year specified in the column heading or the most recent year available

Source: State of the World’s Mothers 2015, The Urban Disadvantage, Save the Children

VII. INDIA’S RANKING

India has scored poorly in the overall ranking standing at 140 out of 179 countries! In 2014, India’s ranking was at 137th position out of 178 countries in the Global Mother’s Index. According to Save the Children, Indian children on an average spend 11.7 years in formal schooling and 52.7 out of 1,000 children in India die before their fifth birthday.

India is one of the 10 countries in the world with the greatest survival divide between wealthy and poor urban children. It figures in the worrying list with other nations like Rwanda, Cambodia, Kenya, Vietnam, Peru, Madagascar, Ghana, Bangladesh and Nigeria (CAS, 2015).

Table 5: India’s Ranking as per Mothers’ Index

Mothers’ Index Rank	Country/ Territory	Maternal Health	Children’s Well Being	Educational Status	Economic Status	Political Status
Out of 179 countries	Country Name	Lifetime risk of maternal death	Under-5 mortality rate (per 1,000 live births)	Expected number of years of formal schooling	Gross national income per capita (current US\$)	Participation of women in national government (% of seats)



						held by women*)
2015	Year**	2013	2013	2013	2015	2015
140	India	190	52.7	11.7	1,570	12.2

* Figures correspond to the number of seats currently filled in Parliament.

** Data refer to the year specified in the column heading or the most recent year available

Source: State of the World's Mothers 2015, The Urban Disadvantage, Save the Children

VIII. KEY FINDINGS

According to State of the World's Mothers Report (STC, 2015), following are the key findings:

Inequality

Efforts have been made to reduce urban under-5 mortality across the globe. However, inequality is still becoming worse in many cities. In almost half of the countries with available trend data (19 out of 40), urban survival gaps have grown. In relative terms, survival gaps have roughly doubled in urban areas of Kenya, Rwanda and Malawi despite these countries' overall success in saving more children's lives in cities.

Gaps Between Rich and Poor Urban Children

Poor children in urban areas are facing high risks of death. Among 36 developing countries surveyed, there are significant gaps between rich and poor urban children. In most countries, the poorest urban children are at least twice as likely to die as the richest urban children before they attain five-years. The urban child survival gaps are largest in Bangladesh, Cambodia, Ghana, India, Kenya, Madagascar, Nigeria, Peru, Rwanda, Vietnam and Zimbabwe. In these countries,



poor urban children are three to five times as likely to die as their most affluent peers. On the other side, cities in Egypt and the Philippines have been able to achieve relatively low child mortality rates.

Disparities in Health Care

Poorest urban mothers and children are predominantly deprived from access to, and use of, health care. Significant variance is observed in the health care among the poorest and wealthiest mothers and children. Huge disparities in access to prenatal care and skilled birth attendance are evident. The largest coverage gaps between rich and poor were found in Delhi (India), Dhaka (Bangladesh), Port au Prince (Haiti) and Dili (Timor-Leste). Child malnutrition gaps are greatest in Dhaka, Delhi, Distrito Central (Honduras), Addis Ababa (Ethiopia) and Kigali (Rwanda). In these cities, stunting rates are 29 to 39 percentage points higher among the poorest compared to the richest.

Disadvantage, Deprivation and Discrimination

Key factors contributing for high child death rates in slums are due to 3Ds - Disadvantage, Deprivation and Discrimination. Firstly, though public sector health systems are available in urban areas, they do not have the required 5Ms (Man, Machine, Material, Method and Management). Lack of basic infrastructure, poor sanitation and food insecurity make poor mothers and children even more vulnerable to disease and ill health. Secondly, in the urban areas, specialized and high-quality health care facilities are accessible to the haves and not for the have not's. Even though the urban poor stay from a stone's throw away distance, they do not have the ability to pay for the required health care services. As a result, they face discrimination or even abuse while seeking health care.



Infant Death Risk in Capital Cities

Among capital cities in high-income countries, Washington, DC has the highest infant death risk and great inequality. In a study on infant mortality rates in 25 capital cities of wealthy countries and found that Washington, DC had the highest infant mortality rate at 6.6 deaths per 1,000 live births in 2013. While this rate is an all-time low for the District of Columbia, it is still 3 times the rates found in Tokyo and Stockholm. There are also huge gaps between rich and poor in Washington (STC, 2015).

Success Mantras to Save Poor Urban Children

Save the Children has identified six-cities that have made good progress in saving poor children's lives despite significant population growth. The cities are: Addis Ababa (Ethiopia), Cairo (Egypt), Manila (Philippines), Kampala (Uganda), Guatemala City (Guatemala) and Phnom Penh (Cambodia). These cities have been able to achieve success due to a variety of strategies adopted like access to high impact services, strengthen health systems, lower costs, increase health awareness and make care more accessible to the poorest urban residents. Consistently employed success strategies included:

- Better care for mothers and babies before, during and after childbirth;
- Increased use of modern contraception to prevent or postpone pregnancy; and
- Effective strategies to provide free or subsidized quality health services for the poor.

IX. SUGGESTIONS

After understanding the situation of mothers and children in urban areas across the world, following suggestions are made:



1. **Equity and Social Inclusion:** Equitable and socially inclusive policies have to be drafted, adopted and implemented. Moreover, all the policies needs to be reviewed periodically and checked for its effectiveness. Based on the reflections, further modifications in the policies have to be incorporated in order to meet the challenging conditions in the society.
2. **Poverty Alleviation:** According to the Millennium Development Goals Report (2014), overwhelming majority of people living on less than \$1.25 a day belong to two regions: Southern Asia and sub-Saharan Africa. In 2010, one third of the world's 1.2 billion extreme poor lived in India alone. China, despite much progress in poverty reduction, ranked second, and was home to about 13 per cent of the global extreme poor. Nigeria (9%), Bangladesh (5%) and the Democratic Republic of the Congo (5%) followed. Nearly two thirds of the extreme poor lived in these five countries in 2010. Aside from those populous countries with large numbers of the extreme poor, high poverty rates are often found in small, fragile and conflict-affected countries. Thus, there is a dire need to take up poverty alleviation programs to reach the urban poor and marginalized groups.
3. **Role of Local and National Governments:** Though international policies are in place, the role of local and national governments assumes greater importance. Governments need to develop customized policies and programmes to meet the needs of the urban poor.
4. **Focus on Preventive Health Care:** As the saying goes, "Prevention is better than cure", countries need to focus on providing preventive health care instead of fighting after the damage is caused to mother and children. In this perspective, a



rigorous immunization program has to be put in place covering the target population.

5. **Nutrition:** An estimated 99 million children under age five in the world were underweight - inadequate weight for age - in 2012. This represented 15 per cent of all children under five, or approximately one in seven. The number of underweight children fell by 38 per cent from an estimated 160 million children in 1990 (MDG, 2014). Thus, focus needs to be given on eradicating malnutrition by providing vitamin and appropriate supplements.
6. **Sanitation:** According to the estimates of the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP, 2013), released in early 2013 (collected in 2011), 36 percent of the world's population i.e., 2.5 billion people lack improved sanitation facilities, and 768 million people still use unsafe drinking water sources. Inadequate access to safe water and sanitation services, coupled with poor hygiene practices, kills and sickens thousands of children every day, and leads to impoverishment and diminished opportunities for furthermore children. Thus, focus should be given on ensuring safe and potable drinking water facilities to urban poor mothers and children.
7. **Focus on MNCH:** In order to improve the status of urban mothers and children, focus must be given on maternal, new born and child health (MNCH) issues. Strategies must be drawn to enhance MNCH in every urban setting.
8. **Improve Publicly Funded Health Services:** Governments have a larger role to play in combating this problem. A major surgery is required as far as publicly funded health services are concerned. Adequate number of health staff (quantity) must be



recruited into the system. Further effective health care services (quality) needs dire attention.

9. **Research:** In order to identify the current gaps in the policies, processes and results, abundant research has to be carried out. Frequent and quality household surveys must be conducted to capture details on income, expenditure, urban slums, slum dwellers, street dwellers, people living in informal settlements and migrant poor. Scientific and exhaustive data will in turn help in improving the design and implement appropriate policies and programmes.

10. **Leverage Technology:** We are living in a tech-savvy age. Data is accessible at our fingertips. In order to improve the status of world's mothers, technology can be used to identify, reach and follow-up the health of mothers and children.

X. CONCLUSION

"Janani Janmabhoomishcha Swargaadapi Gareeyasi", a Sanskrit saying goes. It means that Mother and Motherland are higher than heaven. Our ancient culture has placed Mother above than any others in the society. From the days of yore, prominence was given to mothers. However, in this frantic urbanized world, it is very unfortunate to note that we have forgotten the health care issues of mothers and children. In this backdrop, concerted efforts need to be put in by all the stakeholders to go back to basics and provide affordable health care to every mother and child. Thus, we can build a strong world with beautiful minds.

References

1. CAS. (2015): Gender Equality, State of the World's Mothers 2015, Current Affairs Survey, July 2015, Vol.4, No.11, pp. 42-44, Delhi, India.



2. Jagadish, B. (2014): Sex Education in Schools, A Social Work Perspective, Prateeksha Publications, Jaipur, India.
3. Jagadish, B. (2014): Water, Sanitation and Hygiene for Millennium Development Goals, Journal of School Social Work, March 2014, Volume X, Issue 10, Chennai, India.
4. Jagadish, B. (2015): Situation Analysis and Child Protection Plan of Chamarjanagar District, District Child Protection Office and Sadhana, Chamarajanagar, Karnataka, India.
5. JMP. (2013): Progress on Sanitation and Drinking Water Update, 2013 Update, World Health Organization and UNICEF, United Nations Children's Fund, Geneva.
6. STC. (2015): The Urban Disadvantage, State of the Worlds' Mothers 2015, Save the Children, Fairfield, United States of America.
7. SWA. (2013): Sanitation and Water for All, 2013 Progress Update on the 2012 Sanitation and Water for All High Level Meeting Commitments, SWA Secretariat.
8. United Nations. (2005): UNICEF Water, Sanitation and Hygiene Strategies for 2006-2015, United Nations Economic and Social Council, November, Paris.
9. United Nations. (2015): The Millennium Development Goals Report, 2014, We Can End Poverty 2015, Millennium Development Goals, United Nations, New York.



Acronyms

UN	:	United Nations
MDG	:	Millennium Development Goals
MNCH	:	Maternal, New born and Child Health
CAS	:	Current Affairs Survey
STC	:	Save The Children
WHO	:	World Health Organization
ILO	:	International Labour Organization
UNICEF	:	United Nations Children's Education Fund
JMP	:	Joint Monitoring Programme for Water Supply and Sanitation
WASH	:	Water, Sanitation and Hygiene



A STUDY ON EMPLOYEE SATISFACTION WITH REFERENCE TO FUTURE GENERALI

Thagaram Elia

Research Scholar

Department of Commerce & Business Administration

Acharya Nagarjuna University

Guntur

Objectives of the Study

1. To identify the values that support creativity and innovation in the organization.
2. To give feasible suggestions regarding improvement of the employee satisfaction at Future Generali Insurance.
3. To know the welfare measures and living environment provided for the employees.
4. To identify the conditions in which the individuals are most likely to use intuition in decision-making.

Methodology of the Study

The project primarily involved studying and analyzing the employee satisfaction among employees at Future Generali Insurance Limited. It was carried out, after due consultation with the project guide in the organization, using a number of tools like questionnaire, and discussions.

The quantitative and qualitative data was analyzed to determine all the satisfying and dissatisfying aspects of the corporation and the work.

Research Design

The information was gathered to collect the employee's views regarding the job satisfaction, impact on the work and the employer's attitude



regarding handling of employees.

The data was collected by using primary and secondary sources.

Primary Data :The primary data for the study has been collected using **Questionnaires**. The questionnaires consist of 14 questions for the employees to elicit information regarding what reasons generally motivate the people to stay back with the organization they are working for. **Secondary Data** : This data is present in a recorded form. The sources are- Reports of the company, Magazines, Journals, Internet websites, Company websites etc.

Employee Satisfaction

Employee Satisfaction is a prerequisite for the customer satisfaction. Superior employee satisfaction lead to higher level of employee retention.

A constant and dedicated workforce ensures successful knowledge transfer, sharing, and creation --- a key to continuous improvement, innovation, and knowledge-based total customer satisfaction.

When companies are devoted with providing high quality products and services; when companies set high work standards for their employees; and when employees are empowered through training and development, provided with knowledge and information, permitted to make mistakes without punishment, and trusted; they will experience an increase in their level of satisfaction at work.

This stage of satisfaction can be improved further if teamwork and visionary leadership are introduced.

Continuous improvement comes from the efforts of the empowered employees motivated by creative leadership. This is supported by the result that empowerment and creative leadership both have significant correlation with employee satisfaction. Teamwork is also supported by



the findings. In addition, the study found significant correlation between employee satisfaction and employee's intention to leave.

The success of a corporation depends very much on customer satisfaction. A high level of consumer service lead to customer retention, thus contribute to growth and profit opportunities to the organization. There is a strong relationship between customer satisfaction and employee satisfaction. Satisfied employees are more prone to stay with company and become committed and have more likely to be motivated to provide high level of customer service, by doing so will also further improve the employee's satisfaction through feeling of achievement. Enhanced employee satisfaction leads to improved employee retention; and employee stability ensures the successful implementation of continuous improvement and customer satisfaction. Therefore, employee satisfaction is a must for customer satisfaction.

There are a variety of factors that can influence a person's level of job satisfaction. Some of these factors contain the level of pay and benefits, the supposed equality to the promotion system within a company, the excellence of the work conditions, leadership and social relationships, the job itself. The happier people are within their job, the more fulfilled they are held to be. Other influences on fulfillment include the management approach and culture, employee involvement, empowerment and autonomous workgroups. Job satisfaction is a very important feature which is frequently measured by organizations.

Definition

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Weiss (2007) has argued that job satisfaction is an attitude but points out that researchers should clearly



distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviour.

Benefits of employee satisfaction

1. One of the benefits of employee satisfaction survey is that they give management an indication of general levels of satisfaction in a company. The survey is powerful diagnostic instrument for assessing employee problems.
2. Improved communication is another benefit of the surveys. Communication flows in all directions as people plan the survey, talk, and discuss its results. Particularly beneficial to the company is, the upward communication when staff are encouraged to comment about what they really have in their minds.
3. The employee satisfaction survey can help discover the causes of indirect productivity problems, such as non-attendance, return and poor quality of work.
4. An unexpected benefit from a employee-satisfaction survey is improved attitudes.
5. The survey is a tangible expression of management's interest in employee welfare, which gives employees a reason to feel enhanced towards management.
6. Another benefit of satisfaction survey is that it helps management assess training needs. Usually, employees are given an chance to report how they feel this supervisor performs certain parts of the jobs, such as delegating work and giving adequate job instructions. Since employees experience these supervisory acts, their perceptions may offer useful information about the training of their supervisors.

Ways of measuring employee satisfaction: There are a number of ways of measuring employee- satisfaction. This is not amazing since hundreds of techniques have been used in various studies. The most



common ways of measurement include: Rating scales, critical incidents, interviews, and achievement tendencies. We can measure employee satisfaction by questionnaire. Perhaps the earliest of all the known scales of measuring employee satisfaction is that by Hoppock (1935).

Organisational Profile

About the Company:

Future Generali is a joint venture between the India-based Future Group and the Italy-based Generali Group. Future Generali is present in India in both the Life and Non-Life businesses as Future Generali India Life Insurance Co. Ltd. and Future Generali India Insurance Co. Ltd.

Vision Statement:

"Pledged to provide financial security to all people & enterprises through total insurance solutions"

Future Group

Future Group, led by its founder and Group CEO, Mr. Kishore Biyani, is one of India's leading business houses with multiple businesses spanning across the consumption space. While retail forms the core business activity of Future Group, group subsidiaries are present in consumer finance, capital, insurance, leisure and entertainment, brand development, retail real estate development, retail media and logistics.

The General Group

The Generali Group is a leading player in the global insurance and financial markets. Established in Trieste in 1831, today the Group is one of Europe's largest insurance providers and the European biggest Life insurer. With an employed sales force of more than 100,000 people serving 70 million clients in 68 countries, the Group occupies a



leadership position in Western Europe and an increasingly important place in Eastern Europe and Asia.

Since its establishment, the Generali Group has always held a reputation for its capital and financial strength. Its solidity derives from prudent investment management and a focus on achieving a correct match between risk and medium/long-term profitability.

- Generali Group is one of the leading insurance groups in Europe, with a 2009 total premium income of more than €70 billion
- It is present in 68 countries
- It has 70 million clients worldwide
- It has 85,322 employees (15,956 in Italy)
- It has over €400 billion of assets under management
- High rating assigned by the international rating agencies:
- A.M. BEST: A+ STABLE
- Standard & Poor's: AA- STABLE
- Fitch IBCA: AA- NEGATIVE
- Moody's: Aa3 STABLE

Questionnaire on Employee Retention Strategies from The Employee's Point of View:

1. Do you feel that the targets that have been set are very high?

a) Yes b) No

Responses	No. of responses	Percentage
Agree	37	74%
Disagree	13	26%



74% of the employees feel that the targets that have been set are very high

2. Do you feel like leaving the organization due to high pressure?

a) Yes b) No

Responses	No. of responses	Percentage
Agree	19	38%
Disagree	31	62%

62% say that they do not feel like leaving the organization due to high pressure

3. Are you satisfied with the salary and incentives offered to you?

a) Yes b) No

Responses	No. of responses	Percentage
Agree	40	80%
Disagree	10	20%

80% of the employees claim that they are satisfied with the salary

4. Are you unhappy with the promotion structure?

a) Yes b) No

Responses	No. of responses	Percentage
Agree	19	38%
Disagree	31	62%

62% said they were happy with the promotion structure



5. Are you encouraged to participate in training to improve your skills and competencies which in turn assists your career at the organization?

a) Yes b) No

Responses	No. of responses	Percentage
Agree	46	92%
Disagree	4	8%

92% said they were encouraged to participate in training programs which assists their career in the organization.

7. Would you suggest working in this organization to your friends and relatives?

Responses	No. of responses	Percentage
Agree	34	78%
Disagree	16	22%

a) Yes b) No

78% said they would suggest working in the organization to their friends and relatives.

8. Does your management come forward to support you when you are facing a critical situation?

a) Strongly Disagree b) Disagree c) Agree d) Strongly Agree

Responses	No. of responses	Percentage
Strongly Disagree	4	8%
Disagree	6	12%
Agree	18	36%
Strongly agree	22	44%



80% of the employees say the management comes forward to support them when they are facing a critical situation.

9. Is your training program always linked with your career development and growth?

a) Strongly Disagree b) Disagree c) Agree d) Strongly Agree

Responses	No. of responses	Percentage
Strongly Disagree	3	6%
Disagree	2	4%
Agree	24	48%
Strongly agree	21	42%

90% of the employees agree that the training program are always linked with their career development and growth.

10. Is the Organization treating you in a respectful way?

a) Strongly Disagree b) Disagree c) Agree d) Strongly Agree

Responses	No. of responses	Percentage
Strongly Disagree	4	8%
Disagree	4	8%
Agree	25	50%
Strongly agree	17	34%

84% of the employees agree that the organization is treating them in a respectful way.

11. Do you agree that you are rewarded periodically for your performance?

a) Strongly Disagree b) Disagree c) Agree d) Strongly Agree



Responses	No. of responses	Percentage
Strongly Disagree	4	8%
Disagree	2	4%
Agree	18	36%
Strongly agree	26	52%

88% of the employees agree that they are rewarded periodically for their performance

12. What do you feel about the working environment?

a) Highly Dissatisfied b) Dissatisfied c) Satisfied d) Highly Satisfied

Responses	No. of responses	Percentage
Strongly Disagree	8	16%
Disagree	6	12%
Agree	26	52%
Strongly agree	11	22%

74% feel the work environment is amicable.

13. The job you are performing is satisfactory...?

a) Highly Dissatisfied b) Dissatisfied c) Satisfied d) Highly Satisfied

Responses	No. of responses	Percentage
Strongly Disagree	8	16%
Disagree	10	20%
Agree	16	32%
Strongly agree	16	32%



64% of the employees said they were satisfied with the job they were performing.

14. Are you satisfied with the inter-personal relationships with your superiors and peers?

a) Highly Dissatisfied b) Dissatisfied c) Satisfied d) Highly Satisfied

Responses	No. of responses	Percentage
Strongly Disagree	11	22%
Disagree	13	26%
Agree	18	36%
Strongly agree	8	16%

52% of the employees said they were satisfied with the inter-personal relationships with their superiors and peers.

Findings

The following are the findings that have been known during the study of the project:

- Majority of the Employees are satisfied with the salary structure and incentives/ perks offered
- Most of the employees feel that they get the required recognition and have faith in the management, as they feel that the management comes forward to help them when the employees face a critical situation
- Most of the employees agree that there is good work-life balance in the organization and they are treated in a respectful manner
- Most of the employees agree that there are no barriers while communicating with superiors and are satisfied with the job they



are performing

- Majority of the employers claim that they do not criticize their employees in public
- Most of the employers recognize and reward good performance and that they create opportunities for employees to learn and grow
- Most of the employers agree that relationship with immediate manager is the most important job attribute for highly talented employees.

Suggestions

- An open and friendly working environment is necessary for high productivity levels
- Importance must be given for amicable inter personal relationships between employers and employees
- Significance of proper work-life balance must be inculcated through counseling sessions
- Open door policy must be emphasized in order to give an opportunity for employees to voice their concerns
- Training programs must be introduced based on the employee profiles and performance review, to benefit them maximum
- Motivating the employees using both monetary and non-monetary rewards is highly important
- Recognition of the employees at the right time and with the right motive is essential for high productivity.

Conclusion

After conducting a survey by using a questionnaire in Future Generali Insurance, we came to the conclusion that majority of the employees are satisfied with the policies, rules and regulations of the company.



They are also satisfied with the job. Most of them feel that they are working in a good environment and are appreciated for the job they are performing. Most of the employees feel that the management is supportive. A few issues need to be addressed like the work load as more than half of the employees claim that it is high.

Undertaking this project has helped us in learning to think of a topic/subject/issue in a logical manner and examining the issue in its totality. This has also promoted interaction with people from different walks of life, experiences and outlooks thus giving us a broader perspective to the issue of training in particular and the business environment in general.

References

1. K.Ashwathappa, 2003, *Organizational Behaviour*, NEW delhi: Tata McGraw – Hill Edition
2. P C Tripathi, 2003, *Personnel Management And Industrial Relations*, New Delhi: Sultan Chand And Sons
3. Dr.P.Subba Rao, 2008, *Essentials Of Hrm And Industrial Relations*, Himalaya Publishing House



HUMAN RIGHTS AND WOMEN IN THE GLOBALIZED WORLD: RHETORIC AND REALITY

Chandan Kumar Dan

Lecturer (Part- Time) in Political Science
M. U. C. Women's College, Burdwan &
Ph. D. Research Scholar, University of Burdwan

Introduction:

Globalization is leading to greater problems of state capacity to comply with human rights obligations, particularly economic, social, and cultural rights¹, such as trade union freedoms², the right to work, and the right to social security of women. It also may have a disproportionate effect on minorities (Brown, 1998). Globalization is a particular issue for women, because they often bear a disproportionate burden of poverty, which may be exacerbated by economic restructuring, deregulation, (Lim, 1999: 18-20) and privatization. Investors have demonstrated a preference for women in the "soft" industries such as apparel, shoe and toy making, data processing, and semi-conductor assembling industries that require unskilled to semi-skilled labor, leading women to bear the disproportionate weight of the constraints introduced by globalization (Lakany, 1999). Another impact observed in many countries is a shift from companies hiring permanent employees with job security and benefits, to the use of contingent or temporary workers lacking health care, retirement, collective bargaining arrangements, and other security available to the permanent work force. As with other negative impacts of globalization, this one also has more severe impacts on women, minorities, and migrant workers. Women comprise the largest segment of migrant labor flows, both internally and internationally. States often do not include migrant workers in their labor standards, leaving women particularly vulnerable. Globalization also has produced an important new type of trans-boundary criminal enterprise. Traffic in women for sexual purposes is estimated to involve more than \$7 billion a year, but the sex trade is not the only market for humans. Coercion against agricultural workers, domestic workers, and factory workers also is evident (Shelton, 2002: 296-98).

In this article, I have sought to examine that how the process of globalization has affected the notion of human rights of women. Here it



should be mentioned that, in reference to human rights of women, I have sought to comprehend and identify those rights of women (i) which were alluded in various international declaration, covenants and conventions, (ii) which were specially acknowledged in 'Convention on the Elimination of All Forms of Discrimination Against Women' (CEDAW), 1979 and 'Beijing Conference', 1995, and (iii) of course those rights which were protected in different international human rights law, especially for women.

Entire discussion has been divided into four parts. In part one, meaning and context of globalization have been discussed. Overviews of the notion of human rights and human rights of women have been examined in part two of this work. Finally, the interrogation that how far globalization has affected the human rights of women and how far it is responsible for violation of the human rights of her, are analyzed critically in part three of this work. At last but not least, a conclusion has been tagged at the end of this discussion.

1.Globalization ; Concept and Context

Globalization is a process of interaction among the people, companies, and governments of different countries, a process driven by international trade and investment and aided by information technology. Globalization is not new but in recent years, it has become the subject of an impassioned debate between people for and against it. It is too tough task to give a definitive definition of globalization because post cold war scholars frequently used this term for denoting various processes but could not present its proper definition. Thus, globalization is a term in heavy current usage but one whose meaning remains obscure. Proponents of globalization believe it is a powerful mechanism through which countries can increase economic development and prosperity for its citizens... (Dubey, 2012: 153-54). Globalization is a multidimensional phenomenon, comprising "numerous complex and interrelated processes that have dynamism of their own." It involves a deepening and broadening of rapid trans-boundary exchanges due to developments in technology, communications, and media. Such exchanges and interactions occur at all levels of governance and among non-state actors, creating a more interdependent world (Op.cit, 2002: 276). Globalization, including its various dimensions³ — political, economic, social, cultural, and technological — is defined in varied ways. Giddens, for example, conceptualizes globalization as something where "local happenings are



shaped by events occurring many miles away." (Giddens, 1990: 64, quoted in Peet, et al., 2003: 1) Another commentator views globalization as "an intense interchange of people, ideas, capital and technology across international space." (Ibid: 28) Similarly, for Dunning, globalization means "connectivity of individuals and institutions across the globe." (Dunning, 2003: 11, 18). Though defined variedly, (Op. cit, 2002: 275-76; McCorquodale & Fairbrother, 1999: 736-39 & Kinley, 2002-03: 239, 242-44) it is not difficult to identify the central tenant of globalization: globalization is about movement across the natural and/or (mostly) man-made borders/barriers in a speedy, efficient way and with minimum restrictions. This movement is ensured through the four Ds: deregulation, denationalization, disinvestment⁴, and digitalization. (Deva, 2006: 98).

Paul Streeten has pointed out that globalization can come "from above," in the form of multinational firms, international capital flows, and world markets, or it can come "from below," reflecting the concerns of individuals and groups throughout the world (Streeten, 1999: 11). It seems evident that globalization has enhanced the ability of civil society to function across borders and promote human rights. The past two decades have seen a shift to multi-party democratic regimes, as more than 100 countries ended rule by military dictatorships or single parties. Pressed by an international network of non-governmental organizations and activists, the international protection of human rights itself can be seen as an aspect of globalization, reflecting universal values about human dignity that limit the power of the state and reduce the sphere of sovereignty (Op. cit, 2002: 278).

Globalization, both as a description and a prescription has provoked several contradictory responses:⁵ (i) Globalization demands deregulation and regulation at the same time. Whether globalization is about removing borders or strengthening the existing ones is not clear; it has removed borders regarding trade but not regarding several other important issues such as access to life-saving drugs, labor movement, employment, and immigration. (ii) The question of whether globalization, which is celebrated and resisted at the same time both in the West and in the "Rest", (Stiglitz, 2002: 3-4, 247-49; Hertz, 2001: 1-5; Goodhart, 2003: 935, 960-6) is inevitable/irreversible,⁶ or is an example of Western imperialism in an era of neo-liberalism and therefore reversible, is a moot point. Similarly, whether globalization



poses a threat to human rights or gives impetus to their realization is again not settled. Further, (iii) globalization is resulting in the alienation of people by bringing them together. There is no consensus on whether the bringing of people closer and thus striving for global homogeneity/uniformity/conformity is a good development, or whether it occurs at the heavy cost of destroying indigenous or local beliefs and culture. From particularly this context, the hotly debated and contested issues which could be raised are: whether globalization increases or decreases poverty as well as economic disparity. Question could be raised about the impact of foreign direct investment by multinational corporations (MNCs) as the driver of globalization on development as well as human rights. In short, globalization has serious implications, both positive and negative, for the realization of human rights everywhere, but more so in developing countries (Op. cit, 2006: 94-7). Before proceeding further about the interface between globalization and human rights of women, it would be significant to offer the overview of the ideas of human rights and human rights of women.

2. Human Rights and Human Rights of Women: An Overview

2.1. Human Rights: Meaning

Every great civilization is marked with carnage and slavery, or in other words, violation of human rights. The concept of human rights becomes more and more relevant when it stands violated. Human rights pertain to the basic rights that an individual is entitled to receive as a human being (Biswal, 2009: 335). According to Peter R. Baehr, *Human rights are, in the words of preamble of the Universal Declaration of Human Rights (UDHR), 1948: 'a common standard of achievement for all peoples and all nations.'* (Baehr, 1999: 1) Maurice Cranston argued, *A human right by definition is a universal moral right, something which all men, at all times, ought to have, something of which no one may be deprived without a grave affront to justice, something which is owing to every human being simply because he is human.* (Cranston, 1962: 40)

2.2. Human Rights: Origin and Development

Many cultures and civilizations have developed ideas about the intrinsic worth and dignity of human beings, but the notion that humans are 'rights bearers' is especially European. Medieval in origin⁷ this notion was embodied in the positive law of a few countries in the early modern era; and by the late eighteenth century the slow process of broadening the idea of the 'rights of man' by recognizing the rights of women, and, via campaigns against the slave trade, those of non-



Europeans, began. These preliminary moves set the scene for the globalization process of the post-1945 era. Here it was seen a number of global and regional treaties and declarations concerning human rights, and the emergence of non-governmental organizations (NGOs) such as Amnesty International dedicated to their enforcement. Moreover, governments such as that of the USA, and intergovernmental bodies such as International Monetary Fund (IMF) and the Commonwealth have increasingly and controversially seen it as part of their remit to promote human rights (Baylis & Smith, 2005: 690).

All of this amounts to an impressive body of international law and diplomatic practice, which has led to a further broadening and deepening of the idea of rights, often conceptualized in terms of three generations. *First Generation rights* involve freedom of speech and assembly and 'the right to take part in the government of his country, directly or through freely chosen representatives' (UDHR, Article 21). But the same declaration also recognized *Second Generation rights* to the 'economic, social and cultural rights indispensable for his dignity and the free development of his personality' (Article 22) and these economic and social rights feature very largely in later UN documents, especially, of course, the International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966.⁸ Both First and second generation rights are, in essence, possessed by individuals. Third Generation rights build on this a collective dimension and concern the rights of 'peoples'; for example, under the African Charter on Human and Peoples' Rights (ACHPR), 1981, peoples have the right to 'freely dispose of their wealth and natural resources' (Article 21/1), while the individual has a duty 'to serve his natural community by placing his physical and intellectual abilities at its service' and to 'preserve and strengthen positive African cultural values in his relations with other members of the society' (Article 29/2 and 7) (Ibid: 690-91).

However, experts and scholars working on the area of human rights raised some philosophical questions as follows.

- Are first, second and third generation rights compatible with each other?
- Whether or not the term 'generation' appears to be the right term for describing the rights. Expert of human rights argued:

The notion of 'generation' gives us here the wrong idea that, as if, the successful realization of the first generation rights has given birth to the second generation and so on. But that is not the case here. Since



many of the rights of all three generations remain to be fulfilled in most countries of the world including those in the West, since there is no succession of rights involved here, but the co-existence of all three types of rights, the term 'category' provides the better approach to understanding rights (Bhattacharyya, 2006: 7).

The universal character of human rights has also been objected. The 'content' of human rights Declaration and Conventions was regarded by practical people as being rather less problematic than the issue of 'compliance' (Op. cit, 2005: 691-92). This brings forefront the debate of 'Universalism versus Cultural Relativism' (For detail see, O'Byrne, 2007; Op. cit, 1999: 9-10; Op. cit, 2007: 389).

Upendra Baxi, well known expert on the discourse of human rights, identified the emergence of an alternative paradigm of human rights in the era of globalization which he termed as trade-related, market-friendly human rights (TRMFHR). He opined:

I believe that the paradigm of the Universal Declaration of Human Rights (UDHR) is being steadily, but surely, *supplanted* by that of trade-related, market-friendly human rights. This new paradigm seeks to reserve the notion that universal human rights are designed for the attainment of dignity and well-being of human beings and for enhancing the security and well-being of socially, economically and civilizationally vulnerable peoples and communities. The emergent paradigm insists upon the promotion and the protection of the collective human rights of global capital in ways that 'justify' corporate well-being and dignity even when it entails gross and flagrant violation of human rights of actually existing human beings and communities (Op. cit, 2002: 132).

Moreover, the 'masculinist' assumptions of human rights language have already been noted, and feminist have been critical of articles in the various Declarations and Covenants which assume traditional 'gender' roles. These issue challenge, indeed reverse, the normal assumption of a process of globalization (Op. cit, 2005: 691-92).

2.3. Human Rights of Women: Meaning and Evolution

Women's rights are human rights. Women are protected by international human rights law, which prohibits discrimination based on sex. Women, like men, are entitled to civil and political rights, such as the right to due process and the right to vote. Women are also entitled to economic, social, and cultural rights, such as the right to adequate food and health care, and the right to enjoy their own culture.



But the notion of human rights of women is an integral part of human rights was unthinkable in the late eighteenth century. Much water has flown down the *Thames* since then, but even today women have to fight for their rights that men have already been granted as they are considered human. Despite of declaration of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979 and in spite of being declared in the Beijing Conference in the year 1995 that women's rights are human rights, unfortunately women are not yet human, if we consider the widespread perception of the status and role of women in society as an indicator (Ray, 2012: 1). Some researchers have shown that some 1.5 million women in USA are annually raped and physically assaulted (Sen, 2005: 237). That speaks volumes of the appalling record of the violation of human rights in the so-called global advocate for democracy! (Op. cit, 2006: 1)

Nobel Prize laureate Dr. Amartya Sen in his article *Missing Women* (Sen, 1992) refers to the great numbers of women in the world who are literally not alive due to family neglect and discrimination. Sen estimated that worldwide, there are 100 million missing women. The terrible phenomenon of missing women results from unusually higher age-specific mortality rates of woman in societies, particularly in some societies, particularly in South Asia, West Asia, North Africa, and China (Op. cit, 2012: 1). Sen opined, "The low male-female ratios in countries in Asia and North Africa indicate the influence of social factors. It is easily calculated that if these countries had the male-female ratio that obtains in Europe and the United States, there would have been millions more women in these countries." (Sen, 2000:105).

Before we analyze the terrible phenomena of violation of human rights of women and the effects of globalization on this, it would be imperative to understand the origin and evolution of the notion of human rights of women.

In 1776, the idea of human rights was initially expressed in the Declaration of Rights of Virginia (USA) and again in 1789, in the Declaration of the Rights of Men and Citizens, an outgrowth of the French revolution. The Virginia Declaration of Rights states all men by nature are equally free and independent. Declaration of the Rights of Man and Citizen adopted on August 26, 1789, states men are born and remain free and equal in rights. But rights of women were never an area of concern. The credit for claiming for the first time that women



had equal rights as men as citizens goes to Frenchwoman Olympe de Gouges. In her Declaration of the Rights of Woman and the Female Citizen, Gouges states that the Declaration of Rights of Man and Citizen are not being applied to women. She demands voting rights for women, a national assembly of women, stresses that men must yield rights to women, and emphasizes women's education. She had to pay a heavy price for her demands. She was guillotined (Op. cit, 2012: 2).

In 1792 Mary Wollstonecraft published her book *A Vindication of the Rights of Woman*. The spirit of both documents continues to inspire the agenda of feminist movements the world over, regarding recognition of women's human rights. Published in the year 1792, *A Vindication of the Rights of Woman* was written by Mary Wollstonecraft as a critique of Charles Maurice de Talleyrand-Perigord's report (1791) to the French National Assembly which stated that women should only receive domestic education. In this book Wollstonecraft responds to those theorists of the eighteenth century who believed women should not get rational education. Wollstonecraft challenged the then prevailing perception of woman's nature, rationality and intellect and her place in the society. She also questioned inconsistent arguments of philosophers like Jean Jacques Rousseau and John Milton about the status of women in society. She exposed the lack of reason in their writings on women. She is considered a pioneer of feminist movement and a crusader of human rights. Engels in his book *'Origins of the Family, Private Property and State'* analyzed the origins of women's oppression, which is rooted in the development of private property, class society and the family as an economic and social institution. Lenin also believed in the inseparable connection between position of women and private property. Lenin said that communism alone can grant real freedom to women (Ibid: 2-3).

In 1948 when United Nations decided to approve the Universal Declaration of the Rights of Man, four women namely Minerva Bernardino, Bertha Lutz, Virginia Gilder sleeves and Wu Yi-Tang struggled to get this term changed to the Universal Declaration of Human Rights. As Minerva Bernardino once stated, it took months of hard work to get the term 'sex' included in Article 2 of the Declaration. This shows that perception of men about women did not change even so many after Mary Wollstonecraft (Ibid: 3).

The United Nations' Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) entered into force in 1981.



The Convention is primarily concerned with establishing equality and condemning discrimination on the basis of sex. This Convention reflected concerns, such as the rights of women in developing countries, and the rights of rural women to equal access to credit. It covers such human rights concerns such as right to vote and participate in political procedures (Article, 7&8); the right to acquire, change or retain a nationality (Article, 9); right to equality in education (Article, 10); employment (Article, 11); health care (Article, 12); and economic and social life (Article, 13). Article, 15 states succinctly that "State parties shall accord to women equality with men before the law." Article, 5 requires, "To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of inferiority or the superiority of either of the sexes or on stereotypical roles for men and women." (Op. cit, 2007: 369).

But there is no mention in CEDAW of the need for protection against violence against women, such as domestic violence, 'traditional' customs such as female genital mutilation, or rape as a tool of war. However, after feminist pressure at the United Nations-sponsored 1993 Vienna Conference on Human Rights, the United Nations General Assembly passed a Declaration against Violence against Women in 1994. Neither CEDAW nor the Declaration makes any reference to women having a right to abortion and any reference to the rights of lesbian women. There was much disagreement at the international Beijing conference on women's rights in 1995 about lesbian rights. Criticism of lesbian rights came especially from the Vatican (the Roman Catholic Church), some Muslim countries, and some African and Latin American countries. There is not yet any international law protecting gay and lesbian rights.

Besides, attempts have been made since 1970 to include gender as an integral part of development studies. *Gender and development* is best conceptualized as an approach to development analysis, which uses a gender lens to inform and shape policy and practice in a manner which takes into account both the centrality of gender relations as an organizing dimension within households, communities and public policies, and the implications of the near universal dynamic that places woman in subordinate position in relation to men (Clark, 2006: 189).

3. Impact of Globalization on Human Rights of Women

Globalization has led to increasing violations of women's economic,



political and cultural rights in large measure due to withering away of the welfare state, the feminization of poverty, the expansion of religious fundamentalists and new form of militarism and conflict. Human rights research has in practice always been aware of the specific abuses directed at women. Rape, apartheid (for detail, see, Op. cit, 2007: 164-96, 241-62) is the nefarious examples that constitute violations of human rights of women. In addition to this, women often suffer guilt by association, imprisoned, tortured and even killed simply because their (male) associates or relatives are believed by governments to be involved in political opposition groups. Again, the rights of women are very often violated not only in the civil and political sphere but also in the realm of culture, customs and practices. Female genital mutilation, sati, forced sterilization are the examples for the violent practice (for detail, see, Ibid: 370-74). Beside these traditional methods of violation of human rights of her, the process of globalization has extended the nude practice of human rights violation of women and consequently it has endangered the area of her human rights enjoyment.

In this part I have focused on the fact that how the process of globalization has produced negative impact on the human rights of women. Very clearly, in this context, here I have concentrated on a specific area of violation of human rights of women in the world today, i.e., *trafficking of woman*, and also have sought to inquire the role of globalization behind this phenomena. To this end, sometimes many key issues in human rights research have been excluded in this part, but I have done it not to suggest that such issues are not human rights concerns, rather to maintain continuity and focus.

3.2. Globalization as a Major Cause for Trafficking of Women

Trafficking involves the forced recruitment and movement of people both within and across state boundaries for work or other services through a variety of forms, all involving coercion.

Trafficking is a violation of distinct types of rights: human, civil and political. Trafficking in people appears to be related primarily to the sex market, to labor markets and to illegal migration. (Op. cit, 2007: 333). In this part first we will discuss that how globalization is related to women trafficking and then we will discuss how trafficking of women caused violation of her human rights.

Globalization is responsible in many ways for this violent practice.

These are:

(1) Considerable research showing the detrimental effects of debt on



government programs for women and children, notably education and health care, which clearly are investments necessary to ensure a better future. Further, the increased unemployment typically associated with the austerity and adjustment programs demanded by international agencies to address government debt have also been found to have adverse effects on women. Unemployment, both of women and of the men in their households, has added to the pressure on women to find ways to ensure household survival. Subsistence food production, informal work, emigration and prostitution have all gained prominence as survival options for women. (For detail, see Gonzalez- Alarcon & McKinley, 1999: 103-17; Buchmann, 1996: 5-30; Jones, 1999: 20-28; Cagatay & Ozler, 1995: 1883-95). Generally, most countries that became deeply indebted in the 1980s have not been able to solve their debt problem. And in the 1990s we have seen a new set of countries become deeply indebted. Over these two decades, the International Monetary Fund (IMF) and the World Bank through their SAPs and Structural Adjustment Loans launched many innovations. (The latter were tied to economic policy reform rather than the funding of a particular project.) The purpose of such programs is to make states more "competitive," which typically means sharp cuts in various social programs. By 1990 there were almost 200 such loans in place. Structural Adjustment Programs became a new norm for the World Bank and the IMF on the grounds that they were a promising way to secure long-term growth and sound government policy. Yet all of these countries have remained deeply indebted, with 41 of them now considered as being Highly Indebted Poor Countries (HIPCs). Furthermore, the actual structure of these debts, their servicing and how they fit into debtor-country economies, suggest that it is not likely that most of these countries will, under current conditions, be able to pay their debt in full. SAPs seem to have made this even more likely by demanding economic reforms that have increased the rates of unemployment and bankruptcy of many smaller, national market-oriented firms. Even before the economic crisis of the 1990s, the debt of poor countries in the South had grown from US\$507 billion in 1980 to US\$1.4 trillion by 1992. Debt service payments alone had increased to US\$1.6 trillion, more than the outstanding principal. Further, as is widely recognized now, the South has paid its debt several times over, and yet its debt grew by 250 percent. According to some estimates, from 1982 to 1998 indebted countries paid four times the original principal,



yet at the same time their debt stocks went up by four times. It is these features of the current situation which suggest that most of these countries will not get out of their indebtedness through such current strategies as SAPs. Indeed it would seem that the latter have in many cases had the effect of raising the debt dependence of countries. Further, together with various other dynamics, SAPs have contributed to an increase in unemployment and in poverty (Op. cit, 2007: 376-77).

(2) As tourism has grown sharply over the last decade and become a major part of development strategy for cities, regions and countries, the entertainment sector has experienced parallel growth and recognition as a key development target. In many places, the sex trade is part of the entertainment industry and has grown similarly. At some point it becomes clear that the sex trade itself can become a development strategy in areas with high unemployment and poverty and where governments are desperate for revenue and foreign currency. In Japan, profits in the sex industry have been approximately 4.2 trillion yen per year over the last few years. In Poland, police estimate that for each Polish woman delivered, traffickers receive about US\$700. In Australia, the Federal Police estimate that the cash flow from 200 prostitutes is up to AUS\$900,000 a week. Ukrainian and Russian women, highly prized in the sex market, earn the criminal gangs smuggling them about US\$500 to US\$1,000 per woman delivered. These women can be expected to service on average 15 clients a day and each can be expected to make about US\$215,000 per month for the gang controlling them. When local manufacturing and agriculture can no longer function as sources of employment, profits and government revenue, what was once a marginal source of earnings, profits and revenues, now becomes a far more important one. The increased importance of these sectors in development generates greater tie-ins. For instance, if the IMF and the World Bank view tourism as a solution to some of the growth challenges in poor countries and proceed to provide loans for development, they may be contributing to development of a broader institutional setting for the expansion of the entertainment industry. This may also support indirectly the sex trade. This tie-in with development strategies suggests that trafficking in women may well see expansion (Ibid: 378-79).

(3) Finally, Women and migrants generally enter the macro-level of development strategies through yet another channel: sending of remittances, which in many countries represent a major source of



foreign exchange for the government. While the flows of remittances may be minor compared to the massive daily capital flows in various financial markets, they are often very significant for developing or struggling economies. In 1998, global remittances by immigrants to their home countries exceeded US\$70 billion (Sassen, 1988). To understand the significance of this figure, it should be related to the GDP and foreign currency reserves of the specific countries involved, rather than to the global flow of capital. For instance, in the Philippines, a key sender of migrants generally and of women for the entertainment industry in several countries, remittances were the third largest source of foreign exchange over the last several years. In Bangladesh, a country with significant numbers of its workers in the Middle East, Japan and several European countries, remittances represent about a third of foreign exchange. The Philippine government, through the Philippines Overseas Employment Administration (POEA), has played an important role in the emigration of Philippine women to the US, the Middle East and Japan. Established in 1982, it organized and oversaw the export of nurses and maids to high demand areas around the world. High foreign debt and unemployment combined to make this an attractive policy. Filipino overseas workers have sent home, on average, almost US\$1 billion a year over the last few years. The Philippine government also passed regulations that permitted mail-order bride agencies to recruit young Filipinas for marriage to foreign men as a matter of contractual agreement. The rapid increase in this trade was primarily due to the organized efforts of the government (Op. cit, 2007: 379-80).

In aforesaid discussion, it is clearly shown that how heavy government debt, high unemployment, poverty, etc. as a result of economic globalization have liable for women trafficking in various spare. Now it is a matter of concern that how trafficking of women in different area violate distinct types of human rights of women.

3.2.1. Human Rights Violation through Trafficking

It has been mentioned earlier that trafficking of women for sex industry is highly profitable business in the globalized world. Among the trafficked women, while some know that they are being trafficked for prostitution, for many the conditions of their recruitment and the extent of abuse and bondage only become evident after they arrive in the receiving country. The conditions of confinement are often extreme, and so are the conditions of abuse, including rape and other forms of



sexual violence and physical punishments. They are severely underpaid, and wages are often withheld. They are prevented from using protection methods to prevent against HIV, and they typically have no right to medical treatment. If they seek police help they may be taken into detention because they are in violation of immigration laws; if they have been provided with false documents they are subject to criminal charges (Judd & Fainstein, 1999). It has also been mentioned that different countries have permitted mail-order bride agencies to recruit young girls for marriage to foreign men as a matter of contractual agreement. But, there is growing evidence of significant violence among mail-order brides in several countries, regardless of nationality of origin. In the US, the Immigration and Naturalization Service (INS) has recently reported that domestic violence towards mail-order wives has become acute. Again, the law operates against these women seeking recourse, as they are liable to be detained if they do so prior to the first two years of marriage. In Japan, the foreign mail-order wife is not granted full equal legal status to citizens and there is considerable evidence showing that many are subject to abuse not only by the husband but by his extended family as well. The Philippine government approved most mail-order bride organizations until 1989. But under the government of Corazon Aquino, the stories of abuse by foreign husbands led to the banning of the mail-order bride business. It is almost impossible to eliminate these organizations and they continue to operate in violation of the law (Op. cit, 2007: 380-81).

Secondly, Mautusi Yayori, member of 'Women's Study Tour' organized by 'Asia- Japan Women's Centre', has examined the causes behind growing sex trafficking and effects of it on Thai women in Japan and other countries. Yayori observed that due to widened income gap between the urban and rural, between capital and Isaan, as a result of Thai government's liberal economic policy, poor farmers and hill tribe people have to sell their young daughters to the sex industry. The age of these girls are getting younger and younger, because the fear of AIDS has increased the demand for younger, safer girls not yet infected with HIV. However, it is reported some 70% of these girls get HIV within one year after they are put into brothels. The total number of people infected with HIV has reached more than one million in Thailand. Girls are dying from AIDS every day in many villages and many AIDS orphans are left due to the spread of HIV to mothers (Chunakara (ed.), 2000).



It is not only Thai women but also young girls of neighboring countries that are trafficked into

Thailand. According to a Thai NGO working on children's rights, some 40,000 to 50,000

Burmese girls have been sent to Thailand and even more brutally abused than Thai girls at the bottom of the prostitution industry. Some 80 to 90% of them got HIV, due to their extremely weak, low status and little knowledge of self protection in brothels. Those Burmese girls who got AIDS and became useless for brothel owners were sent back to Thai-Burmese and Thai-Chinese border towns by garbage trucks and just dumped there and left to die. Even if they managed to reach their families, they were often left outside their houses to be fed like dogs until they die, because of ignorance of and fear for AIDS on the part of family. Girls of southern China, Cambodia and Laos have been also victimized by growing sex trafficking in Asia. As soon as their countries opened up the economy to the outside world, poor women and girls were targeted as the easiest means to make profit at the growing global sex market. For the young girls who are used as sex objects and infected with HIV to die so young, globalization of the market economy is really violence against them (Ibid).

4. Conclusion

To conclude, trafficking of women especially for sex industry is phenomenal money making trade which has been assisted by today's advanced technologies. Globalization has enabled the industry to thrive in many circumstances as it has created a world with less restrictions and more access to communication between individuals. Human interaction around the globalised world has also increased due to the declining significance of territorial borders as well as the ever increasing dominance and availability of the communication and advertising industries. The pornography and entertainment industries can result in harsh effects for certain individuals within societies around the globe. It is the responsibility of the governments to put a check on such evils. But, due to some unavoidable compulsions government often cannot intervene in the activities of such industries. Governments have also found it difficult to prevent the trafficking of people across borders and the increasing sex tourism industry, which have become global traders. This discomfiture of governments has raised many questions in the so called intellectual circles. So, the story of successful resistance to these evils of globalisation is yet to be



written.

References

1. Baehr, R. P. (1999) *Human Rights Universality in Practice* (New York).
2. Baxi, U. (2002) *The Future of Human Rights*, (Delhi: OUP).
3. Baylis, J. & Smith, S. (2005) *The Globalization of World Politics: An Introduction to International Relations*, 3rd Ed., (New Delhi: Oxford).
4. Bhattacharyya, H. (2006) 'Politics for Human Rights: A Post Globalization Agenda', *Burdwan Law Review*, University of Burdwan, Vol. III.
5. Biswal, T. (2009) *International Relations* (Delhi: Macmillan).
6. Brown, M. W. (1998) *The Effect of Free Trade, Privatization and Democracy on the Human Rights Conditions for Minorities in Eastern Europe: A Case Study of the Gypsies in the Czech Republic and Hungary*, 4 *Buff. Hum. Rts. L. Rev.* 275.
7. Buchmann, C. (1996) 'The Debt Crisis, Structural Adjustment and Women's Education', *International Journal of Comparative Studies*, Vol. 37, Chapter- 1-2
8. Cagatay, N & Ozler, S. (1995) 'Feminization of Labour Force: The Effects on Long Term Development and Structural Adjustment', *World Development*, Vol. 23, No. 11
9. Chunakara, G. M. (ed.) (2000), 'Globalization and Its Impact on Human Rights', *Christian Conference of Asia* (The Indian Edition was published in October, 2000 by Christava Sahitya Samithy, Triruvalla- 689101, Kerala, South India), <http://www.religion-online.org/showchapter.asp?title=1559&C=1399>, Date: 14/04/2013.
10. Cranston, M. (1962) *Human Rights Today* (London: Ampersand Books).
11. Deva, S (2006) *Human Rights Realization in an Era of Globalization: The Indian Experience*, 12 *Buffalo Human Rights Law Review*, http://papers.ssrn.com/sol3/papers.cfm?a_bstr_act_id=895708, Date: 14/04/2013.
12. Dunning, John H. (2003) *The Moral Imperatives of Global Capitalism: An Overview*, in John H. Dunning (ed.), *Making Globalization Good: The Moral Challenges of Global Capitalism*, (Oxford: Oxford University Press).



13. Giddens, A. (1990) *The Consequences of Modernity*, quoted in Richard Peet et al., (2003) *Unholy Trinity: The IMF, World Bank and WTO*, SIRD Kuala Lumpur, 1.
14. Gonzalez- Alarcon, D. & McKinley, T. (1999) 'The Adverse Effects of Structural Adjustment on Working Women in Mexico', *Latin American Perspectives*, vol. 26, No. 3
15. Goodhart, M. (2003) Origins and Universality in the Human Rights Debates: Cultural Essentialism and the Challenge of Globalization, 25 *Hum. Rts. Q.* 935, 960-61.
16. Hertz, N. (2001) *The Silent Takeover: Global Capitalism and the Death of Democracy* 1-5.
17. Ishay, M. R. (2007) *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*, 2nd Edition, (New York: Routledge).
18. Jones, E. (1999) 'The Gendered Toll of Global Debt Crisis', *Sojourner*, vol. 25, No. 3.
19. Judd, D. & Fainstein, S. (1999) *The Tourist City*, (New Haven, CT: Yale University Press).
20. Kinley, D. (2002-03) *Human Rights, Globalization and the Rule of Law: Friends, Foes or Family?*, 7 *UCLA J. Int'l L. & Foreign Aff.*
21. Lakany, R. (1999) *WTO Trades off Women's Rights for Bigger Profits*, www.wedo.org/news/Nov99/wtotradeoff.htm, Date: 14/04/2013.
22. Lim, L. L. (1999) *More and Better Jobs for Women: An Action Guide*, Int'l Labour Office
23. McCorquodale, R. & Fairbrother, R. (1999) *Globalization and Human Rights*, 21 *Hum. Rts.*
24. O'Byrne, D. J. (2007) *Human Rights: An Introduction* (Delhi: Pearson).
25. Ray, B. (2012) 'Globalization & Human Rights of Women with Reference to Mary Wollstonecraft's Vindication of the Rights of Women', *Global Media Journal* (Indian Edition/ISSN 2249-5835), Summer Issue, June, Vol. 3/No.1, <http://www.cauluniv.ac.in/Global%20media%20journal/Commentaries/C2%20BARNALI.pdf>, p. 1, Date: 14/04/2013.
26. Sassen, S. (1988) *The Mobility of Labour and Capital*, (Cambridge: Cambridge University Press).
27. Sen, A. (1992) 'Missing Women', *British Medical Journal*.
28. Sen, A. (2000), *Development as Freedom* (Oxford: Oxford University



- Press). Clark, (ed.), (2006), *The Elgar Companion to Development Studies*, Edward Elgar Publishing.
29. Sen, A. (2005) *The Argumentative Indian* (London: Penguin Book).
30. Shelton, D. (2002) *Protecting Human Rights in a Globalized World*, https://www.bc.edu/dam/files/schools/law/lawreviews/journals/bciclr/25_2/06_FMS.htm, Date: 14/04/2013.
31. Stiglitz, J. E. (2002) *Globalization and Its Discontents* (England: Penguin Books).
32. Streeten, P. (1999) *Globalization and its Impact on Development Co-operation*, cited in Shelton, D. (2002).

Notes:

1. See Statement by the United Nations Committee on Economic, Social and Cultural Rights, *Globalization and Economic, Social and Cultural Rights* (May, 1998), at <http://www.unhcr.ch/tbs/doc.nsf/385c2ad...a?OpenDocument&Highlight=O,globalization>; see also UNCTAD, *World Investment Report 1994: Transnational Corporations, Employment and the Workplace*, 1994, p. 260.
2. ILO Report of the Director General, International Labor Office, *Reducing the Decent Work Deficit: A Global Challenge—Report of the Director General 49* (2001), available at <http://www.ilo.org> (citing World Bank, *World Bank Development Report 2000/2001: Attacking Poverty* (2001)).
3. Braithwaite and Drahos identify three distinct kinds of globalization: globalization of firms, markets and regulation (Braithwaite & Drahos, 2000: 7, 511-12). Novak suggests that "Globalization has at least three dimensions: political, cultural, and economic." (Novak, 2004: 24). Also see, Stiglitz, 2002: 55-58.
4. Baxi conceives of globalization in terms of three Ds: deregulation, denationalization and disinvestment (Baxi, 2002: 139).
5. "Not merely are complex and contradictory events, processes and happenings lumped under this [globalization] rubric, signifying uneven and indeterminate developments, but also theories about globalization bring to us ... a whole continent of contested conceptions." (Baxi, 2002: 133).
6. For example, Stiglitz suggested that abandoning globalization is "neither feasible nor desirable." (Stiglitz, 2002: 214). He continued, "We cannot go back on globalization; it is here to stay." (Ibid: 222).



7. However, expert like Maurice Cranston viewed that the notion of human rights originated first in ancient Greek state. He commented "Citizens of certain Greek states enjoyed such rights as *isogoria*, or equal freedom of speech, and *isonomia*, or equality before the law, which are prominent among the rights claimed in the modern world.... thestoic philosophers formulated the doctrine of natural rights as something which belonged to all men at all times; not the particular privileges citizens of particular states, but something to which every human being everywhere was entitled, in virtue of the simple fact of being human and rational." (Op. cit, 1962: 9)
8. Another covenant declared by UNO in the same year was the International Covenant on Civil and Political Rights (ICCPR).