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Editorial.....

You will be happy to know that we have entered the fifth 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 Sucharitha 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

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& TECHNOLOGY, MEDICINE, SCIENCES, ART & DEVELOPMENT STUDIES, LAW**

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IS XYLOCAINE TEST DOSE MANDATORY PRIOR TO SURGICAL PROCEDURE? - A 4 YEAR OBSERVATIONAL STUDY IN A TEACHING MEDICAL COLLEGE HOSPITAL

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Abstract:

Xylocaine is the common local anaesthetic used in our surgical practice. And is routine practice to give a test dose for all the patients prior to any surgical procedure. We have analysed 2469 patients and no such reaction to the drug in our practice and hence we like to present our findings to our peers to further validate our finding and have a consensus for an evidence based practice in our surgical practice regarding the requirement of xylocaine test dose in our practice and teaching the young doctors.

Keywords : Xylocaine test dose, surgery preoperative precautions, surgery preparation

Subject to published under is medicine (surgery/orthopaedics)

Original article: Is xylocaine test dose mandatory prior to surgical procedure? - A 4 year observational study in a teaching medical college hospital.



Introduction:

The practice in a hospital is to give a tetanus toxoid injection and xylocaine test dose. Tetanus prophylaxis has a definite indication, but xylocaine test dose is it mandatory.

Methods and materials:

It is a 4 year prospective observational study in the tertiary teaching medical college hospital.

All patients as a routine standard test dose given on the left forearm, 0.1ml of 2% xylocaine intradermally. And observation made at 15minutes, 30minutes and post operative 7th day in the wards or at OPD on follow up. And the observations noted in the record.

Inclusion criteria:

1. All patients who underwent surgical procedure in our teaching hospital and received an intradermal xylocaine test dose from 2000 to 2015.

Exclusion criteria:

1. Those not willing to participate in the study
2. And patients who lost follow up
3. Departments of casualty, medicine and dentistry excluded.
4. Patient who had received test dose recently
5. Topical application, ointments and spray excluded

Results:

A total of 2469 patients were analysed in our study population

1. From the study group we had 1265 major surgeries and 1204 minor surgeries (figure 1) in total after the exclusions criteria.

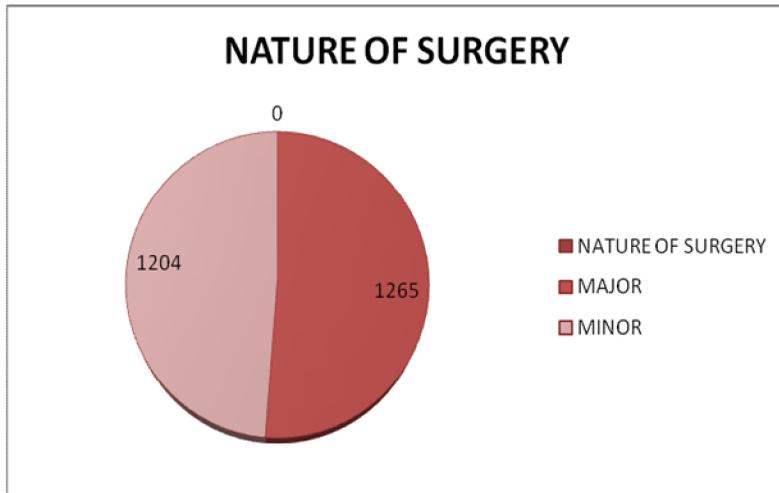


Figure 1: nature of surgery

2. In our group a predominance of male population 51% and 49% female population (figure 2) was observed.

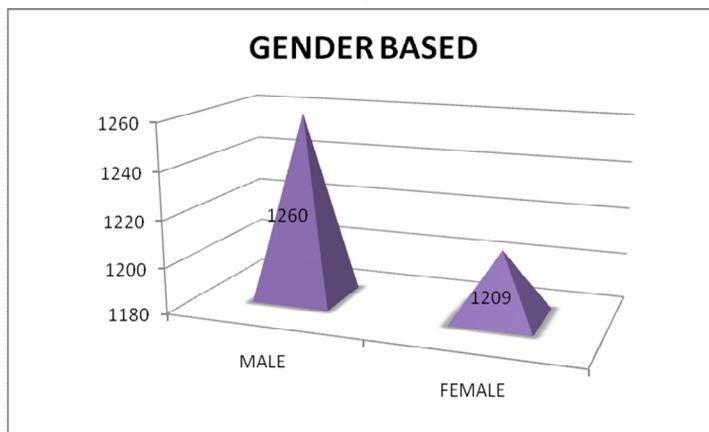


Figure 2 Gender distribution

The majority of the cases 410, 463 and 503 belong to age group between 31-40, 41-50 and 51-60 respectively.

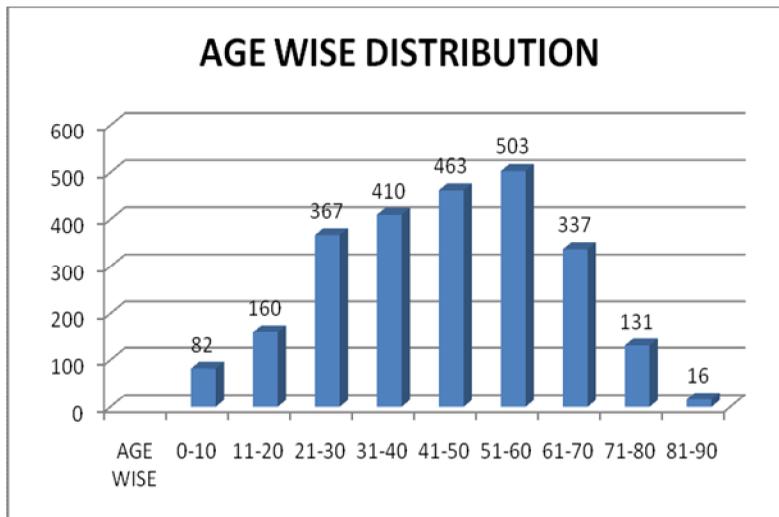


Figure 3 Age wise representation

3. We had cases from surgery, Obstetrics and gynaecology, orthopaedics, otolaryngology and ophthalmology as well.

The department of orthopaedics had majority of the cases 833 followed by surgery 769 (table 1).

Table 1 department wise distribution

Department	Number of the Surgery
Orthopaedics	833
Surgery	769
Ophthalmology	458
Obstetrics and gynaecology	264
Otolaryngology	145

4. Cost of a test dose (table 2)



Table 2 cost of test dose

Sl. No	Materials used	Cost of the material /per patient	Expenditure (material cost X sample size)	
1.	Disposable syringe 2ml	4 rupees	4 X 2469	9876
2.	Xylocaine 2%	0.1-0.2MI	0.2MI X 2469 = 494ml	510
3.	Cotton swab	1-2	0.25 paisa X 2469	617
4.	Spirit	2ml	0.25 paisa X 2469	617
				11620

Observations and Conclusion:

In our observation in our two thousand four hundred and sixty nine cases we have seen. We have found no reaction to xylocaine test dose or to the full dose give for the necessary surgery.

But the expense due the procedure can be used in an effective manner for the better care of the patient.

And uncharted issues related to

- a) Health care provider - 1. Clinician waits minimum of 30 minutes prior to the procedure 2. Nurses have an additional procedure prior to the main procedure.
- b) Patients – 1. Need to wait about 30 minutes prior to the treatment, 2. The treatment of non allergic complications like pain, risk of infection of the test dose site etc.
- c) Delay in treatment of the other waiting patients need to consider seriously.



The clinician, the nurse and the fellow patient's time is priceless and is consumed due to the want of space for the test dose.

We in our study group have found that a xylocaine test dose is consuming recourses and valuable time which can be used in a productive manner. Hence we like to recommend that a routine use of xylocaine test dose is not mandatory.

And the practice of routine use of xylocaine test dose needs to be reconsidered.

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HUMAN RESOURCE MANAGEMENT IN THE WORKFORCE EFFECTIVENESS: A CONCEPTUAL STUDY

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Abstract :

Today Human Resource Management is opening up new horizons in many different arenas around not only in India, but the world. The HR department in many organizations is more inclined towards Employee Engagement activities. Not only do people working in HR enrich others, but they also benefit their own well-being in knowing that their job truly makes a difference in others' lives as well as to enhance their capabilities to rend the best outputs to company as a whole. The workforce Effectiveness not only deals with the effectiveness of individuals but it creates the most efficient resources for the best utilization of the inputs to transform them into efficient outputs to catch the market place. The present paper is a conceptual study to review the role of HRM in Employee Engagement and how it will help organizations get return on investment in Human Capital for maximum utilization of Human Resources. It also depicts the new challenges in Global Market faced by HR Management in engaging and retaining the Global Talent. It concludes on how the HR function acts like a Change function in different areas and how the HR function focuses on determining staffing and internal HR Roles redesigning according to the current contingencies.



Keywords : Human Resource Management, Workforce Effectiveness, Globalization, Human Capital, Return on Investment, Employee Engagement.

INTRODUCTION

Human Resources Management and Workforce Effectiveness are the important ingredients of Organizational Effectiveness. Having capable, highly motivated and adaptive workforce is an important component of a successful Organization. (Steve,2000) They go hand in hand and the success of a company depends on developing a strategy to meet mission objectives, and aligning the internal organization with respect to leadership, administrative structure, work processes (i.e., technology), and human resource management (HRM) practices to support strategy execution. In that sense, acquiring and building an effective workforce is predicated on providing the organization with unique capabilities, enabling it to meet strategic objectives, and simultaneously making it difficult for adversaries to be successful.

OBJECTIVES:

1. To study conceptually the role of HRM in Employee Engagement and how it will help organizations get return on investment in Human Capital for maximum utilization of Human Resources.
2. To draw parallel between Human Resource Management and Workforce Effectiveness.
3. To develop an appreciation of the changing role of HR practitioners in supporting organizational strategy in the process of Employee Engagement for Workforce Effectiveness.

METHODOLOGY:

The conceptual study is categorized as workforce effectiveness survey research and is based on the secondary data that is collected from books, journals, data collected and tabulated by other researchers. The



absence of primary data opens a door for further research to study empirically to conclude on how the human resource effectiveness will give the optimized results for organizational beneficiary.

LIMITATIONS OF THE STUDY

The topic itself is very vast and includes various other areas of interest for managers. The research is limited to few important issues, styles and topics pertaining to Workforce Effectiveness as the absence of primary data restricts the present paper in discussing how HR professionals actually apply organizational strategy for Workforce Effectiveness in action.

LITERATURE REVIEW

HRM and Workforce Effectiveness: According to Flippo "Personnel management or Human Resources Management is the planning, organizing, directing or controlling of the procurement, development, compensation, integration, maintenance. HRM is a process of making the efficient and effective use of human resources so that the set goals are achieved & separation of HR to the end that individual, organizational & social, objectives are achieved". Today Human Resources Management is opening up new horizons in many different offices around not only the India, but the world. The reason for this is simply supply and demand. More savvy business owners – even of smaller companies have understood the value of hiring professionals with experience working in HR. By doing so, and having HR Representatives, companies have learned the importance of solid communication with their workforce. The fact is that Human Resources Management exists just for this purpose – to bridge the gap between staff and upper management. In doing so, compromises have been attained which preclude the need for unions or outstation arbitration, and thus provide the services that employees feel is their right to have. A company which is not so progressive, on the other hand, neglects HR and the philosophy that goes with it. The result is,

employees abandon any thought of fidelity towards their employer in favor of businesses that reward their service in greater ways. Examples of this begin at the most basic level of appreciation. Certificates of recognition awarded on a monthly, bi-yearly, or even yearly basis, for instance, are all that many employees wish. The HR department in many organizations is more inclined towards Employee Engagement activities. Hewitt Associates defines engagement as ‘the energy, passion or “fire in the belly” employees have for their employer or more specifically what their employer is trying to achieve in the market’.

The Aon Hewitt Employee Engagement Model:

 <p>The diagram illustrates the Aon Hewitt Employee Engagement Model. At the center is 'The Work Experience'. Surrounding it are four quadrants: Leadership, Performance, The Work, and The Basics. The model is divided into three main sections: Engagement Drivers, Engagement Outcomes, and Business Outcomes. Engagement Drivers include Brand, Leadership, Performance, Company Practices, and The Basics. Engagement Outcomes include Say, Stay, and Strive. Business Outcomes include Talent, Operational, Customer, and Financial.</p>	<p>Engagement Drivers</p> <p>Brand Reputation Brand/EP Corporate responsibility</p> <p>Leadership Senior leadership BU leadership</p> <p>Performance Career opportunities Learning and development Performance management People management Rewards and recognition</p> <p>Company Practices Communication Customer focus Diversity and inclusion Enabling infrastructure Talent and staffing</p> <p>The Basics Benefits Job security Safety Work environment Work/life balance</p> <p>The Work Collaboration Empowerment/autonomy Work tasks</p>	<p>Engagement Outcomes</p> <p>Say</p> <p>Stay</p> <p>Strive</p> <p>Business Outcomes</p> <p>Talent Retention Absenteeism Wellness</p> <p>Operational Productivity Safety</p> <p>Customer Satisfaction NPS Retention</p> <p>Financial Revenue/sales growth Op. income/margin Total shareholder return</p>	<p>The “say, stay, and strive” definition was derived from thousands of managerial interviews and focus group discussions that Hewitt conducted globally regarding what engaged employees think and do. Accordingly, an employee must exhibit all three facets of saying, staying, and striving to be considered “engaged” (Oehler, 2015). STAY – Desire to be a member of the organization; SAY – Speak positively about the organization; STRIVE – Go beyond what is minimally required.</p>
<p>Source : http://www.aon.com/human-capital-consulting/thought-leadership/talent/aon-hewitt-model-of-employee-engagement.jsp accessed on 24th Oct 2016</p>			



Employees (Emma,2015) initiatives bring about the job satisfaction in the employees which in turn have a direct impact on the workforce effectiveness. Now, pay close attention. What you're about to read will help you save hours of frustration, wasted hunting and let you hone in on some of the best material on this subject! Of course, on a more pecuniary basis, more constant raises – whether structured and awarded based on time and/or merit, are always welcomed. Likewise, health benefits are probably the second most important factor, besides these well-earned raises. The HR department is very often responsible for such aspects in the workplace. Yet, this is only the tip of the iceberg. Surely, the aforementioned has been a part of the American workforce for decades. What staff in HR try to instill are programs and emotional support that make employees feel part of winning , caring team-even a family.

(Steve,2000) Workforce effectiveness is a product of selecting the right mix of individuals, create a pool of human resources consistent with the organization's strategic alignment, then to invest in human capital by developing and motivating the workforce so the organization can accomplish its mission more effectively than its competitors. There are various ways in which firms can measure the effectiveness of their workforce. The 3 key metrics - staff turnover, labour productivity and absenteeism are said to be very supportive in measurement of workforce effectiveness.

EXISTING ENVIRONMENT OF EMPLOYEE ENGAGEMENT :

Risher & Fay 1995 , in their book brings together a wide range of innovative techniques and approaches for increasing people's effectiveness at work—from performance measurement to gain sharing systems. The Performance Imperative offers an integrated, multidisciplinary approach to improving effectiveness in the workplace, drawing on the expertise of the leading thinkers and HR practitioners in the field. João Eduardo Varajão et al, 2015, sets stage for mentioning



the challenges to organizational effectiveness as Information and communication technologies are widely used to improve organizational efficiency and ensure effective workflows. Technology and software systems provide the opportunity to improve productivity and efficiency when used correctly; however, professionals continue to encounter challenges in a variety of settings. Improving Organizational Effectiveness with Enterprise Information Systems analyzes the challenges and solutions associated with integrating new technologies in organizations.

HRM's ROLE IN WORKFORCE ENGAGEMENT :

According to Pricewatercooper,2016, HRM assists Organizations in:

1. Gathering and analyzing workforce data to improve Organization's productivity, employee engagement, and return on investment in human capital
2. Diagnosing opportunities to streamline, automate, redesign, or outsource various HR activities.
3. Determining optimal staffing and internal HR roles.
4. Modeling alternative service delivery and sourcing solutions
5. Developing the supporting business case for transforming HR capabilities services that include:
 - Human capital metrics, benchmarking and analytics
 - Human capital "dashboards"
 - Engagement surveys
 - Exit surveys
 - Predictive analytics
 - Talent management and workforce planning



- HR function effectiveness & transformation
- HR and human capital management strategy
- Future state implementation

HR professionals, either in-house or out-sourced, work with companies to develop HR measurement and benchmarking strategies and implement improvements in Workforce Effectiveness , with a goal of greater alignment with overall organizational strategy, resulting in:

- Improved shareholder value and operating performance(Prasad, 2008)
- Improved productivity, discretionary effort and return on investment in human capital (Jac, 2008)
- Better understanding of operational/HR cost drivers to more effectively manage the organization's assets (Laura & Tony, 2011).
- Cost savings with minimal disruption to HR infrastructure and workforce (Karen,2002)

Employee engagement initiatives bring about the job satisfaction in the employees which in turn have a direct impact on the workforce effectiveness (Maniam & Samuel, 2015).

FINDINGS :

Health benefits are probably the second most important factor, besides these well-earned raises. The HR department is very often responsible for such aspects in the workplace. Yet, this is only the tip of the iceberg. Surely, the aforementioned has been a part of the American workforce for decades. What staff in HR try to instill are programs and emotional support that make employees feel part of winning , caring team-even a family. This has been actualized by programs such as after-work softball and bowling leagues, on-site day care, free fitness memberships,



and even after hours bar hopping and social events with the office staff and the boss. At work, people in HR have implemented office parties where before there were none, office pools, after-hour bingo (for charity or just for fun), and other such activities that create a cohesion within a workforce that makes it extremely difficult for an employee to ever consider leaving. It is just this feeling that managers and owners are looking for and why HR is so important.

This field is open to able-minded people of numerous backgrounds. There is training and certification which is available either in the office or at a local college. A fast growing field, the opportunities are currently expanding rapidly. Not only do people working in Human Resources enrich others, but they also benefit their own well-being in knowing that their job truly makes a difference in others' lives as well as to enhance their capabilities to rend the best outputs to company as a whole. The Workforce effectiveness is not only deals with the effectiveness of individuals but it creates the most efficient resources for the best utilization of the inputs to transform them into efficient outputs to catch the market place. The scenario has been changing from day to day and s competitiveness has been playing a vital role in this way we can't change the output ratio of a machine but we can do the same to an individual by educating and accelerating their competencies. For this The Human resource Management give the right way to lead the Human Resources to achieve the workforce efficiency, by the way of managing Human Capital, best HR Practices & Policies for the optimizing the satisfaction levels of Workforce, implementing the career planning practices for retaining workforce, creating best organizational culture for minimizing the confusions and complications in different processes of the organizational departments, forecasting the needs of the organization to go for the Organizational change and development to get continuous sustainability and



minimizing the industrial unrest and last but not least effective control on the cost by Human Resource Accounting and Audit.

So as far as we get deep in to the same topic the Human Resource Management plays a critical role in workforce effectiveness, Learning and Development centers creating a platform for developing the efficient work force as per the requirements of the organization. The Human Resource Management plays a critical role for different practices in the workforce effectiveness, the frame work of Workforce effectiveness starts from gathering and analyzing the workforce data, to improve the company productivity, it focus on finding unwanted workforce in the organizational setup and analysis produces the data of improved stakeholder value and operating performance, here it shows drastic change in cost cutting, as well as optimal utilization of Organizational Other Resources.

The survey also includes employee engagement and return on investment in Human Capital for maximum utilization of Human Resources. It includes different segments like diagnosing the opportunities to streamline and restructure the setup; here the Human Resource function acts like a change function in different areas likewise technological, design, cultural, social, attitudinal ect., the HR function focus on determining optimal staffing and internal HR Roles redesigning according to the current contingencies. And the HR management facing new challenges in Global Market in engaging and retaining the Global Talent and the magnificent era to attract resources all over the globe is very typical for the HR Managers.

The Human Resource Management conducts different survey for better understanding about the workforce requirements to regenerate the talent from in house, like Human Capital Metrics, Human Capital Dash Boards, Engagement Surveys, Exit Surveys, Predictive Analysis, Talent Management and work force Planning, Effectiveness and



Transformation of Human Resources, Strategical Human Capital Management, Future State implementation and many more. Human Capital Metrics helps to calculate Organizational Structure Efficiency, Human Capital Acquisition & Development, Maintenance & retention and the revenue generated by the Resources.

The Dash Boards will direct you where should you spend your money and time for sourcing the new employees, how to bridge the gap from different levels in the Organization, it identifies the leaders of the organization and shows the risk level of losing them. Its shows individual ratings of the workforce that how capable in fulfilling the needs of the organization in short time and long time. All of us know that the Employee engagement is an important driver for the Organizational Success, the survey completely focus on how committed and loyal is workforce to the Organization and the activities of the Employee Engagement improves employee belongingness, the commitment to work, adoptability, friendly environment and encouragement to the work force that which leads to effectiveness of workforce.

The Exit Surveys give you that feedback of the satisfaction levels of the employees and it will help the organization to what we can do to encourage and retain the Talent. Predictive Analytics focus on the future needs of the talent for that the phase of workforce will be changed as per the requirements of the future. The technological trend has been changing rapidly and its most important for the existed organizations to adopt the new technology. We have several examples for the failure of most reputed industries fall down due to resist the technological change like NOKIA. In this fast growing era of the world needs efficient workforce to catch the market place. In this regard we need to have such a predictive analysis to make the workforce for the preparedness, to redirect them for the efficiency to handle. The HRM



will generate all these statistical analysis to assist strategic Human resource function.

Workforce transformation is a process of aligning the workforce with the business, improve the organizational and work force performance is the main moto of the workforce transformation and it includes the culture of the organization by selecting appropriate structure to get the workforce out of their discomfort to work. And the making the cultural variables taking consideration is most important phenomena that which gives the best support for the global workforce to work comfortably.

Strategic Human Capital Management, Future State implementation are the key areas of an organization and The HR has the larger scope in present trends. The world now looking forward for the people those who specialized in the HCM, the frame work of HCM provides workforce with clearly defined and consistently communicated performance expectation, by basing on the performance levels of the workforce management will rate, reward and making these clear, specified goals are communicating them to the workforce acts as motivating factors to the workforce to generate result oriented behavior, that which explicit the theory X category workforce and transform them to Theory Y in Herzberg's two factors theory. The overall frame work of Human resource management regenerates the workforce effectiveness.

The Human Resource function playing a vital role in all the areas of workforce effectiveness for cost cutting, best use/ optimum use of resources for achieving the goals of organization to get sustainability in market place. There are several theories in the area of Human Resource Management but the key area where we can get the optimized results from the Human Resources from three of the segments Functional Skill optimization, Behavioral Modifications and achieving



the Health, safety and environment. The human resource effectiveness will give the optimized results for organizational beneficiary.

CONCLUSION & SUGGESTIONS:

Employee Engagement and Human Resource Effectiveness and the important topics that are discussed in all seminars, conferences and the like. Slowly but steadily people are beginning to understand the need for engaging workforce effectively will give the optimized results for organizational beneficiary. As sustainability has become a key focus for more organizations, employers are developing new ways of doing business. In addition to focusing on financial profits, organizations are considering social and environmental impacts when making business decisions. The HR function has a critical role to play in this endeavor. As companies realize the concept of sustainability is more than caring for the natural environment and going green, more and more will recognize the impact sustainability has on economic, social and cultural dimensions. Integrating these internal and external dimensions is not easy, but companies that have incorporated them into the fabric of their business are realizing the long-term benefits of sustainable business practices. Doing so requires exceptional reach and vision needed to transform people and institutions. The human resource profession is uniquely positioned to be a catalyst in bringing about this profound change. This report baselines the role that human resources is currently perceived to play in the sustainability realm. In today's organizations, employees follow leaders whose words are not different from their actions. Companies which promote the concept of practicing what is being preached, achieve greater customer loyalty and satisfaction. Leadership and organizational qualities and negotiation skills are very much part of people management principles, as aptly said, and every Human Resource Professional should imbibe the qualities of a Transformational Leader. And finally would like to quote



Mahatma Gandhi, “You may never know what results come of your actions, but if you do nothing, there will be no result”.

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EDUCATION AND TRAINING IN PHYSICAL ACTIVITY RESEARCH AND ITS PRACTICE

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Lack of regular physical activity in Americans is a major public health problem. Over the past two decades, there has been rapid growth in scientific evidence for the health benefits of physical activity. In 1995, the Centers for Disease Control and Prevention (CDC) and the American College of Sports Medicine (ACSM) issued a new physical activity recommendation focused on the health benefits of moderate-intensity physical activity (Pate et al., 1995). The landmark 1996 Surgeon General's report, *Physical Activity and Health*, provided conclusive evidence that regular physical activity has substantial health benefits (U.S. Department of Health and Human Services, 1996). In response, more financial and personnel resources have also been devoted to physical activity in the public health sector (Yee et al., 2006). For example, in 1996, CDC established a new unit, the Physical Activity and Health Branch, to address lack of physical activity as a public health issue. Since then, there has been a substantial increase in published research on physical activity and health (Bauman and Phongsavan, 2009).

Despite this rapid growth, the public health capacity to address physical activity is insufficient (Yancey et al., 2007). There are too few public health practitioners that have the necessary skills to implement and evaluate evidence-based physical activity interventions (Franks et al., 2005). Schools of public health typically do not have adequate course content in physical activity (Yancey et al., 2007). It has been a challenge to launch the cross-sector collaborations required for



physical activity promotion (Booth et al., 2001). Clearly, we need to improve the education and training of physical activity practitioners and researchers to effectively address one of the 21st century's greatest health problems—an inactive lifestyle.

By discussing a few ongoing and highly successful initiatives to building capacity in public health and physical activity, we illustrate the types of initiatives that are needed. With collaboration and funding from CDC, the University of South Carolina (USC) provides two annual intensive courses in physical activity and public health — a 7-day course for researchers and a 5-day course for practitioners (Brown et al., 2001). The objectives of the practitioner's course are to give participants the ability to 1) use public health and scientific information to identify and prioritize community-based physical activity interventions, 2) develop and implement community-based partnerships, 3) develop and implement evidence-based individual behavioral and policy/environmental interventions to promote physical activity, and 4) evaluate interventions to increase physical activity. Objectives of the research course are to expand the participant's knowledge of 1) relationships between physical activity and chronic disease outcomes, 2) methods of measuring physical activity, 3) research designs for the study of physical activity, 4) current methods of physical activity promotion in individuals and populations, 5) applying knowledge to the study of special populations, and 6) developing research grant applications. Since 1996, 377 persons in the research course and 313 in the practitioner's course from 49 states, 21 countries, 140 universities, and 38 state health departments have participated (Franks et al., 2005). The success of this program is best exemplified by the fact that PAPH research course fellows have compiled 3596 publications and 182 funded grants since 1995. PAPH has also been a model for other training programs internationally. For



example, the WHO Collaborating Center at CDC has facilitated similar courses in Brazil and Colombia.

More recently, the Emory University and San Diego Prevention Research Centers developed the Built Environment Assessment Training (BEAT) Institute (Built Environment Assessment Training Institute, n.d.). The goals are to 1) prepare investigators and practitioners to use observational and self-report measures of physical activity environments, and 2) increase the number of professionals qualified to conduct built environment assessments for physical activity. This 6-day course is an excellent example of the evolution of both physical activity research and practice. The course is now possible because of the vast growth in knowledge of the social and environmental determinants of physical activity. It illustrates how interventions can be conceptualized and implemented within the widely adopted social–ecological framework (McLeroy et al., 1988).

Some existing Master of Public Health (MPH) programs illustrate how education and training on physical activity and public health can be integrated into the MPH degree. In 2000, the USC Arnold School of Public Health created the first-ever Master of Public Health in Physical Activity and Public Health degree (University of South Carolina, n.d.). In addition to the required public health core courses, this dual-emphasis program combines course offerings from exercise science, health promotion and education, and epidemiology for students in two tracks: surveillance and programming. The practicum experience places students in health department, work- site wellness, non profit organization, and government settings where they gain experience in collecting and analyzing surveillance data or designing, implementing and evaluating physical activity programs. A few other Schools of Public Health (e.g., University of Massachusetts, George Washington University) also have departments of exercise science within the school. Recently, MPH programs have developed close



associations with departments of exercise science, e.g., at the University of Illinois. The University of Texas (University of Texas, 2007), Kansas State University (Kansas State University, n.d.), and a few other Universities have initiated academic programs with enhanced training in the area of physical activity and public health.

Of course, a thorough understanding of the essential competencies of public health physical activity practitioners is critical to the success efforts to build capacity in physical activity and public health. Coursework and practical experiences should introduce students to as many competencies as possible. Building upon benchmarks established by the CDC's Physical Activity and Health Branch to guide and assess physical activity and public health practice in states and communities, a newly formed organization, the National Society of Physical Activity Practitioners in Public Health (NSPAPPH), has developed such competencies including as follows:-

- 1) Develop and sustain effective partnerships
- 2) Make use of public health data and scientific information in developing and prioritizing community-based interventions to address physical activity
- 3) Understand and implement a sound approach to physical activity planning and evaluation
- 4) Strategically implement evidence-based intervention strategies at the informational, behavioral and social, and environmental and policy levels
- 5) Develop an organizational structure that facilitates program growth and sustainability (e.g., staffing, professional development, resources, and successful internal and external collaborations).

In collaboration with ACSM, the NSPAPPH established a specialty credential for professionals promoting physical activity in public health



settings. This credentialing process, based on the above competencies, will aid in identifying persons suitable for hire by government agencies, health departments and others, thereby creating a more robust infrastructure for physical activity promotion (Yancey et al., 2007).

The academic training of a new generation of physical activity researchers must also be realized. The complexities of adopting and maintaining behavior must be wholly recognized within graduate and postgraduate programs intended to produce successful physical

activity scientists. Not all academic-related programs with a physical activity research focus need to be comprehensive, but the multitude of potential settings, target groups/populations, types of interventions, forms of measurement, and behavioral theories associated with physical activity should be introduced to each student to some degree. In this regard, no one academic unit will be able to offer the breadth of coursework required to accomplish this goal, so programs must be flexible and inter-disciplinary (Sallis et al., 2002). Students interested in pursuing physical activity research at the environmental or policy level should have access to courses in transportation planning, public policy, urban/city planning, and architecture. Students attracted to physical activity research at the community level should be exposed to community-based participatory research, quasi experimental research design, and qualitative research methods. Students interested in exploring the utility of newer technologies to monitor and change physical activity behavior may need coursework in engineering, computer programming, or media/communications. Traditional disciplines of exercise science, kinesiology, or public health may be the “home” of such research training, but they cannot go it alone. When feasible, other disciplines should also be encouraged to integrate physical activity measurement and promotion into their degree programs.



Physical activity promotion will constitute an essential role for public health practice well into the future. As part of Healthy People 2010, the United States set national objectives for improving levels of physical activity in Americans. As confirmed in a recent review, we are not making much progress in meeting Healthy People 2010 objectives for physical activity (U.S. Department of Health and Human Services, 2008). When representative population-based levels of physical activity are assessed using objective measures (i.e. accelerometers) as opposed to assessment by questionnaire, only 5–10% of adults meet recommended levels of physical activity (Troiano et al., 2008) indicating the serious challenge ahead.

Hence, academic preparation and ongoing professional development for physical activity researchers and practitioners is vital. Some exceptional education and training models exist, and as they continue to serve many, more programs are certainly needed to bolster the public health infrastructure and gain a deeper understanding of how to effectively promote physical activity at both the individual and population level. Academicians and practitioners should work with one another and other partners to efficiently use available resources to make these a reality.



CLIMATE CHANGE - AN EARLIER AND CONTEMPORARY ANALYSIS

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Abstract

Climate change is the burning topic of thinking of the philosophers, scientists, policymakers, and the scholars. It is a phenomenon of regular and cyclical character. Many events of unpredictable nature have been occurring in the present day and will have to occur in the future to come. This may result severe and acute problems of further growth and advancement of the civilization. We have to select better alternatives to cope with this ongoing and future problems related to the climate change.

Keywords: Climate Change, Contemporary Analysis

Introduction

Climate is the average weather conditions i.e. the conditions of temperature, precipitation, atmospheric pressure, humidity and wind speed and direction of a region or city for a period of at least 31 years (compiled from NASA definition).

Climate change is a change in the statistical distribution of weather patterns for a long period of time by multiplicity of factors. It may occur either in drastic or age-long ways over space and time resulting from internal and / or external natural, quasi-natural or manmade factors at local, regional or global levels. It is related to the flows of energy in and out of the system and the ways in which energy is exchanged within the earth-ocean-atmosphere interface.

It is a climate change as a phenomenon directly or indirectly related to human activity that alters the composition of global



atmosphere (UNFCCC, 1992). IPCC refers climate change to a change in the state of the climate that can be identified by changes in the mean and variability of its properties that persist for decades or even longer. It denotes to any kind of change in the climate over a period of time due to natural or human induced activities.

The Earth's climate is dynamic and is ever changing through a process of natural cycle and is affected by changes in atmospheric circulation and interaction among lithosphere, hydrosphere, atmosphere, biosphere and cryosphere.

Changes and fluctuations may often be considered in three temporary scales a. Macro Scale – millions of years b. Meso Scale – thousands of years c. Micro scale – hundreds of years. Micro Scale may often be expanded to few years and even upto few days.

Objectives

The present study aims at

- to make awareness about the causes and consequences of climate change
- to lessen the human induced activities involving climatic alteration and ultimately
- to formulate an effective welcome alternatives to save the planet Earth

Climate Change - Causes

Climate change may be viewed by short term and long term changes or by sources of internal, external or extra-terrestrial or by natural, quasi-natural or human induced factors. A number of theories or postulations may be helpful to draw the probable causes of such climate changes as follows



Natural Causes

- **Drifting of Continents** - Pangaea, the Super Continent of Late Paleozoic and Early Mesozoic i.e. of 300 million years before, drifted into parts and bear the evidences of “jigsaw puzzles”. The similarity of floral and faunal fossils in hundreds of miles two drifted parts has helped to reach to the conclusion. The drifting of 175 million years ago and the consequent changes of physical features and landmass and water bodies has totally changed the climate. This drifting variation continues even today resulting in increment of Himalayan altitude every year.
- **Plate Tectonics** - Plate tectonics may alter the natural as well as artificial object position as land mass position in water bodies and vice versa. It generates unexpected amount of internal forces which have major implications on global climate.
- **Volcanic Activity** - Volcanic explosion of high bombardment variety is responsible for throwing of sulphur dioxide (SO_2), water vapour, dust, ash into the atmosphere, creating huge cloud at initial stage. Millions of tones of SO_2 reach the upper atmosphere and affect insolation amount. SO_2 combines with water to form tiny droplets of sulphuric acid. These are small enough to stay in the atmosphere for year after year and act as the efficient reflectors of sunlight causing greater albedo.

Tambora Volcano in Indonesia in 1815 caused the year 1816 as ‘the year without a summer’. Mount Pinatoba, in the Philippine island which was erupted in April 1991 coined thousands of tones of gases into the atmosphere.

- **Elliptic Orbit and Inclined Axis of the Earth** - The elliptic orbit of the Earth is also changing by a quotient of 0.06 over a period of 96,000 years. Moreover, solar radiation during Aphelion and Perihelion is also variable.



Inclined axis also affect climate at a great degree. More tilt means warmer summers and colder winters, less tilt means cooler summers and milder winters.

- **Sun Spot Development** - Changes due to the development of sun spot in the sun (luminosity waxing) and fluctuations of solar output are induced by rotations of galaxy. Due to the intensity of sunspot, solar energy may vary by 5%. Greater solar energy may lead to warmer climate.
- **Ocean Currents** - The oceans currents can move vast amount of heat energy across the watery planet and be a major agent of climate change. The Gulf Stream or the 'Warm Blanket of Europe' keeps the east coast of North America and west coast of Europe warm.
- **ENSO Effect** - The ENSO cycle of both El Nino and La Nino causes global changes of climate. El Nino is accompanied by high air pressure in the western pacific and low air pressure in eastern Pacific. Anomaly happens at irregular intervals of 2 to 7 years and lasts 9 months to 2 years. 7 to 9 months duration is known as El Nino "conditions" and more than that is classified as an El Nino "episode".
- **Atmospheric Transparency** - Variations of the atmospheric transparency due to cloudiness, smoke, aerosols, water vapour cause climate change. These factors shade the surface and have a net cooling effect.
- **Atmospheric Circulation** - Changes generated by variations in the circulation and internal heat economy of the ocean and surface ice with a period of few weeks to 1000 years.
- **Extraterrestrial Impact** - Large heavenly bodies often strike the Earth surface at a tremendous speed causing massive change. High



heat generation, wipe out of species, forest fire and burning of grass land are the inevitable impact. K-T boundary mass extinction (approximately 65 million years ago) is the burning example of such impact.

- **Changes of Composition of the Atmosphere** - Changes of composition and radiative characteristics of the Earth's developing atmosphere are helpful for climate change.
- **Recurrent Changes** - These are mostly cyclic changes associated with the fluctuations of
 - a. Solar output and disturbance
 - b. The range of the combined tidal force of the sun and the moon
 - c. Energy channeled towards particular parts of the Earth – especially around the magnetic poles due to the effect of interactions between Earth's, sun's and galactic magnetic fields on the travel of energetic particles.

Anthropogenic Causes

Population explosion is solely responsible for various man made causes of climate change. Major areas of causing concern are as follows

- **Initiation of Agriculture** – Preparation of arable land by burning or clearing of forest areas and moisture retention in the soil through irrigation practices may change climatic pattern.
- **Landuse Change** – Changes of land use and land cover are highly responsible for alteration of regional as well as global climate.
- **Forest Fire and Annual Burning** –High scale natural forest fire in Canada, Australia, Indonesia and other countries and controlled forest fire whether seasonal or annual burning may

help to raise not only temperature in the atmosphere but also the load of gases and solids.

- **Deforestation / Desertification** - Overuse of forest resources and overgrazing often lead to desertification. For example, 50% of land of central Europe was converted from forest to firm land over the last one thousand years.
- **Green House Gas** - Green house gases help to maintain the Earth's average temperature to ambient level of 15°C . Without those green house gases the mean temperature of the atmosphere on the Earth surface would be -20°C . But continual and excessive increment leads to global warming and ultimate climate change (Figure 1). Again water vapour and CO_2 act as the good absorbers of Earth's radiation.

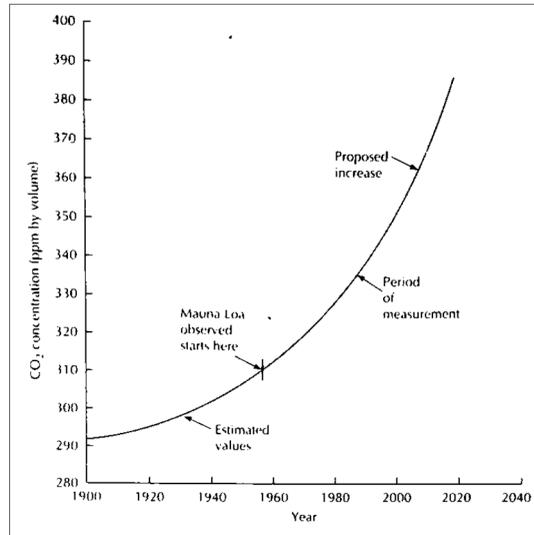


Figure 1: Estimated, measured, and projected amount of atmospheric CO_2 from 1900 to 2015. (after Oliver, J.E. and Hidore, J.J. 2011, 306p.)



- **Industrialization** – Industrialization process with their trillion tons of unwanted outcome cause a heavy thrust to the environment. This process may cause both the development and destruction of civilization.
- **Urbanization** - Urbanization leads to lower albedo and soil sealing. 'Heat Island' development and lesser absorbance power of the soil in the event of dryness and thereby high albedo which may vary from 40-90% cause climate change.
- **Over Irrigation Leading to Salinization** - Salt flat or saline fields are responsible for greater albedo. This may affect climatic pattern of a region.
- **Radiative Effect** - Radiative forcing effect of minor trace gas induced by human activities may affect global climate.
- **Over Consumption of Resources** - Over consumption of resources of terrestrial, aquatic or marginal ecosystems and its byproducts may alter natural heat dissipation phenomena.

Past Climatic Events

I. Early Period

Primitive atmosphere was probably consisted with water vapour, hydrogen, nitrogen, ammonia and methane forming a rich broth of pungent smell. Atmosphere had a strongly reducing character in earlier days. Photochemical decomposition of water vapour contributed oxygen and large contribution came from green plants photosynthesis. Thus atmosphere has changed from a reducing to oxidizing character.



II. Geologic Period

Er a	Period	Beginning (millions of yrs. before present / mbp)	Ice ages
Cenozoic	Quaternary	2-3	Pleistocene ice age
	Tertiary	65	
Mesozoic	Cretaceous	135	
	Jurassic	190	
	Triassic	225	
Paleozoic	Permian	280	Ice age at approximately 300 mbp.
	Carboniferous	345	
	Devonian	400	
	Silurian	440	
	Ordovician	500	Ice age at approximately 450-430 mbp.
	Cambrian	570	
Pre Cambrian		>570	Ice age at approximately 850-600 mbp.

(after Oliver, J.E. and Hidore, J.J. 2011, 274p.)

III. Pre-Historic Period

It corresponds to 5 million years to approximately 5000 years ago.

- 18000 - 5500 years before - Deglaciation period. 'Younger Dryas' event (13,100 to 12,900 years back).
- 12000 years ago - Scattered ice sheets remained in western North America and main ice sheet confined in eastern Canada.
- 11700 years back – At the end of Pleistocene which was lasted approximately upto 11,700 years ago, Holocene or once known 'entirely recent' geological epoch began.
- 10,200 years past - Strange event occurred in Scandinavia and Scotland in particular. Margins of ice sheet expanded and small ice sheets reappeared.
- 9000-5000 years back - The Holocene Climate Optimum Period i.e. the period of warm condition.



- 7000 years from today - Remnants of ice remained. Cooling conditions improved.
- 6800-5600 years back - Cold and wet climate prevailed. Extinction of mammals from Arizona & New Mexico.

IV. Historic Period

- 5600 - 2500 BCE - Transitional Period of pre-historic & historic events. Period of optimum climate. Warm period peaked. Most ice disappeared leaving only the Greenland Ice Sheet and Arctic Ice Sheet that we have today. Maximum retreat of Alaska glacier in 3500 BCE.
- 2500 - 500 BCE - Hot and Dry Climate with occasional heavy rain. Expansion of Alaska Glacier.
- 500 BCE - 0 CE - 500 to 200 BCE witnessed spread of glaciers in Ireland and Scandinavia. Cold and wet climate prevailed in Europe.
- 0 CE - 799 CE - Cold and Drought affected climate.
- 800 CE - Onset of wet climate.
- 800 - 1200 CE - Frozen conditions of the Black Sea in 801 and the River Nile in 829. Astonishing retreat of Iceland glacier.
- 950 - 1250 CE - Little Climatic Optimum.
- 1250 - 1450 CE - Climate conditions deteriorated over wide areas.
- 1450 – 1880 CE – Temperature continued to decrease and reached at its lowest point in the Little Ice Age.

V. Recent Period

- At the end of 19th Century - Improved climate.
- 1950 - 1980 - Transition Period, before which the climate was cool but warming after that. Global Warming starts.
- 2003, 2006, 2009 and 2013 were the more or less consecutive warmest year since 1880 i.e. the first year in recording of temperature by Goddard Institute of Space Studies, NASA.



Consequences and Evidences of Climate Change

Natural, Quasi-natural and Human induced causes have changed the climate from the very origin of this planet. The present century and past one have witnessed many evidences or climate alterations. 20th Century was the warmest century with 1990s was the warmest decade and 1998 was the warmest year. Few of the known evidences are as follows

- Mountain glaciers are melting.
- Species of plants and animals which open act as the bio-indicator are lessening day by day.
- Antarctic Ice Sheets are breaking.
- Ocean water temperature is increasing.
- Sea level rise is happening.
- Tree lines in mountains are moving upwards.
- Fossils of plants and animals of the past era and impossibility of these recoveries in living condition in the present day.
- Marine, lacustrine or riverine sedimentary layers with buried biotic remnants i.e. the shell structure of cold and warm water species undermine the change.
- Mass extinction of large mammals and reptiles.
- Huronian Glaciation of 2700 - 1800 million years ago.
- Onset of Little Ice Age between 1450 -1850 CE.
- Pole ward spread of tropical diseases.
- Tree ring anomalies dictating fluctuations of climate.
- Frozen conditions of the Black Sea, the Nile River and the Tiber River in the 9th century.
- Variation in amount and health of pollen grains in underground.

- Freezing of the Thames River in between 800-1500 CE at a rate of 1/2 per century and at least 4,8,6 times in 16th, 17th and 18th century respectively.
- Varying concentrations of CO₂ appearance by 'ice core' analysis through Antarctica, Greenland and tropical mountain drilling.
- The average atmospheric water vapour content has increased since 1980s over land and ocean as well as in the upper atmosphere (IPCC. 4th Assessment Report, 2007).
- Cold days, cold nights have become less frequent while hot days, hot nights and heat waves become more frequent (IPCC. 4th Assessment Report, 2007).
- The written record of various past civilizations.

Do we have to think about the ultimate, unexpected and ruinous as well as ever destructing and deadly event of the molten prime position of this Earth? (Figure 2)

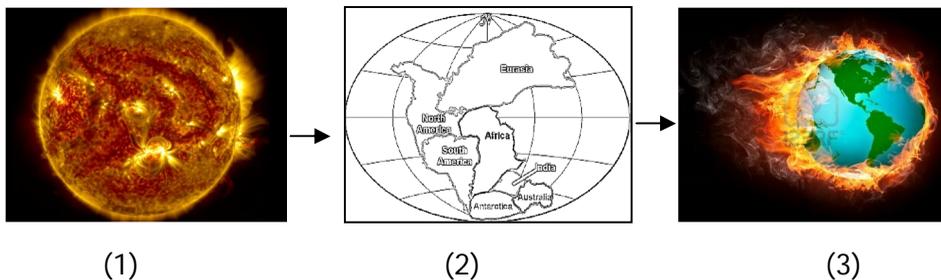


Figure 2: Erstwhile Position if the Earth was originally molten (1), Pangea Position (2) and again the formal position or Ultimate Destiny? (3) (compiled from available On Line figures).

Conclusion

Climate change is inevitably a cyclic and almost unpredictable phenomenon. It is as true as the Sun, Moon or Earth and these apparent or real movements. Earthly natural events are mostly responsible for this, along with human induced activities. People are almost unable to stop the change



but can do much to minimize the activity or harshness through involving themselves by choosing environment friendly alternatives. Again better understanding of the past events and the lesson outcome may be helpful for more or less perfect prediction of the future alteration. 'Polluter Pays Principles' may be the ultimate alternative to be relieved of agony from irresistible destiny of the mother Earth in the event of climate change.

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COMMUNITY PARTICIPATION IN TOURISM DEVELOPMENT

Aijaz Ahmad Bhat

Abstract

Local participation in tourism has been regarded as a positive force for change and identification to development. The principle behind local participation may be easy to promote, however the practice is far more complex. Generally, it is often assumed that members of a community are willing and able to participate equally (Hall, 1995). In reality however, local residents often lack the experience, resources and hence even interest, needed to establish successful tourism ventures (Scheyvens, 2002). Tourism has become a major agent of transformation in every society and destination. Local participation in tourism has been regarded as a positive force for change and passport to development. It is the combination of the two words local and participation that is paradoxically implying local residents being so often left outside of the planning, decision-making and managing of tourist development (Mow forth & Munt, 2009). The principle behind local participation may be easy to promote, however the practice is far more complex. Participation of local people is a criteria often agreed on as an essential condition for development and sustainability of any new form of tourism (Poon, 1994). The ideal would be for communities to decide the form and function of tourism developments and have full control over any tourism in their location. Many communities, particularly in developing countries, the cooperation for mutual benefits has initially developed community-based tourism. The willingness of the community to participate and its ability to develop practical options needs to be implemented. This study applies it to create an understanding of how a community



constructs, perceives and participates in tourism development Travelling is inevitably associated with pleasure as well as to build economy in the local area.

Key words: community participation, community based tourism (CBT) , Kashmir

INTRODUCTION

Tourism is a growing market and is showing tremendous growth in this current scenario by spreading its arms all over the world. Tourism makes an enormous contribution to local economies, job creation and sustainable development, and can play a lead role in the transformation to the Green Economy, although it has not enjoyed the recognition it deserves at the tables of policymakers and world leaders (UNWTO, 2010). On one side it is generating positive fruitful results in the development of destinations, heritage, culture and economies and on the other side it is also creating challenges in the existence of destinations and other tourism products like- culture, ecology, etc. Because of these emerging challenges, a need to develop a safer approach towards tourism was raised, which leads to the emergence of 'Sustainable tourism'. It is believed that participatory development approach would facilitate implementation of principles of sustainable tourism development by creating better opportunities for local people to gain larger and more balanced benefits from tourism development taking place in their localities resulting in more positive attitudes to tourism development and conservation of local resources and by increasing the limits of local tolerance to tourism. The success of tourism depends on the active support of the local population, without which the sustainability of the industry is threatened. Residents should be the focal point of the tourism decision making process (Choi & Sirakaya, 2005).



Destination is a place of living for host communities where they perform their usual work and other social engagements. Development of a destination is not an easy task for any kind of agency and it cannot be done without involving the local community. Local community of a destination is an important component of a destination and their role in the development of a destination cannot be ignored. Various activities like traditions, rituals and cultural festivals can be used as a tourist product to promote tourism in the destination. Local cultures, heritage and cultural festivals holds tremendous uniqueness and newness from touristic point of view, as different destinations have different types of cultures, heritage and cultural festivals. Local residents know their tourist product much better than outsiders and they can play an important role in terms of the promotion of a destination. So it is very important to include host communities in the process of tourism development in a more positive way to get the best support from them. Arguably, the tourism development is dependent on local community involvement through their roles as employees in development authorities, hoteliers, guides and their attitudes towards tourists.

Community participation is an important component of tourism development of a destination. In other words, we can say that community participation acts like a backbone of a destination. A number of tourism related organizations around the world promote "people" in the "community" as the "centre" or "heart" of tourism development. Murphy (1985) argues that often there are conflicts of opinion amongst residents; with some residents acknowledging the benefits of tourism development, whilst others such as Harrill (2004) argue that tourism is having a negative effect on their life style.

Although in general many researchers have a common opinion that community participation is an important tool to achieve sustainable tourism development at a destination and it is also believed that



greater the degree of community participation is, the better development or planning will be. Most of the scholars supported the importance of community participation in tourism development of a destination and we have many examples where we saw that community participation played an important role in the development of a destination but it is also found that many tourist destinations instead of having tremendous tourism potential are still not developed and community is not taking initiative to participate in tourism related processes. The question that why these communities are not participating in tourism development processes of their destinations is still there and unfortunately no empirical work has been done to identify the reasons for non participation of communities at their destinations. This study is basically focused on the identification of barriers mentioned by Tosun (2000), which prevents a community to participate in tourism development activities of their destination. Tosun (2000) states that community participation also has many constrains like paternalism, racism, clientelism, lack of expertise and lack of financial resources along with other structural problems in many developing countries, which creates troubles in the actual process of community participation.

OBJECTIVES OF THE STUDY

1. To have conceptual analysis of community based tourism (CBT) as a model of decentralization of tourism.
2. To find out the opportunities and barriers in the application of community based tourism (CBT) in J&K.
3. To find out the role of community tourism in employment, income, infrastructure development, regional development in J&K.
4. To provide some feasible suggestions that may prove valuable for the future development of tourism in J&K.



RESEARCH METHODOLOGY

In view of the specific objectives, methodology followed in carrying out the present study involved mainly the use of data from secondary sources, collected from various organizations like United Nations World Tourism Organization, World Travel and Tourism Council, Ministry of Tourism-GOI, Jammu and Kashmir Tourism Development Corporation and Directorate of Tourism (Jammu/Kashmir). In addition to this, data have also been collected from other reliable sources like articles, journals and newspapers.

COMMUNITY BASED TOURISM AS A MODEL OF DECENTRALIZATION OF TOURISM

The term Community Based Tourism (CBT) emerged in the mid 1990s. CBT is generally small scale and involves interactions between visitor and host community, particularly suited to rural and regional areas. CBT is commonly understood to be managed and owned by the community, for the community. It is a form of 'local' tourism, favoring local service providers and suppliers and focused on interpreting and communicating the local culture and environment. It has been pursued and supported by communities, local government agencies and non-government organizations (NGOs). There are a range of actual legal forms of the ownership and management in which communities participate.

Internationally there are a number of different terms used for very similar activities; for example, in Latin America the term Rural Tourism is often used, alongside CBT. In parts of Asia, Eco-tourism is often delivered via CBT. Typically Sustainable Tourism, Community Based Tourism, Rural tourism and Eco-tourism have similar objectives. Planning tourism to safeguard a destination's cultural heritage and enhance its natural heritage while at the same time improving the socio economic welfare of communities. Eco-tourism,



rural and Community Based Tourism are seen as both a set of principles as well as a tourism market segment.

Regardless of the actual terms used, there are some key processes and practices that can ensure CBT is appropriately and effectively considered, planned and managed for the benefit of both people and place.

The following attributes are common to CBT operations:

1. aiming to benefit local communities, particularly rural or indigenous people's or people in small towns, contributing to their wellbeing and the wellbeing of their cultural and environmental assets
2. Hosting tourists in the local community
3. Managing a tourism scheme communally
4. Sharing the profits/benefits equitably
5. Using a portion of the profits/resources for community development and/or to maintain and protect a community cultural or natural heritage asset (e.g. conservation)
6. Involving communities in tourism planning, on-going decision making, development and operations.

The Benefits of CBT Community based tourism has been popular as a means of supporting biodiversity conservation particularly in APEC developing countries and linking livelihoods with preserving biodiversity whilst reducing rural poverty and achieving both objectives sustainably (Kiss 2004).

CBT may enhance social sustainability by empowering local communities to manage their own resources, provide meaningful employment, and assist with capacity building and cultural preservation. Environmental benefits include income generation for



communities to actively protect their land from degradation and could enhance conservation efforts to attract tourists especially with regard to eco-tourism initiatives.

Where it is working effectively, CBT

- supports local economic development through diversification of employment
- is financially viable
- respects and encourages equitable participation of local community
- is ecologically sustainable and minimizes impact on the environment
- conserves and promotes living cultural heritage and welfare
- educates visitors about culture and nature
- demonstrates good management practices
- ensures a quality and safe experience for all of individuals involved.

However, there are a number of risks associated with the developing CBT particularly where it is introduced to provide a 'quick fix' for communities without diverse livelihoods, resources or capacity.

ROLE OF COMMUNITY BASED TOURISM IN KASHMIR

Jammu and Kashmir with its vast potential and growing economy has immense potential for the sustenance of tourism industry. Tourism has no doubt remained an instrument of economic growth in the state of Jammu and Kashmir and has contributed a lot in developing the economy, particularly in Kashmir valley. Tourism is an important industry of Kashmir. This sector has given jobs to a large number of people of Kashmir and generated economic activities especially in the tertiary sectors. Its impact in Kashmir is visible in service industry



sectors, such as transport, hospitality, horticulture, handicrafts and small scale industry

Community based tourism can be harnessed as a strategy for rural development. The development of a strong platform around the concept of community tourism is definitely useful for a region like Kashmir where more than 70 percent of the population resides in rural areas. The trends of industrialization and development have had an urban centric approach across the world. Along with this, the stresses of urban life styles have led to a counter urbanization syndrome. This led to growing interest in rural areas. Rural development initiatives if taken in consideration with the concept of community based tourism can facilitate the process of community tourism in rural areas. The progress of community participation in tourism in turn can facilitate the process of rural development of the rural areas. The majority of people in Kashmir live in villages. The main source of livelihood and income for people here is agriculture. There is huge unemployment among youth of Kashmir. Also there is a lack of industrial development. Community Tourism, if given considerable importance in Kashmir can become source of creating employment and income. Visiting any rural area by the tourists is accompanied by various other income generating activities like trained tourist guides, trained cooks, hotels, stalls etc. Developing these places in rural areas of Kashmir could benefit the rural people and could encourage the development of community tourism in the valley. In the hilly areas of the valley, the production of land is very low because of climatic constraints and practices of single crop cultivation. The people in villages mostly depend on agriculture. Due to less productivity, they are facing rural poverty. To solve the problem of rural poverty they need to avail

Themselves of the allied sources of income generation options for these people. They have land but it is less productive, and this needs



to be utilized for farm tourism activities like establishing large dairy farms, fish ponds, poultry farms, sheep farms, floriculture units, horticulture units etc. Such units should be established in such a way that they can become examples used in order to attract more domestic and international tourists. In addition, these units should become spots of recreation for the local people. These types of innovations in terms of rural tourism can become the instruments of increasing the rural economy. They can diversify the land use activities, create employment avenues and can reduce the rural poverty.

BARRIERS TO COMMUNITY PARTICIPATION

Tosun in his study of limits to community participation in the tourism development process in developing countries pointed out that it is important to involve local community in tourism development process. The main aim of the research was to examine the limitations to public participation in the decision-making process of tourism development in developing countries though public participation in the benefits of tourism was not totally ignored. Tosun raised many questions on the concept of community participation in developing countries as according to him there are limits to community participation in the decision-making process of tourism development in the context of developing countries. Tosun classified these limitations across three heads i.e. (i) Operational Limitations (ii) Structural Limitations and (iii) Cultural Limitations to community participation in the tourism development process in many developing countries although they do not equally exist in every tourist destination. Firstly limitations at the operational level include (a) centralization of public administration of tourism, (b) lack of coordination, and (c) lack of information. Secondly structural limitations includes (a) attitudes of professionals (b) lack of expertise (c) elite domination (d) lack of appropriate legal system (e) lack of trained human resources (f) relatively high cost of community



participation and lack of financial resources. Finally cultural limitations include (a) limited capacity of poor people and (b) apathy and low level of awareness in the local community. Tosun accepted that these limitations may be an extension of the prevailing social, political and economic structure in developing countries, which have prevented them from achieving a higher level of development. On the other hand, it should be accepted that community participation as citizen power is not a simple matter but it involves different ideological beliefs, political forces, administrative arrangements and re-distribution of wealth and power in developing countries.

Tosun states that most of the developing countries are characterized by a number of structural deficiencies, which can be grouped under three main headings- (a) socio-economic features, (b) political features, (c) cultural features. Socio economic factors includes low level of living, lack of services of welfare state, high rates of population growth and dependency, low per capita national income, low economic growth rates, increasing income inequality, increasing unemployment and inadequate human resources. Secondly political features consists of features like high level of centralization in public administration system, elite domination in political life, high level of favoritism and nepotism, and high level of clashes among supporters of different ideologies or tribes. Finally a cultural feature includes apathy among the poor, lack of education and poor living in highly stratified societies. All these kind of deficiencies creates serious troubles in the process of community participation and slows down the destination development process.

Tosun suggested that future research should investigate preconditions for participatory tourism development approach and develop strategies to operationalise this proactive tourism development approach. Aref and Redzuan (2008) also pointed out that there are some factors which create hurdles in the actual



participation of community in tourism development processes in case of developing countries. They applied the concept of barriers to community participation given by Tosun in their study conducted in Shiraz city of Iran. They included leaders of different communities of old and new city of Shiraz for the filling up of questionnaire. Their study identified barriers in both new and old cities of Shiraz, although some were more dominant than others in both these cities.

Conclusion.

There is vast potential for the development of community based tourism in Kashmir. If properly developed, community tourism could bring great benefits to the valley. It could be a sustainable revenue generating project for rural development of the government. It can help the inflow of resources from the urban to the rural economy. It can prevent migration of rural people to urban areas which are crowded. Both short-term and long-term planning, implementing and monitoring are vital in avoiding damage to rural areas.

Environmental management, local involvement, sound legislation, sustainable marketing, and realistic planning are crucial for development of rural tourism. Community based tourism will emerge as an important instrument for sustainable human development including poverty alleviation, employment generation, environmental regeneration and development of remote areas and advancement of women and other disadvantaged groups in the region apart from promoting social integration and international understanding. The government should promote community tourism to ensure sustainable economic development and positive social change after various security related problems and natural disaster in Kashmir valley.



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A STUDY OF DESIGN AND IMPLEMENTATION OF GRAMMAR TASKS/ACTIVITIES: THE CASE OF ENGLISH GRAMMAR IN USE I AT HOSSANA COLLEGE OF TEACHER EDUCATION

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Abstract

The purpose of this study was to examine the design and implementation of grammar tasks and activities in Ethiopian context, specifically, in the case of English grammar in use I at Hossana College of Teacher Education with regard to communicative grammar teaching. It was attempted to analyze the activities for various purpose: such as (a) whether they are designed and practiced at discourse level, (b) whether they are suitable for pair and group work, and (c) to identify them whether they are appealing to learners' interest and needs. The subjects of the study were one hundred trainees selected by using stratified sampling technique. Two trainers who were offering English Grammar in use I course at HCTE were also taken as participants of the study. The data was collected through content analysis, observation, and trainees' questionnaire. Ninety eight questionnaires were returned and analyzed. The finding from each tool indicated that tasks and activities were designed and implemented at isolated sentence level rather than at discourse. The result also revealed that instruction of grammar lesson has a few transactions (recognizable start and finish), but there was no recycling of the exchanges. Furthermore, it depicted that the tasks and activities are not related to trainees' personal information, experience and do not provide occasions for them to interact with each other, and lessons were not supported by visual aids. Therefore, they are not appealing to trainees' interest and



desires. Moreover, activities are not suitable for either pair or group works. Consequently, teachers should make implementing grammar tasks or activities more communicative, discourse based and more contextualized. The course teaching material should be modified based on Communicative Language Teaching.

Introduction

English is one of the most known international and worldwide spoken and studied languages. Recently, it is used as technological, business, educational and scientific language of the world society. Consequently, it is being taught as a foreign or second language in many countries of the world including in Ethiopia. In Ethiopia, it is used in many governmental and private organizations. For instance, Ethiopian Constitution and other proclamations are written in English and Amharic. Also, some private newspapers like Reporter and Daily Government Newspapers like Ethiopian Herald are being prepared in English. Besides, it is a working language of some governmental and non-governmental organizations.

English is used as the medium of instruction in different Ethiopian primary, secondary and tertiary school levels as well (Ethiopian National Agency: 2001:14).

It is used differently at Hosanna College of Teacher Education: one of governmental colleges in SNNPRG. For instance, it is used as medium of instruction for different departments. It is also given as a major subject in the college. As a result, more emphasis needs to be given for improvement of English language in Ethiopia in general and in Hossana College of Teacher Education in particular.

Since English has paramount importance, learners are expected to be proficient in using this language in real world context and to have good command of it.



But, using English language for the reasons of real world communication in Ethiopian high schools and higher education institutions is not as expected (Girma, 2005 & Tiglu, 2008). Trainees of Hossana College of Teacher Education are not exception to this problem. Instead of communicating freely with others, they are concerned more about accuracy and correctness of their speech. As a part-time instructor in the college for two consecutive semesters, the researcher has observed so many trainees who were worrying about their correctness and accuracy when they express their ideas, feelings and opinions. They were unable to communicate automatically in real world contexts. This observation may help one to deduce that trainees might not develop enough command of English language to use it in real life situation; but the main question needs to be answered is: are the grammar tasks or activities designed and implemented in the ways that meet the principles of communicative grammar teaching?

Objectives of the Study

The main objective of this study was to examine the design and implementation of grammar tasks or activities of English Grammar in use I course teaching material in view of current theories of communicative grammar teaching. Specifically the study tried to:

- ❖ Identify whether the tasks or activities are designed and implemented in context and at discourse level in which learners interact each other and make meaning out of them.
- ❖ Analyze if the activities are suitable for pair work and group work
- ❖ Identify if the activities are suitable for learners' need or interest



Literature Review

Designing and implementing ELT materials and grammar tasks and activities in context or situation in particular have a great role in promoting the principles of CLT. In designing and practicing grammar lessons, one should consider different aspects that help communication more authentic and discourse based. For instance, the following points are mentioned as the base.

A. Designing and Implementing Grammar Tasks and Activities in Context

Grammar instruction is much more effective when it is embedded in meaningful context and in authentic discourse. Naturalistic learning of first and second language takes place in context and at discourse level than abstract sentence level (Celce-Murcei, 2007:5, Celce-Murcia and Olshtain, 2000, Fotos, 2008:119 & Nunan, 1998). In line with this, as Carmen (2007), one of the main advantages of looking at grammar in context is that it can depict information about the use of particular structures, provide situational meanings and what patterns the grammar structures enter into, for instance, what precedes them and what follows them in the discourse.

Teaching grammar at the sentence level with unrelated sentences which has long been the traditional way to teach grammar is not likely to produce any real learning. So as to develop communicative competence; one must give emphases on communicative framework based on tasks of communicative activities. Grammar tasks or activities should be compatible with contextualized practice, and rules should be presented in discourse and context (Nunan 1998, Celce-Murcia and Olshtain 2000:61).

B. Suitability to Learners' Need or Interest

“Motivation is arguably the most important factor in success or failure at language learning. The motivation determines students' level of attention during class.” (Ur 1988). As a result, the issues that we should consider in teaching materials and its practice are different, attractive and real activities guide to personal and self-involvement in the learning process and activities with a compatible or problem solving element in them. As to her, in most practice activities, motivation has to derive rather from the intrinsic interest of the activity itself specifically, the activities should:

- ❖ Provide occasion for learners to interact with each other in either group or pair.
- ❖ Allow learners to draw on present realities as well as their distant future goals.
- ❖ Provide for students to make self committing choices in the area mentioned above
- ❖ allow language skills to be integrated with other skills

C. Authenticity

In order to make grammar activities more communicative, activities and tasks should be authentic as much as possible. We can keep authenticity of tasks through a genuine purpose. One of the crucial aspects of the grammar task authenticity is whether real communication takes place; whether the language has been used for a genuine purpose. Moreover, authenticity through real world targets has also value in making grammar tasks more communicative. As to Celce-Murcia (2007), the activities should also be related to the day to day activities of learners. As a result, it will be appealing to learners' interest.



Therefore, designing and implementing grammar tasks or activities in the way that promote communicative competence is essential. So, this paper analyzes the tasks and activities in ELT material in Ethiopian context whether it is designed and implemented in the ways that develop communicative competence or not.

Research Design and Methodology

Procedures of Data Collection: This study was conducted according to the following procedures:

First, activities or tasks in the material were counted. Because the most common notion in qualitative research is that a content analysis simply means doing a feature-frequency count. The assumption made was that the characteristics of the activities that are mentioned most often are the characteristics that reflect the greatest concerns (Stemler, 2001). Second, these activities were classified based on the criteria presented by (Celce-Murcia 2007 and Nunan (1998)). The activities were counted by three individuals or judges (J1, J2 and J3) without seeing one another's count. Then, the average number was taken for the analysis purpose, and in-depth analysis was employed.

Next, in order to obtain firsthand information concerning objectives like identifying ways of teaching grammar activities in the classroom, observation was used as one main instrument of data gathering. The actual classroom implementation of the grammar tasks and activities was observed based on 'COLT observation checklist scheme' that was adopted and modified for this purpose. For strengthening the data obtained through observation checklist, video camera was used to record the actual implementation of grammar lessons. But, these all activities were not implemented by the researcher simultaneously; it was done turn by turn different days.

Third, for strengthening the data that was gathered through content analysis of the material and observation, questionnaire was prepared



and administered for one hundred trainees to identify their interest towards the activities, the way activities were prepared, types of activities their teachers used in the classrooms and the manner that their teachers implemented grammar lessons in the classrooms. Ninety eight questionnaires were returned and analyzed.

Finally, the data obtained through each instrument was presented, analyzed, and interpreted based on both qualitative and quantitative approaches. Accordingly, on the basis of the findings, conclusions drawn; recommendations made.

Participants of the Study: The subjects of this study were trainees of Hossana College of Teacher Education, specifically; learners who were taking English Grammar in Use I course. There were five departments taking English as a minor course. These are department of special needs, Civic and Ethical education, Amharic, Hadiyyisa and Siltigna. One hundred trainees of the above departments were the subjects of this study. English Grammar in use one course was being given for them. They were selected by applying stratified sampling technique followed by systematic sampling technique.

Since instructors are the main practitioners of the classroom implementation of grammar tasks and activities, they were also the subjects of this study. Their ways of implementing grammar activities were observed. At that time, there were two English instructors who were offering the course for aforementioned departments at the college; both of them were included as the respondents since their number was not beyond the capacity of the researcher.

Data Gathering Tools

Content Analysis: Content analysis is explained as any technique for making inferences or conclusion by objectively and systematically identifying specified characteristics of messages (Kothari, C.R 2014). Since the main objective of this study was to examine the design and



implementation of grammar tasks or activities in the teaching material in line with the current Communicative Language Teaching Approaches, in-depth analysis of the tasks and activities was employed. In the material, there are five units; all of them were included for the in-depth analysis since the number of units in the material was limited and manageable. Accordingly, the activities or tasks were analyzed.

Observation: In addition to applying ELT material analysis, observation was made as the main instrument of data collection to observe how teachers were implementing the grammar tasks and activities presented in the teaching material. The researcher conducted ten observation classes (one teacher was observed five times). Four classes were observed by using observation check list. This was done by the assistance of one co-observer. The remaining six classes were observed by recording the events. During the observations, the observers gave attention on the teachers' ways of implementing grammar tasks and activities in the teaching material and participants' organizations. The researcher adapted and modified the COLT (Communicative Orientation of Language Teaching) observation model for this purpose (Fröhlich et al., 1985) because it has more communicative orientation on what trainers and trainees do in the classroom and how they interact with each other. The scheme is divided in to two parts. The first part describes the ways that grammar activities were implemented in the classroom. The second part incorporates the participants' organization. The data obtained by this scheme was analyzed in terms of frequency and percentage. In addition, the data recorded by video camera was transcribed and analyzed qualitatively.

Questionnaire: Closed-ended questionnaire that was constructed in lickert scale with two parts, a total of 24 items was designed and administered to 100 students. However, 98 questionnaires were returned to the researcher. It was used as supportive tool of data



gathering. The reason behind using students' questionnaire is that it is believed that collecting data from learners concerning the manner of material preparation and classroom implementation assure the reliability of the findings. Moreover, questionnaire helps the researcher to get relevant data from several numbers of learners in short period of time.

The questionnaire includes rating scales for agreement and other rating scale for frequency. The pilot test was conducted to identify whether respondents were able to respond to the questions in the questionnaire and to identify the reliability of the questionnaire. The researcher used 15 randomly selected learners for this purpose. These trainees were selected from other categories (i.e. Amharic 2nd year trainees) that this study did not include. Hence, the result Cronbach Alpha of the items was: $\alpha=0.83$.

Sampling Techniques: Both stratified and available sampling methods were used to take the sample of the population. In the college, two instructors were offering English grammar in use I course for the abovementioned departments. Both of them were taken as the subjects of this study. This research site is also purposively selected due to its familiarity and accessibility to the researcher.

Moreover, it is believed that gathering data from the trainees taking English Grammar in use I course is very important in strengthening the data obtained through content analysis and observation. Accordingly, from two hundred students, one hundred trainees were selected by using stratified sampling technique followed by systematic sampling because the population from which a sample to be drawn did not include a homogeneous group. As mentioned previously, there were five departments taking the course: departments of Special Needs, Civic and Ethical Education, Amharic, Hadiyyisa and Siltigna. Each department has one section with 40 students in each. These strata were

classified in to females and males to make it more homogeneous, to give equal chance for each and to obtain a representative sample from the total population. Then, from each department, 50% of females and males were selected by applying systematic sampling technique based on their lists of names.

Results of the Study

Result from Content Analysis of ELT Material

Most of the activities in the material are not communicatively designed; they are not contextualized and presented at discourse level. The following chart shows this.

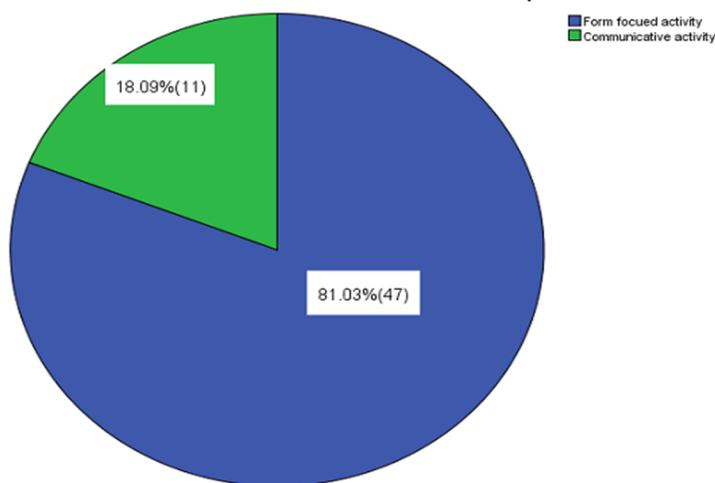


Figure 1: Percentage and frequency of form focused and communicative activities in ELT

Figure 1 depicts that 47(81.02%) of the activities in the teaching material are not communicative and contextualized. In other words, large number of activities is presented in isolated manner. They are not designed at discourse level rather at discrete sentence level or in



decontextualized ways. The analysis of students' questionnaire proves this case. The result from the questionnaire shows that majority 24(24.45%) and 29(29.6%) of the respondents disagreed and strongly disagreed respectively that the activities and tasks in ELT material are communicative in nature (see figure 1).

These do not make learners interact and communicate out of the classroom situations. According to figure 1, 11(18.9%) of the activities are communicatively designed. This reveals the existence of very limited number of communicative tasks in the material. Only representative example is presented here.

Result Obtained from Classroom Observation

As the observation data indicates, most of the classroom activities expected to be practiced by the instructors were not observed. For instance, result obtained from observation by using COLT observation checklist indicated that 8(100%) of the observed classes did not show contextualized and discourse based grammar activities. Every activity was presented at isolated sentence level and mechanical drills, and the trainers (TR1 and TR2) were implementing grammar lessons explicitly focusing on forms. The examples were given at isolated sentence level without context and situations. The teachers were the main actors in every activity. Moreover, 7(87.5%) of the implementation did not include pair work, group work and role-plays. In other words, there was little opportunity for the students to interact with each other in pairs and groups. During classroom observations, the instructors were using activities like substitution, transformation and gap filling activities. They implemented the activities in the manner that need learners change the structure in some prescribed manner like from passive to active and vice versa, verb form to present continuous or other tenses, and they taught pupils in the manner that need learners pick the correct item from given alternatives that are explicitly focusing on



grammar rules and forms. They also taught learners in the manner that needs students place specified word in to its correct position in sentences. The activities were not embedded in context and situations; they had been presented at sentence level than discourse. Moreover, the activities were not integrated with other skills like writing and reading.

The following section shows us the presentation and analysis of representative example of data gathered by observation through using short note taking strategy and video-camera while Trainers were implementing grammar lessons.

Trainer 1

TR1 is M.A holder in TEFL program, and he has more than seven years experience in teaching English at different schools and colleges. The following shows sample extract from TR1's implementation.

Extracted from Lesson 1

Date of observation: 23/4/2005

Time of observation: 3:40-4:30

Duration of observation: 40 minutes

Number of participants: 40

Lesson topic: Passive and Active voice

The teacher wrote the topic of the day lesson: Passive and Active voice and started explaining *it*.

TR1 said:

There are two types of voices in English. These are passive and active voice.

We use active voice:

- ❖ *When we emphasis on the doer of the action rather than the result.*

Example, He is doing the assignment.

Someone stole the money. In this case 'someone and he' are the doers of the actions.

- ❖ *If the subject of the sentence is people or animal*

Example, Many people believe that Addis Alemayehu is the best author in Ethiopia.

- ❖ *We use passive voice:*

When we want to emphasize on the action or result rather than the doer of the action.

Example, 1. The assignment is being done by the students.

Example 2. It is believed that.....

- ❖ *If the doer is not known*

Example, 1. The money was stolen.

Steps used to change active voice to passive voice

Step1. *Exchange the place of subject and the object*

Example, He brought a book. (active)

The book was brought by him.(passive)

Step 2. *Add a verb 'to be'*

Step 3. *Change the main verb in to past participle (V3) form*

Example, He brought a book.

The book was brought by him.

Then, the instructor gave the following class activity for the

learners.

Class Activity

Change the following active sentences in to passive voice. Keep the steps given.

- 1. They are playing football.*
- 2. People speak many languages here.*
- 3. They are taking the cattle to market tomorrow.*

TR 1: *who can change number one?*

TE1: *Football are played.*

TR1: *Football -----?*

TE2: *Football is played.*

TR1: *Okay!Football is being played? What about number two? What is its passive form?*

TE3: *Many languages are spoken here.*

TR1: *Verygood! Many languages are spoken here. Do the remaining items by yourself.*

Table 3: An extract from classroom observation of lesson 1

As the extract from lesson 1 of trainer 1, first, the instructor introduced the day's lesson topic (i.e. passive and active voce). Second, he started explaining types of voices in English, and expressed when and why passive voice are used through providing many examples from the teaching material. After expressing the situations of using passive and active voices, he preceeded to make clear the steps that help to change active voice to passive. Then, he assigned students to do class activity that requires them to change active sentences to passive voices keeping the steps given previously. Lastly, he encouraged learners so as to



change the sentences and forward their answers. In their interaction, there was initiation- response and follow-up procedure. But there was no recycling of the exchange. This indicates that the teacher implemented the activity by himself without providing opportunity to learners' interaction and exploration of the target structure.

Moreover, an extract from classroom observation reveals that there was initiation- response and follow up procedure as well in the interaction even though it was inadequate in some exchanges. The main importance of it in the classroom is that it fulfills the vital role of telling the pupils whether they have done what the teacher wanted them to do.

In contrary, the activity incorporates sentences presented at isolated sentence level; it has no shared knowledge and prior experience.

Besides, the following examples as shown in table 10 are also given at sentence level rather than at discourse.

1. The money was stolen.
2. He brought a book.
3. The book was brought by him.

In the above sentences, references: 'The **money, He, The book and him**' represented undefined things and person. They refer nothing in the activity. In other words, the activity has no context and situation in which learner interact each other and make meaning out of the activities. So, the implementation of grammar activities was mainly form focused, and it was overtly focusing on discrete form of target structure. This does not combine form, meaning and use of the target structure. As a result, Learners face difficulty in interpreting the situational meanings.

Result Obtained from Students' Questionnaire

The result of the analysis was presented, analyzed and interpreted by percentage indicating frequency of response Key: F= Frequency, %=Percentage, SA: strongly agree, A: agree, U: uncertain, D: disagree, SD: strongly disagree

Table4: Trainees' response concerning Communicative nature of activities in ELT

	Ways that grammar activities presented	Response						
			SA	A	U	D	SD	Total
	The activities and tasks of grammar in the teaching material:							
1	are integrated with other skills like reading, writing, speaking and listening	F	35	21	20	15	7	98
		%	35.7	21.4	20.4	15.3	7.1	100
2	are presented at isolated sentence level drills	F	38	30	18	10	2	98
		%	38.8	30.6	18.4	10.2	2	100
3	are designed in meaningful context	F	12	6	12	27	41	98
		%	12.2	6.1	12.2	27.7	41.8	100
4	help you interact with each other through group work, pair work, role play and games	F	27	6	16	16	33	98
		%	27.6	6.3	16.3	16.3	33.7	100
5	integrate form, meaning and function of the language	F	18	10	32	13	25	98
		%	18.4	10.2	32.7	13.3	25.2	100



As can be noted from table 4, majority 56(56.4%) of the respondents believed that the activities and tasks of grammar that displayed in teaching material are integrated with other skills like reading and writing, but 22(22.4%) of the respondents expressed contrary response to the same statement. Moreover, in the table, item 3 depicts that the highest number 68(69.4%) of the respondents believed that most of the activities are presented at isolated sentences level. 12(12.2%) of the subjects also expressed the disagreement and strong disagreement for the item. Regarding context and situation of activities, in item 3, highest number 68 (69.5%) of respondents were dissatisfied with the statement which saying the activities are designed in meaningful context and situation. Only 18(18.3%) of the subjects expressed their agreement and strong agreement with the item.

Furthermore, according to item 4, 33(33.9%) of respondents expressed that the activities and tasks presented in the material help them interact with each other through pair and group work, role play and games, but maximum number 49(50%) of the respondents said it is unlikely that the activities designed in the material support them in order to communicate and interact with each other in pairs and groups. As to this, doing grammar activities in pairs and groups is neglected.

Lastly, in the same table, item 5 depicts that highest number 38(38.8%) of the respondents expressed their disagreement and strong disagreement with the statement which says that the activities in the material integrate form, meaning and use of the language. However, 28(28.6%) respondents are agreed and strongly agreed with the statement. From these, it is possible to infer that it is unlikely that the objective of communicative grammar teaching would be achieved by the above situations. Subsequent table shows suitability of the activities for learners' interest.

Table 5: Trainees’ response on Suitability of tasks or activities for their interest

Ways that grammar activities are presented		Response					Total	
Item No			SA	A	U	D	SD	
6	The activities and exercises in English Grammar in use I course teaching material are: interesting and arousing your interest to use language	F	19	13	11	39	16	98
		%	19.4	13.3	11.2	39.8	16.3	100
7	related to your personal background, experience or your real life situation	F	24	19	10	26	19	98
		%	24.5	19.4	10.2	26.5	19.4	100

Regarding motivational value of the activities, Table5 depicts that majority 55(56.1%) of the respondents are dissatisfied that activities in the teaching material are interesting and arousing their motive to use the language. 32(32.5%) of the respondents expressed that the activities and tasks in the material are not interesting and arousing their motive to use the language for real communication. But a few 11(11.2%) of them have no idea concerning the item. Moreover, in the same table, the highest number of respondents 45(45.9%) said disagree and strongly disagree to the item 6. In contrary, 43(43.9%) respondents agreed and strongly agreed to the item which says activities in the material are related to your personal background, experience and their real life situations.

Table 6: Trainees’ response on how frequently the following mechanical drills are implemented in the classroom

		Response					
How often grammar lesson is implemented in the following manner?		Always	Sometimes	Rarely	Never	Total	
8	In insolated sentence level	F	37	37	14	10	98
		%	37.8	37.8	14.3	10.2	100
9	In the manner that needs you change the structure in some prescribed manner like from plural to singular, active to passive...etc	F	40	36	17	5	98
		%	40.8	36.7	17.3	5.1	100
10	In the manner that need you pick the correct item from given two or more choices to fill a blank spaces	F	41	32	19	6	98
		%	41.8	32.7	19.4	6.1	100
11	Explicitly focusing on grammar rules and forms	F	42	32	15	9	98
		%	42.9	32.7	15.3	9.2	100
12	In the form that needs you place a specified word in to its correct position in a sentence	F	19	38	23	18	98
		%	19.4	38.8	23.5	18.4	100
13	In the blank that needs to be completed using the suitable form of the word in the parenthesis	F	32	33	27	6	98
		%	32.7	33.7	27.6	6.1	100
14	Gap filling activities	F	24	42	16	16	98
		%	24.5	42.9	16.3	16.3	100



According to table 6, item 8 indicates that 74(75.6%) of respondents said that activities are always and sometimes implemented at isolated sentence level drills, but 24(24.5%) said it is rarely and never implemented in that way.

Besides, as to item 9, highest number 40(40.8%) and 36(36.7%) of the respondents selected both options 'always and sometimes' respectively for the item that says grammar lessons are implemented in the way that need learners change the structure in some prescribed manner like from plural to singular, active to passive...etc. but 5(5.1%) of the respondents said that these kind of activities are never implemented in the classroom. Similarly, 73(74.5%) respondents suggested that grammar lessons are always and sometimes practiced in the manner that require them pick correct item from given two or more choices to fill the blank spaces. However, a few number of 25(25.5%) sample population responded that grammar lesson is rarely and never implemented in that way. Furthermore, according to the item 18, maximum number 74(75.6%) of the subject responded that grammar lesson is always and sometimes implemented explicitly focusing on grammar rules and forms. But 24(25.5%) of learners said it is rarely and never practiced in that way.

Likewise, 57(58.2%) of the respondents said that it is always and sometimes implemented in the form that needs learners place a specified word in to its correct position in a sentence.

65(66.4%) of the respondents stated that the activities are given in the form of slot-filler that need to be completed using suitable form of the words in the parenthesis. Participants were also requested to forward their view whether gap filling activities are implemented. Accordingly, 66(67.4%) of respondents stated that gap filling activities are always and sometimes implemented in the classroom.



From these, we can deduce that isolated and form focused sentences are dominantly implemented in the classroom. So, it is impossible to achieve the objective of communicative grammar teaching by these situations. The following table also verifies this.

Table 7: Trainees’ response on how frequently the following communicative grammar activities are implemented in the classroom

		Response					
Item	How often grammar lesson is implemented in the following manner?		Always	Sometimes	Rarely	Never	Total
15	In meaningful context and situation	F	7	24	25	42	98
		%	7.1	24.5	25.5	42.9	100
16	By providing activities that relate form, meaning and use of language	F	11	20	26	41	98
		%	11.2	20.4	26.5	41.8	100
17	Through listening texts	F	18	28	30	22	98
		%	18.6	28.6	30.6	22.5	100
18	Through reading texts	F	12	31	32	23	98
		%	12.2	31.6	32.7	23.5	100
19	By using visual aids and materials	F	18	19	27	34	98
		%	18.4	19.4	27.6	34.7	100
20	Through Information gap activities	F	21	32	28	17	98
		%	21.4	32.7	28.6	17.3	100

In Table 7, item15 depicts that 67(68.4%) of the respondents expressed that grammar lesson is rarely and never implemented in meaningful



context and situation. But 31(31.6%) of the target population stated that it is always and sometimes implemented in meaningful context and discourse. This demonstrates that presenting grammar lessons is dominantly seen in context free situations.

Likewise, in item 16 highest number 67(68.4%) of respondents replied that teachers rarely and never implement grammar through providing activities that relate form, meaning and use of the language. Moreover, in the same table, item 17 reveals that the maximum number 52(53.1%) of the respondents suggested that grammar lesson is rarely and never implemented in the classroom through listening texts. However, 46(47%) respondents said it is always sometimes practiced by using listening texts. Item 18 also depicts that 43(43.8%) respondents agreed that the lesson is always and sometimes implemented through providing reading texts, but 55(56.2%) of the subjects said it is rarely implemented through using reading texts.

In addition, participants were requested to suggest on the use of visual aids in teaching grammar lessons in the classrooms. Based on this, 61(62.3%) of the target population replied that grammar lesson is rarely and never implemented by using visual aids and materials. in contrary, 37(37.8%) respondents said that it is always and sometimes practiced though using visual aids and materials.

Finally, item 20 reveals that 53(54.1%) of the respondents replied that the lesson is always and sometimes put in to practice by using information gap activities. Furthermore, frequency of using classroom organizations during grammar lessons has a great effect on development of learners' English proficiency. Due to this, sample population were asked to suggest on how frequently grammar activities are implemented by using pair and group works. It is presented subsequently.



Conclusions

Based on the above findings of the study, it can be concluded that:

- ❖ The grammar tasks and activities in the material were designed and implemented at isolated sentence level rather than discourse. In other words, they were not contextualized and embedded in authentic discourse (i.e. they are form focused and mechanical drills)
- ❖ During classroom implementation, in exchanging questions and answers between teachers and learners, there were a few transactions (i.e. recognizable start and finish). These indicate that there were a few initiation-responses and follow up procedures in the exchange, but there was no recycling of the exchange. Besides, the interactions were not conducted among learners rather than teachers to students.
- ❖ The tasks and activities were not suitable for pair work, group work, role play and games; therefore, it is unlikely that the grammar tasks and activities presented in the material and implemented in the classroom support learners in order to communicate and interact with each other in pairs and groups. Implementing grammar lessons by using whole-class participants' organization was mostly used. In other words, teacher to student/class or vice versa approach dominated the implementation of grammar lessons in the classroom situation, but doing grammar activities in pairs and groups was neglected.
- ❖ Activities and tasks are not related with trainees' personal background and experience; they do not provide occasion for them to interact with each other; do not allow them to draw on present realities as well as their distant future goals. Besides, grammar lessons were not supported and implemented by using



visual aids and materials. So, they were not appealing to learners' interest.

Recommendations

According to the above summary and conclusion, the following recommendations are made:

1. Since embedding grammar activities in context and situation reveals information about the use of particular structure, give situational meaning and what pattern the target structure enter in to, avoid the ambiguity in form, meaning and use, the designers of a course book and trainers should present and implement grammar activities and tasks at discourse level rather than isolated sentence.
2. The course teaching material should be modified based on the principles of communicative grammar teaching.
3. Teachers should make grammar activities more communicative and appealing to learners' interest and need through:
 - ❖ Providing occasions for learners to interact with each other and with teachers themselves; increase initiation-responses and follow up procedures in the exchange by recycling of the exchanges.
 - ❖ Relating grammar activities with learners experience and personal background information.
 - ❖ Using carefully selected topics, games, stories role plays, information gap activities
 - ❖ By providing pair works and group works.
 - ❖ Supporting grammar lessons by using visual materials



- ❖ Relating grammar activities with day to day activities of learners.
- ❖ Integrating grammar activities with other language skills

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PHYTOCHEMICAL ANALYSIS OF *VIGNA UNGUICULATA* VARIETIES FROM ANDHRA PRADESH, INDIA

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Abstract

Cowpea (*Vigna unguiculata*), an annual legume, is also commonly referred to as southern pea, Crowder pea, black-eye pea, cowpea is also an essential crop in developing countries of Africa, Asia and Latin America. Cowpea is the second most important pulse crop in tropical Africa. It is an extremely resistant crop and cultivated under some of the most extreme agricultural conditions in the world. It is also utilized for fodder and as quick growing cover crop. It genus can grow easily in wide range of environmental dry soil. Pusacomal, Navarathna Gomchi, Gowthami, Gangothri these are *Vigna unguiculata* varieties in Andhra Pradesh. A qualitative phytochemical analysis was performed for the detection of saponins, phenols, alkaloids, steroids, reducing sugars, flavonoids, tannins, and glycoside. Phytochemical screening of aqueous, Chloroform and methanol extracts of *Vigna unguiculata* varieties of leaves and seeds reveals the presence of phytochemicals was performed by using various phytochemical identification tests.

Keywords: Phytochemical, Plants extracts, Seeds.



INTRODUCTION

Vigna unguiculata is a dicotyledonous plant belonging to the family Fabaceae which is most commonly called as “cow pea”. It is a twining bushy glabrous, annual plant. Among the legumes, cowpea is the most extensively grown, distributed and traded food crop consumed, more than 50% (Philips and McWalters, 1991; Ogbo, 2009; Agbogidi, 2010a). The fruit pods grow up to 90 cm long and the pods are slightly depressed between the seeds. Each pod is 10 – 20 seeded. The seeds make up the largest contributor to the overall protein intake of several rural and urban families hence cowpea as the poor man’s major source of protein (Agbogidi 2010b). Cowpea is used medicinally by grinding the seed mixed with oil to treat stubborn boils (Duke, 1990). The cooking liquor of the seeds with spices is considered to be a potential remedy for the common cold (Siddhuraju & Becker, 2007).

The seeds vary in size, shape and colour. The seeds are sweet and they have astringent, laxative, diuretic, anthelmintic, antibacterial and galactogogue properties. The seed is diuretic. It is used to strengthen the stomach. When boiled and eaten as a food it is considered to destroy worms in the stomach (Chopra *et al.*, 1986). An infusion of seed can be taken orally to treat amenorrhea whilst powdered roots eaten with porridge are believed to treat painful menstruation, epilepsy and chest pain (Van Wyk & Gericke, 2000). The oil content of cowpea, grown in the different parts of world, reportedly is relatively low on an average (2.48%-3.03%) (Mahadevappa & Piyara, 1978, 1981; Onwuliri & Obu, 2002).

As food, cowpea seeds are eaten in different forms; they could be boiled, parched, fried, roasted, mixed with sauce or stewed and consumed directly. Its seeds are consumed in different forms as they provide important vitamins, phyto-nutrients including antioxidants besides carbohydrates, minerals and trace elements. In addition, it is a



cheap source of high quality protein in the diets of millions in developing countries like Pakistan, who cannot afford costly animal protein for balanced nutrition (Singh *et al.*, 1997; Moses, 2006). The seeds also help in relieving the conditions like anorexia, constipation, jaundice and general debility (Warrier. 2006) The seeds are cooked with the roots of other herbs to treat blood in urine and bilharzias(Kritzinger *et al.*, 2004). Cowpea seed can be also crushed to obtain edible oil although it cannot be described as an oil-bearing seed. The phytochemical analysis of the plants is very important commercially and has great interest in pharmaceutical companies for the production of the new drugs for curing of various diseases.

MATERIAL AND METHODS:

Preliminary phytochemical screening of aqueous, chloroform methanol extracts of *Vigna unguiculata* seeds was performed by using various phytochemical identification tests. These tests revealed the presence of carbohydrates, alkaloids, glycosides, saponins, tannins and polyphenols in both the aqueous and methanol extracts of *Vigna unguiculata*. Whereas the aqueous extracts showed the flavonoids in addition to the steroid where observed methanoic extracts. The present work was undertaken to evaluate the phytochemical constituents of *Vigna unguilata*. Leaves and seeds were used for the present study. 10g of the tissue was taken and then powdered and extracted with methanol and water from 5 varieties of cowpea. Preliminary phytochemical screening of aqueous and methanol extracts of *Vigna unguiculata* leaves was performed by using various phytochemical identification tests.

Plant Collection and Preparation

The healthy and disease free seeds and leaves of *Vigna unguiculata* plant varieties was collected from the National seeds corporation, Hyderabad, Andrapradesh, India, in the month of February, 2013. The seeds and leaves of the collected plant material was washed thoroughly in tap water, shade



dried in an open air separately. Powder of the seeds and leaves obtained by grinding them mechanically. About 100 gm of each dried powder of the plant seed and leaves were soaked separately in 100 ml of solvents like methanol, chloroform and water in conical flasks and then subjected to agitation on a rotary magnetic shaker stirrer. For 72 hours. After three days the plant extracts were subjected to filtration, filtered with No 42 whatman filter paper separately. Concentrated extracts was preserved in sterilized air tight labeled bottles and preserved in refrigerator at 4°C until it required for further use. The extract was filtered under reduced pressure using rotary flash evaporator and subjected for further preliminary phytochemical tests.

IDENTIFICATION TESTS

Various phytochemical tests are conducted to identify presence of different phytochemicals in different *Vigna unguiculata* varieties.

- **Test for Saponins**

Saponins are tested by boiling 5 ml of extract in 10ml of distilled water in a test tube and are shaken vigorously for 30 seconds; the test tube is allowed to settle for half an hour. Formation of froth indicates the presence of Saponins.

- **Test for Phenols**

Phenols are tested by adding 2ml of ferric chloride solution to 2ml of plant extract. Appearance of bluish green colour solution indicates the presence of phenols

- **Test for Alkaloids**

To the 5ml of extract 5ml of 2NHCL is added and boiled and then the mixture is filtered. To the filtrate a few drops of mayer's reagent is added. A cream colour precipitate was produced immediately indicating the presence of alkaloids.



- **Test for Steroids**

To 1ml extract was dissolved in 10ml of chloroform and equal volume of concentrated sulphuric acid was added from the walls of the test tube. Appearance of red colour in the upper layer and yellow with green fluorescence indicates the presence of steroids

- **Test for Reducing sugars;**

To 1ml of extract was added to 5 to 10ml drops of Fehling's solution mixture was then subjected to boiling for 15minutes. Appearance of brick red precipitate Indicates the presence of reducing sugars.

- **Test for Flavonoids**

To 4 mL of extract 1.5 mL of 50% methanol solution is added. The solution was warmed and metal magnesium is added. To this solution, 5-6 drops of concentrated hydrochloric acid is added, red color will be observed for flavonoids and orange color for flavones (Siddique and Ali, 1997).

- **Test for Tannins**

To 0.5 mL of extract solution, 1 mL of water and 1-2 drops of ferric chloride solution is added. Blue color will be observed for gallic tannins and green black for catecholic tannins (Iyengar, 1995).

- **Test for Glycosides**

To the solution of the extract glacial acetic acid, few drops of 5% ferric chloride and concentrated sulphuric acid are added, and observed for a reddish brown coloration at the junction of two layers and the bluish green color in the upper layer (Siddique and Ali, 1997).

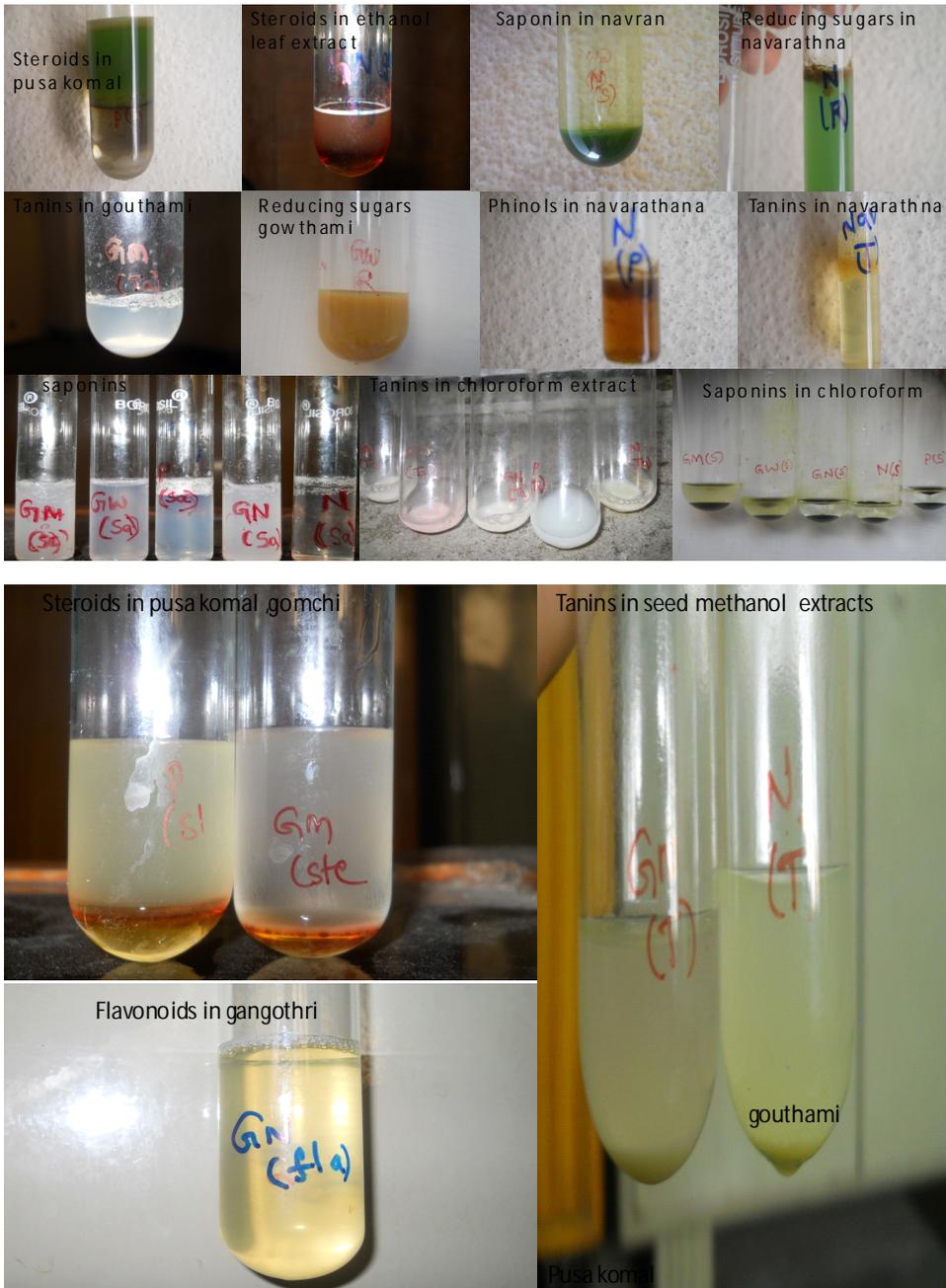




Table 1: Phytochemical analysis in leaf extracts

S.No	Phytochemical constituents	VARIETY															
		PUSAKOMAL			NAVARAT HNA			GANGOT HRI			GOMCHI			GOWAT HMI			
		Met h	Chl	Water	Met h	Chl	Water	Met h	Chl	Water	Met h	Chl	Water	Met h	Chl	Water	
1	Saponins	+	+	+	+	+	+	-	-	-	-	+	+	-	+	+	
2	Phenols	+	+	+	+	+	+	+	-	+	+	+	+	-	+	+	+
3	Alkaloids	+	+	+	+	+	+	-	+	+	-	-	+	-	-	+	
4	Steroids	+	+	+	+	+	+	+	+	+	-	-	+	+	-	+	
5	Reducing sugars	+	+	-	+	-	-	+	+	-	+	-	+	+	-	+	
6	Flavonoids	+	+	+	+	-	+	+	-	+	-	-	+	+	-	+	
7	Tannins	-	+	-	-	+	-	-	-	-	-	-	-	-	-	-	
8	Glycosides	-	+	-	-	-	+	-	+	+	-	-	+	-	-	+	



Table 2: Phytochemical analysis in seed extracts

S.No	Phytochemical constituents	VARIETY															
		PUSAKOMAL			NAVARATHNA			GANGOTRI			GOMCHALI			GOWATHMI			
		Met	Chl	Water	Met	Chl	Water	Met	Chl	Water	Met	Chl	Water	Met	Chl	Water	
1	Saponins	+	+	+	+	+	+	+	-	-	-	+	+	+	+	+	
2	Phenols	+	+	+	+	+	+	+	-	+	+	+	+	-	+	+	+
3	Alkaloids	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	
4	Steroids	+	+	+	+	-	+	+	+	+	+	-	+	+	-	+	
5	Reducing sugars	+	+	-	+	-	-	-	+	-	+	-	+	+	-	+	
6	Flavonoids	+	+	+	+	+	+	+	-	+	-	-	+	+	-	+	
7	Tannins	+	-	-	+	+	-	+	-	+	-	-	-	+	-	-	
8	Glycosides	-	+	+	-	+	+	-	-	+	-	-	+	-	-	+	



RESULTS AND DISCUSSION

Table-1 and Table-2 shows the result of phytochemical screening for five different varieties of *Vigna unguiculata* Leaves and seeds were used for the present study. The results indicate that quantitative chemical analysis was useful preliminary phytochemical characterization of the species and possible predication which have the more bioactive compound. Compare with the seeds and leaf extracts *Vigna unguiculata* varieites show similar activity in presence of phytochemicals. While extracting of Pusa komal, Navrathana, Gangothri, Gomchi, Gowthami varieties we came to know that the presence of followings like saponins, phenols, alkaloids, steroids, reducing sugars, flavonoids, tannins and glycosides. From the tables, it could be seen that, Phenols, Alkaloids, and Steroids were present in all the varieties. Saponins, Tanins, Glycosides were present less quantity in all varieties. Tanins are less present in all varieties but more quantity of tanins are present in chloroform extract of Navarthna variety.

The methanolic extracts of studied plants showed the presence of bioactive compounds in all the five varieties but among the five varieties Pusakomal and Navarathna have maximum bioactive compounds. All phytochemical constituents are more present in Pusakomal and Navarathna compare with other varieties. Tanins were absent from the leaves of Gnagothri, Gomachi, Gowathami. Thus it is pharmacologically more important than other varieties. The results provide an empirical basis for the potential use of the plant in making new drugs. Phytochemical analysis conducted on the plant extracts revealed the presence of constituents which are known to exhibit medicinal as well as physiological activities. The results obtained in this study thus suggest the identified phytochemical compounds may be the bioactive constituents and these plants are proving to be an increasingly valuable reservoir of bioactive compounds of substantial medicinal merit. Many evidences gathered in earlier studies which



confirmed the identified phytochemicals to be bioactive. Several studies confirmed the presence of these phytochemicals contribute medicinal as well as physiological properties to the plants studied in the treatment of different ailments.

CONCLUSION

The extract from *Vigna unguiculata* varieties revealed the presence of flavonoid, steroid, phenol, alkaloid, tannin, aminoacid, glycoside compounds are known to have curative activity against diseases producing pathogen. Therefore it could be pharmacologically to develop new compounds for health benefit. Saponins has the property of precipitating and coagulating red blood cells. Some of the characteristics of saponins include formation of foams in aqueous solutions, hemolytic activity, cholesterol binding properties and bitterness reported by Sodipo et al (2000). Steroids have been reported to have antibacterial properties (Raquel 2007). Alkaloids have been associated with medicinal uses for centuries and one of their common biological properties is their cytotoxicity (Nobori et al., 1994). Phytochemical analysis conducted on the plant extracts revealed the presence of constituents which are knownto exhibit medicinal as well as physiological activities (Sofowora A., 1993). The results revealed the presence of medicinally important constituents in the plants studied. Therefore, extracts from these plants could be seen as a good source for useful drugs

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A NEW CONCEPTS OF SOCIAL WORK: IN THE ERA OF GLOBALIZATION

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When we start to define Social Work in Indian context first thing is our mind is in 'It is a helping process'. I accept that origin of social work through charity and other helping culture but now a day it is completely change. It is a profession which is based on Human Rights, Social Justice but there is an awful thing in the Indian set that they are continually engaged in social work practice as Daan, Dharm, Sympathy, charity etc. There is no any council which govern it and promote as a profession. Besides these thing one sector of social work increasing gradually, it is an academic area. In India TISS plays a great role to established social work as a professional subject and till now most of the Indian university, some of Engineering collage, Deemed University run this course at Post graduation level.

So, as a professional subject social work always change to their basic feature according to need of society. Here we discuss how a new concept and approaches of social work take place on old concept (basic concept) in the Era of Globalization.

Social work grew out of humanitarian and democratic ideals, and its values are based on respect for the equality, worth, and dignity of all people. Since its beginnings over a century ago, social work practice has focused on meeting human needs and developing human potential. Human rights and social justice serve as the motivation and justification for social work action. In solidarity with those who are disadvantaged, the profession strives to alleviate poverty and to liberate vulnerable and oppressed people in order to promote social inclusion. Social work profession addresses the barriers, inequities and injustices that exist in society. Its mission is to help people to develop their full



potential, enrich their lives, and prevent dysfunction. Professional social work is focused on ***problem solving and change***. As such, social workers are change agents in society and in the lives of the individuals, families and communities they serve. It responds to crises and emergencies as well as to everyday personal and social problems. Social work utilizes a variety of skills, techniques, and activities consistent with its holistic focus on persons and their environments. Social work interventions range from primarily person-focused psychosocial processes to involvement in social policy, planning and development. These include counselling, clinical social work, social group work, social pedagogical work, and family treatment and therapy as well as efforts to help people obtain services and resources in the community. Interventions also include agency administration, community organization and engaging in social and political action to impact social policy and economic development. The holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions.

Definition of Social Work-

Definition of social work is not easy to formulate or apply. Most would agree, however that the field of social work involves in working actively to change the social and cultural, psychological, and larger social conditions that most individual, families, group, and communities face. The helping process emphasis the use of advocacy to create social conditions that leads to strong sense of person-in situation this promote the community good, which benefits all individuals .

“The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with



their environments. Principle of human right and social justice are fundamental to social work”.....IFSW(2000)

“The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons”..... (CSWE, 2008)

A New World of Professional Social Work Definition-

“Social work is a practice based profession and an academic discipline that promotes social change and development, social cohesion and empowerment and liberation of people. Principle of social justice and human rights, and collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social science, humanities and indigenous knowledge. Social work engages people and structures to address life challenges and enhances wellbeing. ”.....IFSW(2012)

Major concept and approaches of Social Work-

As the time pass away more and more changes seems in professional social work likely its approaches and method of talking problem is purely converted. Here some important concepts and approaches are briefly explained with example of Indian context.

Psycho-social Approach

Psycho-social theory was propounded through Hamilton. She published an article on ‘*The Underlying Philosophy of Social Case Work*’ in 1941 in which the word diagnostic ‘was used to express psycho-social troubles. Psychosocial approach says that individual and his environment are intertwined. Changes in one system create changes in



other systems. In other words individual's behaviour is the product of psychological forces and societal factors. His problem triggers not only due to psychological forces or social factors but by the combination of both. Therefore the intervention strategy must address both the factors. In this approach, diagnosis and treatment are directed toward person in situation. The client is seen in the context of his/her interactions and transactions with the outer world. For proper diagnosis and treatment client's social context necessity be understood and mobilized. Treatment necessity is differentiated according to the need of the client.

This approach, highlighting the importance of both the psychological and sociological factors and their interrelationship in its utilisation the central issue for this approach is how empowering it can be, given its emphasis on the worker as the 'expert 'present (Hollis 1972; Coulshed and Orme 1998).

Example- Ram in his early childhood would appear to have been 'normal', although Ram felt that he was an essentially shy child of a village. However, in his mid-teens through to his twenties, his work as a professional sportsman meant that he was a constant source of attention and occasionally adulation. This continued into his later working life and marriage, where he was able to hold prominent and high-profile positions in both his employment and his social activities. Ram's self-esteem had continued to be supported by the relationship with his partner who, in his own words, had 'pampered' him. More recently, Ram had suffered a number of significant losses the death of his partner, his retirement from paid work, changes in his social activities which had reduced his ability to problem-solve independently. His sense of isolation and his limited social network had led him to make regular use of social work services. Therefore, for Ram it had been mid- and later life experiences that were more pertinent in relation to his behaviour



not, as a more rigid application of the psychosocial approach would suggest, his early life experiences.

Psycho Analysis Approach

This approach of social work mainly used in case work. Psychoanalysis, a school of psychology, advocate psychic determinism therefore understand human behaviour in terms of unconscious factors and instinctual forces. In a simple way it is an inborn tendency and capacity to behave in a particular way. Through psychoanalysis, personality and its functioning may understood in easy way

System Approach

This concept highlights mutual relationships between the elements that represent a whole. These concepts also emphasize the relationships among individuals, groups, organizations, or communities and mutually influencing factors in the environment. Systems theories focus on the interrelationships of elements in nature. A system is *"a complex of elements directly or indirectly related to some others in a more or less stable way within a particular period of time"* (Buckley,1967). Every individual, family, group, communities and organization regarded as system with certain common properties. Every system is composed of interacting unit, each with its own parts and each being part of some large whole i.e. each system is a structural part of some other large system.

Example- when a child is sick, the whole family is disturbed; when there is fight in one family, the whole village feels upset and concerned, That shows how a system affected by an individual.

Feminist Approach (नारीवादी)-

Here first thing I would like to clear that feminist approach is nothing that generally people understand i.e. it is not anti for men beside its only emphasis betterment and empowerment of women



through different methods. Here empowerment means *giving power to create power*.

feminist social work recognition that there are a number of feminist theories. Mainly feminist thought has influenced write about social work practice in a number of ways. For feminist social work the challenge is to contribute to the transformation of social and structural relation and thus empower women through social work practice and interventions. Feminist thought in social work practice has played a vital role in recognising the condition of women and their oppression and subjugation. It has moved from a women centred analysis that it is for women, by women and with women to a perspective that includes.

This perspective takes into account the role of gender and the historical lack of power experienced by women in our society. Feminist social workers emphasize the collaborative relationship between the social worker and the client and place an emphasis on equality and empowerment of women in our society.

Example- Work of SEWA (**SELF EMPOWER WOMEN ORGANIZATION**) a Non Governmental Organization which is doing practice for betterment of women in different way. Core of this NGO is based on feminist approach.

Radical Approach of Social Work

Radical means move toward i.e. want to change in radical or fluent way. When the problem of masses found in society and change is necessity and social action as method get failure then for achieving harmony or objective radicalism born. In radical social work practice worker has a responsibility to consensuses of people those are the part of action. It is basically based on Marxien ideology.

Task-Cantered Approach

This model focuses on breaking down the problem into small tasks that the client can accomplish. This approach of social case work is



developed by William Reid at Chicago University. According to Reid *“short term, time limited practice designed to help individuals and families with specific psychosocial problems the worker and client are expected to reach on the probable duration of service (8 to 12 sessions)”*

The task may be to improve work performance or to undertake change in certain behaviour. The practisers help him to carry out these tasks. Interventive procedures in this model may include anything between insight development and provision of social service. The problem is focused upon, and the specific task designed to solve the problem are accomplished. After the exploration and assessment of the problem to be solved is formulated in terms of concrete action (task) and they are executed in time bound frame. This approach is used to deal with all psychosocial problems.

This model focuses on breaking down the problem into small tasks that the client can accomplish. The social worker may use rehearsal, deadlines, and contracts, in order to help the client feel successful and motivated towards solving the problem.

Anti-oppressive Approach

Anti-oppressive practice (AOP) is a concept that, at its core, is concerned with promoting values of equality and social justice by challenging the power of oppression (Dalrymple and Burke, 1995; Dominelli, 2003). AOP is a concept that remains central in both social work education and practice (Dalrymple and Burke, 1995; Thompson,1999; Dominelli, 2003) Anti-oppressive theory in social work promotes liberating and empowering values (Dalrymple and Burke, 1995; Dominelli,2003). Dominelli (2003) argues that anti-oppressive practice involves a process of reflecting on power, listening to the oppressed and challenging oppression.

In a simple way AOP is necessarily complicated and uncomfortable. AOP requires grappling with issues of justice and oppression that can be challenging and trying as we explore issues of oppression



through our own experiences, our own lives, and locations in the world. These explorations, complexities and tensions are essential because as helpers, we engage with people's personal what our values and beliefs are, where they come from, and how they affect specific relations are important in developing a commitment to overcoming injustice in our practice with clients. AOP, at its core, must include an analysis of power and try hard to work across differences. AOP forces us to critically examine how we know what we know and to explore our assumptions not only about helping, but about other human beings. AOP offers an opportunity to explore the interconnections between 'who we are,' and biases, beliefs, and attitudes towards other (marginalized) groups of people.

Generalist Approach of Social Work

In the meaning of generalist social work ,workers work directly with client systems at all levels, connect clients to available resources, intervene with organizations to enhance the responsiveness of resource systems, advocate just social policies to ensure the equitable distribution of resources, and research all aspects of social work practice.

The Generalist approach to social work practice rests on four major grounds *First*, human behaviour is inextricably connected to the social and physical environment. *Second*, based on this connection between persons and environments, opportunities for enhancing the functioning of any human system. Include changing the system itself, modifying its interactions with the environment, and changing other systems within its environment. Generalist practitioners implement multilevel assessments and multimethod interventions in response to these possible avenues for change. *Third*, work with any level of a human system—from individual to society—uses similar social work processes. Social work intervention with all human systems requires an exchange of information through some form of dialogue, a process of discovery



to locate resources for change, and a phase of development to accomplish the purposes of the work. Finally, generalist practitioners have responsibilities beyond direct practice to work toward just social policies as well as to conduct and apply research. Activities under of generalist social work practice fall broadly into three related functions—consultancy, resource management, and education (DuBois & Miley, 2008; Tracy & DuBois, 1987)

Green Social Work Approach (हरित)-

It is a new concept of social work under this all the natural resources are shared fairly across all of the earth's people and protect our environment. Goal of green social work to make a healthy environment for inhabitant of earth by the help of social work profession.

The Green Social Work Model is necessary to: Address social inequalities, Change socio-economic models of development rooted in neo-liberalism and environmental degradation that impact adversely primarily on disadvantaged communities. Get nation-states to become committed to social justice and adhere to the Universal Declaration of Human Rights (UDHR, Articles 22-27).

I define green social work as: *"a form of holistic professional social work practice that focuses on the: interdependencies amongst people; the social organisation of relationships between people and the flora and fauna in their physical habitats; and the interactions between socio-economic and physical environmental crises and interpersonal behaviours that undermine the well-being of human beings and planet earth. It proposes to address these issues by arguing for a profound transformation in how people conceptualise the social basis of their society, their relationships with each other, living things and the inanimate world"* (Dominelli, 2012: 25). Green social work is an essential part of the venture to ease the footprint that people make



on the environment, while ensuring that resources are shared equitably across all of the earth's inhabitants, its flora and fauna.

Example- In India two most popular movements were done first is **Chipko Movement** and second is **Narmada Bachao Movement** both have same motive to protect our environment. For protection of environment Mr. Sunder Lal Bahuguda and Ms. Medhapatekar played a role of green social worker. But those times this concept did not come with us so we read these movements under social action because environment degradation is a mass problem and for tackling the problem some techniques of social action were used like propaganda, advertisement etc.

At last I want to summarize my thought with social work is a kind of profession based on practice but in the Indian scenario it has no support of government, which is the main drawback to establish like other professions. It stands on its own virtue, those clearly seen in concepts and approaches of social work. These approaches deal with social problems in their own way. In the above I tried to focus on these concepts in the Indian context and define them in an easier way.

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IMPACT OF VACATION ON WORKPLACE AND HR PROFESSIONALS

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Abstract:

In the globalized, liberalized and privateized world, everybody is striving hard to get good perks, and are busy in their work. Every organization wants to achieve the goals. The present paper focuses on the impact of vacation on the hr professionals, their implications, and attitude towards the vacation which is full paid time off of employees working in the consultancy. The main objectives of the paper are to study the perception, opinion and its impact on performance of HR professionals and the organization. The researcher has collected data from both primary and secondary data. The primary data is collected from the interview with structured questionnaire to HR professionals. The sample size is 50 employees which are selected randomly. The Likert's 5 point scaling technique is used. Various statistical techniques are used like one sample t- test and non parametric chi square test. The organization shall have the paid time off to their employees as it affects the productivity of organization. The study implies some implications like management should encourage in taking vacation paid time off and they shall give opportunity to employee for expressing their views on vacation and provide some financial discounts in the package.

Keywords: Globalization, Liberalization, Vacation etc.

Introduction

Human resource is the set of individuals who makeup together as a organization, business or any economy to run. Human capital is also used as similar word for the human resource. Sometimes hr is also called as manpower, talent or people.



According to the corporate point of view, employees are treated as assets to the organization, whose skills are further enhanced by providing proper training and also concerned with how the people are managed in the organization and how an individual focuses on the policies and systems of the organizations.

Human resource management is a function in organizations which is designed to increase employee performance in service of the organization and also individual objectives. HR

Review of Literature:

Lazear and Kandel (1992), identify a set of HRM practices that enhances the effectiveness of groups incentive contracts, careful employee selection, and the orientation at time of entry team oriented work groups, and other opportunities for workers and managers to meet.

Ichniowski (1995), while observing productive of steel workers have found that complementary HR practices system effect worker performance, majority of previous research has verified significant relation between HR practices and employee outcomes

Mark A. Huselid, in this research, "The impact of HRM practices on turnover, productivity and corporate the financial performance" states that emerging conventional wisdom among HR professionals there is a growing consensus that organizational HR policies can if properly configured, provide direct and economically significant contribution to firm performance.

Collins (2005) in a research of similar nature targeting small business have found that effective HR practices impact employee outcomes significantly.

Mr. Tahir Masood Qureshi (2006) regarding impact of HR practices on organization perform in Pakistan. His findings were supportive of



assumption that HR practice system effect organization perform through employee outcomes.

Objectives:

- To study the perceptions of employees towards vacation
- To know the opinion of employees about vacation
- To check the performance of HR professionals those who have used their vacation.

Hypothesis:

Null Hypothesis: There is the significant relation between vacation and performance.

Alternative Hypothesis: There is no significant relation between vacation and performance

Research Methodology:

The researcher has used both primary data and secondary data for the study. A structured questionnaire is prepared and interviewed HR professionals and based on their reviews the interpretation is made. The secondary data is collected from journals, books, magazines, websites, compant publications.

Sample Size:The sample size selected for the study is 50 HR professionals working in a consultancy firm.

Questionnaire Design: The respondents were asked to fill the questionnare and the primary data is collected from it.

Scaling Technique in questionnaire:The scailing technique used in the study is Likert's 5 pointscale.. The 5 point scale ranges from, as follows:

5- Strongly Agree 4- Agree 3- Neutral 2- DisAgree 1 Strongly Disagree



Results and Intrepreation:

HR professional's opinion about the importance of employee taking vacation for the following Outcomes:

Table 1: One-Sample Statistics for HR professional' s opinion about the importance of employee taking vacation				
	N	Mean	Std. Deviation	Std. Error Mean
HR professional opinion about the importance of employee taking vacation for Maintaining High employee morale	50	1.6600	.79821	.11288
HR professional opinion about the importance of employee taking vacation for Promoting employee wellness	50	1.6400	.82709	.11697
HR professional opinion about the importance of employee taking vacation for Achieving and Maintaining high level of performance	50	1.6000	.67006	.09476



HR professional opinion about the importance of employee taking vacation for Employee retention	50	1.7000	.81441	.11518
HR professional opinion about the importance of employee taking vacation for Maintaining +ve organization culture	50	1.6200	.66670	.09429
HR professional opinion about the importance of employee taking vacation for Improving productivity	50	1.7200	.70102	.09914

Source: Computerized data

The table 1 shows the mean values are greater than 1 in particular ranging from 1.66 to 1.72 with respective standard deviation. It has been observed that the standard deviation of 6 variables of ODis less than 1 suggesting the uniformity of the opinion of employees in these 6 variables. But the standard deviation of variable consist of the changes done in favor of employees are found to be more than 1, this connotes that Employees differ extremely in their opinion about changes in favor of them.



Test Value = 1					
t	df	Sig. (2-tailed)	Mean Difference	95% the Confidence Interval of Difference	
				Lower	Upper
5.847	49	.000	.66000	.4332	.8868
5.472	49	.000	.64000	.4049	.8751
6.332	49	.000	.60000	.4096	.7904
6.078	49	.000	.70000	.4685	.9315
6.576	49	.000	.62000	.4305	.8095
7.263	49	.000	.72000	.5208	.9192

Source: Computed data

From the above table, it is inferred that the Employees agree with the above 6 variables, as the table confirms that t-test values are significantly greater than the test value 1 at 5% level of significance. Thus Employees perceive that HRD practices relating to the vacation, creating a favorable climate

Findings:

- From above analysis, it is clear that employees those who utilizes the vacation gives full output or their performance level is at higher level.
- For maintaining good organization culture, motivated employees there is a need to get paid time off vacation to get the desired results of the organization.

Testing of Hypothesis:



Null Hypotheses

It is accepted. There is significant relation between vacation and performance.

Suggestions:

- Management should encourage in taking vacation paid time off.
- Management shall give opportunities to employees to speak up or express their views on vacation.
- Organization shall provide the financial discounts in vacation packages for their employees.

Conclusion:

The present study emphasizes on the identification of the importance of vacation at workplace, their implications, perception and attitude of the employees towards vacation. Further the study is being carried out with the collection of the review of literature and the relevant information collected from the employees. On the basis of the results obtained from the study, it is found that the vacation at workplace is very essential for increased performance at workplaces that have deep impact on workers psychology and motivate the workers towards their job in a commendable manner. It is concluded that the employees have positive attitude towards the vacation. They perceive the vacation practice in a positive manner. Besides it has also been found that the perception and attitude of employees' assume paramount importance in the context of present industrial scenario.

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MAKING OF “CHILDHOOD” IN THE ORIYA CHILDREN’S LITERATURE¹ OF BRITISH ORISSA (1803-1947)

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“Children’s literature is that literature which develops the character and mentalities of the children and makes them into good citizens of the society”....Ramakrushna Nanda, Eminent Oriya Children’s writer (1906-1994)

Abstract:

Children and children’s literature are both constructed by the adults across the time and space. Though the children’s literature is meant for the children but it was written by the adults. Prior to the British rule in Orissa (India), the children’s literature was in the oral and aural form, but some of them were written on the palm leaves for Chatsali (traditional primary school for Oriya children). The literary forms like Chautisa, Chaupadi, Koili and Bhagabata were widely accepted as the textbook for the Oriya children during the Pre-British period. With the establishment of the British rule in Orissa the textbook-centered

¹ The children’s literature in Orissa is known as Shishu Sahitya which commences with *Chautishas* to the present-day children’s books and children’s magazines. Oriya is the state language of Orissa which is an eastern coastal province of India. Orissa has various names at various point of time with changing geographical boundaries. The names of Orissa are given chronologically from ancient to now: Kalinga, Kangoda, Udra, Utkal, and Orissa.



modern educational system had brought the idea of bourgeoisie ethics for the Oriya students from the west. The textbooks for children had created a new stream in Oriya literature and carved out a unique space for them which are known as children's literature. Towards the first part of twentieth century, a new era started in 1909 with the publication of the first Oriya children magazine, Prabhat, in the history of Oriya children literature. The children's magazines like Panchamruta, Janhamamu, Madhukosha, Nagabacha Dala and Mo Desha were published in more standard form in the course of time. The Children's magazine which is a western construction paved a way for the introduction of the modern idea of children and childhood in Orissa.

Here, the aim of the study is to unravel the unique identity of children's literature under colonial rule in Orissa. How the children's literature in Orissa did transform from the oral form to print form under the colonial rule? How the idea of children and childhood did come to Orissa through the children's literature in its modern form?

Keywords: children's literature, childhood, colonial legacy, *Chautisha*,²*Koili*,³ and Oriya *Bhagabata*,⁴

Introduction

Childhood and the children's literature are both constructed by the adults across the time and space. The children's literature is a modern

² *Chautisha* was a famous form of poetry starting from 'ka' to 'ksha' with each consonant of the alphabet in the beginning of every line or verse in a sequence. As there are Chautirish or thirty four letters in the Oriya alphabet, there are thirty four stanzas or couplets in a poem. That is why the name of the poem is called *Chautisha*.

³ *Koili* is a kind of poem in Oriya language in which each line starts with addressing *Koili* or Cuckoo. *Kesava Koili* of Markand Das is the first *Koili* in Oriya literature.

⁴ Oriya *Bhagabata* of Jagannath Das (16th century) is different from Sanskrit *Bhagabata* of Vyasadeva not in its theme but in its writing skill with appropriate Oriya words.



phenomenon. Up to the beginning of colonial rule in Orissa the women and children were the neglected social categories in the field of literature and history. The children's literature becomes a historical agency to trace the notion of childhood in the colonial period. The reliability of children's literature as a source is quite skeptical. It is the newly emerged educated middle class who realized the need and importance of the children in literature. But the children's literature as a special branch of Oriya literature has emerged in the last decades of the nineteenth century due to the proper environment in the form of modern education, spread of printing press, and social change which has created an awareness of children and childhood.

Childhood is an experience experienced by an adult in his/her early days of life. The childhood experiences and adult's experiments of children is a continuous reflection in the children's literature. Childhood is a concept to be studied separately after the publication of *Centuries of Childhood* by Philippe Aries. In the passage of time the childhood study spread to other parts of globe and obviously to Orissa (India). The concept of childhood constitutes the experience of being a child and adult's treatment towards children. As this study needs to search the presence of concept of childhood in the Oriya children's literature, we should discuss a bit about the emergence of Oriya children's literature. Some scholars⁵ argue that the Oriya children's literature was there in medieval Orissa in the form of various literary forms like *Chautisha*, *Koili*, *Gopibhasa*, and Oriya *Bhagabata* unlike modern Oriya children's literature. Moreover, the analysis in this paper will bring forth the conclusion whether the children's literature

⁵ Jagannath Mohanty and Janaki Ballabha Mohanty argue that the Oriya children's literature started from the pre-colonial period in the form of *Koili*, *Chautisha*, *Chaupadi* and Oriya *Bhagabata* unlike modern concept of children's literature.



actually came into existence in Orissa from the medieval period or modern period.

Conception of 'childhood' in the *Chatsali* textbooks (1803-1895):

The pre-colonial Oriya manuscripts in the form of *Chautisha*, *Koili* and Oriya *Bhagabata* were relevant in the *Chatsalis* upto 1880s when the grant-in-aid system of Woods Despatch took over the *Chatsali* system of education completely. So, we will take examples from *Chautisha*, *Koili* and Oriya *Bhagabata* to present the notion of childhood in the first half of the nineteenth century. Moreover, the idea of difference between adult literature and children's literature was not seen clearly upto the writings of Madhusudan Rao published in 1880s. Though children and childhood were seen in the pre-colonial Oriya society but the sources are not available about them. The medieval Oriya manuscripts enable us to know something about the then childhood. As literary activities were not wide spread, the sources on various social aspects could not be written in plenty. But Oriya literary sources during pre-colonial Orissa such as *Chautisha*, *Koili*, Oriya *Bhagabata*, and *Chaupadi*⁶ are the most important sources to build an idea about childhood in the pre-colonial and early colonial Oriya society.

Furthermore, the modern notion of childhood⁷ was not existed in the pre-colonial Oriya society. The children were there but the notion

⁶ Apart from Puranas and Kavyas, the small poems were written with knots in medieval Orissa was known as Chaupadis. The use of this word was seen in the traditional Oriya literature from the sixteenth century. In sixteenth century, Jagannath Das clubbed his poems under two chaupadis: Shola Chaupadi and Chari Chaupadi.

⁷ The modern notion of childhood means children are free of adult responsibilities and they should play and study to enjoy their childhood days without adult interruption. Also the French medievalist Philippe Aries wrote the first book on childhood history that opened a new epoch in the discipline of



towards children was different what it is today. However, in the western context, Philippe Aries denied the sense of childhood in medieval western society in his book *Centuries of Childhood* (1960). The scholars like James A. Schultz and Shulamith Shahar in their books *The Knowledge of Childhood in Medieval German* (1995)⁸ and *Childhood in the Middle Ages* (1990)⁹ have explained the existence of notion of childhood in the medieval west though it was not similar with modern notions of childhood. Their perception of childhood was unique in medieval western society and they had the sense of childhood but in a different way. Therefore the argument here is that the notion of childhood in pre-colonial Orissa was different from what it was in colonial Orissa. The pre-colonial Oriya literature will be presented in translated form to show the idea of childhood embedded within it. The translated version of 16th century *Koili* is given below.

KESABA KOILI by Markand Das

O Cuckoo, Kesaba has gone to Mathura,

On whose bidding has he gone,

Mine has not come back yet, O Cuckoo. (1)

O Cuckoo, whom shall I give milk of my breast?

My son has gone to mathurapuri, O Cuckoo. (2)

O Cuckoo, my son has not come back,

The dense Brundavana looks beautiful no longer, O Cuckoo. (3)

O Cuckoo, Nanda doesn't enter the house,

The lovely palace is desolate without Govinda, O Cuckoo. (4)

history. He is followed by James A. Schultz, Barabara Hanawalt, Hugh Cunningham, Colin Heywood and others.

⁸ Schultz, James A. *The Knowledge of Childhood in the German Middle Ages, 1100-1350*. Pennsylvania: Pennsylvania University Press, 1995.

⁹ Shahar, Shulamith. *Childhood in the Middle Ages*. London: Routledge, 1990.



O Cuckoo, King Nanda made a stone of his heart,
Putting collodium to the eyes placed his son in the chariot, O Cuckoo (5)
O Cuckoo, how the jewels on the girdle at his waist rang,
Bewitching the maidens of Gopapuri, O Cuckoo! (6)
O Cuckoo, at night Hari would ask for the moon,
The mere lift of his eyebrows- Nanda would be at his bidding, O
Cuckoo. (10)
O Cuckoo, he would brim with laughter on my lap,
Swaying from side to side, moving upon the swing, O Cuckoo. (11)
O Cuckoo, beautiful the two liquid eyes,
Cheating and lying he went, crossing the bounds, O Cuckoo. (12)
O Cuckoo, wherever the she-parrot's voice carries,
You can see Hari floating like a parrot, O Cuckoo. (13)
O Cuckoo, on his body is smeared sandalwood paste,
With him plays his brother Balarama, O Cuckoo. (16)
O Cuckoo, bruising my nipple I gave him milk to drink,
In my old age I cannot see my son, O Cuckoo. (17)¹⁰

N.B. (The above poem translated from Oriya to English)

Kesaba Koili is the finest example of the story of Krishna's childhood in which mother Jasoda express grief because her son, Krishna went to Mathura and Jasoda can't tolerate that departure of her son. She remembers the nostalgia of his son's childhood days and expresses her grief to cuckoo or *Koili* as her means of consolation. This is a heart-touching poem about a mother's affection towards her child. This *Koili* eternalizes the relationship between a mother and her son for ever.

¹⁰ Priyadarshi Patnaik, *Koili* Poetry: An Exploration of the Transformation of Poetic Form. *Kavyabharati*, November, 2010, Pp.165-182.7.



The *Bhagabata* of Jagannath Das written in the sixteenth century has been a heart-touching composition in Oriya accepted by all the Oriyas even today. This particular writing became a cultural identity of Oriya people. The Dwadasa Skandha (tenth part) of Oriya *Bahagabat* on Gopalila (life at Gopa) is most interesting and enjoyable. Apparently, this manuscript was used as a popular textbook in all the *Chatsalis* of Oriya speaking regions. Moreover, the tenth part (Gopalila) is a description of childhood days of Krishna and his friends. So, it justifies that there was childhood during the sixteenth century Orissa so that Jagannath Das could understand that human stage properly and explained in a very attractive way. Some lines from the Oriya *Bhagabata* are given below about the early childhood days of Lord Krishna.

As the days go on, children don't stay at home.

Dance by holding a cow's horn, roaming near the fire.

Play with the rested sword, touch their hand in the mouth of the dog.

Fell down and roll in the fountain, keep their hand in the mouth of the snake.

Rolled on the thorn, catch the kitten.

Playing very strongly, Ram and Damodar in Gokul.

Cathching the sons daily, beat Jasoda and Rohini.

They can't do their domestic chore, again they keep them in their lap.

Never stay at home for a second, always wonders in the houses of Gopis.

With their peer group from Gopa, play together with Ramakrishna.

Breaks somebody's curd pot, torn the clothes into pieces.

Free the calf to have milk from its mother, eat cheese by thieving.



Make the baby in the palaquin being cry, pour water on somebody.¹¹

N.B. (The above poem translated from Oriya to English)

These are not two but many such examples are there to prove that in a pre-textual culture the individual/divine childhood of Lord Krishna was prevalent but childhood in real society has not been known to us through the literature. These literatures were widely used as the *Chatsali* syllabus up to the mid-nineteenth century Orissa, even visible in the early twentieth century even the school system brought maximum *Chatsalis* under its purview. Before we move forward, an example of the sixteenth century *Chautisha* has been given below.

KAMALA LOCHAN CHAUTISHA by Balaram Das

God with lotus-eyes, having a conch - shell, wheel in his hands.
Chief of birds, whose servants are Laxmi and Saraswati.
God sits on Garuda, he kept the calf in Gopa.
Strong and stature body, with attractive and beautiful face.
Gopinath, the son of Nanda, ameliorate all problems of humankind.
Diamond among all the students, but Rukmini with tactics.
Dasarathi, the life of the whole world, husband of Janaki Devi.
Dress and ornaments matching to his body, it brings brightness within
no time.
Lotus-eyes stays in blue water, people get Moksha by seeing him.
His idol turns as you lift the *Duba* grass (very small and light), his
mightiness can break mountains.

¹¹ Jagannath Das. *Atibadi Jagannatha Dasakruta Shrimadbhagabata (Dasama Skandha, Gopalila)*. Bhubaneswar: Orissa Sahitya Akademi, 2006 (1993), Pp.56-57.



The lord's style is so nice, so Kamala/Laxmi is his wife.
Lord Shiva serves to him, all gods serve to him with fear.
When the king Kansa showed pride, many demons died.
There is no limit in his name, whose body is not apparent.
Born in Tapan family, get Moksha all ladies.
His existence determines the direction of Maya (illusion), Brahma
(Vedapati) does not know his existence.
Friend of poor Damodar, gave huge wealth to his friend within a
second.
The lord is the holder of earth, freed Dhruva from all the fetters.
Man-lion, Madhav, killer of Mura demon, tore Hiranya in his nails.
Paramananda Padmalabha, filled within all the beings.
Not compare with expandedness, but your body covered with garland.
Killed king Bali with treacherously, built a bridge on sea water.
Destroyed the city of pearls, remove fear of all gods.
Killed indestructible Ravana, who can praise your kindness.
Born in Jadu dynasty, to preserve the world from disorderliness.
Saved the elephant from water, killed the crocodile with annoyed.
O beautiful idol and husband of Laxmi, all human beings and demons
meditate you.
Sripati Srikar Sridhar, likeness of Laxmi Devi.
Best within this world, born among the sadhus.
Body with blue color, all gods serves you.



Sadness ameliorate with the uttering of the word “Hari”, chanting “Hari” gives pleasantness.

With yellow-clad, the sea of pardon, composed by Balaram Das.¹²

N.B. (The above poem translated from Oriya to English)

From the above citations of the Oriya medieval literature, it is clear that a notion of divine childhood of Lord Krishna was prevalent among the people of Oriya society. The divine notion of childhood was also considered as a living tradition up to the last quarter of the nineteenth century. The living tradition of divine childhood shifted to moralistic childhood concerning around moral textbooks and children’s books exclusively written for the children.

In the same century, the idea of school and textbook based modern education came to Orissa in the year 1822 but this type of education had seen the projection of adult’s notion of childhood towards the last quarter of the nineteenth century due to the implementation of Woods Despath (1854). Some scholars like Janaki Ballabha Mohanty and Jagannath Mohanty argue that the school textbook was the catalyst for the origin of modern Oriya children’s literature. The moral school textbooks for children try to mold the minds of the young Oriya children by spilling western ethics through fables, parables, and biography of some renowned personalities of India and outside India. However, the idea of Lord Krishna’s childhood in the medieval Oriya literature was replaced by the moral school textbooks towards the last quarter of nineteenth century. Some examples of the moral textbooks are *Shikhyamanjari*(1882), *Nitisara* (1886), and *Hitapatha* (1868). Gobinda Chandra Mohapatra has taught civility in his book *Hitapatha* in following words,

¹² Jatindra Mohan Mohanty (ed.), *Prachina Odia Kabita*, Bhubaneswar: Orissa Sahitya Academy, 1984. Pp.103-104.



You should talk gently and respectfully with human beings, give seat to the guest and behave others properly. These are all etiquettes. (Hitapatha, 1868, p.13)¹³

A number of biographical books like *Nabanari(1858)*, *Jibana Brutanta(1859)*, *Jiban Charita(1866)*, and *Trutiya Patha(1894)* have focused on personalities i.e. Alexander, Newton, Galileo, Pratap Singh, Shankaracharya and Iswar Chandra Vidyasagar. All these moral textbooks and biographical books were translated from other languages and were not written in a children-friendly way in respect of language and articulation.

Moralistic childhood in the Oriya children's literature (1895-1919):

The modern notion of the Oriya children's literature (Sishu Sahitya) was seen in 1895 with the publication of *Barnabodha* by Madhusudan Rao (1853-1912). *Barnabodha* is a break from the past in its ideas and themes for children which are written in a way so that the children can understand it easily. During this time (1895-1919), the children's book and school textbooks were written on moral, spiritual and biographical themes for children in a lucid manner for their understanding. Madhusudan Rao (Father of Oriya children's literature) in his books like *Barnabodha*, *Shishu Geeta*, *Chhandamala*, *Bala Ramayana*, *Kabitabali*, *Prabandhamala*, *Shishubodha*, and *Balabodha* has written about moral stories for children, etiquettes, and spirituality. Some extent, he can be compared with Desiderius Erasmus who has written about the civility of everyday life for children in his book *A Handbook on Good Manners for Children* (De Civilitate Morum Puerilium Libellus). Like Erasmus, Madhusudan has also emphasized on dos and

¹³ Maheswar Mohanty. *Odia Sishusahityara Samajika Prusthabhumi*. Cuttack: Kahani, 1998, P.267.



donts in the everyday life of the children. Some examples moral proverb from his book *Barnabodha* is given below.

1. Make your action everyday, don't be lazy ever.
2. Don't hurt anybody, then you'll get praise from the people.

Some of his Oriya writings for children are given below with English translation.

Vidya (Education)

Education is the greatest wealth,
Children should acquire it.
Education is the great gems,
You should carefully keep in your heart.
Education is the great friend,
Be sacred being its friend.
Education is the great strength,
Conquer the world with that strength.¹⁴

N.B. (The above poem translated from Oriya to English)

Parishrama (Industriousness)

Leave your laziness,
Do you work with happiness,
Be a symbol of right action,
Make meaningful of your body and mind.
Erosion of intelligence and strength due to laziness,
Win in all actions due to industriousness,

¹⁴ Madhusudan Rao. *Bhaktakabi Madhusudan Granthavali*. Cuttack: Optima (offset) Prints, 2008 (1996), p.9.



Everything achievable through industriousness,
Remember it as a great rule.¹⁵

N.B. (The above poem translated from Oriya to English)

Gopal Chandra Praharaja, another writer who is well known for his writings on children. He has compiled the folk tales and published them in two volumes known as *Utkal Kahani* in the year 1920. He also published a book of poetry *Dhaga Dhamali Bachan* in two volumes in 1926 and 1927.¹⁶ A stanza from his poem *Janhamamu* (Uncle Moon) has given below.

O my uncle moon, come to my house, come,
I'll offer you butter and cream to eat.
Milk of the black cow, to drink
And my bed for sleeping.

Nanda Kishore Bal (1875-1928) is the most known figure in the sphere of Children's literature in Orissa for his contribution. He has written Nursery Rhymes or *Nanabaya Geeta* on Oriya and many more children's books. His imagination of childhood portrayed in his writings is about hard work, modern education and rural atmosphere. He has introduced various animals, birds and rural natural scenery through his writings. He also has advised the children to study well in order to get material prosperity. Some of the lines from his books are given below.

THE SONG OF THE CLOCK

'O' listen the song of the clock
It sings right on time

¹⁵ Ibid., p.8.

¹⁶ Jagannath Mohanty. *Children's literature of Orissa*. Bhubaneswar: Orissa Sahitya Akademi, 1993, p.72.



Who can say or know that song
It sounds like “ton tonna ton”.
This is its song, which it sings
By creating this type of sound
And as this sound rings at the ear
Play comes to an end and the work starts,
'O' boys, you should stop playing.
'O' listen the song of the clock
It sings on time
Who can decipher that song?
Which sounds like “ton tonna ton”.
This is its song, which it sings
It also creates a different sound.
For when the Day comes to an end and the play time starts
(It says) 'O' boys, play in the playground.¹⁷

N.B. (The above poem translated from Oriya to English)

The poet has emphasized on the importance of time. According to him the children should study in morning and play in the evening in the playground. The time table for study and play has been fixed in a systematic way for children. Thus, a new notion of a disciplined and time-bound childhood had been formulated through school textbooks and the catchy poems written for these texts.

¹⁷ Nandakishore Bal. *Nandakishore Granthavali*. Cuttack: Friends Publishers,2008(1955), Pp. 598-99.



LEARNING A LESSON

'Dear child' why are you crying?

Who has beaten you?

Will my eyes ever see your success?

You've to study your lesson in order to be a successful man.

Only then will you riding the palanquins

You will have horses, elephant ant servants.

And you will wear shoes

This house of yours will look beautiful

And this town will look fair

Only then will your enemies fear (you)

And they will feel shame.¹⁸

N.B. (The above poem translated from Oriya to English)

The above poem is telling to the children not to lament uselessly and miss opportunities waiting for them. He suggests a remedy: only by studying hard and changing their own life-styles – thereby seizing agency for changing their fate as ordained by society. Only after becoming successful, they can possess horses and elephants and servants and new houses. The wearing of shoe shows the acceptance and admiration of western culture, which in turn reveals how permeated the author's own mindset was with western markers of upward mobility. Now, we will see some lines about rural scenery of Orissa.

Oriya- Asa asa chadheire mo pindare basa,

¹⁸ Nandakishore Bal. *Nandakishore Granthavali*. Cuttack: Friends Publishers,2008 (1955),p.604.



Khaibaku debi tote nadiara rasa.

English- Come, come O bird, sit on my verandah,

I'll give you coconut juice to drink.¹⁹

This period has seen the first Oriya children's magazine *Prabhat* edited by Reba Ray in 1909 and it was full of didactic stories and poems. The moral and religious ethos of was reflected within the stories and poems of the magazine. It was the first attempt by Reba Ray to give some voice to the Oriya children by giving them space in the field of Journalism. This magazine taught about *Rajabhakti* (loyalty towards King), morality, folktales, and stories about various species, history and biography. Anyway, this magazine is a mile stone for the children's magazine in Orissa which carved a separate space for the children in Orissa. Some of the titles of the articles in the magazine are given here: Utkalare Mahamanya Badalat (British Emperor in Orissa), Dhulira Ascharya Karya (Wonderful works of Dust), Kautuka Prasna (Funny question), Sakhi Srugala (Jackal, the Witness).

Global childhood in the Oriya children's literature (1920-1947):

The Oriya children's literature (1920 to 1947) is famous for its unique feature in themes like patriotism, social injustice, scientific innovation and international facts. This stage was the period when the children's literature reached the pinnacle of development. Some factors are responsible for the development of Oriya children's literature during this time i.e. Indian National Movement, the spread of printing press, the impact of modern education and the emergence of an educated middle class, consciousness about the children as a separate social element. The children's literature was not limited within the moral or spiritual education but included the issue of social inequality, health,

¹⁹ Jagannath Mohanty. *Children's literature of Orissa*. Bhubaneswar: Orissa Sahitya Akademi, 1993, p. 83.



history, science and International information. The childhood of this period was not in a watertight compartment but in a broader and global perspective.

Many children's writers like Udayanath Sarangi, Rama Krushna Nanda, Nityananda Mohapatra, Binod Kanungo, Kunjabihari Dash, Rama Prasad Mohanty and others have given a new shape to Oriya children's literature. The development in children's literature during this time has given a liberal and global space to the childhood. Liberal refers to the liberal social ideas and global in the sense, it opens the door for the children into various society and culture around globe. The children's writer imagined about the flexible childhood for Oriya children. Regarding social injustice and inequality, Ramakrishna Nanda has written in his poem Kahinki (Why?) in the voice of a child-

Oriya- Babula sathe munje padhuchhi eka patha,

Dunhe t asana pila, dunhe tae ka chata,

Kahama ! kebe ame keunthi bad asana,

Kanhi kipari ete rahichhi asamana.

English- I am reading the same lessons along with Babula,

Both of us are small children and both are students,

Oh, mother, tell me how we are big and small,

And why there exists such vast inequality.²⁰

One stanza from a poem Sadhaba Geeta (Song of Merchant) is given here.

Oriya- Daria Pari se daria pari,

Dake mote nila lahari thari,

²⁰Jagannath Mohanty. *Children's literature of Orissa*. Bhubaneswar: Orissa Sahitya Akademi, 1993 p.112.



Bhasi jae mora biota range,
Kheli kheli nila lahari sange.
Kanhi jae munhi napare bari,
Daria pari se daria pari.

English- The call comes from the sea beyond,
Blue waves beacon me,
My boat floats away with grace and poise,
Playing with the blue waves.
I don't know where I go?
The call comes from the sea beyond.²¹

A stanza may be quoted from his poem *Hatakadi tara malliphula hara* (His shackles are the jasmine flowers)

He (patriot) deems his body as the abode of God,
And his life as it belongs to his countrymen,
Amidst hundreds of doubts and difficulties,
He sees the Almighty in the Universe.²²

The children's magazines like *Panchamruta*, *Janhamamu*, *Madhukosha*, *Nagabacha Dala*, and *Mo Desha* were published between 1920 to 1947. Children's magazine which is a western construction paved a way for the introduction of the modern idea of children and childhood in Orissa. These children magazines were full of stories, poems, general knowledge, comics and other funny things from India and abroad. The adults were writing for the children's magazine whereas the children were the readers of these magazines. Moreover,

²¹ Ibid., Pp. 116-117.

²² Ibid., p.96.



the adults were writing by imagining the suitable world for the children. So, it was the adult who sets the world for the children but not the children by themselves. Hence, the children's magazines show the morale, custom, tradition and behavior of a particular society. The children's magazine also tells about the criteria for an ideal childhood, set up by the adults of a society.

Conclusion:

The Oriya children's literature emerged as a unique subject within the Oriya literature in the form of textbook, children's book and children's magazine. Further, the children's literature has gone through various ups and downs in the history of colonial Orissa. At various points of time under colonial rule, the reflection of children and childhood in the children's literature has changed with the transformation of society and other aspects of human life. As it is observable in the children's literature, the adult set the ideal life for children and the children had to follow without any question. In a nutshell, representation of childhood in the children's literature in a certain way was the adults' projection in colonial Orissa.

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SHOULD GRAMMAR BE TAUGHT AT THE TERTIARY LEVEL

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Grammar is indispensable to any course in English but it has to be taught in the right form, the right measure and the right way.

A. L.Kohli, **Techniques of Teaching English, 146**

This paper identifies some of the problems of teaching grammar at the school level and intends to prove that in the case of second Language learning is an unavoidable element and that without Grammar language learning cannot be fulfilled. As Geoffrey Leech says, "Grammar for foreign learners was acknowledged to be unavoidable; the rest of us could manage without". (**A communicative grammar of English, 28**). This paper Concentrates on various aspects of Teaching Grammar.

Inspired by the various dimensions of English language teaching and learning. This paper intends to enter into the field of English language Teaching and to explore the various aspects of teaching English grammar. Whether grammar should be taught at the school level or not is a question yet to be answered satisfactorily. There are thousands of opinions for and against the view of English grammar teaching. Speaking a language is like knowing the mechanism of that motor cycle. Knowing a language and its grammar is like knowing both the riding and the mechanism of the motor cycle. So, in a systematic learning of a language, grammar is an unavoidable element. The central fact is that it is the systematic learners who have to make up their own mind to improve their language. A well-known grammarian



Penny Ur. Says, “ There is no doubt that a knowledge implicit or explicit of grammatical rules is essential for the mastery of language”(Scott Thornburry, **How to Teach Grammar**, 17).

Today, most of us have realized the importance of grammar, Torn Hutchinson says, “A sound knowledge of grammar is essential if pupils are going to use English creatively”. (Scott Thornbury, **How to Teach Grammar**, 14). There are two ways of acquiring a language: one is learning by acquisition, for instance all mother tongue language are learnt through acquisition, the second way is learning through systematic teaching methods and by other learning processes. To learn a second language, the grammar is the first and the most important thing without which we can not have mastery over the language, because of the fact that grammar is language.

There are some linguists who are against teaching grammar. Some of their arguments are mentioning. Stephen Krashenm a linguist, says that “the effects of Grammar teaching. Appear to be peripheral and fragile” (ScottThornbury, how to teach Grammar, 14). The earliest of the grammariants, Joseph Webbe 1622, says that “Grammar could be picked up through simply communication; ‘By exercise of reading, writing, and whether we will or no, thrust themselves upon us”. (ScottThornburry, 14). These points should be set aside because all native English

speakers have implicit knowledge of grammar. It is this knowledge that enables the speaker to use and understand his / her language.

From the beginning of language teaching the question regarding grammar teaching has always been raised. In the present educational scenario, the Government and linguists have realized the importance of English Grammar Teaching. Rutheford in his book **Second Language Grammar; Learning and Teaching** says “ The unstated assumption



of many language- teaching professionals, past and present, has long been that an essential part of language teaching is the teaching of Grammar”, (145). The important issues must be taken into consideration, while teaching grammar at the school level. They are why to teach grammar, how to teach grammar, when to teach grammar teaching, there also will be innumerable questions like why not teach grammar, whether competence or performance is important and so on. Then the major controversy is of choosing the right method for teaching English grammar. So research on teaching methods is still going on. This papa tries to explore most of the problems in the field of teaching English, grammar.

The word “Grammar”, comes from the Greek Word ‘grapho’ meaning ‘write’ According to Geoffrey Leech, Grammar is a mechanism for producing both speech and writing. The word, ‘grammar’ means different things to terminological different people. ‘Grammar generally means an analytical and terminological different people. “Grammar generally means an analytical and terminological study of sentences or total structure of a language” (Kohli, **Techniques of Teaching English**, 143).

According to **Scott Thornberry** language consists of text, sentences, word, sound and forms. Grammar is partly the study of the forms that are possible in a language. Traditionally, grammar means analysis at the level of sentences. Again Scott Thornburry says “Grammar is conventionally seen as the study of the syntax and morphology of sentences, in other words it is a study of linguistic chains and slots”.(Scott Thornburry, **How to teach Grammar?** 25). The system f rules that cover the word order in a sentence is called syntax. The system of formation of the word is called morphology. So, grammar means both word order and formation of words. Grammar, according to the Encyclopedia Britannica (1979), is ‘the rules of a language governing the sounds, words, sentences and other elements and their



language features and their combination and interpretation. So, Grammar is a tool for making meaning". There are two kinds of meanings and they reflect the two main purposes of language. Crystal calls these functions 'representational' and 'interpersonal' function (Scott Thornberry **How to Teach Grammar?** 5.) The first is to represent the world as we experience it and the second is to influence things happening in the world.

TYPES OF GRAMMAR:

Grammar according to its use is divided into classes:

- Functional Grammar and
- Formal Grammar

Functional Grammar: It is grammar that functions in the correct speech. This type of grammar is incidental. It is acquired by the pupils unconsciously by imitation and consciously by observation and deduction. It gives pupils the ability to speak and write correctly. The researches of education argue that at least for the first two years, the child should be taught functional type of grammar.

Formal Grammar: Formal or theoretical grammar deals with terminology, definition and rules. This is a kind of description, analysis and formulation of language pattern. This type of grammar mostly depends on written language and competence. This grammar is used in educational language, official language and the language of the media.

Prescriptive grammar is 'a rules governed traditional Grammar.' It prescribes rules for the use of language. Rules are fixed and departure from rules is not allowed. Descriptive grammar is in a way rule governed but it accepts change in language rules. It describes the behavior of the language. Communicative language teaching advocates this type of Grammar. A.L.Kohli, in his book **Techniques of Teaching English** says, "Grammar book can not be regarded as a



code of unchangeable laws; it can be only a scientific people at the time it was composed. Grammar is thus a servant of language, not its master and Grammarians are not law givers they are only observers and recorders of usage (140).

According to the function, grammar can be divided as

- Spoken grammar and
- Written grammar

Spoken and written grammars differ in the way words and sentences are used. In spoken language we have simple sentences and ordinary vocabulary whereas in written language we use long sentences with complex words. The traditional teaching methods were followed in this kind of written grammar.

DEVELOPMENT OF ENGLISH GRAMMAR TEACHING

In the present situation of second language teaching, English Grammar has become the central focus in language teaching and acts as a skeleton of that language. Josephs Webbe (1620) was the first who questioned the value of grammar. He says ‘no man can run speedily to the mark of language that is shackled . . with Grammar precepts” (Scott Thornbury, **How to Teach Grammar**, (15). Grammar is the a potential element in any language. Without the knowledge of grammar on emayind difficulty to continue his speech. As Michael West says, “Grammar is a preventive and corrective medicine, safeguarding or rectifying those points or word – use which are especially liable for error” (A.L.Kohil, **Techniques of Teaching English**, 139)

Teaching English Grammar for the medieval learners in the West meant the study of the Latin language and literature. In the seventeenth century, English Grammarians used Grammar rules based on Latin to correct the English language. Charles Fries in the book **Approaches and Methods in language Teaching**, says that



Grammar published in the Sixteenth and Seventeenth centuries were intended either for foreigners who wished to learn English or for those who wished to learn and understand English in the study of Latin (48). According to N.Krishnaswami, in the Eighteenth century, grammarians aimed at teaching English people 'correct English; they set out on the lofty enterprise of 'purifying' the English language. And Grammar was used for a whole century as a corrective measure (**Grammar Teaching**, 29). The early aim of English Grammar was to attain the purity and perfection of the Latin tongue. Ben Jonson (1640) in his book, **The English Grammar** recommended that 'we free our language from the opinion of rudeness, barbarism, where it is mistaken to be diseased" have become more popular among the teachers and learners. For instance, communicative Grammar teaching, task – based lessons and teaching grammar through games. Widdowson says, "The best way of imparting even grammatical competence is through use and not usage" (Baruah, **English Teacher's Hand Book**, 210).

Language is used to communicate. For perfect usage and communication, grammar is important. Here teaching for communication means teaching students to do things through language and mastering the grammatical structures. Grammar is not an end in itself, it is the by product of communication. Consciousness of correct grammatical forms and the way the forms are used is necessary to facilitate communication. Grammar, therefore, is the supportive system for all communications. Louis Alexander in his book "**Grammar in the Classroom**" says that the ultimate source of accuracy in any language is grammar. George in this book '**Importance of Teaching Grammar**' George says "right in the Volatile decade of the communicative revolution, there is a surprising piece of confirmation for the observation that no theoretical upheavals can destroy the time tested importance of grammar for teaching" (Louis Alexander **Grammar in the Class rooms**, 45)



The present English Association stresses the importance of English Grammar Teaching as Directorate of Education demands Grammar. They enable the children in the schools to speak and write grammatically. (N.Krishnaswamy, **Teaching English Grammar**, 15). The teaching of grammar is inevitable for teaching the English language. We cannot separate teaching of grammar from teaching of language.

DIFFICULTIES IN LEARNING A FOREIGN LANGUAGE

Learning one's Mother tongue is entirely different from learning a foreign language. The problem is that 'we don't acquire a foreign language in the way we acquire our mother tongue unless there are exceptional circumstances. We have to learn as well as acquire because all our language students are subject to enormous constraints. We learn mother tongue through imitation and acquisition either consciously or unconsciously. Therefore in the case of mother tongue learning there may not be any need for grammar as Geoffrey Harlow puts it "Grammar for foreign learners was acknowledged to be unavoidable; the rest of us could manage without' (Rutherford, **Second Language Grammar**; Teaching and Learning 44).

So, in the case of English as a foreign language (EFL) or English as second language (ESL) systematized learning of language with grammar is important.

GRAMMAR TEACHING METHODS

There is no single method or generally accepted method to teaching English Grammar. There are two traditionally followed methods; the deductive and inductive methods. Both the methods are governed by rules. A deductive approach starts with the presentation of rules and it is followed by an example in which the rule is applied. An inductive approach starts with some examples from which a rule is



inferred. They are also called as rule – driven learning and discovery learning respectively.

Apart from the traditional methods, there are recently developed methods which could be more appropriate to grammar teaching such as communicative grammar teaching, task-based lessons with consciousness raising and teaching grammar through games. Geoffery Leech says “the grammar of a language is indeed of central concern to students, since it describes what makes language tick – how it carries the meaning we want to communicate” (**A Communicative Grammar of English**, 8). Grammar games enable teachers to integrate grammar classes in novel and motivating ways. Teaching grammar through games is interesting and fun. Still each teacher has his/her own way of teaching methods. It is not good to stick to a single method; the teaching will become artificial. As N.Krishnaswamy says, “No methodology can offer an effective formula or prescription; no theory can be ‘applied to Grammar teaching/ language teaching in a simple and direct way (N.Krishnaswamy, *Teaching English Grammar*, 29). It is a challenging task to choose a single and ‘correct’ method for teaching English Grammar. Only effective teaching and practice oriented activities can enrich any method of teaching English Grammar.

The teachers of English have to evolve an effective model or models that will be effective in their own context. The teaching must be relevant, interesting, effective and relevant to the situation. There are two ways of teaching language: specific teaching and situation specific teaching. The teacher should relate the language to the situation to make the teaching easy and understandable. The language teacher must develop the right attitudes to grammar and grammar teaching. Teaching, ‘the sculptor of men and women, must have at least the professional integrity, otherwise they will demean themselves by their attitudes of their job”. (**Teaching is English Grammar**, 34). This



study will promote enhance some of the methods, ideas and suggestions regarding grammar teaching at the school level.

GRAMMAR TEACHING PRINCIPLES

Unlike grammar rules grammar teaching principles are flexible and can be changed according to the the situation and needs of the learners. They are not parameters or yardsticks but they are essential ideas and suggestions to grammar teaching. These principles will make the teaching/learning situation more effective and interesting. They act as an incentive to the learners because of the fact that they stimulate aspects discussed such as why teach grammar ,standard English and grammar, grammar in the classrooms, integrating grammar skills basic principles in teaching ,grammatical errors, grammar teaching materials, rammer testing.Teachar and students roles in grammar teaching teaching,etc.

This paper may create a better awareness of the inter disciplinary characters of grammar teaching at the interface of language and its user. Thus paper aimed at enhancing grammar teaching methods at the school level and also at understanding genuine problems in grammar teaching / learning process. The roles of teachers and learners and explored with supportive arguments from eminent linguists and scholars. This paper has been taken up with a great interest in English language teaching (ELT) and hope of proving useful to the teachers at the schools level.

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A COMPARATIVE STUDY OF GOVERNMENT HOSPITAL & PRIVATE CLINIC HEALTH SERVICES IN REWA REGION - AVAILABILITY AND UTILIZATION PATTERN

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Abstract:-

Though we have government and private medical facilities, Rewa region is still backward in medical care and treatment. There are many problems which patients generally go through some are- Highly strict professional behaviour of Doctors, lack of proper operational facilities, unavailability of blood groups, lack of specialist. Most of the population of Rewa region are illiterate, poor and unaware of various governmental health schemes, which are given to them free of cost. So, many doctors take advantage of that. In near future government going to provide super medical facility, which are expected to improve health care of Rewa region.

INTRODUCTION:-

'Health is Wealth' and Good health of population is the 'Wealth of Nation'. Human resource of a country has to be analysed on the basis of these two concepts. Human resource in India is in abundance. What lacks is Good health. This makes this (human) resource a burden rather than a productive factor contributing to India's growth and development. Each child born

In a country is human resource who will add to the productivity and prosperity of a nation.

However, the responsibility of converting this latent resource in to active workforce lies with the Government, private sector and NGOs. A



child suffering from poor health lacks attendance in the school. Workers who suffer from childhood malnutrition are less productive than healthy workers. India has one of the youngest populations in the world still it is unable to reap the economic benefits because there are always many more mouths to feed than hands working. India is experiencing high growth since a decade. The sustainability of this high growth rate requires huge investment in education and health care of the population.

Healthcare in India consists of a universal health care system run by the respective State Governments. The Constitution of India charges every State Government with 'raising of the Level of nutrition and the standard of living' of its people and 'the improvement of public health' as among primary duties. The National Health Policy was endorsed by the Parliament of India in 1983 and updated in 2002.¹ although, both these policies aimed to achieve "Health for All" within a specified time frame, the reality is different after decades of their implementation. In the absence of a proper policy framework, there is a heavy burden on government sector hospitals which are generally understaffed and underfinanced. Poor services at state-run hospitals force many people to visit private medical practitioners and private clinics and hospitals.

Government hospitals, some of which are among the best hospitals in India, provide treatment at taxpayer expense. Most essential drugs are provided free of charge to all patients in these hospitals. Government hospitals provide treatment either free or at minimal charges. *For example*, an outpatient card at AIIMS (one of the best hospitals in India) costs a onetime fee of rupees 10 (around 20 cents US) and thereafter outpatient medical advice is free. In-hospital treatment costs in these hospitals depend on financial condition of the patient and facilities utilised by him but are usually much less than the private sector. For instance, a patient is waived full treatment costs if he is below poverty line. Another patient may seek for an air conditioned



room, if he is willing to pay extra for it. The charges for basic in-hospital treatment and investigations are much less in public hospitals as compared to the private hospitals. The cost for these subsidies comes from annual allocations from the Central and State Governments. In addition to the network of public and private hospitals, there are charitable dispensaries and hospitals, many of which provide treatment and facilities parallel to those provided by private hospitals at highly concessional rates or in some cases free of costs to needy population.

Primary health care is provided by city and district hospitals and rural primary health centres (PHCs). These hospitals provide treatment free of cost. Primary health care is focused on immunization, prevention of malnutrition, care during pregnancy, child birth, postnatal care, and treatment of common illnesses. Patients who receive specialized care or have complicated illnesses are referred to secondary (often located in district and taluka headquarters) and tertiary care hospitals (located in district and state headquarters or those that are teaching hospitals).

In post-independence period, India has eradicated mass famines, but the country still suffers from high levels of malnutrition and disease especially in rural areas. Water supply and sanitation in India are also major issues in the country and many Indians in rural areas lack access to proper sanitation facilities and safe drinking water. However, at the same time, India's health care system also includes entities that meet or exceed international quality standards. The medical tourism business in India has been growing in recent years and as such India is a popular destination for medical tourists who receive effective medical treatment at lower costs than in developed countries.

OBJECTIVES OF THE STUDY:-

- To review the literature on the determinants/policies that have influenced health expenditure pattern of poor population.



- To examine the National Health Policy of the Government of India and its efficacy and the budgetary provisions during the Five Year Plans.
- To compare and contrast the differences in healthcare standards and healthcare facilities in private and public sector hospitals in the city of Mumbai.
- To study expenditure pattern of urban poor towards healthcare sector and their inclination towards private or public sector and reasons thereof.
- To examines the problems faced by poor people in accessing public healthcare services and their compulsion of using high cost private healthcare services.
- To examine whether any gender bias exists in health expenses of poor families in urban areas.
- To draw attention of policy makers to lacunas in the public healthcare system and make suggestions for the betterment of healthcare infrastructure in the city.

HYPOTHESIS OF THE STUDY:-

On the basis of the above broad objectives, the study proposes to test the following hypotheses:

- Poor families prefer private health services due to convenient timings, convenient location, quality services and user-friendly charges.
- Availability of public health services in the city of Mumbai is inadequate in relation to market demand. Hence, poor are compelled to spend on private health services.
- In Mumbai, transport cost to access public health service is much higher than the user charges.



- Poor families avoid treatment to save loss of their subsistence wages. They survive on Over the Counter medicines available conveniently at cheaper cost.
- There is a gender bias in the share of health expenses in families.

RESEARCH METHODOLOGY:-

Research Methodology is very essential to complete the research work. How the research work will do and how the data will present to determine the result.

To conduct the research work primary data & secondary data will be collected. Primary data will be collected by questionnaires, schedules & self interview with employees & other persons related to the hospital. Patients will also the subject of interview.

Secondary data will be collected from the other sources like literature available in the society, books & internet etc.

Tabulation & classification will also be performed to present the data properly, and then data are evaluated and analyzed then the result will be found out. And in last problem of research and there solution got.

DESCRIPTION OF A COMPARATIVE STUDY OF GOVERNMENT HOSPITAL & PRIVATE CLINIC HEALTH SERVICES IN REWA REGION:-

Government Hospitals in rewa M.P.:-

- Gandhi Memorial Hospital
- Sanjay Gandhi Medical hospital
- Bichiya district hospital

Private Hospital in rewa M.P.:-

- Savitri Nursing home



- Sanjivani hospital
- Chaurasia hospital
- Sagar Nursing home
- Sai Kripa hospital
- Singhal Nursing home
- Anupam Nursing home
- Vindya Hospital
- Agrawal Nursing home
- Shankar Nursing home

❖ **Cost-Benefit Analysis of Visit to Private Clinics and Government Hospitals during Minor Illness:**

(A) Time Consumption in Accessing Private Clinics and Government Hospitals:

Table No.1

Table Indicating Comparison of Time Required in Accessing Healthcare Services of Private Clinics and Government Hospitals in case of Minor illness

Sr. No.	Average Time Taken to Access Healthcare Services in case of Minor illness	Average Time Taken to Access Healthcare Services in case of Minor illness	
		Private Clinic	Government Hospital
1.	Commuting	8 min.	25 min.
2.	Waiting	12 min.	90 min.
	Total	20 min.	115 min.

Source: Field data



The above table indicates the comparison of average time taken to access healthcare services of private clinics and government hospitals. It can be seen in the above table that the average time taken to access healthcare services of private clinics is only 20 minutes on an average while it is around 115 minutes in the case of government hospitals. Thus, the time wasted in accessing healthcare services of government hospitals is around 6 times of that of the time taken to access the services of private hospitals.

Thus, it can be concluded on the basis of above analysis that it is time consuming to access government hospitals for minor illness.

(B) Cost Consideration in Accessing Private Clinics and Government Hospitals:

Table No.2

Table Indicating Comparison of Cost Involved in Accessing Healthcare Services of Private Clinics and Government Hospitals in case of Minor Illness

Sr. No.	Average Time Taken to Access Healthcare Services in case of Minor illness	Average Time Taken to Access Healthcare Services in case of Minor illness	
		Private Clinic	Government Hospital
1.	Commuting	Rs. 0	Rs. 25
2.	Doctor's Fees	Rs. 30	Rs. 0
3.	Opportunity Cost	Rs. 0	Rs. 125
	Total	Rs. 30	Rs. 150

Source: Field data

The above table clearly indicates that although there are no charges in government hospitals, the cost involved in commuting and opportunity cost involved in accessing services of government hospital is huge. The



cost of accessing government hospital for minor illness is at least five times the cost involved in accessing private clinics in local areas.

Thus, it can be concluded that most of the prospective beneficiaries of free medical services of government hospitals do not access those services due to high cost involved in commuting and equally high opportunity cost.

❖ **Infrastructure at Different Tiers of Healthcare Structure for Rewa City:**

The researcher recommends the following facilities at different tiers of health structure recommended for the city:

Healthcare Tier	Operating time	Infrastructure
Primary health centres: (Two Shifts)	(9.00 am to 3.00 pm and 4.00 pm to 10.00 pm)	2 doctors + 2 nurses + 2 helpers during each shifts
Secondary health centres:	24 * 7	As required
Tertiary health centres:	24 * 7	As required

Healthcare Tier	Facilities
Primary health centres:	Facilities for diagnosis of common illness and adequate stock of medicines for the same
Secondary health centres:	Facilities for maternal health and child care and facilities for diagnosis and treatment of specific diseases such as TB, HIV, etc.
Tertiary health centres:	Facilities for treatment of all types of diseases and well equipped operation theatre.

Source: Field data



The government should enter into tie up with private pathologies and test centres to undertake routine to all types of high cost tests. The private sector should provide these tests to government clinics and hospitals at concessional rates as per certain pre-determined agreement. The government may charge negligible charges for these tests to above BPL families and provide these tests free of costs to BPL families.

PROBLEMS:-

- In Rewa region hospitals are not having sufficient all type blood groups, so patient face difficulties.
- Hospital infrastructures are not sufficient.
- In government hospital Behaviour of doctors are very strict for patients.
- 24 hour availability of doctors is not seen in government hospital even in night duty periods.
- All type anaesthesia is not available in hospitals so severe patients referred in another city.
- In private hospital all type fees of doctor is very high so it is not affordable by many patient.
- Life sensitive organ such as heart, liver, lungs are not get a proper treatment in Rewa hospitals.
- In government hospital doctors are very careless in duty period so force to patient for operational delivery in private clinic.
- Ambulance service are not available in private hospital & in government hospital ambulance service is available but not sufficient.



SUGGESTIONS AND RECOMMENDATIONS:-

It can be concluded from the above responses and analysis that Availability, Accessibility and Affordability should be the three pillars of any health policy.

(1) **Availability:** Health facilities should be adequately made available to people quantitatively as well as qualitatively.

(2) **Accessibility:** Health facilities should be accessible to people in their vicinity, round the- clock as and when they need.

(3) **Affordability:** Health services must also be affordable for all without any discrimination.

CONCLUSION:-

It can be concluded from the analysis of the responses of the respondents and secondary data collected from various published sources and the results of the hypotheses testing, that public health care system in urban areas is inadequate to meet the rising requirements of the city population. The government spending on healthcare sector continues to be low – at below 1% of GDP since independence. It is important to question whether it is only the low investment in health that is the main reason for the present status of the health system or is it also to do with the framework, design and approach within which the policies have been planned.

Two important issues can be highlighted from the above discussion:

(1) The Government must increase health expenditure to a minimum of 2.5% of the GDP in order to achieve the objective of “Health for All”. This requires integration between the budgets of various local self government, state governments and the Central government.

(2) The present public health infrastructure in the city is not being utilized properly due to lack of centralized planning and innovations in



the traditional pattern of health infrastructure. The entire system needs revamping to meet the existing health care needs of the city population.

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MSMEs: PROBLEMS AND PROSPECTS

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Abstract

In India MSMEs sector utilize the resources for productive purpose with minimum amount of capital investment, which in turn helps to strengthen the industrial structure of a nation. This paper present that the MSMEs sector occupies an important role in directing the development process of for the growth and prosperity of the country. This sector plays a key role in the economic growth of India. This paper identified the major problems faced by the MSMEs sector in India. It also discussed the prospects of the MSMEs sector.

Key Words: MSME (Micro, Small and Medium Enterprises), GDP (Gross Domestic Product). NMCP (National Manufacturing Competitiveness Programme).

1. Introduction

Industries are the pivot for any economy. In India MSMEs sector utilize the resources for productive purpose with minimum amount of capital investment, which in turn helps to strengthen the industrial structure of a nation. The Micro, Small and Medium enterprises (MSMEs) play a dominant role in the economic and social development of the country. It makes significant contributions to the country's GDP, manufacturing output, exports and employment generation. MSMEs contributes 40 per cent of India's total manufacturing exports, 45 percent of India's industrial employment and 95 percent of all industrial units in the country. Further, this has consistently registered a higher growth rate than the rest of the



industrial sector. There are over 6000 products ranging from traditional to high-tech items, which are being manufactured by the MSMEs in India. At present the MSMEs sector contributes 8 percent of the country's GDP. The process of industrialization has opened up new opportunities and challenges for this sector. After agriculture, the MSMEs sector provides the maximum opportunities for both self-employment and jobs in the country. The MSMEs sector can play a crucial role in achieving the transition from a dominant agricultural economy to a service oriented economy. The small enterprises sector in India holds great potential for further expansion and growth in the future. Further, Indian agriculture sector can no longer generate extra employment opportunities to meet the requirements of the ever-growing population. In such a situation, only MSMEs sector can come to the nations rescue. These enterprises can easily bring in the innovative marketing practices as they don't have layers between the decision makers and the people who implement

2. Review of Literature

Saikia (2011) concluded that micro, small and medium enterprises (MSMEs) occupy an important role in directing the development process of the country. This paper provided information about the status of MSMEs in North-East region especially in Assam. He also analyzed the reasons for slow growth in MSMEs in Assam. The writer has proposed that there is a need of building a proper and effective strategy for the development of our economy through the MSMEs sector. Garima Chaudhary (2014) studies the marketing aspects of small and medium enterprises in India. This study is empirical in nature. The empirical data have been collected for analyzing financial performance of small scale industries by secondary data which are used to analyze the growth, performance of exports and the like of small scale industries at all India level as well as at state level. Secondary data were collected from published and unpublished sources.



3. Definition of MSME Sector

The Micro, Small and Medium Enterprises Development (MSMED) Act, 2006 has been identified the small and medium sector as micro, small and medium enterprises. The MSMEs are defined in terms of investment in plant and machinery. Separate investment limits have been prescribed for manufacturing and service enterprises. The new definition is as follows:

TABLE-1.1

	Manufacturing (Investment Limit in Plant & Machinery)	Service (Investment Limit in Plant & Machinery)
Micro Enterprises	P & M Less than Rs. 25 lakhs	P & M Less than Rs. 10 lakhs
Small Enterprises	Less than Rs. 5 Crore	Less than Rs. 2 crore
Medium Enterprises	Less than Rs. 10 crore	Less than Rs.5 Crore

Source: Task Force on MSMEs, 2010

4. Performance of MSME Sector in India

The MSMEs in India is considered now to be an important for creating wealth, generating employment and providing new and better goods and services.



Table: 1.2 Contribution of MSME Sector in GDP

Year	Share of MSME Sector in Total GDP (%)		
	Manufacturing Sector MSMEs	Service Sector MSMEs	Total
2006-07	7.73	27.40	35.13
2007-08	7.81	27.60	35.41
2008-09	7.52	28.60	36.12
2009-10	7.45	28.60	36.05
2010-11	7.39	29.30	36.69
2011-12	7.27	30.70	37.97
2012-13	7.04	30.50	37.54

Source: MSME Annual Report, 2015- 16

It can be observed from the table 1.2 that MSMEs sector occupies a pivotal role in the economy and contributed more than 30 per cent in GDP.

The performance of MSME sector with respect to total working enterprises, employment and market value of fixed assets are as noted below:

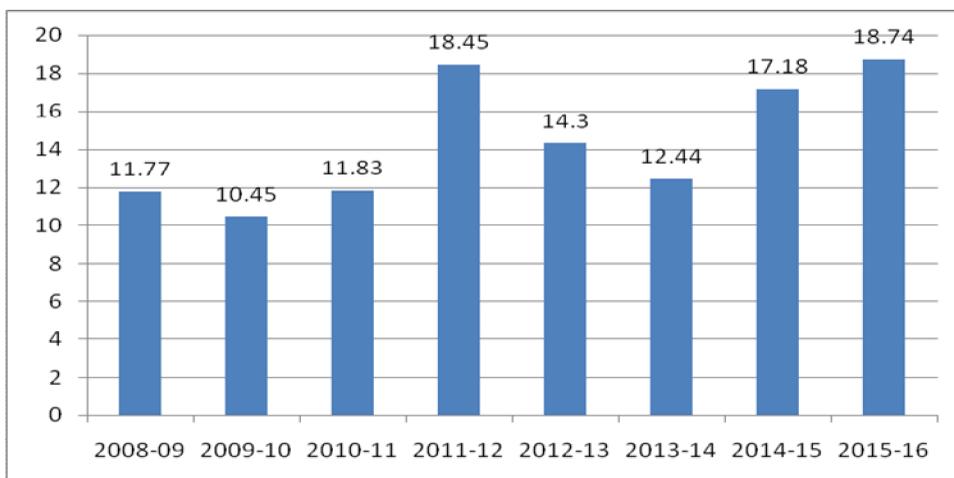


Table: 1.3 Performance of MSME Sector

Sr.No.	Year	Total Working Enterprises (in lakh)	Employment (in lakh)	Market value of Fixed Assets (in crore)
1	2006-07	361.76	805.23	868543.79
2	2007-08	377.36	842.23	920,459.84
3	2008-09	393.7	881.14	977,114.72
4	2009-10	410.8	922.19	1,038,54.08
5	2010-11	428.77	965.69	1,105,934.09
6	2011-12	447.64	1,011.69	1,182,757.64
7	2012-13	467.54	1,061.40	1,268763.67
8	2013-14	488.46	1,114.29	1,363700.54
9	2014-15	510.57	1,171.32	1,471,912.94

Source: MSME Annual Report, 2015- 16

Fig: 1.1 Year-on Year growth Rate of MSMEs



Source: MSME Annual Report, 2015- 16



MSME has shown constant growth rate around 11% every year till 2010-11. The highest growth in recent time was recorded during 2011-12 (18.45%) whereas during year 2012-13 and 2013-14 growth rate was around 14% and 12%, respectively. But it jumped to 17% in 2014-15. However, recent data for 2015 i.e., from April-September, 2015 shown impressive growth of 18.74% (year-on-year growth)

5. **Problems Faced By MSME Sector**

Despite its importance, the MSMEs sector face problems at every stage of their operation.

The major problems confronting the sector have been identified as

1. **Technology Obsolesce:** Majority of the small scale units use old techniques of production and outdated machinery and equipment. Upgradation of the technology and achieving economies of scale is one of the major problems facing the sector. They cannot afford new machines and equipments and are therefore not in a position to use the latest techniques of production. They do not find it possible to conduct research and development on a continuing basis. Therefore, Productivity and quality in small scale firms tends to be low while unit cost of production is generally high.
2. **Managerial Inadequacies:** Small scale firms are generally managed by the owner who very often does not possess the skills required for efficient management of the enterprises. There is lack of proper division of work and benefits of specialization are not available. Some owner-managers are reluctant to adopt modern methods of organization and management. There is instability in business because the sickness and death of the owner manager directly affects the survival and growth of the small firm.



3. **Raw Materials:** Non-availability of quality raw materials on a timely basis in an adequate quality is one of the main problems faced by MSMEs. There is acute shortage of even the basic raw materials required by small scale units.
4. **Credit or Finance:** All kinds of business enterprises require sufficient funds in order to meet their fixed as well as working capital requirements. Finance is one of the critical inputs for growth and development of the micro, small and medium enterprises. Inadequate access to credit is a major problem facing MSMEs. Generally; such enterprises operate on tight budgets, often financed through owner's own contribution, loans from friends and relatives and some banks credit. They are often unable to procure adequate financial resources for the purchase of machinery, equipment and raw materials as well as for meeting day to day expenses.
5. **Delayed Payments:** Most of the MSMEs complain about the hardships the small entrepreneurs go through on account of delayed payments by large firms and governmental departments.
6. **Skilled Manpower:** There is lack of trained and experienced employees because small firms cannot pay high salaries and cannot spend much on training their employees. Small scale firms find it difficult to recruit and motivate skilled managerial and technical personnel as they look for better opportunities the large scale industries. Therefore, they get the second rate talent who do not have diversified skills.
7. **Increasing Competition:** An entrepreneur faces stiff competition from outside products mainly on cost factor and packing finishing and credit facilities. However, healthy competitive environment is necessary for the proper growth of



enterprises so that they can take advantage of new and viable opportunities. But, as such, the problem faces by MSMEs entrepreneurs is that of increasing unhealthy competition within and between firms/industries.

8. **Lack of awareness:** There is lack of awareness among entrepreneurs about various new schemes launched recently in the country.
9. **Lack of marketing network:** Out of several problems faced by micro, small and medium entrepreneurs, the absence of adequate marketing and export facilities is one of their main concerns. Almost all types of business enterprises face marketing problems, but MSMEs face greater difficulty in marketing and distribution of their products.

6. Efforts Undertaken By the Government for MSME Sector

- a. **Enactment of MSMED Act, 2006:** Micro, Small and Medium Enterprises Development (MSMED) Act was enacted in 2006. Some important provisions of the Act are:
 - i. Establishment of specific funds for the promotion, development and enhancement of competitions of these enterprises.
 - ii. Notification of schemes/programme for the purpose
 - iii. Progressive credit policies and practices.
 - iv. Preference in Government procurements to products and services of the micro and small enterprises.
 - v. More effective mechanisms for mitigating the problems of delayed payments to micro and small enterprises and



- vi. Simplification of the process of closure of business by all three categories of enterprises.

b. Task Force on MSME

Considering the vital role of this sector in promoting inclusive growth, the Prime Minister announced setting up of the Task Force on MSMEs in August 2009. It provides a roadmap for the development and promotion of MSMEs.

c. National Manufacturing Competitiveness Programme (NMCP)

The Government has launched National Manufacturing Competitiveness Programme (NMCP) for the MSMEs. The ten components of the NMCP seek to introduce the best elements of industrial competitiveness in the MSMEs sector. These ten components are the following:

1. Building Awareness on Intellectual Property Rights for MSMEs.
2. Scheme for providing support for entrepreneurial and managerial development of MSMEs through Incubators.
3. Enabling the manufacturing sector to be competitive through Quality Management Standards and Quality Technology Tools (QMS/QTT)
4. Mini Tools Rooms under PPP mode.
5. Marketing Assistance Support to MSMEs.
6. Lean Manufacturing Competitiveness Programme for MSMEs.
7. Promotion of Information and Communication Tools (ICT) in the Indian MSMEs sector.
8. Design clinics scheme for MSMEs.



9. Marketing Assistance and Technology up gradation scheme for MSMEs. And
10. Technology Quality up gradation Support to MSMEs.

The above sincere efforts have been made to promote the MSMEs in the country by the government. As a result of their efforts, the infrastructure now available in the country and the overall technological and economic environment provides ideal climate for investment in the MSMEs sector.

7. Prospects of MSME Sector

Government of India has developed key strategies to promote and support the MSME sector to promote competitiveness, quality upgrading, finance, technology, etc. This has resulted in a dramatic positive change in the sector. Over the years, this sector in India has progressed from the production of simple consumer goods to the manufacture of many sophisticated and precision products like electronics control systems, micro wave components, electro medical equipment, etc. MSMEs in India are considered to be important members within the supply chain and are established in almost all major sectors in Indian industry such as:

- Food Processing • Agricultural Inputs • Chemicals & Pharmaceuticals • Engineering; Electricals; Electronics • Electro-medical equipment • Textiles and Garments • Leather and leather goods • Meat products • Bio-engineering • Sports goods • Plastics products • Computer Software, Defence, Railway and Air Force etc.

Key characteristics of Indian MSMEs such as high contribution to domestic production, significant export earnings, low investment requirements, operational flexibility, location wise mobility, capacities to develop appropriate indigenous technology, import substitution, contribution towards defence production, technology- oriented



industries, and competitiveness in domestic and export markets help them tap opportunities in various sectors. The process of economic liberalization and market reforms has exposed these enterprises to increasing levels of domestic and global competition. To combat competition, private and public sector institutions, both at the central and state levels are increasingly undertaking cluster development initiatives. Clusters are defined as sectoral and geographical concentration of enterprises, particularly, small and medium enterprises, faced with common opportunities and threats which give rise to external economies. Clustering and networking has helped the small and medium enterprises in boosting their competitiveness. India has over 400 SME clusters and about 2000 artisan clusters that have created a conducive ground for the development of inter-firm cooperation to promote local production, innovation and collective learning. It is estimated that these clusters contribute 60 per cent of the manufactured exports from India.

Conclusion

It can be said that in the end MSMEs sector have an active and critical role in obtaining rapid economic development. It makes significant contributions to the country's GDP, manufacturing output, exports and employment generation. Despite its importance, this sector is facing many problems at every stage. Some efforts has been undertaken by the Government to promote MSMEs. To make the MSMEs more successful we need that the local youth must come forward with full determination and dedication to work hard. Because there is need of skilled and hard working entrepreneurs. There is also a need of some important strategies could be-motivating and changing of the mindset and attitude of the local youth. It is necessary for the MSMEs sector to be more flexible and market oriented to face the world competition and in the era of liberalization. The promotional behaviour for MSMEs in India needs to contemplate on improved credit



flows, human resource development, suitable technology and resources for transformation. So; this is the appropriate time to set up projects in the MSMEs sector.

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LEVEL OF AWARENESS ANALYSIS ON VARIOUS TYPES OF SUBSIDIES AMONG SCHEDULED TRIBE FARMERS

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Abstract

The study is based on level of awareness on various types of subsidies among scheduled tribe farmers. The primary data is collected from tribal farmers who have permanent settlement in the hamlets of Karamadai, Periyanaicken Palayam and Anaimalai Blocks of Coimbatore District by using pre-tested questionnaire regarding in the heads of subsidy on farm inputs, Subsidy on irrigation, subsidy on land preparation and subsidy on machineries and implements. The study an activity wise examination of the subsidy indicates that the overall factors on the farm input subsidy has received the highest level of awareness among the tribal farmers followed by the level of awareness on Irrigation subsidy, awareness on Land Preparation subsidy and the awareness on Machineries and Implements subsidy. However, one of the farm input component, the High Yield Variety (HYV) seeds at subsidy rate by taking up a total least score of 652 has taken up the first in terms of ranking index.

Introduction

Indian economy is an agricultural oriented economy as more than half of the population depends on agriculture. Hence, the prosperity of the dependents on agriculture relies on the progress of agriculture which in turn determines the growth of the economy. Moreover, the objective of the equitable distribution of income can be achieved only through the growth in agriculture as it is still a labour



based sector. Subsidy to various operational activities in agriculture is one among the various goals. Subsidies defined as financial aid or financial transfers from the exchequer to certain pre-determined sections of the population or sectors of the economy, with a view to improving the distribution of income or reducing the cost of production or price. They include the payments given for rebate on the sale of handloom fabrics, or for loss on the sale of fertilizers, improved seeds, pesticides and agricultural implements, distribution of food grains and promoting exports. In the words of John Mutti (1982) subsidies are, "Government Expenditure Policies resulting in reduced production costs in a country".

With the poor economic background of the farmers, the government of Tamil Nadu provides additional facilities for their economic upliftment. However, studies carried out in the context of the awareness of various subsidies among tribal population could come out with the striking conclusion that a majority of the tribal farmers are not even aware of the various subsidies extended by the government. In the field of agriculture, for their permanent settlement, apart from providing agricultural land, and subsidies in various forms, the state government extends financial assistance to carry out the agricultural occupation, provides various forms of subsidies in agriculture. However, inspite of the government's support to this hapless population group, due to their poor social and education status, it is expected that a majority of the tribal farmers are unaware of the various types of agricultural subsidies extended by the government. For the purpose of the study, the district of Coimbatore has been selected which shares 3.57 percentage of state tribal population and 28,342 of total tribal population.



Materials and Methods

The study relied exclusively on the primary data collected from the tribal farmers of the district of Coimbatore. The relevant primary data were collected from the tribal framers who have permanent settlements in the villages of the Coimbatore district. From a total of 12 blocks in the district, one fourth, that is three blocks were selected randomly. The names of the blocks are Karamadai, Periyanaicken Palayam and Anaimalai. As the second step in the sample selection, the numbers of villages in the selected blocks were identified. Given the number of villages in each of the selected blocks, again, one fourth of the villages have been selected randomly. Having selected the number of villages, the names of the villages in each of the identified blocks were obtained and the proposed numbers of villages were selected from each of the blocks by adopting the lottery method. The number of villages selected randomly includes four villages from Karamadai block, two villages from Periyanaicken Palayam and five villages from Anamalai block. The next step is to identify the Hamlets in each of the villages. To have fair representation in the selection of hamlets, 50 per cent of the hamlets in each of the villages were at random. This gave the sample villages as 11. To identify the hamlets in the villages, the list of hamlets located in these villages were prepared and from the list obtained from the village panchayat offices on the names of the hamlets by each of the selected villages with number of tribal households were prepared.

As the final step, in the selection of sample households, due to paucity of time, keeping 500 as the total sample size, the proposed sample has been distributed proportionately according to the number of tribal households in each of the hamlets. Out of 500 samples, from the collected data it was found that 390 raised maize in the last three years, while the remaining 110 raised horse gram. Thus the Multi-stage



random sampling technique has been adopted in the present study in the selection of the sample farmers.

Results and Discussion

One of the major objectives of the present piece of research is to understand the level of awareness of the tribal population on the various types of subsidies provided to the tribal farmers. Given the opinion of the sample farmers on the awareness of various subsidy schemes, the Composite Rank Index has been used to identify the ranking on the awareness of various schemes. The Composite Rank Index is the sum total of the number of samples in the particular category multiplied by its weight. The weights assigned are 1, 2 and 3 respectively for Highly Aware, Moderate Aware and Not At All Aware.

In the case of the awareness on the subsidy on distribution of HYV seeds at subsidy rate 72.00 per cent are highly aware of it. Another 25.60 per cent are moderately aware of it. The remaining 2.40 per cent are not at all aware. In the case of the awareness on the subsidy on Distribution of PP chemicals for Integrated Pest Management 41.60 per cent are highly aware of it. Another 29.60 per cent are moderately aware of it. The remaining 28.80 per cent are not at all aware. The awareness on the subsidy on provision of Fertilizer 68.40 per cent are highly aware of it. Another 21.40 per cent are moderately aware of it. The remaining 10.20 per cent are not at all aware.

The study concluded that the awareness on the subsidy, Natural Manure 49.20 per cent are highly aware of it. Another 25.00 per cent are moderately aware of it. The remaining 25.80 per cent are not at all aware. The study analysed that the level of awareness on the subsidy on Weedicides/Herbicides Repetition 49.60 per cent are highly aware, 42.20 per cent are moderately aware and remaining 8.20 per cent are not at all aware. In the case of the awareness on the subsidy on



Distribution of pipes carrying water for irrigation 16.0 per cent are highly aware of it. Another 23.80 per cent are moderately aware of it. The remaining 60.20 per cent are not at all aware.

The research relied, level of the awareness on the subsidy on Installation of Drip/Sprinkler irrigation system 48.40 per cent are highly aware of it, 13.60 per cent are moderately aware of I and 38.0 per cent are not at all aware. In the case of the awareness on the subsidy on Creation of Water Resources for water storage in ponds/tube wells /dug wells 15.0 per cent are highly aware of it. Another 13.60 per cent are moderately aware of it. The remaining 71.40 per cent are not at all aware. The level of awareness on the subsidy on Rain water harvesting, 8.60 per cent are highly aware of it. Another 9.8 per cent are moderately aware of it. The remaining 81.60 per cent are not at all aware.

In the case of the awareness on the subsidy on Provision of Subsidy towards land Preparation 16.80 per cent are highly aware of it. Another 14.80 per cent are moderately aware of it. The remaining 68.40 per cent are not at all aware. In the case of the awareness on the subsidy on Land Levelling 21.60 per cent are highly aware of it. Another 34.20 per cent are moderately aware of it. The remaining 44.20 per cent are not at all aware. In the case of the awareness on the subsidy on Land Reclamation 7.60 per cent are highly aware of it. Another 6.40 per cent are moderately aware of it. The remaining 86.0 per cent are not at all aware.

In the above table 1, the case of the awareness on the subsidy on Distribution of Rotavator 28.0 per cent are highly aware of it. Another 24.40 per cent are moderately aware of it. The remaining 47.60 per cent are not at all aware. In the case of the awareness on the subsidy on Supply of Diesel /Electric Pump Sets 34.00 per cent are highly aware of it. Another 34.40 per cent are moderately aware of it. The remaining



31.60 per cent are not at all aware. In the case of the awareness on the subsidy on Distribution of Power Knapsack Sprayer 62.40 per cent are highly aware of it. Another 24.80 per cent are moderately aware of it. The remaining 12.80 per cent are not at all aware.

The study reported that the awareness on the subsidy on Distribution of Tractor (40-70 HP) 24.80 per cent are highly aware of it. Another 18.8 per cent are moderately aware of it. The remaining 56.40 per cent are not at all aware. In the case of the awareness on the subsidy on Establishment of Vermicompost /Organic input production units 24.80 per cent are highly aware of it. Another 27.60 per cent are moderately aware of it. The remaining 47.60 per cent are not at all aware. In the case of the awareness on the subsidy on Distribution of Soil Health Cards 8.40 per cent are highly aware of it. Another 12.40 per cent are moderately aware of it. The remaining 79.20 per cent are not at all aware. In the case of the awareness on the subsidy on Power Tiller (above 8 brake Horse Power-BHP) 12.40 per cent are highly aware of it. Another 10.80 per cent are moderately aware of it. The remaining 76.08 per cent are not at all aware. In the case of the awareness on the subsidy on Ploughing/Puddling 36.80 per cent are highly aware of it. Another 26.40 per cent are moderately aware of it. The remaining 36.8 per cent are not at all aware. In the case of the awareness on the subsidy on Thresher 9.20 per cent are highly aware of it. Another 11.40 per cent are moderately aware of it. The remaining 79.40 per cent are not at all aware. In the case of the awareness on the subsidy on Chaff cutter 10.80 per cent are highly aware of it. Another 11.40 per cent are moderately aware of it. The remaining 77.80 per cent are not at all aware. In the case of the awareness on the subsidy on Subsidy for the hired farm machinery 36.80 per cent are highly aware of it. Another 37.40 per cent are moderately aware of it. The remaining 25.80 per cent are not at all aware.



TABLE 1: TRIBAL FARMERS BY LEVEL OF AWARENESS ON VARIOUS TYPES OF SUBSIDIES BY THE GOVERNMENT

Subsidy Type	Highly Aware		Moderate Aware		Not at all Aware		Total		Ranking	
	No.	%age	No.	%age	No.	%age	No.	%age	Total	Rank
SUBSIDY ON FARM INPUTS									794.6	I
Distribution of HYV seeds at subsidy rate	360	72.00	128	25.60	12	2.40	500	100.00	652	1
Distribution of PP chemicals for Integrated Pest Management	208	41.60	148	29.60	144	28.80	500	100.00	936	6
Provision of Fertilizer	342	68.40	107	21.40	51	10.20	500	100.00	709	2
provision of Natural Manure	246	49.20	125	25.00	129	25.80	500	100.00	883	5
Weedicides / Herbicides Repetition	248	49.60	211	42.20	41	8.20	500	100.00	793	4
IRRIGATION									1204	II
Distribution of pipes carrying water for irrigation	80	16.00	119	23.80	301	60.20	500	100.00	1221	16
Installation of Drip/Sprinkler irrigation system	242	48.40	68	13.60	190	38.00	500	100.00	948	8
Creation of Water Resources for water storage in ponds/tube wells /dug wells	75	15.00	68	13.60	357	71.40	500	100.00	1282	19
Rain water harvesting	43	8.60	49	9.80	408	81.60	500	100.00	1365	24
LAND PREPARATION									1254.3	III



									3	
Provision of subsidy towards land preparation,	84	16.80	74	14.80	342	68.40	500	100.00	1258	17
Land Levelling	108	21.60	171	34.20	221	44.20	500	100.00	1113	13
Land Reclamation	38	7.60	32	6.40	430	86.00	500	100.00	1392	25
MACHINERIES AND IMPLEMENTS									1176.13	IV
Distribution of Rotavator	140	28.00	122	24.40	238	47.60	500	100.00	1098	11
Supply of Diesel /Electric Pump Sets	170	34.00	172	34.40	158	31.60	500	100.00	988	9
Distribution of Power Knapsack Sprayer	312	62.40	124	24.80	64	12.80	500	100.00	752	3
Distribution of Tractor (40-70 HP)	124	24.80	94	18.80	282	56.40	500	100.00	1158	15
Establishment of Vermicompost / Organic input production units	124	24.80	138	27.60	238	47.60	500	100.00	1114	14
Distribution of Soil Health Cards	42	8.40	62	12.40	396	79.20	500	100.00	1354	23
Power Tiller (above 8 brake Horse Power - BHP)	62	12.40	54	10.80	384	76.80	500	100.00	1322	20
Ploughing, Puddling	184	36.80	132	26.40	184	36.80	500	100.00	1000	10
Thresher	46	9.20	57	11.40	397	79.40	500	100.00	1351	22
Chaff cutter	54	10.80	57	11.40	389	77.80	500	100.00	1335	21
Subsidy for the hired farm machinery	184	36.80	187	37.40	129	25.80	500	100.00	945	7
Solar pumps	28	5.60	29	5.80	443	88.60	500	100.00	1415	26
Solar drier	22	4.40	32	6.40	446	89.20	500	100.00	1424	27
Storage Bins	74	14.80	78	15.60	348	69.60	500	100.00	1274	18
Subsidy for marketing	108	21.60	172	34.40	220	44.00	500	100.00	1112	12



From the above table 1, the awareness on the subsidy on solar pumps 5.60 per cent are highly aware of it. Another 5.80 per cent are moderately aware of it. The remaining 88.60 per cent are not at all aware. In the case of the awareness on the subsidy on Solar drier 4.40 per cent are highly aware of it. Another 6.40 per cent are moderately aware of it. The remaining 89.20 per cent are not at all aware. In the case of the awareness on the subsidy on storage Bins 14.80 per cent are highly aware of it. Another 15.60 per cent are moderately aware of it. The remaining 69.60 per cent are not at all aware. In the case of the awareness on the subsidy on subsidy for marketing 21.60 per cent are highly aware of it. Another 34.40 per cent are moderately aware of it. The remaining 44.0 per cent are not at all aware.

Distribution of HYV seeds at subsidy rate by taking up a total least score of 652 has taken up the first in terms of ranking index. The order of the other subsidy variables in terms of the overall declining share of the awareness can be given as: Distribution of PP chemicals for Integrated Pest Management (sixth), Provision of Fertilizer (second), provision of Natural Manure (fifth), Weedicides / Herbicides Repetition (fourth), Distribution of pipes carrying water for irrigation (sixteenth), Installation of Drip/Sprinkler irrigation system (eighth), Creation of Water Resources for water storage in ponds/tube wells /dug wells (nineteenth), Rain water harvesting (twenty fourth), Provision of subsidy towards land preparation (seventeenth), Land Levelling (thirteenth), Land Reclamation (twenty fourth), Distribution of Rotavator (eleventh), Supply of Diesel /Electric Pump Sets (ninth), Distribution of Power Knapsack Sprayer(third), Distribution of Tractor (fifteenth), Establishment of Vermicompost / Organic input production units (fourteenth), Distribution of Soil Health Cards (twenty third), Power Tiller (twentieth), Ploughing, Puddling (tenth), Thresher (twenty second), Chaff cutter (twenty first), Subsidy for the hired farm machinery (seventh), Solar pumps (twenty sixth), Solar drier (twenty



seventh), Storage Bins (eighteenth) and Subsidy for marketing (twelfth).

From the total score, an activity wise examination of the subsidy indicates that the overall factors on the farm input subsidy has received the highest level of awareness among the sample farmers. This is being followed by the level of awareness on Irrigation subsidy, awareness on Land Preparation subsidy and the awareness on Machineries and Implements subsidy. Thus from the analysis it can be concluded that a majority of the sample respondents are aware of the input subsidies, while the awareness on the subsidies provided on the creation of fixed assets and irrigation facilities are lower.

Conclusion

Among the various groups of farmers which are engaged in agriculture, a higher share of the Scheduled tribes depends on agriculture sector for their lively hood. With the objective of improving the standard of living of the farmers, the central and the state governments have been extending various types of subsidies to the agricultural sector. However, due to their poor educational background, the awareness on the various programmes and types of subsidies available to the tribal farmers is less. If such is the situation, the objective of improving their economic wellbeing will be only a distant dream. Hence, to make the programme more effective an understanding of the level of awareness and the extent of utilisation of the various types of subsidies by the tribal farmers is essential and the present project is directed towards this end.

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EMPLOYABILITY OF WEAVERS IN ANDHRA PRADESH WITH REFERENCE TO CHITTOOR DISTRICT

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Profile of Chittoor district

Chittoor is one of the four districts of drought prone Rayalaseema region, AP. It was constituted on 1st April, 1911. The district is bounded on the East by fertile Nellore district of AP and Chengalput district of Tamil Nadu, on the West by Salem district of Tamil Nadu and Kolar district of Karnataka, on the South by North Arcot district of Tamil Nadu and North by Anantapur and Cuddapah districts of AP. It is situated between. 12°-37" and 14°-8" of north latitude and 78°-33" to 79°-55" of the eastern latitude. The area of the district is 15,152 sq Kms. The district comprises of three revenue divisions Chittoor, Tirupati and Madanapalli. The district is divided into 66 revenue mandals. The population of district is 32.61 lakhs, which constitutes 4.90 per cent of state's population. The rural population accounts for 80.20 per cent and the rest urban. The agricultural labourers, marginal and small farmers constitute 27 per cent. The literacy rate is 56.41 per cent; The climate of the district is dry and salubrious. It obtains rainfall from both the South West and North East monsoons. The district has different soils such as red loamy, red sandy, black clay, black loamy, black sandy and red clay. The district is not rich in mineral wealth. The district is totally electrified. The transport and communication facilities are good. There are a good number of educational institutions including 4 universities. There are three industrial estates, 4113 small scale and 61 large and medium industries in the district. A number of granite units are thriving in the district. Sericulture has made rapid strides of progress.



Historical significance

The Chittoor district has at all times been a preponderantly agricultural track except for some of the time-honoured crafts. The crafts pursued in were mostly spinning, weaving, carpentry, glass, bangle making and manufacture of brass and bronze ware. Dyeing and printing as an allied activity to weaving was familiar in some parts the district. Srikalahasti is one of the three centres of handloom kalamkaris in AP, which is a well known temple town. The temple clothes were painted manually with vegetable dyes by the use of a kaiam. The original purpose of the cloth was to relate the episodes in the Ramayana and the Mahabharata legends to the lay public. The traditional Indian costume of 'dhoti' continues to be the honourable dress for a majority of men. In Chittoor district, most of the cotton dhoties are produced at Narayanavanam. Prior to the formation of Chittoor district, silk sarees, silk angavastrams, cotton angavastrams with silk borders and yarn veshties (dhoties) of 40s 60s and 80s with plain silk borders without designs called gundanchu were the main products in northern part of Chengalput district. The Madras handkerchiefs were produced at Srikalahasti which was once in the then North Arcot district of Tamil Nadu. These products were exported chiefly to Eastern countries, South Africa and Western countries. In Africa, these were used for different purposes, Negroes for personal wear while the White for decoration purposes use curtains, cushion covers, table cloth. Three chief varieties of lungies were produced at Chittoor proper, Puttur, Ekambara-kuppam, Madanapalle and Vayalpad. Of them, one variety for local use and other two types largely exported to Rangoon, Singapore, Aiden and Colombo⁵¹. In this period, weavers such as Devangas, Kaikalars, Sail, Togata and Chengunda Mudaliars, who were formerly weaving bed spreads, now weave 100s angavastrams cloth worn by men up to knee. During the pre-industrial period, yarn was spun manually and it was used for making clothes



manually. But with the import of yarn' from England and setting up of a cotton textile mill in Glosfer in Calcutta, the handloom weavers started using mill yarn. This has affected handlooms. Handloom weaving is popular in Srikalahasti, Varadhaiahpalem, Satyavedu, Madanapalle, Puttur and Nagari of Chittoor district. The main products include solid bordered sarees, dhoties, lungies, towels, bed spreads, handkerchiefs and angavastrams. Of these, handkerchiefs are popular. Spinning and weaving manually which were chief cottage industries at one time in the district, languished with the passage of time. Silk and wool weaving is also pursued at a number of places like Chittoor proper, Palamaner, Kuppam.

1. Process-wise employment

Weaving activity can be broadly divided into pre-weaving and weaving processes. Pre-weaving processes include sizing, winding, warping and the like. These processes are carried out by different categories of workers. Table.1 shows different types of workers engaged in different processes. Out of the total persons engaged in weaving men form the majority (61.60%) followed by women (31.74%) and children (6.66%). As per the table shown here under 70.95 per cent are men, 33.44 per cent women and 28.13 per cent children are engaged in weaving processes, the remaining engaged in pre-weaving process. In all workers, a little more than half of the workers are engaged in weaving process. From the table it can be concluded that men, are mostly engaged in weaving process, whereas women and children are mostly engaged in pre-weaving processes.



Table 1 : Process-wise Sex-wise Details of Persons engaged in Weaving

Sex (1)	Pre-weaving (2)	Weaving (3)	% of col. 3 to total	Total
Men	172	420	70.95	592 (61.60)
Women	203	102	33.44	305 (31.74)
Children	46	18	28.13	64 (6.66)
Total	421	540	56.19	961 (100.00)

Note : Figures in parentheses indicate the percentage to total.

Source : Sample survey.

2. Sex-wise employment

Table 2 depicts the category wise sex-composition of weavers. Out of the total weavers men constitute 61.60 per cent, women 31.74 per cent and children

Table 2. Category wise Sex-composition

Category	Men	Women	Children	Total
Independent weavers	144(59.26)	91 (37.45)	8 (3.29)	243 (100.00)
Master weavers	198 (62.26)	88 (27.67)	32 (10.07)	318 (100.00)
Weavers under middlemen	89 (49.72)	78 (43.58)	12 (6.70)	179 (100.00)
Cooperative weavers	38 (46.35)	37 (45.12)	7 (8.53)	82 (100.00)
Labour weavers	123 (88.49)	11 (7.91)	5 (3.60)	139 (100.00)
Total	592 (61.60)	305 (31.74)	64 (6.66)	961 (100.00)

Note : Figures in parentheses indicate the percentage to total.

Source : Sample survey.

6.66 per cent. In all categories of weavers men form the major portion, and their percentage is the highest among labour weavers (88.49%) and lowest in the case of cooperative weavers(46.35). Women



constitute the second major proportion in the categories of weavers; it is the highest in cooperative weavers (45.12) and the lowest among labour weavers (7.91). Children constitute the lowest proportion in all the categories of weavers; their percentage is the highest in master weavers and the lowest in independent weavers. It can be concluded that men constitute the major chunk of all the categories of weavers. Men form the greatest percentage among labour weavers, in which category women and children form the lowest percentage.

3. Types of labour

Table 3. shows the use of family and hired labour by different categories of weavers. Out of the total labour, the family labour forms the majority 60.68 per cent and hired labour forms 29.32 per cent only. The labour weavers and cooperative weavers depend wholly upon the family labour, the percentage to total labour being 100 per cent and 98.87 per cent. The weavers under middlemen and independent weavers also engage family labour (97.19%) and (72.04%). Only the "master weavers engage less of family labour (11.11%) and more of hired labour (88.89%). Thus it can be concluded that hired labour is engaged mostly by the master weavers, whereas other weavers depend upon family labour only.

Table 3 : Category wise Extent of Family and Hired Labour

Category (1)	Family labour (2)	Hired labour (3)	% col.2 to total (4)	Total (5)
Independent Weavers	183	71	72.98	254
Master weavers	37	296	11.35	333
Weavers under middlemen	176	6	97.19	182
Cooperative weavers	89	1	98.87	90
Labour weavers	102	-	100.00	102
Total	587	374	60.68	961

Source : Sample survey.



4. Nature of employment

Among sample weavers some are working on full-time whereas others are engaged on part-time basis, Table 4 shows the nature of employment of weavers. Among the total weavers, the full-time weavers constitute greater percentage (66.21%) than the part-time weavers (33.79%). This is true with labour weavers, master weavers, independent weavers and to some extent with weavers under middlemen. The percentage of full-time weavers is highest among labour weavers. But in the case of cooperative weavers the full-time weavers constitute 48.91 per cent only. It is observed from the table that there are greater number of full-time weavers than part-time weavers in all the categories of weavers except the cooperative weavers.

Table 4 : Nature of Employment

Category	Full-time	Part-time	% of col. 2 to total	Total
(1)	(2)	(3)	(4)	(5)
Independent weavers	159	98	61.87	257
Master weavers	248	82	75.15	330
Weavers under middlemen	94	87	51.93	181
Cooperative weavers	45	47	48.91	92
Labour weavers	92	9	91.09	101
Total	638	323	66.21	961

Source : Sample survey.

5. Skill-wise weavers

The weavers have different levels of skill depending upon their sex also. Out of the total weavers skilled weavers constitute 44.22 per cent, semi-skilled 36.63 per cent and the unskilled the remaining i.e. 19.15 per cent.



Table 5 : Number of Weavers by Sex and Skill

Sex	Skilled	Semi-skilled	Unskilled	Total
Men	327 (55.24)	205 (34.63)	60 (10.13)	592 (100)
Women	80 (26.23)	118 (38.69)	107 (35.08)	305 (100)
Children	18(28.13)	29 (45.31)	17 (26.56)	64 (100)
Total	425 (44.22)	352 (36.63)	184 (19.15)	961 (100)
Calculated value of	$X^2 = 112.03$			

Note : Figures in parentheses indicate the percentage to total.

Source : Sample survey

The skilled weavers constitute greater per cent in the case of men (55.24%) and children (28.13%) whereas unskilled weavers in women constitute greater per cent in women (35.08%). Semi-skilled are more in the case of children than women and men. It is found from the application of the chi-square test that there is much significant association between the sex and skill, family and hired labour. The corresponding chi-square statistic is much significant at 5 per cent level and is given by 112.03. It is noticed from the table that men and children weavers are more skilled than women weavers. TABLE VALUE = 9.488 at 4 degree of freedom at 5% level of significance.

6. Working hours

Handloom weavers do not have fixed working hours and days, they take up weaving and stop as and when they like. The weavers also do not follow regular working hours on any day. Anyway, the timings of the work generally start at 6 A.M to 10 P.M with intermittent break-up for routine activities. Generally the weavers will refrain themselves



from the work either on the full moon days or on the new moon days, which constitute the fixed holidays for them. The weavers work throughout the year except during some unavoidable circumstances. The brisk working period commences in November and ends in February, since most of the festivals i.e., Deepavali, Sankranti, and the like fall during these months. The entire rainy season constitutes the slack working period as it interrupts the production process because warping, an important process of production is done in the open place. The number of hours worked by a weaver a day varies from 4 to 12 hours. Table 6 shows the working hours per day by different types of weavers. It is observed that, out of the total 300 weavers, the highest number of weavers (151) forming 50.33 per cent have worked for 8 hours per day followed by 36 weavers (12.00%) who have worked 9 hours per day and those weavers who have worked for 7 hours, 6 hours, and 10 hours. The weavers who worked for 12 hours a day and 4 hours a day form the least percentage of 1.33 and 2.33. In all the types of weavers the greatest working hours are among labour weavers (60.38%) who worked for 8 hours a day. Next to 8 hours a day comes the 9 hours a day working in all the types weavers except in labour weavers. In the case of labour weavers second largest number are working for 6 hours a day followed by



Table 6 : Working Hours Per Day

Type of weavers	Number of hours									Total	Average working hours
	4	5	6	7	8	9	10	11	12		
Independent weavers	-	1 (1.96)	3 (5.88)	6 (11.76)	24 (47.06)	8 (15.69)	4 (7.84)	3 (5.88)	2 (3.92)	51 (100)	8.35
Master weavers	-	2 (9.09)	3 (13.64)	3 (13.64)	8 (36.36)	3 (13.64)	2 (9.09)	1 (4.55)	-	22 (100)	7.77
Weavers under middlemen	3 (3.85)	5 (6.41)	8 (10.26)	9 (11.54)	35 (44.87)	10 (12.82)	4 (5.13)	3 (3.85)	1 (1.28)	78 (100)	7.73
Cooperative weavers	2 (4.65)	3 (6.98)	4 (9.30)	3 (6.98)	20 (46.51)	5 (10.82)	3 (6.98)	2 (4.65)	1 (2.33)	43 (100)	7.84
Labour weavers	2 (1.89)	5 (4.72)	12 (11.32)	9 (8.49)	64 (60.38)	10 (9.44)	3 (2.83)	1 (0.94)	-	106 (100)	7.65
Total	7 (2.33)	16 (5.33)	30 (10.00)	30 (10.00)	151 (50.33)	36 (12.00)	16 (5.33)	10 (3.33)	4 (1.33)	300 (100)	7.83
Value of Co-efficient of variation	128.7	98.3	119.2	114.9	170.10						

Note : Figures in parentheses indicate the percentage to total.

Source : Sample survey



9 hours a day. The least number of weavers are working for 5 hours in the case of independent, 10 and 11 hours in the case of master weavers, 11 and 12 hours in the case of weavers under middleman, 4 hours 11 hours and 12 hours in the case of cooperative weavers and 11 hours in the case of labour weavers. A noteworthy feature of master weavers and labour weavers is that none of them are working for 12 hours a day. The number of working hours a day in the case of master weavers ranges from 5 to 11 hours only and concentrate in the range of 8 and 9 hours. The average working hours for all the weavers workout to be about 8 hours a day.

The average working hours per day is 8.5 for master weavers. The independent weavers are working 8.23 hours a day, cooperative weavers are working 7.84 hours a day. Then weavers under middlemen and labour weavers are working 7.73 and 7.69 hours. The smallest co-efficient of variation (98.30%) shows that there is consistency with regard to master weavers and the highest co-efficient of variation (170.10%) indicates that there is more heterogeneity among the labour weavers with regard to working hours. There is more variation in labour weavers when it is "compared with master, weavers under middlemen, independent and cooperative weavers.

7. Working days

The number of working days in a year shows capacity utilisation of a loom. Capacity utilization of a loom depends upon several factors like of raw material, availability required finance and marketing of the produced material. It has been presented in Table 8. The table shows the number of working days in the year by different types of weavers. The highest number of weavers of all the types except master weavers have worked 240-270 days. In the case of master weavers the highest number of weavers (36.36%) worked 270-300 days followed by (27.27%) each who worked 240-270 and 300-330 days. The lowest number of



weavers have worked for 150-180 days except in cooperative weavers where worked 300-330 days at the lowest. It is significant the note that greater number of weavers of all types except cooperative weavers are in the higher working hours showing greater capacity utilization of the looms. But in the case of cooperative weavers, greater number of weavers are in the fewer working hours showing less capacity utilization of looms.

Table 7 : Number of Days Worked in the Year

Type of the weavers	150-180	180-210	210-240	240-270	270-300	300-330	Total
Independent weavers	1 (1.96)	2 (3.92)	10 (19.61)	16 (31.37)	18 (35.29)	4 (7.84)	51 (100)
Master weavers	-	-	3 (13.64)	6 (27.27)	8 (36.36)	5 (22.73)	22 (100)
Weavers under middlemen	2 (2.56)	7 (8.97)	19 (24.36)	28 (35.90)	18 (23.08)	4 (5.13)	78 (100)
Cooperative weavers	6 (13.95)	9 (20.93)	10 (23.26)	10 (23.26)	6 (13.95)	2 (4.65)	43 (100)
Labour weavers	3 (2.83)	5 (4.72)	14 (13.21)	44 (41.51)	27 (25.47)	13 (12.26)	106 (100)
Total	12 (4.00)	23 (7.67)	56 (18.67)	104 (34.67)	77 (25.67)	28 (9.33)	300 (100)
Value of Co-efficient of variation	86.10	89.10	78.80	39.80	87.40		

Note : Figures in parentheses indicate the percentage to total.

Source : Sample survey.

It is interesting to note that no body can work continuously through out the year because of rains, power and material shortages.



The value of co-efficient of variation with regard to number of working days, reveal the same type of conclusion as obtained with regard to working hours. It is observed that there is almost the same variation among independent, labour and master weavers with reference to the number of working days. Less variation is observed, among cooperative weavers and more variation formed among master weavers.

Conclusion : for the last four decades the weaving industry has been facing the organizational Problems. In spite of the continuous efforts over the last four decades the co-operatives could not attract the total weavers of the country. A majority is still working under middlemen. They do not have a right to produce either the cloth of their liking or to fix the price of the product. Either the master weavers or the middlemen will decide everything. Poor Institutional Management is also a cause for the under development of the industry. The Handlooms sector was encouraged to adopt a co-operative model and the government policy facilitated the formation and running of Primary Cooperative Societies at the village/taluka level and Apex Societies at the State level. Besides, State Handloom Corporations were also promoted with a view to supporting individual weavers. Unfortunately, several Apex Societies /Handloom Corporations have become dormant due to a host of reasons such as financial losses, lack of professional management, over-staffing and poor marketing and distribution channels. These organizations are, therefore, not able to arrange for sufficient work for the weavers" community, which has further adversely affected the health of the Primary Cooperative Societies. Unfair and irregular practices of Power looms were able to misuse the concession given to handlooms and function under the cover of handlooms. Handloom products are increasingly being copied by power looms and able to produce at a low cost due to rapid technological developments in the district.



INFLUENCE OF SOCIO-ECONOMIC FACTORS IN CROPS PRODUCTIVITIES IN BIRBHUM DISTRICT: A CASE STUDY

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Abstract

Agricultural activities are the complex function of a number of different type of factors. These include physical factors, socio-economic factors, technological, infrastructural factors and institutional factors. Among the factors some of these play crucial role in agricultural operations especially in the land use, cropping pattern and productivity level of crops. All these in turn determine the gross and **net value of crops**. Net value of crops is the net return from the farms after selling the crops. Depending on the variation of the socio-economic factors the nature of production process also varies differently in different parts of the world. In the present paper, the influence of some of the socio-economic factors have been discussed in generating productivity and the net value of different crops produced in the study area ie in Birbhum district, West Bengal.

Keynotes: Agriculture, socio-economic factors, Productivity, Net value of crops.

Introduction

Agricultural operations any where in the world is a complex function of a number of different factors namely physical, technological, socio-economic and infrastructural factors. It is observed from several studies that although application of chemical fertilizers along with other technological and infrastructural inputs give rise to high productivities of crops however at the same time the influence of socio-economic characteristics of the farms, farmers and the villages like



caste, educational status of the farm heads, size of the families, size of holdings, capital, occupational structure, labour etc are also very significant in the production process including in generating the productivity as well as the **net value of crops ie net returns**. Among these the role of some factors are very decisive where as some others also have power over the productivity although not significantly as the formers. Also, the weight of these factors is not similar every where. The present paper is an attempt to measure the influence of some of the important socioeconomic factors on the decision making processes and generating net value of agricultural crops in Birbhum District of West Bengal.

Objectives of the study

Major **objectives** of the present lesson are –

-  To study the nature and characteristics of different socio economic factors of the farms and farmers in the study villages.
-  To study the nature and type of agricultural operations including the productivity level of crops.
-  To study the relationship between the character of socio economic factors and agricultural activities as well the net value of crops.

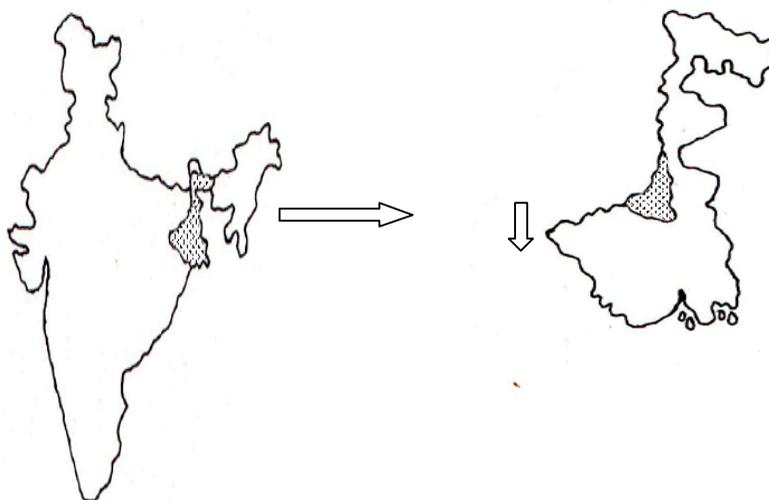
Data base and Analytical procedure

The present study is mainly based on primary data. The relevant information for the study like **educational status of the farm heads, size of the families, caste, owned land, net value of crops, occupational structure, productivity of crops** per acre etc have been collected through extensive field survey of at least 250 households which belongs to different land holding groups and communities in five different study villages situated in different corners of the district. Then the net value of all crops per acre has been calculated. After the compilation, the data are then analysed with the

help of statistical method (**correlation coefficient**) and finally presented through suitable tables and charts.

Location of the study area

Birbhum district located in between $23^{\circ} 32' 30''$ N latitude to $24^{\circ} 35' N$ latitude and $87^{\circ} 05' 25''$ E longitude to $88^{\circ} 01' 40''$ E longitude has been selected for the present study. The district has an area of 4545 sq kms where 3502387 population resides as per 2011 census. For the data collection five villages namely **Paikar** (Murarai block), **Dakshingram** (Mayureswar block), **Angargoria** (Md Bazar block), **Mohonpur** (Bolpur block) and **Tanti para** (Rajnagar block) have been chosen purposively form different corners of the entire study area.



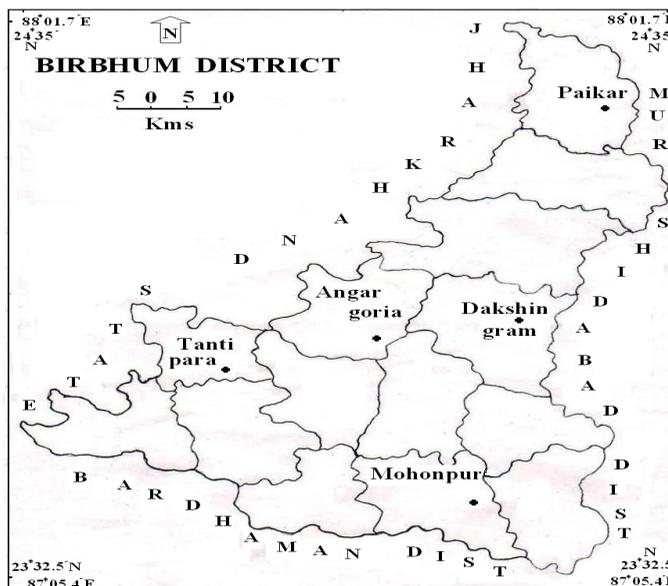


Fig-1: Location of the study area and study villages

Agricultural scenario of the district

Birbhum district is an agrarian district. During pre independence period the production process in the district was totally traditional in nature. Farmers during that time used mainly organic manures and some conventional type of farm implements to produce aman paddy and a few number of other crops. As a fact of green revolution, they start to use **technological package** especially a variety of chemical fertilizers, pesticides, weedicides etc in crop production. Also farm mechanization starts gradually. This encourages the farmers to produce a variety of crops like boro paddy, wheat, potato, mustard seed, sugarcane, mulberry, ginger, arum and a number of vegetables including cauliflower, cabbage, sponge gourd, bitter gourd, brinjal, pumpkin, bean, radish, ladyfinger, tomato etc depending on the physical and socio-economic condition of the area. All these increase



the crops productivity as well as the cropping intensity (122% to 266%) in the district.

SOCIO-ECONOMIC CHARACTERISTICS OF THE STUDY VILLAGES

Size of the family

Although modern agriculture is equipped with different type of farm machineries and modern innovations but till today manpower plays an important role in performing agricultural activities and farm management in the district. Majority of the small and marginal farmers here employ family labors largely in farming operations from land preparation to harvesting. It is sometimes said somewhere in the district that ***more hands means more income in the family***. There are some crops like mulberry, vegetables etc cultivated here require careful farm management which is not possible to cultivate with out the supervision of family labours. So the size of families has a profound role in maintaining agricultural operations.

In the district the **family size** of the farmers, as revealed in the study are of middle order where the range of members are in between 5 and 7, although the existence of very big size family with 24 members is found somewhere. More than 47% farmers in different study villages reside in middle sizes of families. In this category Tantipara village ranks first followed by Mohonpur although considerable number of families in this village including Dakshingram resides in small sized families. On the other hand, the number of farms with big sized families is only 22.4%, in which the proportion of share of Angargoria and Paikar villages is highest, where 28% farmers lie in this category. Most probably it is because of the fact that, these two villages contain large number of scheduled tribe and Muslim population.



Table-1: Distribution of family sizes of the farmers in different study villages

Villages	Size of the family (members)			Total
	2-4	5-7	8-24	
	Percentage of farmers			
Angargoria	28	44	28	100
Dakshingram	36	44	20	100
Tantipara	24	58	18	100
Paikar	28	44	28	100
Mohonpur	34	48	18	100

Source- Field survey.

The synthesized observation made by means of correlation coefficients explains that, the farmers belonging to lower caste Hindu and Muslim communities in all the villages especially at Paikar prefer to live in big sizes of families. The heads of such farms are least educated or illiterate and own smaller amount of land holdings. At Dakshingram and Tantipara villages the big and medium farmers possesses big sizes of families and at Tantipara they have higher levels of crops productivity and so the net value of crops.

Table-2: Inter-relationships between family size of the farmers and other socio-economic aspects

Villages	Caste	Educational status of the farm heads	Owned land	Net Value of Crops
Angargoria	-.16	.24	.03	-.05
Dakshingram	-.08	-.05	.39**	.13
Tantipara	.13	-.13	.69**	.35*
Paikar	-.32*	-.53**	-.28*	.04
Mohonpur	-.09	-.18	-.03	-.00

Table computed from field data.

** = Significant at 1% level and * = Significant at 5% level of significance.



Size of holdings

The size of holding is one of the most important factors in agricultural activities like land use, cropping pattern, application of modern technology and equipments, extent of specialization and obviously on the yield level and generating net value of crops. From the study it is found that, the study villages are dominated mainly by small and marginal farmers. More than 42% farmers in different village's posses land holding which ranges between 1 acre and 3 acres. That means 42% farmers in this area are marginal in nature. In this category the sample farmers of Tantipara village are abounding in numbers followed by Paikar village. Small farmers are largely found in Dakshingram village, although considerable number of this category is found in Mohonpur and Paikar villages also. In terms of number of low medium farmers Mohonpur village ranks first followed by Angargoria which possesses highest share of medium farmers. The big farmers are rarely found here, although 4.8% farmers in different villages lie in this category, having the ownership holding ranges in between 12 acre and 19.2 acres. The percentage share of medium farmers with 6 acre to 9 acres of land is only 13.2% as is found in the table.

Table-3: Distribution of land holdings of the farmers in different study villages

Villages	Size of land holdings (in acre)					Total
	1-3	3-6	6-9	9-12	12-19.2	
	Percentage of farmers					
Angargoria	34	22	16	26	2	100
Dakshingram	38	48	2	6	6	100
Tantipara	56	16	14	8	6	100
Paikar	50	28	12	8	2	100
Mohonpur	34	32	22	4	8	100

Source: Field survey.



The integrated study depicts the facts that, the farmers who have larger amount of ownership holdings belong to higher caste Hindu communities in almost all the villages. Also the heads of the same farms except Tantipara village enjoy significantly higher educational status. The family size of such farms at Dakshingram and Tantipara villages is significantly larger but comparatively smaller sizes of families are found in case of the farmers of Paikar village. At Tantipara and Mohonpur the farmers have higher levels of productivities from which they earn considerable amount of net value of crops.

Table-4: Inter-relationships between ownership holdings and other socio-economic aspects

Villages	Caste	Educational status of the farm heads	Total family members	Net Value of crops
Angargoria	.81**	.61**	.03	-.13
Dakshingram	.34*	.32*	.39**	.09
Tantipara	.34*	-.04	.69**	.37**
Paikar	.33*	.39**	-.28*	-.04
Mohonpur	.13	.32*	-.03	.30*

Table computed from field data.

** = Significant at 1% level and * = Significant at 5% level of significance.

Educational status of the farm heads

Education takes part a most important role in performing agricultural operations including the application of chemical fertilizers and decision making. How much fertilizers or pesticides will have to apply, what is the exact time of application, printed dose of fertilizers



and pesticides, adoption of new innovation, exact time of plantation or harvest etc aspects are well known by an educated farmers than that of an illiterate farmer, although experience must be considered necessary every where.

In the study villages most of the sample farm heads are literate, although it varies from village to village. Kamakha and Mohonpur villages rank first in terms of number of literate farmers followed by Dakshingram and Paikar villages. The farm heads of Dakshingram, Tantipara and Mohonpur villages are mostly passed out either middle or secondary sections of School. Their number decreases to Paikar and Angargoria villages. A considerable number of heads of the farm obtained Higher Secondary, Graduate and Post graduate degree also in different villages. So it is found that, the middle or secondary passed farm heads predominate numerically in this area and this number gradually decreases towards primary and higher secondary level.

Table-5: Educational status of the heads (%) of the farms in the study villages

Villages	Illiterate	Primary	Middle	Secondary	H. S	Graduate	P. G	Total
Angargoria	24	16	16	22	8	14	0	100
Dakshingram	8	22	38	20	2	28	2	100
Tantipara	2	20	34	30	0	14	0	100
Paikar	10	16	28	16	12	16	2	100
Mohonpur	2	10	38	24	12	12	2	100

Source- Field survey.

The synthesized observation made on the basis of correlation coefficient depicts the facts that, in most villages the educated farm heads belong to higher caste Hindu communities. At Paikar village



such farm heads live significantly in smaller sized families. The same fact is true for all other study villages also. Such farm heads posse's substantial amount of ownership holdings in all the villages except Tantipara. Following table illustrates the details.

Table-6:Inter-relationships between educational status of the farm heads and other socio-economic aspects

Villages	Caste	Total family members	Owned land	Net value of crops
Angargoria	.82**	-.24	.61**	.09
Dakshingram	.62**	-.05	.32*	.03
Tantipara	.04	-.13	-.04	-.02
Paikar	.45**	-.53**	.39**	-.13
Mohonpur	.22	-.18	.32*	-.22

Table computed from field data.

** = Significant at 1% level and * = Significant at 5% level of significance.

Caste

Like other variables caste also to some extent plays role in performing agricultural operations. Generally higher caste Hindu farmers have larger ownership holdings than that of lower caste Hindu or SC or Muslim communities in this area and so the productivities. Also it is found that the members of lower caste families are engaged largely in agricultural operations. The farmers in the study villages belongs to mainly higher caste Hindu, middle caste Hindu, Schedule caste, Schedule tribe and Muslim communities. From the study it is found that higher caste Hindu farmers predominate numerically in Angargoria and Mohonpur villages



followed by Dakshingram. In case of middle caste Hindu farmers Dakshingram village predominates numerically trailed by Tantipara and Paikar villages. Higher numerical strength is found in case of Schedule caste farmers in Mohonpur followed by Dakshingram and Tantipara villages. Schedule Tribe farmers are rarely found in these villages except in Angargoria where Paikar village is dominated by Muslims farmers. It is therefore observed that, middle caste Hindu farmers predominate numerically followed by Schedule caste and higher caste Hindu farmers in the study villages.

Table-7: Caste structure in different study villages (in %)

Villages	Higher caste Hindu	Middle caste Hindu	Schedule Caste.	Schedule Tribe.	Muslim	Total
Angargoria	22	26	26	26	0	100
Dakshingram	10	50	30	0	0	100
Tantipara	12	44	30	0	14	100
Paikar	8	38	8	0	46	100
Mohonpur	22	20	42	0	16	100

Source: Field investigation

The integrated study points out that, the villages where farmers belonging to higher caste Hindu communities predominate, there the heads of the house holds are educated and have relatively larger amount of land ownership. All these come true in case of Angargoria Dakshingram and Paikar villages. However in Tantipara village the



relatively higher caste Hindu framers have larger amount of ownership holdings and produce net value of crops accordingly.

Table-8: Interrelationships between casts and other socio-economic aspects

Villages	Educational status of the farm heads	Total family members	Owned land	Net value of crops
Angargoria	.82**	-.16	.81**	-.06
Dakshingram	.62**	-.08	.34*	-.07
Tantipara	.04	.13	.34*	.06
Paikar	.45**	-.32*	.33*	.06
Mohonpur	.22	-.09	.13	.06

Table computed from field data.

** = Significant at 1% level and * = Significant at 5% level of significance.

Net value of production of all crops

In a district like the present the farmers earn capitals for farm operations by selling the crops. The earnings depends directly on the net value of different crops, they produce. So it is most important in agricultural activities in this area. The net value of production of all crops per acre has been calculated by adding the net values of all crops per acre one by one. It is found that, this value varies here in different study villages from Rs8005 to Rs58212 per acre. The farm heads having diverse cropping pattern in this area generate considerable amount of net value of crops. Smaller amount of net value is earned by the farmers of Paikar village, where they earn Rs8265 to Rs23600 from per acre of land. Considerable numbers of farms of Angargoria and



Tantipara villages also lie with in this range. Keeping parity with the gross value of production, majority of the farmers of Mohonpur and Dakshingram villages generate larger amount of net value of crops per acre, ranging in between Rs 32801 and Rs 58212 on an average, for a larger portion of them cultivate different type of crops year the round. Also higher levels of productivity of almost all the crops at Dakshingram and cultivation of mulberry crop at Mohonpur villages help to generate larger amount of net value of all crops per acre in these two villages. Some of the farmers of Tantipara and Angargoria villages generate such type of net value too. On the other hand, at least 23% farms in different study villages earn moderate amount of net value of crops, on an average in which the farms of Angargoria and Dakshingram villages are abounding in numbers.

Table-9: Distribution of net value of production of all crops per acre in different study villages

villages	Net value of production of all crops			Total
	8005-23600	23601-32800	32801-58212	
	Percentage of farmers			
Angargoria	52	32	16	100
Dakshingram	2	32	66	100
Tantipara	52	24	24	100
Paikar	78	16	6	100
Mohonpur	16	12	72	100

Source: Field survey (2009).

The integrated study gives a picture of the fact that, larger amount of net value of all crops per acre is achieved by those farmers at Kamakha and Tantipara villages who own larger amount of land holdings. At Tantipara village they mostly reside in larger sized families. In all cases except at Dakshingram village such farmers belong



to middle or higher caste Hindu communities. The table given below shows the facts in details.

Table-10: Inter relationships between net value of all crops/acre and other socio-economic aspects

Villages	Caste	Educational status of the farm heads	Total family members	Owned land
Angargoria	.06	.09	-.05	.13
Dakshingram	-.11	.20	-.00	.09
Tantipara	.06	-.02	.35*	.37**
Paikar	.06	.13	.04	.04
Mohonpur	.06	.22	-.00	.30*

Table computed from field data.

** = Significant at 1% level and * = Significant at 5% level of significance.

From the above discussion it is found that, socio-economic factors have influence in agricultural activities especially in generating net value of crops in the study area. The families in the district having larger ownership holdings and belongs to higher caste Hindu families generally produce largely ie they produce larger amount of net value of crops. It is also found that, the members of such families have higher levels of educational status and they live generally in smaller sized of families. The facts may be summarized in the following way.

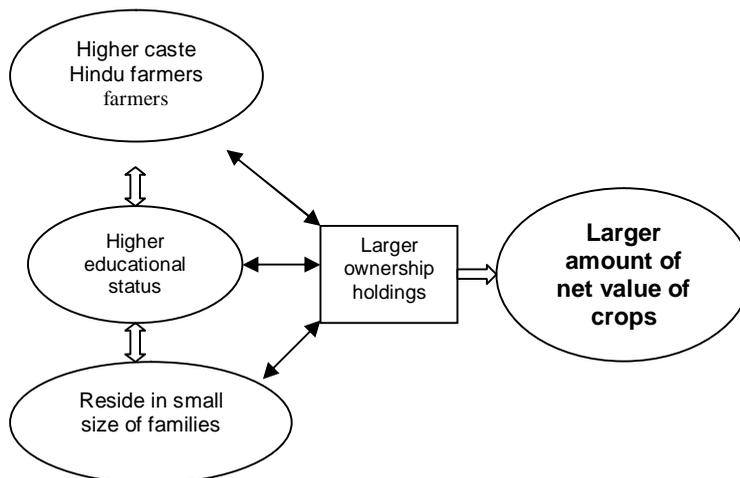


Fig-2: Schematic diagram showing the interrelationship between different socio-economic factors

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NAGARJUNANA AND ZEN TEACHINGS

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There is a unanimous opinion that Nagarjuna (c.150-250 AD) is the most important Buddhist philosopher after the historical Buddha himself and one of the most unique and prominent thinkers in the history of India. His philosophy of the "middle way" (Madhyamika) based around the central perception of "emptiness" (*Sunyata*) influenced the Indian philosophical debate for a thousand years after his death; with the spread of Buddhism to China, Japan, Tibet and other Asian countries. The writings of Nagarjuna became an indispensable point of reference for their own philosophical inquiries. Nagarjuna, characterized as a Buddhist philosopher by many western philosophers and scholars, is perhaps best approached not as a Buddhist philosopher (of course he certainly was that) but as a Mahayana teacher. In the Zen concept he was the 14th patriarch. He is also recognized as a founder of tantric Buddhism and the Amitaba Buddhist sects.

Nagarjuna's Madhyamika School is a sect of the Mahayana Buddhist School. Its core text the *Mulamadhyamakakarika* is assigned to Nagarjuna and is one of the most important and influential texts in Mahayana Buddhism. However, Nagarjuna often perplexes, even frustrates up on a first reading. According to David Loy, Nagarjuna's writings is a "laconic knife-edged logic that wields differences that no one had noticed before and that many since have been unable to see the point of ... splitting what some see as conceptual hairs." ¹



One of the difficulties a western reader has with Nagarjuna is that the Mulamadhyamakakarika is based on classical Indian, rather than western logic. Western logical traditions see only two possibilities is an argument truth or falsity. It may try to prove another truth through negation. For instance, if a car is not black, it must be some other color. Indian traditions use four positions: true, false, both true and false, and neither true nor false (*prasanga or tetralemma*). Needless to say, this form of argumentation is hard for a western reader used to a completely different line of reasoning. However, Nagarjuna goes even one step advance, fundamentally arguing, "None of the above", leaving the reader with now here to go and nothing to clench. Nagarjuna used repudiation not to prove another view point or truth but to negate all viewpoints. He thereby destroyed all logical arguments about ultimate reality, denying the inherent existence of any such 'reality'. In this way this paper made an attempt to analyze the Nagarjuna's basic teachings on his Mulamadhyamakakarika and show the relationship between Nagarjuna's writings and subsequent Zen teachings.

The Mulamahyamakakarika we may not treat as a separate new philosophy but as a classification of the Tathagata's teachings which ends all speculation of metaphysics. While Zen Buddhism rejects efficacy of philosophizing as a path way to liberation, it catch up several of the other principles outlined in Mulamadhyamakakarika and applied them as in a pragmatic way to end ignorance and relieve suffering. There are many comparisons between Nagarjuna and old Zen masters. Only the approaches differed. But both are aiming one concept that is *upaya*.²

Nagarjuna and the Buddha held that all philosophical and speculation on reality leads not to knowledge but illusion. The goal is not a new philosophical view of life, but the abandonment of all the views. It is only then that true wisdom arises.³ The Buddha refused to speculate on metaphysics, saying that such speculation was a waste of time, irrelevant to knowing the ultimate truth as the ultimate truth



was not this, not that, not both nor either. Inquiring into ultimate causes and purposes through philosophy, the Buddha taught, was fruitless. A man struck by an arrow does not need to know what wood was used for the shaft nor where the arrow head was forged, but he does not need to know how to remove the arrow. Some people say that the Buddha worked as a spiritual doctor rather than simply as a teacher.⁴ Following the Buddha's path of eliminating all philosophical speculation, Nagarjuna used the process of *reductio ad absurdum*, a negation of all arguments which attempt to prove or disprove the existence of any conceivable statements about ultimate reality are untenable, unintelligible and contradictory, thereby dispelling all philosophical viewpoints, all extremes of thought and setting one clearly on the path of the Middle way taught by the Buddha and towards wisdom and the end of suffering.⁵ Nagarjuna's writings of his philosophy were supporting the teachings of the Buddha, not his own original thoughts. Nagarjuna was trying to explain the Buddha's teachings, not present some new teaching of his own.

An understanding of cause and effect is essential in the *Mulamadhyamakakarika*. More on that later, ultimate truth for Nagarjuna is the truth of enlightened clarity which does not mistake the conventional for something essential (rectification). This is where emptiness comes in as Nagarjuna teaches that all things are empty and the understanding of this emptiness leads to a greater truth of the way things really are. Of course, fundamentally, there is no real difference between the two realities as this "truth of the highest meaning" posits that "individual existence cannot be grounded outside the context of everyday experience,"⁶ thus linking the two realities into one. In other words, a "higher" truth is based only on conventional reality, on metaphysics. Nagarjuna goes on to show that everything is dependent on something else to exist. Nothing can exist without something else



existing. This is the meaning of his *sunyata*. And this is dependent arising(*pratityasamutpada*).

It is emptiness which allows dependent arising and which allows change and which allows ignorance to be eradicated. Hence, understanding conventional reality to be something other than what it is, false understands: *nirvana* and 'this very place' are one and the same.

The implications of Nagarjuna teachings are wide-ranging, startling and, at first reading, contradictory, even incomprehensible. For instance, if all things are empty, does this mean that emptiness and dependent arising is the ultimate truth, in the sense that emptiness is the 'essence' of all things? Not at all. Nagarjuna said everything is empty. Madhyamika Buddhism refutes all 'truths' as being but provisional: "one should be empty of all truths and lean on nothing".⁷ Emptiness, *pratityasamutpada*, the four Noble Truths, all of the Buddha's teachings are just *upaya*; none should be asserted as 'the truth'. As Nagarjuna said, "Empty, non-empty, both, or neither – these should not be declared or expressed only for the purpose of communications."⁸

So, what does the emptiness of emptiness mean? Where does it lead us? It leads us back to 'conventional' reality. If ultimate reality is itself empty, ultimate reality can be nothing more than conventional reality. The two are identical. The *Vimalakirtinirdesa* Sutra says: "To say this is conventional and this is ultimate is dualistic. To realize that there is no difference between the conventional and ultimate is to enter the Dharma-door of non-duality."⁹ The Heart Sutra, the heart of Zen Buddhism, says the same this: "form is emptiness; emptiness is form; form is no different from emptiness; emptiness is no different from form." This links the 'two truths' together; conventional reality and ultimate reality are not different; rather, they are two views of the



same thing. Without the emptiness, Nagarjuna would be preaching some kind of self-evident ultimate truth and clearly is not doing that. As he said, “no truth has been taught by a Buddha for anyone, anywhere.” However, it is important to point out that nothing Nagarjuna teaches denies conditional, ordinary world, it is just our clinging to it as an absolute that causes the problem.¹⁰ Understanding and living in this realization is what many of the Zenkoans are about and what the Dharma gate to Zen practice is.

Zen, like the Madhyamikas, used emptiness, *sunyata*, as a convenient device to lead the ignorant to wisdom rather than a truth. When Chao-chou asked his teacher Nan-ch’uan about the way, he was told “The way does not belong to knowing or notknowing. To know is to have a concept; to not know is to be ignorant. If you truly realize the way of no doubt, it is like the sky: wide open and vast emptiness. How can you say ‘yes’ or ‘no’ to it?”¹¹ When the Sixth Patriarch, Hui-neng, was teaching the Lotus Sutra to Fa-ta, who had been reciting the *sutra* for seven years yet did not understand it, Hui-neng said, “The mind has nothing to do with thinking, because its fundamental source is empty”.¹² The Mulamadhyamakakarika knew that “Right knowledge is not right understanding of something, but rather to understand that things are void”.¹³ But if one were to think of emptiness as some kind of substance or essence, then one cannot be cured of the illness of misunderstanding.

Zen also took up the practical application of the Mulamadhyamakakarika principle of ‘two truths’. According to both practices, truth is “pragmatic in character”¹⁴ and the truth, therefore, is that which indicates to enlightenment and release from suffering. Once suffering and ignorance have been dispensed with, there is no longer any need for ‘truth’ and it too is abandoned. When Hui-neng beat Shen-hui with a stick and asked him: “Do you feel pain? Shen-hui said: I am both painful and painless.”¹⁵ Shen-hui was expressing the



two truths of conventional reality (pain) and ultimate reality (pain is empty, as are feelings). It is bringing the two together, the universal and the specific, the 'two truths', that allows one to see the truths of Zen. Many Zen koans allow the students to explore the relationship between the universal and the specific, the ultimate and conventional, and thereby, allow one to get lost between the two in the process. For the Zen learners, finding a way out of these thickets is the task at hand.

Nagarjuna was following the teachings of the Buddha to relieve suffering. Through the four-fold negation of classical Indian logic, he was attempting to do away with all forms of clinging, including cling to his views. So the Mulamadhyamakakarika should not be seen as one 'path to liberation' but rather a teaching of the importance of abandoning all views. Liberation from suffering does not rely on some kind of philosophical speculation. As John Schroeder puts it in his paper "Nagarjuna and the Doctrine of 'Skillful Means' " , " *Sunyata* is not a panacea at all, but an attack on the very tendency to think in his way".¹⁶ One of the most significant teachings of the Buddha was non-attachment and should one become attached to any philosophy, even non-attachment, dependence arising or emptiness, is to go against the teachings and live in ignorance. All great Zen teachers taught this using whatever was appropriate for the circumstances and the pupil in front of them. This is called *upaya*, or 'skillful means'.¹⁷

When Buddhism described his teachings as, "A special transmission outside the scriptures; not founded upon words and letters; by pointing directly to man's own mind, it lets him see into his own true nature and thus attain Buddhahood",¹⁸ he was pointing at this reality of Zen that sees ignorance in attachment, even to the teachings, just the attachment to the teachings. So Lin-chi can say, "There is nothing to appear before you, and nothing that is lost. Even if there were something, it would all be names, words, phrases, medicine to apply to the ills of little children to placate them, words dealing with



mere surface matters”,¹⁹ and this is done through practice, through Zazen, through the face to face confrontation between teacher and student. Only then can non-duality and attachment to wrong views be overcome. This is what Nagarjuna is attempting to show.

CONCLUSION:

Nagarjuna expounded the Buddha’s teaching through the logic of then India. Through the process of *reductio ad absurdum* he negated all truths without affirming any truth. By affirming that all things are empty, he was able to negate both existence and non-existence without contradiction. The great Sun-lun master, Chit-sangwrote, “Originally there was nothing to affirm and there is not now anything to negate”.²⁰The influence of Madhyamika thought on Zen becomes obvious when one remembers Sixth Patriarch, Hui-nengtranscribed:

There is no Bodhi-tree
Nor stand of mirror bright
Since all is void,
Where can the dust alight?²¹

Zen eschews all philosophical speculations and is often but a practical application of Pratityasamutpada, *Sunyata* and the two truths.²²It is this practical application that may make Zen appear illogical or irrational to the uninitiated. Dozen railed against this categorization of Zen as illogical, lashing out “The illogical stories mentioned by you bald-headed fellows are only illogical for you, not for Buddha ancestors”.²³ Zen’s adoption of *sunyata* as a soteriological device negates all intellectual speculation and places the emphasis on the practical aspects of achieving enlightenment and liberation. At first, this seems quite different from Nagarjuna’s dialectical approach and it is indeed different. But the difference is only in the methodology, the *upaya*, not in the purpose. Both Nagarjuna and old Zen masters were



after the same goal: a method of awakening the ignorant and the suffering to the truth of Buddhism. The methods may have been different, but the purposes were identical. Zen Buddhism took up Nagarjuna's method and turned it into a significant and forceful teaching that gave many to truth and the ending of suffering.

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FINANCIAL PERFORMANCE ANALYSIS – A CASE STUDY OF TAMIL NADU NEWS PRINT AND PAPERS LTD

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Abstract

Indian paper industry is an integral part of nation's economy. It contributes over 3,000 crores to the national exchequer and employment to more than 1.5 million people in the country. Financial performance analysis is a process of analyzing the performance of a company's financial and operational efficiency. The present research is a case study on Tamil Nadu Newsprint and Papers Limited which is a well known leader in the technology of paper manufacturing from bagasse – the sugarcane residue. In this study the researcher has attempted to analyze the financial performance of TNPL in terms of its liquidity, profitability and efficiency. Audited annual reports of the company for a period of five years from 2010-11 to 2014-15 have been used for the study which is collected from company's website and other relevant publications of TNPL.

Keywords: Financial performance appraisal, TNPL, liquidity, profitability and efficiency.

Introduction

India holds 15th rank among the paper manufacturing countries in the world. The total installed capacity is approximately 12.75 million tonnes. The per capita consumption of paper in India is approximately 11 Kgs. which is far below the world's average of 56 Kgs. and even below Asia's average of 40 Kgs. The paper industry in India is much fragmented. There are around 750 paper mills in India out of which



only 50 mills have a capacity of more than 50000 tpa. India's contribution in world paper production is about 2.6%. India is the fastest growing market for paper in the world with a growth rate of about 6% per year.

Indian paper industry is an integral part of nation's economy. The industry contributes a lot in the nation's growth and development. It is due to the position that it holds in the economy, that the industry continuously strives to upgrade its technology despite of various challenges like problem of procuring raw material, problem of being highly capital intensive industry, threat of foreign players to enter the domestic market with cheaper imports etc.

The Indian paper industry has a turnover of more than 30,000 crores and contributes over 3,000 crores to the national exchequer. The industry provides employment to more than 1.5 million people in the country, especially in the rural areas.

The present research is a case study on Tamil Nadu Newsprint and Papers Limited which is a well known leader in the technology of paper manufacturing from bagasse – the sugarcane residue. The company started with a capacity of 90,000 MT per annum. In the year 1995, the capacity was doubled i.e. 1,80,000 tonnes per annum by installing one more paper machine.

The present study has been undertaken to analyze the financial performance of TNPL. Financial Performance is the blue print of the financial affairs of a concern and reveals how a business has prospered under the leadership of its management. Performance of an organization can be judged in the light of its objectives and the main objective of an organization is to earn profit and to enlarge profit by making the most efficient use of the resources available to it. The financial performance of an organization can be analyzed by studying



selected trends and ratios, an analysis of the financial statements, a study of the cash flow statements etc.

Profile of Tamil Nadu Newsprint and Papers Ltd.

Tamil Nadu Newsprint and Papers Ltd. was promoted by the government of Tamil Nadu in the year 1979 to produce newsprint and printing and writing paper using bagasse as the primary raw material. The factory is located at Pugalur in Karur District. The plant was commissioned in 1984 with an initial capacity of 90,000 tons per annum. TNPL focuses on sustainable growth, innovation, being customer centric, financial reengineering, efficient cost management, management of human resources etc. TNPL also gives a high priority to environment improvement. It undertakes studies on a continuous basis to reduce the water consumption and also to improve the quality of effluent.

During the financial year 2014-15, the sales of the company reached Rs. 2,000 crores which is for the consecutive second year in the history of the company. The company's exports have also increased drastically from 65875 Mts. to 72815 Mts. Profit before tax in the year 2014-15 was Rs. 230.13 crores.

Review of Literature

Financial statements reflect the final results of the operations of an organization for the financial year but these are unable to provide information to the users in a form which they can understand. Analysis of financial performance by using the financial statements can throw light on such aspects which is useful to various stakeholders like shareholders, creditors, employees, debenture holders, government etc. A lot of literature is available on analysis of financial statements of various organizations.



Anurag B. Singh and Priyanka Tandon(2012) examined the financial performance of public and private sector banks in their research. The sample used for the study was SBI and ICICI bank. They calculated certain ratios for a period of 5 years from 2007-08 to 2011-12 and found that SBI bank is performing well and is more financially sound than ICICI bank. From the context of deposits and expenditure, ICICI bank is better than SBI.

G. Subramanian and K. Venkatachalam(2014) in their study examined the financial performance of Seshasayee paper mills for a period of 7years. They have measured the firm's profitability and liquidity and have drawn useful inferences. The study found the position of the firm to be satisfactory but there is a need for improvement. It has suggested that the funds which are blocked in inventory and receivables should be put to alternative uses.

Lalit Kumar Joshi and Sudipta Ghosh(2012) in their study, " Working Capital Management of Cipla Ltd.: An Empirical Study" have examined the working capital performance of Cipla Ltd. for a period of five years from 2004-05 to 2008-09. The study found a positive trend growth in most of the selected performance indicators. It also found a significant negative relationship between liquidity and profitability of Cipla Ltd.

S. Bama and Shenbagam Kannappan (2015) examined the financial analysis of Servalakshami Paper Limited by using various ratios and found that the overall efficiency of the company is satisfactory. The researcher has suggested that the company should reschedule its expenditure to boost its profit.

Vivek Singla,in his study discussed the financial performance of the selected units by analyzing the profitability and working capital . It was found that Tata Steel Ltd. was performing better than SAIL . He also found that net profit and inventory tursnover ratios of TATA were better than SAIL.



Sriniwas K T in his study, "A Study On Working Capital Management Through Ratio Analysis With Reference to Karnataka Power Corporation Limited" analyzed various ratios to depict the working capital management of the unit. It was found that though the company's earnings were increasing still the funds were not properly utilized. The financial position of the company was found to be improved because of its increasing production and net profit.

Statement of the Problem

Every organization aims at maximizing its profit. This can be achieved by efficient use of resources and minimizing the cost. Financial performance analysis studies the position of liquidity, efficiency and profitability of an organization. Liquidity measures how well an organization converts its resources into liquid form and meets its current obligations. Efficiency is the ability of utilizing the resources in an optimum manner. Profitability is the basic yardstick to measure a firm's financial performance. Thus the study has been undertaken with the title "Financial Performance Analysis – A Case Study of Tamil Nadu News Print And Papers Ltd."

Objectives of the study

The present study is an attempt to analyze the overall financial performance of Tamil Nadu Newsprint and Papers Ltd. for a period of five years i.e. from 2010-11 to 2014-15. The objectives of the study may be listed as under:

1. To analyze the liquidity position of TNPL.
2. To analyze the profitability position of TNPL.
3. To analyze the efficiency of TNPL.



Research Methodology

The present research paper is a case study of large scale newspaper unit i.e. Tamil Nadu Newsprint and Papers Ltd. The sample for the study is TNPL and purposive sampling technique has been used for it. The period of the study is five years from 2010-11 to 2014-15 which is sufficient to have an idea about the recent position of financial performance of TNPL. Secondary data has been used for the study which is collected from the audited annual reports of the company and related information has been collected from company's website. The tools used for the study are descriptive statistics like mean, standard deviation, range etc. and ratio analysis has also been used to analyze the financial performance of TNPL.

Data Analysis and Interpretation

Ratio analysis is a financial tool to measure the financial performance of any organization. It studies the relationship between various items of financial statements. In the present study various liquidity, profitability and efficiency ratios have been analyzed to overview the financial performance of TNPL.

Liquidity ratios

Table 1: Liquidity ratios of TNPL

Year	CR	LR
2010-11	0.64	0.44
2011-12	0.67	0.43
2012-13	0.59	0.4
2013-14	0.6	0.41
2014-15	0.74	0.48

Source: Calculated from the data extracted from annual reports of TNPL.

CR = Current ratio, LR = Liquidity ratio

Figure 1: Liquidity ratios of TNPL

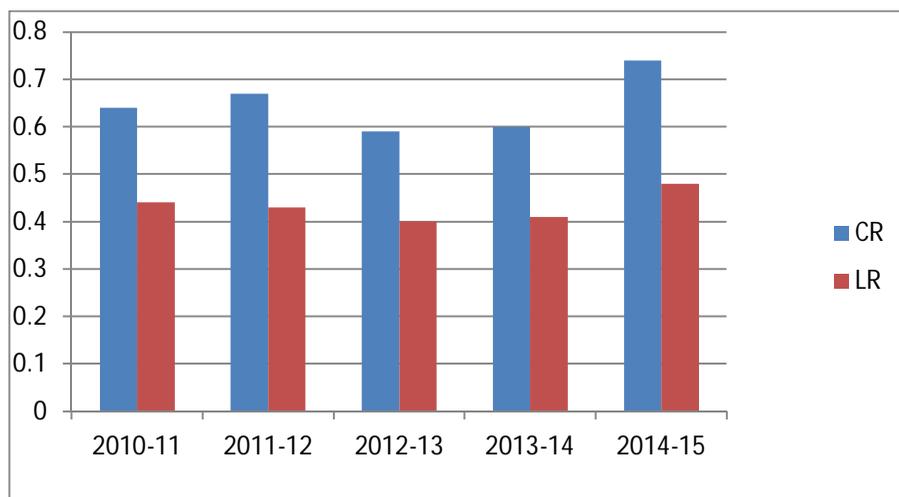


Table 2: Descriptive Statistics of Liquidity ratios

Statistics	N	Range	Min.	Max.	Average	Standard Deviation	Variance	Skewness
CR	5	0.15	0.59	0.74	0.648	0.054185	0.002936	0.905409
LR	5	0.08	0.4	0.48	0.432	0.027857	0.000776	0.933451

The current ratio of an organization shows the current assets available to meet its current obligations. A current ratio of 2:1 is considered as ideal. It can be observed from table no.1 that the current ratio of the company is 0.64 in 2010-11 which increased to 0.74 in 2014-15 and has shown fluctuations during this period. The liquidity ratio of an organization shows the availability of liquid assets to meet its current obligations. A liquid ratio of 1:1 is considered as ideal. The liquid ratio of TNPL has not shown much fluctuation. It is 0.44 in 2010-11 which has increased to 0.48 in 2014-15. From table no.2 it is observed that the



current ratio has shown a standard deviation of 0.054 and skewness of 0.9. The liquidity ratio has been 0.43 on an average. It has shown only standard deviation of 0.02. It can be observed from chart no.1 that current ratio has shown more fluctuations as compared to liquidity ratio.

Profitability ratios

Table 3: Profitability ratios of TNPL

Year	NPR	RON	ROCE
2010-11	12.32	16.26	7.2
2011-12	7.15	11.22	5.03
2012-13	4.91	8.83	4.42
2013-14	7.05	14.06	7.35
2014-15	7.8	13.87	5.49

Source: Calculated from the data extracted from annual reports of TNPL.

NPR = Net Profit ratio, RON = Return on Net Worth and ROCE = Return on Capital Employed

Figure 2: Profitability ratios of TNPL

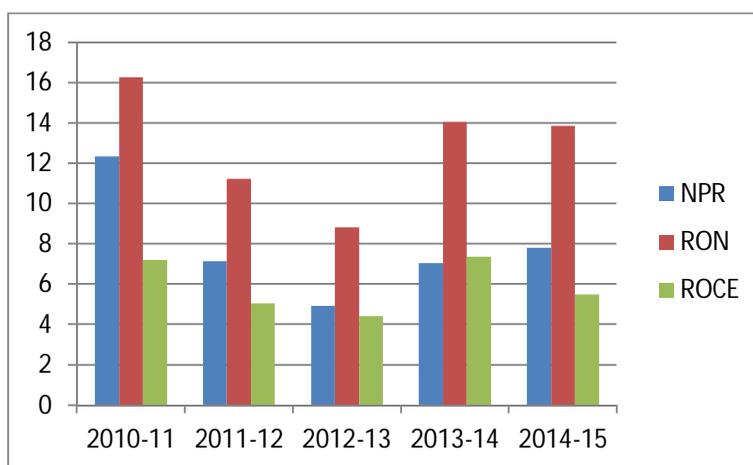




Table 4: Descriptive Statistics of Profitability ratios

Statistics	N	Range	Min.	Max.	Average	Standard Deviation	Variance	Skewness
NPR	5	8.61	4.91	12.32	7.846	2.439546	5.951384	1.302016
RON	5	7.43	8.83	16.26	12.848	2.567095	6.589976	-0.46903
ROCE	5	2.93	4.42	7.35	5.898	1.175405	1.381576	0.241952

Profitability ratios show the relation of profit earned with different components of balance sheet and profit and loss account. It can be observed from table no. 3 that NPR of the company has decreased from 12.32 in 2010-11 to 4.91 in 2012-13 and later has increased to 7.8 in 2014-15. Similarly RON has decreased from 16.26 in 2010-11 to 8.83 in 2012-13 which later increased to 14.06 in 2013-14 and again decreased to 13.87 in 2014-15. ROCE has decreased from 7.2 in 2010-11 to 4.42 in 2012-13 which again increased to 7.35 in 2013-14 and later decreased to 5.49 in 2014-15. The company has maintained an average NPR of 7.846 with a standard deviation of 2.44. Average RON is 12.848 with a standard deviation of 2.56 and average ROCE is 5.898 with a standard deviation of 1.18. Similarly NPR, RON and ROCE of TNPL can also be observed from figure no. 2.

Turnover Ratios

Table 5: Turnover ratios of TNPL

Year	STR	ATR
2010-11	5.9	39.29
2011-12	4.65	42.84
2012-13	7.04	53.46
2013-14	8.01	61.55
2014-15	4.93	45.46

Source: Calculated from the data extracted from annual reports of TNPL.

STR = Stock turnover ratio and ATR = Assets Turnover Ratio

Figure 3: Turnover ratios of TNPL

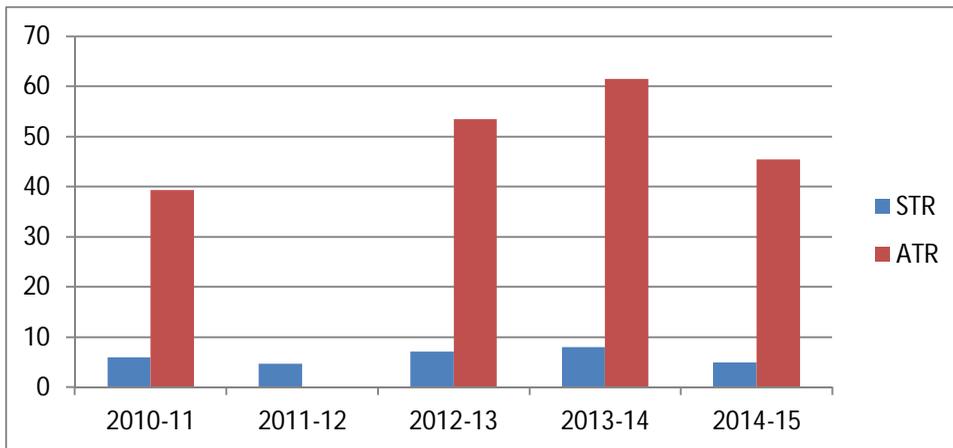


Table 6: Descriptive Statistics of Turnover ratios

Ratio	N	Range	Min.	Max.	Mean	Standard Deviation	Variance
STR	5	3.36	4.65	8.01	6.11	1.2683	1.608584
ATR	5	22.26	39.29	61.55	48.52	8.376685	70.16885

It can be observed from table no. 5 that the STR of TNPL has increased from 4.65 in 2011-12 to 8.01 in 2013-14 while in 2014-15 it has fallen to 4.93. The average STR during the study period has been around 6.11 with a standard deviation of 1.26. Similarly the ATR of the company has been increased from 39.29 in 2010-11 to 61.55 in 2013-14 but has fallen in the year 2014-15 to 45.46. The average ATR has been 48.52 with a standard deviation of 8.37.



Findings and Conclusion

1. The current ratio of the company is below the standard ratio i.e. 2:1 so the company should increase its current assets to meet out its current liabilities.
2. Average liquidity ratio of the company is also below the standard i.e.1:1. It shows that the company does not keep enough funds in liquid form.
3. Net profit ratio of the company has decreased from 12.32% in 2010-11 to 4.91% in 2012-13 but later on it has shown an increasing trend and reached 7.8% in 2014-15.
4. Similarly Return on net worth has also decreased from 16.26% in 2010-11 to 8.83% in 2012-13 and later increased to 14.06 % in 2013-14 but again fallen to 13.87% in 2014-15.
5. Return on Capital employed has decreased from 7.2% to 4.42% in 2012-13. Later increased to 7.35% in 2013-14 and again fallen in 2014-15 to 5.49%
6. Stock turnover ratio shows the efficiency of the firm to convert its stock into sales. This ratio of the company has shown fluctuations but has maintained an average of 6.11 over the period under study.
7. Assets turnover ratio of the company has shown an increasing trend up to 2013-14 but fallen to 45.46 in 2014-15.

Limitations of the study and scope for future research

The present research is based on secondary source i.e. the data has been extracted from the annual reports of the company. The period of study has been taken as five years; a longer period may be taken to have a clearer picture of the financial performance of the company.



This is a case study so only one company has been taken; a comparative study of two or more companies can be undertaken.

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FAKE OPPORTUNITIES AND REAL CHALLENGES OF AN INDIAN WOMEN ENTREPRENEURS: A REVIEW APPROACH

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Abstract

The literate Indian women have to struggle a lot for independence, since they are treated as inferior to men in any aspects and this has been a tradition in India. A lot of obstacles on her way however, women have to manage to stand firmly by doing her best in her respective fields, in return they are being appreciated for it. Due to the increased value of education for women the living standard of a woman has changed to better. Not only the business, but also women are willing to work equally with man. These women leaders are positive, motivated and they are able to take risks and even women managed to live and succeed the cut throat competition with their hard work, effort and perseverance.

The present paper determined to study the concept of women entrepreneurs – reasons motivating women to become entrepreneurs – reasons for slow progress of women entrepreneurs in India- suggestions for the growth of women entrepreneurs- case study of a women entrepreneur

Key words: Entrepreneurship, Women, Business, Gender

A PROLOGUE

The literate women do not want to stay at home as a housewife. They need equal respect from their partners. However Indian women have to struggle a lot for independence, since they are treated as inferior to men in every aspect and this have been a tradition in India. They believe that women are weak and they depend on men and family



throughout their life. The Indian culture is about the male members, they have right to make the decisions from basic family structure and least half the brain power belong to women. By overcoming lots of obstacles now women have come up with success and they are been appreciated in their respective field.

Due to increase in value of education for women the living standard of women has changed to better. Not only the business but women are willing to take risk and achieving their desire by doing hard work, effort and perseverance. The strength of the Indian women entrepreneur are they have power to learn quickly, they are willing to face threads able to solve problems, ability to encourage people to move forward.

NOTION OF WOMEN ENTREPRENEURS

Women entrepreneur is defined as one or more women who are creative, innovative and willing to operate a business enterprise.

The government of India has defined women entrepreneurs as an enterprise owned and controlled by women giving least at 51% of employment in the enterprise and having minimum financial interest of 51%. Due to push and pull factors women are able to manage their own businesses rather than depending on man. Situation like making decision, motivating about their desire and they want independence etc are the pull factors which lead women to move forward in the field of entrepreneurship. Whereas talking about the push factors women run business for their family and responsibility towards family.

AIM AND INVESTIGATION TACTIC OF THE STUDY

The study is based on secondary data which is collected from the published reports of RBI, NABARD, Census survey, SSI Report, Newspapers, journals, websites etc. This study was planned with the following objectives:



- To evaluate the factors responsible for encouraging women to become entrepreneurs
- To study the impact of assistance by the government on women's entrepreneurship
- To study the policies, programmes, institutional networks and the involvement of support agencies in promoting women's entrepreneurship
- To critically examine the problems entrepreneurship

REASONS FOR WOMEN BECOMING ENTREPRENEURS

In this new era more than man, women are indulged in every line of business. Few years back women were doing business according to 3p's pickle, powder and papad. But as the modern era started due to education and as the time passed they got converted from 3P's into 3E's that is energy, electronics and engineering with their skill, knowledge and inner quality which boosted them to start their own new business ventures.

Why women are doing this? The reason is that they want to become independent and meet personal needs. They want to do something for them. They want to show that not only man but women can also do creativity, invention and innovation. The opportunities which are provided to women, converts job seekers into job creators. In a past women starts business because of divorce, discrimination due to pregnancy, the health of a family member or economic reasons but now women entrepreneurs is forming today, as more women want to leave corporate world to reach their destiny. Some of them are listed below:

- Self identity and social status
- Education and qualification
- support of family members



- role model to others
- success stories of friends and relatives
- bright future of their wards
- need for additional income
- Family Occupation
- Government policies and Procedures
- Freedom to take own decision and be independent
- Employment generation
- New challenges and opportunities for self fulfillment
- Innovative Thinking

REASONS FOR SLOW PROGRESS OF WOMEN ENTREPRENEURS IN INDIA

Women in India are not treated equal to that of man, instead man think that business ventures run by women is of no perfection and it surely will lead to a big loss in business. Men are main barriers between women and women entrepreneur in India.

Being man and its benefits is still enjoyed in many places in an environment which is dominated by man, women are looked down and they are considered to be a 'abla", which is weak in all respects. Inequality between man and women acts as a barrier to women's entry into business.

There is lesser number of women who gets an opportunity to be a entrepreneur in India. But there women have to go under a reluctant task because they got to compete with men entrepreneur who easily get promoted their products in market. Because of their reason, today in India there are only few women entrepreneur's prevailing.



Women in nature they are considered as soft as they don't possess enough confidence and women lack risk bearing ability which make them weak and creates larger amount of fear which stop them from taking a next higher level decisions as they don't get support from their family members and society.

Business as we know its full of risk and uncertainties. We have to be cautious and be ready for coming uncertainties in future. But women in India we are living a protected life where they don't work, where they don't earn and they are not economically stable because they depend on one or other. So indirectly they got no experience in taking risk which in turn reduces their risk bearing ability.

Women in olden days they are looked down and left back at home doing household chores because of there social olden notion even today women are restrain from prospering in business unit.

Women travelling are limited in India because of many reasons. Thousands of activities of a women are watch with thousand suspicions in India. Some for women to work in organization which force them to leave the post.

Family obligation of a women also tend to drawback women from becoming a successful entrepreneur. Financial institutions of India does not lend to women entrepreneur as banks don't want to take risk if women become housewives in future.

Dividing of time becomes important while coming to women entrepreneurs in India as women in India give more emphasis to family tier and relationships so they have to keep in track success of women entrepreneur also depends on reluctancy and support from their family members.



One of the barrier for women succeeding in business career is women's family and personal obligation. Till date only few women have been able to manage time between home and business efficiently.

Women entering a enterprise also depends on husband education level and his family back ground. If husband is well educated and his family back ground is well sound than women might be able to enterprise easily if not vice versa.

Due to lack of family support and backup for women by their own family members and outside people compel them to enter in business unit and make them feel that their place is at home with family not in business organization.

Many women take the training and education by attending the entrepreneur development programmers' without entrepreneurial bent of mind. Women from various institutes must be verified through tests, exams, interviews and so on.

Production cost also affect women from entering into business unit. When production cost is high and when they need to expand their business like installation of new machinery give women a problem for some task. So it stops women from excelling in business.

Business which is under women entrepreneurship are often small and women lack assessing the latest update of technology, training, innovative schemes and so on. Only few women entrepreneurs avail in the service of modern technology and they too confined toward processing software in the computer. They hardly make use of advanced software.

Women entrepreneur don't have enough idea to raise fund or sources of fund to startup business unit. Their hard word is taken by financial institution towards women entrepreneurs may not reach the entrepreneurs in the backward region.



The success and achievement of women entrepreneurs folks fund less compared to male members. Life shrinks or expands to the proportion to once confidence level leads to low level of achievements motivation among women folks to engage in business unit.

SUGGESTIONS FOR THE GROWTH OF WOMEN ENTREPRENEURS

The growth and development of women entrepreneurs is critically required them the aspects to make a greater participation in the entrepreneurial activities. To ensure the growth of growth of women entrepreneurs, they should be given confidence, independence and mobility to come out of their paradoxes. The following measures are suggested to empower the women to seite various opportunities and face challenges in business.

- There should be consistent efforts to inspire, encourage, motivate and co-operate women to take part in entrepreneur.
- Conducting the awareness programme in a mass scale with the purpose of making awareness to the women with regards to conducting the business areas.
- There should be adequate efforts to enhance the standards of education of women and also in making effective provisions for their training, Practical experience and personality development programmer mainly to improve their overall personality standards.
- Organize training programme to develop professional competences in managerial, leadership, marketing financial production process, profit planning and maintaining books of accounts and other skill. Which will encourage women to entrepreneur.



- Extension of vocational training in women community that will help to the production process and production management.
- Development of skill in women's polytechnics and industrial training institutes as skills put to work in training-cum-production workshops.
- Educational institutes should work with both government and non-government agencies to promote entrepreneurship development mainly to plan business projects.
- Organize international , National , Local Trade fairs , Industrial exhibitions, seminars and conferences for interaction among women entrepreneurs whereby they will help them to gain the knowledge and share institution about the entrepreneurship.
- Offering of loans and subsidies to women who are doing business to encourage into industrial activities. Moreover financial institutions must help those entrepreneurs by providing enough working capital be it small scales at large venture.
- Making provision of micro credit system and enterprise credit system at local level where women entrepreneurs can avail the financial support.
- Providing the various schemes and incentives in weaker section by the government to develop entrepreneurs in the state.
- Self motivation will not give up mid way at the initial stage of women entrepreneurs.
- Proper attempts by various schemes provided by NGO's and government organization to spread information about policies, plans and strategies on the development of women in the field of industry trade and commerce.



- In order to make good decision process and develop a good business network, women must upgrade the uses and benefit of technology with the changes in time and educate as well as train constantly to acquire the skills and knowledge in all functional areas of business management.
- Formation of women entrepreneur in group to mobilize resources and pooling capital funds in order to help women in the field of industry, trade and commerce.
- Examining Women's entrepreneurship in the individual level and at the firm level in order to fully understand the difference between men's and women's entrepreneurship.
- Establishing the all India forum to discuss the problem, grievances, issues and filling complaints against constraints or shortcoming of women entrepreneur and providing the suitable decision for development of women entrepreneur.
- Thus by adapting the above mentioned in letter and spirit the problem associated with women can be solved. Entrepreneurship is not a bed of roses to women. Women participation in economic activities in complement to their family income does not reduce their family duties, instead the task of women has become more tedious and full of challenges.

CASE STUDY: SANNA VOHRA FOUNDER OF INDEAR.IN

Isha was getting married in January 2015. After the initial euphoria died down, she was hit by all the chaos that go along with 'Big Fat Indian Wedding'. In all the anxiety over getting things done before the D-Day, Isha feared that she may miss out on the once-in-a-lifetime experience that goes with tying the knot. It was then that she discovered Sanna Vohra's Indear.in.



Finding a method to the wedding festivities madness, Sanna helps future brides with their wedding plans through her platform. This wasn't the first taste of entrepreneurship for her, however. In February 2009, an 18-year-old Sanna started her first venture on restaurant discounts which went on to become a hit amongst students at Brown University.

After college ended, she joined Morgan Stanley in New York as an analyst. However, the entrepreneurial bug never really left her. In January 2014, Sanna visited Mumbai where her good friend was planning her sister's wedding. To get a sense of the location, outfits, décor and invitations, her friend had to go through multiple email threads, WhatsApp groups and websites. While talking to one of the magazine Sanna said that she remembered thinking the process to be very inefficient and that there had to be a better way to plan a wedding. She went back to her job but continued doing research, and realized that no comprehensive tool existed. A few months later, she moved to India and Indear was born in April 2014. It is an end-to-end inspiration, planning and shopping portal for Indian weddings.

HOW CAN IT HELP HER?

Being an inspiration, planning, and shopping portal for Indian weddings, Indear acts as an aggregator of wedding content and products directly from wedding vendors and designers, organizing it in an innovative manner to simplify the process of planning.

INSPIRATION

Similar to Interest, users can pin their favorite content on boards and share the same with their family. However, it doesn't just stop there. The differentiation lies in the fact that users can now know the source of the content and contact vendors directly. Moreover, the platform provides a multi-category detailed search where one can explore different trends in-depth.



Believing wedding is a visual and a multilateral process requiring multiple permissions, Sanna in an interview with one of the magazine that, No longer are customers looking at a general idea of a wedding. The new-age bride and groom know what they want. They have an idea in their head on how their wedding should look like and want a personalized wedding experience in compliance to their liking. Increasingly, brides are looking at specifics like a 'Mukesh dupatta' or a 'golpattilehenga'.

Although the platform seems to be catering more to the upper middle class and above, the founder says the focus remains on quality and the aesthetics of the offerings.

Launched last month, Indear.in also has a 'shop' section which works as a marketplace with 40 sellers on board. The venture partners with Delhivery and other courier partners for its packaging and deliveries.

Witnessing an average order value of Rs 5000, the venture receives major traffic from Mumbai and Delhi followed by Bengaluru, Chennai and Hyderabad. Cities like Ludhiana and Jaipur are also catching up in terms of traffic on the website with some organic visits from NRIs.

LOOKING AHEAD IN FUTURE

By January, the venture plans to be an end-to-end solution provider. Plans are on to launch a planning tool which would act like a personal planner: asking the to-be bride questions, making a timeline and suggesting the things she should be doing at particular moments before the date.

Indear also plans to launch its services marketplace where users can book services directly through the platform.

GROWTH STATISTICS

The website gets 6,000 visitors daily across its three verticals – Indear, Indear Shop and Indear Blog. The plan is to double the numbers by



November. There are 40,000 images on the website which are clicked and interacted with every day. An average time of five minutes is spent by a user on their portal.

The firm is looking to doubling its seller count to 80 by Diwali, and aims to reach 1,000 content partners by the end of this year. As of September 2015, the firm deals with 350 content partners. The likes of Ritu Kumar and Anita Dongre sell on its website coupled with content partners like Amrapali, Forest Essentials and Taj Group of Hotels.

In 2014, the wedding planning industry was estimated to be a USD 38-billion marketplace, rapidly growing at 25-30 per cent yearly. Moreover, with Indians becoming more comfortable purchasing higher-ticket items online, and women-influenced GMV growing five times between 2012 and 2016, the wedding market opportunity is huge, and ready to move online.

LEARNING FROM HER JOURNEY

On her entrepreneurial journey we learn that, the feeling of seeing an idea that became a business is overwhelming. Weddings hold such a special place in the hearts of individuals and it brings me joy to function here. Entrepreneurship is a journey of understanding your strengths and weaknesses.

(Source: <http://yourstory.com/2015/03/rural-india-women-entrepreneurs/>)

CONCLUSION

We are in the great position as women takes more part in field of entrepreneurship and it is increasing at a considerable rate. Women and men are given same equality in all spheres i.e. equal rights of participation in political process and equal opportunities, right in education etc. Government should take effective steps to provide entrepreneurial awareness, orientation and skill development



programmes for women. Taking parts in economic development by women entrepreneur is also being recognized and more women are promoted for entrepreneurship. Women entrepreneurship must be trained properly with entrepreneurial traits and skills to meet the changes in trends, challenges global market and also competent enough to sustain and strive for excellence in the entrepreneurial arena. We view that a smart women can do job at any time, but if she becomes an entrepreneur then by her many women can have their livelihood.

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RAJAH SIR ANNAMALAI CHETTIAR'S NOBLE SERVICE TO TAMIL MUSIC

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Introduction

Tracing the history of Tamil Isai is indeed very interesting. It was greatly patronized even during the sangam age. During the dark period, it lost patronage and support. As a result, it received a serious setback. After the end of the Kalabhra rule, Pandian Kingdom established his rule in Madurai and founded an Isai Sangam in Madurai. In the seventh century A.D., Thirugnana sambandar and Thirunavukkarasar contributed to the growth of Tamil Isai. Mahendra Varma – I, the Pallava King, who ruled Tondainadu and Cholanadu was well versed in the Isai kalai (Arts of music) and his contribution towards Tamil Isai (Tamil music) was indeed remarkable.

The revival of Tamil Music and its propagation are achieved by two categories of men, the first category consist of practicing musicians, music lovers and listeners. The second category constitute the philanthropers, intellectuals and leaders of the society. In the second category, a rich grandeur is visible in the field of patronage of Tamil Music to a particular family of Nagarathar's of Chettinad in Tamil Nadu¹. This noble family of inheritance, which established a house name 'Chettinad House' is always in the fore front in extending patronage to Tamil Music. This patronage has commenced from Dr.Rajah Sir Annamalai Chettiar and continued down to the present day by successors of this noble line age.

Tracing the history of Tamil Isai is indeed very interesting experience. Its origin goes beyond several centuries before the birth of



Jesus Christ Sangam Tamil. Generally Tamil stands for muth Tamil i.e. three Tamils 1. Eyal (literature) 2. Isai (Music) and 3. Natakam (Dance). This division clearly shows the importance given to the music. During the Bakthi movement, Thirugnana sambandar and Thirunavukkarasar contributed to the growth of Tamil Isai in the seventh century AD². Mahendravarman-I the pallava king who ruled Thondainadu and Cholanadu was well versed in music and his contribution towards music was remarkable³. The patronage of Tamil music continued under different rulers and had a course of development. It may be inferred from kaligathuparani that kulothunga chola was the author of the work on music namely Isai Tamil Nadu⁴.

His service to Tamil Isai

The growth of Tamil Isai had a different development when kirthanai's were written in Tamil. The Tamil Muthal Mummurthigal (First Music Trinity) Muthuthandavar, Arunachala Kavirayar and Marimthu Pillai lived long ago before the trinity of carnatic music namely Thiyagarajar, Shyama Sastrigal and Muthusamy Dikshitar⁵. After the emergence and growth of carnatic music which is nothing but of Tamil Music faced a set back, the carnatic musicians used language other than Tamil. This set back has created a retardation to Tamil Music. This set back has created a retardation to Tamil Music. It has become imperative to retrieve the Tamil Music Hence sustained efforts were made by Tamil Scholars in identifying Tamil Pann. An amount of great encouragement came from philanthropist and patron of music the greatest philanthropic, moral and ethical support came from Rajah Sir Annamalai Chettiar of Chettinad the Founder – Pro-Chancellor of Annamalai University. His personal desire was to see the echoing of Tamil Music all over Tamil Nadu.

He came forward to found the university for the soul purpose of Tamil culture and Music. In the inception stage itself, Sri Meenakshi



College had a music college in 1929⁶. The University inherited the college. A separate work one has to write about the contribution of this noble son of ancient Tamil heritage and culture. Every one knows, when there prevailed difference of opinion leading to hatracy between the supporters of carnatic music and Tamil Music. He clarified that there is no difference, when he presided over the function in honour of Saint Thiyagarajar at Thiruvaivur. His patronage to Tamil music from early age to ripe old age is a boost for the society.

After him, everyone expected similar patronage from his worthy who had inherited the name and fame of this renowned family of Chettinad, Being the eldest son of Dr.Rajah sir Annamalai Chettiar, as a duty bounded son and elder of the society, he attended the needs, of the society in various fields like politics, industry, commerce, education , social reform and fine arts in order to emerge as a statesman of high order like his mind. He showed his zeal as a versatile personality.

He showed keen interest in Tamil literature and Tamil Music. It is in a sense, part of family. He had an ambition in his life to create and instill in the mind of the people of Tamil Nadu real pride in their literature and language following his direction. He worked along with him and after him for the cause of Tamil Music. His interest in Tamil Isai started right from this early days on 22nd December 1934⁷. Madras Music conference was contested the head ship of Rajah Annamalai Chettiar.

In 1936 his son Minister for Local Self the Government and Hindu Religions endowments passed a bill regarding Tamil Isai in 1937⁸. According to this bill it was expected that every temple in the presidency should make arrangement for reciting Thevaram Hymns. Further in Sep.1941 a meeting was held under the presidentship of Periyar E.V.Ramasamy in Trichy⁹. Annamalai Chettiar attend the meeting and delivered a speech about the significance of the Tamil Isai



movement and also expressed his willingness to support the movement, Periyar E.V.Ramasamy endorsed his view¹⁰. In the mean while a conference was held at Victoria Hall in Madras on 16th Sep.1941 to encourage the Tamil Isai movement, C.N.Annadurai, M.M.Dhardapani Desigar and several eminent men attended the conference¹¹. On seeing vast gathering Rajah sir Annamalai Chettiar was extremely pleased and expressed the hope that with such a patronage there should be no hindrance of any kind to the growth of Tamil Isai movement. He appealed to the Tamil musicians that they should sing only in Tamil. He donated a sum of Rs.15,000 to encourage Tamil Isai on his sixtieth birth day¹². Then he organized a Tamil Isai conference on 26th Oct.1941 in Annamalai University. He helped in all possible way in the field of Tamil Isai. He delivered a scintillating speech in the conference. He further requested the musicians to sing Tamil songs only¹³

While Tamil Isai was witnessing a remarkable progress under the leadership father and son. The Madras and Trichy All India Radio Station were not providing ample coverage to Tamil Isai. Rajah Sir Annamalai Chettiar pointed out this at a right time by leading a movement with his son, Rajah Sir Muthiah Chettiar against a peaceful struggle against the Trichy Radio Station in order to get more time allotted for broad casting Tamil Songs¹⁴. He sent a warning notice to the All India Radio programme Advisory committee and finally his cherished ambitions found success. He also urged the Radio Station to broad cast Thevaram songs¹⁵. Thus he succeeded in his efforts in popularizing Tamil Isai through all India Radio Station by this peaceful struggle.

Blossoming of Tamil Isai Sangam in Madras

Apart from this a number of Tamil Isai conference were conducted through out the state. The most important aspect of this development was personal involvement of Tamil Isaivanar



M.M.Dhandapani Desigar. During the Theyagaraja festival at Thiruvaiyaru he sung only Tamil songs in the musical conference. This incident provoked another singer he insisted on to Clean the stage which he considered as polluted as a result of Tamil recitation¹⁶. This social insult affected many of the Tamil people and singers. This incident led to the formation of the Tamil Isai Sangam. All the Tamil scholars and Tamil Isai vanars realized the necessity of permanent Tamil Isai Sangam for the growth of Tamil music. The Tamil scholars and Tamil musicians came under the leadership of Rajah Sir Annamalai Chettiar and urged him to start Tamil Isai Sangam. With great efforts of Rajah Sir Annamalai Chettiar and R.K. Shanmugam Chettiar Tamil Isai Sangam was started in Madras on May 1943¹⁷

Rajah Sir Annamalai Chettiar gave a generous contribution of Rs.20,000 in May 1943. He became its president and R.K. Shanmugam Chettiar was nominated as Vice-President. The Tamil Isai Sangam conducted the first Tamil Isai Vizha (Music Festival) at St.Mary's Mandapam in Madras on 23rd Dec. 1943 to 4th January 1944¹⁸. It was the great occasion in the history of the growth of Tamil Isai. At the end of this conference Annamalai Chettiar announced several decisions that were taken by the Tamil Isai Sangam from then on every year the Tamil Isai Vizha is being conducted in every December. Further to the growth of Tamil Isai, Rajah Sir Annamalai Chettiar started a music college on 3rd January 1944 in Madras.¹⁹

Rajah Sir Annamalai Chettiar the Tamil Isai Sangam was patronized by his illustrious son Rajah Sir Muthiah Chettiar. He became the Vice President of the Tamil Isai Sangam and continued in this post till his death²⁰. Rajah Sir Annamalai Chettiar always wished to have a permanent building for the Tamil Isai Sangam. The whole credit for constructing a building, goes to his illustrious son Rajah Sir Muthiah Chettiar. With the help of R.K.Shanmugam and M.A Chidambaram Chettiar, he began the construction of building in 1950



at Esplanade in Madras. The building was completed in 1952²² and it was opened by then Chief Minister of Tamil C.Rajagobalachariar. This building is now called as Raja Annamalai Manram²².

Rajah Annamalai Chettiar was a staunch lover of Tamil Isai. He went to find out many fact about Tamil Isai one of the aim of the Tamil isai sangam is to conduct research on Tamil Isai and bring out its salient features so as to enable people to appreciate it with proper perspective²³. For this purpose, he organized a pann committee under the presidentship of Annamalai Chettiyar. The insisted on the singing of Thevaram songs in the traditional methods throughout the country. The minute details and facts about pan and katalai have been brought because of intone research activities up to 1983. The pan research committee discovered 23 new pans. All these research was possible on account of his encouragement.

Rajah sir Annamalai Chettiar has collected several musical instrument and exhibited at Adayar. This house for musical instrument was opened on 1st January 1956 and demonstration regarding the performance of instrument has 4 kinds of instruments were shown to the public the hall of musical instrument. This shows the keen interest of Rajah Sir Annamalai in Tamil Isai²⁴. He also wanted to give importance to one of the oldest instruments, which is in vogue today that is barangiyazh. He had great acumen in Tamil music. He himself took a prominent part in discussion and made substantial contribution by giving the research scholars the line on which pan research should go forward.

Madurai Tamil Isai Sangam In 1944, Madurai Tamil Sangam was started by Shamugavelrajan. Later it slowly declined due to various reasons. Every one remembers Madurai, as an ancient seat of Tamil Sangam, Rajah Sir Annamalai Chettiar, had inkling to establish at Manram for the propagation of Tamil Music. In order to fulfill such



aspirations and feeling of necessity moved Rajah Sir Annamalai Chettiar very much to found a Tamil Sangam in Madurai also. For that purpose his son found a Tamil Isai Sangam with L. Alagusundaram Chettiar, T.M. Narayanaswamy Pillai and AR. Subramaniam Chettiar in Madurai²⁶ 21st January 1974. His son contributed Rs. 3 lakhs to purchase a site for Tamil Isai Sangam Madurai.²⁷ A building was constructed in 1974²⁷, to house the Madurai Tamil Isai Sangam. It was named called as Rajah Muthiah Mundram²⁸.

Annamalai chettiar service to the Music College

It is feather on the cap since the first college started in Tamil districts for teaching music as one of the fine arts was accomplished by Annamalai University in 1929²⁹. When the University was founded, Dr. Rajah Sir Annamalai Chettiar gifted the music instruments, equipments and also additional endowments to the college. He was very much interested in the propagation of Tamil Music. He selected and appointed Sri. Vidvam T.S. Sabhesa Aiyar (a descendent of Maha Vaidyantha Sivam as the first Principal of the college³⁰. In 1932, Annamalai Chettiar Founder Pro-Chancellor handed over the Music College to University³¹. The Music College introduced the following courses like Vocal Music, Vinai violin, Mirudhangam and tevaram recitation etc³².

As the first step in musical research, the syndicate sanctioned the Publication of an ancient treatise on music Swaramela Kalanidhi by M.S. Ramaswami Aiyar. In 1937, Tiger Varadachariar succeeded sabhesa Aiyar³³. He gave the department his best and served with the utmost loyalty to review Tamil Music. Tiger Varadachariar had the competent assistance of the following three new appointees; they were Ponniah Pillai expert performance on the Vina and Narayana Swami Aiyar Vocalist.

Sir. R.K. Shanmukam Chettiar, who was interested in the propagation of research on Tamil Music. He expressed his views about



Tamil Music once again in his address delivered on the occasion of Foundersday at Annamalai University in 1940³⁴. In his address he wished to know whether Annamalai University was going to be one of the several stereotyped Universities or whether it was going to have particular characteristics of its own and that one could expect it to devote its attention for the promotion of Tamil Music culture and the study of Tamil Literature. He added that music, for instance, made the greatest appeal only when it was made in one's own mother tongue and hoped that the authorities of the University would realize the importance of that subject³⁵. Immediately, the Annamalai Chettiar created a special endowment to encourage the study and propagation of Tamil songs. His Holiness Sri Kasivasi Swaminatha Tabiram of Tiruppananda mutt also made an endowment for the study of Tamil Music in Tevaram and Tirumurai. In 1941, Tamil Isai Movement was inaugurated. A Committee of experts and teachers of University met in April 1941 and discussed the nature and number of tevaram panns and passed resolutions relating to the adoption of the tevaram tune and the corresponding carnatic tune³⁶. Later, Tamil Music conference was held in Annamalai Nagar in 1941³⁷. In 1943an advisory committee with Mahamahopadhyaya Panditha mani Kadiresa Chettiar as Chairman and Pandit L.P.KR. Ramanathan Chettiar as secretary was constituted, to further, the cause of Tamil Music and to the help of the administration of the music department³⁸.

Isai Tamil series in twenty volumes, a valuable contribution to the available isai literature¹of the land brought out old and rare gems of Tamil Songs and new compositions were published according to a scale of nation. The first four volumes contain compositions sung at the special conference and found worthy of publication. Vol.V consist of three parts.

Isaiyiyal 1944 or the science of ragas by Sangeetha Kalanithi Ponniah Pillai. It is a masterly treatise on the science of Tamil Isai. The



Second part was IsaiKarnvikal 1945 by Sri.P.Kodandaraman as oriental treatise on the indigenous musical instruments of the Tamil Country. The third part is Saramela Kalanithi 1947 by Sir.N.S.Desikam, a standard work on Carnatic Music. This interpretation in English of the Sanskrit work Swarmela Kalanithi by Sri.M.S. Ramaswami Aiyar.

Thus work of the committee and its efforts brought out the serious of twenty volumes dealing with Tamil Music. It was a commendable work of the University. These works later became works of reference and authority on Tamil Music.

Besides taking part in the musical sessions of the Tamil Isai Festival in the Christmas season every year the Rajah Saheb, evinced his keen interest in pan research by involving himself in the discussion that took place in the morning sessions. At his instance, the Tamil Isai Sangam honoured the Presidents of the Tevaram conference year afternoon with the title Isaipperarigaar along with silver plates and gold medals.

His association with the Tamil isai which he loved was so closed and constant that he will ever live in its memory and the memory of all these who had anything to do with him .so long as men continued to cherish the things they love .he strove saved and served the Tamil music with unflagging zeal and devotion

The retrieval of Tamil Music is really a praiseworthy achievement of the 'House of Chettinad' The initial and sustained support of Dr.Rajah Annamalai Chettiar has continued well with the support of the Tamil Society. He did this for the sustenance and progress of Tamil Society and culture. His shadow, slightly or otherwise gave little scope for recognition to his work in this field. Actually he carried out the responsibility by his noble lineage and on his own. His service to the cause of Tamil music remains as a solid work to posterity. The Tamil Isai festival in the month of December was held every year



in Madras. This effort is continued without any hurdle even today the Sagacity of the Philanthropic family was such, it will continue also in the years to come. This great and noble family has established a trust, every year the trust honour a Tamil musician and scholar for his contribution to Tamil music with one lakh rupees prize award. Without this philanthropic encouragement of the Chettinad House. And the noble inherited successor Dr.Rajah sir Muthiah and our beloved Founder and Pro-Chancellor of Annamalai University a wizard in all pervading spheres of commerce, industry sports, education, culture etc is able to push through the patronage to Tamil music in an atmosphere of westernization in the Tamil Society. Otherwise the society may forget Tamil music, only because of sustained efforts it breaths, survives in the months of December, this continuation of service to music without a break was achieved, on account of the noble link of Dr.Rajah Sir Annamalai Chettiar, We cherish his services especially to Tamil music along with other fields of human endeavours

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A STUDY OF ACHIEVEMENT IN SOCIAL SCIENCE AMONG SEVENTH GRADERS IN RELATION TO METHOD OF TEACHING, LOCALITY AND GENDER

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Abstract

The present study was intended to study the main and interaction effect of method of teaching, locality and gender on achievement in Social Science among seventh graders. Achievement in Social Science was treated as dependent variable whereas method of teaching (smart classroom teaching and conventional teaching); locality (rural and urban); and gender (male and female) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 430 seventh graders (216 from the schools having smart classrooms and 214 from the schools without smart classrooms) was taken by using multi-stage stratified random sampling technique. An Achievement Test in Social Science developed by the investigators was used to collect data. The obtained data was analyzed by using Balanced Three Way ANOVA with $2 \times 2 \times 2$ factorial design. Hartley's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. The findings of the study revealed that i) Main effect of method of teaching and locality on achievement in Social Science among seventh graders was found to be significant whereas main effect of gender on achievement in Social Science among seventh graders was not found significant. ii) Significant interaction effects of method of teaching and locality; and method of teaching and gender were reported on achievement in Social



Science among seventh graders. Further, no significant interaction effect of locality and gender was reported on achievement in Social Science among seventh graders. iii) Triple interaction effect of method of teaching, locality and gender achievement in Social Science among seventh graders was found to be significant.

Keywords: Method of Teaching, Locality, Gender and Achievement.

INTRODUCTION

Education plays a vital role in human life. It is considered to be a lifelong process, where all the experiences, knowledge and wisdom that an individual acquires at different stages of one's life through different channels (i.e., formally, informally and incidentally) are termed as education. It is regarded as the main instrument in the transmission of values and for the accumulation of knowledge of a society. Broadly speaking education refers to any act or experience that has an effect on the personality of an individual.

Today technology is an inherent part of our lives. All the organizations have identified the importance of Information and Communication Technology (ICT). ICT plays an important role in improvement of educational sector. ICT helps us in getting information from all over the world. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011) [17]. To facilitate the process of knowledge transmission, teachers should apply appropriate methods of teaching that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research.



Moreover, researches on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Wiggins (1987)[19] reported that interaction between the teacher and students during the teaching and learning process encourages the students to search for knowledge rather than the lecturer monopolizing the transmission of information to the learners. Lindquist (1995)[10] indicated that student-centred methods promote greater mastery of the subject than centralizing the flow of knowledge as a one way channel from the lecturer to the student. Ghetiya's (2000)[8] revealed that methods of teaching were effective on academic achievement. Sevindik (2010)[14] showed that lectures given through smart classroom significantly increases the academic achievement of the students. Aksoy (2012)[1] determined that animation technique is more effective than traditional teaching methods in terms of enhancing students' achievement. Ganyaupfu (2013)[7] demonstrated that teacher-student interactive method was the most effective teaching method, followed by student-centred method while the teacher-centred approach was the least effective teaching method. Chachra (2015)[4] showed that the teaching through smart class room is more effective than conventional teaching at all the three intelligence levels. Menon (2015)[9] concluded that students achieved higher when taught in smart classes as compared to conventional mode of teaching. Bano (2016)[2] revealed that smart classroom learning positively affects the performance of students in English. Siddi (2013)[15] concluded that locality and gender has significant influence on academic achievement in Social Studies of 7th class students. Roscigno and Crowley (2001)[13] reported that the academic performance of rural children typically lags behind that of urban children.

With the recent technological developments, an opportunity has emerged to introduce more efficient method of instruction in the



classroom. Multimedia has become one of the leading means of teaching today. Thus a method of instruction is one of the major factors affecting academic achievement of students. Rekha and Kumar (2011) [12] concluded that lectures given through smart classrooms significantly increased the academic achievement of the students. Basu and Kaur (2012) [3] revealed that the students using smart class scored significantly higher in all four components subjects- History, Geography, Political Science and Economics than those studying in traditional classes. At present, teachers are adopting mainly two methods namely smart classroom method or using new technologies in teaching and conventional teaching. A very few studies had been carried out on the effect of method of teaching on achievement of students. Hence, the investigators considered it worthwhile to carry out the present study.

OBJECTIVES OF THE STUDY

1. To study the main effect of (a) method of teaching, (b) locality and (c) gender on achievement in Social Science among seventh graders.
2. To study the double interaction effect of (a) method of teaching and locality; (b) method of teaching and gender; and (c) locality and gender on achievement in Social Science among seventh graders.
3. To study the triple interaction effect of method of teaching, locality and gender on achievement in Social Science among seventh graders.

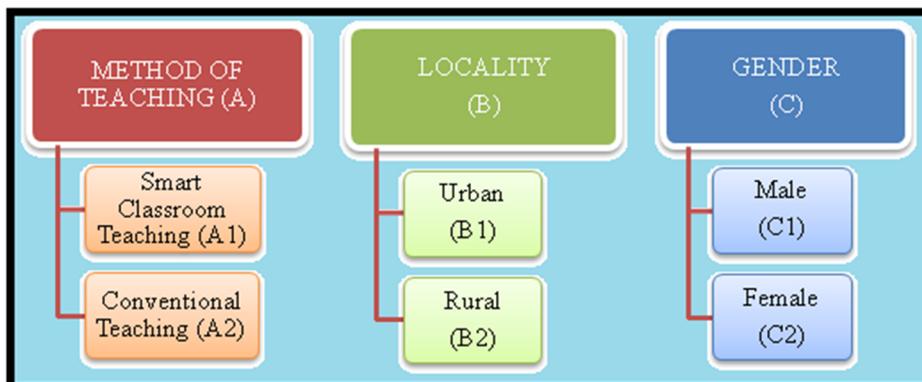
HYPOTHESES OF THE STUDY

Ho1 There exists no significant main effect of a) method of teaching b) locality and c) gender on achievement in Social Science among seventh graders.

- Ho2 There exists no significant interaction effect of a) method of teaching and locality; b) method of teaching and gender; and c) locality and gender on achievement in Social Science among seventh graders.
- Ho3 There exists no significant triple interaction effect of method of teaching, locality and gender on achievement in Social Science among seventh graders.

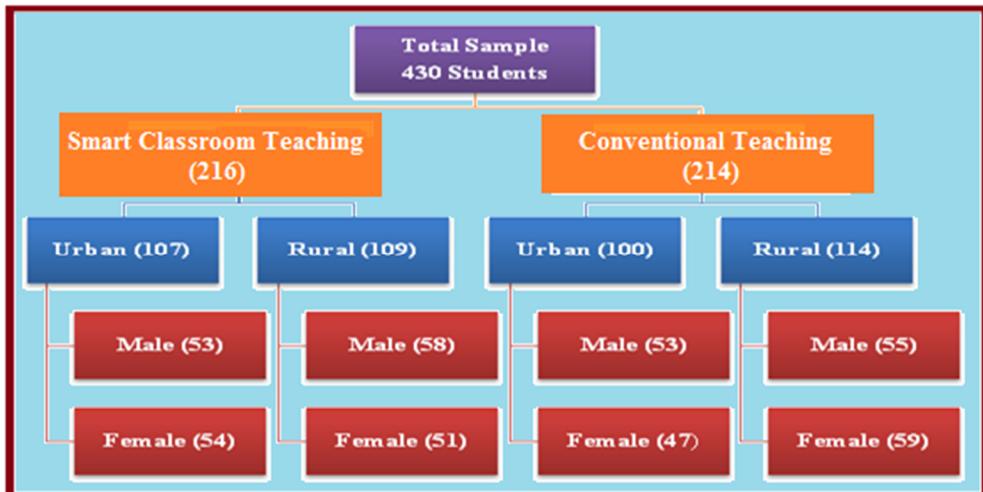
DESIGN AND METHODOLOGY

In the present study, descriptive survey method was used. The $2 \times 2 \times 2$ factorial randomized group design was used to analyze the data. First independent variable i.e. method of teaching was varied in two ways as smart classroom teaching and conventional teaching. Smart classroom teaching means teaching in smart classrooms which are equipped with technological enhanced tools like computer/ laptop, projector, screen etc. Conventional teaching means traditional or old method of teaching i.e. lecture method. Locality, the second independent variable was also varied in two ways as urban and rural. The third independent variable i.e. gender was varied as male and female. Thus, all the independent variables i.e. method of teaching, locality and gender were varied at the two levels which has been shown below in the schematic design.



Sample

A sample of 430 seventh graders was selected by using multi-stage stratified random sampling technique on the basis of method of teaching, locality and gender. Distribution of sample has been depicted below:



Distribution of Sample

Tool Used

An Achievement Test in Social Science for seventh graders developed by the investigators was used to measure the achievement in Social Science among seventh graders.

STATISTICAL TECHNIQUES USED

The data was analysed by using descriptive as well as inferential statistics. The Three-Way Analysis of Variance (ANOVA) with $2 \times 2 \times 2$ Factorial Design was computed using SPSS 20 version to study the main effect and interaction effects of the independent variables i.e. method of teaching, locality and gender on achievement in Social Science among seventh graders. The Hartley's Test of Homogeneity of Variance was also used to test the assumption of homogeneity of



variance before applying Three-Way ANOVA. Wherever F-value was found significant, 't'-test was employed for further investigation.

DATA ANALYSIS

The main objective of the present study was to find out the main and interaction effects of method of teaching, locality and gender on achievement in Social Science among seventh graders. The independent variables method of teaching, locality and gender were coded as A, B, C respectively and were varied into two ways as: smart classroom teaching (A_1) and conventional teaching (A_2); urban (B_1) and rural (B_2); and male (C_1) and female (C_2). The means and S.D's of different sub-samples have been presented in the Table-1 and Figure 1. The summary of ANOVA ($2 \times 2 \times 2$) has also been presented in Table-2, which is analyzed in terms of main effects and interaction effects.

Table-1

Mean's and SD's of Sub Samples of $2 \times 2 \times 2$ Design for Achievement of Students in relation to Methods of Teaching, Locality and Gender

Methods of Teaching (A)	Locality (B)	Male (C_1)	Female (C_2)
Smart Classroom Teaching (A_1)	Urban (B_1)	Mean=20.94 SD=2.141 N= 47	Mean=19.38 SD=1.812 N= 47
	Rural (B_2)	Mean=18.43 SD=1.839 N= 47	Mean=18.57 SD=1.485 N= 47



Conventional Teaching (A₂)	Urban (B ₁)	Mean=17.55 SD=2.195 N= 47	Mean=19.00 SD=1.532 N= 47
	Rural (B ₂)	Mean=15.74 SD=2.158 N= 47	Mean=15.91 SD=2.092 N= 47

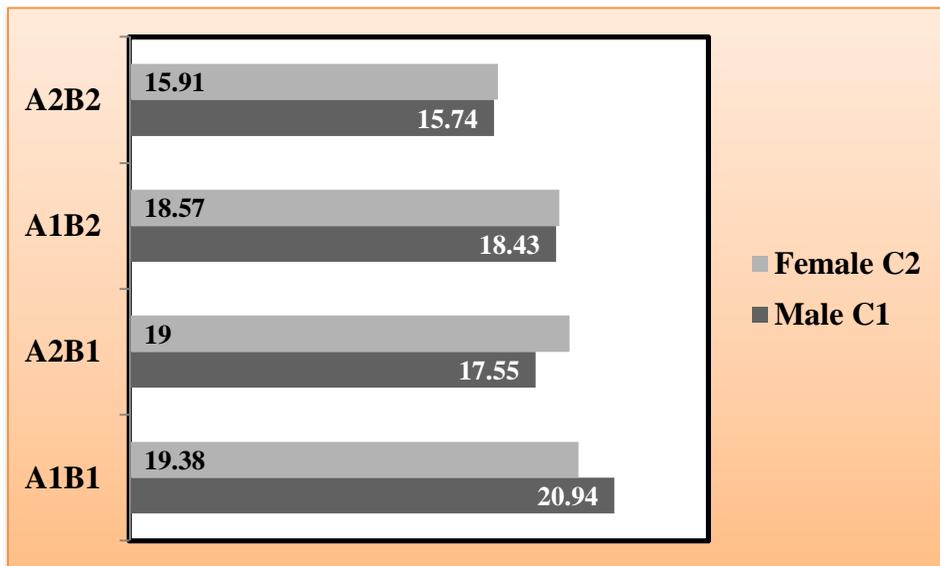


Fig. 1: Mean Scores of Sub Samples of 2×2×2 Design for Achievement of Students in Relation to Methods of Teaching, Locality and Gender.



Table -2

**Summary of 3 Way ANOVA ($2 \times 2 \times 2$ Factorial Design) for
 Achievement of Students in Relation to Methods of Teaching,
 Locality and Gender**

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F-ratios
A Method of Teaching	1	487.191	487.191	120.237**
B Locality	1	396.266	396.266	97.797**
C Gender	1	.266	.266	.066 (NS)
A×B Interaction	1	14.564	14.564	3.594*
A×C Interaction	1	53.628	53.628	13.235**
B×C Interaction	1	1.064	1.064	.263 (NS)
A×B×C Interaction	1	52.128	52.128	12.865**
Between Cells	7	2496.213	-----	
Within Cells	368	1491.106	4.052	
Total	375			

** Significant at 0.01 level

* Significant at 0.05 level

NS = Not Significant



Main Effect of Method of Teaching, Locality and Gender on Achievement in Social Science among Seventh Graders.

Method of Teaching (A)

It is clear from the table 2 that F- ratio 120.237 for the main effect of method of teaching on achievement in Social Science among seventh graders is significant at 0.01 level leading to the inference that method of teaching has a significant effect on achievement in Social Science among seventh graders. Therefore, the null hypothesis $H_01(a)$, "There exists no significant effect of method of teaching on Achievement in Social Science among Seventh Graders" is rejected. This result is an agreement with the findings of Lindquist (1995)[10] who indicated that student-centred methods promote greater mastery of the subject than centralizing the flow of knowledge as a one way channel from the lecturer to the student.

Locality (B)

The table 2 shows that the F-ratio of 97.797 for main effect of locality on achievement is significant at 0.01 level which reveals that locality has a significant effect on achievement in Social Science among seventh graders. In this case the null-hypothesis $H_01(b)$, 'There exists no significant effect of locality on achievement in Social Science among seventh graders' stands rejected. The present finding is supportive to the findings of Siddi (2013)[15] who concluded that locality has significant influence on academic achievement of 7th class students in social studies.

Gender (C)

It can be inferred from Table 2 that F-ratio .066 for main effect of gender on achievement is not significant at 0.01 level which indicates that gender has no significant main effect on achievement in Social Science among seventh graders. Therefore, the null hypothesis $H_01(c)$,



'There exists no significant effect of gender on achievement in Social Science among seventh graders' stands retained. The present results support Waters et al. (2006)[18] who found no statistical significant difference between academic performance of rural and urban students. The present result is in contrast to the findings of Singh et al. (2007)[16] who revealed that boys were better than girls on achievement in Mathematics.

Double Interaction Effect of Method of Teaching, Locality and Gender on Achievement in Social Science among Seventh Graders.

Method of Teaching (A) × Locality (B)

The table 2 concludes that F-ratio between method of teaching and locality is 3.594, which has been found to be significant at 0.05 level only leading to the conclusion that method of teaching and locality interact with each other. Therefore, the null hypothesis $H_{02(a)}$, 'There exists no significant interaction effect of method of teaching and locality on achievement in Social Science among seventh graders' stands rejected. 't' test was further employed to find out the significance of difference in mean scores of achievement in Social Science among seventh graders for different groups. The results for the same have been given in Table 3. The mean scores for achievement of different groups for method of teaching and locality have been also presented in the form of Fig. 2.



Table-3

't' values for Mean Scores of Achievement of Students for Different Groups of Method of Teaching (A) × Locality (B)

Groups	N		Mean		S.D.		t-values
A_1B_1 vs A_2B_1	94	94	20.16	18.272	2.122	2.018	6.29**
A_1B_2 vs A_2B_2	94	94	18.5	15.825	1.664	2.417	8.91**
A_1B_1 vs A_2B_2	94	94	20.16	15.825	2.122	2.417	13.14**
A_1B_2 vs A_2B_1	94	94	18.5	18.272	1.664	2.018	0.84 (NS)
A_1B_1 vs A_1B_2	94	94	20.16	18.5	2.122	1.664	5.92**
A_2B_1 vs A_2B_2	94	94	18.272	15.825	2.018	2.417	7.65**

**** Significant at 0.01 level**

NS= Not Significant

A_1 = Smart Classroom Teaching A_2 = Conventional Teaching

B_1 = Urban

B_2 = Rural

Table-3 discloses that 't'-values 6.29, 8.91, 13.14, 5.92 and 7.65 for the groups A_1B_1 vs A_2B_1 , A_1B_2 vs A_2B_2 , A_1B_1 vs A_2B_2 , A_1B_1 vs A_1B_2 , and A_2B_1 vs A_2B_2 respectively have been found to be significant at 0.01 level leading to the conclusion that these groups differ significantly on their achievement in Social Science. Table-3 further indicates that 't'-value of 0.84 has not been found to be significant which means rural school students taught through smart classroom teaching (A_1B_2) and urban school students taught through conventional teaching (A_2B_1) do not differ significantly with respect to achievement in Social Science. From the mean scores it can be concluded that rural school students taught through smart classroom teaching (A_1B_2) have slightly higher achievement in Social Science than urban school students taught through conventional teaching (A_2B_1).

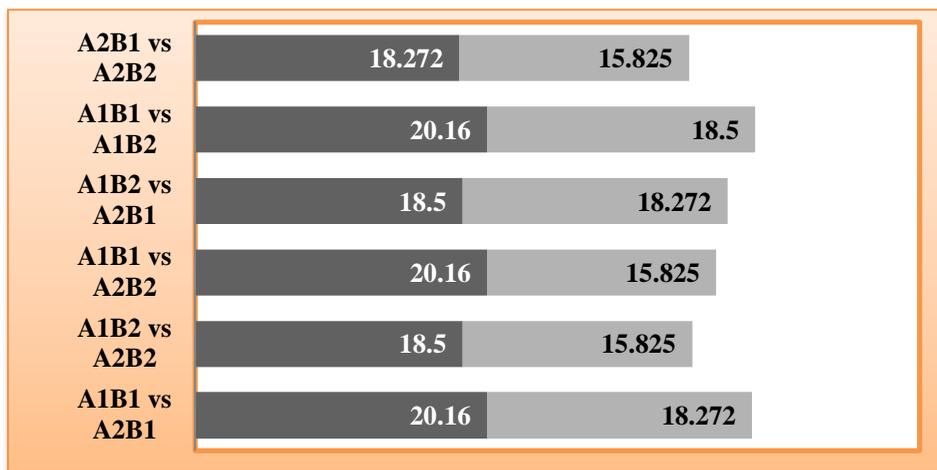


Fig. 2: Mean Scores for Interaction Effect of Method of Teaching and Locality on Achievement in Social Science among Seventh Graders

The interaction effect of method of teaching and locality on achievement in social science has been also presented in the form of line graph in Fig. 3 which shows a significant interaction effect of the two variables (method of teaching and locality) on achievement in Social Science of seventh graders.

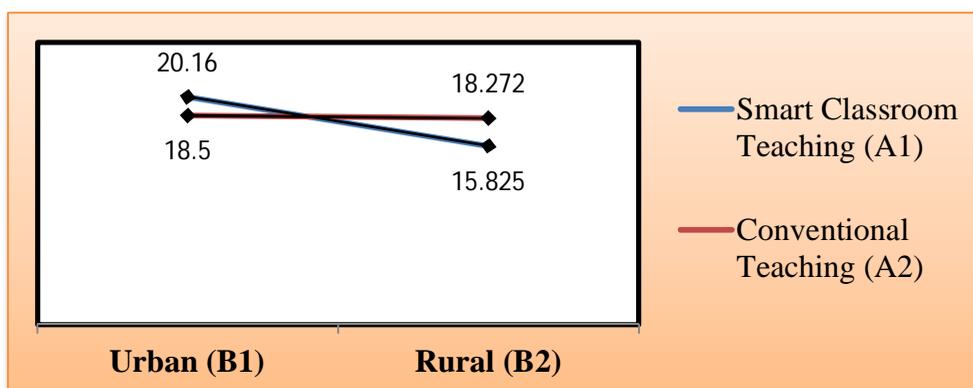


Fig.3: Interaction Effect of Method of Teaching (A) × Locality (B) on Achievement in Social Science among Seventh Graders



Method of Teaching (A) × Gender (C)

A close perusal of Table-2 indicates that the F- ratio between method of teaching and gender is 13.235 which is significant at 0.01 level which leads to the inference that method of teaching (A) and gender (C) interact with each other. Therefore, the null hypothesis H_{02} (b), 'There exists no significant interaction effect of method of teaching and gender on achievement in Social Science among Seventh graders' is rejected. 't'-test was further employed to find out the significance of difference between mean scores of achievement for different groups. The results have been shown in the Table 4.

Table- 4

't' values for Mean Scores of Achievement of Students for Different Groups of Method of Teaching (A) × Gender (C)

Groups	N		Mean		S.D.		t-values
A_1C_1 vs A_2C_1	94	94	19.685	16.645	1.99	2.38	9.5**
A_1C_2 vs A_2C_2	94	94	18.975	17.455	1.65	1.91	5.85**
A_1C_1 vs A_2C_2	94	94	19.685	17.455	1.99	1.91	7.96**
A_1C_2 vs A_2C_1	94	94	18.975	16.645	1.65	2.38	8.03**
A_1C_1 vs A_1C_2	94	94	19.685	18.975	1.99	1.65	2.73**
A_2C_1 vs A_2C_2	94	94	16.645	17.455	2.38	1.91	2.61*

** Significant at 0.01 level

* Significant at 0.05 level

NS= Not Significant

A_1 = Smart Classroom Teaching

A_2 = Conventional Teaching

C_1 = Male

C_2 = Female



Table 4 proclaims that 't'-values (9.5, 5.85, 7.96, 8.03 and 2.73) for the groups A_1C_1 vs A_2C_1 ; A_1C_2 vs A_2C_2 ; A_1C_1 vs A_2C_2 ; A_1C_2 vs A_2C_1 ; and A_1C_1 vs A_1C_2 respectively have been found to be significant at 0.01 level which leads to the inference that these groups differ significantly with each other with respect to their achievement in Social Science. The present results support the findings of Dania (2014)[5] who upheld that there was significant interaction effect of treatment (method of instruction) and gender on students' academic achievement in secondary school Social Studies. Table-4 further reveals that 't'-value of 2.61 for male (A_2C_1) and female (A_2C_2) students taught through conventional teaching has been found to be significant at 0.05 level only. It indicates that there exists a significant difference between achievement of male and female students taught through conventional teaching. Mean scores for interaction effect of method of teaching and gender on achievement in Social Science among seventh graders have also been shown in Fig. 4.

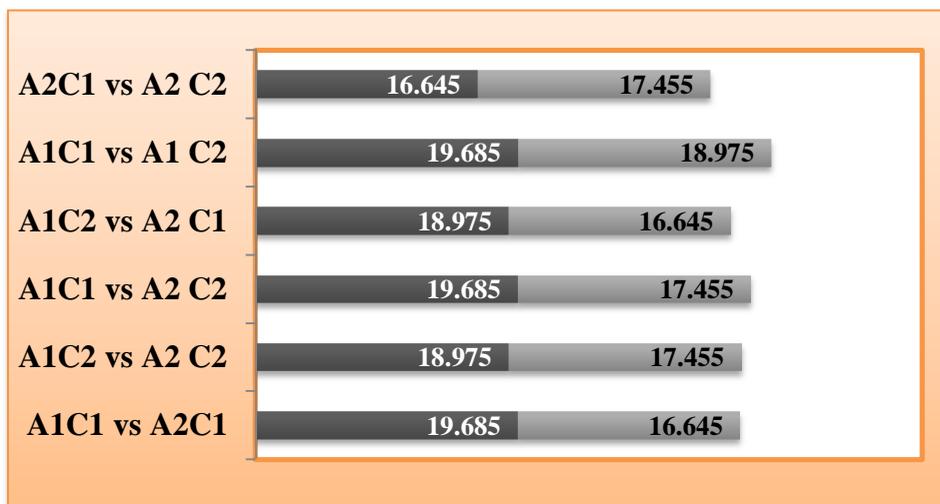
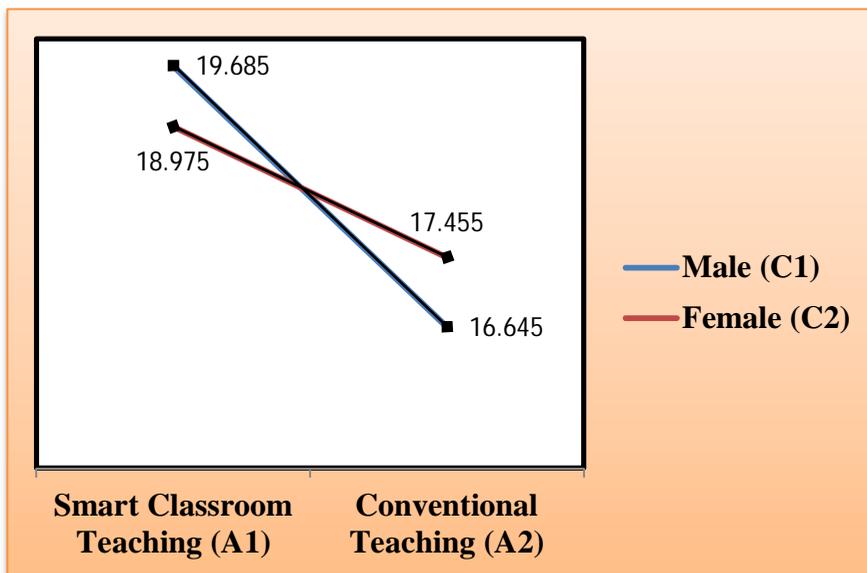


Fig. 4: Mean Scores for Interaction Effect of Method of Teaching and Gender on Achievement in Social Science of Seventh Grader

The interaction effect of method of teaching i.e. smart classroom teaching and conventional teaching and gender on achievement in Social Science has been also presented in the form of line graph in Fig.5 which shows a significant interaction effect of the two variables (method of teaching and gender) on achievement in Social Science among seventh graders.



**Fig.5: Interaction Effect of Method of Teaching (A) × Gender (C) on Achievement in Social Science among Seventh Graders
Locality (B) × Gender (C)**

A close perusal of Table-2 indicates that the F- ratio between locality (B) and gender (C) is .263 which has not been found to be significant at 0.01 level which leads to the inference that locality (B) and gender (C) do not interact with each other. Therefore, the null hypothesis $H_0(c)$, 'There exists no significant interaction effect of locality and gender on achievement in Social Science among Seventh graders' stands



retained. The present result is in contrast to the findings of Gakhar & Aseema (2004)[6] who revealed an interaction between sex and area with respect to scholastic achievement of adolescents.

Triple Interaction Effect of Method of Teaching, Locality and Gender on Achievement in Social Science among Seventh Graders.

Method of Teaching \times Locality \times Gender (A \times B \times C)

An inspection of the Table-2 indicates that the F- ratio 12.865 for the interaction between method of teaching, locality and gender with respect to achievement is significant at 0.01 level which leads to the inference that method of teaching, locality and gender interact with each other. Therefore, the null hypothesis H_{03} , 'There exists no significant interaction effect of method of teaching, locality and gender on achievement in Social Science among Seventh Graders' is rejected. 't' test was employed to find out the difference in mean scores of achievement for different groups. The results for the same have been presented in the Table-5.

Table-5

't'-values for Mean Scores of Achievement of Students for Different Groups of Method of Teaching \times Locality \times Gender (A \times B \times C)

Groups	N		Mean		SD		't'-values
A ₁ B ₁ C ₁ vs A ₂ B ₂ C ₂	47	47	20.94	15.91	2.141	2.092	11.43**
A ₁ B ₁ C ₂ vs A ₂ B ₂ C ₁	47	47	19.38	15.74	1.812	2.158	8.88**
A ₁ B ₂ C ₁ vs A ₂ B ₁ C ₁	47	47	18.43	17.55	1.839	2.195	2.15*
A ₁ B ₂ C ₁ vs A ₂ B ₁ C ₂	47	47	18.43	19.00	1.839	1.532	1.63(NS)
A ₁ B ₁ C ₁ vs A ₁ B ₁ C ₂	47	47	20.94	19.38	2.141	1.812	3.90**
A ₁ B ₁ C ₁ vs A ₁ B ₂ C ₁	47	47	20.94	18.43	2.141	1.839	6.27**



$A_1B_1C_1$ vs $A_1 B_2C_2$	47	47	20.94	18.57	2.141	1.485	6.40**
$A_1B_1C_2$ vs $A_1B_2C_1$	47	47	19.38	18.43	1.812	1.839	2.57*
$A_1B_1C_2$ vs $A_1 B_2C_2$	47	47	19.38	18.57	1.812	1.485	2.31*
$A_2B_2C_2$ vs $A_2B_2C_1$	47	47	15.91	15.74	2.092	2.158	0.38(NS)
$A_2B_2C_2$ vs $A_2 B_1C_2$	47	47	15.91	19.00	2.092	1.532	8.13**
$A_2B_2C_2$ vs $A_2 B_1C_1$	47	47	15.91	17.55	2.092	2.195	3.73**
$A_2B_2C_1$ vs $A_2B_1C_2$	47	47	15.74	19.00	2.158	1.532	8.57**
$A_2B_2C_1$ vs $A_2 B_1C_1$	47	47	15.74	17.55	2.158	2.195	4.02**
$A_1B_1C_1$ vs $A_2B_1C_1$	47	47	20.94	17.55	2.141	2.195	7.88**
$A_1B_1C_1$ vs $A_2 B_1C_2$	47	47	20.94	19.00	2.141	1.532	5.24**
$A_1B_1C_1$ vs $A_2 B_2C_1$	47	47	20.94	15.74	2.141	2.158	11.82**
$A_1B_1C_2$ vs $A_2B_1C_1$	47	47	19.38	17.55	1.812	2.195	4.46**
$A_1B_1C_2$ vs $A_2 B_1C_2$	47	47	19.38	19.00	1.812	1.532	1.08(NS)
$A_1B_1C_2$ vs $A_2B_2C_2$	47	47	19.38	15.91	1.812	2.092	8.67**
$A_1B_2C_1$ vs $A_1 B_2C_2$	47	47	18.43	18.57	1.839	1.485	0.40(NS)
$A_1B_2C_1$ vs $A_2B_1C_1$	47	47	18.43	17.55	1.839	2.195	2.15*
$A_1B_2C_1$ vs $A_2 B_2C_1$	47	47	18.43	15.74	1.839	2.158	6.56**
$A_1B_2C_1$ vs $A_2B_2C_2$	47	47	18.43	15.91	1.839	2.092	6.15**
$A_1B_2C_2$ vs $A_2 B_1C_2$	47	47	18.57	19.00	1.485	1.532	1.34(NS)
$A_1B_2C_2$ vs $A_2B_2C_1$	47	47	18.57	15.74	1.485	2.158	7.45**
$A_1B_2C_2$ vs $A_2 B_2C_2$	47	47	18.57	15.91	1.485	2.092	7.19**
$A_2B_1C_1$ vs $A_2B_1C_2$	47	47	17.55	19.00	2.195	1.532	3.72**

** Significant at 0.01 level

* Significant at 0.05 level

NS: Not Significant

A_1 : Smart Classroom Teaching

A_2 : Conventional Teaching

B_1 : Urban

B_2 : Rural

C_1 : Male

C_2 : Female



A close perusal of Table-5 shows that 't'-values (11.43, 8.88, 3.90, 6.27, 6.40, 8.13, 3.73, 8.57, 4.02, 7.88, 5.24, 11.82, 4.46, 8.67, 6.56, 6.15, 7.45, 7.19, and 3.72) for the groups $A_1B_1C_1$ vs $A_2B_2C_2$; $A_1B_1C_2$ vs $A_2B_2C_1$; $A_1B_1C_1$ vs $A_1B_1C_2$; $A_1B_1C_1$ vs $A_1B_2C_1$; $A_1B_1C_1$ vs $A_1B_2C_2$; $A_2B_2C_2$ vs $A_2B_1C_2$; $A_2B_2C_2$ vs $A_2B_1C_1$; $A_2B_2C_1$ vs $A_2B_1C_2$; $A_2B_2C_1$ vs $A_2B_1C_1$; $A_1B_1C_1$ vs $A_2B_1C_1$; $A_1B_1C_1$ vs $A_2B_1C_2$; $A_1B_1C_1$ vs $A_2B_2C_1$; $A_1B_1C_2$ vs $A_2B_1C_1$; $A_1B_1C_2$ vs $A_2B_2C_2$; $A_1B_2C_1$ vs $A_2B_2C_1$; $A_1B_2C_1$ vs $A_2B_2C_2$; $A_1B_2C_2$ vs $A_2B_2C_1$; $A_1B_2C_2$ vs $A_2B_2C_2$; and $A_2B_1C_1$ vs $A_2B_1C_2$ respectively have been found significant at 0.01 level leading to the inference that these groups differ significantly with respect to achievement in Social Science.

Table-5 further reveals that 't'-values (2.15, 2.57, 2.31, and 2.15) for the groups $A_1B_2C_1$ vs $A_2B_1C_1$; $A_1B_1C_2$ vs $A_1B_2C_1$; $A_1B_1C_2$ vs $A_1B_2C_2$; and $A_1B_2C_1$ vs $A_2B_1C_1$ respectively have been found significant at 0.05 level suggesting that these groups differ slightly in relation to their achievement in Social Science. A glance at Table-5 also reveals that 't'-values (1.63, 0.38, 1.08, 0.40, and 1.34) for the groups $A_1B_2C_1$ vs $A_2B_1C_2$; $A_2B_2C_2$ vs $A_2B_2C_1$; $A_1B_1C_2$ vs $A_2B_1C_2$; $A_1B_2C_1$ vs $A_1B_2C_2$; and $A_1B_2C_2$ vs $A_2B_1C_2$ respectively have been found insignificant which means that these groups do not differ with each other with respect to achievement in Social Science.

FINDINGS OF THE STUDY

The major findings of the study in conformity with the objectives laid down are given below: -

- Main effect of method of teaching (A) and locality (B) on the achievement in Social Science among seventh graders was found significant whereas gender (C) didn't have a significant effect on achievement in Social Science among seventh graders.
- Method of teaching and locality ($A \times B$); and method of teaching and gender ($A \times C$) had a significant interaction effect on achievement in Social Science among seventh graders. The results of the study



further revealed that interaction effect of locality and gender ($B \times C$) was found insignificant on achievement in Social Science among seventh graders.

- Triple interaction effect of method of teaching, locality and gender ($A \times B \times C$) was found significant on achievement in Social Science among seventh graders.

EDUCATIONAL IMPLICATIONS

Modern times are very challenging for every profession but more so in the teaching profession. Today's teachers, whether in the spirit of teaching, course design, teaching materials and teaching methods, student assessment need to constantly innovate and integrate with ICT to recreate teaching. Technology has had a major impact on our school systems and is still impacting it today. Gupta and Lata (2014) [9] revealed that students taught through IT-Enabled Instructional Package (ITEIP) showed significant improvement in their achievement in science than the students taught through Conventional Method. As so far the present study is concerned, it can be claimed that useful information obtained could be useful in enhancing the achievement of students in Social Science as well in other school subjects. The results of the present study reflect that method of teaching has a significant effect on students' achievement in Social Science. Smart classroom teaching proved to be better mode of teaching than the conventional teaching in all the content areas i.e. Social Sciences, Chemistry, Biology, Mathematics etc. To increase the effectiveness of teaching Social Science the teacher should make use of computer with possibly latest software (smart classroom packages) so that the students get interested in learning. Learning through such package increases the curiosity and capabilities of the students. Students get benefited from interactive method of teaching than the traditional or conventional teaching. Teaching modern generation



would become easy if we intersect subject with technology. The idea is that teachers who have traditionally worked alone in the classrooms are now engaging in collaborative, cross-disciplinary research endeavours that involve digital classrooms and new methods of visualizing information. Teaching has moved from the monograph to open access, web-based, collaborative and social media outlets. Therefore, teachers should know how to integrate information technology with teaching.

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आँचलिक उपन्यास : तात्विक विवेचन

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साहित्यकार युग-चेतना से प्रभावित रहता है। उसकी रचना युग की परिस्थितियों से प्रभावित रहता है। विशेषतः उपन्यासकार जीवन व जगत के अधिक समीप होता है, क्योंकि जब तक वह जीवन के संघर्षों और सत्यों से नहीं गुजरता तब तक उपन्यास की रचना नहीं कर सकता।

हिन्दी उपन्यास ने कभी सामाजिक चेतना के चित्रण में साथकता का अनुभव किया, कभी युग-जीवन के प्रश्न, मूल्यों, सबधों, सघर्षों आदि के जाटिल ससार को यात्रा की, कभी मानव-ममों की अतरंग दुनिया की पचीदांगियों में अपने को रचाया, कभी आँचलिक जीवन की धड़कनों को स्वर देने का प्रयास किया। आधुनिक हिन्दी उपन्यास का प्रमुख व केन्द्रीय स्वर सामाजिक यथाथे चेतना का ही स्वर है।

आँचलिक उपन्यासों में कथावस्तु का स्वरूप मनोवैज्ञानिक, ऐतिहासिक, चरित्र प्रधान एवं घटनाप्रधान उपन्यासों से भिन्न होता है। आँचलिक उपन्यास का नायक समग्र अचल होता है। आँचलिक उपन्यासों के नायक के सबध डॉ.रामदरश मिश्र लिखते हैं - “आँचलिक उपन्यासों में अचल अपने सम्पूर्ण विवधता और समग्रता के साथ नायक होता है। अचल के जीवन की सारे परम्पराओं, ऐतिहासिक प्रगतियों, शाक्तियों - अशाक्तियों, छावियों - अछावियों को जितनी ही अधिक सच्चाई से लेखक पकड़ सकेगा, अचल जीवन के चित्रण में वह उतना ही सफल होगा।”¹

आँचलिक उपन्यासों की कथावस्तु मात्र आँचलिक जन-जीवन का चित्रण प्रस्तुत करती है। मनुष्य की सामान्य जिन्दगी और उसके परिवेश की समस्त जाटिलताओं, संपूर्ण विसर्गतियों एवं समग्र वास्तविकताओं को उद्घाटित करने वाले आँचलिक उपन्यासों का अपना एक नवीन कथा-विन्यास है।

आँचलिक उपन्यासों में कड़े बार कड़े मानवीय कथा आधिकारिक कथा होने का आभास देने लगती है।

आँचलिक जीवन की बहुआयामी पहचान जिसमें विशिष्ट अचलों की ज्वलत समस्याएँ, अन्तर्विरोध, जीवन सघर्ष, मूल्य टूटन नया भावबोध, सामाजिक बदलाव

¹ डॉ. रामदरश मिश्र - हिन्दी उपन्यास : एक अतयोत्रा - पृ.सं.180-90

और बिखराव, राजनीतिक चेतना और सांस्कृतिक अवमूल्यन आदि प्रश्न जुड़े हैं। सब मिलकर आंचालिक उपन्यास के कथा विन्यास में बिखराव लाते हैं।

आंचालिक उपन्यासों में पात्रों की सृष्टि परंपरा प्रधान-उपन्यासों से भिन्नत्व लिए होती है। आंचालिक उपन्यासों में पात्रों की सृष्टि का लक्ष्य विशिष्ट भू भाग होता है। आंचालिक उपन्यासों की तरह जन जातीय जीवन-संबंधी उपन्यासों में भी वन्य जीवन को उसकी समग्रता में रूपायित करने के लिए आदिवासी जीवन के विविध पक्षों को उद्घाटित करने वाले विभिन्न वर्गों, विविध स्वभावों और भिन्न-भिन्न स्तर के पात्रों की योजना करनी पड़ती है। कुछ पात्र वन्य जीवन की आर्थिक समस्या से जुड़े होते हैं तो कुछ नैतिक, धार्मिक और सांस्कृतिक पक्षों से कुछ पात्र वन्य जाति की जीवतता के प्रतीक बनकर आते हैं तो कुछ वतमान टूटन, घुटन और कुंठाओं के, तो कुछ वन्य जीवन में व्याप्त यौन, भ्रष्टाचार और रूढ़िवादों परंपराओं के पोषक।

आंचालिक उपन्यासों में न कोई नायक होता है और न कोई खलनायक। परिवेश की मिट्टी से गढ़े हुए पात्र लेखकीय आवश्यकता का निवाह करने आते हैं और चले जाते हैं। विशिष्ट भू भाग का व्यक्तित्व नेमोण ही इनका लक्ष्य होता है और उसी को चित्रित करने के लिए विभिन्न छोटे-बड़े पात्रों का नियोजन होता है।

इन उपन्यासों में आये सवादों में विभिन्न पात्रों और परिस्थितियों के अनुकूल कई तरह की भाषा और अभिव्यक्ति भागिमा का प्रयोग किया जाता है। आंचालिक उपन्यासकार 'अंचल' को केन्द्र में रखकर पात्रों के सवादों का ढाँचा तैयार करता है वहाँ आदिवासी जीवन केन्द्रित उपन्यासकार आदिवासी जीवन को केन्द्र में रखता है। आंचालिक उपन्यासों के सवाद पात्रों के हृदय में व्याप्त भावों और उनके संबंधों को व्यक्त करते हैं। आंचालिक उपन्यासों में पात्रों की मनःस्थिति परिवेश अनुरूप होती है। आंचालिक उपन्यासों में आत्म-संवाद के जैसे रूप दिखाई देते हैं। आंचालिक उपन्यासों में आंचालिक जीवन की समग्रता के साथ लगभग सब प्रकार के : वाद उनकी संरचना में समाहित होते हैं। तत्कालीन समय में आंचालिक उपन्यास साहित्य में राजनीति का खुला प्रवेश दृष्टिगत होता है। आंचालिक उपन्यासों के सवाद कहीं बोझिल होते हैं तो कभी सरल।

साहित्य अपने समय की मानवीय संवेदना से सघन रूप से जुड़ा है उसका सघनता से जुड़ना अपने समय में प्रासंगिक होना होता है। साथ ही



प्रासांगिकता को सच्चाई के आधार पर ही वह विशेष देशकाल से उठकर सावेदांशिक और सावेकालिक साथकता से जुड़ता है। आँचालिक उपन्यास तो सही मायनों में परिवेश की ही कथा है। आँचालिक उपन्यासों के परिवेश पर विचार करने पर एक बात बहुत स्पष्ट रूप में उभर कर सामने आती है कि इन उपन्यासों में परिवेश की अवधारणा न तो अमूर्त है और न ही आकार की तरह व्यापक। उपन्यासकार अंचल विशेष के जीवन को उसकी समग्रता के साथ प्रस्तुत करने के लिए उस अंचल के सीमित परिवेश को ही पकड़ने की चेष्टा करते हैं।

आँचालिक उपन्यास मात्र अंचल विशेष को केन्द्र में रखकर बात करता है यह बात शत-प्रतिशत सत्य नहीं है जैसा सामान्यतया लोग समझते हैं। आँचालिक उपन्यास अपने प्रतिपाद्य से अधिक अपने शिल्प के कारण विशिष्ट है। आँचालिक उपन्यासों में किसी अंचल विशेष के समग्र जीवन को चित्रित करना ही एक मात्र उद्देश्य होता है और इससे लिए वह सम्बद्ध अंचल से विविध पात्रों का चयन करता है जिनके माध्यम से उस अंचल के पूर्ण जीवन को रूपायित किया जा सके। आँचालिक उपन्यास के लेखक का सारा ध्यान सम्बद्ध अंचल पर रहता है जबकि आदिवासी जीवन सबधी उपन्यासकार का ध्यान आदिवासी जाति पर रहता है। आँचालिक उपन्यास का नायक कोई एक पात्र विशेष नहीं होता, उसमें नायक यदि कोई होता है तो वह सम्बद्ध अंचल ही होता है। आँचालिक उपन्यास की संरचना में किसी एक पात्र को नायकत्व प्राप्त नहीं होता है।

आँचालिक उपन्यासों की भाषा कहीं नगर, शहर से थोड़े दूर बसी बास्तियों की भाषा है। आँचालिक उपन्यास की रचना प्रक्रिया के पीछे रचनाकार का मूल उद्देश्य तो एक ही रहता है। उपन्यास साहित्य एक जीवधारी प्राणी का तरह, सांश्लिष्ट रचना होती है। उसके विभिन्न आवयविक तत्वों में यह उद्देश्य यह दृष्टि छिपी रहती है। मानव शरीर में रक्त की भाँति, वह उपन्यास के घटना, पात्र और परिवेश आदि तत्वों के पारस्परिक संग्रथन में पर्यायित रहती है। कोई भी कार्य बिना उद्देश्य होता नहीं है। इस प्रकार आँचालिक उपन्यासकारों का अपने उपन्यासों की रचना के पीछे एक निश्चित दृष्टिकोण रहा है जिसने उन्हें इन अंचलों की अनुभव यात्रा करने को प्रेरित किया। आँचालिकता केवल हिन् उपन्यास की नहीं, समूचे भारतीय साहित्य की उल्लेखनीय प्रवृत्ति है। वह प्रवृत्ति जहाँ विदेशी साहित्य से प्रेरित और पोषित है, वहीं स्वातन्त्र्योत्तर भारत के बदलते हुए परिवेश का दबाव भी इसके उदय के मूल में है। आँचालिकता की प्रवृत्ति के पीछे सांस्कृतिक पुनरुद्धार की विश्वव्यापी मानासिकता सक्रिय है। विवेकी राय ने तो

विंशेष्ट शिल्प के अथे मे आँचलिक उपन्यास का प्रथम उद्घोष फणीश्वरनाथ 'रेणु' के मैला आँचल को माना है। इसका प्रकाशन सन 1954 मे हुआ।

हिन्दी मे कई रचनाकारो मे आँचलिक उपन्यासो का सृजन किया है। आँचलिक उपन्यासो से भिन्न होते है। प्रेमचदोत्तर उपन्यास कार जहाँ मानव मन को गुत्थो को खोलने मे लगे रहे वहाँ स्वातंत्र्योत्तर हिन्दी उपन्यास समाजवादो चेतना से अनुप्राणित हो ग्रामीण, अछूते अंचल, वनाचल एव पहाडी अचल की यथाथे प्रतिष्ठा मे सलग्न हो गए। समाजवादो चेतना से प्रभाविता उपन्यासकारो ने पहली बार उपन्यास साहित्य को अछूते अचलो के अति निकट ठोस यथाथे भूमि पर खडा किया। अछूते अचलो को विषम पारोस्थितियो ने उनको अधिक प्रभाविता किया। मुख्यरूप से वे अछूते क्षेत्र जो साहित्य क्षेत्र मे सदा उपोक्षित रहे थे। ऐसे उपन्यासकारो मे फणीश्वरनाथ रेणु, रांगेय राघव, राजेद्र अवस्थी, संजीव, शानी, वीरेद्र जैन, देवेद्र सत्याथ, पीटरपाल एक्का, मनमोहन पाठक, हेमाशु जोशी, मैत्रेयी पुष्पा, डॉ.सूरज पालोवाल, बलभद्रठाकूर एव योगेद्रनाथ सिहा आदि के नाम उल्लेखनीय है। इस लेख का उद्देश्य आँचलिक उपन्यासो के तत्वो को स्पष्ट करना और सामाजिक चेतना प्रधान, यथाथेवादो और आदिवासी जन जीवन केद्वित उपन्यासो को तुलना मे आँचलिक उपन्यासो को विंशेष्टता को रेखांकित करना रहा है। इस लेख मे आँचलिक उपन्यासो का तात्विक विश्लेषण प्रस्तुत किया गया है।

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