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Dr. K. VICTOR BABU

M.A.,M.A.,M.Phil.,Ph.D.,PDF, (D.Lit)

Associate Professor, Institute of Education & Editor-in-Chief
International Journal of Multidisciplinary Educational Research (IJMER) & Sucharitha: A Journal of Philosophy and Religion
Mettu University, Metu, Ethiopia.

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Editorial……

It is heartening to note that our journal is able to sustain the enthusiasm and covering various facets of knowledge. It is our hope that IJMER would continue to live up to its fullest expectations savoring the thoughts of the intellectuals associated with its functioning .Our progress is steady and we are in a position now to receive evaluate and publish as many articles as we can. The response from the academicians and scholars is excellent and we are proud to acknowledge this stimulating aspect.

The writers with their rich research experience in the academic fields are contributing excellently and making IJMER march to progress as envisaged. The interdisciplinary topics bring in a spirit of immense participation enabling us to understand the relat ions in the growing competitive world. Our endeavour will be to keep IJMER as a perfect tool in making all its participants to work to unity with their thoughts and action.

The Editor thanks one and all for their input towards the growth of the **Knowledge Based Society** . All of us together are making continues efforts to make our predictions true in making IJMER, a Journal of Repute

Dr.K.Victor Babu
Editor -in-Chief

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THE PRIMARY SCHOOL CLUSTER SYSTEM OF ETHIOPIA (REVIEW OF LITERATURE)

Theodros Shewareget Belew
Research Scholar
Department of Commerce and Management Studies
Andhra University
Visakhapatnam

Professor Jaladi Ravi
Professor
Department of Commerce and Management Studies
Andhra University
Visakhapatnam

Abstract

The main aim of this review is to explore the implementation of the primary school cluster system of Ethiopia. The purpose of the school cluster system is to improve the quality of education by enhancing teachers' capacity. The quality of education is related to the school effectiveness. The school effectiveness is a combination of context, input, process, and outcome characteristics or factors. However, because of resource limitation, it is difficult for schools to provide all inputs, human and material resources. To solve such problems, there is a growing demand of schools support through the school cluster system. In Ethiopia, this system started to solve such problems. It needs proper implantation of the system. Still, there are problems and challenges which affect this system. Therefore, these problems and challenges should be solved for the effectiveness of the system and the improvement of students learning achievements.

Keywords: School cluster, supervisor, CPD, reform, quality education

Introduction

School Cluster is the grouping of geographically closed schools to support each other. The word "cluster" has also been called school cluster, zones, networks, nucleus, teacher resource centre, teacher activity centers, teacher circles, learning cells, cluster resource center, partnership, etc. (Mphahlele and Rampa, 2015; Mphahlele, 2012; Giordano, 2008; Dittmar et al., 2002; Bray, 1987). The main purpose of establishing school cluster is to improve students' learning achievements by developing teachers' active learning pedagogical skills based on the curriculum and creating a conducive environment to

support each other which is leading to quality education (Mphahlele and Rampa 2014).

The number of schools in one cluster may vary from place to place. It depends upon geographical proximity of the local context and the total number of teachers in the cluster (Giordano, 2008; Dittmar et al., 2002; Carron et al., 1998). As stated by (Giordano, 2008), in Nepal 10-15, in Sri Lanka 7, in Venezuela up to 15, in Namibia 5-7 schools are grouped in one cluster. In India, 5-6 schools are formed in a cluster and recommended that having a small number of schools in a cluster helps to focus and manage limited schools to support each other (CRS/India, 2009). Among the member of cluster schools, the well-organized, equipped with better materials and staff, will be chosen as a core school or a lead school. Giordano (2008) also suggests that "above eight schools, practical problems in co-ordination can occur and schools may spend more time maintaining a network than in cluster activities" (p. 134). This core school in the cluster serves as a venue for in-service training and sharing of resources, human as well as material (Ibid).

The criteria to select core schools are centrally located and accessible to other schools in the cluster; quality of facilities; quality of management; well-qualified teachers; potential for growth and development; full cycle primary school or curriculum offered higher grades; and close links with parents and the community (Pellini and Bredenberg, 2015; MoE, 2008; Giordano, 2008; Mendelsohn and Ward, 2007). Other member schools in the cluster are called satellite schools. Satellite schools have the responsibility to implement clusters' objectives and functions (Piper and Shibeshi, 2008; Pomuti, 2008; Giordano, 2008; MoE, 2008; AREB, 2005). The distance between core school to member schools should not exceed to 10 kilometers or three/four hours walk (CRS/India, 2009; Giordano, 2008). There are also different experiences in a variety of the composition of cluster such as: mixed of pre-school, primary and secondary schools; a combination of primary and secondary schools; only primary schools; only secondary schools; and public and private schools mixture; etc. (Pellini and Bredenberg, 2015). The overall purpose is strengthening the capacity of teacher by implementing school cluster support system so as to improve students' learning outcome.

1. Objectives.

The major objective of the review of this article is to explore the current primary school cluster system of Ethiopia. The specific objectives are to:

- Examine how the primary schools cluster system working to improve the teaching learning process.
- Identify the success of the primary schools cluster system.
- Investigate challenges and problems which affect the primary schools cluster system and make recommendation to improve them.

2. Methods

In Ethiopia, the primary schools cluster system started in 1997 as a reform program to improve the quality of education. Since them various published and unpublished reports and articles indicated the success and challenges of the implementation. This article is trying to review these reports and articles to examine the current practice. Therefore, the review is a qualitative in nature and attempts to assess the current performance in relation to the objectives and functions of cluster organization.

3. School Cluster Objectives

School cluster has four main objectives. These are pedagogical, Economical, Administrative and political.

3.1 Pedagogical Objectives

Most school clusters activities relate to pedagogical issues. These activities are teachers professional development, curriculum development, supervision and support, test and assessment, sharing of best practices, promoting active learning, practicing action research, etc. (Giordano, 2008; MoE, 2008; Bray, 1987). Pedagogical objectives of the cluster schools are focusing on improving quality teaching learning process.

3.2 Economic Objectives

It is difficult to provide all facilities to schools because of scarce resource, especially in rural and in developing countries. One of the mechanisms to solve such problems is to share resources among

schools. This will improve cost-effectiveness of the schools (Giordano, 2008; Bray, 1987). Economic objective can be effectively implemented in the form of sharing facilities, staff and, and ordering and distributing books and materials (Giordano, 2008; Bray, 1987).

3.3 Administrative Objectives

Administrative objective consists of disseminating organized information, improving management system, solving different problems, motivating and enhancing teachers' performance, and distributing educational materials (Khaniya, 1997; AREB, 2005). Some clusters also raise funds, manage finances and encourage stakeholder to participate in education (Giordano, 2008). School cluster is a cost effective system to disseminate single information from and to schools and distribute textbooks and other educational materials.

3.4 Political Objectives

Education plays a key role in combating poverty and promoting sustainable development. It improves the quality life of people and empowers them to lift themselves out of poverty (Khan, 2014). These educational goals will be achieved with the commitment of the government and community participation.

4 Schools Cluster Model

There are different kinds of approaches on cluster model. The first approach of cluster model is a classical approach which brings more schools to form a cluster and work together (Giordano, 2008). This approach consists of hierarchical, horizontal and hybrid models. The hierarchical model is highly centralized and more satellites connect to core schools. This model employs a top-down way of communication (Piper and Shibeshi, 2008; AREB, 2005). The model is useful for the center to be equipped with different materials so as to monitor and support satellite schools. However, the model doesn't encourage satellite schools to act according to their needs and to solve the problems or to reward themselves. Horizontal model is a less centralized type of communication between the core and the satellite schools. These core and satellite schools have equal opportunity to make contact and sharing of resources (Piper and Shibeshi, 2008; AREB, 2005). It is difficult to manage this model because of central coordination and limited activities of schools (AREB, 2005). The hybrid model is the combination of the hierarchical and horizontal models.

This is a common cluster model in which a core school plays a leading and a coordinating role of other satellite schools and encouraging independent working of satellite schools (Piper and Shibeshi, 2008; Bray, 1987).

The second approach of cluster model bases on organizational structure and the common understanding and belief of how schools' activities organized (Giordano, 2008). According to Giordano (2008), there are five models; these are "national cluster model, the resource center model, the teacher group, the network, and the rural cluster model" (p. 47). In many countries, the national cluster model established as a part of the national education reform strategy. This model is a complex and organized as an intermediate structure between the region or the district and the school level. The purpose of this model is a better approach to disseminate information, distribute materials, and provide supervision and support from the national to the school level. These activities need to be supported by the district or the region (Ibid).

The resource center model focuses on increasing inputs and making resource available for teachers. These resource centers are also known as Teachers' Resource Centers (TRC), and Teacher Advisory Centers (TAC) (Giordano, 2008). They give a variety of services to different school clusters. These include resource persons such as tutors, advisors, trainers, etc. to support teachers. They also serve as in-service training and meeting centers and to provide support and supervision to teachers. These centers are established in different modalities. Some resource centers are based at the core school and others are located in the district to serve all school clusters (Giordano, 2008; Dittmar et al., 2002; Carron and De Grauwe, 1997).

The teacher group model is mostly small groups consisting of six to ten teachers assisted by a supervisor or advisory teacher (Giordano, 2008). This model is one of the decentralized and localized in-service teacher training programs to support teachers. They are "expected to collaborate and work in teams with other teachers as well as other types of staff. They need social and management skills to co-operate, to set common goals and to plan and monitor the attainment of goals set collaboratively" (OECD, 2005, p. 98). Teachers working in the same school or cluster are organized in learning groups to support each other. The groups will select the facilitators, usually selected from experienced members of the group and meet regularly to train each

other and share their experience so as to improve their performance (MoE, 2008; MacNeil, 2004; EQ Review, 2004; MoE, 2009). In the Ethiopian case, each learning group should at least meet once every two weeks (MoE, 2009).

The network model is a new form of collaboration between schools (Giordano, 2008; OECD, 2005). Networking can also be called a cluster or a partnership. The collaboration may be initiated by schools or on a voluntary basis or from external pressure to collaborate such as group of innovators, a research institute, NGOs or government organizations (OECD, 2012, Giordano, 2008). The purpose of networking is "to bring teachers together to develop common schemes for improving learning and educational achievements" (Giordano, 2008, p. 72). Networking is different from school cluster since it is established on a voluntary basis and is not initiated from the top. However, it is initiated by a small group and can involve schools that are geographically dispersed but have a common purpose (Ibid). It has three components: the people, team or institutions involved, called 'nodes'; a shared purpose or set of goals – often based on improving performance; and the 'links' or exchange among members- interaction, communication, co-ordination (Ibid).

The rural cluster model is initiated in the middle of the twentieth century (Ibid). The main purpose is to address access and quality of education in rural areas. Governments encourage rural school as a part of the decentralization of education to support each other by sharing resources such as classroom facilities and developmental activities. This is because of their distance, remoteness, and scattered of schools. They need special support from the national government as well as local authorities (MoE, 2008; Giordano, 2008; AREB, 2005).

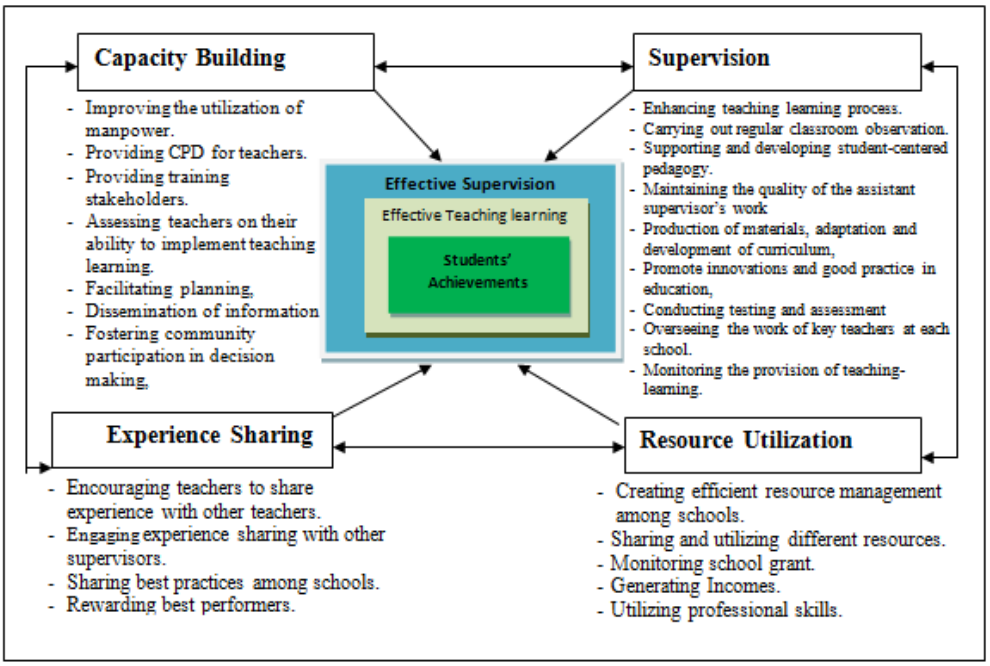
5 Functions of School Cluster

There are different arguments among scholars about the functions or role of school cluster. Bray (1987) states that in the initial stage of school clusters, their functions or roles largely focused on the efficient use of recourses in many countries and others like Costa Rican targeted at the disadvantaged rural school other than the whole school in the country. Giordano (2008) also explains that schools in poor and isolated areas had problems in human and material resources to provide quality education and to alleviate these problems in Bolivia and Peru solved by sharing resources and in Great Britain and India, teachers working in

isolated areas brought together to share experiences and practices to improve their skills. Bredenberg (2002) argues that in Cambodia in the early stage of school cluster establishment, it was donor driven and the roles or functions included resource sharing, capacity building, and accountability or monitoring.

Nowadays, school cluster system is extended to all over the world to improve quality education in primary and secondary education in their geographical locations and functions. The ultimate goal is to enhance quality education. Therefore, the major functions should focus on capacity building, resource sharing, supervision and support, and experience sharing (Nwagbara, 2014; MoE, 2008; Giordano, 2008; CRS/India, 2009; Piper and Shibeshi, 2008; AREB, 2005; Bredenberg, 2002; UNICEF, 2001). The functions can be summarized by the following chart.

Chart 1.1: The functions of Clusters



Note. Adapted from Cluster Guideline (MoE, 2008) and Giordano, Elizabeth A. (2008). School Clusters and teacher resource center.

As indicated in the chart, capacity building functions include manpower utilization, conducting Continuous Professional Development (CPD), training provision for stakeholders, and assessment of teachers' ability to improve skills, etc. Supervision functions comprise enhancing teaching learning process, carrying out regular classroom observation, monitoring the provision of teaching-learning, supporting and developing student-centered pedagogy, maintaining the quality of the assistant supervisor's work, and overseeing the work of key teachers at each school. The main focuses on experience sharing functions are encouraging teachers to share experiences with other teachers, engaging experience sharing with other supervisors, sharing best practices among schools, and rewarding best performers. Whereas the resource utilization functions consist of creating an efficient resource management among schools, sharing and utilizing different resources, monitoring school grant, generating incomes, and utilizing professional skills as activities. For the effective implementation of these cluster functions, it needs a strong supervision system.

6 Management of School Cluster

School cluster is a group of schools working together to achieve their common goals. This needs effective management. In the early stage of school cluster system formation, it was run by a cluster management committee and was practiced in many countries. The committee organized every level of the education structure. In Cambodia, there are national, provincial, district, and cluster school committees (Bredenberg, 2002). In Namibia, there are several committees to manage school cluster activities. These are circuit and cluster management committee, and subject committee (Mendelsohn and Ward, 2001). The cluster school management committee comprises the school principals of all schools in the cluster. The core school principal serves as the head of the cluster and he/she is responsible to coordinate, plan, manage, supervise all activities, and organize resources to share them of the cluster. He/she can be elected or appointed (Giordano, 2008; Mendelsohn and Ward, 2007). Giordano (2008) notes that the school cluster system became the part of education structure in several countries. She explains the case of Cambodia and Namibia that "School clusters have become a formal unit in the administrative hierarchy between the districts and schools" (p. 39).

As it has been already explained, the school cluster management committee is led by the chairperson who is elected or appointed; however, usually, it is the core school principal who serves as a chairperson. In Namibia, the chairperson is responsibly to plan cluster activities, prepare school development plans, rationalize Grade 1 intakes between schools, develop common policies, for example on discipline and school fund contributions, organize resources to be shared, such as libraries, textbooks, furniture and teachers, organize cultural and sports events between member schools and arrange community participation through school boards (Mendelsohn and Ward, 2007).

In many countries, school cluster system is managed by a school cluster management committee and led by the core school director. In some countries like Singapore and Ethiopia, school cluster activities are led by superintendent and supervisors respectively (Dimmock and Tan, 2013; Singapore MoE, 2010; Ethiopia MoE, 2008). These cluster superintendents or supervisors have the responsibilities to supervise, support and guide the schools in the cluster, The Singapore experience tells us, “Cluster superintendents work very closely with school leaders to provide guidance and advice as well as support with additional funding through the use of cluster funds to enable school leaders to improve their schools' processes and programs” (MoE, Singapore, 2010, p. 17).

7 School Cluster in Ethiopia

7.1 Origin and Rationale

The development of school cluster has gone through different phases. Initially, it was started by pilot phases initiated by various abroad donors. The main objective of this initiative was to improve the quality of education by enhancing the performance of teachers through in-service training program. There are two types of training programs in Ethiopia. These are updating and upgrading programs. The updating programs are conducted in every school and cluster center to acquaint teachers with different teaching methodology and contents. Upgrading programs are implemented in universities and colleges (MoE, 2009).

There are different views about the establishment of the school cluster in Ethiopia. Gidey (2002) argues that teachers’ continuous professional development program as a pilot in a new site-based system was started

in Tigray and SNNPR regions in collaboration with the BESO project in 1997. Piper and Shibeshi (2008) note, "Clusters in Ethiopia began with UNICEF support in Dire Dawa and Harari in 1996" (p. 12). Both programs started as a pilot in selected school clusters and after the successful result of these programs, school cluster system became regional and then national wide program (Ibid). This system is a very important educational reform to enhance professional development and other activities which bring quality education. As stated by the MoE (2001), the rationale to establish school cluster is "an urgent need to introduce this more up-to-date, learner-centered methodology in the classroom in order to: make the curriculum more flexible; make curriculum content more relevant to the local environment and to the present and future needs of the learners; produce materials that are learner-centered and match the demands of the curriculum" (p. 4-5).

7.2 Organization

In Ethiopia, school cluster system has been identified as a successful vehicle and extended as one of the reforms of education decentralization so as to improve quality of education. Such development reform needs its own guideline. The national guideline prepared to facilitate the new reform based the experiences of pilot programs of some regions (MoE, 2008; AREB, 2005). In the national guideline, school can be organized in three ways based on schools' geographical site, the number of schools, the population and settlement, transportation services and other facilities which are available in the area. The three forms of cluster organization are urban school cluster, rural school cluster, and remote rural school cluster (Ibid). Urban schools have a great number of teachers and students so that 2-3 schools will be grouped in one cluster. In rural schools where a great number of schools are found in a populated rural area, 3-5 nearby schools will be organized under one cluster. However, the distance between each member school and the cluster centre shouldn't exceed 2 hours walk. In remote rural areas where there are less populated and transportation service problem, one cluster can have 2-3 schools. However, if schools cannot be organized into one of those three forms, special support will be given by the Woreda (district) education office (Ibid).

The schools organized under full primary school (1-8 grades) become core or centre school and is selected based on some criteria. The cluster school is selected based on the following criteria:

- It must have first and second cycle primary levels.
- It should have well-trained, supportive and interested administrative staff, particularly the director.
- It must be well-organized and have quality furnishings.
- It should have efficient and well-qualified teachers.
- It should have a director well-trained and capable of investing in cluster activities.
- It must have enough classrooms and office space, ideally with an extra room for the cluster supervisor.
- The library and pedagogical centre should both be strong.
- It should be centrally located, and easily accessible from all satellite schools (MoE, 2008, p.12).

7.3 Management of School Cluster

At each level of the education structure, there is a responsible body coordinating, supporting, and supervising the activities of school cluster. According to the National School Cluster Guideline (2008), MoE is responsible for preparing the standard guideline, developing need based high quality CPD materials, suggesting strategies to develop a cluster system, and evaluating school cluster activities. Each regional education bureaus has the role of customizing school cluster guideline, identifying professional development from local levels, preparing CPD materials, supporting TEI (Teachers' Education Institutes), ZED (Zone Education Department), WEO (Woreda Education Office), and school clusters, providing dedicated budget, sharing best practices, and monitoring and evaluation of the activities of school cluster. TEIs play a great role in school cluster network to improve the CPD program. The major roles are: connecting linkage program with a needy cluster in the catchment area; connecting practicum program with in-service professional development for teachers; providing continuous support for schools; providing supervision and support services; arranging

short-term training on teaching methodologies and learning theories. ZED is responsible to Liaoning REB (Regional Education Bureau) to WEO and school cluster, coordinating TEI and WEO, and supporting TEI and WEO to implement activities based on the school cluster guideline.

WEO is closer to school cluster and responsible to make groups of schools based on the guideline of school cluster. The major role and responsibilities of WEO, as indicated by MoE (2008) are: assisting clusters and schools to strengthen teachers' study groups under CPD, ensuring the adequate distribution of materials and resources, maintain agreements within clusters about the process and procedure of sharing materials within the cluster system, supporting schools ability to create an attractive academic environment, facilitating process by which clustered school an prepare and administer standardized examinations, ensuring that REBs provide a dedicated cluster budget, providing a normal range of professional development programming, training cluster supervisors on quality monitoring of block grant expenditures, separating the supervisory functions of the WEO from the supportive functions of the supervisors, and assisting in the symbiosis between practicum schools, TEI support, and in-service professional development to improve the quality and equity of the linkage program.

School cluster committee comprises of the supervisor as chair, cluster director as secretary, and other directors of within the cluster as members. The major duties and responsibilities of the cluster committee included in the school cluster guideline (MoE, 2008) are: managing the cluster activities and meeting at least once a month, preparing the cluster's short and long-term plan, and the clusters' working section and legislation, coordinating training program for trainers, spending dedicated cluster budget on materials, maintaining records of the frequency of cluster supervisors' visits to each school, spending block grants well on materials and activities related to school development and quality improvement, ensuring an adequate office space for supervisors with either WEO or community contributions, organizing consistent experience sharing activities within and outside of the cluster, coordinating exam development, and exam schedules, creating professional development at the cluster, organizing academic and sport competitions, using action research to determine the causes and solutions of various instructional problems in the schools, and

deciding on whether cluster and satellite schools should contribute financially to cluster activities.

8 Ethiopian School Clusters Success and Challenges

As already stated, the purpose of the school cluster in Ethiopia is to "improve the quality of the teaching and learning process and reduce school disparity by sharing common resources" (MoE, 2008, p. 78). This reform program was started as pilot in some selected regions and schools. These pilot regions' and schools' had good performance, such as increasing school based support system, building the capacity of teachers and supervisors, and sharing resource helped to convince stakeholders and to expand this reform program throughout the country in a short period of time (Belew, 2015). Recently, this program has become one of in-service teacher training programs in the formal structure. Like other countries' success and challenges of the school cluster system, "The most important and obvious difference is related to the existence of a dedicated cluster supervisor at the cluster level" (Piper and Shibeshi, 2008, p. 6). Mihretu et al, (2001), as cited in School Clusters in Ethiopia: Growth and Progress by Piper and Shibeshi (2008, p. 24), state the success of the Ethiopian cluster system was a more inter-active learning process, sharing experience, share resources, developing teaching aids, practicing action research, frequent classroom observation, etc, during the introduction of school cluster system.

As opposed to its success, the implementation of this reform has its own challenges. These are the effectiveness of school cluster in Ethiopia is hindered by: the work load and commitments of teachers that may prevent full participation in the cluster activities, lack of resources limiting preparation of instructional media, lack of incentive and reward that may de-motivate teacher trainer, financial restraints may restrict the activities, Woreda (District) Education officials may not carry out their responsibilities and provide the necessary supervision, lack of competent and efficient trainers, lack of effective supervision, attitude towards the reform program, and geographical difficulties present problems in communication and in attending training (AREB, 2005; Piper and Shibeshi, 2008)

Conclusion

Most of the activities of school cluster are related to pedagogical such as in-service training (CPD), curriculum enrichment, experience sharing, etc. The well established school cluster system improves all the activities, specifically, teachers' professional development. Different researches indicated that quality CPD program has a positive effect on the teaching and learning process of teachers and students' learning achievements (Adey et al., 2004; University of Twente, 2010; DeMonte, 2013). This needs strong supervision system. In Ethiopia, the primary school cluster supervisors were assigned in each cluster. The program is very effective where there is a competent and dedecated supervisor and if not it fails. Therefore, there should be strong recruitment and deployment primary school cluster supervisors. The supervisors should make a consensus with stakeholders on the objective and functions of school clusters and motivate them the proper implantation to improve students' learning achievements.

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EXACTSOLUTION OF TRANSPORT EQUATIONS USING REDUCEDDIFFERENTIAL TRANSFORM METHOD

Beza Zeleke
Lecturer
Department of Mathematics
Mettu University,Mettu, Ethiopia

Dechasa Wegi
Assistant Professor
Department of Mathematics
Mettu University, Mettu, Ethiopia

Abstract

In this paper, I consider the reduced differential transform method (RDTM) for finding exact solutions of some partial differential equations with constant coefficients such as n-dimensional transport equation with initial value problems. The efficiency of the considered method is illustrated by some examples. The solutions are given in the form of series with easily computable terms. The results prove that the proposed method is very effective and simple for obtaining approximate solutions of nonlinear fractional partial differential equations

Keywords: Reduced differential transform method, linear transport equations.

1. Introduction

Linearand non-linear partial differentialequations (PDEs) are encountered in various fields of science, such as biology, physics, chemistry, mathematics, fluids mechanics, optics, applied mathematics, and engineering. It is not always possible to find analytical solutions to these problems. Therefore, it is very important to handle these problems appropriately and solve them or develop solutions.In the literature, various analytical and numeric approaches have been developed for the solution of such types of PDEs.

Recently, the reduced differential transform method (RDTM) was first introduced by Y. Keskin in his Ph.D. [1]. This method based on the use of the traditional DTM techniques. Usually, a few numbers of iteration needed of the series solution fornumerical purposes with high accuracy.The RDTM has been used by many authors to obtain analytical approximate and in some cases exact solutions to linear and nonlinear partial differential equations.

In this paper, I present an analytical solution of then-dimensionaltransport equation by using reduced differential transform method (RDTM). The transport equation is

$$u_t(x,t) + \sum_{i=1}^{n} b_i u_{x_i} = 0 \qquad (1.1)$$

Here, u is a function of $n+1$variables(x,t), where$x\epsilon\mathbb{R}^n$is special variables and $t \geq 0$ is time space, and the subscripts denote partial derivatives. We will assume that $b\epsilon\mathbb{R}^n$ is a constant. Given an initial condition

$$u(x,0) = g(x) \qquad (1.2)$$

We would like to find a function of two variables that satisfies both the transport equation (1.1) and the initial condition (1.2).

2. Reduced Differential Transform Method

The basic definitions of reduced differential transform method are introduced as follows:

Definition 2.1: If the function $u(x,t)$ is analytic and differentiated continuously with respect to time t and space x in the domain of interest, then let

$$U_k(x) = \frac{1}{k!}\left[\frac{\partial^k}{\partial t^k}U_k(x)\right]_{t=0} \qquad (2.1)$$

where the t-dimensional spectrum function$U_k(x)$ is the transformed function.

Definition 2.2: The differential inverse transform of $U_k(x)$ is defined as follows

$$u(x,t) = \sum_{k=0}^{\infty} U_k(x)t^k \qquad (2.2)$$

3. Applications

In order to assess the advantages and accuracy of RDTM for solving transport equations, the following examples were considered.

Example1: Consider the one dimensional homogeneous transport equation,

$$u_t + au_x = 0 \qquad (3.1)$$

Subject to initial condition

$$u(x,0) = f(x)$$

Here we have$u_t = -au_x$. Now taking the reduced differential transform of (3.1) we obtain

$$U_{k+1}(x) = \frac{-1}{(k+1)}\frac{d}{dx}U_k(x) \qquad (3.2)$$

From the initial condition we obtain

$$U_0(x) = f(x) \qquad (3.3)$$

Substituting Equation (3.3) into (3.2) and by straightforward iterative calculation, we get the following $U_k(x)$ values.

$$U_1(x) = -af'(x)$$

$$U_2(x) = \frac{a^2}{2!}f''(x)$$

$$U_3(x) = -\frac{a^3}{3!}f'''(x)$$

$$U_4(x) = \frac{a^4}{4!}f^{(4)}(x)$$

.....

Then using the differential inverse transformation (2.2) we have:

$$u(x,t) = \sum_{n=0}^{\infty} \frac{(-at)^n}{n!} f^{(n)}(x) = f(x-at)$$

This is exact solution of one-dimensional transport equation.

Example2: Consider the homogeneous transport equation,

$$u_t + au_x = 0 \qquad (3.4)$$

Subject to initial condition

$$u(x,0) = \sin x$$

Here we have$u_t = -au_x$. Now taking the reduced differential transform of (3.4) we obtain

$$U_{k+1}(x) = \frac{-1}{(k+1)}\frac{d}{dx}U_k(x) \qquad (3.5)$$

From the initial condition we obtain

$$U_0(x) = \sin x \qquad (3.6)$$

Substituting Equation (3.6) into (3.5) and by straightforward iterative calculation, we get the following $U_k(x)$ values.

$$U_1(x) = -a\cos(x)$$

$$U_2(x) = -\frac{a^2}{2!}\sin(x)$$

$$U_3(x) = \frac{a^3}{3!}\cos(x)$$

$$U_4(x) = \frac{a^4}{4!}\sin(x)$$

$$U_5(x) = -\frac{a^5}{5!}\cos(x)$$

.....

Then using the differential inverse transformation (2.2) we have:

$$u(x,t) = \sin(x - at)$$

This is exact solution.

Example3: Consider the transport equation,

$u_t + au_x = 0$ (3.7)

Subject to initial condition

$$u(x,0) = e^x$$

Now taking the reduced differential transform of (3.7) we obtain

$$U_{k+1}(x) = \frac{-1}{(k+1)}\frac{d}{dx}U_k(x) \qquad (3.8)$$

From the initial condition we obtain

$U_0(x) = e^x$. (3.9)

Substituting Equation (3.9) into (3.8) and by straightforward iterative calculation, we get the following $U_k(x)$ values successively.

$$U_1(x) = -\frac{a}{1!}e^x$$

$$U_2(x) = \frac{a^2}{2!}e^x$$

$$U_3(x) = -\frac{a^3}{3!}e^x$$

$$U_4(x) = \frac{a^4}{4!}e^x$$

.....

And so on. Then using the differential inverse transformation (2.2) we have:

$$u(x,t) = \sum_{k=0}^{\infty} \frac{(-at)^k}{k!} e^x = e^{x-at}$$

which is the exact solution.

Example 4: In general consider then-dimensional homogeneous transport equation,

$$u_t(x,t) + \sum_{i=1}^{n} b_i u_{x_i} = 0 \qquad (3.10)$$

Subject to initial condition

$$u(x,0) = f(x) \qquad (3.11)$$

Now taking the reduced differential transform of (3.10) we obtain

$$U_{k+1}(x) = \frac{-1}{(k+1)} \sum_{i=1}^{n} b_i \frac{d}{dx_i} U_k(x) = 0 \qquad (3.12)$$

From the initial condition we obtain

$$U_0(x) = f(x) \qquad (3.13)$$

Substituting Equation (3.13) into (3.12) and by straightforward iterative calculation, we get the following $U_k(x)$ values.

$$U_1(x) = -b.Df(x)$$

$$U_2(x) = \frac{1}{2!} \sum_{i=1}^{n} b_i^2 D^2 f(x)$$

$$U_3(x) = -\frac{1}{3!} \left[\sum_{i=1}^{n} b_i^2 \right] b.D^3 f(x)$$

$$U_4(x) = \frac{1}{4!} \left[\sum_{i=1}^{n} b_i^2 \right]^2 D^4 f(x)$$

.....

Then using the differential inverse transformation (2.2) we have:

$$u(x,t) = \sum_{k=0}^{\infty} \frac{\left[\sum_{i=1}^{n} b_i^2\right]^{2k-2}}{2k!} D^{2k} f(x)\, t^{2k} + \sum_{k=0}^{\infty} \frac{\left[\sum_{i=1}^{n} b_i^2\right]^{2k+1}}{(2k+1)!} D^{2k+1} f(x)\, t^{2k+1}$$

This gives an exact solution of n-dimensional transport equation.

4. Conclusions

In this paper, the reduced differential transform method has been successfully applied for solving linear transport equations. The solution obtained by reduced differential transform method is an infinite power series for appropriate initial condition, which can in turn express the exact solutions in a closed form. The obtained solution was compared with the exact solution.The results show that the reduced differential transform method is a powerful mathematical tool for solving partial differential equations with variable coefficients. Thus, we conclude that the proposed method can be extended to solve many LPDEs which arise in physical and engineering applications.It can be concluded that, RDTM is a very powerful and efficient technique for finding exactsolutions for wide classes of problems and can be applied to many complicated linear and nonlinearproblems and does not require linearization, discretization or perturbation.

5. Appendix

The fundamental mathematical operations performed by RDTM as given by (1.1) and (1.2) are provided in the following Table1.

Table 1

The fundamental mathematical operations performed by RDTM.

Functional Form	Transformed Form
$u(x,t)$	$U_k(x) = \frac{1}{k!}\left[\frac{\partial^k}{\partial t^k}u(x,t)\right]_{t=0}$
$u(x,t) \pm v(x,t)$	$U_k(x) \pm V_k(x)$
$\alpha u(x,t)$	$\alpha U_k(x)$
$x^m t^n$	$x^m\delta(k-n\delta(k) = \begin{cases}1, & k=0\\ 0, & k\neq 0\end{cases}$
$x^m t^n u(x,t)$	$x^m U_{k-n}(x)$
$u(x,t)v(x,t)$	$\sum_{r=0}^{k} U_r(x)V_{k-r}(x)$
$\frac{\partial^n}{\partial t^n}u(x,t)$	$(k+1)\dots(k+n)U_{n+1}(x)$
$\frac{\partial}{\partial x}u(x,t)$	$\frac{\partial}{\partial x}U_k(x)$
$\frac{\partial^2}{\partial x^2}u(x,t)$	$\frac{\partial^2}{\partial x^2}U_k(x)$

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A STUDY ON CONSUMER PERCEPTION ON HERBAL AND AYURVEDIC PRODUCTS (WITH SPECIAL REFERENCE TO SIVAGANGAI DISTRICT)

R.Ramki
Doctoral Research Scholar
Bharathiar University,
Coimbatore

Dr.M.Ganesan
Assistant Professor of Commerce
RDGA College , Sivagangai

Abstract:

Today it is one of the Largest manufacture of ayurvedic Medicine with a formidable presence all humanity through ayurvedic standardization of medicines and modernisation of production. Consumer behavior is a dynamic field and understanding consumer perception and customer is never simple. Several factors can influence our perception, causing it to change in certain ways, Self perception, Price perception, Brand perception, Benefit perception and buying strategy of consumers. A survey based study was carried out among urban and rural India. Consumer perception to herbal product for health care people to purchase herbal products though people have lots of self interest too.

Key words: Herbal Products , Consumer behavior, Ayurvedic, Medicine.

INTRODUCTION

The world Health Organization (WHO) has recently defined traditional Medicine as comprising the therapeutic practices that have been in existence, often of hundreds of years, before the development and spread of modern medicine and are still in use today or say traditional medicine is the synthesis of therapeutic experience of generations of practicing physicians of indigenous systems of medicine.

Ayurveda means "knowledge of life" and is about 5000 years old traditional Indian system of medicine. Ayurveda is a system, which avail the essential fundamentals of nature to maintain health in a person by preserving their mind, body and spirit in adept aquanimity with name. Natural remedies have immense applications globally. This system of healing believes in treatment of not just a part affected by disease but the individual as a whole.Due to increase in demand for natural herbal and Ayurvedic products, strong promotional campaign by top player's has been done like Hindustan unileve, Dabur, Lotus, Patanjali Ayurved etc.,

HERBAL MEDICINE

Herbal Product are used to cure minor ailments, fitness or maintenance of health and also for chronic diseases (samojilik, 2013). However complementary medicine, including herbal remedies, is certainly not a modern day's phenomenon and has historically been used in the pharmacological treatment of disease, when it may have more commonly been know as traditional folk healing. (Schulz, 2001)

OVERVIEW OF HERBAL PRODUCTS

The word 'herbs' has been derived from the Latin word "Herba and being a derivation of herbe".The herb refers to all parts of the plant like leaves stem, roots etc., that can be used for Flavoring or that has medicinal / nutritional value (George 2002). The herbs vey long history over 4000 years by European and the Mediterranean cultures and also Quoted in Bible, the Quran and in historical literature etc., through out the world and followed by people of every culture. The herb has been used of medication purpose over years and years together through various research and development. This study highlights the preference and perception towards the herbal products that ranges from raw to processed and packaged herb-based supplements.

SCOPE OF HERBAL PRODUCTS

Herbal product are perceived as safe economical and better than modern medicines to cure certain diseases but in recent times they have encountered the adverse effect and saw reduction in sales. This is due to consumer or customer requires more reliable and authentic information regarding the usage of herbal product.

REVIEW OF LITEATURE

CONSUMER PERCEPTION

The perception of the consumer is the key point to marketing and advertising. Marketing teams or the companies use the consumer perception to asses them and to know how their customer perceive the products, it is used as the tool to frame strategies to attract new custome and to retain the old or existing customers.

The perception of the consumer on the herbal products influence the behavior of consumption of drugs as well as in treatment outcome. (Batar 2012)

SELF – PERCEPTION

Self perception theory attempts to explain how individuals develop an understanding of the motivations behind their own behavior. Self perception by customers relates to values and motivations that drive buying behavior, which is also an important aspect of consumer perception theory. Self perception shaped consumer buying behavior, considering the question, whether consumer believe their buying decisions have a real effect on issues such as environmental impact. Consumers self perception is a driving factor whether or not they place a priority on social conscious purchase and consumption practices.

BRAND PERCEPTION

The brand perception is related with the emotional response of the consume with higher levels of trust, loyalty, preference and usage and improved product differentiation. (Gutheire and & Kim 2009). The characteristic of the market the company expertise are few factor that help in the selection of a strategy for creating and building the customer perception towards the particular brand.

PRICE PERCEPTION

While mass merchandisers such as Wal-Mart emphasize low price as an inherent virtue, upscale merchants attempt to emphasize quality and value for money to appeal to potential customers. The perception based on price is one of the most influencing factors to the customer who were satisfied with their purchase and make them to continue their future purchase.

BENEFIT PERCEPTION

The socio economic status of the country has changed as the result of higher paying job and increasing awareness and exposure to the western life styles and beauty trends. The increase in Market size is also resulted as change in socio economic status especially. From the middle class population. The middle class population makes high disposable income leading to change in purchase behavior and consumption of cosmetic products. (Bhattachaya, 2006)

OBJECTIVES OF THE STUDY

- To study on consumer Perception to words Ayurvedic products.
- To determine the reason why people are using the Herbal Products.
- To Offer Viable suggestions based on the Finding of the study.

RESEARCH METHODOLOGY

The based on the both Primary and secondary data were collected for research survey and the Primary instrument for data collection used in this study was a questionnaire method. Primary data were collected from 110 respondents from the Study Area .The sampling method used in the study was Simple Random Sampling for data thus were collected for processed, analyzed and interpreted to draw the valid suggestion.For analyzed and data providing the realities of the research outcomes suitable statistical techniques were employed.

DATA ANALYSIS

Age – wise classification of the Respondents:

Table – 1.1

Age – wise classification of the Respondents

Age	Number of Respondents	Percent
Below 25	24	21.8
26 - 40	35	31.8
41 – 55	51	46.4
Total	110	100

Source: Primary data

It is noted that form the above Table-1.1 Shows that 21.8 percent of the respondent who are selected for sample study belong to the age group of below 25 years. The respondents who are between 26 and 40 years amount to 31.8 percent. Respondents who belong to the age group between 41 and 55 years amount to 46.4 percent.

GENDER WISE CLASSIFICATION OF RESPONDENTS:

Table. 1.2

Gender wise classification of Respondents

Gender	Number of Respondents	Percentage
Male	61	54
Female	32	30
Transgender	17	16
Total	110	100

Source: Primary data

The from the above table 1.2 Show that and chart 2 shows that 54% of the respondents were Males and remaining 30% of respondents were females and 16% of respondents were Trasnsgender.

EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

Table.1.3

Educational details of the Respondents

Educational Status	Number of Respondents	Percentage
Illiterate	27	25
Higher secondary	26	23
Degree holders	31	28
Diplomo	26	24
Total	110	100

Source: Primary data

From the above table 1.3 explain that and figure depicts that about 28% of the respondents were completed their degree holders.25% of the respondents were completed their uneducated 24 percent of the respondents were completed their diploma holders. 23% of the respondents were completed their Higher secondary completed.

BETTER MEDICATION

Table –1.4

Better Medication

Medication	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
Ayurveda	50	25	20	15	0	110
Alopathy	25	30	30	25	0	110
Homeopathy	20	25	25	40	0	110
Unani	15	30	35	30	0	110
Others	0	0	0	0	0	110
Total	110	110	110	110	110	-

Source : Primary data

From the above table1.4 shows the ranks of better medication it can be seen that the first rank was given Ayuveda that means most of the customers given their first pefeeence to ayurveda.The second rank is for Homeopathy.Unani was given third rank and Alopathy the fourth rank. No one of the customers prefers any other types of medications.

1.5 REGULAR CONSUMERS

Table – 1.5

Number of Regular Consumers

Opinion	Number of Respondents	Percentage
Yes	105	95.5
No	5	4.5
Total	110	100

Source: Primary data

From the above Table 1.5 and the above outline shows that about 95.5 percent of respondents were regular customers of herbal products and only 4.5 percent of respondents were occasional customers.

1.6. REASONS

Table – 1.6

Reasons	Rank									
	1	2	3	4	5	6	7	8	9	Total
Trust	20	25	15	13	12	04	03	18	0	110
Better Quality	10	20	25	05	15	10	10	15	0	110
Less side effect	05	25	22	07	13	10	08	20	0	110
Fair Price	05	15	18	22	10	14	11	15	0	110
Organic Nature	05	05	10	20	35	12	13	10	0	110
Brand Name	10	09	10	15	15	25	14	12	0	110
Availability	30	06	05	03	05	15	33	13	0	110

Smell (easy to consumer)	25	05	05	25	05	20	18	07	0	110
Others	0	0	0	0	0	0	0	0	0	0
Total	110	110	110	110	110	110	110	110	0	-

Source: Primary data

From the above Table 1.6 show that the first rank is given for the reason of organic nature.The next rank is availability also.The third rank was given for the smell.The fourth rank and fair price and better quality fifth rank.The sixth and seventh rank was given trust for the absence of side for less effect respectively.

SUMMARY OF FINDINGS

- With the regard to Age wise classification of the respondents, it is found out that , 46.4 percent of the respondents belong to the age group 41-55
- With the regard to Gender wise classification of the respondents, it is found out that, 54 percent of the respondents belong to the gender group male.
- With the regard to classification of the respondents based on Educational Qualification it is found out that 28 percent of the respondents have finished their degree holders.
- With the regard to better medication of the respondents, it is found out that first rank of Ayurveda Medicine of the respondents.
- With regard to number of regular consumers of the respondents, it is found out that 95.5 percent of the respondent belong to yes category.
- With the regard to reasons of Consumes of the Respondents, it is found out that first rank consist of organic nature of the respondents.

CONCLUSION

The study reveals that most of the respondents are aware of the herbal product. The price of the herbal product can be reduced which would attract more customers. The manufacturers could reduce the herbal products. The manufactures can conduct a survey for knowing the consumer need. All consumers of the company were satisfied with the products and would like to recommend the products to others.

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PRE-TRANSFER EXPECTATIONS AND POST TRANSFER REALITIES OF CONDOMINIUM HOUSING IN SELECTED URBAN AREAS OF SUTHERN REGION, ETHIOPIA

Anteneh Tesfaye Tekle
Department of Political Science and Public Administration
Andhra University
Visakhapatnam

Professor E.A. Narayana
Department of Political Science and Public Administration
Andhra University
Visakhapatnam

Abstract

The undeveloped nature of economic development and rapid population growth of most of the developing countries make effective and efficient service delivery complicated for governments, to satisfy the basic, social and economic needs of the occupant of their urban areas. Ethiopia is also part of these problems as its urban areas are characterized by severe shortage of basic services like potable water, well laid out drainage system, sewerage network, sanitation facilities, electricity, roads and appropriate waste disposal. It is these shortages that constitute the rationale for policy focus on housing and basic services in urban areas. Housing is one of the necessities for human survival; despite it remains for long period as a critical problem of most of the cities of developing countries including Ethiopia. Homelessness therefore stayed a big problem in urban areas of the developing countries. Therefore, the general objective of this study was to look deeply into the issues and existing realities in between the opportunities, challenges and prospects on the Pre-Transfer expectations and post transfer realities of condominium housing of Sothern Region, Ethiopia. Both primary and secondary data sources were used in this study. Qualitative and quantitative data was collected from both primary and secondary sources. Household Survey Approach was employed to collect the primary data. The sample households were identified through systematic sampling procedure. Finally the collected data were analyzed and discussed

Key words: Federal, Region, Woreda, Kebele, Condominium, Cite, Households. Integrated Housing Development Programme (IHDP),

Introduction

Currently Ethiopia is following a federal system, which is structurally based on the Federal Government, nine autonomous regions and two administrative states. It follows four layers of administrative levels called Federal, Regional, Woreda and Kebele in a top-down arrangement.

The government of Ethiopia enacted proclamation on urban development policy that gives high attention for alleviating housing problems of urban areas. Since 2005 Ethiopia has been implementing an ambitious government-led low- and middle-income housing programme: The Integrated Housing Development Programme (IHDP). The initial goal of the programme was to construct 400,000 condominium units (UN-HABITAT, 2011). The program gives prior attention for alleviating housing problem of low income households (MFA, 2003). It promotes high raise (up to G+4) condominium buildings with a minimum built up area of 22 m^2 to minimize the construction cost so as to benefit low income families (MFA, 2003). In parallel to improving housing situation, the condominium project has stressed on alleviating poverty by creating job and loan opportunities for unemployed households with special attention to women. Even though condominium housing is a new phenomenon in Ethiopia, currently it has emerged as a strategic response to rapid urban population growth, high prevalence of urban poverty, and urban unemployment in major Ethiopian cities there by meeting the elements of Millennium Development Goal 7 on Environmental Sustainability, target 11 which seeks to achieve a significant Improvement in the lives of slum dwellers poor (Ingwani *et al.,* 2010).The stagnant nature of economic development and rapid population growth of most of the developing countries make effective and efficient service delivery difficult for governments to satisfy the basic social and economic needs of the residents of their urban areas. Even though Ethiopia is one of the least urbanized countries in the world, its rate of urbanization is at a fast pace rising mainly due flow of people from rural areas in need of better opportunities and social services and also due to behind screen push factors such as unemployment and land scarcity in rural areas (Arash, 2010). However, the urban areas are ill-healthy to provide the rushing migrants with the expected demands as most of the urban areas are characterized by severe shortage of basic services like

housing, potable water, well laid out drainage system, sewerage network, sanitation facilities, electricity, roads and appropriate waste disposal (Roe, 2009). It is these shortages that constitute the rationale for policy focus on housing and basic services in urban areas. Housing is one of the basic necessities for human survival; despite it remains for long period as a critical problem of most of the cities of developing countries (MHUPA, 2007). Homelessness therefore stayed a big problem in urban areas of the developing countries including Ethiopia. For instance, the housing deficit in the urban area of the country was estimated between 900,000 – 1,000,000 in 2006 (AACA, 2006). SNNPRS is one of the fascinatingly fast growing regions of Ethiopia that has drawn the attention of the government in need of heavy investment on condominium housing project. However, the Extent of Gap between Housing Supply and Its Demand in SNNPR Ethiopia and existing realities has not yet been studied with requisite focus. Therefore, this study is a move to investigate the Pre-Transfer expectations and post transfer realities of condominium housing of Sothern Region, Ethiopia.

Objective

Recently as different facts are indicating, SNNPR is one of the fast growing regions in the country. Population is growing time to time; the demand for basic needs is also growing day to day. Therefore, the present study is an attempt made to assess the opportunities, challenges and prospects on the Pre-Transfer expectations and post transfer realities of condominium housing of Sothern Region, Ethiopia..

Description of the Study Area

This study has been conducted in the Sothern Nations Nationalities and Peoples Region (SNNPR). The SNNPR is one of the constituents of the Federal Government of Ethiopia. The Southern Nations, Nationalities and People's Region (SNNPR) is located in the Southern and South-Western part of Ethiopia. Astronomically, it roughly lies between 4°.43- 8°.58 North latitude and 34°.88- 39°.14 East longitude. (www.snnprs.gov.et Accessed on March 5, 2017). SNNPR is one of the largest regions in Ethiopia, accounting for more than 10 percent of the country's land area (www.rippleethiopia.org (accessed March 5, 2017). The mid-2008 population is estimated at nearly 16,000,000; almost up to one-fifth of the country's population. With less than one in tenth of its population (8.9%) living in urban areas in 2008 the region is

overwhelmingly rural. "The region is divided into 13 administrative zones, 133 Woredas and 3512 Kebeles, and its capital is Hawassa." (www.rippleethiopia.org (accessed March 5, 2017). Southern Nations, Nationalities, and Peoples' Region (often abbreviated as SNNPR) is one of the nine ethnically based regional states of Ethiopia. It was formed from the merger of five Regions region 7 to re11, following the regional council elections on 21 June 1992(Lyons, Terrence, 1996).

Database and Methodology

- ***Data sources and Methods of Collection***

In order to attain the objective of the study, three sample categories for the household survey was taken. The first category is selecting the cities. The second was the condominium units and the third was the households from whom the representatives were drawn for the study. In the first stage, three cities from the region based on their age and experience of condominium housing were selected. Eleven condominium units from Hawassa city, twelve condominium units from Dilla city and seven condominium units from Yirgalem city have been occupied and six of the occupied eleven units from Hawassa, again six of the occupied twelve units from Dilla and three of the occupied seven units from Yirgalem cities have been considered for the study based on their age for the fact that most of the households in these units are expected to have better exposure to the physical and socio-economic scenario of the condominium houses. In the second stage, a total of 391 households were randomly drawn from the selected sites based on proportionate to size rule as shown in Table 1,2and 3. The study population is all the residents of the cities of Hawassa, Dill and Yirgalem which are represented by the sample population. In order to decide the sample size that represents the population under investigation, a Cochran model for sample size determination as indicated by Almaz (2007) has been adopted as presented below:

$$n = \frac{N}{1+N(e)^2}$$

Where: n = Sample size;

N = Total number of occupied condominium housing units in the city;

e = Maximum variability or margin of error 8% (0.08);

1= Probability of the event occurring.

A pilot household survey was conducted prior to the actual survey in order to test the questionnaire. The participants in this survey were randomly selected from among those who will not participate in the actual interview. Both primary and secondary data sources have been used in this study. Qualitative and quantitative data were collected from both primary and secondary sources. Primary data for the study were collected from selected sample households, focus group discussion and interview with key informants. Structured questionnaire was prepared and used to collect information from selected households. Discussion checklists were used for focus group and key informant interview.

- ***Data Analysis*:**

The primary and secondary data obtained through the application of the research methodology that ranged from questionnaire, and non participatory observation of the researcher to document review. The data were collected and then processed in response to the problems posed under the objective part. The researcher first collected data from respondents; differentiated the useable questionnaire from those which were not done properly, i.e. three hundred ninety one respondents were selected for questioner response, however, three hundred eighty two responses were found to be suitable for statistical analysis. The remaining nine responses could not be used because of some missing answers in the questionnaires. After all, the data was entered it to SPSS- 20 version (Statistical Package for Social Science). The information obtained from focused group discussion and face-to-face interview has been organized and used as supportive idea in each part of the discussion. After getting the relevant data, the researcher summarized the respondent's idea either in a table or in graph form and analyzed by giving them meaning and making them more understandable.

Housing problem is a common future everywhere in the urban areas of Ethiopia mainly due to irregular and uncontrolled growth of urban population (Dejene, 2007). These problems are responsible for mushrooming of slum area and homelessness, and inadequate and poor quality housings (Eskinder, 2007; Daniel, 2006). Analysis of the

inhabitants' pre-transfer expectations and post-transfer realities has been done and the findings are presented in the following section. Southern region, as in other administrative regions such as Amhara and Oromiya (Eskinder, 2007; MHDA, 2007), has housing problems of different kinds. Therefore, the people in need of housing look for condominium units. In fact, before transferring to the condominium houses, people have their own expectations as to the quality of these houses. This presents the pre and post-transfer expectations of the beneficiaries of condominium housing units.

As can be seen from (Table 4), the respondents have different expectations about the condominium houses before transferring in to them. Accordingly, about 27.2 (n=104) per cent of the respondents have indicated that the condos are very cheap and economic housing units. Another 44.5 (n=170) per cent of them mentioned that they thought condo houses are meant for those who have no any other option. Significant number (11.3%) of the respondents also expected that they would get inside finished condo houses. Still some other 9.7 and 7.3 per cent of the respondents thought the condos are meant only for the poor and the rich respectively.

The respondents were further requested to indicate their post-transfer realities in comparison with their pre-transfer expectations. The result is summarized as shown in (Table.5). As can be seen from the table, 39.0 per cent of the respondents have stated that they found the condominium houses far better than their expectation before transferring. In contrast, about 27.2 per cent of the respondents have indicated that what they experience and what they found in condominium houses are far below their pre-transfer expectation, however. Nevertheless, large portion (33.8%) of the respondents has indicated that they found the condominium houses as their pre-transfer expectations of both positive and negative aspects.

As also seen from (Table.6) below, the respondents have different expectations about the condominium houses before transferring in to them with regard to their family size. It is seen that the majority of the respondents from House Hold 1-3 which about 111 have shown their feeling as the condominium house is for those with no option. This idea was seen as the understanding of the majority of the total respondents above 44 per cent of them.

At this junction, it is found worth associating the expectations of condominium before and after occupying the condominium of the respondents with their House hold size.

Figure.1. reveals that the respondents who found condominium houses as for those with no option, Very cheap and economic, Handed over was after completing the hole part of the condominium housing , It is meant for the poor and It is meant for the rich increasing with increase of household size. This implies that the issue of condominium housing is very mandatory on the households with less household size. They are always thinking of these housing projects more than the households with large household size in condominium houses.

Results and Discussions

The fascinatingly fast growing southern region and the cities of Hawassa, Dilla and Yirgalem are fortunate enough in experiencing the influence of the present day advancement in building and house construction technology. On the other side of the coin of this technology is found the golden jubilee houses indicating that they are still giving housing service to the societal section that are unable to share the influence of the technology at household level. More recently, the condominium houses in southern region, Ethiopia seem to have appeared to reflect not only modern houses but also modernized style of life as the urban housing project.

In this study, the opportunities and challenges of condominium houses in southern region and selected few cities (Hawassa, Dilla and Yirgalem) have been assessed in detail. On one hand, providing shelter, which is one of the basic requirements for human living, for the beneficiaries is one of the expected gains from the condominium projects. On the other hand, the social and physical environments of the project houses are chocked with multitudes of multidimensional bottlenecks.

The results of the study revealed that there is discrepancy between the criteria set for handing over the condominium houses to the beneficiaries and the existing reality while doing same. It is also found that significant portion of the respondents occupied the condominium houses on rental basis implying that these houses are relatively preferred than renting other private houses as the rental cost is low, rooms are neat and as there is no sharing of electric and water meters

with other households. From the collected data and face-to- face interview it was observed that houselessness, duration of stay at least two years in the city and being from low or medium income groups are the major criteria set to select condominium house beneficiaries. On the other hand, the results of the study reflected that there is inconsistency between the criteria set for handing over the condominium houses to the beneficiaries and the existing reality while doing same. This indicates that most of the criteria work only on paper mainly poor economic back ground of most of the low income group households on one hand unexpectedly increased price, and bank deposit and repayment fees.

Availability of free space, presence of infrastructure and other facilities, and landscape suitability and accessibility are the three major criteria used for site selection of condominium houses. These criteria are largely meant to minimize extra costs. Cost effectiveness, suitability for living with acceptable standard, and space economy are three major criteria for design of the selection of condominium houses.

However, it was observed that the residents are not fully satisfied with both site and design selection. The major sources of the problems are associated with shortage of qualified and capable site engineers and foremen, quality problems due to the extensive size of the project and the rapid speed at which it is planned to accomplish the project, we could encounter, limited capacity of executing urban design, neighborhood design and building design in a short period of time, lack of experience and cultural problems associated with living in condominium houses and having negative attitude towards such, and limited coordination of the stakeholders. In line with this, it is found that nearly half of the survey participants found the condominium houses far better than their negative expectation before transferring. However, the dissatisfaction of the three-fourth of the residents largely rooted in common ground usage as there is no any regulation exercised for fair utilization of the common land. The second largest concentration of complaints is for noise pollution at condominium sites.

Recommendations

Based on the findings of the research and conclusion drown above, the following practical solutions have been suggested in order to successfully achieve the objectives of the project, meet the housing

demand of the residents of the region and selected few cities (Hawassa, Dilla and Yirgalem) and as a measure and precautions to be undertaken to circumvent the constraints:

1. The study revealed that the poor houseless residents have not significantly benefited from the project in southern region and selected few cities (Hawassa, Dilla and Yirgalem) for the fact that the poor were unable to afford for event the first bank deposit cash. Therefore, as policy implication, there should be special support for clearly identified needy residents by lowering the total cost as well as amount requested for bank deposit.
2. One of the causes for higher cost of the condominium houses to the economic level of the poor is that the total cost of the houses includes the site selection, design work and extra charges related with the development of the project site. Therefore, if these extra costs are piled-off from the poor, it will open the door for the poor to get the advantage of the project as stated as its main objective.
3. Condominium houses are handed over to the beneficiaries at the semi-finished level. This has become one of the greatest challenges for the beneficiaries to get the houses finished as well as for on time repayment of bank loan. Therefore, so long as it has to be paid, a means to hand over finished houses, at least to the level of paint left, has to be sought by the concerned offices.
4. It has been recognized that the condominium houses have a general quality problems of the construction as the houses are largely constructed by inexperienced workers, the speed at which it is planned to accomplish the construction, demand of the contractors to construct as cheaply as possible to get more profit and the likes. Therefore, precaution has to be taken with intensive supervision of the construction.
5. The design of the buildings is such not attractive as it is nation-wide copy and paste without consideration of the physical, social and cultural environment of the areas. Color choice of most of the buildings does not much the environment. This has greatly hampered the psychological make of the beneficiaries as well as the community as a whole. Therefore, if it is in the range of economic affordability, southern region and Hawassa, Dilla and

Yirgalem Cities has to have its own cost effective and attractive designs instead of copying designs developed for other environment.

6. Almost all condominium sites do not have well designed open space and facilities to conduct social gatherings and cultural functions. These spaces and facilities are expected to minimize causes of unnecessary frictions among neighborhoods by lowering noise pollution, thereby increasing the positive interaction between and among the residents. Therefore, the plan and design of the sites better prepared with due consideration to these facilities.

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Table 1: Distribution of Condominium Sites in Hawassa City

No.	Site	Status	Housing Units	Sample Size
1.	Addis Ketema*	Occupied	228	16
2.	Atena Tera	Occupied	297	
3.	Debub 3 & 4*	Occupied	396	28
4.	Debub 5	Occupied	276	
5.	Debub 6*	Occupied	345	24
6.	Tabor	Occupied	106	
7.	Debub Ez*	Occupied	880	62
8.	Merry Joy	Occupied	215	
9.	Paramedical*	Occupied	175	12
10.	Silassie	Occupied	525	
11.	Tabor & TTC*	Occupied	95	8
Total			**3538**	**150**

*Proposed sample units

Source: Hawassa City Housing Development Agency, October 2016.

Table 2. Distribution of Condominium Sites in Dilla City

No	Site	Status	Housing Units	Sample Size
1	Buna Gebeya*	Occupied	45	22
2	Mulu Wongel	Occupied	38	
3	Dombosko*	Occupied	33	17
4	Tena Kela	Occupied	34	
5	Green Park*	Occupied	31	15
6	Police	Occupied	45	
7	Seba Kuteba A*	Occupied	44	22
8	Seba Kuteba B	Occupied	44	
9	Mobiel*	Occupied	35	18
1	Lam Beret	Occupied	35	
1	Zone Astedader*	Occupied	47	23
1	Yerga Chefe Union	Occupied	30	
	Total		**461**	**117**

*Proposed sample units

Source: Dilla City Housing Agency, October 2016.

Table 3. Distribution of Condominium Sites in Yirgalem City

No	Site	Status	Housing Units	Sample Size
1.	Kagnew	Occupied	82	
2.	Nomona Noto*	Occupied	82	47
3.	Menaheriya	Occupied	119	
4.	Stadium*	Occupied	64	36
5.	Abosto	Occupied	124	
6.	Mewal Hitsanat*	Occupied	72	41
7.	Gidabo	Occupied	50	
Total			**593**	**124**

*Proposed sample units

Source: Yirgalem City Administration, October 2016

Table 4. : Respondents by Pre -transfer expectations of the condo Houses (n=382)

S. No	Description	No. of Respondents	Percent
1	Very cheap and economic	104	27.2
2	It is for those with no option	170	44.5
3	handed over with finished inside	43	11.3

4	It is meant for the poor	37	9.7
5	It is meant for the rich	28	7.3
Total		**382**	**100.0**

Source: Field Survey by the Author, 2016

Table 5: Respondents by Post-transfer Expectations of the Condo Houses (n=382)

S. No	Description	No. of Respondents	Percent
1	Found as expected	129	33.8
2	Previously negative/bad but now my mind changed	149	39.0
3	Previously positive/good but the reality is different	104	27.2
Total		**382**	**100.0**

Source: Field Survey by the Author, 2016

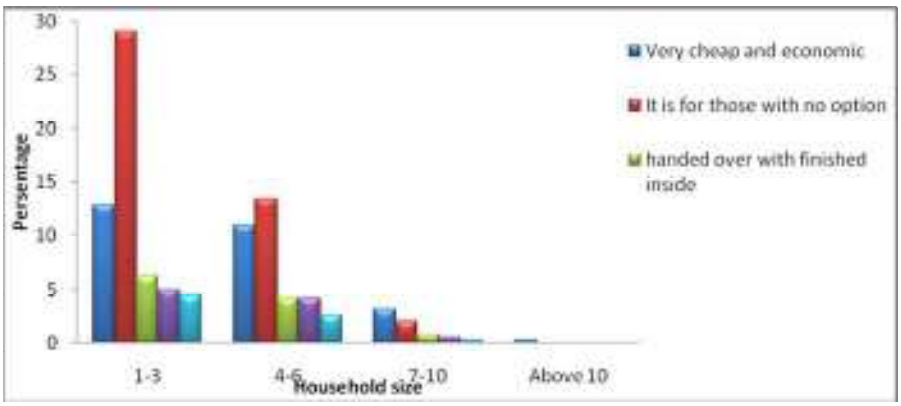
Table. 6: The assessment of the Respondents by intra-group of household size with expectation(s) about condominium Housing before they occupy (n=382)

S.No	What was/were your expectation(s) about condominium Housing before you occupy the house?	Household size				Total
		1-3	4-6	7-10	Above 10	
1	Very cheap and economic	49	42	12	1	104
2	It is for those with no option	111	51	8	0	170
3	handed over with finished inside	24	16	3	0	43

4	It is meant for the poor	19	16	2	0	37
5	It is meant for the rich	17	10	1	0	28
Total		**220**	**135**	**26**	**1**	**382**

Source: Field Survey by the Author, 2016

Fig. 1: Preference Responses of the Respondents by Household Size (n=382)



Source: Constructed by the Author from Field Survey Data

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USE OF COMMON PROPERTY RESOURCES – A RAY OF HOPES TO WEAKER SECTIONS IN TELANGANA AND ANDHRA PRADESH STATES

Dr.Veeraiah Bollikonda
Faculty Member
Department of Economics
Kakatiya University
Warangal, Telangana state

Abstract

The Common Property Resources are important sources of livelihood to rural poor in general and to the scheduled caste scheduled tribes' communities in particular. The common property resources which will be used for economic or productive purposes are generally the grazing and uncultivable land, irrigation tanks and revenue porambokes. For an agrarian society like India where 80 per cent of the population lives in the countryside most of them are the tribal's, the landless, the small and marginal peasants, the artisans and rural poor, CPR have a unique role to play in the context of a highly integrated land-live stock-vegetation systems of the rural economy. These traditional sources of livelihood directly or indirectly play an important role in sustaining the income, employment and resource base of rural communities. Objectives of the study are as follows: To find out the extent of use of CPR by the weaker sections, specially lower class sections. To assess the impact of CPR on the changing income position of the scheduled caste and scheduled tribes respondents, To suggest suitable measures for the effective use of CPR for improving the living conditions of the scheduled caste and scheduled tribe people.

Keywords: Common Property Resources, Rural Economy, Weaker Sections, Livelihood, Income

Introduction:

That Common Property Resources (CPRs) are important sources of livelihood to rural poor in general and to the scheduled caste scheduled tribe's communities in particular. The common property resources which will be used for economic or productive purposes are generally the grazing and uncultivable land, irrigation tanks and revenue porambokes. The grazing and uncultivable lands and revenue porambokes are generally used for cattle grazing and collection of fire wood. In many villages, the practice of taking animals for open grazing still continues. Another wide spread use of these lands is for collection of fire wood for domestic cooking. The low income groups like small and marginal farmers and landless agricultural labourers in the village are the major users of these common properties. The revenue porambokes will be used for organizing fairs and festivals besides being used by village artisans for carpentry and blacksmith works which cannot be carried out at their houses. The status and the use of these resources are therefore important from the point of view of the village economy in general and the village poor in particular.

Review of the Literature:

For an agrarian society like India where 80 per cent of the population lives in the countryside most of them are the tribal's, the landless, the small and marginal peasants, the artisans and rural poor, CPR have a unique role to play in the context of a highly integrated land-live stock-vegetation systems of the rural economy. These traditional sources of livelihood directly or indirectly play an important role in sustaining the income, employment and resource base of rural communities. Jodha's (1986) pioneering work on CPRs raised a different type of questions, namely who benefits from land reform and who loses out. His study pointed out three main results:

- Privatisation for the most part was captured by the rural

rich and the land of the poor is inferior.

- Privatisation of CPRs led to the loss of major income from CPRs, and
- The poor were the bigger losers in terms of loss of income.

Jodha further highlighted the importance of CPRs and CPR products to the rural economy. He illustrated that the rural rich derived between Rs 445 and 830 annually while the poor derived only Rs 300. He also highlighted that, between 84 and 100 per cent of rural poor households gathered items such as fuel, fodder, food and fibre items from CPRs whereas only 10 to 28 per cent of rich households did the same. The importance of CPRs to the rural poor has been corroborated by subsequent research and across different agro-climatic zones (Pasha 1992; Singh et al. 1996; Beck and Ghosh 2000).

Jodha's study has been supplemented by attempts to estimate the extent of the commons using macro-level data. The most notable of such studies was by Chopra et al. (1990). They used a nine-fold land use classification data to estimate the total area of CPRs. They suggested that 'other than current fallow', 'cultivable waste', 'pastures', and 'protected and un classed forests' can be broadly categorized as CPRs. Based on this classification, they concluded that 21.55 per cent of all land in India (1980–81 figures) were CPRs with the rider that this estimate might be slightly high given the fact that not all protected forests are CPRs. In fact, however, if definitions of CPRs are blind to de jure and de facto distinctions, the extent of CPRs might be much higher.

Chopra et al. (1990) also highlighted that CPRs are steadily declining in extent and quality, a point that is important both for the sustainability of CPR- dependent livelihoods and the natural resources themselves (Chopra and Das- Gupta 2002). Another important point is

that the non-poor also benefit from CPRs. Some studies, in fact, have argued that while the poor benefit more in relative terms, the rich benefit more in absolute terms (in contrast to Jodha's findings) (Nadkarni et al. 1989; Pasha 1992; Singh et al. 1996). Furthermore, there is evidence that CPRs are often captured by the rich or allocated in ways that privilege the needs of the rich (Karanth 1992). This suggests that studies are needed to examine the relationship between CPR income and size of land- holdings more carefully.

A concern that Beck (1994) raised, in his study of West Bengal villages, was regarding the problem of access to CPRs by the rural poor. In the context of the villages he studied, this was important because gleaned grains were collected by the landless from other people's private lands (de facto CPRs) and thus access was difficult .Beck's analysis highlights an important issue, namely that de facto CPRs are in fact a better indicator of CPR use, as an enquiry into use of dejure CPRs only might underestimate dependence. De facto access by definition includes land for which communities do not have de jure access. For example, state-controlled areas such as reserve forests, which can be actually accessed openly or used by a defined user group, are de facto CPRs. Similarly, private agricultural lands that are accessible to others in the fallow season are also accessible commons. The reverse is possible as well, namely that certain public lands allocated to village communities are effectively privatized. In this section we examine de facto CPR use to understand more clearly the extent of CPR dependence across agro-climatic zones.

Unfortunately, data on what percentage of households uses de facto CPRs across agro-climatic zones is not available. Among rural households, 48 per cent are engaged in collections. It exceeds 50 per cent in eight out of the 15 agro-climatic zones. The highest percentage of collections was in the Eastern Plateau and Hills (73 per cent), the Western Himalaya (68 per cent), the Islands (68 per cent) and the

Southern Plateau and Hills (65 per cent), i.e. mostly the forested tracts. The lowest collection percentage was in the Western Dry Region despite the very high percentage of CPR land avail- ability. This can be explained either by the fact that much of the CPR use in the Western Dry Region does not involve the collection of CPRs or that grazing takes place more on private lands. The lowest percentages are in the Green Revolution belts of the Ganges where CPR availability per household is also the least.

Despite advances in agricultural technologies, access and availability of external inputs and supplies, income transfers through subsidies, relief etc. locally available biomass continues to be an important element in the fulfillment of basic needs of rural people, especially the poor in several parts of India including the dry tropical regions. In addition to meeting the direct needs of fodder, fuel, food, timber, fencing, thatching etc., biomass plays crucial role in local resource regenerative processes of farming systems. These benefits notwithstanding, the supplies and sources of biomass are rapidly depleting in India.

Main objectives of the study are as follows: The main objectives of the study are

1) To find out the extent of use of CPR by the weaker sections, specially lower class sections.
2) To assess the impact of CPR on the changing income position of the scheduled caste and scheduled tribes respondents.
3) To suggest suitable measures for the effective use of CPR for improving the living conditions of the scheduled caste and scheduled tribe people.

Hypothesis framed for the Study:

To test the above objectives, few hypotheses have been formulated and they are:

1) Proper utilization of CPR will fetch additional income to the poor scheduled caste and scheduled tribes' communities.
2) Most of the SC/STs are solely depending upon CPR for their livelihood.

Research Methodology:

The study was conducted in few selected areas of Adilabad (Telangana State), Krishna district Andhra region and Kurnool district Rayalaseema region of Andhra Pradesh where CPR are found to be in large areas. These areas were selected purposively to know the impact of CPR on living conditions of the scheduled caste and scheduled tribe communities.

Table- 1

Distribution of the Respondents

Name of the District	Mandal	Respondents
Adilabad	Utnoor	40
	Jannaram	40
	Total	80
Krishna	Nuzivid	40
	Chimalapadu	40
	Total	80
Kurnool	Kothapalli	40
	Rudravaram	40
	Total	80
Grand Total		240

From each district 80 respondents covering two mandals i.e. from Adilabad district, Utnoor and Jannaram Mandals represented 40 respondents each. From Krishna district Nuzivid and Chimalapadu, 40 each similarly in Kurnool district, 80 respondents covering Kothapalli and Rudravaram Mandals.

Further "Purposely Research Design" has been adopted in the study as it was confined to scheduled caste and Scheduled tribe community. The main reason is that CPR has become major bread earning for them. Not only these communities are socially under privileged but economically they are poor compare to other communities. Hence, we have collected the data only from scheduled caste and scheduled tribes communities belonging to different categories of farmers.

Data Collection:

The study covered both primary and secondary sources. A detailed "Interview Schedule" had been prepared to get the information on the extent of use of CPR by the respondents. The schedule covered various facets of CPR and what extent it is helping the poorest among the poor. The primary data covered not only socio-economic profile of the respondents but also their land holding pattern, crops raised, farm income, subsidiary occupation and types of CPR using to etc.

Eighty respondents from each area were selected using Purposely Sampling Method and thus altogether240 respondents were interviewed in the study areas of both the states.

Data for secondary sources were gathered from official records ranging from Village Official Records to All India Reports. The information from secondary sources was incorporated at various places of the report.

Limitations of the Study:

1) The study was carried out only in three selected districts representing Telangana and Andhra Pradesh States.
2) Specifically the study confined only to find out use of CPR by the Scheduled caste and Scheduled tribes communities.
3) The sample size was also limited due to time and financial constraints.

Findings:

It is well established fact that Indian society is hierarchical one and in the lower ladder of the social system, majority belongs to scheduled caste and scheduled tribes community. It is not exception in Telangana and Andhra Pradesh States also. Particularly in our study areas of Adilabad (Telangana), Krishna (Andhra Pradesh) and Kurnool (Rayalaseema region of Andhra Pradesh) scheduled caste and scheduled tribes are not only socially downtrodden but economically also very weak and vulnerable sections.

Hence most of them were depending upon common properly reasons available in their areas to get some income for their sustenance. Incidence of poverty is more visible in these sections of the society and CPR is helping them lot in improving their living conditions. Hence, we have collected the data on their social status and presented in the table-2.

Table –2

CASTE WISE DISTRIBUTION OF THE RESPONDENTS

District	Status	SC	ST	Total
Adilabad	MF	30 (66.67)	25 (71.42)	55 (68.75)
	SF	11 (24.44)	08 (22.86)	19 (23.75)
	BF	04 (9.89)	02 (5.72)	06 (7.5)
Total		**45** (100.00)	**35** (100.00)	**80 (100.00)**
Krishna	MF	22 (48.89)	21 (60.00)	43 (53.75)
	SF	14 (31.11)	10 (28.58)	24 (30.00)
	BF	09 (20.00)	04 (11.42)	13 (16.25)
Total		**45** (100.00)	**35** (100.00)	**80 (100.00)**
Kurnool	MF	35 (77.78)	22 (62.86)	57 (71.25)
	SF	08 (11.11)	07 (28.58)	15 (18.75)
	BF	05 (11.11)	03 (8.58)	08 (10.00)
Total		**48** (100.00)	**32** (100.00)	**80 (100.00)**

Source: Field Data.

Parenthesis indicate the percentage

It reflects that from each district 80 respondents who are using CPR are interviewed and all of them belong to SC and ST communities only. In Adilabad district out 80 respondents, 45 persons belong to SC community and the remaining 35 from ST community. Within the SC community nearly 67 percent are very weak farmers who belong to Marginal Farmers category. Most of their land is uneconomic size of

land holding and not fertile to raise crops either food and non food. They are very poor and their limited land is not fetching them much to feed their family members on one land and to clear the loans which they borrowed to perform social functions. Hence, they are excessively depending upon village CPR. Further, it has been observed that not even 25 percent of them possess land at least to the extent of 5 acres. Even the big farmers whose number is found to be four, are not economically well of as their land is mostly dry and depending only upon natural rain.

The situations of ST community in Adilabad is still worst as out of 35 respondents more than 71 percent are economically downtrodden. Though the respondents are hard workers, but their uneconomic size of land holding is not fetching much farm income to keep them at the subsistence level. Hence, most of them are trying to get some additional income from CPR and this it has become their main source of income. Overall data also throws light that out of total respondents in the entire study areas of Adilabad district nearly 69 percent are marginal farmers, 24 percent small farmers and the remaining are big farmers are using CPR excessively.

However, when we look at the situation in Krishna district of Andhra Pradesh, unlike Telangana area, we could see only 54 percent in the total number are marginal farmers, 30 percent small farmers and the remaining 12 percent are big farmers. Due to natural advantage of getting assured irrigation facilities, majority of the farmers land is (including MF and SF) fit for cultivation. As a result we could see that out of 44 SC groups who are using CPR in this area, only 49 percent are MF (whereas in Telangana their percentage was nearly 67), 31 percent SF and 20 percent MF. It means the economic conditions of MF and SF of Krishna district (who are also getting the benefits of CPR) are far better than that of their counterparts of Adilabad district in Telangana state.

On the other, the situations of weak farmers of Kurnool district whose location is in Rayalaseema region in Andhra Pradesh, state is worst than that of Krishna and also Adilabad. Intra regional wise disparity within the state of Andhra Pradesh is more glaring if we compare the living conditions of weak farmers of Krishna district to that of farmers of Kurnool district. This is to be seriously probed to avoid regional conflicts in Andhra Pradesh State.

As it is evidence from the data that out of 48 respondents who belong to SC community in Kurnool district, nearly 79 percent do not have more than 2.5 acres of land per head. Their limited land is very dry in nature and most of their land is unfit to raise food crops such as paddy which is very famous in Krishna district. Even in ST communities out of 32 members, nearly 63 percent are very weak farmers. Hence, the primary data revealed that poor farmers of Adilabad district of Telangana state and Kurnool (Rayalaseema region of Andhra Pradesh) are excessively depending upon CPR for their survival. Almost all the marginal and small farmers of these two areas are excessively depending upon common property resources. These resources have become beckon of hopes to them. Particularly for poor, down trodden, under privileged farmers belonging to scheduled caste communities use of Common Property Resources have become a ray of hopes.

Conclusion and Suggestions

Thus, CPR is important source of income to the weaker sections of the people who are suffering from poverty and low level of living standard. Hence, the study suggests that if CPR is properly managed with supportive policies by the Government, these will become productive asset to rural areas and particularly benefits percolates to weaker sections who constitutes a large section in rural society.

The intra area disparity is visible in Telanagana and Rayalaseema region of Andhra Pradesh state. Therefore, in order to improve their income position, almost all the marginal and small farmers of these two areas are excessively depending upon common property resources. These resources have become of hopes to them. Particularly for poor, down trodden, under privileged farmers belonging to scheduled caste communities use of common property Resources have become a ray of hopes and resources should be protected from the rich farmers and the impact of globalization, privatization and liberalization should not expert Common Property Resources.

The survival of CP institutions over such long periods, suggests that it must have yielded efficiency advantages over alternative systems, sufficient enough to neutralize the losses to politically powerful groups within the rural communities on account of the commonly shared land resources and thus, reduced share of the total surplus. Further, the nature of these institutional arrangements is characterized by a set of diverse, decentralized, community control systems and institutions. Many of these arrangements also form the basis of traditional informal social security arrangements in communities which are united predominantly by family, kinship, ethnic or caste ties.

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CASHLESS ECONOMY IN INDIA: OPPORTUNITIES AND CHALLENGES

Kiran Devi
#142 Tej Colony
Tehsil Camp, Panipat

Abstract

A cashless economy is one in which all the transactions are done using cards or digital means. The circulation of physical currency is minimal. Indian economy is primarily to be driven by the use of cash and less than 5 % of all payments happen electronically. World scenario and Indian scenario of cash less economy are shown in this paper. Opportunities and challenges are also discussed. To encourage and strengthen cashless economy it's important to inculcate the habit of making e-payments. Government encourages cashless transactions like mobile banking, Ru-pay cards, UPI, USSD these are means and methods of digital payments.

Key words: PoS (Pont of Sale), ATM (Automated Teller Machine), digital payments etc.

Introduction

A cashless economy is one in which all the transactions are done using cards or digital means. The circulation of physical currency is minimal. A cashless economy in the past was based on the barter system where people exchanged their livestock for food crops or other goods. However, the present concept of a cashless economy is a completely new thing. Hare cashless transactions are made the help of digital currencies like the bitcoin. The Prime Minister's move to incentivize digital payments offers a strong support to the ongoing efforts in helping the country from cash to digital payment solutions.

In India, the ratio of cash to gross domestic product is 12.42 %in GDP; this is one of the highest in the world. It was 9.47% in China or 4 % in Brazil. Further, the number of currency notes in circulation is also far higher than in other large economies, India had 76.47 billion currency notes in circulation in 2012-13 compared with 34.5 billion in US. The government is working at various levels to reduce the dependence on cash.PM-Narendra Modi unveiled two schemes –Lucky

GrahakYojna, Digi DhanVyapaarYojna for customers and traders like to promote mobile banking and e-payments. To encourage and strengthen cashless economy it's important to inculcate the habit of making e-payments. Government encourages cashless transactions like mobile banking, Ru-pay cards, UPI, USSD these are means and methods of digital payments. Less cash economy is in the interest of everyone and it will help in creating a clearer economy in future. Government have also introduced Aadhar based payment system, this is for those people who don't have cards or mobile phones. Reducing Indian economy's dependence on cash is desirable for a variety of reasons. To control counterfeit notes that could be contributing to terrorism, It also affect the monetary policy of our country and to eliminate the —black money, hawala transfers can't be made without paper currency, Curbs illegal activities altogether. A large part of black money is generated in illegal trades like selling drugs therefore without cash or less cash illegal trade might become difficult

Significance of the Study

This paper discusses about the current scenario of Cashless India. It also strives to describe the focuses on the opportunities and challenges towards cashless economy

Research Methodology

The prepared paper is a descriptive study in nature. The study has been carried out based on the collection of the relevant secondary data. Secondary data collection was based on various sources such as published books, articles published in different journals & newspapers, periodicals, conference paper, working paper and websites, etc.

Review of Literature

The reviews of some of the important studies are presented below. Cashless economy is not the complete absence of cash, it is an economic setting in which goods and services are bought and paid for through electronic media. According to Woodford (2003), Cashless economy is defined as one in which there are assumed to be no transactions frictions that can be reduced through the use of money balances, and that accordingly provide a reason for holding such balances even when they earn rate of return. In a cashless economy, how much cash in your wallet is practically irrelevant. You can pay for your purchases by any one of a plethora of credit cards or bank transfer

(Roth, 2010) observed that developed countries of the world, to a large extent, are moving away from paper payment instruments toward electronic ones, especially payment cards. Some aspects of the functioning of the cashless economy are enhanced by efinance, e-money, e-brokering and e-exchanges. These all refer to how transactions and payments are effected in a cashless economy (Moses-Ashike, 2011). Marco and Bandiera (2004) argue that increased usage of cashless banking instruments strengthens monetary policy effectiveness and that the current level of e-money usage does not pose a threat to the stability of the financial system. However, it does conclude that central banks can lose control over monetary policy if the government does not run a responsible fiscal policy. According to a 2015 report by Price Water House Coopers, India's unbanked population was at 233 million. Even for people with access to banking, the ability to use their debit or credit card is limited because there are only about 1.46 million points of sale which accept payments through cards. A study by Boston Consulting Group and Google in July noted that wallet users have already surpassed the number of mobile banking users and are three times the number of credit card users. Mrs. Asha sarma (2017) estimated the extent to which households make non cash expenditure. It is also identified the bottlenecks which prevents households to make non cash payments. For it various statistical techniques like, descriptive statistics and ANOVA had been used. Preeti Garg, Manvi Panchal (2017) studied the views of people on introduction of cashless economy in India .The study was conducted in Delhi region & data was collected with the help of structured questionnaire and analyzed using simple percentage method. Responses from respondents shows that cashless economy will help in curbing black money, counterfeit's fake currency, fighting against terrorism, reduce cash related robbery, helps in improving economic growth of our country. Major challenges that can hinder the implementation of the policy are cyber fraud, High illiteracy rate, attitude of people, lack of transparency & efficiency in digital payment system. The study shows that the introduction of cashless economy in India can be seen as a step in right direction. It helps in growth and development of economy in India.

World scenario of cash less economy

Table 1.1

TOP CASHLESS COUNTRIES

COUNTRIES	CASHLESS TRANSACTIONS
1-Singapore	61%
2-Netherlands	60%
3-France	59%
4-Sweden	59%
5-Canada	57%
6-Belgium	56%
7-United Kingdom	52%
8-USA	45%
9-Australia	35%
10-Germany	33%
11-South Korea	29%
12-Spain	16%
13-Brazil	15%
14-Japan	14%
15-China	10%
India	**2%**

Source: Mastercard Advisor's Measuring progress toward a cashless society

India is a country where 98 per cent of total economic transactions by volume are done through cash. However, this may no longer be the case in future as the government has already steered the country towards cash less society.

Prime Minister's demonetisation move has also divided the top economists in and outside the country over its unquantifiable outcomes, at least for now.

But, the debate whether India can really transform itself into a cashless economy or less cash economy - as government terms it - is refused to die down.

While the jury is still out, we bring you a list of the most cashless nations in the world, based on the percentage of cashless transactions.

Nobel Prize-winning economist Joseph Stiglitz said at the World Economic Forum meeting in Davos, Switzerland, that the United States should follow Modi's lead in phasing out currency and moving toward a digital economy because it would have "benefits that outweigh the cost."

Indian Scenario on cashless economy

Indian economy is primarily to be driven by the use of cash and less than 5% of all payments happen electronically. This is largely due to the lack of access to the formal banking system for a large part of the population and as well as cash being the only means available for many. Large and small transactions continue to be carried out via cash. Even those who can use electronic payments, use cash. Indians traditionally prefer to spend and save in cash and a vast majority of the morethan 1.2 billion populations doesn't even have a bank account. Indian economy is primarily driven by the informal sector and it relies heavily on cash based transactions. A report by Google India and Boston Consulting Group showed that in 2015 around 75% of transactions in India were cash-based while in developed countries like USA, Japan, France, Germany etc. it was just around 20-25%. RBI estimates for July 2016 show that banks had issued around 697.2 million debit cards and 25.9 million credit cards to customers after deducting withdrawn or cancelled cards. However, cards on its own cannot turn the economy into a cashless one. It is Important to note that the number of cards in operation is not equal to the number of individuals holding those cards. It basically means that many customers hold multiple accounts and cards. The difficulty in going digital is exemplified by the data on debit card usage — over 85% (in volume) and 94% (in value) of all debit card usage is at ATMs for the purpose of withdrawing cash. The principal purpose for cards in an Indian context is thus a means to withdraw

cash. The exponential growth in debit cards (over 600 million) is a direct consequence of the financial inclusion drive that led to the opening of over 170 million bank accounts. Though the move put plastic money into the hands of millions, effectively it has only shifted cash withdrawals from banks to ATMs, which was not quite the intent.

Table: 1.2

No. of cards, ATMs and PoS Terminals per Million of Population

Population	Per Million of Population		
	Cards	ATMs	PoS
2012-13	0.29	95	695
2013-14	0.34	133	865
2014-15	0.45	152	889
2015-16	0.53	163	1066

Source: Submission Dated 21-11-2016 by NPCI

Table: 1.3

ATMs/PoS Terminals per million population

Country	ATM per million population (2015)	Pos Terminals per million population (2015)
Australia	1329	40,130
Branzil	892	25,421
Canada	1854	36,326
India	165	1,080
Maxico	382	7,189
Russia	1413	10,176
Singapore	507	31,096
South Africa	533	7,267
United Kingdom	1079	30,078

Source: Bank of International Settlement statistics on payment, clearing and settlement systems in the CPMI Countries

As reflected in Table 1.2 and 1.3, India has one of the lowest numbers of ATM and PoS terminals per million population. In India number of ATM is 165 per million population and PoS terminals is 1080 per million population.

Table: 1.4

Growth in card Acceptance Infrastructure

No. of ATM as on			No. of PoS machine as on		
Aug, 2014	Aug, 2015	Aug, 2016	Aug, 2014	Aug, 2015	Aug, 2016
170473	189189	202801	1018264	1191311	1461972

Source: RBI

With respect to acceptance infrastructure, as reflected in table 1.4, ATMs and PoS terminal have been increasing steadily. All the above mentioned facts reflect that access to and usage of cashless payments has been growing steadily but at a very slow pace.

Opportunities

There are huge opportunities for the cashless economy in India:

- The expansion of telecom and smart phones would provide a digital shift to the economy in near future. The private sector will be the driver of this change. Government is also mulling to provide incentives for electronic payments for example waiver of tax when electronic settlements are used. The private sector has to come forward to drive the change. Apart from this government should also give incentives for electronic transactions
- Smooth, simple and secure payment processes will help to bring about behavioural changes and faster adoption of digital payments and banking among un-banked segments. When new players enter the market, each with a slightly different take on the market and with differing business models, the increased competition will help the environment and offer more options for consumers to choose from. A larger pie with more players is definitely good for the

changing dynamics of the payments industry, which is still nascent in India.

- Indian consumption is still dominated by cash, with cards contributing only 5 per cent of the personal consumption expenditure. In developed countries, 30-50 per cent of spends happen through cards. So there is huge growth opportunity.
- The rapid growth of smartphones, Internet penetration and e-commerce is complementing these; card payment volumes have been growing in excess of 25 per cent y-o-y. We expect this trend to continue, aided by the continued increase in debit card activation and usage; debit card transactions have been growing at 31 per cent each year.
- Intense competition and strategic collaboration among existing and new market participants like the payments and small banks and wallets will help scale up acceptance and foster more creativity, innovation and consumer choice. According to him, the future holds exciting times for the payments industry in India, as all stakeholders and regulatory authorities come together to achieve a "less-cash dependent" and eventually "cashless" society.
- The credit card industry in India sees greater acceptance among consumers this year. According to Worldline India Card Payment Report 2014-15, the credit card base grew at 9.8 per cent in the past year. Worldline India is a leader in the payment and transactions services in the country. Alternative methods like mobile wallets and prepaid cash cards accounted for 3 per cent of digital transactions. This industry has been growing steadily over the past few years. Card transactions, both by debit and credit cards, are on an upward trajectory. There are interesting dynamics at play in the Indian payments industry

Challenges

There are various challenges which are acting as barriers to the adoption and usage of cashless payments. Some of those are:

1. **Financial Inclusion Universal**: Financial Inclusion – For a cashless economy to take off the primary precondition that should exist is that, there should be universal financial inclusion. Every individual must have access to banking

facilities and should hold a bank account with debit/credit card and online banking facilities. Despite the success of Jan Dhan Yojana in improving financial inclusion, it has been found that most accounts have been dormant. 23% of PMJDY accounts lie empty and have been labeled as zero-balance accounts.

2. **Card acceptance infrastructure:** Acceptance infrastructure and digital inclusion: Lack of adequate infrastructure is a major hurdle in setting up a cashless economy. Inefficient banking systems, poor digital infrastructure, poor internet connectivity, lack of robust digital payment interface and poor penetration of PoS terminals are some of the issues that need to be overcome. Increasing smart phone penetration, boosting internet connectivity and building a secure, seamless payments infrastructure is a pre-requisite to transition into a cashless economy. India struggles to keep pace with its growing population, in 2014, there were just 18 ATMs and 13 commercial bank branches for every 100,000 adults – in comparison; the number in Brazil was 129 and 47 respectively. From 2013 to 2015, debit cards grew twice as fast as the number of PoS terminals and 1.5 times the number of ATMs, with the majority of the new infrastructure taking root in urban centers. There are at least 1.45 million PoS terminals setup by banks across the country with over 2 lakh ATMs. But, the retail locations for PoS transactions is nowhere near to the over the counter cash transactions. India's modern banking system maps neatly onto social and spatial inequalities. Only 18% of all ATMs are deployed in rural India. The RBI's own research finds that the states with a higher female population and a more rural populace showed lower levels of financial inclusion.
3. **Consumer Behaviour & Financial Literacy:** Common man finds the usage of cards, mobile banking and PoS terminals to be a complex process. This requires large scale literacy and awareness campaigns to be run across the country.
4. **Low Penetration of Mobile Banking:** The impact of mobile wallets in hastening the transition to a cashless economy is clearly overstated. Merely 26% of India has internet access, and there are only 200 million users of digital payment services. The World Bank's Global Findex clearly shows that Indians are

significantly less familiar with digital banking – in the use of credit or debit cards, in transacting using mobile phones, and using net banking to pay bills – than their peers in middle-income nations.

5. **Poor Internet Connectivity:** Despite the exponential surge in mobile penetration, India is riddled with below par internet connectivity and electricity shortage. The Indian government had pegged the 'JAM Trinity' as the building block towards a less cash future. But data suggests that India still has a long way to go in efficiently linking bank accounts with mobile numbers. Also a clear urban-rural divide exists in this regard. Securing the digital gateways: Banking infrastructure is wide open to compromise and that has been witnessed on multiple occasions in recent years. In October 2016, 3.2 million debit card details belonging to multiple Indian banks were hacked. The breach is said to have originated in malware introduced in systems of Hitachi Payment Services, which enabled fraudsters to access information allowing them to steal funds. Cyber-attacks have become increasingly difficult to curb and the focus needs to also be on drafting a strong legislation to guarantee digital privacy and data security. Individuals must be allowed more control over their data, conditional access to data indicating user behaviour etc.

6. **Privacy Concerns:** The potential loss of privacy is an obvious concern that comes with a cashless economy. Possibilities of personal surveillance and electronic snooping as well as profiling without consent have been pointed out by many. A cashless society can potentially give the government of the day unprecedented access to information and power over the citizens and would require strong technical and legal frameworks to guard against misuse of power. The problem is compounded by the fact that data protection laws and public policies often lag way behind technology anywhere in the world. In India, privacy is not a major concern and there is a lack of privacy or data protection laws. It would require a fair amount of informed debate before the privacy concerns of citizens can be properly worked out, and it will definitely be premature to consider going cashless before that can happen. The government needs to

clearly spell out the technical standards and the regulatory measures required to ensure the protection of privacy of its citizens, even from itself. The possibility of electronic mass surveillance on all monetary transactions does not augur well for civil liberty and democracy.

The biggest roadblock India faces in setting up a cashless economy is with regard to Digital and Banking Infrastructure, Security and Literacy. Most of the cash transactions in the country are small exchanges for goods or services and the penetration of PoS terminals is just not enough. Millions of people still don't have a bank account, access to PoS terminals, internet or awareness to understand and use online payment methods etc. So we need a large scale penetration of digital services and PoS terminals to facilitate digital transactions in small towns, rural areas and untapped markets in urban India.

Cashless payments are helping overcome the severe liquidity crunch that the Indian economy is facing post demonetization. The government's initiatives over the past one year or so have been focused on promoting e-payments, plastic transactions, and cashless payments. It is truly indeed, the future for the Indian economy.

Conclusion

No economy can go completely cashless. This will require a lot of ecosystem building to even reach a tangible threshold. India culturally believes in cash and a paradigm shift in thinking will need time and resources. Whether intentionally at the outset of demonetization or not, this paradigm shift was initiated by the Modi government on November 8, 2016. Cashless is now the big buzzword in India, and the ball is rolling as the world's largest cash economy begins going digital. Views of experts indicates that cashless policy will increase employment; reduce cash related robbery thereby reducing risk of carrying cash. Cashless policy will also reduce cash related corruption and attract more foreign investors to the country. Therefore, the introduction of cashless economy in India can be seen as a step in the right direction subject to availability of internet connection and financial literacy. It is expected that its impact will be felt in modernization of India's payment system, reduction in the cost of

banking services, reduction in high security and safety risks and also curb banking related corruptions.

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PROMOTING WATERSHED MANAGEMENT IN THE RURAL AREAS

Dr. G. Padmaja
Lecturer in Social Work
SPW Degree & P.G College
Tirupati

Introduction

Participatory management can improve the effectiveness and capacity of an individual or groups involved in the developmental activity thus contributing to good leadership. Development involves a broader perspective. It is regarded as a form of social change. While social change can be considered as a concept that charts the transformation of societies, states and communities, development is often seen as a planned and directed social change. Participation and Participatory are words which are frequently used in development. They have many different meanings. Various studies, project documents and manuals, have interpreted participation in different ways;

- Participation is the voluntary contribution by the people in projects, but without their taking part in decision-making.
- Participation is the sensitization of people to increase their receptivity and ability to respond to development projects.
- Participation is an active process, meaning that the person or group in question takes initiatives and asserts his/her or its autonomy to do so.
- Participation is the fostering of a dialogue between the local people and the project preparation, implementation, monitoring and evaluation staff in order to obtain information on the local context and on social impacts.

- Participation is the voluntary involvement of people in self-determined change.
- Participation is involvement in people's development of themselves, their lives, their environment.

Participatory Development enables people to address the local issues by forming into associations. Through this they will be able to plan and act on their own behalf, encourage trust and self awareness and enable independence and self sufficiency. Participation is an act of being involved and of involving individuals or groups in making choices and decisions, in planning, in taking actions, in controlling and sharing the benefits. The bases for participatory management and development should be "communities first" approach and planning/ action which leads to the formation of Sustainable Community Organisations.

Watershed Management

Watershed management is an adaptive, comprehensive, integrated multi-resource management planning process that seeks to balance healthy ecological, economic, and cultural/social conditions within a watershed. Watershed management serves to integrate planning for land and water; it takes into account both ground and surface water flow, recognizing and planning for the interaction of water, plants, animals and human land use found within the physical boundaries of a watershed.

Watershed management provides a framework for integrated decision-making to help: assess the nature and status of the watershed; identify watershed issues; define and re-evaluate short and long-term objectives, actions and goals; assess benefits and costs; and implement and evaluate actions.

Management of watershed development in India evolved significantly over the past three decades. During the 1970s to early

1980s, the main concentration was largely on biophysical criteria. In late 1980s there were some significant changes looking beyond soil and water conservation to include improving the productivity of natural resources. In 1994-95 Ministry of Rural areas and Employment, Government of India came up with strict guidelines to achieve multiple objectives including productive, social, ecological/environmental and equity issues to achieve optimum utilization of the watershed's natural resources; employment generation and development of other economic resources in the village; easy and affordable solutions and social condition of the resource poor, respectively.

In recent years, many developing countries have adopted watershed development approach as part of their rural development strategy. For example the Government of India with the help of external donors, extensively undertake the watershed development programs in the dry and semi-arid regions as a means of addressing soil erosion, drought rural unemployment and poverty. It was anticipated that watershed programs would augment farm income, raise agricultural productivity and conserve soil and water resources through the process of participatory watershed management. Watershed programs were initiated over a wide range of agro eco-regions of India. These watershed programs are supported by National governments and also by some international donors.

As Rhoades and Elliot noted funding participatory watershed projects was one of the most popular investments by development agencies and international donors in the post-Earth summit years. The new paradigm shift in watershed development focused on achieving the overall goal of enhancing sustainable rural livelihoods for reducing the incidence of rural poverty. Most of the watershed projects were launched for the following purposes:

1. Production of food, fodder, fuel.

2. Pollution control.
3. Over exploitation of resources should be minimized.
4. Water storage, flood control, checking sedimentation.
5. Wild life preservation.
6. Erosion control and prevention of soil, degradation and conservation of soil and water.
7. Employment generation through industrial development dairy fishery production.
8. Recharging of ground water to provide regular water supply for consumption and industry as well as irrigation.
9. Recreational facility.

This paper mainly assess the impact of Participatory Watershed Management in enriching the lives of rural communities in building up the capital assets and equitable distribution of gains.

Participatory Watershed Management

Participatory watershed management has emerged as a new paradigm for sustainable rural livelihoods and it occupied the central-stage of rural development in the fragile and semiarid environments of the developing nations. The concept of participatory watershed management emphasizes an inter-disciplinary, inter sectoral and multi institutional mechanism. Participatory watershed management has been defined as a process "which aims to create a self-supporting system, which is essential for sustainability" (Wani et al, 2005). Participatory watershed management provides opportunities to the stakeholders to jointly negotiate their interests, set priorities, evaluate opportunities, implement and monitor the outcomes. This concept came widely into practice in late 1980s and over the time peoples' institutions, like zilla parishads (district revenue administrative units),

self help groups, and watershed-implementing committees were gradually involved in the project management system.

With allocation of more funds for watershed development, several non-governmental organizations came forward to aggressively participate in implementing the watershed programs. In India, participatory watershed management has roots in the non-government sector that go back nearly as far as the government programs. The seeds of the participatory watershed management can be traced to a small village called Ralegan siddhi in Maharshtra state of India. Anna Hazare, a local leader was responsible for bringing many social changes in the village particularly soil and water conservation measures besides family planning, a ban on alcohol, protection of non arable lands against open grazing and felling of trees and voluntary labor for community welfare and other measures which helped in restoring natural resources base of the village.

This ultimately led to people participation in watershed management and the evolution of participatory watershed management looking beyond just the biophysical aspects to also focus on social and institutional aspects following a bottom up approach. It is now widely accepted that the communities must participate to enhance the productivity of natural resources in a sustainable fashion (Turton et al, 1998).

As Watershed Development approaches have evolved primarily from externally imposed biophysical interventions towards more participatory approaches encompassing a broader range of activities so the potential impact of WSD on household assets has increased. WSD has implications for all five types of assets defined in the SL framework, for example:

- Human capital – through capacity building activities; participation in new institutions and processes;

- Social capital – through the formation of watershed committees, user groups and new or strengthened institutions;
- Financial capital – through the establishment of credit groups, the establishment of a WSD fund;
- Natural capital – through increases in trees, livestock, irrigated area, more productive land;
- Physical capital – through increase in irrigation facilities, soil and water conservation structures.

There is a growing awareness of the links between different capital assets. Investments in physical capital such as bunds, check dams and the re-vegetation of common lands for instance are relatively easy to achieve.

The returns to physical investments of this type however will rapidly decline if appropriate investments in social and human capital are not also made to develop sustainable and equitable institutions to manage these assets. Similarly the idea of sequencing is important. Some NGOs argue strongly that the local institutions which determine access to natural capital need to be regularized before Watershed Development activities are undertaken.

Although WSD can no doubt have quite significant positive impacts on the natural resource base, there are growing concerns over the distribution of these benefits. The principle of the ridge to valley approach for instance may work against the interests of the poor who often rely on the commons in the upper slopes much more heavily than do the better-off. To begin with water control structures in the lower slopes would privilege those having reliable access to agricultural land. The notion that the poor, who are denied access to the commons during the rehabilitation period, can benefit from casual, unskilled employment opportunities created by construction requirements in the

lower slopes is appealing, but requires close monitoring; and there are important questions surrounding the sustainability of any of these gains. Box 3 highlights some of the other tensions, which exist between better-off and poor households, regarding access to both existing and newly created assets.

A livelihoods perspective can reveal why certain groups fall out or do not participate in WSD, and how participation can be enhanced. For example, activities may fit badly with livelihood strategies of the poor if involvement is particularly risky, requires access to specific assets, or occurs at a time when other livelihood activities are a priority for them. Some barriers may be insuperable, but in other cases, participation can be encouraged by adapting procedures to suit the livelihoods of the poor. Livelihoods analysis for an Indian watersheds project highlighted many obstacles for the poor in attending community meetings, relating to migration, lack of time, and power. As a result, the second phase of the project is paying careful attention to timing and developing alternative mechanisms for participation, including informal sub-watershed associations, and 'livelihood support teams' to work with the most vulnerable.

Impact of Watershed Management

Watershed Development has opened up new opportunities for households to both intensify and extensify production, for example through increasing the frequency of cultivation – increased groundwater recharge often permits cultivation of a second crop, or 'life-saving' irrigation of a main crop. By adopting new technologies, such as improved varieties of staple crops, higher levels of input use and higher yields has become possible. Expansion of cultivated areas – soil and water conservation and irrigation structures brought new land into production. All of the above tend to generate increased demand for labour. These may be provided initially from farm family sources and

subsequently by hired labour. Beyond pilot projects, however it is not known, for instance, how far intensification/extensification generates employment opportunities for households – often poor and the landless – who depend on labouring for their livelihoods.

An important objective of WSD is increased land productivity. It is therefore 'farmers' who first come forward to participate in project activities. It is often the same farmers who are nominated to the local decision-making bodies – including the watershed committee – set up for the project. Women are nominated to these committees under a kind of 'reservation policy', implying that they are not members of the farming community in their own right. However, women are also farmers. They are the primary food producers and contribute more hours of work and perform more tasks than men in agricultural production. They not only cultivate land belonging to their families and work as agricultural labourers, they also independently lease plots for cultivation.

Women farmers have independent views about farming practices and can contribute significantly to the improvement of agriculture. Women reported that the shift to cash cropping resulting from increased water availability in rehabilitated watersheds had generated increased risk for their families. Increased investment financed through credit, has resulted in a highly vulnerable economic condition. Given a choice, women would opt for enhanced stability and the cultivation of food grains. Since women rarely own land, they are not recognized by policy makers as farmers; the term 'farmer' is usually treated as masculine.

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परिमलव्याख्याने तत्त्वमसीति महावाक्यार्थविचारः

अषरफ् एम्. शोधच्छात्रः, वेदान्तविभागः

श्रीशङ्कराचार्यसंस्कृतसर्वकलाशाला
कालटी, केरलम्, भारतम्

भारतीयेषु सर्वेषु दर्शनेषु आत्मपदार्थविचारः अस्त्येव। तत्तच्छास्त्रसिद्धान्तानुसारेण आत्मवस्तुसमानं किञ्चित् न भवति। तत्र उपनिषदपरपर्यायवेदान्तशास्त्रप्रतिपाद्य आत्मा सच्चिदानन्दस्वरूपः एकः सर्वव्यापकः इति प्रसिद्धः। अज्ञानावृतलोकस्तु आत्मा- जीवात्मा परमात्मा चेति द्विविधः वर्तत इति अवगच्छति। किन्तु वेदान्तशास्त्रं जीवात्मा परमात्मा इति भेदः नास्त्येव तयोरैक्यञ्च प्रतिपादयति। तदैक्यबोधकं वाक्यं उपनिषत्सु बहु वर्तते। तेषु तत्त्वमसीति छान्दोग्योपनिषदि षष्ठाध्याये 'ऐतदात्म्यमिदं सर्वं तत्सत्यं स आत्मा तत्त्वमसि श्वेतकेतो' इत्यादि वाक्यं दृश्यते। वाक्यमिदम् अखण्डार्थबोधकम् इत्यतः महावाक्यत्वेन परिगणयन्ति अद्वैतवेदान्तिनः।

अस्य वाक्यस्य अर्थविवरणसन्दर्भे परिमलव्याख्यायां श्रीमदप्पय्यदीक्षितः वर्णयत्येवम्। तत्त्वमसीत्यस्य व्याख्याने बहवः पक्षाः उपपादयितुं शक्यन्ते इति परिमलकारः प्रदर्शयति।

- ❖ 'तत्' इत्यस्मात् चतुर्थी विभक्तिः। 'सुपां सुलुक्पूर्वसवर्णा ऽऽच्छेयाडाड्यायाजालः' इति सूत्रेण चतुर्थ्याः स्मै आदेशः। अथवा विभक्तिलोपः। तत्त्वमसि तस्मै त्वमसि। जगत्कारणाय ब्रह्मणे त्वमसि। अतः ब्रह्मणे आत्मा समर्पणीयः। "ब्रह्मणे त्वा महस ओमित्यात्मानं युञ्जीत" इति तैत्तिरीयश्रुत्या ब्रह्मणि परमात्मनि जीवात्मानं योजनीयमित्यर्थः लभ्यते।
- ❖ तदित्यस्मात्पञ्चमीविभक्तिः। पूर्ववत् 'सुपां सुलुक्' इत्यादिना स्मादादेशः। अथवा पञ्चमीविभक्तिलोपः। तत्त्वमसि तस्मात् त्वमसि। तस्मात् जातः त्वम् इत्यर्थः। 'यतो वा इमानि भूतानि जायन्ते' इति श्रुतेः प्रामाण्येन ब्रह्मणः जगत्कारणत्वं निर्दिष्टं भवति।
- ❖ तदित्यस्माष्षष्ठीविभक्तिः। पूर्ववद्विभक्तिव्यत्ययः। अथवा विभक्ति-लोपः। तत्त्वमसि तस्य त्वमसि। तत्स्वामिकः त्वमसीत्यर्थः। 'स कारणं करणाधिपाधिपः' इति श्वेताश्वतरश्रुत्या ब्रह्मणः सर्वकारणत्वं सर्वाधि-पत्यञ्च सिद्धम्।

- तदित्यस्मात् सप्तमीविभक्तिः। पूर्ववद्विभक्तिव्यत्ययः। अथवा विभक्ति-लोपः। तत्त्वमसि तस्मिन् त्वमसीत्युक्तं भवति। तदाश्रितः त्वमित्यर्थः। "प्राणबन्धनं हि सोम्य मनः" इति छान्दोग्यश्रुतिः 'त्वं तदाश्रितः' इत्येतत्समर्थयति।
- तदिति प्रथमाविभक्तिरेव। अत्र शरीरशरीरिभावनिबन्धनं तत्त्वंपदयोः सामानाधिकरण्यम्। मनुष्यस्त्वमितिवत्। मनुष्य इति शरीरवाची। त्वमित्यात्मवाची। शरीरशरीरिभावे सामानाधिकरण्यप्रयोगः मुख्यः। तत्त्वमसीत्यत्र त्वमिति शरीरवाची, तदिति परमात्मवाची। यतः जीवात्मा शरीरः, परब्रह्म शरीरी च। उभयोश्शरीरशरीरिभावयोः सामानाधिकरण्यम्। "यस्य आत्मा शरीरम्" इति श्रुतिः प्रमाणम्।
- अत्र सिद्धान्तान्तरमुच्यते स आत्मा तत्त्वमसीत्युपनिषद्वाक्यम्। अत्रातत्त्वमसीति छेदः। त्वं जीवः, अतद्ब्रह्मभिन्नोऽसीत्यर्थः। अयं द्वैत-पक्षः मध्वाचार्याणाम्। 'द्वा सुपर्णा सयुजा सखाया समानं वृक्षं परिषस्वजाते' इत्यादिश्रुतिरत्र प्रमाणम्। एवञ्च बहुभिर्बहुधा व्याख्यानात्सिद्धमिदं 'वार्त्तिकोक्तरीत्या तत्तदुत्प्रेक्षितवचनव्यक्त्याभासापादितसन्देहाक्रान्ता तत्त्वमस्यादिवाक्यजन्या ब्रह्मात्मैक्यधीरापाततः प्रसिद्धिरित्यर्थः'।

एवं तत्त्वमसीति वाक्ये श्रूयमाणविभक्तिमुद्दिश्य विविधविभक्त्यर्थविचारः तदन्वयश्च स्पष्टतया परिमले वर्तते। तथापि सिद्धान्ते तु लक्ष्यार्थ अङ्गीकृतः। एवं परिमले विचार अस्ति चेत् ऐक्यबोधकमिदं वाक्यं भवति वा इति मन्तव्यं भवति। एवमेव यदि ऐक्यं प्रतिपादयति चेत् लक्षणायाः का आवश्यकता इत्यादयः केचन विषयाः चिन्तनीयास्सन्ति। परन्तु अन्यत्र व्याख्यानेषु अविद्यमानः एव वाक्यार्थविचारः परिमलेऽस्मिन् व्याख्याने परिदृश्यते।

ग्रन्थसूची

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ETHICAL IDEALISM
NEW PERSPECTIVE IN MORAL PHILOSOPHY

Mr. Shahidul Hoque
Asst. Professor
Dept. of Philosophy
Aligarh Muslim University, Aligarh

Abstract

The paper presents a new perspective in moral philosophy or set out to conjoin ethics and idealism, where each of them is different in its thrust and has specific domain in philosophy, yet the conjunction of which gives a new form of idealism; purely guided by morality. Hence the present work hints for the idea of an Ethical Idealism; where 'ideal' is the standard of thoughts, words and actions. It is not possible of living a life without a standard of living. 'Ethical Idealism' as the paper entitled stresses its utmost concern on life of an individual and tries to set up a criterion of life of perfection. It is true that human being with his limit experience cannot be perfect, but here 'ideal' is the standard that leads towards or at least nearer to that perfection. There is another plausible version of the work to demonstrate morality or ethics as not just a branch of philosophy but morality is the logical consequence of philosophy or philosophical analysis. In short morality is the end of all philosophical analysis or it is logically derived from it. Hence Ethical Idealism reflects the ideal part of philosophy rather than its critical eye to the world. It brings back human life down to earth from the sophisticated world and then tries to present a new horizon of possibilities and tries to establish a pure philosophy or a philosophy as a way of life.

Key words: Ethical Idealism, ideal, good will, rational will, summum bonum, highest good, morality, rationality.

Introduction: The idea of an 'Ethical Idealism' is something very much ideal and pure in its nature as like the 'ideas' of Plato, but not in

the sense that he used it. It is nor a metaphysical substance nor centre or the whole which represent all other things. It is practical and primarily intimated with human being and with their life. It is rational and equally ethical, deals with human thoughts, words and actions and hence it is philosophical in the sense that it qualifies all the tastes of philosophy. The idea of 'Ethical Idealism' is simple and not complex philosophical accounts like the postmodernists and the poststructuralists have done. It requires minimum place of your mind but requires maximum thinking consideration to comprehending it due to its far-reaching ideal nature. It is very much subjective that it requires a thrust of feelings come out of from the core of the heart. Ethical Idealism from its core suggests an ideal life; a life that both rationally and morally guided and thus it imagines an ideal in every part of human life i.e. ideal in thoughts, ideal in words and ideal in actions. In another sense it is the same philosophical quest; a quest after wisdom –

What should we think?

What should we say?

What should we do?

Each of these premises somehow hints us towards a world of ideal where all these three may find its proper answer i.e. ideal in thoughts, ideal in words, and ideal in actions respectively.

'For the idealist family or be an idealist is precisely to hold that the universe is so constituted that things are real if and only if they are ideal.'[1] But here the import of ideal is quite different from that in which Plato and all other idealists used. While in Idealism it is a metaphysical, but in Ethical Idealism it is purely ethical and holds slight differently - actions which are ethical is purely ideal or to be an ideal it must be ethical. What is an ideal; that which is a standard of perfection, beauty or excellence, the highest endeavor of human life or the 'Summum

bonum' or the 'highest good', which was introduced by the Roman philosopher Cicero, to correspond to the Idea of the Good in ancient Greek philosophy.[2]

One thing that we do not suppose to confused with the idea of metaphysical and ethical. Ethical objects like good, justice, beauty are may be metaphysical just because these are non-physical entities like mind, soul, being, ideas. But ethical objects are guided by moral conscience or justified by moral principles. Therefore, the meaning vary due to its usages in different fields. The point to mention Plato's Ideas here, even though it is metaphysical, is that the Ideas that Plato believed is pure, uncorrupted universal and the highest entity. It is the same quality carries Ethical Idealism to define its nature. This new idealism in ethics also is pure, uncorrupted, the highest and universal that outcome of its every part of realization is ideal. Ideal is the standard or the ground towards which we should strive. It is universal in the same way that Kant approached towards his ethical maxims. As far as Kant concerned it is 'good will' or 'rational will' which is the highest standard of human actions, the jewel of one's life. The jewel of Kant is the same as ideal of ethical Idealism.

Ethical Idealism as a Philosophy:

The field of philosophy has always asked significant questions that lead to understanding of what human being really is or is there any fixed nature of human being.

Socrates the first Athenian who brought to the intellectual tradition the notion of the proper subject matter of philosophy is the nature of human being. Prior to him, thinkers were concerned with issues such as from what the universe is made off, what made the planets move and so on. But Socrates declares that the major concern of all philosophy should be questions about human nature and human reality. He believes that the best part of human being and the life that most suited

to human nature involves in reasoning. For him nobody willingly chooses to do wrong. Man's reasoning leads to distinguish virtue (knowledge) from ignorance the root of evil. We can get the impression of Socrates' philosophy from the following sentences.

> 'Not all our evidence about Socrates' thought comes to us through Plato, but by far the greater part of it does, so it is no easy matter to distinguish clearly between their views. There is little doubt that Plato was sometimes trying to portray the historical Socrates; little doubt that he was sometimes using the figure of Socrates as a literary device to convey his own philosophy. Where to draw the line isn't always obvious, but scholars seem now broadly agreed that the real Socrates concentrated on ethical questions about justice and virtue ('How should I live?' is sometimes called 'the Socratic question')'[3]

For most of the philosophers who argue philosophy as neither an opinion, nor a belief or nor 'way of life' rather they more interested in its critical appraisal from an objective side. But somehow they missed or do not give importance to the idealistic projection of philosophy. In the west philosophy is an intellectual quest for truth, while in the East it is a spiritual quest for the truth. Indian philosophy, Confucianism, Chinese philosophy is more idealistic in its approach rather than a very critical approach towards human life. Many Indian philosophers very often try to define 'philosophy as the way of life' or 'a guide to mankind'. In the light of this, the ethical or moral part of philosophy is more important than all other perspectives of philosophy as it is intimately connected with human life. Metaphysics, ontology, epistemology are also important but these are the thinking considerations of few people. Lets us have a simple idea of these schools of thoughts. Metaphysics or Ontology is the study about the ultimate

reality or being, what is the nature of knowledge, what stuff is called knowledge, what are the sources of acquiring knowledge is collectively known as epistemology and Ethics which deals with human actions. What is significant here that common people do not bother about metaphysical or epistemological themes or what is importance or utility of these most of them have no idea. Few people who are in the field of academics are well acquainted to these philosophical aspects. To the contrast, ethics or the study of moral principles has a larger realm as it is somehow more or less related to human being and with their life. Another significant point is that ethical idealism is not a pseudo concept just because it only focuses on its ideal nature or finds an ideal standard for everything. It is very much rational and practical as Kant maintained that 'good will' is rational will.

What do we mean by philosophy is both critical and theoretical. It is critical by virtue of its mental assessment or rational inquiry towards facts, things, opinions, beliefs, truth as modern philosopher 'Hegel states that – 'What is rational is real or what is real is rational'.[4] The rational aspect of human being represents their potentiality of reasoning or thinking process. But human mind possesses both ideal and critical thinking. It also possesses both positive and negative thinking. And this thinking or reasoning factor is the best part of human mind, because thinking leads our action. We cannot do anything prior to thinking. Human being performs action in every time or he is busy with actions i.e. sleeping, eating, singing, doing personal work etc. all these actions are governed by thinking or in another sense nobody does anything without thinking or with a blank mind. Again it is our rational or critical analysis which differentiates or tells us actions which are right or wrong. As we can observe the consequences of actions, we able to know that whether the action is right or wrong. Once we differentiates the right or wrong, then we want to proceed through the right actions. Ultimately it is our rationality or critical

mental exercise that leads us towards the righteousness or goodness; but 'goodness', 'right/wrong' are the subject-matters of ethics. So here we enter in the realm of ethics from that rational or critical part of philosophy. So we can assume that ethics is logically derived from our thinking process or rational analysis. In this way, ethics is not a branch of philosophy rather it is the logical consequence of our rational or thinking process. Therefore it would not be wrong to say 'what is rational is moral or moral is rational'. Because, this is the same rational approach which philosophers use for philosophizing which always indicates towards the ethical or moral things and 'to be moral or ethical; it must be rational'. Hence, the end of the reasoning process is an ethical one as we and philosophers always try to know the truth, reality, the right by keeping apart the false notions, opinions, views or by analysis these. And 'to know the right or the truth, is ethical, rational and at the last is philosophical'.

Morality as The ground of Philosophy:

As we have drawn the conclusion i.e. 'what is rational is moral or moral is rational', there is another plausible notion which lies at the heart of all philosophers is the rational inquiry towards everything or the claim philosophy and its building blocks must be based on 'rationality'. The entire history of philosophy till modernism grounded on this rational tendency. In Ethical Idealism, morality is the logical consequence of rational analysis while rationality is the necessary condition of morality. Rationality without a notion of 'good' is blind. Aristotle defined that man acquires a unique position in nature and distinct themselves from all other creatures through reasoning capacity. Reason is the fundamental principle in human being for which they are at top in the category. The whole philosophical enterprise entirely based on this rational aspect. The same rational tendency also present in ancient Aristotle's and in modern time in Kant's ethical philosophy. But their notion of rationality and its connotation is something different from

traditional uses of rationality upon which philosophy and the entire enlightenment project was based.

Aristotle defined 'Man is a rational animal (zoo logitkon)' which makes man unique among the other. But when it comes to morality then Aristotle argued 'Morality consists in the life of reason'. But the activity of reason according to Aristotle should be guided by the idea of a summum bonum. For him man is not only a reasoning animal. As the higher being, he contains within himself the faculties of the lower being also. Like plants he is appetitive, like animals, sensitive. The passions and appetites are an organic part of his nature. Hence virtue will be of two kinds. The highest virtues will be found in the life of reason, and the life of thought, philosophy which he called intellectual virtues or dianoetic. Secondly, the ethical virtues proper will consists in the submission of the passions and appetites to the control of reason. Happiness, therefore, Aristotle says consists not only in intellectuals virtues rather it is consists in the combination of dianoetic and ethical virtues. He says sensation is the special function of animals, but not of man. Man's special function is reason. Hence the proper activity of reason is the summum bonum, the good for man'. [5]

Again Kant himself was against of enlightenment for which he made a severe critique of it in a short essay which was published in Berlin newspaper in 1784 as 'Was ist Aufklarung?' or the English translation was 'What is Enlightement? [6]

'The Groundwork for the Metaphysics of Morals', where Kant introduced all his ethical doctrines whatever it is notion of 'virtue or highest good' or 'categorical impetrative' or 'duty for duty's sake' is entirely based on the notion of good will. But what is significant in Kant's uses of reason in his philosophy it is always guided by a notion of 'Good Will' and he stated that 'good will is always rational will which is like a shining part of a jewel'.[7]

Apart from these the notion of rationality is vehemently attacked by the movements like existentialism, post-structuralism and postmodernism. Scientific developments, advance technologies, nuclear weapons, state policies are said to be highly rationalized are centered on the enlightenment. Is it the way of being rational that leads toward a holistic life and living in the world? Certainly not, Leo Tolstoy in his famous book 'War and Peace' humbly says –

> 'If we admit that human life can be ruled by reason, then all possibility of life is destroyed.'[8]

These give a clear perception of rationality which may played an important role in all advancements but it is also true that without a notion of 'good' or 'summum bonum' it is always blind. Rationality may leads to any kind of consequence but cannot give a happy ending, for which it needs to be polish by a noble or a good will. Gandhi says an eye for eye may be rational but makes the whole world blind. Hence it is not the rationality which is the base of philosophy rather it is morality that can gives a sound philosophy where reason or rational analysis is just a mean.

Ethical Idealism as Practical Philosophy:

Nothing would be practical unless and until is not being practiced. Even religious principles become useless if it is not practiced in a good manner. Hence religion is too impractical. There may be many complaints regarding philosophy as it is not practical among the viewer which is a disgrace of philosophy itself. This impractical tendency occurs only when people take it as an academic subject which may not be a job oriented discipline like all other disciplines. But the fact is something different.

> 'Philosophy is more than an academic subject; it is a daily practice that helps people to live in a better, more human ways'.[9]

Philosophical analysis plays very significant role in human life of which ordinary people are unaware. As human being has to live and for doing so they have to think and work. Their every action is determined by their thinking. If one asks question to himself what we should do or what we should think we will get only one answer as we have already discussed that is 'good' or 'ideal'. Means we should think good or should do work well. Therefore we need to think well if we want to do well. And if we think good then our action will must be good. This is true human being is nothing without performing action. The more he takes responsibility more he makes himself. Here ethical idealism gives the ideal standard of living a life i.e. ideal in thoughts, ideal in words and ideal in actions which can make possible a holistic life and living in this world. Therefore it should not be questioned is philosophy or ethical idealism is practical? Because it is very much practical which we do, practice in our daily life.

'A strong note of practical moderation pervades the ethics of Aristotle. While Plato's teaching transcended the ordinary limits of human life, and so lost itself in ideal Utopias, Aristotle, on the other hand sist down to make practical suggestions. He wishes to enquire what the good is, but by this he means, not some ideal good impossible of attainment upon this earth, but rather that good which, in all the circumstances in which men find themselves, ought to be realizable. While Plato despised the world of sense, and sought to soar altogether beyond the common life of the senses, Aristotle, with his love of facts and of the concrete, keeps close within the bounds of actual human experience'.[10]

Ethical Idealism is not a philosophy of ordinary human being rather it is a philosophy of being human. There is a small different between human being and being human. A few people can understand it. It always urges for make a better life and urges for striving towards eternal goodness. It is in the line of the former Indian President Dr. APJ Abdul Kalam -

'If we are striving for eternal goodness then there will be beauty in our character. If there is beauty in our character then there will be harmony in our home. If there is harmony in home then there will be an order in the nation. And if there is an order in the nation then there will be peace in the world'.[11]

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साहित्य में मूल्य चेतना की सामाजिक प्रवृत्तियाँ

डॉ. अलका चौहान
(हिन्दी) अध्ययनशाला
विक्रम विश्वविद्यालय, उज्जैन (म.प्र.)

सारांश :–

साहित्य में मूल्य चेतना की सामाजिक प्रवृत्तियाँ का सामाजिक रूप से सौन्दर्य के अतिशय अभिव्यक्ति का वर्णन मिलता है। जहाँ पर नारी के प्रति श्रद्धा के लिए मूल्य चेतना और सामाजिक विकास होना एक अहं भूमिका रही है। जिसमें प्राचीन समय से मूल्य के सुखी संयमित जीवन जीने के लिए सशक्त प्रयास करती हैं। साहित्य में मूल्य की कमी सामाजिक विघटन की ओर ले जाती है। किन्तु अधुनिकता की विकास दर ने पीढ़ी–दर–पीढ़ी मानवीय मूल्यों की परिभाषा ही बदल डाली है। किन्तु मानवीय मूल्यों के लिए मानव को स्त्री के प्रति विचारधारा को परिवर्तित करना होगा। जिससे मानव समाज का कल्याण निहित है। फिर भी कुछ मानवीय मूल्य शाश्वत होते हैं। चाहे कोई भी काल रहा हो या युग रहा हो किन्तु मानव का अस्तित्व कायम रखना जरूरी है। जिसकी प्रतिष्ठा का कायम रखना मानव का सबसे बड़ा धर्म और मूल्य होना चाहिए। समाज बहुत तेजी से दौड़ रहा है। वैसे तो भारतीय समाज में सामाजिक व्यवस्था ने साहित्यकारों के इतिहास को देखें स्त्रियों के बीच बहुत बड़ा विरोधाभास दिखाई देता है। एक ओर तो नारी को देवी, लक्ष्मी, दुर्गा, सरस्वती आदि मानकर पूजनीय समझा जाता है। इन्हें ज्ञान और शक्ति के प्रतीक के रूप में मानव स्वीकार करता है। दूसरी तरफ नारी को पुरूष की अर्धांगिनी के रूप में माना जाता है। नारी के बिना सामाजिक संरचना का कोई मूल्य नहीं है।

मिले कहीं वह पड़ा अचानक,

उसको भी न लुटा देना;

देख, तुझे भी दूँगा तेरा

भाग, न उसे भुला देना।[1]

मनु ऐसी वस्तुओं की जानने की कोशिस कर रहे हैं। जहाँ पर मानव में प्रेम, वेदना भ्रान्ति के द्वारा मनुष्य को सुख स्मृद्धि प्राप्त हो सके। जिसमें रजनी नायिका का मिलन कहीं अचानक हो जाये। ऐसे तथ्यों की तलास मनु कर रहे हैं। वह नायिका रजनी का हिस्सा देना चाहता है। यहाँ पर मनु को भय होता है कही वह मणि राजी भी तो लुटा तो नहीं देगी। यही शंका उसे भी होती है कि मनु कही यह मणि को लुटा न दे। रजनी के इन्तजार में मनु के तार टूट जाते है। वह नहीं आ पाती है। उसके मन में दुःख की एक ज्वाला धधक उठती है।

प्रविधि :–

इस शोध पत्र में द्वितीयक सामाग्री के संकलन द्वारा तैयार किया गया है। साहित्यिक ग्रन्थों का शोध में समाहित किया गया है। जिनके मूल्यों को मानवीय जीवन के लिए कहानी संग्रह और उपन्यास को भी शोध पत्र में मूल्य चेतना के सम्बन्ध में सन्दर्भित किया गया है।

उद्देश्य :–

- साहित्य में मूल्य चेतना का अध्ययन करना।
- मूल्य चेतना को सामाजिक स्तर पर स्त्रियों के अस्तित्व का अध्ययन करना।
- मूल्य चेतना की सामाजिक प्रवृत्तियों में नारी के प्रति पुरूषों के दृष्टिकोण का अध्ययन करना।

नारी को माता की कल्पना की गई और जननी सम्बोधन भी दिया गया।

"जननी जैसा पवित्र और गरिमामय शब्द, जिसका पाशविक वासना से दूर–दूर तक कोई संबंध नहीं है।"[2] किन्तु दूसरी तरफ दैहिक पवित्रता के मानवीय मूल्यों को लादा गया। ऐसी स्थिति में दैहिक पवित्रा का नाम ही जोर जबरदस्ती कहा जा सकता है। क्योंकि स्त्री प्रताड़ना के विस्तार को एक आधार बना लिया गया। जिसमें पुरूषों की दादती का शिकार इन महिलाओं को होना पड़ा जिन्होंने एक भी पलट कर नहीं सोचा कि मेरी माँ, बहन, पत्नी इनकी

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जगह में होती तो क्या होता। इस सामाजिक मूल्यों से मानव की गरिमा नष्ट होती जा रही है। इसी लिए आज सामाजिक मूल्यों का बदला हुआ परिदृश्य दिखाई देता है। स्वतंत्रता के युग में महिलाओं के लिए बनाये गये कानून व्यवस्था से इनकी संवेदना और अस्मिता की सुरक्षा के दण्ड का प्रावधान करने से सुरक्षा मिली। मानवीय मूल्यों को मतलब हम एक दूसरे के साथ मिल कर काम करे। आज नौकरी हो या उद्योग पुरूष–महिलाऐं एक साथ कन्धे से कन्धा मिलाकर चल रही है।

उपयोगिता :–

संसारे सवाइ यबे सारा क्षण शत कर्मे रत,

तुई शुधू छिन्नबाधा पलातक बालकेर मतो,

मध्याह्ने माठरे माँझे एकाकी विषण्ण तरूछाये,

दूर गन्धवह मन्दगति तप्तवाये

सारा दिन बाजाइलि बाँशि।[3]

रविन्द्रनाथ टैगोर को यह दुनिया विरासत में मिली है। अथवा जिस विश्व की कल्पना की जाय। उसके लिए आत्मिक और आनन्द का सौन्दर्य इस विश्व में दिखाई देता है। जो भारतीय संस्कृति को संजोकर रखी हुई है। जहाँ पर ललहाते खेतों की महक और वनों का सौन्दर्य स्मरणीय है। जहाँ पर लोहे और पत्थर के पिघलने से चाँदनी दिखाई देती है। किन्तु धरती की पुकार भी सम्पूर्ण समाज के लिए असर रखता है। इसी कारण रवीन्द्रनाथ टैगोर की चिन्तन परम्परा अधिक उन्नतिशील और विकसित रही है।

"परन्तु युगों पूर्व भी निर्दोष स्त्री के प्रति दैहिक शुचिता संबंधी जो मूल्य महाऋषि गौतम, मर्यादा पुरूषोत्तम राम जैसे महापुरूषों द्वारा स्थापित किए गए, वे परम्परा और आदर्श बनकर आज भी ज्यों के त्यों स्थिर हैं और स्त्री की पवित्रता के मापदंड भी माने जा रहे हैं।"[4] इसी कारण सामाजिक रूप से मानव में ये भाव विद्यमान है जिसके कारण पीड़ित महिला को

[3] कुमार विमल, रामधारी सिंह दिनकर रचना -संचयन, साहित्य अकादेमी, 2008, पृष्ठ 287
[4] डॉ. मीनाक्षी स्वामी, अस्मिता की अग्नि-परीक्षा, राष्ट्रीय पुस्तक न्यास, भारत 2008, पृ. 16

बार–बार कटघरे में खड़े होने के बाद भी उसके साथ दैहिक शोषण नहीं बन्द होता है। उस समय की सोच आज भी विद्यमान है। इस प्रकार के दैहिक पवित्रता के मानवीय मूल्य नहीं बदले। जबकि द्रोपदी को बौद्धिक शिष्ट ज्ञान होने के कारण उन्हें पंडिता माना गया। इसी प्रकार सभी क्रिया–कलापों में निपुण सावित्री और दमयंती में पिता का प्रगाण प्रेम उसके प्रियतमा की लिए घोतक साबित होता है।[5] उसी प्रकार देवयनी, द्रोपदी, सीता, कुन्ती आदि को पिता का स्नेह बहुत ही स्मरणीय है। जिनके मानवीय मूल्यों की कल्पना नहीं की जा सकती है। यहाँ तक कि मणिपुर के नरेश अपनी कन्या को पुत्र की भाँति स्नेह देते हैं।[6]

कुमारों नास्ति येषां च कन्या स्तत्राभिषेचय।[7]

महाभारत में कहा गया कि अगर पुत्र नहीं है उस स्थिति में पुत्री ही राज्याभिषेकी की अधिकारिणी होती हैं। उसे राज्यअधिकार प्राप्त होना चाहिए। क्योंकि सामाजिक दृष्टि से पिता से उत्पन्न संतान चाहे पुत्र हो या पुत्री दोनों पिता के लिए समान है। इसी कारण उन्हें भी राज्याधिकारिणी बनने का अधिकार प्राप्त होने चाहिए। स्त्रियों के प्रति इस तरह के मानवीय मूल्यों की समाज में अकाट्य रूप से स्वीकार किया जाता है।

'पुत्रेण दुहिता समा'[8]

तब भीष्म कहते है कि पुत्री पुत्र सम होती है। जिसे उत्तराधिकारी बनाया जाना चाहिए। मानवीय मूल्यों के संरक्षण को नारी के लिए बोझ नहीं उन्हें भी पुत्र के समान अधिकार प्राप्त होने चाहिए। जिसे आने वाला युग अनुसरण करें।

अंर्ध भार्या मनुष्यस्य भार्या श्रेष्ठतमः सखा।
भार्या मूलं त्रिवर्गस्य भार्या मूलं तरिष्यतः।।[9]

जबकि महाभारत के आदिपर्व में कहा जाता है कि स्त्री पुरूष की आधा अंग है। स्त्री उसकी सबसे अच्छी मित्र है। स्त्री में धर्म, अर्थ, काम का मूल है। जों इस संसार में विचरण

[5] महाभारत, 53/58
[6] महाभारत, 1/215/23 पुत्रो ममायमिति, से लिया गया है।
[7] महाभारत, 12/33/45
[8] महाभारत, 13/45/11
[9] महाभारत, आदि पर्व से 74/41

करने वाले पुरूषों के लिए पत्नि ही मुख्य साधन है। इसी कारण मानवीय मूल्यों को लेकर समाज में महाभारत काल में भी पाण्डवों ने जुऐं में पत्नी द्रोपदी को दाव पर लगा दिये। इस प्रकार का प्रश्न प्रत्येक मानव के मन में उठता है की राजाओं की सत्ता में ऐसे कार्यों को अन्जाम दिया जाता रहा है। जो महाभारत में भी उल्लेखित है।

निष्कर्ष :–

मूल्य चेतना की सामाजिक प्रवृत्तियों को देखने पर आज नारी के प्रति जो दृष्टिकोण है। वह दोयम दर्जे का दृष्टिकोण है। जिसकी हम कल्पना नहीं कर सकते। आधुनिक सन्दर्भ की हम बात करते हैं तो दहेज जैसी कुप्रथा मानव के मूल्यों को निकृष्ठता के रूप में प्रभावित करती है। जहाँ से मानवीय जीवन की सीमा लांघ रहे लोग क्या इतने निक्कमें हो गये है। जिन्हें दूसरों के धन में येसों आराम करने की क्या आवश्यकता है। स्वयं का कमाया हुआ धन ही काम आता है। उदाहरण के रूप में वैभव से सम्पन्न कौरवों को राजसात सब कुछ नष्ट हो गया है। धन के लालच में इससे बड़ा उदाहरण साहित्य जगत् और कोई नहीं हो सकता है।

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प्रणामी सम्प्रदाय में मोक्ष का स्वरूप : एक दार्शनिक विवेचन

डॉ. मौसमी सोलंकी
पोस्ट डॉक्टरल फैलो
भारतीय दार्शनिक अनुसंधान परिषद्
नई दिल्ली
विक्रम विश्वविद्यालय, उज्जैन (म.प्र.)

सारांश :–

प्रणामी सम्प्रदाय में आवागमन की क्रिया से रहित होना ही मोक्ष कहा गया है। जहाँ पर जीव का इस संसार में बार–बार जन्म लेने की क्रिया आगमन है। इस संसार से विरक्त होते हुए मृत्यु को प्राप्त होना बन्धन कहा गया है। यह प्राणी के जीवन मरण के चक्र की दशा में मोक्ष के लिए प्राणामी सम्प्रदाय में स्वामी प्राणनाथ तन मन के द्वारा सतगुरू की महिमा पर विशेष बल दिया है, जिससे आत्मा को परमात्मा से मिलने के लिए निरन्तर एक कड़ी के रूप में प्रयन्तशील रहती है। वहीं आत्मिक शांति मोक्ष है।

इष्टे यज्ञे यद्दोयते दक्षिणादि तदैष्टिकम्।

बहिर्वेद्यां च यद्दानं दीयते ताद्धि पौत्रिजम्।।

वापीकूप तडागादि खन्यते परतुष्टये।

आरोपश्चैव वृक्षाणां पौर्तिकं तत्प्रचक्षते।।[1]

वेद आदि शास्त्रों के अनुसार यज्ञ में जो कुछ भी दान दक्षिणा के रूप में दिया जाता है। वह ऐष्टिक कहा जाता है। क्योंकि प्रत्येक व्यक्ति इष्ट देवता को दान करता है। न कि किसी व्यक्ति या प्राणी के नाम पर इस हेतु मानव कल्याण का कार्य करने वाले धर्मात्मा मनुष्यों की बात कहीं गई है। सर्वजनिक स्थानों पर कूप, तालाब, पौशाला, धर्मशाला आदि का निर्माण कराते हैं। उनके लिए प्रत्येक व्यक्ति के मन में श्रद्धा का भाव उत्पन्न होता है। मानव कल्याण हेतु सोचता रहता है। यह ऐष्टिक पौर्त कर्म कहा जाता है। इन्हीं कर्मो को जीते जी मोक्ष कर्म कहते हैं। यही से शुभ फल कर्म की प्राप्ति होती है। जिससे मानव की कल्पना और विशालता का वर्णन मिलता है। उसी में परमात्मा के आत्मा दिन–रात व्याकुल होकर

भटकती रहती है फिर भी माया के भ्रम में व्यक्ति भटकता रहता है। उसे नहीं मिल पाती है।

शोध प्रविध :–

प्रणामी सम्प्रदाय में मोक्ष का स्वरूप : एक दार्शनिक विवेचन नामक शोध पत्र में द्वितीय शोध सामाग्री के द्वारा अध्ययन का आधार बनाया गया है। जिस शोध पत्र हेतु प्रणामी सम्प्रदाय के उपलब्ध पुस्तकों का शोध संन्दर्भ के रूप में प्रयोग किया गया है।

उद्देश्य :–

- प्रणामी संम्प्रदाय के मूल्यों का अध्ययन करना।
- प्रणामी सम्प्रदाय में मोक्ष के स्वरूप का अध्ययन।
- प्रणामी सम्प्रदाय के आध्यात्मिक चिन्तन का अध्ययन करना।

जिस प्रकार से कहा जाता है कि कश्तूरी कुण्डली बसे मृग ढूढ़े वन माहि, ऐसे घटघट राम हैं दुनिया जानहि नाहि। यह लोकिक्त में यथार्थ छुपा हुआ है। जिसका यह संसार नहीं जानता है। जिसको सिर्फ प्रभु ही जानते है। इन्हीं गुणों की ज्ञान विस्तारित करने के लिए महामति प्राणनाथ जी ने मनुष्य के सभी गुण, अंग, इन्द्रियों को विवेक सून्य से जागृत कर परमात्मा की शरण में ध्यान देने की ओर कहते हैं। इसके साथ मन के विकार को वश में करने के लिए काम, क्रोध, लोभ, मद, मोह, अहंकार पर नियंत्रण की बात कहते हैं। इस संसार में परमात्मा से बढ़कर कुछ भी नहीं है। इस नाश्वर शरीर से अभिमान की क्या आवश्यकता है। माया की आसक्ति को समाप्त होते ही पर इस संसार में परमात्मा की प्राप्त का केन्द्र सिर्फ आत्मा तत्व है। इस आत्मतत्व से परमात्मा का अनुभव और अनुभूति किया जा सकता है।[2]

उपयोगिता :– प्रणामी सम्प्रदाय की परम्पराओं को स्वीकार करने वाले अनुयायी भी मुक्ति पर विश्वास करते है। जिनकी कड़ियों को अपनाने के लिए चार सोपान बताये गये हैं –

1–सालोक्य

2–समीप्य

3–सारूप्य और

4–सायुज्य

प्रथम सोपान सालोक्य को कहा गया है। जिसमें मुक्ति को प्राप्त करने के एिल आत्मा का ईश्वर के लोक में व्यक्ति को आत्म चिन्तन करना है। जिसके निवास स्थान प्रत्येक प्राणी के आत्मा ही है। दूसरा सोपान सामीप्य से मुक्ति को प्राप्त करने के लिए आत्मा का ईश्वर के सानिध्य में प्रत्येक व्यक्ति को लगाने पर ही प्राप्त हो सकता है। अन्यथा नहीं हो सकता है। तृतीय सोपान सारूप्य को कहा गया है। जिसमें मुक्ति के लिए आत्मा का दिव्य स्वरूप साकार होकर ब्रह्मवत होने की प्रक्रिया से ज्ञान की प्राप्ति होती है। चतुर्थ सोपान में सायुज्य मुक्ति के मार्ग को प्रसस्त करता है। जहाँ आत्मा और परमात्मा के मिलन से होने वाले एकाकार आत्मा की मुक्ति का सायुज्य मुक्ति कहते हैं। ये सब व्यक्ति परमात्मा के प्रति आशक्ति से ही निर्भर है। जिसका मूल सब प्रणामियों के लक्ष्य बिन्दु की ओर ले जाने का कार्य करता है।

"मनुष्य जान ले कि केवल अक्षर ब्रह्म ही सत्य है। शास्त्रों के जाल के छोड़कर इसी सत्य की उपासना करनी चाहिये।"[3] मनुष्य की अन्तराआत्मा का ब्रह्मपुर में विराजमान होने की त्रिगुणरहित फल की आशा से ही मानव को मन की शान्ति प्राप्त हो सकती है। जिसके सम्बन्ध में वह जीवों के निष्फल और स्वच्छ मन की कल्पना आत्मिक शांति पर ही निर्भर है। स्वामी प्राणनाथ ने प्रणामी सम्प्रदाय के सम्बन्ध में श्री प्राणनाथ जी के अनुसार मुक्ति का मतलब है–माया के बन्धनों से मुक्त का मार्ग खोजना है। इसके मूल स्वरूपों का ज्ञान प्राप्त करने की दिशा का अखण्ड सुख ही मुक्त का मार्ग है। व्यक्ति मोक्ष प्राप्ति का एक मात्र साधन परब्रह्म की ओर व्यक्ति का भक्ति प्रेम है। प्रणामी धर्म में व्यक्ति के लिये ये चार मूल्य पदार्थों की विवेचना से पता चलता है। आत्मिक शान्ति ही अमूल्य चिन्तन की पद्धति है। भरत

खण्ड में व्यक्ति के शरीर और आत्मज्ञान से मिलने वाले सुख की कल्पना की गई है। जिसे सदगुरू का निष्ठा का होना ही आवश्यक है। साधक प्रेम पूर्वक प्रतिफल परमात्मा की भक्ति से मोक्ष प्राप्त करता है। महामति प्राणनाथ के मत में मुक्ति का वास्तविक स्वरूप जीव है। जो मुक्ति का अधिकारी माना जाता है। जिसके सन्दर्भ में परमात्मा के साथ अनन्य प्रेम की झलक दिखाई देती है। इसमें जीव–सृष्टि के मोह का उत्पन्न कहा है, जबकि यह शून्य की स्थिति में है।

अब कहों मैं मजल की, जो हुई लड़ाई सरियत।

भया कसाला मोमिनों पर, साबित करने कयायत।।

तब पाती लिखी हादीए नें, करने खातिर जमा मोमिन।

सिखापन सब विध की, सुनियो दिल रोसन।[4]

इस्लाम धर्म के कुछ बाते भी सामने आयी जिसमें औरंगजेब द्वारा इमाम के संदेश पर कोई ध्यान नहीं दिया। क्योंकि उनकी देहबुद्धि होने का कारण बताता है। इस प्रकार से कुरान की आत्मिक बुद्धि को जान नहीं पाई जिससे उसने इस इमाम को सुनने में कोई दिलचस्पी नहीं लिया। इसी कारण उसे आत्मबुद्धि प्राप्त नहीं हो सकी। इसके बाद बादशाह के दिल में एक डर पैदा होता है। जहाँ से उसे दुश्मन का डर पैदा हो जाता है। क्योंकि यह इमाम दुश्मन द्वारा भेजे गये थे। इसलिए चौकन्ना होकर देखने के लिए मजबूर हो जाता है। इसी कारण महामति प्राणनाथ की संत समागम वाणी का मुख्य स्वर आध्यात्मिक शक्ति को ओर प्रेरित होती है। यहाँ पर एक दार्शनिक विचारों से स्पष्ट होता है। कि वे साधक को ईश्वर की प्रेममयी भक्ति मूल्य का सदैव उपदेश के रूप में मिलता रहा है। जिसे भारतीय दर्शन में मोक्ष को जीवन का परम लक्ष्य स्वीकार किया गया है। उपनिषदों में जगत् के असीम तत्व को ब्रह्म ने मोक्ष की धारणा प्रदान की है। जहाँ जन्म–जन्मान्तर के चक्र में वस कर वह मुक्ति के लिए मोक्ष को प्राप्त करता है। प्रणामी धर्म में मुक्ति का मतलब माया के बन्धन से मुक्त बताया गया है। जिसके मूल स्वरूप के

तत्व ज्ञान को प्राप्त करना ही ज्ञान की प्राप्ति है। इसी ज्ञान चक्षुओं से अखण्ड आनन्द की दिशा प्राप्ति होती है। जिसके कारण मनुष्य इस संसार में रहकर भी इसे प्राप्त कर सकता है। जिन व्यक्तियों का मन चित्त के विकारों से रहित हो, वे आत्माएँ ही मोक्ष अधिकारी है। मोक्ष प्राप्ति के साधन को ही प्रेममय भक्ति को माना गया है।[5]

समाधान :– महामति प्राणनाथ ने परमधाम के ब्रह्मात्माएँ अक्षर मूलतः ब्रह्म को परम सुख माना गया है। यह संसार दुःखमय का खेल हैं। जिसके देखने से इस ब्रह्माण्ड के मूल में पाया जाता है। यह संसार में मानव मायावी बन्धनों में फस गया है। जिसके आधार पर धर्मग्रन्थों में प्रियतम परमात्मा का आत्मज्ञान भी संकेत के माध्यम से प्राप्त होता है। जिसके लिए सम्पूर्ण संसार सर्वस्व न्यौछावर करने के लिए तात्पर्य है। उन्हें किसी साधना द्वारा शुद्ध करने की आवश्यकता नहीं होती है। जहाँ परमधाम की स्मृति आते ही मनुष्य में नश्वरता का प्रमाण दिखाई देता है। इससे काया के क्षण–भंगुर ब्रह्माण्ड से मन का मोह व्यक्ति त्याग देता है। सांसारिक सुखों को व्यक्ति अर्थहीन समझकर छोड़ देती है। यह मानव का सम्पूर्ण जीवन की अनेक घटनाओं को परिणाम ही मानव की आत्मिक जिज्ञासा का केन्द्रबिन्दु माना गया है।

कुरबानी सुन सखियाँ, उलसत सारे अंग।

सुरत पोहोंची जाए धाम में, मिलाप धनी के संग।।[6]

मानव जीवन के ईश्वरीय सृष्टि इस संसार में ही ब्रह्मसृष्टि की रक्षक है। जिसके लिए प्रत्येक व्यक्ति उपासना और आराधना करता है। जहाँ मानव का विचार आध्यात्मिक सुख और शान्ति की ओर तात्पर्य होता है। जिससे ब्रह्मसृष्टि की सेवक मानव के लिए सहयोगी बनकर सन्मार्ग पर चलने में मदद करती है। जहाँ पर ईश्वरीय चेतना का विस्तार होता हैं। मानव में प्रकृति के प्रति साधना और तपस्या से अपने जीवन और गृहस्थ व्यवस्था को कृतार्थ करता है। जिसका मूल अक्षर ब्रह्म है। मानव में जीव सृष्टि अपने कर्मकाण्डों में फँसी जीवन का मार्ग प्रस्सत करती रही है। जिससे मानव शुभ और अशुभ कर्मों के फल को

भोगता है। जहाँ स्वर्ग या नर्क के दुःख सुख में लिप्त होती जा रही है। यह आवागमन के चक्र से स्वयं मुक्त नहीं हो पाती है।

जो लों अपनी राह पावे नहीं, तो लों पोहोंचे ना अपने मकान।

हादी हदों हिदायत करके, आखर पोहोंचावे निदान।।[7]

इस जीवन में मानव के लिए जो फरिस्ते है वह ईष्वरीय सृष्टि है और मानीवय जीवन के प्रति अभिलाषी अक्षर धाम की कल्पना में लिल्प है। जो व्यक्ति के बाह्य आचरण में विश्वास नहीं करतें। वल्कि आन्तरिक आचरण की परिशुद्धि में यर्थाथ को ज्ञान का मूल केन्द्र मानते है। यथार्थ ज्ञान को पाकर व्यक्ति के जीवन की प्रत्येक श्रेणी ही सुधर जाती है। जहाँ मानव जीवन का अतिप्रिय संसार इस कोमल कमल के समान दैद्धिप्यमान दिखाई देता है। मानव के जीवन में व्यतीत होने वाली अनेक घटनाऐं भी मुक्ति की अभिलाषी है।

निष्कर्ष :–

मनवतीय जीवन में प्रणामी सम्प्रदाय में लोक जीवन के प्रति होने वाली आस्था में महामति प्राणनाथ ने इस संसार में व्यक्ति के लिए लोक जीवन की अद्भुत लीला का वर्णन किया है। जहाँ पर मानव को परमेश्वर की भक्ति द्वारा ही मोक्ष की प्राप्ति सम्भव है। अन्यथा सब कुछ व्यथ लगता है। जो मानवीय जीवन की यथार्थता का वर्णन ही मानव के आचरण की शुद्धता का प्रमाण है। ईश्वर के प्रति आन्तरिक शान्ति के स्वरूप ही दिखाई देने वाली भावना का मूल ही ईश्वर स्वरूप है।

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योग दर्शन की वर्तमान प्रासंगिकता

(डॉ0 बबिता सिंह)
राना प्रताप मार्ग पुराना हनुमान
मंदिर के पास कोटहा,
जिला सीधी (म.प्र.)

सारांश :–

महर्षि पतंजलि प्रतिपादित योग दर्शन भारतीय विचारधारा की अमूल्य देन है। योग दर्शन में '''चित्त'' को प्रधान मानते हुए इसकी विस्तृत व्याख्या की गयी है। चित्त मन, बुद्धि व अहंकार का सम्मिलित स्वरूप है। चित्त की पाँच वृत्तियाँ –प्रमाण (सत्य ज्ञान), विपर्यय (मिथ्या ज्ञान) विकल्प (कल्पना) निद्रा (नींद) और स्मृति (स्मरण) है। चित्त पर आत्मा का प्रतिविम्ब पड़ता है। फलतः ऐसा प्रतीत होता है कि ये वृत्तियाँ ही आत्मा की स्थितियाँ है जो कि मूलतः भ्रामक है। यह भ्रान्ति वस्तुतः पंच क्लेशों–अविद्या (अनित्य को नित्य समझना), अस्मिता (बुद्धि या अहंकार को आत्मा समझना), राग (सुख और उसके साधनों को प्राप्त करने की इच्छा), द्वेष (दुःख और उसके कारणों से शत्रुता) और अभिनिवेश (मृत्यु का भय) के कारण उत्पन्न होती है। इन भ्रान्तियों से मुक्त होने या इनको दूर करने के लिए ही महर्षि पतंजलि ने **योगश्चित्तवृत्ति निरोधः**[1] सूत्र को प्रतिपादित किया।

शोध प्रविधि :–

योग दर्शन की वर्तमान में प्रासंगिकता नामक शोधपत्र में द्वितीयक सामाग्री संकलन का प्रयोग किया गया है। इसके लिए मूल ग्रन्थों का अध्ययन एवं विद्वानों का मार्गदर्शन समाहित है।

यद्यपि मनुष्य का मन एक दर्पण की भाँति है जिसमें (यथार्थ सत्ता) आत्मा स्वयं प्रतिविम्बित होती है तथापि उसे हम किस सीमा तक जान सकते हैं? यह हमारी मानसिक अवस्था पर निर्भर करता है कि हम आत्मा (यथार्थ सत्ता) के पूर्ण वैभव के अनुरूप स्वयं को बना सके। इसके लिए महर्षि पतंजलि ने अष्टांग योग का मार्ग प्रशस्त किया है। इस अष्टांग योग में आठ सोपान है–यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान व समाधि। अर्थात्

यमनियमाऽऽसन प्राणायाम प्रत्याहार धारणा घ्यान समाध्योष्टावङानि।।[2]

यम (**अहिंसा सत्यास्ते ब्रह्मचर्या परिग्रता यम**[3]) और नियम (**शौच संतोष तपः स्वध्यायेश्वर प्राणिधाननियमा**:[4]) का पालन करते हुए वैराग्य स्वरूप होकर निरन्तर मन की वृत्तियों को रोकने का अभ्यास करने से निश्चय ही आत्म ज्ञान का सुख प्राप्त होता है। क्योंकि यम और नियम मनुष्य को वैराग्य की ओर प्रेरित करते हैं। सांसारिक विषयों के प्रति जो वासना, आसक्ति है उसका सर्वथा त्याग ही वैराग्य है। और योगाभ्यास के लिए इनका आचरण आवश्यक है। इसलिए पतंजलि भी वृत्तियों के निरोध के लिए अभ्यास और वैराग्य को आवश्यक मानते है।– **अभ्यास वैराग्याभ्यां तन्निरोधः**।[5]

उपयोगिता :– मन या चित्त की चंचलता को रोकने के लिए शरीर की स्थिरता आवश्यक है। इसलिए अष्टांग योग में आसन महत्वपूर्ण है। आसन–शरीर का संयम है। अर्थात् यह शरीर को ऐसी स्थिति प्रदान करता है जिससे वह निश्चल होकर व देर तक सुखपूर्वक रह सकें। यह कई प्रकार के होते हैं – स्वस्तिक आसन, गोमुख आसन, वीरासन, कूर्यासन, कुक्कुरासन, उत्तान कुर्यासन, धनुरासन, मत्स्येन्द्रासन, पश्चिमोत्तान आसन, मयूरासन, श्वासन, सिद्धासन, पद्माासन, सिंहासन, भद्रासन इत्यादि। इनमें से अंतिम चार– सिद्धासन, पद्मासन, सिंहासन व भद्रासन सर्वश्रेष्ठ आसन है।

आसन द्वारा सभी अंगों विशेषतः स्नायुमंडल इस तरह से वश में किये जाते हैं, जिससे वे मन में कोई विकार उत्पन्न न कर सके। इस प्रकार आसन द्वारा चित्त विक्षेपकारक त्रिगुणात्मक विकारों का शमन होकर योगाभ्यास में दृढ़ता प्राप्त होती है, जिससे सभी रोगादि की निवृत्ति हो जाती है और मनुष्य को स्थैर्य, आरोग्य और अंलगाधवदि विभिन्न सिद्धियों की उपलब्धि होती है। साथ ही अंगों के लाघव से तमोगुण का विकार नष्ट हो जाता है। अर्थात्

कुर्यात्तदासनं स्थैर्यमारोग्यं चांगलाघवम्।।[6]

पुनः मन की निश्चलता के लिए वायु (प्राण या श्वास) का संयम भी आवश्यक है क्योंकि वायु के चलायमान होने अथवा स्थिर होने, दोनों ही अवस्थाओं में मन (चित्त) चंचल रहता है। इसलिए मन को स्थिरता प्रदान करने क लिए वायु का निरोध (वायु का संयम) आवश्यक है जो कि प्राणायाम द्वारा ही संभव है। क्योंकि –

चले वाते चलं चित्तं निश्चले निश्चलं भवेत।
योगी स्थाणुत्वमाप्नोति ततो वायु निरोधयेत्।।[7]

समाधान :– उपनिषदों में भी कहा गया है कि जब हृदयस्थ कामनाएं नष्ट हो जाती है तब यह मरणधर्मा मनुष्य ही अमृत हो जाता है और उसे इसी शरीर में ब्रह्म की प्राप्ति होती है। इसलिए कामनाओं को नष्ट करने के लिए मन और प्राण दोनो का निरोध आवश्यक है।

प्राणायाम के अन्तर्गत तीन प्रक्रिया होती है – (1) रेचक अर्थात् भीतर की वायु को बाहर निकालना (2) पूरक – बाहर की वायु खींचकर शरीर में भरना (3) कुम्भक – भीतर की वायु को शरीर में रोककर रखना। प्राणायाम की उक्त प्रक्रियाओ को गुरू के निर्देश में विधि पूर्वक ही करना चाहिए। क्योंकि विधिविहीन या स्वेच्छाचारिता से प्राणायाम करने पर वायु कुपित हो जाती है। फलतः श्वास–खाँसी, हिचकी, सिरदर्द, कानों का दर्द आदि अनेक प्रकार के रोग उत्पन्न हो जाते है। इसके विपरीत विधि पूर्वक प्राणायाम के अभ्यासोपरांत नाड़ियो का शुद्धीकरण हो जाता है। फलतः मनुष्य का हृदय–पुष्ट होता है और शरीर में पहले से विद्यमान रोगों का क्षय हो जाता है।

इस प्रकार शरीर में पुष्टि और बल की वृद्धि के साथ–साथ दृढ़ता उत्पन्न होती है और लघुता अर्थात् हल्केपन की अनुभूति होने लगती है। वायु पर विजय प्राप्त करके साधक जितेन्द्रिय, मिताहारी, अल्पनिद्रा, तेजस्वी, बलवान और योगविद्या में सिद्ध हो जाता है और अकाल मृत्यु के भय से सर्वथा मुक्त होकर दीर्घ आयुष्य को प्राप्त करता है।

वायु पर नियंत्रण कर लेने के पश्चात् साधक द्वारा इन्द्रियों को बाह्य एवं आन्तरिक विषयों से खींचकर मन को वश में कर लेना प्रत्याहार कहलाता है। प्रत्याहार इन्द्रियों का संयम है जो कि दृढ़ संकल्प एवं कठिन अभ्यास द्वारा ही संभव है। इस प्रकार आत्म निग्रह और तत्पश्चर्या मानसिक शान्ति प्रदान करते है और मन निश्चल होकर ज्ञान का सम्पादन करने में समर्थ होता है।

इन्द्रियों के संयमित हो जाने के पश्चात् मन अभीष्ट विषय पर केन्द्रित हो जाता है जिसे धारणा कहते है। यह अभीष्ट विषय बाह्य पदार्थ भी हो सकता और स्वयं का शरीर भी। धारणा योग का केन्द्र बिन्दु है, आन्तरिक अनुशासन का स्रोत है। अभीष्ट विषय का सतत् अनुशीलन ध्यान कहलाता है। इसमें विषय का सुस्पष्ट ज्ञान प्राप्त होता है और अभीष्ट विषय के निरन्तर ध्यान के पश्चात् समाधि की अवस्था प्राप्त हो जाती है जिसमें निराश्रय अर्थात् अनासक्त रूप से चित्त का लय हो जाता है। अर्थात् मन और आत्मा एकाकार हो जाते है। जिस प्रकार जल में नमक डाल देने पर नमक घुलकर जल रूप हो

जाता है तब नमक का पृथक अस्तित्व दिखायी नहीं देता उसी प्रकार समाधिवस्था में मन का आत्मा में लय हो जाता है। अर्थात् –

सालिले सैन्धवं यद्धत्साम्यं भजति योगतः।
तथात्ममनसोरैक्यं समाधिरभिधीयते।।[8]

इस प्रकार उपरोक्त अष्टांग योग के पालन में चित्त का विकार नष्ट हो जाता है और तत्व ज्ञान की वृद्धि होती है जिससे आत्मा अपने यथार्थ स्वरूप को पहचान पाती है और आत्मा का अपने स्वरूप में अवस्थिति हो जाना ही कैवल्य है, मोक्ष है।

स्पष्ट है कि मन की एकाग्रता ही समस्त ज्ञान का सार है। इसी को उद्घाटित करते हुए स्वामी विवेकानंद ने कहा है कि –''**एकाग्रता समस्त ज्ञान का सार है, उसके बिना कुछ भी नहीं किया जा सकता। साधारण मनुष्य अपनी विचार शक्ति का अधिकांश अंश व्यर्थ ही नष्ट कर देता है। इसलिए वह निरन्तर भूले करता रहता है। प्रशिक्षित मनुष्य अथवा मन कभी कोई भूल नहीं करता। जब मन एकाग्र होता है और पीछे मोड़कर स्वयं पर ही केन्द्रित कर दिया जाता है तो हमारे भीतर जो भी है, वह हमारा स्वामी न रहकर हमारा दास बन जाता है।**''[9]

इस प्रकार महर्षि पातंजलि के योग दर्शन में योग की विधि उचित निर्देश देती है कि किस प्रकार मन को परिष्कृत करके एक उत्तम दर्पण बनाया जा सकता है और उसे व्यैक्तिक तत्वों से रहित करके स्वच्छ रखा जा सकता है। और यह केवल इसी नियंत्रण (अष्टांग योग) के द्वारा संभव है कि हम उस श्रमसाध्य एवं स्फूर्तिवान व्यक्तित्वहीनता की ऊँचाई तक पहुँच सकते है जहाँ से संसार के मेधावी एवं गुणी आत्मा (ऋषि–महर्षि) सुदूर परोक्ष की झाँकी लेते है।

योग दर्शन की प्रणाली में इस तथ्य पर प्रकाश डाला गया है कि मिथ्या बाह्य दृष्टि को दूर करना आवश्यक है। इससे पूर्व कि आन्तरिक आदर्श को जीवन एवं अभिव्यक्ति के लिए अवसर प्राप्त हो सकें, हमें छाया मात्र जगत् में रहने का त्याग करना होगा, इससे पूर्व कि हम नित्य जीवन को ग्रहण कर सकें। इसीलिए कहा गया है कि –

योग, प्राणायाम, प्रत्याहार की तू साधना कर,
'ब्रह्म सत्यम् जगन्मिथ्या' चित्त में यह भावना भर।
नाम जप निश्चय बना मन, बंधनो से मुक्ति पा ले,
एक शुभ संकल्प दृढ़ यह, अरे प्राणी अब बना ले।।[10]

यद्यपि योग में उतना दार्शनिक सिद्धान्त नहीं दिखायी देता जितना रहस्यवाद या अलौकिक चमत्कार। योग का आत्म विषयक सिद्धान्त (अर्थात् आत्मा, शरीर, मन, अहंकार से बिल्कुल पृथक है।) लोकमत और असाधारण मनोविज्ञान से बहुत दूर है। अतएव जनसाधारण की दृष्टि में योग दुर्गम और रहस्यमय प्रतीत होता है। इसी तरह योगाभ्यास से प्राप्त होने वाली सिद्धियां भी अलौकिक है। भौतिक विज्ञान या मनोविज्ञान के जितने नियम ज्ञात है उनके साथ इनका समन्वय नहीं होता। इसलिए ये बाते जादू–टोने की बात सी मालूम होती है जिनमें आदि कालीन युग के लोग विश्वास करते थे।

किन्तु अध्यात्म तत्वानुसंधान समिति (The Society for Psychological Research) तथा आधुनिक मनस्तत्त्व–विश्लेषण (Psycho-Analysis) इस दिशा में लोगों की काफी ज्ञान वृद्धि कर रहे है। जो बाते अज्ञान के अंधकार में निहित थी उन पर अब क्रमशः प्रकाश पड़ रहा है। योग इसी दिशा में आगे बढ़कर आत्मा (पुरूष) को अपने यथार्थ स्वरूप का दर्शन करने के लिए शुद्धि और आत्मसंयम का व्यवहारिक उपाय बतलाता है।

सिद्धान्त और व्यवहारतः दोनों दृष्टियों से योग सर्वोपरि है क्योंकि यह ईश्वर को भी मानता है और यथार्थ अनुभूतियों को भी पकड़कर चलता है जिससे साधक के मन में विश्वास दृढ़ होता है। योग का तत्व समझने के लिए श्रद्धापूर्वक इसका अध्ययन और अभ्यास करना आवश्यक है।

जिस प्रकार अंधे को रंगो की अभिव्यक्ति नहीं होती और न ही बहरे को संगीत का आभास होता है उसी प्रकार दुर्बलात्मा पुरूष को दार्शनिक सत्यता का आभास नहीं होता। इसलिए अष्टांग योग की साधना आवश्यक है, क्योकि अष्टांग योग मनुष्य को नैतिक, शारीरिक व मानसिक रूप से दृढ़ व शक्तिशाली बनता है जिससे दुर्बलात्मा अपने यथार्थ स्वरूप का दर्शन कर सकें और पातंजल योग दर्शन में 'योग' शब्द के अर्थ की सार्थकता सिद्ध हो सके जो कि मानवीय प्रकृति के भिन्न–भिन्न तत्वों के नियंत्रण द्वारा कैवल्य (मोक्ष) प्राप्ति के लिए किया गया विधिपूर्वक प्रयत्न है। योग दर्शन में योग की सार्थकता को वर्तमान परिवेश में आधुनिक चिकित्सा विज्ञान भी स्वीकार करते है। उनके अनुसार मानसिक व शारीरिक स्वास्थ्य के लिए योगाभ्यास आवश्यक एवं उपयोगी है।

निष्कर्ष :–

निष्कर्षतः योग संकल्प की साधना है, यह अपनी इन्द्रियों को वश में कर चेतन आत्मा से संयुक्त होने का विज्ञान है। यह एक अनुशासन है, मनुष्य के शरीर इन्द्रियों, मन आदि को पूर्ण अनुशासित करने वाला विज्ञान है।

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OPERATION AND FINANCE INTERFACE, AN INDIAN RAILWAYS

Dr. L.V. Subba Reddy
Assistant Register Finance
Rayalaseema University
Kurnool

Dr. Siddarapu Haribabu
Post Doctoral Fellow (ICSSR)
Department of Commerce
S.V University, Tirupathi

Abstract

Financial performance and utilisation assets have been developed. Important elements involved in the financial administration of IR – as indeed of any enterprise – are the following: gross revenues, working expenses, net revenues, total investments (money invested has its own opportunity cost) and the return on investment (ROI). In purely commercial enterprises dividend per share, value of share and build up of reserves are also indicators of significance. Revenue figure by itself has limited significance without relating it to corresponding working expenses. It is conceivable that increase in revenues may be counter balanced by still larger increases in corresponding working expenses. Even net revenue and operating ratios must be viewed in context of related total investments. Indian Railway is the one that connects and comprises of people from all the sectors of the country. It will continue to play a crucial role in the economy of the country in the many years to come. Today's need of the hour is to have an exclusive catering policy and system in place that would fulfil the requirements of the whole spectrum of passengers. India has tremendous potential to become a major global tourist destination, Travel and tourism industry is the second highest foreign exchange earner for India. Transport is one of the service sectors. Transport plays a vital link between in the production centres, distribution centres and the ultimate consumers'. Transport also exercises a unifying and integrating influence on the

economy. Indian Railways is one of the means of transport of bulk goods for long distances and commuters in India. Indian Railways is the life line of India. This paper especially on the focus of Operation and Finance Interface, an Indian Railways

Key Words: Financial performance, investments, corresponding, requirements, commuters

INTRODUCTION

Financial performance of Indian Railways (IR) is undertaken. This is sought to be achieved through a correlation of indicators of utilization of assets and of financial administration. After briefly explaining the rationale for the choice of variables, operational efficiency of IR is reviewed on the basis of time-series data during the period from 2003-04 to 2010-11. Under each of these factors, the present study period had seen significant improvements except WKMs growth rate. This review covers total traffic outputs, traffic outputs, track utilization, staff productivity and wagon and engine utilization. Conventional wisdom suggests that improvements in operational efficiency should get translated into corresponding financial performance. This is tested by a correlation exercise on simulated financial and operational efficiency variables based on a notional adjustment of tariff in alignment with the movement of input costs. The World Bank finds IR's overall operating performance to be "among the best in developing countries when measured against yardsticks such as track utilisation, output per employee and equipment availability/utilisation. In several areas it is comparable with railways in developed countries. This is especially true for wagon utilisation, which is well above European and average US level - in class with world's top performers." Against the background of this complimentary reference, a more detailed review of IR's operational performance is attempted.[1]

The operational achievements whether or not getting converted into financial achievements can be found through a correlation analysis. If the two sets of variables – financial and non-financial are found to move in the same direction it may be said that the operational improvements are getting converted into financial gains to the railways. Stronger this correlation, better the conversion of gains, and conversely. Any attempt at correlating operational and financial efficiency indicators are truly approximations of a complex and dynamic reality. The kilometers, the locomotives, the tons, the commodities these are all very different; differences, caused by the nature of terrain, the level of technology, the loadability characteristics, and the unit values. Financial results are governed by factors beyond the control of the corporate entity: mix of traffic, level of buoyancy of the economy, levels of tariffs, the dividend payable to the general revenues, political pressures behind many patently uneconomic investments and the like.[2]

OBJECTIVES

The objective of our study is to evaluate the Operation and Finance Interface, an Indian Railways

METHODOLOGY

This paper is based on secondary data from various reports and existing work on the topic has been analyzed to arrive at certain results. In this paper financial data compiled from, Annual Reports of Indian Railways.

FINANCIAL PERFORMANCE OF INDIAN RAILWAYS

Financial performance of Indian Railways is tested with the help of relevant ratios such as Profitability Ratios, Expenses Ratios and Liquidity Ratios. In IR, three ratios are used as primary indicators of financial performance: one, Operating Ratio, covers the relationship between total working expenses and gross revenues and is a direct

financial input-output measure. In the absence of an absolute norm, time-series analysis of this ratio gives a trend of this input-output relationship. This ratio has limited utility because it is not related to the capital applied in the system. However, this ratio is extensively used by different railway systems in the world. The other two viz., ratio of net revenue to capital-at-charge and ratio of net revenue to total investment, are essentially return on investment (ROI) figures. IR accounts capture two investment figures : one, the capital-at-charge i.e., loan capital from the central government finance and the other "total investment" which is essentially capital-at-charge internally generated funds invested in assets.

Operating ratios in constant prices will be the same as the corresponding operating ratios in current prices as same adjustment deflator is applied to the numerator and denominator. FP1, FP2 and FP3 are financial performance indictors based on actual tariff levels during the period and the results expressed in current prices existing at that time. FP4 and FP5 are based on actual tariff levels, but the results expressed in constant prices that is converted to a base year 1980-81. FP6, FP7 and FP8 are indictors based on a notional regime of input cost – related tariff, the results in constant prices.[3]

An attempt has been made to correlate each of the eight indicators of financial performance (FP1, FP2 …. FP8) with each of the two indicators of operational efficiency (OE1, OE2). Base data for FP1, FP2 …. FP8 and OE1, OE2 are portrayed in Table 1. The result of the correlation between the two sets of variables is given in Table 1

Table - 1

Operation - Finance Interface Matrix of Indian Railways

		Operational Efficiency Variables	
Financial Performance Variables		OE 1	OE 2
FP - 1	Current Prices	0.59	0.32
FP - 2		-0.53	-0.26
FP - 3		-0.61	-0.34
FP -4	Constant Prices	-0.53	-0.26
FP - 5		-0.61	-0.34
FP - 6	Notional Prices	-0.80	-0.84
FP - 7		-0.31	-0.02
FP - 8		-0.37	-0.08

Source: IMF, International Finance Statistics. Indian Railway Statistics

It is observed that there exists positive correlation under current prices regime FP1 with OE1 and low positive correlation between variables FP1 with OE2. High negative correlation is observed between variables FP2 with OE1, FP3 with OE1, FP4 with OE1, FP5 with OE1, FP6 with OE1, and FP5 with OE2. Low negative correlation co-efficient is noticed for all other variables. It should, however, be recognized that the correlation exercises under notional/current prices has limited validity because the capital-at-charge and other investments are understated in comparison with net revenue. Therefore, the results under the constant prices should be taken more seriously for evaluation. But the above correlation exercise does prove

the point that operational improvements on IR did not get reflected into the same degree of financial improvements primarily because tariffs are not in alignment with the movement of input costs. For a reasonable evaluation of financial performance of IR, therefore, it is necessary to carryout notional adjustment. This may also be taken as an argument in favour of tariffs being allowed to move in consonance with input cost.

FINANCIAL PERFORMANCE RATIOS UNDER THREE DIFFERENT SCENARIOS

Table 2 shows different results from the corresponding actual performance both in notional and constant - price terms. The three different scenarios – at actual tariff in notional prices; at actual tariff in constant prices; and notional tariff in constant prices – are referred to as scenarios A,B and C, respectively for ease of presentation, table 2

Table 2
Financial Performance Ratios under Three Scenarios
(In Percentage)

			Ratio of Net Revenue to			
Scenario	Operating Ratio		Capital-at-Charge		Total Investment	
	High	Low	High	Low	High	Low
A	62.49	59.47	21.13	3.95	7.04	1.39
B	15.48	14.73	5.23	0.98	1.74	0.35
C	28.64	23.75	28.64	23.75	28.52	23.75

Source: IR Statistics, GDP Deflators adopted from IMF International Financial Statistics

The comparative picture presented underlines the critical impact of cost-based adjustment of tariff on the financial performance of IR. The operating ratio is very high under actual tariff in notional prices than actual tariff in constant prices. Similarly, the lowest operating ratio is observed under actual tariff in constant prices. Ratio of net revenue to capital-at-charge is very high under notional tariff in constant prices and very low under actual tariff in constant prices. High ratio of net revenue to total investment is observed under notional tariff in constant prices and the low percentage is observed under actual tariff in constant prices.

FINANCIAL PERFORMANCE ANALYSIS INDIAN RAILWAYS

To analyze the financial performance on a notional basis, various financial variables have been estimated on the assumption that the average rates per passenger kilometer and goods kilometer have been adjusted to neutralize the cost movements as represented by composite weighted cost indices. Gross receipts have been arrived at by adding to the sum of passenger and goods service the average proportion of other receipts (parcels and other coaching traffic) during the period under review.[4] Financial Performance Analysis on a Notional Basis (Rupees in Crores – Constant 2003-2011 Prices) are presented table 3.

Table 3

Financial Performance Analysis on a Notional Basis (Rupees in Crores - Constant 2003-2011 Prices)

									Percentage of Net Revenue to	
Year	Capital - at - charge	Total Investment	Passenger Earnings	Goods Earnings	Gross Receipts	Working Expenses	Operating Ratio	Net Revenue (%)	Capital-at-charge (%)	Total Investment (%)
2003-04	11,315	27,255	N/A	N/A	10,629	9,781	92	10	10	4.07
2004-05	12,477	30,637	N/A	N/A	11,624	10,492	85	10	11	4.45
2005-06	13,666	35,281	3,694	8,863	13,309	11,131	75	14	16	6.19
2006-07	14,792	40,094	4,117	9,972	14,995	11,724	67	23	27	10.01
2007-08	16,297	46,795	4,713	11,267	17,035	12,936	62	27	33	11.41
2008-09	20,619	58,356	5,836	14,219	21,252	19,117	62	12	18	6.09
2009-10	26,751	68,150	6,700	16,688	24,806	23,951	57	6	10	3.84
2010-11	31,962	76,296	7,386	17,996	27,071	25,622	54	6	11	4.18

Source: IR Statistics, GDP Deflators adopted from IMF International Financial Statistics

It is observed from Table 3 that the gross receipts which include passenger earnings, goods earnings and other receipts on a notional basis had increased steadily from Rs. 10,629 in 2003-04 to Rs. 27,071 crores in the year 2010-11. The increase in gross receipts in terms percentage showed an increase of 154.69 per cent. Working expenses on a notional basis during the same period has also increased from Rs. 9,781 crores to Rs. 25,622 crores showing an increase of 15,841 crores (161.96 per cent). The increase in percentage gross working expenses is more than increase in the percentage of gross receipts. Operating ratio on a notional basis had come down from 92 per cent to 54 per cent from 2003-04 to 2010-11. Therefore, the notional expense has gone by 7.27 per cent which has resulted in the decrease of operating ratio. The percentage of net revenue to capital-at-charge on a notional basis had varied from 10 per cent to 33 per cent with wide fluctuations in between and finally reached to 11 per cent in the year 2010-11. The percentage of net revenue to total investment had also shown fluctuations during the period under review ranging from the lowest of 3.84 per cent to the highest of 11.41 per cent. The main reasons for fluctuation in these ratios were on account of changes in the general price levels due to inflationary trend

OPERATION - FINANCE INTERFACE CORRELATION ANALYSIS

Operating ratio, percentage of net revenue to capital-at-charge and percentage of net revenue to total investment have been presented in Table 4 under current prices, constant prices as well as notional prices. These ratios are harmonized under current and notional prices, whereas, lower in constant prices.[5] Operation - Finance Interface: Correlation Analysis of IRs are presented table 4.

Table 4

Operation - Finance Interface : Correlation Analysis of IRs

year	Financial Performance							
	Current Prices			1980-81 Prices		Notional 1980-81 Prices		
	O.R	% of Net Revenue to		% of Net Revenue to		OR	% of Net Revenue to	
		Cap.	Tol. Inv.	Cap.	Tol. Inv.		Cap.	Tol. Inv.
	FP 1	FP 2	FP 3	FP 4	FP 5	FP 6	FP 7	FP 8
2003-04	92	10	4.07	2.48	1.01	92	10	4.07
2004-05	90	10	4.22	2.48	1.05	85	11	4.45
2005-06	84	14	5.54	3.47	1.37	75	16	6.19
2006-07	78	23	8.62	5.70	2.14	67	27	10.01
2007-08	76	27	9.31	6.69	2.31	62	33	11.41
2008-09	90	12	4.18	2.97	1.04	62	18	6.09
2009-10	95	6	2.32	1.49	0.57	57	10	3.84
2010-11	95	6	2.38	1.49	0.59	54	11	4.18

Source: IMF, International Finance Statistics. Indian Railway Statistics

The operating ratio under current prices has constantly come down from 2003-04 to 2007-08 from 92 per cent 76 per cent and thereafter shown an uptrend and finally reached to 95 per cent in the year 2010-11. When the same operating ratio is compared with notional prices it showed a downswing during the period under review i.e., from 92 per cent to 54 per cent, due to constant rise in the general price level. The percentage of net revenue to capital employed under notional prices is slightly higher than the current prices. But, this ratio showed an uptrend till 2007-08 under both the prices and thereafter had declined and reached to 6 per cent under current prices and 11 per cent under notional prices. When this ratio is compared with constant prices it was far below the percentages as shown under constant as well as notional prices. Similar trend has been observed in the percentage of net revenue to total investment where, this ratio had moved in the same direction as has been observed in the percentage of net revenue to capital –at-charge for operating ratio and percentage of net revenue to capital employed under current and notional prices. It is inferred that the operational and financial performances under constant prices are lower than current and notional prices. Hence, this may result in understatement of profit in constant prices and overstatement of profit in notional prices.

CONCLUSION

The financial performance of Indian Railway system net work registered a modest growth in terms of route kilometers or running track kilometers (RTKMs). The former had increased only by about 2 per cent and RTKMs by about 4 per cent. The effective use of track is reflected in the density of traffic. The output per employee had registered significant growth; IR had also made substantial investment during the period to upgrade the track, signalling and rolling stock. Passenger traffic in IR did not play a significant role in revenue generation, whereas, the share of passenger earnings in gross receipts stood on an average 27 per cent during the study period. There is

tremendous growth in the NTKMs per wagon day. These improvements could be partly ascribed to improvements in the technology of IR signalling systems, investments in electrical traction, infrastructure in the form of overhead traction and electrical substation, modernisation of maintenance and repair workshops, and upgrading of track maintenance methodologies. As from above discussion it is revealed that after a slight decline in growth in 2012, India's travel and tourism industry is rebounding with strong results for 2013 and it is expected to continue in the near future. Moreover it has developed and follows good quality check system to maintain the same and also train its staff member properly. As we know that today more than 10 million passenger travels by train everyday and almost all of them are from middle class and lower class family who cannot afford to travel by the AC coach. So the food and beverages as well as other services offered in the normal train also need to be improved.

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AFRICA'S POLITICAL UNDERDEVELOPMENT: IS EUROPE RESPONSIBLE?

Neville D'Cunha
Professor of Social Sciences
Universal Tutorials
Navi Mumbai

Abstract

With the incessant political ferment in majority of African countries deeply connected with underdevelopment issues which are directly related to the continent's past - especially its conflictual relationship with Europe. Employing a mix of historical analysis, contemporary discourses and lamentations of leading African voices, I address the issues of Africa's subjectivity, political agency, and strategies in relation to the historical causes of political underdevelopment of nation-states across the most ancient continent. Based on qualitative data, I argue that the ruthless exploitation by Western European colonial nations for five hundred years; first through slavery and secondly through colonialism has left the massive continent shrunken. This dark legacy will continue to negatively influence for a long time as the African political leaderships battles on many fronts to bring about sustainable political development.

Keywords: Africa-Europe relationship, Slavery, Colonialism, Africa's Political Underdevelopment

Introduction

The purpose of this brief enquiry into African politics and political society is to depict in broad strokes the complexities and diversities of the African *States* and to investigate new paths of understanding its intricate dynamics. Besides offering an initial acquaintance with contemporary Africa, I seek to provide a basic knowledge of past political events and closer comprehension of major problems, processes and trends. I delve into the past only because otherwise it would be impossible to understand how the present came into being and what the trends are for the coming future. By suggesting different ways of looking at issues, I raise a range of explanations for roots of political underdevelopment linked to past occurrences and possible directions for the future of this continent. This article, therefore, constitutes a

preliminary exploration into the multiple forces that has shaped the contours of the political map of present day Africa.

The continent of Africa is the second largest continent in the world after Asia. The total size of the continent is approximately 11.60 million square miles with a population of 1250 million people. It is a region characterized by immense geographical, cultural, linguistic, historical, ethnic, and religious diversity on one hand, and vast similarities on the other. Politics in the region involves a complex and persistent patterns of interaction among those forces in varying configurations and with varying results. It is just too vast a place for any generalizations about it to hold good. One African women journalist flatly states: "...*Africa is not one country*. The idea that Africa is one country is the biggest mistake Europeans ...usually make."[1] Africa encompasses a rich mosaic of peoples, cultures, ecological settings and historical experiences.

In fact, the continent of Africa has fifty-four different *States* recognized by the United Nations. African countries are certainly all different, with their own story to tell, their own resources and abilities and unique historical, cultural and human assets. These fifty-four countries contain many ethnic groups, each of which has its own language and culture. As an example of the societal profile of a single country, Nigeria, the most populous country, is composed of *more than 250 ethnic groups.*[2] Another African newswoman aptly holds: "A continent as large as our own should never be expected to speak with one voice, but rather with unified voices."[3]

At the moment, the reputations of each African country are created by the image of the continent, which is generally negative. From strictly socio-political perspectives African countries faces challenging times, to say the least. Many of them produce little that can be traded. Economically, all are saddled with gigantic, entrenched corruption, concrete bounded bureaucracies that serve no useful purpose whatsoever, but do stop anything productive from happening. Politically, they're basically authoritarian, one-party *States*. The system depends on fear and intimidation of the masses. Sociologically, they're all highly traditional, conservative and outside major cities, tribal or ethnic. Technologically, there is zero innovation, leadership or guts: practically everything more recent than 18th century products either is imported or made under license and with foreign capital.[4] This is also endorsed by African Union in their official message:

Since the beginning of the 1990s Africa has suffered more than ever from economic marginalization and alarming increases in poverty, coupled with an enlargement of the lower classes and a shrinking middle class. In several countries, national enterprises went bankrupt and many sectors such as health, education, transport, water and sanitation failed.[5]

Unfortunately, none of these things are a sound foundation for a positive image this most ancient continent aspires. Hence, the inextricable bond linking the negative continental reputation and the cause of this stigma with dark historical legacies need to be recognized.

1. Europe's Conspiracy in the African Slavery Sage

This negative reputation began with the advent of the Europeans to the continent with nefarious motives. In many places in Africa, multiplicity of ethnicities was seized upon by foreigners to manipulate whole peoples to serve their own selfish commercial interests. This became particularly pronounced during the Atlantic Slave Trade, during which it was the usual habit of European slavers and their African collaborators to go and lie about one ethnic group to another. These lies concerned alleged purchase of arms by one ethnic group or the other, *from the slavers, in preparation for attack on their neighbours*. These lies were manufactured to get ethnic groups to fight against one another and thereby obtain war captives, whom they would sell to the slavers to export to North America and the Caribbean, where they would be used as slaves. As one commentator grimly notes:

"The Europeans organized the system, the brutality and horrors they visited on the victims of slavery. ...those enslaved victims [ ] suffered and died on the plantations, whose labour was provided free for hundreds of years, and who were denied basic rights."[6]

This horrible system deprived Africa of its inhabitants year after year for five-hundred years! It both robbed Africa of its political and social stability and its economic development in as much as the slaves kidnapped were the engines of growth of their countries' economies. Two eminent women political scientists explain this transatlantic slave trade in a nutshell:

Unique in terms of the enormity of human devastation it caused, the transatlantic slave trade lasted for nearly 500 years. Although it began on a small scale in the 1400s, by the seventeenth

century, labour shortages in the Americas greatly increased the demand for slaves. At its height, thousands of men and women in their most productive years were stripped from their communities on an annual basis and taken across the Atlantic on the harrowing trip known as "The Middle Passage." Because so many died along the way, the total number of people enslaved is still unknown, although most historians estimate that at least 100 million people served as human cargo in this trade.[7]

But worse, there were some African states and empires that fed the diabolical trade. The opportunity presented by European slave dealers became the major stimulus for a great deal of social violence between African communities and within any given community. It took the form more of raiding and kidnapping than of regular warfare, and that fact increased the element of fear and uncertainty. This sowed seeds of distrust, and even hatred, among communities, which many African countries have still not been able to eradicate to this day. While proclaiming 2010 as the Year of Peace, African political leaders stressed the fact that,

...no single internal factor has contributed more to the socio-economic problems of the continent than the scourge of conflicts within and between our countries. They have brought about death and human suffering, engendered hate and divided nations and families. Conflicts have forced millions of our people into becoming refugees and internally displaced persons. They have been deprived of their means of livelihood, human dignity and hope. Conflicts have gobbled up scarce resources, and undermined the ability of our countries to address the many compelling needs of our people.[8]

The violence is still raging unabated throughout the continent. Africans have largely begun to scratch the surface of the crimes committed on the continent and to name the guilty. Naming actually will enable the concerned to better understand tensions that currently exist in so many African countries between people who have been conquered and enslaved by others, and their conquerors who continue to look down on them. Let me quote an African newsman to summarize the tragic consequences of slavery:

"All over Africa similar dynamics are alive and continue to shape behaviour. It has coloured and shaped our perceptions of human

rights - can those you formerly dominated be allowed to rule over you, is their vote worth the same as yours? We can pretend otherwise, but slavery and its repercussions are a big factor in Africa. Up to 1990, it was the defining issue of the previous 400 years on our continent (dominating the economy and trade, poisoning human relations, providing the pretext and excuse for European colonization, etc.). It is the reason why Africans are scattered around the globe and why many in those global diasporas continue to live in humiliation and abject poverty."[9]

The apparently endless conflicts in Africa - are all in some way legacies of Europe's irruption into the continent during that time. Yet with end of slavery it was not all over for there was more to come.

2. Europe's Complexity in the African Colonial Saga

After the slave trade was abolished, the slavers came back to Africa to enslave Africans in their own countries. They called it colonisation. One British document defines colonialism as "the direct political control of a people by a foreign state; often maintained by military and economic power."[10] Colonialism has a long pedigree. One group has been moving in on the territory of another since time immemorial. The Aztec, Greek, Roman and Chinese empires are familiar examples of this. But the current world order is largely a product of a more recent colonial expressions, particularly those carried out by European *states* over the last five hundred years.

Under this system, large chunks of Africa were systematically allotted to themselves by the imperialistic powers of Europe, at the Berlin Conference of 1884. Some of the numerous ethnic groups were arbitrarily divided and spread across different 'countries' to suit the purposes and convenience of the colonizers. Kinsmen who spoke the same language as others and shared the same culture as them, found them dispersed into different countries. Some of these 'countries' were officially administered by the Europeans with a different European language and administrative system, which made it difficult, if not impossible, to maintain the close relations that had existed for centuries, when there were no rigid borders in Africa.

Geopolitically, the European powers drew the map of the continent according to their own motives, creating what would eventually become the present day *states* in the region. In the process, they did not appear

to follow a particular formula based on the local facts on the ground. The outcome was a *state* system in the region, but it was plagued by problems. Boundaries were drawn artificially, sometimes cutting through a clan's territory and dividing families among different colonies (different independent *states* today). At other times when boundaries were drawn, little attention was paid to cultural differences, and different ethnic groups - some of which never got along - were gathered into a single *state*.

The pertinent question that arises: what prompted this insatiable desire on the part of the various European powers - Portugal and Belgium, Britain and France, Germany, Italy and Spain and lastly Germany - to establish colonies in Africa? It is interesting to consider some quotations from influential people of that time:

There are 40 millions of people beyond the gateway of the Congo…and the ministers of Christ are zealous to bring them, the poor benighted heathen, into the Christian fold.

--- Henry Stanley, British Explorer, 1870

We come amongst them as members of a superior race and servants of a government that desires to elevate the more degraded portions of the human family.

--- David Livingstone, Scottish Missionary (died 1873)

Colonization is for France a question of life or death; whether France will become a great African power or remain no more than a European power.

--- French national 1882[11]

Above all, the most significant gains for the European colonialists were economic. This was endorsed by the Colonial Secretary Joseph Chamberlain in 1895 when he told a West African Railways deputation that progress and prosperity in Britain depended upon developing the empire.[12] They came from looting royal coffers in South America, the slave trade, the development of mines and farms in Africa and Asia. The colonies also provided markets for goods produced in Europe. These riches in large measure financed the rapid industrialisation of Britain, and later of other European powers while totally devastating the colonies. And the Apartheid regime of South Africa, the last, and most recalcitrant, remnant of an internal colonial presence in

contemporary Africa reminds anyone who leaves the shores of Cape Town to Robben Island (where the greatest contemporary African Nelson Mandela, prisoner number: **46664** was imprisoned for twenty seven years!), one of the world's greatest examples of human's inhumanity to human.

Before considering the impact of colonialism, let's remember that the imperial powers were not taking over virgin territory or disorganised peoples. There was a wealth of highly developed societies indigenous to the "newly discovered" lands. Many had complex political and social structures and produced artistic and technological artifacts beyond what Europeans possessed at that time. Colonialism had a huge and lasting impact on the societies, politics and economies of the colonies. The VSO document gives an important insight: "The colonisers belief in their natural social superiority coupled with their political power, encouraged perceptions of superiority and inferiority which persists to this day."[13] Let me illustrate the point with a contemporary African writer's outburst:

"...I grew up knowing that European has dubbed Africa 'The Dark Continent.' My emotional response was to wish that the description referred exclusively to the pigmentation of the skin of the majority of its peoples. It did not. I am not a psychologist or a psychoanalyst. However, I do not know that it has not been easy living with that burden.

That expression was first used in the 19th century. Since then its ugly odour has clung to Africa, all things African, Africans and people of African descent everywhere, and has not faded yet. Any time we are confronted with it, we felt like we were carrying the proverbial sack-full of salt, to which a steady trickle of water was being added. Was it any wonder that some of us hoped that a new century would usher in a new beginnings all around?"[14]

This had far-reaching negative consequences for the development of nations and power relations between them. In many African societies, ethnic groups were divided by vertical lines and incorporated into European created *states* that lumped societies together with those who had been their enemies in the not-too-distant past. In West Africa, the divided peoples include the Akan (who live partly in Ghana, partly in Cote d'Ivoire [Ivory Coast]) and the Ewe (who live partly in Ghana and

partly in Togo); the Yoruba (partly in Nigeria and partly in Benin); the Hausa (partly in Nigeria and partly in Niger); the Mandara, who live astride the Nigerian-Cameroon border. There are too many examples of these divided Africans to enumerate here, but a very interesting book has been written about the evil system, entitled *Partitioned Africans* edited by A. I. Asiwaju. It gives full details of where the divided people are, and how the divisions inflicted upon them by the insensitive colonialists have adversely affected their lives.

Behaving as if human beings were cardboard figures who didn't matter or pieces on a chessboard, the colonisers drew lines on the map of Africa and allotted territories to themselves without regard to the people who lived there. Without any consideration for native wisdom, new systems of governance and education were introduced. These often challenged or overturned traditional lines of authority. The political map of Africa captures the complexity that is the essence of the continent. Africa's fifty four *states* are the product of conquest and separation, amalgamation and continuity.

So we see already, what a complex cauldron of potential chaos many African countries sit upon, as the framework for their so-called nationhood? Add to that, the fact that many African economies were constructed by their colonisers as a mere appendage of their own economies, without any consideration to the actual needs of the people who live in Africa? In offering the view that colonialism was negative, the aim is to draw attention to the way that previous African development was blunted, halted and turned down. In place of that interruption and blockade, nothings of compensatory value was introduced. It is to be agreed in conclusion that colonialism had a negative impact on Africa's development.

3. Africa's Political Underdevelopment: The Aftermath of the Dark Legacy

While slavery lasted for nearly five hundred years, the colonisation of Africa lasted for just over seventy years in most parts of the continent. That is an extremely long period within the context of universal development; the decisiveness of this long period of slavery and colonialism and its negative consequences for Africa spring mainly from the fact that Africa lost power. Power is the ultimate determinant in human society, being basic to the relations within any group and

between groups. It implies the ability to defend one's interests and if necessary to impose one's will by any means available. In relations between peoples, the question of power determines maneuverability in bargaining, the extent to which one people respect the interests of another, eventually the extent to which a people survive as a physical and cultural entity. When one society finds itself forced to relinquish power entirely to another society that itself is a form of underdevelopment.[15]

Political development has an important place in the globalizing world. The concept of political development may be understood easily if we take it as associated with the development of democratic system of the Anglo-American model. Expressing the political development aspiration of every African country, the African Union boldly asserts that it wants to build "a peaceful, democratic, prosperous and united Africa."[16] In a general sense, political development is a very comprehensive term that involves within itself anything like consolidation of the democratic system, political stability or orderly change, nation-building and state-building, political modernization, political change, administrative and legal development, political mobilization and participation and above all, anything having its place in the multi-dimensional development of a country.[17] Therefore, it suggests the establishment and consolidation of the entire paraphernalia of the democratic system as growing participation of the people in the political process of the country, rule of law, independence of judiciary and press, free and fair elections, political stability, peaceful change and the like.

A deeper study of the case of political development in the context of the colonial countries has led to the emergence of the ideal of political underdevelopment. In other words, it may be taken as a study of 'neo-colonialism' that covers the whole of the poor and backward countries of the Third World, especially Africa. In realistic terms, it implies a condition of 'double exploitation' of the people of these countries - exploitation of the native working class directly by the foreign colonists and indirectly by the native *elites*.

The pattern of arrest of African development has some features which can only be appreciated after careful scrutiny and the taking away of the blinkers which the colonisers put on the eyes of their subjects. All of the large states of nineteenth century Africa were multi-ethnic, and their expansion was continually making anything like 'tribal' loyalty a

thing of the past, by substituting in its place national and class ties. In the first place, colonialism blocked the further evolution of national solidarity, because it destroyed the particular African states which were the principal agents for achieving the liquidation of fragmented loyalties. In the second place, the colonial powers sometimes saw the value of stimulating the internal 'tribal' jealousies so as to keep the colonised from dealing with their principal contradiction because of the Europeans classic technique of "divide and rule."[18]

The negative impact of colonialism in political terms was quite dramatic. Overnight, African political states lost their power, independence and meaning - irrespective of whether they were big empires or small polities. Certain traditional rulers were kept in office, and the formal structure of some kingdoms was partially retained, but the substance of political life was quite different. Political power had passed into the hands of foreign overlords. Of course, numerous African states in previous centuries had passed through the cycle of growth and decline. But colonial rule was different. So long as it lasted, not a single African state could flourish.

Colonialism went much further than trade. It meant a tendency towards appropriation by Europeans of the social institutions within Africa. Africans ceased to set indigenous cultural goals and standards, and lost full command of training young members of the society. The present president of South Africa laments, "...Africa has been marginalized for decades. African economies need to develop their manufacturing capacity. Nonetheless, there are systemic challenges. Unemployment remain stubbornly high, in part because of our narrow skills base."[19] Those were undoubtedly major steps backwards. The Tunisian, Albert Memmi, also puts forward the following proposition:

> "The most serious blow suffered by the colonized is being removed from history and from the community. Colonization usurps any free role in either war or peace, every decision contributing to his destiny and that of the world, and all cultural and social responsibility."[20]

Sweeping as those statements may initially appear, there are entirely true. The removal from history follows logically from the loss of power which colonialism represented. The power to act independently is the guarantee to participate actively and *consciously* in history. To be

colonised is to be removed from history, except in the most passive sense. Colonialism determined that Africans were no more makers of history than were beetles - objects to be looked at under a microscope and examined for unusual features.

One can go as far as to say that colonial rule meant the effective eradication of African political power throughout the continent, since Liberia and Ethiopia could no longer function as independent states within the continent-wide colonialism. Liberia in particular had to bow before foreign political, economic and military pressures in a way that no genuinely independent state could have accepted; and although Ethiopia held firm until 1936, most European colonising nations were not inclined to treat Ethiopia as a sovereign state, primarily because it was African, and Africans were supposed to be colonial subjects.

Perhaps more than any other force, colonialism stands out as the most important in shaping contemporary Africa, whether for good or for bad. No area of African society was left untouched by the forces of colonialism. The colonial period in these countries represents a framework for political stagnation, for archaic technology, and for social backwardness. A leading political scholar informs that:

"The chief cause of political underdevelopment should be traced not only in the fact of 'satellite colonization' of the poor and the backward countries of the world but also in the existence of feudal and bourgeois classes at whose hands the native proletariat suffers exploitation. It may be described as a case of 'double exploitation.' While the feudal aristocracy exploits the urban working class. Thus, the feudal and bourgeois elements are combined and they acquire political power to perpetuate their hold. But contradictions develop within their ranks and in order to remove them, the exploiters adopt tactics that leads to the vulgarization and criminalization of politics. It also happens that the disgruntled sections of the community take to the ways of violence as a result of which events of terrorism occur frequently to bring about structural changes in the social and economic system of the country."[21]

Finally, in a way, underdevelopment is a paradox. Many parts of the world that are naturally rich are actually poor and parts that are not so well off in wealth of natural resources and agriculture are enjoying the

highest standards of living. One African woman's indignation is pertinent here:

"I think we Africans on the continent sometimes mix our priorities because the only people that owe us anything are the colonizers who tried to take everything away - our strongest men and women, our history, our culture, our spirituality, our food, our music, our science and philosophy, our artifacts etc. These people owe us because they stole what belonged to us!"[22]

Hence, modern Europe used the colonies as a way of extracting inputs and strengthening its greatest achievements in science, arts, culture and technology. The aftermath, completely destroying the colonised people and nations and the worse affected was undoubtedly the continent of Africa.

4. Africa Triumphing over the Dark Legacy: Mission Impossible

After fifty years of colonial era end, predicting Africa's future should have been easier. Yet, Africa's future is as uncertain as ever. Ethical governance has not yet taken off in Africa to the extent as desired by its fast exploding politically conscious population. Again, new state leaders headed political parties which had to be transformed from parties of revolt into parties of rule. They also inherited bureaucracies whose strength and experience for undertaking the immense tasks which confronted them was questionable.[23] There is a great need to link traditional systems of governance in Africa and the demands of modern democracy. There are innumerable instances of all forms of misappropriation of power by the current holder, whether it is patrimonial, ethnic or regional. This is partly because decisions in African countries depend on the leader's will and on the barely decipherable relationships within the political establishment, rather than on institutions such as the parliaments or the courts. And partly because whatever decisions the leader makes do not always translate into actions: many of them get bogged down in a corrupt and inefficient bureaucracy.

By all accounts, in the past decades corruption has become worse, the economies have become more dependent on foreign aid and the barely existing basic infrastructure is cracking. The Ethiopian newspaper *Capital* in its editorial paints a gloomy picture of Africa saying, that it

is hostage to "corruption, inequality, cronyism, rigged elections and all kinds of injustices."[24] More worryingly, the violence in the Continent is spreading from North to South and West to East. Reports of killings and explosions come daily not only from Egypt, Libya, Congo, Somalia and Sudan, but from practically all parts of the Continent. There have been many political assassinations and murders in the post-independence Africa. Some of the prominent names are Kwame Nkrumah, Gamal Abdul Nasser, Steve Biko, Carlos Cardoso, Fatima Ahmed Ibrahim, among many others and they:

"...are a painful but necessary reminder that speaking truth to power comes at a high price. In studying their fates you will become aware that Africa's destiny has for too long been controlled by malignant external forces and their internal compradors that preach human rights and justice will committing the most heinous crimes against humanity with impunity."[25]

Hitting the last nail on the coffin, one leading European magazine bluntly stated, that Africa is nothing but "*The Hopeless Continent*."[26] Well, both slavery and colonialism has gone, but the *hopeless continent* is not showing much signs of becoming a *hopeful continent*. The causes of the African dilemma are many and varied: "Some can be ascribed to poor government policies: neglect of agriculture, inefficient state-owned enterprises, lack of concern with promoting growth."[27]

For, Africa is today the continent full of political fiascos and economic disasters, hunger and starvation, dictatorships and corruption. Across the continent there are serious allegations against governments of mass corruption, nepotism and mismanagement of public resources. Citing Gambia's example, a leading commentator notes: "On the minus side, the poverty situation in the country has worsened under [president Yahya] Jammeh's government. And not only that, there has been rampant corruption, the persecution of journalists and human rights violations."[28] The present dereliction of the states is further aggravated throughout as a result of the traditional politics of Africa in the modern context of a continent that is sustained by outside aid:

"Apart from the image problems, what I've seen in a few African countries over the years is governments completely reconfigured as distributors of foreign largesse and no longer equipped to build their countries; local entrepreneurs driven out of business because they simply can't compete against free money and free products; and in a few cases I've seen the moral climate change from one of

honest ambition and the desire to build and to better oneself, to an angry sense of entitlement."[29]

It is foreign assistance that make it possible for the political elites to use the state in such a patrimonial fashion so as to stay in power. Further, there are all too frequent attempts by those in power endangering the attempts to bring sanity to body-politic of Africa. Hence, the Ivory Coast Electoral Commissioner Youssouf Bakayoko in a interview pleaded: "Democracy is beginning to emerge on our continent, so let us with the necessary single-mindedness, support this perpetual movement for the liberation of our peoples."[30]

According to Africa watchers, a difficult period lies ahead for Sub-Saharan Africa. One the positive side, many African countries were beginning to stem the decline in the early years of this century, and some were beginning to show accelerating growth, however famine affected southern Africa and countries such as Ethiopia, adversely affecting the future growth prospects. If development is going to succeed, Africa will be its severest test case. If it fails, not only will the 700 million Africans south of Sahara be its victims, but directly and indirectly the wealthy nations of the industrialised world will have to bear a major responsibility for this failure, as well as share its health and environmental consequences.[31]

In recent years, international concern over extreme poverty has moved near to the top of the world agenda for the first time since the 1970s - and this has focused attention on the plight of Africa. Although most of the developing world registered significant development progress after 1990, the sad exception is Sub-Saharan Africa. There, the "lost decade of the 1990s" has been added to the preceding "lost decade of the 1980s." There have been recent successes in Africa - Mauritius and Botswana but they are the best performers among the rare exceptions.[32] At the heart of the African dilemma is a long economic decline, a drop in per capita incomes, rapid increases in population, the destruction of fragile ecosystem, war and civil strife, and the inability of many countries to feed their people and meet other basic human needs.[33]

If development is to succeed, everything hinges on education. Whatever we discuss about human affairs is either a symptom or a consequence of education. If Africa continue to invest in education - its culture or its governance one studies - will accelerate, and the continent will continue to overcome the dark past. But four eminent Africa specialists give a pessimistic scenario:

Faced with increasing budgetary problems..., most governments found it necessary to curtail expenditure on education. Under pressure from... the World Bank, governments in many countries have reintroduced primary school fees. ...Unless some means are found to reduce the costs of education and to sustain educational expenditures in a period of structural adjustment, the major achievements made by African countries in this field since independence will be in danger of being reversed.[34]

In addition, Africa has its own unique challenges and perspectives. In an interview, an independent policy advisor to African countries advises:

"What is needed now is a more equal form of partnership between the rich and poor countries. As the old African proverb says, "The hand that receives is always beneath the hand that gives." Rich countries and the countries they support need to find ways of learning from each other, and pooling their skills, wisdom and resources for mutual benefit."[35]

This is easy said than done. In the new era of globalization, the continent of Africa's integration into the global world system is challenged as new regional groupings began to form and older groupings are strengthened. This hard reality is acknowledged by the African Union in their vision of the Millennium Partnership (MAP) for the African Recovery Program. It states:

...MAP was anchored on the determination of Africans to extricate themselves and the continent from the malaise of underdevelopment and exclusion in a globalizing world.[36]

This new discourse on Africa was sealed in the two key documents of the turn of the century: NEPAD (New Partnership for Africa's Development) and the Millennium Development Goals (MDG) - one the mirror image of the other. The subtext was clear: help yourself and the world will help you. The new dispensation directed African action would, with the help of the outside world, bring forth greater political accountability, more development and a reduction in poverty. Africa's rise depends on whether it can do the impossible. Sadly, two leading contemporary scholars paint a very dark picture:

Unfortunately...Africa remains in extreme crisis. ...For example, in some countries such as Angola, Democratic Republic of Congo, Liberia, Mali, Niger and Sierra Leone, more than one-fifth of all children die before age 5 from preventable causes. Life expectancy in sub-Saharan Africa is only 47 years, ...many Africans suffer from poor health, including malaria, tuberculosis, and parasites in addition to HIV/AIDS. A quarter of a million African women die each year from complications of pregnancy and childbirth. Well over 40% of the people in sub-Saharan Africa still live on less than $1 a day. Some 40 million children are still not in school. In a dozen or more African countries, a child is more likely to die before age 5 than to attend secondary school.[37]

So in the new millennium the continent stands battered from all sides. But of all the African nations, Somalia is the one that has been reduced the most since 1960. Somalia is not alone; it sits alongside battered Eritrea, battered Congo, battered South Sudan, battered Egypt, battered Libya, so on. They are far below the global standards in practically all dimensions of political development and they are no match to the European Union, or countries like China, India or perhaps Brazil. Handling the politics of relative decline is never easy. And alarmist politicians and doomster academics may, in pointing to the state of decay, miss a continent's strengths and attractions, which have to be weighed against its problems and worries. Changing or transforming this situation as almost *mission impossible*, but one can't just sit down and die!

Conclusion: Africa's Future Prospects

In this article, unlike others on African politics, I concentrated on the period before independence spanning nearly five hundred years of Africa - Europe relationship in order to expose existing problems in greater detail and to explore the possibilities that emanate from the need to confront these difficult realities. The politics of contemporary Africa are but a sad reflection of what the Europeans meted out to this ancient continent, deliberately and viciously with "the brutalities of slavery, of subjugation, of deprivation and humiliation, when whole civilizations were crushed in order to serve the imperialists interests of the West"[38] without carrying a damn for the consequences that would befall more than a billion people in the third millennium.

Africa is much shrunken since the last colonial European left. At present, however, it looks battered: a rather shabby, marginalized continent in the power dynamics of geopolitics played by major *states* out to dominate the globalizing world. It would be tempting to blame Europe, and more generally the colonial powers for the various regional and socio-political-economical components. But that would miss a larger and most interesting point: that almost all African *states* are having multiple political problems. Since independence, the new *states* are trying to comprehend what happened to them which were not of their making. This brings about monumental challenges that defy conventional wisdom into this often confusing, constantly challenging, always fascinating, and ultimately questioning world.

As Africans look ahead to the future they should pause to remember the five hundred years of European *slavery* and *colonialism* and how it has affected the psyche of the political leaderships and institutions of every African *state*. A specter will haunt Africa in the twenty-first century in the twin forms of slavery and colonialism. "Our future course must be guided dialectically. If by looking into the past we have known the present, to know the future we must look into the past and the present. Our action must be related to our concrete experience."[39] How they can overcome or reconcile with that dark legacy to achieve political development in tune with the globalizing African peoples aspirations is the greatest challenge of our times. Politicians and governments now contending for political power might be advised to assimilate the dark past. They would not be wasting their time.

[1] Cameron Duodu, "Africa @50: Riding ourselves of colonial mentality," *New African*, no. 498, Aug/Sept. 2010, pp. 22-25, here p. 23. For further details see www.africasia.com.
[2] Ibid. p. 24.
[3] Carina Ray, "To The Beautiful One Not Yet Born," *New African*, no. 498, Aug/Sept. 2010, pp. 70-71, here p. 71.

[4] See Kebour Ghenna, "Comment," *Capital*, February 6, 2011, p.2. www.capitalethiopia.com
[5] See "NEPAD: A blueprint for Africa's development in the 21st century." *New African*, no.498, Aug/Sept. 2010, pp. pp. 34-35, here p. 34.
[6] Onyekachi Wambu, "Africans and slavery," *New African*, no. 498, Aug/Sept. 2010, p. 106.
[7] December Green and Laura Luehrmann, *Comparative Politics of the Third World: Linking Concepts and Cases*, New Delhi: Viva Books, 2004, p. 41.
[8] See www.makepeacehappen.net [Accessed on 18 July 2012].
[9] Wambu, "Africans and slavery," p. 106.
[10] See *Global Development: An Introduction*, UK: VSO, January 2008. www.vso.org.uk
[11] ibid. p. 4.
[12] See William Tordoff, *Government and Politics in Africa*, 3rd Ed. London: MacMillan Press, 1997. p. 30.
[13] ibid. p. 6.
[14] Ama Ata Aidoo cited by Dudou, "Africa @50: Riding ourselves of colonial mentality," pp. 22-23.
[15] Walter Rodney, *How Europe Underdeveloped Africa*, London & Dar-es-Salaam: Bogle L'Ouverture Publications and Tanzania Publishing House, 1980, p. 245.
[16] See www.makepeacehappen.net
[17] Lucian W. Pye cited in J.C. Johari, *Principles of Modern Political Science*, New Delhi: Sterling Publishers, 2005, p. 284.
[18] See Rodney, *How Europe Underdeveloped Africa,* pp. 246-250.
[19] For complete details, See Jacob Zuma, "The world's eyes on Africa," *The Economist: The World in 2010*, dated 2009, ISBN 978-0-86218-212-0.
[20] Rodney, *How Europe Underdeveloped Africa,* p. 246.
[21] Johari, *Principles of Modern Political Science*, p. 285.
[22] Akua Djanie, "What do Diasporan Africans owe Africa?" *New African*, no. 498, Aug/Sept. 2010, pp. 78-79, here p. 78.
[23] See Tordoff, *Government and Politics in Africa*, p. 45.
[24] See Editorial "Get Real," *Capital*, February 6, 2011, p. 2.
[25] Ray, "To The Beautiful One Not Yet Born," p. 71.

[26] This headline was on the cover of *The Economist*. Cited in Duodu, "Africa @50: Riding ourselves of colonial mentality," pp. 22 and 23.
[27] See Michael P. Todaro and Stephen C. Smith, *Economic Development*, 10th Ed. England: Addision-Wesley, 2009, p. 804.
[28] Bubaccar Sowe, "Gambia: Sixteen years of Yahya Jammeh," *New African*, no. 498, Aug/Sept. 2010, pp. 36-39, here p. 38.
[29] *New African*, no. 498, Aug/Sept. 2010. p. 95.
[30] See "Helping democracy to emerge," *New African*, no. 498, Aug/Sept. 2010, pp. 46-48, here p. 48.
[31] Todaro and Smith, *Economic Development*, p. 807.
[32] See Ibid., p. 805.
[33] See Ibid., p. 805.
[34] See Naomi Chazan, Robert Mortimer, John Ravenhill and David Rothchild, *Politics and Society in Contemporary Africa*, 2nd Ed. Boulder, Colorado: Lynne Reinner Publishers, 1992, p. 244.
[35] Simon Anholt, For full interview, see Sean Carey, "What aid does to a country's image," *New African*, no. 498, Aug/Sept. 2010, pp. 94-95, here p. 95.
[36] African Union Message, *New African*, no. 498, Aug/Sept. 2010, pp. 34-35, here p. 34.
[37] Todaro and Smith, *Economic Development*, p. 806.
[38] A.M. Babu, former Minister in the Tanzanian Government, cited by Rodney, *How Europe Underdeveloped Africa,* p. 316.
[39] Ibid., p. 316.

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MALADJUSTMENT IMPACT OF COMMON MAN REAL LIFE

Dr. Kancharana Lokeswara Rao
Principal & Research Director
Sri GCSR College of Education, GMR Nagar
Rajam, Srikakulam (Dist) A.P

The present study focuses on Maladjustment impact of common man real life As a Human's worried about adjustment. It is the most important of human life leading. In the present society most neglected adjustment problem so it is psychological issues in the common man world in general and in the country in particular. The common menace many psychological problems. These are: Anxiety, Stress, Depressed mood, mal adjustment, Nervousness feeling, Hopeless, Aggressive outbursts, stressful life events, personality difference, chronic stress, substance abuse, mental illness and worrying etc... The factors listed do not act in isolation to contribute to the development of psychological disorders. Even though the human man life importance is psychological fitness highly needed present society. Day by day many changes are taking place in Globalization. But there is no change in the mind set of common man. As a result, the Educational, social, personal, Economical, adjustment& Many Psychological problems continue in the human real life. So, many psychological issues arise in the common man life. Mainly present human beings are not aware of society leading, culture and healthy life leading. Even today the state government and central government established and amended many schemes for common man life development and human life fitness. But they do not reach the actual common man and human real life leading.

Psychology had changed the spirit of human real life and it gives new common men life leading to the society. Psychology also changed the old concept of common man real life leading where only upper class had the ability and right to take. Psychology gives human real life leading, the theory of individual difference the every child or man difference mental ability and life leaded with different pace. Indian society is highly stratified, with many glaring inequalities among different social groups. The worst positioned among them are the common men. The common men life system has segregated in some social groups from the rest of the society to such an extent that they were denied even the

basic human rights that one must enjoy in order to ensure one's bare assistance. The common men system has created and sustained an unequal opportunity structure, which is an end to the egalitarian principles, which are the basis of a modern democratic society. What is worse, it intensifies and perpetuates the sufferings and servitude of disadvantage human real life system. Thus, after the five decades of planned education economic development and all the rhetoric of the socialistic pattern of society, the psychological fitness of the people's status of this human real life system is pathetic. In the ultimate analysis resources, wealth, power, position, privileges, higher status, authority, education, employment, services, land and labor are lost by common men and human real life.

Introduction: The present study was "Mal-adjustment impact of common man real life". Main cause of mal adjustment, imbalance of desires and expectations. Another one Ego. When the feel Ego immediate relief need to self- realization. -The thing or opinion/ Feeling which is acceptable to an individual without any external force or pressure. Psychology had changed the spirit of human real life and it gives new common men life leading .Psychology also changed the old concept of mal-adjustment where only unadjusted persons had the inability and right to path reaching the goal. Psychology gives solution of mal-adjustment the theory of individual difference the even common man and child different mental ability and learns with different pace. In fact the most traditional sector and most neglected population in the world in general and in the country population. The world is Global village... Hence they had been lagging behind in process of development. The social and economic deprivation among psychological issues and educational issues had been most common during pre and post- Independence. Therefore there was a need of number of special safeguard policies. One of that is Reservation policy in the Government Recruitment. The objective of the reservation policy is to eradicate the social and economic disparities which existed in the society. The terms are recognized in the constitution of India and various groups are designated in one or other of the categories. During the period of British rule in the India subcontinent, they were known as the depressed classes.

. Provisions made in the constitution have brought about changes in their position but still they are confronted with a number of challenges.

Low income necessitates more hands in labour as a result they are feel mal-adjustment reluctant to effect of common man life.Moreover due to general low level of understanding capacity their awareness level is also low and so they tend to ignore the basic conditions of health. The purpose of the theoretical paper is to find out the challenges faced to mal adjustment problems in common man real life to discuss the strategies that they can consider for handling these challenges successfully. The findings can be keywords mal-adjustment problems impact of common man real life-challenges.

Maladjustment definition: Inability to react successfully and satisfactorily to the demands of one's environment. Though the term applies to a wide range of biological and social conditions, it often implies an individual's failure to meet social or cultural expectations.

Maladjustment:Maladjustment' is a process whereby an individual is unable to satisfy his biological, psychological or social needs successfully and establishes an imbalance between his personal needs and expectation of the society resulting in the disturbance of psycho-equilibrium.

Objective of the study:

Now days this kind of study is most important and critically need the society by the improving for self- confidence and common man live in rural areas and a substantial percentage of rural population there is low confidence levels in live on every individual life.

To analyze the challenges faced bycommon man real life adjustment problems and capacity.

To suggest some strains some strategies for handling the challenges faced by mal-adjustment problems and reach their human life livein India.

To find the social, economic and real life values status in India.

Methodology:

This is an individual observation and theoretical Research paper where secondary information produced by different authors and Research has been used for obtaining necessary information. Various books journals as well as websites have been exposed by the researcher which has been mentioned in the reference section.

In spite of this manifest, avowed and determined concern of the constitution, the objectives have not been fully achieved and whatever has been done hesitatingly, half-heartedly and as a measure of concession forgetting that in this area we are dealing with constitutional rights.

Mainly common man are not aware of culture and healthy life leading. Even today

Still now many mal-adjustment problems arise in the common life.

These are...

Educational problems. 2. Psychological problems. 3. Social problems 4. Economic and technological backwardness. 5. socio- Cultural handicaps. 6. Poverty and exploitation. 7. Personnel problems

Mainly more problem face to mal-adjustment. Our study focus also mal-adjustment. So first we know the maladjustment causes and characteristics of mal-adjusted persons. 7. Maladjustment problems.

Causes of mal adjustment problems:

1. Physique2. Long sickness3. Poverty4. Broken home5. Personnel inadequacies 6. Personnel attitude7. The value placed on sex8. Adoption9. Emotional shock.

Causes of Maladjustment:

We can classify the causes of maladjusted behavior of adolescents under five main categories. They are as follows:

1. Family
    - Social
    - Economic
    - Psychological
2. Personal
3. School
4. Teachers
5. Peer Group

1. Family:

It is obvious that the family as an institution has various functions to perform. By discharging their duties, parents indirectly fulfill the needs of their children. There are certain significant causes: social, economic and psychological, which contribute immensely to maladjusted behavior in children.

(a**) Social causes**: According to Gibbon, the social problem of one generation is the psychological problem of the next generation. Children coming from homes that have been broken due to death, divorce, desertion, separation, etc., are often maladjusted in their behavior.

Drunkard parents, strained marital relationship of spouses, quarrels and fights between spouses are also responsible for developing frustration in children. Such children feel insecure and become maladjusted.

(b) Economic causes: The occupational status of parents, problems of unemployment, poverty and low-economic status breed maladjustment among children. Under such circumstances, parents are unable to satisfy the needs of their children which eventually lead to frustration, aggression and hostile behavior in growing children.

(c)Psychological cause: Psychological instability of parents is directly responsible for maladjusted behavior of their off-spring. If parents are over-possessive, highly authoritative, unrealistic in their expectations, incompatible, abusive and prejudiced, this will have a deleterious seffe tup on their children.

When the psychological needs are not met, children get frustrated and develop problems like nail biting, day-dreaming, fear of dark, lack of self-confidence, flickering of eyes, etc. Those parents who threaten, nag, punish and humiliate their children before others are directly responsible for their children's isolated and rejected behavior.

2. Personal causes: It is observed that individuals who are physically, mentally and visually handicapped react abnormally to the situation. Even children with partial deficiency, such as defective eye sight, poor hearing and impaired speech may find it difficult to adjust under normal situations. When they cannot score well academically compared

to their peers, they develop an inferiority complex. Finally, they isolate themselves from others and indulge in day-dreaming.

3. School-related causes: Children spend roughly seven hours a day in the school. When growing children do not find ways and means to channelize their energy in a purposeful manner in the school, they exhibit in maladjusted behavior. The school authorities, including teachers should organize various curricular and co-curricular activities to suit the needs of the growing children.

4. Teacher-related causes: An imbalanced personality in the teacher has its impact on the behavior of the children. If the teacher is unfair, biased or not involved with the students, it certainly affects the mental health of the children in the school.

5. Peer-group related causes: Another important factor that disturbs the psycho-equilibrium of students is an unhealthy relationship with their peer group. Normally, students ask earnestly for recognition from their peer group during later childhood and adolescence.

However, popularity among the peer group depends on various factors, such as good looks, athletic abilities, social class, academic performance, and special talents. If the student lacks these qualities, he may fail to get status among his/her peer group and gets frustrated and maladjusted.

Characteristics of a Maladjusted Person:

As a school teacher, you might have noticed a few such maladjusted students in your classroom too. At times, you might have even thought of seriously the reasons for their maladjusted behavior. There are numerous reasons in and out of the school which create frustration, that lead to maladjustment. Let us analyze the symptoms one by one. If a student is:

Withdrawn and timid: Frequent withdrawals from difficult situations may make individual timid and weak in facing real life situations.

Shy and self-conscious: Shyness is usually associated with the self-consciousness, concern with the impression one gives to other people, and concern with their negative evaluation. A shy individual has low

self-esteem and tends to anticipate adversities, thus often keeping silent and avoiding eye contact.

Fearful: Fear is a strong emotion involving perception of danger, unpleasant agitation and often a desire to hide from meeting students of higher classes, being alone in a room, and fear of dogs, strange noises, the dark, etc.

Anxious: Anxiety is a personality trait. It results from conflict, which is an inevitable part of life. Anxiety describes the individual's level of emotionality. We see many students who are tense and worried (highly anxious) and those who are cool (hardly anxious). Since anxiety is an inferred emotional state of an individual, it cannot be directly observed. It can be measured through psychological tests/techniques.

Delusions: Delusion is an irrational and obstinate belief that the individual actively defends, e.g., a child does not work hard for the final examination and thinks that it is the God only who can get him through the examination and he fails. This shows the delusion in him which makes him maladjusted.

Extremely aggressive: Aggressive students show enterprising or energetic behavior or tendency to be dominating in the class or the school. Sometimes an individual fails to show the tendency of dominating in a social situation and hurts herself instead e.g. a child beats her doll, kicks the dog, or other objects.

Tension: When a person does not feel a kind of inner freedom, the strain which results from muscular contradiction and through which muscles, tendons, etc., are stretched under a threatening situation.

High aspirations: A person has high hopes and aspirations for his future life. When the hopes are not achieved, he becomes unrealistic in life.

Feeling of inferiority: A feeling of inferiority, arising from the sense of imperfection and incompletion in a particular sphere of life, which motivates the individual to strive for a higher level of development and as such, are the cause of all improvement in life situations. Each time a new level of achievement is reached, inferiority feelings reappear, continuing to stimulate upward movement. If inferiority feelings become exaggerated by adverse conditions at home, physical or mental

disorders on inferiority complex may develop which makes an individual maladjusted.

Emotionally disturbed: If the internal and external adjustment of a child is not achieved, he becomes emotional e.g., weeping, quarreling, nail biting, thumb sucking, etc. and becomes maladjusted.

Isolated: Maladjusted children suffer from a feeling of isolation. This feeling does not allow them to mix and interact with other members of class, school, family or society. In families where parents are extremely busy and neglect their children, the children develop a feeling of isolation or dejection. This makes them maladjusted.

Sensitivity: Maladjusted children are very sensitive. They get hurt easily e.g., on being teased by teachers in the classroom or parents in the family, sarcastic remarks by peers, unwelcome advice by others, etc.

Temper-tantrums: When there is a bad-tampered out-burst, this is known as a temper tantrum e.g., if a child does not get fair treatment, sympathy, cooperation and freedom of action within reasonable limits, he feels maladjusted.

Characteristics of a well-adjusted person:

- A healthy and well-adjusted person should possess/display some observable behavioral patterns. These behavioral patterns must be according to the social expectations of an individual. These patterns are as follows:
- Maturity in thinking
- Emotional balance
- Warm and understanding towards others
- Free from tension due to routine events
- Independent in decision making

REMIDIES

Remedies of mal-adjustment through Adjustment. i.e.

Adjustment:

The term “adjustment” originates from the biological term “adaptation”. Biologists used the term “adaptation” strictly for the physical demands of the environment, but psychologists use the term “adjustment” for varying conditions of social or inter-personal relations in the society.

Adjustment means the reaction to the demands and pressures of social environment imposed upon the individual. The demand to which the individual has to react may be external or internal.

Psychologists have viewed adjustment from two important perspectives—"**adjustment as an achievement", and "adjustment as a process".**

Adjustment as achievement:

'Adjustment as achievement' means how efficiently an individual can perform his duties under different circumstances.

If we perceive adjustment as achievement, we have to set criteria to judge the quality of adjustment. Four criteria have been evolved by psychologists to judge the adequacy of adjustment. They are the following:

- Physical health
- Psychological comfort
- Work efficiency, and
- Social acceptance

Adjustment as process:

'Adjustment as a process' lays emphasis on the process by which an individual adjusts to his external environment. It is important, especially from teachers' point of view. Students' adjustment largely depends on their interaction with the external environment in which they live. They always try to adjust to it. Piaget has studied the adjusted process from different angles.

Piaget uses the term **assimilation** and **accommodation** to represent the alternation of oneself or environment as a means of adjustment.

A person who carries his values and standards of conduct without any change and maintains these in spite of major changes in the social climate is called **assimilator**.

The person who takes his standards from his social context and changes his beliefs in accordance with the altered values of the society is called **accommodator**.

In order to adjust successfully in society a person has to resort to both the devices i.e. assimilation and accommodation.

Elements in adjustment:

- There are certain prime elements for fulfillment of needs necessary for healthy adjustment of a person. They are as follows:
- Satisfaction of needs
- No obstacle in achieving needs
- Strong motives in realizing needs
- Feasible geographical atmosphere to fulfill needs

Findings: (psychological findings**)**

- Over stress feel.
- Always in illusions and day dreams.
- Always depends and false believes at luck factors.
- Always lives and believes in false life.
- Blindly believes at god not in work.
- Under estimation and lover aspiration.
- Lack of self- confidence.
- Lack of adjustment.
- Lack of sound sleep.
- Having no acceptance on real-life values.
- Not agreeable position at facts.
- Fear and phobias.
- No balance among mind, body and soul.
- Prevention on mental stress and human maturity.
- Syllabus constructed based on students mental status and academic standards.
- Stress increases by postponing of completed studies.
- Stress increases at misunderstanding in human relations and life situations.
- If anybody doe's without intention it is a mistake, with intention it is a sin.
- Enjoy the life with positive attitude and do any work with will and Love.
- Aim less life leading.
- Unaware life leading systems i.e. sentiments, superstitions, Evil powers and customs, like sillange, chethabadi. Etc.
- Still now follow the jungle law. I.e. Eye for Eye, Teeth for Teeth.

- Even Government of India has been providing so many schemes and conducting development programs, those are not implemented properly in field level.
- Family leading, House organization is mostly under family ladies in middle class families.
- The factors listed above do not act in isolation to contribute to the development of psychological disorders. Above problems are some of my findings in my observation when I visit some local areas and non- local areas.
- Commonly psychological problems and adjustment problems are arouse in Home, School and Society
- Contemporary to mal-adjustment and personal problems.
- Even after seven decades in Independent India, Still common man's development are neglected by the society and far to the developments. So, all people of the society think positively to make them individual life's developed.
- Nominated to government and public care takers and representatives for focus of human life realities.
- To look after should be voluntary organizations and governments.
- Organizations deal with the psychological and personal affairs which are assigned by government as duties but it should not concerned duties and the individual initiative responsibilities.
- By educate these people on, importance of human life and happy life like realities of ancient period truths.
- Develop awareness on Govt. policies by enriching programmers through conducting some awareness programs.
- Government, voluntary organizations and concern authorities should take this responsibility.
- Increase in personnel, moral values and human values.
- To be provide all attractive life leading facilities and values of human life.
- All peoples have to think positively heart fully to develop in life strong ness and life fitness.
- Government have to identifycommon man also as a humans.

CONCLUSION

In my study and physical & oral observations I found majority of the students and common man's faced psychological problems and

adjustment problems in the society. The common man follow the un-reality living based on immoral life in population of the country. Day by Day many changes are taking place in Globalization. But there is no change in mind set of common man and rural area people's. As a result the psychological, adjustment, educational, social, & Economical problems continue in common life leading. Soparticularly adjustment problem and Behavioral problem arise in the development of men's life. As a man Body. Mind and Soul unconvinced to the role of human life. Ancient period to modern period so many problems arise in human beings regular life. Every development depends upon adjustment. Adjustment is psychological problem so adjustment based upon understanding of problems and strong patency of the human. Many peoples or common man's without goal and without hard work desire the benefit of common life. The man feel about stress for the modern life leading to regular life filled complete to the desires of man internals. Mainly rural area peoples face highly this problem.

So many human rights and constitutional law protect and solve the problems of real life situations. The Indian constitution also recommended to the human right to live in the society. Another psychological problem of 'ego'. The ego also every time knocked the hart of human actions. The man of psycho to follow the 'ego' form to entire human life development or ruined life.Common peoples related families are survive under below the poverty line due to some natural calamities, Social, geographical and political psychological reasons. Still they are living in insecurity conditions and cannot lead even common life. Through so many decades and generations, so many developments happened in our civilization, so many reforms in our society but still the common mans are living in same pathetic conditions. Hence they have to be protected constitutionally .It is necessary to deliberate and reflect upon several, aspects and come out with feasible and concrete solutions enhance the common man's regular life leading and changing perspectives innovation ideas. For their lives sustain, we should take some reforms in developments in common man's, firstly we have to educate all rural area people's, men and woman in part of Health ,Education, technological advancement changing, soft skills and life skills.

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PROFITABILITY POSITION OF SELECT CEMENT COMPANIES IN TAMILNADU

S. Sambath Kumar
Assistant Professor
Department of Commerce
Karpagam Academy of Higher Education Coimbatore

W. Saranya
Assistant Professor
Department of Commerce
Karpagam Academy of Higher Education Coimbatore

Abstract

Finance is the livelihood of the business. The present study has been undertaken to ascertain how effectively companies are managing the funds and to measure their efficiency. The study confined to Cement Companies like KCP Cement Company, Madras Cement Company and India Cement Company. The Companies are located in Tamilnadu. The overall performance of the selected cement companies are analyzed through their profitability positions.

Keywords: Profitability, KCP, Madras and India Cement Company

Introduction

Finance is considered to be essential for the smooth running of the business. It is the process of measuring the results of a firm's policies and operations in monetary terms. It is used to measure firm's overall financial health given over a period of time and can also be used to compare similar firms across the same industry or to compare industries or sectors in aggregation.

Financial management is a managerial activity which is concerned with the planning and controlling of a firm's financial reserve. Financial analysis can be defined as a study of relationship between many factors as disclosed by the statement and the study of the trend on these factors. The objective of financial analysis is the pinpointing of strength and weakness of a business undertaken by regrouping and analyzing of

figures obtained from financial statement and balance sheet by the tools and techniques of management accounting. Financial analysis is the final step of accounting that result in the presentation of final and exact data that helps the business managers, creditors and investors.

Review Of Literature

- Santany Kumar Ghosh and Shanthi Gopal Maji (2003) in their study concludes that the degree of current asset in positive is associated with the operating profitability of the firm.
- Chein Ho and Somg Zhu (2004) in their study on operational efficiency and operation effectiveness, which directly influence the survival of the company.
- Bagechi S.K(2004) in his study the practical implication of accounting ratios in risk evaluation concludes that the accounting ratios are still dominant factors in the matter of credit risk evaluation.
- Dharmendra.S, Mistry (2010) in their study the economic value added has a positive correlation with firm size, funds of proprietors and funds of money lenders.
- Velmurugan, R and S.Annalakshmi (2015) in their study observe that age of the company, expenses spend to income ratio and assets turnover ratio influence the profitability of motor cycle companies.

Statement Of The Problem

Business concerns are facing severe competition in the present world of liberalized economy. The survival, growth and organizational success greatly depend on the efficient management of its finance. Company form of organization is followed in the economic development of a developing nation like India. The present study has been undertaken to ascertain how effectively companies are managing the funds and to measure their efficiency on profitability.

OBJECTIVES OF THE STUDY

- To analyze the profitability position of the select cement companies in Tamilnadu.

METHODOLOGY

RESEARCH DESIGN

This study is an analytical research. This analytical research, the researcher has to use facts or information already available and analyses these to make critical evaluation of the study.

SOURCE OF DATA

Secondary Data like balance sheet, profit and loss account and annual reports are used in this study to know the profitability position of the company.

SAMPLE

By adopting purposive sampling method the data required for the study have been selected from 2003 to 2012.

ANALYSIS AND INTERPRETATION

PROFITABILITY RATIO

Profitability ratios measure the profitability of a firm's business operations. These ratios may be related to sales e.g. Gross profit ratio, Net profit ratio, Operating ratio, Operating profit ratio, etc.

(i) GROSS PROFIT RATIO

The ratio indicates the efficiency of trading activities. The affiliation of Gross profit to Sales is known as **gross profit ratio**.

Table 1 GROSS PROFIT RATIO

YEAR	KCP	MADRAS	INDIA
2003	3.05	13.95	-26.50
2004	6.82	16.88	-3.07
2005	14.30	16.61	7.71
2006	18.12	17.88	8.36
2007	31.51	34.35	26.37
2008	30.88	35.31	31.95
2009	30.60	27.80	25.40
2010	27.16	25.94	20.73
2011	21.60	19.80	9.54
2012	19.00	24.91	15.04
MEAN	20.31	23.31	11.49
S.D.	10.08	7.54	17.06
C.V.	49.7	32.30	148.40

Source: Capital Plus

The overall average of the three companies are 18.38. The average of KCP Cement Company (20.31) and Madras Cement Company (23.31) is better than India Cement Company. The Coefficient of Variance of Madras Cement Company (32.30) has better consistency. The gross profit ratio of Madras Cement Company is found to be satisfactory.

(ii) NET PROFIT RATIO

The ratio denotes the overall efficiency of the business. The association of Net profit to Sales is known as **net profit ratio**.

Table 2 NET PROFIT RATIO

YEAR	KCP	MADRAS	INDIA
2003	-1.56	2.07	-23.70
2004	0.99	4.95	-9.43
2005	7.08	7.57	0.39
2006	10.56	7.83	2.94
2007	19.32	19.58	21.23
2008	19.40	20.30	20.94
2009	18.90	14.80	12.90
2010	16.14	12.63	9.61
2011	13.10	8.06	1.95
2012	10.25	11.83	6.97
MEAN	11.41	10.96	4.38
S.D.	7.49	6.01	13.60
C.V.	65.60	54.80	310.50

Source: Capital Plus

The overall average of the three companies are 8.92. The average of KCP Cement Company (11.41) and Madras Cement Company (10.96) is better than India Cement Company. The Coefficient of Variance of Madras Cement Company (54.80) has better consistency.

The net profit ratio of KCP Cement Company and Madras Cement Company are found to be satisfactory.

(iii) OPERATING PROFIT RATIO

The ratio is a marker of the operational efficiency of the management. It shows the relationship between Operating Profit and Sales. The ratio is calculated as:

Table 3 OPERATING PROFIT RATIO

YEAR	KCP	MADRAS	INDIA
2003	9.82	24.77	3.84
2004	11.80	24.96	12.83
2005	17.88	21.69	18.66
2006	20.80	21.48	18.02
2007	33.29	35.86	33.01
2008	32.89	37.92	35.56
2009	32.60	32.32	28.70
2010	29.72	31.35	24.60
2011	26.00	25.15	13.60
2012	25.49	29.80	21.86
MEAN	24.03	28.53	21.07
S.D.	8.66	5.78	9.77
C.V.	36.03	20.25	46.40

Source: Capital Plus

The overall average of the three companies are 24.54. The average of Madras Cement Company (28.53) is better than other two Companies. The Coefficient of Variance in Madras Cement Company (20.25) has better consistency.

The operating profit ratio of Madras Cement Company is found to be good and favourable.

(iv) OPERATING RATIO

Operating Ratio processes the amount of expenditure incurred in production, sales and distribution of output. The connection between Operating Costs to Sales is acknowledged as **Operating Ratio**. A lower ratio is more favourable, it would leave higher margin for operating profit.

Table 4 OPERATING RATIO

YEAR	KCP	MADRAS	INDIA
2003	90.18	75.23	96.16
2004	88.20	75.04	87.17
2005	82.12	78.31	81.34
2006	79.20	78.52	81.92
2007	66.71	64.14	66.99
2008	67.11	62.08	64.44
2009	67.40	67.68	71.30
2010	70.28	68.65	75.40
2011	74.00	74.85	86.40
2012	74.51	70.28	78.14
MEAN	75.98	71.48	78.93
S.D.	8.66	5.78	9.77
C.V.	11.40	8.10	12.40

Source: Capital Plus

The overall average of the three companies are 75.46. The average of KCP Cement Company (75.98) and India Cement Company (78.93) is better than Madras Cement Company.

The Coefficient of Variance of Madras Cement Company (8.10) has better consistency.

CORRELATION ANALYSIS

Correlation Analysis is a statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increase or decrease in parallel; A negative correlation indicates the extent to which variable increases and the other decreases.

Variables Associated with Profit

To measure the nature of relation that exist between dependent variable and independent variable correlation test is employed. Net

Profit is introduced as a dependent variable, and sale and net profit as an independent variable.

Table 5 KCP Cement Company Variables Associated with Profit – Correlation

Variables	r	r^2
Sales	0.438	0.191
Expenses	-0.746*	0.556

Out of two variables introduced one variable is significantly related.

Expenses

There exist negative correlation between expenses and profit. As the expenses decrease the profit increases. The co-efficient of determination explains 55.60% of variation in net profit is due to expenses.

Table 6 Madras Cement Company Variables Associated with Profit – Correlation

Variables	r	r^2
Sales	0.855**	0.731
Expenses	-0.782**	0.612

Out of two variables introduced one variable is significantly related.

Expenses

There exist negative correlation between expenses and profit. As the expenses decrease the profit increases. The co-efficient of determination explains 61.20% of variation in net profit is due to expenses.

Table 7 India Cement Company Variables associated with profit – Correlation

Variables	r	r^2
Sales	0.675*	0.456
Expenses	-0.520	0.270

Out of two variables introduced one variable is significantly related.

Expenses

There exist negative correlation between expenses and profit. As the expenses decrease the profit increases. The co-efficient of determination explains 27.00% of variation in net profit is due to expenses.

SUGGESTIONS

- The profit of the company should be enhanced to meet the immediate necessities and it should be checked with the overall expenditure.
- The company has to utilize the reserves and surpluses as source of finance.
- The company has to increase sales inorder to increase the profit at the maximum level.
- The profitability position of the company can be increased by reducing costs.

CONCLUSION

The Madras Cement Company has better Profitability than KCP and India Cement Company.

The overall performance of the selected cement companies are analyzed through their profitability positions. The overall performance of all the selected companies show the fluctuations in some of the study period.

This is due to sudden recession found globally, which also impacts the cement sectors.

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USING OF GIS AND REMOTE SENSING FOR PHYSICAL ACCESSIBILITY TO HEALTH FACILITY: A CASE STUDY OF NORTH SHEWA ZONE, AMHARA REGIONAL STATE OF ETHIOPIA

Yetnayet Fantaye
lecturer at Geography and Environmental Studies
Samara University, Afar, Ethiopia

N.Sreedhara Naidu
Urban Planner, SLTCAPTIDCO
Vijayawada, Krishna District, A.P

Abstract

Accessibility is defined as the degree at which something is nearer to a certain facility. Physical accessibility to healthcare is measure in terms of traveling time to reach health facilities from patient's home. The main aim of the study is to assess physical accessibility to health facility within an hour travel time both by walking and transportation by vehicles. To achieve realize this objective, the study analysis on Access Mod 4.0 model and incorporates population, land use, road network, digital terrain model, location of health care facilities and travelling time schedule .Access Mod model utilize least-cost algorithm whereby the location of health facility was selected as origin and maximum travel time of 60 minutes as destination for determining the corresponding catchment reaming area. The model indicates only 4% and 13%population are accessible to hospitals and health care centers, respectively in an hour travel time both by walking and vehicles facility. Hence, priority must be given to the areas with higher health care facility population ratio and areas where there are access limitations to these facilities within the defined travel time schedule.

KEY Terms-- Accessibility, GIS, Health Facility, Travelling scenario.

I. INTRODUCTION

Accessibility is defined as the degree at which something is nearer to [1]. Physical accessibility which refers to the ability to command transportation network facilities needed for reaching health care facilities and locations at suitable times while social accessibility focuses on the individuals who fulfill certain requirements interns of age or ability to pay or overcome barrier to reach the destination [2]. Accessibility to healthcare is generally concerned with the ability of population to obtain specified set of health care services [3]. Accessibility to health services means the timely use of personal health services to achieve the best health care outcomes. The recent advances of Geographic Information Systems (GIS) have provided an important tool for healthcare planning particularly in measuring access to health services [4].

However, there are disparities among nations in which, major progress was made in industrialized countries [5-11] whereas, in developing countries remains imprecise and relies mostly on asking patients about the time and distance they travelled [12-15]. Analysis made In Ethiopia, about healthcare accessibility and healthcare coverage in terms of the ratio of number of health facility to health professional[16].So as to get real picture of healthcare accessibility of all factors which can affect healthcare accessibility including the measurement of healthcare accessibility. This is supported with various studies and the literature/. Someone to access with health facilities depends on nature of land use that determines speeds per hour, population, elevation, mode of transportation and so on [17]. Accordingly, this study used AccessMod 4.0 model to measure spatial access to healthcare facilities which incorporate important variables.

Study Area :

Geographically, The study area situated in North Sewa zone, Amahara regional state . It lies between latitude $8^{O}43'$ 06"-$10^{0}48'$ 52" N and Longitudinally 38o 39' 50" - $0 O 06'32" E. The Area covered interns of area and population of 15936SqKm (18) and population of about 1, 82 1 797 , The density of population is estimated as 131 persons per sqkm(19).

Objectives :

The Important Objectives are

1. `To assess Physical accessibility to health facility within an hour travel time both by walking and transport by vehicles.
2. To analysis the population coverage interims of land use and land cover , Road network terrain, location of health care facilities and travelling time scenario s.
3. To analyze the spatial distribution and physical health care services..

Materials:

The present study used enhanced Thematic mapper plus (ETM+) land sat satellite image of 2015 for land use / land cover mapping , GPS Access mode 4.) Software ArcGIS Software. etc.

Methodology and Data collection and Design:

Land-cover data for the study area was collected by using supervised method of classification and accuracy assessment was carried out. A total of 190 observation points (38 points for each class) was taken from field for accuracy assessment analysis. Land-use/ land-cover of the study area were collected starting from downloading image from USGS website to get final accuracy assessment report. In between preprocessing, enhancement and classification are involved in the image. Minimum level of accuracy for identification of land-

use/land-cover categories from remotely sensed data should have to be at least 85 % [20]. The result of land-use/ land-cover accuracy assessment (88.95%) of this study could fits in to the above analysis..

Grid-based populations are essential for the implementation of spatial accessibility to health care's. Population data can be derived from existing global data sets such as the Gridded Population of the World (GPW) data set provided by Centre for International Earth Science Information Network (CIESIN) at Columbia University or the Land scan database [21]. However, the required grid-based dataset at finer resolution were not available for the study area. This is because Gridded Population of the World (GPW) data set available at national, continental and global level or at smaller scales. Thus, preparing population grid based on local or Ethiopian Central Statistics Agency population data has been led to obtain relatively detail population data for this specific study area. In Ethiopia, the smallest population unit available at Keble level and converted to the population grids. Then, the Keble shape file was combined with population table with join and relate option available in ArcGIS then converted to point data through the technique called feature to point conversion for interpolation.

Digital Elevation Model (DEM) was also taken into consideration process an anisotropic analysis (the analysis of accessibility by considering influence of slope on speed of travel to all direction). Thus, 30 meter DEM of area was extracted based on the study area shape file through spatial analysis tools extension in ArcGIS.Geographic location of health facilities is the most important layer in measuring accessibility. The location of health centers and hospitals were obtained from Ministry of Health. Three Hospitals and 24 Health Centers in the study area were considered for the analysis.

Road network is another important layer in accessibility analysis because speed of travel time determined by the nature of road network. In this study, Asphalt type of road was considered and set

their speed based on Ethiopian Road Authority Guideline. Accordingly, 60 kilometer per hour was set. Another factor considered was population coverage capacity of Health Centers and Hospitals. Ethiopian Health Policy states that population coverage capacity of hospitals and health centers are 250,000 and 25,000, respectively [22]. In this study, these figures were used as population coverage capacity of hospitals and health centers.

Population distribution data is prepared by interpolating population at district level. Land cover data for the study area is prepared from Landsat enhanced thematic mapper and satellite images and are classified into five land cover types by using supervised method of image classification. Classified land cover types are assigned by traveling speed per hour in the traveling scenario table. Travelling Time Scenario Table was prepared and includes type of land-cover, speed per hour as well as mode of transport. Accordingly, the study area was classified into five main land-cover types that were presumed to influence traveling speed. These land-cover types are bare-land, forest, shrubs, agriculture and settlement. By reviewing different literatures regarding traveling speed of each land-cover type, traveling speed of 2 km per hour was considered for agriculture,,3 km per hour was considered as traveling speed for forest, 5 km per hour was for bare-land, 4 km per hour was for shrubs and 5 km per hours was used for settlement areas.Combined land-cover distribution grid was created by using land-cover distribution grid, and detailed table that contains code of each land-cover and road network data through the tool called Combine land-cover available in AccessMod 4.0 extension.

In addition, the combined land-cover distribution grid was used with location of health facilities, DEM, traveling scenario matrixe and maximum traveling time for patients to produce a traveling time grid by travel time distribution grid analysis tool available in AccessMod 4.0 software. It assumes that the travelling time from any location to the

health facility is always obtained by travelling along the optimum (i.e. fastest) route. This algorithm is the same as the one used in the cost distance function of ArcGIS, except that it can be used in AccessMod in anisotropic conditions (the DEM allows the incorporation of slope into the analysis), which is important because the topography of the terrain may accelerate or impede the speed of travelling, especially when walking or by a vehicle. With the view that if relatively higher elevation is available around the health facilities, then travelling time would increase and vice versa.

Moreover, health facility location, the combined land-cover distribution grid, population distribution grid, digital elevation model, population coverage capacity of health facility, and traveling scenario matrix was used to produce health facility population analysis, network of catchment areas for the health facilities, covered and uncovered population distribution grid. AccessMod software was used which determines the spatial extent of the catchment areas corresponding to an accumulated cost surface using the standard cost distance function available in ArcGIS. In this case, cost given to each cell is the travelling time to cross the cell, as determined by travelling speed attributed to the land-cover and Asphalt road. Thus, travelling speed per hour for each land-use/ land-cover and Asphalt road was set for the study area. Health facilities that have reached their catchment population before reaching one hour of travelling time were operating at their maximum capacity. The model utilize least-cost algorithm whereby the location of health facility was selected as origin and maximum travel time of 60 minutes as destination for determining the corresponding catchment area.

For international comparisons and national disparity assessment, the common yardstick is the 1-hour to health services criteria of spatial access [23]. Therefore, an hour travel time was used to analyze

accessibility and potential health care coverage at Zonal level. Population outside this range was considered as inaccessible.

The situation of health care accessibility was examined only for health centers and hospitals because Health care facilities or officials posts only work for attitudinal changes in a society. They do not provide any curative health services for the society. Curative healthcare treatment is only provided by Health centers and Hospitals. In geographic coverage analysis of healthcare facilities, people were assumed as users of both by walking and by vehicles. In other words, this study considered that people would be walking outside of the road network then taking vehicle when reaching it

II. ANALYSIS AND RESULTS

A. Spatial Coverage of Health Care

This analysis integrates the spatial distribution of the service (supply) and of the population (demand). In this portion it creates a catchment population and area with 60 minutes' travel time. The catchment area of each facility is calculated by taking into account its population coverage capacity, the population distribution, the terrain topography and the travelling modes through the different land categories. The catchment area is determined by the travel time or the catchment population, whichever is reached first. This means that health facilities that have realized the maximum travel time have not realized their maximum capacity and thus are working below their capacity.

Health facilities that have reached their catchment population before reaching one hour of travelling time are operating at their maximum capacity. The model utilizes the least-cost algorithm whereby the location of a health facility is selected as the origin and the maximum travel time of 60 minutes as the limitation for determining the extension of the corresponding catchment area. The spatial coverage an

existing health facility network through the generation of catchment areas and determination of the population covered by each of the facilities. Tre analyzed Accordingly the results are presented in the graphic as well as in the table forms below.

B. Health center accessibility with 60 minutes' travel time both walking and vehicles

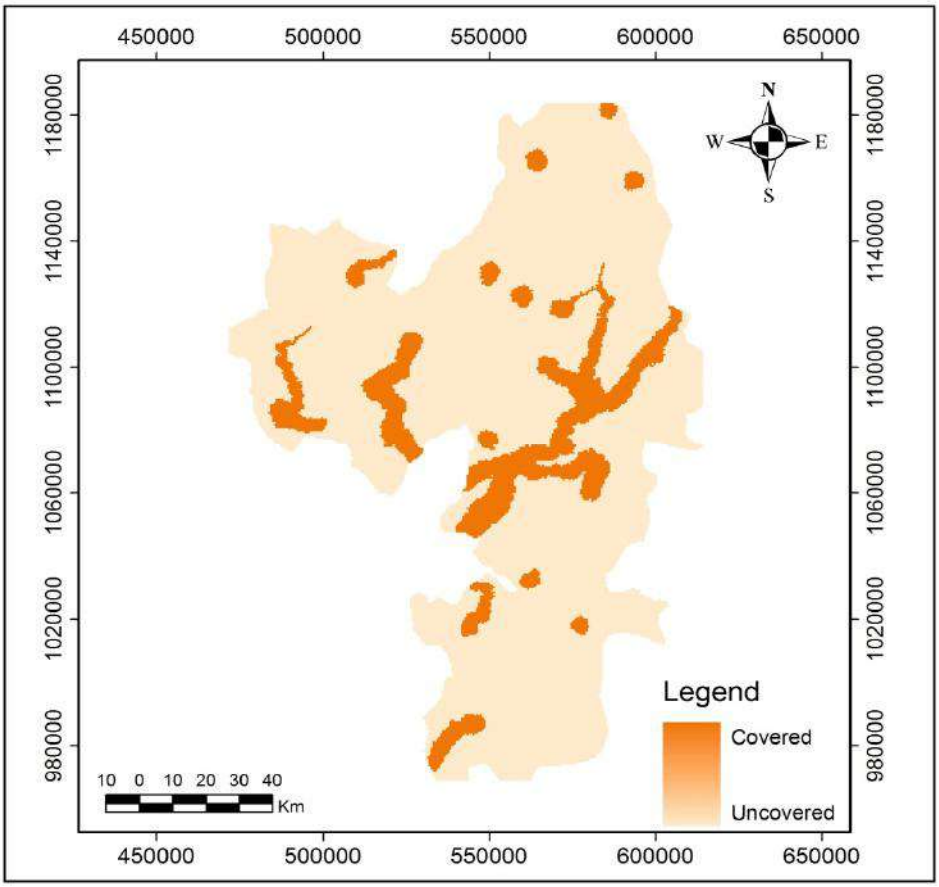

Fig. 1 Health center accessibility map

Table 1. Result of statistical summary of health center with 60 minutes' travel time both by walking and vehicle

STATISTICS	VALUE
Total population	1,821,797
Total covered population	240473
Percent of covered population	13
Mean Realized traveling time(minute)	57
Minimum realized traveling time (minute)	35
Maximum realized traveling time (minute)	60
Number of health facilities realized maximum traveling time	19
Percent of health facilities realized maximum traveling time	79
Number of health facilities not realized maximum traveling time	5
Percent of health facilities not realized maximum traveling time	21
Number of health facilities realized their maximum capacity	5
Percent of health facilities realized their maximum capacity	21
Number of health facilities not realized their maximum capacity	19
Percent of health facilities not realized their maximum capacity	79

Health center with one-hour travel time both walking and vehicles serve a total population of 240,473(13%) out of the total 1,821,797 Zone population (Fig. 1).Mean, minimum and maximum realized traveling time is 57, 35 and 60 minutes respectively. There are a total of 19(79%) number of health facilities realized maximum travel time and the remaining 5(21%) health centers not realized their maximum travel time. 5(21%) are realized their maximum capacity but 19(79%) are not (Table 1).

C. Hospitals Accessibility with60 minutes' travel time both walking and vehicles

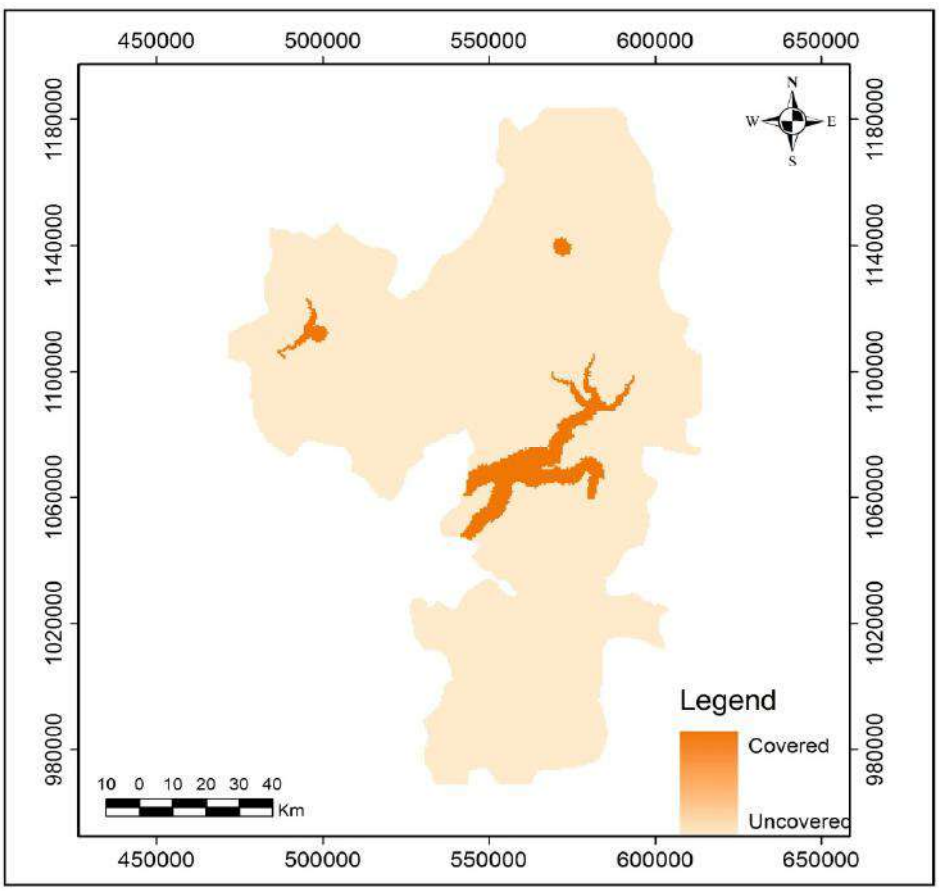

Fig.2 Hospital accessibility map

Table 2. Result of statistical summary of hospitals with 60 minutes' travel time both by walking and vehicle

Hospital Name	HFPCC	Catchment population	Catchment Area (km^2)	Calculated travel time(minute)
DebreBirhan Hospital	250000	60732	619.50	60
AlemKetemaEnat Hospital	250000	8633	61.24	60
Mahal Meda Hospital	250000	3572	24.17	60
Total		72937	704.91	

As Figure 2 indicate that Hospitals are mapped as accessible and inaccessible within the standard of an hour of travel time by walking and vehicles. From the total population of the Zone, 72,937(4%) have access to the nearest Hospitals within the defined limit. Generally, all three hospitals realized maximum travel time and thus, mean, minimum and maximum travel time is 60 minutes (Table 2). However, none of them realized their maximum population coverage capacity.

III. DISCUSSION

For international comparisons and national disparity assessment the common yardstick used is the 1-hour to health services criteria of spatial access [23]. This study used an hour travel time in line with World Bank standards.

According to literature [16], accessibility to healthcare is about 11.53% and 4.63% population covers with 10 to 14 km distance (1 hr. travel time) from respective health centers and hospitals, respectively. Result of the present study shows that out of the total populations, only 13% and 4% have accessible within an hour of travel to health centers and hospitals, respectively. However There are slight differences from Central Statistical Agency report. This is because CSA report considers only population to health facility ratio regardless of identifying mode of transport, and the present study has considered population, DEM, road, land-use/ land-cover, and mode of transportation.

IV. CONCLUSIONS

Planning in health sector development must be considers population density, distance and population size. All these factors are not only important in the health care planning but also to analyze travelling time to access the health service. Traveling time in turn affected by slope, road condition, mode of transportation and availability of travel barriers like river.

To analyze the spatial distribution and physical accessibility of healthcare services, different digital layers which can contribute to physical accessibility, they must bewere collected and prepared.

Three hospitals and 24 health centers serve a total population of 1,821,797. Regardless of travel time and distance, at zone level each hospital is serving 607,266 people, which is above the standard of 1:250,000 people. An average, health center to population ratio is about 1:75,902 which is also above the national standard of 1:25,000 persons.

The ratio of health care facility to population shows a greater variation among Woredas or districts. Regardless of travel time and distance only three district hospitals population ratio is about 1:123,920, 1:123,401 and 1:721,58 whereas it is zero in other Woredas. A total of 72937 peoples are access to the nearest hospitals with one hour travel time both by walking and vehicles.

Health centers also show variation with one hour travel time both by walking and vehicles. With this standard five health centers are serving beyond the national standard (greater than 25000 peoples). Thus, unbalanced health center population ratio is another feature found in the study area.

In general, the whole health centers serve about 240,473(13%) out of the whole population and covers 4,167 km^2 area with one hour travel time both by walking and vehicles.

All this results indicates that, an additional Hospital and Health Center needs to be constructed. To conclude using Roads and modern means of transportation increases the number of health facilities, which realize to comes their maximum population capacity and minimize their travelling time

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VOICES OF DELHI SENIOR SECONDARY SCHOOL TEACHERS ABOUT CONTINUOUS AND COMPREHENSIVE EVALUATION AND BOARD EXAM FOR CLASS-X

Dr. Sarvendra Singh
Post –Graduate Teacher
Govt Boys Senior Secondary School
Sonia Vihar, Delhi

Dr. P. Mohan Raju
Associate Professor
Department of Education
University of Delhi, Delhi

Abstract

An attempt is made to find out teachers' voices on the ongoing CCE pattern of assessment in schools in general and about Board Examination for Class X. A sample of more than 158 teachers from 10 senior secondary schools of North East District of Delhi participated and responses of only 147 teachers were considered for this study. They were 58.5 % Female teachers and 40.1% Male teachers. About 72% teachers taught at Class X to Class VI, and about 28% teachers taught Class X and above. An Opinionnaire with about 33 items was used for this survey research, 4 themes with Alpha reliability of more than 0.70 each. Reliability on 4 themes together was 0.874. Participating teachers' teaching experience ranged from 2 years 38 years, about 28% teachers with '5 or less years' and 24.5 % teachers with '21 or more' years of teaching experience. Teachers' Agreement-Disagreement on a 5-pint scale was obtained on 4 components: Positive aspects of CCE, Negative aspects of CCE, Positive aspects of Board Examination and Difficulties faced with CCE. The results of analysis with Chi-square test showed significant positive and negative opinions, and their general preference for evaluation of Class-X students. Only 2% teachers wanted 'CCE only' for Class X students, where as 52% teachers wanted 'Board Examination only' and about 46% teachers wanted 'Board Examination with weightage from CCE'.

Teachers expressed that CCE is less stressful (73%), stops mad race for marks (51%), promotes co-curricular activities (55%), eliminates Examination fear (70%), Enables regular and routine monitoring(55%), Increases social skills, creativity (56%), Develops Overall personality (59%). On negative side, expressed that CCE does

not encourage hard work (80), eliminates competition spirit (61%), promotes less or non-performing students to next higher classes (81%), diluting / downgrading Evaluation system (72%), performance is not actual reflection / inflated performance (78%), affects performance of meritorious students (74%), gives less importance and less value to teachers (59%). Brd Exam gives a value to students and their achievement (85%), make students more disciplined in studies (89%), prepares students very well as an external examination (83%), brings competitive spirit among students (83%), motivated towards learning in the school and at home (84%), No significant differences were observed on the 'Exam preference for Class X' and the years of experience of teachers. On some issues there were very few significant gender differences. These results were largely similar to a study by the same authors in 2012. It was argued that the component of Assessment for Learning in the currently reformed teacher education curriculum received second rate treatment with reduced weightage, which does not auger well for CCE among the next 20-25 generations of teachers at Pre-service teacher education. Also need for multiple In-service teacher education programmes was discussed as these worked well in other states.

Key Words: Continuous And Comprehensive Evaluation, Board Examination,

INTRODUCTION

In the month of December 2016 the Government of Delhi announced through newspapers (Times of India, the Hindustan Times etc.) its intention to bring back the Board Examination for Class X of its schools. In January 2017the Government has confirmed its decision. The various writings in news papers (Ramasubramanyan, 2012; Sindhi, 2013; Sengupta,2013; Hindustan times,2016;), opinions expressed by experts, journal articles (Kumar &Aggarwal 2016; Hassan, 2016; Sreekanth, 2016; Sahanowas & Halder,2016; Barwal& Sharma,2015; Md. Sartaj, 2015; Rathee, 2014;Manichander&Brindhamani, 2014;) and possible Government's own internal enquiry regarding CCE might have culminated into taking such a decision. In this context teachers in schools might have their opinions on the decision by the Govt. This research intended to capture the moment with the opinions of teachers on CCE, Board Examinations and their suggestive choice of the Examination for Class X.

Continuous and comprehensive evaluation (CCE) intends not only to assess learners on a continuous basis, but also to monitor progress on all aspects of learners' development. CCE is concerned with the holistic assessment of learners both on scholastic areas and co-scholastic areas such as life skills, attitudes and values, sports and games as well as co-curricular activities. It includes regularity in assessment for the purpose of diagnosing of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and self-evaluation of students. It aims to equip the learners to meet the challenges of life with confidence and success. Assessment is made primarily to be 'assessment ***for*** learning' rather than only 'assessment ***of*** learning'.

Education system of the country seems to have come of age, at least in the area of evaluation. From Kothari Commission in 1964-66, to every Commission and Committee till date has advocated reforms in examination system, to make it less fearful and stressful to students, to assess students on continuous basis rather than one shot Board examination, to give weightage to assessment done by subject teachers as an integral part of teaching-learning process, and to make assessment reliable and valid. During last 5 decades, teacher education programmes had given less priority in the curriculum, regarding the different ways of assessing learners with or without the knowledge of students, and also to integrate it into day to day learning of the students. Moreover, the short course of pre-service teacher preparation (9 months / 180 to 200 days) and one-time/few-times short 'In-service courses' as rituals, also seem to have not well equipped teachers with skills and attitudes towards integrating assessment into learning process. Hence there seem to be large gap between what evaluation needs to be and what has been happening in the classrooms. Teachers are also given additional non-academic responsibilities by the State to comply with over and above the academic work related to over-populated classrooms. In this context when CCE is implemented in Delhi state, it seems imperative to look into what opine about the new policy in its implementation from 2009.

Objective of this paper is to position the secondary and senior secondary teachers on the CCE during the 8th year of implementation of CCE in Government schools in Delhi. And also in the context that the Delhi Government declared its intention to bring

back Board Examination at the end of Class X from annual examination 2018. Success or failure of a policy depends on the understanding, sensitivity to and the actions actually initiated by the teacher-group and made use of the system by the students. This research focused on only a few of the broader issues that were visible in actions, and on the underlying opinions.

Research questions were: (1) what teachers think about CCE in comparison to Board Examination for Class X students. (2) Based on teachers' 6-8 years of experience in undertaking CCE as a strategy of assessment, what are their opinions on the CCE? (3) Do the teachers welcome reintroduction of Board Examination for Class X? (4) Whether teachers experienced any difficulties in carrying out CCE in these years. (5) Are there differences with respect to the Gender, years of teaching experience and level of teaching on the opinions expressed on above questions.

METHOD

Participants: Participating teachers in this study were secondary school teachers who have immediate concerns about CCEvs Board Examinations and who were the torchbearers in this process. This study included only Government schools of north-east district of Delhi. Using incidental sampling technique, 158 teachers from 10schools, participated. However, data was analysed for 147 teachers as responses from 11 teachers were incomplete or unacceptable for inclusion. Teacher group included 73% TGT level and 27% PGT level teachers, whose teaching experience ranged from 2 year to 39 years. These include 40.1% male and 58.5% female teachers.

Tool, Tool validation, Reliabilities and Data collection: Opinionnaire were used for teachers data collection. The Opinionnaire was prepared in English on the basis of informal conversations with

about 7 teachers from 5 schools belonging to North-East district of Delhi. After a draft was prepared, 3 faculty members from the Department of Education, Delhi University had responded on the appropriateness of the items keeping in mind the objectives of the study. Both English version and Hindi version were prepared and made available to teachers for data collection. Teachers who were available in the staff room when the researchers visited the schools were requested to give their frank opinion on the issue. Confidentiality of the

responses was assured through anonymity of their responses. Opinionnaire contained 5 Themes –Positive aspects of CCE', Negative aspects of CCE', Positive aspects of Board Examination' Negative aspects of Board Examination and Difficulties in carrying out CCE. All the items under each theme were to be responded by the teachers on 5-point Likert scale, from 'Strongly Disagree' to 'Strongly Agree'. Items were presented to teachers not in Theme-wise sections, but by mixing all items, so that the response carry-over is curtailed. The Opionnaire also contained questions asking preference on the type of examination for Class X students, Gender, the level of teaching, and their teaching experience.

Reliabilities: Reliabilities were established on all components of the Opinionnaire such as Positive aspects of CCE (10 items)', Negative aspects of CCE' (8 items), Positive aspects of Board Examination (7 items)' Negative aspects of Board Examination (7 items) and Difficulties in implementation of CCE (8 items). Also the reliability on all items together was also established.

Theme	No.of items	Alpha Reliability
Positive aspects of CCE	**10**	**0.8078**
Negative aspects of CCE	**8**	**0.7662**
Positive aspects of Board Examination	**7**	**0.7156**
Negative aspects of Board Examination*	*7**	*0.5314*
Difficulties with CCE	**8**	**0.739**
All Items from only on 4 Themes	**33**	**0.8738**

*This theme is omitted from analysis

Data Analysis: The data were analysed in the form of percentages using SPSS-22 on 4 themes only. Analysis was not carried out on the theme 'Negative aspects of Board Examination' as the reliability of the responses was not at an acceptable level. Additionally the analysis was carried out on senior teachers (experience of 20 years & above)) and

'not so senior' teachers (experience of 5 years & below), gender and the level of teaching.

FINDINGS

findings are presented in 5 sections, as per the Themes organised from the Opinionnaire. The Theme on Negative opinion on Board Examination was excluded because the reliability of responses on this Theme was not high. Hence themes presented are (1) Theme-I: Positive Opinion on CCE, (2) Theme-II : Negative Opinion on CCE, (3) Theme-III : Positive opinion on Board Examination, (4) Theme-IV : Difficulties with CCE, (5) Theme V : Preference of Exam to Class X, (6) Demographic variables and the Opinions.

The responses were collected on a 5-point scale, and analysis was carried out on the original 5-point response categories, results are presented not only on 5-response categories but also by highlighting(in bracket) majority opinion into 'Disagree' or' Agree'.

Theme-I: Positive Opinion on CCE

This Theme was studied with 10 items. In the following table Items with item number (in parenthesis) with Disagreement – Agreement responses of teachers and the Chi-square value (χ^2) are presented. All the χ^2values are found to be significant at 0.01 level, indicating Significant differences in the opinion.

Item No	**Items**	SD %	D %	CS %	A %	SA %	χ^2
1	CCE promotes real education than competition to get more marks (1)	11	43 **(53)**	13	22	11	56.8
2	CCE is less stressful to students (Item No.2)	7	14	7	57 (**73**)	16	127.1
3	CCE stops the mad race for marks(4)	5	30	14	36 (**51**)	15	48.4

4	CCE stops the suicide tendency on low performance (6)	6	24	**25**	35 (**46**)	11	38.7
5	CCE promotes co-curricular activities as well as serious education (9)	3	32	10	43 (**55**)	12	81.5
6	CCE eliminates Examination fear from students mind (12)	3	13	14	53 (**70**)	17	109.0
7	CCE reduces rote memorization and promotes real education (17)	7	37 (**41**)	14	31 (**43**)	12	50.9
8	CCE Enables regular and routine monitoring about students' progress (19)	3	30	12	44 (**55**)	11	78.7
9	CCE Increases social skills, creativity and harnessing students' abilities as a result of working on projects, Group activities etc. as part of Formative Assessment (24)	10	18	16	46 (**56**)	10	63.8
10	With CCE Co-curricular activities are also given equal importance for developing Overall personality of the learners (26)	3	26	12	52 (**59**)	7	113.8

Perusal of the responses gives an impression that teachers have agreed+ Strongly-Agreed on 8 of the 10 items, and this could be interpreted that they have expressed significantly higher levels of Agreement indicating positive opinion about CCE. To summarize, CCE

is less stressful (73%), stops mad race for marks (51%), promotes co-curricular activities (55%), eliminates Examination fear (70%), Enables regular and routine monitoring(55%), Increases social skills, creativity (56%), developing Overall personality (59%).Exceptions were also noticed on 1 item expressing significantly higher level of disagreement that CCE promotes real education among students. Similar sentiment could be observed on item number-17 about real education. Perusal of item number-6 also shows a large number (25%) of teachers were unsure that CCE reduced suicidal tendencies on low performance. However, about 75% teachers agreed that CCE reduces fear of examinations among students (on 2 items).

Theme-II : Negative Opinions on CCE

Items seem to spell negative opinions about CCE were structured and was studied with 8 items. Percent of Disagreement – Agreement responses of teachers and the Chi-square values (χ^2) are presented In the table below with items and item number (in parenthesis). All the χ^2values were found to be significant at 0.01 level, indicating Significant differences in the opinions of teachers who agreed with statement and who disagreed.

Item No	**Items**	SD %	D %	CS %	A %	SA %	χ^2
1	CCE does not encourage students to do hard work because they know they are promoted (Item No.13)	4	**8**	9	31 (**80**)	49	109
2	CCE really eliminates competition spirit among students (15)	3	27	9	44 (**61**)	17	73
3	CCE reduces the importance and value on teachers by the students (21)	1	19	21	39 (**59**)	19	52

4	CCE makes Students to give less importance and respect to teachers (27)	6	23	**17**	35 (**53**)	18	33
5	CCE promotes less or non-performing students to next higher classes (30)	4	7	8	54 (**81**)	27	133
6	CCE is diluting / downgrading Evaluation system in schools (32)	2	15	11	57 (**72**)	15	130
7	Students' CCE performance is not actual reflection /is inflated performance (34)	4	9	10	65 (**78**)	13	186
8	CCE affects performance of meritorious students when every other student is given same assessment when the others don't deserve (37)	3	16	7	54 (**74**)	20	118

Almost about more than 60% teachers have perceived negative aspects of CCE in evaluating students. The salient opinions about CCE agreed to are indicating that CCE is not reflecting actual learning, it is downgrading the evaluation system, it is resulting in less respect to teachers, mostly resulting in inflated assessment, and reducing the competitive spirit/ motivation to study among learners. As the 'Cannot say' category was chosen by very less percent of teachers on most of items, one could see expression of 'no ambiguity' on the items what is construed as negative aspects of CCE.

Theme-III : Positive opinion on Board Examination

This Theme was studied with 10 items. In the following table Items with item number (in parenthesis) with Disagreement – Agreement responses of teachers and the Chi-square value (χ^2) are presented. All the χ^2 values are found to be significant at 0.01 level, indicating significant differences in the opinions.

Positive opinions about Board Examination

Item No	**Items**	SD %	D %	CS %	A %	SA%	χ^2
1	Brd. Exam gives a value to students and their achievement(Item no.3)	2	**9**	4	45 **(85%)**	40	126
2	Brd. Exam is good for high performing students (5)	3	22	3	39 **(69%)**	33	83
3	Brd. Exam make students more disciplined in studies(16)	2	5	4	48 **(89%)**	41	150
4	Brd. Exam as an external examination prepares students very well (20)	4	8	**5**	58 **(83%)**	25	155
5	Board Examination brings competitive spirit among students (31)	3	8	6	46 **(83%)**	37	116
6	Brd. Exam makes students motivated towards learning in the school and at home (35)	3	5	8	48 **(84%)**	36	124
7	Brd. Exam makes students disciplined in behaviour towards teachers and fellow students (38)	2	9	15	42 **(74%)**	32	80

Very strong positive opinions were expressed by teachers regarding the Board Examination. On most of the items the positive response was between 75% to 89%. The summary of responses are: BrdExam gives a value to students and their achievement (85%), make students more disciplined in studies (89%), as an external examination prepares students very well (83%), brings competitive spirit among students (83%), motivated towards learning in the school and at home (84%), disciplined in behaviour towards teachers and fellow students (74%).

Theme-IV: Difficulties with CCE

The CCE has been in practice in schools for about a decade now. In order to make sense of whatever the Opinion teachers may have towards Class X examination, it is necessary to understand what is the situation experienced by teachers in carrying on the CCE. Theme was studied with 8 items. Disagreement – Agreement responses of teachers In the following table are presented Items with item number (in parenthesis) and the Chi-square value (χ^2). All the χ^2 values are found to be significant at 0.01 level, indicating Significant differences in the opinion across the scale category levels.

S No	Items	SD %	D %	CS %	A %	SA%	χ^2
1	The orientation / training given to teachers was not a sufficient (proper) to carry on CCE (7)	2	28	11	42 **(59)**	17	72
2	I think many teachers need to develop better skills in evaluating students under CCE(11)	2	18	20	46 **(60)**	14	76
3	Trainers seemed not well conversant to give training / develop skills among teachers for CCE (22)	2	28	20	40 **(50)**	10	66
4	CCE encountered problems because the basic amenities were not	3	11	16	50 **(70)**	20	96

	available in the schools (29)						
5	CCE seem to lack acceptance among teachers because of large student-teacher ratio (33)	3	7	8	50 **(82)**	32	122
6	CCE has difficulties because the students entering class VI found to lack foundational skills. (36)	5	12	14	46 **(69)**	23	76
7	Infrastructure in schools is too less to make students do projects or group work etc. for CCE(39)	3	6	10	48 **(81)**	33	113
8	Many teachers were not equipped in their pre-service training to evaluate students under CCE(40)	4	20	19	40 **(57)**	17	47

On all the questions, there were significant differences with reference to the categories of agreement-disagreement. The significance could be attributed to higher percent of teachers agreeing or strongly agreeing with the statements on the difficulties experienced while carrying out the CCE. Combined responses of agreement with the statements were generally more than 60%. The difficulties have ranged from student-teacher ratio, infrastructure, lack of adequate training,questions on trainers' competencies, etc.

Theme V: Preference of Examination for Class X

When teachers were asked to indicate which type of terminal examination they prefer for Class X, the preference was expressed as presented in the table below. About 52% teachers wanted Board Examination only, whereas about 46% teachers wanted Board Exam with CCE weightage. By excluding the 3 teachers who expressed CCE

only, and try to see whether there is any significant difference between teachers with 2 options with a Chi-square test, it was found that there was no significant difference between those who wanted Board Exam only and those who preferred 'Board Exam with CCE Weightage'. This indicated that the opinion is equally divided but it is not tilted significantly toward any one.

s.no	Preference	Teachers
1	CCE only	2%
2	Board Exam only	52.4%
3	Board Exam with CCE weightage	45.6%

χ^2 between 52.4% and 45.6% was Not-Significant

Theme VI : Demographic variables and the responses to Themes

Gender, teaching Experience and the level of teaching were the demographical variables included in this study. The findings are equivocally consistent with respect to these demographic variables and the responses to the themes. With all the tree demographic variables there were no significant differences across the themes. Hence these results are not presented.

Teaching Experience and Preference of Class-X Exam (Frequencies)@

Items	5 or less years	6 to 20 years	21 or more years	Total
CCE only	0	**3**	0	3
Board Exam only	26	30	19	70
Board Exam with weightage of CCE	15	34	16	65

Level of teaching and Preference of Class-X Exam (Frequencies)@

Items	Teaching Class X and Below	Teaching Class X and above	Total
CCE only	3	**0**	3
Board Exam only	54	23	77
Board Exam with weightage of CCE	50	17	67

Gender and Preference of Class-X Exam (Frequencies)@

Items	Male teachers	Female teachers	Total
CCE only	1	**2**	3
Board Exam only	31	45	76
Board Exam with weightage of CCE	27	39	66

@ Not significant χ^2

All items vs Demographic variables

No	Items	χ^2
1	All items Vs Gender	Not Significant
2	All items Vs Teaching Level	Not Significant

DISCUSSION

The strong positive opinions about Board Examination is a cause of concern, inspite of various pitfalls in the system. There used to be lot of criticism about Board Examination mostly on the logistics of it, though it is considered to be certification at the end of schooling. Various reforms on Board Examination were proposed over the decades, but success became elusive in the context of diversities in quality of education provided by different school systems. And governments' optimism that bringing in qualitative change in

evaluation might bring in qualitative change in teaching itself, and enhances the learning outcomes from the current dismal performances of students from Government school system.

Majority teachers did agree on positive aspects of CCE, probably based on their theoretical understanding but informal conversations reveal lack of willingness to be 'genuine' to the objectives of CCE. Reasons for this are not elusive. Problems in carrying out CCE are galore from infrastructure to basic learning materials, students' preparation for CCE to teachers' training, sensitivities towards students to loads of work to large number of students per class etc. These results were found to be very similar to the earlier study by the same authors in 2012, two years after implementation of CCE in Delhi. This could be an indication that ground realities might not have changed significantly since then (Mohan & Sarvendra,2012).

Lack of reliability in the data regarding the negative aspects of Board Examination in this research is an indication, probably, that the opinions on this issues is inconsistent across the teachers and probably prevalence of confusion. This situation can be considered an opportunity to think on the matter to highlight the 'negative' aspects of Board Exam system of evaluation.

Expressions from student themselves grew louder such as "Ranging from the toppers to the back-benchers to the average kids HATE CCE & Teacher's hate CCE. This is not the scenario in our school only, but in all the schools everywhere" And "CCE is not only over-burdening the kids with excessive work, it teaches us to accept dishonesty (copying from Wikipedia or virtual / online materials is dishonesty) and has eliminated our thinking aptitude. We do not have time to go outside and play or even interact with our friends." (Sengupta, 2013).Sindhi (2013) highlighted the need for teacher capacity building, that only a Bachelor's Degree in Education (B.Ed.) does not equip teachers to do justice with the learners.

Srikanth (2016) considers that there are conceptual differences in policy and implementation framework and this has created confusion. There should have been decentralized decision-making on assessment, flexible timeframes, less rigid recording and reporting procedures, and continuous engagement with teachers are necessary for effective implementation of CCE.

Effective implementation of CCE also requires rigor in teacher education, practical hand-on-experience in use of various assessment techniques for use in CCE, and conceptual clarity during the pre-service degree education and at the Diploma level of teacher education. When the teacher education educations themselves implement rigorously CCE in their programmes there can be no better way of educating about CCE in the pre-service stage. This would enable the coming generations of teachers equipped with the requisite tools and techniques of CCE and would ensure a mindset for assessment of their students.

In the currently reformed teacher curriculum the component of Assessment for Learning received 'second rate' treatment, wherein the importance has been reduced in terms of the weightage given to the course on assessment. When the importance / weightage of a course is not similar to rest of the courses in the programme, it results in a mindset not conducive to CCE among the pre-service teachers. Also the transaction of content and practical implementation of various assessment techniques would also get reduced. Consequently, it results in a situation of 'lack of interest' in the coming 20-25 generations of teachers to learn & carry on CCE in schools (assuming that each teacher spends 20 to 25 years of teaching). It would be a great curricular blunder on the generations of Pre-service teachers and millions of school students.

There is a perception among the teacher educators in southern peninsula of India that the well planned, seriously executed In-service Teacher Education programmes with strategies to reduce resentment among school teachers against CCE were largely found to be successful. It is worthy to note that CCE has been there for many years from now in these states. And the governments' efforts in reducing the student-teacher ratio to a reasonable level conducive to enhance quality of teaching in the classrooms and evaluation, and regular In-service programmes seemed to have paid dividends in following CCE, as if that is the right way to evaluate learners holistically. Hence these examples show that gradual acceptance of CCE by the teachers is possible when Pre-service education contains emphasis, and In-service education is 'cared for' by the respective bodies of authority.

CONCLUSIONS:

Large percent of teachers accepted the positive aspects of CCE and also expressed the difficulties in the implementation of CCE. Overall difference, at this point of time, is only marginal between those proponents of 'Board Examination only' and 'Board Examination with weightage for CCE' indicates only that CCE has not lost its ground. However the very dismal percent of teachers advocating CCE for Class X final examination is a cause of great worry for everyone in the field of education. Appropriate steps need to be taken seriously by everyone – teachers, principals, authorities in bringing in quality teaching into classrooms and carrying on continuous and comprehensive evaluation in the Government schools sincerely and seriously. Also the governments need to bring in such favourable conditions in the classrooms for the teachers to carry out the CCE for making the future generations of students competent and confident citizens.

Limitations of the Study: The Opinionnaire as a self-reported response style has its' own limitations. However the assurance of confidentiality and anonymity need to be taken as a counterbalancing exercise. The acceptable reliabilities obtained on each theme and the overall reliability of the tool is a reassurance for considering the results obtained in this study need not attract any suspicion/question in mind. The brevity adopted in presenting results in terms of 2 categories only was to make audience capture the essence of results.

Additional information based on in-depth interviews or other modes of data collection was not taken up in this research, though efforts were made to capture opinions on as many areas of CCE and Board Examination as possible.

Note-1: *The Government of Delhi has since announced in mid-Februaty 2017 on the change in the examination pattern effective from 2018 where the Class X students will have Board Examination with* ***20%*** *weightage from internal assessment in the final result.*

Note-2: *This paper was presented at the National Conference On Teacher Education : Current Scenerios And Future Possibilities, March 10 -11, 2017 at the Department Of Education, University of Delhi under the Sub-theme: Pedagogical and Assessment practices in School Education and teacher Education.*

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UNIVERSALISATION OF PRIMARY EDUCATION – CHALLENGES AND PROSPECT WITH SPECIAL REFERENCE TO PRE-SCHOOL EDUCATION IN ICDS

Siddheswar Mishra
Reader
Deptt. of Education
Municipal College Rourkela
Odisha

Dr Barada Prasad Bhol
Registrar
Purusottam institute of Engg & Technology, Rourkela, Odisha

Dr Tusharkanta Gaya
Reader
College of Teacher Education
Rourkela, Odisha

Abstract

Universalisation of primary education is considered as a corner stone for the human resource development in a country. The problem of dropout is an obstacle in this context. Linking preschool education (PSE) of Anganwadis with primary schools can be an effective measure for universalisation of primary education. The network of ICDS scheme covers urban, rural and tribal pockets of the country. The proposed study intends to link PSE & AWCs with class-I of primary school by analyzing the problems of dropout. The district of Sundargarh has been chosen for the study because of its importance & relevance in the national scenario.

Key words – Preschool education, universalisation of primary education, ICDS scheme, dropout, enrolment.

Introduction :

Universalisation of primary education is considered as a corner stone for the human resource development of a country. Understanding the relevance in the context, Govt. made universalisation of primary education as principle and practice. The national scenario eloquently speaks about the failure of education system referring dropouts. The causes of dropout relate to different socioeconomic causes. Pre-school education in Anganwadi centres (AWCs) is the platform to create a base

for primary education and serve as linking institution. Govt. also universalised PSE to get rid of the problem of dropout as a matter of policy. PSE is conducted in AWCs of ICDS in rural, urban and tribal pockets of India. Simultaneously, PSE is also conducted in preschools, Nurseries promoted by private agencies. The urban elite prefer these schools instead of PSE in AWCs. But the major child population in the country is covered by PSE in ICDS.

Universalisation of ICDS scheme is an unmixed blessing. Adding to the number of AW centres and taking those to the door step of children in a cluster have been considered as a welcome step. But its universalisation has brought challenges arising out of its implementation. ICDS programme was universalised in the year 2008-09. Rapid expansion of AWCs without augmenting the resources resulted in a series of operational challenges at grass root level.

Justification of the Study:

Sundargarh district attracted the attention of the planners with a view of comprehensive child and mother development since the inception of ICDS project in the year 1975. Subdega block of Sundargarh district was chosen as a pioneer cluster in the National level as pilot project. Subsequently, the project has been extended to whole of the country criss-crossing tribal and rural pockets of India. After getting feedback from the functioning of the project in the rural and tribal clusters, Govt. extended the benefits of its project to the urban counterpart in the year 1991. At present Anganwadis in the district of Sundargarh are functioning in tribal and urban cluster.

Sundargarh district has been chosen for the study because of its relevance to link preschool education to primary education. Salient features of the study are as follows.

1. Sundargarh district is one of the pioneer districts to lunch ICDS projects by Govt. of India.
2. The tribal population in the district is predominant.
3. The literacy rate in the district is estimated at 73.30 percent which is marginally below the National literacy level.
4. Universalisation of primary education and universalisation of PSE are in the focus of education policy.
5. The network of AW centres has been criss-crossed the district of Sundargarh covering tribal and urban pockets.

Objectives of the Study :

The study pursues following objectives:

1. To study the child population covered by tribal & urban ICDS projects.
2. To study the quantum of child population admitted in public schools & nursery.
3. To study the quantum of children pursuing PSE in AWCs of the district.
4. To study the quantum of children completing PSE in AWC.
5. To study the number of children admitted in class-I of primary schools from AWC after completing PSE.
6. To study the causes responsible for admission of children in class-I of primary school after completion of PSE in AWCs.
7. To study the causes responsible for non admission of children in class-I of primary schools after completion of PSE in AWCs.
8. To suggest measure to combat the problem of dropout by making PSE a bridging link in the district of Sundargarh.

Universe:

The AW centres functioning in urban areas and tribal pockets of Sundargarh constitute the universe of study.

Sample:

The AWCs functioning in urban areas namely in Rourkela city ICDS project and Rourkela Industrial Estate ICDS project constitute the sample of the study. In addition to it tribal ICDS projects namely Kuarmunda and Lathikata AWCs are chosen as sample of the study. In other words, four ICDS projects i.e. two urban ICDS projects and two tribal ICDS projects are taken as sample for the purpose of study. The sample plan is given as under.

Table No-1

Sl No.	Name of sample ICDS project	Type of ICDS project	Sample size
1	Rourkela City	Urban	30
2	Rourkela Industrial Estate	Urban	30
3	Lathikata	Tribal	30
4	Kuarmunda	Tribal	30
Total	04	04	120

Methods of the Study:

Method of study has an important bearing to conduct a scientific study. Collection of reliable and accurate information gives direction to the study. Both documentary research and field research were followed in course of study. ICDS policies concerning PSE were studied in details. The data concerning PSE and enrolment in primary schools after completion of PSE were collected from the field for the purpose of the study. Analytic survey method was used in the study.

Analysis and interpretation:

Table No-2

Child Population in the Sample Locality of Urban and Tribal ICDS Project.

Year	Urban ICDS Projects		Tribal ICDS Projects	
	Rourkela Industrial Estate ICDS Project	Rourkela City ICDS Project	Kuarmunda ICDS Project	Lathikata ICDS Project
	Nos of children	Nos of children	Nos of children	Nos of children
2011-2012	1216	1508	1046	1069
2012-2013	1086	1429	976	1082

2013-2014	1028	1402	1041	1068
2014-2015	1025	1465	1075	1019
2015-2016	1084	1327	1075	991
Total	5439	7131	5213	5229

Survey of the locality under ICDS projects assumes paramount importance for the purpose of implementation of project. Child population, mother population, pregnant women and lactating mothers residing in the locality were collected. Since the instant study focuses on PSE, child populations of sample localities are presented Table No-2 for the purpose of study.

The analysis of last five years from 2011-12 to 2015-16 is studied taking sample from urban and tribal ICDS projects in to consideration. Table No-2 shows that the child population in sample urban ICDS is declining. The child population was highest in the year 2011-12 and lowest in the year 2013-14. The highest child population has been recorded in Rourkela Industrial Estate ICDS project.

The tribal ICDS project depicts higher child population as compared to its urban counterpart. The child population in Kuarmunda ICDS project is highest in the year 2014-15 with a population of 1075. But the child population of Lathikata ICDS project was highest in the year 2012-13 with a population of 1082.

Table No-3

Child Population Migrated to Public Schools and Nursery.

Year	Urban ICDS Projects						Tribal ICDS Projects					
	Rourkela Industrial Estate ICDS Project			Rourkela City ICDS Project			Kuarmunda ICDS Project			Lathikata ICDS Project		
	N	Children migrated	%	N	Children migrated	%	N	Children migrated	%	N	Children migrated	%
2011-2012	1216	331	(27.22)	1508	522	(34.61)	1046	284	(27.15)	1069	286	(26.75)
2012-2013	1086	356	(32.78)	1429	499	(34.93)	976	222	(22.74)	1082	274	(25.32)
2013-2014	1028	366	(35.60)	1402	473	(33.73)	1041	225	(21.61)	1068	259	(23.60)
2014-2015	1025	344	(33.56)	1465	480	(32.76)	1075	245	(22.79)	1019	250	(24.53)
2015-2016	1084	307	(28.32)	1327	496	(37.37)	1075	247	(22.97)	991	271	(27.34)
Total	5439	1704	(31.33)	7131	2470	(34.64)	5213	1223	(23.46)	5229	1340	(25.62)

Earlier children and their parents were attracted to public schools and nurseries for their pre schooling. It was an urban phenomenon. But, the migration of child population to public schools and nurseries are also seen in tribal areas. The tribal population also started preferring the public schools & nurseries like urban elites.

In Rourkela Industrial Estate ICDS project, 366 (35.60percent) children migrated to public school and nursery during the year 2013-14, recording highest migration of children as shown in Table No-3.

In Rourkela city ICDS project highest number of children numbering 496 (37.37 percent) had been migrated to public schools and nurseries in the year 2015-16.

The tribal scenario depicts less migration of children to public schools & nurseries as compared to its urban counterpart. In Kuarmunda ICDS project, highest number of children numbering 284 had been migrated to public schools and nurseries. Similarly, in Lathikata ICDS project 271 (27.34 percent) children were migrated to public schools and nurseries. As a result of this phenomenon, the whole child population was not covered under ICDS project for the purpose of Pre School Education. Migration to public schools and nurseries is both an urban and tribal phenomenon in Sundargarh. In last five years, 31.33 percent of children from Rourkela Industrial Estate ICDS project and 34.64 percent of children population from Rourkela city ICDS project were migrated to public schools and nurseries. The tribal scenario is marginally below than its urban counterpart. About 23.46 percent of children of Kuarmunda ICDS project and 25.62 per cent of children of Lathikata ICDS project were migrated to public schools and nurseries. It is evident from the table that the trend of migration of children to public schools and nurseries is an increasing trend in tribal pockets of Sundargarh.

Table No-4

Children Covered by Anganwadi Centres.

Year	Urban ICDS Projects				Tribal ICDS Projects			
	Rourkela Industrial Estate ICDS Project			Rourkela City ICDS Project			Kuarmunda ICDS Project			Lathikata ICDS Project		
	N	Children Covered	%	N	Children Covered	%	N	Children Covered	%	N	Children Covered	%
2011-2012	885	490	(55.36)	986	635	(64.40)	762	535	(70.20)	783	543	(69.34)
2012-2013	730	447	(61.23)	930	589	(63.33)	754	534	(70.82)	808	538	(66.58)
2013-2014	662	453	(68.42)	929	572	(61.57)	816	546	(66.91)	809	540	(64.43)
2014-2015	681	436	(64.02)	985	543	(55.12)	830	523	(63.01)	769	532	(69.18)
2015-2016	777	437	(56.24)	831	529	(58.06)	828	458	(55.31)	720	539	(74.86)
Total	3735	2263	(60.59)	4661	2868	(60.49)	3990	2596	(65.06)	3889	2692	(68.71)

Table No-4 depicts children covered by Anganwadi centres functioning urban and tribal pockets of Sundargarh. The table depicts that the total child population is not covered by AWCs for the purpose of delivering services. In case of urban ICDS project, it is appeared from the table that about 68.42 per cent of child populations were covered by Rourkela Industrial Estate ICDS project in the year 2013-14. Similarly, about 64.40 percent of child populations are covered by Rourkela city ICDS project in the year 2011-12.

As regards to tribal ICDS project, the children covered by tribal AWCs are relatively higher than its urban counterpart. In Kuarmunda ICDS project, registers 70.82 per cent of children by its AWCs. Likewise 69.34 per cent of children are covered by Lathikata ICDS project. The tribal AWCs have attracted more number of children than urban ICDS project.

The table also indicates that children in tribal pockets are more availing ICDS package service than urban counterparts. About 60.59 per cent of children in Rourkela Industrial Estate ICDS project and 60.49 percent children in Rourkela city ICDS project were covered by AWCs. On the other hand 65.06 percent in Kuarmunda ICDS project and 68.71 percent of children in Lathikata ICDS project were covered by AWCs. A substantial child population remained outside the purview of AWCs both in urban and tribal projects of Sundargarh district. Such a feature is not in conformity with mission and vision of ICDS.

Table No-5

Children Pursued Pre School Education in Anganwadi Centres.

Year	Urban ICDS Projects						Tribal ICDS Projects					
	Rourkela Industrial Estate ICDS Project			Rourkela City ICDS Project			Kuarmunda ICDS Project			Lathikata ICDS Project		
	N	Children In PSE	%	N	Children In PSE	%	N	Children In PSE	%	N	Children In PSE	%
2011-2012	490	460	(93.88)	635	608	(95.75)	535	480	(89.72)	543	543	(100)
2012-2013	447	395	(88.37)	589	555	(94.23)	534	509	(95.32)	538	538	(100)
2013-2014	453	387	(85.43)	572	555	(97.03)	546	530	(97.07)	540	526	(97.41)
2014-2015	436	383	(87.84)	543	535	(98.53)	523	453	(86.82)	532	515	(96.80)
2015-2016	437	392	(89.70)	529	522	(98.68)	458	429	(93.67)	539	525	(97.41)
Total	2263	2017	(89.13)	2868	2779	(96.89)	2596	2430	(93.61)	2692	2647	(98.33)

Children pursued PSE in AWCs is presented in Table No-5. In the urban ICDS Projects, about 93.88 percent children pursued PSE in the year 2011-12 in the Rourkela Industrial Estate ICDS Project. In the said year, about 95.75 percent of children pursued PSE in Rourkela City ICDS Project. In the year 2015-16 Rourkela City ICDS Project registers about 98.68 percent of children pursuing PSE. It is further observed that the tribal scenario in pursuing PSE in AWCs is better than the urban counterpart. About 98.33 percent children pursued PSE in AWCs of Lathikata ICDS Project. Rourkela City ICDS Project registers 96.89 percent of children pursuing PSE in AWCs. The urban ICDS Project marginally falls behind tribal ICDS Projects in the matter of children pursuing PSE in AWCs. The numbers of children pursuing PSE in AWCs are maximum in the year 2015-16 both in urban and tribal ICDS projects of Sundargarh district. An inspection to the table No-5 reveals that more children in tribal pockets of Sundargarh were pursuing PSE in AWCs than its urban counterpart. About 93.61 percent of children of Kuarmunda ICDS project and about 98.33 percent of children in Lathikata ICDS project were pursuing PSE in AWCs. In Rourkela Industrial Estate ICDS Project about 89.13 percent and in Rourkela city ICDS Project about 96.89 percent of children had pursued PSE in AWCs.

Table No-6

Children between age group of 4 to 5 years and 5 to 6 years Completed PSE in AW Centres.

Year	Urban ICDS Projects						Tribal ICDS Projects					
	Rourkela Industrial Estate ICDS Project			Rourkela City ICDS Project			Kuarmunda ICDS Project			Lathikata ICDS Project		
	N	Children completed	%	N	Children completed	%	N	Children completed	%	N	Children completed	%
2011-2012	460	96	(20.87)	608	142	(23.36)	480	227	(47.29)	543	171	(31.49)
2012-2013	395	95	(24.05)	555	142	(25.59)	509	221	(43.42)	538	168	(31.23)
2013-2014	387	92	(23.77)	555	144	(25.95)	530	228	(43.02)	526	173	(32.89)
2014-2015	383	101	(26.37)	535	145	(27.10)	453	215	(47.46)	515	156	(30.29)
2015-2016	392	87	(22.19)	522	148	(28.35)	429	220	(51.28)	525	156	(29.72)
Total	2017	471	(23.35)	2779	721	(25.98)	2430	1111	(40.03)	2647	824	(31.13)

Table No-6 explains the number of children completed PSE in AWCs. An investigation into the figures depicted in the table reveals that the children pursuing PSE in tribal ICDS projects are completing PSE more in number as compared to urban ICDS projects. In last five years data analysed in the table reveals that about 31.13 percent of children in Lathikata ICDS project have completed PSE in ICDS. On the other hand, about 40.03 percent of children have completed PSE in Kuarmunda ICDS Project. Contrary to the trend in the urban ICDS Projects the scenario of children completing PSE is dismal. About 23.35 percent of children in Rourkela Industrial Estate ICDS Project and about 25.98 percent of children in Rourkela City ICDS Project have completed PSE in AWCs. A close look in to the figures depicted in the table reveals that the completion status of PSE is increasing in urban context. But the figure is not uniform in case of tribal ICDS projects.

The figure related to completion of PSE in AWCs was not at all encouraging because ICDS covers children from 0-6 years. But a child is eligible to read class-I in the age of 5^{+}years. Most of the children failed to complete PSE as they admit themselves in class-I of primary schools at the age of 5^{+}. About 68.71 percent of children of Lathikata ICDS Project are covered by AWCs. A substantial child population remains outside the purview of AWCs both in urban and tribal pockets of Sundargarh district. Such performance is not in conformity with the mission and vision of ICDS.

Table No-7

Children admitted in Class-I of Primary School after leaving PSE in AW Centres.

Year	Urban ICDS Projects						Tribal ICDS Projects					
	Rourkela Industrial Estate ICDS Project			Rourkela City ICDS Project			Kuarmunda ICDS Project			Lathikata ICDS Project		
	N	Children Admitted in class-I	%	N	Children Admitted in class-I	%	N	Children Admitted in class-I	%	N	Children Admitted in class-I	%
2011-2012	96	60	(62.50)	142	92	(64.79)	227	217	(95.59)	171	158	(92.40)
2012-2013	95	67	(70.53)	142	91	(64.09)	221	210	(95.03)	168	152	(90.48)
2013-2014	92	55	(59.78)	144	88	(61.12)	228	213	(93.43)	173	152	(87.87)
2014-2015	101	69	(68.32)	145	85	(58.62)	215	203	(94.42)	156	142	(91.03)
2015-2016	87	53	(60.92)	148	86	(58.11)	220	203	(92.27)	156	144	(92.31)
Total	471	304	(64.54)	721	442	(61.30)	1111	1046	(94.15)	824	748	(90.78)

The children admitted in class-I of primary schools after PSE is presented in table No-7. The scenario of tribal ICDS project is better than urban ICDS project. About 90.78 percent of children are admitted in class-I of Lathikata ICDS project.

In Kuarmunda ICDS project about 94.15 percent of children are admitted in class-I of primary schools. In case of urban ICDS project, Rourkela Industrial Estate ICDS project records about 64.54 percent of children admitted in class-I whereas in Rourkela city ICDS project about 61.30 percent of children are admitted in class-I of primary schools after completing PSE in AWCs. The tribal scenario in this context appears to be more encouraging than its urban counterpart. National policy indicates on education for all. PSE of AW centres perform a bridging role to admit students in class-I of primary schools soon after completing PSE in AWCs. The tribal pockets of Sundargarh give an encouraging status in admitting children in class-I of primary schools after leaving AWCs. About 94.15 percent of children in Kuarmunda ICDS project and about 90.78 percent of children in Lathikata ICDS project have admitted in class-I of primary school after completing PSE. But, the scenarios in urban ICDS project are not at all encouraging. About 64.54 percent of children in Rourkela Industrial Estate ICDS project and about 61.30 percent of children in Rourkela city ICDS project had admitted in class-I of primary schools after completing PSE in AWCs. The gap between the total number of children completing PSE and their enrolment in class-I of primary schools is large in case of urban ICDS project. This matter is to be taken care of by the functionaries of ICDS and Deptt. of School and Mass Education in order to attain the mission and vision of ICDS. The joint responsibility is to be assured by the functionaries to realize the mission of education for all.

Table No-8

Causes responsible for Non-Enrolment of AW children in class-I of Primary Schools.

Sl No	Causes	No of Respondents		Response Percentage	
		Urban	Tribal	Urban	Tribal
i	All are reading.	05	33	8.33	55
ii	Primary school located in distant place.	10	05	16.66	8.3
iii	Special school is not available within the area of AW centre or nearer to centre area	05	06	8.33	10
iv	Parent do not realize the need of education to children.	35	13	58.33	21.67
v	Children are engaged in household work by the parent.	30	13	50.00	21.67
vi	Children are employed in cultivation/ occupation or trade of parents and family.	18	13	30.00	21.67
vii	The child is not interested for education	18	7	30.00	11.67
viii	The child likes to earn either as a child labour or by helping in household works.	18	10	30.00	16.67

Table No-8 reveals the causes responsible for non enrolment of AW children in primary schools. An enquiry into the causes reveals that in urban ICDS projects the parents do not realize the need of education for their children. About 58.33 percent of parents perceived that the need of education for their children is neither relevant nor appropriate. On the other hand, in tribal ICDS projects consider the causes namely sl No-iv, v & vi are responsible for non enrolment of children in class-I of primary schools. The parents do not realize the need of education for their children. The children were engaged in household works by parents. In some other causes the children were employed in cultivation/ occupation or trade run by parents or family.

Table No-9

Causes for Enrolment of AW children in class-I of Primary Schools.

Sl No	Causes	No of Respondents		Response Percentage	
		Urban	Tribal	Urban	Tribal
i	Children are motivated through the curriculum of PSE.	27	52	45	86.67
ii	Children are motivated by the AWW for admission in class-I of primary school.	49	51	81.66	85.00
iii	Children are motivated by the local primary school teacher for admission in class-I of primary school.	02	26	3.33	43.33
iv	Children are motivated by the ICDS supervisor for admission in class-I of primary school.	11	11	18.33	18.33
v	Parents are motivated by SSA of Govt. for admission of their children in class-I of primary school.	17	25	28.33	41.67
vi	Parents are motivated to take admission of their children in class-I of primary school due to free primary education facilities.	28	38	46.66	63.33

Table No-9 reveals the causes responsible for enrolment of AW children in class-I of primary schools. An inspection to the table reveals that both in tribal and urban ICDS projects the children are motivated by AWWs to seek admission in class-I of primary schools. The role of AWWs is commendable in this context. The children in tribal ICDS projects are motivated through the curriculum of PSE to pursue primary education. The curriculum is indeed commendable to motivate the child to learn through a formal structure of education. About 81.66 percent AWWs working in urban ICDS projects and about 85 percent of AWWs working in tribal ICDS projects opined that the causes mentioned from sl. i to vi are responsible for enrolment of AW children in class-I. On the other hand, about 86.67 percent of respondents opined on the motivation of children through the curriculum of PSE is a driving force to motivate children to enroll them in class-I of primary school.

Discussion:

The demographic characteristics of child population in the sample urban and tribal ICDS projects were studied.

In urban ICDS projects, the population from 2011-12 to 2015-16 exhibited a secular increase in child population rising from 5439 to 7131. In tribal ICDS project, the total child populations in sample ICDS project have marginally increased from 5213 to 5229 in the referred five years.

Earlier child migration to public schools and nurseries was an urban phenomenon. But it is also felt in the tribal pockets of Sundargarh. In Kuarmunda ICDS project about 23.46 percent of children and in Lathikata ICDS project about 25.62 percent of children were migrated to public schools and nurseries during the period of study. However the quantum migration in urban ICDS project namely Rourkela Industrial Estate and Rourkela city ICDS project was 31.33 percent and about 34.64 percent respectively. The migration in case of urban pocket is marginally above to its tribal counterpart. Despite provisions of AW centres in the locality a sizeable child population prefers public schools and nurseries. The matter may be studied taking the local socioeconomic characteristics in to consideration. In addition the base of AW centres must be strengthened in order to attract parents' preference towards AW centres.

The coverage of AWCs in terms of children was studied as a matter of policy. The study pointed out that in tribal pockets; the AW projects cover more children within its fold than its urban counterpart. In Kuarmunda ICDS project about 65.06 percent of children and in Lathikata ICDS project 68.71 percent of children were covered by AWCs. In Rourkela Industrial Estate ICDS project about 60.59 percent and in Rourkela city ICDS project about 60.49 percent of children were covered by AW centres during the period of study. Both in urban and tribal pockets all children are not covered by AWCs according to the child census made by ICDS functionaries. Despite capital outlay, functionary network and infrastructural provisions substantial children remain outside the purview of AWCs.

A fact analysis is indeed warranted to cover all children within the scope of AW centres. It is appropriate to mention here that Govt. established Mini AWCs with a population of 150-400 in case of urban area and 150-300 in case of tribal area after the directives of Hon'ble Suprime Court in order to arrest the child mortality.

Preschool education is also an important component of ICDS. AW centre is a platform to implement PSE in the grass root level. It is encouraging to note that both in urban and tribal ICDS project children are pursuing PSE in AWCs. In tribal ICDS project comparatively more children are pursuing PSE in AWCs as compared to urban ICDS project. In Kuarmunda ICDS project about 93.61 percent of children and in Lathikata ICDS project about 98.33 percent of children pursued PSE in AWCs during the period of study. In Rourkela Industrial Estate ICDS project about 89.13 percent of children and in Rourkela city ICDS project about 96.89 percent of children pursued PSE in AWCs. It is an encouraging characteristic of Sundargarh ICDS projects.

Universalisation of primary education is a matter of policy PSE in ICDS projects is the stepping stone to attend the goal. The study enquired the number of children admitted in class-I of primary schools after leaving PSE of AWCs. This characteristic is found encouraging in tribal ICDS project as compared to urban ICDS project. About 94.15 percent of children joined class-I of primary school after leaving PSE of AWCs located within the jurisdiction of Kuarmunda ICDS project. In case of Lathikata ICDS project about 90.78 percent of children joined class-I of primary school after leaving PSE of AWCs. But, in Rourkela Industrial Estate ICDS project only about 64.54 percent of children are

admitted in class-I of primary school after leaving PSE of AWCs during the period of study. In Rourkela city ICDS project 61.30 percent of children were admitted in class-I of primary school after completing PSE in AWCs. The urban phenomenon in the case is not encouraging. It requires the coordination between ICDS functionaries and primary school teachers to make the mission a success.

There is contradiction in the policy of ICDS and the norms of admitting children in class-I of primary schools. As per norms, ICDS covers children from 0-6 years old for the purpose of nutrition, immunization and PSE. The PSE covers the children between 3 to 6 years. The norms to admit a child in primary school makes a 5^{+} old child eligible for admission in class-I. In such case the child is not able to complete the PSE in AWCs. The PSE curriculum is terminated halfway since the child admits himself/ herself in class-I of primary schools. This contradiction in policy must be resolved by appointing a taskforce to study the matter in details. In such case AWW fails to give justice to the PSE curriculum to the target age group children. The PSE curriculum for the age group of 5 to 6 years is neither possible nor feasible because of the inherent contradiction in the policy, Most of the children between the age group of 5 to 6 years old terminate PSE to admit themselves in class-I. The tribal children are completing PSE more than its urban counterpart.

The study analysed the causes responsible for enrolment and non enrolment of AW children in class-I of primary schools. Causes responsible for enrolment identified that the children are motivated by AWWs for admission in class-I of primary schools both in tribal (85.00 percent) and urban (81.66 percent) ICDS projects of Sundargarh. The study also revealed that parents are motivated to admit their children in class-I of primary schools due to free primary education. Both parents and AWWS played a key role in enrolment of AW children in primary schools. The curriculum of PSE is another motivational factor. Tribal parents (63.33 percent) and urban parents (46.66 percent) responded on the free primary education facilities as their motivational factor. About 86.67 percent tribal children are motivated through the PSE curriculum. About 43.33 percent tribal children are motivated by local primary school teachers. An enquiry into the causes responsible for enrolment explored a different tribal characteristic in the study. Tribal children, tribal parents, tribal school teachers and tribal AWWs

have made the mission successful as compared to their urban counterpart.

The causes responsible for non enrolment of AW children are also studied. The study revealed that the parents of AW children residing in urban pockets of Sundargarh do not realized the need of education. Similarly, in urban ICDS projects about 50.00 percent children are engaged in household work of parents. This is a threat to the social system and potential cause of child labour. In tribal ICDS project, about 21.67 percent of respondents opined that the children are employed in cultivation or occupation or trade of parents or family.

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THE PERCEPTION OF TEACHERS AND SCHOOL LEADERS ON THE PRIMARY SCHOOL CLUSTER SUPERVISORS' SUPERVISION PRACTICE: THE CASE OF ADDIS ABABA CITY ADMINISTRATION, ETHIOPIA

Theodros Shewareget Belew
Research Scholar
Department of Commerce and Management Studies
Andhra University
Visakhapatnam

Prof. Jaladi Ravi
Professor
Department of Commerce and Management Studies
Andhra University
Visakhapatnam

Abstract

This study examined the perception of teachers and school leaders in the implementation of the primary school cluster supervisors' supervision practice of Addis Ababa City Administration, Ethiopia. Supervision has a positive impact in enhancing the teaching learning process and the ultimate goal is to improve students' learning achievements. School cluster supervision system is an important practice for quality education because it is closer to school. Therefore, schools and teachers can get technical advice and support to improve the instruction. However, the results will be negative if it is not properly managed. This study was used mixed method and employed both quantitative and qualitative data. A total of 926 teachers, head teachers and supervisors were participated in the study through questionnaire, FGD and interviews. The study shows that the primary school cluster supervisors are regularly practicing clinical supervision approach; however, they did not implement properly and had not positive effect in the instructional process. Furthermore, the study indicated that the critical problem was related to supervisors' lack of interest in doing better job which affected the effectiveness of the program. Thus, it should be an urgent need to revisit the current school cluster organization, supervisor's recruitment and deployment guideline. Besides, further study also needs to solve the problems.

Keywords: School cluster, Supervision practice, Instructional process,

Introduction

Scholars give different definitions for the word "supervision". According to Marecho (2012) the term supervision comes from two Latin words: 'super' and 'video'. Super means 'over' or 'above' and video means 'to see'. Therefore, it simply means to oversee. Caspi and Reid (2002) define the word supervision as "the overseeing of another's work with sanctioned authority to monitor and direct performance, to ensure satisfactory performance (which includes client safety)" (p. 2). It implies that the respective authorities have to follow and give direction to the employee's activities for the achievements of the desired goals. It should be focused on the better performance of the work. In line with this, Carroll (2007) states that "supervision is a forum where supervisees review and reflect on their work in order to do it better" (p. 36). New Zealand Psychologist Board (2010) in its guideline defined supervision as "a scheduled time to meet with a respected professional colleague for the purpose of conducting a self-reflective review of practice, to discuss professional issues and to receive feedback on all elements of practice, with the objectives of ensuring quality of service, improving practice and managing stress" (p. 2). Another view about supervision is a collaborative process. It is the intervention of the supervisor and supervisee. It could be one-to-one or group supervision. The members of the supervision learn each other from their experiences (Schuck and Wood (2011).

Technological advancements have created the importance of professional development of employees to be competent in their work. This will be commenced acquainted employees with the new technologies. As a result, they become efficient and productive in their work. That is why Kaufman (2010) explains supervision as an integral part of lifelong learning. In general, supervision is a vital element to achieve organizational goals and objectives. It is difficult to achieve these goals and objectives without supervision. The basic purpose of supervision is to work towards improvement and better performance. As stated by Allen (2015) "the purpose of instructional supervision is to improve teaching and learning process for the benefit of the student, teacher and society" (p. 68).

Nowadays, there is a growing demand the supervision system closer to school by clustering schools. School cluster is the grouping of geographically closed schools to support each other. The number of

schools in one cluster may vary from place to place (Giordano, 2008). In the case of Ethiopia, there are three forms of cluster organizations. In urban 2-3 schools, in rural 3-5 schools, and in remote rural 3-5 schools are form a cluster (MoE, 2008). However, if schools cannot be organized into one of those three forms, special support will be given by the district education office (Ibid). In many countries, the school cluster is managed by a school cluster management committee and led by the core school director. In some countries like Singapore and Ethiopia, school cluster activities are led by superintendent and supervisors respectively (Dimmock and Tan, 2013; Singapore MoE, 2010; Ethiopia MoE, 2008). The main purpose of establishing school cluster is to improve students' learning achievements by developing teachers' active learning pedagogical skills based on the curriculum and creating a conducive environment to support each other which is leading to quality education (Mphahlele and Rampa 2014).

2. Objective

The main purpose of this study was to examine the perception of teachers, school leaders and supervisors in the primary school cluster supervisors' supervision practice of Addis Ababa City Administration, Ethiopia. Based on this general objective, the following major research questions were raised to guide the whole research process.

1. How do teachers, head teachers and supervisors view the implementation of the primary school school cluster supervision?
2. Does the overall the primary school cluster supervisor supervision practices improve the instructional process?

3. Literature Review

3.1 Instruction Supervision

As stated above, supervision is an essential practice in education. However, there is no agreed upon definition of instructional supervision (Waite, 2005). Various authors define the term "instructional supervision" in different ways. Harris (1977) defines "the basic concept of supervision of instruction as a broad functional specialization directed toward improving instruction" (p. 568). Oyewolei and Ehinola (2014) define instructional supervision in the perspective of cooperation and they explain it as "the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons

concerned with teaching and learning" (p. 88). Hoy and Forsyth (1986) in their book entitled "Effective Supervision: Theory into practice" defined "Supervision of instruction is the set of activities designed to improve the teaching-learning process". Powell and Balli (2011) also note that "Effective supervisory models include significant efforts to be collaborative and collegial in nature. Because the primary function of 'supervision of instruction' is to assist teachers to improve their teaching, supervisors will implement practices most likely to elicit teachers' professional development" (p. 13). This implies that the overall support given for teachers is important to help them grow professionally, which enhances their teaching to improve students' learning.

3.2 Principles of Instructional Supervision

Instructional principles are basic for the successful implementation of instructional supervision. It is difficult to achieve the desired students' learning outcomes without the commencement of supervision based guiding principles. Regarding this, Jahanian and Ebrahimi (2013) explained that "Educational supervision is among the educational activities that will lead to growth and development of teachers and eventually to improvement of educational quality. Thus, commencement and termination of the process are based on certain fundamentals" (p.389). They stated, citing Marx and Stops, 1961 and Niknami, 2011), the fundamental principles are related to educational guidance and supervision; needs of teachers; proper short-term and long-term planning; active involvement of stakeholders; improvement of attitudes, knowledge, behavior and strengthening of teachers; evaluation of the effectiveness of the program by beneficiaries; and improvement of the program based on research findings.

3.3 Models or Approaches of Supervision

There are different kinds of supervision approaches (options). It is difficult to use the same approach to different problems or support services which are needed by teachers as well as educational personnel. The situation governs us to apply different options for each case in instructional supervision. Therefore, it is pertinent to use the appropriate approach based on teachers' needs. Different educators use various terms for those supervision approaches or options. Glickman (2002) uses the term structures of classroom assistance and identified

them: clinical supervision; peer coaching; critical friends; and classroom action research team or study group.

Tesfaw and Hofman (2014) classify instructional supervision as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans. We can classify mostly commonly used in the primary school teaching learning process as follows:

3.3.1 Clinical Supervision

According to Caruso and Fawcett (2007), clinical supervision was developed by Morris Cogan (1973) and Goldhammer (1969) as a collaborative and interactive process among teachers to improve their knowledge and skills. There are different definitions of the term clinical supervision. To state some of them, Sergiovanni and Starratt (2007) defined clinical supervision as "face-to-face contact with teachers with the intent of improving instruction and increasing professional growth" (p. 233). Caruso and Fawcett (2007) also noted that "It primarily became a one-to-one encounter between administrator and teacher whose main goal was the evaluation of a teacher's performance" (p.109). Acheson and Gall (1980) as cited in Sarfo and Cudjoe (2016) define clinical supervision as " a classroom supervision which focuses upon the improvement of instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification" (p. 89). It has five sequential steps or stages or phases (Glickman, 2002; Caruso and Fawcett, 2007; Sergiovanni and Starratt, 2007; Sarfo and Cudjoe, 2016). These steps include: Step 1: Pre-conference with the teacher; Step 2: Observation of classroom instruction; Step 3: Analyzing and interpreting the observation and determining conference approach; Step4: Post-conference with the teacher; Step 5: Critique of previous four steps.

Step 1: Pre-conference with the teacher: As stated by Glickman (2002), at this stage, before the actual observation, the supervisor and the teacher sit and decide on the reasons for and the purpose of the observation, the focus of the observation, the method and form of observation to be used, the time of observation, and the time for post conference. The aim of this conference is to clear about the purpose, focus, methods, and time of observation.

Step 2: Observation of classroom instruction: Based on the agreed upon pre-conference meeting, the supervisor observes while the teacher is teaching and documents or captures the teaching as accurately as possible by using chosen method (Sarfo and Cudjoe, 2016).

Step 3: Analyzing and interpreting the observation and determining conference approach: After observing the lesson, the supervisor has to analyze and interpret the major findings of the observation (Glickman, 2002), He further notes that the supervisor can analyze and interpret the major findings using the following domain: planning and preparation; the classroom environment; instruction and professional responsibilities and bring to the post-conference.

Step 4: Post-conference with the teacher: This step is a time for teachers to reflect on the lesson and for the supervisor to provide feedback to teacher about the lesson observation (Caruso and Fawcett, 2007). At the end of this conference, both supervisor and teacher will develop future improvement plan (Glickman, 2002).

Step 5: Critique of previous four steps: In this phase, the supervisor and teacher review the effectiveness of the strategies used during the implementation of the clinical supervision cycle (Glickman, 2002, Caruso and Fawcett, 2007, Sarfo and Cudjoe, 2016). This includes the role of each participant, the nature of the communication, the format and procedures.

3.3.2 Collegial or Peer Supervision

Collegial or peer supervision is the arrangement of "two or more colleagues (i.e., peers) meeting to give and receive case consultation, education, and support—without the anxiety of hierarchical relationships and formal evaluations" Caspi and Reid, 2002, p. 297). This may have many forms such as observe each other's and exchange feedback; discuss problems they face, share ideas, help one another in preparing lesson plans, exchange tips and provides other support to one another (Sergiovanni and Starratt, 2007). Glatthorn (1987) as cited in Sergiovanni and Starratt (2007) explains five different forms of collegial or peer supervision as follows:

Professional dialogue: It is a teachers' learning culture and discuss focusing on teaching as a process of thinking. The aim of this professional dialogue is to enhance reflective practice.

Peer supervision: This is a form of two or more teachers observe each other's teaching followed by analysis and discussion.

Peer coaching: It is a structure whereby fellow teachers, conducted cycles of clinical supervision with each other with the overall coordination of a facilitator leader.

Action research: Teachers work together on the study of problems being faced and the development of feasible solutions of one's teaching practice.

Mentoring: This is a form of collegial supervision. A mentor is a person entrusted with the tutoring, education and guidance of another person who is typically new to the teaching profession or new to a particular school.

3.3.3 Self-Directed Supervision

This kind of supervision is the responsibility of the individual teacher. He/she prepares his/her professional growth plan (Sergiovanni and Starratt, 2007). This plan is shared with the supervisor and the supervisor should be responsible for ensuring that the plan and selected improvement targets are both realistic and attainable. Such kind of supervision approach is appropriate for those who work alone and unable to cooperate with others and it is efficiently in use of time, cost, and less dependency compare to other options (Ibid).

3.3.4 Informal Supervision

This is one of the options of supervision. It is characterized by no appointments and no announcements are made while visiting a classroom. It is also a casual form of visit between supervisors and teachers (Sergiovanni and Starratt, 2007). Furthermore, they explain, "Successful informal supervision requires that certain expectations be accepted by teachers. Otherwise, it will likely be viewed as a system of informal surveillance" (p.277).

3.4 The Role of Supervisors

The main role of the supervisors is building the capacity of supervisee to achieve the desired goals and objectives of the organization. Therefore, "the primary responsibility of most supervisors is to manage their firms' most important resources-human resources" (Leonard, 2013, p, 28). This concept will work to all supervisors. In education, the

role of the supervisors is unique because the more frequently technical skills are used (Alfonso et al., 1984). Recently, there has been a growing demand of the supervisory practices changed from a process into outcome basis. Injunction with this, the factors needed to change, as listed by Aseltine et al. (2006, p, 12-14), include:

1. The focus in education has shifted from the centrality of teaching to the importance of student learning.
2. In an age of ever-greater accountability, educators need to demonstrate through performance that their efforts are resulting in student learning.
3. Education literature and professional development initiatives are increasingly focused on data-based decision making.
4. Traditional models of supervision and evaluation focus on the process of teachers' work rather than its outcome. During traditional
5. The traditional emphasis on instructional processes delimits teachers' professional growth.
6. Traditional teacher supervision and evaluation may not explicitly link instruction and student learning or provide for differentiated instructional contexts.
7. Traditional methods of teacher evaluation rarely help teachers make a direct link between their professional growth and what the standardized test results and school improvement plan indicate are the real student learning needs.

At this junction, the role of supervisors is a critical issue to bring about students' learning outcomes. Aseltine and et al. (2006) further note that the instructional supervisor's role is " to help the teacher connect with internal and external professional development resources that will best help that teacher learn how to address the targeted focus more effectively" (p. 94). They have also a number of roles. The role of supervisors relates to the functions of supervision. Hawkins and Shohet (2006) classified the functions as developmental, resourcing and qualitative. Owen (2008) categorized as educative, supportive and managerial. However, they have similar meaning in different terms. As stated by Hawkins and Shohet (2006, p. 52), supervisors play the roles of a counselor in giving support; an educator, helping supervisors learn and develop; a manager with responsibilities for the quality of the work the supervisee is doing with their clients; and a manager or

consultant with the responsibilities to the organization which is paying for the supervision.

Holloway (1995) as cited in Hewson et. al. (2001) in the Article entitled as 'Integrative Supervision: Art and Science' also stated that the roles and functions of supervisors are monitoring and evaluating, advising and instructing, modeling and consulting. In addition to these roles and functions, supervisors play the role of supporting and sharing as a way of addressing the supervisory tasks which are the development and honing of counseling/psychotherapeutic skills, case conceptualization, professional roles, emotional awareness and self-evaluation.

3.5 Ethiopian Primary School Cluster Supervisors Roles and Responsibilities

The Ministry of Education of Ethiopia (2008) developed the primary school cluster supervisors' guideline. As stipulated in the guideline, the primary school cluster supervisors' are responsible to play the roles of coordinating all cluster related activities; assisting teachers in their location, selection and interpretation of teaching materials; visiting and observing each teacher in the classroom and identifying the strengths and weaknesses; holding individual conferences with teachers; teaching demonstration lessons; identifying teachers' professional development needs; planning and arrange training programs and workshops at the cluster level; arranging inter school visitations to observe good practices and experience sharing; assisting in the evaluation and appraisal of the school program; monitoring the quality of students' learning; working with the community/kebele on school improvement activities in the cluster; reporting on all cluster activities to the WEO (Woreda or district Education Office); assisting with planning and evaluating procedures with respect to SIP (School Improvement Program); and relating training projects to TDP (Teacher Development) and particularly CPD (Continuous Professional Development) guidelines.

Method

The study was used a descriptive research design. The mixed method approach was employed to examine the perception of teachers and school leaders in the primary school cluster supervisors' supervision practice. Both quantitative and qualitative methods were used simultaneously to gather relevant and necessary information through different techniques. First, the quantitative data were collected, analyzed, discussed which was supported by qualitative data simultaneously. The rationale for selecting this mixed approach was to triangulate the quantitative data with qualitative data gathered such as interview and FGD.

The study was conducted in four sub-City public primary schools found in Addis Ababa City Administration, in Ethiopia. The selection of samples was mixed type which was a mixture of cluster and multi-stage sampling. At first, this study was used grouping of the ten sub-cities in three clusters, based on their geographical location and selected 40% of the sub-cities. These were Kirkos, Addis Ketema, Gulele and Nifas Silk. The participants of the study were 675 teachers, 195 head teachers and 56 supervisors and 926 of the total respondents returned the questionnaires. Besides, 10 educational officials, 37 teachers, 18 head teachers and 13 supervisors were participated in the interview. Furthermore, a total of 34 education officers, teachers, head teachers and supervisors were participated in the FGD.

The study used both primary and secondary data sources. Primary sources of data were obtained from the Ministry of Education and City Education Bureau, sub-City Education Department, Woreda (District) Education office heads and experts, teachers, head teachers, and supervisors. Data from these groups were collected through interview and focused group discussion. The participants were the main actors of implementing school cluster supervision system as well as implementing the CPD program. Therefore, their participation helped the researcher to draw valuable conclusions from their first hand and valid information. The secondary data were collected through the reviewing of MoE and A. AEB reports and guidelines related to cluster and CPD functions, organization and implementation. Beside this, annual statistics and performance reports of MoE and A.AEB, ESDP V plan, the National learning assessment reports were reviewed in the context of the study.

Regarding the data presentation, both qualitative and quantitative data were organized and analyzed accordingly. The quantitative data were collected through questionnaires and the annual statistics abstracts of MoE and AABE. The data were analyzed using both descriptive and inferential statistics. IBM Statistical Package for Social Sciences (SPSS) version 20 was used to compute the data collected from teachers, head teachers and supervisors through a questionnaire. The qualitative data collected through interview, FGD, and respondents' suggestions using open-ended questionnaires were organized based on the suggestion of the majority of respondents. All the interviews were recorded by a voice recorder and all FGD reports are organized accordingly. The quantitative and qualitative data at first transcribed in a local language-Amharic and then translated into English. The translated and transcribed data were analyzed basic research questions.

4. Analysis and Discussions

One of the strategies used to improve the teaching learning process the proper implementation of primary school cluster supervision practices. These practices should be manifested in the form of clinical supervision, and general supervision and support. As a result, to identify the supervisors' actual practices in such areas, different questions were asked to elicit information concerning the clinical supervision and general supervision. Multiple comparisons were made to determine the primary schools cluster supervisors' actual supervision practices. Regarding this issue, thirteen items were prepared to obtain data from the respondents. The items were categorized in two parts. The first part consists of five clinical supervision items related regular classroom observations; making agreement on the pre-observation discussions, observing classroom instructions, organizing post observation meetings, providing constructive feedback, and applying a democratic way of supervision. The second part focuses on general supervision and support practices, including: professional dialogues among the teachers, peer supervision, peer coaching, action research, mentoring program, conducting informal supervision, encouraging self-directed supervision, and report writing. A One-way analysis of variance was conducted as shown in the table below.

Table 1: Results of the one way ANOVA on the supervisors' supervision practices

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39.317	2	19.659	25.467	.000
Within Groups	712.476	923	.772		
Total	751.793	925			

As shown in table 1, a one-way analysis of variance was conducted to find out if there is a difference among the three groups of respondents' (teachers, head teachers and supervisors) views with respect to the supervisors' supervision practices. The result showed that there was a statistically significant difference among the three groups of respondents in relation to the supervisors' supervision practices, (F(2, 923) = 25.467, p=0.000). This implies that there was a statistically significant difference among the three groups of respondents in line with the supervisors' skills in supervision practices. To see the differences of respondents' views on this issue, the multiple comparison results were shown in table 2.

Table 2: Multiple comparisons on the supervisors' skills on supervision practices

(I) Status of the Respondents	(J) Status of the Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Teacher	Head Teacher	-.22488*	.07143	.002	-.3651	-.0847
	Supervisor	-.82620*	.12218	.000	-1.0660	-.5864
Head	Teacher	.22488*	.07143	.002	.0847	.3651

Teacher	Supervisor	-.60132*	.13320	.000	-.8627	-.3399
Supervisor	Teacher	.82620*	.12218	.000	.5864	1.0660
	Head Teacher	.60132*	.13320	.000	.3399	.8627
*. The mean difference is significant at the 0.05 level.						

The post-hoc comparison, using the LSD test, was conducted to identify the pairs of groups with significant mean differences. The results of this comparison analysis, as given in table 2, indicated that teachers' group view (M = 3.22, SD = 0.88) showed a statistically significant difference from the head teachers view (M = 3.45, SD = 0.94), which clearly showed a statistically significant difference in the mean values between the supervisors (M = 4.05, SD = 0.61) as compared to teachers and head teachers.

Based on the above analysis, the study found that the main task of the primary school cluster supervisor is classroom observation. As indicted in the City Education Bureau (2014) revised BPR standard, supervisors have to supervise 200 teachers three times per year. This means that they have to observe 600 lessons in total. Previous researches supports the importance of instructional supervision leads to growth and development of teachers and eventually to improve of students' learning achievements (Jahanian and Ebrahimi, 2013; Oyewolei and Ehinola, 2014). In this regard, the majority of respondents indicated that the primary school cluster supervisors followed the basic principles of clinical supervision. Accordingly, they reported that supervisors made pre-observation methods, lesson observation skills, post classroom observation discussions, and applied a democratic way of supervision. Beside this, they reported that supervisors do better in supporting peer supervision whereas they had poor performance in supporting the teachers' peer coaching. However, different research results indicated that supervisors should use the appropriate approach of supervision based on teachers' needs (Glickman, 2002).

The study also reveals that the majority of respondents were moderately satisfied with the supervisors' performance in facilitating action research, mentoring program, informal supervision. On the other hand, head teachers and supervisors reported that they were

moderately satisfied by the facilitation of primary school cluster supervisors in motivating teachers to request self-directed supervision practices whereas teachers, the main beneficiaries of this supervision, were dissatisfied. In general, the study reveals that three groups of respondents positively perceived that the supervisors support teachers in the process of clinical supervision as well as general supervision and support. The main purpose of instructional supervision is to boost the teaching learning process so as to improve students' learning achievements (Allen, 2015; Powell & Balli, 2011). In this regard, the majority of FGD and interview participants indicated that cluster supervisors had implemented clinical supervision; however, the practice didn't bring about the expected outcome. They also complained that in most cases, supervisors focused on numbers of supervision rather than the quality of clinical supervision. Further, the FGD and interview participants were reported that supervisors had good technical skills in their job because they had passed through different trainings and experience in the teaching-learning process. However, they indicated that the problem was losing interest in doing their job properly.

Conclusions

The cluster based supervision system is new reform programs to improve the quality of education in Ethiopia. Like other reform programs, the program faces different problems and challenges. The basic problem of the programs is lack of adequate awareness and consciences among stakeholders, especially, with teachers and head teachers. The study indicated that this program did not implement properly and did not bring about the desired results. It can be concluded that the problem is related to the leadership of each level of the structure. This means that school, cluster, Woreda, Zone, Regional and National educational level leaders. At lower level the education structure, the problem lies on the primary school cluster supervisors. Finally, the researcher concluded that the improper implementation of the cluster supervision system cannot bring about the desired results. Therefore, the problem should be diagnosed in detail to solve it and improve the CPD program as well as the cluster system as a whole. Besides, the current supervisor in-service training program should be revisited in this regard at national level.

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IMPACT OF MGNREGA ON SCHEDULED COMMUNITIES IN TELANGANA – A STUDY

Manda Varalaxmi
Dept of Economics
Kakatiya University, Warangal

Abstract

The MGNREGA has evoked wide interest because of the magnitude of rural poverty which it is expected to reduce by providing an exit pathway. According to the latest statistics, India was home to 355 million people living in poverty out of which 278 million or 78% were in rural areas. The argument for developing and implementing strategies to reduce poverty by increasing productive employment opportunities in rural areas is compelling and has shown results. Agricultural wages have increased across the country, and the impact of MGNREGA has been considerable in this regard. The National Rural Employment Guarantee Act 2005, or NREGA, was brought into force by the government of India in February 2006 as a tool against poverty. It is the first nation-wide employment scheme that guarantees employment legally to India's rural population. The weaker sections such as Scheduled Castes (SC) and Scheduled Tribes (ST) are not provided with minimum working days under this programme as stipulated in the guidelines of the programme. In many cases, the works are not provided to the workers in time. The NREGA is being implemented in 200 most backward districts of 27 states in the country – socio - economically, the most challenging areas in India. It guarantees 100 days of unskilled jobs per rural household. More importantly, the act aims to eradicate extreme poverty and at making villages self-sustaining through productive assets creation (such as water tanks and soil conservation works).

Keywords: MGNREGA, Scheduled Communities, Rural Employment.

Introduction

India has been mainly a rural economy. About 80% of its population lives in villages. Near about 30% of the rural people are living below the poverty line even today. Rural development is a matter of global concern today because it has the largest reservoir of the human resources. At present abundant human resources are available in most of the developing countries. But the important aspect of human resources of rural development has not been given its due recognition in these countries.

Though there have been rapid strides in growth in the past two decades in India, there is a widely shared view that the decline in poverty level is not commensurate with growth. While faster growth is necessary, it is well recognized that the approach to reduction of poverty needs a multi-pronged strategy. Policy initiatives directly addressing poverty reduction may be grouped into three types. The first type refers to institutional measures like organization of the poor to enable them to acquire better capabilities like the promotion of community based organizations (CBOs), provision of targeted credit etc. The second type of measure comprises transfer payments including direct cash transfers, pensions or indirect transfer like subsidized food and essentials through the Public Distribution System (PDS). The third set of measures involves provision of self-employment and wage employment programs. The experience of welfare programs in India shows that considerable efforts have been made in all three modes. Here we shall concentrate on one of the major initiatives viz The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and the resultant scheme.

India is an agricultural country where, 75.20% of the population lives in rural areas (2011 census). Though India has completed more than 60 years of Independence poverty in rural India continues to increase day

by day and people are increasingly migrating to the urban areas to earn their living. In other words, even after completing 60 years of Independence we have more than 40 per cent people living below poverty line. Every Five Year Plan and many other poverty alleviation programmes for the rural poor have come up with different income generation and Employment Guarantee Schemes but their result seems to be unsatisfactory.

BACKGROUND OF MGNREGA

The rural distress was growing rapidly at the time Act was passed. The growth of agriculture production fell from 3.5 per cent in the 1980s to 2.0 percent per annum in the 1990s and real income growth fell from 4.5 to 2.5 percent per annum over the same period. By 2001 per capita food grain availability had fallen to lower than that in the 1950s. Workforce participation rates declined, more for women than men. The Planning Commission reported a fall in employment growth from 2.04 percent during 1993-94 to 0.98 percent during 1994-2000. Even though this was accompanied by a deceleration in the rate of growth of the labour force from 2.29 per cent in 1987-94 to 1.03 per cent in 1993-2000, unemployment has grown since labour force growth outstrips the growth of employment.

This is the most significant act in the history of Indian polity in many ways like grass-root level participation of every citizen and beneficiary through democratic process, multi-layered social audit and transparency mechanism by involvement of civil society, comprehensive planning at village level towards sustainable and equitable development etc. Important Salient feature of the Act is to improve the quality of life of rural households who are vulnerable to outmigration in search of daily wage employment by channelizing the wage workforce towards developmental activities at the village level itself.

MGNREGA: Salient Features

MGNREGA is based on the twin principles of universality and self-selection. It offers the legal right to work at a specified minimum wage. For those who request it work is provided within 15 days of applying. Because of its universal nature the program also eliminates targeting errors. With a people-centred, demand-driven architecture, completely different from the earlier rural employment programs, MGNREGA is expected to augment the intensity of employment in the widespread underemployment conditions of rural India. The process of implementation involves undertaking rural resource development work executed by the Panchayat without engaging contractors or machinery, and community involvement in the form of planning and social audit. It is also expected to improve participation, transparency and accountability, and reduce, if not eliminate, corruption and malpractices associated with earlier public works programs.

MGNREGA Mandate and Objectives

- Ensuring social protection for the most vulnerable people living in rural India through providing employment opportunities,
- Ensuring livelihood security for the poor through creation of durable assets, improved water security, soil conservation and higher land productivity,
- Strengthening drought-proofing and flood management in rural India,
- Aiding in the empowerment of the marginalised communities, especially women, Scheduled Castes (SCs) and Scheduled Tribes (STs), through the processes of a rights-based legislation,
- Strengthening decentralised, participatory planning through convergence of various anti-poverty and livelihoods initiatives,
- Deepening democracy at the grass-roots by strengthening the Panchayati Raj Institutions (PRIs),

- Effecting greater transparency and accountability in governance.

Implementation of MGNREGS: A Brief Overview

Social Dimension

We shall turn to social inclusion in terms of the share of Scheduled Castes (SCs) and Scheduled Tribes (STs) households in the employment generated under MGNREGS. The incidence of poverty among ST and SC households is disproportionately higher. Even in 2009–10, against an overall rural poverty level of 34 percent, 47 percent of STs, and 42 percent of SCs were poor. Hence, a real test of whether a social protection scheme such as MGNREGS is reaching the right social group or not is analyzing the share of SCs and STs in the employment created. Similarly, inclusion of rural women, who have a major part in supporting livelihoods, would indicate reach to the deserving. Here an attempt is made to assess the inclusion of these social groups in relation to their share in population, and in the case of women, in terms of thin work participation rates in different states. The assessment of SC household participation in the MGNREGS should also factor in the relative share of SC population in each of the state. The proportion of SC population in the state total varies from as low as 6.9 percent in Assam and 7.10 percent in Gujarat to as high as 28.9 percent in Punjab, 24.7 percent in Himachal Pradesh, and 23.0 percent in West Bengal. For the country as a whole, there was gradual increase in the share of SC households in the total person-days of employment from 25.36 percent in 2006–07 to 30.49 percent in 2009–10 but later it decelerates. However, in all these years and in almost all the states the SC share in employment is higher than their population share. This is expected because most of the landless and land poor people in rural areas, who depend on wage labor, belong to SC households.

Why Women Prefer MGNREGA

Participation of women in MGNREGA is higher compared to any other government program, even though there are several socio-cultural, economic, and locational factors that affect women's participation in work adversely. This is well reflected in the very high share of female employment in the MGNRES in Tamil Nadu, Kerala, Rajasthan, and Andhra Pradesh. Historically, there have been wide variations in the female work participation rates across the country because of socio-cultural reasons. Female work participation rates have been very high in Andhra Pradesh (48.3 percent), Tamil Nadu (46.1 percent), Maharashtra (47.4 percent), Rajasthan (40.7 percent), Madhya Pradesh (36.6 percent) and Himachal Pradesh (50.60 percent). The female work participation rates are much lower than national average in Eastern India, Uttar Pradesh, and even Kerala (25.6%).

MGNREGS and Fixation of Wages

The issue of wage rate for MGNREGS has been a subject of controversy because it is not fixed as a uniform daily wage rate applicable to all states. Nor is it linked to statutory minimum wages, which vary from State to State. Except in Himachal Pradesh, MGNREGS wages are paid in terms of piece rate linked to the "Standard Schedule of Rates" (SSRs) of the public works Departments of different State governments which bring-in the issues of fairness of rates, fair timely measurement, among others. One of the basic principles that is followed is that of equal wages to male and female workers. When the Scheme was launched in 2006, an indicative wage rate of Rs. 80 per person-day was proposed. This meant that workers engaged under MGNREGS would be assigned physically measurable work equivalent to Rs. 80 as per the Standard Schedule of Rates. Later, in 2009 the indicative wage was raised to Rs. 100 per person-day. Furthermore, it was agreed to revise the base wage rate of Rs. 100 indexed on the basis of inflation rate.

Review of Literature

The official website (**www.nrega.nic.in)** of the government of India (2007), as on today reveals that 16.6 million households have been provided employment. And in terms of person days employment for 444.4 million person days have been provided to take up 0.77 million works (0.16 million completed) and 0.61 million, under progress. According to the same website, out of total persons employed under MGNREGA, there were 25.62 percent SC's, 34.33 percent ST's and 46.5 percent women. The impressive figures describe the scale of implementation of the act. These figures also re-emphasize the importance of roles of principal authorities of planning and implementation of works under MGNREGA. Studies by PRIA (Participatory Research in Asia) and its partners suggest that more than 80 percent works under MGNREGA are being implemented by Panchayati Raj Institutions.

Jandu (2008) in the study carried out in four states-Chattisgarh, Madyapradesh, Orisssa and Tamil Nadu found that women are able to perform their role in the families as contributors to family expenditure and participate in decision making in the family affairs.

Ramesh & Kumar (2009) also, in their study, found that the MGNREGS playing a substantial role in empowering women economically and laying the basis for greater independence and self esteem. It has become as beacon of light in the empowerment of rural women and contributed substantially for improving their economic and social status.

International Labour Organization (2010) 'MGNREGA: A Review of Recent Work and Green Jobs in Kaimur District in Bihar', attempts to quantify decent work elements and environment-related aspects in the execution of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). The study reveals that the works in

Kaimur district should be considered green and decent, although there is scope for improvement in the areas of social protection and social dialogue. The study also suggests improvement in land management planning from the point of view of the source from where soil is excavated.

Moghadam, V. M. and Lucie Senftova (2005) study found that there have been many attempts to measure women's empowerment in the development field, but these have had various shortcomings. They are used to assess women's participation (referring to an active social condition), rights (referring to a formal, legal condition) and capabilities (preconditions for the enjoyment of rights and enhancement of participation). The domains are: socio-demographic indicators, bodily integrity and health, literacy and educational attainment, economic participation and rights, political participation and rights, cultural participation and rights.

Nidhi Vij (2013) analysed the impact of social protection program like MGNREGA on poor people of schedule caste, schedule tribe and backward caste. Social protection programs have been an important part of development process and planning in India. Despite a plethora of social protection programs, vulnerable groups among the poor have not been well targeted. However, the recent paradigm shift towards rights-based legislations may have hit the right chord with its self-targeting mechanism.

Objectives of the Study

i. To assess the impact of the programme on availability of employment in rural areas;
ii. To assess the impact of on wages and earnings in general and rural wage rates in particular;
iii. To assess the impact on living status of poor scheduled communities;

iv. To identify gaps in administrative structure and implementation process of the programme; and

v. To suggest measures for strengthening the implementation of the programme in study area.

Methodology of the Study

The present study based on secondary data, the data was collected mainly through published works in the form of books, articles, government reports and internet resources.

Women participation in MGNREGS Telangana State

MGNREGS at glance in the Year 2016-17 (Previous year of survey)

No of households	3, 13,12,813	
No of Individuals	6,000 79	
Men	2, 82, 84,533 (43.05%)	
Women	3, 81,699 (56.92%)	
S.Cs	1, 38,570	(20.06%)
S.Ts	1, 42929	(23.24%)
B.Cs	3, 55,211	(51.9%)
Others	29231	(4.41%).
No of person days of employment generated	1,25,22,353	
Average No of days per person	40.03	
Average wage		Rs 102.48
No of households completed 100days	23,619	(7.55%)

Source: Report of DWMA, Warangal on **MGNREGS**

The above table shows the establishes that women are the majority beneficiaries and more than ninety percent beneficiaries belong to SC, ST and BC communities. Average number of days employment provided is 40.03 which is less than half of the

mandated 100 days , average days of employment in the year 15-16 was 45, in the year16-17 it came down to 39 days. Only seven percent households could complete 100 days. This shows poor state of implementation of the scheme in the study area.

MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act)

The share of Telangana in terms of MGNREGA card holders is higher than the national average. Although males hold a higher number of cards, in terms of work, females' percentage is higher. Importantly, the share of beneficiaries among ST community is lower in Telangana when compared to other social groups.

S. No	Districts		Registered Workers			Number of Active	Active Workers		
		Issued	SCs	STs	Total Workers	Job Cards	SCs	STs	Total Workers
1	**2**	**4**	**5**	**6**	**8**	**10**	**11**	**12**	**14**
1	ADILABAD	202469	90449	201947	475889	99991	35114	93792	202238
2	Bhadradri Kothagudem	255218	87879	328240	608277	112834	25190	133080	208713
3	Jagtial	225901	125860	18773	451067	88302	39932	6648	132184
4	Jangaon	166598	102232	56734	418059	92864	39938	26986	177432
5	Jayashanker	222011	137932	123145	604052	115243	53597	51325	237525
6	Jogulamba Gadwal	178856	98394	6337	441708	71527	33404	1256	144461
7	Kamareddy	242228	134501	75288	665542	148460	67846	39802	318856
8	KARIMNAGAR	182074	120688	4544	415978	85773	41363	1386	144361
9	KHAMMAM	360313	212833	160599	839497	167810	78712	65980	302485
10	Kumram Bheem(Asifabad)	143867	61341	126619	354459	84669	30744	63325	171923
11	Mahabubabad	254831	92615	291874	650044	123909	34049	115721	255587
12	MAHBUBNAGAR	379847	173609	90415	891886	153213	52435	24158	281146
13	Mancherial	167794	120626	52344	370075	85975	52557	25090	161060
14	MEDAK	226084	123950	68996	588976	113543	49040	25467	229189
15	Medchal	38618	17830	3383	55388	5208	1671	166	5329
16	Nagarkurnool	270511	162524	94768	621862	102597	50198	27757	189213

17	NALGONDA	424471	233800	186519	1073599	243893	102134	93698	480673
18	Nirmal	188239	89167	74724	423463	97749	41427	35611	183873
19	NIZAMABAD	302362	159693	98464	730778	171224	66306	47538	295602
20	Peddapalli	160314	87861	9368	371761	78889	32664	3944	144143
21	Rangareddy	254750	166028	68995	542199	98130	54987	21590	173665
22	Sangareddy	308329	204758	78226	685718	108630	69814	24630	206386
23	Siddipet	252968	148766	18482	596914	127097	57515	7378	227863
24	Sirsilla	123836	84308	15249	294286	57140	27931	6918	98329
25	Suryapet	293382	167457	118106	736899	180035	77755	65900	355036
26	Vikarabad	222328	150304	71115	570066	119439	72784	27518	251025
27	Wanaparthy	167406	76531	38202	405272	74390	22808	12232	136921
28	WARANGAL	212775	126883	91228	562745	106938	43513	38275	210797
29	Warangal (Urban)	93640	72285	8587	240852	36297	18329	2732	67314
30	Yadadri	182487	91649	32758	418240	97718	34504	15436	155164
	Total	6704507	3722753	2614029	16105551	3249487	1408261	1105339	6148493

Source: www.nrega.nic.in

Conclusion

There is clear evidence that rise in wages is one of the contributing factors, along with other rising input costs, to increasing costs of cultivation. While SC, ST, and other small-marginal farmers who are also participants in the MGNREGS were not affected much, or in many cases gained considerably, the better off farmers could face the rising costs partly through mechanization. One of the salutary effects of MGNREGS on poor rural households is the drastic reduction in distress migration. But there is no reason to share the apprehension, as expressed by some, that the Scheme "may discourage them from moving to more economically dynamic areas." There is equally strong evidence to show that migration for higher wage work that lasts for a relatively longer period in a year remains unaffected. This type of migration might in fact improve if skill-formation and capacity-building activities that improve human capabilities were also brought under the MGNREGS. Women's decision for participation and their share in NREGA jobs is hindered by various factors such as structural problems, ineffective and improper implementation of scheme, social attitudes, exploitation and corruption. It should also be recognized in the light of undesirable experiences and results in its implementation in the last 10 years period that a coordinated and scientific strategy is needed for desired results and their sustenance. But question remain however, how long women are accommodated just in low paid manual labor just for the sake providing employment, why can't they be accommodated in other sectors, when there is scope, by educating, training in newly emerging production and services activities and by developing modern small scale industries in rural areas.

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ASSESSMENT ON LITERACY SKILLS: THE CASE OF BERTA LANGUAGES IN BENISHANGUL REGIONAL STATE, ETHIOPIA

Shewa Basizew
Department of English Language and Literature
Assosa University, Ethiopia

Habtamu Wakjira
Department of English Language and Literature
Assosa University, Ethiopia

Tadese Hirpa
Department of Language
Gilgel Beles College of Teachers Education
Ethiopia

Abstract

This study was aimed at assessing the literacy skills in Berta Language, which is one of the indigenous language spoken in Benishangul Gumuz Regional State, Ethiopia. The study was conducted in Assosa Zone, Homosah Woreda, Kubure Hamsa primary School. The objectives of the study were to assess the effectiveness of mother tongue based-education in Bertegna language and to investigate the extent to which students practice reading and writing skills in their mother tongue. The very importance of this study was to assist students of Berta Language equip with good knowledge of writing and reading. Texts were provided to check students sound knowledge, phonic awareness, recognition of familiar words, passage reading and comprehension ability, dictation and writing skills in Berta Language. The researchers used both quantitative and qualitative approaches to analyze and interpret the data obtained. The study revealed that the students literacy skills in their mother tongue (Berta) is poor. As aresult, teachers and concerned bodies should work better so as to train students effective learners in this language

Keywords: Literacy Skills, Mother tongue Education

Introduction

Education has been found to have a positive impact on human development and attempts to make it available to all has been a priority for development agencies and different stake-holders, since the UN declared it a human right in 1948. At the World Conference on

Education for All in Jomtien, Thailand in 1990, the International Community committed in ensuring the universal right to education for "every citizen and every society", with developing countries making constitutional commitments to provide universal primary education for all (World Declaration on Education For All 1990) cited in UNESCO (2006). Next, the Dakar Framework for Action (2000) cited in UNESCO (2007) recognizes the need to tailor primary education to reach those belonging to ethnic group make education contextually located and locally accessible. Learners who understand the language they are instructed in are more likely to engage meaningfully with content, the intended message, question what they do not understand and even enjoy the challenge of new things (the incoming knowledge). Duly, The Summer Institute of Linguistics (SIL) notes that people learn best when they are taught in a language they understand well (2006). Besides, UNESCO (2005) adds that, "...one of the biggest obstacles to Education for All remains ineffective, because the use of foreign languages for teaching and learning influenced the attainability of the desired goals. This is evidenced by Pinnock (2009) who notes that 72% of out-of-school children are found in linguistically diverse countries that enforce a non-indigenous language for schooling. This is why educators thus note that the value of mother-tongue based education to improve the quality of education.

Following that, learning through mother tongue has due advantage because it has a natural relationship in acquiring culture, linguistic power, myth and ideology. In dealing about culture in line with mother tongue, culture can be realized as the language community of the mother tongue, the language spoken in a region, which enables the process of enculturation, the growing of an individual into a particular system of linguistic perception of the world and participation in the centuries old history of linguistic production (Adams, 2005).

Effective communication takes place when the appropriate language (medium of instruction) is used (Emenanjo, 1990). Under such circumstance, a question may arise as to which language (medium of instruction) is more important for class room instruction through which the child would be initiated to participate in activities in his/her social setting. As a numerous scholars suggest, it is the child's mother tongue has to learn in the primary grades. The advantage of this for the child is an individual ease, speed of

expression, greater self esteem, greater independence of thought, a greater certainty, and longer retention of the subject matter (Perfetti, 1985). Conversely, using the weaker language of a child over which the child has no relative mastery, according to Nagy (1998), affects both the child's grasp and speed of reading.

Primary education that begins in the mother tongue helps students to gain their literacy, numeracy and life skills more quickly. That is when students are taught in their mother tongue, they easily transfer literacy skills to official languages of education by acquiring essential tools for lifelong learning (SIL, 2011). As researches depict, when learner's first language is not used in the classroom; various difficulties like dropout rates, repetition rates, luck of interests in the case of learners and dalliance of understanding may be encountered. As Gfeller (2010) explained, the use of a familiar language to teach children literacy is more effective than a submersion system as learners can employ psycholinguistic guessing strategies to learn how to read and write. Children can learn to associate sounds with the symbols they see which facilitate their understanding since they can already speak the language. Several current studies and research on mother-tongue literacy have shown that language is a fundamental medium of effective communication in educational processes from a cognitive perspective. As Fafunwa et al (1989) expressed, during the early grades of primary education, the mother tongue should be used to establish and maintain a socio-cultural link between formal schooling and everyday languages spoken at home. Jessica (2011) also stated that mother tongue is considered to be an important component of quality education, particularly in the early years. Many linguists as well as experienced and successful bilinguals argue that it is highly desirable for multi-cultural societies to support the education system through the use of a first language in the learning environment (Verhoeven, 1994). Hence, mother tongue education in the primary years offers the best introduction to literacy that eventually becomes useful in cultivating the learners' mental makeup as a whole (Westley, 1992 cited in Getu, 2010).

When curriculum content is presented in an unfamiliar language, an enormous amount of time must be spent first teaching children to understand, speak, read, and write second language or a foreign, something that is extremely difficult and wastes time in the early

grades that could be spent learning to read and learning academic concepts in mother tongue. Moreover, children who cannot understand that language used in the classroom is unable to demonstrate what they know, ask questions, and participate (MTB-MLE Network, September 8, 2011).

Although different scholars have argued learning through the aid of mother tongue is crucial and undeniable fact for the later development of the children's multidisciplinary growth, the learners are not accessed to the expected level of learning environment through the influence of mother tongue at the primary schools and college levels in the region. Consequently, the researchers focused on assessing the benefits of mother tongue based education (basic literacy skills). The researchers try to assess (find out) how much effective are the children in utilizing their mother tongue in their reading and writing skills (literacy skills). Therefore, the general objective of this study was assessing the implementation of mother tongue based-education in (Berta) at primary schools levels. The researchers derived the following specific objectives: To assess the effectiveness of mother tongue based-education in Bertgna languages and to investigate the extent to which students practice reading and writing skills in their mother tongue.

Materials and Methods

In this section of the study, the researchers have included the methodological structure, Methods of data collecting, tools of data gathering, methods of data analysis, description of the participants (the learners), description of the schools, and the description of how the data were analyzed and clearly discussed. Quantitative and qualitative approaches were used to analyze the data in line with related with some scholartsitic views of writers. Competency testing tools were used as major instruments to collect the data. Competency testing tools that the researchers used were adapted from Early Grade Reading and Writing (EGRAW) research conducted by USAID, IQPEP, and 2004 E.C) and some of the tools were developed in line with the objectives that have been already designed and was adapted from the review literatures that refer about literacy skills of the language. There were six competency testing tools that were used in this research. Section one letter name knowledge (timed), section two phonemic awareness (not timed), section three using phonemic clues to read new words (timed), section four familiar word identification (timed), section five

short passage reading (timed), and dictation (not timed). Competency testing tools are one of the most popular methods of collecting data in conducting scholarly research. They provide a convenient way of gathering information from a target population (Walonick, 1993). As far as this study was concerned about students' mother tongue literacy skills, it was performed by administering competency testing tools to the learners that referred about their literacy skills in the three mother tongues -Berta.

Purposive sampling technique was utilized due to the reason that these mother tongues education were selectively offered at some schools in the region. The sample schools included Kubur Hamsa elementary in Homosha Woreda. The participants of this research were students who have been taught in mother tongue languages (Berta). The researchers also believe that the students at this class level have practiced these literacy skills at least for the last four years that would give them an opportunity to practice the skills.

To make the data gathering instrument reliable and valid, preliminary discussions was made among the researchers on the draft of the instruments. To reduce the ambiguity of instruments, the researchers defined and stated the meaning of words, phrases or sentences. Based on the comments and suggestions forwarded, the testing tools which were vague to the respondents were refined and improved. Three mother tongue instructors (Ahmed, Tsehay, and Gurmessa) in the college in the three languages participated to collect the data. Before the testing tools were administered, the researchers made discussion with the data collectors to have common understanding about the sampling techniques and the tools. The researchers informed the data collectors to explain the objectives of the study to the respondents in each school before the tools were distributed. The instruction was clarified to the students so as to avoid the difficulties in understanding the concept. The students were informed that the items should be completed individually. The data collectors administered and helped the students when they got ambiguity in responding to tools. The data were analyzed both quantitatively and qualitatively. The descriptive statistics were used to interpret the data that were obtained through the testing tools. Quantitative data analysis techniques involve a number of statistical procedures that are used to analyze data that are in the form of numbers or quantities that can be some way quantified.

Besides, quantitative research relies heavily on numbers in reporting results, sampling, and providing estimates of instrument reliability and validity (Yalew, 2005). Moreover, qualitative data analysis was also implemented in this study.

Discussion and Results

Analysis of Berta Language Literacy Skills

Sound knowledge (Bertgna): The data collector set the time on two minutes. He started the time immediately when the student began to read the first sound of the given letter. When students made self correction, the data collector gave marks to the student. When the student mispronounces the letter, the data collector marks the incorrectly sounded letter with slash [/] mark. Finally, the data collector ordered the child to stop when the time reached to two minutes (120 seconds) and marked the final letter read with a bracket(**]**).The scores collected through the letter sounding knowledge tool were categorized under two headings. The first heading was the scores that showed the number of respondents who scored below average. The averages of the scores were taken the midpoint of all the sounds given to be sounded correctly out. The second heading showed respondents who scored above the average. In order to make the analysis suitable for the respondents score was set in to intervals.

Table 1-Letter sound recognition

Table 1a- Students who scored below average regarding letter sound identification

Scores	0-4	%	5-9	%	10-14	%	15-19	%	20-24	%	Total
No. sts	3	7.89	14	36.84	4	10.52	7	18.42	3	7.89	31(81.57%
Average	3.33		7.21		10.15		16.28		22.66		

The interpretation of the data was done on an interval five. The above table 1a indicates that students' knowledge concerning letter sounds. As it is described in the table students scored below average, 3 (7.89%

of) students scored in 0-4 interval, that is, they scored 3.33 on an average. On the other hand, 14 (36.86% of) the students scored in 5-9 interval whose average score was 7.21. Large number of students scored 7.21 in average (in 5-9 interval). 4 (10.52%) students' score was 10.15 in average. 7 (18.42%) of the students achieved the average of 16.28 which was in the interval of 15-19. 3 (7.89) of the students achieved the average mark 22.66 that was in the interval of 20-24. As the table revealed that, students' knowledge of letter sound identification was very poor because 81.57% of the students achieved below the average result of all the participants. 22.66 was the largest average result to those students. Even the number of students who scored 22.6% is only three which is so insignificant to the samples. Among the students, who scored in the interval of 20-24, only one of the students read the sounds in120 seconds. 30 students couldn't complete reading of the letters in 120 seconds. Thus these students couldn't read the letters within minimum reading competency. As Torgesen et al., (2001) states that oral reading fluency is reading with speed and accuracy, but it also includes reading with the correct stress, intonation, and emphasis. A recent review of research reports on the language and literacy concludes that becoming literate and fluent in one's first language is important for overall language and cognitive development, as well as academic achievement (Ball, 2010).

Table 1b- Students' sound knowledge average and above average

Scores	25-29	%	30-34	%	35-39	%	40-44	%	45-52	%	Total
No. sts	0	0.00	1(33)	2.63	1(35)	2.63	0	0.00	5	13.15	7 (17.43 %)
Average	0		-		-		0		48		

Table 1b indicates that these students who scored average and above average in reading the letters' sound. As it was revealed in the table, no students read correctly the sound and scored in the interval of 25-29. There was also only one student (2.63%) who scored in the interval of

30-34. He/she read 33 sounds correctly. Similarly, one student scored in the interval of 35-39. This student read 35 letters' sounds correctly. As it was indicated in the table, no one scored in the interval of 40-44. That is, no students read 40-44 letter sounds. On the other hand, five students (13.15%) have scored in the interval of 45-52. These students were top scorers and they read around 48 (average) letter sounds on average. They also completed reading letter sounds within the given time (120 seconds). Some of them did not take 120 seconds to read the given sounds. These students have been considered as the best students because they read the sounds with the minimum reading competency and their scores were very good. Generally, only 7 (17.43%) students have score above the average point.

4.1.2. Phonemic awareness (Bertgna)

The second data gathering tools used for data collection is the phonemic awareness tool. This tool was not time activity. Here the data collector has the activity. The respondents were not showed the activity. The data collector simply dictates the students with words category that has three words. The role of the respondent was carefully listening to what was read out and tells the data collector the word that begins with different sound. Then the data collector put tick mark under correct, incorrect or no response. Phonemic awareness was not a timed exercise. When the data collector read the words, the students selected the word that begins with a different sound. The data collector never repeated the words. The students' responses were clearly marked with a slash (/) mark in the "correct", "incorrect", or no "response" boxes below.

Table 2- Students' ability to identify different sounds

No	Which word begins with a different sound			Correct	%	Incorrect	%	No response	%
1	Buli	Buuna	Ndu	12	31.57	19	50	7	18.42*
2	Waara	Sábaqa	Sítta	21	55.26	11	28.94	6	15.78
3	Rum	Ró	Waaq	25	65.	10	26.	3	7.89

			ú		78		31		
4	Dulush	Énda	Durá	24	63.15	11	28.94	3	7.89
5	Fúle	gafa	Fetho	20	52.63	16	42.10	2	5.26
6	Hala	Hangír	Kátaba	25	65.78	12	31.57	1	2.63
7	Niñé	Undúñ	Namuqí	27	71.05	10	26.31	1	2.63
8*	Bilía	Barbada	Járaba	18	47.36	17	44.73	3	7.89
9	Faara	Gamúla	Fágada	20	52.63	15	39.47	3	7.89
10	Thohoñ	Hódodó	Hámula	25	65.78	12	31.57	1	2.63

Phonological awareness is the ability to recognize the different sound segments of spoken words such as syllables, onset-rimes, and phonemes (Adams, 1990; Snow et al., 1998). The above table revealed that students were provided with three words in one category with different on set sounds and student were asked to listen carefully to the reading and identified the word with different on set sound. Among the words *Buli, Buuna*, and *Ndu*, the word *Ndu* stared with the different sound. Only 12 (31.57%) students identified the word that started with different sound. Whereas 19 (50%) the students responded it wrongly. 7 (18.42%) students did not respond anything. For the words *Waara, Waara,* and *Sítta* it was obvious that the word *Sítta* used the initial letter with different sound when compared to the other two words. 21 (55.26%) students had got that this word was different from the other in that it started with different sound. Whereas, 11 (28.94%) students did not get the answer and 6 students did not give any response. Among the words *Rum, Ró,* and *Waaqú* the word *Waaqú* was with the different initial letter. 25 (65.78%) students answer correctly whereas 10 (26.31%) students identified it wrongly. And 3 (7.89%) responded nothing about it. From the words *Dulush, Énda*, and *Durá,* the word *Énda* has different initial letter that is sounded differently from the

others. 24 (63.15%) students answered it correctly as this word started with different sound whereas 11 (28.94%) students answered it incorrectly. 3 (7.89%) students did not respond anything. The words *Fúle, gafa,* and *Fetho* were also provided to the students but only 20 (52.63%) students identified the word that was started with the different sound comparatively. However, 16 (42.10%) students could not identify the word that started in different sound. 2 (5.26%) students kept silent. In the word group *Hala, Hangír,* and *Kátaba*, the word *Kátaba* differs from the others with the initial sound but only 25 (65.78%) students identified correctly it. Whereas 1 (2.63%) said nothing. From the words *Niñé, Undúñ*, and *Namuqí,* the word *Undúñ* was with the different sound. 27 (71.05%) students identified correctly that this word started with different sound and 10 (26.31%) students identified it wrongly. Whereas 1 (2.63%) failed to respond anything. *Bilía, Barbada,* and *Járaba* were also given to the students to identify the word with the different initial sound, *Járaba.* 18 (47.36%) student answered correctly whereas 17 (44.73%) identified it wrongly. However, 3 (7.89%) did not respond. From the following words *Faara, Gamúla,* and *Fágada,* the *Gamúla* was with the different sound. 20 (52.63%) student identified the word that stared in different sound whereas 15(39.47%) answered it wrongly. 3 (7.89%) students kept silent. Similarly, these words *Thohoñ, Hódodó,* and *Hámula* were given to students to identify the word with different initial sound. 25 (65.78%) students answered correctly whereas 12 (31.57%) students answered wrongly. One of the students did not respond anything. Recognizing smaller units such as phonemes is more difficult than recognizing larger units such as syllables, but phonemic awareness is crucial to word recognition in alphabetic scripts (Schatschneider, Francis, Foorman, Fletcher, and Mehta, 1999).

As can be seen from the data the respondents were relatively good at listening and identifying the words with the different on set words. This can be clearly seen many of the respondents were able to identify the words that begin with different sound except the first and eighth category.

Instruction that builds phonemic awareness is most effective when (1) children are taught to manipulate sounds with letters, (2) lessons are short and frequent, and (3) children are taught in small groups (National Institute of Child Health and Human Development, 2000).

Among bilingual students, there is growing evidence that phonological awareness plays an important role in decoding and word recognition in both their first and second languages and that phonological awareness in a first language supports decoding and word reading in the second language and vice versa when both languages are alphabetic (Durgunoglu, Nagy, and Hancin-Bhatt, 1993; Gottardo, 2002; Lindsey, Manis, and Bailey, 2003; Mumtaz & Humphreys, 2002; Quiroga, Lemos-Britton, Mostafapour, Abbott, and Berninger, 2002). Phonological awareness is a language-general ability underlying the acquisition of reading skills rather than a language-specific ability that develops separately within each language that is learned; however the size of the sub lexical phonological unit that is important for reading acquisition varies in different languages (Caravolas and Bruck, 1993).

Using Phonemic clues to read new words (Bertgna)

The data collector started the time when the student read the first letter. Incorrect letters or words were clearly marked with a slash **(/)** mark. The final letter or word that was read was marked with a bracket (**]**).

(1)	(0)	(2)	
l	aaña	laaña	(2)
m	aadá	maada	(4)
b	uá	buá	(6)
fa	are	faare	(8)
d	amá	damá	(10)
fú	úra	fúúra	(12)
a	re	are	(14)
shú	mañ	shumañ	(16)
á	mara	ámara	(18)

Learner's decoding knowledge (phonemic clue)

In order to examine the children's ability how much they were able to transfer the phonemic knowledge to the fluent reading of the words made from the given phone, the neutral words were given. Using the

phonemic clue is one means to check one's own reading skills. Therefore, the following table below showed this fact.

Phonemic clues	Neutral words	No students		New words	No students	
		correct	incorrect		correct	incorrect
l	aaña	18	20	laaña	6	32
m	aada	33	5	maada	7	31
b	uá	30	7	buá	7	30
fa	aare	15	22	faare	4	33
d	amá	21	11	damá	5	24
fú	úúra	13	13	fúúra	4	21
a	re	20	0	are	7	12
shú	umañ	8	3	shumañ	3	8
á	mara	9	1	ámara	6	4

As it was depicted on the above table 2 sample phonemic clues were given, then in the second column neutral words were presented. The neutral words were not marked as correct or incorrect. Then the children were asked to combine the phonemic clue and form new word. For instance; /l/ and [aaña] form the new word [laaña].

The clue sounds such as */l/, /m/, /b/, /fa/, /d/, /fú/, /a/, /shú/,* and */á/* were provided to the students whereas *laaña, maada, buá, faare, damá, fúúra, are, shumañ,* and *ámara* were the new words that the students should try to read. The students who read the clue words and the new words either correctly or wrongly were analyzed in the above table 3.

As it was indicated, 18 students read */l/* sound which was given as a clue whereas 20 students could not read it correctly. Only 6 students read the word *laaña* which was formed with the clue ***/l/*** sound whereas 32 students read it incorrectly. 33 students read the sound of */m/* which was give as a clue and 5 students did not read it correctly. The new word formed with the clue */m/* sound was *maada.* 7 students read the word *maada* correctly whereas 31 students could not read it. */b/* sound was read by 30 students correctly and it was read by 7 students incorrectly. */b/* sound was give as a clue to read the word *buá.* However,

only 7 students read it correctly and 30 students read it wrongly. The sound /*fa*/ was given as a clue to form the new word *faare.* But only 15 students read it correctly and 22 students did not read it correctly. The word *faar* was read correctly by only 4 students whereas 33 students read it wrongly. The sound /*d*/ was also the clue that was give to help the learners to read the *damá.* 21 students read /*d*/ sound correctly whereas 11 students read it wrongly. The word *damá* was read correctly by only 5 students whereas 24 students could not read it correctly. 13 students read the sound /*fú*/ correctly whereas 13 students also read it wrongly. The word *fúúra* was formed with the clue /*fú*/. But only 4 students read the word fúúra correctly with the help of the clue /*fú*/ whereas 21 students could not read it. All students who read the given clue sounds and the new words with in the give time (120 seconds) had also read the sound /*a*/ correctly. That is, 20 students read the sound /*a*/. The word was read correctly by 7 students whereas 12 students could not read it correctly. The sound /*shú*/ was also given as a clue. But 8 students read it correctly whereas 3 students read it wrongly. The new word that was formed with the clue sound /*shú*/ was *shumañ.* Only 3 students read the word *shumañ* correctly whereas 8 students read it wrongly. The sound /á/ was read by 9 stsuents whereas as only 1 student read it wrongly. The *ámara* was the word that was formed with the clue sound /*á*/. 6 students read the word *ámara* correctly whereas 4 students read it wrongly.

Each student was expected to read the clue sounds and the new words jointly within minimum reading competency that was 120 seconds. But as it was indicated in the table only 10 students completed reading the sounds and the words within 120 seconds. Though 10 students finished reading the words and sounds within the required time, they did not read correctly all the sounds and the words. A few students completed reading with less than 120 seconds.

As time went on during the data collection a number of students were withdrawing from the task or many of the children unable to complete reading the given words within the required time (120sec). One can see from the data only the first two phonemes and words that were made from those two phonemes were read by all sample children. As it goes down, the number of children who were able to go with time gets decrease and decrease. The final category was only read by ten children which is very insignificant number.

Here one can infer that the learners were relatively good at identifying phonemes than decoding words formed based on the phonemes identified. Teaching decoding and word recognition is most effective when children are systematically taught the relationships between sounds and letters (National Institute of Child Health and Human Development, 2000).

Familiar word recognition (Bertgna)

The data collector set the time on two minutes. The data collector started counting the time immediately when the student read the first word. He marked incorrectly read words with a slash **(/)** mark**.** The self-correction made by the student was considered as correct. The data collector informed the students to stop reading when the time reached to 120 seconds and then marked the final word read with a bracket ( ]).

(1)	(2)	(3)	(4)	(5)	
mú	gúúdqa	ñgó	mia	ithigí	(5)
uñ	kqálsqa	merere	shúdqí	bashu	(10)
mééra	busqáñ	aañiyú	gosh	didqí	(15)
alqarabía	mílañ	misqé	añthaman	shúloi	(20)
shúli	thabá	dúash	gísqa	amí	(25)
wássala	kqééda	firi	sqisqía	thoñor	(30)
or	assúg	thabá	tháma	niñé	(35)
shor	thuutha	sqakqa	agoñgór	buuna	(40)
kquria	kqorí	ashúkqul	merere	kátaba	(45)
mangiba	alkúrsi	shiñír	hánduñ	mugún	(50)

Knowledge of recognition of familiar words

The scores obtained from the respondents were divided into two parts. The first part dealt with those respondents who scored below the average. The average was considered half way to the number of words presented to all samples. The second part of the analysis focused on respondents who scored above the average. This would clearly show

how much the students are able to read the given words. Here below we have forwarded the raw data with the percentages.

Students who scored below average

Scores	0-4	%	5-9	%	10-14	%	15-19	%	20-24	%	Total
No. sts	22	57.89	6	15.78	2	5.26	2	5.26	1(21)	2.63	27(67.5%)
Average	1.5		6.33		13		18		-		

The data is set to five intervals. The average is considered when analyzing the given data. The average score in identifying familiar words is 120 seconds was 25.

The table 4a summarized the students who scored below average in reading familiar words. As it was revealed in the table, 22 (57.89%) students scored in the interval of 1-4 which was averagely 1.5. This indicated that the student were very poor at reading the words because the given words were taken from students' textbook that they had learned. In the interval of 5-9, there were 6 (15.78%) students who registered the score 6.33, which was also considered as very poor. There were also 2 (5.26%) students who achieved in the interval of 10-14 with the average score of 18. As it was indicated only 1 (2.63%) student pronounced 21 familiar words correctly.

Among 38 students, 27 (67.5%) students achieved below average that was they could not read at least 25 familiar words correctly. Thus, it was understood that the children had poor reading skills. There were also the students who could not complete reading the words in 120sec which was the minimum reading competency. There were 2 students who scored in the interval 15-19. Of the two students, one of the student completed reading the words below the required time that was within 118 seconds. Children with weak decoding and word recognition skills tend to rely on contextual information as a primary strategy for reading words. Because of their overreliance on context, these children tend to make more word recognition errors, and they exhibit lower levels of comprehension (Adams, 1990; Perfetti, 1985; Stanovich, 1986).

Students who scored above average (>25)

Scores	25-29	%	30-34	%	35-39	%	40-44	%	45-50	%	Total
No. sts	0	0.00	0	0.00	0	0.00	1(44)	2.63	4	10.52	5(12.5%)
Average	0		0		0				46.50		

The table 4b revealed that the students who could read the 25 or more than 25 familiar words. As it was seen in the table almost a few students have achieved above the average. No students read 25-39 familiar words correctly. There was only one student who read correctly 44 (2.63%) words out of 50. There were 4 (10.52%) top students who read 45 or above 45 familiar words correctly. They scored 46.50 averagely.

Those 5 students, who read above 25 words, completed reading the words within less than 2 minutes (minimum reading competency). Understanding the instructional materials is the base for quality education and for the implication of mother tongue education. This is because the problem of scarcity of reading resource in mother tongue became a point of objection of vernacular education. The objection was based on lack of books and other teaching materials, lack of general reading materials, shortages of trained teachers and inadequacies of vocabulary (Fasold, 1984).

Passage reading (Bertgna)

The short story was provided to the students. The data collector let the students to read it loud. When the students finished reading, the researcher asked them the comprehension questions that were prepared from the text.

Hatháñ gídi gali, misqé u thañ thaayú. Gali dqíñi hatháñé shúli. Misqé daa hatháné húúhulú, u thañ shíñ daa hatháñé ir. Addórá dqafáré abbáyathá dadqaqígú. Gíñ thiñlí u mbá thiñi gíñ búúshu walá ziaqí. Áárootha maabí ithiguñaqiéqí tháñ. Máré zááo máré pqaada hatháñ u

máré pqaada gíñ buushúñkqa.

Passage reading and comprehension

Table 5 below indicates that students' ability to comprehend the reading passage in their mother tongue. The students were provided with very short paragraph in their mother tongue. Comprehension questions were also prepared from the reading passage to check students reading and comprehension skills. The numbers of students who answered the questions correctly, wrongly, and who did not give any response were analyzed in table 5 below. The questions were asked after the students had read one paragraph.

Reading passage (Garra)	Comprehension question (Dqokqotha)	No students					
		Correct		Incorrect		No response	
		No sts.	%	No sts.	%	No sts.	%
Hatháñ gídi gali, misqé u thañ thaayú.	1) **Gíñ buushú kámmu holí?** (taláta: gali, misqé, thañ)	10	26.31	0	0	28	73.68
Gali dqíñi hatháñé shúli. Misqé daa hatháñé húúhulú u thañ shíñ daa hatháñé	**2) Náñ daa maabíe tháñ?** (thañ daa maabíe ir)	10	26.31	0	0	28	73.68

ir.							
Addórá dqafáré abbáyathá badqaqígú. Gíñ thiñlí u mbá thiñi gíñ búúshu walá ziaqí	**3) Náñ sqikqa abúnaathéqí addórá dqafáre?** (Badqégú míllañ)	5	13.15	5	13.15	28	73.68
	4) Náñ sqikqé shambá badqa ábunááthá? (Gíñ thiñi geedí, fíá húlañgú.)	7	18.42	3	7.89	28	73.68
Áárootha maabí ithiguña qiéqí tháñ. Máré zááo máré pqaada hatháñ u máré pqaada gíñ buushú ñkqa.	**5) Náñ shábbaha ñgó sha pqulagane gádi maabí ithigu máréqi** ? (shá máré pqaada maré)	5	13.15	3	7.89	30	78.94
	6) **Náñ shábbaha ñgó sha pqaadá maré máábí tháñ?** (Fara abúnááthá tha alhakimúeqí /Jáhazá thiñthíñigú maabíeqí u gíñ buushúeqí.)	4	10.52	4	10.52	30	78.94

10 (26.31%) students answered both first and second questions correctly whereas 28 (73.68%) students kept silent. 5 (13.15%) students answered question three correctly whereas 5 (13.15%) answered it wrongly. Here also 28 (73.68%) students said nothing about question number three. For question four 7 (18.42%) students gave

correct answer and 3 (7.89%) students answered it wrongly. 28 (73.68%) students did not say anything about question four. Question five was answered by 5 (13.15%) students whereas 3 (7.89%) students did not find the correct answers. 30 (78.94%) students were neither correct nor wrong, which mean they kept silent. Question six were answered correctly by 4 (10.52%) students and also answered wrongly by 4(10.52%) students. 30 (78.94%) could not read and answered it.

Majority of the students could not read the given paragraph. Their comprehension skill was very low. This indicated that the children did not develop their reading ability to comprehend the passage. As Snow et al. (1998), vocabulary knowledge is the understanding of the meanings of words and their uses in varying contexts. A strong relationship between vocabulary knowledge and reading comprehension is well established in the literature on learning to read in a first or second language.

Students writing skill (Bertgna)

The data collector dictated the sentence to the students. Then the students were expected to write down what they heard about.

The research read the whole sentence once. Then he read it in parts so the children could write what they heard. After the students had written the sentence, the research also read the whole sentence again so that the students could check their work.

The first reading was the whole sentence.

First reading	*Go to the shop and buy some sugar on Thursday.*
Mbá gárralá alqáwal	Adá yo alhamís tha addukánú ñgó shibilo assúkar.

The second reading was grouping the words into parts in order to make it easier to the children.

Second reading Mbá gárralá attáni	Adá tha addukánú *(Go to the shop)*
	Yom alhamís *(and buy some sugar)*
	Ñgó shibilo assúkar *(on Thursday)*

Then, the whole sentence was repeated again while the student was writing.

Third reading Mbá gárralá attálit	*Go to the shop and buy some sugar on Thursday.* Adá tha addukánú yom alhamís ñgó shibilo assúkar.

The dictation was given for 38 students, however, 2 (5.26%) students wrote nothing about what they heard. On the other hand, 29 (76.31%) students wrote meaningless words, phrases, and sentences. What they had written were presented in the table below.

No	Students' sentences in Bertgna	Scores
1	a.d.om. A.L.m	0
2	Anee	0
3	Aimami;pliAFhj.	0
4	AbiAAlATlmiñe AlolbfiA biAlro Albalb	0
5	A:T g m	0
6	A; SR. rmR	0
7	alaibnaAasaAsthaIñanASadai AsalRa	0
8	A T U Rn;Ms	0
9	Aab bkN rmHMSkaSbi,ASKR	0
10	AA k ma Ram AAk	0
11	AKK 'b'	0
12	AlabrHimaeqAlS	0
13	AivlbHMsal nsblAsvR	0
14	AblURRnboal plnapn	0
15	Adf Ab AS .. .	0
16	AavaNma PaNñNaiNGN	0
17	Ai gMH Sio	0

18	Ali ñt Bliñ gliñh olrls biñlr	0
19	Aba apa	0
20	AbbMhmambA ne mb	0
21	AbGbkNakfcar	0
22	AiMBHatan. miSpeBuM	0
23	Aab a. za AzvThabvaadi	0
24	A. th th Bnq q m orf p	0
25	A sh Asha'a' Sh kfi iklmakqss	0
26	An	0
27	Ane	0
28	AaSN	0
29	A.;	0

29 (76.31%) students scored zero in writing. As it indicated in the above table the students could not understand when to use small and block letters. Some of them did not use space between words. Moreover, punctuation marks were not written at appropriate place. Unnecessary punctuations marks were used between letters and words. From the above table it could be concluded that majority of the students have poor writing skill. On the other hand, 7 (18.42%) students wrote sentences and phrases that have meanings. The sentences and the phrases that they wrote were displayed in the table below.

No	**Students' sentences in Bertgna**	**Scores**
1	Ada tha duganu yoma Alhamis ñgo shobilo Asugar	10
2	adña idakanu ama Amishañi ñro shadrobAshukara:	5
3	AabathaNi maalHasim EAsbita.	1
4	Ada th dukanu Yomal hamis ngo shibilo asukar	10
5	Ada thadukqañu yomal hamiis Ngo shbilo squkqar	10
6	Ada thabuGanu na HamiSA boGiSubol	6
7	ada tsGa asdaginu assamis IdadASaGaRai	4

As it was marked above, three students have written the content words correctly. Thought these students tried to write sentences, there were also problems in their writing skills. Punctuation mark or colon was used inappropriately. Unnecessary capitalizations were also used at the beginning, in the middle, at the end of the words. There were also spacing problems between words.

Findings

The findings suggest that while children have attended school for the last four years, a significant percentage is illiterate. These findings support the work of the Early Grade Reading and Writing (EGRAW) with the Ministry of Education and show that there is strong evidence that reading achievement is low in Berta language for the data taken from the sample School. The language usage findings show strong adherence to the language of instruction policy, and that most children in Berta language sampled learn in the language they speak at home, which increases their ability to understand and to read. Most critically, these findings show that reading achievement is very low in the sampled school. When children were asked to read a simple passage at a Grade 4 level, they were unable to do so successfully, though very few children in the above stated language was reading with ease. When it comes to reading comprehension, scores were extremely low, with more than 85% of the children in that language was unable to answer a single simple comprehension question. This appears to be too little, too late, and the current status of reading skills suggests that significant interventions in the quality of reading instruction and the provision of reading materials are necessary.

Recommendations: The following recommendations were drawn based on the above findings and conclusions: Focus resources on reading instruction. Mother tongue teachers should be given training on how to appropriately and successfully teach children these contents. The training will support their ability to help children learn the fundamentals necessary for successful reading, including vocabulary, phonemic awareness, fluency, and decoding. Start early, in Grades 1 and 2. Many teachers' focuses on teaching fidel and alphabet than helping children identify the sounds. It is recommended, therefore, that mother tongue teachers in Berta language should begin teaching

reading and writing as early as possible. Improve the quality of reading instruction. There are some critical areas necessary for immediate intervention. Use letter sounds and the fidel as building blocks for reading. There is a strong correlation with a child's scores on letter sounds with their reading fluency and comprehension scores in languages that use the alphabet. This means that these building blocks for fluency and comprehension are important skills for children to master in early grades. Teaching decoding is critical. Many of the classroom observations in this sample revealed teaching situations where teachers pointed to words and encouraged the children to call out the word. However, when the children faced with very similar words, those same children did very poorly because the pedagogy encourages the children to memorize particular words, and spends much less time training them in how to decode and "solve" new words. Teach formal comprehension strategies. The children in this sample had very low comprehension levels.

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DEATH ANXIETY AMONG URBAN INDIAN GRADUATE STUDENTS

Kha Kaihrii Mao
Associate Professor
School of Vocational Studies
Ambedkar University ,Delhi
Shivaji Marg, Karampura Campus
Delhi

P. Mohan Raju
Associate Professor
Department of Education
University of Delhi, Delhi

Abstract

Measurement of Death Anxiety on 463 graduate students using Thorson & Powell's scale (1992) revealed that 6 of the 25 items had less acceptable correlation of item-remainder score. Cronbach alpha was 0.84 for 25 items. Removal of 6 items did not improve the magnitude of reliability. Items measuring 'pain' had higher item-mean scores. On 16 of 25 items the sample expressed lesser death anxiety and on 9 items higher death anxiety. The mean score on the total sample was 46.87. Female graduate students had significantly higher mean anxiety score. Within this sample, participants belonging to Hindu religion showed relatively lower death anxiety compared to Christian and Islam religion students. Age showed a very low but significant correlation (0.11) with death anxiety. Thorson & Powel's Revised Death Anxiety Scale could be considered a suitable scale for Indian samples.

Introduction

Death anxiety studies indicate the level of death fear among various groups of samples. Most popular measuring scales were 12-item DAS (Templer, 1970), the 25-item Revised Death Anxiety Scale (RDAS; Thorson & Powell,1992), the 32-item Collett-Lester Fear of Death Scale—Revised (CL–R) (Collett & Lester, 1969), and the 48-item Multidimensional Fear of Death Scale (MFDS; Hoelter, 1979 & Neimeyer & Moore, 1994). The other assessment scales that have been developed were e.g., Conte, Weiner, & Plutchik (1982) ; Lester (1990) ; Littlefield & Fleming, (1984-1985), and Robbins (1990 - 1991); and Carmel's (2001) Fear of Death and Dying Inventory.

Death anxiety measures on non-Western samples were reported by researchers like Abdel-Khalek on samples of different nationalities in the Arab world belonging to Islam religion, by Ray & Raju (2006) among Indian nurses largely belonged to Hindu religion; by Raju (2009) on largely Christian sample of Ethiopia, and by Tang, Wu, & Yan (2002) on Chinese sample. Studies on Asian samples generally found lower level of death anxiety than Western samples (Westman & Canter,1985; Schumaker, Barraclough, & Vagg, 1988; Schumaker et al.,1991). Lester & Khalek (2007) reported less death anxiety among Taoist orientated American and Kuwaiti students. Negative association between Toist orientation of life and death anxiety was reported on American sample (Zeyrek, Lester & Alpan, 2006), whereas such correlation was not found among southeastern Asian sample (McCollaum, Zeyrek, & Lester, 2006). For Lonetto & Templer (1986) culture may mold death anxiety level (p. 13, p. 52). In a similar vein, Neimeyer et al. (2003) stressed that the diversity of attitudes toward death is associated with different cultural systems, and there is importance of understanding different cultural perspectives on death anxiety. Purpose of the current study was to see the suitability of Thorson & Powel's Revised Death Anxiety Scale and measure death anxiety among the young urban Indian graduate students.

METHOD

Participants & Measurement: The participants were 463 graduate students belonging to different streams of study, and undergoing a one-year post-graduate degree programme in Teacher Education in Delhi University. It consisted of 129 male (mean age 25.04) and 334 females (mean age = 23.36 years). The sample was drawn over a 5-year period averaging 90 participants a year. The participants belonged to Hindu religion (88%), others belonged to Christian (3.8%), Muslim (3.3%) and Sikh & Buddhism (4.8%) religions. The 25-item Thorson & Powel's Revised Death Anxiety Scale (1992) was used with a 5-point Strongly Agree (Score=0) to Strongly Disagree (score =4). Reverse scoring was done to the appropriate items. A brief discussion preceded the measurement.

RESULTS & DISCUSSION

Scale items: Item mean scores, item-total correlations and item-reminder correlations are presented in Table-1. Six items with Item no.s 6,8,10,16,21, and 24 were found to have low item-remainder correlations; for 3 items ranged from 0.11 to 0. 17 whereas for other 3 items it ranged from 0.24 to 0.27. Of these, 3 items were measuring 'control', 2 items measuring 'pain' and 1 item measuring 'uncertainty' associated with death.

Table-1

Thorson & Powell's Revised DA Scale items Means and item - remainder total correlations

(n=463)

Thorson & Powell's DA Items	mean	s.d.	r^{+}	r^{++}
1. I fear dying a painful death	3.07	1.13	.40	.32
2. Not knowing what the next world is like troubles me	1.59	1.25	.46	.39
3. The idea of never thinking again after I die frightens me	1.41	1.18	.54	.48
4. I am not at all anxious about what happens to the body after burial (R)	1.52	1.41	.50	.42
5. Coffins / dead bodies make me anxious	2.10	1.31	.41	.33
6. *I hate thinking about losing control over my affairs after I am gone*	1.76	1.27	.33	***.25***
7. Being totally immobile after death troubles me greatly	1.12	1.11	.52	.46
8. *I dread to think about having an operation*	2.31	1.31	.33	***.24***
9. The subject of life after death troubles me greatly	1.28	1.31	.54	.48
10. *I am not afraid of a long, slow dying (R)*	2.81	1.24	.25	***.17***
11. I do not mind the idea of being shut into coffin when I die (R)	1.96	1.22	.48	.41
12. I hate the idea that I will be helpless after I die	1.55	1.30	.41	.33
13. I am not at all concerned over whether or not there is an afterlife (R)	1.87	1.44	.55	.47

14. Never feeling anything again after I die upsets me	1.58	1.25	.51	.44
15. The pain involved in dying frightens me	2.55	1.29	.56	.50
16. *I am looking forward to a new life after I die (not R scored)*	2.12	1.31	.20	***.11***
17. I am not worried about ever being helpless (R)	2.39	1.24	.39	. 31
18. I am troubled by the thought that my body will decompose in the grave	1.02	1.08	. 63	. 58
19. The feeling that I will be missing out on so much after I die disturbs me	1.66	1.31	.58	. 52
20. I am worried about what happens to us after we die	1.54	1.25	.63	. 57
21. *I am not at all concerned with being in control of things (R)*	2.42	1.09	.34	***. 27***
22. The total isolation of death is frightening to me	1.77	1.22	.68	. 63
23. I am not particularly afraid of getting cancer (R)	2.84	1.23	.39	. 31
24. *I will leave careful instructions about how things should be done after I am gone*	1.75	1.39	.21	***.12***
25. What happens to my body after I die does not bother me (R)	1.42	1.24	.55	. 48
Total score	46.87	14.32		

r+ = item-total correlation with all items r++ = item-total correlation of only retained items

The item mean-values reveal interesting features. All items measuring 'fear of pain' (no.s 1,8,10,15,23) had higher mean scores compared to other items, indicating that generally young people fear pain and painful death. These values were similar to the sample of graduate students measured by Thorson & Powel (1991,1996) and on Ethiopian students (Raju, 2009).

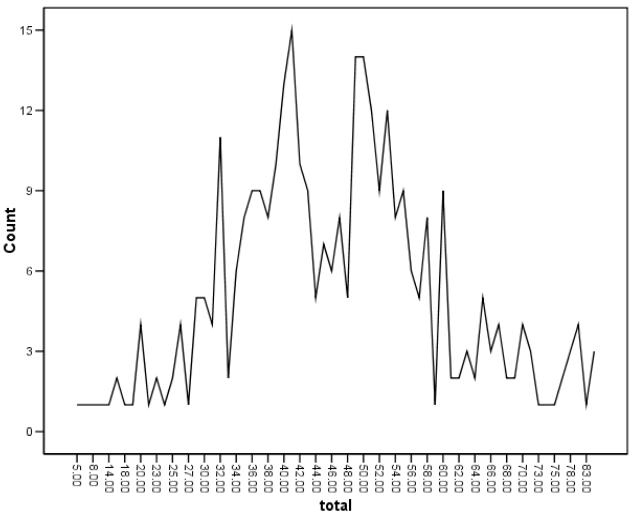
It seems the Item no.1 is a direct and sufficient measure of death anxiety as this item had highest mean value of 3.07, and the mean value was similar to Ethiopian students (Raju, 2009).

Of the items measuring 'control' dimension, 3 of the 5 items did not have acceptable item-remainder correlation casting doubt on the usefulness of these items. Similar observations were made with Ethiopian students by Raju (2009). It may be seen that these items do not have meaning to graduate-level student participants because the participants had not started their employment, earnings and managing finances, dealing with day-to-day necessities or a family responsibility to feel the 'control' of life situations. In Indian scene, the parents take care of all educational expenses and every other expenses of their wards till they settle in an employment. Or it is an indication that the items need modification appropriate to such sample participants.

Reliability: Alpha was found to be 0.84 with all 25 items, and there was no significant improvement in alpha value occurred when low-correlating items were removed from the scale (0.85). This finding on reliability was similar to other studies (e.g. alpha of 0.83 by Thorson & Powell, 1993; alpha of 0.85 by Thorson, Powell, Abdel-Khalek & Beshai, 1997; alpha reliability of 0.77 on Kuwaiti samples by Abdel-Khalek, 1997; alpha of 0.85 and 0.90 on two samples by Bassett, & Dabbs. Jr., 2003; alpha of 0.80 on 282 Chinese college students by Tang, Wu, & Yan, 2002; alpha of 0.83 and also acceptable levels of reliability across several large and diverse samples by Russac, Gatliff, Reece & Spottswood, 2007).

DESCRIPTIVES : The mean death anxiety score on total sample was found to be 46.87 (s.d.=14.32). The minimum score was 5 and maximum score was 96, skewness was 0.123, and the Kurtosis was 0.325, indicating near normal distribution of scores (Figure-1). Average death anxiety was relatively below the theoretical midpoint of 50. This was consistent with previous research by Thorson & Powell, 1994; Wong et al., 1994; Bassett & Dabbs Jr, (2003). Cross-cultural studies have also indicated that Asians generally exhibit a lower level of death anxiety than Westerners (McMordie & Kumar, 1984; Schumaker, Barraclough, & Vagg, 1988; Schumaker et al.,1991; Westman & Canter,1985).

Fig. 1: Distribution of Death Anxiety scores on total sample



The item-wise frequencies: The item-wise frequencies based on the responses given on 5-point scale are presented in Table-2. Only on 9 of 25 items the samples showed higher degree of DA (Agree & Strongly Agree categories together) on item numbers: 1 (80%), 5(51%), 8(58%), 10(72%), 15 (60%),16(42%) , 17(59%),21(54%) and item 23(72%). On all other 14 items expression of less death anxiety (DA) by the sample was evident. Between 50% to 60% of graduate students expressed lesser DA on each of these items. These response rates also could be interpreted that less than 60% of sample responded, on 14 items, on lower side of the death anxiety. Perusal of the samples' response rate on the category 'neither agree nor disagree (CS)', on each of the 12 items response rate was between 10 to 20% and on the other items response rate was between 5% & 10%.

Table-2: DATP ITEMS and ITEM-FREQUENCIES

DAPT STATEMENTS	0	1	2	3	4	χ^2
1.I fear of dying a painful death	4.3	9.3	5.6	**31.5**	**49.2**	*
2.Not knowing what the next world is like troubles me	**23.1**	**36.3**	11.4	21.6	7.6	*
3.The idea of never thinking again after I die frightens me	**23.1**	**41.9**	15.8	11.9	7.3	*
4.I am not at all anxious about what happens to the body after burial (R)	**28.8**	**32.4**	5.6	19.7	12.5	*
5.Coffins / dead bodies make me anxious	12.5	26.3	9.9	**36.9**	**14.3**	*
6.I hate thinking about losing control over my affairs after I am gone	**17.5**	**32.8**	13.0	27.4	9.3	*
7.Being totally immobile after death troubles me greatly	**33.0**	**41.3**	11.0	10.2	4.5	*
8.I dread to think about having an operation	10.6	22.7	8.0	**38.2**	**20.5**	*
9.The subject of life after death troubles me greatly	**29.6**	**41.0**	8.9	13.6	6.9	*
10.I am not afraid of a long, slow dying (R)	6.9	13.0	7.6	**35.4**	**37.1**	*
11.I do not mind the idea of being shut into coffin when I die (R)	**33.0**	**40.6**	8.0	11.4	8.9	*
12.I hate the idea that I will be helpless after I die	**23.3**	**33.5**	12.3	20.5	10.4	*
13.I am not at all concerned over whether or not there is	**22.2**	**28.1**	7.3	26.1	16.2	*

an afterlife (R)						
14.Never feeling anything again after I die upsets me	**20.3**	**37.8**	12.7	21.0	8.2	*
15.The pain involved in dying frightens me	8.0	17.9	8.6	**39.5**	**25.9**	*
16.I am looking forward to a new life after I die (R)	16.0	21.0	21.4	**24.4**	**17.7**	*
17.I am not worried about ever being hopeless (R)	7.8	21.0	12.5	**40.2**	**18.8**	*
18.I am troubled by the thought that my body will decompose in the grave	**36.7**	**43.6**	5.6	9.3	4.8	*
19.The feeling that I will be missing out on so much after I die disturbs me	**21.4**	**35.2**	9.7	25.1	8.8	*
20.I am worried about what happens to us after we die	**22.5**	**38.0**	8.6	22.9	8.0	*
21.I am not at all concerned with being in control of things(R)	4.8	20.3	20.5	**41.3**	**13.2**	*
22.The total isolation of death is frightening to me	**15.6**	**34.3**	14.9	27.6	7.6	*
23.I am not particularly afraid of getting cancer (R)	4.3	14.3	8.9	**30.5**	**42.1**	*
24.I will leave careful instructions about how things should be done after I am gone	**18.4**	**27.4**	20.3	21.2	12.7	*
25.What happens to my body after I die does not bother me(R)	**27.4**	**38.7**	7.3	19.4	7.1	*
Data TOTAL MEAN=46.87, sd=14.320						

Gender Difference: The distribution of scores was more or less normal distribution (Fig. 1). Female sample was found significantly higher on death anxiety (mean = 48.37, s.d.=14.07) compared to male counterparts (mean = 42.98, s.d.=14.23; t = 3.86, p<.00). Among other researches females showed significantly higher death anxiety than men among older adult Indian samples **(**Madnawat & Kachhawa (2007) and, among Pakistani younger people by Suhail & Akram (2002). Abdel-Khalek reported such differences among most Arab-world samples including Lebanese (1991, 2007), and, by Tang, Wu, & Yan (2002) among Chinese students. This finding was also similar to Western samples such as by Polack (1979–1980), Schumaker et al. (1988), Lester (1990), Brubecker & Beer (1992), Neimeyer & Fortner (1995), Carmel (2001), Russac, Gatliff, Reece & Spottswood (2007), though no sex differences were found among undergraduate college students by Levin1(989).

Dattel & Neimeyer (1990) reported that, even after controlling statistically for possible gender differences in emotional expressiveness, women scored higher on the DAS compared with men. Though Kastenbaum (2000) felt it reasonable to conclude that the higher self reported death anxiety for women is a robust finding (p. 119), DePaola, Griffin, Jennie, & Neimeyer (2003) did not find any significant difference between genders on 7 of the 8 subscales of The Multidimensional Fear of Death Scale (MFODS) among elderly people. Russac, Gatliff, Reece & Spottswood (2007) reported a significant decline in self-reported death concern as a function of age, r = -.340, p < .000, with older women worrying less about death whose age ranged from 18 to 88 years. Also reported that women in their 20s reported significantly higher death anxiety than women in their 40s (p < .046). Similarly younger women showed significantly high scores than elder women (Thorson, Powel & Samuel, 1998).

In the current study such differences could be explained as a result of sex-role difference (Templer, 1991), and also as a result of women's tendency to report negative feelings and experiences (Fortner & Neimeyer,1999). Women in India still experience wide sex-role differences, urban India not an exception. This was quite evident in cinemas, TV media as well as general day to day behaviours.

Age : In the present study correlation between age and death anxiety was found to be significant but negligible (-0.11). Few other researchers also found a negative correlation between age and death anxiety (e.g. Nelson, 1979; Neimeyer, 1985; Templer,1971; Thorson & Powell, 1994; Thorson, Powell & Samuel,1998). Russac, Gatliff, Reece & Spottswood (2007) reported a significant decline in self-reported death concern as a function of age, $r = -.340$, $p < .000$,). Whereas Raju (2009) reported a positive correlation among Ethiopian sample but Swanson & Byrd (1998), Ratna & Raju (2006), Azaiza, Ron, Shoham & Tinsky-Roimi (2011) found no relationship. Others indicated a curvilinear trend in which death anxiety is relatively high in young people, peaks in middle adulthood, and remains the lowest in old age (Gesser, Wong, & Reker, 1987; Thorson & Powell,1994),

Religious groups : Mean death anxiety scores of participants belonging to different religious groups is presented in Table 3. Gross differences were found between participant of Hindu religion compared to Christian-Islam religious groups. Students belonging to Hindu religion had relatively lower mean death anxiety (46.52) compared to Christian graduate students of India in the current study and Christian students of Ethiopia (Raju, 2009).

Table-3

Death anxiety scores of Religious groups

Religion	N	Mean	Std. Deviation
Hindu	294	46.5238	14.41668
Buddhism & Sikh	16	41.6875	10.64405
Christian	13	52.5385	16.12253
Islam	11	51.6364	7.67167
Total sample	334	46.6946	14.22965

The perception of death is possibly quite different among the Hindu religion followers, where death is a temporary state within the cycle of life-death-rebirth. According to Indian mythology, death is not fearful or final but is rather the completion of a life and a gateway to the afterlife. Some moral values in Hinduism include nonviolence, truthfulness, friendship, compassion, fortitude, self-control, purity, and generosity.

In order to define the essence of Hinduism, the Indian Supreme Court (Himalayan Academy, 1996) devised a list of the characteristics of Hindu belief system: Apart from other things, Hindus believe in a one, all-pervasive supreme being who is both immanent and transcendent, both Creator and Un-manifest Reality; the universe undergoes endless cycles of creation, preservation, and dissolution; believe that the soul reincarnates, evolving through many births until all karmas have been resolved, and *moksha*, spiritual knowledge and liberation from the cycle of rebirth, is attained. Not a single soul will be eternally deprived of this destiny. Possibly these cultural values had resulted in lower death anxiety compared to followers of other religions.

Belief in God's existence and belief in the afterlife have been linked to decreased death anxiety and greater acceptance of death (Cohen et al., 2005; Harding, Flannelly, Weaver, & Costa, 2005). Malinowski (1948) suggested that hope for a life after death is the only thing that makes the fear of death manageable by offering hope of eternal life, a finding replicated and reported in recent years (Lundh & Radon, 1998). In other words, providing some meaning to death does have an observable affect in reducing terror and death anxiety (Head, 1994). And such meaning is provided by the Hindu religion which might have resulted in relatively less death anxiety compared to believers in other religion in the present study.

Limitations of the study: The present study has several limitations but, despite these limitations, it documents the cross-cultural validity of Revised Death Anxiety Scale (RDAS) suggesting that it be extended to Indian samples. However cautions must be exercised when extending its findings. First, this study was based on a non-random graduate student sample with a narrow age range. Moreover, the

present sample was from Delhi city only, there are other large cities to consider the 'urban' samples. Second, studying Religiosity could be better rather than 'belongingness to a religious following' in the context of death anxiety among Indian samples. Moreover, tendency to 'underreport' the death anxiety as a natural human response to deny mortality, in order to ward off potentially debilitating anxiety, could also be addressed (Firestone,1993; Solomon et al. 1991; and Wong et al., 1994). Need to keep in mind the size of sample under each religious group in reading the results. It should also be noted that participants had self-reported their perceptions and reactions toward death-related issues, which may be subject to recall, self-selection, and social desirability biases. Future researcher would better take note to appropriately insert words cremation/burning of body', 'dead body' along with words 'burial' or 'coffin' as the Indian samples belong to diverse religious practices.

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ROLE OF BHARTYA JANTA PARTY IN RAJASTHAN ASSEMBLY ELECTION 2013 : A ANALYTICAL STUDYOF DAUSA CONSTITUENCY

Dr. Sita Ram Bairwa
Associate Professor in Political Science
Rajesh Pilot Govt. P.G. College Lalsot
District-Dausa, Rajasthan

Abstract

This paper analyses the role of BJP in Rajasthan assembly election 2013 of Dausa Vida Sabha Constituency. BJP Election Menifestoe is analysed. Women, Dalits and Other Backward Classes are highlightedfor party politics in the paper. This paper is also analyses the role of BJP in various rural areas of the constituency. Major issues as Education, health, water,leadership programmers etc are analysed. Problems and Challenges for BJP with important suggestions are mentioned in this paper.

Key words : BJP,Political Party, assembly, constituency, Dalit, Education, health, manifesto, leadership.

Introduction :

Dausa assembly constituency is the most powerfull role in each state assembly election. There is no exception of assembly election 2013. A common feeling among the voters in the constituencies under Dausa district is that anything can happen here. The seats including Lalsot, Dausa, Bandikui, Mahwa and Sikrai are known for their Unprecedentedresultsfor all parties. Dausa is located at 26.88°N 76.33°E.It has an average elevation of 333 metres (1072 feet). It is surrounded with 6 districts, namely, Jaipur, Tonk, SawaiMadhopur, karauli, Bharatpur&Alwar. The total area of dausa city is 16.00 km^2 . Dausa has 5 sub-divisions.[1]

Demographics

As of 2011 India census, Dausa city had total population of 85,960. Males constitute 45,369 of the population and females 40,591. Dausa has an average literacy rate of 69.17%, lower than the national average of 74.04%: male literacy is 84.54% and, female literacy is 52.33%. In Dausa, 11,042 of the population is under 6 years of age.Dausa district ranks 20th in terms of population, 32nd in terms of area and 3rd in terms of population density.Dausa district consists 87.7 percent rural and 12.3 percent urban population whereas the State percent of rural and urban population is 75.1 and 24.9 respectively. The sex ratio of Dausa district (905) is significantly lower than the State sex ratio (928). The literacy rate in Dausa district is 68.2 percent which is higher than the State Average (66.1 percent) and it ranks 10th among the other districts of the state. Gender Gap of the literacy rate is 31.1 percent in the district. The Scheduled Caste and Scheduled Tribe population in Dausa district is 21.7 percent and 26.5 percent respectively whereas the State percent of Scheduled Caste and Scheduled Tribe population is 17.8 and 13.5 respectively.[2]

Focus area of research

In the rsearch as following points are focused :-

1- There is Analyesed of the manifestoes of the political parties the assembly election 2013.
2- There is analysedthe power politics of political parties in Dausa constituency election 2013.
3- There is analysed the effect of election politics of dausa district in the dausa constituency.
4- There is analysed the analytical study of political parties in the constituency areas as empowered and awearenessfull by the election 2013.

5- It is evaluated the party politics as practical approach of the Dausa Vidhan Sabha Constituency.
6- Suggestions against Challenges are mentioned in the paper.

Political Parties in rajasthan assembly election 2013

INC - Indian National Congress, BJP - BhartiyaJanata Party, BSP - BahujanSamaj Party, SP- Samajwadi Party, CPI (M) - Communist Party of India (Marxist), JD (U) - Janata Dal (United), IND – Independent. BJP is the biggest political party today. BJP has achieved great success in Rajasthan assembly 2013. So the study of role of BJP is necessary.

Rajasthan BJP Assembly Election Manifesto 2013[3]

BharatiyaJanata Party (BJP) today releases Election manifesto 2013 for Rajasthan polls. Releasing the 60-page 'SurajSankalpPatra', BJP President Rajnath Singh said people had lost faith in political manifestos released by other parties and hence his party had named it differently. State BJP chief VasundharaRaje told reporters that the party would ensure farmers get agriculture loans at 1 per cent interest and unemployed youths get up to Rs 20 lakh loan at 3 per cent to set up business. BJP promised five percent reservation to Gujjars and to rehabilitate Hindus from Pakistan in a populist manifesto for the Dec 1 Rajasthan assembly polls. The manifesto, released in the presence of BJP president Rajnath Singh and Rajasthan's chief ministerial candidate VasundharaRaje, promises five percent reservation for Gujjars, jobs for youth, development of educational infrastructure for minorities and rehabilitation of Pakistani Hindus among several other things. "We will provide employment opportunities to 1.5 million youths. We will also ensure uninterrupted electricity supply 24 hours a day," Raje said after releasing the manifesto. The manifesto also promises to provide loans to farmers on one percent interest rate and introduction of Agriculture Security Act.

BJP has also promised to provide five percent reservation to socially backward castes like Gujjar, Rebari and Raika communities under the ninth schedule of the Constitution. Rajasthan Congress on sunday released a populist manifesto for the Rajasthan assembly Election 2013. Congress has promised 35 kg of wheat free-of-charge to all households that don't pay income tax; State-sponsored pilgrimage to senior citizen couples of any religion; half-a-million jobs to the State's youth; and concessional plots to artisans and rehabilitation pension of Rs.1,500 for three years to unemployed widows belonging to the Economically Backward Class. Conress party, in the manifesto, says it will come out with a policy for dairy sector development. Lets see which Manifesto and party will woo the voters in election.

Major campaigners

BJP prime-ministerial candidate NarendraModi, NPP national president P.A. Sangma, Dausa MP Kirorilal Meena and Janata Dal (United) president SharadYadav have addressed huge election rallies in the region.

BJP in Assembly constituency of Dausa

Acommon feeling among the voters in the five constituencies under Dausa district is that anything can happen here. The seats including Lalsot, Dausa, Bandikui, Mahwa and Sikrai are known for their unprecedented results for Congress, BJP, BSP and independents. This time Dausa and its constituencies will decide the fate of ministers including ParsadiLal Meena, MurariLal Meena, MamtaBhupesh and Golma Devi who served in Ashok Gehlot's cabinet. Another person is Virendra Meena who was minister of state for finance in VasundharaRaje's cabinet. To add more to the big fight, Dausa's sitting MP KiroriLal Meena and Congress leader Hari Singh Mahuwa will be seen fighting at Lalsot and Mahwa seats. The region which was earlier known for friendly relations between the Gujjars and

Meena seems divided now.Earlier Congress leader late Rajesh Pilot used to winDausa LokSabha seat only because both the communities would vote for him together. But things have changed now. MurariLal Meena, minister in the Ashok Gehlot cabinet is a candidate from Dausa seat this time, while BJP has fielded Shankar Lal Sharma, a Brahmin candidate against Meena. But this time it is not just Congress v/s the BJP here, National People's Party has brought in LaxmiJaiswal who is working hard to be at par with her opponents. It seems a triangular fight for this seat. However, MurariLal Meena may get this for Congress. Locals say that if Brahmins and other from general castes vote against Meena it might give an edge to BJP candidate Sharma. DamodarGujjar a candidate from BahujanSamaj Party cannot be written off easily. "If the general castes vote together for him along with Gujjars he may surprise his opponents," claimed one of his supporters. In terms of voters MurariLal Meena has an edge as out of nearly 1.88 lakh voters there are nearly 47,000 from the Meena community and 13,000 Gujjars who are likely to vote in favour of the Congress candidate. But, LaxmiJaiswal who got ticket from RJP is eying the support of nearly 42,000 SC voters who might go in favour of her. As of now, no one seems to be a clear winner[4].

Compaignof BJP[5]

As a major national political party of India, the BJP has made a number of significant contributions to the political scenario of the country. Some of these are listed below:

The BJP has to its credit a number of frontal organizations. For example, the BJP youth wing, called the BharatiyaJanataYuvaMorcha (BJYM), founded at almost the same time as the formation of the mother organisation BJP, has contributed to the student politics in the country, fighting major issues such as corruption and unemployment. The women wing of the BJP, called the BJP MahilaMorcha, claims to

have addressed a number of women's issues.In the capacity of the Prime Minister of India, AtalBihari Vajpayee ensured peaceful relations with the neighboring country Pakistan. He signed the Lahore Declaration in 1999, with the Prime Minister of Pakistan, Nawaz Sharif. In 2001, Vajpayee initiated a summit between the two nations, inviting Pervez Musharraf , the then Pakistan military ruler. Although the summit failed, Vajpayee is said to have made repeated attempts to warm up the relations between the two nations.

Swachbharatcompaignis the most important planning of BJP. This clean India campaign has achieved great success through out country. Some achievement including Dausa constituency are as follows

- People have started understanding importance of cleanliness.
- It has created awareness amoung people so they could clean not only their houses but surrounending areas as well.
- It has got tremendous response from the young generation speciallybetween the age 8-18 years.
- It is being supported by corporates's, media and Celibrities as well. They have also started initiatives around it.
- People have started constricting toilets for school and colleges.
- People now feel proud to be associated with this compaign. Now every one feel's every one's job.
- It has created a buzz. People are coming with ideas and innovation to contribute towards this initiative.

Challenges for BJP in assembly constituency[6]

Demonstration against Privatization of school education.Employment for youth.Availiblity of electricity for all.Weakness of industries.Costely environment to any thing. Agricultural problems are the basic challenges to the BJP. RJPA leader Dr. K L Meena and other annoyed leaders are also against the party.

Suggestions and Conclusions

- Party should have determined to provide the education to all. It is the foundatal rights to the citizens.
- Farmers' Agricultural problems should be taken in priority.
- The coste of things should be controlled emidiately.
- The dignity the senior party leader should be respected

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TRIBAL GROWTH IN INDIA: ROLE OF GOVERNMENT AFTER INDEPENDENCE

Dr. G .Kishan
Lecturer in History, S V Arts College
Tirupati

Tribals in India are an inseparable part of the total population of the country. India has the second largest concentration of tribal people anywhere in the world except perhaps in Africa. The prominent tribal population covers around 15 percent of the total geographical area of the country. They have their presence in all states and union territories except Haryana, Punjab, Chandigarh, Delhi and Pondicherry. The greatest challenge that the Government of India has been facing since independence is the proper provision of social justice to the scheduled tribe people, by ameliorating their socio-economic conditions. Scheduled Tribes and denotified tribes constitute the weakest section of India's population, from the ecological, economic and educational angles. They constitute the matrix of India's poverty. Though the tribal's are the sons of the same soil and the citizens of the same country, they born and grow as the children of the nature. They are practically deprived of many civic facilities and isolated from modern and civilized way of living since so many centuries.

Salient Features of Tribes

The following salient features of tribe can be described as:

Geographical Isolation: They live in cluster, exclusive remote and in hospitable areas like hills and forests.

Backwardness: Livelihood based on primitive agriculture, low cost closed economy based on level of technology which caused of poverty. They have a low level of literacy and poor health.

Distinctive Culture, Language and Religion: They have developed community wise their own distinctive culture, language and religion.

Shyness of Contact: They have margin degree of contact with other cultures and people.

Scheduled Tribes Population in India

Year	Scheduled Tribes	General Population	Percentage of ST population in India
1951	19.1	361.1	5.29
1961	30.1	439.2	6.85
1971	38.0	548.2	6.93
1981	51.6	685.2	7.53
1991	67.8	846.3	8.10
2001	84.3	1028.61	8.20
2011	104.28	1210.56	8.61

Source: Report of the High Level Committee on Socio-Economic, Health and Educational Status of Tribal Communities of India, Ministry of Tribal Affairs Government of India, May, 2014.

The tribal population in India is unevenly distributed in different States/Union Territories. It is reflected within the data presented in table. State wise Madhya Pradesh accounts for the highest percentage of tribal population to total tribal population of the country (14.51%) followed by Maharashtra (10.7%), Orissa (9.66%), Gujarat (8.87%), Rajasthan (8.42%), Jharkhand (8.40%) and Chhattisgarh (7.85%). In fact, 68 percent of the country's tribals population lives in these seven states.

The proportion of the tribals to the total population of the States/Union Territory is highest in Mizoram (94.4 %) and Lakshadweep (94.8%) followed by Nagaland (86.5%), Meghalaya (86.1%), within the major states Chhattisgarh (30.6%) has the highest percentage of STs population followed by Jharkhand (26.2%) and Orissa (22.8%). These populations are lowest in Uttar Pradesh (0.07%), Bihar (0.92%), Tamil Nadu (1.05%) and Kerala (1.14%). Out of their total population in the country, 91.7 percent are living in rural areas, whereas, only 8.3 percent in urban areas.

Nature and the Scope of the Tribal Development

Tribals in India, geographically and culturally, are at widely different stages of social as well as economic development and their problems differ from area to area within their own groups. The tribesman lives not only for himself alone, but also he is an integral part of the community to which he belongs. The identity of interest between the individuals and the community is real, bearing profoundly on tribal attitudes. It makes for the emergence of essentially human qualities like camaraderie, fellow feeling and social awareness. Because of these reasons, the British adopted the policy of isolation and tried to keep the tribals away from the mainstream of Indian life. The Scheduled District Act of 1874 had kept most of these areas administratively separate. The same situation was allowed to continue under the Government of India Act of 1919 and 1935. However, after independence, this policy was abandoned and a new policy of tribal development and integration was initiated.

Tribal Welfare

The strategies adopted by the British administrators for solving the problems of the tribals included acquiring tribal land and forests and declaring certain tribal areas as excluded or partially excluded. But, the British government had also established a number of schools and hospitals in the tribal areas with the help of Christian missionaries who converted many tribals to Christianity. Thus, by and large, during the British period, the tribals remained victims of colonial-feudal domination, ethnic prejudices, illiteracy, poverty, and isolation.

Provision of Scheduled Areas

The Scheduled Tribes live in contiguous areas unlike other communities. It is, therefore, much simpler to have area approach for development activities and also regulatory provisions to protect their interests. In order to protect the interests of Scheduled Tribes with regard to land alienation and other social factors, provisions of “Fifth Schedule” and “Sixth Schedule” have been enshrined in the Constitution.

The Fifth Schedule under Article 244(1) of Constitution defines “Scheduled Areas” as such areas as the President may by Order declare to be Scheduled Areas after consultation with the Governor of that State. This schedule contains provisions regarding the administration and control of the Scheduled Areas and Scheduled Tribes. There are nine States having Scheduled Areas, viz., Andhra Pradesh Chhattisgarh, Gujarat, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, and Rajasthan. The Governors of these States have special responsibilities and powers. These States have Tribes Advisory Councils (TACs). [In addition, Tamil Nadu and West Bengal, which do not have any Scheduled Areas,

also have statutory TACs]. List of orders in operation at present in their original or amended form may be seen on the website of the Ministry of Tribal Affairs.

The Sixth Schedule under Article 244(2) of the Constitution relates to those areas in the north-east which re-declared as "tribal areas" and provides for an District or Regional Autonomous Councils for such areas. These councils have wide ranging legislative, judicial and executive powers. The Schedule also contains provisions relating to the administration of the areas declared as 'tribal areas'. The Tribal Areas in relation to this Schedule are in the States of Assam, (North Cochar Hills District and Karbi Anglong District) Meghalaya, Mizoram and Tripura. There are Autonomous District Councils and Autonomous Regional Councils in these areas, which have a long tradition of self-management systems. These Autonomous Councils not only an administers various Departments and developmental programmes but they also have powers to make large on a variety of subjects, e.g., land, forest, shifting cultivation, village or town administration including village or town police and public health and sanitation, inheritance of property, marriage and divorce and social systems. These Councils are elected bodies and have powers of legislation, administration of justice apart from executive developmental and financial responsibilities.

Tribal Development under the Planned Era

The Government of India initiated special schemes for the development of tribal areas to supplement the benefits accruing from general programme of development in different fields such as agriculture, cooperation, communications, health, housing, etc. Immediately after the independence, it was recognized that certain communities needed special attention for their protection and development. The development programmes through Five Year Plans have been the mainstay of our way to integrate the tribal into the mainstream. With the onset of Five-Year Planning after independence, a new era ushered in, particularly in the socio-economic development of the weaker sections. The Planning Commission laid down the objectives and strategies for tribal development from time to time. The following are the account of the tribal welfare programmes in India during the various plans.

The First Five Year Plan (1951-56)

The first five year plan emphasized upon economic and educational development and had the priority areas of health, housing and communication. In 1952, the novel programme: Community Development Programme started with a view of all round development of rural areas. The next year in 1953 another new programmes: National Extension Service (NES), under which NES blocks, were set up in different parts of the country. First five year plan did not play any specific and special attention towards the development of tribal areas, because only certain piecemeal attempts such as educational schemes, welfare schemes etc. were introduced. The plan expenditure was Rs.19.93 crore for the tribals, amounting to only one percent of the total plan expenditure of the country then came the idea of *Panchsheel*, the Nehruvian policy towards the tribals. Jawaharlal Nehru, the first Prime Minister of the independent India provided the vision towards a policy for the downtrodden tribals.

The Second Five Year Plan (1956-61)

For the first time, an area specific special programme for tribals were implemented with the creation of 43 Special Multi-Purpose Tribal Blocks (SMPT blocks) in the second five year plan in 1956. Each Block covered around 25,000 people of which two-thirds were tribals. The areas of emphasis were

education, health, agriculture, communication and housing. A sum of Rs.27 lakh was sanctioned to each block for five years**.**

The Third Five Year Plan (1961-1966):

In the third five year plan, the SMPT blocks were renamed as Tribal Development Blocks (TDBs) and number of such blocks went up to 489. The priority areas in the third plan almost remained the same as before economic upliftment, education, health, housing and communication. The allocation was Rs.50.53 crore for tribal development constituting a meager 0.60 percent of the total plan outlay.

Three Annual Plans (1966-69)

From 1966 to1969, three annual plans were implemented, during which Rs. 32.32 crore was the plan allocation for tribal development of total outlay. The Shilu Ao Committee that submitted its report in 1969 was critical towards the programmes and pointed out that the programmes hardly benefited the tribals, their land disputes were not settled, funds allocated to them was diverted elsewhere and the actual benefits went to the advanced tribals only. The committee criticized the state governments for not ensuring that the benefits reach the tribals.

The Fourth Five Year Plan (1969-74)

On the eve of the commencement of fourth five year plan, 504 Tribal Development Blocks had come into existence for the betterment of the tribals and intensive development areas with large concentration covering 43 percent of tribal populations. The fourth plan allocation for tribal development was Rs. 75 crore constituting only 0.50 percent of the total plans outlay.

The Fifth Five Year Plan (1974-79)

A boom for tribal development came in the fifth plan, which provided a sub-plan for the tribes. Popularly known as Tribal Sub-Plan (TSP), it had many components like ITDP (Integrated Tribal Development Project), Modified Area Development Approach (MADA) Pockets, Clusters, Primitive Tribal Groups (PTGs) and Dispersed Tribal Groups (DTGs). The funds for implementing these projects were to come from sources: TSP of Central Government, TSP of State Government, Special Central Assistance, and Institutional Finance from credit institutions, banks, etc. The plan allocation was Rs. 1102 crore, which was 3.01 percent of the total plan outlay.

The Sixth Five Year Plan (1980-85)

The Sixth Plan continued the Sub-Plan approach of the Fifth Plan. This was to be supplemented by target beneficiary approach with the objective of narrowing the gap between the level of development of the tribals and other developed communities and bringing about a qualitative change in the life of a tribal community.

It was noticed that certain pockets of tribal concentration outside the tribal sub-plan area were still left out of the tribal sub-plan strategy. Therefore, it was decided during the Sixth Plan that pockets having a minimum of 10,000 tribal populations of which at least 50 percent are Scheduled Tribes, should be carved for intensive integrated development and Modified Area Development Approach (MADA) under the TSP. A definite target of 50 percent of the tribal families to cross the poverty line was adopted during the Sixth Plan for the first time. The coverage of tribal population during this plan reached 75

percent as against 65 percent in Fourth Plan. The Plan outlay went up to Rs. 5,355 crore, i.e. 5 percent of total plan outlay.

The Seventh Five Year Plan (1985-90)

In the seventh plan the emphasis was again economic and educational development. At the national level, two institutions were established: (i) Tribal Cooperative Marketing Federation (TRIFED) and (ii) National SC and ST Finance and Development Cooperation (NSFDC) in 1989. TRIFED was the apex body for marketing tribal produce, mainly minor forest produces (MFP). The plan allocation in the Seventh Plan was Rs. 5,988 crore constituting 8.51 percent of the total plan outlay.

The Eighth Five Year Plan (1992-97)

In this plan educational development was further emphasized. The number of Ashram (residential) schools and scholarships were increased. Regional languages were used as the medium of instructions at primary level. Informal and adult education programmes were given priority. On the economic front, more LAMPS (Large Area Multipurpose Cooperative Societies) were opened up to meet the needs of forest resources, credit, and marketing of MFP and supply of essential commodities. About six lakh families were rehabilitated from shifting cultivation.

The Ninth Five Year Plan (1997-02)

In the ninth plan emphasis is laid on a total integrated effort for all round Tribal development and massive efforts have been made for the socio-economic development of tribal people by the Government through organized economic planning. The plan aimed to empower STs by creating an enabling environment conducive for them. This process essentially encompassed three vital components viz. social empowerment, economic empowerment and social justice.

It also focused on tribal empowerment through effective implementation of PESA (Panchayat Raj Extension in Scheduled Areas) in the Scheduled Areas and proper utilization of grants release under Article 275 (i) of the Constitution for the development of scheduled tribes, in general and raising the level of administration of the scheduled areas The ninth plan acknowledges the need for a National Tribal Policy, and reiterates to formulate a comprehensive Tribal Policy with a special focus on Primitive Tribal Groups and displaced tribes. The Plan allocated Rs. 3174.13 crore for the development of the scheduled tribes of which the actual expenditure tends to only Rs. 3091.32 crores to empower the
tribals as agents of socio-economic change and development and make them the active partakers of the development process.

The Tenth Five Year Plan (2002-07)

In the tenth five year plan, the programmes for child and women development, irrigation, measures to improve income of tribals from forest produce and development of forest village were to receive financial assistance and attention. The Tenth Plan identified the priority group requiring the basic needs and living in different geographical regions with varied socioeconomic conditions. Primary health care services in tribal areas are extended by involving local NGOs. Indigenous medicine and the traditional knowledge and method of healing are encouraged in attending to the health needs of the tribes.

The Eleventh Five Year Plan (2007-12)

The eleventh plan will attempt a paradigm shift with respect to the overall empowerment of the tribal people, keeping the issues related to governance at the Centre. The operational imperatives of the Fifth Schedule, TSP 1976, PESA 1996, RFRA 2006; the desirability of a tribal centric, tribal-participative and tribal-managed development process and the need for a conscious departure from dependence on a largely under effective official delivery system will be kept in view during this shift.

Special programmes for their welfare include support of educational and economic interests and protection from injustice and all forms of exploitation. The various programmes and schemes adopted by the government for their welfare can be categorized as: Sociocultural and political aspect, housing and communication, health and sanitation, education and economic development. At state level, special tribal development blocks have been created by the government to supervise tribal programmes and policies. A special minister is also made responsible for implementing different special schemes for tribal areas. At present the government is supporting ample schemes both at centre and state level.

Conclusion

In spite of various constitutional provisions and policies for the tribal's, it is a hard reality that the tribals are lagging behind in many respects and they have to face many challenges. Their low level of economic activities, social backwardness, low level of literacy, poor health conditions makes it vital for a systematic process of tribal development. They work very hard and contribute significantly towards the economic condition of the family, but they are still in poverty mostly because no proper efforts are oriented towards them. During the plan periods, various programmes are taken up for the development of the Scheduled Tribe population and a lot of betterment has been already done, but still, a lot more requires to be done. The families need to have a sufficient income to enable them to cross the poverty levels. Education for tribal women is an essential aspect of development. Education is a vital instrument to bring about a change in the cultural norms and patterns of life of the tribal women and to change their outlook and made them economically independent. It would help them to organize themselves to analyze their situations and living conditions and be aware of their rights and responsibilities. Education will enable them to take up jobs so that they can improve their situation. Social and economic status of the scheduled tribe to a large extent depends on the educational attainment. Educated women will be able to face the present day society better than earlier times. In the present context, no one can remain completely isolated, but they are influenced by the growth of modern society and culture. Government is providing a lot of support and grant for the education of Tribal students. This will help to increase the literacy rate and it will lead to the right way to development. The health status of the tribal's is explored to assess their awareness regarding their health. Sometimes they lack the essential nutrients. Many times they suffer from various diseases as there is a lack of health and hygiene awareness. Thus increasing the literacy rate and providing opportunities for gainful employment for tribal will be instrumental in bringing about a change in the status of tribal in India and to handle to challenges successfully.

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