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

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INTERNATIONAL SAFEGUARDS FOR ENVIRONMENT AND APPLICATION IN INDIA

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Abstract

Globalization and industrialization has led to environmental pollution upsetting the balance of nature. Because of growing international trade and the transboundary effects of pollution and natural resource degradation, environmental problems are no longer local. There are some elementary principles of International Environmental Law and some of them are customary International law. These principles should implement in the domestic legal system for the sake of environmental interest. In India there are plenty of legal provisions for the protection environment, and Indian judiciary also plays an important role to incorporating those International principles with the harmonious explanation of the existing legal framework. But there is a problem in to implement these principles because of inadequate and ineffective national mechanism. It is very need time to enact new national legislation regarding environmental protection.

Introduction

The most important aspect of life is environment. Survival, production, reproduction, growth, development etc. of the living organism are finished by the environment. So it is mandatory to save from harm the environment because without healthy and clean environment how can we imagine our healthy and happy life. For the protection of environment there are some basic principles of international environmental law which need to be incorporated in the



domestic legal system for the interest of better protection of environment. But the crucial point is that nation states are very much reluctant to incorporate these principles into their national legal system directly.¹

India also incorporated plenty of environmental friendly legislation, policy for the healthy and clean environment. On the other hand these legislations, policies, initiatives etc. are not an adequate amount of implementing the principles international environmental laws and also environmental conventions, covenant, protocol etc. In some extent the judiciary is also trying to explain for the incorporation of these principles in the national level directly or indirectly. It is important to note that India is in at risk situation for a variety of environmental changes. It needs to be implemented such recognized principles and international environmental law regarding environmental protection and development.²

Protective Principles for Environment under International law

The developing field of international environmental law faces challenges because it is concerned with natural systems. It follows the forms and procedures of international law and so is constrained by national frontiers but it also seeks to mediate the relationship between people and nature, safeguarding the integrity of ecosystem. International environmental law comprises those substantive,

¹Shailendra Kumar Gupta, Principles of International Environmental Law and Judicial Response in India.

(https://www.google.co.in/?gfe_rd=cr&ei=HSXCVbufGqSM8QfipovQBQ#q=P+principles+of+International+Environmental+Law+and+Judicial+Response+in+India)

² 2 V.K. Agarwal, Environmental Laws in India: Challenges for Enforcement, Bulletin of the National Institute of Ecology 15: 227-238, 2005 Gupta et al. (Editors): Ecology and Environmental Management: Issues and Research Needs, National Institute of Ecology, New Delhi & Jaipur



procedural and institutional rules of international law which have as their primary objective the protection of the environment. Like the Precautionary and Polluter Pays Principle.

The need for conservation and sustainable use of natural resources is reflected in the constitutional, legislative, and policy framework as also in the international commitments of the country. India has played a major role in the international forum relating to environmental protection. It was only after the UN Conference on the Human Environment at Stockholm in 1972 that a well-developed framework of environmental legislations came into existence; that the Constitution of India was amended to incorporate the provisions relating to environmental protection.

After the Rio Conference in 1992 the Environmental Action Programme (EAP) was formulated in 1993 with the objective of improving services and integrating environmental considerations with development programmes. Agenda 21 which is an outcome of the Rio Conference was implemented in India at a much larger scale. India has been very active in implementing all the objectives of Agenda 21 with the active involvement of all stakeholders like the government, international organizations, business, non-governmental organizations, and citizen groups. Since the Rio Conference, extensive efforts have been made by our government to integrate environmental, economic, and social objectives into decision-making through new policies and strategies for sustainable development. As a nation deeply committed to enhancing the quality of life of its people and actively involved with the international coalition towards sustainable development, the Summit provided India an opportunity to recommit itself to the developmental principles that have long guided the nation.

India also played a major role in implementing the Millennium Development Goals adopted at the WSSD in Johannesburg in 2002.



Sustainability concerns have become an intrinsic component of the planning process. In every Five-Year Plan the reconciliation of population growth and economic growth with environmental conservation is perceived as one of the main objectives.³

In addition to the above, India is a party to the various international environmental agreements. The following is the list of such agreements such as, International Convention for the Regulation of Whaling, 1946; The International Convention for the Prevention of Pollution from Ships, 1973 and the 1978 Protocol (MARPOL), The 'Ramsar Convention', 1971 (on wetlands); Vienna Convention for the Protection of the Ozone Layer, 1985; Montreal Protocol on Substances that Deplete the Ozone Layer, 1987 and its London Amendment, 1990; Kyoto Protocol, 1997 on Reduction of Greenhouse gases; and The Johannesburg Declaration on Sustainable Development, 2002.

Precautionary Principle

The precautionary principle provides the application of international environmental law where there is scientific uncertainty. This principle got formal recognition in Principle 15 of the Rio Declaration, which provides that 'where there are threats of serious or irreversible damage, lack of full scientific. Beginning with *Vellore Citizens' Welfare Forum v. Union of India*⁴, the Supreme Court has explicitly recognized the precautionary principle as a principle of Indian environmental law. More recently, in *A.P. Pollution Control Board v. M.V. Nayudu*⁵, the Court discussed the development of the precautionary principle.⁶

³Annual Report of Ministry of Environment and Forests from 2002-2007

⁴ 4 AIR 1996 SC 2715

⁵ 5 AIR 1999 SC 812

⁶ 6 S. Jagannath v. Union of India (Shrimp Culture case), AIR 1997 SC 811



Polluter Pays Principle

The polluter-pays principle is the requirement that the costs of pollution should be borne by the person who is responsible for causing pollution and its consequential costs. The 'polluter- pays principle' in treaty law can be traced back to some of the first instruments establishing minimum rules on civil liability for damage resulting from hazardous activities.⁷

According to Principle 16 of the 1992 Rio Declaration 'National authorities should endeavor to promote the internalization of environmental costs and the use of economic instruments, taking into account the approach that the polluter should in principle, bear the cost of pollution, with due regard to the public interest and without distorting international trade and environment.' The Supreme Court has come to sustain a position where it calculates environmental damages not on the basis of a claim put forward by either party, but through an examination of the situation by the Court, keeping in mind factors such as the deterrent nature of the award.⁸

International Conferences and Environmental Law In India

In India many important environmental statutes have been enacted to ratify or to fulfill national obligations under the international environmental treaties, conventions and protocols etc. Subsequent to the Stockholm Conference and in order to give impetus environmental preservation, India enacted the Water (Prevention and Control of Pollution) Act 1974, the Air (Prevention and Control of Pollution) Act 1981, and the Environment (Protection) Act 1986. These legislations along with other laws, like the Forest Act, 1927, the

⁷ 7 Indian Council for Enviro-Legal Action v. Union of India, AIR 1996 SC 1446

⁸ 8 M.C. Mehta v. Union of India (Oleum Gas case), AIR 1987 SC 965; Vellore Citizens' Welfare Forum v. Union of India, AIR 1996 SC 2715



Prevention of Cruelty to Animals Act, 1960, the Wildlife (Protection) Act, 1972, Forest (Conservation) Act, 1980, the Public Liability Insurance Act, 1991, the National Environment Tribunal Act, 1995, the National Environment Appellate Tribunal Act, 1997 and the Biological Diversity Act, 2002 form the corpus of environmental law in India. The Indian courts have played a very significant and vital role in environment protection in India by applying the principles of international law.

The scope of right to life under Article 21 of the Constitution has been widened through the concept of public interest litigation (PIL) and clean environment is now a fundamental right of every Indian. Thus, the impact of international law on India's environmental law, similar to that on human rights, is profound and has been highly beneficial.⁹

Constitutional Provision and Legislative Enactments

There are certain provisions are mentioned in Indian constitution for protection of human environment they are.. Article 21 of the Constitution is a fundamental right which reads as follows: "No person shall be deprived of his life or personal liberty except according to procedure established by law." The State's responsibility with regard to raising the level of nutrition and the standard of living and to improve public health has been laid down under Article 47 of the Constitution which reads as follows: "The State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties and, in particular, the State shall endeavour to bring about prohibition of the

⁹ Shailendra Kumar Gupta , Principles of International Environmental Law and Judicial Response in India (https://www.google.co.in/?gfe_rd=cr&ei=HSXCVbufGqSM8QfipovQBQ#q=Principles+of+International+Environmental+Law+and+Judicial+Response+in+India)



consumption except for medicinal purposes of intoxicating drinks and of drugs which are injurious to health."

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Stockholm Declaration of 1972 was the first major attempt to conserve and protect the human environment at the international level. As a consequence of this Declaration, the States were required to adopt legislative measures to protect and improve the environment. Accordingly, Indian Parliament inserted two Articles, i.e., 48A and 51A in the Constitution of India in 1976.¹¹

- Article 48A of the Constitution rightly directs that the State shall endeavour to protect and improve the environment and safeguard forests and wildlife of the country.
- Similarly, clause (g) of Article 51A imposes a duty on every citizen of India, to protect and improve the natural environment including forests, lakes, river, and wildlife and to have compassion for living creatures.

The cumulative effect of Articles 48A and 51A (g) seems to be that the 'State' as well as the 'citizens' both are now under

¹⁰ <http://www.moef.nic.in/divisions/ic/wssd/doc2/ch2.html>

¹¹ Inserted by the Constitution (Forty-second Amendment) Act, 1976



constitutional obligation to conserve, perceive, protect and improve the environment. Every generation owes a duty to all succeeding generations to develop and conserve the natural resources of the nation in the best possible way. The phrase 'protects and improves' appearing in both the Articles 48A and 51A (g) seems to contemplate an affirmative government action to improve the quality of environment and not just to preserve the environment in its degraded form.¹²

Apart from the constitutional mandate to protect and improve the environment, there are a plenty of legislations on the subject but more relevant enactments for our purpose are

The Water (Prevention and Control of Pollution) Act, 1974

The objectives of the Water (Prevention and Control of Pollution) Act are to provide for the Prevention and Control of Water Pollution and the maintenance or restoration of the wholesomeness of water for the establishment, with a view to carrying out the purposes aforesaid, of Boards for the prevention and control of water pollution, for conferring on and assigning to such Boards powers and functions relating thereto and for matters connected therewith. The Act prohibits any poisonous, noxious or polluting matter from entering into any stream or well. The Act provides for the formation of Central Pollution Control Board and the State Pollution Control Board. The new industries are required to obtain prior approval of such Boards before discharging any trade effluent, sewages into water bodies.¹³

¹²State of Tamil Nadu v. Hind Store, AIR 1981 SC 711; see also Rural Litigation and Entitle Kendra v. State ofUttar Pordesh, AIR 1987 SC 359

¹³ 12 State of Tamil Nadu v. Hind Store, AIR 1981 SC 711; see also Rural Litigation and Entitle Ji: at Kendra v. State ofUttar Pordesh, AIR 1987 SC 359

13 The Scope and Limits of Environmental Laws and International Treaties in India,



The Water (Prevention and Control of Pollution) Cess Act, 1977

The Water (Prevention and Control of Pollution) Cess Act, 1977 aims to provide levy and collection of a cess on water consumed by persons carrying certain industries and local authorities to augment the resources of the Central Board and the State Boards constituted for the prevention and control of water pollution. The object is to realise money from those whose activities lead to pollution and who must bear the expenses of the maintaining and running of such Boards.

The Air (Prevention and Control of Pollution) Act, 1981

The objective of this Act is to provide for the prevention, control and abatement of air pollution, for the establishment, with a view to carrying out the aforesaid purposes, of Boards, for conferring on and assigning to such Boards powers and functions relating thereto and for matters connected therewith. Decisions were taken at the United Nations Conference on the Human Environment held in Stockholm in June 1972, in which India participated, to take appropriate steps for the preservation of the natural resources of the earth which, among other things, includes the preservation of the quality of air and control of air pollution.

The Environment (Protection) Act, 1986

The Environment (Protection) Act, 1986 was enacted to provide for the protection and improvement of the quality of environment and preventing, controlling and abating environmental pollution. The Act came into existence as a direct consequence of the Bhopal Gas Tragedy. The term 'environment' has been defined to include water, air and land, and the inter-relationship which exists among and between water, air and land and human beings, other living creatures, plants, micro-

(<http://asidreamit.blogspot.in/2013/12/international-business-scope-in-india.html>)



organism and property. It empowers the Government to lay down standards for the quality of environment, emission or discharge of environmental pollutants; to regulate industrial locations; to prescribe procedure for managing hazardous substances, to establish safeguards for preventing accidents; and to collect and disseminate information regarding environmental pollution. Any contravention of the provisions of the Act, rules, orders or directions made there under is punishable with imprisonment for a term which may extend to five years or with fine up to one lakh rupees or with both. It is an 'umbrella' legislation designed to provide a frame work for Central Government coordination of the activities of various Central and State authorities established under previous laws, such as the Water Act and the Air Act.¹⁴

Public Liability Insurance Act, 1991

The Parliament passed the Public Liability Insurance Act, 1991 to provide for public liability insurance for the purpose of providing immediate relief to the persons affected by accident occurring while handling any hazardous substance and for matters connected therewith. The Act provides for mandatory public liability insurance for installations handling any hazardous substance to provide minimum relief to the victims (other than workers) through the mechanism of collector's decision. Such an insurance will be based on the principle of 'no fault' liability as it is limited to only relief on a limited scale.¹⁵ However, availability of immediate relief under this law would not prevent the victims to go to Courts for claiming large compensation.

The National Environment Tribunal Act, 1995

¹⁴ The Scope and Limits of Environmental Laws and International Treaties in India,

(<http://asidreamit.blogspot.in/2013/12/international-business-scope-in-india.html>)

¹⁵ <http://www.moef.nic.in/divisions/ic/wssd/doc2/ch2.html>



The National Environment Tribunal Act, 1995 was enacted to provide for strict liability for damages arising out of any accident occurring while handling any hazardous substance. The Act provides for establishment of a National Environment Tribunal for effective and expeditious disposal of cases arising from such accident. It imposes liability on the owner of an enterprise to pay compensation in case of death or injury to any person; or damage to any property or environment resulted from an accident. The accident must have occurred while handling any hazardous substance. A claimant may also make an application before the Tribunal for such relief as is provided in the Public Liability Insurance Act, 1991.¹⁶

The National Environment Appellate Authority Act, 1997

The National Environment Appellate Authority Act, 1997 has been enacted to provide for the establishment of a National Environment Appellate Authority to hear appeals with respect to restriction of areas in which any industries, operations or processes shall not be carried out or shall be carried out subject to certain safeguard under the Environment (Protection) Act, 1986. It is evident that this Act has been made with objective to provide speedy justice on environmental issues.

The Wildlife (Protection) Act, 1972

The Wild Life (Protection) Act, 1972 was enacted with a view to provide for the protection of wild animals, birds and plants. The Act prohibits hunting of animals and birds as specified in the schedules. The Act also prohibits picking, uprooting, damaging, destroying etc. any specified plant from any forest. The Act provides for State Wildlife Advisory Board to advise the State Government in formulation of the

¹⁶ 17 The Scope and Limits of Environmental Laws and International Treaties in India, (<http://asidreamit.blogspot.in/2013/12/international-business-scope-in-india.html>)



policy for protection and conservation of the wildlife and specified plants; and in selection of areas to be declared as Sanctuaries, National parks, etc. The Act is administered by a Director of Wildlife Preservation with Assistant Directors; and a Chief Wildlife Warden with other Wardens and their staff.

In accordance with Wildlife (Protection) Amendment Act, 2002 “no alternation of boundaries / National Park / Sanctuary shall be made by the State Govt. except on recommendation of the National Board for Wildlife (NBWL)”. Further, in terms of Supreme Court Order dated 13.11.2000 the State Govts have to seek prior permission of Supreme Court before. After recommendation of Standing Committee of NBWL proposal for de-reservation/ de-notification is ratified by Hon’ble Supreme Court.¹⁷

The Forest (Conservation) Act, 1980

The Forest (Conservation) Act, 1986 was passed with a view to check deforestation of forests. The Act provides that no destruction of forests or use of forestland for non-forest purposes can be permitted without the previous approval of the Central Government. The conservation of forests includes not only preservation and protection of existing forests but also re-afforestation. The Act is intended to save a laudable purpose and it must be enforced strictly for the benefit of the general public.¹⁸

The Biological Diversity Act, 2002

The Ministry of Environment and Forests has enacted the Biological Diversity Act, 2002 under the United Nations Convention on

¹⁷ V.K. AGARWAL, Environmental Laws in India: Challenges for Enforcement, Bulletin of the National Institute of Ecology 15: 227-238, 2005 Gupta et al. (Editors): Ecology and Environmental Management: Issues and Research Needs, National Institute Of Ecology, New Delhi & Jaipur

¹⁸ Anupama Minerals V. Union of India & Others, AIR 1986 A.P. 225



Biological Diversity signed at Rio de Janeiro on the 5th day of June, 1992 of which India is also a party. This Act is to “provide for the conservation of biological diversity, sustainable use of its components, and fair and equitable sharing of the benefits arising out of the use of biological resources, knowledge and for matters connected therewith or incidental thereto.” As per the provision of act certain areas, which are rich in biodiversity and encompasses unique and representative ecosystems are identified and designated as biosphere reserve to facilitate its conservation.¹⁹

Hazardous Wastes (Management and Handling) Amendment Rules, 2003

These Rules classify used mineral oil as hazardous waste under the Hazardous Waste (Management & Handling) Rules, 2003 that requires proper handling and disposal. Organisation will seek authorisation for disposal of hazardous waste from concerned State Pollution Control Boards (SPCB) as and when required.

Ozone Depleting Substances (Regulation And Control) Rules, 2000

In the year 2000 under the section of 6, 8 and 25 of the Environment (Protection) Act, 1986 has notified rules for regulation/control of Ozone Depleting Substances (ODS) under Montreal Protocol. As per the notification certain control and regulation has been imposed on manufacturing, import, export, and use of these compounds. It is evidently clear that there is no dearth of legislations on environment protection in India. But the enforcement of these legislations has been far from satisfactory.

Conclusion

Even having the number of legislative provisions there is some reasons to leading to poor compliance of environmental laws in India

¹⁹ <http://www.moef.nic.in/divisions/ic/wssd/doc2/ch2.html>



they are Lack of Elasticity in Legislations, Weak Enforcement, Poor Monitoring, Lack of Effective Punitive Measures, and Paucity of Funds. There is a need to have a comprehensive and an integrated law on environmental protection for meaningful enforcement. These Courts should be allowed to adopt summary proceedings for speedy disposal of the cases. To begin with we may have such Courts at the State and National levels that may later be extended to district level on need-based principle. In order to discourage prolonged litigation, the provisions should be confined to single appeal. Further, as directed by the Supreme Court of India, Environment studies shall be made a compulsory subject at school and college levels in graded system so that there should be general growth of awareness. The traditional concept that development and ecology are opposed to each other, is no longer acceptable, since 'sustainable development' is the answer. The Supreme Court has accepted sustainable development as part of the laws of the land and has affirmed the 'precautionary principle' and the 'polluter pays principle' are essential features of sustainable development. A positive attitude on the part of everyone in society is essential for effective and efficient enforcement of these legislations.

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BRAND AWARENESS ATCHAIN HOTEL IN BALI : A CASE STUDY OF INNA HOTEL GROUP

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Abstract

Brand awareness is an important thing in determining the buying decision. The brand awareness of the customers' mind cannot be separated from the service quality and brand image which are felt by the interaction with the service provider. This research uses a quantitative method through Structural Equation Modelling (SEM) and Sobel test technique analysis. The results show that brand awareness is formed from service quality construct and brand image construct. The limitation of this research is the use of two constructs which support brand awareness, and only at one chain hotel in Bali. Further researches should develop constructs that support brand awareness, such as marketing mix, cognitive, affective and conative aspects of behavior and attitude of the customers.

Key Words : Brand Awareness, Brand Image, Service Quality

Introduction

Background

Bali is an international tourism destination which is located in Indonesia. Bali becomes the pride of Indonesia. Bali becomes a promotion mean for other tourism destinations in Indonesia. Bali's condition which is save and conducive has made infestation on



accommodation service becomes very promising infestation. The growth of hotel in Bali is very astonishing. It can be seen from Table 1 below.

Table 1

Growth of Star-Hotel in Bali Period 2012 – 2016

No	Year	Total Hotel	Growth
1	2012	218	-
2	2013	227	4.13
3	2014	249	9.69
4	2015	281	12.85
5	2016	348	23.48
	Mean	264.60	12.63

Source: Alexander, 2013 and

Bali Province Statistic, 2017

The growth of hotel is increasing. The highest growth is in 2016 which is 23.48%, while the lowest one is in 2013 which is 4.13% with the mean of growth of 12.63%. However, the high growth of hotel is not in line with the tourists' visitation. Most of hotel managements complain this condition. Government policy in the past which allows hotel and other accommodation facilities to be built has caused the uncontrolled growth of accommodation facilities. Moreover, there are many accommodation facilities which have not had building permit in Denpasar and Badung Regency. This causes the moratorium, for not giving permit to build a hotel which is issued by the government, seems not to have a real impact. The difference of the hotel growth and the tourists' visitation impacts on the low hotel occupancy. It can be seen in Table 2 below.

Table 2



Star-Hotel Occupancy Mean in Bali

Period 2012 to 2016

No	Year	Occupancy Mean (%)			
		5 Stars	4 Stars	3 Stars	Star Hotel
1	2012	64.13	63.21	62.07	62.25
2	2013	61.91	60.68	58.59	59.85
3	2014	61.46	61.83	58.67	60.31
4	2015	62.95	62.37	55.12	60.48
5	2016	64.38	66.54	55.13	61.86
Mean		62.97	62.92	57.92	60.95

Source: Bali Province Statistic, 2017

In Table 2 above, it can be seen that the star hotel occupancy rate is 60.95%. In hotel business, the occupancy rate under 70% will only be sufficient to cover the hotel's operational cost. If this condition continues, then in long term, many hotels will be closed down. The hotel management has to work extra to survive in this harsh competition. One of many efforts which can be done is by creating a brand awareness to the costumers. Brand awareness is an important phase for the customers to do purchasing, or even repurchasing. Brand awareness is the ability to identify a certain brand with a certain name. However, it is not automatically that the customers will do a purchase on a certain brand. The role of brand awareness depends on how far the awareness level of a certain brand can achieve. Brand awareness is the key and an important part in differentiating the brand from other brands, and it plays an important role in the purchasing decision by the customers (Sasmita and Suki, 2015).

Inna Group Bali Hotel is a group hotel which is managed by the government and becomes the pride of Balinese. The present of this hotel since Holland colonization has a historical meaning for the



development of tourism in Bali. Balinese wishes that Inna Group Bali Hotel will not be drawn nor gone in the tight competition of hotel business in Bali. The society dreams that one day, Inna Group Bali Hotel will become a leader of hotel business in Indonesia. The success of Inna Group Bali Hotel in becoming the market leader will surely influence the Indonesian economy especially in tourism sector.

Right now, Inna Group Bali Hotel is conducting fundamental reparations in human resources, marketing, monetary and operational. In marketing sector, in the last three years, Inna Group Bali Hotel has been conducting market segmentation which is reflected by three brands (Katoppo,2014). Innaya Brand to serve five-star hotel market segment. Grand Inna Brand to serve four-star hotel market segment, and Inna Brand to serve three-star hotel market segment. Therefore, the logo changes were also made.

The changes of the brand of Inna Group Hotel surely give impacts toward the customers. Not all customers know these changes. Not all customers aware toward the new Inna Hotel's brands. That condition is reflected by the low repeaters number who stay at Inna Group Hotel with the average of less than ten percent.

Inna Group Bali Hotel, which consists of Inna Bali Heritage, Grand Inna Bali Beach, Inna Sindhu Beach, Innaya Putri Bali and Grand Inna Kuta, conducts brand policy. Those five hotels have changed their names which formerly were Inna Bali Hotel, Inna Grand Bali Beach Hotel, Inna Putri Bali Hotel and Inna Kuta Beach Hotel. Only Inna Sindhu Beach Hotel which has not changed name because its name already suits the market segment which is for the three-star hotel customers.

Consumers need time to be able to memorize and be aware of the present of a new brand. The management of Inna Group Hotel in Bali also has to give a good service quality and brand image so that the

brand can be remembered by the consumers. Service quality has an important role in increasing brand awareness. The better the service quality then the higher the brand awareness (White,2012; Walsh,2002). The same goes for brand image. The better the brand image, then the better the brand awareness of the customers (Wu,2014).

The service performance of Inna Group Bali Hotel has good responses and poor responses from the customers. Those responses can be seen on trip advisor site as shown in Figure 1 below.

Figure 1

Customers' Assessment toward Inna Group Bali Hotel's Performance



Source:www.tripadvisor.com, 2017

In Figure 1 above, it can be seen that there are some customers who give a poorscore on the service performance of Inna Group Bali Hotel. This poor score ranges from poor and very poor from 1% to 12%. This means that improvements are still needed. Most of the guests' comments complain about the old facilities and the creepy hotel's image. Those things surely can influence the brand awareness of the customers.

This research is important to be conducted because; (i) theoretically, there are only few researches on brand awareness concept on hospitality industry. Most of researches were done on manufacture sectors. Therefore, a further research on dimensions which shape brand awareness needs to be done; (ii) practically, Inna Group Bali Hotel is a government-owned hotel, which is conducting renovation to get back its



glory as a market leader. This effort needs to be supported by all the tourism stakeholders. Inna Group Bali Hotel is the pride of Balinese. If Inna Group Hotel is able to overcome its competitors, then it surely will bring many good things for Indonesia, such as operational profit which will go to country's capital, and government image will be better in the society point of view.

Problems Formulation

Based on the description above, the problems formulation of this research are as follows.

1. How is the influence of service quality toward brand image at Inna Group Bali Hotel?
2. How is the influence of service quality toward brand awareness at Inna Group Bali Hotel?
3. How is the influence of brand image toward brand awareness at Inna Group Bali Hotel?
4. How is the role of brand image in mediating the influence of service quality toward brand awareness at Inna Group Bali Hotel?

Research Purposes

The purposes of the research are as follows.

1. To find out the influence of service quality toward brand awareness at Inna Group Bali Hotel.
2. To find out the influence of service quality toward brand image at Inna Group Bali Hotel.
3. To find out the influence of brand image toward brand awareness at Inna Group Bali Hotel.
4. To find out the role of brand image in mediating the influence of service quality toward brand awareness at Inna Group Bali Hotel.

Research Significances

The significances of the research are as follows.



1. Theoretical Significance

Theoretically, this research is expected to be able to study further on brand awareness, especially related to service quality and brand image. Thus, this research enriches literature study related to consumers' behaviors in hospitality marketing sector.

2. Practical Significance

Practically, this research is expected to be able to give a thought contribution to the management of Inna Group Bali Hotel in increasing brand awareness of the customers through service quality and brand image.

Theoretical Review

Brand awareness is the customers' ability to recognize and recall a brand as a product of a certain category and at a different situation (Aaker, 1991, 1996). Brand awareness is an important indicator of consumers' knowledge toward the brand, in which the strength of a brand exists in consumers' mind and that thought can easily appear in customers' memory (O'Guinn, Allen and Semenik, 2009). The performance of recognition and recall of a brand which is owned by customers (Kotler and Keller, 2012) as a result of a company's effort to increase the brand awareness will increase the customers' ability to identify and recognize the brand in different conditions. Brand awareness is very important because without it, there will be no communication and transaction will not happen (Percy, 1987).

Brand awareness consists of brand recall and brand recognition. Brand recall happens when customers have the ability to identify a brand when they are given a clue or a product category. At that time, the customers can tell a brand correctly if they have seen or heard about the brand. Brand recognition is the customers' ability to recognize a brand when a code or a sign of the brand is shown (Moisescu, 2000 in Ojeleye, 2016). Hoeffler and Keller (2002) differentiated brand awareness from the depth and breadth aspects.



Depth aspect is how a customer recall or identify a brand easily. Breadth aspect is how a brand will appear in a customer's mind at the time the customer is purchasing a product. If a brand has a 'depth' and 'breadth', then customers will recall the brand when they are going to purchase a product. Thus, it means that the product already has a high brand awareness. A brand name is the most important part of a brand awareness (Davis et al., 2008). Therefore, brand awareness will influence the purchasing decision through brand association, and when a product has a positive brand image, it will influence the marketing activity (Keller, 1993). A brand name gives a clue that can help customers to identify the service provider and to predict the service result (Herbig and Miliewicz in Chi et al., 2009)

Brand awareness plays an important role toward re-purchasing because customers tend to buy a product which is already famous and often heard (Keller, 1993; McDonald and Sharp, 2000). Brand awareness can help customers to identify a brand from a certain product category and to make a decision to do purchasing (Percy and Rossiter, 1992). Brand awareness has a big influence in the process of searching and selecting, and can become the main consideration in the process of purchasing a product (Hoyer and Brown, 1990). Brand awareness also can play as a critical factor in consumers' purchasing intensity. A brand with a high brand awareness will be highly chosen by consumers because it has a higher market segment and quality evaluation (Dodds et al., 1991; Grewal et al., 1998)

Customers will considerate to consume a brand with a high level of brand awareness than to consume a brand which is unknown by customers. Wilson (1981) states the important of brand awareness on the highest level, in which, his research showed that the higher the brand awareness in consumers' mind, the higher the tendency of doing purchasing. Some additional values of brand awareness are; (i) puts the brand in customers' memory, (ii) creates a barrier from other brand



competitors to enter customers' memory (Stokes, 1985), (iii) gives an assurance toward customers on company's commitment and product quality, (iv) gives advantages for marketing distribution network (Aaker, 1992), (v) gives benefits for consumers' learning process (Keller, 1993), (vi) influences the consideration in purchasing process (Hoter and Brown, 1990; Keller, 1993), (vii) consumers tend to buy a familiar product, a well-known product (Roselius, 1971).

Chieh Lee et.al, 2013 states that to get benefits from public awareness toward a specific brand, it needs a brand awareness strategy which can differentiate its brand from other hotels' brands. Brand awareness is the ability to identify a certain brand with a certain name. However, it is not automatically for customers to purchase a certain brand (Kayaman and Arasli, 2007; Kevin and King, 2010; Xu and Chan, 2010). Simamora (2004) states that the role of brand awareness depends on how far the awareness which is achieved by a brand.

Service Quality

Service quality is a consumer's assessment on the total advantages of a product or service (Zeithaml, 1988), it is widely acknowledged as one of the important deciding factors of a brand loyalty. Service quality is an important strategy for the success and the continuity of business organization (McCain et al., 2005) because it can influence consumers' purchasing behavior and organization performance (Zeithaml et al., 1996). Considering the importance of service quality for any business, many researches in the last decade had been specified to analyze this construct in industry (Brady & Cronin, 2001; Ekinci et al, 2008; Lovelock et al., 2001; Zeithaml et al., 1996). Even though there are many researches on service quality, there are only few consensus not only on conceptualization matters, but also on measurement, dimension, and consequence (Brady & Cronin, 2001; Ladhari, 2008; Zeithaml et al., 1996). The lack of consensus might be related to the unique characteristics of service which are abstract, vary,



and unseparated production and consumption, and the assessment which comes from a subjective interpretation (Rust & Oliver, 1994).

A marketing study shows that there are two main concepts of service quality; Nordic and American. Nordic approach proposes that the whole perception of customers toward service quality consists of functional quality and technical quality (Brady & Cronin, 2001; Dabholkar et al., 1996). Technical quality is what the customers get after the service process which involves the interaction between sellers and buyers (Brady & Cronin, 2001; Gronroos, 1984). Functional quality is the interaction between staffs and customers during the service process (Gronroos, 1984; Ladhari, 2008; Lau et al, 2005).

American approach proposes that service quality consists of reliability, responsiveness, empathy dimension, assurance, and physical evidence, which are known as *SERVQUAL* (Zeithaml et al., 1996). This model is based on the Hope-Disconfirmation Theory which sees service quality as a discrepancy between consumers' perception and hope toward service performance. Even though researchers tend to use American approach, however, this approach is not considered as superior universally (Brady & Cronin, 2001).

Empirical Study

Brand Awareness

Chieh Lee et.al (2013) state that to get the benefit of public awareness toward a specific brand, it needs a brand awareness strategy which is able to differentiate its brand from other hotel' brands. Brand awareness is the ability to identify a certain brand with a certain name. However, it is not automatically that customers purchase a certain brand (Kayaman and Arasli, 2007; Kevin and King, 2010; Xu and Chan, 2010). Simamora (2004) states that the role of brand awareness depends on how far the awareness level of a brand can achieve.



In general, researches on brand awareness are related to brand equity. In this context, brand awareness has a relation to perceived value, brand association and perceived quality (Aaker, 1991). Researches on brand awareness which are related to brand attributes consist of brand image, perceived quality, brand personality, and organization association (Chernatony and Mc Donald, 2003). Schuiling and Kapferer (2004) show that brand awareness has many significant relations toward dimensions of brand image. The relation between a construct to the other in the consumers' behavioral study can be reciprocal (influence each other), very complex, full of uncertainty but very interesting and important to be studied to achieve marketing aims/goals (Schiffman and Kanuk, 2014).

Service Quality

Service quality is widely acknowledged as an important competition strategy (Han et al, 2008; Juwaheer, 2004; Kayaman & Arasli, 2007) and there are many researches which analyze service quality and its relation to other variables in a service context. Most of these researches study the dimension and the performance of service quality in the whole culture context (McCain et al, 2005). Most of these researches use SERVQUAL. They report that the dimension of service quality and their relative agenda are different from culture context (Ladhari, 2008). Other researches measure service quality by examining the relation between service quality and other related variables such as customers' satisfaction (Chitty et al, 2007; Oh & Parks, 1997), value that is felt (Chitty et al, 2007; Harris & Goode, 2004; Kim et al, 2008b), brand image (Brodie et al, 2009), and purchasing behavior such as loyalty (Ekinci et al, 2008; Ladhari, 2009; Lobo, 2008; Zeithaml et al., 1996). Basically, these researches agree that service quality is an important factor in influencing customers' satisfaction, value that is felt, and brand loyalty. However, it still cannot be explained perfectly that service quality influences customers'



satisfaction, value that is felt, and brand loyalty. Therefore, it is important in studying brand loyalty model that service quality should be included as one of the deciding factors.

Brand Image

Brand image has been long known as one of the main principles of marketing research not only because its role as a basic marketing mix strategy, but also its role in developing brand equity in long term (Keller, 1993). In the mature and competitive environment such as in hotel industry, brand image has an important role as an alternative strategy for a product differentiation.

Even though brand image has been acknowledged as an important factor that positively or negatively influences marketing activity, there is still no correct definition agreement. Brand image concept is initiated by Martineau (1958) who conducts research on personality store which refers to buyers' mind on store's functional and psychological aspects. Based on his research, many definitions of brand image have been developed. One of many definitions that is often used is "perception about brand which is reflected from brand association which is made in consumers' memory which is proposed by Keller (1993)". Other definitions usually emphasize on physiological, symbolism, meaning and message, and personification aspects (Aaker, 1996; Dobni & Zinkhan, 1990; Gronroos, 2000). Dobni and Zinkhan (1990, p 12) note four important parameters of brand image: (i) brand image is a brand concept which is held by the customers (ii) most of brand images are a subjective and perception phenomenon which is formed through consumers' interpretation, rationally or emotionally, (iii) brand image does not attribute in technical, functional, or physical product matters. In contrast, it is influenced and formed by marketing activity, context variables, and preceptors' characteristics, (iv) the perception on reality is more important than the reality itself.



By referring to the customers' physiological framework, literature studies on service identify some factors which influence brand image. Kandampully and Hu (2007) suggest that a very complex concept is more than just the sum of all factual attributes of a company. Other researchers such as Gronroos (2000) and Lee et al. (2008) show that customers' actual experience of the goods or service and the promotion strategies such as advertisement, public relations, and words from mouth to mouth communication will shape the image in the costumers' mind. Other than being influenced by direct experience and promotion communication, brand image is also formed through brand association with other entities such as company, country, distribution channel, people, place, or event. Basically, brand image is influenced by the interaction between all factual and emotional elements of a company in producing consumers' impression toward the brand (Dobni & Zinkhan, 1990). Between these factors, Aaker (1996) states that customers' experience of the product or service is the most important one.

Brand image is an important deciding factor in developing brand loyalty (Gronroos, 2000). Oliver (1999) suggests that loyalty is not only about the superiority of the product and satisfying the customers, but also about having customers who can defend the brand. If the company cannot develop, support, and defend the uniqueness of the brand and the equity of the brand which are felt, then it will be impossible to develop brand loyalty. Therefore, having a strong and positive brand image will strengthen quality perception and help in developing brand loyalty. Image is a material of customers' value package, together with price, product quality, service and innovation quality, which will determine brand loyalty. Even though conceptually, brand image is acknowledged as an important determiner of a brand loyalty, some researches which integrate this variable consider it as an important variable in examining brand loyalty in hotel industry context (Chitty et al, 2007; Kandampully & Hu, 2007). Expanding brand loyalty model by

including brand image as one of the determiners in hotel industry context is unavoidable.

Conceptual Framework

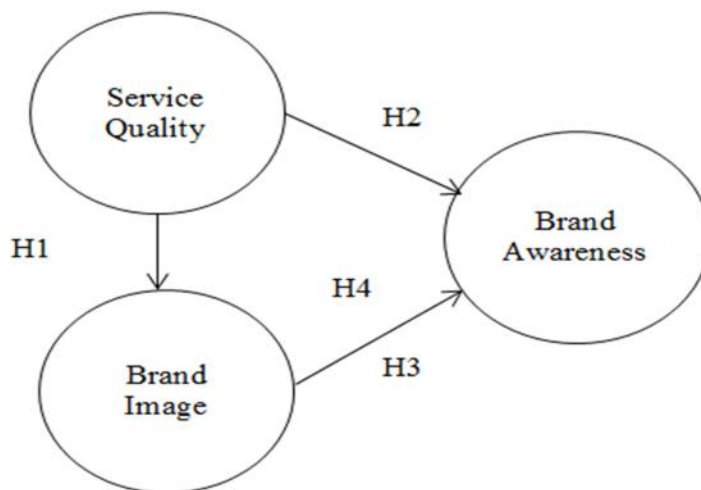


Figure 2 Conceptual Framework

Hypothesis

Based on the above description, the hypothesis of this research are as follows.

1. Service quality has an influence toward brand image.
2. Service quality has an influence toward brand awareness.
3. Brand Image has an influence toward brand awareness.
4. Brand image mediates the relation between service quality toward brand awareness.

Research Method

This research is a quantitative research using Structural Equation Modelling (SEM) technique analysis using the help of AMOS 22.0 computer program. The total sample was 150 respondents using purposive sampling method in which the respondents had stayed at



least once at the hotel. The total sample had fulfilled the requirement because the requirement for SEM analysis using maximum likelihood (ML) is at minimum 200 samples (Ghozali, 2014; Hair et al, 2010 and Ferdinand, 2012). There were 15 indicators used, therefore the total minimum samples were 75 (5 times of the indicators) and were already above the maximum samples which were 150 (10 times of the indicators). The data were collected through questionnaire technique which was distributed online and offline for three months from April to July 2017. The validity and reliability tests were conducted before the questionnaire was distributed online, which then followed by SEM analysis phases (Ghozali, 2014) as follows : (i) developing model based on the theory, (ii) developing path diagram and structural equation, (iii) choosing matrix input type and the proposed model estimation, (iv) assessing structural model identification, (iv) assessing the performance of goodness of fit, and (v) interpreting and modifying the model.

Results and Discussion

This part will explain the results of validity and reliability tests, respondents' profiles, and customers' behaviour who stay at the hotel, research variables description, SEM data analysis result, hypothesis test which is followed by discussion of research results.

Validity and Reliability Tests Results

Before the questionnaire was distributed online and offline, validity and reliability tests were conducted first to 30 respondents. The tests results showed that the instruments were valid with correlation between item in the total variable was above 0.3. An instrument is valid if the Alpha-Cronbach value of each variable is above 0.6. After the tests, the questionnaire was distributed online and offline. The response rate of offline level was very low. From 200 distributed questionnaires, there was only 15% returned or only 30



questionnaires. There were 185 questionnaires filled by the respondents, but only 150 questionnaires which were completely filled and valid to be processed further.

Respondents' Profiles

The respondents' profiles of this research were mostly (i) male (59.3%), (ii) in the average age of 36 to 45 years old (35.30%), (iii) from Indonesia (40.70%), (iv) work as a private employee (34.70%), (v) income > 25 million per month (33.30%), (vi) spend 11 million – 15 million during the vacation (27.30%), (vii) have a vacation purpose (64.70%), (viii) stay for 1-3 nights (46.70%), and (ix) it was their second stay (74.70%).

Respondents' answers Description

On the service quality variable, the mean score of respondents' answers was 3.63 which means that respondents tend to agree toward the statement of the questionnaire. On the brand image variable, the mean score of respondents' answers was 3.64 which means that respondents tend to agree toward the statement of the questionnaire. While on brand awareness variable, the mean score of respondents' answers was 3.48 which means that the respondents tend to be neutral toward the statement of the questionnaire.

SEM Data Analysis

Evaluation of Goodness of Fit Criteria

Data Normality Evaluation

Based on the calculation obtained from the output program of Amos 22.0 of this research data, the critical ratio of skewness from all indicators were on the range of 2.58. While the critical ratio of kurtosis from all indicators were on the range of ± 1.56 . Those mean that all data used in this research were distributed normally.

Outlier Evaluation

The score of mahalanobis distance compared to chi-square score with significance level of 0.001, degree of freedom of 15 or $\chi^2(15;0.001) = 27.688$. This means that there was no multivariate outlier problem in this research.

Multicollinearity and Singularity Evaluations

Multicollinearity and singularity can be detected through matrix covariance determinant which is equal to zero (Ghozali, 2014). The data in this research was free from those matters because the matrix covariance score was 0.001725.

Arrangement of Path Diagram from Structural Equation

The path diagram and the structural equation of this research is as follows.

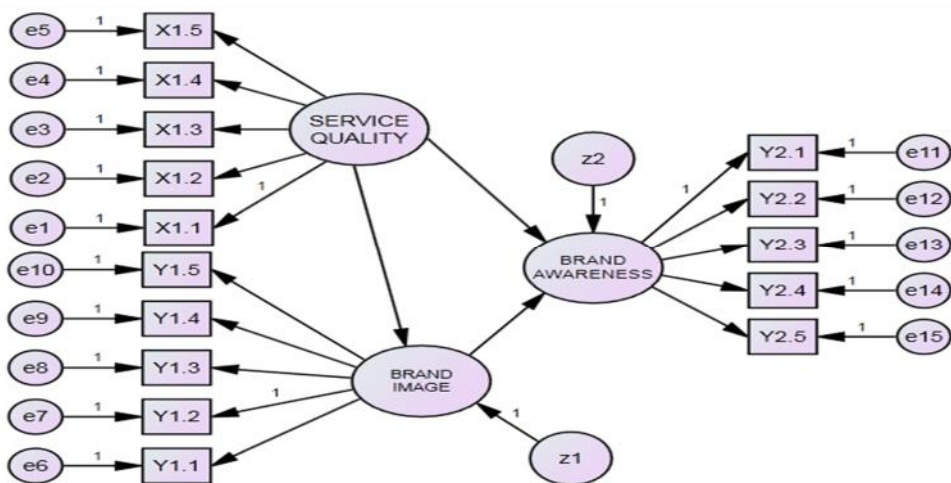


Figure 3 Path Diagram of Structural Equation



Measurement Model

Table 3

Goodness of Fit Index of Structural Equation

No	Goodness of Fit Index	Cut of Value	Model Result	Information
1	Chi-square χ^2	Expected to be less	55.502	Good
2	Significance	≥ 0.05	0.841	Good
3	<i>GFI</i>	≥ 0.90	0.954	Good
4	<i>AGFI</i>	≥ 0.90	0.917	Good
5	<i>TLI</i>	≥ 0.95	1.025	Good
6	<i>PNFI</i>	0.60 – 0.90	0.596	Good
7	<i>PGFI</i>	0 - 1	0.533	Good

Source: Research result, Appendix, 2017

The test results of latent construct of exogenous and endogenous variables were already fulfil the goodness of fit, therefore, the analysis could be continued to the next phase.

Hypothesis test

Table 4

Hypothesis Test

No	Hypotesis test	Standardize d Regression Weights	Estimate	S.E	C.R.	P
1	Service Quality to Brand Image	0.867	1.851	.467	3.96	***
2	Service Quality to Brand Awareness	0.131	.239	.659	0.36	.017
3	Brand Image to Brand Awareness	0.736	.631	.312	2.02	.044

Source: Data Analysis Result, 2017

The fourth hypothesis, which says that brand image mediates the influence of service quality toward brand awareness, was not proven by using Sobel Test, in which, the t-count was 0.26 which was smaller than t-table $(0,05;150) = 1.976$.



Service quality has a very strong positive and significant influence toward brand image with regression coefficient of 0.88. This means that the management of Inna Group Hotel in Denpasar supposes to give a quality service, especially on assurance indicator (with the highest loading factor = 0.76) to increase brand image so that the customers can truly feel the luxury impression when they stay at the hotel (the highest loading factor = 0.8). The hotel's effort to create an image as a comfortable place to stay can be done by increasing the service quality, especially on tangible aspects. The facilities of Inna Group Hotel in Denpasar which are already old will surely hinder the operation, similarly with the renovations which are done toward the building should not eliminate the uniqueness of the hotel as a historical hotel.

Service quality also has a positive and significant influence toward brand awareness. This means that if the service quality increases, then the customers' awareness toward the brand will also increase. Therefore, the customer will be more aware of the present of Inna Hotel Group Bali brand compared to other hotel's brand competitors. The hotel's management should be able to give a good service assurance (the highest loading factor = 0.76). It can be done by increasing the staffs' skill so that they are able to apply well the standard operating procedure, and assuring that every staff knows his/her own duty, obligation, and has education level which is appropriate to his/her position. The classical problem which often happens is problem at the time of check-in in high season. It often happens that the check-in time is more than 15 minutes, and the customers do not get the room as what they want. To overcome this matter, the management should pay attention to the root of the problem, which is the insufficient number of housekeeping staffs to clean the vacant dirty rooms. Therefore, additional staffs who have the appropriate competency are needed.



Brand image has a positive and significant influence toward brand awareness. Therefore, the management should pay attention to the hotel image because it will influence the customers' awareness toward the brand. Moreover, brand image has a strong influence with regression coefficient of 0.84. The management has to be able to create an image as a special hotel for its customers (loading factor = 0.8). The effort that can be done is by conducting a communication which can give a special impression, such as using advertisement through videos or pictures which show the special service quality.

Brand image does not mediate the relation between service quality toward brand awareness. It means that the increase of service quality which is accompanied by a better brand image will not influence the brand awareness. This can happen to hotels which have been long existed and famous. Most of the customers of Inna Group Bali Hotel use travel agent service, thus, most of them are just users only. The decision in choosing the hotel is in the hand of the travel agent in its tour package. Therefore, in this case, the customers are not always care about the service quality. The customers consider the application of the service standard is good enough, which is reflected from the questionnaire answers with mean score of 3.63 for service quality and 3.64 for brand image.

Research Implication

This research strengthens previous researches which tested the influence of service quality and brand image toward brand awareness, with the result that both exogenous variables had a positive and real influence toward brand awareness. Practically, this research is expected to give a thought contribution for accommodation entrepreneurs in increasing brand awareness by considering indicators of each variable which are used in this research.



Closing

Conclusions and Suggestions

Service quality positively and significantly influences brand image, in which brand image positively and significantly influences brand awareness but it does not mediate the relation between service quality and brand awareness.

It is suggested that the hotel managements pay attention to the service assurance in increasing brand Image, therefore the brand awareness will increase in customers' mind. The managements have to be able to increase the luxury image of the hotel, because it is also very important in increasing the brand awareness of the customers.

Research Limitation

This research is limited in testing the relation of variables which shape brand awareness by only using service quality and brand image. Further researches are expected to test many more variables relations by adding other variables such as customer satisfaction, marketing mix or other variables which are more relevant to the hotel competition trend which is tighter nowadays. Similarly with the research object, further researches should not only use star-hotel as the research object, but should be more grouped, so that the discussion between variables will be more specified to the customers' characteristics and hotels' characteristics.

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ASSESSING EFL TEACHERS' PERCEPTION AND PRACTICE OF USING AUTHENTIC READING MATERIALS IN EFL READING CLASSROOM WITH REFERENCE TO NORTH SHOLA ZONE, TWO SELECTED HIGH SCHOOLS

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Abstract

The focus of this study was to assess EFL teachers' perception and practice of using authentic reading materials in EFL reading classroom. In the study, qualitative research design was employed and the data were analyzed qualitatively. The data were obtained from eight grade nine and six grade ten, totally fourteen English language teachers, using semi-structured interview, and observation. Besides, data were also gathered through document analysis from the teachers' daily lesson plans vis-à-vis the English language textbooks and the teachers' guides. The findings of the study indicated that the subjects do not exert any effort to use authentic reading materials to teach reading skill although they see textbooks as "a helpful tool that teachers can use flexibly, and combine with other resources. Besides, while the subjects have positive perception towards the benefits of textbooks as well as the uses of authentic reading materials in language learning, all the subjects do not exploit authentic reading materials to maximize their students' reading comprehension, and to help them exposed to real life language. Moreover, the participants do not evaluate and adapt reading materials and reading activities in the textbooks. In addition, although the respondents disclosed that there is cultural inappropriacy in some reading texts in the textbooks, the teachers' effort to overcome this cultural inappropriacy using authentic reading materials is not



seen clearly. What is more, unavailability of authentic reading materials in their schools, lack of commitment, lack of interest, lack of motivation, lack of confidence, and over work load are basic challenges that hamper teachers from using authentic reading materials in teaching reading skill. Finally, on the basis of the major findings and conclusions reached, recommendations were put forward so as to enable EFL teachers use authentic reading materials in EFL reading classroom.

Key Words: authentic text, authentic material, textbook.

CHAPTER ONE

1.1. BACKGROUND OF THE STUDY

In language learning, there are mainly four skills which are writing, speaking, reading, and listening. Writing and speaking are the productive skills while reading and listening are the receptive ones. The more students listen, the more they speak well. The more students read, the more they write well.

Reading is a very critical skill; it is one of the most important skills for learning. Reading is necessary in improving learning skills and it is the best way to have students deal with the content. If students read a lot, they will acquire new and large vocabularies. Therefore, reading activities must be designed in such a way that they are based on real life reading tasks. This is because real life reading tasks involve meaningful communication that makes sense to the readers.

As Harmer (1998:68) points out, of the language skills reading is essential in our everyday life and, of course in the academic ones. Since it constitutes a real exposure to other language skills and it provides “opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.”



Similarly, as Nuttall (1989) explains, authenticity of language and text selection is an essential task on the part of the teachers and has to be done 'according to the students' interest, and teachers are therefore, expected to "simulate" real-world situations in language classroom by incorporating reading instructions using authentic materials. In addition, the use of authentic materials helps to bridge the gap between classroom knowledge and students' capacity to participate in real-world events and using authentic materials also helps students acquire an effective communicative competence in the target language.

Furthermore, Rivers (1987:44) recommends authentic reading materials because of the following advantages. First, authentic reading material will bring the students into contact with the language as it is used to meet actual communication needs. Second, it will bring the students to use the new language authentically themselves to communicate meanings in meaningful situation rather than for demonstrating knowledge of grammar of lexical items.

In language history, views range from strong caution to encouragement and significant differences in opinion have emerged regarding the presence of authentic materials in language classroom (Chaves, 1998, Taylor, 1994). On the other hand, foreign language pedagogy is increasingly focusing on the functional use of language while language teachers look for materials that more closely reflect the language students will encounter outside of the classroom. Grammar practice, drills, exercises, and reading and listening texts found in common textbooks are necessary, but students need to be exposed and need to have access to the same language that native speakers typically use through related materials.

In this respect, Harmer (2001) believes that, despite many textbooks use of non-authentic materials to practice specific language points, utilizing authentic materials will 'genuinely' improve students reading



skills. If teachers use 'authentic' materials rather than materials which are simplified or materials that are specially written for the particular learners, students will be highly motivated to learn and to use English as quickly as possible.

On the other hand, Hacer (2004) has explained in his research about the materials used in classrooms that relying too much on textbooks or materials prepared specifically for English classrooms may lead to difficulties to learners and also teachers. He adds that students will see only one perspective on a concept or issue; furthermore information shared is not current or relevant. This will lead students to make the assumption that learning is simply a collection of facts and figures.

Similarly, Berardo (2006) stated that, by relying too much on non-authentic materials, teacher does not tailor lessons to the specific attributes and interests of students. At the same time most of the materials do not take into account of background knowledge of students and they are designed as the sole source of information. He also says that students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English. (Berardo, 2006). Realizing the problems faced by the students, it seems that it is very important to use a variety of authentic reading materials to teach reading skill.

1.2. Statement of the Problem

Language teaching and learning can be more facilitated if language teachers adapt textbooks and use real materials which expose them to real language of the native speakers' culture and beliefs. One way of doing this is using authentic materials in teaching and learning language skills which help the teachers and learners feel confident in using the target language properly.

Harmer (2001, p. 205) states that authentic materials are real materials which are produced for native speakers and capable speakers in the



language, and they are not designed deliberately for foreign learners. The material itself varies and may be derived from various sources. There are a lot of authentic materials which can be found, e.g. speeches given by politicians and public figures, song lyrics, poetry, cartoons, newspaper articles and editorials as well as material from websites, especially blogs and Wiki, are all considered authentic text materials (Anthony, 2015).

Besides, authentic reading materials offer significant benefits for the improvement of teaching-learning especially for learning reading skills. The practice of selecting real, natural, authentic materials for students is still given less attention. In fact, authentic materials can develop students' understanding of actual information that has occurred around the world. Authentic materials provide opportunities for language use in a more relevant and communicative way. (Sanchez, Perex& Gomes, 2010, cited in Guo, 2012).

Moreover, Nuttall (1996, p. 172) states that "authentic texts can be motivating because they are proof that the language is used for real life purposes by real people". Similarly, one of the main ideas of using authentic materials in the classroom is to "expose" the learner to as much real language as possible. Even if the classroom is not a "real-life" situation, authentic materials do have a very important place within it.

In addition, scholars argue that the use of authentic materials help students to bridge the gap between classroom knowledge and their Ocapacity to participate in real-world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language.

On the other hand, according to Berardo (2006), authentic texts must be chosen based on: suitability of content, exploitability, and readability. He believes that the content is suitable if it interests the



students and is appropriate to their needs and abilities. Bacon and Finneman (1990) also assert that the authentic texts should be culturally relevant to the students' experience.

As far as the researcher's experience is concerned, most high school students seem bored and uninterested to read texts in their textbooks. In addition, EFL teachers' provision of different materials for language teaching purpose does not seem motivating. As a result, most students even in higher institutions seem to fail to read and to understand texts properly. As the researcher strongly believes, EFL teachers can at least reduce the students reading problem by using different authentic reading materials while teaching reading skill. For that reason, the researcher instigated to know EFL teachers perception towards using authentic reading materials and to what extent they use authentic reading materials in teaching reading skill. Therefore, the study tries to assess high school English language teachers perception and practice of using authentic reading materials in EFL reading classroom.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of this study was to assess EFL teachers' perception and practice of using authentic reading materials in EFL reading classroom.

1.3.2. Specific Objectives of the Study

More specifically, in line with the general objective, this study intended to:

- ✓ Examine EFL teachers' perception towards using authentic reading materials in teaching reading skill.
- ✓ Describe EFL teachers' practice of using authentic reading materials in teaching reading skill.



- ✓ Find out factors which hinder EFL teachers from using authentic reading materials in EFL reading classroom.

1.4. Research Questions

The principal intent of the study was to assess EFL teachers' perception and practice of using authentic reading materials in EFL reading classroom. Therefore, to attain this objective, the research attempted to answer the following basic questions:

- ✓ What is EFL teachers' perception towards using authentic reading materials for reading classes?
- ✓ To what extent EFL teachers use authentic reading materials while teaching reading skill?
- ✓ What are the factors which hinder EFL teachers from using authentic reading materials in EFL reading classroom?

1.5. Significance of the study

This study may have the following significances: it will support English language teachers to identify the extent to which they are using authentic reading materials in teaching reading skill. It can also create awareness for teachers and students by suggesting methods of using authentic reading materials in the EFL reading classrooms. It will help EFL teachers to identify factors which hinder them to use authentic reading materials in teaching reading skill. It will be an input for curriculum designers and material writers, because they can use the results to provide remedial solution for the identified factors. It will also be used as an input to conduct further studies on the issue.

1.6. Scope of the Study

This study is delimited to assess teachers' perception and practice of using authentic reading materials in the EFL reading classrooms. The participants of the study were high school English language teachers



from two selected Woredas of North Shoa Zone in the academic year of 2013/14. The researcher believed that it would be better to gather data from different parts of the region. Since it is unmanageable to collect data from all schools in the region, the researcher believed that the selected samples can represent the rest schools.

1.7. Limitations of the Study

Although the study was pre-planned and designed thoughtfully, certain limitations were faced while conducting the research. Firstly, the study was conducted on only two high schools EFL teachers in the academic year of 2013/14. So, it might not be representative of all EFL teachers in a wider context. In other words, the study would have been more comprehensive if it had considered more participants from different high schools across regions. Secondly, being observed could be a stressful situation. In this regard, the teachers were closely observed. Hence, the presence of the observer could cause a certain amount of limitation to the study. Though the study has such limitations, it is believed that it has its own contribution to the betterment of teaching reading skill using authentic reading materials.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews previous research works and literature related to the use of authentic materials in EFL classrooms. It first sheds light on a few definitions of the term authentic material and it also examines the theoretical and pedagogical basis for the notion of authenticity in language teaching. Besides, the role of authentic materials in language learning and teaching, particularly the arguments in favor of and against the idea of authenticity in the classroom, selection of authentic materials, the use of authentic reading materials in EFL classroom, at



which level(s) can authentic materials be used, authentic materials and motivational role and source of authentic materials are treated.

2.1. Definition of Authentic Material

The term authentic materials have been defined in different ways throughout the literature. What is common in these definitions is the exposure to real language and its use in its own community. Nunan (1989) stated that authentic materials are any material which has not been specifically produced for the purposes of language teaching (p.4). Little et al. (1988,) as cited in Guariento& Morley, (2001) define authentic material as “an authentic text created to fulfill some social purpose in the language community in which it is produced” (p.347).

According to Widdowson (1996), “Authenticity...is a term which creates confusion because of a basic ambiguity and can be defined differently by different scholars” (p.30). Therefore, based on such variations the term authentic material is defined in different ways throughout the literature using different context.

On the other hand, others believe that there are more elements to the definition of the term authentic than textual authenticity (Breen, 1985 Ur, 1996). Widdowson (1990), for example, distinguishes between authentic text and authentic discourse, saying : “The language presented to second language learners may be genuine record of native speaker behavior, genuine, that is to say, as textual data, but to the extent that it does not engage native speaker response it cannot be realized as authentic discourse” (p.45).

Other definitions of authentic materials have emphasized the primacy of communicativeness. For example, Lee (1995) states “a text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real life communicative purpose, where the writer has a certain message to pass on to the reader” Lee(1995: 324).



Similarly, Breen (1985) suggests, authenticity does not relate only to the language selected to be taught as authentic texts but to the tasks on which the learners are engaged and the social setting created in the classroom. He explains that “authenticity to the target language needs to be seen as only one of a number of demands for authenticity which confront the teacher and the learners’ own contributions, the activity of language learning, and the actual classroom situation are also constituent elements” (p.61).

In addition, Rings (1986) concludes, “For a particular type of text, the speaker must be ‘authentic’, the situation must be authentic and only then will the language content and structure be authentic for that text type” (p.205).

Taylor (1994), similarly, states, “Authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context. Therefore, a text can only be truly authentic in the context for which it was originally written.”

Furthermore, Kilickaya (2004) gave a common definition of authentic materials as “Exposure to real language and use in its own community” (p.1). In general, authentic material can be said to be the kind of language which is used by native speakers, communicating orally or in writing, and which is not simplified for FL/SL learning purposes (Nuttal, 1989 p. 3).

2.2. The Theoretical and Pedagogical Notion of Authenticity

The idea of authenticity developed in the eighteenth century from a communicative orientation to language teaching (Hedge, 2000). The idea is that “‘live’ texts, unlike their pedagogically contrived counterparts, promote student learning and interest by linking form to meaning, by stressing communication, and by presenting the culture in a natural way.”



There were a number of studies engaged with studying authenticity and the use of authentic materials in EFL classes. For many researchers, the notion of authenticity is very significant, because it prepares the learners for the real world situation in terms of using the target language. On the other hand, using less authentic materials with our learners, may lead to less authentic practice in the real world. According to Hedge (2000) the notion of authenticity, came to the surface in association with communicative approach in language teaching in 1970s.

Furthermore, the notion of authenticity, which gives priority to the goal of learning, starts from the following kind of reasoning: “if real language communicative behavior is what learners have eventually to learn, then that is what they have to be taught”(Widdowsen,1996, p.670. And if the goal of an EFL program is to prepare students to cope with English outside the classroom, it is suggested that educators try to provide in the classroom a kind of language that the students are likely to encounter in the real world in the classroom.

Widdowson (1996) further explains “If you are going to teach real English as it functions in contextually appropriate ways, rather than a collection of linguistic forms in contrived classroom situations, then you need to refer to, and defer to, how people who have the language as an L1 actually put it to communicative use” (p.67). Moreover, to develop proficiency in the target language, language learners must be provided with expanded opportunities both to perceive authentic language as it is used as a fundamental means of communication among native speakers and to practice using authentic language themselves in order to be better prepared to deal with authentic language in the real world.

Breen (1985), indicates that learners will be able to cope with the cognitive and effective demands of academic life only by exposure to a sufficient amount of authentic input. Using authentic texts in the



classroom allows students to have "immediate and direct contact with input data which reflect genuine communication in the target language" (p. 63).

In addition, many scholars argue that the use of textbooks does not expose students to examples of real language, the language used in everyday written communication and they perceived as being far away from reflecting the needs and interests of students. In general different anonymous authors agreed that the emergence of the notion of authenticity can generally be dated back to the inception of the communicative approach to language teaching.

2.3. The Role of Authentic Materials in EFL Classroom

Although the use of authentic materials in the classroom is becoming common practice recently, the issue of authenticity in EFL teaching is still a debatable issue. There is great difference in opinions, regarding the presence of authentic materials in the EFL classroom. Here next, a comprehensive review is made of arguments in favor of using authentic materials in EFL/SL teaching and arguments against it.

2.3.1. Arguments in Favor of Authentic Materials

The need for and usefulness of authentic materials have been increasingly acknowledged by researchers and teachers in the field of language teaching. They argue that the use of authentic materials has both linguistic and non-linguistic advantages.

2.3.1.1. Linguistic Advantages

Many studies confirmed that a positive result is obtained in learners who have opportunities to interact with and utilize authentic texts and the aural language development is improved when the practice incorporates authentic materials. Moreover, Berardo (2006) indicates that several studies have found out that authentic materials can increase reading development by introducing students to new



vocabulary and expressions. For example, Berardo investigated the reading comprehension of language students at a university level in United State and found a tendency for better recall scores on authentic, as opposed to simplified versions of the same texts and simplified texts demonstrate more syntactic complexity than authentic texts do.

In general, authentic materials are significantly important in promoting communicative competence of the learners. For example, Gilmore (2007) provided empirical evidence in comparing the impact of authentic text versus textbook materials on developing learners' communicative competence in a one year quasi-experimental study at a Japanese university. He found that the experimental group, receiving the authentic input, made statistically significant improvements over the control group on six out of eight tests designed to measure different types of competence. He concluded saying, "This result is attributed to the fact that the authentic input allowed learners to focus on a wider range of features than normally possible and this noticing has beneficial effects on learners' development of communicative competence" (p.111).

Similarly, Spelleri (2002) argues that authentic materials offer real language that is contextually rich and culturally pertinent. These materials have a high interest value because of their relevance. There are at least three layers of learning embedded within such materials: language learning, cultural insights, and practical application. Authentic materials can customize what textbooks have to make generic because of mass marketing consideration. They can help learners' bridge the gap from the classroom lesson to real life by making immediate use of classroom lessons in their lives (Spelleri, 2002). Exposing learners to authentic language can help them develop their predication skills and improve their strategies for dealing with uncertainty in understanding or using target language.



Furthermore, Morton (1999) explains that the strategies students develop in comprehending authentic texts can help them develop writing proficiency in the target language. He added that, "Students need to learn the register that is appropriate for their own essays. For this reason, there are no substitutes for authentic academic texts that can develop students' ability to master basic rhetorical devices" (p. 182).

Morton added that an early exposure to such texts will help students develop useful strategies for more complex tasks later on and using authentic materials allows students to experience early in their study in rewards of learning a language.

In general findings of many studies have indicated that authentic materials can be useful in many ways. Such materials introduce students to how language is used in the real world and improve their overall language proficiency as well as reading and listening comprehension, communicative competence, and lexical and stylistic knowledge.

2.3.1.2. Non-Linguistic Advantages

Incorporating authentic materials in teaching a FL offers more than linguistic advantages. In this respect, scholars argue for the motivating power of authentic materials which is a key factor affecting successful language learning (Gilmore, 2007). According to Gilmore, authentic materials are motivating force for learners if they are exposed to various literatures" (p. 106). It is obvious from the previously mentioned arguments that authentic materials have a positive contribution in the field of language teaching and learning, authentic materials have a strong positive effect on motivation. Motivation is regarded as the key element in the success of learning in general and in language learning in particular. For example, Kilickaya (2004) indicates that the use of authentic texts is now considered to be one way for



maintaining and increasing students' motivation for learning since they give the learner the feeling that he or she is learning the real and the target language as it is used by the community that speaks it.

Rivers (1987) maintains that students who work with authentic materials have an interest in the language that is based on what they know it can do for them. Findings of empirical studies have confirmed that students' motivation and self-satisfaction increased after exposure to authentic aural texts (Peacock, 1997). Kim (2000) argues that authentic materials make a major contribution to overcome certain cultural barriers to language learning and authentic reading texts improve the students' cultural understanding.

2.4.2. Arguments against the Use of Authentic Materials

Although a lot of researchers argue that authentic materials have made significant contribution in foreign language teaching and learning, there are some scholars who are against the uses of these kinds of materials claiming that they have no value. Some authors like Martinez (2002) and Peacock (1997) argued that the value of using authentic materials is not that much important and teachers do not use authentic materials because the investment of time is not realistic or feasible in their teaching situations.

Moreover, as Kilickaya (2004) claims, authentic texts have long been perceived as too difficult for students to understand and challenges regarding access to authentic materials, the expense of purchasing them, and the time required to find an appropriate authentic text and design suitable pedagogical tasks because such texts are random in respect to vocabulary, structures, language functions, content, and length, thereby causing a burden for the teacher.

As Martinez (2002) says it is often difficult for the teacher to find an appropriate pedagogical function for authentic materials and instructors may find authentic materials too difficult, culturally biased



and time consuming to select, edit and prepare. Such issues often make it impractical for instructors to integrate authentic materials into their syllabus successfully.

According to Ur (1996), the use of authentic texts with less proficient learners is often frustrating and counter-productive and students usually have trouble in understanding texts outside of the classroom because classroom reading materials do not reflect the language of the real world. She states, "We want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language" (p.150).

Moreover, Schmidt (1994) argues that authentic discourse may dread learners who find themselves faced with a mixture of known and unknown vocabulary and structures, and the language teachers are expected to be interested in using simplified texts that have communicative value. In general, the idea of authenticity in language teaching has been debated over the past many decades. However, the benefits that authentic materials bring to the EFL classroom may be said to greatly important than the difficulties they might give rise to. In addition, it is possible to overcome such challenges through task design.

According to Guariento and Morley (2001), such difficulties can be overcome by designing tasks that require only practical comprehension. Moreover, some believe that the use of pre-reading and post-reading activities can increase the comprehensibility of difficult text. Then integrating authentic materials in language classroom can compensate the extra time and effort required of EFL teachers and learners.

2.5. Selection of Authentic Materials

When choosing materials from the various sources, it is, therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts within the



classroom, the emphasis should be on what is being said and not necessarily on the literary form or stylistics.

Nuttall (1989, p.21) provides three main criteria when selecting texts to be used in the classroom, these are: suitability of content, exploitability and readability. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs and abilities. The texts should motivate as well. Exploitability refers to how the text can be used to develop the students' competence as readers and how the text can be exploited for teaching purposes. A text that cannot be exploited for teaching purposes has no use in the classroom. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students. In this vein, Lee (1995, p.325) states that "A careful and wise selection of materials focused on learners is a must if we want a positive response from them " and the criteria for selecting appropriate authentic text should be the reader's current vocabulary knowledge , the desired vocabulary knowledge throughout the curriculum, and in addition the grammar difficulty and text cohesiveness.

However, Rivers (1987) claims that the primary criterion for selecting appropriate authentic text is content. He states, "Although length, linguistic complexity, and interest for the student all play significant roles in the selection of materials, the single most important criterion for selection is content" (p. 50). In this respect, Little et al. (1989, p. 71) state, "The more texts are related to learners' personal concerns and interests the deeper and more rapid the processing will be".

Moreover, Lee (1995) states that the text must be compatible with the course objectives, i.e. it can improve the language skills educators want



the learners to practice. In addition, teachers must consider the length of the text and their teaching approach. Further, a variety of text types must be selected, such as articles, advertisements, interviews, poems, application forms, timetables, etc.

2.6. At which Level(s) can Authentic Materials be used?

Although using authentic materials in teaching a foreign language is recommended by many researchers, we should ask ourselves whether it is appropriate for all students at all levels. One important point is that when using authentic material, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to de-motivation and discourage learners from learning the target language.

Kim (2000) and Kilickaya (2004) state that authentic materials can be used with advanced and intermediate level learners only. Other researchers such as Miller (2005) and McNeil (1994) have another view. They believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only benefit from the use of authentic materials. On one condition: that is, if they are used in the classroom in the same context that they were designed for in the real world. Taylor (1994) mentions that "a text can only be truly authentic in the context for which it was originally written.

2.7. The Use of Authentic Reading Materials in the Classroom

One of the main ideas of using authentic materials in the classroom is to "expose" the learner to as much real language as possible. Even if the classroom is not a "real-life" situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity: "As soon as texts, whatever their original purpose, are brought into classrooms for



pedagogic purposes they have, arguably, lost authenticity.” (Wallace 1992:79)

Even if true, the learner is still exposed to real discourse and not the artificial language of course /textbooks/, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend. Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language (Guariento& Morley 2001). They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom:

The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. An advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learner reads, the better a reader s/he will become, not only improves his/her language level but also confidence. If the text interests the learner it can also be related to his/her own experiences. One of the aims of authentic materials is to help the student react in the same way L1 speakers react in their first language (L1). Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. It can be claimed that learners are being exposed to real language and they feel that they are learning the 'real' language. The main advantages of using authentic



materials in the classroom therefore include: having a positive effect on students motivation, giving authentic cultural information, exposing students to real language, relating more closely to students' needs and supporting a more creative approach to teaching.

These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems. The negative aspect of authentic materials are they can be too culturally biased, often a good knowledge of cultural background is required when reading, as well as too many structures being mixed, causing lower levels when decoding the texts (Martinez, 2002). Students often bring copies of newspaper articles (in particular the tabloids) or song lyrics to the classroom, asking to translate them after having looked up each word in the dictionaries and not understand a single word. Richards(2001) notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teachers too. They can also become very dated; very quickly unlike textbooks can be updated or replaced much easier and more cost effectively. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty. This can have the opposite effect, rather than motivate the learner, it can de-motivate them.

In today's globalized world, the sources of authentic materials (whether spoken or written) are abundant and infinite. Because there are unlimited sources for authentic materials for language teaching and it is simply a matter of searching creatively. The most common sources are newspapers, magazines, TV, video, radio, literature, and the internet. But of all sources it is the internet that is considered to be the most useful source (Berardo, 2006). While printed materials outdate very quickly, the internet is continuously updated, is interactive, and



provides visual stimulation. It provides easy access to endless amounts of different types of material (ibid). Moreover, the internet can be the portal to other sources. For example, teachers can obtain articles, audio clips, and videos from the internet and most used medium for obtaining authentic reading materials for ESL/EFL instruction.

2.8.Sources of Authentic Materials

In general, the above review of the related literature has shown that there is no general consensus among researchers on the use of authentic materials in the EFL/SL classroom. However, there is an increasing interest in using such materials in the language classroom to provide students with opportunities to get exposed to and practice the kind of language that naturally occurs outside the classroom. Some of the studies that have investigated the impact of authentic materials on language comprehension and performance at various levels have shown improvement in language performance as a result of exposure to authentic language in the classroom.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design employed, the participants of the study, the instruments used to collect data, procedures of data gathering and the methods of data analysis applied.

3.1. Research Design

The principal intent of the study is to assess EFL teachers' perception and practice of using authentic reading materials in EFL reading classroom. In order to achieve the intended objective, qualitative research design was used. The researcher employed this method because he believed that it is suitable and relevant for the study which looks into what actually happens in the classroom. Besides, he believed that the method could enable him to identify the challenges which



hinder teachers from using authentic reading materials in teaching reading skill. The researcher also analyzed the data qualitatively.

3.2. Participants of the Study

The subjects of the study were high school English language teachers who have been teaching English language at Bulga General Secondary and Preparatory School and Kotu High School in 2013/14 G.C. There were eight ninth grade and six tenth grade English language teachers in the schools. Therefore, the researcher used all of them as sources of data.

3.3. Research Setting

The study was conducted in two government secondary schools in 2013/14. The schools are found in Amhara region, North Shoa Zone, Hagere Mariam KesemWoreda and Kotuworeda. The schools which are particularly found in the aforementioned woredas are BulgaGeneral Secondary and Preparatory School and Kotu High School respectively. The selection of the schools was done purposively. They were selected because of their proximity to the researcher.

3.4. Instruments of Data Collection

The researcher employed three instruments to collect the necessary data for the study. These were interview, observation, and document analysis.

3.4.1. Interview

Semi-structured interview was used to elicit detailed information from the respondents. The purpose of the interview was to investigate relevant information from the respondents by interrogating different questions flexibly. The semi-structured interview consisted of open ended questions which were related to the teachers' perception and practice of using authentic reading materials in teaching reading skill



in EFL classroom. The interviews were recorded in note form and each interviewee took twenty minutes averagely.

3.4.2. Observation

The researcher employed non-participant observation technique to collect data from the respondents. Here, he observed teachers' common practice of using authentic reading materials in teaching reading skill in EFL classroom by preparing his own observation checklists. Besides this, the researcher tried to observe the kind of authentic reading materials teachers often used when they teach reading skill. He also tried to check if these reading authentic materials were exhibited in their daily lesson plans. Here, by asking the teachers' consensus first, the researcher checked their lesson plans vis-à-vis the textbooks and the teachers' guides during the observation sessions. The researcher had a plan to observe each teacher three times while they were teaching reading skill, and he implemented the observation sessions in line with the pre-designed schedule.

3.4.3. Document Analysis

Document analysis was employed on the teachers' daily lesson plans which were particularly prepared to teach reading skill using pre-designed checklists. The lesson plans were examined in line with the textbooks and the teachers' guides to point out EFL teachers' practice of using authentic reading materials in teaching reading skill. Here, the researcher used his own checklists.

3.5. Procedure of Data collection

The researcher first requested the consent of the subjects to work with him while conducting the research. After getting their consensus, the objectives of the study were described to them. Next, the subjects promised to co-operate with the researcher in any ways. Hence, the researcher designed his own observation checklist and interview



questions. Then, he conducted the interviews. After the necessary data were collected through interviews, he set his time to observe what has been doing in the actual classroom using the pre-designed checklist, and finally document analysis was employed.

3.6. Procedures of Data Analysis

After the data collection has been completed, the researcher organized the data and proceeded to the analysis and interpretation phase. Firstly, the data that have been gathered through interviews were transcribed and thematically organized. Secondly, the data from observation and document analysis have been qualitatively analyzed. Then, the researcher has tried to triangulate the data obtained through these methods and compared the findings of the study with viewpoints of various scholars in order to reach reasonable conclusions and propose valuable recommendations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the discussion, analysis and interpretation of the data obtained from interviews, observations and document analysis. The data gathered through interviews were first transcribed and thematically organized, and then qualitatively interpreted. Based on the interpretation, the researcher generalized the results. Besides, the data collected through observation and document analysis were also analyzed qualitatively. Finally, the researcher tried to triangulate the data which were gathered through the instruments.

4.1. Interviews Results

This section discussed the data that were gathered through interviews. Eight ninth grade and six tenth grade English language teachers participated in the interviews. The subjects reacted to different set of



questions differently. Then, the researcher transcribed the data and organized thematically to generalize the results.

Primarily, the respondents were asked about the benefits of English textbooks for both teachers and students. As all subjects claimed textbooks are essential for both teachers and students. They said that textbooks are used as guides. Besides, students in different settings can access them easily to practice language skills equally. What is more, as all of them asserted that textbooks are used as a frame for both teachers and students. In addition, they also said that textbooks are used as teaching aids and resources. Indeed, this finding agrees with Gabrielatos (2004) who found out that textbook is seen as “a helpful tool that teachers can use flexibly, and combine with other resources.” From these it can be concluded that EFL teachers have positive impression towards the benefits of English textbooks.

Secondly, the informants were asked whether they have ever evaluated reading texts and reading activities in the textbooks in their teaching experience. As their responses revealed, most of them asserted that they did not evaluate reading texts and reading tasks in the textbooks. Here, the researcher asked their reasons to not evaluate the passages and the follow up reading tasks. Their responses showed that the passages and the reading tasks in the textbooks are designed by educational experts, so no need of evaluating them rather than using them as they are to teach reading skill. Although evaluating a textbook is the first step as it demands the teachers' professional judgment what to do next, scholars pointed out. Regarding this, most of the informants were inexperienced in evaluating the passages and activities related to the passages in the textbooks. From this, it can be concluded that the participants believe that the textbooks are sufficient enough to teach reading skill. Therefore, it is difficult to think that teachers could further go for authentic reading materials to teach reading skill.



Thirdly, the subjects were interrogated about the remedial actions they often take when they think that the reading passages and reading tasks in the textbooks do not fit to their students' interest and level. Surprisingly, their reaction indicated that all the respondents do not assess their students' interest and level at all. Therefore, they do not try to make any changes on the passages and tasks related to the texts in the textbooks. Besides, they do not bring authentic reading materials to supplement the reading tasks to their classroom. They always rely on the passages and the pre-designed reading tasks which textbook writers included in the textbooks.

The other point that the informants interviewed was about the availability of authentic reading materials in their schools. Concerning this, all of the respondents witnessed that authentic reading materials like, magazines, newspapers, pamphlets, brochures, etc. in the target language, are not available in their schools. This prevents the teachers to use authentic reading materials in teaching reading skill, and it demands the teachers to spend much time looking for those materials outside their work place. Although the importance of using authentic reading materials in the classroom is unquestionable, majority of the subjects avoid using these materials for a classroom purpose. In relation to this, they were also interviewed about the role of authentic reading materials in teaching reading skill. Majority of the subjects are very optimistic about the roles that these materials play in the teaching/learning scenario. In spite of their optimistic view, majority of the subjects do not exploit these resources to the maximum to help their students exposed to real life language.

Cultural appropriacy of the texts in the textbooks was discussed during the interview. And majority of the respondents answered that there are some texts that are not culturally appropriate in the textbook. One of the respondents experience helps the researcher to strengthen his idea. In the textbook that he uses, there are some items that are totally



inappropriate and even difficult for him to handle. This can easily show us how cultural differences tremendously hamper language learning.

Moreover, the informants were also asked about the challenges that teachers face to use authentic reading materials in teaching reading skill. All of them underlined that absence of authentic reading materials in their schools, over work load, lack of commitment, lack of motivation, lack of interest, and lack of confidence are basic challenges that hamper EFL teachers from using authentic reading materials in teaching reading skill. Therefore, it can be concluded that the selection, the preparation and the designing of the appropriate task to use authentic reading materials in EFL reading classes is time consuming and it highly demands the teachers motivation, interest and effort. Thus, doing all these things seems challenging for them.

Finally, the respondents were asked if they agree with some teachers' argument about not going beyond the textbooks to use authentic reading materials to teach reading skill. All the respondents strongly agreed with this argument. As they forwarded their reason, just the textbook is enough to teach reading skill. But, they witnessed that most of the grammar portions do not contain deep explanations and examples. From this it can be concluded that teachers do not supplement the reading texts and reading tasks in the textbooks.

4.2. Observation Results

There was absolute freedom for the researcher to visit the library. The researcher observed eight grade ten and six grade nine English language teachers while they are teaching reading skill. He observed each teacher three times, and the total number of lessons observed was about forty two lessons. The span of each lesson was about 40 minutes and the time spent watching one teacher is one hour in two lessons. On the observation sessions, the researcher has got a very good impression about teachers' actual practices on adapting and supplementing



reading texts and activities in teaching reading skill. The researcher first politely asked the teachers to give him their lesson plans and he was grateful for that as well. The researcher took two days ahead of the actual observation sessions to check the lesson plans in accordance with the textbooks and the teachers' guides. And what he saw on their lesson plans throughout was only items in the textbooks and there were no pre-planned authentic reading materials on their lesson plans. This witnessed that teachers do not use authentic reading materials to teach reading skill. As the observation sessions showed, all the teachers who were observed never used any authentic reading material. In all lessons, the researcher observed that all the teachers insist on the reading texts and reading tasks in the textbooks while teaching reading skill. Although authentic reading materials are not available in their libraries, the subjects never devoted their time to select, design and use authentic reading materials to teach reading skill. The data gathered through all the instruments is consistent. Hence, it can be concluded that though the subjects tried to adapt the textbooks in some way, they did not make any effort to use authentic reading materials in teaching reading skill. This is what was observed on the ground.

In addition, their lesson plans did not contain any authentic reading material. Moreover, the subjects' effort to make some changes on the reading passages and reading activities were not seen clearly. Thus, this witnessed that teachers simply use reading texts and reading tasks which are part of the textbooks and teachers' guides as they are without making any modifications.

4.3. Results of Document Analysis

The researcher has tried to examine the teachers' lesson plans vis-à-vis the textbooks and the teachers' guides. It was noticed in their lesson plans were covered with the same reading texts and reading tasks which are part of the textbooks and teachers' guides. It was not seen



the teachers effort to use authentic reading materials in teaching reading skill. They simply insist on the reading texts and the reading activities in the textbooks and the teachers' guides. In other words, the lesson plans were designed to teach reading skill by using the reading texts and the reading activities which textbook writers designed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study, draws some conclusions from these findings, and proposes recommendations based on the conclusions reached.

5.1. Summary

The principal intent of this study was to assess EFL teachers' perception and practice of using authentic reading materials in EFL reading classroom with reference to north shoa zone, two selected high schools.

The data gathered from the various sources are integrated and support each other. For instance, the analysis of the data obtained from the observations indicated that the subjects of the study do not use authentic reading materials in teaching reading skill.

Besides, the data collected through the interviews and the document analysis show that the subjects do not exert any effort to use authentic reading materials to teach reading skill although they see textbooks as "a helpful tool that teachers can use flexibly, and combine with other resources.

Moreover, the subjects have positive perception towards the benefits of textbooks as well as the uses of authentic reading materials in language learning. In spite of their optimistic view, all the subjects do not exploit



authentic reading materials to maximize their students' reading comprehension, and to help them exposed to real life language.

Likewise, all of the subjects witnessed that authentic reading materials like, magazines, newspapers, brochures, pamphlets, etc. in the target language, are not accessible in their schools. As a result, it seems demanding for teachers to look for and design reading texts and reading activities to teach reading skill.

In addition, almost all the informants did not evaluate and adapt reading texts and reading activities in the textbooks. They simply rely on the reading texts and reading tasks in the textbooks.

Furthermore, the respondents disclosed that there is cultural inappropriacy in some reading texts in the textbooks. However, the teachers' effort to overcome this cultural inappropriacy is not seen clearly.

What is more, the data from the interviews showed that absence of authentic reading materials in their schools, lack of commitment, lack of interest, lack of motivation, lack of confidence, and over work load are basic challenges that impede teachers from using authentic reading materials in teaching reading skill.

5.2. Conclusions

In this research attempts have been made to assess EFL teachers' perception and practice of using authentic reading materials in EFL reading classroom with reference to north shoa zone, two selected high schools. Therefore, based on the findings of the study, the researcher has arrived at the following conclusions.

The findings of the study indicated that, almost all the subjects have positive perception towards the benefits of textbooks. Besides, they are also optimist about the roles that authentic reading materials play in the teaching/learning scenario.



On the other hand, although scholars advised teachers to evaluate and adapt each material in the textbooks in line with the students' interest, age and level so as to enhance language learning, the subjects of the study do not evaluate and adapt reading texts and reading tasks. Rather they have a high tendency to supplement grammar portions.

Moreover, magazines, newspapers, pamphlets, brochures, journal and other authentic reading materials were not available in the schools where the subjects work. Thus, this hampers teachers to go for authentic reading materials to teaching reading skill.

What is more, lack of commitment, lack of interest, lack of motivation, lack of confidence, and over work load are basic challenges that hamper EFL teachers from using authentic reading materials in teaching reading skill.

5.3. Recommendations

On the basis of the findings and the conclusions drawn, the following recommendations were forwarded to improve EFL teachers' perception and practice of using authentic reading materials in teaching reading skill.

1. Teachers should get training as well as practical exercises either through continuous professional development/CPD/ programs or other occasions on selecting, designing and preparing authentic reading materials for classroom purposes.
2. Teachers should critically evaluate reading texts as well as reading tasks in the textbooks before they begin teaching so as to make the materials appropriate and interesting to their students need.



3. Teachers should exert their maximum effort and time in adapting reading texts and reading tasks in the textbooks, searching for and designing authentic reading materials that arouse the students reading interest.
4. Teachers should use varieties of authentic reading materials in the EFL reading classroom to make reading lessons appealing and interactive, to help students improve their reading comprehension, and to create opportunities for students to access varieties of vocabularies which can be used for real communication.
5. Finally, the schools should provide different authentic reading materials like magazines, newspapers, journals, pamphlets, brochures, etc. to English language teachers so as to make EFL teachers use of them to supplement the reading materials in the textbook



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CONFESSIONAL ELEMENT IN KAMALA DAS'S POETRY

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Abstract:

Kamala Das is one of prominent literary figure in Indian writing in English. Her poetic output is contained in four volumes of poems which include "Summer in Calcutta", "The Descendants", "The Old Playhouse and Other Poems" and "Stranger Time". Problems of women are the central theme in most of her poems. Kamala Das's poetry mainly deals with love, its betrayal and the consequent anguish. With regard to her sexual matters all her readers sympathetically responded to her frankness. All of her early poetry reflected fierce originality, bold images, exploration of female sexuality and intensely personal note. This research paper is an attempt to explore the confessional elements in her poetry.

Keywords: Patriarchy, Women, Problems, Love, Betrayal, Anguish etc.

Introduction:

Kamala Das is one of the distinctive and original of Indian poets writing in English. Her poetry is essentially the poetry of women. It expresses chiefly of love, its betrayal, amorousness and sexuality. However, she does not provoke obscenity and adultery. On the contrary, they articulate her strong desire to get liberated from the clutches of a male dominated society and live happy and healthy life of peace and rest. She expresses her humiliations all through her poetry. Regarding her poetic works Harimohan Prasad has rightly remarked: Her poetry has often been considered as a gimmick in sex or striptease



in words, an over expose of body or “snippets of trivia”. But the truth is that her poetry is an autobiography, an articulate voice of her ethnic identity, her Dravidian culture. In her, the poetry is fully obliterating Eliot’s distinction between the man suffering and the mind creating. (35)

With regard to her poems, Kamala Das may be regarded as a confessional poetess, but it is her feminine voice in those poems which have given her a unique place amongst all the poets of Indo-Anglican poetry. So, it won’t be an exaggeration to label her poems as the poetry of protest. Kamala Das was severely wounded by the patriarchal set up of the society ever since from her childhood which lead to her unhappy and dissatisfied life. She is even married off at the age of thirteen to a cousin who was a very busy employee could not provide time to his wife. She exposes her displeasure about her parents in her book *My Story*, where she describes her “father was an autocrat” (91) and her mother “vague and indifferent” (20). She was considered by her parents “a burden and responsibility and she was given in marriage to a relative when she was only a school girl (82). Hence her parents compelled her to become a premature wife as well as mother. In one of her important poem she describes all such activities thus;

I was sent away, to protect a family’s
Honour, to save a few cowards, to defend some
Abstraction, sent to another city to be
A relative’s wife. (Of Calcutta)

Objectives:

The main objective of this paper is to explore the confessional element in Kamala Das’s poetry.



Methodology: The research methodology applied here is an analytical one. It is based on both primary and secondary sources i.e. data collected from books, internet etc.

Discussion:

Most of Kamala Das's poems throw light on her confessions with regard to the failure of her marriage. These also focus on her endless search for love and affection by forming sexual relationships with other men apart from her own husband. In fact, she gave free reigns to her sensuality by allowing lovers one after another with her in the bed. Her poems convey her strong and vehement disapproval of the way in which women in India have been treated for ages. Like many other Indian women Kamala Das's marriage proved a failure because her husband treated her merely as means of providing himself with sexual gratification giving her no love or affection. She has very candidly revealed her husband's unemotional and mechanical way of performing the sexual act with her. Thus he could satisfy only her sexual urge but denied the love and affection which each and every woman does expect from her husband and the want of which brings not only disappointment to her but also misery and torture. These poems have not only unfolded her own resentment against her husband but by implication the resentment of such other women who find themselves in a similar predicament.

Kamala Das's poems are essentially women oriented poems. These centers round Kamala Das as a wife, as a sexual partner for many men besides her husband and lastly as a mother. Her feminine sensibility is the motivating and governing force behind her poems. And it is nothing but her this sensibility which has given her poetry a distinctive character. Some other women too have written poems' showing their feminine sensibilities but Kamala Das is one of the pioneers in this respect and one of the innovators.



The feminine sensibility appears most emphatically and forcefully in her those poems in which she has described the temperament and disposition of her husband. Of them, "The Old Play House" is one which is permeated by her feminine sensibility. Her feminine sensibility revolted against her husband's manner of making love to her. He had certainly felt pleased with her response to his fondling and caressing of her in bed. He had allowed his saliva to flow into her mouth and he had poured himself into every nook and cranny of her body during sexual act. But there had been nothing of love in his sexual behavior. She expresses thus:

You were pleased
With my body's response, its weather, its usual shallow
Convulsions
You dribbled spittle into my mouth. You poured
Yourself into every nook and cranny, you embalmed
My poor lust with your bitter-sweet
Juices... (The Old Playhouse)

Further he also made her perform duties as a housewife; he had taught her to put saccharine into his tea and to give him the vitamins at the right time. Cowering beneath his monstrous ego, she had felt reduced to the position of a dwarf and had even lost her will and reason. Her mind had become an old play house (theatre hall) no longer in use and with all its light put out. She then goes on to say that he had been using the strong man's technique in his relationship with her and had been giving her his love in lethal doses. This poem shows a concentrated bitterness in Kamala Das's attitude towards her husband.

Kamala Das depicts the miserable condition of many other Indian women like her by bringing forward her own life. Kamala Das



gives the evidence of autobiographical element through her poems most of which exposes her sufferings, psychological tortures and chiefly the complexion of woman's sensibility. Her poetry is the result of her childhood experience that she considers herself miserable and "a misfit everywhere". (Das 109) Her poems have openly portrayed the plight of many other Indian women who had to undergo the same plight. It is very categorically depicted in "An Introduction", which is wholly autobiographical. The poetess here takes the reader into confidence with regard to matters, which are strictly personal and private. Like all other confessional poems this one shows her candour in dealing with sex with bodily function and the like. At the same time it shows Kamala Das's capacity for self assertion. Furthermore, this is a poem of revolt against conventionalism and against the restraints which society has been imposing upon women. Her feminism or her advocacy of the rights of women clearly appears here. Finally she describes herself in the following words:

"I am sinner,

I am saint, I am the beloved and the

Betrayed. I have no joys, which are not yours, no

Aches, which are not yours. I too call myself I." (An Introduction)

What she here means to say is that she is no different from other human beings, that like other women she is sometimes sinful and sometimes pious. That she is sometimes loved and sometimes betrayed in love that she has the same joys in life which others have and that she suffers the same disappointments, which others suffer.

In the poem "The Looking Glass" Kamala Das has delineated the plight of the Indian women when they are left out by their lovers. In the last eight lines or so the poetess has given expression to the sense of



loss and deprivation which woman is bound to experience if that lover, with whom she has enjoyed the sexual act fully and completely, goes away and never back to her. The woman would never be able to forget that man, and she would never be able to get a substitute to give her the same pleasure which she derived from her sexual experience with that man. She may keep looking for somebody exactly like that lover of hers but she would never find anybody like him and would continue to hear only that lovers voice calling out her name and then reminding her of the thrills which her body experienced in his embraces. The woman would now feel that her body which was lustrous and luscious when she lay in bed with that man and has now become dull and unalluring. This can be easily understood from the following lines.

A living without life when you move
Around, meeting strangers with your eyes that
Gave up their search, with ears that hear only
His last voice calling out your name and your
Body which once under his touch had gleamed
Like burnished brass, now drab and destitute.(The
Looking glass)

In the poem 'The Freaks', Kamala Das has very frankly revealed the compulsions on the part of any Indian women like her to perform. The sexual act even though she did not wholly desire for. While the poetess waits for the commencement of the sexual act as eagerly as the husband does, yet she experiences a certain degree of disgust with what is going to happen. She finds her husband to be rather slow in moving his fingers over her body in order to enjoy the sensation of his contact with her. He is not passionate enough or not skillful enough to be able to arouse in her a really intense or fervent desire for sexual gratifications. She then realizes the fact that her marriage with this



man had failed and that, even though they have lived together for a very long time, they have not really been able to achieve any conjugal happiness. She describes her heart as an empty tank of the kind which is filled in toilets and lavatories and which would be filled not with water but with 'coiling snakes of silence'. What the poetess here means to say is that she and her husband hardly exchange a word when they perform the sexual act, and that her empty heart is therefore filled only with a stinging silence comparable to coiling snakes which might sting a person. Finally the poetess calls herself a freak or an abnormal kind of person who makes a show of being lustful in order that she may be regarded as a normal person. To illustrate the point the following lines can be quoted;

I am a freak. It's only

To save my face, I flaunt, at

Times, a grand, flamboyant lust. (The Freaks)

Again in the poem, "The Sunshine Cat" Kamala Das has portrayed the plight of Indian women through her own experience. Here she feels so resentful of her various lovers that nothing but tears can bring her any relief and so she lies in her bed weeping. At the end she feels as if she were a half-dead woman of no use at all to men.

In the poem "Glass" Kamala Das has described her frustration, verging on despair because of her disappointing experience of sex and the sexual act. Here Kamala Das gives expression to the feeling, which most women in similar circumstances or in a similar predicament would keep strictly to themselves. She speaks of a man who wanting to perform the sexual act with her had drawn her towards himself rudely and hastily treating her as 'an armful of splinters. His behavior she says had hurt her and caused her much pain. She felt like broken glass. Subsequently too she received the same kind of treatment from her other lovers, with the result that she developed a dislike for all of them.



She then sought only sexual gratification from men with whom she performed the sexual act and she did not expect or often any real love in the process. However she really missed the love which she had originally aimed at in performing the sexual act, beginning with her husband.

Conclusion:

In fact, Kamala Das's poetry is directed against the injustices and the persecution to which women in India have always been subjected. In our own time, of course, the rights of women are being increasingly recognized and conceded, so much so that even their claim to have a large number of seats reserved for them in the Indian Parliament has been accepted. But when Kamala Das started writing poetry, the Indian women had already any voice in the running of or the management of any public services or public institutions. Kamala Das though herself to be one of the victims of the prevalent or orthodox attitude towards the Indian women and of male domination over them. She made her poetry a vehicle for the expression of her resentments against her husband and subsequently her grievances against all males because of her sad and bitter experience of indiscriminate sexual relationships with a large number of men. She strives to establish her identity as a woman through her poems and she, in fact, tried also impart an identity to Indian women as a neglected class of Indian society. Thus her poetry signals the advent of a new phenomenon in Indo-Anglican poetry. In a poem entitled "The Conflagration" Kamala Das has written:

"Women, is this happiness, this lying buried
Beneath a man? It's time again to come alive,
The world extends a lot beyond his six foot frame."

Kamala Das through her poetry not only expresses the inner feelings but she also projects herself as a feminist poetic voice who is always



asking for a dignified place of honour. The ambivalence of modern Indian women is presented all through her poems. She seems to have the combination in herself- wish for domestic security and the desire for independence.

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CORPORATE COMPANIES PROMPTING CHILD RIGHTS THROUGH THE CSR: A CASE STUDY ANALYSIS

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Abstract:

The CSR activities in the modern corporate affairs have been identified as a very important practice for Indian companies due to the impact of increased revenue, thanks to the globalization. The Corporate sector has grown at a high pace in the Indian business environment, but it has also been blamed for affecting the environment and the lives of many citizens. The State, though committed to the cause of children, has been unable to meet the Millennium Goals set forth in the World Summit for Children 1990. While quite a few corporate bodies do have programs for children under their Social Initiatives, they are not adequate, considering the magnitude of the problem. In the majority of cases, children form a part of a larger community development program of the corporate sector. There are very few instances where children's issues are strategically addressed in the CSR initiatives. With a few notable exceptions, most of the CSR initiatives which do address children's issues do so more from welfare or a charity approach. The purpose of this paper is to analyse the selected corporate companies in India to uplift the Children's rights

Keywords: Corporate social responsibility, Corporate sector, Children's rights.

Introduction

Corporate social responsibility (CSR), also known as corporate responsibility, corporate citizenship, responsible business, sustainable



responsible business (SRB), corporate social performance, is a form of corporate self-regulation integrated into a business model. CSR policy would function as a built-in, self-regulating mechanism whereby business would monitor and ensure their adherence to law, ethical standards, and international norms. Business would embrace responsibility for the impact of their activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere. Furthermore, business would proactively promote the public interest by encouraging community growth and development, and voluntarily eliminating practices that harm the public sphere, regardless of legality. Essentially, CSR is the deliberate inclusion of public interest into corporate decision making, and the honoring of People and Profit.

Corporate Social Responsibility in India

All the Business houses and corporate have been taking up social welfare activities from time to time. While CSR is relevant in business for all societies, it is particularly significant for developing countries like India, where limited resources for meeting the ever growing aspirations and diversity of a pluralistic society, make the process of sustainable development more challenging. CSR interventions-based on commitment, mobilization of employees-voluntarism, innovative approaches, appropriate technology and continuing partnership-have been making lasting differences in the life of the disadvantaged. Further, synergy of corporate action by the government and the civil society are making the CSR interventions more effective and facilitating the corporate carrying on business in the society.



Importance of CSR

Corporate social responsibility (CSR) is the responsibility recognized by the companies for acting in a socially responsible manner. There is no single universally accepted definition of corporate social responsibility, it has generally come to mean business decision making linked to ethical values, legal compliance, and respect for people, community, and environment. CSR expects a company to go further than required by law so as to:

- Treat employees fairly and with respect
- Operate with integrity and in an ethical manner in all its business dealings with customer, suppliers, lenders, and others
- Respect human rights
- Sustain the environment for future generations
- Be a responsible neighbor in the community and a good 'corporate citizen'.
- CSR helps in strengthening the relationship between companies and stakeholders.
- It enables continuous improvement and encourages innovations.
- Attracts the best industry talent as a socially responsible company.
- Provides additional motivation to employees.
- Mitigates risk as a result of its effective corporate governance framework.
- Enhances ability to manage stakeholder expectations.

Occupational welfare and corporate community welfare or corporate social responsibility (CSR) is of growing importance to governments and service providers as they promise to meet the challenges of social problems within changing welfare environments.



Child Rights in India

India's commitment to its children could be gauged by the constitutional provisions, policy measures and a plethora of welfare and development programs that are being implemented. The Government has enacted legislation to the cause of children's survival, development and protection. The Government of India (GOI) ratified the UN Convention on Rights of the Child on November 12, 1992. The Indian government has taken several measures, policy initiatives, plans and programs to improve the situation of children in the country. Some of the major policies and plans are: National Policy for Children 1974 z National Policy on Education 1986 z National Policy on Child Labour 1987 z National Plan of Action for Children 1992 National Nutrition Policy 1993 z National Health Policy 2001 z Draft National Policy and Charter for Children 2001. The Government of India is implementing 120 schemes and programs for the welfare and development of children through more than 13 ministries and departments.¹¹

However, all the above provisions, policy measures and programs mean nothing much to a vast majority of Indian children, as they are unable to enjoy their rights for a plethora of reasons. There are 375 million children in India, more than in any country in the world. Majority of these children are deprived of their rights to survival, health, nutrition, education and safe drinking water. The Under 5 Mortality Rate (U5MR) is still very high standing at 85 and the Infant Mortality Rate (IMR) at 62. 18 per cent of under-fives are severely underweight while 47 per cent of children are moderately underweight.¹² Primary education is still far from being universalised. Inaccessibility, poor quality of primary education and its non-relevant to the learning needs of children are the major keep-out and push-out factors that deprive children of basic education. Only 61 per cent of children enrolled in primary school reach grade five.¹³ The incidence of child labour is very high.



CSR and Children's Issues in India

The State, though committed to the cause of children, has been unable to meet the Millennium Goals set forth in the World Summit for Children 1990. While quite a few corporate bodies do have programs for children under their Social Initiatives, they are not adequate, considering the magnitude of the problem. In the majority of cases, children form a part of a larger community development program of the corporate sector. There are very few instances where children's issues are strategically addressed in the CSR initiatives. With a few notable exceptions, most of the CSR initiatives which do address children's issues do so more from welfare or a charity approach. It is very rare to come across an initiative which addresses children's issues from a child right approach. This is not surprising since sensitivity to and awareness about, human rights in India is still far from satisfactory. While the concept of child welfare is easily understood, child rights is not, with many people, including the practitioners of CSR feeling that it is a western concept. The available literature on CSR initiatives in India, the field visits to project sites and the numerous interviews this researcher had with CSR practitioners suggest that children's issues under CSR initiatives could be classified broadly in three distinct ways:

- a. CSR initiatives where children are a part of larger community development activities This seems to be the case with majority of CSR initiatives.

Most of the companies which design and implement social development activities in the vicinity of their works do so with the entire community in mind. Needs identification takes place either through a detailed survey or through discussion with the representatives of the local self-government, or other influential groups in the area. While efforts are seen in involving women in these discussions, children do not seem to be a part of this process. Based on this process of needs identification, programs are planned and



implemented. Thus, one might see a wide range of activities ranging from agricultural development, provision of drinking water, immunisation camps, health check-up camps, mobile health services, income generating activities for women, children's education, adult literacy, to promotion of social reforms like widow remarriage being carried out under such type of initiatives. These programs may contain interventions targeted at children in the area of pre-primary and primary education, nutrition, health and vocational training for adolescent girls and boys.

More often than not the approach to work is mainly relief, welfare and service delivery. While there is a great deal of effort put to measure performance at the output level, there is no or very little systematic effort to measure it at the outcome level. This model is also characterized by choosing causes which are dear to the founder of the group/corporation. b. CSR initiatives specifically targeted at children Another category of CSR initiatives, functioning in India are the ones which are specifically targeted at children. Here again, there are a wide variety of initiatives in evidence. These range from cause related marketing, donating specifically for children's causes, running orphanages, schools, giving scholarships to children to continue education, providing uniforms, text books, nutritional meals.

Review of Literature

RuchiTewari (2010) he is says the contribution of corporate social responsibility (CSR) of the IT sector in India. He is taken five sectors into consideration - cement, steel, oil and banking along with IT. A comparative analysis was used to find the sector that involves the most in the CSR initiative and the dimensions, and where companies need to re-assess their CSR strategies.



Objectives of the study

1. To understand the concept of CSR as being propagated by the corporate entities in India.
2. To document examples of CSR within the context of children's issues in India.
3. To explore possibilities of entering into partnerships with corporate entities to promote children's rights in India.

Research Methodology

In this study, the researcher adopted the media research traditional methods that are historical and case study methods. The research is an attempt of exploratory research based on the secondary data sourced from the online websites, journals, magazines, and newspaper articles.

Case study

Case study, research, through reports of past studies, allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic, in-depth investigation is required. Recognised as a tool in many social science studies, the role of case study method in research becomes more prominent when issues with regard to education (Gulsecen&Kubat, 2006), sociology (Grassel&Schirmer, 2006) and community based problems (Johnson, 2006), such as poverty, unemployment, drug addiction, illiteracy, etc. were raised. One of the reasons for the recognition of case study as a research method is that researchers were becoming more concerned about the limitations of quantitative methods in providing holistic and in-depth explanations of the social and behavioral problems in question. Through case study methods, a researcher is able to go beyond the quantitative statistical results and understand the behavioral conditions through the actor's perspective.



By including both quantitative and qualitative data, case study helps explain both the process and outcome of a phenomenon through complete observation, reconstruction and analysis of the cases under investigation (Tellis, 1997).

Case studies

1. Wipro

Wipro was incorporated as Western India Vegetable Products Ltd. in the year 1945. Wipro has grown from a small producer of cooking oil to a colossus by Indian standards: 23,000 employees, USD 902 million in revenues and USD170 million in profits for the fiscal year ended in March 05. Sales have increased by an average of 25 per cent a year and earnings by 52 per cent annually over the past four years. Today, it is a \$903 million-a-year global company and most of its business comes from information-technology services. Since 1997, Wipro's revenue has grown by an average of 26 per cent a year, while profits have grown by 69 per cent. Its 15,000 technologists write software, integrate back-office solutions, design semiconductors, debug applications, take orders and field help calls for some of the biggest companies in the world. Corporate Social Responsibility Wipro does not have a separate vision and mission for Corporate Social Responsibility. Wipro sees its work as a social responsibility. Wipro believes that to have a successful business, the surrounding society must be a success. To quote Mr Azim Premji, Chairperson, Wipro, "We cannot be an island of excellence. Along with the development of a business, the society around it too has to be developed. Otherwise, there are bound to be conflicts that will affect everyone. It actually makes good business sense to work with the society in mind." The top management is indirectly involved in the CSR programs. Quarterly review meetings of the Corporate Executive Committee on all issues related to social initiatives are held, where the members meet and review all programs every quarter. Mr Premji



himself and a few top management people are actively involved in the social programs. Their management insights and experience adds significance to the programs.

Programmes for children

Wipro's main initiative is called Wipro Applying Thought in Schools (WATS). It contributes towards improving quality of education in government schools in India. WATS seek to engage and influence all stakeholders in the education process. Active in 15 cities, the initiative has imparted close to 125,000 hours of training to over 2,500 teachers, principals and parents from 100 schools nationally. Wipro has partnered with experts in education to incorporate contemporary international research and the best teaching practices from across the country to each of the enrolled schools. Wipro Forum is a collection of organizations who partner in its effort to improve the quality of education in the country. Wipro's partners include NEEV, Teacher Foundation, Eklaya, EZ Vidya, Discovery, Digantar, Education Initiatives, Vikramshila, Sparsh and others.

2. Reddy's Lab

Introduction The Naandi Foundation was set up with the goal to eradicate poverty and change lives of rural people. It was set up as a public charitable trust on an appeal made by then Chief Minister of Andhra Pradesh, Mr Chandrababu Naidu, by the heads of four business houses - Dr K Anji Reddy, Founder Chairman of Dr Reddy's Laboratories Ltd;

Approach to Work Naandi works in partnership with the Government, by taking up projects on a pilot basis, finding innovative solutions and then up scaling the model.



Programmes for Children

1. Reduction of neonatal mortality This is achieved by supporting Reproductive Child Health (RCH) program of the government. This program has the following components: z Antenatal and postnatal care z Immunisation program.
2. Health Awareness and community mobilization to create demand for government services z Health Monitoring Information System (HMIS) to monitor pregnancies and deliveries. Program coverage: 466 habitations.

Enhancement of quality of education

Programmes to improve quality of education include:

Partnering with government to achieve universalization of elementary education Providing training to teachers to supplement their teaching skills Providing teaching learning aids including computer aided learning tools to make learning more joyful Improving infrastructure and making government school child-friendly Encouraging involvement of community through the establishment of School Education Committees. Programme coverage: 70,000 children in 460 government schools.

Quality health care for school going children

Children in government schools provide comprehensive medical cover to cover curative and preventive health care. Some of the programmes are: z Extensive health screening of children z Creation of health profiles of every student to cover dental health, Optometric conditions and other health conditions z Creating unique healthcare ID cards to access free in-patient and out-patient healthcare z Setting up health clinics in school clusters within a range of 6 kilometres from each other for students to access health care during the weekdays z



Liaise with hospitals for surgeries and other specialized care.
Programme coverage: 45,000 children in 289 government schools.

3. ICICI Bank

The ICICI bank was promoted in 1994 by ICICI Ltd an Indian financial institution, which itself was formed in 1955 at the initiative of the World Bank, the Government of India and representatives of Indian industry. Today, it is the second largest banking institution in India, with total assets of 38.5 billion USD, with a profit after tax of 461 million USD, as of 31 March 2005. It has a network of 573 branches and extension counters in India. It has 3 subsidiaries, two branches and five representative offices, including one in Bangladesh, South Asia. It has been ranked 757 in the Forbes magazines 2004 list of top 2,000 corporate giants in the world.

Programmes for Children

a. Health the SIG lays emphasis on survival and quality of survival as two of its main focus areas of child health, with reduction of Intra-Uterine Growth Retardation (IUGR) as its operational objective. The SIG supports action-research projects to address critical knowledge and practice gaps in the priority areas of understanding the nature of nutritional deficiencies that trigger and sustain IUGR, methodologies of minimizing these deficiencies and improving the nutritional status of women with improvement in access to primary health care. SIG supports innovative community-based strategies to improve intra-household distribution of nutrition, as well as access to and utilization of health care, especially by women and children, to prioritize and improve early child health outcomes. At present SIG supports 7 action research projects both in the rural and urban areas.

b. Elementary Education The goal in elementary education is to work towards universalization of elementary education with substantial difference being made by the year 2010. The SIG seeks to



contribute towards increasing access and improving efficiency of the government school system targeting on attendance rates, learning levels and retention rates. Its focus areas are preschool education and teacher performance. The SIG supports initiatives and works with groups and organizations actively engaged in improving the quality of the public (government) education system.

4. Azim Premji Foundation

The AzimPremji Foundation, a not-for-profit organization, established in 2001. The Foundation, set up with financial resources contributed by AzimPremji, Chairman, Wipro Corporation, believes that education is the vital element in the development and progress of India.

Programmes for children

Learning Guarantee Program – aims at building a voluntary spirit of accountability among schools, community and government functionaries and study factors that influence learning. Program highlights: z Voluntary participation of schools z Evaluation of each child in all participating schools in expected competencies z Transparent, independent and high integrity evaluation z Recognition and reward for winning schools z Feedback of results of evaluation of each child to the school Outreach: The program reaches out to 725,000 children and 11,600 teachers in 3,886 schools in 5 states.

Child Friendly School – This programme, in partnership with the schools, parents, government and UNICEF, aims to improve quality of education in a sustainable manner. Programme highlights Head teacher training for academic and managerial leadership z School improvement in consultation with community/ parents z Training of teachers for developing child centric teaching, learning culture and subject matter competencies z Providing school environment that is healthy, hygienic and conducive to learning Outreach: The programme



is operates in the states of Andhra Pradesh and Karnataka, covering 560 schools. The programme reaches out to 84,000 children and 4,000 teachers.

5. The Aditya Birla Group

The Aditya Birla Group is India's first truly multinational corporation. Global in vision, rooted in Indian values, the Group is driven by a performance ethic pegged on value creation for its multiple stakeholders. A USD 7.59 billion conglomerate, with a market capitalization of USD 9 billion, it is anchored by an extraordinary force of 72,000 employees belonging to over 20 different nationalities. Over 30 per cent of its revenues flow from its operations across the world. The Group's products and services offer distinctive customer solutions. Its 72 state-of-the-art manufacturing units and sectoral services span India, Thailand, Indonesia, Malaysia, Philippines, Egypt, Canada, Australia and China.

Programmes for Children

1. Education The Group ensures access to education to 62,000 children living in proximity to the Birla Plants by running 26 formal schools. Non-formal education centers and preschools are run where children learn by playing way methods. This helps to create an educational environment in the communities and makes the transition to formal schools smoother. Vocational training is also offered to adolescent girls, enabling them to stand on their own feet. For foster value based education, residential summer camps are held for adolescent boys and girls.

2. Support to the Physically Challenged Physically challenged children are offered help to enable them to procure supportive aids like crutches, calipers or wheelchairs.



3. Healthcare Immunization of children in the 0-5 age group together with ante-natal and post-natal services to women forms a major part of the healthcare services provided by the Group.

Conclusion

The twenty-first century corporate sector is doing considerably more than writing code and maintaining programs. CSR initiatives follow more about the philanthropic approach to work, evidence of a more stakeholder oriented model of work is also witnessed. Save the Children recognizes the role of the corporate sector as a crucial one in promoting children's rights, as a pro-active supporter, donor and practitioner of desired norm. Hence it wants to engage with them to ensure their obligation. Save the Children should create a CSR staff position within the regional office to address this issue. This will help bring CSR in the programming framework of Save the Children in the region and a long term engagement with the corporate world would be facilitated. CSR is a culture and unwritten contract with the community. This invisible culture can shape a brighter future for nations. Organizations must realize that government alone will not be able to get success in its endeavor to uplift the Children's rights of society.

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EXPERIMENTAL ADAPTATION OF THE INSTRUCTIONAL MODEL OF POSITIVE PSYCHOLOGY IN EDUCATION

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Abstract: The objective in its publication, as well as its content had related to the positive psychology to increasing improvement leaning and cognition. There are several strategies for virtual room and that work to pretend review all elements that affect the knowledge for to improvement the social and emotional characteristic in the students. There will be considered the follow questions: How do you resolved the group working and interacted between the students?

What are your strategies for incorporated values in the student? How do you consider the pedagogical and ecological context in the learning?

It is possible to test the instructional model of education based on elements of positive psychology based on the approaches of (Seligman, 2005 and Victor Frank, 2002) experimentally demonstrates the instructional model and the integration approach in education in model competences of the European Higher Education Area

Key-words: Competencies, Learning, Psychology, Teaching, Virtual Environments. Positive psychology, well-being, happiness.

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1. Introduction:

A new Psycho-pedagogical model is implemented in a group of students that is enriched with modifications based on positive psychology and the model of the common European framework (Senev, 2016).

The purpose of this article is to develop through pedagogic innovation new strategies to incorporate social and emotional skills and to manage knowledge in new learning ecologies, recent changes in methodologies, objectives and contents, changes in the way of teaching and learning. A combination of formal, non-formal and informal environments is empowered as practices that drive three important aspects in the educational process: The new way of learning today, identify which are the changes in the competency-based curriculum and the integration of Technology in teaching-learning processes as a catalyst for change and educational transformation.

The competencies of the 21st century focus on developing virtual collaboration and interaction, effective communication, creativity, problem solving and the selection and construction of information. Several definitions exist, all aim at putting into action and the mobilization of knowledge to supercar compel as actual situations, effectively as the central axis of the term competence.

The competences are developed through learning situations that promote experimentation, that suppose a problem to be solved through the action that the students interact through the dialogue and the discussion and that the situation implies obtaining a determined product that shows everything that can do the subject (Frade, 2009).

The competences are an adaptive component of the human being, they allow to stimulate the creativity, the innovation and capacity of the human being to go beyond the everyday.



These competences can be empowered, with the use of ICT tools, the introduction of these in the learning processes in an innovative way entails the need to reflect on the design, maintenance and management of the technological infrastructure, review the teaching competences and reflect on the content and digital resources that favour the integration and pedagogical use of the technologies.

The impact and advantage of ICT in empowering social and emotional skills in students is a multiplier strategy that speeds and offers advantages to facilitate the incorporation of these skills. And ns leads to this approach How can enrich neostriata's ways of learning and teaching with collaboration as a dynamic of social construction of knowledge? There are several activities that enhance the acquisition of these skills such as improving communication skills, problem-solving strategy, critical thinking, increasing creativity, productivity, digital literacy, boosting a battery of innovative opportunities to reach the horizon. the pedagogical mission that has to do with learning to know, learning to do and learning to be, bearing in mind that the quality of education must meet the dimensions of relevance, equity and effectiveness.

The knowledge mediated by the action of the teacher and digital technologies is a complex process that has in its hands the student receiver to appropriate, knowledge, reconstruct, recycle, disseminate and connect with others. To be able to produce it or generate it, transfer it, disseminate it or reproduce it, to appropriate it and use it. The insertion of ICT can be understood from a critical position, as a new form of cultural capital. (Bourdieu, 1997), we can say that without a social space a digital space does not work. What ideas and ideological values are transmitted is important to analyse them in the light of the new relationships established in the information and communication society. Access digitized information and not only printed on paper; the students can have other dimensions such as enjoying images in



movement and developments with other dimensions of support in learning such as music, in addition to the text, feeling comfortable, enhancing multiple tasks simultaneously, obtaining knowledge by processing discontinuous and non-linear information. It is of vital importance to acquire socio-communicative skills that contribute to the coexistence that favour the development of competences in social and emotional relationships.

The fundamental change in this new concept is a transformation that advocates competence, experiential learning and the development of skills that go beyond the mere memorization of textual content.

Among the advantages the student acquires other roles such as being more participatory, protagonist, active, reflexive, cooperative and responsible and the teacher becomes a guide and designer of learning opportunities and contextualized.

Teaching and learning through technology involves a paradigm shift at all levels in relationships, and changes in the way we teach, learn and evaluate.

According to (Cobo&Moavec, 2011) the active methodologies that integrate the technology as a facilitating tool that allows to expand the classroom and combine the different learning environments. A transformation that advocates competence, experiential learning and the development of skills that go beyond the mere memorization of content

Materials and methods

The positive Instructional model was tested with pre-experimental tests and post-experimental tests that constitute several stages. This model of instructional cognition is perfected with conceptual elements aimed at enhancing the emotional and social abilities of scholars. The phases begin with a description of the problem, emotional expression and



recognition, a stage of self-knowledge and a final phase of reflection and well-being.

The first stage has sub-stages such as the identification of the problem, the representation of the problem, the operationalization in four axes: initial state. Final state or goal and strategies to be used and restrictions or limitations, finally selecting the strategy and putting it into practice and evaluation.

The important thing is to move from cognitive skills (knowledge) to procedural skills (know-how) with an attitude of self-regulation (knowing how to be).

There is a very important stage of emotional expression and recognition (Goleman, 2013). It seeks to enhance both the communicative function towards the outside, as well as the communicative function towards the inside. (Fernandez-Abasal, 2008). We rely on the construct emotional intelligence constituted with the integration of the rational and emotional dimensions of behaviour (Goleman, 1997; 2006).

Among the strategies that enhance learning to learn to incorporate good and new habits we find the following activities that are focused on the cognitive, attitudinal dimensions: The reflection bitacora, portfolios, conceptual maps, self-regulation, self-observation, valuation of acquisitions. The methodology of cognitive instructional positive (CIP) in coherence with the conceptual document of the European common framework point out the different phases for the cognitive processes in the student



Table 1. Types of reflection carried out in the research

Type of reflection	Introspective	Outgoing	Group
Number of participants	34	26	44 >
Type of orientations	Inquiry	Declaration	Interaction
Documents used	Teacher diaries	Memories, surveys, and interviews	Records of meetings and workshops.

2. Positive instructional cognition

Positive psychology has made it possible to improve the conditions of well-being within schools to reduce the increase in depression in preadolescents and adolescents.

The sessions were held between the month of May, June, July and September 2014. We selected a university-level educational center that granted us the permit for the program in the seventh grade course, two groups of the same grade were used to apply the surveys and the program. Another sample was made with a group of university students from the Agricultural School of UNAD. (38 Scholars in the Animal Husbandry Program) Both groups did not differ significantly in the distribution of sex, socioeconomic level and grade. All subjects were informed about the objectives of the study, the confidentiality and anonymity of their responses and the voluntary nature of participating in the research. No participant refused to carry out the program.



Table 1: Schedule on the application of the positive instructional program.

SESSION	DATE ACTIVITY	ACTIVITY
1	2 DE MAY DE 2014 30 DE MAY DE 2014	EntranceEvaluation (questionnaires 1,2 y 3 To theexperimental group and control)
2	6 DE JUNE DE 2014 13 JUNIO DE 2014	Agenda fourthbasicemotions
3	5 DE JULY DE 2014 17 DE JULY DE 2014	Decisión Styles
4	12 SEPTEMBER DE 2014 28 SEPTEMBER DE 2014	HowTheySeeus, HowWesee, Ourselves, Emotions and Signals

Table 2: This Table is basedin Reliability: Watson, Clark, & Tellengen (1988) demonstrated internal consistency for the PANAS ranged between .86 - .90 for positive affect and .84 - .87 for negative affect. Test

Characteristic	Indicator	Questions	Information
Emotional	Empatic	Questions 1,3,5,9,10,12,14,	Positive



Perspective	Instruction	16,17	Affect
Social Leadership	Attitudinal	Questions 2,4,6,7,8,11,13,15,18 & 20	Negative Affect
Metacognition and Cognition	Academic	Questions, 21,22,23,24,25,26,27,28	Neutral Effect.

Lf-report measure of affect. This format had been kindly send for this article by autor(Dadach, 2013)

Items: 20 Positive affect: questions 1, 3, 5, 9, 10, 12, 14, 16, 17, & 19

Negative affect: questions 2, 4, 6, 7, 8, 11, 13, 15, 18, & 20

Reliability: Watson, Clark, & Tellengen (1988) demonstrated internal consistency for the PANAS ranged between .86 - .90 for positive affect and .84 - .87 for negative affect. Test-retest reliability for the PANAS (1 week) were reported as .79 for positive affect and .81 for negative affect (Watson et al., 1988).

Validity: Correlation of the PANAS to HSCL = .74 for negative affect and -.19 for positive affect. Correlation of PANAS to BDI = .65 for negative affect and -.29 for positive affect.

The total score is calculated by finding the sum of the 10 positive items, and then the 10 negative items. Scores range from 10 – 50 for both sets of items. For the total positive score, a higher score indicates more of a positive affect. For the total negative score, a lower score indicates less of a negative affect.



Tabla 3

The weighted average value of each of the activities analyzed in the learning process is shown.

Activities	Motivate to Learn	Participate Actively in Class	Weighted Avergae Percent
Roleplay	46%	26%	42%
Explain the Course Content	67%	68%	65%
Able to answer Questions	72%	65%	73%
Take Responsibility for your own learning	68%	79%	75%

3. Results & Discussion

In order to know how technologies impact cognitive processes and the apprehension of knowledge in students, it is of the first importance to know how the shift from traditional technologies and pedagogies centered on the teacher is taking place to pedagogies committed to learning and established in environments dynamic learning.

Technologies by their nature contain in themselves, the instruments or means that facilitate the teaching-learning process, in such a way that the incorporation and use of ICT in the classroom is a need that today has no discussion and expand every more time its impact and importance in the management of learning in the scholar.

To know the effect of ICT in cognitive processes in learning, we must initially specify each of the ICT tools, the characteristics of their use,



the assimilation of each of these technologies, the degree of appropriation or knowledge on the part of teachers and scholars. Once these characteristics are identified, we must define what type of student we are going to intervene or investigate, what kind of discipline we are going to focus on. In this sense, we must investigate the pedagogical use of electronic devices from the creative possibilities of the media (Espitia, 2002) for the emergence of new forms of access and production of knowledge (Levy, 2001).

Perrenová, 2015 in the book "Ten new skills to teach" raises the importance of this new technological culture that arises with the incorporation of ICT in the classroom and raises the need to think about the relationship between the evolution of application of computer tools, intellectual competences and knowledge; move from education centered on ancestral pedagogical and didactic conceptions to an education that privileges and adopts ICT as the central axis in the teaching-learning process.

It must be taken into account that virtuality and the use of technologies do not detract from learning.

A good teaching-learning process requires three spheres of attention that promote the cognitive process in the student. One of them, apart from the technology (tools and instruments) that facilitate and mediate learning, in addition to the pedagogical and didactic propitiate and facilitate the ecology and context for the appropriation of knowledge, having as main reference the emotional, social and disposition aspect enthusiast of the student with power of will for the acquisition of information and training.

Higher levels of demand for the quality of learning, the challenge of recognizing that technology is not an end but a means and work by the student in



The acceleration in social and technological changes sharpens the need to rethink education to adapt them to the new challenges and tensions of the information and knowledge society.

It is important to emphasize that technologies alone will not produce a change in learning.

The resulting change is more directly related to the management style, the attitude of the faculty and the student, the pedagogical approaches and the new learning styles.

The scientific basis of cognitive processes is directly linked to the neuronal development of nerve interactions in the two hemispheres of the brain. The left hemisphere more linked to logic, abstraction, spatial relationships, mathematical modeling while the right hemisphere has to do with creativity, imagination, the aesthetic sense and sensitivity in the emotional.

To argue the reason why research should be done in the cognitive field is done from 3 approaches:

1. From the instrumental: From the management of ICT in students and teachers in the educational process. The Institutional approach, the pedagogical model, the institutional educational project and the curricular designs and the way of implementation, design and structuring of the learning plan.
2. From the processes of appropriation of knowledge and the process that guides virtualization in the UMB.
3. From the pedagogical, didactic and curricular conditions that visualize as the promoter axis of the student's Learning. In the learning in the disciplinary area in any program.

Ideal strategies should be established to strengthen the integration of ICTs in the teaching-learning processes in terms of their pedagogical



mediation, from understanding the role that ICTs play in the development of learning.

ICTs are mechanisms that have facilitated the process of mass communication of information to communicate with others and facilitate the realization of different activities in educational administration, such as, for example, the elaboration of didactic material, interactive learning activities, that is, ICTs are a channel that society needed

5. Conclusions

All the students have been empowered with their competency skills. Knowledge, being and doing are approaches that were consolidated with the different dynamics used, and the model that we put to the test, an instructional model based on the competence approach of the European Higher Education Area.

We could confirm that Positive Psychology has an appropriate interference in Education and strengthens the achievement of competences and skills in values, in knowledge and in doing. Positive instructional cognition (Cabaco, 2009) and Victor Frank's positive psychology approaches to the meaning of life and Martin Seligman (2005) on happiness allow us to impact the theoretical foundation of the instructional model that has been implemented in this first phase and with the purpose of giving continuity in the improvement of the model.

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CONCEPTUAL FRAMEWORK OF CAUSES, SYMPTOMS AND COPING STRATEGIES TO MANAGE STRESS

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Abstract

In this paper an attempt is made to understand and analyze causes, symptoms and coping strategies to manage stress. Now a-days the stress has been identified in a number of ways. And the range of stress management techniques is even wider still. Essentially what most people understand by 'stress' is a psychological response to external stressors and it is harm full to every one of us, for this we need to follow some stress management techniques to reduce influence of stress on us. There are some strategies which are healthy way to reduces to manage stress. And also we have some other strategies to reduce the stress in unhealthy way. However, when the stresses undermine both our mental and physical health they are bad. In this context we shall be focusing on stress that is bad for us. The difference between "stress" and "a stressor" - a stressor is an agent or stimulus that causes stress. **Stress is the feeling we have when under pressure**, while stressors are the things we respond to in our environment.

"If you ask what the single most important key to longevity is, I would have to say it is avoiding worry, stress and tension. And if you didn't ask me, I'd still have to say it."

George F. Burns quotes (American comedian 1896-1996)

PRELUDE:



We generally use the word "**stress**" when we feel that everything seems to have become too much - we are overloaded and wonder whether we really can cope with the pressures placed upon us. Anything that poses a challenge or a threat to our well-being is a stress. Some stresses get you going and they are good for you - without any stress at all many say our lives would be boring and would probably feel pointless. However, when the stresses undermine both our mental and physical health they are bad. In this text we shall be focusing on stress that is bad for you. The difference between "stress" and "a stressor" - a stressor is an agent or stimulus that causes stress. Stress is the feeling we have when under pressure, while stressors are the things we respond to in our environment. Examples of stressors are noises, unpleasant people, a speeding car, or even going out on a first date. Generally (but not always), the more stressors we experience, the more stressed we feel.

In some cases, stress motivates and encourages us to complete a task we find difficult so that we can take pride in ourselves and what we achieve. In an ideal world, we would have just enough stress to keep us working to our full potential, but not enough to cause overwhelm or excessive anxiety. Too much or too little stress is where we run into problems. Stress symptoms begin to manifest themselves when we perceive or feel that life demands are exceeding our ability to deal with them. When stress begins to take its toll, we may experience both physical and psychological effects.

Definition of Stress:

Researchers define stress as a physical, mental, or emotional response to events that causes bodily or mental tension. Simply put, stress is any outside force or event that has an effect on our body or mind.



Types of Stress

Depending on the stressors and the types of changes or events we are dealing with, stress can manifest itself physically, emotionally and/or mentally.

Physical – this occurs when the body as a whole starts to suffer as a result of a stressful situation. Symptoms can manifest in a variety of ways and vary in their seriousness.

The most common physical symptom is headaches because stress causes people to unconsciously tense their neck, forehead and shoulder muscles. However long-term stress can lead to digestive problems including ulcers, insomnia, fatigue, high blood pressure, nervousness and excessive sweating, heart disease, strokes and even hair loss.

Emotional

these responses are due to stress affecting the mind and include anxiety, anger, depression, irritability, frustration, over-reaction to everyday problems, memory loss and a lack of concentration for any task.

Anxiety is normally shown as a response to loss, failure, danger or a fear of the unknown. Anger is a common response to frustration or social stress and can become a danger to other individuals if not kept in check. Depression is frequently seen as an emotional response to upsetting situations such as the death of a loved one, illness and failure.

Psychological

Long-term stress can cause psychological problems in some individuals. Symptoms include withdrawal from society, phobias, compulsive behaviors, eating disorders and night terrors.

When we are stressed the following happens:



- Blood pressure rises
- Breathing becomes more rapid
- Digestive system slows down
- Heart rate (pulse) rises
- Immune system goes down
- Muscles become tense
- We do not sleep (heightened state of alertness)

Stress Causes:

For most of us, stress is a life factor that we have come to take for granted. We place significant amounts of pressure on ourselves to perform, and we get the same sort of pressure from our jobs, our families and events that take place in our lives.

Stress is often associated with situations you perceive as difficult to handle. When you feel that your life is being “pushed” or “pulled” in different directions, then you are undergoing stress.

Daily Hassles Stress Causes:

Stress can basically be put into two categories. The first is everyday stress. This is the stress created by the demands of daily life, including our jobs, our families and our social life.

- The most often cited everyday stressor is work. In today’s world of doing more with less, employees find themselves with more work, fewer resources, and less time. We have tight deadlines and a competitive work environment in which only the best performers are guaranteed continued employment.
- All of these factors add up to a very stressful work environment. We work longer hours, take work home and worry about missing deadlines or performing inadequately.



- Other everyday stressors can include family demands. Whether they are taking care of aging parents or trying to raise children and maintain a home, our schedules are full of family activities and school events.
- Normal daily hassles such as too many things to do, juggling different responsibilities, time pressure, traffic noise, job dissatisfaction, poor health, negative attitudes, relationship demands, or financial problems can also cause significant stress. The stress that they create is because we must face these hassles repeatedly on a daily basis.
- Bills are due every month, and children place demands on us on a regular basis. These kinds of demands can wear us down over time, if we don't make significant effort to take a break now and then, and practice stress management techniques to help recover from the stress.

Life Event Stress Causes:

- The second major category of stress is significant life events, which are often life changes that are out of our control. Major life events include items we choose, like getting married, having a child, moving and changing jobs, but also include devastating crises such as the death of a loved one or a natural disaster.
- Significant life events can blindside us with a tremendous amount of stress all at once. An unexpected illness, death or the loss of a job can leave us feeling helpless and overwhelmed. These events can take a toll on our mind and body in a very short amount of time if we don't take measures to deal with them effectively.
- All of us will face both everyday stressors and significant life changes during the course of our lives. Knowing this makes it



crucial that we develop some skills for coping with stress, so that it doesn't take a major toll on our mental and physical health.

Some biological and environmental factors can also induce stress. Some possible biological factors include:

- Low fitness level
- Poor diet
- Pregnancy, puberty, menopause or aging
- Poor health

Possible environmental factors include:

- Relationship difficulties
- Moving
- Lack of social support
- Job pressures or unemployment
- Holidays
- Inner conflicts or unresolved issues
- Low self esteem
- Lack of coping skills
- Unmet needs
- Too many stimulus demands such as noise, traffic or radio
- Lack of spiritual guidance

Symptoms of Stress:

Stress symptoms can be associated with serious medical conditions. The stress management information and techniques in this section are provided as general guidelines for informational purposes



only. You should seek the help of qualified medical professionals if you have health or mental concerns over stress. You should also consult with your health care provider before making major changes in your diet or exercise levels.

Physical Stress Symptoms: Stress causes our immune system to become weakened, which allows minor illnesses that would not normally have an effect on us to really bring us down.

- A simple cold can escalate into the flu or a lung infection. In addition, stress can cause sleep problems and fatigue which can go on to produce mood swings and irritability.
- Aches and pains, and especially headaches become more frequent, because stress causes the involuntary contraction of the neck and shoulder muscles. Most of the time we don't even realize we are tensing our muscles until they begin to ache.
- Stress also has a big effect on how our internal organs work. For example, the heart beats faster and the blood pressure increases during a stressful period.
- Long-term, this can result in strokes and some types of heart disease. The stomach is another organ that suffers due to stress; ulcers and acid indigestion can not only cause chronic pain but can lead to serious internal bleeding.

Mental/Emotional Symptoms of Stress

- There are many emotional and psychological problems that result from stress, in addition to the physical ones. Anger is one such problem especially, if the individual feels frustrated or isolated by a stressful situation.
- Minor problems such as unhappiness and impatience for things to get back to normal can quickly grow into more serious problems, such as clinical depression and anxiety disorders.



- These emotional problems can affect the people around the stressed person just as much as they affect the person themselves.
- Loved ones can get pushed away, and the stressed individual may withdraw from society and their life in general.
- Eventually friendships break down, and the individual becomes more stressed and withdrawn because of their lack of social interaction; it's a never-ending cycle.
- Fortunately, society is waking up to the effects that stress can have on the population. Years ago employers used to think you were weak and a bad employee if you had time of work because you were suffering from stress, however today, many companies run stress management courses for their workers so that they can effectively deal with the stresses of their work life.
- Similarly, employees used to consider themselves weak and inadequate if they could not cope with their work load and daily life, but now many more people are owning up to suffering from stress, and are being treated for it in a way that suit them.
- Because of this, big companies that employ people to do highly-stressful jobs have begun adding gyms and other leisure activity areas to the work place, so that employees can spend time working out or just relaxing while at work.
- Various American companies have reported that the productivity of their employees increased when they introduced 'stress-relief' areas in the workplace. Big companies have also found that by taking on more general assistants, it takes the pressure off highly stressed employees, and so the amount of time that people have off sick due to stress decreased dramatically.



- Today are financially dependent on their chosen employment, and so feel that they need to excel in order to ensure job stability.
- However, this can have an adverse affect on job satisfaction, and if you don't enjoy your work you will become stressed whenever you are there. Working excessive hours or at the weekend, and taking work home to finish are prime examples of how the workplace can become a stressful environment.
- Insurance companies are also starting to realize that the number of individuals claiming for loss of earnings are doing so because of stress, and so are beginning to cover the costs of stress reduction and stress management courses for individuals off work because of stress.
- Even with these advances, it is still largely down to the individual to control the amount of stress within their life. People need to recognize the symptoms of stress early, so that changes can be made to remedy the problem. Small things such as leaving a bit of spare time in their social diary to relax or spend time as a family will make a huge difference to the individuals' stress levels.
- Regardless of what you do to try and reduce the amount of stress you are under, you will never get rid of it completely, and in some ways this is a good thing. Stress can motivate us to work hard and achieve what we want to achieve, but if we allow it to become out of control it can cause serious problems.

Stress Relief

- We all find certain times in our lives to be stressful, making it difficult for us to truly relax and unwind from our troubles. Learning to relax during stressful times is critical to maintaining our physical and emotional well being.



- There several stress management techniques that can give you immediate stress relief. While these are good techniques for short term relief of your stress, it is a good idea to consider a broader range of stress management strategies.
- Experts in stress management suggest that we all have different ways of dealing with the stress that comes our way. Below you'll find several strategies to help you relax when you find yourself overstressed.

Give them all a try and then stick with the ones that prove most effective for you

1. Use the Relaxation Response – The relaxation response is a technique discovered by Dr. Herbert Benson of Harvard University that has a powerful calming effect.

2. Practice Breathing Techniques – Focusing on your breathing and practicing various breathing techniques can also provide immediate stress relief.

3. Progressive Muscle Relaxation – Progressive muscle relaxation is another stress management technique that can provide immediate relief.

4. Get Some Exercise – Exercise is a wonderful and natural technique for stress relief. Take a brisk walk or go for a bicycle ride. Focus on the activity at hand and how your body feels when you're moving. You'll get rid of some pent up stress and your brain will release endorphins, your body's natural high.

5. Do some physical labor – Much like exercising, doing some physical work around the house can actually be relaxing, because it releases stress and gives us a chance to work on something different. So, plant a garden or clean up a room. Your home will look better, and you'll feel better.



6. Do Something You Enjoy – Anything that you really enjoy doing can help you relax, but often we get so caught up in our work and other responsibilities that we fail to leave time for things that we find fun. So, play some chess, knit a sweater, or play a round of golf.

7. Read – When you get involved in the plot of a novel, you temporarily forget all about the problems in your life. It can be very beneficial to your stress level to get lost in someone else's life for a little while.

8. Meditate – Many people find great relief with a form of meditation. Learn techniques for putting your mind in an altered state, so that your problems disappear for a while. You'll emerge from your meditation session relaxed and energized at the same time.

9. Take a vacation – When you talk to the most stressed out people you know, you'll often find that they haven't taken a real vacation in years. Time away from our everyday life and daily responsibilities is crucial to being able to handle these tasks the rest of the time. So, be sure that you're taking at least one real vacation every year.

10. Learn to separate work and home - The people who can leave work at work are much more successful at relaxing at home. Use your commute time as a time to "switch gears". Make final mental notes about what you need to do tomorrow, so that you can leave them until tomorrow without feeling like you neglected anything. Then, begin to turn your thoughts toward home, your family and the relaxing dinner and evening you have planned. Then, when you get home, focus only on your private life.

We all feel the need to relax sometimes and to tell the truth a bit of relaxation is necessary for the well-being of our body and mind. There are numerous ways to relax but not all methods work for everybody. If you feel you need to relax more try a variety of methods until you find the one that is right for you.



Stress reduction techniques:

Have coffee nights with your friends: Choose one night a week when you get together with friends that you trust and feel you can talk to about the problems that are causing you stress. Take turns to vent your concerns and frustrations while the others listen. Just knowing that someone has listened to you helps to combat stress.

Learn the difference between work and home: By separating the two main areas of your life you can leave the stress of work behind when you finish for the day. Make sure you plan what you need to do the following day so that when you get home you have absolutely no thoughts of work at all. Use the journey home to unwind; sing if you are in the car or read your favorite glossy magazine on the train.

Take up a new hobby or sport: Find something that you like to do and turn it into a hobby. It doesn't matter what it is as long as it distracts your mind from the pressures of the day. You could join a social group and meet people with the same passions.

Help out with a charity: Charities are always looking for volunteers to help with events and collecting. Find a charity that you are passionate about and donate a few hours to helping them in the community. You might meet people with more serious problems than yourself in which case you may see that things could be a lot worse!

Get physical: Doing physical jobs like gardening or DIY can be a great way to vent pent up energy and frustrations. This will relieve stress and improve the look of your home.

Exercise your stress away: Any physical exercise causes the brain to release chemicals called endorphins that elevate mood and calm the nerves. Getting fit and healthy also decreases the chances that you will suffer from a serious stress-related illness in the future. Join a running



or cycling club and forget about work and family for a few hours a week.

Look at how you currently cope with stress

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you identify them. Are your coping strategies healthy or unhealthy, helpful or unproductive. Unfortunately, many people cope with stress in ways that compound the problem.

Un- healthy ways of coping with stress:

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:

- Smoking
- Drinking too much
- Overeating or under eating
- Zoning out for hours in front of the TV or computer
- Withdrawing from friends, family, and activities
- Using pills or drugs to relax
- Sleeping too much
- Procrastinating
- Filling up every minute of the day to avoid facing problems
- Taking out your stress on others (lashing out, angry outbursts, physical violence)

Healthy ways to relax and recharge:

- Go for a walk.
- Spend time in nature.
- Call a good friend.
- Sweat out tension with a good
- Savor a warm cup of coffee or tea.
- Play with a pet.
- Work in your garden.



- workout.
- Write in your journal.
- Take a long bath.
- Light scented candles
- Get a massage.
- Curl up with a good book.
- Listen to music.
- Watch a comedy

Stress management strategy Adopt a healthy lifestyle:

We can increase our resistance to stress by strengthening your physical health.

- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.
- **Get enough sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.



- **Set aside relaxation time.** Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- **Connect with others.** Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.
- **Do something you enjoy every day.** Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- **Keep your sense of humor.** This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways
- **Reframe problems.** Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.
- **Look at the big picture.** Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- **Adjust your standards.** Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."
- **Focus on the positive.** When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.



Conclusion: Most of us have varying interpretations of what stress is about and what matters. Some of us focus on what happens to us, such as breaking a bone or getting a promotion, while others think more about the event itself. What really matters are our thoughts about the situations in which we find ourselves. We are continually sizing up situations that confront us in life. We assess each situation, deciding whether something is a threat, how we can deal with it and what resources we can use. If we conclude that the required resources needed to effectively deal with a situation are beyond what we have available, we say that that situation is stressful - and we react with a classical stress response. On the other hand, if we decide our available resources and skills are more than enough to deal with a situation, it is not seen as stressful to us.

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PHYTOCHEMICAL ANALYSIS OF SELECTED PTERIDOPHYTES

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Abstract

The main objective of the present study was to ascertain the presence of different Phytoconstituents in the water, ethanol, chloroform and acetone extracts of three species of Pteridophytes such as *Adiantumvariopinnatum* Jermy & TG Walker, *Selaginella plana* (Desv.ex Poir) Hieron and *Pterisvittata* L. by qualitative screening methods. The plant extracts were evaluated for the presence of secondary metabolites such as alkaloids, terpenoids, and tannins, flavonoids reducing sugar, steroids and coumarins following standard methods. The screening showed vast degree of different phytoconstituents. Chloroform was found to be the best solvent among the selected ones and *Pterisvittata*L. was found to be the best among the three Pteridophytes selected. From the results, it can be concluded that these plants, especially *Pteris vittata* L. could be used as a broad spectrum anti-microbial, bioactive agent that could be exploited for their potential applications for medicinal purposes.

Key Words: Pteridophytes, *Adiantumvariopinnatum*, *Selaginellaplana*, *Pterisvittata*, Secondary metabolites, Phytochemical analysis.

Introduction

Pteridophytes are the seedless vascular cryptogams which occupy a position between the lower non-seed-bearing plants and form generally much neglected group of plants. About 250 million years ago, they constituted the dominant vegetation on earth surface (Vashista, 1995).



Phytochemical investigations of the ferns have been studied to a lesser extent as compared to higher plants (Rajesh et al., 2014). Phytochemicals are often referred to as “secondary metabolites” of which there are several classes including alkaloids, flavonoids, coumarins, glycosides, gums, polysaccharides, phenols, tannins, terpenes, and terpenoids. These can act as agents to prevent undesirable side effects of the main active substances or to assist in the assimilation of the main substances. These substances serve as molecules of plants defense against predation by microorganisms, insects, and herbivores and at the same time also exhibit medicinal properties for treating several ailments. Scientific research has allowed us to discover a wide range of active components of which the most important as far as health is concerned (Muraleedharan et al., 2012).

Preliminary qualitative test is useful in the detection of bioactive principles and subsequently may lead to discovery and developments. Moreover, due to the risk of adverse effects encountered with the use of synthetic antibiotics, medicinal plants may offer an alternative source for antimicrobial agent with significant activity against pathogenic and inactive microorganisms. In addition, widespread use of antibiotics caused increase in antibiotic resistance of bacteria. Currently, these multidrug resistant bacteria have been emerging as one of the most important hospital and community pathogens worldwide. The emergence of these resistant bacteria has caused a major concern as there is an urgent need for new antibacterial agents (Govinda ppa et al., 2011). Phytochemical screening is important in identifying new sources of therapeutically and industrially important compounds.

Pteridophytes are not infected by microbial pathogens which may be one of the important factors for the evolutionary success of pteridophytes and the fact that they survived for more than 350 million years (Soareet al., 2012). Considering the rich diversity of Indian medicinal plants including pteridophytes it is expected that the



screening of plant extract for the presence of phytochemicals may be beneficial for the treatment of human and plant diseases (Sharma & Vyas., 1985). The synergistic interaction among crude extract or the active compounds may be useful in the preparation of improved herbal or drug formulations.

The aim of the present investigation is to detect the presence of the secondary metabolites in selected species of Pteridophytes such as *Adiantum variopinnatum* Jermy & TG Walker, *Selaginella plana* (Desv. ex Poir) Hieron and *Pteris vittata* L.

Materials and Methods

Healthy, entire plants of *Adiantum variopinnatum* Jermy & TG Walker, *Selaginella plana* (Desv. ex Poir) Hieron and *Pteris vittata* L. were collected from Piravom locality in Ernakulam District of Kerala in the month of December 2012. The leaves were washed thoroughly 2-3 times with running tap water and were air dried under shade. The air-dried material was ground in mixer, the powder was kept in small plastic bags with paper labeling.

Preparation of extracts

Aqueous extraction

5g of air dried powder was weighed and soaked separately in 25 ml cold water in a conical flask stopper with rubber cork and left uninterrupted for 24 hours and then filtered off using sterile filter paper (Whatman No: 1) into a sterile conical flask and subjected to water bath evaporation, where the solvent was boiled at 50-60°C for 30 minutes on water bath and it was filtered through Whatman No 1 filter paper. Then the filtrate was centrifuged at 2500rpm for 15 minutes and filtrate was stored in sterile bottles at 4°C for further use.

Preparation of other extracts



10g of each leaf air dried powder was weighed and was placed in 100ml of ethanol, chloroform and acetone in a conical flask, plugged with cotton wool and then kept on a rotary shaker at 190-220 rpm for 24 hrs. after that supernatant was collected and the solvent was evaporated to make the final volume of one-fourth of the original volume and stored at 4°C in air tight containers.

Phytochemical Screening

Preliminary qualitative phytochemical screening was carried out with the following methods.

Test for Alkaloids

Alkaloid solutions produce white yellowish precipitate when a few drops of Mayer's reagents are added. Most alkaloids are precipitated from neutral or slightly acidic solution by Mayer's reagent. The alcoholic extract was heated on a boiling water bath with 2 %HCl. After cooling, the mixture was filtered and treated with a few drops of Mayer's reagent. The sample was then observed for the turbidity or yellow precipitation.

Test for Terpenoids

2ml Chloroform and conc Sulphuric acid was added carefully to 0.5 ml of the extract. Formation of red brown colour at the interface indicated the presence of terpenoids.

Test for Tannins

2ml of the extract was added to few drops of 1 % lead acetate. A yellowish precipitate indicated the presence of tannins.

Test for Flavanoids

4ml of the extract solution was treated with 1.5ml of 50 % methanol solution. The solution was warmed and metal Magnesium was added.



To this solution, 5-6 drops of concentrated HCl was added and red colour was observed for flavanoids and orange colour for flavons.

Test for Reducing Sugar

The aqueous extract (0.5 gram in 5 ml of water) was added to boiling Fehling's Solution (A and B) in a test tube. The solution was observed for a red precipitate.

Test for Steroids

1ml of the extract was dissolved in 10 ml of Chloroform and equal volume of concentrated sulphuric acid was added by sides of the test tube. The lower sulphuric layer turns red and upper layer showed yellow with green fluorescence. This indicated the presence of steroids.

Test for Coumarins

3ml of 10 % NaOH was added to 2 ml of aqueous extract formation of yellow colour indicates the presence of Coumarins.

Result and Discussions

In the present study, various solvent extracts of the fronds of three pteridophytes namely *Adiantum variopinnatum* Jermy & TG Walker, *Selaginella plana*(Desv.ex Poir) Hieron and *Pteris vittata* L.were subjected to preliminary phytochemical investigation including test for alkaloids, terpenoids, tannins, flavonoids, reducing sugar, steroids and coumarins. Among the extracts each extract contained minimum of 3 out of 7 compounds taken into consideration as represented in Table I.

Among the three Pteridophytes selected, *Pteris vittata* showed the maximum presence of phytoconstituents than *Selaginella plana* and *Adiantum variopinnatum*. In *Adiantum variopinnatum*, flavanoids were present in both aqueous and ethanolic extract and terpenoids were present in ethanolic as well as acetone extracts. Reducing sugar showed the presence in aqueous and chloroform extract. Chloroform extract of



Selaginella plana showed the presence of terpenoids and the aqueous extract showed the presence of tannins. Reducing sugar was shown by aqueous, ethanolic and chloroform extracts. *Pteris vittata* showed the maximum presence of phytochemicals in different extracts. Terpenoids were seen in ethanolic, chloroform and acetone extracts. Tannin was present in aqueous as well as acetone extract. Chloroform extract showed the presence of flavanoids and aqueous as well as ethanolic extracts showed the presence of reducing sugar. Chloroform and acetone extracts showed the presence of steroids.

Chloroform was found to be the best solvent among the selected ones since it showed a wide range of phytochemicals of the three plants selected.

The phytochemical analysis shows that *Adiantum variopinnatum* contains terpenoids, flavanoids, and reducing sugar. Phytochemicals screening of aqueous and methanolic extract of *Adiantum* leaf and stem showed the presence of tannins, saponins, flavonoids, steroids and terpenoids. (Shrivastava et al., 2014). *Selaginella plana* possess terpenoids, tannins as well as reducing sugar. Previous studies involving some species of *Selaginella* revealed that this genus is a rich source of steroids, biflavonoids, alkaloids, secolignans, neo-lignans and caffeoyl derivatives. Other compounds, such as alkaloidal glycosides, phenylpropanones and lignans, were also reported in some *Selaginella* spp. (Sá et al., 2012).

Among the three pteridophytes selected, *Pteris vittata* showed the presence of maximum number of phytochemicals namely terpenoids, tannins, flavanoids, reducing sugar, steroids and coumarins and (Singh M. et al., 2015) performed the phytochemical evaluation and antioxidant activity of different samples of *Pteris vittata* L. in Doon valley, Uttarakhand and found that protein, alkaloids, amino acid,



carbohydrates, flavonoids, tannins, phenolics, and triterpenoids were present whereas glycosides were absent in all samples.

Thus, different secondary metabolites are seen in the Pteridophytes under consideration and they showed their presence in different solvents. This also indicates the presence of bioactive principles occurring in these plants from which new drugs could be derived in the future through other sophisticated methods. As *Pteris vittata* L. displayed the presence of a wide range of phytochemicals, it could be a source of antimicrobial or bioactive agents which may perhaps be utilized for the production of various drugs of pharmaceutical importance. The 'weed' *Pteris vittata* L. has proved to be a hyper accumulator of Arsenic (Ellis, et al., 2006) and could be used in phytoremediation. As it shows the presence of many phytochemicals, further investigations may lead to the exploitation of many active ingredients from this plant.



Table I.

	Solvents	Alkaloids	Terpenoids	Tannins	Flavonoids	Reducing sugar	Steroids	Coumarins
Adiantum variopinnatum	Water	-	-	-	+	+	-	-
	Ethanol	-	+	-	+	-	-	-
	Chloroform					+		
	Acetone	-	+	-	-	-	-	-
Selaginella plana	Water			+				
	Ethanol	-	-	-	-	-	-	-
	Chloroform		+			+		
	Acetone	-	-	-	-	-	-	-
Pteris vittata	Water	-	-	+		+		+
	Ethanol	-	+	-	-	+	-	-
	Chloroform	+	+		+		+	+
	Acetone	-	+	+	-	-	+	+

Preliminary phytochemical screening of selected five medicinal ferns



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PROBLEMS OF MICRO, SMALL AND MEDIUM ENTERPRISES (MSMES) IN TELANGANA STATE

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Abstract:-

Industrialization has been recognized as synonymous to economic development. The gap in per capita income between the developed and under developed countries is usually attributed to the disparities in the structure of their economies where the developed countries are largely industrial economies, while the less developed countries are confined predominantly to agriculture. Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last six decades. MSMEs not only play crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural & backward areas, thereby, reducing regional imbalances, assuring 'more equitable distribution of national income and wealth. MSME are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country. The present research paper focused on problems of the selected MSMEs in the Telangana State.

Keywords: MSME, Industrialization, large employment opportunities, reducing regional imbalances, socio-economic development



INTRODUCTION

It is necessary to utilize the given resources to the optimum extent to ensure better standards of living for the people and to attain sustained growth in any economy. For this, the identification of present and future production activities that will enable to accelerate agricultural, industrial and sectorial territory development is required as indispensable for any economy to attain progress.

Industrialization has been recognized as synonymous to economic development. The gap in per capita income between the developed and under developed countries is usually attributed to the disparities in the structure of their economies where the developed countries are largely industrial economies, while the less developed countries are confined predominantly to agriculture.

ORIGIN OF MICRO, SMALL AND MEDIUM ENTERPRISES (MSME)

Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last six decades. MSMEs not only play crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural & backward areas, thereby, reducing regional imbalances, assuring' more equitable distribution of national income and wealth. MSME are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country.

Features of MSME Act of 2006 (The Act)

- The Act has been introduced in order to facilitate the promotion and development and enhancing the competitiveness of micro, small and medium size enterprises.



- The Act defines new concept namely 'Enterprise' instead of 'Industrial Undertaking' and also defines the 'Micro, Small & Medium' Enterprise
- The Act provides clear cut provisions for registration of the enterprises under the Act
- The Act provides for measures for recovery of delayed payments.
- The illustrative list of activities of manufacturing and/ or activities relating to service providing which can be registered has been issued under the Act through various circulars.
- The Act makes a provision to notify exit route to the enterprises registered under the Act.

Section 7 of the MSMED Act, 2006 defines the eligibility for registration under the Act. Accordingly, the basic criterion for registration is investment in Plant & Machinery/ equipments in case of Enterprise.

S. No.	Type of Enterprise	Manufacturing Enterprise	Service providing Enterprise
		Investment in Plant & Machinery (₹)	Investment in Equipments (₹)
1.	Micro	Up to 25.00 lakh	Up to 10.00 lakh
2.	Small	From 25.00 lakh to 5.00 crore	From 10.00 lakh to 2.00 crore
3.	Medium	From 5.00 crore to 10.00 crore	From 2.00 crore to 5.00 crore



Importance of MSME Sector

The following are some of the important roles played by MSME in India.

- ❖ **Employment generation:** The basic problem that is confronting the Indian economy is increasing pressure of population on the land and the need to create massive employment opportunities. This problem is solved to larger extent by small-scale industries because small-scale industries are labour intensive in character. They generate huge number of employment opportunities. Employment generation by this sector has shown a phenomenal growth. It is a powerful tool of job creation.
- ❖ **Mobilization of resources and entrepreneurial skill:** Small-scale industries can mobilize a good amount of savings and entrepreneurial skill from rural and semi-urban areas remain untouched from the clutches of large industries and put them into productive use by investing in small-scale units. Small entrepreneurs also improve social welfare of a country by harnessing dormant, previously overlooked talent, a huge amount of latent resources are being mobilized by the small-scale sector for the development of the economy.
- ❖ **Equitable distribution of income:** Small entrepreneurs stimulate a redistribution of wealth, income and political power within societies in ways that are economically positive and without being politically disruptive. Thus small-scale industries ensure equitable distribution of income and wealth in the Indian society which is largely characterized by more concentration of income and wealth in the organized section keeping unorganized sector undeveloped. This is mainly due to the fact that small industries



arc widespread as compared to large industries and are having large employment potential.

- ❖ **Regional dispersal of industries:** There has been massive concentration of industries in a few large cities of different states of Indian union. People migrate from rural and semi urban areas to these highly developed centres in search of employment and sometimes to earn a better living which ultimately leads to many evil consequences of over-crowding, pollution, creation of slums, etc. This problem of Indian economy is better solved by small- scale industries which utilize local resources and brings about dispersion of industries in the various parts of the country thus promotes balanced regional development.
- ❖ **Provides opportunities for development of technology:** Small-scale industries have tremendous capacity to generate or absorb innovations. They provide ample opportunities for the development of technology and technology in return, creates an environment conducive to the development of small units. The entrepreneurs of small units play a strategic role in commercializing new inventions and products. It also facilitates the transfer of technology from one to the other. As a result, the economy reaps the benefit of improved technology.
- ❖ **Indigenization:** Small-scale industries make better use of indigenous organizational and management capabilities by drawing on a pool of entrepreneurial talent that is limited in the early stages of economic development. They provide productive outlets for the enterprising independent people. They also provide a seed bed for entrepreneurial talent and a testing ground for new ventures.
- ❖ **Promotes exports:** Small-scale industries have registered a phenomenal growth in export over the years. The value of



exports of products of small-scale industries has increased from Rs 393 crore in 1973-74 to Rs 71. 244 crore in 2002-03. This contributes about 35% of India's total export. Thus they help in increasing the country's foreign exchange reserves thereby reduces the pressure on country's balance of payment.

- ❖ **Supports the growth of large industries:** The small-scale industries play an important role in assisting bigger industries and projects so that the planned activity of development work is timely attended. They support the growth of large industries by providing, components, accessories and semi finished goods required by them. In fact, small industries can breath vitality into the life of large industries.
- ❖ **Better industrial relations:** Better industrial relations between the employer and employees help in increasing the efficiency of employees and reducing the frequency of industrial disputes. The loss of production and man-days are comparatively less in small- scale industries. There is hardly any strikes and lockout in these industries due to good employee-employer relationship.

Literature Review

Venkatesh and Muthaiah (2012) found that the role of small and medium enterprises (SME) in the industrial sector is growing rapidly and they have become a thrust area for future growth. They emphasized that nurturing SME sector is essential for the economic well-being of the nation. The above literature highlights the various aspects viz. performance, growth & problems of MSME in Indian economy and induces for continuous research in this field.

As opined by Ram JassYadav (2012), Indian economy is dominated by vibrant set of enterprises which are prestigiously known as MSME for their scale of operations. Only 1.5 million MSME are in



registered segment while the remaining 24.5 million that contribute 94% of the units are in unregistered segment. The role of MSME in economic and social development of country is widely acknowledged. They are nurseries for entrepreneurship, often driven by individual creativity and innovation and make significant contribution to country's GDP, manufacturing output, exports and employment generation.

Nagaraju and Shivalingappa (2012) stated that the MSME acquired a prominent place in the socio economic development of our country. They are small in term but play significant role in the Indian economy. It is acknowledged by the government that, alongside agriculture, small scale industry is an important segment of the Indian economy. Small Scale Industry sector contributes to significant employment generation dispersal of industrial activity to rural and back ward areas, ushering in all round economic growth by value of addition ensuring the mobilization of local capital and developing entrepreneurial skills.

Objectives of the Paper

The following are the main objectives of the paper :

- * To assess the performance of MSMEs in India
- * To evaluate the reason for the sickness of MSMEs in Telangana State
- * To assess the problems of power, marketing, distribution and finance of selected Micro, Small and Medium sectors in the Telangana State.

Methodology

The paper is based on primary data which has been collected through the questionnaire. Several published reports are also used for comparison of the problems of MSMEs in the selected areas

PROBLEMS OF MSME IN TELANGANA STATE



Though the Government of India recognized the importance and role of Micro, Small and Medium Enterprises in the national economy and has taken necessary steps from time to time to promote them, many of the problems of production and marketing, distribution finance still continue to affect the Micro, Small and Medium sector. While some of them are more or less common, the others have particular relevance to Micro, Small and Medium industries situated in rural and backward areas.

The major problems are noticed in the study include Raw Material, Finance, Skilled Labour, Technology, Power, Marketing, Distribution, Transport etc. Though the Micro, Small and Medium Enterprises have vast potentialities, they could not progress satisfactorily due to the above problems.

Power Problems

Adequate and uninterrupted supply of electric power is an essential and crucial input for the efficient operation of micro, small and medium industrial enterprises. Most of the sample entrepreneurs reported that frequent power - cuts affect the working of their enterprises and the employees have to remain idle during their time of duty, which results in the increase of the cost of production. Low voltage of power supply also affects production in small enterprises. Though the inadequacy and unreliability of power supply have been increasing year after year, the rates of electricity charges are being raised very often. Table 1 shows the details of the problems of power supply faced by the various sample enterprises in the study area.

The table 1 shows that 27.06 per cent of enterprises are facing the problem of power cuts and low voltage in the selected sample districts. Surprisingly by almost all the categories of industries are observed to be suffering due to the shortage of power. The problem of inadequate power supply has been reported by 30.58 per cent of the



sample enterprises. Agro based, Forest based, Textile based, Mineral based, Engineering based Chemical based, Animal husbandry and other enterprises mainly suffer from the problem of power cuts low voltage. The problem of higher power charges has been expressed by 21.76 per cent of the selected respondents. 7.65 per cent have reported no problem, regarding power supply. The above analysis shows that most of the sample enterprises have been facing the problem of power-cut, high electricity charges and low voltage particularly during the summer seasons and also analyzed the overall power supply problems of MSME by giving the ranks, among all the power supply problems, In-Adequate power supply is first rank, followed by High electricity charges, High voltage problem and no problem.

Table No.1

Number of sample MSME facing the problem of power supply

S. No.	Industrial categories	In-Adequate power supply	Power cuts low voltage	High electricity charges	High voltage problem	No problem	Total No. of enterprises
1.	Agro based	10 (32.25)	7 (22.58)	7 (22.58)	4 (12.90)	3 (9.68)	31 (100.0)
2.	Forest based	1 (20.00)	2 (40.00)	2 (40.00)	0	0	5 (100.0)
3.	Textile based	3 (37.50)	2 (25.00)	2 (25.00)	1 (12.50)	0	8 (100.0)
4.	Mineral based	2 (50.00)	1 (25.00)	1 (25.00)	0	0	4 (100.0)
5.	Engineering Based	12 (32.43)	11 (29.73)	7 (18.92)	4 (10.81)	3 (8.10)	37 (100.0)
6.	Animal husbandry	2 (33.34)	1 (16.66)	1 (16.66)	1 (16.66)	1 (16.66)	6 (100.0)
7.	Chemical Based	3 (37.50)	3 (37.50)	2 (25.00)	0	0	8 (100.0)
8.	Others	19 (26.76)	19 (26.76)	15 (21.12)	12 (16.90)	6 (8.45)	71 (100.0)
Total		52 (30.58)	46 (27.06)	37 (21.76)	22 (12.95)	13 (7.65)	170 (100.00)
Rank		I	II	III	IV	V	--

Note : Figures in parenthesis represent the percentages



Source : Field survey

Financial Problems

The availability of timely and adequate finance at reasonable rate is an essential pre requisite for the development of Micro, Small and Medium Industrial Enterprises. Micro, Small and medium Industrial Enterprises generally do not have sufficient funds of their own to meet the required investment on fixed working capital. The paucity of funds often makes it difficult for them to install modern machinery and tools and to maintain them properly. Moreover, they can not go for good quality and maintain adequate stocks of raw material or stock their finished products or pack their goods attractively. There are various other indirect problems relating to finance like longer production period, delays in the realization of bills, uneven supply of raw material, increased production costs, problems of marketing etc. The financial institutions and banks insist on the provision of detailed information and project reports before providing financial assistance for Micro, Small and Medium Industrial Enterprises. The information they seek is very often exhaustive and beyond the capacity of the Micro, Small and Medium Industrial Enterprises entrepreneurs. Table 2 gives a broad view of different types of problems regarding finance.

Table 2 shows that about 24.11 per cent of the total samples have been suffering from the shortage of working capital. 16.47 per cent from increase in production cost is the next major problem of the sample enterprises. 31.17 per cent suffer from the shortage of fixed capital and unfavorable terms of trade are the problems faced by 11.76 per cent of the sample enterprises. Delay in the realization of bills is also one of the problems as observed by 6.47 per cent of the enterprises. The sample enterprises which have reported no problem regarding finance account for 10.00 per cent of the total financial problems.



It is also analyzed the overall financial problems of MSME by giving the ranks, among all the financial problems, Shortage of fixed capital is occupied first rank, followed by Shortage of working capital problem, Increase in production cost problem, Unfavorable terms of trade Delays in realization of bills and no problem.

Table No 2

Number of sample MSME facing various financial problems

S. No.	Industrial Category	Shortage of fixed capital	Shortage of working capital	Increase in production cost	Un-favorable terms of trade	Delays in realization of bills	No problem	Total
1.	Agro Based	6 (19.35)	8 (25.80)	4 (12.90)	6 (19.35)	2 (6.45)	5 (16.13)	31 (100)
2.	Forest Based	1 (20.00)	1 (20.00)	1 (20.00)	1 (20.00)	0	1 (20.00)	5 (100)
3.	Textile Based	2 (25.00)	2 (25.00)	1 (12.50)	1 (12.50)	1 (12.50)	1 (12.50)	8 (100)
4.	Mineral Based	1 (25.00)	1 (25.00)	1 (25.00)	1 (25.00)	0	0	4 (100)
5.	Engineering Based	17 (45.94)	9 (24.32)	5 (13.51)	2 (5.40)	3 (8.10)	1 (2.70)	37 (100)
6.	Animal husbandry	1 (16.66)	1 (16.66)	3 (49.99)	0	0	1 (16.66)	6 (100)
7.	Chemical based	4 (50.00)	1 (12.50)	1 (12.50)	1 (12.50)	0	1 (12.50)	8 (100)
8.	Others	21 (29.58)	18 (25.35)	12 (16.90)	8 (11.27)	5 (7.04)	7 (9.85)	71 (100)
Total		53 (31.17)	41 (24.11)	28 (16.47)	20 (11.76)	11 (6.47)	17 (10.00)	170 (100)
Rank		I	II	III	IV	V	IV	--

Note : Figures in parenthesis represent the percentages

Source : Field survey

Marketing Problems

Marketing problems of micro, small and medium industries mostly arise due to lack of standardization, inadequacy of products and packaging designs, use of low quality materials, lack of precision and inconsistency in the finishing of products etc. The market - oriented



problems from inadequate resources at the disposal of micro, small and medium industries include identification of the market outlets and market characteristics of their products and also for tapping beneficially the existing new market outlets and contexts. Some of the marketing problems faced by small scale entrepreneurs are inefficient sales force, high cost of marketing, inadequate sales promotion, customer resistance, ineffective after sales service, untimely release of product and high cost of advertisement.

The different marketing problems faced by sample enterprises are presented in Table 3. 28.82 per cent are observed to have been facing the problem of price competition. About 18.82 per cent of the selected enterprises have expressed the problems with Slackness in demand, 16.47 per cent as Competition with large scale units, 11.76 per cent as inadequate sales promotion, 15.88 per cent are heavy competition from other products and 8.23 per cent express of the problem of inefficient sales force.



Table No 3

Number of sample MSME facing various marketing problems

S. No.	Industrial category	Price competition	Slackness in demand	Heavy Competition from	Competition with large	Inadequate sales Promotion	Inefficient	Total
1.	Agro Based	15 (48.38)	6 (19.35)	2 (6.45)	2 (6.45)	2 (6.45)	4 (12.90)	31 (100)
2.	Forest Based	1 (20)	2 (40)	0	0	2 (40)	0	5 (100)
3.	Textile Based	3 (37.50)	1 (12.50)	1 (12.50)	1 (12.50)	1 (12.50)	1 (12.50)	8 (100)
4.	Mineral Based	0	2 (50.00)	0	2 (50.00)	0	0	4 (100)
5.	Engineering Based	6 (16.21)	6 (16.21)	6 (16.21)	8 (21.62)	9 (24.32)	2 (5.40)	37 (100)
6.	Animal husbandry	2 (33.33)	3 (50.00)	1 (16.67)	0	0	0	6 (100)
7.	Chemical based	4 (50.00)	2 (25.00)	1 (12.50)	1 (12.50)	0	0	8 (100)
8.	Others	18 (25.35)	10 (14.08)	16 (22.53)	14 (19.72)	6 (8.45)	7 (9.85)	71 (100)
Total		49 (28.82)	32 (18.82)	27 (15.88)	28 (16.47)	20 (11.76)	14 (8.23)	170 (100)
Rank		I	II	IV	III	V	VI	--

Note : Figures in parenthesis represent the percentages

Source : Field survey



It is also analyzed the overall marketing problems of MSME by giving the ranks, among all the marketing problems, Price competition occupied first rank, followed by Slackness in demand, Competition with large scale units, Inadequate sales promotion and Heavy Competition from other products and Inefficient sales force.

CONCLUSIONS

The Micro, Small and Medium Enterprises (MSMEs) contribute to economic development in various ways, such as creating employment opportunities for rural and urban population, providing good and services at affordable costs by offering innovative solutions and sustainable development of the economy as a whole. MSMEs in India and particularly in Telangana state face a number of problems – absence of adequate and timely banking, finance, power shortages and ineffective marketing due to limited resources and non availability of skilled employees. The sectors also contributes significantly to manufacturing output, employment and exports of the country. It is estimated that in terms of value, the sector accounts for about 45 per cent of the manufacturing output and 40% of total exports of the country. To make this sector to become more vibrant and significant player in the development of the Indian economy, the Government has to taken various initiatives.

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THE MENACE OF FEMALE FOETICIDE AND INFANTICIDE IN INDIA

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Introduction

Women who constitute half of the world's population have been discriminated, harassed and exploited irrespective of the country to which they belong, unmindful of the religion which they profess and oblivious of the time frame in which they live. The socio-cultural practices in India are pre-dominantly biased against the female gender. There is a systematic exclusion of women from participation in inclusive growth. They are subjected to multisided oppression i.e., socially, economically and politically. Violence against girls and women can be seen in different forms of discriminatory practices which are deeply rooted in the social structures of patriarchy, caste and class relations in India. Such practices have resulted in widespread discrimination against the women and they have become target of attack even before they are born. Female foeticide and infanticide is one of the worst forms of violence against women, where a woman is denied her basic and fundamental right to life.

Female Foeticide and Infanticide

Female Foeticide and infanticide is the ugly and earliest manifestation of discrimination against girl or female members of our society. Female foeticide means 'aborting the female in the mother's womb'. That is termination of the life of a foetus within the womb of the mother on the ground that its sex is female and it is also known as sex selective abortion. On the other hand female infanticide means killing the



female child after the birth which is an inhuman and barbaric practice and it is seen mostly in rural areas. It is a deliberate and intentional act of killing a female child, either directly by using poisonous organic and inorganic chemicals or indirectly by deliberate neglect to feed the infant.

The practice female infanticides, that is, killing the female child after her birth has been prevailing in our society for many years. But after the advancement medical science and technology female foeticides are on the rise. The amniocentesis test which was invented to detect foetal abnormalities soon began to detect the sex of the child with the intention of aborting the foetus if it turns out to be female. Now the use of prenatal diagnostic techniques is misused to know the sex of the foetus. Many laboratories are started without any registration for conducting sex determination tests in violation of the laws and this has been commercialized in India. The misuse of technology simply reinforces the secondary status of girl child in such a way that they are culled out even before they are born.

According to Government reports, 10 million girls have been killed, either before or immediately after birth, by their parents over the past couple of decades despite a law banning pre natal diagnostic tests to know the sex of the child in the womb. The United Nations says an estimated 2,000 unborn girls are illegally aborted every day in India. The United Nations has expressed serious concern about the situation. According to UN norms, female-male ratio in the world is usually 1050 females per 1000 males. But in India, this ratio is dropping down to nearly 850 female per 1000 male, particularly in Haryana, Punjab, Chandigarh and Delhi. This shows that the menace has reached alarming proportions even in urban areas.

The reasons behind this menace are social-economic, cultural, legal, moral and technological factors. The patriarchal society in India gives



strong preference towards son and shows bias against the daughter. The girl child in India is treated right from her birth as an additional burden. They are generally considered as a liability due to dowry system and any kind of investment on girl's education and empowerment is considered as investment in failed enterprise.

Laws Combating Female Foeticide and Infanticide

Female foeticide and infanticide were prohibited through legislation in pre-Independence India. The Indian Penal Code, 1860, had provisions for punishment for causing miscarriage and similar offences, but these provisions were rarely enforced.

Provisions in Indian Penal Code: Sections 312-316 of the Indian Penal Code (IPC) deals with miscarriage and death of an unborn child and depending on the severity and intention with which the crime is committed, the penalties range from seven years to life imprisonment and fine.

Section 312: Causing miscarriage: Whoever voluntarily causes a woman with child to miscarry, shall, if such miscarriage be not caused in good faith for the purpose of saving the life of the woman, be punished with imprisonment of either description for a term which may extend to three years, or with fine, or with both, and, if the woman be quick with child, shall be punished with imprisonment of either description for a term which may extend to seven years, and shall also be liable to fine.

Section 313: Causing miscarriage without the consent of woman: Whoever commits the offence defined in the last preceding section without the consent of the woman, whether the woman is quick with child or not, shall be punished with imprisonment for life or with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine.



Section 314: Death caused by act done with intent to cause miscarriage: Whoever, with intent to cause the miscarriage of woman with child, does any act which causes the death of such woman, shall be punished with imprisonment of either description for a term may extend to ten years, and shall also be liable to fine. If the act is done without the consent of the woman, shall be punished either with imprisonment for life or with the punishment above mentioned

Section 315: Act done with intent to prevent child being born alive or to cause it to die after birth: Whoever before the birth of any child does any act with the intention of thereby preventing that child from being born alive or causing it to die after its birth, shall, if such act be not caused in good faith for the purpose of saving the life of the mother, be punished with imprisonment of either description for a term which may extend to ten years, or with fine, or with both.

Section 316: Causing death of quick unborn child by act amounting to culpable homicide: Whoever does any act under such circumstances, that if he thereby caused death he would be guilty of culpable homicide, and does by such act cause the death of a quick unborn child, shall be punished with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine.

The Indian Penal Code 1860 permitted to do 'legal abortions' without criminal intent and in good faith for the express purpose of saving the life of the mother. Until 1970 the provisions contained in the Indian Penal Code (IPC) governed the law on abortion. In spite of these penal provisions the practice of causing miscarriage by quacks, unregistered and unqualified medical practitioners continued in India due to various social and medical reasons when they came to know that the foetus is female. The termination of pregnancy carried out by quacks and unregistered and unqualified medical practitioners to prevent the birth



of a female child, caused grave injury to the physical and mental health and in many cases also resulted in the death of the woman. So, to prevent the illegal abortions and the termination of pregnancy by quacks, unregistered and unqualified medical practitioners the Medical Termination of Pregnancy Act was passed in 1971.

The Medical Termination of Pregnancy Act, 1971

The Medical Termination of Pregnancy Act, 1971 was passed with the object of reducing the incidence of illegal abortions and consequent maternal mortality and to provide for the termination of pregnancies by registered medical practitioners in certain circumstances. Under Section 3 of the Act a pregnancy may be terminated by a single registered medical practitioner when the length of the pregnancy does not exceed 12 weeks .and if the length of the pregnancy exceed 12 weeks but does not exceed 20 weeks it may be terminated by not less than two registered medical practitioners. Such termination can be done only when such medical practitioners of the forms an opinion in good faith that the continuance of pregnancy would involve a risk to the life of the woman or of grave injury to her physical or mental health or if the child would suffer from any physical or mental abnormal abnormalities after birth. Therefore, it is clear that termination pregnancy can take place only on medical grounds.

However, in practice these provisions have been misused causing female foeticides and are proving against the interest of the females.

The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994

To combat the practice of female foeticide in the country through misuse of technology, the Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act was enacted on September 20, 1994 by the Government of India. The object of the Act is to regulate the use of



pre-natal diagnostic techniques and to prevent their misuse for sex determination to prevent female foeticides. With effect from February 14, 2003, the Act has been amended with a view to make it more comprehensive, and renamed the Act as the Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994.

According to Section 4 of the Act, the pre diagnostic techniques may be conducted only for the purpose of detecting any abnormality like chromosomal abnormality, genetic metabolic disease, sex linked disease or congenital. These techniques may be used only when any of the following conditions is satisfied,

1. When the pregnant is above 35 years of age.
2. When the pregnant woman has already undergone two or more abortions or foetal loss.
3. When the pregnant woman has been exposed to potentially dangerous agents like drugs, radiation, infection or chemicals.
4. When the pregnant woman has a family history of mental retardation or physical deformities or any other genetic diseases etc.

Section 6 of the Act absolutely prohibits the determination of the sex of a foetus and communication thereof by any Genetic Centre, laboratory or clinic. It has explicit provisions for the use, regulation and monitoring of ultrasound machines to curb their misuse for detection of the sex of the foetus. The Act prohibits the determination and disclosure of the sex of the foetus as well as the advertising, in any form, of the facilities for pre-natal determination of sex and prescribes punishments for contravention of its provisions with imprisonment up to five years and a fine up to Rs.1,00,000. Before conducting any prenatal diagnostic procedure, the medical practitioner must obtain a written consent from the pregnant woman in a local language that she



understands. The Act also provides for mandatory registration of genetic counselling centres, clinics, hospitals, nursing homes, etc.

The Act provides for Central and State level Supervisory Board, an Appropriate Authority, and Advisory Committee. The function of the Supervisory Board is advising the Government on policy matters relating to the use of pre natal diagnostic techniques, creating public awareness to properly implement the provisions of the Act. Appropriate Authority provides registration, and conducts the administrative work involved in inspection, investigation, and penalizing of defaulters. The Advisory Committee provides expert and technical support to the Appropriate Authority.

In the landmark case of CEHAT, MASUM and Dr Sabu George v Union of India and others, in the light of the alarming decline in sex ratios in the country to the disadvantage of women, this petition was filed seeking directions from the Supreme Court for the implementation of the Pre-Natal Diagnostic Techniques Act which regulates the provision of pre-natal diagnostic technology. In this case the Supreme Court took on the unique role of monitoring the implementation of the law and issued several beneficial directives and put the issue of sex selection and sex selective abortion on the national agenda. The Court also directed all the State Governments to create public awareness against the practice of pre-natal determination of sex and female foeticide through advertisements in the print and electronic media by hoardings and other appropriate means.

Right to life of foetus

The Universal Declaration of Human Rights states, “all human beings are born free and equal in dignity and rights”. Right to equality and right to life are recognised as the basic human rights by various international instruments. The Constitution of India also guarantees right to equality under Article 14 and right to life under Article 21. Sex



selection tests, female foeticides and female infanticides violate both these rights. The right of the girl child should be construed in a broader sense and she should have the right to be born, right to remain alive, right to childhood and right to live in a healthy family environment.

Conclusion

Female foeticide and infanticide is one of the worst forms of violence against women, where a woman is denied her basic and fundamental right to life. To combat the practice of female foeticide in the country through misuse of technology, the Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994 was passed. Despite, the law female foeticide and infanticides are on the rise and there is no proper implementation of the law. Implementation has been the big issue in India and many violators have been left scotfree. Laws like Dowry Prohibition Act, PNDT Act should be stringently implemented. An effective monitoring mechanism should be developed for effective implementation of the PNDT Act. Besides having specific legislation and policy proclamations to deal with this menace, the precipitating factors such as dowry, poverty, and woman's economic dependence etc., leading to the problem of foeticide and infanticide have to be addressed. The mindset of the people towards girl child should be changed for bringing socio-cultural changes. This may be achieved by ensuring the participation of various religious groups, social organizations and education system should be reformed to not only teach but practice the value of gender equality. Public awareness must be created to treat girls equally on par with boys. People should be made aware of the evil consequences of female foeticides. State should provide special incentives for the welfare of girls. Free education should be provided at all levels to girls and reservations for women in employment in public and private sectors. Efforts have to be made to give equal opportunities to girl children and to put gender equality at the top of the development agenda.



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THOUGHTS, WORDS AND DISCOURSE: A LINGUISTIC ANALYSIS OF PHILOSOPHY, METAPHYSICS AND RELIGION

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Abstract:

Linguistic analysis becomes the most radical version of method or analysis to any philosophical thoughts in the postmodern era. Starting from the 20th century's analytic philosophical movement where Bertrand Russell, Ludwig Wittgenstein, G. E. Moore, Gottlob Frege were the chief patron of the linguistic analysis through which they tried to legitimize philosophical discourse by placing it on a basis of empirical sciences which hold that only statements which are verifiable through empirical observation are cognitively meaningful. Hence all the metaphysical statements had been going through under the surveillance of verification of meaning and as a result they abandoned metaphysics by saying it nonsensical or cannot be verifiable. Before this, philosophers like Friedrich Nietzsche, Martin Heidegger exemplified various philosophical assumptions in the history of philosophy such as notion of 'absolute truth', metaphysical construction of a Being (always in capital) through the same linguistic analysis which in turn in later period helped to develop various forms of literary analysis i.e. hermeneutics, deconstruction, structural linguistics that are advocated by Schliermacher, Dilthey, Hans Georg Gadamer, Jacques Derrida, Ferdinand De Saussure, Roland Barthes respectively. Thus we have a long history of linguistic analysis starting from the logical positivism to postmodernism to post structuralism where the chief claim was the "Language is the house of being and man



exists dwelling therein, and it is language through which we give the world its frame of reference”.

Thus the paper holds a linguistic analysis of metaphysics which regards as the important branch of philosophy and then sought to find out the position of religion and its relation to philosophy.

Introduction:

Thoughts, Words and Discourse

The title “Thoughts, Words and Discourse” implies a unique relationship in between the terms itself where the thoughts are the abstract ideas of our mind, words are the small unit of language and discourse is the way or tool of communication that is Language itself. Now just think for a while, if there is no such thing exists like language or word then what would be our ideas or thoughts are? Immediately they become meaningless. It is true without language we cannot have a single thought. Whatever our thoughts or ideas take its shapes in words and then express through language. So, one can infer the role of language or its importance in our daily life. Even it is language which mirrors the world. Everything is possible within the linguistic system otherwise we cannot apprehend a single object or even the whole universe. Everything has a description and yet the description is the linguistic product. ‘Bertrand Russell made an attempt to show the connection between language and the world in his book “On Denoting” (1905) where he held that –

One can infer things about the nature of the world by examining the language that truthfully describes the world’.¹

However it should not be understand that the attempt is to create a new metaphysical ground by placing language at the centre and define everything. Language may picturise the reality, but is just a condition



which allows everything else to come into existence. For example, human vision would be impossible without light. So light is a necessary condition for seeing things. Like light, language is the condition whereby we are in a contact with the world. There are two other conditions i.e. the existence of the world with its all objects and the existence of human being. But here we are not supposed to ask questions such as from where the world and human being come up? What is the ultimate substance of the universe? As we and our ancestors have already wasted so much time concerning with these metaphysical problems. Instead of that we should concern with the present and not with the questions regarding before our birth and after death. Regarding this Martin Heidegger the German existentialist philosopher said that there was a problem -

‘Ever since philosophers began asking questions about the world, they – all of them – have overlooked its most important fact that the world exists’.²

Once we accept these conditions then we will have a more clear perception about everything. Even the theoretical part of science also starts with some assumptions and then went to describe the facts behind the universe. So as the world exists with all its objects and we exist and then we encounter or experience the other objects it creates a kind of relationship. A relation in which all human affairs (social, political, cultural, economical) are come to exist. But how do we attain such a relationship with the world and its other objects?

‘Heidegger says – the relationship is possible through language. Through our language we have a way of experiencing our original relationship with the mystery of existence. Language is something like an extended memory for man, which records all the moments. Our entire language, the language of man becomes the living memory of everything that comes into exists’.³



The phenomenological and existential task showed that how our consciousness is nothing unless there is no other object i.e. to be conscious it is always consciousness of an object. The existence of the world, existence of human being and language constitutes the structure of an interdependent relationship within which meaning of everything lies or make possible. If one aspect from the three primordial conditions is being eliminated then the relationship would be fractured and everything becomes meaningless. This task laid the foundation of a new philosophy which in later period came to known as 'structuralism' holding the view as opposed to atomistic or transcendental view of reality and meaning – "reality is composed not of things but of relationships".⁴

Ferdinand De Saussure (1857-1913), the Swiss linguist was the first who gave the structural method in the field of linguistic. Despite of all other aspects he took the language as his main concern as it is the only element that gives frame and reference to the world and other worldly objects. In his major work "A Course in General Linguistic" he proposed a scientific method to define linguistic system and showed the structure of words or signs and how it works in a linguistic system. As far as Saussure concerned, the structural model of language is the idea that language is a systematic contrast and equivalents. It means language consists in a thread of linguistics objects e.g. the words; phonemes, morphemes and each of them acquire its meanings in relations to the other objects in a linguistics system. In short in language there are only differences. This became an entirely new thought to language which presented a radical form to the previous historical approaches.

The historical explanation shows, 'that language is a group of institution. Its rules are imposed on individuals. One generation coercively transmits it to the next, and this has been true for as long as there have been men. Any given form of it, any particular spoken



language, derives from some earlier form, which in turn flows from some still more primitive form, and so on, indefinitely, without a break, all the way back to the one or more ancestral languages'.⁵ Saussure brings down every possible symbolic system into language and argued whatever we perceive or experience is linguistic product. We know that this a chair, but only through giving the name 'chair' to the thing. For him our language is the structure where words are the small units both play a unique role. He regards the words as the 'sign' which is constituted by three elements signifier/signified/referent.

A sign is the primary element of language. We can analyze sign synchronically where language is the diachronic form of development. It means a sign and what it means one can trace it by going back to that slot of time and lineal structure in which it was originated. And this sign is important because it is the constituent element of language. So it can infer there once a signs only and not systematic form of language i.e. French, English, and Chinese etc. Once we think about the natural state we will have a clear perception of sign and language.

Picking up the structural model of sign, Jacques Derrida (1930-2004) the postmodern philosopher came to deconstruct various philosophical notions and viewed that 'there is nothing outside of the text". 'Derrida argued that there are signs always present in every culture'.⁶ 'Though in primitive culture the members of tribes cannot write in the usual sense, but merely scratch meaningless dots, zig-zags and illustrates their various affairs through taboos, codes, myths, customs'.⁷ There are different signs and language is just a vast tissue of differences. And the differences of signs can be trace back to the primitive culture. 'If we will look into structural anthropology of Claude Levi-Strauss, then we will come to know how the primitive tribes' systems of thought based on classificatory system. A system which is constituted by observation of different objects in the nature i.e. some trees are small while some are big and tall'.⁸ Followed by this analysis it can be stated that like the



existence of world and existence of human being language is always present there (not in a very systematic form), because sign is always present there.

Metaphysics and Religion:

While the above pages show a relationship or a structure in which every symbolic system come to exist where all are interdependent to each other and meaning and reality of things lies in that relationship, metaphysics tries to go beyond that material world and wants to define the nature of ultimate reality. Notions like Transcendence, absoluteness, objectiveness, independentness are very central to metaphysics both in Indian and western thought. Metaphysical notions like Being as the ultimate reality, which is independent of all, absolute, Plato's universal 'ideas' or 'forms' which is present somewhere beyond space and time, Kant's notion of 'thing-in-itself' (noumena) cannot apprehend through mental categories, and the notion of an objective truth which is somehow always present there and then Hegel's Idealism of an 'absolute being' which according to Friedrich Nietzsche had blinded the whole generations are the constituent elements of the history of western metaphysics.

If we look into Indian metaphysics we will find the same transcendental quality present in their thoughts. 'Brahman, the supreme reality, transcends all and pervades in all, the self-luminous, the immortal, the support of the entire world, the highest and leaving nothing beyond it'.⁹ Again, the 'self-consciousness of Brahman which is at the same time the power of self-manifestation is called by Sri Aurobindo 'the Supermind'. The Supermind is absolute knowledge and power. It is through the Supermind that the Divine manifest himself as this world'.¹⁰

'Matter (world) is unconscious and dead and cannot account for life'.¹¹



Again the tendency of making distinction between mind and body, soul and body and then giving a priority to the soul and mind over the body is another crucial notion of metaphysics. The soul is pure, immortal, and eternal where the body is just the manifestation of the divine or the ultimate reality. In short it can be infer that in metaphysics the material world has always been merely negated in search of the absolute one and when it is about the supreme happiness (paramanada, sad-chit-ananda) then the individual experience and actions are solely marginalized because material world is just creation of Maya. The world is an illusion only Brahman is real – Brahman satya, Jagat mithya.

These are the metaphysical aspects which is central around the both Indian and western thought where the existence of the perceivable world and all other objects along with human being and their values are vehemently marginalized by virtue of establishing an independent and absolute reality that governs or manifests everything.

Emerging with the analytic philosophy and philosopher like Freidrich Nietzsche, Martin Heidegger, this tendency of traditional metaphysics has been facing lots of criticism and the criticisms were so strong that metaphysics came to known as nonsense or meaningless. Metaphysics always creates illusion. Nietzsche argued that philosophy of Plato, Descartes and Kant exemplified the most far-reaching false assumption in the history of philosophy. Meaning of thing, reality, truth all are linguistic product and therefore these are matter of interpretation and not truth or reality is something which is existed somewhere and it is to be discovered.

Nietzsche was the strong critics of the notion of a universal objective truth. As he stated – ‘What is truth? No such thing exists. Truth is simply a concept the Greeks invented years ago in order to convince everyone else that they should rule. Every culture that has ever



dominated, exploited or oppressed another culture has done so in the name of some truth. Claims of truth are really claims of power. All the laws, canons, rights and doctrines of groups claiming truth, according to Nietzsche were ways of oppressing. Truth is simply a matter of 'interpretation' – if you have power, you will interpret it your own way'.¹²

Again the notion of an independent absolute reality, which is self-conscious, has been lost its meaning because meaning lies in structural relationship which we have already explained and hence an independent reality cannot be possible. And if there is any reality which is independent of all then it could be only God which is replaced into Being, the Divine, Supermind, Brahman and so on by metaphysics. This is the great mistake of metaphysics of mixed up the religious and philosophical thoughts and then went to define the nature of ultimate reality. And if it is not, then what is the logical difference of saying 'the world is the manifestation of the Divine' and 'the world is the manifestation of God'. Here we enter into the realm of Religion.

A religion is a system of human thought which usually includes a certain set of beliefs, narratives, practices that give meaning to the practitioner's experiences of life through reference to a higher power, deity or deities. There may be multiple religion but all of them have the same belief that God is the creator of this universe despite of their different forms of practice. It is a matter of pure faith. 'Søren Kierkegaard, the Danish philosopher simply argues – that we cannot know God exists. Therefore, we must make a leap of faith'.¹³ It means the existence of God cannot be proved in any way and hence it is always a matter of faith. Therefore we need to jump from reason to faith, because we can have only faith on God as the creator of this universe. Therefore God is a religious aspect and not philosophical.



Socrates brought to the intellectual tradition the notion of the proper subject matter of philosophy is the nature of human being. Socrates declares that the major concern of all philosophy should be questions about human nature and human reality. But what did the thinkers do they were primarily concerned with issues such as from what the universe is made off, what made the planets move and so on. Thus we have a long chain of a system of thought of western metaphysics.

Derrida, one of the most controversial postmodern thinkers had made an attempt to show how traditional metaphysics developed their system of thought in order to clarify metaphysics from the religious spectrum. He then went to deconstruct (a literary critique) the whole western metaphysics that comes to known as the 'metaphysics of presence'.

In his book 'Of Grammatology', Derrida claims, the so called metaphysics is nothing rather it has become dominantly onto-theological. A term he used to denotes the influence of theology on ontology that is metaphysics. This is because, Heidegger argued, that the questions like what is the ultimate cause or reality of the universe has no philosophical relevance; rather these are the subject matter of the discipline of theology. Here a clear influence of Heidegger can be trace on Derrida, when he used the word onto-theology; where the world is thought in terms of fixed beings and essences defined in terms of identifiable differences.

The two major binary oppositions that consistently making the ground of metaphysics are 'presence/absence' and 'origin/supplement', which are seemed to also break down under Derrida's gaze. 'Let us return to the idea of the 'metaphysics of presence' and the search for absolute origins. This metaphysics manifests itself in many guises. As we saw, one was Plato's attempt to trace language and meaning back to some absolute 'Form' or essence which would be revealed by a special kind of philosophical quest as being as absolute, certain, unmoving,



unchanging truth. Another would be the medieval search for God, whose necessary and absolute existence would ground all the uncertainties and contingencies of finite existence. Another would be Descartes' search for the self – his, 'I think therefore I am' – as the absolute foundation of all thought. Another would be Rousseau's attempt to return to nature. All of these philosophical notions assume that thought and language can arrive at something fully present, a fullness of being or an absolute origin.'¹⁴

Derrida argued that metaphysic always assumes a presence, which is always there and installed a hierarchy of privileging the presence over absence, good before evil and so on. A careful attention to actual experience or a study of language refutes these fraudulent hopes. Heidegger in his 'Being and Time' argues that a concept of eternal, unchanging time prevalent in all western thought, since a definition developed by Aristotle in his Physics. But Derrida followed by Heidegger claims that every moment of the present is loaded with a past and is at the same time pregnant with a future. Nothing is anywhere ever simply present or absent. There cannot be a presence before there cannot be an absence. Just as Saussure had pointed out that every sign is meaningless or incomplete without all the other signs. A sign must traces of all other sign. Therefore a present cannot be independently there. Even Derrida was sure that before presence there always an absence.

It is not the case that Derrida again uses the same hierarchy; rather he unmask the unconscious meaning of presence through his deconstructive readings. The metaphysical construction of a Being in capital and then added essences (e.g. presence, certain, unmoving, independent) to it is what he called a 'logic of supplementarity'. Supplement, Derrida argues, is something that is added to something else in order to make it complete. Therefore, the essences like presence,



certain, absolute, independent are supplements according to Derrida, which are loaded with Being in order to make it complete.

Derrida's deconstruction has two phases one is philosophical through which he attacks on western metaphysics; while the other is literary interpretations of texts. The second phase has a significant role around the whole poststructuralists' scenario. This is because for the poststructuralist thinkers, essences, meanings are lies only in linguistic system. Derrida claims, no human discourse can step outside of language. Linguistic system constitutes by signs, where a sign stands for another sign then a sign achieved its meaning. Agreed with Saussure, Derrida argues, writing is always present there before speech.

Therefore, the very notion of Platonic 'Forms' or metaphysical 'Being' cannot hold an independent meaning by itself; instead they get their meaning only in linguistic system. Derrida used a term 'aporia' to denote the metaphysical construction of such words beyond which we cannot move for further analysis. All the poststructuralists argue everything even including nature and human beings is a part of a semiological system. In fact, 'Derrida, Roland Barthes, Jacques Lacan says our only access to reality is a semiological one, because once language has been acquired, we are in contact with signs and of things. Derrida has gone so far and say his famous slogan 'there is nothing outside of the text'; from the moment that there is meaning there is nothing but signs. We think only in signs'.¹⁵

Conclusion:

If meaning of thing and reality lies in linguistic system or structure in which we live then there cannot be an independent identity. The notions of truth, good are not like an object which is present somewhere else independently rather these are always matter of interpretation. What is true for you may not be true for me? The



postmodernist and the poststructuralist thinkers are of the view of a total denial of an objective truth. Going so far they also prescribe a decentralized universe; a universe without any center where everything is related to each other. Neither the world, nor human being nor language is the center rather all are interdependent. They break down the tendency of making a center, foundation, authority, upon which the system knowledge is based. Linguistic analysis always tries to unmask the unconscious meanings, rules and process that speakers of a language use to create spoken or written language. The very construction of an independent and absolute self-composed reality are now broke down to a worldly reality and gets its meaning in the social structure which is framed by language. God is not the concern of philosophy, but finds its position in pure faith and therefore it is always a matter of religion. We have the discipline like theology, comparative religion to deal with the notion of what is the ultimate cause of this universe or God exists or not. Philosophy should be concern with living worldly ideas and not with the problems of before birth or after death.

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UNLIMITED LIABILITY OF LIMITED LIABILITY PARTNERSHIP FOR FRAUD – AN APPRAISAL

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Abstract

In Unlimited liability of Limited Liability partnership. Appears to be nice and rhythmic in sound but odd by logic and connotation. When and to what extent Limited Liability Partnership's liability is limited and when it is unlimitedly liable, goes intriguing within the provisions of Limited Liability Partnership Act. Hence, an attempt is made to through this paper.

The long-awaited form of a company was introduced to the Indian corporate world in April 2009, in the form of Limited Liability Partnership (hereinafter referred to as LLP) under the innovative Limited Liability Partnership Act of 2008 (hereinafter referred to as LLP Act). This unique form of legally recognized corporate entity integrates the features of both the limited companies and the traditional partnership firms. As it is a unique hybrid combination of a limited company and a partnership, this LLP is especially suitable for small to medium-sized business or professional enterprises.

Objective of the legislation-simplicity and ease of formation and registration; no prescribed minimum capital requirement for each partner; lavish benefits of the property of limited liability and tax concessions like an incorporated limited company, great operational flexibility of a partnership firm; least regulatory compliances; perpetual



existence; direct and conveniently flexible business management as per the LLP Agreement; and lastly, all partners have limited liability and they are not directly or immediately responsible for the acts (mistakes, misconducts, negligence, or incompetence, etc.) of the other partners of the LLP.

However, Section 30 of the LLP Act is an exception to the limited liability of an LLP and provides for the circumstances in which LLP and also its partners may be made unlimitedly liable. Section 30(1)¹ of the LLP Act states that in the event of an act carried out by LLP, or any of its partners, with intent to: (i) Defraud creditors of the Limited Liability Partnership or (ii) Defraud any other person or (iii) For any fraudulent purpose, the liability of the LLP and partners which acted with intent to defraud creditors or for any fraudulent purpose shall be unlimited for all or any of the debts or other liabilities of the Limited Liability Partnership.

Section 31 (3) of the LLP Act states about fraudulent conduction of LLP business. The Section states that where a limited liability partnership or any partner or designated partner or employee of such limited liability partnership has conducted the affairs of the limited liability partnership in a fraudulent manner, then without prejudice to any criminal proceedings which may arise under any law for the time

¹ LLA, 2008, **Sec. 30. Unlimited liability in case of fraud:** (1) In the event of an act carried out by a limited liability partnership, or any of its partners, with intent to defraud creditors of the limited liability partnership or any other person, or for any fraudulent purpose, the liability of the limited liability partnership and partners who acted with intent to defraud creditors or for any fraudulent purpose shall be unlimited for all or any of the debts or other liabilities of the limited liability partnership: Provided that in case any such act is carried out by a partner, the limited liability partnership is liable to the same extent as the partner unless it is established by the limited liability partnership that such act was without the knowledge or the authority of the limited liability partnership.



being in force, the limited liability partnership and any such partner or designated partner or employee shall be liable to pay compensation to any person who has suffered any loss or damage by reason of such conduct: Provided that such limited liability partnership shall not be liable if any such partner or designated partner or employee has acted fraudulently without knowledge of the limited liability partnership.

Section 30 (1) has simply taken away the most important feature of LLP, 'the limited liability' in case of any fraud and thus created the risk of unlimited liability for a limited liability partnership.

The extent and limitation of liability of LLP and its partners has been laid down in Sections 26, 27 and 28 of Chapter V of LLP Act. Section 26 of the LLP Act declared that every partner of a limited liability partnership is, for the purpose of the business of the limited liability partnership, the agent of the limited liability partnership, but not of other partners. Section 27 described the extent of liability of LLP. Section 28 depicted the extent of liability of partner. Under Section 28 Clause (1) a partner is not personally liable, directly or indirectly for an obligation referred to in sub-section (3) of Section 27 solely by reason of being a partner of the LLP. Under Section 27 Clause (3) an obligation of the LLP whether arising in contract or otherwise, shall be solely the obligation of the LLP. Section 30 Clause (1) states that for any act carried out by LLP or any of its partners, with intent to defraud creditors of LLP or any other person, the liability of the LLP and partners shall be unlimited.

The net effect of Sections 28(1) and 27 (3) is that a partner is not personally liable, directly or indirectly for an obligation of LLP whether arising out of a contract or otherwise of the LLP. When these two sections specifically state so, that a partner is not personally liable for the obligations of LLP, how the partner under Section 30(1) be made unlimitedly liable for an act carried out by LLP?



In the same way, under Section 27 (1) LLP is not bound by anything done by a partner in dealing with a person if the partner in fact has no authority to act for the LLP in doing a particular act. Under Section 30 (1) for an act carried out by a partner with intent to defraud creditors of LLP, the liability of LLP is unlimited. Fraudulent act of partner in many a case may not be authorized by LLP. When Section 27(1) specifically states that LLP is not liable for unauthorized acts of partners, how the LLP can be made unlimitedly liable for the fraudulent acts of a partner under Section 30 (1)?

These intriguing questions require an appraisal.

To 'defraud' any person means to commit a fraud on him. Standard Dictionary defines this act as meaning to deprive someone of some right, interest or property by deceitful device; to cheat. Defraud always denotes some form of dishonesty.²

In State of U.P. v. Ranjith Singh,³ the Apex Court observed as "The word 'defraud' involves two elements, namely, deceit and injury to the person deceived. Injury is something other than economic loss and it will include any harm whatsoever caused to any person in body, mind, reputation or such others. Where a forged document is prepared with the intention to deceive and to obtain an advantage, then there is a fraud." Thus, there has to be a deceitful act coupled with an intention to deceive.

The Apex Court in Dr. S. Dutt v. State of Uttar Pradesh⁴ dilating upon the words "with intent to deceive" has observed that it

² By S. A. Naik Limited Liability Partnership, 2010 edn. at pg. no. 241

³ AIR 1999 SC 1201

⁴ AIR 1966 SC 523



does not indicate a bare intent to deceive, but intent to cause a person to act, or omit to act, on account of deception practiced upon him, to his advantage.

The expression 'fraud' and 'fraudulent purpose' have not been defined under the LLP Act. 'Fraud' means and includes, under Section 17 of Indian Contract Act, 1872 any of the following acts committed by a party to a contract, or with his connivance, or by his agent, with intent to deceive another party thereto or his agent, or to induce him to enter into the contract: (1) the suggestion, as a fact, of that which is not true, by one who does not believe it to be true; (2) the active concealment of a fact by one having knowledge or belief of the fact; (3) a promise made without any intention of performing it; (4) any other act fitted to deceive; (5) any such act or omission as the law specially declares to be fraudulent. Explanation:- Mere silence as to facts likely to affect the willingness of a person to enter into a contract is not fraud, unless the circumstances of the case are such that, regard being had to them, it is the duty of the person keep in silence to speak, or unless his silence is, in itself, equivalent to speech.

So, from Section 30 of the LLP Act, 2009 it is clear that the partners along with the LLP shall be equally responsible and liable if they acted fraudulently. In such a case i.e. making unlimitedly liable the LLP for the fraudulent acts of partners makes the nomenclature of LLP meaningless. Take the case of an LLP which intends to defraud a particular creditor and one of the partners is associated with this fraudulent action. As a result of this fraud, the LLP incurs a liability to the creditor in the form of damages and, the concerned partner's liability for the damages payable by the LLP becomes unlimited. But even in such an event, that partner does not incur an unlimited liability for all or any of the other debts or liabilities of the LLP extending to his personal assets. His unlimited liability is only in relation to the damages payable by the LLP for its fraudulent act.



If, however, that partner is associated with the business of the LLP which is being carried on for a fraudulent purpose, he incurs an unlimited liability for all the debts or liabilities of the LLP arising from such fraudulent business. Then why should the LLP be made liable for that? The proviso to section 30(1) declares that when any fraudulent act or fraudulent purpose is carried out by a partner, the liability of the LLP is co-extensive with that of the partner. That is to say both the concerned partner and the LLP incur a joint and several liability for such act. In the context of the proviso to sub-section (1) of section 30, the provision of section 26 becomes relevant in terms of which, every partner of LLP is, for the purpose of its business, the agent of the LLP.

Further, it may be noted that in case of any fraudulent act in question is carried out by a partner, the Limited Liability Partnership is liable to the same extent as the partner unless it is established by the Limited Liability Partnership that such act was without the knowledge or the authority of the Limited Liability Partnership.

Section 30 Clause (2) maintains that where any business is carried on with such intent or for such purpose as mentioned in sub-section (1), every person who was knowingly a party to the carrying on of the business in the manner aforesaid shall be punishable with imprisonment for a term which may extend to two years and with fine which shall not be less than fifty thousand rupees but which may extend to five lakh rupees. It may be noted that this liability can be extended to any person and not restricted to partners of the LLP. Thus an employee of LLP may also be subjected to such fine and other criminal penalties if his involvement in fraud is established.

Clause (3) of Section 30⁵ defines where a LLP or any partner or designated partner or employee of such limited liability partnership has

⁵ Sec. 30 (3) Where a limited liability partnership or any partner or designated partner or employee of such limited liability partnership has conducted the



conducted the affairs of the limited liability partnership in a fraudulent manner, then the liability of the LLP and the related partner is not limited to the fine and criminal proceedings specified under Section 30(2), further it extends to the payment of compensation to any person who has suffered any loss or damage by reason of such conduct.

Again, it has categorically been made clear that such LLP shall not be liable if any such partner or employee has acted fraudulently without knowledge of the Limited Liability Partnership. So, the only remedy available to the LLP for escaping the liability is only when it is ignorant of the fraudulent act of the partners otherwise it is liable to the same extent with that of the partners and liable to pay the compensation to the persons who got effected by those fraudulent acts.

Under Section 331 of the Companies Act, 2013 Tribunal is empowered to fix liability of the person who committed fraud in the course of winding up, against creditors of the company to pay such debts as the tribunal directs.⁶

Section 52 of the Indian Partnership Act, 1932 states that where a contract creating partnership is rescinded on the ground of fraud or misrepresentation of any of the parties thereto, the party entitled to rescind is, without prejudice to any other right, entitle to a) a lien on, or right of retention of, the surplus of the assets of the firm remaining after the debts of the firm have been paid, for any sum paid by him for

affairs of the limited liability partnership in a fraudulent manner, then without prejudice to any criminal proceedings which may arise under any law for the time being in force, the limited liability partnership and any such partner or designated partner or employee 14 shall be liable to pay compensation to any person who has suffered any loss or damage by reason of such conduct: Provided that such limited liability partnership shall not be liable if any such partner or designated partner or employee has acted fraudulently without knowledge of the limited liability partnership.

⁶ S. 331 Liabilities and rights of certain persons fraudulently preferred.



the purchase of share in the firm and for any capital contributed by him b) to rank as a creditor of the firm in respect of any payment made by him towards the debts of the firm and c) to be indemnified by the partner or partners guilty of fraud or misrepresentation against all the debts of the firm. Under Section 10 of Indian Partnership Act, 1932 every partner shall indemnify the firm any loss caused to it by his fraud in the conduct of the business of the firm.

Instead of making the 'Limited' Liability Partnership 'unlimitedly' liable for the fraudulent acts of its partners, on the lines of Sections 10 and 52 of Indian Partnership Act, 1932, the partners may be made to indemnify the LLP from the loss caused to it by the fraudulent acts of the partners.



DISABLING AVAILABILITY OF INFORMATION- A CRITIQUE TO RTI ACT-2005

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Introduction:

Right to Information Act, 2005 is a law enacted by the parliament of India, giving citizens of India access to records of the central government and state governments. The Act applies to all States and Union Territories of India, except the state of Jammu and Kashmir – which is covered under a State-level law. Under the provisions of the Act, any citizen (including the citizens within J&K) may request information from a “public authority” (a body of government) which is required to reply within thirty days.

The Act also requires every public authority to computerize their records for wide dissemination and to proactively publish certain categories of information so that the citizens need minimum recourse to request for information formally.

The Right to Information Act 2005 (RTI) is applicable to all constitutional authorities, including the executive, legislature and judiciary; any institution or body established or constituted by an act of Parliament or a state legislature.

It is an Act of the Parliament of India “to provide for setting out the practical regime of right to information for citizens.”

The formal recognition of a legal Right to Information in India occurred more than two decades before legislation was finally enacted, when the



Supreme Court of India ruled in State of U.P. vs. Raj Narain¹ that the Right to Information is implicit in the right to freedom of speech and expression explicitly guaranteed in Article 19 of the Indian Constitution. Subsequently, the Court has affirmed this decision in numerous cases, and has even linked the Right to Information with the right to life enshrined in Article 21 of the Constitution.

The primary stakeholders in RTI are –

- Citizens;
- Public Authorities comprising of Public Information Officers and the Appellate;
- Central and State Information Commissions.

One important task of the State both at Center as well as at the state level is to appoint the Chief Information Commissioners and other Commissioners and it is clearly stated in the act that those people who will be appointed for these positions should have the background of social Service, journalism, academics, jurist etc.

RIGHT TO PRIVACY VIZ. A VIZ. FREEDOM OF INFORMATION

In September 2013, India's then President Pranab Mukherjee spoke about the inviolable right to privacy that citizens of India must enjoy, at the annual event of the Central Information Commission (CIC), a body constituted by India's Right to Information Act, 2005.

Both the Act and the CIC have empowered ordinary citizens to submit applications requesting information from government bodies, injecting a new phase of transparency in an infamously opaque bureaucracy. In fact, the RTI Act has been born of, and has encouraged, large RTI 'movements', that have exposed layers of corruption in numerous schemes across various government departments.

¹ 1975 AIR 865, 1975 SCR (3) 333



For citizens, the fact that a government official must release information regarding budgets, forms, decisions and other facets of public governance has led to the belief that unchecked corruption might finally simmer down, and that they are no longer helpless against the system.

However, as the RTI movement has matured over the last decade, serious questions of privacy protection have also started making their way into public discourse. The Act itself excludes a number of security and police agencies from having to divulge any information, and private companies and NGOs do not fall under the Act.

However, political parties that do fall under the act are furiously trying to legislate their way out from under the scanner. In fact, this move, supported by the ruling government that helped bring in the RTI has attracted a lot of criticism and well-earned skepticism from the public. In a report on the matter, one of India's biggest English news channels, NDTV, wrote, "The government decided to amend the law after political parties opposed the Central Information Commission's order in June that six political parties including the Congress and the BJP will be under the RTI as they were substantially funded by public money. This would mean political parties would have to disclose campaign funding or how members voted during a secret ballot." Indicative of the mistrust between government and the public, the report was called 'Divided on everything else, political parties unite against RTI Act.'

Therefore, when the conversation turns to a conflict between the right to information and privacy, in India, it can often become muddled. It can seem that wrongdoers might attempt to hide behind the excuse of 'privacy'. However, there is no escaping that protecting individual privacy is a genuine concern.



Many countries across the world that have enacted national RTI Acts also have privacy laws that carefully spell out the limits to which information about individuals can be disclosed. In general, information about personal life, sometimes including medical information, is exempt from RTI. Should names be revealed from all official documents, are all court proceedings public? And finally, do some people necessarily lose some privacy because of a 'public interest' test?

The World Bank Institute released a paper that describes RTI and privacy as "two sides of the same coin, essential human rights in modern information society." It also goes on to add that, "privacy laws can be used to obtain information in the absence of RTI laws and RTI can be used to enhance privacy by revealing abuses," and that both have been designed for accountability.

The contours of privacy in the RTI gambit have resulted from various decisions and court orders given over the years. For example, in 2011, the then chief information commissioner of the CIC informed India's Reserve Bank of India that it had to reveal information, even if it meant public confidence in the institution might be adversely affected. And, as recently as early September 2012, the Mumbai High Court ruled that "disclosure of personal information in respect of service record, income tax returns and assets of an individual is illegal unless it is necessary in larger public interest." This judgement protected the individual against any disclosure that had nothing to do with public interest, but instead caused unwarranted invasion of privacy.

There have also been reports that some RTI applications are filed only to be a nuisance, with cases of RTI being used to blackmail public officials, with the threat of burying them under paperwork. In April 2013, one applicant was fined for filing over 100 applications.



Moving ahead, the then President Mukherjee's speech indicated that public authorities should be proactive and voluntarily put information in the public domain for the use of citizens, effectively inculcating a culture of transparency from the beginning.

However, until that happens, one can assume that the citizen will most certainly have to rely on the RTI for full disclosure about its government's activity, and the government will have to be wary of those using RTI applications for ulterior purposes. Most importantly, the individual right to privacy should not be lost in this paper war, between the two sides of the same coin.²

PROBLEMS IN IMPLEMENTATION OF THE ACT

Ten years after the Right to Information Act was passed by the Rajya Sabha on May 12, 2005, its implementation remains inefficient and transparency and accountability seem to be under threat in India.

Experts cite poor record-keeping practices within the bureaucracy, lack of infrastructure and staff for running Information Commissions, and dilution of supplementary laws such as the one for whistleblower protection as reasons for this.

Madabhushi Sridhar, Information Commissioner at the Central Information Commission, says: "In my office, my secretary doubles up as the stenographer, registrar, deputy registrar and personal assistant who must also respond to letters my office receives. Compare this with the kind of staff support courts receive. With such poor staffing how can we be expected to discharge our responsibilities efficiently?"

² Available at <https://www.indexoncensorship.org/2013/09/indias-right-information-act-colliding-privacy/> visited on 22/01/2018



He points to the problems posed by missing files in government offices. "The information sought by citizens can be provided only if the records are maintained properly. If the RTI has to succeed, then the Public Records Act must be implemented," he says.

Inefficient implementation has delayed the settlement of information appeals. An October 2014 report brought out by the RTI Assessment and Analysis Group (RAAG) showed a waiting period of up to 60 years in Madhya Pradesh and up to 18 years in West Bengal, calculated on the basis of current rates of pendency in Information Commissions. "In less than 3 per cent of cases, penalties were imposed on government departments denying information sought," Amrita Johri of Satark Nagarik Sangathan says.

What the RTI Act has managed to achieve in the last decade is to unleash a silent citizen's movement for government accountability across the country. The RAAG report found that on an average, 4-5 million applications are filed under the Act every year. But this has not been without its negative consequences. Forty activists who had demanded crucial information, with the potential to expose corruption within the government, had been killed. This has necessitated supplementary laws such as whistleblower protection laws to ensure protection for information activists.

But the Whistleblowers Protection (Amendment), Bill, 2015, passed by the Lok Sabha has renewed concerns regarding the vulnerability of information seekers making disclosures in the public interest. "The original intention of the whistleblower protection law was to protect citizens disclosing information regarding wrongdoing in the larger public interest. But the proposed amendments have turned the law into a 'Whistleblower Prevention and Victimisation Act'," quips Venkatesh Nayak, Access to Information programme coordinator at Commonwealth Human Rights Initiative. The amendments do not



provide immunity to whistleblowers, making them liable for prosecution under the Official Secrets Act.

The Bill completely dilutes the provisions of the earlier law removing everything exempted under Section 8 (1) of the RTI Act from within the ambit of whistle-blowing. According to Sh. Anjali Bharadwaj of Satark Nagarik Sangathan, "If the government wanted to ensure that sensitive information regarding national security, integrity, etc., is not made public, then the law could have been appropriately amended to ensure additional safeguards or by making provisions for a mechanism for confidential disclosure. What is sought to be done now is a blanket ban on disclosures containing sensitive information".³

ISSUES AND CONSTRAINTS IN GETTING INFORMATION: -

This has been approached from 3 dimensions:

Demand Side: This dimension pertains to the information seeker side and follows the issues and constraints faced by the information seeker, while filing for information request.

Supply Side: This dimension pertains to the PIO, Nodal Department for RTI implementation and Administrative Training Institutes involved in imparting RTI training. This dimension covers the issues and constraints faced by the Public Authority from the point of receipt of a RTI request to the point when information is delivered to the applicant.

Adjudicatory Side (Information Commission): this pertains to the decision between the applicant and the information providers.

Issues faced on the demand side

- Low public awareness: Section 26 of the Act states that the appropriate Government may develop and organize educational

³Available at <http://www.thehindu.com/news/cities/Delhi/10-years-after-rti-transparency-under-cloud/article7213480.ece>, visited on 22/01/2018



programmes to advance the understanding of the public, especially disadvantaged communities, regarding how to exercise the rights contemplated under the Act. The major sources of this awareness were:

- Mass media channels like television channels, newspapers etc.
- Word of mouth

Constraints faced in filing applications

The RTI Act under section 27(1) and 28(1), specifies to the appropriate Governments and the Competent Authorities to make rules pertaining to implementation of the Act. Under Section 6 of the RTI Act, PIOs are required to provide reasonable assistance to the applicant in drafting and submission of the application.

The constraints faced by an applicant in filing applications.

- Non-availability of User Guides for RTI implementation for information seekers: Under Section 26 of the RTI Act, the appropriate Government is expected to publish and distribute user guides (within eighteen months of enactment of the Act) for information seekers. However, the Nodal Departments of the various concerned authorities have not published these guides. Lack of user guides results in substantial efforts on the part of the information seeker to gather knowledge about the process for submitting a RTI request.

Standard forms for RTI application: There have been numerous debates on standardizing the RTI application form. While the Act does not necessitate having a standard application form, some States have provided a standard form using Section 26(3)(c) of the RTI Act. There are significant advantages of using a standard form¹⁵ for a RTI application. The standard form helps in getting basic information such as address/ contact numbers, form in which information is requested



etc., which helps the PIOs in providing the requisite information and contacting the applicant for communication required under section 7(3) etc. Further, if basic information is available (and catalogued properly by the PIO/PA), it is helpful for the Public Authority to identify the nature of frequent information requests so that it can be provided as a suo-moto disclosure as per Section 4(2) of the Act.

Inconvenient submission channels for RTI application: As per Section 6(1) of the Act a citizen can make a request “in writing or through electronic means in English or Hindi or in the official language of the area in which the application is being made....”. However, inadequate efforts have been made to receive RTI applications through electronic means i.e., on email/ website etc, which can be done by the appropriate Government using Section 26(3c).

Inconvenient payment channels for submission of application fees: While it is desirable for the State Government to have various channels for fee collection; however, in the absence of clear guidelines and instructions, PAs have chosen a subset of the allowed payment channels.

Lack of assistance in filing the application: Under Section 5(3) of RTI Act, it is expected of the PIO to assist citizens in drafting RTI applications. However, it was observed during the Information Seeker survey that more than 49% of the respondents did not receive any assistance from the concerned PIO while drafting and filling RTI applications.

Unless these problems are addressed comprehensively by the appropriate Government and Public Authority in tandem, it would continue to be an issue. The role of the Information Commission assumes importance in maintaining a process to continuously identify the Public Authorities that do not possess adequate processes and



infrastructure for compliance to the RTI Act and making them comply with the provisions of this Act as per Section 19(8)(a).

Constraints faced in inspection of records :Under Section 7(9) of the Act, information is to be provided in the form it is requested in, unless it would disproportionately divert the resources of the Public Authority. If trained properly, the PIOs can provide an option to the citizens to inspect the records. This may help in providing timely and accurate information to the applicant.

Issues faced on the “Supply Side”

Failure to provide information within 30 days : Currently there exist inadequate measures and processes for an Information Commission to view the adherence levels of this important provision of the Act. The Information Commission gets to know the failure of the Public Authority in providing the information within 30 days (or 48 hours or 35 days or 40 days as may be the case) once the appeal or complaint is filed.

Inadequate trained PIOs and First Appellate Authorities : Low level of training: An in-depth understanding of the RTI Act is a basic requirement of a PIO to discharge duties effectively. It is to be considered that the frequent transfers/ changes in the PIOs adds to the challenge. This places additional work-load on the training institutes entrusted with providing RTI training.

Lack of refresher training and low level of awareness on key SIC judgements: RTI implementation is still in the process of evolution, resulting in new dimensions being added routinely. Hence RTI refresher training or central knowledge repository needs to be available to the PIOs. However, given the current levels of basic training of PIOs, the refresher training (covering the Key landmark orders passed by SIC) still seems a distant reality. A few initiatives have been taken by



CIC (<http://cic.gov.in>) and Centre for Good Governance and a website for RTI (<http://www.rti.org.in>) has been created under Capacity Building project, wherein knowledge repositories and landmark judgements are provided. However the awareness of these initiatives/websites amongst the PIOs is significantly low.

Lack of Behavioural training : The PIOs are expected to provide assistance to the applicants as per the Section 5(3) of the Act - Manage official records as per the record management guidelines.

Obsolete record management Guidelines: Ineffective record management system and collection of information from field offices leading to delay in processing of RTI applications: As per Section 4(1a) of the Act, a Public Authority needs “to maintain all its records duly catalogued and indexed in a manner and form which facilitates the Right to Information under this Act and ensure that all records that are appropriate to be computerised are, within a reasonable time and subject to availability of resources, computerised and connected through a network all over the country on different systems so that access to such records is facilitated”. In most of the places, the current rules pertaining to record management only cater to categorization of records based on time period for storage before destruction. In most states, record keeping procedures have not been revised for decades. Most significantly the practice of cataloguing, indexing and orderly storage is absent, which is critical for quick-turnaround in case of information request under RTI Act. Even when records are stored, retrieval of intelligible information is a challenge. It is perhaps because of this situation that there is a tendency to give bulk unprocessed information rather than a relevant and pertinent information.

Non-availability of basic Infrastructure: Lack of infrastructure at PAs: The Implementation of RTI requires the PIOs to provide information to the applicant through photocopies, soft copies etc. While these facilities



are considered to be easily available at a district level, it is a challenge to get information from Block/ Panchayat level. PIOs highlight that the lack of infrastructure hampers the RTI implementation at the PA level. In order to service RTI requests, basic infrastructure such as photocopier machines at each Public Authority and basic level of automation such as necessary applications and connectivity is required.

Limited use of IT: The use of Information Technology in acceptance or delivery of RTI applications is minimal in the Public Authorities. Isolated IT solutions have been developed by a few Departments independently but these systems are just restricted to tracking the status of RTI applications.

Lack of motivation among PIOs: In addition to lack of resources, PIOs lack the motivation to implement RTI Act.

Ineffective implementation of Section 4(1) (b) :As per the Act, one of the basic responsibilities of the Public Authorities (PAs) is to disseminate information on suo moto basis. Section 4(1)(b) sub clauses i-xvi; specifically mention the type of information which needs to be provided by the PAs. Beyond this stipulated information, the Act also mandates the PAs to provide other information as per Section 4(1)(b) sub clause xvii, Section 4(1)(c), Section 4(1d) and 4(2).

Issues faced at Information Commissions

Section 25(3) mentions the details of information that should be available in the annual report i.e. As per Section 25(3), each report shall state in respect of the year to which it relates, —

- a. The number of requests made to each Public Authority;
- b. The number of decisions where applicants were not entitled to access the documents pursuant to the requests, the provisions of this Act under which these decisions were made and the number of times such provisions were invoked



c. The number of appeals referred to the Central Information Commission or State Information Commission, as the case may be, for review, the nature of the appeals and the outcome of the appeals;

d. Particulars of any disciplinary action taken against any officer in respect of the administration of this Act;

e. The amount of charges collected by each Public Authority under this Act;

f. Any facts which indicate an effort by the Public Authorities to administer and implement the spirit and intention of this Act;

g. Recommendations for reform, including recommendations in respect of the particular Public Authorities, for the development, improvement, modernization, reform or amendment to this Act or other legislation or common law or any other matter relevant for operationalizing the right to access information.

Conclusion:

It is a noted fact that there is no centralized data base of RTI at the State/Centre level which was one of the reasons resulting in delay in providing of the information. A centralized database of all RTI applicants with their information requests and responses from information providers would enable the Information Commission to publish more accurate numbers in the annual reports. Given the current situation, neither the State Government nor the State Information Commission is in a position to confirm the number of Public Authorities within a Department and therefore the details on the number of applications filed. Hence if a Public Authority possesses a centralized & web-based data, it can send the information to the State Information Commission for accurate timely compilation and reporting. It is a matter of introspection for the Information Commission that in the cases where the citizen has not got the



information within the stipulated time, then who should be held responsible. If PIO as a person is not responsible, then it has to be a systemic failure within the Public Authority. The Information Commission has the power to instruct the Public Authority to compensate the complainant for any loss or other detriment suffered.

Under Section 19(8a), the Central Information Commission or State Information Commission, as the case may be, has the power to require the Public Authority to take any such steps as may be necessary to secure compliance with the provisions of this Act. However till the time Information Commission assumes the role of ensuring the compliance of the RTI Act by the various Public Authorities, there would not be any control mechanism. The State Government has to play a facilitative role to the Information Commission through issuance of supporting rules/orders to the Public Authorities.



WORKPLACE HAZARD IDENTIFICATION IN STEEL INDUSTRY- A STUDY IN ROURKELA STEEL PLANT

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Abstract

Hazard bears the components of accident. The process and operation of steel plant is hazardous in nature. Hazard identification, hazard assessment and hazard control make a safety cycle. Hazard Identification Scale can be used to quantify the volume of risk exist in the Rourkela Steel Plant (RSP). Its outcome is beneficial to minimize the risk in the workplace. Back hazard, Industrial hygiene hazard, sitting hazard, floor surface hazard, air conditioning hazard, workplace lighting hazard, material hazard, moving object hazard, safety equipment availability related hazard and equipment handling hazard are identified as potential hazards in Rourkela Steel Plant.

Key words- Hazard, Risk, Hazard Identification Scale, Back Hazard, Industrial Hygiene Hazard, Sitting Hazard, Floor Surface Hazard, Air Conditioning Hazard, Workplace Lighting Hazard, Material Hazard, Moving Object Hazard, Safety Equipment Availability Hazard, Equipment Handling Hazard.

1.1 Introduction

Iron and Steel industry is a manufacturing industry. Its manufacturing process involves hazards such as chemical hazards, metallurgical hazards, mechanical hazards, electrical hazards, construction hazards,



road rail traffic hazards, material handling hazards and earth moving hazards. Each of this process has in-built hazard potential. Hazards in steel manufacturing process can also be classified as Physical Hazards, Ergonomics, Chemical hazards, Radiation hazards, Psychological hazards and Biological hazards. Hazards can be identified by following methods such as direct observation, Consultation, Historical data, Research, Safety audits, Safety Standards

Risk can be controlled or reduced by comprehensive hazard identification, risk assessment, risk communication and risk management. The hierarchy of control can be taken to reduce hazard exposures. Risk may be defined as a combination of probability of occurrences of harm and its severity. Risk management is a process of identifying and evaluating the risk due to the hazard associated with the activities, process and operations of steel plant. The steel plant attempts to eliminate or control the risk through hazard identification and its consequence correction, accident prevention, training, implementation of safety system, installation of fire protection system and other measures. On an individual level, risk management is an effort of each worker to make the fullest use of his personal capabilities to eliminate, reduce or prevent hazards present in the work environment. The principle of risk management can be utilized in area of occupational safety for hazard control.

Steel plants have many hazardous process and operations. Each cause considerable environmental, occupational health and safety risks in the workplace. Hazard assessments are carried out by measuring

Probability and consequences of hazard, accessing the level of risk associated with hazard and prioritizing the use of tools such as matrix, tiling, fault tree analysis, failure mode and effects, hazard operability study.



1.2 Profile of the Organization

Steel industry is the backbone of Indian economy. Rourkela Steel Plant (RSP) is one of the integrated steel plant established during the early phase of economic development. Development in other sectors such as power, construction, oil, gas is dependent on the development of steel. RSP has bagged the prestigious Ispat Suraksha Puraskar for 2010 for no fatal accident in Coal, Coke, Chemical zone, Blast Furnace slag, Sinter plant and Raw Material Department. The award was given by Joint Committee on Safety Health and Environment of Steel Industry. RSP launched multidimensional initiative to enhance the safety consciousness among its employees. Suraksha Chakra initiatives have been launched to achieve zero level of accident on a sustainable basis with mandatory participation of employees. The corporate plan of RSP emphasizes on safety in workplace to realize its corporate goals to increase profit and value added products. Safety engineering team of Blast Furnace and Coke oven has been felicitated for their safety operations.

1.3 Statement of the problem

The present study was designed to investigate into different types of hazards existing in the operation and manufacturing process of Rourkela Steel Plant. This academic exercise will help to identify hazards existing in the system in order to quantify risk for control & prevention of hazard as a matter of policy & practice in RSP.

Safety culture in RSP has been recognized by different forums. It is acknowledged as one of the best in the industry for its safety protocol. On contrary to it, following case of accidents are reported the existence of hazard in RSP leading to fatal accident and injuries.

On 13th June 2015, it is reported that an iron slab measuring 8.9metre in length and weighing 16 tons snapped from a crane and felled on an engineer and killed on the spot at Hot strip Mill. An engineer was killed



as an iron slab accidentally fell on him after getting discharged from an overhead magnetic crane in Hot Strip Mill.

On 8th August 2015, it was also reported that a contract labour died in a mishap as heavy iron slab on an overhead crane fell on him while he was working in Hot Strip Mill of RSP.

On 26th Jan 2017, a contract labour of RSP died of asphyxiation following a gas leak from Blast Furnace of RSP and other six have been admitted in hospital in critical condition.

On 8th Feb 2017, two contract labours from RSP suffered from burn injury in Blast Furnace I of RSP. On one hand, the plant has been felicitated for its safety protocol. On the other hand, the death and injuries were reported as a result of accident. It warrants a study on hazard identification and risk assessment.

On 29th June 2017, an explosion in the inlet pipe of Stove-I, caused a breakdown in Blast Furnace. A contract labour present nearby fell unconscious from the shock due to the sound.

On 13th Oct 2017, it is reported that five contract workers of Rourkela Steel Plant were taken to hospital after critically ill following leakage of carbon monoxide gas near the water cooling tower in Blast Furnace V. A sub-contract firm was repairing the pipeline near the cooling tower at a height of 43 meters when accident took place. Due to the leakage of 100 to 200 ppm volume of CO gas, all five contract workers became unconscious.

On 25th Nov 2017, a contract worker sustained burn injury after a ladle carrying hot liquid metal fell down from a crane at Steel Melting Shop(SMS)-II.

A high level safety team comprising Deputy Director (Safety) and Deputy Director (Medical) from the Directorate General Factory Advice Service, Labour Institute, Deputy Director of Factories and Boilers



(Safety), Govt. of India reviewed the safety precautionary measures of RSP on 11th October 2017.

The General Secretary of Rourkela Ispat Karakhana Karmachari Sangha recognized trade union of RSP criticized the outsourcing of critical, technical jobs to private agencies. It was also claimed that the contract workers have less technical skills and exposed to life risk. The union accused the management for ignoring safety aspects.

Thus, a survey on the hazard identification and risk in RSP is warranted. Some identified hazards from Hazard matrix of Rourkela Steel Plant have been chosen for the purpose of study by using Hazard Identification Scale.

1.4 Objective

The study pursued following objectives.

- I. To study the quantum of back hazards, industrial hygiene hazards, sitting hazards, floor surface hazards, air condition hazards, workplace lighting hazards, material hazards, moving object hazards, safety equipments hazards and equipment handling hazards in Rourkela Steel Plant (RSP).
- II. To quantify existing risk as Low Risk. Moderate Risk and High Risk in RSP.
- III. To investigate the relationship between causes of accident and types of risk in RSP.

1.5 Hypotheses-

In view of the above objectives the study is designed to examine the following hypotheses.

HO1: There is no relationship between different types of risk and causes of accident.



H1A₁: There is relationship between different types of risk and causes of accident.

1.6 Methodology

Sample

Five was workstations of RSP namely Blast Furnace, SMS-II, Plate Mill, Coke Oven and Hot Strip Mill were selected for the study. One hundred twenty workmen were randomly chosen as sample from the said workstations.

Tools Used

Hazard identification scale (HIS) has been developed and standardized in five sequential attempts by the investigators. Back hazards, industrial hygiene hazards, sitting hazards, floor surface hazards, air condition hazards, workplace lighting hazards, material hazards, moving equipment hazards, safety equipment hazards and equipment handling hazards are identified as potential hazards in RSP. Items were formulated for the scale keeping in view of different hazards existing in the industry.

Data Collection

For the collection of data five workstations functioning in RSP were randomly selected in view of their priority in production process. The researchers personally visited the workstations with due permission from head of the departments for data collection. The respondents were contacted by the researchers personally for the purpose of study. The respondents are given Hazard Identification Scale (HIS) to respond honestly. The objectives of the study and their relevance in the Hazard Identification Scale were explained to the respondents to secure their active cooperation. The completed Hazard Identification Scales were collected from each respondent after their response. A scoring key was



developed and used in the study. The score was obtained from each respondent for tabulation, analysis and interpretation.

The risk analysis range is described below in Table No. 1 for the purpose of its classification.

Table-1

SI No.	Response Range	Risk Category
1	Below 40per cent	Low Risk
2	40per cent-50per cent	Moderate Risk
3	51per cent and above	High Risk

Procedure of Data Analysis

In the present study, descriptive statistics like percentage and inferential statistics like ' χ^2 ' test were used to analyse and interpret data.

1.7 Analysis and Interpretation

The data obtained from investigation through hazard identification scale has been analyzed as under

1.7.1 Back Hazard- Back hazard is caused by defective job design or inappropriate job design. Height work, working in awkward position for long time, lifting or working heavy and too large material, working on elevated surface and working in confined space are some of the back hazards identified during observation.



Table No.2
Back Hazard in RSP

Sl.No.	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	I stand for long period of time	120	0 (0)	89 (74.07)	3 (2.47)	12 (9.88)	16 (13.58)	High Risk
2	Work surface heights are appropriate	120	3 (2.56)	89 (74.36)	2 (1.28)	3 (2.56)	23 (19.23)	Low Risk
3	I work in physically awkward position	120	0 (0)	53 (43.75)	2 (1.25)	27 (22.5)	39 (32.5)	Moderate Risk
4	I do not lift objects that are too heavy	120	53 (44.44)	58 (48.15)	0 (0)	1 (1.23)	7 (6.17)	Moderate Risk
5	I lift objects that are too large	120	4 (3.23)	49 (40.86)	1 (1.08)	30 (24.73)	36 (30.11)	Moderate Risk
6	I do not work on elevated surface or walkways	120	22 (17.25)	65 (53.85)	0 (0)	5 (3.85)	29 (24.36)	Low Risk
7	I do not work in confined space	120	27 (22.5)	66 (55)	2 (1.25)	2 (1.25)	24 (20)	Low Risk



Table No.2 shows that about 74 per cent workmen stand for long period of time to discharge their duty. About 14 per cent of workmen and 10 per cent of workmen responded that they strongly disagree and disagreed respectively on the statement. Thus, standing for long period of time indicates 'High Risk' for workmen on the job. The job must be redesigned to ensure safety in workplace. About 74 per cent of workmen agreed that the work surface height was appropriate whereas about 19 per cent of workmen strongly disagreed on it. The working conditions in the context of work surface height exhibit 'Low Risk'. About 44 per cent of workmen agreed on working in physically awkward position whereas about 33 per cent workmen strongly disagreed on it. It exhibited 'Moderate Risk' for the workmen requiring a systematic change in the job design. About 44 per cent of workmen and about 48 per cent of workmen strongly agreed and agreed respectively on not lifting heavy object. The response labelled as 'Moderate Risk' in the workplace. About 41 per cent of workmen agreed on lifting too large objects as a part and parcel of their job. About 30 per cent workmen strongly disagreed on the statement. The response on it exposed 'Moderate Risk'. About 54 per cent workmen and about 17 per cent workmen had agreed and strongly agreed respectively about not working on elevated surface or work ways. About 24 per cent of workmen strongly disagreed on it. It is considered as 'Low Risk'. About 55 per cent workmen and 23 per cent of workmen agreed respectively and strongly agreed respectively on not working in confined space. About 20 per cent of workmen strongly disagreed on it. It is considered as 'Low Risk'.

1.7.2 Industrial Hygiene Hazards- Industrial hygiene hazard is a baseline hazard. Its monitoring, reporting and record management are important in case of steel industries. Working near live electrical current, working near open flames, exposure to toxic chemical, toxic



gas, infectious agents are some of industrial hygiene hazards observed in steel industry. Both quantitative hazard assessment and qualitative hazard assessment are recommended by Occupational Safety and Health Administration(OSHA) for the purpose of monitoring occupational health.



Table No.3
Industrial Hygiene Hazard

Sl. No.	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	I work near electrical current	120 (100)	38 (31.25)	48 (40)	0 (0)	8 (6.25)	27 (22.5)	Moderate Risk
2	I do not work near open flames	120 (100)	10 (8.64)	64 (53.09)	0 (0)	4 (3.7)	41 (34.57)	Moderate Risk
3	I am not exposed to toxic chemicals	120 (100)	8 (6.25)	84 (70)	3 (2.5)	3 (2.5)	23 (18.75)	Low Risk
4	I am exposed to infectious agents	120 (100)	0 (0)	63 (52.81)	22 (17.98)	8 (6.74)	27 (22.47)	Moderate Risk
5	I am exposed to toxic gas	120 (100)	1 (1.2)	87 (72.29)	0 (0)	10 (8.43)	22 (18.07)	High Risk
6	I am not exposed to radiation	120 (100)	23 (18.99)	73 (60.76)	5 (3.8)	5 (3.8)	15 (12.66)	Low Risk



Table No3 shows that about 40 per cent workmen and about 31 per cent workmen agreed and strongly agreed respectively on working near live electrical current. It is considered as 'Moderate Risk'. About 53 per cent respondents working agreed about not working near open flames whereas about 35 per cent workmen strongly disagreed on it. It is considered as 'Moderate Risk'. About 70 per cent workmen agreed on not being exposed to toxic chemicals. About 19 per cent workmen strongly disagreed on it. It is considered as 'Low risk'. About 53 per cent of workmen agreed that they are exposed to infectious agents and about 23 per cent of workmen disagreed on it. It exhibited 'Moderate Risk'. About 72 per cent of workmen agreed on being exposed to toxic gas. About 18 per cent workmen strongly disagreed on. It is considered as 'High Risk'. About 61 per cent of respondents agreed on not being exposed to radiation and about 19 per cent workmen strongly agreed not being exposed to radiation. It is considered as 'Low Risk' in the workplace.

1.7.3 Sitting Hazard- Sitting in a same place for longer period of time either comfortable or uncomfortable constitute the subject matter of sitting hazard. Research linked such as long period of sitting time with a number of health concerns including metabolic syndrome. A cluster of health conditions that leads to increase in blood pressure, high blood sugar, obesity, fat and abnormal rise in cholesterol level due to sitting hazard.



Table No.4
Sitting Hazards

Sl. No.	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	I do not sit in the same place for a long period of time	120	3 (2.44)	92 (76.88)	6 (4.88)	3 (2.44)	16 (13.41)	Low Risk
2	My chair is comfortable	120	2 (1.39)	53 (44.44)	3 (2.78)	2 (1.39)	60 (50)	Moderate Risk
3	My chair is not sturdy	120	37 (30.77)	40 (33.33)	6 (5.13)	6 (5.13)	31 (25.64)	High Risk



Table No.4 shows that about 77 per cent of workmen agreed that they are not compelled to sit in the same place for a long period of time. About 13 per cent workmen strongly disagreed on it. It is considered as 'Low Risk'. About 44 per cent workmen agreed about their comfortable chair. About 50 per cent of workmen strongly disagreed on it. It is considered as 'Moderate Risk'. About 33 per cent of workmen agreed and about 31 per cent workmen strongly agreed that their chairs are not strongly constructed or firmly made. It is considered as 'High Risk'.

1.7.4 Floor Surface Hazards- Floor surface assessment provides advice on flooring its maintenance uneven floor surface and unsuitable floor coverings. Wet floors cause slips and fall leading to floor surface hazards. Taking the surface status into consideration the hazard identification scale considered floor hazards for assessment and reporting. Floor slipperier, glazer floor surface and unclean range of floor surface are some of the causes responsible for accident. It constitutes one of the potential causes of accident. Floor surface assessment and vacuum dewatering of floorings are made to clean the floor surface ready for job performance. Steel manufacturing process is not an exception to it.



Table No.5
Floor Surface Hazards

Sl.No.	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	Work areas are not cluttered	120	2 (1.3)	97 (80.52)	5 (3.9)	3 (2.6)	14 (11.68)	Low Risk
2	There are liquid spills on the floor	120	39 (32.89)	43 (35.53)	0 (0)	9 (7.89)	28 (23.68)	High Risk
3	The floor is slippery	120	2 (1.32)	52 (43.42)	0 (0)	9 (7.89)	57 (47.37)	Moderate Risk



Table No.5 shows that about 81 per cent of respondents agreed that the work areas are not cluttered which is referred as 'Low Risk'. About 36 per cent of respondents and about 33 per cent respondents agreed and strongly agreed respectively on liquid spills of the floor surface. It is considered as 'High Risk'. About 47 per cent respondents strongly disagreed about the slippery floor and about 43 per cent respondent agreed about slippery floor which is referred as 'Moderate Risk'. There are certified methods to access slip resistance. The existing floor surface must be checked by anti-slip and other related methods to minimize floor surface hazards.

1.7.5 Air Conditioning Hazards- Air conditioning hazards have drying effects on the skin, mucous membranes of employees. Noise pollution and transmission of infectious agents cause respiratory diseases. Allergic reaction other effects of air conditioning hazards also increases the symptoms of low blood pressure and arthritis. It is difficult to address such occupational diseases.



Table No.6
Air Conditioning Hazards

Sl. No.	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	Shop Floor/Room Temperature is hot	120	0 (0)	86 (71.25)	0 (0)	6 (5)	29 (23.75)	High Risk
2	Shop Floor/Room Temperature is cold	120	0 (0)	58 (48.1)	3 (2.53)	21 (17.72)	38 (31.65)	Moderate Risk
3	Air in Shop Floor/Room is humid	120	2 (1.33)	75 (62.67)	2 (1.33)	8 (6.67)	34 (28)	High Risk
4	Air in Shop Floor/Room is not dump	120	2 (1.35)	68 (56.76)	2 (1.35)	5 (4.05)	44 (36.49)	Low Risk



Table No.6 depicts that about 71 per cent of workmen agreed that the shop floor/room temperature is hot. It is referred as 'Highly Risk'. About 48 per cent of workmen agreed that shop floor/room temperature is cold which constitutes 'Moderate Risk'. About 63 per cent of workmen agreed that the shop floor/room is humid. It is considered as 'High Risk'. About 57 per cent workmen agreed that the room air is not dump. It is considered as 'Low Risk'.

1.7.6 Workplace Lighting Hazards- Workplace lighting hazards include ergonomics hazards, chemical hazards, biological hazards, etc. Lighting ergonomics is given paramount importance in survey and solution of OSHA. Light Hazard Technical Bulletin describes bright light, under light, glare, flickers on and off as major lighting hazards. International Labour Organization (ILO) emphasizes that too little light causes eye strain, fatigue, headache, stress and accident. On the other hand, too much lighting and glare contribute to the ill health of the employees leading to low productivity and low quality. Poor lighting affects the quality of work especially in a situation where precision is required. Poor lighting may cause health hazard. Too much light may also cause discomfort to the workmen. Proper lighting is important because it makes the task easier. In view of the lighting ergonomics survey, some relevant statements were incorporated in Hazard Identification Scale in order to classify risk.



Table No.7
Workplace Lighting Hazards

Sl.No	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	The light in my work area is bright	120	14 (11.25)	47 (38.75)	3 (2.5)	0 (0)	57 (47.5)	Moderate Risk
2	There is under light where I work	120	6 (5.41)	66 (55.41)	2 (1.35)	3 (2.7)	42 (35.14)	High Risk
3	There is no glare from work surfaces	120	2 (1.75)	76 (63.16)	4 (3.51)	11 (8.77)	27 (22.81)	Low Risk
4	The light in the work are flicker on and off	120	0 (0)	34 (28.07)	0 (0)	27 (22.81)	59 (49.12)	Low Risk



Table No.7 reveals that about 48 per cent of respondent responded that the light in their work area is bright. It is considered as 'Moderate Risk'. About 55 per cent of respondent responded that there is under light situation in their work area which is considered as 'High Risk'. About 63 per cent of respondents agreed that there is no glare from work surface which is considered as 'Low Risk'. About 49 per cent respondents strongly disagreed that light in the workplace flickers on and off. It is considered as 'Low risk'.

1.7.7 Material Hazards- Institute of Hazardous Material Management defines hazardous material as an agent(biological, chemical, radiological and/or physical) which has potential to cause harm to human, animal or environment either by itself or by interaction with other agents. OSHA maintains that material hazard of any substance which may either a health hazard or physical hazard. In case of steel industry, material hazards are mostly concerned with material handling and to be managed by material management professionals. Material handling hazards cause injury to the workmen. It also causes acute trauma to the workmen. It may cause physical hazard and health hazard. In case of steel manufacturing industry, material handling is a core function of Safety Department to prevent material related hazards.



Table No.8
Material Hazards

Sl. No	Statements	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	There are rough spots on the surface of material	120	2 (1.43)	45 (37.14)	5 (4.29)	14 (11.43)	55 (45.71)	Low Risk
2	There are no sharp edge on work materials	120	7 (5.56)	58 (48.61)	2 (1.39)	3 (2.78)	50 (41.67)	Moderate Risk
3	There is glare from work materials	120	3 (2.82)	39 (32.81)	8 (7.04)	8 (7.04)	61 (50.7)	Low Risk
4	I work with high temperature materials	120	16 (13.51)	41 (33.78)	8 (6.76)	13 (10.81)	42 (35.14)	Low Risk
5	I work with low temperature materials	120	5 (4)	35 (29.39)	21 (17.33)	16 (13.33)	43 (36)	Low Risk
6	Materials are difficult to reach	120	2 (1.28)	22 (17.95)	15 (12.82)	11 (8.97)	71 (58.97)	Low Risk



Table No.8 reveals that about 37 per cent of respondents agreed that there are rough spots on the surface of material which is considered as 'Low Risk'. About 49 per cent of workmen agreed that there is no sharp edge on the material which is considered as 'Moderate Risk'. About 33 per cent of workmen agreed that there is glare from material which is considered as 'Low Risk'. About 33 per cent respondent agreed that they work with high temperature material which is considered as 'Low Risk'. About 29 per cent workmen agreed that they work with low temperature material which is considered as 'Low Risk'. About 59 per cent respondents strongly disagreed that the materials are difficult to reach. It is considered as 'Low Risk'.

1.7.8 Moving Object Hazard- Moving object, moving machinery and moving equipment are some of the potential sources of risk and hazard in steel industry. Moving object is one of the important hazards in the job hazard analysis. Risk factors are predominant in case of moving object hazard. Moving object such as equipments or material above the shoulder height constitute risk.



Table No.9
Moving Object Hazards

Sl.No.	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	I work near moving machine	120	9 (7.89)	69 (57.89)	0 (0)	5 (3.95)	36 (30.96)	High Risk
2	There are many moving objects in my work area	120	8 (6.58)	88 (73.68)	0 (0)	5 (3.95)	19 (15.79)	High Risk



Table No.9 reveals that about 58 per cent of respondent agreed that they work near moving machines which is considered as 'High Risk'. About 74 per cent of respondent agreed that there are many moving objects in their work area which leads to 'High Risk'. Thus, an account of moving object hazards the workers may be at risk of either injury or death.

1.7.9. Safety Equipment Availability- The list of safety equipments is large. It includes equipments for fire safety, personal protective equipments, etc. Process based safety in steel industry emphasizes on safety equipments as a risk control devices to reduce risk and prevent accident. The availability of safety equipment is an important precondition of work place safety. Safety equipment must be reliable and available in workplace. The reliability, availability and maintainability of safety equipments are of paramount importance in safety practice. Its availability to the workmen ensures safe action in the workplace.



Table No.10
Safety Equipment Availability Related Hazards

Sl.No	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	Safety equipment is within my reach	120	15 (12.16)	73 (60.81)	2 (1.35)	6 (5.41)	24 (20.27)	Low Risk
2	Safety equipment does not work well	120	27 (22.37)	14 (11.84)	2 (1.32)	8 (6.58)	69 (57.89)	Low Risk
3	Tools do not work well	120	36 (30.38)	15 (12.66)	2 (1.27)	23 (18.99)	44 (36.71)	Low Risk
4	Equipments do not work well	120	34 (28)	14 (12)	2 (1.33)	29 (24)	42 (34.67)	Low Risk
5	I do not have correct tools for job	120	37 (31.17)	6 (5.19)	2 (1.3)	12 (10.39)	62 (51.95)	Low Risk



Table No10 reveals that about 61 per cent of workmen agreed that the safety equipments are within their reach. It is considered as 'Low Risk'. About 58 per cent of workmen strongly disagreed that the safety equipments do not work well. It is considered as 'Low Risk'. About 30 per cent of workmen strongly agreed that the tools do not work well and about 37per cent of workmen strongly disagreed on it. It is considered as 'Low Risk'. About 35 per cent of workmen strongly disagreed that equipments do not work well which is referred as 'Low Risk'. About 52 per cent of workmen disagreed that they do not have correct tools. It is referred as 'Low risk'

1.7.10 Equipment handling Hazards- Equipment handling is a skill in the manufacturing process. Equipment handling is either carried by hand or with aid of mechanical devices or mobile equipments such as forklifts, hoists and cranes. Workers can be seriously injured or even die because of such hazard. Equipment handling hazards are on the focus of workers safety as prescribed in the norms of OSHA.



Table No.11

Equipment Handling Hazards

Sl.No	Statements	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Types of Risk
1	I work with equipments that vibrates a lot	120	23 (18.99)	47 (39.24)	0 (0)	9 (7.59)	41 (34.18)	Low Risk
2	I work with tools that are awkward to hold	120	11 (8.86)	59 (49.37)	15 (12.66)	6 (5.06)	29 (24.05)	Moderate Risk
3	Tools/equipments are too cold to hold comfortably	120	6 (4.94)	43 (35.8)	6 (4.94)	4 (3.7)	61 (50.62)	Low Risk
4	Tools/Equipments are too hot to hold comfortably	120	4 (3.7)	44 (37.04)	21 (17.28)	13 (11.01)	37 (30.86)	Low Risk



Table No.11 shows that about 39 per cent workers agreed that they work with equipments that vibrate a lot. It is considered as 'Low Risk'. About 49 per cent of respondent agreed that they work with tools that are awkward to hold. It is considered as 'Moderate Risk'. About 36per cent respondents agreed that the tools/equipments are too cold to hold comfortably. It is considered as 'Low Risk'. About 37per cent of workmen agreed that the equipments are too hot to hold comfortably. It is considered as 'Low Risk'.

1.7.11 Relationship between causes of accident and types of risk

In order to find out the relationship between the causes of accident (Unsafe acts and Unsafe Conditions) and types of risk (Low, Moderate and High), data were tabulated and Chi-square(χ^2) value was computed. The measures are presented in Table No.12

Table no.12

Relationship between causes of accident and types of risk

Causes of accident	Low Risk	Moderate Risk	High Risk	
Unsafe Conditions	14 (12.22)	5 (6.67)	6 (6.11)	25
Unsafe Acts	8 (9.87)	7 (5.33)	5 (4.89)	20

Degree of freedom(df) = 2, Chi-Square (χ^2)= 5.99

Table No.12 shows that the calculated Chi-square value came out to be 5.99. the calculated value with 2 degrees of freedom was found significant at .05 level of confidence. The result lead to the rejection of



null hypothesis HO1. Hence the alternative hypothesis H1A1 namely "There is relationship between causes of accident and types of risk" was accepted.

Findings

Recognizing hazards and avoiding them prevents injuries and consequent effects in the workplace. Hazard identification scale helps to identify hazards in terms of quantifying of risk. The hazardous aspects of jobs are to be identified and removed from job content in order to make the job design more relevant and appropriate to minimize the risk.

About 74 per cent workmen stand for long period of time to discharge their duty. This constitutes 'High Risk'. About 74 per cent workmen agreed that the work surface height is appropriate which constitutes 'Low Risk'. About 44 per cent workmen work in physically awkward position which constitutes 'Moderate Risk'. About 44 per cent workmen and 48 per cent workmen strongly agreed and agreed respectively on not lifting heavy objects. It is considered as 'Low Risk'. About 54 per cent workmen agreed that they are not working on elevated surface. It is considered as 'Low Risk'. About 55 per cent workmen agreed about not working in confined space. It is considered as 'Low Risk'.

The industrial hygiene hazard analysis depicts that about 40 per cent workmen agreed on not working near live electricity current. It is considered as 'Moderate Risk'. About 53 per cent respondent agreed about not working near open flame, it is considered as 'Moderate Risk'. About 70 per cent workmen agreed on not being exposed to toxic chemicals. It exhibits 'Low Risk'. About 53 per cent of workmen agreed that they are exposed to infectious agents which exhibit 'Moderate Risk'. About 72 per cent of workmen agreed on being exposed to toxic gas which exhibits 'High Risk'. About 61 per cent of



workmen agreed on not being exposed to radiation which exhibits 'Low Risk'.

Findings on the risk analysis of sitting hazards shows that about 77 per cent workmen agreed about not compelled to sit in the same place for long period of time which is considered as 'Low Risk'. About 44 per cent workmen agreed about their comfortable sitting in chair which exhibits 'Moderate Risk'. About 33 per cent of workmen agreed and 31 per cent workmen strongly agreed that their chairs are not strongly constructed which is considered as 'High Risk'.

The level of risk arising out of floor surface hazard shows that about 81 per cent of workmen agreed that the work area is not cluttered. It is referred as 'Low Risk'. About 36 per cent of workmen agreed and 33 per cent strongly agreed that there are liquid spills on the floor surface. It is considered as 'High Risk'. About 47 per cent workmen strongly disagreed about the slippery surface. It is considered as 'Moderate Risk'.

The level of risk in air conditioning hazards shows that about 71 per cent workmen agreed that the temperature in shopfloor/rooms is hot. It is considered as 'High Risk'. About 48 per cent workmen agreed that the temperature in shopfloor/room is cold. It is considered as 'Moderate Risk'. About 63 per cent workmen agreed that the shopfloor/rooms are humid. It is considered as 'High Risk'. About 57 per cent workmen agreed that the room air is not dump. It is considered as 'Low Risk'.

About 48 per cent of workmen strongly disagreed about light in their work area is bright. It is considered as 'Moderate Risk'. About 55 per cent of respondents opined that they work in an under light situation which exhibits 'High Risk'. About 63 per cent of workmen agreed that there is no glare from work surfaces. It is considered as 'Low Risk'.



About 49 per cent of workmen strongly disagreed that lights in the workplace flickers on and off which exhibits 'Low Risk'.

About 37 per cent of respondents agreed that there are rough spots on the surface of material which amount to 'Low Risk'. About 49 per cent of workmen agreed that there is no sharp edge on the work material which exhibits 'Moderate Risk'. About 33 per cent of workmen agreed that there is glare from material which exhibits 'Low risk'. About 33 per cent workmen agreed that they work with high temperature material which is categorized as 'Low Risk'. About 29 per cent workmen agreed that they work in low temperature. It is considered as 'Low risk'. About 59 per cent of respondents strongly disagreed that the materials are difficult to reach. It is considered as 'low risk'.

About 58 per cent of workmen agreed that they work near moving machines which indicates 'High Risk'. About 74 per cent of workmen agreed that there are many moving objects in their work area which constitutes 'High Risk'.

About 61 per cent of the workmen agreed that the safety equipments are within their reach which is considered as 'Low Risk'. About 58 per cent of workmen strongly disagreed that the safety equipments do not work well which is considered as 'Low Risk'. About 37 per cent of workmen strongly disagreed that the tools do not work well which exhibits 'Low Risk'. About 35 per cent of workmen disagreed that the equipments do not work well, which shows 'Low Risk'. About 52 per cent of workmen disagreed that they do not have correct tools which exhibits 'Low Risk'.

The level of risk in equipment handling hazards depicts that about 39 per cent workmen agreed that they work with equipments that vibrates a lot which is considered as 'Low Risk'. About 49 per cent of workmen agreed that they work with the tools that are awkward to hold. It is considered as 'Moderate Risk'. About 36 per cent workmen



agreed that the tools/equipments are too cold to hold comfortably which exhibits 'Low Risk'. About 37 per cent of workmen have agreed that the equipments are too hot to hold comfortably. It is considered as 'Low Risk'.

An attempt has been made to study the relationship between types of risk and hazards. There is evidence of association between types of risk and hazards in Rourkela Steel Plant.

The risk has been classified into three categories such as High Risk, Moderate Risk and Low Risk basing on the response of the workers working in RSP. Hazard Identification Scale (HIS) has been used to solicit response for the purpose of analysis.

Unsafe acts constitute as a potential cause of accident. Back hazard, Industrial hygiene hazard, sitting hazard, and Equipment handling hazard are identified as unsafe acts.

Unsafe conditions follows unsafe acts as the other cause of accident. Floor surface hazard, Air conditioning hazard, Material hazard, Moving object hazard, Safety equipment availability are identified as unsafe conditions.

Discussion

Hazards exist in RSP in different risk intensity such as low, moderate and high risk. No organization can achieve total safety and hazard free environment unless all its employees get equal safety opportunity. The findings of the study also reveals that the risk present in different intensity as back hazard, industrial hygiene hazard, sitting hazard, floor surface hazard, air condition hazard, workplace lighting hazard, material hazard, moving object hazard, safety equipment availability and equipment handling hazard. The aim of this study is to find out the types of risk by using Hazard Identification Scale.



Safety policy and job design are to be modified to bring down high risk and moderate risk to low level risk so that the production and productivity will be more by ensuring safety in the workplace. The best way to protect workers is to eliminate or minimize the risk. Work practice controls and efficient risk management in the workplace can reduce to risk. Engineering control and administrative controls are the safety strategies. Engineering control can address the process safety by taking the types of risk identified by using Hazard Identification Scale. Standard Operating Practices (SOP) and Standard Maintenance Practices (SMP) are to be strictly followed as a matter of policy and practice. Risk in the workplace is to be identified and addressed on a continuous basis basing on the recommendation of safety audit team. The workmen must be regularly trained on safety in view of the requirement of the process and maintenance. The feedback of both workmen and supervisor should also be taken into consideration for designing the job. The task of Industrial Engineering Department is warranted in this direction.

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INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Authors : K. Sampath, A. Pannerselvam & S. Santhaman.
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Introduction to Educational Technology presents a significant picturesque of the various major technological tools and techniques that are useful in the improvement of learning. Nowadays, the concept of Educational Technology has gained new dimensions and has acquired a greater role in the educational sector viz teaching pedagogy, learning material, instructional design, curriculum development and other dimensions at large. This book offers a comprehensive summary of the principles and techniques of this vital subject. There is no consensus among the contemporary educationists regarding the nature and scope of Educational technology. The author in the book has tried his level best to be very precise about the meaning, nature and scope of educational technology. It comes to light that this book is a general account of various tools of educational technology.

In the first chapter, the author has discussed the meaning of education, stretching from individual and social development to learning of any sort viz intellectual, emotional or sensory motor. Education has become the top most priority for investment in developing countries. The demand of education has witnessed prominent changes in the modern age of scientific and technological development. In the present modernized world, with the advent of



scientific technology, production has increased unexpectedly. The author has highlighted the impact of technology on the social and cultural life. Modernization has affected the educational system in totality, creating a kind of knowledge explosion. There have been considerable changes in the way knowledge was delivered, transmitted, retrieved and stored.

The author has highlighted the role of technology in providing a helping hand in removing the illiteracy from the grass root level. It has improved the quality of education as well as it has widened the horizons of education. In such a context, educational technology has been viewed as a boon to the whole educational theory and practice. An overview regarding the changing education, the educative process, learning outcomes has been presented. The author discusses that there is a shift from pedagogy to Mathetic principle. Mathetics is in contrast to pedagogy whose main interest is in the behavior of the children while instructing. The author has highlighted the changing approach of teacher towards teaching, thus ending up the traditional approach based on punishment. The teacher now believes in the creation of a stimulating environment by bringing various aids like films, tape-recorders and television to the classroom. Curriculum has also imbibed a significant change in touch with the technological advancement. The focus has shifted from mere bookish knowledge to the totality of experiences in the school. The author , at the conclusion of first chapter discussed various teaching models like Socratic model, Glaser, Stoulrow, Carroll's Model and a brief overview of the theories supporting the teaching models has been presented.

Summing up the author puts forth a word of caution before the teachers, who will have to face an ever increasing and heterogeneous group of learners. The tools and techniques of educational technology would definitely enable them to face the challenges easily.



In the second chapter, the author has presented the various possible dimensions of proximity between learning and educational technology. Learning is any modification in behavior and can be cognitive, affective, sensory-motor or an amalgam of these in different proportions. The teacher can take the help of various learning theories like Gagne's Hierarchy of Learning, S-R learning by Pavlov in his classroom teaching. The author highlights the role of audio-visual aids. Audio-visual aids are different types of tools that appeal to the sense of hearing and vision and are used in classrooms for presentation of a variety of information. The main of educational technology is improvement in learning. The author has tried to define educational technology in a variety of ways. The author has pointed out that there are two aspects in Educational Technology viz Technology of Education and Technology in Education. The author has highlighted the role of audio-visual aids in learning by citing Edgar Dale's Cone of Experience.

In the third chapter, the author has discussed about the importance of effective communication as an integral part of teaching. Among the various types of communication available, mass communication media like films, radio and T.V. are more effective and reach larger audience. Various interaction techniques have been discussed like that of H. Anderson, Flanders Interaction Analysis, bale's Interaction process etc to study the effectiveness of classroom interaction of teacher. The role of micro-teaching for reshaping teacher education programmes has been discussed and various teaching skills have been looked at with care.

The fourth chapter contains the discussion about teaching aids. Teaching aids play a greater role in making the teaching-learning process interesting and motivating and thus enables a clear understanding and long term memorization of the subject matter. Teaching aids help in greater acquisition of knowledge of facts and ensures greater retention, according to the author. The author has



gone through a detailed discussion of the hardware and software use in teaching aids and use and abuses of multimedia. The author has highlighted the possible role of educational technology for educating exceptional children including enrichment, acceleration and special classes for gifted and standard printed material with an OPTACON (Optical Tactile Converter) for visually impaired students.

In the fifth chapter, the author discussed the Systems Approach in education. In education, it means planned and organized use of all available learning resources, including audio-visual aids, to achieve the desirable learning objectives by the most efficient possible means. The Systems Approach focuses upon the learner and the performances required of him only then it makes decision regarding the course content, learning experiences and the most effective media and instructional strategies. Such a system incorporates within itself the capability of providing continuous self correction and improvement. The author has highlighted the use of project method, as initiated by Mr. Richards in 1909, as an essential part of curriculum.

In the sixth chapter, the author has presented a detailed discussion of Reprographic services which implies for various methods of duplication or reproduction. Various types of duplication techniques including Blueprint, Spirit duplicator, Ink Duplicator and Reflex printing have been discussed. The use of photography and digital camera has been admired.

In the seventh Chapter, the author has presented the various types and uses of chalkboard in a fairly comprehensive way and some hints has been provided for using the chalkboard in the most effective way. Electronic blackboards, as an interesting communication development has been discussed in an educational scenario which offers a touch sensitive surface and can store transmit any material written on it.



In the eighth chapter, the author has thrown light on the non-projected aids like graphic aids viz graphs, diagrams, posters, maps, comics, cartoons, illustrations and charts etc. the use of models for teaching purpose has been discussed which simplify reality and concretize abstract concepts.

In the ninth chapter, the author has presented a finer view of projected aids being suitable for larger as well as smaller groups. The author has gone through a detailed discussion of the working of different types of projectors like slide projector, overhead projector, profile projector, motion picture projector and loop cassette film projector.

In the tenth chapter, the author has discussed about the Direct Experiences like field trips and excursions, exhibitions, museums and demonstrations, which held utmost educational importance. The author has nicely placed the content in order thus revealing the impact of direct experiences in the overall process of teaching and learning.

In the eleventh chapter, the author has projected a clear overview of the need and importance of aural aids and T.V. in the modern education system. With the introduction of Radio, Tape recorder, Language Laboratory, Tele-lecture, the whole educational system has been revolutionized. The author has given central place to these audio-visual aids in uplifting the core of educational system. The author has however failed to come up with a suitable classification scheme of the aural and visual aids and their likely impact on the teaching-learning process. CCTV, Educational Television and Satellite Communication have also been discussed in a bit unorganized manner.

In the twelfth chapter, the author has signified the importance of Programmed Instruction, which is hardly new or revolutionary. Programmed instruction according to the author involves controlled carefully specified and skillfully arranged learning experience. They are



self instructional and self corrective. The author has highlighted the contributions of Pressey, a psychologist of Ohio State University for developing a self teaching machine, Drum Tutor in 1920 and Robert Mager for developing a new concept, 'Learner Controlled Instruction'. The author has nicely discussed the various steps involved in programmed learning. In the same chapter, Open University and Open and Distance Learning has been discussed a brief. It is strange to see programmed learning and Open University being discussed in a row though displaying now common connections. The author at the end of the chapter has also presented some of the technological interventions being implemented by IGNOU including Interactive Radio counseling, Tele-conferencing, Gyan-Vani and Gyan- Darshan.

In the thirteenth chapter, the author has discussed about the Teaching machines and computers, which are designed to be operated by individual students and can interact to a remarkable degree. The author has discussed the various types of auto interactive machines available like Constructed Response devices and Multiple Choice Machines. Subsequently the author has discussed the importance of computer in teaching and learning computer aided instruction has been viewed as the most exciting innovation in the educational technology though still in experimental phase. The various services that the computer offers to the teaching learning process are unimaginable. Artificial intelligence lying as the central theme of Cybernetics has led to the development of various automated educational services.

In the fourteenth chapter, a threadbare discussion about internet in education has been presented by the author. The author has hinted at the term, 'global village' to indicate that the mass media had linked the people of the world into one village. The author maintains that like any other field, internet has revolutionized the education sector as well with the services like search engines, electronic mail, e-conferencing, e-books, digital library and all that. Internet according to



the author has dramatically increased the quality as well as access of education in the world today.

Finally, in the concluding chapter, the author has discussed about the Instructional Resource Centre, a place where all learning materials are collected and stored. The author has felt a heartfelt need for the establishment of a resource centre in every institution. In spite of various obstacles being faced in the establishment of such centers like lack of trained and qualified personnel, lack of funding, teacher attitude and lack of equipments, the author stresses on the need for establishment of such resources centers in every educational institution, so that the harvest of educational technology be the best along every dimension. The instructional Resource Centers are expected to house classroom accessories like, chalkboards, display boards, magnetic boards, screen and slotted angles, tables and curtains, graphic aids, improvised tools, cameras, projection equipments, reprography equipments, language laboratory, a computer lab with internet connectivity and a photographic dark room, according to the author.

Summing up, Introduction to Educational Technology offers a comprehensive knowhow of the various technological interventions that are currently available to be adopted in the educational system. The book is a great contribution in the field of Educational Technology and offers background knowledge of wide variety of concepts related to educational technology. This book covers a major portion of syllabus of undergraduate and postgraduate courses of many Indian Universities and is strongly recommended for students at this level. The book is however lacking in some critical aspects. The terms have not been well defined and the illustrations are lacking to a greater extent. The book appears incompetent from an International perspective. It is strongly felt that the book lacks coherence in between the various sub-topics within the chapters and between chapters as well.



FREEDOM FOR VOTERS IN RAJASTHAN ASSEMBLY ELECTION 2013 : AN ANALYTICAL STUDY OF DAUSA CONSTITUENCY

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Abstract

This paper analyzes freedom of voters in Dausa constituency assembly election 2013. Constitutional Provisions and Role of election commission are analyzed. Role of district administration is also analyzed. It is emphasized the Women, Dalit's are highlighted to get freedom for voting in the assembly election. This paper is also analyzes the role of local bodies and media to provide freedom to voters in various rural and highly sensitive areas of the constituency. This paper is also analyzed the importance of education and leadership programmers to effect the Schycology of voters. Problems and Challenges with important suggestions are mentioned in this paper also.

Key words :Constitution, Right, Democracy, Freedom, Political Party, Election Commission, Assembly, constituency, Dalit, Deprived, Administration, Sensitivity, Schycology, Education etc.

Introduction

Prof J. S. Mill is an Eminent political philosopher of the world. His book principles of political economy and On Liberty 1859 are very famous books in the world. Every students of political science is familiar with Mill. The readers of Bhrat Gandhi, the petitioner informed him that concept of voter ship may easily link with political Ideology of J, S. Mill. He was against the extremist thoughts of capitalism and as



well as communism. That is why he created a new path other than his friend Karl Marx¹.

Indian Constitution and voters freedom

Every citizen of India has the personal liberty and freedom to exercise his/her fundamental rights, as enshrined in the Constitution. Article 19 is one of the key Articles that guarantee freedom of speech and expression. Some of the landmark judgments in the history of India have been taken as per the provisions mentioned in Article 19. The primary purpose of Article 19 is to protect certain rights regarding freedom of speech. According to this Article, every citizen has the right to freedom of speech and expression; assemble peacefully (without arms); form associations or unions; move freely throughout the country; reside and settle in any part of India; and practice any profession, or carry on any occupation. The Article 19 explicitly states that the right to freedom of opinion and expression also includes the freedom to hold opinions without interference and “to seek, receive and impart information and ideas through any media and regardless of frontiers.” Article 19 (5) of the Constitution “purportedly empowers” the states to enact legislation of their own for protecting indigenous people².

Voting Meaning in Indian Democracy

Voting refers to the right to vote for the purpose of electing a candidate. The citizens of any democratic country enjoy the privilege of voting rights and this should not go wasted. Electing government representatives is an important task for every citizen of a democratic country. The government is set up for the proper functioning of country and should always uphold the betterment of its citizens. When citizens vote, they get to have a say in the formation of their country's law making body and thus they indirectly participate in law making themselves. Elective rights should be taken seriously. Citizens who take



their citizenship for granted and do not cast their vote, are said to be irresponsible citizens of the country. Voting is for public involvement in creating their country's government. In democracy, public welfare is also indirectly decided by the public itself. People should eagerly wait for coming of age, so that they get to vote. Such should be the attitude among democratic citizens. Failing to vote is failing to live up to the country's expectations. Citizens who do not cast their electoral vote, but always criticize the government, are imbeciles. A country's fate can be decided by its citizens through their right to vote. Voting rights if not utilized, make the very word "democracy" useless. The voting power is a great power, which is bestowed upon citizens of a democratic country. Eligible voters who do not vote do not realize the importance of this power, which people in non-democratic nations crave to earn. Voting gives voice to every citizen and makes them an important asset of a country. Their decisions and choices decide the fate of their country. The importance of voting needs to be realized by every citizen, so that they ritually follow their responsibilities towards their country³.

Importance of Voting

Human right: Voting right is a basic human right for all citizens living in a democratic nation. People have fought for this right for many years and earned it. This should be respected and the right should be availed at any cost. If we fail to vote, we disrespect our entire system.

Choice: Voting gives us the right to voice out our choice. We get to pick and choose our government and its representatives. This choice should be made wisely. This is an important decision which should be unbiased and should be done after thinking of the greater good of the country. Short-term advantages should not be looked at and long term benefits should be focused on, before making the choice. Voting is



basically asking our preference and we should prefer the best, which is right for our country and its citizens.

Responsibility: We should vote responsibly since the country's future lies in our decision. Electing the right candidate who is not corrupt and will not exploit his or her power, is very much important. Electing the wrong candidates without proper survey and research will wreak havoc and will take the development of our country downhill.

Involvement: Voting system ensures the involvement of every adult citizen in forming any administrative body. No leader can be elected autonomously without our majority voting. This sense of involvement should be treated with pride. The dutiful execution of casting our votes lies in our hands. No one will force us to vote, it is us who have to take the initiative and involve ourselves in our administrative system.

Empowerment: Voting gives a sense of empowerment to every individual. The very act of voting is empowerment personified. Also, to know that our opinion counts for the future of our country, is a different sense of accomplishment altogether. Educated or uneducated, every vote counts.

Prevent electoral fraud: If we do not cast our vote, corrupt officials might choose to impersonate our votes illegally. This is a type of electoral fraud, which we will indirectly encourage if we choose to ignore the voting system. This is completely wrong since corruption will win and all the responsible citizens who actually voted, their majority will go in vain. Thus, to prevent frauds like this, we should make sure that we never miss to cast our vote.

Administrative operation: Governmental policies and operations impact every sphere of our lives. From healthcare to education, everything is at the mercy of governmental policies. Thus, to ensure that the government functions for the people, it is elected by the people.



We should never let go of this privilege for our own sake. By voting, we put forward our valuable opinion as to how the government should operate. This can only be a reality if we vote for an ideal leader from an efficient political party.

Conclusion: People in urban areas tend to take things lightly when it comes to voting. Since not casting your vote does not seem to cause any immediate or visible harm, its long-term latent consequences are casually ignored. It is important for everyone to realize the advantages of voting and the disadvantages of not voting. Only then will people take their voting right in all the seriousness that it deserves. Voting is essential and is a trait of a responsible and proud citizen of any country.

Role of Election Commission of India

In its assigned role, the most crucial challenge before the Election Commission of India is to implement norms and the Model Code of Conduct to ensure free and fair elections in the country. Its existence and independence are necessitated by history, which has shown that democratic elections are not free from sabotage. Towards this end, it has been empowered to oversee political parties and candidates and take appropriate action in case of violations.

Efforts of Election Commission to Create Voters' Awareness

In one of the recent efforts to motivate voters to exercise their right to vote and deliver information on the polling process, the Election Commission of India launched its internet channel 'Voter Education Channel'. The channel has a repository of video clips of eminent personalities from all walks of life encouraging the electorates to "go for the most important right of an Indian citizen that of the vote." Even the Chief Election Commissioner (CEC) has done his bit in this channel by explaining the importance of voting. The channel also



contains the video clips of the speeches delivered by the state election offices asking voters to exercise their franchise. These videos, available on YouTube, have a wider reach. Some of the video clips of this channel also give details about the process of using the Electronic Voting Machine (EVM) and its functioning. It also contains links to videos that inform the voters about the NOTA option procedure⁴.

In August, 1993, the Election Commission of India ordered the making of photo identity cards for all voters of the country in an attempt to improve the accuracy of the electoral rolls and prevent electoral fraud. To take advantage of the latest technological innovations, the Commission issued revised guidelines for the **Electors Photo Identity Card** (EPIC) Program in May 2000

Vote for India Campaign

Another significant development in the domain of voters' awareness creation has been the launch of Vote for India campaign. This programme is a brainchild of a voluntary organization Mass for Awareness. With an aim to promote democratic values, the campaign leverages both online and offline channels to make voters aware of the value of their invaluable vote and how each vote can strengthen democracy. Vote for India is considered the country's first campaign that publishes yearly research based report on the performance of Indian MPs and other "Representatives at Work", which gives voters a fair idea of who has walked the talk and who has failed to keep up to their expectations. Besides the performance of people's representatives in Parliament, the website of Vote For India is also replete with wide range of information pertaining to democratic process and electoral system. The website also has audio-visual content and real-life stories that motivate voters to cast their votes. The offline campaign of Vote for India adopts different strategies to target each group of voters. What has greatly helped their cause is their work towards accumulating



information, documentation of data, and dissemination of the findings of research through several mediums⁵.

Election in India: In Democratic India, general elections take place every five years. All those who are eighteen years of age have a right to vote. The minimum age for voters is amended by the 61st Constitutional Amendment Act. 1989. A number of candidates seek the election. They move from door to door. They hold public meetings and explain the programs of their parties. If they get majority of votes, they win; but if they do not, they lose. An election, therefore, is like a battle. But this battle is fought in a peaceful way. It is a battle of ballots, not a battle of bullets. But in one sense an election is a kind of examination. Good students prepare hard for their examinations. Those who work hard get good marks. But those who never care for their books, fail. This is true of elections, too. There are good and honest leaders. They care for the welfare of the people. They never forget their voters. So, they get elected without much difficulty. But there are also those who never care for these voters. Their only business is to earn as much as possible. They take bribe and help black-marketers. They never say 'no' to their voters but they never fulfill any promise. They remember their promises and their voters only when another election knocks at the door. Such leaders are like playful boys. Bad boys care for their examination only when it comes too near. How nervous they feel, then! They labor day and night for a month. But still they fail. In India, in 2009,

The Election Commission of India asked the Supreme Court that to offer the voter a 'None of the above' option at the ballot as it would give voters the freedom of not selecting any undeserving candidate. The Government was not in favor of such an idea. "The People's Union for Civil Liberties" which is an NGO, filed a public interest litigation statement to favor **NOTA**. Finally on 27th September



2013, the right to register a 'None of the above' vote in elections was applied by the Supreme Court of India, which then ordered the Election Commission that all voting machines should be provided with a NOTA button so as to give voters the option to choose 'none of the above'.

The assembly election was held on December 1, 2013. Results were announced on 8 December. The incumbent ruling party Indian National Congress, led by the Chief Minister Ashok Gehlot, lost the elections to Vasundhara Raje Scindia of the BJP, who was being touted as the next incumbent⁶.

A. Summary of results of the Rajasthan Legislative Assembly election, 2013

There was 43600000 total voters and turnout voting 73.20% in the Assembly Election 2013. BJP won the election by 163 seats. There was 81.5% of the seats and increased 84 seats. 46% voting was in favor of BJP. In other hand INC 33.68% voting by 21 winning seats that was decrease 75 seats. INC won only 10.5% seats. It was the worst performance the INC. IND and others party like BSP, NUJP, NPP won 16 seats. It was 8% of the seats. Hence the BJP made Government with more than 2/3 majority in the Assembly.

Voters Data Summary in Dausa Constituency



Table 1
Candidates and Voters in Dausa Constituency⁷

	ELECTION PROCEDURE	MEN	WOMEN	TOTAL
CANDIDATES	NOMINATION FILED	12	05	17
	NOMINATION REJECTED	02	00	02
	WITHDRAWN	01	01	05
	CONTESTED	05	04	10
	FORFEITED DEPOSIT	04	03	07
ELECTORS	GENERAL	100889	87980	188869
	OVERSEAS	00	00	00
	SERVICE	94	54	148
	TOTAL	100983	88034	189017
VOTERS	GENERAL	74094	66764	140858
	PROXY	00	00	00
	POSTAL	1980	203	2183
	TOTAL	76074	66967	143041
POLLING %	75.68%			
	TOTAL VOTES POLLED ON EVM			140858
	TOTAL DEDUCTED VOTES FROM EVM (TEST VOTES + VOTES NOT RETRIEVED + VOTES REJECTED DUE TO OTHER REASONS + 'NOTA')			2326
VOTES	TOTAL VALID VOTES POLLED ON EVM			138532
	POSTAL VOTES COUNTED			2183
	POSTAL VOTES DEDUCTED (REJECTED POSTAL VOTES + POSTAL VOTES POLLED FOR 'NOTA')			274
	VALID POSTAL VOTES			1909
	TOTAL VALID VOTES POLLED			140441
	TEST VOTES POLLED ON EVM			00
	VOTES POLLED FOR			2331



	'NOTA' (INCLUDING POSTAL			
	TENDERED VOTES			02
	POLLING STATIONS NUMBER	223		
	AVERAGE ELECTORS PER POLLING STATION	848		

The above table clears the data's of constituency Dausa for assembly election 2013.

B. Voting summary of candidates in Dausa constituency (88)

Table 2

Voting summary of the candidates in Dausa constituency⁸

S.No.	Candidate Name & Brief				Party Symbol	
	Gender	Age	Votes Polled	Vote %		
1.	DamodarGurjar	BSP	M 49	1447	1.01%	
2.	MurariLalINC	M	55 40732	28.53%		
3.	Shankar Lal Sharma	BJP	M 58 65904	46.16%		
4.	RukmaniMeena	SP(I)	F 66 216	0.85%		
5.	LaxmiJayasawal	NPEPT	F 25 4951	17.48%		
6.	Sonika	IPGP	F 33 827	0.58%		
7.	Narendra Singh Rajput	IND	M 29 741	0.52%		
8.	Monika Sharma	IND	F 31 502	0.35%		
9.	Rajesh Bairwa	IND	M 33 3030	2.12%		
10.	Laxmi Narayan Meena	IND	M 37 1091	0.76%		
11.	None Of The Above *					
	2331		1.63%			



The result is as follow: The winner was **Shankar Lal Sharma, BJP** (65904) and Runner upshMurariLalmeena, INC(40732). The margin of votes was 25172 of 17.92% of valid votes.

Dausa constituency is notorious for booth capturing, bogus voting, riots and threat to voter to caste in favor their candidate. So there was a special preparation managed by the DEO for peaceful and fearless election. The voters of Dausa were very eager to caste vote in EVM. Till evening voters were in the queues for voting. All were very happy to do their duty to elect an important representative. Some people divided in groups. Two brothers struggled for vote to Congress or RJPA Tiltolipolling booth in Nagalrajawatan. Some nonsocial element threatd Scheduled Castes voters at Kanpurapolling booth not to vote. Some powerful persons were sitting near this polling booth, they prevent them to vote. The police administration took a necessary action against the Dabangs, then casted the votes by SC voters. Security was very strong in Dausa constituency. The percentage of voting was 74.89. Two BLOs' were suspended by the District Election Officer for their irregular activities at PG College booth no. 95. They were publicizing in favorof their Candidate. The supporters of BJP and Congress were fitting at the Railway school booth Dausa. The matter was that some women were coming to vote at last time so one party agent protest them and they began fitting. Pawn Sharma injured this fitting. Dalit's did not caste vote with threaten them by Dabangs of the society people. BSP as well as SP, IPGP and 4 IND have lost their game. The first priority was given to BJP by the employees. BSP couldn't get century any booth of the constituency⁹.

Result of election was very surprise. With 675 votes of DakMatpatras Mr. Shankar lal Sharma won the election by 25172 votes. Congress has been defeated all five seats of Dausa district. BJP won 3 and RAJPA won 2 constituencies. He got 47.84 percent votes that is the second



division BOSER. Nobody won the election with First division. Shankar Lal Sharma got the votes where the Congress was very strong as NangalRajawatan area.

Dausa constituency was divided in four parts, these were: **Dausa Rural** (Saithal-Kundal area), **Dausa Urban, Lawan** and **NagalRajawatan**. Maximum votes polled in Lawan area (77.24%) and minimum in Dausa Urban (70.95%). Data are shown in the below table 4 that Lawan area is the highest polling area. There were 71251 voters and 1 to 84 polling booths in Dausa rural area. 53896 votes were casted, out of them BJP 27244, Congress 14232, RAJAPA 8084 votes were got. There were 49847 voters and 85 to 131 polling booths in Dausa Urban area. 35367 votes were casted, out of them BJP 20448, Congress 11777 and RAJPA 1728 votes were got. voters. There were 38016 voters and 132 to 178 polling booths in Lawan area. 29364 votes were casted, out of them BJP 13700, Congress 7300 and RAJPA 5700 votes were got. There were 29755 voters and 179 to 214 polling booths in Nagalrajawatan area. 22231 votes were casted, out of them BJP 3000, Congress 6600 and 9200 votes were in favor of RAJAPA.

Table 3

Polling in Dausa constituency areawise¹⁰

Constituency Area	Political Party	Total no. of Polling Booth	Total Voters	Total Vote Casted	VOTE %
Dausa Rural (Saithal-Kundal)		84 (1-84)	71251	53896	75.64
	BJP	-	-	27244	50.55
	INC	-	-	14232	26.41



	RAJPA	-	-	8084	15.00
Dausa		47 (85-131)	49847	35367	70.95
Urban	BJP	-	-	20448	57.82
	INC	-	-	11777	33.30
	RAJPA	-	-	1728	4.89
Lawan		45(132-178)	38016	29364	77.24
	BJP	-	-	13700	46.66
	INC	-	-	7300	24.86
	RAJPA	-	-	5700	19.41
Nagal		35(179-214)	29755	22231	74.71
Rajawatan.	BJP	-	-	3000	13.49
	INC	-	-	6600	29.69
	RAJPA	-	-	9200	41.38

It was the great astonished that BJP got only three votes at Titarwara Kala, Titoli and Udaipura each but it got maximum 876 votes from Bapi. The minimum 9 votes got INC at Biharipura.

Challenges for Voters in the constituency as well as other constituencies of Rajasthan

There are many challenges for voters in in Rajasthan as well as in Dausa Constituency. They have been paralyzed with threats. Some are the following :

- 1- Rebels, independents put up strong challenges in Rajasthan.



- 2- Gujarat Assembly election was a great heralded the onset of a new cycle of polls.
- 3- Imitational speeches of Dignitaries as PM and other Powerful Leaders of the Political Parties are disturbed of voters sychology.
- 4- Great for the PM and the challenge will henceforth be greater because tactics deployed in Gujarat will be of little or no use in the approaching phase.
- 5- Lie speeches and plans of the leaders misguide the voters.
- 6- Right decision cannot be taken by educationally backward voters.
- 7- Nepotism is an great impact on voters. No any voter is free with it.
- 8- Leaders of Castes, Societies, Communities and Dharma effect the voters' decision.
- 9- Poverty and Unemployment snatch the voter's freedom.
- 10- Expectations of voters change their mind setup.
- 11- Regionalism determine the voters boundary.
- 12- Nota are confusion without counting of votes.
- 13- The Caste base votinging and politics is increasing day by day.
- 14- Voters of Gurjar, Meena and Rajput castes are the most dominant in Rajasthan and they are powerfull to change the government.
- 15- Dalitsvoters are more than 40 percent in the constituency but they are not united. Caste hierarchy is also mantined by them.
- 16- Dalitsvoters are stongly related with Congress.
- 17- Meena and Gurrjarvoters are marcel by nature.
- 18- There are great discrination in the Castes voters in rajasthan.
- 19- Dalits, OBC and ST are sin the Castes votes in rajasthan.
- 20- Voters of Dalit's, OBC and ST are superstitious. Great social evil are exists in them.

Suggestions:

- 1- Voters should be determined to vote for an honest and hard work leader.



- 2- Voters should understand value of their votes.
- 3- Dignitaries of political parties shouldn't criticize each other's
- 4- Administration should be taken necessary action against Dabangs' before the election.
- 5- Candidates should be prohibited to distribute the slips with their agents.
- 6- Discriminations should be banned by the Societies.
- 7- Problems of societies should be considered by the administration.
- 8- NOTA should be counted and considered for by election in case of majority of nota votes.
- 9- Dalits voters should be united and they decide their votes to an honest candidate.

Conclusions

In recent decades, Indian politics has become a dynastic affair. The reasons for this state of affair could be the absence of a party organization, independent civil society associations that mobilize support for the party, and centralized financing of elections. This phenomenon is seen both at the national level as well as the state level. Dynastic politics can be admitted to all that politicians should be free from vitiated politics as they should have a constructive view in respect of welfare of mass. They would always try to eradicate the corruption from the national life by root and branch and at the same time they can reach to their honest goal by hearkening to the inconveniences of the public. Society can find emancipation of deep-rooted troubles of their own by following their constructive utterings. Casteism and pressers groups of castes in Dausa are very sensitive. Meena and Gurjar are most pressers in Dausa area. There is no natural source of drinking of water in Dausa constituency. Electricity problem to farmers is to be a big challenge. The Dalits are not so aware for their rights and are facing untouchability and discrimination now a days too. Help of each



together must for face the problems. Security for women is a sensitive issue in the area. Many types of crimes to be stopped by the police.

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LEVEL OF DEPRESSION, ANXIETY, AND STRESS AMONG RURAL ADOLESCENTS: EFFICACY OF PSYCHOSOCIAL INTERVENTION MODULE

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Abstract

Adolescents; the bright hope of the future are characterized by many physical, emotional and developmental changes. However, during this stage, some of adolescents, experience anxious feeling, overwhelming sense of fear, depression and academic stress. Adolescents can experience various life stresses ranging from catastrophic or traumatic life events, persistent strain and daily hassles. On the measures of rational thinking, depression and self-acceptance, compared to students of the no treatment group, students in the experimental group agreed to fewer irrational belief, less irrational thinking and were significantly less depressed. The sociological approach views mental illness as a breakdown in the face of overpowering environmental stress and point at the factors external to the individual as the cause. Depression is a common mental health problem, which is increasing in people born in the latter half of this century. It is also becoming more common to experience a first episode of depression in adolescence, a factor that is a significant risk for recurrent and more severe bouts of the disorder.

Keywords: Adolescents Depression, Anxiety, Stress.

Introduction

Adolescence is the period of transition between childhood and adulthood. It is a period of rapid maturation in which the individual becomes capable of sexual reproduction. These periods overlap, but



puberty is a biologically defined period, while adolescence is a broader social construction. Puberty is an important aspect of adolescence but adolescence is also responsible for changes in thinking, interests, social circumstances and parental and social expectations.

Media portrayals of adolescents often seem to emphasize violence, school shootings, alcohol-related accidents, drug abuse, and suicides involving teens are all too frequently reflected in newspaper headlines and movie plots. In the professional literature, too, adolescence is frequently portrayed as a negative stage of life—a period of storm and stress to be survived or endured. According to Stanley Hall, the first psychologist to study adolescence characterized it as a period of “storm and stress”. Hall attributed this turmoil to the conflicts between the rapid physical changes of puberty and society’s demands for social and emotional maturity.

The Indian understanding of adolescence is rather ambiguous. On the one hand we have texts suggesting that the interpersonal distance away from adults is not experienced in India, where young people spend more time with rather than away from their family. There is a correspondence of interests, activities, and presence of children of all ages in most social settings. The adolescence period in the Indian social system comes under Brahmacharya (apprenticeship). This is the first ashram (stage of life) of development stages. In this stage, the child learns the basic skills in relation to his future role as a responsible adult. Adolescents cover a whole range of issues. Adolescent issues can be broadly categorized as biological issues, psychological issues and social issues.

Adolescence is both biological and social in nature. The beginning of adolescence is marked by biological changes in girls and boys. As a matter of fact, just before puberty there occurs what is known as pre-adolescent growth spurt. It takes place in girls mostly



during the age of nine to twelve years, and in boys between eleven and fourteen years of age. During this period, and following shortly thereafter, the secondary sexual characteristics emerge.

Body image

Early-maturing girls are not satisfied with their appearance, height and weight, body image, or body characteristics. Early-maturing boys have usually been found to be more satisfied with their height than have later-maturing boys, but to have poor body image. The findings regarding body image lead to one definitive conclusion: Timing of puberty does affect self- and body image in some youth. The moderating influence of racial and ethnic status on timing of puberty and body image adds an exciting new arena for generating valid findings for the large population of racial and ethnic youth.

Disordered Eating

Many adolescents experience dissatisfaction with their changing bodies. In a culture that glorifies being thin, some adolescents—mostly girls—become overly preoccupied with their physical appearance and, in an effort to achieve or maintain a thin body, begin to diet obsessively. A minority of these adolescents eventually develops an eating disorder such as anorexia nervosa or bulimia. Bulimia, another eating disorder, is characterized by *bingeing*, eating large quantities of food, followed by *purging* of the food through vomiting or the use of laxatives. Bulimics may eat an entire gallon of ice cream or a whole package of tortilla chips. But after such a binge, sufferers experience powerful feelings of guilt and depression, and they intentionally rid themselves of the food. Although the weight of a person with bulimia remains fairly normal, the disorder is quite hazardous. The constant vomiting and diarrhea of the binge-and-purge cycles may produce a chemical imbalance that can lead to heart failure.



Some experts suggest that a biological cause lies at the root of both anorexia nervosa and bulimia. In fact, twin studies suggest there are genetic components to the disorders. In addition, hormonal imbalances sometimes occur in sufferers.

Common health problems

In the absence of chronic disease and disability, the problems that adolescents face are usually directly related to their developmental stage and related behaviours. Adolescent health issues are typically of the crisis type such as pregnancy testing, birth control information, testing for sexually transmitted diseases, sports injuries, and injuries resulting from accidents. Asthma is one example of a chronic illness, and the most common long-term respiratory illness in adolescence.

Sleep deprivation

With increasing academic and social demands placed upon them, adolescents go to bed later and get up earlier. As a result, they often lead their lives in something of a sleep-deprived daze. The sleep deprivation comes at a time when adolescents' internal clocks shift. Older adolescents in particular experience the need to go to bed later and to sleep later in the morning, and they require 9 hours of sleep each night to feel rested. Because they typically have early morning classes but don't feel sleepy until late at night, they end up getting far less sleep than their bodies crave. Sleep deprivation takes its toll. Sleepy teens have lower grades, are more depressed, and have greater difficulty controlling their moods. In addition, they are at great risk for auto accidents.

Adolescent pregnancy

Rates of adolescent pregnancy remain high in the developing world, despite the overwhelming majority of countries that are signatories to international charters and covenants that discourage



child marriages, and that have laws and policies to prevent early marriages, pregnancies and motherhood. Gender inequality, a lack of protection of girls' human rights, persistent traditions in favour of early marriage and motherhood, poverty, humanitarian crises and tough economic realities all work to encourage adolescent pregnancy to continue. The girls most likely to have a live birth before age 18 reside in rural and remote areas, have little or no education, and live in the poorest households. Married girls (adolescents that married before age 18) should have systematic support to help them avoid early and frequent child-bearing. They should have ready access to sexual and reproductive health information and programmes that provide family planning, maternal health services, and HIV prevention and treatment. A significant part of these resources should be devoted to improving the sexual and reproductive health of adolescents, including married girls. Universal access to sexual and reproductive health information and services should be treated as a human health right.

Sexually transmitted infections

AIDS is spread primarily through sexual contact; it is classified as a sexually transmitted infection (STI). Although AIDS is the deadliest of sexually transmitted infections, there are a number of other STIs that are far more common. In fact, one out of four adolescents contracts an STI before graduating from high school. The most common STI is *human papilloma virus (HPV)*. HPV can be transmitted through genital contact without intercourse. Most infections do not have symptoms, but HPV can produce genital warts and in some cases lead to cervical cancer. Other sexually transmitted infections, including chlamydia, genital herpes, trichomoniasis, gonorrhea, and syphilis, occur frequently among the adolescent population and can also be prevented by safe-sex practices or abstinence. Adolescent behavior patterns and attitudes, such as



shyness, self-absorption, and a belief in personal invulnerability, work against the use of safe-sex practices that can prevent the disease.

Psychological factors

It has been observed in both Indian and Western literature (e.g., N. Sharma 1996; Larson 2002) that adolescence, as generally depicted in psychological discourse, is "marked by a discontinuity between childhood and adulthood".

Regarding psychological adjustment of adolescents in contemporary society, that in their research on a large group of adolescents (n = 25,796) as many as 38% of adolescents were found to have "problematic psychological concerns." The young women were more concerned with issues of looks and nervousness, and were indecisive and misunderstood; whereas boys reported feeling more shy, frequently being rejected by peers, being uncomfortable in the company of girls, and troubled by feelings of anger. Interestingly, more problematic issues were displayed in the responses of private school children in comparison with those from government schools. It is important to remember that this difference may also be related to a higher level of comfort and acceptance of having psychological difficulties among the more affluent families. From this research, we can discern that although family relationships are critical to young people, difficulties with the individual self are present especially among urban, school-going adolescents. Not much work has been done on the identity of rural youth.

Emotion Regulation

Internalizing problems are defined as dysregulations in mood and affect and hence by definition are indications of difficulties in regulating negative emotions. Emotion regulation skills tend to develop substantially during early childhood, but also continue to develop in response to new demands of adolescent emotional experience, emotion



regulation and social cognitive skills as particularly salient to skills in peer relations of children and adolescents. Among young adolescents, better abilities to understand how others are feeling or their thoughts are associated with greater peer acceptance. Poor emotion regulation skills have been linked to early childhood problems, especially anger management and aggression problems.

In some sense, emotion regulation and coping are similar constructs. Zahn-Waxler and her colleagues (2000) have argued that promoting emotion regulation in early childhood may be linked subsequently to poor regulation later in development. In particular, regulating externalizing behaviors is a primary focus in early childhood, but individuals—specifically girls—who learn to regulate these behaviors and emotions effectively may develop dispositions for internalizing emotions such as fear and guilt, note that regulation of fear via promoting a sense of control and self efficacy versus promoting avoidance of the stimuli or situation is important in understanding how parents socialize children to be anxious. Such findings speak to how attributional biases may be established as parents socialize children to develop different beliefs about control and efficacy of their environments. At the same time, attributions and emotion regulation skills may result from the interaction of biologically based (possibly with a genetic component) factors and socialization.

Depression

Depression is one of the most widely studied mental health conditions because of its large burden on individuals, families, and society and its links to suicide. Depression is the most widely reported disorder, with over a quarter of adolescents affected by at least mild depressive symptoms. Depression is more than twice as prevalent among females ages 15-20, compared to same-age males. Suicide is the third leading cause of adolescent mortality. Several factors increase the risk of



depression, including a family history of mood disorders and stressful life events. Adolescent depression is nobody's fault. Several factors, including biological and environmental factors, increase the risk of depression. For example, a family history of mood disorders and stressful life events in those who are genetically vulnerable to the condition can lead to the development of depression. Some individuals develop depression because of a chemical imbalance in the brain started by a triggering event, including stress from loss, physical or sexual abuse, substance use, humiliation or failure, or seemingly nothing at all. These factors increase the risk of depression but have different effects on different individuals. For example, a relationship breakup may make one teen unsettled for a few days but send another teen with biological risk into depression. Whatever the specific causes of depression, scientific research has firmly established that major depression is a biological, medical illness.

Following are a few symptoms of depression:

- sleep problems (commonly more sleeping);
- loss of interest or pleasure in formerly fun activities;
- loss of interest in friends;
- appetite changes;
- energy loss;
- sadness or irritability;
- concentration problems;
- hopeless or guilty thoughts;
- body movement changes—feeling edgy or slowed down;
- persistent physical complaints and/or frequent visits to school nurses; or
- suicidal thoughts or preoccupation with death



Adolescents living with depression may self-harm if they do not have healthier alternatives in place to cope with or relieve negative feelings. Self-harm can also be used as a kind of “self-medication” for treating depression—not unlike drinking, using substances or overeating. Some individuals report that self-harm can be experienced as a “runners high” when “feel good” endorphins are released in the brain in response to the physical injury. Adolescents may also self-harm to communicate feelings of depression, hopelessness or worthlessness, exert control over their lives or combat feelings of numbness. It is important to note that self-harm is not necessarily a suicide attempt. It can lead to unintentional, serious injuries, scarring and infections and become an ineffective coping tool. Thus, it is important to encourage adolescents to stop the behaviour, but only if effective coping skills are in place. Since self-harming is a way to handle overwhelming emotions, it is important to offer alternatives and self-soothing strategies.

Suicide

In adolescence, the rate of suicide is higher for boys than girls, although girls *attempt* suicide more frequently. Suicide attempts among males are more likely to result in death because of the methods they use: Boys tend to use more violent means, such as guns, hanging, while girls are more apt to choose the more peaceful strategy of drug overdose. The reasons behind the increase in adolescent suicide over past decades are unclear. The most obvious explanation is that the stress experienced by teenagers has increased, leading those who are most vulnerable to be more likely to commit suicide.

Although we are not yet sure why adolescent suicide has increased, it is clear that certain factors heighten the risk of suicide. One factor is depression. Depressed teenagers who are experiencing a profound sense of hopelessness are at greater risk of committing suicide (although most depressed individuals do not commit suicide). In



addition, social inhibition, perfectionism, and a high level of stress and anxiety are related to a greater risk of suicide. The easy availability of guns—which are more prevalent in the United States than in other industrialized nations—also contributes to the suicide rate. In addition to depression, some cases of suicide are associated with family conflicts and relationship or school difficulties. Some stem from a history of abuse and neglect. The rate of suicide among drug and alcohol abusers is also relatively high.

Anxiety

Approximately 10% of all children and adolescents are estimated to meet the diagnostic criteria for at least one anxiety disorder. In children and adolescents, the most frequent conditions are separation anxiety disorder (SAD) with a prevalence around 4%, generalized anxiety disorder (GAD) (GAD; 2.7% to 4.6%) and specific phobias (2.4% to 3.3%). The prevalence of social phobia is around 1% and that of panic disorder (PD) 0.6%

Objectives

1. To study the level of depression, anxiety, and stress among adolescents
2. To check whether wellbeing contributes to depression, anxiety, and stress in adolescents
3. To verify the efficacy of the developed intervention module

Hypothesis

1. There would be a significant difference in the level of depression, anxiety, and stress among adolescents
2. Wellbeing contributes to depression, anxiety, and stress in adolescents



3. There would be an impact on the developed intervention module on the level of depression, anxiety, and stress among adolescents

Methodology

The present study based on secondary data can be obtained from journals; reports, government publications of and research organization on the collected data are analyzed data.

Separation anxiety disorder (SAD)

SAD is characterized by excess anxiety about separation from parents or substitutes, inappropriate to the level of development, persisting for at least four weeks. Symptoms cause intense distress and significantly interfere in different aspects of children's and adolescent's lives. Children or adolescents, when left alone, fear that something bad might happen to their parents or to themselves, such as diseases, accidents, kidnapping, robbery, which could separate them from their parents for good. Consequently, they get excessively attached to their caregivers, not allowing them to be away. At home they have problems sleeping, and need constant company. They often have nightmares about their fears of separation. Refusal to go to school is also common among these individuals. The symptoms described above are usually accompanied by somatic anxiety symptoms, such as abdominal pain, headache, nausea, and vomiting. Older children may have cardiovascular symptoms such as palpitations, dizziness and fainting sensation. These symptoms hinder the child's autonomy, may restrict his/her academic, social and family activities, producing significant personal or family stress. They feel humiliated and fearful, which results in low self-esteem

Post-traumatic stress disorder

Children and adolescents are particularly vulnerable to violence and sexual abuse. Traumatic experiences may have a strong and long-



lasting effect on them. PTSD is regarded as a risk factor for the later development of psychiatric diseases. PTSD is the intense fear, feeling of powerlessness or horror due to the exposure to an extreme trauma, such as life threat or sexual assault. The probability of developing PTSD is reliant on the severity, length, and time of exposure of the individual to the traumatic event. Remarkable changes in behaviour are observed, including excessive shyness or disinhibition, agitation, excessive emotional reactivity, hyperarousal, besides obsessive thoughts with the traumatic experience (while awake or in nightmares). Quite frequently, patients avoid stimuli associated with the traumatic event, associated with the compromise of their daily activities. Patients avoid talking about the event, which seemingly worsens the symptoms, as often occurs in all anxiety disorders. Younger children have difficulty understanding the event clearly and talking about it. In these children, issues related to the trauma often are expressed in repetitive games or plays.

Identity Formation: Change or Crisis?

Erikson argues that adolescents strive to discover their particular strengths and weaknesses and the roles they can best play in their future lives. This discovery process often involves "trying on" different roles or choices to see if they fit an adolescent's capabilities and views about himself or herself. Through this process, adolescents seek to understand who they are by narrowing and making choices about their personal, occupational, sexual, and political commitments. Erikson calls this the identity-versus-identity-confusion stage.

Egocentrism in Thinking

Adolescent egocentrism is a state of self-absorption in which the world is viewed as focused on oneself. This egocentrism makes adolescents highly critical of authority figures such as parents and teachers, unwilling to accept criticism, and quick to find fault with others'



behaviour. The kind of egocentrism we see in adolescence helps explain why adolescents sometimes perceive that they are the focus of everyone else's attention. In fact, adolescents may develop what has been called an *imaginary audience*, fictitious observers who pay as much attention to the adolescents' behavior as adolescents do themselves.

The imaginary audience is usually perceived as focusing on the one thing that adolescents think most about: themselves. Unfortunately, these scenarios may suffer from the same kind of egocentrism as the rest of their thinking. For instance, a student sitting in a class may be sure a teacher is focusing on her, and a teenager at a basketball game is likely to be convinced that everyone around is focusing on the pimple on his chin.

Conclusion

Most of students were having depression anxiety and stress. Active steps at the school level and community level needed to tackle these problems. Further studies are needed to explore attitude of students, parents and teachers towards mental health problems on large scale. Development of intervention modules was a part of all major epidemiological studies in mental health. A task force study on mental health care of rural aged determined not only the physical and psychiatric morbidity among the elderly but also developed a manual for health care of the elderly, physical as well as mental, in the PHC set up. Study of developmental psychopathology in school children has developed an interventional plan that focused at the persons who were directly looking after the child that is parents, teachers, or both. Alcohol causes substantial health as well as social and economic problems. It is well known that alcohol use causes a variety of physical and psychological problems and these are all seen in India. However a number of additional problems have been identified in Indian population using alcohol. These include nutritional problems, infections



and malignancies. One problem that is somewhat peculiar to India is adulteration of alcoholic drinks with poisonous substances including methyl alcohol.

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VISIBLE SPECTROPHOTOMETRIC METHODS TOWARDS QUANTITATIVE ESTIMATION OF CPH IN THEIR FORMULATIONS

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Abstract

Simple, accurate and reproducible UV-Visible spectrophotometric methods were established for the assay of CPH (Cefetamet Pivoxil as Hydrochloride) based on the formation redox products. Method A, Method B involves the redox reactions of the CPH. The optical characteristics such as Beers law limits, molar absorptivity and Sandell's sensitivity for the methods (A-B) are given. Regression analysis using the method of least squares was made to evaluate the slope(b), intercept(a) and correlation coefficient(r) and standard error of estimation (Se) for each system. Determination of CPH in bulk form and in pharmaceutical formulations were also incorporated.

Key words: Determination, redox, CPH

Introduction:

Cefetamet, [6R-[(6a,7β(Z))]-7,[[[(2-amino-4-thiazolyl) (methoxyimino) acetyl] amino]-3-methyl-8-oxo-5-thia-1-azabicyclo-[4,2-O]oct-2-ene-2-carboxylic acid (CPH), is an oral third-generation cephalosporin which is hydrolyzed to form the active agent cefetame[1-5]t. Cefetamet, because of its broad coverage of most gram-negative and gram-positive community-acquired pathogens, is one of the drugs of choice in the empiric therapy of respiratory and urinary community-acquired-



infections[6,7] Literature survey serves only HPLC method[8-15] for analytical estimation of CPH; however, no spectroscopic studies for its estimation have been reported till date. Hence it was thought worthwhile to develop spectrophotometric method for the same. As the analytically useful functional groups in CPH have not been fully exploited for designing suitable, visible spectrophotometric methods and so still offer a scope to develop more visible spectrophotometric methods with better sensitivity, selectivity, precision and accuracy. The author has made some attempts in this direction and succeeded in developing thirteen visible spectrophotometric methods. All these methods have been extended to bulk and in its pharmaceutical formulation as well are described.

Experimental

i) Instruments used:

An Elico, UV-Visible digital spectrophotometer (SL - 159) with 1cm matched quartz cells were used for the spectral and absorbance measurements. An Elico LI-120 digital pH meter was used for pH measurements.

ii) Preparation of standard drug solutions:

For Methods:

The stock solution (1mg/ml) of CPH was prepared by dissolving 100mg of it in 100ml 0.1M HCl. This solution was further diluted step wise with distilled water to obtain working standard solution of corresponding concentrations $200 \mu\text{gml}^{-1}$ [M_1 , M_2].

iii) Proposed procedures:

After systematic and detailed study of the various parameters involved, as described under results and discussions the following procedures; [Methods NBS/CB (M_1); NBS/PMAP-SA (M_2)] were



recommended for the assay of CPH in bulk samples and pharmaceutical formulations.

a) For Bulk samples

Method – M₁

Aliquots of standard CPH solution (0.5-3.0mL, 200 μ g.mL⁻¹) were transferred into a series of 25mL calibrated tubes. Then 1.25mL (5.0M) of HCl and 2.5mL (5.618x10⁻⁴ M) of NBS were added. The volume was brought to 15mL with distilled water. After 10min, 10mL (5.50x10⁻⁴M) of CB solution was added and mixed thoroughly. The absorbance was measured after 5min at 535nm against distilled water. The blank (omitting drug) and dye (omitting drug and oxidant) solutions were prepared in a similar manner and their absorbances were measured against distilled water. The decrease in absorbance corresponding to consumed NBS and in turn the drug concentration was obtained by subtracting the decrease in absorbance of the test solution (dye-test) from that of the blank solution (dye-blank). The amount of CPH was computed from its calibration graph (Fig. 3).

Method – M₂

Aliquots of standard CPH solution (1.0-5.0mL, 200 μ g.mL⁻¹) were transferred into a series of 25mL calibrated tubes. Then 0.5mL (8.75 x 10⁻¹M) of AcOH and 2mL (4.94 x 10⁻³M) of NBS solutions were added and kept aside for 15min at room temperature. Then 1.5mL (8.71 x 10⁻³M) of PMAP solution was added. After 2min 2.0mL (1.16 x 10⁻²M) of SA solution was added. The volume was made up to the mark with distilled water. The absorbance was measured after 10 min. at 520nm against distilled water. A blank experiment was also carried out omitting the drug. The decrease in the absorbance and in turn the drug concentration was obtained by subtracting the absorbance of the test



solution from the blank. The amount of CPH was computed from its calibration graph (Fig. 4).

b) For pharmaceutical formulations:

An accurately weighed portion of tablet content equivalent to about 100 mg of CPH was transferred into a 100mL volumetric flask. Added about 80mL of warm isopropyl alcohol and shaken well for about 20min. The contents were diluted with isopropyl alcohol up to the mark and mixed thoroughly. The solution was filtered. The filtrate was evaporated to dryness. The residue was used for the preparation of formulation solutions for different methods as given under standard solutions preparations. These solutions were analyzed as under procedures described for bulk solutions.

Results and Discussions:

i. Spectral Characteristics:

In order to ascertain the optimum wavelength of maximum absorption (λ_{\max}) of the colored species formed in the above methods, specified amounts of CPH were taken and colors were developed separately by following the above procedures. The absorption spectra were scanned on a spectrophotometer in the wave length region of 340 to 900nm against similar reagent blank or distilled water. The reagent blank absorption spectrum of each method was also recorded against distilled water. The results were graphically represented in Fig.1&2. The absorption curves of the colored species in each method show characteristic absorption maxima whereas the blank in each method has low or no absorption in this region.



Fig. 1: Absorption spectrum of CPH with NBS - CB (M₁)

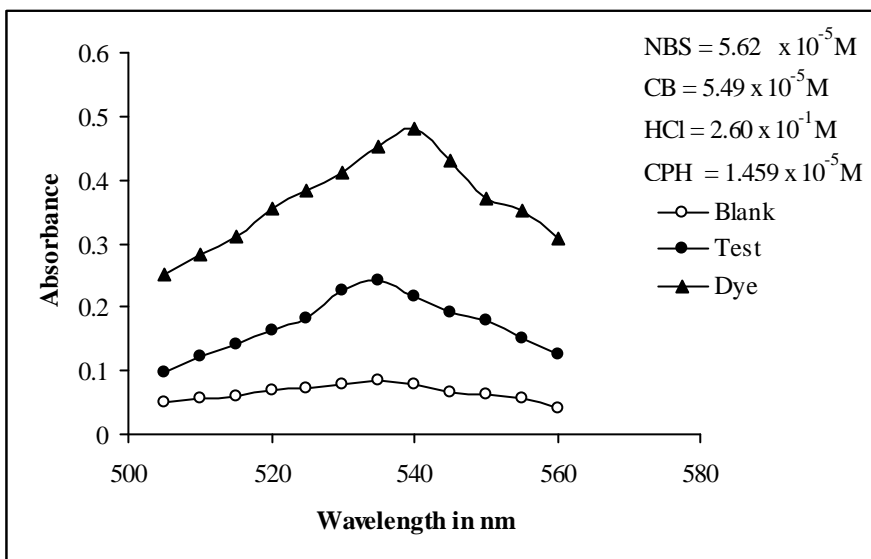


Fig. 2: Absorption spectrum of CPH with NBS – PMAP - SA (M₂)

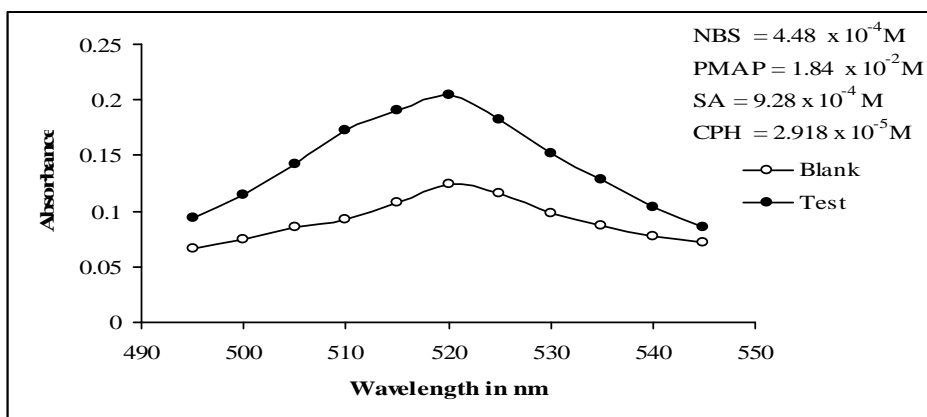




Fig. 3: Beer's Law plot of CPH with
 NBS - CB (M_1)

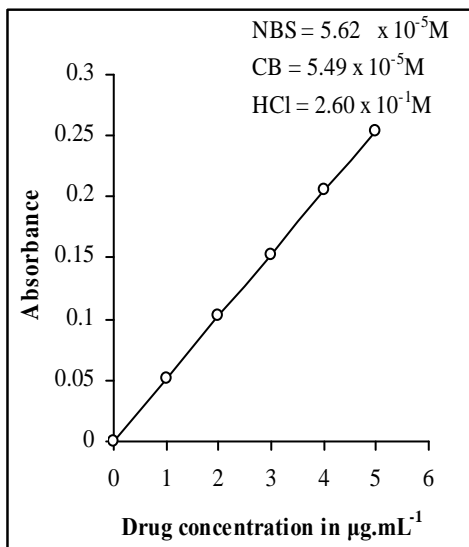
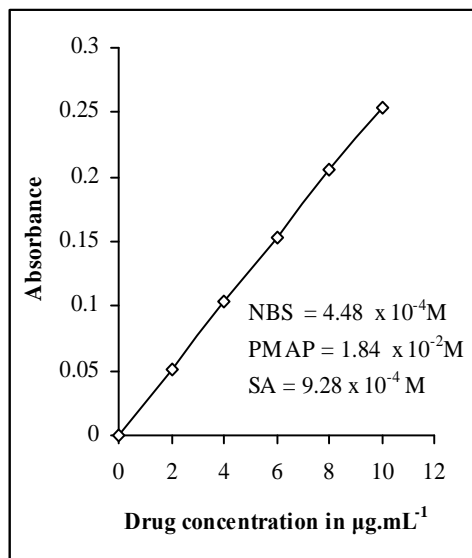


Fig. 4: Beer's Law plot of CPH with
 NBS - PMAP - SA (M_2)



ii. Optimum conditions fixation in procedures:

The optimum conditions for the color development of methods (M_1 and M_2) were established by varying the parameters one at a time, keeping the others fixed and observing the effect produced on the absorbance of the colored species. The following experiments were conducted for this purpose and the conditions so obtained were incorporated in recommended procedures.

Method – M_1 [NBS/CB]

The procedure involves two steps. The first step in the procedure is the reaction of CPH with an excess of NBS giving products involving oxidation, substitution or addition and the estimation of unreacted NBS using a known excess of CB (second step). The excess dye remaining was then measured with a spectrophotometer. The effect of



reagent concentration (acidity, NBS and CB), waiting period in each step with respect to maximum sensitivity, minimum blank, adherence to Beer's law, reproducibility and stability of final color were studied by means of control experiments varying one parameter at a time .

Method – M₂ [NBS/PMAP/SA]

This is an indirect spectrophotometric method which involves two steps. In the first step, the volume of NBS required for oxidation of drug, the time and temperature for oxidation of the drug and volume of acetic acid were established through control experiments. In the second step, the volume of PMAP and the intermittent time between additions, volume of SA and the solvent for final dilution were found by varying one parameter at a time .

iii. Optical Characteristics:

In order to test whether the colored species formed in the above methods, adhere to Beer's law the absorbance's at appropriate wave lengths of a set of solutions containing varying amounts of CPH and specified amounts of reagents (as given in the recommended procedures for each method) were recorded against the corresponding reagent blanks. The Beer's law plots of these systems are recorded graphically (Figs.3to4) against the corresponding reagent blanks. Beer's law limits, molar absorptivity, Sandell's sensitivity and optimum photometric range (Table.1) for CPH in each method developed. With mentioned reagents were calculated. Least square regression analysis was carried out for getting the slope, intercept and correlation coefficient values. (Table1).

iv. Precision:

The precision of each proposal methods was ascertained from the absorbance values obtained by actual determination of six replicates of a fixed amount of CPH in total solution. The percent relative standard



deviation and percent range of error (at 0.05 and 0.01 confidence limits) were calculated for the proposed methods (Table1).

v. Accuracy:

To determine the accuracy of each proposed method, different amounts of bulk samples of CPH within the Beer's law limits were taken and analyzed by the proposed method. The results (percent error) are recorded in (Table1).

vi. Interference studies:

The effect of wide range of excipients and other active ingredients usually present in the formulations for the assay of CPH in methods (M_1 and M_2) under optimum conditions were investigated. The commonly used excipients and other active ingredients usually present in formulations did not interfere even if they were present in amount than they usually exist.

vii. Analysis of formulations:

Commercial formulations (tablets) containing CPH were successfully analyzed by the proposed methods. The values obtained by the proposed and reference methods for formulations were compared statistically with F and t tests and found not to differ significantly. The results are summarized in (Table 2). Percent recoveries were determined by adding standard drug to preanalysed formulations. The results of the recovery experiments by the proposed methods are also listed in (Table 2).

Conclusions:

The proposed methods exploit the various functional groups in CPH molecule. Statistical analysis of the results shows that the proposed procedures have good precision and accuracy with good sensitivity and higher λ_{\max} . Results of the analysis of pharmaceutical



formulations reveal that the proposed methods are suitable for their analysis with virtually no interference of the usual additives present in pharmaceutical formulations.

The **order of sensitivity** among the proposed methods is: $M_1 > M_2$.

Thus, the proposed methods are simple, sensitive or selective with reasonable precision and accuracy and constitute better alternatives to the reported ones in the assay of CPH in bulk form and pharmaceutical formulations

Table 1: Optical and regression characteristics, precision and accuracy of the proposed methods for CPH

Parameter	M_1	M_2
λ_{\max} (nm)	535	520
Beer's law limits ($\mu\text{g/mL}$)	1.0-5.0	2.0-10.0
Detection limit ($\mu\text{g/mL}$)	1.316	5.994
Molar absorptivity ($1 \text{ mol}^{-1} \cdot \text{cm}^{-1}$)	2.808×10^4	2.212×10^4
Sandell's sensitivity ($\mu\text{g} \cdot \text{cm}^{-2}/0.001$ absorbance unit)	0.13968	0.11240
Optimum photometric range ($\mu\text{g/mL}$)	0.3-0.7	0.6-1.0
Regression equation ($Y=a+bc$) slope (b)	4.86×10^{-2}	3.995×10^{-2}
Standard deviation on slope (S_b)	2.37×10^{-3}	6.994×10^{-4}
Intercept (a)	7.0×10^{-3}	4.50×10^{-3}
Standard deviation on intercept (S_a)	7.876×10^{-3}	4.639×10^{-3}
Standard error on estimation (S_e)	7.509×10^{-3}	4.423×10^{-3}
Correlation coefficient (r)	0.9964	0.9995
Relative standard deviation (%) [*]	1.6096	1.0288
% Range of error (confidence limits)		
0.05 level	1.6895	1.0799
0.01 level	1.6492	1.6935
% error in Bulk samples ^{**}		

^{*} Average of six determinations considered

^{**} Average of three determinations



Table 2: Assay of CPH in Pharmaceutical Formulations

Formulations [*]	Amount taken (mg)	Amount found by proposed Methods ^{**}		Reference method	Percentage recovery by proposed methods ^{***}	
		M ₁	M ₂		M ₁	M ₂
Tablet I	250	249.51±0.46 F=4.355 t=1.146	249.62±0.56 F=2.938 t=0.8204	249.98±0.96	99.81±0.98	99.85±0.99
Tablet II	500	499.36±0.46 F=3.680 t=1.356	499.20±0.96 F=1.855 t=1.530	499.52±0.79	99.88±0.98	99.87±0.55

* Tablets from four different pharmaceutical companies.

** Average ± standard deviation of six determinations, the t-and F-test values refer to comparison of the proposed method with the reference method. Theoretical values at 95% confidence limit, F = 5.05, t = 2.262

*** Recovery of 10mg added to the preanalysed pharmaceutical formulations (average of three determinations).

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మన పండుగలు - తెలంగాణ సంస్కృతి

నయ్యడ్ ఆఫ్ డి.ఎం.
M. A (Ph. D)

ఏ దేశానికైనా, ఏ రాష్ట్రానికైనా, ఏ జాతికైనా గుర్తు దాని సంస్కృతి. ఈ మాట చాలా విశాలమైన అర్థం కలిగినది. సంస్కృతి అంటే ఆ జాతి నమ్మకాలు, విశ్వాసాలు, మతాచారాలు, సాంఘికాచారాలు, కుటుంబ వ్యవస్థ, వాళ్ల మాతృభాష ఆ తరువాత వాళ్ల సాహిత్యం, కట్టు-బొట్టు. ఇవన్నీ అయిన తరువాత, వాళ్ల లలిత కళలు, ఇవన్నీ కలిపితే సంస్కృతి, ఇన్నింటిలోనూ కూడా ప్రతీజాతికి ఒక ప్రత్యేకత ఉంటుంది. ఈ సంస్కృతి పేరుగల ఇన్ని విషయాలలో ఆ జాతి చరిత్ర ప్రతిబింబిస్తుంది. ఆ జాతి చరిత్ర అంటే వాళ్లు నమ్మి ఆరాధించే దేవతల కథలతో మొదలుపెట్టి, వాళ్ళ చరిత్రలో వాళ్ళు అనుభవించిన శత్రుభయాలు, జయాపజయాలు, యుద్ధాలు, వారిజాతి నాయకుల గాథలు, వారిమంచి చెడ్డలు ఇవన్నీ ఆ జాతి వర్తమాన కాలంలో గుర్తు చేసుకుంటూ ఉండడమే ఒక సంస్కృతి.

భారతీయులు ప్రకృతి ఆరాధకులు. జీవకోటి మనుగడకు కావాల్సిన పంచభూతాలను ఆరాధించేవారు. ప్రాణాధారమైన గాలిని వాయుదేవుడిగా, వర్షాన్నిచ్చే నీటిని వరుణ దేవుడిగా, జలవనరులను గంగా మాతగా శక్తినిచ్చే అగ్నిని అగ్నిదేవుడిగా, ఆహారాన్నిచ్చే వృక్షాల ద్వారా అందించే భూమిని భూమాతగా, వెలుగునిచ్చే సూర్యుడిని ఆదిత్యునిగా ఆరాధిస్తారు. మన ప్రాచీనులు పరిసరాలతో సహజీవనం చేశారు. ప్రకృతితో మమేకమయ్యారు. సంప్రదాయాలను ఏర్పరచుకున్నారు. ఈ సంస్కృతి, సంప్రదాయాలు తర్వాతి కాలములో ఆధ్యాత్మికతలో కలిసిపోయి, వేల సంవత్సరాలుగా జంతు, వృక్షాదులను దైవ స్వరూపాలుగా ఆరాధిస్తున్నారు.

“చెట్టును పూజిస్తున్నారు, పుట్టను పూజిస్తున్నారు, గోవును పూజిస్తున్నారు. ఈ భూమిని భూమాతగా ఆరాధిస్తున్నారు. శక్తి ప్రదాత సూర్యున్ని ఆరాధిస్తున్నారు, ఈ సృష్టిలో ప్రకృతి వనరులనన్నింటిని ఏదో ఒక రూపంలో ఆరాధిస్తున్నాము. తరతరాలుగా ఈ సంప్రదాయం మన సంస్కృతిలో కొనసాగుతూనే ఉంది. వీటి నుండే కొన్ని పండుగలుగా రూపుదిద్దుకున్నాయి కూడా. పండుగలు, జాతరలు, ఉత్సవాలు ఇలా ఏర్పడ్డవే”.

తెలంగాణ ప్రాంతం భిన్న సంస్కృతుల కూడలిగా, పరస్పర స్నేహాల కలపోతగా, జీవితంలో నూతనోత్సాహం మొగ్గ తొడగడానికి వేదికగా పండుగలు మానవ జీవితాల్లో విడదీయలేని బంధాలయ్యాయి. జాతీయ భావపరి పోషకాలు పండుగలు. “హిందూ సమాజంలో ఒక ప్రముఖమైన భాగం “పండుగ” అని ప్రతీ పండుగ గంభీరమైన ఆధ్యాత్మిక విలువలు కలిగి శుచి, శుభ్రత సంబంధాంశాలను వివరిస్తూ, ఉన్నత సాంఘిక ప్రాముఖ్యత మరియు వాని ఉద్దేశ్యాలను తెల్పుతూ వ్యక్తిగత గాథలు మరియు వారి ఆనందాలను రాశీభూతంగా వెలిగొందుతున్నాయని చెప్పడంలో అతిశయోక్తి లేదు.

తెలంగాణ గ్రామ ప్రజల సామాజిక, సాంస్కృతిక జీవనంలో ఆనందం, ఆవేశంతో శరీరాన్ని పులకరింపజేసే సంఘటనలు పండుగలు-ఉత్సవాల్లో చోటు చేసుకుంటాయి. ఇవి ఒక ప్రత్యేకతను రూపుదిద్దుకొని వారి కవితావేశానికి మూలకందమై నిలుస్తాయి. తెలుగు నాట “పండుగలు-పబ్బాలు, నోములు, ఉత్సవాలు, ఊరేగింపులు, జాతరలు, కొలుపులు, తరతరాలుగా సమాజంలోని వివిధ వర్గాల



వ్యక్తుల్ని ఒకచోట చేరుస్తాయి. ఇవి పల్లె ప్రజల వినోదానికి ప్రతీకలు. పండుగలు మతపరం, సాంఘికపరం, ఋతుపరం, స్థానికపరం, దేశపరం అని ఎన్నో రకాలుగా కనిపిస్తాయి. పండుగల సందర్భంలో వివిధ రకాల ఆహార పానీయాలు, వినోదం, ఆహ్లాదం, ఆచారాలు కనిపిస్తాయి. ప్రాచీన కాలంలో సంవత్సరంలో ఎక్కువ కాలం పండుగలకే ఎక్కువ ప్రాధాన్యం ఇచ్చేవారు.

తనకు మేలు చేసిన ప్రతి వస్తువును కృతజ్ఞతాభావంతో ఆరాధిస్తారు. వాటిని దేవతలుగా భావిస్తారు. ఆ కారణంగానే అదిమ మానవుడు వృక్షపూజ చేయడం ప్రారంభిస్తారు. అదిమ మానవుడు ప్రారంభించిన ఆ వృక్షపూజా విధానం నేటికీని గ్రామాల్లో జానపదులు ఆచరిస్తూ ఉన్నారు. తెలంగాణలోని అన్ని జిల్లాల్లోనూ ఈ ఆచారం సజీవంగా ఉంది. ఈ వృక్షపూజలో వేప చెట్లు, రావి చెట్లు, తులసి చెట్లు, జమ్మి చెట్లు, మర్రి చెట్లు, మారేడు చెట్లు, మొలకలు ప్రముఖంగా పూజింపబడతాయి.

సృష్టిలో తల్లియే పూజనీయురాలు. సర్వాధికారి. బ్రహ్మ, విష్ణు, మహేశ్వరులు కూడా జన్మించుటకు కారణభూతురాలు స్త్రీ అనీ, ఆమెయే ఓంకార స్వరూపిణి అనీ, మహాశక్తి అనీ, జానపదుల విశ్వాసం. అందుకే గ్రామరక్షణ శక్తిగా భావించి ఆమెను జానపదులు కొలుస్తారు. శక్తి స్వరూపిణి అయిన గ్రామదేవత వివిధ ప్రాంతాలలో వివిధ నామాలతో ఎన్నేళ్ళ నుండి పూజలందుకుంటున్నదో ఎవరి కెరుక? జానపదులు ఆ గ్రామ దేవతలకు కొలుపులు, పండుగలు చేస్తారు. తెలంగాణలో 'శక్తి' దేవత ఎన్నిరకాల పేర్లను ధరించి పూజింపబడుతుందో గమనిస్తే ఆశ్చర్యం వేస్తుంది. అవి ముత్యాలమ్మ, మారమ్మ, మైసమ్మ, గంగమ్మ, ఎల్లమ్మ, పోశమ్మ, మహంకాళమ్మ, దుర్గమ్మ, ఈదమ్మ, పెద్దమ్మ, అంకాళమ్మ, పోలేరమ్మ, రంగ నాయకమ్మ, గండిదేవరమ్మ, తిరుపతమ్మ, గంగదేవమ్మ, ఎలమందమ్మ.

మాతృస్వామిక వ్యవస్థలో మాతకు దేవతారూపమైన శక్తి పల్లె పల్లెలో జానపదులకు ఆరాధ్యదైవమై వెలసింది. మానవోత్పత్తికి స్త్రీ మూలాధారమని జానపదుల తలంపు. నేటి వైజ్ఞానిక యుగంలో కూడా ఈ భావన జానపదుల్లో స్థిరంగా పాదుకొని శక్తి జాతరలు చేయుటకు ఇంకా ప్రోత్సాహం ఇస్తూనే ఉంది. జానపదుల విశ్వాసాలు మానవ నాగరికతమీద తమ ప్రభావాన్ని కోల్పోలేదనటానికి ఇది ఒక ప్రజల సాక్ష్యం. ఈ శక్తిరూపిణి 'ఆదిశక్తి' అని, అఖిలాండకోటి బ్రహ్మాండానికి ప్రాణభూతమని జానపదుల విశ్వాసం.

ఈ ఆదిశక్తినే మూలశక్తిగా, దేవీమూర్తిగా, భయంకర స్వరూపిణిగా జానపదులు భావించారు. పౌరాణిక కథనం కూడ గమనిద్దాం. దుర్గుడు, మహిషాసురుడు అనే ఇద్దరు రాక్షసులు స్త్రీలవల్ల తప్ప ఎవరిచేత చావని వరం పొందుతారు. వారు దేవతలను అనేక హింసలకు గురి చేస్తుంటారు. అప్పుడు దేవతలందరు ఒక చోటచేరి వారందరి శక్తులను ఏకం చేసి దేవిని సృష్టించినట్లు చెప్పబడింది. శివశక్తి నుండి శిరస్సు, విష్ణు శక్తి నుండి హస్తాలు, బ్రహ్మ శక్తి నుండి పాదాలు, ఇంద్ర శక్తి నుండి నడుము, వరుణ శక్తి నుండి తొడలు, కుబేరశక్తి నుండి ముక్కు, చంద్రశక్తి నుండి పాలిండ్లు, యమశక్తి నుండి కేశపాశము, భూశక్తి నుండి పిరుదులు ఇంకా దేవతలందరి తేజం కలసి 'దుర్గాదేవి'గా రూపొంది, ఆ రాక్షసులను సంహరించినట్లు చెప్పబడింది. ఓంకార శక్తి స్వరూపిణైన ఆ మూలశక్తిని అర్చిస్తే సకల రోగాలు హరిస్తాయని, సకల శుభాలు వరిస్తాయని, కోరిన కోరికలు పలిస్తాయని ప్రజల విశ్వాసం.

ఋతువులను బట్టి పండుగలు నిర్వహించుకోవడం హిందూ సమాజానికి అనాదిగా వస్తున్నదే. వర్షఋతువులో శ్రావణం వస్తుంది. వ్యవసాయం పనులు తగ్గుతాయి. భూమి మీద పంట ఎదుగుతుంది. నిత్య కర్మిష్టిగా మనిషి జీవించాలి. అందుకే శ్రావణం అంతా సంబరాలమయంగా ఉంటుంది. ఈ



సంబరాలు వినోదాలు కావు. అవి వ్రత దీక్షా దాయకాలు. మనస్సును సుస్థిర పరచేవే ఈ వ్రతాలు. మనస్సు బుద్ధి స్థిరంగా ఉన్నప్పుడే ఏ కార్యమైనా విజయాల్ని సాధిస్తుంది. మంచి ఫలితాలనిస్తుంది. శ్రావణంలోని వ్రతాలు – ఉత్సవాలన్నీ మనిషిని దృఢచిత్తుణ్ణి చేస్తాయి. కార్యాచరణ పథంలో విజయాన్ని సిద్ధింపజేస్తాయి.

ఇక తెలంగాణ పండుగలను పరిశీలించినట్లైతే, బతుకమ్మ దసరా, దీపావళి, ఉగాది, హోళి, సంక్రాంతి మొదలగు పండుగలను లంబాడీలు అత్యంతోత్సాహాలతో జరుపుకొంటారు. గిరిజనులు హోళి పండుగంటే గిరిజనులకు చాలా ఇష్టం. అందుకే హోళి వచ్చిందంటే చాలు! వారిలో ఉత్సాహం ఉరకలేస్తుంది. బీద, గొప్ప, పెద్ద, చిన్న అసలు వాయి వరసలు భేదం కూడా లేకుండా ఈ పండుగను జరుపుకోవడం విశేషం. నెల రోజుల ముందు నుండే ఆటపాటలు ఆరంభమౌతాయి. రంగురంగుల బట్టలు వేసుకుంటారు. ఊరూరు, వాడవాడ తిరిగి అడివాడి వారిచ్చే కానుకల్ని తీసుకొని ఆశీర్వాదాలు పలుకుతారు.

శ్రీ గణేశాయనమః అంటూ ఉత్సాహంతో గణపతి నవరాత్రి ఉత్సవాలు జరుపుకొంటున్నాము. లోకమాన్య తిలక్ కంటే పూర్వం నుండే గణపతి పూజ దేశంలో ఉన్నా దీనికొక సామాజిక చారిత్రక ప్రాధాన్యం మాత్రం ఆయన వల్లనే కలిగింది. గణపతి సర్వజీవ గణములకు పతి కాని ఆ భగవానుణ్ణి భారతీయ జనగణపతిగా తీర్చిదిద్దిన వారు లోకమాన్యులు.

‘సర్వ విఘ్నోపశాంతయే’ అనేది మహామంత్రమయ్యింది. భారతీయులకు సర్వవిఘ్నాలు కలిగించింది. కలిగిస్తున్నది విదేశీయులే. ఆ విదేశీయులకు ఇక్కడ విలాస జీవితం గడపాలని ఉంది, అధికారం చలాయించాలని ఉంది. ఈ ప్రజలకు మేలు చేయాలనేది ఓ బూటకం ఓ నాటం. పైకి గోముఖం లోనిది వ్యాఘ్రం. ఇలాంటి వారి వల్ల ఇక్కడ పుట్టి, ఇక్కడ పెరిగి, ఈ దేశాన్నే దైవంగా భావించే ప్రజానీకానికి ఒరిగేదేం లేదు. అందుకే వారిని శాశ్వతంగా సాగనంపాలి. నాడు గణపతి, తల్లి చుట్టూ తిరిగి అన్ని లోకాలు తిరిగి వచ్చానన్నాడు. ఈనాటి భారతీయుడు దేశమాత చుట్టూ తిరగాల. తల్లిని సంరక్షిస్తానని దీక్ష తీసుకోవాలి. జాతీయోద్ధ్యమంలో శ్రీ గణేశాయనమః అంటూ లోకమాన్యుడు గణపతి ఉత్సవాల్ని ఇటువైపు మళ్లించాడు.

ఈ విదేశీయులు హిందువులనూ, హిందుత్వాన్ని, హిందూ ధర్మాన్ని, హిందూ సంస్కృతిని, హిందువుల ఆచార వ్యవహారాల్ని సంరక్షించాలనే దృక్పథంతో లేరు. దీనిని అణగద్రొక్కాలనే వారి ఉద్దేశ్యం. అందుకే వారు స్వాతంత్ర్య సమర వీరుల్ని, దేశభక్తుల్ని అణగద్రొక్కి వేస్తున్నారు. అటువంటి విదేశీయులను ఇక్కడి నుండి సాగనంపితేనే సర్వ విఘ్నాలుపోతాయి. ఇందుకొరకే గణపతి నవరాత్రి ఉత్సవాలను ఉపయోగించుకొన్నారు లోకమాన్యులు. ఇవాళ కూడా దేశంలో ఈ ఉత్సవాలు జరుగుతున్నాయి. విఘ్నాలు కలిగించేవారిని గురించి స్వతంత్ర భారత పౌరులూ ఆలోచించవలసి ఉంది. శ్రీ గణేశాయనమః అంటూ సర్వవిఘ్నాల ఉపశాంతికి ప్రతి హిందువూ నడుం బిగించాల్సి ఉంది.

బతుకమ్మ:

తెలంగాణ పేరు చెప్పగానే గుర్తుకువచ్చే పండుగ బతుకమ్మ. ఇది పూలజాతర. సెప్టెంబర్ లేదా అక్టోబర్ నెలలో వచ్చే ఆశ్వయుజశుద్ధ పాడ్యమి మొదలుకొని తొమ్మిది రోజుల వరకు రోజుకో తీరున బతుకమ్మను పూలతో పేరుస్తూ జరిపే పండుగ. ఇది తెలంగాణకు మాత్రమే సంబంధించిన పండుగ.



బతుకమ్మ ఒక పూల గోపురం. ఈ గోపురం చుట్టూ స్త్రీలు వర్తులాకారంగా నిలబడి ఉయ్యాలో, వలలో, గౌరమ్మ, కోల్, చందమామా అనే అవృత వదాలున్న పాటల్ని పాడుతుంటారు. ప్రతి అవృత పదం దగ్గర ఒకసారి వంగి చప్పట్లు కొట్టడం జరుగుతుంది. కొన్ని జిల్లాల్లో రెండు పర్యాయాలు చప్పట్లు కొట్టే పద్ధతి ఉంది. బతుకమ్మ పుట్టు పూర్వోత్తరాలకు సంబంధించి బహుళ ప్రచారంలో ఉన్న ఒక పాట ఉంది. ఆ పాటలోని కథ ఇలా ఉంది.

‘చోళ దేశాన్ని ధర్మాంగుడనేరాజు పరిపాలిస్తున్నాడు. అతని భార్య సత్యవతి, వారికి నూరు మంది సంతానం. అందరూ శత్రువుల చేతుల్లో మరణించారు. ధనము రాజ్యము పుత్ర సంపద అంతా పోయింది. ఆ దంపతులు చింతించారు. లక్ష్మీదేవిని గూర్చి సత్యవతి తపస్సు చేసింది. ఆ తల్లి ప్రత్యక్ష మయి వరం కోరుకొమ్మంది. ఆమె తన గర్భంలో జన్మించవలసిందని కోరుకొంది. శ్రీలక్ష్మి జన్మించింది. మునులు వచ్చారు. కవులు గాయకులు వచ్చారు. ఆ పాపను చూసి ‘బతుకగనే ఈ తల్లి చందమామ బతుకమ్మ’ అన్నారు. ఆ పేరే తల్లి దండ్రులు పిలిచారు. అందరూ పిలిచారు. శ్రీ మహావిష్ణువు చక్రాంకుడనే పేర జన్మనెత్తి ఆ రాజు ఇంటికి ఇల్లరికం వచ్చాడు. బతుకమ్మను పెళ్లి చేసుకొన్నాడు. వారికి ఆరువేల మంది సుందరాంగులు జన్మించారు. సత్యవతి ధర్మాంగులు సంతసించారు’.

ఇలా బతుకమ్మ శ్రీలక్ష్మి అవతారం అనేది ప్రసిద్ధమే అయినా ‘గౌరమ్మ’ అనే ఆ వృత్తిలో పాడుకొనే బతుకమ్మ పాటల్లో ఆ తల్లి లక్ష్మి పార్వతీ సరస్వతుల సమాహార స్వరూపంగా కనిపిస్తుంది.

బతుకమ్మ పాటల్ని వర్గీకరిస్తే పౌరాణికాలుగా, చారిత్రకారులుగా లేదా అంశిక చారిత్రకారులుగా, సాంఘికాలుగా విభజనకు ఒడుగుతాయి. చారిత్రకాంశాల్లో ప్రసిద్ధ చారిత్రక విషయాలుగా, స్థానిక చారిత్రక సంబంధాలుగా పరిశీలించవచ్చు. ఇక సామాజిక జీవనంతో ముడిపడ్డ అంశాలెన్నో కనిపిస్తాయి. దైవ మహిమలు, హఠాన్మరణాలు, త్యాగశౌర్యాలు, అత్తల ఆరళ్లు, ప్రమాదాలు, వ్రతాలు- పతివ్రతల పరీక్షలు, ఇలవేల్పులు, మోసాలు, నీతిబోధలు మొదలైన విభాగాల క్రింద బతుకమ్మ పాటల్ని పరిశీలించే అవకాశముంది. స్మృతి గీతాలు, దేశభక్తి గీతాలు, భక్తి గీతాలుగా కూడా ఈ పాటల్ని విభజించవచ్చు.

‘శ్రీరామునీ తల్లి ఉయ్యాలో ప్రేమతో శాంతమా ఉయ్యాలో

పిలిచి దగ్గర తీసి ఉయ్యాలో సతి ధర్మములు కొన్ని ఉయ్యాలో

ఇది సుదీర్ఘ గీతం. ఆచార్య రామరాజు తెలంగాణా పల్లె పాటల్లో కనిపించే పాట బతుకమ్మ సామూహిక ఉత్సవమంటున్నారు డా.కసిరెడ్డి.

‘పాడే విధానం వల్ల తీసుకొన్న ఇతివృత్తాల వల్ల బతుకమ్మ పండుగ ఏ ఒక్కరికో చెందింది గాక, అది అందరి పండుగ అనిపిస్తుంది. అసలు గుంపు లేకుంటే ఉత్సవం జరుగనే జరుగదు. ‘ముప్పయి జుట్లయినా కలుస్తాయి గానిమూడు సిగలు కలవవు’ అనే సామెతకు బతుకమ్మ పండుగ అపవాదం. ముప్పయి మందినే కాదు మూడు వందల మంది మహిళలనైనా బతుకమ్మ పండుగ కలుపగలుగుతుంది. ఇక బతుకమ్మ తయారీకి ప్రతి వస్తువు ప్రకృతే అందిస్తుంది. వివిధ విధాల పుష్పాలు ప్రయోగించి బతుకమ్మను తయారు చేస్తారు. ముఖ్యంగా తంగెడు, గడ్డి, గునుగు, బీర, కట్ల మొదలైన పూలెన్నో ఉపయోగిస్తారు. దాదాపు గోపురాకారంగా పేర్చే బతుకమ్మ నిర్మాణంలో ఇంటిల్లిపాది చేయి వేసి తమ నైపుణ్యాన్ని ప్రదర్శిస్తారు. బతుకమ్మను పేర్చడానికి పెద్ద తాంబూలాన్ని లేదా పెద్ద పళ్లాన్ని ఉపయోగిస్తారు. తెలంగాణ రాష్ట్రంలో బతుకమ్మ పండుగను రాష్ట్ర పండుగగా ఇప్పటికే గుర్తించారు. జాతీయ పండుగగా ప్రకటించాలని రాష్ట్ర



ప్రభుత్వం ఇప్పటికే కేంద్రాన్ని కోరినది.

బతుకమ్మ ప్రకృతి నుండి వచ్చింది. చివరకు ప్రకృతిలోనే లీనమైపోయింది. ఇదో జీవన సత్యం. బతుకమ్మ ఆట తెలంగాణా సాంప్రదాయక నృత్యం. నిజాంల కాలం నుండి నేటి దాకా ఈ నృత్యం - నిలిపిన సాంస్కృతిక పటిష్ఠతను గూర్చి) నైతిక మూల్యాల నిర్మాణం గూర్చి ప్రజా చైతన్యవిప్లవం గూర్చి ప్రత్యేకంగా పరిశీలించవలసిన అవసరముంది.

దీపావళి:

తెలంగాణ సంస్కృతిలో చీకటివెల్లులు పండుగ దీపావళి. దీపావళి పండుగ సత్యభామ నరకాసురుణ్ణి చంపిన సందర్భంగా వస్తుంది. దీపావళి పండుగను తెలంగాణలో లంబాడీలు 'దవాళి' లేదా 'కాళీ' అమాస్ అని పిలుస్తారు. భారతదేశమంతటా దీపావళి పండుగను రెండురోజులు వాకిట్లో సానిపి చల్లి గొబ్బెమ్మలను పెడతారు. దీపావళి ముందురోజు బంజారాలు పశుసంరక్షణ కోసం గోలక్ష్మిని పూజిస్తారు. పశువుల కొమ్ములకు, ఇసుర్రాయికి, స్త్రీల పురుషులు గేరు (జాజరంగు) పూస్తారు. పశువుల కాళ్ళకు గజ్జెలను మెడకు గంటలను కడతారు. యువకులు అడవినుండి ముందుగా కట్టెలను సేకరించి 'కోలా' (కట్టెలను పేర్చి తయారుచేసినకాగడా) లను తయారు చేసుకుంటారు. బాలబాలికలు అడవినుండి పక్షిగూళ్ళను సేకరిస్తారు. కోలాలకు నిప్పును అంటించి కేరింతుల కొడుతూ ఆడుకుంటారు.

పాటలను పాడుతూ, కేరింతులు కొడుతూ పశువుల కొట్టాల బయటకి వచ్చి మండుతున్న కోలాలను సామూహికంగా చేతులతో తిప్పుతూ ఆడతారు. దీపావళి సందర్భంగా బంజారాలు తమ పితృదేవతలను కూడా పూజిస్తారు. ఈ కార్యక్రమాన్ని 'ధపార్క్' అంటారు. పొద్దున్నే పొయ్యి దగ్గర అలికి ముగ్గులేస్తారు. బియ్యాన్ని నానబెట్టి, ఆరబోసి, ఇసుర్రాయితో పిండిని పట్టి, నెయ్యి, బెల్లంతో 'లాప్పి' (పాయసం తయారుచేస్తారు. పాయసాన్ని పితృదేవతల పేరున మూడుసార్లు పొయ్యిలో నిప్పులు మీద వేస్తారు. ఆ తరువాత చెంబులో ఉన్న నీళ్ళను ఎడమపక్క కుడిపక్క మూడుసార్లు పోస్తారు. (ప్రార్థన) చేస్తారు. వారిని తమను చల్లగా చూడమని కోరుకుంటారు. భోజనాలు అయిన తరువాత పెద్దవాళ్ళు యువతి యువకులు కలిసి, పాటలు పాడుకుంటూ నృత్యం చేసుకుంటే దీపావళి పాటలు, దేవతల పాటలు పాడుకుంటూ సంతోషిస్తారు. ఇంతటితో పండుగ ముగుస్తుంది.

శ్రావణానికి పూర్వమే వర్షాలు పడతాయి. దాదాపు రెండు మాసాల పంట భూమీద్ద ఉంటుంది. ఎటు చూచినా భూమి పచ్చగా ఉంటుంది. జీవితంలో వైభవం ప్రకృతిలో పచ్చదనం. పంటవల్లనే వైభవం. అలాంటి పంటకు మూలం భూమి. ఆ భూమి పచ్చగా ఉండడమే శుభం, శివం, మంగళం, వైభవం. శ్రావణమాసంలో ఎన్నో వ్రతాలు పాటిస్తారు. మాస ప్రారంభంలోనే పాయస పరమాన్నాలు చేసుకుంటారు. పున్నమికి ముందున్న శుక్రవారం నాడు వరలక్ష్మి వ్రతం చేస్తారు. ఇది సర్వ సాధారణంగా రెండో శుక్రవారమే అవుతుంది. అయితే మూడో శుక్రవారం కూడా జరుపుకొనే ఆచారముంది. శ్రావణంలో ప్రతి శుక్రవారం వ్రతాలు చేస్తారు. ఎన్నో వ్రతాలు ఈ మాసంలో స్త్రీలు ప్రారంభిస్తారు.

రాశీ పౌర్ణమి: శ్రావణ పౌర్ణమి నాడు ఉత్తరభారతంలో రక్షాబంధన కార్యక్రమం జరుగుతుంది. రాష్ట్రీయ స్వయం సేవక సంఘం నిర్వహించే ఈ ఉత్సవం దేశవ్యాప్త సామాజిక ఉత్సవమయింది. ఎవరికి ఎవరైనా రక్ష ధరించవేయవచ్చు. పురోహితుడు ఆలయానికి వచ్చిన వారందరికీ రక్ష కడతాడు. ప్రతి గృహానికి వెళ్ళి రక్ష కట్టవచ్చు. పూర్వకాలం (భవిష్యపురాణం) కథ ప్రకారంగా శబీదేవి బృహస్పతి ప్రేరణతో



ఇంద్రునికి రక్ష కట్టి విజయేంద్రుడయ్యేట్లు చేయగలిగింది. కాని రాను రాను ఇది అన్నా చెల్లెళ్ళ పండగయ్యాకొంది. సంఘం కారణంగా 'నాకు నీవు రక్ష-నేను నీకు రక్ష, మనమిరువురం మన దేశానికి రక్ష' అంటూ రక్ష ధరించే సంప్రదాయం స్థిరపడింది.

గౌరీ వ్రతం: శ్రావణమాసంలోని మొదటి మంగళవారం నాడే శ్రావణ మంగళ గౌరీవ్రతం నిర్వహించే సంప్రదాయమున్నది. మంగళవారం నాడు గౌరీదేవిని పూజించటం వల్ల జీవితం సౌఖ్యమయమవుతుందని విశ్వాసం. ముత్తయిదువులకు ఇది యెంతో శుభదాయకం.

జంద్యాల పున్నమి: దక్షిణ భారతంలో శ్రావణ పౌర్ణమినాడే జంద్యాల ధరిస్తారు. ఋగ్వేద ఉపాకర్మగా దీనిని నిర్వహించేవారు ఒకరోజు ముందునుండే నూతన యజ్ఞోపవీతాలు ధరిస్తారు. ఈ పౌర్ణమిని నూలుపున్నమి అనీ, జంద్యాల పున్నమి అనీ పిలుస్తారు. పట్టు లేదా నూలు వస్త్రధారణం ప్రతదిక్షకు గుర్తు.

శ్రీకృష్ణాష్టమి: ఈ మాసంలోనే బహుళ అష్టమినాడు శ్రీకృష్ణ జయంతి నిర్వహిస్తారు. ఈ రోజునే కృష్ణాష్టమి అంటారు. అనేక ప్రదేశాలలో బాలబాలికలకు కృష్ణుని వేషం వేసి బాల గోకులం నిర్వహిస్తారు. శ్రావణ బహుళ చతుర్దశి నాడు కూడా వ్రతాలు చేస్తారు.

నాగుల పంచమి: శ్రావణమాసంలో శుక్లపంచమినాడు నాగులపంచమి నిర్వహిస్తారు. కొందరు అంతకు పూర్వమే చవితి నిర్వహిస్తారు. నాగులను పూజిస్తారు. పాము పుట్టల్లో పాలు పోస్తారు. నాగులను ఆరాధించే పద్ధతి అనాదిగా ఈ దేశంలో కొనసాగుతున్నది. విషాన్ని కూడా అమృతంగా మార్చుకోవాలనే సందేశమే ఈ పండగ ద్వారా అందుతోంది. ఆషాఢంలో బోనాలు తీసి అమ్మవారిని ఉపాసించి, శక్తి సముపార్జన చేయడం సంప్రదాయం. ఆషాఢం తర్వాత ఈ శ్రావణంలో జీవితాన్ని అలంకారమయం, సౌందర్యమయం, సౌభాగ్యమయం చేసుకోవడానికి ప్రయత్నిస్తారు. అందుకే లక్ష్మీదేవిని ఆహ్వానించి పూజిస్తారు. స్త్రీలు నిత్య కుంకుమా శోభితలవుతారు.

బోనాలు: తెలంగాణలోని భిన్న ప్రాంతాలలో ఆషాఢ, శ్రావణ మాసాలలో ఎన్నో ఉత్సవాలు జరిగాయి. ఆషాఢంలో బోనాలు తీశారు. ఇది సమష్టిపండగ. బోసం (దీపం ఉన్న కుండ) ఒక ఇంటిలో చేసేదైనా పదిండ్లవారు కలిసి పోతురాజు ముందు నడుస్తుండగా, స్త్రీలు బోసం కుండ నెత్తిన ధరించి ఊరేగింపుగా వెళ్లే పండుగ. దప్పులు కొట్టేవారు, బూరాలు-కొమ్ములు ఊదేవారు, అంగళ్లలో రకరకాల పదార్థాలు అమ్మేవారు, విచిత్ర వేషధారణతో చిందులు త్రొక్తేవారు, వీరంగాలు వేసేవారు ఒక్కరేమిటి వందల వేలమంది ఆషాఢం బోనాలలో పాల్గొన్నారు.

నిజానికి ఇది శక్తి ఉపాసన. ఆదిశక్తి-పరాశక్తి-జగజ్జనని-లోకపావని- లలితా-త్రిపురసుందరి ఏ పేరుతో పిలిస్తేనేమి ఆయుష్షు ముగురమ్మల మూలమవుటమ్మ. ఆ మలగన్న (పర్వతం గన్న) అమ్మ. అన్నీ అమ్మవారి పేరిట జరిగేవే. వీధుల్లో, నాలుగైదు వీధుల్లో ఖండల్లో, మండలాల్లో, నగర-పట్టణ కేంద్రాల్లో, జిల్లా కేంద్రాల్లో అంతటా ఈ బోనాలు నిర్వహించారు. మహా కోలాహలంగా బోనాలు ముగిశాయి. 'అమ్మో బైలెల్లినాదే' అంటూ రికార్డులు మ్రోగాయి. చెవుల తుప్పుడుల్లిపోయింది.

కాని ఈ పండుగ ఆర్థికతాపాధ్య ఆత్మీయత వెల్లివిరియాలి. కత్తిసాము, కట్టెసాము, శారీరక విన్యాసాలు క్రమశిక్షణతో యువత ప్రదర్శించాలి. ఏవైనా పోటీలు నిర్వహిస్తే అందులో కూడా ఉత్సాహం, ఉత్సవ వాతావరణం నెలకొనాలి. క్రమశిక్షణ శాంతియుత వాతావరణంలో అన్నీ జరగాలి. ఉత్సవ



సందర్భకులను నిర్వాహకులు సాదరంగా కూచోబెట్టాలి. తినుబండారాలు అమ్మేవారు. కల్తీ చేయకుండా ఆరోగ్యం మీద దృష్టి పెట్టి వితరణ చేయాలి. పోషకులు వదాన్యులు యోగ్యులకే తమ విరాళాలను అందజేయాలి. సమాజంలోని వ్యక్తుల మధ్య సంఘటిత శక్తి నిర్మాణం కావాలి.

ఇదేవిధంగా శ్రావణంలో వరలక్ష్మి వ్రతాలు జరిగాయి, జన్మాష్టమి (శ్రీకృష్ణ జయంతి) సందర్భంగా బాలగోకులంలో కూడా ఉపన్యాసాల ఆర్పాటలుండరాదు. వరలక్ష్మి వ్రతంలో పట్టుచీరల తకుకుల ప్రదర్శన కనిపించరాదు. రెండూ సామూహికంగా జరుపుకొనే సమష్టి సామాజికోత్సవాలే.

బోనాలకు చివ్వాగా కుండ ఎత్తుకొని నడుస్తారు. అందులో దీపం పెడతారు. కుండ అపరా ప్రకృతి అయిన భువనానికి సింబల్. అందులోని దీపం పరాప్రకృతి, అంటే చైతన్య పరమాత్మ. మన శరీరం బోనం కుండ, అందులోని దీపం శరీరంలోని శక్తి బోనం మోస్తుంది అంటే, ప్రపంచాన్ని మోయడంగా భావించి, అంత శక్తి ఈ మనిషికుందని, ఆ శక్తి పరమోత్తమ కార్యక్రమాల నిమిత్తమే వినియోగించాలనే సందేశం మనిషి పొంది ఆచరించినాడే ఈ పండుగ పరమార్థం తెలుసుకోవడ మవుతుంది. తత్వానికే ప్రాధాన్యమివ్వాలి గాని తంతుకు ఎప్పుడు ప్రాధాన్యమీయరాదు. పండుగుల పరమార్థం గాలికి పోగొట్టి ఆచారాల ఆకర్షణల వలయంలో మనిషి చిక్కుకుపోరాదు.

శ్రీకృష్ణ జయంతి తదితర పర్వదినాలలో బాలబాలికల నిమిత్తం లీలలకు క్రీడలకు ప్రాధాన్యమిచ్చినా, తత్వం మాత్రం చెక్కుచెదరరాదు. కోలాటం ద్వారా రాసక్రీడను చూపించినా, కృష్ణతాండవం కాళీయమర్దనం ద్వారా ప్రదర్శించినా, గోపాలుర చల్లులు కుడవడం దర్శింపజేసినా, కృష్ణ కుచేలుర మైత్రి చెప్పినా.. తత్వాన్ని అందిస్తూనే ఉండాలి. కష్టాల్ని ఎదుర్కొంటూ సుఖాలు పంచుకొంటూ సాగే మానవ జీవితమే ఒక లీలా విభూతి కేంద్రంగా కొనసాగుతుందన్న సందేశమందాలి. ఆసురీశక్తుల విజృంభణాన్ని ఆపే ధర్మాతక చైతన్య దిశగా మనల్ని ఈ పండుగలు నడిపించాలి.

భారతదేశంలో హిందువులే కాక హైందవేతర మతస్థులెందరో ఉన్నారు. భిన్నత్వంలో ఏకత్వం గల ఈ దేశంలో హిందువులు, క్రైస్తవులు, మహ్మదీయులు, జైనులు, బౌద్ధులు అన్యోన్య సహకార సానుభూతులతో సహజీవనం కొనసాగిస్తున్నారు. స్వార్థమే గమ్యంగా, అధికారమే లక్ష్యంగా ఉండే రాజకీయ నాయకులు, మతాల నాయకులు ప్రజల్లో చిచ్చు పెట్టి విడదీస్తారు. మతకల్లోలాలు కృత్రిమంగా సృష్టించి మారణహోమాలు జరిపి వికృతంగా నవ్వుకుంటారు. ఇవేమీ పట్టని సామాన్య జనులు, మహ్మదీయులు, క్రైస్తవులు తిరుపతి వెంకన్నకు యాదగిరి నరసన్నకు మొక్కులు చెల్లించుకొని కృతార్థులవుతారు. పీర్ల పండుగలను జరిపి ఉర్సులకు వెళ్ళి మహ్మదీయ ఆధ్యాత్మిక వెతలను కొలిచి హిందువులు ధన్యులవుతారు. తమ దుఃఖాలను పోగొట్టుకోవడమే సామాన్య జనుల లక్ష్యం. అందుకే వారు మతసామరస్యాన్ని ఆచరిస్తారు.

తెలంగాణలో కొన్ని గిరిజన పండుగలను ఈ క్రింది విధంగా చూడవచ్చు.

కోయ: విజ్ఞ పండుగ, ఎలవేలుపు పండుగ, దాడె పండుగ, కొండల కొలుపు, మోటిగడ్డ తీర్థం.

కొండరెడ్డి: చికురుకయ్ పండుగ, కొండ రాజులు పండుగ, జీలుగుకల్లు పండుగ, జొన్న కొత్త పండుగ, మామిడి పండుగ, భూదేవి పండుగ, సామకొత్త పండుగ.

నాయక్: కొత్త పండుగ, కొర్రాజుల తీర్థం.



గోండ్-కోలామ్ ప్రాంతం:

గోండ్, ప్రధాన్, తోటి, కోలామ్: ఆఖాడి, జమర్ అముస్, సివబోడి, నోవోంగ్, పోర/బొడ్డ, గావ్ సాత్ పండుగ, దసర, దివడి, సట్టి భీమాల్ పేన్సు, భీమాయక్సె పూజ, మొండోస్, పొక్కె కొత్త, చంచి భీమన మర్రింగ్, పొలకమ్మ, దురడి (హోలి).

నాయక్పోడ్: మహాలక్ష్మి దేవత పూజ, దాటుడు పోసవ్వ పండుగ, పొలపూరజాలు పండుగ, భీమన దేవుడు పూజ.

అంధ్: పొలల, నాగపంచమి, గుడిపడ్డ, సత్తి పండుగ.

చెంచు: శ్రీరామనవమి, అరువకపూర్ణిమ, తొలి ఏకాదశి, దసర, మహాశివరాత్రి, దీపావళి, ఉగాది, సంక్రాంతి, శివరాత్రి, ముత్తమలయ అమావాస్య, నాగుల చవితి, చైత్ర సుధ పౌర్ణమి.

బంజార: తీజ్ పండుగ, శీతా భవాని, తుల్సా భవాని, హోలి.

ఎరుకల: పోలెరమ్మ ఉత్సవం, మారెమ్మ ఉత్సవం, భూమి పూజ, జొన్న పండుగ, ఉగాది, శ్రీరామ నవమి, వినాయక చవితి, సంక్రాంతి, మహాశివరాత్రి.

నక్కలోళ్ళు: స్వామిమూట పండుగ.

గిరిజనులు చేసే పండుగల్లో వారి సాంఘిక ఆచారాలు ప్రతిబింబిస్తాయి. వీటిలో కొన్నింటిని జాతిపరంగా, కొన్ని కుటుంబ పరంగానూ చేసుకుంటారు. ఒక ఋతువు పూర్తయిన తర్వాత లేక మరొక ఋతువు ప్రవేశిస్తున్నప్పుడు పండుగ జరుపుకోవడం వారికి అలవాటు. ఇవి సామాజిక పరమైనవేకావు. ఆర్థికపరమైన కార్యక్రమాలకు సంబంధించినవి కూడా. అంతేకాక ఈ పండుగలను చేసుకోవడంలో మతపరమైన నమ్మకాలు కూడా ఇమిడి ఉన్నాయి.

హిందువులకు ప్రతిదినం ఒక పండుగే. ప్రతి పండుగకు చక్కని పద్ధతి, దానికి తగిన కథలు, గాథలు, వాని పుట్టుపూర్వోత్తరాలు, ఆచరించే విధానాలు, దానివలన కలిగే ఫలితాలు చక్కగా ప్రదర్శన, కళల ద్వారా వివరించబడతాయి. సాంఘిక సంక్షేమం కోసం విశేష సందర్భంలో జానపద విశేషాలు, సంప్రదాయాల కలబోతగా ఆచరించే సంక్లిష్టమైన అంశమే 'పండుగ' అని ఆర్.ఎస్.బాగ్స్ నిర్వచించాడు. 'పండుగ దేవతాస్మర్త లేనిదే జరుగదు' అని డా॥నాయని కృష్ణకుమారి గారు పేర్కొన్నారు. పండుగలు సంసారిక, సాంఘిక జీవితభారం తొలగించి సంతోషం చేకూర్చు శుభక్రతువులు. భారతీయ సంస్కృతి వైభవ చిహ్నాలు. ఇందులో ప్రాచీన తాంత్రికాచారాలు, ఆధ్యాత్మిక, దైవ సంబంధ, పౌరాణిక, సాంఘిక, వైజ్ఞానిక ఆరోగ్య సంబంధాలైన ఎన్నో విషయాలు విదితమవుతుంటాయి. వీటి వైశిష్ట్యాన్ని క్రోడీకరిస్తే సమగ్ర సంస్కృతి అవుతుంది.

శ్రీ గణేశాయ నమః అంటూ భాద్రపదంలో వినాయకచవితి వస్తుంది. దేశమంతటా జరుగుతున్న గణపతి ఉత్సవాల్లో విగ్రహాల ప్రాధాన్యం పెరిగి, వినోదం వైపుగా పరుగులు తీసే ఒకానొక వికృతరూపం వైపుగా ఈ పండుగ పయనిస్తుందనిపిస్తుంది. పరమార్థ దర్శనం నిమిత్తం కొన్ని సాంస్కృతిక కార్యక్రమాలు



మంచివే జరుగుతున్నా, కొన్ని విపరీత చేష్టల వల్ల పారమార్థికత పలచబడిపోతున్నది. విజయదశమి, దీపావళి, సంక్రాంతి, ఉగాది అవి ప్రకృతి సంబంధి, సంఘటన సంబంధి, చారిత్రక సంబంధి, పౌరాణిక సాంఘిక సంబంధి - ఏ పండుగైనా గాని ఈ విధంగా అధ్యయనం చేసి, తంతును తగ్గించి, తత్వాన్ని పెంచుకొని, పంచుకొనే విధంగా కొనసాగించినప్పుడు పండుగల పరమార్థాల్ని నిలిపిన వారమవుతాం. ప్రతాల ద్వారా, యజ్ఞాల ద్వారా, సామూహిక పారాయణాల ద్వారా, భజనల ద్వారా, సాంస్కృతిక ఉత్సవాల ద్వారా ఇప్పటికీ ఏకతాపథంలో పయనిస్తూనే ఉన్నాం. ఇదే తెలంగాణ సంస్కృతి.

మొహర్రం:

మొహర్రం అనేది అరబ్బీ క్యాలెండర్ యొక్క మొదటి నెల పేరు. ఇస్లాం నూతన సంవత్సరం ఈ నెలతోనే మొదలవుతుంది. ఈ నెలలో చంద్రుడు కనిపించిన ఐదవరోజు నుంచి మొహర్రం పండుగ మొదలౌతుంది. దీనినే పీరీల పండుగ అంటారు. పీర్ అంటే మహాత్ముడు, ధర్మ నిర్దేశకులని అర్థం. ఇమామ్ హసన్, ఇమామ్ హుస్సేన్ అని ఇద్దరు అన్నదమ్ములు. వీరు మహమ్మద్ ప్రవక్త మనుమలు. ఇరాక్ లోని కర్బలా ప్రాంతంలో జరిగిన ఓ శాంతియుద్ధంలో వీరు చంపబడ్డారు. ఈ ఇద్దరి స్మృతిలో 10 రోజులు సంతాప దినాలుగా పాటించే పండుగనే మొహర్రం పండుగ.

తెలంగాణలో పీరీల పండుగ మత సామరస్యానికి ఒక ప్రతీక. హిందూ ముస్లింలు భక్తి శ్రద్ధలతో చేసుకునే పండుగ ఇది. ఈ విధంగా మన పండుగలన్నీ ప్రజల్లో ఐకమత్య భావననే పెంచుతాయి. సాంస్కృతిక విలువలను పెంపొందిస్తాయి.

పీర్ల పండుగ నిజానికి ముస్లింల పండుగ కానీ తెలంగాణలో హిందువులు జరుపుతారు. పీరీలకు తెలంగాణ గ్రామాల్లోని కులాల పేర్లుంటాయి. ప్రత్యేకంగా హిందువులే ఎత్తుకొని ఆడుతారు. పీర్ల స్థావరం ముందు “అలావా” ఉంటుంది. నిప్పుగుండం దాని చుట్టు పొటలు పాడుతూ గుంపులుగా ఆడతారు. తెలంగాణలో మహమ్మదీయులు “మొహర్రం” పండుగ జరుపుకుంటారు దీనినే “పీర్ల పండుగ” కూడా అంటారు. పీర్ అంటే “మహాత్ములు, ధర్మ నిర్దేశకులని” అర్థం. తెలంగాణలో పీర్ల పండుగ మత సామరస్యానికి ఒక ప్రతీతి. హిందు ముస్లిములు భక్తి శ్రద్ధలతో చేసుకొనే పండుగ ఇది. పీర్ల ఉత్సవంలో భాగమై సంస్కృతి వైభవాన్ని చాటినవి.

రంజాన్: ముస్లింలు అత్యంత భక్తి శ్రద్ధలతో జరుపుకొనే పండుగ రంజాన్ షవ్వల్ మాసంలోని మొదటిరోజు జరుపుకొనే పండుగనే “ఈద్-ఉల్-ఫితర్”. ఈ పండుగను నెలవంకను చూసి జరుపుకుంటారు. ముస్లింలు అతి పవిత్రమైన మాసం రంజాన్. “దివ్యఖురాన్” గ్రంథం దివి నుండి భువికి ఈ మాసంలోనే వచ్చింది. రంజాన్ మాసంలో నెల రోజుల పాటు ఉపవాస దీక్షలు పాటిస్తారు. ముస్లింల సంస్కృతి, చరిత్రలకెదురుగా నిల్చిన దర్బణమే ఈ రంజాన్ పండుగ. ఈ పండుగ తర్వాత మరో 6 రోజుల పాటు షవ్వల్ దీక్షలను పాటించడం జరుగుతుంది.

షవ్వల్ నెల మొదటి తేది ఈద్-ఉల్-ఫితర్ పండుగ నాడు నమాజ్ ప్రార్థనకు ముందు పేదలకిచ్చే దానమే “ఫిత్రా”. అందుకే ఈ పండుగను ఈద్-ఉల్-ఫిత్ర అని పేరు వచ్చింది. ఫిత్రా అంటే ఉపవాసాల పాటించులో మనిషి ఎన్ని జాగ్రత్తలు తీసుకొన్నప్పటికీ పొరపాట్లు, లోపాలు జరుగుతూనే ఉంటాయి. ఆ లోపాల పరిహారార్థం చేయబడే దానం ఫిత్రా దానం.

రంజాన్ మాసంలో ఇస్లాం నిర్దేశించిన సిద్ధాంతాలల్లో “జకాత్” నాలుగవది. జకాత్ అనగా దానం.



ప్రతి ఒక్కరు తమకు ఉన్నదానిలోనే అవసరమున్న వారికి ఇంత ఇచ్చి ఆడుకోవాలి. తమ వద్దనున్న బంగారం, వెండి, పంట, వ్యాపారం కోసం నిర్దేశించబడి ఉన్న సరుకులు ఇవ్వాల్సి ఉంటుంది. నిరుపేదలు సైతం ఆనందోత్సహల మధ్య పండుగ జరుపుకోవాలనేదే జకాత్, పిత్రాల ముఖ్య ఉద్దేశ్యం. ఈ మాసం వల్ల అనేక విషయాలు అవగతమవుతాయి.

బక్రీద్ పండుగ: త్యాగనిరతిని చాటి చెప్పే బక్రీద్ పండుగ (ఈద్-ఉల్-జుహా)ను ముస్లింలు జరుపుకొంటారు. ముస్లింలు అత్యంత భక్తి శ్రద్ధలతో జరుపుకొనే రంజాన్ పండుగ తర్వాత బక్రీద్‌ను రెండో ప్రాధాన్యతను ఇస్తారు.

బక్రీద్ పండుగ నేపథ్యం: బక్రీద్ పండుగను జరుపుకోవడంలో ఒక నేపథ్యం ఉందని మత గురువులు చెప్పారు. సుమారు 2 వేల సంవత్సరాల క్రితం సౌదీ అరేబీయాలో నివసించే ప్రవక్త హజ్రత్ ఇబ్రహీం ఆలై సలాం ఒక రోజు కలగంటే ఆ కలలో అల్లాహ్ ప్రత్యక్షమై నా కోసం నీకు ఇష్టమైన వస్తువును ఖుర్బాన్ చేయాలని ఆజ్ఞాపించగా ఇలాంటి కల మూడు రోజుల వరకు వస్తుంది. దీంతో హజ్రత్ ఇబ్రహీం తాను కన్న కల గురించి భార్య బీబీ హజరాకు కొడుకుకు చెబుతారు. తనకు ఇష్టమైన వస్తువు తన కుమారుడేనని తన కుమారున్ని అల్లాహ్ కోసం త్యాగం చేస్తానని భార్యతోనూ కొడుకుతోనూ చెబుతారు. వీరిద్దరూ అందుకు సమ్మతించి, ఇబ్రహీం ప్రవక్త తన కొడుకైన ఇస్మాయిల్‌ను మక్కా షరీఫ్ నుండి మదినాకు ఒంటపై తీసుకొని వెళ్తుండగా మార్గమధ్యలో 3 సార్లు పైతాన్ వీరికి అడ్డుగా వచ్చి కేవలం కలలో వచ్చిన ఆదేశాన్ని పాటించవద్దని కుమారున్ని బలి చేయవద్దని మనసు మార్చేందుకు ప్రయత్నించింది. హజ్రత్ ఇబ్రహీం తన మనసును మార్చకుండా పైతాన్‌ను రాళ్ళతో కొట్టి తరిమి వేస్తారు. అనంతరం త్యాగం చేసేందుకు మదనాలోని మీనా వద్దకు తీసుకొని వెళ్ళి దైవనామస్మరణ చేసి మెడపై కత్తిపెట్టి కోయడం (జుబాహ్) చేయడానికి ఉద్ధుక్తులవుతారు. అప్పుడే అల్లాహ్ దూతైన హజ్రత్ జిబ్రాయిల్ ఆలైసలాం స్వర్గం నుంచి తెచ్చిన పొట్టెలును ఇస్మాయిల్ స్థానంలో ఉంచుతారు. అల్లాహ్ తన సందేశాన్ని పంపిస్తూ “నా ప్రియమైన ప్రవక్త ఇబ్రహీం, నువ్వు కేవలం స్వప్నంలో చూసిన దాన్ని నిజం చేసి చూపించావు. నా ఆజ్ఞాపాలనతో నేను ప్రసన్నుడైయున్నాను. ఈ పరిక్షలో నువ్వు గెలిచావు ఇక భౌతిక చర్యగా మిగిలిపోయిన బలితో నాకు నిమిత్తమేమి లేదు. ఈ శుభ సమయంలో నీ త్యాగనిరతికి గుర్తింపుగా ఈ పొట్టెలు పంపించాను” అని ప్రసన్నులవుతారు అప్పటి నుంచి ముస్లింలు ప్రతీ ఏడాది అదే బక్రీద్ రోజు పొట్టెలు, మేకలను అల్లాహ్ కోసం ఖుర్బాన్ (త్యాగం) చేస్తారు.

పండుగ రోజున ఈద్గామ్‌లలో ప్రత్యేక ప్రార్థనలు చేస్తారు. అనంతరం ఒకరినొకరు ఆలింగనం చేసుకొని “ఈద్ముబారక్” అంటూ శుభాకాంక్షలు చెప్పుకొంటారు. పొట్టెలు, మేకల మాంసాన్ని పేదలకు పంచి, ధనికులు, పేదలు అనే తారతమ్యం లేకుండా సమాజంలో అందరూ ఒకే విధమైన దినచర్యను పాటిస్తారు. తామంతా ఒకే భావన, ప్రేమాభిమానాలు, సమైక్యతా సామరస్యాలు నెలకొల్పడంలో ఈ పండుగ ప్రముఖ పాత్ర పోషిస్తుంది. అదే విధంగా ఈ నెలలోనే ముస్లింలు హజ్‌యాత్రకు వెళ్తారు. బక్రీద్ పండుగ మతసామరస్యానికి ప్రతీకగా నిలుస్తోంది. కుల,మత భేదాలు లేకుండా హిందువు, క్రిస్టియన్లు ఈ వేడుకల్లో పాల్గొంటారు.

క్రిస్మస్ పండుగ: యేసుక్రీస్తు పుట్టిన రోజు డిసెంబరు 25న ప్రపంచమంతా క్రైస్తవులంతా వేడుకలు చేసుకుంటారు. మానవుడుగా పుట్టిన యేసు క్రీస్తు క్రైస్తవులకు ఆరాధ్యాదు. బెత్లేహేములో మేరీమాతకు జన్మించిన లోక రక్షకుడు యేసుక్రీస్తు. క్రీస్మస్ పండుగ రోజున క్రైస్తవ సోదరులందరు కొత్త బట్టలు ధరించి చర్చికి వెళ్ళి ప్రార్థనలు చేస్తారు. చర్చిఫాదర్ దేవదూత రక్షకుడిజననం గురించి తెలుపుతూ, క్రీస్తు ఎవరో,



క్రైస్తవం ఏమిటి, క్రైస్తవులు ఏం చేయాలో, ఎలా జీవితంలో మొదలైన విషయాలను విశదీకరిస్తాడు. పిల్లలంతా క్రీస్తున్ చెట్టు చుట్టూ ఆనందంలో గడుపుతారు. క్రీస్తున్ తాత చర్చికి వచ్చిన వారందరికి చాక్లెట్లు పంచి అందర్ని ఆనందపరుస్తారు.

ప్రస్తుత సమాజంలో ముఖ్యంగా ఈ కలియుగంలో మానవాళికి కలుగుతున్న సర్వ అనర్థాలకు, సర్వఅరిష్టాలకు కారణం ఆధ్యాత్మిక చింతన లోపించడం, దైవానికి దగ్గర కాలేకపోవడం, ప్రతినిత్యం కనీసం తక్కువలో అతితక్కువ సమయం మనకున్న ఇరవైనాలుగు గంటల సమయంలో ఇరవైనాలుగు నిమిషాల పాటు ధ్యానం, అనుష్ఠానంలో ఇష్టదైవ చింతనలో గడవకపోతే, దైవానుగ్రహం ఎలా కలుగుతుంది. ప్రజలలో ఆధ్యాత్మిక స్ఫూర్తిని పెంపొందించడానికి, రచయితలు భక్తి సాహిత్యాన్ని రచించారు. ఆధ్యాత్మిక చింతన వల్లనే మానవుని జీవితం సార్థకమవుతుంది. మనిషి అరిష్టద్యుర్గాలను జయించి సద్వర్తనుడుగా రూపొందడానికి ఆధ్యాత్మిక పథమే రాజమార్గం, దైవ ధ్యానం, ఆరాధన, దర్శనం ఆధ్యాత్మిక దృష్టిని దృఢతరం చేస్తాయి.



BIOMETRIC EVIDENCE: A PRESCRIPT OF RIGHT AGAINST SELF INCRIMINATION

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Introduction

Biometrics refers to a science involving the analysis of biological observations, phenomena and characteristics. It commonly refers to technology that analyze human characteristics for security purpose. Biometrics are at the center of an emerging set of modern policies related to determining one's identity, and establishing one's identity is key for achieving any number of policy goals, right from catching criminals, to opening a bank account. Biometrics is essentially the authentication or identification of an individual based on personal or behavioral characteristics

Definition of Biometrics :

A biometric is "a unique, measurable characteristic or trait of a human being for automatically recognizing or verifying identity," Biometrics is the measurement and statistical analysis of people's unique physical and behavioral characteristics. The technology is mainly used for identification and access control, or for identifying individuals who are under surveillance. The basic premise of biometric authentication is that every person can be accurately identified by his or her intrinsic physical or behavioral traits.



As per Section 2 (1) (b) of Information Technology (Reasonable Security Practices and Procedures and Sensitive Personal Data or Information) Rules, 2011 "Biometrics" means the technologies that measure and analyze human body characteristics, such as 'fingerprints', 'eye retinas and irises', voice patterns', facial patterns', 'hand measurements' and 'DNA' for authentication purposes;

Biometrics - historical back ground:

Biometrics uses up-to-date technologies to identify terrorists and criminals. But the practice of distinguishing humans based behavior traits is not a novice concept and goes back thousands of years. There's evidence that fingerprints were used on clay tablets during Babylonian business transactions in 500 BC. Fourteenth century Chinese merchants used children's palms and footprints to distinguish them. And in early Egyptian history, traders were differentiated by their physical characteristics.

By the mid-1800s, standard form of identifying the general public and criminals emerged. Investigation agency adopted the Bertillon system (A.K.A. anthropometrics), invented in France, which recorded arm-length, height and other body measurements on index cards. However, with no standards in place, errors were frequent. Measuring one metric a fingerprint became the method of choice in the late 1800s when Edward Henry, inspector general of police in Bengal, created the Henry System, a classifying system that's still in use.

With the widespread use of computers in the late 20th century, new possibilities for digital biometrics emerged. Although the idea to use the iris for identification purposes was suggested in the 1930s, the first iris recognition algorithm wasn't patented until 1994

In tabla 100,000 fans stepped through the turnstiles at Super Bowl XXXV, a camera snapped their image and matched it against a computerized police lineup of known criminals, from



pickpockets to international terrorists. It's not a new kind of surveillance. But its use at the Super Bowl was dubbed "Snooper Bowl" by critics and it was highlighted a debate about the balance between individual privacy and public safety. Whereas the Law enforcement officials say what was done at the Super Bowl is no more intrusive than routine video surveillance, that most people encounter each day as they're filmed in stores, banks, office buildings or apartment buildings. But to critics, the addition of the face-recognition system can essentially put everyone in a police lineup.

In 2014, a Virginia state circuit court ruled that a criminal defendant cannot be compelled to disclose a passcode to a smart phone, noting that the passcode would be both compelled and testimonial evidence, and therefore would be protected¹.

In our country in the recent past, one example of the difficulty of making Aadhaar² mandatory for health services is in the newly-mandatory use of Aadhaar for women and others in India who are being rescued from prostitution, who cannot receive rehabilitative services until they have enrolled in Aadhaar. One prominent legal scholar said the anonymity of these women was the first casualty³. Due

¹ *Commonwealth of Virginia v. Baust*, 014-8-100. AT <https://consumermediallc.files.wordpress.com/2014/11/245515028-fingerprint-unlock-ruling.pdf>

².Aadhaar is a 12-digit unique identification number issued by the Indian government to every individual resident of India.The Unique Identification Authority of India (UDAI), which functions under the Planning Commission of India, is responsible for managing Aadhaar numbers and Aadhaar identification cards. The Aadhaar project was initiated as an attempt towards having a single, unique identification document or number that would capture all the details, including demographic and biometric information, of every resident Indian individual.

³ *"Women rescued from prostitution are not entitled to rehabilitation till their numbers are in the system — making anonymity the first casualty."* Usha Ramanathan, as quoted in *Opinion*, A Shakey Aadhaar, *Indian Express*,



to the social structure and other factors in India, women and others may have been born into prostitution, or may have been the victims of human trafficking. Those who want to be rescued from that life already have many hurdles to overcome, not the least of which is social stigma and shame⁴; the requirement of loss of anonymity in seeking health services adds to the obstacles facing these individuals, and is not acceptable on a human level.

Biometrics vis-a-vis Right against Self Incrimination

Right Against Self incrimination

The main provision regarding crime investigation and trial in the Indian Constitution is Art. 20(3). It deals with the privilege against self-incrimination. The privilege against self incrimination is a fundamental canon of Common law criminal jurisprudence. Art. 20(3)⁵ which embody this privilege read, "No person accused of any offence shall be compelled to be a witness against himself".

No one is bound to incriminate himself. Hence although an accused person may of his own accord make a voluntary statement as to the charge against him, before receiving such statement from him, it is required to caution him that he is not obliged to say anything and that what he does say may be given in evidence against himself as contemplated in Code of Criminal Procedure 1973, i.e., for recording of confession provided under section 164 Cr.P.C, while the manner in

March 30, 2017. <http://indianexpress.com/article/opinion/columns/aadhar-card-uid-supreme-court-a-shaky-aadhaar-4591671/>

⁴ On the matter of victims being hesitant to come forward, shame and privacy are interlinked. Austin argues that shame is a marker for that which should be kept private: "Although what is private is often difficult to define, easy cases include information associated with intimacy and secrecy that lead to stigmatization and shaming if exposed." Austin, Lisa M., Privacy, Shame and the Anxieties of Identity (January 1, 2012). Available at SSRN: <https://ssrn.com/abstract=2061748> or 10.2139/ssrn.2061748

⁵Art.20(3) of Constitution of India



which it is to be recorded is provided under section 281 Cr.P.C and procedure for requisition and such recording is provided under Rule 31 and 32 of AP Criminal rules of practice. The thumb rule is that confession by the accused is not admissible unless it is proved that such confession was free and voluntary⁶.

What amounts to Self-incrimination?

Self-incrimination is the act of exposing oneself (generally, by making a statement) "to an accusation or charge of crime; to involve oneself or another [person] in a criminal prosecution or the danger thereof." Self-incrimination can occur either directly or indirectly: directly, by means of interrogation where information of a self-incriminatory nature is disclosed; indirectly, when information of a self-incriminatory nature is disclosed voluntarily without pressure from another person.

In most of the legal systems around the globe, accused cannot be compelled to incriminate themselves, they may choose to speak to police or other authorities, but they cannot be punished for refusing to do so. The precise details of this right of the accused vary between different countries, and some countries do not even recognize such a right at all.

Origin & Historical back ground

The origins of right to silence may not be exactly clear but the right goes back to the middle ages in England. During the 16th century, the English Courts of Star Chamber and High Commission developed the practice of compelling suspects to take an oath known as the "ex-officio oath" and, the accused had to answer questions, without even a formal charge, put by the judge and the prosecutor. If a person refused to take oath, he could be tortured. These Star Chambers and

⁶Secs.25 to 29 of Indian Evidence Act, 1872.



Commissions were later abolished. The right to silence is based on the principle 'nemo debet prodere ipsum', the privilege against self-incrimination.

The right against self-incrimination originated in England and Wales. In countries deriving their laws as an extension of the history of English Common Law, a body of law has grown around the concept of providing individuals with the means to protect themselves from self-incrimination. Applying to England and Wales the Criminal Justice and Public Order Act 1994 amended the right to silence by allowing inferences to be drawn by the jury in cases where a suspect refuses to explain something, and then later produces an explanation. The jury is also free not to make such an inference.

Status Of Provision In Different Countries

A) U.S.A.

The fifth amendment of the U.S. constitution provides that :-

"No person shall be compelled in any Criminal Case, to be a Witness against Himself "

Over passage of time, the above provision has been given a very wide connotation. The privilege against Self-Incrimination has been held to apply to witnesses as well as parties in proceedings both in criminal and civil. It covers documentary evidence and oral evidence, and extends to all disclosures including answers which by themselves incriminate the criminal for conviction or furnish a link in the chain of evidence needed for a conviction.

B) Britain

It is a fundamental principle of the Common Law that a person accused of any offence shall not be compelled to discover documents or objects which incriminate himself. No witness, whether



party or stranger is, except in a few cases, compellable to answer any question or to produce any document, the tendency of which is to expose the witness (or the spouse of the witness), to any criminal charge, penalty or forfeiture.

The privilege is based on the policy of encouraging persons to come forward with evidence in courts of justice, protecting them, as far as possible, from injury, or needless annoyance.

C) India

As earlier refereed Article 20(3)⁷ reads that-

“No person accused of any offence shall be compelled to be a witness against himself”

The privilege against self-incrimination is a fundamental canon of common criminal law jurisprudence. The characteristics features of this provisions are –

- That the accused is presumed to be innocent,
- That it is for the prosecution to establish his guilt, and
- That the accused need not make any statement against his will.

The privilege against self-incrimination thus enables the maintenance of human privacy in the enforcement of criminal justice. It also goes with the maxim *Nemo Tenetur Seipsum Accusare* i.e., ‘No man, not even the accused himself can be compelled to answer any question, which may tend to prove him guilty of a crime, he has been accused of.’ If the confession from the accused is derived from any physical or moral compulsion, it should stand to be rejected by the court. The right against forced self-incrimination, widely known as the Right to Silence is enshrined in the Code of Criminal Procedure (CrPC) and the Indian Constitution.

⁷Constitution of India.



Case law of Hon'ble Apex Court of India

The right to silence has various facets. One is that the burden is on the State or rather the prosecution to prove that the accused is guilty. Another is that an accused is presumed to be innocent till he is proved to be guilty. A third is the right of the accused against self incrimination, namely, the right to be silent and that he cannot be compelled to incriminate himself. There are also exceptions to the rule. An accused can be compelled to submit to investigation by allowing his photographs taken, voice recorded, his blood sample tested, his hair or other bodily material used for DNA testing etc.

In **Nandini satpathey Vs. P.L. Dani**⁸ it was held that, the right extends to witness and accused alike, that the expression 'accused of any offence', must mean formally accused in "praesenti not in future", that it applies at every stage at which furnishing of information and collection of materials takes place, that the privilege extends not only to the deployment of the information obtained as evidence in a criminal prosecution, but to the extraction of the information itself.

The legal position of applying biometric technique as an investigative aid raises genuine issues like encroachment of an individual's rights, liberties and freedom.

In **M.P. Sharma v. Satish Chandra & Ors.**⁹, a seven Judges Bench of Hon'ble Apex court did not accept the contention that the guarantee against testimonial compulsion is to be confined to oral testimony while facing trial in the court. The guarantee was held to include not only oral testimony given in the court or out of court, but also the statements in writing which incriminated the maker when figuring as an accused person.

⁸(1978) 2 SC 424

⁹.1954 SCR 1077



In **State of Bombay v. Kathi Kalu Oghad**¹⁰, Hon'ble Apex court agreed with the above conclusion drawn in M.P. Sharma (supra). However, did not agree with the observation made therein that "to be a witness" may be equivalent to "furnishing evidence" in larger sense of the expression so as to include giving of thumb impression or impression of palm or foot or fingers or specimen writing or exposing a part of the body by an accused person for the purpose of identification. It expressed that the observations in M.P. Sharma(supra) that Sec.139 of the Evidence Act which says that a person producing a document on summons is not a witness, has no bearing on the connotation of the word "witness" is not entirely well-founded in law. The four conclusions drawn by Apex court, are could be quoted:

"(1) 'To be a witness' is not equivalent to 'furnishing evidence' in its widest significance; that is to say, as including not merely making of oral or written statements but also production of documents or giving materials which may be relevant at a trial to determine the guilt or innocence of the accused.

(2) Giving thumb impressions or impressions of foot or palm or fingers or specimen writings or showing parts of the body by way of identification are not included in the expression 'to be a witness'.

(3) 'To be a witness' means imparting knowledge in respect of relevant facts by an oral statement or a statement in writing, made or given in court or otherwise.

(4) 'To be a witness' in its ordinary grammatical sense means giving oral testimony in court. Case law has gone beyond this strict literal interpretation of the expression

¹⁰.AIR 1961 SC 1808



which may now bear a wider meaning, namely, bearing testimony in court or out of court by a person accused of an offence, orally or in writing.”

Therefore, the question whether drawing of blood sample, hair, nail, etc, from the person of the accused would amount to testimonial compulsion is no more *res integra* in the light of the pronouncement of the 11 Judge Bench judgment of the Hon'ble Supreme Court in **State of Bombay v. Kathi Kalu Oghad**(supra).

Further, In **Selvi and others v. State of Karnataka**¹¹, Hon'ble Supreme Court, after relying upon *Kathi Kalu Oghad*(supra) has held that DNA profiling of the accused will not amount to testimonial compulsion. Section 53 Cr.P.C. has been suitably amended and Section 53-A has been introduced in the Code with effect from 23.06.2006 to take care of the need to draw blood samples from the accused.

More over, applying the test laid down by Hon'ble court in *Kathi Kalu Oghad*(supra) which is relied upon in *Selvi*(supra), Hon'ble Apex court in in **Ritesh Sinha V. State of Uttar pradesh and another**¹² held that if an accused person is directed to give his voice sample during the course of investigation of an offence, there is no violation of his right under Article 20(3) of the Constitution. Voice sample is like finger print impression, signature or specimen handwriting of an accused. Like giving of a finger print impression or specimen writing by the accused for the purposes of investigation, giving of a voice sample for the purpose of investigation cannot be included in the expression “to be a witness”. By giving voice sample the accused does not convey information based upon his personal

¹¹.(2010) 7 SCC 263.

¹². (2013) 2 SCC 357.



knowledge which can incriminate him. Thus, the law of land is candid that biometrics of an individual can be used against him as evidence.

Conclusion

Now a days the citizens are parting with their biometrics knowingly or unknowingly in the process of availing new technology or services. The new technologies invaded in to the life of citizens irrespective of status i.e., rich or poor, educated or un educated, male or female, old or kid, they are using one or the other technologies for accessing their mobiles, computers which are having finger print or iris scanners to authenticate their identity for using them or availing services. The primary object of securing biometrics is authentication, identification, and surveillance. The government making it as compulsory for availment of govt schemes, and secured biometrics like that of finger prints, iris by way of aadhaar cards and house hold cards. Various sectors like banking, mobile networks, gas companies are collecting the biometrics by linking with aadhaar and its invading in to every walks of life of citizens.

These biometrics are used like double-edged weapons, it has both positive and negative effects. So one has to part with his biometrics with utmost care and caution. For example if you want to have a prominent company sim, you have to authenticate with your finger print and also link with aadhaar. As per todays rules, one can have 7 mobile numbers. When you activate your sim card by producing your finger prints and aadhaar card, they can use and activate 7 sim cards. If the data revived by the said telecom network service providers reaches to anti social elements, if they use it by duplicating it, the very individuals' right to life will be at peril. He has to face the consequences. One can check history of aadhaar card by visiting the



site¹³ but even the said information will only help to know for how many transactions we used the same, but not its details.

The biometrics can be used against a person as an evidence without his consent. In the recent past, in one of the states, it has taken up geo-tagging of criminals by conducting a survey, which has a vide debate that the owners of the house, where GPRS activated would also be incriminated for no fault of them.

Now a days, the advent of new technologies has emerged creation and identification of new types of biometrics. At the same time, the technological advances poses a challenge like duplication of the same biometrics. Though, the technology as on today gives accuracy of the result relating to the analysis and identification of the biometrics. The chances of errors due to mechanical defects of the instruments used in evaluation, biometrics also cannot be ruled out. Therefore, necessary safe guards shall be taken. The longstanding criminal jurisprudence is that no innocent shall be punished. With the growing prevalence of biometric in our everyday lives, it is important to consider how it may impact our basic constitutional rights. Although biometrics usage is nothing new for the government or organizations using the latest in security measures, biometrics as evidence is relatively new concept for the general public with its arrival in the form of its portability in the usage of technological traits.

Thus broader deployment and adoption of Biometric increases the importance of providing safeguards procedural, substantive and restorative to diminish or respond to potential deleterious side effects of biometrics. The use of biometrics for identifying or authenticating individuals need not be onerous, if appropriate protections are in place. If appropriate protections are not in place, the use of large-scale biometric systems can also be used for

¹³ <https://resident.uidai.gov.in/notification-aadhaar?>



purposes of social control, surveillance, and repression. Therefore, adequate protections are of utmost importance to guide and direct digital biometric systems. When there is strong protection of this data, the biometric evidence produced before the court of law is free from duplication and technological error free, then only it shall be safely used against the offenders.