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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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## INCUBATORS FOR IMITATIVE ENTREPRENEURS

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### Abstract

There exist over 10,000 incubators worldwide and ~ 140 in India as in various shades of start-up accelerators exclusively for innovators. All incubators of the world have a bias for innovation and look at imitation as something, which does not require support. This paper voices for all the imitative entrepreneurs especially women and the indigenous from lower middle class families who have no other choice but to go the entrepreneurial way in under developed nations. In such circumstances there should be Management Support Systems akin to an incubator, which would enrol, guide in their choice, train, hand hold till they stabilise and when they liquidate the enterprise be passed on to the next women in need. This set up will help them to walk in with their circumstance and walk out with a solution to tide over their family financial milestones.

**Keywords :** Incubator, Imitative Entrepreneurship, Family Financial Milestone, Business Combinations, First Generation Entrepreneur, innovative process and strategies

### 1 Introduction

Women from economically challenged background look at a family circumstance an unwell, a marriage, loans and losses as strongest reason for them to pitch in and earn to address this particular milestone. Her employability for so many reasons being few and far between she takes to entrepreneurship. They learn a specific skill on project mode then set up a micro business and make it a financial tool. The business is rarely meant for creation of a growing concern. Also her exit from the business is because of the prioritisation of the role of a homemaker and not always due to under performance of the business operated.

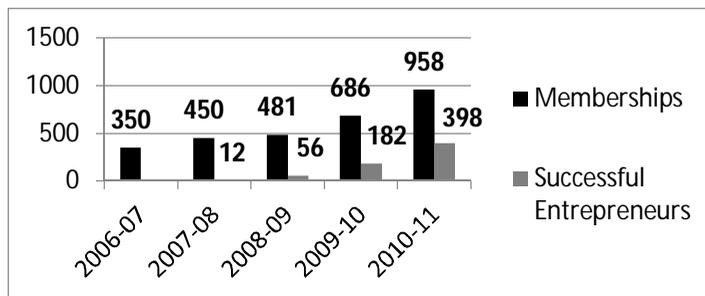
The study would be significant as there is always an accusation that women don't match up to men when it comes to entrepreneurship (Brush, 1992<sup>1</sup>; Fischer et al., 1993<sup>2</sup>; Carter et al., 1997<sup>3</sup>; Lerner et al., 1997<sup>4</sup>; Boden and Nucci, 2000<sup>5</sup>) in fact women in our study have a more important and different goal – They have to match up income inflows to their family daily, monthly and plan to achieve annual financial milestones and are least concentrating in building a growing



concern. They are focused on maintaining the family income above the threshold level of basic household expenses and avoid falling financially short due to any disturbance in the form of Ill health or children, performing a marriage, low or reduced income, losses or accident, settling loans, clearing losses or eventualities.

“Substantial evidence exists in literature that mainstream entrepreneurship theories, research, policies and programmes tend to be men streamered and too often do not take into account the specific needs of women entrepreneurs and would-be women entrepreneurs (Brush 1992<sup>1</sup>; Nielsen and Kjeldsen 2000<sup>6</sup>; OECD 2004<sup>7</sup>; Spring and McDade 1998<sup>8</sup>; Taylor and Newcomer 2005<sup>9</sup>). Thus, research tools used to examine female entrepreneurship are largely drawn from studies based on the experiences and characteristics of men (Brush 1992<sup>1</sup>), therefore possibly excluding important and particular factors of the female entrepreneurial experience.

The research question taken up was whether woman entrepreneurs choose a business and set up a micro or small enterprise a growing concern or do they use it as financial tool to address family financial milestone. The study narrowed down on a particular region of India (Tiruchirapalli in Tamil Nadu), which has the highest potential for educational supports but still finds most graduate women who find themselves not educated enough to get a job that pays their monthly quantum.



**Fig:1 The Primary Source Women Entrepreneurs Association of Tamil Nadu**

## 2 Methodologies

As a part of the PhD Research work the author studied these women entrepreneurs in the Period from 2006 till 2011 (Ganga 2014) <sup>11</sup>. Purposive Sampling has been applied in order to identify the women who have some experience at some point of time of running an enterprise or are currently



running a business. The universe of this study is  $N = 367$ . The next job was stratification of the women into 23 business types they operate in 20 different industries so as to understand both the internal and external environment of the enterprise. An additional in depth study of 20 sample individual women to understand their business related traits has also been done.

### 3 The Tools of Analysis

The Strategy Analysis approach has gathered inputs based on the parameters of Mckinsey's 7S framework, Michael Porter's Competition Strategy and Michael Porter's Value Chain. The Quantitative Analysis of these chosen business combination and their viability are measured by the NPV Analysis and the IRR from the Project Management perspective. The final mathematical and quantitative analysis computes the minimal and optimal NPV for the shortlisted business based on the diversification and combination used in the market. Case Study Analysis Yin 1984<sup>10</sup> has been used for an in depth understanding

### 4 Findings

79% (291 of 367) of the Livelihood Women Entrepreneurs (LWE) are active and 15% inactive. Self-employment is the only option which the 367 LWE could think off. 88% of the LWE are married. 8.8% Single and 2.72% widow and the remaining separated. 86% of the LWE have the other partner who brings in the income towards household expenses.

**4.1 Age** 55.86% (205 of 367) of the LWE are of the age group 31 – 40 years. They are not forewarned when the circumstance would arise hence the oldest has to start at her age of 40.

**4.2 Education** 93 (25.3%) out of the LWE have studied it from the least cost model – the distance education, which was mainly provided as an eligibility for marriage market at a lower dowry and not as a necessity for some income generation or career

**4.3 Jewels and other assets** 39% of the women are in possession of gold less than 120 grams. The further finding was 52.5% (193 of 367) LWE have used their jewellery for family financial requirements. 15% of the LWE have own house which means a house in the name of her husband and not in the name of the LWE. 22.6% of the family of the LWE own cultivable lands. 7% own poultry and/or cows.

**4.4 Responsibility** 56% of the families have 2 children and 16.07% (59 of 367) of the families which is a subset of this thankfully has stopped after 2 daughters



and did not try for a son and increase the responsibility of upbringing an extra child onto their low budget unlike the 7.3% of the families which have 3 kids and are all 2 daughters and finishing with a son. 3.5% of the LWE have responsibility of the children of a deceased first wife, brother or sister or in-law.

87% of the LWE are not living with their parents or the parents are no longer alive. 3% of the houses have hospital expenses and operation expenses and have had other major expenses related to health over 1 lakh two times in the last 5 years.

**4.5 Income** 22.6% (81 of 358) houses have overall monthly income of 25000 INR and 77.37% (277 of 358) houses have less than 25000 INR income per month. 12% (43 of 358) have less than 10000 INR incomes per month.

**4.6 Earner** Sole Earner Women are 35 in number 9.54%.

Primary Earner Women are 46 in number 12.53%

Supplementary/ Insufficient Income Earners are 132 in number 35.97%

Potential Entrepreneurs as of Sep 2011 are 11 in number 3.00 %

Secondary Earner Women are 143 in number 38.96 %

This research finds that (132 + 46 + 35) 213 of 367 i.e. 58% of the women are in the role of an important income generator of the family. 89 of the 367 houses have the male in the family helping her to perform the income generation activity.

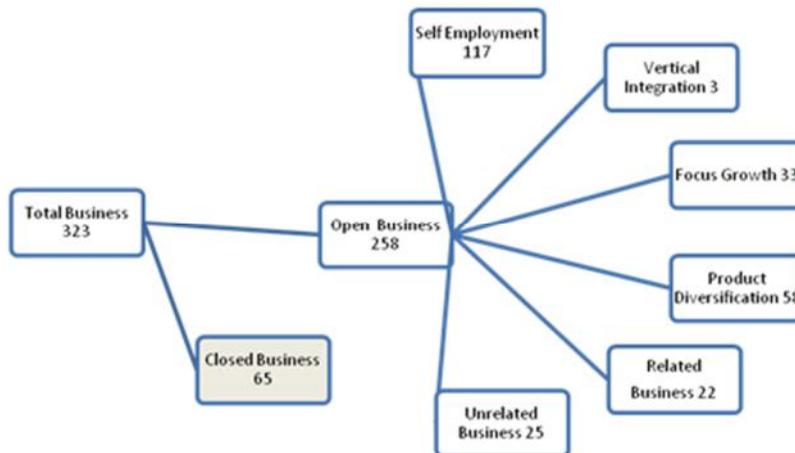
**4.7 Priority for the homemaker role** 51.5% 189 women said they are willing to quit the moment the required amount materialises as their priority is being a homemaker and that role gets affected. Only in the case of single, widow or separated LWE which is 9.54% of the houses they would have a longer period of the role of income generator.

**4.8 Experience** 53.4% (196 of 367) are of 3-5 years' experience only and are not targeting a long period of running business. By the breakup 88 – 3 yrs, said another 2 to 3 years 69 – 4 yrs, another 2 years and 39 -5 yrs said next year they quit.

#### **4.9 Strategies Used**

**4.9.1 Diversification** to generate the exact level of income required, product diversification and both related and unrelated diversification.

**Fig 2 The break Up of Diversification**



**4.9.2 Location of the business has been in compliance for** Proximity to Market, Land, Labour Raw Material or Permitted Location as per the suitability to business and not in their houses or an unplanned location.

**4.9.3 Business Seasonality and Payback Period** Most of the business have seasonality and the constraints of the payback period but they have been very well handled with the diversification into business which compensates the individual weaknesses when operating the business stand alone.

**4.9.4** On the following dimensions Business Name, Male Partner Support in business, Firm Infrastructure, OD / Work in Progress, Loans Management, Technology Update, Employees, Outsourcing Partner, SHG Connection, Payments Routing, Resource Procurements, Production to order/Service in time, Process, Output Packaging, Product Branding, Pricing Strategy, Advertising, Marketing, Sales, Buyer Information, Market Information, Product Differentiation, Suppliers Relation, Economies of Scale, Learning Curve, Transport & Logistics a pattern analysis was conducted and Decision Matrix evaluated and IRR and NPV computed.



**Table 1 Business choosing pattern analysis outcome of Decision Matrix, and NPV**

Over All Decision for short listing				Subcategory Ranks		
No	Category	Business	S. No	Decision	NPV	IRR
1	<b>Vertical Integration</b>	Banana Fibre + Value Items	1	2	1	1
		Apiary + Honey	2	4	3	2
		Vermicompost + Training	3	1	4	4
		Herbs + Herbal Products	4	3	2	3
2	<b>Product Diversification</b>	Food Products	5	3	1	1
		Computer & Allied	6	2	3	2
		Driving & Allied	7	1	2	3
3	<b>Related Diversification</b>	Catering + Stalls + Events Mgt	8	3	1	4
		Handwork + Jute	9	5	5	2
		Hostel+ Veg Restaurant	10	4	2	1
		Candles + Training	11	2	3	3
		Apiary + Honey + Vermi	12	1	6	6
		Areca + Hosiery	13	6	4	5
4	<b>Unrelated Diversification</b>	Garments + Car Renting	14	1	2	1
		Industrial Gloves + Beauty Parlour	15	3	1	2
		Mushroom + Gem Cutting	16	2	3	3
5	<b>Focus Growth</b>	Engineering Fabrication	17	2	1	2
		Sanitary Napkin	18	3	3	3
		Tailoring Shop	19	1	2	1
6	<b>Self Employed</b>	Home Food	20	2	1	4
		Home Tailor	21	4	4	2
		Mobile Beautician	22	3	3	3
		Stall Sales	23	1	2	1

The innovative techniques of the process especially managing seasonality factors and cash flow problems through diversification and multiple income-earning activities grade them as high class entrepreneurs.



## 5 Conclusions

Women are expected to stand up to the occasion when they are least prepared emotionally, education wise or other wise and such women are only too willing to sit down at the earliest opportunity someone heaves them of the burden of family. But these first generation entrepreneurs should not be judged on the basis of their not building growing concerns out of the micro or small business that they set up. They should be judged how strategically they utilize the business as a financial tool in a fixed time to address the family financial milestone.

Hence they require a Management Support System or an Incubator, which will strategically support train and encourage them. They process innovative entrepreneurs as they successfully combine two or more business or products effectively and run the most traditional of business in the latest strategic model. We should also think of the complete world of the tribal who are being forced to adapt to the known civilization at the fastest pace ever. They also need this incubator the most.

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## EFFECT OF TYPE OF MANAGEMENT ON SELF CONCEPT OF TEACHERS

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1. **Introduction.** Self-concept refers to what you believe about yourself, rather than how you truly are. Out-of-balance self-concept affects productivity. A teacher with low self-efficacy run the risk of performing tasks below her actual ability level because she believes she can only perform to that level, and she may not recognize her aptitude to do the work. On the other hand, self-concept that runs too high may give an individual an unrealistic picture of his ability to do a certain task. Creating an environment that promotes a healthy self-concept among teacher's increases their involvement in teaching learning process. According to Bandura, an effective way to build realistic, positive self-concept is by experiencing successes that build confidence in the ability to perform. Rewards and constructive feedback are ways you can encourage self-concept in the employees especially teachers. Allowing teachers to work on tasks at which they excel as well as offering opportunities to try new task challenges encourages a balance of success and personal and professional growth. This entirely depends on the policies of the management of the educational institution.

### 2. **Research Questions.**

- Are there significant differences in the physical aspect of self-concept between Government school teachers and Private school teachers?
- Are there significant differences in the cognitive aspect of self-concept between Government school teachers and Private school teachers?
- Are there significant differences in the moral aspect of self-concept between Government school teachers and Private school teachers?
- Are there significant differences in the emotional aspect of self-concept between Government school teachers and Private school teachers?
- Are there significant differences in the social aspect of self-concept between Government school teachers and Private school teachers?

### 3. **Objective of the Study.**

- To study the physical aspect of self-concept of Government and Private school teachers.



- To study the cognitive aspect of self-concept of Government and Private school teachers.
- To study the emotional aspect of self-concept of Government and Private school teachers.
- To study the social aspect of self-concept of Government and Private school teachers.
- To study the moral aspect of self-concept of Government and Private school teachers.

4. **Hypothesis of the Study.**

- There is no significant difference between Government and Private school teachers in their physical aspect of self-concept.
- There is no significant difference between Government and Private school teachers in their cognitive aspect of self-concept.
- There is no significant difference between Government and Private school teachers in their emotional aspect of self-concept.
- There is no significant difference between Government and Private school teachers in their moral aspect of self-concept.
- There is no significant difference between Government and Private school teachers in their social aspect of self-concept.

5. **Significance of the Study.** The role of the teacher is a unique one. The teacher plays a large part in the development of children and their adjustment to adult society. They have a close and lasting contact with many children for the expressed purpose of making them better adjusted individuals. This is a responsible position that requires a stable person who understands himself so that he may accept and understand the children he must help. This is an emotionally charged role that requires the teacher, as the adult image, to remain calm and exhibit those qualities he wishes to instil in the children. The present study focuses on the self-concept of teachers.

6. **Statement of the problem.** The investigator studies impact of type of management on self-concept of teachers.

7. **Scope of Present Study.** The present study is limited to primary and secondary teachers of selected CBSE schools of Visakhapatnam only.

8. **Design of the study.** The investigator followed the survey method of descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the



investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to be employed. Each data gathering device has both merits and limitations. For this investigation, an opinionnaire has been considered as a suitable tool for the collection of data.

9. **The Research Tool.** Since the present investigation is related to the collection of information from the teachers regarding the strategies taken by them for effective classroom management, an opinionnaire was constructed with fifty items and standardised and then administered.

10. **Opinionnaire for Teachers.** Generally, in Descriptive survey, an opinionnaire is conducted as a better research tool for collecting data. An information form that attempts to measure the attitude or belief of an individual is known as opinionnaire. An opinionnaire was constructed to study the self-concept of teachers.

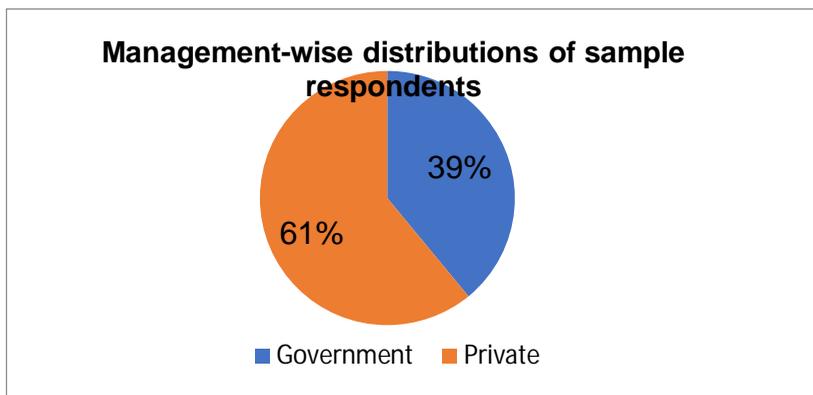
11. **Construction of the Tool.** The investigator has developed a tool with fifty statements on a three point scale.

12. **Standardization of the Tool.** The opinionnaire was constructed for the teachers. The data is analysed and reliability test has been carried out. The items which are unanswered or which are undecided / blank by all is omitted.

13. **Population and sampling.** Data is collected by the census method or by the sample method. In this, the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of strategies of teachers in the school of urban area of Visakhapatnam.

14. **Sampling.** The investigator adopted simple sampling technique to identify the schools and teachers for collecting data. Schools were selected on the basis of simple random sampling procedure. All together hundred teachers from different schools of Visakhapatnam city were randomly selected for the study.

15. **Data collection.** A brief orientation is given before distributing the tool to the sample. Necessary instructions were provided to the teachers. No time limit is kept for the answering of the tool but most of the teachers answered the tool with in twenty minutes time. Hence, hundred teachers of various schools of Visakhapatnam city have participated in the data collection. The distribution of the sample is given below.



**Table 1: Management-wise distributions of sample respondents**

Type of management	Frequency	Percent
Government	39	39.0
Private	61	61.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

16. **Statistical Techniques Used.** As the present study is more of quantitative in nature, collected data were analyzed using quantitative techniques by simple statistics methods. The investigation has been carried out by descriptive statistical analysis, such as calculating measures of central tendency like Mean, Median and calculating measures of dispersion like standard deviation. For testing the null hypothesis, the t-test and analysis of variance (ANOVA) have been used by the investigator. The data were coded and prepared for analysis using the statistical package for research software program (SPSS).

17. **Interpretation of the data**

The collected data was item analysed and interpreted. The interpretation of the data is enumerated as following.

**Table- 17.1: Perception of teachers on Physical aspects of self concept**

SL. No	Physical aspect	Yes	No	Can't say	Total
1	I Dress neatly	94 (94.0)	6 (6.0)	-	100 (100.0)
2	People never admire my posture	25 (25.0)	55 (55.0)	20 (20.0)	100 (100.0)
3	Most of the times my hair is untidy	7 (7.0)	87 (87.0)	6 (6.0)	100 (100.0)



4	It is important to me to exercise	82 (82.0)	12 (12.0)	6 (6.0)	100 (100.0)
5	I am a healthy person	81 (81.0)	5 (5.0)	14 (14.0)	100 (100.0)
6	I feel positive about my appearance	90 (90.0)	4 (4.0)	6 (6.0)	100 (100.0)
7	I enjoy wearing stylish clothes	47 (47.0)	46 (46.0)	7 (7.0)	100 (100.0)
8	I don't look beautiful / handsome	15 (15.0)	73 (73.0)	12 (12.0)	100 (100.0)
9	I give importance for meditation / yoga in my daily routine	55 (55.0)	39 (39.0)	6 (6.0)	100 (100.0)
10	I don't care about how do i look	30 (30.0)	68 (68.0)	2 (2.0)	100 (100.0)

The above table represents the response on physical aspects of self concept of teachers. The opinion of teachers on neatness of their shows that dress more than ninety percent positively responded 'yes' 94.0 percent, and only 6.0 percent said 'no'. While the teachers perception on people never admire their posture, it shows that 25.0 percent said 'yes' 55.0 percent said 'no' and 20.0 percent said 'can't say' in this regard. It is important to note that only 7.0 percent responded 'yes', 87.0 percent said 'no' and only 6.0 percent said 'can't say' towards most of the times their hair is untidy. Regarding exercise as many as 82.0 percent of the respondents said it is important, but 12.0 percent said 'no' and only 6.0 percent could not said anything. Regarding their healthy personality, 81.0 percent, of respondents said 'yes', 5.0 percent said 'no' and 14.0 percent did not answered 'can't say'. It is observed that regarding to the feeling positive about their appearance, 90.0 percent said 'yes' and only 4.0 percent responded 'no' but 6.0 percent responded 'can't say'. According to the data it is noticed that while 47.0 percent of the respondents are enjoying in wearing stylish clothes, almost the same number 46.0 percent are not enjoying this and only 7.0 percent said 'can't say'. It is observed that as many as above seventy percent did not accept that they are not looking beautiful/handsome (73.0%), but 15.0 percent are accepting this and 12.0 percent could not say anything. Regarding meditation/yoga 55.0 percent of respondents give importance in their daily routine life but 39.0 percent said 'no' and only 6.0 percent did not answer. It is noticed that as many as 68.0 percent did not accept that they don't care about their looks, but 30.0 percent are accepting about their looks and only 2.0 percent of respondents said 'can't say'.



**Table- 17.2: Perception of teachers on Cognitive aspects of self concept**

SL. No	Cognitive aspect	Yes	No	Can't say	Total
1	I understand my work easily	100 (100.0)	-	-	100 (100.0)
2	I can think independently	89 (89.0)	11 (11.0)	-	100 (100.0)
3	I lack confidence in my opinions	18 (18.0)	80 (80.0)	2 (2.0)	100 (100.0)
4	I enjoy solving difficult problems	64 (64.0)	21 (21.0)	15 (15.0)	100 (100.0)
5	I have difficulty to understand my work	22 (22.0)	77 (77.0)	1 (1.0)	100 (100.0)
6	I enjoy taking part in debates	63 (63.0)	29 (29.0)	8 (8.0)	100 (100.0)
7	I am aware about the problems in my environment	82 (82.0)	7 (7.0)	11 (11.0)	100 (100.0)
8	I am a role model for my colleges	45 (45.0)	21 (21.0)	34 (34.0)	100 (100.0)
9	I prioritize my work	91 (91.0)	4 (4.0)	5 (5.0)	100 (100.0)
10	I am clever	66 (66.0)	10 (10.0)	24 (24.0)	100 (100.0)

The above table represents the response of teachers on cognitive aspects of self concept. The opinion of teachers on understanding of their work easily, it shows that a positive response of 'yes' by 100.0 percent. It is important to note that 89.0 percent of the respondents said 'yes' and 11.0 percent said 'no' regarding thinking independently by themselves. While the teachers perception on lack of confidence, it shows that 18.0 percent said 'yes', 80.0 percent said 'no' and only 2.0 percent said 'can't say'. According to the data it is noticed that 64.0 percent of the respondents are enjoying solving the difficult problems, but 21.0 percent are not enjoying and remaining 15.0 percent could not say anything. It is observed that as many as 77.0 percent of respondents does not having difficulties in understanding their work but 22.0 percent responded 'yes' and only 1.0 percent did not answer. Regarding debates 63.0 percent enjoy to be a part of debates and 29.0 percent said 'no' only 8.0 percent could not say anything. It is noticed that most of the respondents 82.0 percent are aware about their environment problems; only 7.0 percent said 'no' and 11.0 percent said 'can't say'. The opinions of respondents towards the role model for their colleagues, 45.0 percent said 'yes', whereas, 21.0 percent said 'no' and 34.0 percent did not answer. Regarding prioritize to their work 91.0 percent of teachers said 'yes', but 4.0 percent said 'no' and only 5.0 percent said 'can't say'. Although the majority of respondents 66.0 percent accepted that they are clever, but 10.0 percent did not accept and 24.0 percent could not say anything.



**Table-17.3: Perception of teachers on Moral aspects of self-concept**

SL. No	Moral aspect	Yes	No	Can't say	Total
1	I can distinguish right from wrong	84 (84.0)	10 (10.0)	6 (6.0)	100 (100.0)
2	I am committed to my religion	74 (74.0)	25 (25.0)	1 (1.0)	100 (100.0)
3	I try to follow prescribed rules	96 (96.0)	4 (4.0)	-	100 (100.0)
4	I don't understand why some things are considered wrong	62 (62.0)	18 (18.0)	20 (20.0)	100 (100.0)
5	There are only a few injustices in life	61 (61.0)	11 (11.0)	28 (28.0)	100 (100.0)
6	I like to use swear words	26 (26.0)	62 (62.0)	12 (12.0)	100 (100.0)
7	I am a chain smoker / alcoholic	7 (7.0)	93 (93.0)	-	100 (100.0)
8	I have no spiritual beliefs	21 (21.0)	73 (73.0)	6 (6.0)	100 (100.0)
9	I try to behave well	88 (88.0)	6 (6.0)	6 (6.0)	100 (100.0)
10	I always strive to be morally good	92 (92.0)	7 (7.0)	1 (1.0)	100 (100.0)

The above table represents the perception of teachers on moral aspects of self-concept. It is found that 84.0 percent of respondents can distinguish right from wrong and 10.0 percent cannot distinguish, only 6.0 percent said 'can't say'. While the teachers perception on commitment of religion, it shows that 74.0 percent said 'yes' and 25.0 percent said 'no' only 1.0 percent did not say anything. Regarding rules as many as 96.0 percent of the respondents follow prescribed rules, but only 4.0 percent said 'no'. It is noticed that 62.0 percent do not understand that why some things are considering wrong and 18.0 percent understand this and 20.0 percent did not say anything. According to data it is observed that 61.0 percent of the respondents said that they have only few injustices in their life, whereas, 11.0 percent said 'no' and 28.0 percent said 'can't say'. It is important to note that 62.0 percent do not like to use swear words but 26.0 percent like this and 12.0 percent did not answer. It is observed that as many as 93.0 percent did not accept that they are not a chain smoker/alcoholic, only 7.0 percent are accepted. Regarding spiritual beliefs 73.0 percent of respondents said that they have spiritual beliefs and 21.0 percent said that they don't have spiritual beliefs, only 6.0 percent said 'can't say'. It is found that the majority of respondents 88.0 percent try to behave well, only 6.0 percent said 'no' and 6.0 percent could not say anything. The opinion of teachers on



striving to be morally good more than 90.0 percent positively responded 92.0 percent and 7.0 percent said ‘no’, only 1.0 percent responded as ‘can’t say’.

**Table-17.4: Perception of teachers on Social aspect of self-concept**

SL. No	Social aspect	Yes	No	Can't say	Total
1	I prefer social distance between myself and others	63 (63.0)	27 (27.0)	10 (10.0)	100 (100.0)
2	I don't enjoy mixing with unfamiliar people	56 (56.0)	36 (36.0)	8 (8.0)	100 (100.0)
3	I don't communicate well with others	15 (15.0)	83 (83.0)	2 (2.0)	100 (100.0)
4	I am very shy	14 (14.0)	77 (77.0)	9 (9.0)	100 (100.0)
5	I would like to be popular	47 (47.0)	37 (37.0)	16 (16.0)	100 (100.0)
6	I want to be accepted by everyone	78 (78.0)	12 (12.0)	10 (10.0)	100 (100.0)
7	I am a social competent person	68 (68.0)	20 (20.0)	12 (12.0)	100 (100.0)
8	I find criticism by others worth while	48 (48.0)	21 (21.0)	31 (31.0)	100 (100.0)
9	I enjoy the company of others	82 (82.0)	11 (11.0)	7 (7.0)	100 (100.0)
10	Interacting with colleagues is waste of time	11 (11.0)	84 (84.0)	5 (5.0)	100 (100.0)

The above table represents the response on social aspects of self-concept. The opinion of teachers on the preference of social distance between themselves and others 63.0 percent said ‘yes’ and 27.0 percent said ‘no’ and 10.0 percent responded ‘can’t say’. According to the data it is noticed that while 56.0 percent of the respondents do not enjoy the mixing with unfamiliar people and 36.0 percent enjoy to mix with unfamiliar people, only 8.0 percent could not say anything. It is found that the majority of the respondents 83.0 percent are not good at communicating with others, but 15.0 percent are good in communication, only 2.0 percent did not answer. Regarding shyness 77.0 percent of respondent does not feel shy and 14.0 percent said ‘yes’, only 9.0 percent said ‘can’t say’. It is observed that as many as 47.0 percent like to be popular, but 37.0 percent said ‘no’ and 16.0 percent did not answer. Regarding the acceptance of self by everyone 78.0 percent said ‘yes’ and 12.0 percent responded ‘no’ and 10.0 percent could not say anything. It is noticed that 68.0 percent are social competent and 20.0 percent of teachers said ‘no’, but 12.0 percent responded ‘can’t say’. The opinion of respondents on criticism by others, shows that 48.0 percent said ‘yes’ and 21.0 percent said ‘no’ and 31.0 percent could not say anything. According to the data it is noticed that while 82.0 percent of the



respondents are enjoying the company of others, whereas, 11.0 are not enjoying this, only 7.0 said ‘can’t say’. While the teachers perception on interacting with colleagues is waste of time, it shows that 84.0 percent said ‘no’ and 11.0 percent said ‘yes’, only 5.0 percent responded ‘can’t say’.

**Table-17.5: Perception of teachers on Emotional aspect of self-concept**

SL. No	Emotional aspects	Yes	No	Can't say	Total
1	Most of the time I am angry	7 (7.0)	80 (80.0)	13 (13.0)	100 (100.0)
2	I often feel depressed to work hard	11 (11.0)	78 (78.0)	11 (11.0)	100 (100.0)
3	I have a strong sense of joy	76 (76.0)	17 (17.0)	7 (7.0)	100 (100.0)
4	I am never unhappy	33 (33.0)	49 (49.0)	18 (18.0)	100 (100.0)
5	I don't have strong feelings for others	24 (24.0)	53 (53.0)	23 (23.0)	100 (100.0)
6	I am happy person	93 (93.0)	2 (2.0)	5 (5.0)	100 (100.0)
7	I seldom feel guilty	40 (40.0)	41 (41.0)	19 (19.0)	100 (100.0)
8	I am in a positive mood generally	93 (93.0)	5 (5.0)	2 (2.0)	100 (100.0)
9	Situations often cause me to feel anxious	47 (47.0)	25 (25.0)	28 (28.0)	100 (100.0)
10	I reject people easily	8 (8.0)	85 (85.0)	7 (7.0)	100 (100.0)

The above table represents the response to the emotional aspects of self-concept. The opinion of teachers on their angriness, 80.0 percent responded ‘no’, only 7.0 percent said ‘yes’ and 13.0 percent said ‘can’t say’. It is important to note that 78.0 percent responded ‘no’ and same 11.0 percent said for ‘yes’ and 11.0 percent said ‘can’t say’ towards they feel depressed to work hard. While the teachers perception on sense of joy, it shows that 76.0 percent said ‘yes’ and 17.0 percent said ‘no’, only 7.0 percent did not answer. Regarding happiness as many as 49.0 percent of the respondents said they are happy, but 33.0 percent said ‘no’ and 18.0 percent said ‘can’t say’. It is observed that 24.0 percent of teachers having strong feelings for others and 53.0 percent said ‘no’ remaining 23.0 percent did not answer. According to the data it is noticed that while 93.0 percent of the respondents said that they are happy and 2.0 percent said ‘no’, only 5.0 percent could not say anything. Regarding guiltiness 41.0 percent of the teachers, never feel guilty almost the same number 40.0 percent are feeling guilty and 19.0 percent did not respond. It is found that the majority of respondents 93.0 percent are in positive mood, and 5.0 percent said ‘no’, only 2.0 percent said ‘can’t say’.



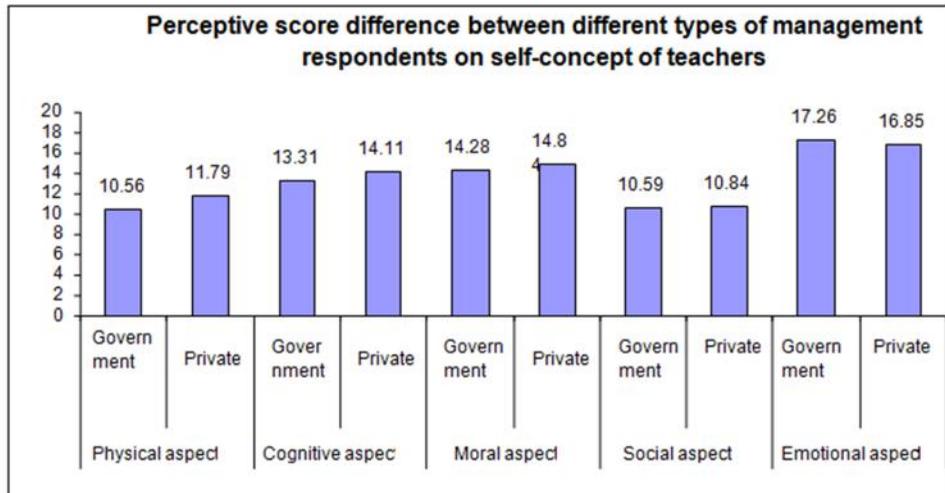
It is noticed that 47.0 percent of respondents accepting that they feel anxious in some situations, but 25.0 percent are not accepting this and 28.0 percent could not say anything. It is observed that most of the respondents i.e. 85.0 percent does not reject people easily, whereas, 8.0 percent said ‘yes’ and remaining 7.0 percent did not answer.

**Table-17.6: Perceptive score difference between different types of management respondents on self-concept of teachers**

Factors	Type of Management	N	Mean	Std. Dev	Std. Err	t-value	p-value
Physical aspect	Government	39	10.56	1.72	0.27	3.118**	0.002
	Private	61	11.79	2.16	0.27		
Cognitive aspect	Government	39	13.31	2.28	0.36	1.793	0.077
	Private	61	14.11	2.05	0.26		
Moral aspect	Government	39	14.28	2.08	0.33	1.125	0.264
	Private	61	14.84	2.82	0.36		
Social aspect	Government	39	10.59	3.07	0.49	0.392	0.696
	Private	61	10.84	3.05	0.39		
Emotional aspect	Government	39	17.26	2.62	0.42	0.747	0.457
	Private	61	16.85	2.65	0.34		

The perceptive score difference between different type of management on self-concept of teachers are indicated in the above Table. The perceived mean score of government management schools 10.56 on physical aspects and the private management schools 11.27 the standard deviations are 1.729 and 2.169. With these mean values the calculated t-value 3.118 indicates significant at 1% level because the p-value is 0.002. Regarding cognitive aspects on different type of management the mean score of government management schools 13.31 and the private management schools 14.11 the standard deviations are 2.254 and 2.05. With these mean scores the t-value 1.793, is not significant because the p-value is 0.077. The perception of government and private management schools on moral aspects shows that the average score of private management schools 14.84 found higher than their counterpart government management schools 14.28 and their respective standard deviations are 2.089 and 2.824. With these difference of mean score the t-value 1.125 indicates no significant because the p-value 0.264. According to the management schools on social aspects, the appearing mean score of private management schools 10.84 found little higher than government management schools 10.59 and the standard deviations are 3.076 and 3.056. With this difference of mean score the t-value 0.392 is not significant because the p-value is 0.696. It is found that the different type of management on emotional aspects shows that the mean score perceived by government management schools 17.26 and private management schools 16.85 the standard

deviations are 2.623 and 2.657 respectively. With this difference in mean score and standard deviations the t-value 0.747 is not significant because the p-value 0.457



18. **Major Findings.** Major findings of this study are enumerated below.

- There is a significant difference between government and private school teachers in their physical aspect of self concept.
- There is no significant difference between government and private school teachers in their cognitive aspect of self concept.
- There is no significant difference between government and private school teachers in their moral aspect of self concept.
- There is no significant difference between government and private school teachers in their emotional aspect of self concept.
- There is no significant difference between government and private school teachers in their social aspect of self concept.

19. **Limitations of the study.**

The study has been carried out in the urban area of Visakhapatnam only.

- a) The study has been carried out in the selected schools of CBSE and State syllabus only.
- b) The study has been carried out for primary and secondary teachers only.



20. **Summary.** With respect to teaching profession, self-concept is considered as an influential factor that determines the behaviour of a teacher. A teacher's self-concept develops based on her/his experiences and how she/he interprets them. Therefore, it is very important for the teachers to understand themselves. The understanding of self will assist them in adjusting to the world and enable them to work with confidence. This understanding will contribute towards the satisfaction of teachers in their professional area.
21. **Educational Implications.** In view of the results of the present study the investigator laid down the following educational implications.
- Certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to understand about self.
  - The study would be useful for the school administrators and managers to sensitise the teachers on self concept.
  - It also helps the government to frame policies for inclusion of different aspects of self concept in pre-service and in-service teaching programmes.
22. **Suggestions for further study.** The investigator has delimited the study to the selected schools of Visakhapatnam City .The investigator has restricted the study to the primary and secondary teachers of State and CBSE schools. In addition, it can be extended to the other parts of district and state. The study can be extended to teachers of higher education. A comparative study of self concept of teachers of different state/country also can be done.

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## UNDERSTANDING ASTA SAMBHU UPASANA IN MAHURI ZAMINDARY ESTATE

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### **Abstract**

Mahuri was one of the oldest zamindari estates of Ganjam district. It roughly corresponds to the present Berhampur Municipal Corporation. The Royal families of Ganjam especially the Mahuri Zamindari estate patronized all the eight forms of Siva. They established 8 Siva temples in their estate in 8 different names and popularised the Asta Sambhu Upasana. The Asta Sambhu temples symbolize the worship of 8 forms of Lord Siva.

In the different zamindari estates of Ganjam district the Asta Sambhu temples were constructed by the Royal families. The Rajas of Mahuri took the first initiative in establishing Asta Sambhu temples of Lord Siva and installed the Siva Lingas in 8 names. These Asta Sambhu temples symbolize the worship of 8 forms of Lord Siva in Ganjam district. The Royal family of Mahuri constructed 8 Siva temples in 8 directions of their estate. These 8 temples were known as Asta Sambhu temples.

### **Location of the Asta Sambhu Temples:**

The Asta Sambhu temples which were built by the Royal family of Mahuri are situated in and around the Berhampur town. The Mahuri Raja (King of Mahuri) had chosen Golanthara, Ralaba, Gounju, Kolathigaon, Sindurpur, Bhabinipur, Sukunda and Lathi where he had established Eight Siva lingas.<sup>1</sup>

Golanthara village is situated at a distance of 10 kms towards south from Berhampur. It is located by the side of National Highway. The Siva temple of Golanthara is known as Eshaneswara temple. After Randha village and before we reach Golanthara we witness the temple of Eshaneswara.

The Sandheswara temple is located at Ralaba village. We will have to proceed about 7 km from Berhampur in south direction on National Highway to reach the Tehsil head quarters at Konisi hata. From Konisi hat again we will have to proceed towards left about 8 km to Ralaba village. There we can see the Sandheswara temple.

The Syameswara Siva temple is situated in the Gounju village. To reach Gounju we will have to proceed at least 8 km towards south from Berhampur on



National Highway to reach Gounju village. Syameswara Siva temple is the presiding deity of Gounju village.

In Sundarpur village we can witness Sundareswara Siva temple. Sundarpur village is located towards western side of the famous Taratarini temple. From Berhampur we will have to proceed about 22 km north on the 217 National Highway to reach Sundarpur village. On the southern side of Sundarpur village the Sundareswara temple is situated.

Kholeswar Siva temple is located in the village Kolathigaon. Kolathigaon is at a distance of 4 km from Konisi hat which is about 7 km from Berhampur. Kholeswar temple is located at the northern side of village Kolathigaon.

Bhabinipur village is famous for Sankaleswar Siva temple. It is situated at a distance of 4 km from Berhampur-Lochapada Road leading towards Taratarini temple.

Gokarneswara temple which is one among the Asta Sambhu temples of Ganjam district is situated at Sukunda village. Sukunda village is at about 2 km on the western side of Berhampur town. The famous Mahuri Kalua temple is very near to the Gokarneswara temple.

The last but not the least temple among the Asta Sambhu temples is Brahmeswar Siva temple which is located at village Lathi. Lathi village is situated at 2 km distance from Old Berhampur on Tankia-Tamana Road. On the western side of the Lathi village the Brahmeswar Siva temple is located.<sup>2</sup>

In this manner all the Asta Sambhu temples are situated in and around Berhampur city which was the headquarter of the Raja of Mohuri. People are having unflinching faith and belief on these Asta Sambhu temples. The Darshan of these Asta Sambhu temples in one day either on Sivaratri or on the every Sunday of Kartika or any day in the month of Sravana. It is believed that this special Darshan brings immense virtue for the person. So every devotee has decided to make Darshan of Asta Sambhu in a day. People are also having belief that in comparison to other Siva temples, Darshan of Asta Sambhu is more valuable from religious point of view. There is a belief that people suffering from any diseases will be cured if they visits these Asta Sambhu Siva temples in one day. Thus Asta Sambhu worship is very popular in the Ganjam district and is of great importance in the religious life of the people.<sup>3</sup>

### **Sevakas of Asta Sambhu**

The role of people and their participation in the day to day worship of the deities and in successful celebration of different rituals, mela, etc. People's effective participation enhances the supremacy and divinity of the established deities.

It may not be out of place to mention that the role of priests in conducting the day to day worship of the deities is pivotal. They play a vital role in spreading



the local folktales and the traditional messages about the deities/temples established in respective areas. Since the priests are the professional worshippers they are in a better position to propagate the supremacy of the particular deity among the common mass. It is a matter of curiosity that in Asta Sambhu temples there are no Brahmin priests. The priests belong to Raula/Mali caste. In Kholeswar temple of Kalathigaon village, Sandheswar temple of Ralaba village, Syameswar temple of Gaunju village and Sundareswar temple of Sindurpur village the priests engaged hail from mali caste, whereas in Eshaneswar temple of Golanthara village, Sankaleswar of Bhabinipur village, Gokarneswar temple of Sukunda village and Brahmeswar temple of Lathi village the priests engaged mali from Raula family. They are hereditary priests and the erstwhile Raja of Mahuri had engaged their ancestors as priests in aforesaid temples.

In most of the Siva temples Brahmins have not been engaged as priests. The priests almost belong to Raula or Mali community. In order to clarify the reason for non-engagement of Brahmin priests in Siva temples Late Sri Narayan Kara Sharma in his famous book “Narayan Kalpataru” has mentioned that Rudra (one of the names of Siva) should always be worshipped by Sudra i.e. a non Brahmin. Prior to Aryans who came to India the non Aryans or the so called demons were worshipping Siva. Though in the subsequent years the Brahmins worshipped Lord Siva yet a separate community accepted the tradition of worshipping Siva as their customary profession. The community was called as Raula and Mali. Accordingly erstwhile Raja of Mahuri had engaged Mali priests in four temples and Raula priests in other four temples since establishment of the temples. It had become their hereditary and traditional duty to perform day to day worship in said temples.

The erstwhile Raja of Mahuri had donated uniformly 72 acres of land to each of the Asta Sambhu temples. As it is seen that for the time being the entire extent of donated land is not under the ownership of the deities but the land is under occupation of the priests except in the case of Kholeswar temple of Kolathigaon village. The other seven temples are either managed by the village committee or by the committee of the priests.

### **Sivaratri Rituals**

Devotees of Lord Siva observe the Sivaratri festival by following the prescribed rituals with sincerity and devotion. All through the day, devotees abstain from eating food and break their fast only the next morning, after the nightlong worship. Rituals baths of Sivalinga in the numerous Siva temples by Siva worshipper, mainly women, is another significant feature of Sivaratri customs and traditions. Devotees strongly believe that ritual worship of Lord Siva on the auspicious day of Sivaratri absolves them of past sins and they are blessed with Moksha.



### **Rituals Observed on a Sivaratri Morning:**

As a tradition, devotees wake up early in the morning of the Mahasivaratri day and take a ritual sunrise bath, preferably in the holy waters of rivers. They also offer prayers to the Sun God, Vishnu and Siva as a part of a purification rite observed for all important Hindu festivals. After wearing new clothes devotees visit the nearest Siva Temple to give the customary bath to the Sivalinga.

On a Sivaratri day, these 8 Siva temples are thronged by devotees, mainly women, who come to perform the traditional Sivalinga Puja and seek blessings from the god. At times there is so much rush in the temples that devotees have to wait for hours together to have the Darshan of Lord Siva. At their turn for worship, devotees circumambulate the Sivalinga, three or seven times and then pour water over it. Some also pour milk or water of the tender coconut, sounds of bell and shouts of ‘Bholanath ki Jai’ or ‘Harahara Mahadev’.

### **Rituals Bath of Sivalinga:**

Following the rituals prescribed in the Siva Purana, every three hours, Sivalingam is given a special bath with milk, yoghurt, honey, sandalwood paste and rose water and water of the tender coconut Puja, meditation and chanting of ‘Om Namah Sivaya’ accompanying the ritual bath. Following the bath, vermilion paste is applied on the linga. Traditionally, leaves of Bilwa tree are offered and installed on Sivalinga.<sup>4</sup>

### **Significance of Puja Items:**

- According to the Siva Purana, there is special significance of the six essential puja items used in the Siva worship.
- Bathing of Sivalinga with water, milk and honey and wood apple or bel leaves added to it, represents purification of the soul.
- The vermilion paste applied on the linga after the ritual bath represents virtue.
- Offering of fruits symbolizes longevity and gratification of desires.
- Burning of incense sticks yields wealth.
- The lighting of the lamp symbolizes attainment of knowledge.
- Offering of betel leaves marks satisfaction with worldly pleasures.

### **Lightening of Mahadeepa:**

Worship of Lord Siva continues all through the night on Sivaratri festival. Devotees spend sleepless nights in these Siva temples. Signing of hymns and verses in praise and devotion of Lord Siva besides the intense chanting of ‘Om Namah Sivaya’ the mantra that is said free people from all their sins, continued throughout the night on Sivaratri.



### **Sivaratri Puja:**

Sivaratri puja has been given tremendous significance in Hindu mythology. It is said that ritual worship of Lord Siva on a Sivaratri day pleases Lord Siva the most. Devotees further believe that by pleasing Lord Shankara on the auspicious Sivaratri day, a person is absolved of past sins and is blessed with Moksha or salvation. According to Siva Purana, sincere worship of Lord Siva yields merits including spiritual growth for the devotees.

Siva Purana further says that performing Rudraabhisheka for Siva Linga with six different dravyas including milk, yoghurt, honey, ghee, sugar and water and by chanting Sri Rudram and Om Namashivaya pleases Lord Siva the most. According to the mythology, each of these dravya used in the abhisheka becomes a unique quality.

- Milk is for the blessing of purity and pioussness
- Yoghurt is for prosperity and progeny
- Honey is for sweet speech
- Ghee is for victory
- Sugar is for happiness
- Water is for purity<sup>5</sup>

Besides, worship of Lord Siva on Sivaratri is also considered to be extremely beneficial for women. While, married women pray to Siva for the well being of their husbands and sons, unmarried women pray for a husband like Siva, who is considered to be the ideal husband.

### **Sivaratri Celebrations:**

Sivaratri celebrations in these Asta Sambhu temples, India are marked with devotion and religious fervour. Many worshippers also participate in the jagaran or the night vigil organized in these Asta Sambhu temples. Devotees believe that sincere observance of Sivaratri puja and all night worship of Lord Siva will absolve them of all their sins and liberate them from the cycle of birth and death.

### **Tradition of Drinking Thandai:**

Since Lord Siva is regarded as an ascetic god, Maha Sivaratri is very popular with ascetics. Thandai, a drink made with bhanga (cannabis), almonds and milk is essentially drunk by the devotees.<sup>6</sup>

Thus, Asta Sambhu Upasana is of great significance in Orissa in general and the estate of Mohuri in particular. It not only establishes peace and harmony in the town but also stands as a symbol of social harmony.



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## MAKING MEETINGS EFFECTIVE

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### **Abstract**

In the present complexity of business, no single person has the exclusive knowledge and expertise of the whole business matters. Consequently different persons different expertise and knowledge are grouped to generate new ideas and take decision such formal groups are called as committees. Committees integrate groups efforts different persons with versatile knowledge and experience by directing them to solution of a particular problem, help to generate new ideas by sitting and discussing together promote coordination among different departments, prevent concentration of authors and safeguard the interests of various members of the organization however there certain disadvantages of committees like consumption of time and money, delays taking decisions and actions, undesired compromises, politics especially by vocal different brains. Sometimes legal requirements have to be satisfied for example, broad of directors through holding of various meeting.

### **Introduction:**

Communication skills play its important role in organizing various events conferences, committee meetings, press meets, seminars, fests, etc. Professional management service entails optimum communication skills as well as ability to look in the minutest details of things in order to ensure to ensure proper execution of events. Even management needs one's ability to work under pressure without losing the temper dominant role what so ever is the type of event.

### **Why Hold Meetings?**

Meetings are purposeful conversation. But unfortunately it has been noticed that too many meetings are held without clear objectives . usually the broad objectives of meetings are:

- To discuss
- To decide
- To decree
- To demotish



1. Why do we hold meeting? The possible answer is “to discuss things”. But why are about these two questions, meetings are likely to be degenerated into “talking shops” in which the group discusses without any purpose. That leads to little outcomes.
2. Why discuss then ? the possible answer is “to make decision. But meeting is not always the best way to decide things because of limitations of group decision making  
Too much analysis leading to paralysis and wastage of time on unnecessary details.  
Group think: the urge to agree for the sake of group unity and ignoring other alternatives. Consensus the usual word for collective decision, is often code for compromise and ultimately genuine commitment of the group may be missing.
3. Sometimes meetings are called by senior managers just “ to brief “to announce their latest decrease which the bottom level staff is supposed to comply information presented in the meeting in such way is likely to be forgotten unless it is supported in writing.
4. Meetings are often called “to demolish “ to play politics. Meetings may be called to influence the behaviour of others. It is acceptable phenomenon. On the other hand negative phenomenon are also noticed like manipulation by lobby with secret weapon of “hidden agenda” and exploitation of group behaviour.

## How to Make Meetings Effective

### 1. Decide Whether to Hold the Meeting or not.

First of all, meeting should be called for the right reasons. If there is no identifiable reason for holding the meeting or the objectives can be achieved in other ways then there is no need to hold the meeting. Meetings should be called for some specific purpose meeting should be called for some specific purpose. Meeting should be called only:

- a. When it is legal compulsion.
- b. When the individual tasks are interdependent.
- c. When the job is beyond the capacity of the person.
- d. When chances of differences among committee members are lesser.
- e. When the important information is to be conveyed immediately.
- f. When consensus has to be reached.

### 1. Agenda and Notice

For every meeting timely notice must be served to the concerned members stating the time, location date and possible lengths of the meeting.



Along with notice, agenda list of topics to be covered in the meetings must be attached.

## **2. Premeeting Work**

Meeting should be held in conducive environment with proper seating arrangement before the start of meeting. All preliminary works should be completed like arrangement of any written or visual aids, refreshment arrangements etc.

## **3. Chairmans Role**

Managing meeting is every body's responsibility. However chairman bears the primary responsibility for the smooth conduct of the meeting. The chairman has to play dominant role in the meeting in following manners: At the beginning of the meeting Chairman should start with the meeting with cheerful and positive tone and

- a. Clarify the goals to be accomplished through meeting by reading the agenda of the meeting
- b. Provide necessary, background information and explain the context of the meeting to all the members.
- c. Tell how the members present can contribute to the solution of the problem within time constraint.

## **4. Start and Stop on Time**

Set a schedule for the beginning of the meeting and set a time for the end of the meeting. If the meeting is going to run from eight until nine start it at 8 o'clock sharp. The worst types of meetings are the ones that start at a specific time but have no clearly determined ending time

## **5. Cover Important Items First.**

When you draw up the agenda, apply the 80/20 rule. Organize the agenda so that the top 20% of items are the first items to be discussed. This way if you run out of time. You will have covered the items that represent 80% of the value of the meeting before the time runs out.

## **6. Assign Specific Responsibility.**

If you have made a decision, assign responsibility for the specific actions agreed upon and set deadlines. Remember, discussion and agreement without an assignment of responsibility and a deadline for the completion is merely a conversation. Be clear about who is going to do what and when.

## **7. Keep Notes and Circulate Minutes.**

A key to getting maximum effectiveness from meetings is to keep accurate notes and to circulate the minutes of the meeting within twenty-four hours, whenever possible.

## **Conclusion**

Meeting management tends to be a set of skills often overlooked by leads and managers the following information is a rather "Cadillac" version of meeting



management suggestions. The process used in a meeting depends on the kind of meeting you plan to have, e.g., staff meeting, etc. Meeting management is one of the most important business skills you can have. After all, meetings are a time suck. Middle managers use up to 35% and upper managers up to 50% of their time in meetings. To ensure that your meetings don't require an excessive amount of time, you need to learn how to run meetings. Meeting management isn't rocket science, but you better get it right to ensure that you and your co-workers don't waste your time on unproductive meetings. Follow the steps laid out above and you're bound to organize a successful and effective meeting.

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## NATION AS A PARADOX: A CRITICAL READING OF NURUDDIN FARAH'S SWEET AND SOUR MILK

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### Abstract

Nuruddin Farah ranks as one of the most famous Somali author who has acclaimed international popularity for his works of fiction. His works can be clubbed under next generation of modern African authors who unlike Achebe, Ngugi wa Thiong'o, Wole Soyinka provided critique on post-colonial and post-national debates with respect to his homeland Somalia. His works epitomises a break from the paradigm of constructed discourses on nation and nationalism by shifting its all attention to transnationality, flexible identity and multiple citizenship. This research paper therefore is an attempt to study Nuruddin Farah's Sweet and Sour Milk (1979) to underscore Farah's critique of his nation Somalia and the idea of nationalism that it accompanies. The study also aims to highlight the effectiveness of state power in exercising nationalist terrorism which fuelled the rise of mass migration of many Somalian people as well as their dislocation.

**Keywords:** Nation, Nationalism, Nationalist Terrorism, Postcolonialism

### Introduction and Analysis

The idea of nation and nationalism played a crucial role in recent times and in this regard, Benedict Anderson's identification of the nation as an 'imagined community' has become unavoidable while taking up discussions on nationalism. Prior to Anderson's work, too many theorists had dismissed the nation as a collective illusion or form of false consciousness. But the term 'imagined community' provided a way to put forward in suggesting that the nation is a product of creative imagination, and can also be conceived as a cultural product which is analogous to a work of literature or music, or furthermore encouraged more sensitive investigations of the kind of imagination involved in the nation.

As already hinted, nation is a postulation of 'a shared community' which empowered post-colonial societies to create a self image in order to liberate themselves from imperialist oppression. Therefore issues relating to nation state, nation and nationalism constitute one of the central thematic concerns of most of the 'postcolonial' literature. Undeniably, the parturition of independent nations



as a result of profound nationalism gave rise to dreams of democracy, hope, equality and possibility of development for all. But, the euphoria of independence from the colonial rule yielded place to new hegemonies as well as conceptions of nations and nationalisms in which many sections and communities found them marginalized and exploited by the new dominant ideologies and groups. Political independence was often accompanied by genocides, social conflicts, violence and unprecedented human suffering symptomatic of a deficient political will and failure of administration and the constitutional machinery in the newly independent nation-states like India and Pakistan, and in many other African countries like Somalia. The failure of the nation-state to protect the rights and lives of individuals belonging to marginalised, minority or disadvantaged communities is the major discourse that is visible in much of the postcolonial writing in English. So here it can be argued that the meaning and significance of nation/nationalism in this scenario becomes highly problematical.

African nationalism was principally a reaction to colonial rule. Its proponents were those who were subjugated—the missionaries or the colonially educated youths—who felt the shame of remaining under the domination of alien powers. Negritude as a form of nationalist writing was championed by Leopold Sedar Senghor from Senegal, Aime Cesaire from Martinique and Leon Contran from French Guyana who tried to articulate the potency of African culture. The duty of Negritude poetry was to celebrate blackness and to rediscover the lost and the neglected traditional qualities of African culture. Another related movement is Pan-Africanism that fought relentlessly against colonial struggle. Pan-Africanism as a nationalist movement also sought the unity of all independent African countries into a joint continental nation under one rule and the same political and economic program. Thus different works from writers like Chinua Achebe from Nigeria, Ngugi wa Thiong’o from Kenya, Camara Laye from Guinea etc. are concerned themselves with cultural nationalism. However, to examine the works of Nuruddin Farah as belonging to this category of African writers would not be legitimate. Nuruddin Farah’s works can be clubbed under next generation of modern African authors who unlike Achebe, Ngugi wa Thiong’o, Wole Soyinka provided critique on post-colonial and post-national debates with respect to his homeland Somalia. His works epitomises a break from the paradigm of constructed discourses on nation and nationalism by shifting its all attention to transnationality, flexible identity and multiple citizenship. Thus, the primary aim of this research paper is to examine Nuruddin Farah’s *Sweet and Sour Milk* to underscore Farah’s critiques of his nation Somalia and the idea of nationalism that it accompanies. The study also aims to highlight the effectiveness of state power in exercising nationalist terrorism



which fuelled the rise of mass migration of many Somalian people as well as their dislocation in recent times.

Nuruddin Farah as a writer tries to reveal the problems inherent in nationalist paradigms while talking about Somalia identity construction. Somalia as a land is marked by conflict and struggle in the form of varied inter-ethnic wars, civil wars, strife within states and invasions of different military occupants of other nation. Violence has thus come to define the land of Somalia which inflicted highest number of dislocation of Somali people. So here it can be said that the meaning and significance of ideas like nation and nationalism against the background of Somalia is highly problematic.

Nuruddin Farah's trilogy Variations on the Theme of African Dictatorship which constitutes novels like Sweet and Sour Milk, Sardines and Close Sesame that offers critique on inhumanity and violence in the post-colony Somalia and also explores the vehement occurrences which have forced Somali people to migrate from their homelands. Here we can bring in the reference to Achille Mbembe's proposed idea on "necropolitics", a word which he used to describe the ways and circumstances where "weapons are deployed in the interest of maximum destruction of persons and the creation of death-worlds and vast populations are subjected to conditions of life conferring upon them the status of living-dead" ("Necropolitics" 11). This condition of living dead is demonstrated by Nuruddin Farah in his Sweet and Sour Milk as he makes mention of an unnamed General who cast his presence like an autarchic silhouette over everything, upon both living and dead in Somalia.

In Sweet and Sour Milk, Farah gives altogether more than ninety-nine names of the General and repeatedly makes mention of one consistent slogan "LABOUR IS HONOUR AND THERE IS NO GENERAL BUT OUR GENERAL" (98). Here we can understand about strong hovering presence of the General within the history of Somalia and its people. No one seems capable to disentangle him from the oppression, manipulation that he exercises on his country. In the name of exercising authority, there are also instances where the General provided laws and conditions which to be obeyed by the country's people. The conditions are such as:

Any person who spreads or takes out of the Somali Democratic Republic printed, reading, spoken or broadcast matter, or persons in the SDR who display, distribute or disseminate information aimed at damaging the sovereignty of the revolution of the Somali nation will be liable to death.

Any person who uses religion for the purpose of breaking up the unity of the Somali people or weakening or damaging the authority of the Somali state shall be punishable by death. (48-49)



Nuruddin Farah also deploys amalgamation of multiple motifs, images, symbols and epigraphs in order to reveal the dictatorial and Machiavellian strategies of manipulation of the General. Firstly, the father figure has been used to indicate the strong presence of a dictator and his limitlessness in inflicting cruelty upon the people of his own nation. To elaborate on this idea, we find how Keynaan, the father of twin sons Loyaan and Soyaan is symbolic less of a father figure than of a grand patriarch. For instance, on one occasion, when both young Loyaan and Soyaan were fighting over a ball, Farah describes Keynaan's arrival as “. . . Towering above was this massive figure, their father, who snatched the ball from them and cut it into two” (53). This illustration definitely corresponds Keynaan's image with that of the General in order to explain the latter as a typical, absolute authoritarian father.

We may look into the ways how the General sabotages as well as erodes Soyaan's life due to his involvement in some underground resistance movements along with a band of intellectuals like Medina and Sagal who tried to subvert the dictatorial regime. Falling victim to the cruel machinations of the state policy, later on we find that Soyaan dies because he penned a secret memorandum for the resistance movement where he fairly detailed the fear and level of violence going on in Somalia. In case of Soyaan, his father functioned as a catalyst as the General uses him to have his son dead in secrecy and later on designed him posthumously as a supporter of the nation's cause. Thus, it is the victory of the General's powerful policies which is exposed in Keynaan's attitudes who is hardly concerned for the well-being of his son but rather made him scapegoat and handed over the story of Soyaan's life to the General's bureaucrats who devised it according to their own image. For example, Soyaan's image is preserved and nurtured as the nation's great leader:

A carrier of the Revolutionary Torch; the Standard-bearer of Scientific Socialism; an advocate of Justice and Social Equality; a Believer in the General's interpretation of the country's needs: Soyaan Keynaan . . . He died serving the Revolution. He died, and his last words were praiseful of the General's policies . . . (98)

Thus it can be argued that the dominant would always select, construct, and fashion national identity through strong political ideologies in order to create and impose from above a common hegemonic order of symbols, and values to the common people. Here we can also establish discourses like nation, nationalism or national identity as powerful political tools which are constantly used to capture and maintain power. This as a result enables the dominant or the elites to maintain as well as sustain the mythical narrative of nation and nationalism as ways of coordinating and uniting diverse interests, values, and aims.



A shared sense of belongingness, identity and history are the key components of a healthy body politic. However, in Somalia, the legacy of human rights abuse and misuse of power touched the very identity of Somalian society. Nuruddin Farah mentions these deplorable affairs about his homeland in his *Yesterday, Tomorrow: Voices from the Somali Diaspora*:

If you are asking, what are the features which brought forth the civil war in Somalia, the list is endless: centuries-old injustices; decades old political feuds: Siyad's tyrannical state, and its influence to the ordinary people's genuine grievances; the nature of post-colonial set ups . . . (45)

The same nightmares of the police state continued in different forms at different levels to the people of Somalia. The representation of other intellectuals like Medina, Sagal and Deeriye in whom we find planning to overthrow General's regime and country's repression also ended up in disappointment. For example, Medina's rendering of her critical writing of the regime leads to her dismissal as editor of Mogadiscio's leading news bulletin. Sagal takes exile to escape the dangers and violence meted out to women in both public and private sphere. So it can be said that ideas related to nation and nationalism in the context of Somalia is complicated.

Farah through this novel also espouses a complete different ideology as he holds Europe not solely responsible for the ills of Africa, rather blames his own country Somalia for having a greater share in the creation of the very ills. For instance, Farah extensively has dealt with the failure of neo-colonial agendas in the body politic of Africa and its nation-states. According to him,

Africa . . . was governed with the iron hand of European colonial economic interests: these ran Africa as though it were a torture chamber. . . the colonial mafiadoms which, on behalf of the civilized world, administered the colonies barbarously, savagely, never considered it expedient to allow the sub-human subjects under their administration the same democratic rights as they themselves had, both in their own countries and in their privileged position as rulers . . . for the colonies, they created a small elite that, in a world of make-believe, behave as though they were on a par with their European classmates, their university colleagues . . .

Came the seventies. Army coups. Barefaced dictatorships. We see Africa 'taken back' to an era she had lived through before, the era of dictatorship, concentration camps. Africa is again a torture chamber . . . (Sweet and Sour Milk 124)

From the above cited instance, the hegemony of the alien forces into the many colonies juxtaposes the dominant power relation that the continent of Africa is



exposed to. This in a way also depicts the global scenario which unmasks the decline sovereignty as well as the failure of the nation states to a greater extent. So it can be conceded that Farah in his novel *Sweet and Sour Milk* has rendered the whole idea of 'nation' as an unresolved problematic and therefore continues to provide harsh and unremitting critique of the violence and exploitation of the post-colonial Somalia.

### **Conclusion:**

Nuruiddin Farah, both in his fiction and non-fiction, has warned us about the potential dangers of nationalism. In his novels, Farah plunges into the question of ethnic concomitance in the Horn of Africa. Farah successively chronicles the tensions and violence that are part and parcel of the lives of Somali men and women who are caught in the nationalist conflict between different territorial spaces. Thus it can be concluded that Farah's treatment of nationalism in his novels can be considered as his critique of nationalism which in a way espouses a new postcolonial discourse, namely, the emphasis on cultural diversity, which can serve as a repudiation of the excessive nationalist's concern with preserving indigenous values as marker of identity.

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## REFERENCES OF KERALA ASTRONOMICAL GENEALOGY FROM SANSKRIT SOURCES

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### Abstract

Kerala had a continuous tradition of astronomy and mathematics from very ancient times. From 4<sup>th</sup> century AD to 20<sup>th</sup> century this strong tradition continued here. . It is an important factor that these learning was successively handed down through a series of Teacher- Student, or Father- Son continuity. Most of the Astronomers mentioned the name and quotes of predecessors while writing texts for supporting, refuting their ideas or for paying their respect. The present paper aims to find out the genealogy of Kerala scholars through the Kerala Literature especially on Astronomical Texts. Here the genealogy of four astronomers namely ānkarāṅṅīyaśa, Vaṅṅāṅṅeri Parameśvara, Nāṅṅlakaṅṅha Somayāji and Tāṅṅkkantiyēr Acyuta Pīāṅṅroti has been chosen for this study who were referred by later scholars or they had been referred the other scholars.

Haridatta, Govindasvāmi and ānkarā Nāṅṅīyaśa belongs to teacher student genealogy. Govinda Bhattatiri, grandfather of Parameśvara, Parameśvara and Dāṅṅmodara becomes the father son Genealogy. Whereas Parameśvara, Dāṅṅmodara, Ravi and Nāṅṅlakanāṅṅha processes student teacher as well as father son lineage. Jāṅṅtaveda, Nāṅṅlakanāṅṅha and Rāṅṅma processes father-son relationship.

Govinda, Parameśvara, Damodara, Nāṅṅlakanāṅṅha, Māṅṅdhava, Jyēāṅṅtadeva and Acyuta Pīāṅṅrāṅṅli belongs to teacher student lineage. Rama, Vyāṅṅghramukha (Pulimukhatt potti), Nāṅṅvāyikkulāṅṅt Ezhati, Tāṅṅppīśikara potuval of Kolattunadu, Acyuta Pīāṅṅrāṅṅli, Melputtēr Nāṅṅīyaśa Bhaṅṅṅatiri, and Kāṅṅādīśa is another line of lineage of Acyuta Pīāṅṅrāṅṅli.

**Key Words:** Kerala Astronomy- Astronomical Genealogy- ānkarā Nāṅṅīyaśa- Vaṅṅāṅṅeri Parameśvara- Nāṅṅlakaṅṅha Somayāji - Tāṅṅkkantiyēr Acyuta Pīāṅṅrāṅṅli- Father Son Lineage- Teacher Student Lineage.

### References of Kerala Astronomical genealogy from Sanskrit Sources

It is a fact that the method of teaching in India was traditional and the knowledge pass through generation to generation and still it continues in different parts of country. It is the better method of teaching ever the methods invented by new Scholars. For the Scientific Subject studies it gives more support and pass on through different periods. Kerala is famous for mainly on three Scientific Subjects Viz. Astronomy, Ayurveda and Tantra. It is an important factor that these learning was successively handed down through a series of Teacher- Student, or Father- Son continuity.

Kerala had a continuous tradition of astronomy and mathematics from very ancient times. From 4<sup>th</sup> century AD to 20<sup>th</sup> century this strong tradition continued here. The development of Astronomical tradition of Kerala had been broadly classified into three periods viz. pre-medieval, medieval and post medieval periods. The scholars such as Vararuci, Haridatta and ānkarāṅṅīyaśa belongs to pre- medieval period. This period was in between 4<sup>th</sup> century AD to 10<sup>th</sup> century AD. The medieval period flourished between the 14<sup>th</sup> and 16<sup>th</sup> centuries. It included Samgamagrāma Māṅṅdhava, Vaṅṅāṅṅeri Parameśvara, Nāṅṅlakaṅṅha Somayāji, Citrabhānu.

Trikkutaveli ānkarā Vāṅṅriar, Mazhamangalam ānakran Nampētiri, Jyēāṅṅtadeva, Trikkantiyēr Acyuta Pīāṅṅroti, Incakazhavu Māṅṅdhavan Nampētiri, Puthumana Somayāji, and Kaṅṅṅattāṅṅdu ānkarā





“Iti... ħrġsvet;ra\_yan;itha parame;vara karu;\_idhikara\_a bhĒtavigrahe\_a j;tavedaputre\_a sankar;grajena j;tavedam;itulena d=ga\_itanirmapaka parame;varaputra ħrġdamodar;tajyotiĀ;mayanena ravita ;ttave;nta;\_i;strae\_a subrahma\_ya sah=dayena nġlaka\_ġlena somasut;...<sup>xiii</sup>”

The textual portion indicates his teachers name viz. Parame;vara, D;imodara, and Ravi. Nġlakanġha studied astronomy and Vedanta under the teacher Ravi. He was also taught by D;imodara who was the son of Parame;vara. In the introductory part of Siddh;ntadarpa\_a mentions the name of D;imodara, and Ravi:

“Srġmaddh;imodaram natv; bhagavantam ravim tath;...”<sup>xiv</sup>

Nġlakanġha mention almost all his own details in his work Ēryabhaġya bh;Āya. Mostly he cited the name Parame;vara in his works for support his ideas. Here it also point out the name of his father J;taveda.

A Malayalam work Laghur;m;ya\_a gives more details of Nġlakanġha. This work describes as a work of R;ma, son of Nġlakanġha of G;rgyagotra and resident of Ku\_agrama. The colophon attest this fact as:

“Iti kundagr;majena g;rgyakulatilakena srġnġlaka\_ġl;tmajena ...<sup>xv</sup>”

#### Lineage of T=kkka\_ġiyĒr AcyutapiĀ;raġi

AchyutapiĀ;roti is reputed astronomer of 16<sup>th</sup> century and the disciple of JyeĀtadeva<sup>xvi</sup>. Sphutanirmayantram, Kara\_ottama, Upar;gakriy;krama, R;ġigolasphutanġti, Ve\_v;roha Malayalam commentary, Hor;s;rocc;ya, Chay;Ātaka and Upar;gavim;ati are the works of Achyuta<sup>xvii</sup>. Upar;gakriy;kram is magnum opus of Achyuta PiĀ;roti.

T=kkka\_ġiyĒr Acyuta mentions the name of his Teacher M;dhava in his Ve\_v;roha commentary as M;dhavan t;n camaccuġa ve\_v;rohatinacyutan |

Bh;Ā;vy;khy;namun\_ ġkki netran;r;ya\_ ġm;ġay;<sup>xviii</sup>||

It is a Malayalam commentary of Ve\_v;roha of Samgamagr;mam;dhava, and it is considered as the last work of Acyuta. The text was written by the instruction Netran;r;ya\_a (Ēzhvancery Tampr;kkaġ).

Again in his Sphuġanir\_ayatatra in the introductory verse, he pays his tributes to his predecessors in couple of verses. Some of them are the direct and some are the indirect teachers of Acyuta.

Brahm;nam mihiram vasiġġapuli;au gargam mayam loma;am

ġrġpaty;ryabhaġau varahamihiram lallam ca muġġc;ġakam |

Govindam parame;varam satanayam srinġlakanġam gurĒn

vande goġvidi;ca m;dhavamukh;n v;ġlmġkimukhyan kavġn ||<sup>xix</sup>

Here the author mention a line of teachers namely, Govinda, Parame;vara Satanayam (Damodara), Nġlakanġha and M;dhava.

Acyuta’s teacher in astronomy was Jyeġadeva. He is specifically mentioned by Acyuta towards the end of his work Upar;gakriy;krama as:

ProktaĀ pravasayo dhy;n;t jyeġadevasya sadguroĀ |

viracyat;ġeĀdoġe\_etyacyutena kriy;kramaĀ ||<sup>xx</sup>

He also mentioned a teacher named R;machandra in his Prave;aka’s<sup>xxi</sup> first ġġka:

A;ġeĀ;gamat;tparyakairavodbodhacandr;k;m |

up;ġmahe ġm;namudr;m r;macandrakarodit;m ||

So it can be concluded that Ramachandra was his Vy;kara\_a guru.

MelputtĒr N;raya\_a Bhaġġatiri was the prominent student of Acyuta PiĀ;raġi. Acyuta taught Vy;kara\_a to N;raya\_a Bhaġġatiri. N;raya\_a quotes about Acyuta at the introductory verses of his Prakriy; sarvasva as:

Tarkam d;modar;ry;ġdapi padapadavġmacyut;ky;t budhendr;t |<sup>xxii</sup>

And also he adds at the end of Prakriy; sarvasva as:

ayamacyutaguruk=pay; p;\_inġyak;tyayan;ġik;ru\_y;t



yatna phalaprasya; kṛtar; garasodya; abdam; rgajjuam<sup>xxiii</sup>  
Vasudeva is another student of Acyuta Piārāṅgi. He stated the position of Tṛkka, ṅiyēr Acyuta Piārāṅgi in Vasudeva's Bhramara Sandeṣa as:

Tasmī t pratyak prahitanayana kṛ. agehī dhinī tham  
sarvajṇam tam praśama giriḥam bhaktimī nacyutam ca |  
ekastī vat vahatī ḥirasi jyotiḥmī mekamindum  
jyotiḥcakram nikhilamaparo dhī rayatyantarange ||<sup>xxiv</sup>

It means that Acyuta is omniscient as lord āiva of Tṛkka, ṅiyēr. Siva wear only one moon in his head among all lightened particles. But Acyuta wear all the jyotiḥcakra (Jyotiḥā) in his mind.

It is equal to that of Acyuta's contribution in astronomy that the way lighted by him towards the continuance of astronomical studies in Kerala. Of several lines of disciples that should have originated from him, of one extending over three centuries to eight generations.

An astronomer and poet Kāḍiśa (18<sup>th</sup> to 19<sup>th</sup> century) author of Jītakapaddhati, commentary on Daḥagitika pīda of Ēryabhaḥīya etc. in his Ēranmuḥavil; saḥamsappī in Malayalam verse, the genealogy of his teachers right from Acyutapīśaroti in the following verses.

Rīmanennellaḥavum vīrutanī yīḥḥābhi-  
rīmanīm īḥī; sitī venḥḥā kṛttīyōḥlum (1)  
gurudaivajṇam; rkkum gurubḥḥtan; mente  
guruvīm pītī vintē caraḥ; īmbujam vande. (2)  
guruvīn guru vyīghramukhamandiravīsi  
gurukīru; yaḥīlī tanneyum vaśa ḥgunnen (3)  
tatgurubḥḥtanī yīḥḥētrayum manḥāyīy  
ḥḥḥgatabḥīvajṇam; y gaḥ; itatattvajṇam; y (4)  
tīḥīḥī takṛttīyōḥlum nīvīyikkūḥattūḥḥ-  
rīḥīḥī tī pravaranīm guruve vandikkunnen (5)  
īyavan tante gurubḥḥtanī yīḥḥūḥḥ deha-  
mīyatamatikaḥḥ pējitanī yūḥḥavan (6)  
kolattunīḥḥḥ tēppī; īkkarappotuvīḥḥ-  
kkīlatte guruvanmīrilveccagresaran (7)  
ennūḥḥē guruvintē guruvīn gurubḥḥtan  
tannūḥḥē guruvīkum tatpadam vaśa ḥgunnen (8)  
potuvīḥḥntē guruvacyutapīārāḥḥī-  
yatīmīnuḥḥānavan sakalavidyītmakan (9)  
anpattīnēnu vayassiraḥḥīyirunḥḥūḥḥ  
melputtēr paḥḥḥērīkkum guruvīyirunḥḥavan (10)  
tannūḥḥē pīdapadmayugaḥḥam vīḥḥēāiccu-  
mennūḥḥē manakkīmbilssantatam ninaykunnen (11)

These verses means:

- 1, 2: I bow at the feet of my renowned preceptor father Rama a teacher of several great astronomers.
- 3: I bow to my teacher's teacher who belonged to the family of Vyīghramukha (Pulimukhatt potti)
- 4, 5: Again I bow to his teacher the renowned astronomer Nīvīyikkūḥatt Ēḥzati
- 6, 7, 8: Again I bow to his teacher Tēppī; īkara potuval of Kolattunadu, a well-known among contemporary astronomers.
- 9, 10, 11: I remember with great respect his teacher, the renowned and versatile Acyuta Piārāṅgi, who was the teacher of Melputtēr Nīrayaśa Bhaḥḥātīri. This shows the heredity of astronomy put forward by Acyuta Piārāṅgi.



Right from Rama, the tradition ends upto Kāśadisa . The lineage as follows Rama, Vyīghramukha (Pulimukhatt potti), Nivīyikkuḷatt Ēzhati, Tappīkara potuval of Kolattunadu, Acyuta Piāraṅgi, Melputtēr Nīraya, a Bhaṅṅatiri, and Kāśadisa.

### Conclusion

It is a difficult task to identify the date, place, personal details of a Sanskrit scholars from their own texts, especially the texts written by Kerala Scholars compared to the other places of India. Such references are gathered from the later literature and collaborated by researchers to find out the details of an author or a commentator. The lineage description are hidden in the commentary or from the colophon parts, or from the introductory verses of few texts. This paper made an attempt to find out the lineage description of Kerala Astronomer from the Astronomical treatises from Kerala. For this study the present researcher had chosen four Kerala Astronomers viz. ānkanāriya, Vaṅṅeri Parameḷvara, Nḷakanṅa Somayāji and Trikkantiyēr Achyuta Piāroṅgi.

Haridatta, Govindaswami and ānkanāriya belongs to teacher student genealogy. Govinda Bhattatiri, grandfather of Parameḷvara, Parameḷvara and Dīmodara becomes the father son Genealogy. Whereas Parameḷvara, Dīmodara, Ravi and Nḷakanṅa processes student teacher as well as father son lineage. Jīṭaveda, Nḷakanṅa and Rīma processes father-son relationship.

Govinda, Parameḷvara, Damodara, Nḷakanṅa, Mīdhava, Jyeṅṅadeva and Acyuta Piāraṅgi belongs to teacher student lineage. Rama, Vyīghramukha (Pulimukhatt potti), Nivīyikkuḷatt Ēzhati, Tappīkara potuval of Kolattunadu, Acyuta Piāraṅgi, Melputtēr Nīraya, a Bhaṅṅatiri, and Kāśadisa is an another line of lineage of Acyuta Piāraṅgi.

After the study this shows a clear evidence of the lineage of Kerala astronomers from the later Literature. Somewhere the genealogy shows the Teacher-Student relationship somewhere it is Father-son relationship.

<sup>i</sup> Govindasvamin is the author of Mahābhāskartya Commentary of Bhāskara-I

<sup>ii</sup> Muraleemadhavan, P.C., and N.K.Sundareswaran, Sanskrit Technological Age, New Bharathiya Book Corporation, Delhi, 2006. p.48

<sup>iii</sup> Haridatta the author of Grahacāranibandhana and Mahāmārganibandhana. Grahacāranibandhana is the basic manual of computation of the Parahita system of astronomy. This was unearthed by K.V. Sarma and later one is not yet available. And he is the teacher of Govindaswami.

<sup>iv</sup> Sarma, K.V., Grahacāranibandhana of Haridatta, Kuppuasvamisastri Research institute, Madras, 1954. p.viii

<sup>vi</sup> Veḷvīroha is an important work by Saṅgamagrīma Mīdhava. In Veḷvīroha is a text which involved a facile procedure to read out the true position of the moon every 36 minutes. The text which describes methods for the computation of the true position of the moon at the interval about half an hour for various days in an anomalistic cycle. This astronomical work is a type of generally described as Kara, a text in India. Such works are characterized by the fact that they are compilation of computational methods of practical astronomy.

<sup>vii</sup> Sphuṅṅachandriṅṅi enunciates an ingenious method for the computation of the true moon. Mīdhava Describe in the present work the construction of a chart from which the true moon could be read out an intervals of about 40 minutes each throughout the day.

<sup>viii</sup> K.V Sarma in his Critical edition of Candracchīyīgaṅṅita by Nḷakanṅasomayāji mentions the name of Netranāriya, the patron of Somayāji.

<sup>ix</sup> Sarma, K.V., Grahaḅanyayadṅpika, Visveshvarananad Institute, Hoshiarpur, 1966, p.x.

<sup>x</sup> Sarma, K.V., Astronomy in Kerala- Significant Advances During the Medieval Ages, History and Heritage of Mathematical Science, Sukritindra Oriental Research Institute, Kuthapady, Kochi, p. 191.



- <sup>xi</sup> Balachandra Rao, S., Ēryabhata-I and His Astronomy, Rashriya Sanskrita Vidhyapita, Tirupati, 2003. P.61.
- <sup>xii</sup> This work comprehensively explains all the problems dealt with in the original text. Moreover, it supplies a good deal of oral tradition including many innovation made by the great astronomer Mjdhava.
- <sup>xiii</sup> Sambasivasastri, K., Srimad;rybha;laviracitam Ēryabhatcyam gargyakeralanclakan;hasomasutva viracita bhaAyopetam, Trivandrum Sanskrit Series No. 101, Government Press 1930, P.180.
- <sup>xiv</sup> Sarma, K.V., Siddhantadarpa, am, VVBIS&IS, Hoshiarpur, 1976, p.1.
- <sup>xv</sup> Sarma, K.V., Candracch; y; ga, itam, VVBIS&IS, Hoshiarpur, 1976, p. xii.
- <sup>xvi</sup> JyeĀtadeva is a member of Kerala School of astronomy. Yuktibh;ā is his key work till available and which was written in Malayalam.
- <sup>xvii</sup> Kunjunni Raja, K., Astronomy and Mathematics in Kerala, The Adyar Library and Research centre, Madras, 1995.p.45.
- <sup>xviii</sup> Sarma K.V., R; zigolasphu; ncti, VVBIS&IS, Panjab University, Hoshiarpur, 1977, p. 10.
- <sup>xix</sup> Sarma K.V., Sphu; lanir, ayatantra, VVBIS&IS, Panjab University, Hoshiarpur, 1977, p.1.
- <sup>xx</sup> Sarma K.V., Sphu; lanir, ayatantra of Acyuta, VVBIS&IS, Panjab University, Hoshiarpur, 1974, p xi.
- <sup>xxi</sup> Prave; aka is a grammatical text written by Ayuta intended for beginners is the only work of Acyuta on this Subject.
- <sup>xxii</sup> Paramesvara Iyer, S. Ulloor., Kerala Sahitya Caritram, Volume II, University of Kerala, Thiruvananthapuram 1997. p 386.
- <sup>xxiii</sup> Ibid, p 354.
- <sup>xxiv</sup> Ibid, p 353.

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## MEDICAL DISCRIMINATION IN THE CONTEXT OF HIV/AIDS – A LEGAL DELIBERATION

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### **Abstract**

Health is vital to all aspects of a person's life and well-being . The right to health is recognized as both a fundamental human right in itself<sup>1</sup> and an essential precondition for the enjoyment of other rights. The issue of reasonable and extra precautions has generated a significant number of cases of alleged discrimination against HIV positive persons in the united states . Generally, unlike simple refusal to treat cases , which courts have usually found to constitute discrimination , the implementation of specific reasonable precautions during treatment and care of actual or perceived HIV positive persons , which are not taken with non- HIV positive patients , has not been considered discriminatory .

**Key words;** Health, Human rights ,patients, cases

### **Introduction**

Health care settings , however, provide one of the most common contexts for discrimination against HIV positive people. Discrimination within these settings exists in both high and low income countries<sup>2</sup>. It may involve refusal to admit for treatment , refusal to operate , a substandard quality of care , or the adaption of unnecessary and stigmatising extra- precautionary measures.

While unjustified discrimination of any kind is an affront to human dignity , and a violation of human rights , discrimination against HIV positive persons in the context of health care is particularly harmful , potentially depriving people of necessary care and treatment . In some cases, fear of discrimination may be sufficient to deter individuals from accessing health care services

However , where health care providers lack the requisite means and expertise to protect themselves against HIV transmission in health care settings , discrimination against HIV positive persons may be based on reasonable fears of contracting the infection. This s the situation in many resource –poor countries , particularly in sub-Saharan Africa. In order to adequately address discrimination in health care settings in low income countries, as well as prevent HIV transmission , it is essential that universal precautions be universally



implemented. International donor support to fund these measures should be provided where necessary.

### **Risk for occupational transmission of HIV to health care workers<sup>3</sup>**

According to the us based centre for Diseases Control ,”the risk for health care workers being exposed to HIV on the job is very low , especially if they carefully follow universal precautions (i.e. using protective practices and personal protective equipment to prevent HIV and other blood- borne infections). specific areas of the hospital with an increased risk of exposure to blood include delivery rooms , emergency rooms and operating rooms<sup>4</sup>. Appropriate protective measures in operating rooms and delivery rooms include masks protective eyewear , gowns and gloves<sup>5</sup>

As of December 2001 , the CDC had documented a total of 57 cases and HIV seroconversion temporally associated with an occupational HIV exposure. As of June 1997 an additional 114 episodes in HCWs were considered possible occupational HIV transmissions ; these workers reported that their infection was occupationally acquired and no other risk for HIV infection was identified , but transmission of infection after a specific exposure was not documented.

### **Universal precautions in low- income countries**

Less is known on the level of risk posed to health care providers outside North America and Western Europe . In 1997, 90% of documented occupational HIV infection was recorded from North America and Western Europe, despite the fact that these regions represent account for around only 4% of the world’s HIV- positive population.<sup>6</sup>

.The vast majority of HIV positive people live in low- income countries in which universal precautions are not consistently implemented due to lack of resources and training.<sup>7</sup> In large parts of the developing world , health care providers lack even basic protective equipment such as gloves and masks.<sup>8</sup> This is especially reported in Africa where the high prevalence of AIDS already places health care workers at greater risk.

A study in Zambia found that surgeons were fifteen times more likely to Contract HIV during surgery than their western counter parts , with prevalence among patients of 22.3%. It was estimated that after five years of surgery practice in zambia , a surgeon had a1.5% risk of occupational HIV- infection

Universal precaution , discrimination and human rights

Implementation of universal precautions is essential to prevent HIV transmission in health care settings and to protect both health care workers and patient alike. With specific regard to discrimination against HIV positive patients , it is



necessary to address concerns over occupational infection and patient- to- patient transmission., and to thereby reduce such discrimination . Moreover implementation of universal precautions helps to reduce the stigma associated with HIV by guaranteeing a uniform approach to patient care , which does not mark out as different those infected , or suspected of being infected, with HIV. The supplies and training required to implement universal precautions are thus a prerequisite to the reduction of discrimination in resource- poor contexts . under international human rights laws,it is an incumbent upon governments and the international community to ensure that HIV positive people can access health care without discrimination: the International Covenant on Economic , Social and Cultural Rights (ICESCR) makes it a care obligation of state parties to “ensure the right of access to health facilities , goods and services on a non discriminatory basis, especially for vulnerable or marginalized groups; countries are also obliged under international law to assist one another in the promotion of human rights.

Moreover under international law , workers have a right to ‘safe and healthy working conditions’<sup>9</sup> and governments are specifically obligated to take steps towards the prevention , treatment and control of epidemic , endemic , occupational and other diseases.<sup>10</sup>

### **Disclosure and confidentiality in health care settings.**

Since all medical providers are requires to take universal precautions , there should be no reason for labeling patients as requiring special treatment because of their potential risk for transmitting infection . Differential treatment on this basis is rendered imprudent by the fact that is “impractical and possibly misleading to attempt to identify infectious blood specimens or selected individuals as infectious” and “screening of all patients is not practical”<sup>11</sup> However, in some instances, HIV disclosure may be deemed necessary for the effective treatment of a patient.

HIV discrimination in healthcare settings ; the international perspective

International legal instruments relevant to health care discrimination

International legal instruments of specific relevance to hiv discrimination in the context of health care include

The universal declaration of human rights

Article 25(1)

Everyone has the right to standard of living adequate for the health of himself and of his family , including food , clothing , housing and medical care and necessary social services.

International Covenant on Economic , Social and Cultural rights



Article 12 (1) ;the state parties to the present covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

Convention on the rights of the child

Article 24(1); the state parties recognise the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health . state parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

In addition , the preamale to the constitution of world health organization (WHO) which is the united nations specialized agency for health, states,  
“The enjoyment of highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion , political belief, economic or social conditions.

### **Health care and HIV Discrimination : The Indian scenario**

An ILO study on HIV/AIDS –related stigma and discrimination in India found that 32% of the HIV positive respondents had faced discrimination within the health care setting <sup>12</sup>. widespread discrimination against people living with HIV/AIDS was also identified in a UNAIDS study of healthcare settings in Bangalore and Mumbai<sup>13</sup>.

### **Reported forms of discrimination included <sup>14</sup>**

- Refusal to provide Treatment for HIV/AIDS - related illness
  - Refusal to admit for hospital care/treatment /refusal to operate or assist in clinical procedures;
  - Restricted access to facilities like toilets and common eating and drinking utensils; physical isolation in the ward;
  - Cessation of on going treatment;
  - Early discharge from hospital ;
  - Mandatory testing for HIV before surgery and during pregnancy ;
  - Restrictions on movement around the ward or room;
  - Unnecessary use of protective gear by health care staff;
  - Refusal to lift or touch the dead body of an HIV- positive person;
  - Use of plastic sheeting to wrap the dead body ;
  - Reluctance to provide transport for the body; as well as more covert forms of discrimination including ;
  - Delays in movement
  - Shunting patient between wards/doctors/hospitals;
  - Keeping patient under observation without any treatment plan;
  - Unnecessarily repeated HIV tests<sup>14</sup>
- Constitutional provisions



The preamble and article 38 of the constitution of India envisions the duty of the state to ensure that life is meaningful and liveable with human dignity. In India the obligation of the state to ensure the creation and the sustaining of conditions congenial to good health is cast by the constitutional directives contained in articles 38<sup>15</sup>, 39(e),<sup>16</sup> 42,<sup>17</sup> 47 , and 48 A in part Iv of the constitution of India

There is no statutory legislation pertaining to discrimination in healthcare and treatment of PLHAs in India .But the provisions of the constitution and the interpretation of provisions by the India judiciary guarantee the right to life and thereby right to health.

The supreme court of India , in Vincent Panikulangara v Union of India<sup>18</sup> said “maintenance and improvement of public health have to rank high as these are indispensable the very physical existence of the community and on the betterment of these depends the building of the society of which the constitution makers envisaged. Attending to public health in our opinion , therefore ,is of high priority , perhaps the one at the top.

In the case of state of Punjab v Mahindra Singh Chawla<sup>19</sup> , the supreme court held that right to life includes the right to health.

In Patcha Bengal kheta Mazdoor Samity v state of west Bengal<sup>20</sup> the supreme court of India stated, “The constitution envisages the establishment of a welfare state at the federal level as well as the state level. In a welfare state, the primary duty of the government is to secure the welfare of the people .Providing adequate medical facilities for the people is an essential part of the obligations undertaken by the government in a welfare state. The government discharges this obligations by running hospitals and health centers , which provide medical care to the person seeking to avail these facilities. Article 21 imposes an obligation on the state to safeguard the right to life of every person. preservation of human life is thus of paramount importance. The government hospitals run by the state and the medical officers employed therein are duty bound to extend medical assistance for preserving human life . Failure on the part of a government hospital to provide timely medical treatment to a person in need of such treatment results in violation of his right to life guaranteed under article 21.

### **Conclusion**

The Indian constitution thereby protects the rights of PLHA against discrimination and access to treatment in health care. However, th lacunae lies where the discrimination and refusal is mete by a private healthcare institute and health care staff. One of the ways to combat prevalence of discrimination is for a specific law against discrimination to protect the rights of people affected by HIV/AIDS.



## End Notes

- 1 .see examples International Convention on Economic , Social and Cultural Rights
- 2 .A UK survey found that half of all patients in a London HIV outpatients clinic who had suffered discrimination based on their HIV positive status had been treated unfairly or differently by health care worker outside of the clinic . of the 238 who had experienced discrimination from a health care worker
- 3 .For more information , see An Integrated Protocol to Manage Health Care Workers Exposed to Bloodborne Pathogens.
- 4 .Paediatrics vol.104 no 2 August 1999, pp 318-324
- 5 .ibid
- 6 ..Hiv Transmission in Health Care Settings ; a White Paper by Physicians for Human Rights March 27 2003
- 7 .ibid p47
- 8 .ibid p48
- 9 .see ICESCR, Art 7(b)'
- 10 . Article 12(c) international covenant on economic , social and cultural rights.(ICESCR)
- 11 .Infection Control Guidelines , preventing the Transmission of Bloodborne Pathogens in Healthcare and Public Service Settings ,volume 2353-may 1997 p3
- 12 .Assessing the socio-economic impact of HIV/AIDS on people living with HIV/AIDS (PLWHAs)and their Families in India.
- 13 India HIV and AIDS –related discrimination , stigmatization and Denial , prepared for UNAIDS by Shalini Bharat with peter Aggleton and paul Tyrer, UNAIDS 2001
- 14 ibid
- 15 . Article 39(e) The state has to direct its policy towards securing that the health and strength of workers , men and women and that that the tender age of children are not abused;, that citizens are nt forced by economic necessity to enter avocations unsuited to their age or strength..
- 16 .Article 39(f) That children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity , and that childhood and youth are protected against exploitation and against moral abandonment.
- 17 Article 43 the state is required to make provisions for just and humane conditions of work and for Maternity benefits.
- 18 manu/SC/D167/1907
- 19 (1997)2 SCC 83
- 20 AIR 1996 SC2426



1. see examples international convention on economic , social and cultural rights
2. a UK survey found that half of all patients in a London HIV outpatients clinic who had suffered discrimination based on their HIV positive status had been treated unfairly or differently by health care worker outside of the clinic . of the 238 who had experienced discrimination from a health care worker.



## PROVIDING HIGHER EDUCATION FOR QUALITY DEVELOPMENT

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### Introduction

Globalization has its impression on every sector of our economy including higher education sector. Students and academics have become increasingly versatile over national boundaries due to lowering of barriers for their movements and better international communication. This process is further fortified by international agreements that alleviate the movements of professionals between the countries. It is no more possible to sequester our students as in early to other better education systems in the world. It will on the balance effect in heavy drains on the foreign interchange appropriate of the country when more students prefer for expensive universities, if quality education is not available in their region.

Quality Advancement is Quality of Education: Higher Education surely concentrates on University Teaching and Integrated Learning. When we work at reviewing the knowledge it is vitally significant that the formation of the human person is not ignored. Therefore evaluation should aim at insuring that the prospect of humanism is dedicated to. This would include the factor of value education as an important part of the program. The four columns of knowledge remarked by the UNESCO report are important components to be comprised in our assessment process and inputs. These are, learning to know (part of inclusion), learning to do (to be capable to face the difficulties), learning to live with other people (take part and collaborate with others in all activity), learning to be (it has been the essential which incorporates the previous three procedures of learning).

Nowadays institutions of higher education are hoped perform roles drastically distinct from the ones for which they were founded. Nowadays learners of higher education look for educational qualities with precise activities that can be appreciated in their services in the national and international workplaces. This requirement for higher education with higher levels of ambition puts new challenges to the universities that supply educational lead to the colleges and to the research centers associated to them. Since 86% of the undergraduate population is in colleges, providing to the demand for new skills



from the newcomers is equally a stimulating task for the colleges, to maintain their role of educational leadership and responsibility.

### **Idea of Quality**

The concepts of standard quality used in industry are being regarded for application in the education. The concept of quality has been attracted from industry, education and industry operated individually. In the recent years both have impressed towards each other.

Higher Education concentrates on educational efforts at four main fields:

- Explore (new information)
- Test (output information) and
- Service to Society (Use of information in day to day life)
- Class-room Learning (information)

### **Quality Assuring Facts**

- Student Co-operation and Discipline
- Staff Co-operation and Avails
- Administrative Co-operation
- Explore Mobilization
- Research Advancement
- The Eight Push Fields
- Academic Preparation
- Academic Stand
- Infrastructure Designing and Care

**Procedure of NAAC in India:** NAAC has developed a three level program for evaluation and accreditation as given below:

- Substantiation of the Self-Study Report by a team of compeers by an on-site visit; presentation of detailed quality report to the institution, and
- The final decision on evaluation and recognition by the Executive Committee (EC) of NAAC.
- Preparation of the Self-study Report by the organization/ department grounded on the parameters fixed by NAAC.

### **Institutional Recognition**

The educational and developing goals of any course of study are to supply and establish reliable qualities, skills, potentialities and values along with knowledge about the subject and the subject precise qualities. They include

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definite levels of cognitive skills such as preparation of concepts, examining of theories and synthesizing information from different sources. They also include many common skills such as ability to learn, deciding in unfamiliar situations, communication and numeracy, leadership and so on.

It should be mentioned that the different subjects are only tools to increase the levels of the skills showed above. These skills together conciliate the core competency of an apprentice and they are generally discipline objective. These skills can be developed through any subject of study arts, science, technology or commerce. For example, when one studies the content of history, he/ she not only studies the political and social structures of the past era, but also studies the skill of rebuilding the complete socio-political and socio-economic conditions of the time period from the uncompleted and fractional sources of information winnowed from the recorded archives excavations and dedications. This demands the skills of perception, deduction of information and depicting of logical results.

Apart from that one acquires the skill to communicate with validity and limpidity. These skills that one develops during the study of history are what the worker wants from his manager at the directorial level, the simple knowledge of historical periods. Similarly, one can develop any number of skills though learning mathematics, biology, chemistry, etc., which will be of greater relevance to any of the careers. These primary skills are usually subject-based and therefore make any subject of study applicable. This is apparent from the fact that the employees in government services such as the administrative and abroad services and in other service sectors like banks, insurance companies, transport and business do well in the allotted jobs in spite of their different academic fields.

### **Importance for Higher Educational Institutions**

The institutions of higher education have two leading duties to execute. One is to gather graduates with the competences and properties required to be useful in the global world of work through restyling the existing offers with the focus on higher levels of qualities and competences, instead of innovating a series of so called career-based qualifications. The second responsibility is to help in service force rearrange themselves to fit into the exchanging necessitates of skills and knowledge to do the job on hand by befitting standard short term teaching cum training programs, The first duty includes, apart from other things, serving students to develop the quality of learning how to learn so that they keep themselves fit and updated in the fast changing world of work and the second is for supplying continued education for students.

Today new graduates realize that their graduation is just the starting of a lifelong learning that is so important to deal with the fast changing world order and the job market, both in India and overseas. Along with traditional academic



skills developing high levels of computer knowledge and working cognition of the use of InfoTech are now essential.

The emergence of a prominent number of interdisciplinary programs of studies such as biotechnology, InfoTech, management studies, material sciences and economics has also contributed in appreciable change in the academic activities of institutions. These interdisciplinary areas and their concerned technologies are changing life and the culture of society altogether. Apart from the novelty, other activity in the industrial and service sectors and the resultant growth desired for well-developed employees in those areas in the new socio-economic order have made higher education institutions redevelop academic programs.

Nowadays some institutions and students should also move away from their engrossment with examinations. When the emphasis has changed from knowledge to acquisitions and competencies, contemporarily now examinations have lost their relevance, as they will not designate the overall competence levels of educates. Any examination organize in the future should essay to assess the overall achievement of students in terms of qualities, both cognitive and common, as well as subject associated knowledge.

### **Interchanging Role of Universities**

These changes are mutual to all societies of the world and the additive impression of all these changes need a different type of human resources, ones that are different from what the higher education institutions have been developing in the past accordingly; higher education institutions are under squeeze to play various roles that are different from the tradition's. Important within these new duties are:

- Providing to the needs of the international market.
- Maintaining quality in all the above efforts resources to eat.
- Optimizing the available resources to alleviates quality output.
- Putting up educational programs of new models based on flexibility and learner's selection.
- Developing students for the information era by developing the skills for information processing.
- Developing students for lifelong learning by developing a befitting learning style between them.
- Putting up for adult and non-formal education to an increasing percentage of nature learners.
- Putting up for specified skill-based courses of distinct levels.

Higher education for all is the new international say-so. Concisely, Universalization of Higher Education and world class education should become



the focus. It will be necessary to develop a whole new government structure and an efficient management system in higher education institutions to assemble these expectations. These expectations from higher education institutions show that high quality and relevant education will have to replace the existing more general and academic education. This requires strategies far beyond the occasional introduction of a set of new academic programs and courses. In addition, higher education institutions have to increase the capacity for student enrolment with the available resources.

Evolution and accreditation as an External Quality Assurance (EQA) mechanism has, therefore, emerged as an essential part of the educational process as certified by the organization of national accreditation agencies all over the World in the past decade approximately. The compulsion with quality education will remain forever as higher education is no more a component of national evolution, but goes beyond as an international service. In this circumstance it is important to observe the developing requirement for quality assurance for educational provisions. Even though institutions may be convinced that all efforts are built at their end to supply skillful education, it is important that their claims are formalized and evidenced by an outside agency.

### **Higher Education and Quality Dedication**

In case of private held universities there are enough regulatory and supervising mechanisms since the held university position is given for a particular period of time after which the institution has to go for renewal of the status. The other joint institutions that do not come under the regulatory control of the universities have to rely on their ability to pull the best students on their track record of performance in supplying the right type of employees to the individual sector. The debate is often about self-financing colleges, their fee structure and the quality of the educational experience. Although the public perception is that private institutions would be better managed than public institutions, the self-financing colleges are yet to establish their believability. Nowadays the debate in India is not about whether we require Private Higher Education but about how Private Higher Education institutions should be operating. There appears to be a loafing doubt about the quality of their extending. The few that have exploited the public in the past have made it difficult for the majority to gain public confidence. In addition there are areas like community orientation and serving the immediate neighbour-hood the social obligations of an institution where the Private Higher Education institutions need to give more attention.

Similarly, the most better and talented faculties are not appealed to these institutions because of the lower earning packets, lack of serious ambience and the absence of any assess for professional advancement and quality. It is different



situation in private industrial or business firms where talented are searched with inducements and boosted to perform their best. This situation should be changed. Most of the Private Higher Education institutions seem to be largely market compulsive and therefore neglect the sophisticated and academic qualities that are usually connected with higher education. Due to this factor and because of the comparatively high cost of education for an average Indian income, the identical best and the best students shy from these institutions. Only those who can give and only those who just graced past the ever denying eligibility level of academic result look for private institutions.

Currently, Private Higher Education institutions in India completely seem like a network of career training centers or at best seen like the fragmented community colleges. Individually, most of the privately supervised institutions are too small with total student registration of a few hundred students and hence are not completely academically possible to make any significant impact either on the system or on the contiguous communities by their research or service contributions. Following the tradition of universities focusing on postgraduate education and research while the colleges focus on undergraduate education, the Private Higher Education institutions primarily concentrate on the bachelors programs, both in the liberal arts and professional subjects.

They also offer undergraduate diploma and certificate programs. As of now all the professionals and doctoral level offerings are classified to public institution universities and colleges more because of their elongate standing experience than because of any legal confinement. It is logical to expect that these undergraduate Private Higher Education institutions willing expected course being the high level courses leading to master degrees. However, many Private Higher Education institutions are still to think of establishing research facilities and a research culture that require research oriented faculty and great investment in time and resources. It also needs a long perspective.

**Important Skills-** The Educational Leaders will need in leading the Institutions of Higher Education are:

- Knowledge Ability both; intellectual HP and mental legality.
- Logical Skill, especially the ability to sort through diverse sources of information and sort out what's most important.
- The skill to build sound conclusions in an environment of equivocalness and undetermined.
- Personal and organizational communication ability.
- The quality to learn from experience.
- The skill to deal in an environment of variety of imaging people from different cultures, genders, generations, etc.



## Conclusion

We all are related to the world by our common goal of achieving excellence and ability. Nonetheless, the smallest whole unit is the individual human person, the ability of somebody when life enhanced will be the factor to fortifying quality in others. Further, we have to toughen our plans of adding quality into the area of higher education at all local unit. Hence, quality is basically a result of intense investment of money, talent and hard work. Ability can't be superficially reached. Superiority is not an option, but a choice. Quality again is not a fortuity, but a design. Quality is not the goal, but a continuous development.

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## ICT IN EDUCATION

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### Abstract

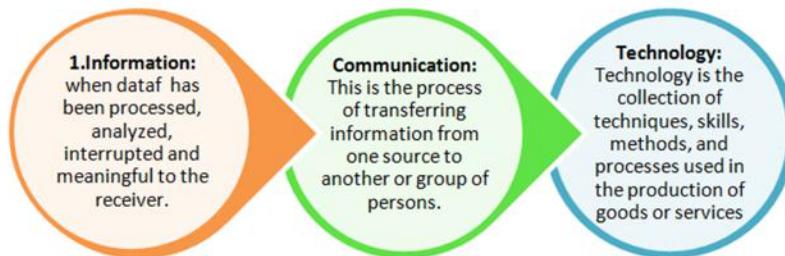
Information Communication Technologies are the power that has transformed many facets of the lives. The influence of the ICT on each sector of the life across the past two-three decades has been mammoth. The way these arenas undertaking presently is different as compared to the past. Across the past twenty years the practice of ICT has basically changed all forms of enterprise within business, governance and of course education. ICT has begun to have a presence in all walks of life but awkwardly we are lacking to achieve desired influence. The education is a socially oriented activity. It plays vital role in building the society. The quality education traditionally has been associated with good & knowledgeable teachers. Use of ICTs in education leads to more student-centered learning. As the world is moving rapidly towards digital information, the role of ICTs in education is becoming more and more important and this importance will continue to grow and develop in 21<sup>st</sup> century. Through ICT, learning becomes dynamic. It can be available all the time and at all the places. Online course materials, for example, can be open 24x7. E-Classrooms like MOOC and SWAYAM platform enable both students and instructor to connect at the same time easily and conveniently. In light of ICT, learning can currently be free of printed text books. This paper highlights role of ICT in education to improve teaching and learning quality.

**Keywords:** ICT, Education, online Learning

### Introduction

The rapid technological changes affect many aspects of education as it is a continuous process. Technology is yoked to improve the quality of learning in teacher education. Information Communication Technology means the combination of computing and data processing with communication and access to data or information is one of the key technologies in the modern society. There is a trend to use ICT in classroom teaching learning process. ICT has the resource potential for student teachers.

Information and Communication Technology (ICT) involves following components that are closely related to each other



Information and Communication Technology (ICT) includes computers, the internet and electronic delivery systems such as radios, televisions and projectors among others and is widely used in today's education field. "school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities. Increasingly, ICT is being applied successfully in instruction, learning, and assessment"(Kent and Facer, 2004). Lowther, et al. (2008) indicated that ICT is considered a powerful tool for educational change and reform. A number of previous studies have shown that an appropriate use of ICT can raise educational quality and connect learning to real-life situations (Weert and Tatnall 2005). Learning is an ongoing lifelong activity where learners change their expectations by seeking knowledge, which departs from traditional approaches. As time goes by, they will have to expect and be willing to seek out new sources of knowledge. Skills in using ICT will be indispensable prerequisite for these learners. ICT tends to expand access to education. Through ICT, learning can occur anytime and anywhere. Online course materials, for example, can be accessible 24 hours a day, seven days a week. Teleconferencing classrooms allow both learner and teacher to connect simultaneously with ease and convenience. Based on ICT, learning and teaching no longer depend exclusively on printed materials. Multiple resources are abundant and knowledge can be acquired through video clips, audio sounds, and visual presentation and so on. Since learners are actively involved in the learning processes in ICT classrooms, they are authorized by the teacher to make decisions, plans, and so forth (Lu, Hou and Huang 2010).

### **Functions of ICT in Education System**

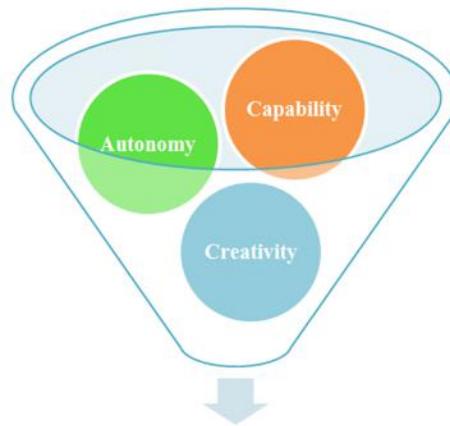
Technology plays a vital role in enhancing the scope of education system. The time of educators using the traditional blackboards with chalk for writing and displaying notice with notice boards is changing rapidly across the globe with advancement of ICT (Information and communication technology).



1. **Improved quality of instruction:** The vital aspect in a learning process is the quality of the instructions delivered by the educators to the students. Educators therefore must use ICT to improve the quality of the instructions.
2. **Interactive and Motivational:** ICT is used to make teaching sessions interactive and motivating. Nowadays schools, colleges and universities are equipped with ICT tools such as Interactive Whiteboards, Visualizer, and response system, projectors and educational software.
3. **Make subject easy and understandable:** Teaching with ICT has become essential for an educator in the technological age. A lot of difficult subject matter can be taught better and in more detail with ICT teaching aids. Teachers must integrate various types of ICT tools such as Interactive Whiteboards, response systems;etc to interact with students. Educators must utilize the ICT successfully to create the best platform for teaching and learning.
4. **Better learning environment:** Teachers can use ICT based educational content with audio and video in their lessons. An audio-visual content gives the learners a better learning environment as they can visually watch the actual phenomena and processes. Teachers can write on their content with Interactive Whiteboards and save it in computer files that cannot be done through traditional boards.
5. **Medium of knowledge transmission:** ICT changes teaching and learning through its potential as a source of knowledge, a medium to transmit content and a means of interaction and dialogue. Thus, ICT is both a cause of change and a means of achieving it.

#### **Advanced teaching and learning Process**

1. **Collaborative Learning with ICT:** As Lowther et al. (2008) have stated that there are three important characteristics needed to develop good quality teaching and learning with ICT: autonomy, capability, and creativity. Autonomy means that students take control of their learning through their use of ICT. In this way, they become more capable of working by themselves and with others. Teachers can also authorize students to complete certain tasks with peers or in groups. Through collaborative learning with ICT, the students have more opportunity to build the new knowledge on to their existing knowledge, and become more confident to take risks and learn from their mistakes.



#### Collaborative Learning With ICT

- Linguistic practice through ICT:** Further, Serhan (2009) concluded that ICT fosters autonomy by allowing educators to create their own materials, thus providing more control over course content than is possible in a traditional classroom setting. With regard to capability, once students are more confident with learning processes, they can develop the capability to apply and transfer knowledge while using new technology with efficiency and effectiveness. For example, in ESL listening and speaking class, students may be asked to practice their pronunciation using an online audio dictionary. They are required not only to listen to the native pronunciation from dictionary, but also to learn the definitions and examples of a new vocabulary item. They then have to make a recording of their own pronunciation and provide examples of how this new word is used in context. Before completing this task, they have to know which browser to use in order to search a suitable online audio dictionary. They will have to browse several online audio dictionaries, and select the one that best meets their learning needs. In addition, finding good software to record their voice is another prerequisite for these learners.

Therefore, the whole learning process enriches students' learning skills and broadens their knowledge beyond what they already know. By using ICT, students' creativity can be optimized. They may discover new multimedia tools and create materials in the styles readily available to them through games (Gee 2007, 2011), CDs, and television. With a combination of students' autonomy, capability, and creativity, the use of ICT can improve both teaching and learning quality.

## The importance of school culture in ICT integration

**1 Bases of ICT Integration in school culture:** School culture encompasses the vision, plans, norms and values that are shared by school members (Maslowski 2001). Focusing on the importance of school culture for ICT integration, (Pelgrum and Law 2009) indicated that effective ICT integration depends on the perceptions and vision of school leaders rather than teacher's ICT skills.



**2. Influence of External and internal factors:** School culture has a mediating effect that influences teachers' actions, beliefs, and attitudes (chai, Hong and Teo, 2009). Therefore, in addition to the external and internal variables mentioned previously, school culture also plays an important role in successful technology integration (Tezci 2011b).

**3. Teachers usage of ICT skill increase:** In order to explore teacher perceptions of school culture related to the level of ICT usage, teacher perceptions from both the technical and motivational perspectives. The results showed that their perceptions from both perspectives were not positive, because the majority did not believe that they would receive adequate technical and motivational support from their school. However, as the school culture became more positive, the teachers' ICT usage level increased. Ward and Parr (2010) stated that teachers need to feel confident in their ability to facilitate student learning with technology in order to integrate technology in to their class rooms. To achieve this goal, more professional development is required with a focus on increasing teachers' skills so that they are able to overcome apprehensions associated with using technology.

**4. New Teaching approaches:** Further new teaching approaches and technical support should be offered by schools to allow teachers to retain control while facilitating learning with computers. Overall, implementing effective teaching with technology integration requires changes in teachers' knowledge, beliefs, and school culture (Ertmer and Otterbreit-Leftwich 2010).

## Progressive as well as Adverse effect of ICT

In today's interconnected world, information and communication technology (ICT) is widely used by country and improve the quality of education. It has great possibility in education for the learners and teachers. ICT has become a key



driver in teaching as well as it has been identified by a range of important wider benefits on learning. The positive impact of ICT:

- Students' skills and teamwork are widely acknowledged.
- Helps students and teachers with activities that are provided on websites.
- Students enjoy the classroom interaction and can actively learn more independently
- Benefit both bright and weak students with their special needs.
- Improved the performance of students in English and in writing skills.
- A part of a social system integrating meaningful communication within an education system.
- Understanding meanings and functions of various concepts in education.
- Provides help in research when we have to do the assignments.
- Saves cost and time.

Schools use ICT to make teaching and learning easy for both students and teachers. Different information and opinions can be found from the web-sites, in addition, ICT provides wide array of information for making the lessons effective. This can also be effective for students to do their work by using word processing. It can make our projects or assignments more informative and illustrative. From the education point of view, "e-" could mean "enhanced" education rather than "electronic" education. Consequently, ICT has a great impact on education be it school, college or higher education.

On the other hand, if not used properly ICT can also have a bad impact on education system:

- A teacher largely depends on the information available on internet,
- The students may follow the actions of the teacher and start to copy and paste.
- Internet may not necessarily be always correct.
- Web may have adverse effect on the students.
- Students can more focus on the web such as Facebook, MSN, and Twitter.
- ICT will face a problem when communicating face to face.
- It not only has impact on behavior of students but also their attitude.

Today, we can see many teenagers who use two or three mobile phones. It may distract them from classroom teaching & learning. In conclusion, ICT can lead to both advantages and disadvantages in education. We have to be careful when using it. Internet, TV, radio, mobile and others means are the ICT tools that provide the knowledge and information to us. We can broaden our horizon & vision with the help of ICT. But when we are too focused on these things we can



become slaves of ICT and may suffer health problems. We have to be wise in using the tools of ICT & have to make a judicious use of it.

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## CURRENT ISSUES IN EDUCATIONAL MANAGEMENT

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### Introduction

The symbiotic relationship of education and other disciplines is being optimized through a total systems approach and beyond. There is a shift from classical process theory to behavioural theory to systems theory to beyond systems. There is a shift from mega planning to micro planning, from autocratic to democratic decision-making, from manual management to management through information system series. The educational managers of today live in an info-savvy world, continuously identifying problems, asking questions, accessing and analysing data, applying information and assessing. The information utilized by the managers is of far better quality, timelier, more selective and more available.

In this age of globalization compatible education for all demands decentralized micro planning. We have not yet been in a position to solve in-house problems and resolve local issues. At the same time we can no more afford to live in close systems. Interaction with the external world is a must. Personalised, globalised education demands competent, powerful and professional management.

Educational management is the most challenging area these days. The present paper focuses on the following dimensions of educational management.

- Sources of power and authority.
- From reactive managers to creative managers.
- Decision making through democratic and participatory approach.
- System design considerations for educational management.
- From classical process theory to behavioural theory to systems theory.
- Management through information system series.
- Increased efficiency of iterations in the management.
- From inequality to equity and equality.
- Partial quality to total quality management.
- From local perspective to global perspective.



## Sources of Power and Authority

There is a progressive awakening in education that power of management is more with the educational competencies, situational intelligence, and identification of the colleagues with the authority rather than who find label as a manager on organisational chart. Educational merit and educational management go together and there is no place for extra academic considerations as far as educational management is concerned. So there is a need identify valid authority and source for educational management. Educational managers by virtue of their positions have to be reasonably versatile personalities free from all prejudices and biases.

## From Reactive to Creative Managers

One of the identified weaknesses of our education system is the absence of professionalism in the management of institutions. We need to have proactive managers with appropriate skills and mind-set to lead the institution forward. We need to have educational leaders who can have a vision of the future, project a mission for the institute and develop strategies, goals, action plans, and monitoring and evaluation system for fulfilling the mission of the institute. Good leaders do three things. They provide permission for their people to try new things. Second, they provide protection from the corporate immune systems whose job is to kill anything that is new, creative and different. Finally, leaders provide their people with processes to help them tackle and solve problems. When individuals working in an organization have permission, protection and processes, they flourish, they create and they can solve problems formerly believed to be insurmountable. Following are the qualities of creative leaders.

- Has no ego-driven need to have all answers.
- Is listen-oriented rather than tell-oriented.
- Empowers the people to make decisions rather than makes all the decisions personally.
- Pulls the organization towards a vision rather than pushes the organization for result.
- Listens to intuition rather than analyses recursively.
- Generates lasting commitment rather than creates sporadic motivation.
- Is open-minded rather than highly opinionated.
- Teaches importance of self-responsibility rather than teaches the subordinates to expect direction.
- Models self-responsibility rather than is in a self-protect mode.



- Knows, relaxing control, yields results rather than is afraid of losing control.
- Focuses on building on strengths rather than finding and fixing problems.
- Teaches how to learn from mistakes rather than quick to fire those that fail.

## **Decision-making through a Democratic and Participatory Approach**

Now-a-days the decision-making in most of the educational organizations is through a democratic and participatory approach. The policy-formulation and decision-making is contextual. But the problem comes when in the apex executive bodies of the universities and academic bodies of the faculties the participants in the decision-making process do not try to understand the context, and without processing the issues comprehensively, raise their limbs in favour of or counter to the argument. The decisions are taken by counting the number of limbs and not by counting the number of heads. Those democracies grossly fail which do not consider the meaningful views of the minorities. Educational policies and theories of educational management should emerge out of thorough debates and discussions.

## **System Design Considerations**

Every educational manager faces system design considerations such as whether to run the system manually through machines or both through man and machine. Whether to go by a centralized system or decentralized system? Whether to build a system buy a system? Whether to start with prototypes or fully functional systems? The emerging trends are from man to machine, from centralised management to decentralised management, buying readymade system rather than building a system or and looking for fully functional systems rather than going by prototypes. There are many issues involved. How to convert from manual system to machine-based systems, in direct, parallel, modular or in a phased manner? Shift from centralised to decentralised management demands faith and integrity. We are trying to fit into the ready-made systems at the cost of our philosophy and culture. Aspiring for fully functional systems is a figment of imagination.

## **From Classical Process Theory to Systems Theory and Beyond Systems**

Primitively education was managed more through classical approach wherein there was formally centralized and compartmentalized distribution of work. The responsibility of realization of the specific educational objectives was



with the individuals, and the objectives of the individuals were sacrificed for institutional objectives. The threats to the system were passed on to the individuals. Progressively it was realized that education is a human endeavour. The focus should be on the quality of the output rather than the rigidity of the organization. Individual security increased as a result of the system owning the threats, rather than passing on the threats to the individuals. Neither the Classical Process Approach nor the Behaviourist Approach worked comprehensively for educational management. The educational managers finally coursed through the Systematic Approach wherein the presumption is that the problem of any system is found in a multivariate setting, wherein the variable of the problems in education have been found to be rooted in education and the other systems, such as, political, social and economic. Even the systemic approach failed at times phasing the system into the different parameters namely Input, Process and Output. Then came the Beyond Systems approach for educational management where the educational managers were supposed to be above systems meaning thereby that whenever the organisation is faced with new complex problems, such managers could help it address the problem through creative and critical thinking. Actual role of the educational managers is operational when the act, ordinance and the rule of the educational organisation are silent. There comes the challenge of governing or managing the organisation through self-evolved rules, which are error free.

## **Management through Information System Series**

Gone are the days of merely manual educational management. Progressively the educational management is through information system series, such as, follows:

- Admission supported through automation.
- Computer aided instruction.
- Computer based time-space-personnel management system.
- Computer based learning resources management system
- Computer based laboratory management
- Computer based question banks and question papers
- Computer based secretarial practices
- Computer based payroll system
- Networking of educational institution
- Networking of libraries
- Electronic conferencing

The educational managers have become info- savvy and net savvy. Through that the efficiency of management has increased many folds. Today's



managers are well informed. They can scan through the entire organisation through timely and relevant information, manage it and establish communication with the environment.

### **Increased Efficiency of Iterations in Management**

With the availability of the Management Information Systems the efficiency of iterations and changes in planning, organising, staffing, directing, coordinating, reporting and budgeting has increased tremendously. Educational managers rotate to share the management load. The designs frequently re-designed, new institutions are being established, new courses are institutionalized, new curriculum frameworks are created, educational philosophies are strengthened, staff curricula are revised, new integrated organizations are recruited, refreshed and oriented, directions are perfected, co-ordination is completed, reporting is true, timely and systematic, and budgets are allocated and relocated. The process of managing is governed by the modern management theories, which believe in autonomy, accountability and output. Confidential Reporting is replaced by self-appraisals. There is public assessment and accreditation for due appreciation. In the work culture administrators, managers and co-workers cannot be discriminated. The educational institutions are full of co-operation and teamwork rather than competition. Even the criteria for placement and promotion are being revised.

### **From Inequality to Equity and Equality**

The concept of boss and sub-ordinates do not exist in education. Education has been in real difficulty whenever it tried to borrow the human resource and theories from industry and business for its management Education system by its nature is different from other systems. Let us not try to compare the physical, mechanical and industrial systems with education. One hour on machine and one hour on man cannot be equated. Let us stop counting or scaling educational inputs on time scale. It will be a better exercise to care the processes and controlling the relevance and quality of the output. We have been simultaneously running many processes to cater to the requirements of differential inputs. The heterogeneity needs to be treated carefully to arrive at equity and then equality.



## **From Partial to Total Quality Management**

Can the output of education system be predicted deterministically? Do we have full control on the inputs and processes? For total quality management the education system needs to have due focus on all the parameters. Each element of education needs to be fully attended to for realization of total quality. Quality management strives to strike a balance among the input, process, output and the environment.

The standard of our education system can be raised through the following principles of TQM:

- (i) To create an organization whereby everyone is working towards making their organization the best one (Quality of operation).
- (ii) Continuous and relentless cost reduction on one hand and quality improvement on the other hand (Quality management).
- (iii) Continuous improvement of the system, which must meet needs and expectations of the society (Quality output). Let the total quality of a system be measured not only in terms of end product, but also in terms of capacity, inputs, process, throughput, output, and placement.

## **From Local to Global Perspective**

Science and technology have facilitated globalization. Our educational management should be with the global perspective. So many disparities exist within India. We have not yet been in a position to cater to the educational needs of all in India in spite of all the efforts. How to meet the demands of globalization? Our education should cater to the global needs, cultures and values still sustaining our own identities. For that there is a need to involve all in education-public sector, private sector, NGOS, inside agencies and outside agencies. There is a need to move from local classroom to global classroom global curricula, from LAN to from local curricula to WAN and WWW. There is a need to have educational and cultural exchange programmes Globalisation and modernization should go on simultaneously. Our educational management should be such so as to promote physical mobility, logical mobility, spatial mobility, economic mobility, social mobility and mobility in all the desirable areas. Wilfully or, not globalization is sweeping across the nation all over There are many challenges for the educational managers. How to realize the objective of compatible education for all? Education by virtue of its nature is public good. How to save it from the monopoly of the private? How to establish a global knowledge base and global outlook? Knowledge economy and knowledge power are greater value than the material power. How to realize it?



## Concluding Remarks

Real professional managers are rarely found. The sources of power and authority should have valid derivation. Today, education is in dire need of creative managers rather than reactive managers. They should have high IQ, EQ as well as SQ. Also, they should have higher level of integrity. The decision-making though should be through democratic and participatory approach, the views of the minorities should be duly respected. There should be a thorough system design considerations. Attempts should be a made to move from classical theory to behaviourist theory, systems theory, to beyond the systems. The modern management should be facilitated through info-savvy skills and Management Information System Series. The efficiency of iteration in the process of management should be increased. There should be attempts to move from inequality to equality and equity. Attempts should be made to move from local perspective to rarely found global perspective. There should be due concern for Total Quality Management.

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## THE IMPLEMENTATION OF NON-DEROGABLE RIGHTS DURING ETHIOPIAN STATE OF EMERGENCY SINCE 2016: THE CASE OF NEKEMTE TOWN

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### **Introduction to State of Emergency and Non-derogable Rights**

The concept of emergency is opposite to normalcy, is a situation outside an ordinary course of events. It refers to a sudden, urgent and usually unforeseen event or situation that requires immediate action, often without time for prior reflection and consideration. Derogation from fundamental rights and freedoms enables the government to resort to measures of an exceptional and temporary nature in order to protect the essential structure of that society (Ali, 2013).

In the state of emergency, derogation refers to a temporary suspension of human rights in order to achieve a state of normalcy. Derogating measures are exceptional and temporary in nature. The rationale for derogation provisions is to strike a balance between the sovereign rights of a government, to maintain peace and order during public emergencies and the protection of the rights of the individual from abuse by the state (Dessalegn, 2001).

The existence of a public emergency which threatens the life of the nation, and which is officially proclaimed, will justify the declaration of a state of emergency. The expression “public emergency” means an exceptional situation of crisis or public danger, actual or imminent, which affects the whole population of the area to which the declaration applies and constitutes a threat to the organized life of the community of which the state is composed (Richard, 1985).

International human rights instruments provide allowances to derogation of respect for the majority of the rights contained in the instruments during declared states of emergency. In practice, the actual qualifications of state of emergency declarations are defined by treaties, general comments of the United Nations Human Rights Committee, judicial decisions, the work of interested parties such as the International Law Association and the International Bar Association, and domestic statutes (Richards & Clay, 2012).

States' right to derogate is limited by the categorization of human rights in derogable and non-derogable. This distinction is of great importance since it reduces the risk of arbitrary denial of rights in time of emergency. During the period of the existence of a public emergency the state concerned may take measures derogating from its obligations to respect and ensure to all individuals within its territory and subject to its jurisdiction of the human rights and fundamental freedoms internationally recognized, but it may not derogate from internationally prescribed rights which are by their own terms "non-derogable" and not subject to suspend. Non-derogable rights are a sub-category of internationally recognized human rights known as physical integrity rights. These rights are the entitlements individuals have in international law to be free from arbitrary



physical harm and coercion by their government and include freedoms from torture, disappearance, extrajudicial killing, and imprisonment for political beliefs (Ibid).

In contrary to this, serious violations of human rights often go along with emergency situations. The central international human rights treaties imagine the regime of derogation allowing states parties to temporarily adjust their obligations under the treaties in exceptional circumstances. The legal questions that constitute the heart of the derogation regimes are first, whether a situation constitutes a public emergency which threatens the life of the whole nation. Second, whether the measures are strictly required by the exigencies of the situation. A third question or requirement is that the state derogating must notify the treaty depositary (Sheeran, 2013).

According to Article 93(4) of FDRE constitution, once a state of emergency is declared, the council of ministers can suspend political and democratic rights guaranteed in the Constitution except the nomenclature of the state (Article 1), prohibition against inhuman treatment (Article 18(1)), the prohibition of slavery (Article 18(2)), the right to equality (Article 25), and the right to self-determination (Article 39(1) and 39(2)) which are non-derogable rights (FDRE Constitution). The FDRE Constitution does not recognize the right to life, freedom of religious thought and conscience, the non-imprisonment for contractual obligation, non-retroactivity of criminal law and recognition as a person before the law which considered as non-derogable rights under the international convention on civil and political rights (ICCPR) that Ethiopia is the party. Despite this, the Constitution adds to the list a set of rights that are not embodied in the international covenant on civil and political rights (ICCPR), like nomenclature of the state, the right to equality and self-determination which are political rights at expense of individual human rights. This indicates that some of the list of non-derogable rights in FDRE constitution is the guarantee for regime security instead of human security.

Indeed, the measures and restrictions in the state of emergency declaration violate directly or indirectly non-derogable rights such as freedom from torture and other ill-treatment. Besides, the geographic expanse of the state of emergency, covering as it does the whole country, violates the requirements that restrictions under a state of emergency shall be necessary and proportionate to the exigencies that required the state of emergency (Amnesty international, 2017).

This study generally aimed at studying the implementation of non-derogable rights during the state of emergency since 2016 in Nekemte town of Oromia regional state and the specific objectives are;

- ✓ To examine factors instigated to the declaration of the state of emergency ,
- ✓ To explore the awareness of community and other actors about non-derogable rights;
- ✓ To investigate the necessity of the state of emergency in Nekemte town and
- ✓ To identify the mandate and operation of the command post in Nekemte town

Accordingly, the study examined the implementation of non-derogable rights during the state of emergency that the Ethiopia Cabinet of Ministers has been declare to maintain peace and order of the county in relation to international, regional and national non-derogable rights instruments particularly in Nekemte town of Oromia regional state. Besides the paper look at the existing gap in relation to exercising procedures of state of emergency declaration like proportionality, legality, notification, nondiscrimination, and necessity in Nekemte town as well as examined about, to what extent non-derogable



rights are protected in Nekemte town during state of emergency in align with international and regional human rights instruments.

### **The rationale of state of emergency declaration**

The ground for declaring a state of emergency is external invasion, natural disaster, epidemic occur, breakdown of law and order which cannot be controlled by the regular law enforcement agencies. If public peace, safety, and calmness of the society are in danger, the Council of Ministers can declare a state of emergency. Not all kinds of the breakdown of law and order are a ground for a state of emergency though, if it does not endanger the constitutional order or if it can be handled by regular law enforcement without involving the defense force, it is not necessary to declare a state of emergency. Since the Constitution requires the occurrence of a breakdown of law and order before declaring a state of emergency, it is not proper to declare a state of emergency for an imminent danger to law and order (Abdi, 2013).

Article 4 of the ICCPR provides a clear set of standards that state parties have to comply with when they take measures derogating from their obligation under the covenant. These criteria's are: (a) emergency measures can only be taken when the life of the nation is threatened; (b) a state of emergency must be officially proclaimed; (c) such measures are strictly required by the exigencies of the situation or proportional to emergency; (d) such measures should not be inconsistent with other obligations under international treaties; (e) no derogation is made from the core rights; and state parties taking derogation measures should inform the other states parties through secretary general; and (f) Such measures do not involve discrimination solely on the ground of race, color, sex, language, religion, or social origin (ICCPR, 1966).

### **The Procedures Governing the State of Emergency**

A country's constitution or legislation normally describes the circumstances that can give rise to a state of emergency, identifies the procedures to be followed, and specifies limits on the emergency powers that may be invoked or the rights that can be suspended. While each country will want to define its own practices, international norms have developed that can provide useful guidance. For example, according to the Geneva centre for the democratic control of armed forces (2005), important international treaties such as the European Convention of Human Rights (ECHR) and the International Covenant on Civil and Political Rights (ICCPR) stipulate that states are to observe the following principles during the state of emergency;

- i. **Temporality:** refers to the exceptional nature and duration of the declaration of a state of emergency,
- ii. **Exceptional threat:** the crisis must present a real, current or at least an imminent danger to the community,
- iii. **Declaration:** the state of emergency must be announced publicly; this informs citizens of the legal situation and reduces the possibility of a de facto state of emergency, which is a situation whereby the state restricts human rights without officially proclaiming a state of emergency,
- iv. **Communication:** notification of the measures taken must be made to other states and relevant treaty-monitoring bodies; for example, if a state is to derogate from its



obligations under the ECHR or ICCPR then it must inform the Secretary-General of respective Council of Europe or the UN of its derogation, the measures it has taken, the reasons as well as the termination of the derogation,

- v. **Proportionality**: the measures taken to counter the crisis must be proportional to the gravity of the emergency situation; this applies to the area of application, their material content and their duration and
- vi. **Legality**: human rights and fundamental freedoms during a state of emergency must respect the limits provided for by the relevant instruments of international and national law.

### **Theoretical approaches to emergencies**

This paper employs two relevant theoretical approaches to the state of emergency. First, idealism (legal model) approaches to emergencies that appeal to the importance of human rights and legality, and thus to a substantive conception of the rule of law. This model proposed creating original institutional experiments, which would entail flexibility, but under the possibility of judicial control, because the legal model rests on the role of judges as guardians of the rule of law (Irizarry, 2013). This culture can be said to exist when a political order accepts that all official acts and all exercises of state power are legal only on condition that they are justified by law, where law is understood in an expansive sense, that is as including fundamental commitments such as those entailed by the principle of legality and respect for human rights. This burden of justification falls on the legislature, the executive, and the judiciary. In such a culture, judicial due respect to executive and legislative decisions are not only possible but necessary for the establishment of an effective principle of legality and to ensure such development does not interfere with the rights of the individual.

The second approach is that, Pragmatism (extra legal) approaches to emergencies that insist to the acceptance of the inevitability of abuses of power and the inability of the law to control crisis. This model restrains state power by non-judicial means, namely political checks. This approach has rejected the view that ordinary legal rules and norms continue to be followed strictly with no substantive change even in times of emergency and crisis. the extra-legal measures model, which holds that ‘there may be circumstances where the appropriate method of tackling grave dangers and threats may entail going outside the constitutional order, at times even violating otherwise accepted constitutional principles, rules and norms’. Specifically, the model calls upon public officials having to deal with catastrophic cases to consider the possibility of acting outside the legal order while openly acknowledging their actions and the extra-legal nature of such actions (Ramraj, 2004).

### **The State of Emergency and derogation of human rights in Ethiopia**

Nations exist in a reality of inevitable threat ranging from a natural calamity of different magnitude, internal unrest to the ever reoccurring reality of terrorism. The danger was, is and will be inevitable. Some risks create a physical threat to the constituents, while others endanger the power of incumbent governments (Ackerman, 2004). Depending on the nature of their political setup, geographic location, and other factors state design a



way to deal with such inevitable threats and one way to control extraordinary situations of this nature is through State of Emergency.

By definition, state of emergency challenges the very foundations and threatens the existence of a nation. When exigencies occur, international human rights instruments and domestic legislation give States a limited grace period of exemption from their obligations to respect and ensure human rights. Thus, in such unfortunate circumstances, the State is allowed to take limited measures to meet the demands of state of emergency as and when they occur (Waleling, 1998).

In the same way, the Ethiopian Constitution recognizes possibilities that warrant the suspension of protected rights through ratification of international human rights instruments and direct incorporation in the constitutional provision. Some of international human rights instruments to which Ethiopia is party incorporate derogation principle. This principle has direct force of application via article 9(4) and 13(2) of FDRE constitution that states that; “All international agreements ratified by Ethiopia are an integral part of the law of the land and the fundamental rights and freedoms specified in this Chapter shall be interpreted in a manner conforming to the principles of the Universal Declaration of Human Rights, International Covenants on Human Rights and International instruments adopted by Ethiopia.” This implies that there are linkage between international human rights instruments and Ethiopian human rights provision to be operated in resemblance mechanism.

The FDRE constitution empowers the executive organ (Council of Minister) to declare state of emergency among other grounds in the instance of the breakdown of law and order which endanger the constitutional order and which cannot be controlled by the regular law enforcement agencies and personnel (FDRE Constitution Art. 93). In align with this statement, the International Covenant on Civil and Political Rights (ICCPR), which makes part of the FDRE constitution, also permits the possibility of declaring State of emergency under a condition that the declaration must be adapted to exigencies of the situation (ICCPR, 1966).

Besides, according to Art 93(2), of FDRE constitution, owing to the urgency associated with the emergency, the declaration may be issued unilaterally by the COM but it should be presented to the parliament within 48 hours if the parliament is in session. If the parliament refuses to approve it, the decree will be dead on arrival. If the parliament approves it by a 2/3rd majority vote, it becomes effective for up to six months from the date of declaration. If the emergency happens in the season when the parliament is not in session, the decree must be submitted to the parliament within fifteen days (Ibid).

From this inference, we understand that the situation may necessitate calling a special or extraordinary meeting of the parliament because, without the approval of the parliament, no emergency decree can be effective. In other words, emergency power is shared between the two organs of government, the executive (councils of ministers) and the legislature (house of peoples representatives). The former has the power to generate the emergency bill and the latter has the power to approve or reject the decree submitted to it by the former. This procedure may enhance the principle of check and balance and reduce monopolization and abuse of power by one branch of government. The Procedure



is activated when the COM decides to have such a decree after duly assessing the situation. If exceptional measures are found to be necessary and not preventable through any other measures, the COM must demonstrate that there is a serious crisis in public order that it could not control through the activation of ordinary law-enforcement mechanisms.

The status of international instruments in general (and human rights instruments in particular) in the Constitution is not definite and is subject to academic debate. Article 9(1) of the Ethiopian Constitution declares the supremacy of the Constitution. Hence, a literal reference of this provision clearly indicates that international instruments, which, under Article 9(4), are made an integral part of the laws of the land upon ratification, are subordinate to the Constitution. Since human rights treaties are also part of a special kind of international agreements, they should be understood to be subordinate to the Constitution. On the other hands, the inclusion of the interpretation clause (Article 13/2) in relation to the fundamental rights chapter has led some scholars to conclude that international human rights instruments adopted (and not just ratified) have a status higher than, or at least equal to, Chapter 3 of Constitution itself (Ibid).

In the exercise of state of emergency, the article 93 of FDRE constitution stipulates both substantive and procedural aspects to state of emergency direction that comprises list of non-derogable rights as follows;

**Nomenclature of the state:** this asserts the type of government established a federal and democratic state in compliance to article one of FDRE constitution that allows the name of the state as the Federal Democratic Republic of Ethiopia. This justifies that; a state of emergency will not suspend the federal structure of Ethiopia under any circumstance. To categorize this right as non-derogable rights, it may lead us to confusion from two perspectives. The first one is from the operational definition of non-derogable rights is physical integrity rights that cannot be separated from humanity. Hence absolutely nomenclature of the state does not guarantee for individual human rights. The second dilemma is in conform to international and regional human rights instruments that Ethiopia is party, to be non-derogable, it must be part of human rights. From this implication we can inferences that, non-derogable rights are established not only form human security, also guarantee for regime security.

**Prohibition against inhuman or degrading treatment:** The Constitution under article 18 grants that everyone has the right to protection against cruel, inhuman or degrading treatment or punishment and also no one shall be held in slavery or servitude. Trafficking in human beings for whatever purpose is prohibited.

**Equality:** article 25 of the Constitution affirms equality of all persons before the law and equal protection of the law without any discrimination based on race, nation, nationality or other social origin color or sex, language, religion, political or other opinion, property, birth or other status. Despite the fact that equality is not included as one of the non-derogable rights under the ICCPR provision.

**Rights of Nations, Nationalities, and Peoples:** article 39(1) of the constitution provides the right to self-determination that goes further to allowing all Nations, Nationalities, and People in Ethiopia have unconditional right to secede from the nation. Apparently, this concept is contradicted with nomenclature of the state, because during secession it is inevitable to violate structure of the state. In addition to this, under article 39(2) provides



for the rights of all national's, nationalities and people in Ethiopia have the right to speak and develop its own language, to express, to develop and to promote its culture and to preserve its history. under both international and regional human rights that Ethiopia is party this right is not non derogable rights. Basically, when we compare list of non-derogable rights in Ethiopia with regional and international human rights instruments, first the African Charter on Human and Peoples' Rights (ACHPR) does not contain derogation clause. This situation activates the power of the state to derogate from its obligations under human rights, in align with international 37 instrument that Ethiopia is party is the ICCPR. Therefore, it is better to notice the lists of non- derogable rights under FDRE constitution align with article 4(2) of the ICCPR.

<b>List of Non-derogable rights under ICCPR</b>	<b>List of non-derogable rights under FDRE constitution</b>
The rights to life (art6)	Nomenclature of the state(Art.1)
Prohibition of torture, cruel, inhuman and degrading treatment (art 7).	Protection against cruel, inhuman, degrading treatment or punishment (art 18(1)).
Prohibition of medical or scientific experimentation without consent (art 7)	Prohibition against slavery or servitude and trafficking(art 18(2))
Prohibition of slavery, slave trade and servitude (art 8)	The right to equality (article 25)
Prohibition of imprisonment because of inability to fulfill contractual obligation (art 11)	Rights of Nations, Nationalities and Peoples to self-determination (article39 (1&2)).
prohibition of retroactive penal laws (art 15)	
Freedom of thought, conscience and religion (art 18)	

Table 1: List of non-derogable rights under ICCPR and FDRE constitution

From the above table we can understand that, the FDRE constitution has lesser protection for non derogable rights than that of ICCPR standard. Moreover, the right to life is the most vital and the basis for other human right is omitted from non-double rights under the Ethiopian constitution. The absence of the right to live among the lists of non-derogable rights during the state of emergency may create confusion whether the right to life is derogable or not. This is an apparent paradox when one look into the non-derogable rights under international law particularly art 4 of ICCPR to which Ethiopia is the party.

Article 4(2) of ICCPR put the right life (art 6) as non-derogable rights. However, one cannot find the similar condition under FDRE constitution. Thus, anyone may request that does the right to life is derogable due to constitution omitted it from the list of non-derogable rights or non-derogable one by adhering to ICCPR to which Ethiopia is a party that may lead to confusion to easily identify. I argue that, the right to life should not be derogable rights for different obvious reasons. There is the common understanding that, in a case where there is the contradiction between international and domestic law as far



as protection of particular rights is concerned, priority shall be given to the law that affords better protection to the rights at stake. Not only this, it is also well-established principle that state may not appeal to its national or domestic law to set apart its obligation under international law. Moreover, art 13(2) of the constitution uphold the above assertion by claiming that the provision concerning fundamental rights and freedom enshrined in chapter three in relation to the right to life is art (15) shall be interpreted in line with the principle of international human rights instruments that Ethiopia ratified. Thus, if the need arises to give effect to the right to life, priority should be given to the provision of ICCPR that recognizes the right to life as one of the non-derogable rights.

### **Methodology of the Study**

Nekemte town is the capital city of the East Wollega zone of the Oromia regional state. It is one of the oldest town and medium size town in the country, founded in the mid 19<sup>th</sup> century. It is located at a distance of 331 km west of Addis Ababa. The rationale behind the researcher has selected Nekemte town is that, including interests of the researcher and frequent occurrence of mass protests in the town. Nekemte town is a centre for western Oromia zones, due to these, there are various governmental and nongovernmental institutions, above all unemployed youth come from various Oromia zones are living in Nekemte town to search for employment, and they sometimes form informal youth organization called “Qeerroo”. This organization enhances unity and paves the way to demand job opportunity as well as activation of good governance that gradually leads to induce protests. Therefore the researcher believes that there were real problems in the town and interested to research the stated subject matter.

In relation to the Methodology, an initial qualitative survey, using key informants relevant for the subject was conducted in Nekemte town to determine the knowledge, attitude, and intervention priorities of the concerned body in declared state of emergency. Since qualitative approach generates holistic picture formed with words, reporting detailed views of informants, and conducted in a natural setting, it was appropriate to investigate the implementation of non-derogable rights during declared state of emergency of 2016 the case of Nekemte town. A cross-sectional qualitative study informed by this initial survey was conducted in a purposive and convenience sampled population of the study area through focus group discussion and interviews with key informants like Command post, Ethiopian Human Rights Commission (Addis Ababa), Ethiopian Human Rights Council, Nekemte city administration and security affairs, police, legal experts(courts), imprisoned persons during state of emergency, Abbaa gadaa and foollee in Nekemte town were the participants to conduct this study. In addition to FGD and interviews, document review was also employed to analyze collected data through cross check with each other.

### **Discussion and Result of the Study**

Apparently, it is clear that Ethiopia spent much of 2017 under a state of emergency first imposed in October 2016 following a year of popular protests, renewed for four months in March, and lifted on August 4/2017. According to Human Rights Watch report of January 2017, the Ethiopian government has not shown a willingness to address the



expressed grievances of the protesters in Amhara, Oromia and Konso, blaming much of the unrest on lack of good governance and youth unemployment, exacerbated by “outside forces” and government alleged protesters as “tseresSelam hayloch” or anti-peace forces. The report advocated that the Ethiopian government failed to meaningfully investigate the killings of protesters in Oromia, Amhara, and Konsos (HRW, 2017).

Repeatedly there were strikes and protests mainly in the Amhara and Oromia regions. Some of the questions put forwarded by participants of the strikes and protests were; the release of political prisoners, equitable distribution of wealth and power, freedom from unjust treatment and imprisonment (Aaron, 2018). The ruling coalition parties of Ethiopian People’s Revolutionary Democratic Front (EPRDF), announced on 3 January 2018, a decision to undertake of deep reforms in response to the unstopped mass protests that the goal of the reform was to foster national reconciliation. Among the promised reform measures was the release of political leaders and individuals whose crimes have resulted in court convictions or have resulted in their ongoing prosecution under the country’s law through pardons or termination of prosecutions. Since the announcement, more than 7,000 prisoners have been released (Amnesty international, 2018).

The event that came at the same time with the strikes and protests was a release of political prisoners by the government in obedience to protesters demand which was worth mentioning that, this government decision has to some extent calmed the strikes. Thoroughly, protesters were disappointed with reshuffled reformation by the government due to not much sufficient measures by the lenses of protesters, then on February 15, 2018, the unexpected resignation of Prime Minister Hailemariam Desalegn by his decision to stand down in the hope that, it would help end years of unrest and political upheaval and “Lemma team” came to power with surprise mass support after inclusive youth struggle locally called as “Qeerroo power” in Oromia.

Basically, based up the study objectives and questions about general knowledge about non-derogable rights, procedures and directives of state of emergency, the extent of command post mandate to implement state of emergency directives and the triggering factors for the eruption of mass protest, this paper found that, proposed Integrated Addis Ababa master plan without public consensus of 2014, youth unemployment, injustice, maladministration (poor governance), deep rooted corruption, Lack of economic opportunities and resource ownership, lack of democratization and no place for political opposition were the main cause of protest in Nekemte town laterally resulted in state of emergency declaration.

Besides, according to key participants except command post and Ethiopian Human Rights commission confirmed that, the intensity of the mass protest in Nekemte town couldn’t result in state of emergency declaration because it was possible to manage by local security agents (legal model) without interference of command post that resulted in mistrust between peoples and government and excessive violation of human rights in the town. Even the people have no awareness about non-derogable rights and state of emergency directives. As a result command posts have been excessively use their power

beyond the legal mandate like shutdown of media channels (i.e. ESAT, OMN and VOA), forceful sexual harassment, extra judicial killing of innocent people, intimidation, torture and other inhuman commitment.

Besides, on February 24/2018, while the security forces prohibited opponent party called Oromo Federalist Congress (OFC) leaders to do not meet the welcome programme in Nekemte and Dembidolo towns after they released from imprisonment people expressed their grievances and larger protests erupted in Nekemte and protesters have blocked roads with burning tyres and vehicles, chanting and singing slogans against the state of emergency and declared three days boycotting. As a result, Nekemte town was covered with plumes of smokes as protesters burnt tyres and blocked roads to express their grievance angered by the banned on leaders of the Oromo Federalist Congress to enter the city.



Nekemte February 26/2018

Figure: 1.1. Ways of opposing against the state of emergency in Nekemte town  
Source: Addis standard report on 27, February 2018.

According to Addis standard magazine's report of February 27/2018, the continued anti-government protests and reports of casualties, including death, in parts of the Oromia regional state, particularly in DembiDolo and Nekemte, in western Ethiopia, the Command post established to oversee the reinstated state of emergency said its patience against what it called anti-peace elements has run out and it no longer tolerates any form of disruptions of public peace; it said it instructed security forces to take necessary measures to restore peace. The command post, led by Siraj Fegessa, the defense minister, also said it will take serious measures against individuals who are intimidating members of parliament, including acts of posing house-to-house-threats and the statement from the command post also alleges that "illegal forces" have thrown a hand grenade against security forces in Nekemte and have obstructed the peace and security of citizens. However, it didn't give specifics on what to take all necessary measures.

Gradually, the protest was escalated and as a result, on 28 February 2018 soldiers killed Abebe Mokonnnon and 15 years old young boy Obsa EndaleFufa who his father released recently after tortured and paralyzed in Kilinto prison center and 15 people were



wounded from the side of civilians eleven security forces were wounded following this incident. In order to manage these crises, on 2 March 2018, the parliament approved the state of emergency proclamation. Basically, from this situation, we assume that, all these crises, frustration, revulsion, suspicion, and feeling of enmity among different level of government structure and local community resulted from information gap and lack of awareness about substantive and procedural aspects of the state of emergency that government always use curative approaches after things went wrong.

On other hand, the information collected from command posts confirmed that, there are external factors that have been motivating the youth by donating finance from abroad as well as political activists who are living abroad and order youth to block road, destabilizing country and to obstruct the radical economic growth of the country. They stated that, protestors have no complaints with the regime but protests are directly communicating with guerilla groups to destabilizing the country with armed struggle in abroad that cannot be controlled by local security agents and requires extra-legal measures.

Generally this study found that, the cause of protest is that, the inability of the government to peacefully resolve the people's demands that have resulted in the destruction of property, loss of life and a social crisis followed by the state of emergency declaration. Hence in align with these paper objectives and findings obtained from study area, the researcher recommend that, government should hear to the demands of the people. There will always be question from the public and handling these questions peacefully through dialogue is the easy solution, government should have to use preventive approach rather than curative approaches of crises management through investing transparency and being responsible for every action. Above all, policy makers and other concerned bodies should reconsider the substantive contents of state of emergency in align with international and regional human rights instruments due to some of the non derogable rights under FDRE constitution are inconsistent with other instruments.

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## CHALLENGES FACED BY THE TRIBAL BODO WOMEN WEAVERS – A CASE STUDY IN BISWANATH DISTRICT OF ASSAM, INDIA

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### **Abstract**

The Bodos are the largest tribal group of Assam with their distinct identity and rich cultural heritage. Weaving is considered to be an integral part of women folk in Bodo society. The Bodo women embellish themselves in beautiful yellow and green clothes hand woven by them from their looms which symbolizes their patron for art and culture. The objective of the study is to throw fresh light on the artistic weaving skills of Bodo women as a traditional practice and also to evaluate the present challenges faced by the weavers in the wake of industrialization which has made traditional handloom weaving to stand on the verge of disappearance. It is found from the study that the technique of weaving lacks modernization and fails to compete with machine made attires due to which the Bodo women weavers do not get the satisfactory return for their finished products. The traditional weavers with their old weaving tools and materials are unable to face the ever changing market demands. Thus, there is an urgent need of revival and re-orientation of this traditional industry with modern weaving tools so that the industry can withstand the challenges of modern competitive world where there is high demands for machine made goods.

**Key words:** Rich Culture, Hand Woven, Revival and Competitive World.

### **1. Introduction**

Bodos are the largest tribal group in Assam inhabiting in the extreme northern part of the Brahmaputra valley. They constitute the largest ethnic group among the plain tribes of Assam. They belong to Indo-Mongoloid racial group. It is believed that they migrated thousands of years ago from Tibet via Hwang Ho and Yangtze- Kiang rivers to North-eastern and Eastern India in some period of B.C. They migrated centuries ago from Tibet to the plains of Brahmaputra valley in search of fertile agricultural lands. There are no supportive historical documents to speak about their glory and origin. But, yet it is the fact that Bodos are the early settlers in the north eastern part of ancient India. In Assam, the Bodo population settlements are found to be scattered in different districts more particularly in four districts (Kokrajhar, Baksa, Udalguri and Chirang) under Bodo Territorial Area Districts (BTAD), Darrang, Sonitpur and Biswanath



districts respectively. They belong to the Sino-Tibetan family and speak Bodo language at home. But they also speak Assamese as lingua franca and many of them have also adopted Assamese culture to merge in the greater Assamese society though they have their own distinct tradition and culture. A majority of them are the followers of Hinduism and worship '**Bathou**' - the Hindu God Shiva as their supreme deity. However, a section of them are also converted into Christianity. Their ancestors had migrated centuries ago from Tibet to the plains of Brahmaputra valley in search of fertile agricultural lands. They are regarded as '**Son of soil**' or 'Bhumi Putra' because they were the first settlers who started their civilization in Assam and other north eastern states of ancient India. Bodos are known for their unique social, cultural and linguistic traits. They are very simple and fun loving people. Culturally they are very rich as they have many types of folk songs and dance forms for spiritual, festive and entertainment purposes evolved over the centuries. They are very rich in artistic skill and craftsmanship. The richness and glory of their culture is reflected from their weaving skills which is incredible. Weaving is a feminine art in Bodo society and male members are hardly engaged in weaving activities. The practice of weaving, rearing of silk worm and spinning of silk is a traditional custom for Bodo women.

Every woman in Bodo society must know to weave or otherwise she is neglected in their society and even male rejects for marrying her. A woman in Bodo society who does not know to weave clothes is regarded as "Aluri" (unknown of weaving art) in Bodo language. In this context there is an old saying in Bodo society, "Don't cry for less production of crop in one year, cry if women do not know to work and weave". The Bodo women weave beautiful and colourful clothes with variety of embroidery designs for domestic requirements from their family handlooms. The Bodo women are hardworking and excellent home makers and they also help males in their agricultural works and allied activities. The women folks in a traditional Bodo family spend their leisure times in spinning, weaving and designing artistic dresses like Gamsa (costume worn by male from loin to knee), Alon (costume worn by males in their upper section of body), Dhokhona (costume worn by female which is warped around body from the armpit to the ankle), Aronai (neck shawl usually worn by males), Dokhona those (bridal dress), Phali (handkerchief), Gandu Si (pillow cloth), Bisina Si (bed sheet), Fali (towel) etc. A Bodo woman is easily identifiable by colourful dhokhona worn by her which makes her to look beautiful. During festivals and religious ceremonies, Bodo women secretly weave clothes for their husband and gift them as a mark of gratitude and pride. Weaving is the medium of earning for Bodo women by selling the finished handmade craft in the nearby markets. But in the present times the demand for handmade cloths are declining because they cannot compete with the machine made clothes. To



weave five meters of cloth from a traditional loom takes two to three days compared to modern mechanical looms which can produce forty to fifty meters of cloths in a day. At the same time they have to pay high tax for marketing of their finished products and are exploited by the middle men. As the traditional weaving method is uneconomic, most of the weavers are switching over to other sources of income and have left weaving practices also. If this continues to happen then this glorious tradition of weaving will be lost somewhere in the pages of history books and will become difficult to revive. This paper therefore attempts to throw light on the problems and challenges faced by the traditional Bodo women weavers in the district.

## **2. Objectives of study**

- I. To study the weaving practices among Bodo women as a tradition and cultural identity.
- II. To evaluate the significance of weaving as a means of livelihood among Bodo women.
- III. To suggest measures to upgrade the traditional technique of weaving to compete the modern market.

## **3. Methodology**

The present study is based on both primary and secondary data sources. The secondary data are collected from newspaper, books, journals, articles, record in handloom and textile department, internet etc. On the other hand, the primary data are collected from the field survey. For the purpose of study, three Bodo inhabited villages from the Biswanath district viz. Kuwari, Haldiabari and Balichang are selected as sample villages. Altogether 60 sample households who are involved in weaving practices are considered for study i.e. 20 households from each selected villages. Purposive random sampling technique is used for survey. A set of questionnaire is taken to the field for the purpose of gathering information. The data collected from the field is tabulated in a systematic matter for analytical study.

## **4. Study Area**

The Biswanath district is located in the Northern bank of river Brahmaputra. It extends over an area of 1100 km<sup>2</sup>. Earlier, the district was a part of Sonitpur district. But on 15<sup>th</sup> August 2015 on the occasion of Independence Day, the Biswanath is declared as separate district and thus newly formed. The district is bounded by Arunachal Pradesh on the north, Golaghat district on the south, Lakhimpur district on the east and Sonitpur district on the west. The district comprises of people of diverse racial traits, culture, ethnicity, religion and languages. The major indigenous tribal groups of the district are- the Bodos,



Mishing, Deuri, Rabha, and Karbis. The Bodos are the largest tribal group in the district comprising 35 percent of the total tribal population in the district. The Bodo inhabited settlements are found in the extreme northern part of the district and foothills region bordering the neighbouring state of Arunachal Pradesh. The distinguishing characteristics of the Bodo settlements is that they are found to inhabit in the plains of Brahmaputra valley and also in the foothills zone having access to water and fertile soils because the Bodo people are accustomed to agriculture and allied activities as their main source of income and livelihood.

## 5. Findings of Study

### 5.1 Weaving as a tradition and economic activity

The Bodo women are known for their art of weaving. Handloom weaving occupies an important place in the socio-cultural and economic life of Bodos since time immemorial. Every Bodo households have weaving looms in one corner of their courtyard known as 'Hisan Sali'. The presence of loom is an indispensable asset in every Bodo households. The weaving implements for loom are derived directly from nature. The important equipments for setting a loom are- Sal, Gandi, Makhu, Jenthwr, Musra, Uga, Gonsa etc. are made from natural products like wood, bamboo and cane. The tradition of weaving among Bodo women is an essential aspect of their culture which has been handed over to them from generation to generation. Every typical Bodo woman is expert in the skill of weaving, spinning of thread from cocoons and as well as rearing of silk worms. It is worth to mention that Bodo women overcome their economic hardships faced by their families by selling colourful hand woven clothes and attires from their own loom. Every Bodo woman proudly adorn herself with colourful Dokhona (woman's attire) weaved by herself from her own loom. The Bodo women have good knowledge about the rearing of silk worm for threads. It gives them a good source of income. They rear silk worms like Eri (*Attacus Ricini*) and Muga (*Antheraea assamensis*) in their houses and feeds larva the leaves of castor oil plants (*Ricinus communis*), Gamari (*Gmelina arborea*), Mulberry (*Morus alba*), Campa (*Michelia champaka*), Adakari (*Tetranthera polyantha*) trees etc. which are grown abundantly around their houses. Rearing of silk worms and spinning of threads out of cocoons is a round the year process. When the larva gets fully matured they are separated from cocoons. After separation the cocoons are boiled about 1 ½ to 2 hours for softening and kept aside to separate water. After three to four days a small stick of bamboo called thaokhri (Rotary) is used for spinning of thread from cocoons. The Bodo women also know about the secret of dyeing the yarns naturally. In the past no chemicals were used for the purpose of dyeing the yarns. They prepare natural dyes for yarns like Eri, Muga and Cotton from wild herbs and raw indigo. Before dyeing the white thread is kept under water mixed with Bhaira leaves (*Terminalia bellirica*) power. Only then it becomes suitable



for dyeing using other colours. The Bodo women are fond of lustrous colours dyed with yellow, green, red, and black pigments. For preparing of red colour they use seeds of sindoor or annatto plant (*Bixa orellana*), flower of white poma tree, for yellow colour they use turmeric powder, jack fruit wood, and for green colour they use leaf of rum (*Strobilanthes flacidifoliys*), Turmeric, for black colour they use bark of jam tree (*Eugenia jambulena*), Tender leaves of pomegranate fruit etc. It is worth to mention that the process of dyeing is time consuming and requires hard labour and efficiency to get the finest colours. It is disappointing that at present the art of natural dying is on the verge of disappearance due to extinction of various wild herbs and plants which were once abundantly available. Now-a-days Bodo women use chemical dyes for colouring the threads which are brought to the markets from different states like Gujarat, Maharastra etc. At the same time, it is also found that due to shortage of availability of raw materials like eri, muga and cotton yarns and because of their high price the modern Bodo women weavers prefers to use polyester, acrylic fabrics for weaving clothes.

The Bodo women are very artistic in designing their clothes. They put their imagination and creativity together while weaving which is reflected in their textile designs with distinctive motifs and varieties of colour and is purely inspired by the beauty of nature like the shape of peacock, pigeon's eye, tortoise, spinach flower, mountain, water lily etc. The textile designs have sociological importance and mystic ideology knitted with deep rooted religious beliefs.

### **5.2 Present Challenges:**

Weaving activities is not just an artistic skills of Bodo women but it is also a medium of income so that they can become economically self reliant by themselves. Unfortunately, this traditional art as an economic source is fast vanishing in some households in the wake of modernization in the textile sector. Here an attempt has been made to understand the present challenges faced by the traditional weaving and sericulture industry led by the Bodo women since time immemorial.

#### **D) Age of the weavers:**

Age is an important factor in undertaking weaving activities because it is a painstaking task and needs lots of time and concentration. Old age and ailments related to old age may hamper weaving activities. Most of the senior respondents admitted that they have skipped weaving due to their old age and poor eye sight. Majority of them specially old weavers also reported that they faced physical problems in working with old weaving tools and materials and had encountered with back pain and neck ache. From the table no.1 it is clear that the maximum numbers of weavers belongs to the age group of 30-35 years and 35-40 years



respectively. At the same time, it is also a remarkable fact that the weavers belonging to age group of 20-25 years is less than middle aged group (30-40 years) weavers because the younger generation are losing their interest in weaving business and are pursuing higher education and better job.

**Table no. 1: Age of the respondents (weavers) across sampled villages in the district**

Age of the weavers (in years)	Percentage
20-25	6
25-30	18
30-35	32
35-40	22
40-45	14
45-50	8
Total	100

Source: Field Survey 2016-17

### II) Problems of Marketing:

Around 66 percent of weavers in the district reported that they do not have fixed market to sell their finished products as majority of their villages are located far away from the market centers. Moreover, poor transport network is also a major hindrance in accessing market facilities for them. Because of lack of accessibility to market centers they have to depend on middle men to sell their products and the original weavers get the whole money for selling their products. Rather a large portion of their profit is taken by the middlemen. While 28 percent of weavers reported that they have to pay nearly 10 percent of their profit as commercial tax to the market or town committee for selling their products directly in the market. Only 6 percent of weavers have direct access to market facilities through the medium of Government affiliated NGO's and Self Help Groups (SHGs) who provides market facilities to poor weavers directly from their loom at fixed prices.

### III) Low Income:

Most of the times, it is found that weavers are not even able to cover up the expenses they incurred in buying the raw materials by selling the finished products and thus face huge loss. Such situations have discouraged the weavers to attach to their traditional weaving business and thus they prefer to choose some other means of livelihood. From the table no. 2 it is evident that more than 46.67 percent of weavers earn less than Rs. 5000 per month, 28.33 percent earns between Rs. 5000-Rs.10,000 per month and only 25 percent of weavers reported to have earning above Rs. 10,000 by selling their hand woven products. This is



because of the fact that traditional technique of weaving is time consuming and so they fail to produce sufficient amount of products compared to machines.

**Table No.2: Monthly income of the respondents in the sampled villages of the district**

Source: Field Survey, 2016-17

Sampled villages	Number of Households	Above Rs. 10,000	Rs. 5000-10,000	Below Rs. 5000
Kuwari	20	5	6	9
Haldiabari	20	3	6	11
Balichang	20	7	5	8
Total	60	15(25%)	17(28.33%)	28(46.67%)

**IV) Problem of capital investment:**

The Bodo women weavers have ownership of small and marginal household industry and lacks sufficient capital for investment. Around 65 percent of weavers informed that they face credit shortages in continuing their business. They face problems at the time of buying the good quality of raw materials such as Eri or cotton yarn because of their high market price.

**V) Traditional technique:**

There is still high demand for traditional Bodo hand woven clothes in the market because of their texture, thickness of thread, colour and designs which makes them superior to machine made clothes. But unfortunately the weavers are unable to supply enough produce because of the traditional method of weaving which lacks mechanization and time consuming in nature. It is sad that NGOs and other Government organization are not actively involved in training the weavers of the district with modern techniques of weaving.

**VI) Scarcity of host/feed plants for silk worms:**

The weavers in the region are losing their interest in rearing of silk worms like Eri and Muga because of the scarcity of feed or host plants for the silk worms. Only 2 percent of the weavers are still continuing the traditional method of rearing of silk worm for obtaining raw materials. Most of the weavers reported that they have left rearing of silk worms because it also requires lot of capital investment, technical support and scientific training but the Government did not provide them any help in this regard.



## **6. Recommendations:**

### **I) Up gradation of weaving technique:**

The traditional looms needs to be upgraded technically to increase the productivity so as to start up the commercialization of the activity. For this proper training must be provided to the weavers of the region.

### **II) Better transportation network:**

Focus should be given on improving the network of rural connectivity so that the poor weavers can have easy accessibility to the market centers to sell their produce directly at lowest transport costs.

### **III) Provision of credit facilities:**

There should be provisions of credit facilities or loans by Government banks at a low rate of interest to the weavers. Currently there are some schemes of Government but due to lack of knowledge and existing high rates of interest most of them are reluctant to avail such credit facilities.

### **IV) Infrastructural support:**

There should be provision of storing the woven fabrics to protect from the damage of moisture and dyeing units in the region. **Provide marketing plate forms:**

The weavers should be made aware about the changing market scenario and the present demands of the customers so that they can compete with the modern machine made products. At the same time, design development programmes must be conducted by textile designers with the traditional weavers to meet the demands of the contemporary market so that hand woven products gets a larger market at global level.

### **V) Organization of weavers community:**

There is a need for collective organization of weavers across the states so that they can become aware about their needs, marketing regulations and support provided by the Government to improve them economically. The formation of Self Help Group can help in this regard in order to bring economic stability to the weaver community in the region. The Government should keep close vigil on the prices of the raw materials.

### **VI) Scientific method of sericulture:**

The practice of rearing silk worms like Eri(*Attacus Ricini*) and Muga (*Antheraea assamensis*) and growing of cotton has been under the domain of Bodo tribe since the time immemorial. But now-a- days due to various difficulties like scarcity of feed plants and different diseases affected by silk



worms due to climate changes and pollution etc., the rearing of silk worm is concentrated only in few households. The unscientific and traditional method of rearing silk worms is of course unprofitable and this discourages them to continue this glorious tradition of their ancestors. The eri and muga yarn has great economic value in the international market because of its finest texture and shine. If proper training and technical knowledge is provided to the traditional weavers about rearing of silk worm as commercial business, this can definitely improve their economic conditions and can open up employment opportunities for the youths in the region.

## **7. Conclusion:**

The Bodo weavers are known for their high degree of artistic excellency and craftsmanship. Weaving is a feminine art among the Bodo women and every woman must know the art of weaving since from her tender age. Weaving is not just a tradition among Bodos but at the same time it is one of the folk industries that support the economic conditions of women and her family. It is through this artistic skill, the Bodo women can become financially independent and can support her family. But today in the wake of modernization, this glorious traditional industry which represents the pride of Bodo culture is on the verge of disappearance. The traditional weavers with their old weaving tools and materials are unable to face the ever changing market demands. Thus, there is an urgent need of revival and re-orientation of this traditional industry with modern weaving tools so that the industry can withstand the challenges of modern competitive world where there is high demands for machine made goods. Government organizations, NGOs, Self Help Group and other such organizations etc. must come forward to give boost to the handloom sector of the district.

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## PROBLEM RELATED TO PARENTAL FOLLOW UP ON STUDENTS IN TEACHING AND LEARNING PROCESS IN THE CASE OF HARAR SENIOR SECONDARY SCHOOL

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### Abstract

The purpose of this study was to investigate the problems of parental follow up on the students learning and teaching process and come up with possible solution and also the study to be conducted is to give overall of the problems of parental follow up on students' progress in teaching and learning process at Harar senior secondary school. Again the result of this is only restricted to the problem of parental follow up on students' progress in teaching and learning process at Harar high school and surveying some important issues of parental follow up on students in their education. In sample survey data are collected from sampling of a given populations in the process of sampling design. A researcher used different sampling methods and grade "9" is selected and data were collected from both primary and secondary sources. The study was focused in mainly using primary sources.

Lack of parental follow up on students in teaching and learning progress single or dual parents alone and family income not affects the students' achievement but also there is another problem that related to teaching and learning progress. However, my research in mainly focused on parental problems on students teaching and learning process. Majority of the parents calls for assistance more for female than for males. This depicts or implies that sending females to school could results with "work beyond their ability on them" this specially done in the rural areas when compared to urban areas. Coordination and collaborations between parents and school improves learners achievement, attitudes toward the school, class room conduct and, parents and teachers moral. The analysis of student's response shows the main for leaving the school is in sufficient purchasing school materials and distance from the school. Generally there is no in this school a researchers that studies about parental problems. So, this is used as a base for further researchers to study about this problem in details.

**Key Terms:** Learning, Teaching, Parental Follow Up And Etc.

### 1. Introduction

In our country starting from the last to the present day there are many problems even including the world wide. These all problems are highly or extremely hinders students learning, moral values, interest power and as well as efforts either directly or indirectly. For example, among these hindrances on students learning and teaching progress. Death, lack of sufficient support, lack interest, moral values from the parents and from the peers groups and as well as lack of family interest to their ward education. But the most kwon



problem is the problems related to parental follow up on students' progress in learning and teaching process.

The parents' attitude toward education affects interests and efforts. Most of middle and upper class families give education of their students to priority (Rioux., 1968). Parents usually eager to know how they can promote the students learning and distributed to if they think she or he is making insufficient progress. The parents' attitude toward education affects students' interests and power or efforts. Most of the middle and upper class families give the education of their students to priority (Rioux., 1968).

Calson (1992) concludes family income and not only in single parenting alone that affects students' achievement in school. The authority is considered superior to that of students at the school period times and all areas. However, causally all autocratic parents don't insist up on strict conformity at all times. In comparison on with democratic home, the home are more chaotic maladjust, restrictive inactive, obtuse and hostile. These restrictive influences tend to constrict in intellectual growth of the students and thus inhibit the development such as characteristics as originality, initiative curisity and resource influence (Bald win., 1945).

### **1.1. Statement of the problem**

The parental follow up and peers groups within school can influences the students moral values orientation (Bronfen Brenner ,Deverux.,1965 ).Through high school period parents should be continues to provide new experiences, encourages, conversation ,takes interests in students progress and shows affections for her or him. Parents and teachers are mutually help full in dealing with students learning process .This is common ground with which both teacher and parents are vitally concerned. Parents are not only influences in students life other persons in home brothers and sisters, grandparents and other relative friends family have different kinds and degree of influence but I try to carried at problems of parental mostly.

Problems of parental follow up on their students may led to lack of discipline or disciplinary problems, such as vandalism, violent fighting with their class mates and other physical abuse toward their teachers, tardiness, cutting class, plagiarism without support of students parents in providing the appropriate reward and punishment at home, there is a little chance that intervention at school will have last effect in deterring the misbehavior (Robinson and Fey 1987).

### **1.2. Objective of the study**

#### **1.2.1. General Objective**

- To asses and analyze the problems of parental follow up on students progress in teaching – learning at Harar senior secondary school and recommends possible solution to parental problems related higher parental follow up approach on students at school

#### **1.2.1. Specific objective**

To identify factors affecting students achievements



- To identify how parents are promote the students learning and disturbed them(making insufficient progress)
- To arouse parents as to send their students without preference of gender and establish good rapport of students with their parents
- To differentiate the needs and what the students liked at home and school.
- To enumerates causes for repetition and dropout of students from the school
- To explain the problems coming from parents on students teaching –learning progress,
- To identify the relation between parents and students in their progress.
- To reduce the parental problems on students’ progress of teaching-learning process and theses all objectives are the basis for other researchers.

### **1.3. Research Question**

To address the above objectives assets of research question were posted.

- How parents motives their learners toward their schooling and point out thing that disturb them in their progressive in teaching – learning?
- What is the significance of making coax between the students and parents?
- How parents differentiate problems of their students to repeat the class and to dropout the school?

### **1.4. Significance of the study**

The role of the research is to investigate the problems of parental follow up on the students learning and teaching process and come up with possible solution and also the study to be conducted is to give overall of the problems of parental follow up on students’ progress in teaching and learning process at Harar senior secondary school. Full accepted parental follow up on their students motivates them and restrict from bad feeling. Again the result of this is only restricted to the problem of parental follow up on students’ progress in teaching and learning process at Harar high school and surveying some important issues of parental follow up on students in their education. As well as how parents aware their problems of follow up on students learning and aware of students abilities or potential.

### **1.5. Limitation of the study**

As researcher is an activity where time, finance and man power skill is involved, these aspects are not equally and uniformly available at required level. The shortage or scarcity constrains of these, limits the quality of my study and its depth as well as its widen to develop enough knowledge related the problems of parental follow up on students in teaching and learning progress at Harar school. The fact that the greater accessibility or area extent to the wiser will be scope and better will information obtained for more precision solution bearing the study research activity at this school.

### **1.6. The scope or delimitation of the study**

The scope of the present study is only restricted to the problems of parental follow up on students progress in teaching and learning process at senior secondary school and surveying some important issues of parental follows of students in their education. As



well as how parents aware their parents aware their problems of follow up on students learning and aware of the students ability and potential.

### 1.7. Definition Terms

Mis behaviour – specially unacceptable behaviour that the process of one’s work and results in disciplinary problems.

Punishment- is presentation of unpleasant or over give actions.

Parent- a father or mother

School environment - is school compound, outside and inside of the school.

## 3. Methodology

### 3.1. Relevant information about the school

The location of Harar senior secondary school is in eastern hararghe zone in the Haramaya administrative region and found relatively on right from the major road when we go Harar town. It is about 25km away from the Haramaya University. It is established in 1961 E.C.at this year it is started by a few members of students from 196 students 148 of them were males and other rests are females, these both the number of females are grade 7<sup>th</sup> and 8<sup>th</sup> students. After 29 years that from elementary school in 1990E.C. is completely translated or developed to secondary school. So that at this time it consists of from grade 9<sup>th</sup> up to grade 12<sup>th</sup> or preparatory program which is grade 11<sup>th</sup> and 12<sup>th</sup>.

In this school also teacher – parents association having their own office and it was started in 1993 E.C. The main aims of parents participation to control the expense and evenue of the school to build educational classes to facilities teaching and learning process. The most of Harar senior secondary high school teachers are experienced while few of them are flesh and the main problems was they do not stay for a long periods of time in this school. Most of teachers of this school have their 1<sup>st</sup> degree by summer training and they are above 110 teachers in the regard less of gender some of them are degree and others are diploma and there is one teacher with second degree and the school has library which is established in 1966 E.C. But there is generally shortages of facilities in the school such as laboratory, sufficient toilets, reference books, water supplies and other problems are occurs in this school.

In this school the number of students from years of 1997-1999 as Ethiopian calendar as follows means is illustrates in the table below.

Grade levels	Numbers of males	Numbers of females	total	years
9 <sup>th</sup>	796	383	1173	1997
10 <sup>th</sup>	722	492	1214	1997
11 <sup>th</sup>	861	184	745	1997
12 <sup>th</sup>	401	134	535	1997
9 <sup>th</sup>	730	346	1676	1998
10 <sup>th</sup>	800	400	1200	1998
11 <sup>th</sup>	468	140	608	1998



12 <sup>th</sup>	480	97	577	1998
9 <sup>th</sup>	1734	164	1898	1999
10 <sup>th</sup>	1246	64	1310	1999
11 <sup>th</sup>	329	213	542	1999
12 <sup>th</sup>	634	231	865	1999

Also this school have a number of teachers. So, the number of teachers in Harar senior secondary school is also illustrated shortly.

Teachers	Males	Females	total
	121	8	129

These two above tables shows the number of students and the number of teachers in Harar senior secondary school.

### 3.2. Population and sampling

In sample survey data are collected from sampling of a given populations in the process of sampling design. A researcher used different sampling methods. Thus for this as center Harar senior secondary school particularly grade “9” is selected.

The sampling size was 45 incorporated two directors (main principals and assistance),8 teachers ,30 students and 8 of them were parents of the students of these five were parents of students ,two of the more from rular and three of them are from urban or town. In this school there are above 10 sections of grade “9” among these sections six sections are from 30 which 30 students are selected randomly to avoid biases. Parents, teachers and directors were selected on the basis of relativeness or comprehensiveness purposes of sampling.

### 3.3. Types and sources of data

In this action researcher intended to collect or gather necessary information from two types of sources .That means the data were collected from both primary and secondary sources. The study is focused in mainly using primary sources. So, primary sources obtained by questionnaire, interview, personal observations and from some pictures similarly, secondary sources obtained from school check list, school administrative office national methodology and town municipality for investigation of a given problems and to extent to develop accurate information about the projected title of action research.

### 3.4. Data collection instruments

In order to easy enlighten accurate and the needed information more briefly a researcher used to total of five collection instruments. This incorporated the following instruments developed for this study.

1. Interviews for parents whose students are attending school. In these instruments consists of a total of four questions. These questions addressed parents attitudes toward their learners cause household chore on students learning and teaching progressive,



parents preference of sending the students to school and factors led to the students to drop out from the school related to them.

2. Interview for parents whose students have drop out the school. This consists of only one question. It focuses on the reason why students dropout the school.

3. Interview for pupils in the school (students). The interviews were prepared or arranged in the forms of questions and interviews, wrote the responses. There are three questions in these guides.

4. Directors questionnaires. For the directors a researcher arranged three questions. It sought information based enrollment, dropout, repetitions, grade and their idea about participation of the students in the education.

5. Teachers questionnaires. In this guide there are four questions, on pupils daily attendances students from intact (broken) families have the same academic performance and attitudes points towards their learners.

### 3.5. Methods of data analysis

Finally, the collected over all information were organized in the a way that it would be treated as using statistical measurement or techniques and also this techniques is known as descriptive data.

Therefore, the researcher employed percentages and table to analyze and interpret data. The percentage indicates the respondents or students ,teachers and parents according to instruments given for them and the table shows the total operations of school community and enrolment of students in each year to year.

## 4. RESULT AND DISCUSSION

### 4.1. Back ground of characteristics of the population respondents

Based on the evidences obtained from the respondents. The characteristics are discussed as it is conducted. This can be includes the respondents parties such as parents, teachers, students and directors. These all respondents are selected as samples regard less of age, structures, sex structures, educational levels, to responses and residences of respondents. So, these selected respondents who participates in my research are as follows.

### 4.2. The parents' responses; parent's responses on lack of follow up at school and home.

As i got information from these respondents, they said that their students become truancy or becoming to bad habits due to incessantly lack of check up on students at home and school. About one fourth of parents (25%) of parents answered in appropriate follow up them led to gambler, which in turn led to poor academic performance on the other hand about 12.5% of the remaining respondents answered that their students adopted to the habits of smoking cigarettes and tardiness.

Rabinson (1987) suggested that problems of parental follow up on their students may led to lack of disciplinary problems. For example physical abuse toward their teachers , tardiness cutting the class, smoking and fighting with class mates , so, in providing the appropriates without support of student-parents reward and punishment at home, there is a little chance that interventions at school will have last effect in deterring mis behaviour. This lack of school continuous follow up on their learners led greatly problems from the school (absent from) school.

- Parents responses that show the reason for sending their students to school.



The main reason that given by parents for sending their students to the school is desire their students to develop, knowledge when compared to others. The majority or about 62.5% of respondents said sending to school our children are for gaining knowledge.

Gaziel(1996) express that parents lend to attack more important to education outcomes as measures of school quality than students teachers and principals. Just parents seek favourable outcomes such as academic achievement or knowledge; they seek to avoid their views as negative. On the other hand about 25% said that in searching for many and 12.5% sending their students for employments in order to generalize or summarizes most of parents are send their students to school for knowledge rather than other profit.

**Table1. Show parents calls for assistance at home.**

Response		number of respondents	Percent (%)
A	Boys	3	37.5
B	Girls	4	50
C	Both	1	12.5
	total	8	100

As shown in the above table, about 50% or majority of the parent’s respondents that are girls to assists in house hold chores. This shows that sending girls to school could result in “work load on them or beyond their ability” not only this but also led to academic achievements. 37.5% of parents respond that as boys assist in the house hold works which is less “work loaded “with compared to girls.However,12.5 % again answered that both are willing to do house hold works equals.

In short, we conclude that the major parents asked girls to assists in the home chores specially in rular areas of the school. This point is further explained by analyzing parents’ response to the questions.

**Table2.The parents response on ways in which they could be encourage to send their students to school (2007).**

	Response	Number of respondents	Percent (%)
A	Awareness creation	2	25
B	Improving employment	-	-
C	Opportunities	3	37.5
D	Provision learning	1	12.5
E	Improving achievement	1	12.5
F	Increase government inputs	1	12.5
	Total	8	100

As evidence from the above table indicated that one reason parents that encourage them to their children to the school is hoped that their students will get employment, awareness creation, increase governments in puts and improving provision. However, 37.5% of the parents responded that they hoped to send their students to get employment opportunities



than other listed in the above chart or table. This means the main reason given by parents for sending their students on desired for their students or children to acquire employment opportunities and so on.

Beramann (1996) suggested that parents led to see academic achievement as closely related the opportunities for employment and social promotions. These anticipated outcomes tend to highly by families. Future employment possibility results from education to be a primary factor in sending students to school.

➤ Reason given by parents' dropout of their students from the school.

Most of the parents gave marriage economic problems and house hold chores as a reason for students drop out from the school. But 50% of the respondents answered that economic problems is the main reason for students drop out of their school and 25% of parents answered the causes for drop out the school is marriage or pregnancy. 12.5% of them are answered that house hold chores played roles for dropping out of school.

Chou (1996) suggests that parental education not the only influence parent –students interaction to learning but also parents in come for helping in home or field that often comes out expense of keeping students in school. In general house hold income and economic problems played a great role in drop out the students from the school according to majority of the parents responds. So, economic problems are the obstacles for students to attend their education or teaching –learning process.

#### 4.3. Students response

Students questionnaires consist of three of items and all of them were close ended.30 students were found to give various response for the sets of question and the results are incorporated and analyzed as follows.

	Reason	Number of respondents	Percent (%)
A	Sickness	15	50
B	Economic problems	5	16.6
C	Mouring	2	6.6
D	Failing exam	5	16.6
E	Family problems	3	10
	Total	30	100

**Table.3.Reason for repetition as given by parents: field survey of 2007.**

As indicated in the table above, 50% of the students responded that the main problem is that faced for the repetition of grades is lack of healthy situations. 16.6% of the respondents answered the repetition problems in learning and teaching process greatly affected by economic problems. Mouring and failing exam 10% of them on the other hand, said that the problems of repetition is lack of healthy played the great role in repetition of the students in their grades.

Sick children cannot attend school and evidence from China, Indian, Guinea and Mexico shows that children illness is primary causes of repetition and absentism (Corron and Chou.1996).



Levinger(1992) suggests that today the potential of the school based healthy interventions improving academic performance is becoming increasing clear as problems of potential energy mal-nutrition, micro-nutrients deficiency disorder, helmenthic infections and temporary hunger among children continue to plague developing countries.

**Table.4.Reason that led students to drop out the school**

	Items	Number of respondents	Percent(%)
A	Lack of uniform	3	10
B	Lack of fees or payment	4	13
C	Transportation due to distance	5	16.6
D	Lack of purchasing for school materials	15	50
E	Rental	3	10
	Total	30	100

As can be observed the above 50% of the respondents said that the main reason for dropping out the school is lack of purchasing school materials and the price of the school. 16.6% of the respondents attributed the distance from the school is problems of drop out.13% of the students answered that lack of fees for tuitions led for repetition (schooling) of students are often regarded as analogous to demands for any good. However, the main determinant of school materials, price house hold income, family size, disturbance to school and etc...

Etal (2000) suggests that pay fees for registration, expenditures for purchasing for school uniform, instructional media, supplies books and transportations are among the hiderd cast families in education of their children.

**Table 5. Students’ respondents on whether the parental follow up on alone contribute their academic success or not.**

	Items	Number of respondents	Percent (%)
A	Yes	5	16.6
B	No	25	83.3
		30	100

As shown in the table above, 83.5% of the students said that parental follow up alone is not enough for academic success of learning and teaching progress. However, 16.6% of the students answered that the potential follow up contributed for their achievements.

Bronfen Brenner (1965) suggests that is parents are not the only family members that contributed the students achievements but school along with parents and peers groups, can influences students moral values orientations. Hence forth, teachers can helps students to regard parental participations more favorable by encouraging the students to arrange social activities, for their parties, parents and receptions more in school parent – teachers conference helps the smooth running of teaching and learning in promotion good academic success in school.



#### 4.4. Teachers response

Teachers’ questionnaires consisted four items and all of them are closed ended. The teachers’ responses are analyzed as follows.

**Table6. Teachers responses on students attending class throughout the whole period or not.**

	Items	Number of respondents	Percent(%)
A	Yes	2	40
B	No	3	60
	Total	5	100

As shown in the table, 60% of the respondents said that most of the students were not attending class properly. However, 40% of students attend the whole period consistently. As village based school in Malawi, found that students with high rates of attendance had greater learning gains and lowers rates of repetitions, finding consistently with many other studies (Miske and Dawd 1998)students must attend the school consistently. As students exposure to curriculum. His or her opportunity to learn – significantly influence achievement and explosure to curriculum comes from being in school (Fuller etal.,1897).

**Table 7. Teacher’s response on families’ attitudes toward their students’ educations.**

	Items	Number of respondents	Percent (%)
A	Yes	1	20
B	No	4	80
	Total	5	100

As shown in the chart or table above 80% of the respondents said students from both intact families and broken are not expected to behave in the manner toward their academic achievements. Just as two divorces are the same the effect of diverse of the students may not be the same. Students from divorced parents have problems in school – less or again unusual amount of weight and develop more difficulties.

Carlson (1992) suggests that a single or dual parents a lone and family income not affect the students achievements in school.

Table.8. Teachers respondents on number of students in dropping out the same for boys and girls.

Items	Number of respondents	Percent (%)
Yes	2	40
No	3	60
Total	5	100

As it illustrated in the table above,60% of the teachers responded the dropping out of students for both genders are not the same theras,40% of them are answered that the rate of dropping out of the school for both gender are the same.



**Table 9. Teachers response on school cause to leave or drop out students.**

	Items	F	%	M	%	total
A	Lack of parent support	1	20	2	40	3
B	Pregnancy	3	60	-	-	5
C	Not study	4	80	2	20	6
D	Parental migration	-	-	-	-	-
E	Engagement indifferent activities	-	-	2	40	2
	Total	-	-	-	-	-

As illustrated in the above,80% of the teachers answered that not study hard is reposted to be the main causes for dropout for girls and 60% of the respondents responded that illegal pregnancy also led to cuts of the school. Again 20% of the teachers answered that lack of parent support account into the same extent to pressure the dropping out of the school for girls. Whereas 40% of the teachers responded that lack of parents to support necessary materials and engagements in different activities are taken as one reason for dropping out school for boys. Beside these 20% of teachers are reposted that not study hard is taken in to accounts as causes for the above in case of both boys and girls.

Thus from the above table, we can see that the main reasons for dropping out for both boys and girls. Where lack of parent support is necessary materials, engagements in different activities and not study hard respectively. Studies shows that schooling along with parental follow up and peer groups can influence the students' moral values orientations. And also lower class parents not only less likely to provides encouragement, but are often less able to help students in school tasks ,after their own education is limited and students move to higher grades.

The parents are increasingly unable to assists their students or even appreciation the influence and relevance of the school demand like buying exercise book, clothes, food, for payments of the house property in which their students stay in learn (Succi and Redpeers,1965).

#### **4.5. Director's response**

The directors questionnaires along with school record office questionnaires consists of three items and all of them are close ended.

- Director's responses on the variations not enrollment of the students from year to year.

As obtained from the directors responses, the director said that or answered that the enrollment of the students from time to time or year to year in this Harar senor secondary school varies from year to year and also the net enrollment varied from rular to urban residence. Rular to urban follow up on students on teaching and learning as well as the net enrollment is rular areas where order for their grades and hence, lower enrollment ratios.



- Director's responses on education levels of respondents impact on learning and teaching progress.

As i got information or answers from directors, about 100%of the respondents or directors said that the parents back ground in education can affect students' achievement. The fact that the parents follow up may not always have tools and back ground to support their children's cognitive and physiological development throughout their school years. The parental levels of educations. For example, have multi face impacts on students' ability to learn in school. In one study students whose parents had primary school education or less were more three times as likely to have how last scores or grades repetitions than students whose parents had at least same secondary schooling (William,2000).

**Table.10.respondents from the school check lists is given by directors along with teacher about the existence of school services.**

	Items	Number of respondents	Percent (%)
A	Yes	4	57
B	No	3	43
	Total	7	100

As illustrated in the above table, we can observed that 57% of the respondents said that to some extent compared with other school is, it has different services 43% of the respondents reposted from the school check lists that it has limited school services. However, as researcher observed from the school documentation office and judged that the school compounds have as our countries standard riched in different services. The fact that the school facilities have impact on necessary assessments quality and equity and are tools to attract students in general.

Here the availability of the shift system, electricity supplies, language, TV, library, rest room, great hall water pipe and pedagogical centers are evidences for respondents for example a study in Indian, sampled 59 schools and found that these only 49 had school library and 4 had TV(Carron and Chou,1996).

## **5. Conclusion and Recommendation**

### **5.1. Conclusion**

Lack of parental follow up on students in teaching and learning progress may be exposed to various misbehavior and this led to poor academic performance of the students. Educational status and level economic problem, house hold chores, also influence parent-students interactions in related to teaching and learning progress.

A single or dual parents alone and family income not affect the students achievement but also there is another problems that related to teaching and learning progress. However, my research in mainly focused on parental problems on students teaching and learning process. Majority of the parents calls for assistance more for female that for males. This depicts or implies that sending females to school could results with "work beyond their ability on them" this specially done in the rular areas when compared to urban areas. Parents led to see academic achievements as closely related to the opportunities for



various outcomes like social promotion and employment. These anticipated results tend to be highly accounted for by Parents.

Most of parents sending their students to school desire their learners to acquire knowledge and employment opportunities as they seek favourable outcomes. School facilities also have a great impact on assessing quality and are tools to attract students in teaching and learning. Coordination and collaborations between parents and school improve learners' achievement, attitudes toward the school, classroom conduct, and parents and teachers' moral. The analysis of students' response shows the main reason for leaving the school is insufficient purchasing of school materials and distance from the school.

Generally, there is no researcher in this school that studies about parental problems. So, this is used as a base for further researchers to study about this problem in detail. A student has three paths in particular academic years. These are promotions, repetitions, and leaving the school. These are commonly used to measure the efficiency of education systems in producing graduates of particular education cycles.

## 5.2. Recommendation

Parents must regularly follow up on their students in the teaching and learning process both at home and school. Since the home demand for schooling is often regarded as analogous to any good, they should increasingly be able to assist their students and even appropriate the use, fullness, and relevance of the school's demand, like buying exercise books, clothes, food, payment of the house property in which their students stay to learn. There must be active participation of the parents, community group, and educational parent-ship with another could bring about the desired objectives for the students. Parents should instantly follow up on their students on their learning and teaching process, were to "shop" in good habits and avoid cheating, cutting class or glass of the classes, plagiarism, tardiness, violent fighting, vandalism, and physical abuse toward their teachers.

The teachers must help the students to regard parental participation more favourably by encouraging them to arrange social activities for their parents' receptions. The school should provide different facilities for the students in order to enhance the actual learning and teaching process, and the students must be aware of the importance of education and respect rules and regulations of the school.

The teachers should have to arrange additional tutorial programs for these students who are not studying hard and teaching efficiency to failure of the students.

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## INTERGENERATIONAL PARENTING STYLES: THE TRANSMISSION OF PARENTING STYLES ACROSS GENERATIONS OF AO/NAGAS IN NAGALAND

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### Abstract

Parents are the first and the most important people that a child is exposed to as they grow and develop. Baumrind (1996) has reported that parents adopt three parenting styles (permissive, authoritarian and authoritative) to bring up their children. Existing literature reports that how a parent (G1) brings up their children (G2) will in turn influence the way that they bring up their own children (G3). In view of this, the present study was undertaken to investigate the intergenerational transmission of parenting styles among the tribal group of Ao/Nagas from Nagaland. The present study adopted a correlational research design with a multi-stage sampling technique. The total sample of the study consisted of 400 Ao/Naga parents from Kohima District, Nagaland. The tools used to collect the data were: Parental Authority Questionnaire and Parental Authority Questionnaire-Revised. Evidence of same-gender transmission of parenting styles was reported in the current mothers (G2) and fathers (G2). Cross-gender transmission of permissive and authoritarian parenting style from opposite gender parent (G1) to current mothers (G2) was reported. However, the prediction of current mothers (G2) parenting style was stronger from same-gender (mothers) rather than opposite-gender (fathers). A meaningful and key finding of the study revealed that the authoritarian parenting style of current fathers (G2) was predicted by the same parenting style adopted by the opposite-gender parent (G1) thus showing evidence of cross-gender transmission of harsh and punitive parenting behaviour from mothers to sons.

**Keywords:** Intergenerational Transmission, Parenting Styles, Permissive, Authoritarian, Authoritative

### Introduction

Parents are the first and the most important people that a child is exposed to as they grow and develop. Parents play significant roles to inculcate and educate their children about different skills that they can use to navigate through the rollercoaster ride that is called life. Most of the current parents employ parenting behaviours to rear their children based on how they were raised by their parents as that is the only reference point that they can take, given the fact that they were exposed to that particular type of parenting behaviour as they were growing up.



### **Parenting styles**

Baumrind (1966) defines parenting style as “the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children and adolescents along two parental dimensions, that is, demandingness and responsiveness”. Demandingness dimension of parenting style involves the rigid, strict and commanding approach of the parents whereas responsiveness dimension of parenting style refers to the parents being responsive to the needs of the child and providing their child the space to evolve, explore and learn on their own, Baumrind (1996).

Based on these two dimensions, Baumrind ((1967; 1971; 1978; 1989; 1996) introduced a model of parenting style which classified it into three different typologies:

- (1) Permissive parents: a permissive parent is one who adopts low levels of demandingness (control) and high levels of responsiveness (warmth, nurturance, and clarity of communication).
- (2) Authoritarian parents: describes an authoritarian parent is someone who uses high levels of demandingness (control) and low levels of responsiveness (warmth, nurturance, and clarity of communication).
- (3) Authoritative parents: an authoritative parent is someone who uses high levels of demandingness (control) and high levels of responsiveness (warmth, nurturance, and clarity of communication).

### **Intergenerational Transmission**

Intergenerational transmission refers to the transmission of behaviours across generations, Lochner (2008). Van Ijzendoorn (1992) defines intergenerational transmission of parenting style “the process through which purposively or unintentionally an earlier generation psychologically influences parenting attitude and behavior of the next generation” (Van Ijzendoorn 1992, p. 76-77).

The nature of intergenerational transmission of parenting behaviours can be conceptualized based on two important theories. The Attachment Theory by Bowlby (1969/1982) outlines the vital role that caregivers play in the lives of the child. According to Ainsworth, et al (1978) and Main & Solomon (1986, 1990) there are four attachment styles that are formed between a child and his/her parent: secure, avoidant, anxious-ambivalent, and disorganized-disoriented. Securely attached children grow up with parents who are sensitive and responsive to their needs. Children who develop an avoidant attachment are physically and emotionally detached from their parents and their parents are not responsive to their needs. Children with anxious-ambivalent attachment grow up in an environment where the parent provides inconsistent response and thus the child becomes dependent and clingy and are difficult to soothe when in a stressful situation, Ainsworth, et al (1978). Disorganized-disoriented attached children have difficulty to regulate their thoughts and feelings as they are brought up by parents who are unpredictable in responding to their needs, Main & Solomon (1986, 1990). The pattern of interaction and attachment that a child forms with their parents will fairly remain constant as they grow to be adults, Bowlby, (1969). Thus, as they become parents



themselves it is likely that they would use the same attachment style with their own children showing the evidence of the transmission of the parent-child attachment.

Another theory which aids in conceptualization of the intergenerational of parenting is the Social Learning Theory by Albert Bandura (1977). The process of cognition, observation and modelling aids an individual to learn behaviour and replicate it in future situations. This theory can be applied to understand the intergenerational transmission of parenting practices. Children observe and learn behaviors and attitudes from models, specifically their parents. The environment that a child grows up in, particularly in relation to the parenting practice adopted determines future parenting behavior. It is inevitable that children observe and imitate the behaviors of the parents and that parenting is learned and replicated in the future by second generation parents as they rear their own children.

### **The Ao/Nagas**

The Ao/Nagas were the first to embrace the religion of Christianity and with the arrival of Christianity, the Ao benefited the most as they started availing of Western education and knowledge. They became the pioneers amongst the different tribes of Nagaland to contribute to achievements in different fields of development. The Ao/Nagas have various sub-clans and they are usually, naturally segregated, in different villages. The district of Mokokchung in Nagaland is considered to be the home of the Ao/Nagas. However, today most of the Ao/Nagas have internally migrated to Kohima (Capital of Nagaland) in pursuit of job opportunities, availing of better educational institutes for their children and also for various trade and other purposes. The use of oral traditions such as folktales, folksongs and storytelling are crucial in transmitting information from the past to the present among Ao/Nagas (Longchar, 2011) and hence it is possible that lessons on parenting and family management are transmitted through the use of such oral traditions. In most of the Naga families, it is common and natural to see parents and children gathering and sitting around the chimney in the kitchen or in the drawing room in the evening with each of them taking turns to recount about their day. Hence it is possible that during these times, parents would narrate and teach old folklores to their children which they have learned from their own parents and this might imply that the lessons of traditional customs, social ethics, social behavior as well as family organization might have been taught and transmitted. Thus keeping in view of the descriptions of Ao/Naga culture and the existing literature stated above, the present research was adopted to investigate the transmission of parenting styles of Ao/Naga parents from Generation 1 (Grandparents) to Generation 2 (Current parents).

### **Objectives:**

1. To analyze the relationship of current mothers (G2) and current fathers (G2) reported parenting styles with the perceived parenting style of their own mothers (G1)
2. To analyze the relationship of current mothers (G2) and current fathers (G2) reported parenting styles with the perceived parenting style of their own fathers (G1)
3. To analyze the transmission of parenting styles of current mothers (G2) and current fathers (G2) from their own mothers (G1) and fathers (G1).



## Method

### Sampling, tools and statistical analysis

The current study was conducted to investigate the intergenerational transmission of parenting styles among Ao/Nagas. A quantitative research approach with a correlational research design was adopted to conduct the present study. A Multi-stage sampling method was followed for selecting the sample. Steps followed for selecting the sample were as follows: Step I: English medium Private Higher Secondary Schools recognized by the Nagaland Board of School Education (NBSE) were listed (22 Schools), Step II: 10 schools were selected randomly from the list by using the fish bowl draw method, Step III: the schools which gave permission to conduct the study were selected, which was 6 in number and Step IV: From the selected schools male and female adolescents of Class 8 to Class 12 who belonged to the Ao/Naga tribe were selected and provided with informed consent form and the research study questionnaires to be given to their parents to fill. Step V: Parents who gave consent and responded to the questionnaires were included in the study. Out of the 506 Ao/Naga parents, 106 participants were rejected, due to incomplete forms. Therefore, the total sample size of the present research study consisted of 400, that is, 400 of Ao/Naga mothers and fathers from the city of Kohima, Nagaland.

### Tools used:

Parenting Authority Questionnaire (PAQ) (Buri 1991) was used to measure Baumrind's (1966) three parenting styles. The scale consists of 30 items, and each item was scored on a Likert-type scale from 1 (strongly disagree) to 5 (strongly agree). The measure consists of separate measures for both fathers and mothers. Scores on the PAQ range from 10 to 50 with higher scores indicating a greater level of the parenting style prototype measured. The researcher conducted internal consistency reliability of the scale on the present study sample and found scores ranging from .46 to .83 for the scale illustrating evidence of good consistency. This scale was used to measure the perceived parenting styles of the current mothers (G2) and fathers (G2) of their own mothers (G1) and fathers (G1).

The Parental Authority Questionnaire (PAQ-R; Reitman, Rhode, Hupp, and Altobello (2002): Reitman et al (2002) revised the PAQ to provide a parent self-report of their own parenting styles. The authors retained the same 10 items for each parenting style but converted the wording to first-person statements. The Cronbach alpha values for the PAQ-R (Mother form) for permissive, authoritarian and authoritative sub-scales for the present study sample were ( $\alpha=.51$ ,  $\alpha=.64$ ,  $\alpha=.70$ ) respectively. The Cronbach alpha values for the PAQ-R (Father form) for permissive, authoritarian and authoritative sub-scales for the present study sample were ( $\alpha=.45$ ,  $\alpha=.60$ ,  $\alpha=.75$ ) respectively. Thus, showing acceptable internal consistency range for the present study sample. This scale was used to measure the reported parenting styles of the current mothers (G2) and fathers (G2) of their own parenting styles.

Ethical guidelines were followed for the data collection process. Pearson Product Moment Correlation and Hierarchical Regression Analysis were adopted to analyze the data using Statistical Package for Social Sciences (SPSS), Version 16 Software package.



## Results and Discussion

Table 1: showing the correlation matrix between of current mothers (G2) reported parenting styles (PAQ-R) and their parents (G1) perceived parenting styles (PAQ) controlling the educational level of current mothers (G2)

Parental Authority Questionnaire (PAQ)	Parental Authority Questionnaire (PAQ)-Revised (Current Mothers)-G2		
	Permissive	Authoritarian	Authoritative
Permissive-Mothers (G1)	.520**	-.004	-.016
Authoritarian-Mothers (G1)	.084	.653**	.010
Authoritative-Mothers (G1)	-.112	.001	.621**
Permissive-Fathers (G1)	.443**	.056	.042
Authoritarian-Fathers (G1)	.057	.614**	-.028
Authoritative-Fathers (G1)	-.153*	-.009	.390**

\*\* . Correlation is significant at the 0.01 level

\* . Correlation is significant at the 0.05 level

Previous literature have illustrated that the educational level of the current parents (G2) was a contributing factor to the transmission of parenting styles. Hence the educational levels of the current parents (G2) were controlled in the correlation.

It is revealed from Table 1 that significant positive correlations exist between the permissive parenting styles of current mothers (G2) with the permissive parenting styles of their own mothers (G1) and fathers (G1), ( $r = .520, p < .01$  and  $r = .443, p < .01$ ). Similarly, significant positive correlations were found between the authoritarian parenting styles of current mothers (G2) with the authoritarian parenting styles of their own mothers (G1) and fathers (G1), ( $r = .653, p < .01$  and  $r = .614, p < .01$ ). For authoritative parenting style, similar findings was reported between the current mothers (G2) and their own mothers (G1) and fathers (G1) ( $r = .621, p < .01$  and  $r = .390, p < .01$ ). Thus, the results reveal that as a particular parenting style is adopted by the mothers (G1) and fathers (G1), that same parenting style is transmitted and adopted by the current mothers (G2) in parenting their child (G3).

These results reveal the evidence of transmission of parenting behavior from the parents to the child with regard to their future parenting practice. Lim et al (2017) reported similar findings among Chinese participants showing evidence of transmission of parenting behavior and found that current parents were found to have adopted the same parenting style that their own parents adopted while raising them. The probable reason for the transmission of parenting styles may be understood in light of the Social Learning Theory (Bandura, 1977) which states that children observe and learn behaviors and



attitudes from the models, particularly their parents. The environment that a child grows up in, particularly in relation to the parenting practice adopted, determines future parenting behavior. It is inevitable that children observe and imitate the behaviors of the parents and accordingly parenting behavior is also learned and replicated in the future by the second generation parents as they rear their own children.

A meaningful finding in the study revealed a significant negative relationship between the permissive parenting style of the current mothers (G2) and the authoritative parenting style of their own fathers (G1) ( $r = -.153, p < .000$ ). Thus, showing that the more authoritative the fathers (G1) were the less permissive the current mother (G2) will be. The probable reasons for this finding may be attributed to the fact that as the fathers (G1) adopt an authoritative approach in parenting their children they are in turn able to balance being both responsive and demanding in their child-rearing practice which, in turn, enables them to maintain a healthy parent-child relationship. Consequently, when the children become parents themselves they are equipped with adopting a healthy parenting behavior and thus become less permissive and lenient towards their own child's needs and demands. Lim et al., (2017) have reported in the findings of their research study that authoritative parenting behaviors of parents (G1) will influence the positive parenting behaviors of their children (G2) in the future. Thus, the findings of the present study can be understood in light of the research study mentioned.

Table 2: Hierarchical regression analysis to determine the individual contribution made to the current mothers (G2) specific parenting styles by their educational level and by the parenting style of the mothers (G1) and fathers (G1)

### Permissive Parenting Style

Variables	R	R <sup>2</sup> Change	R <sup>2</sup>	B	SE	β	t
<b>Step1</b>	.040	.002					
Education				-.142	.253	-.040	-.559
<b>Step 2</b>	.521	.272***	.270				
Education				-.088	.217	-.025	-.404
Mother				.538	.063	.520***	8.545
<b>Step 3</b>	.546	.298*	.027				
Education				-.059	.214	-.017	-.276
Mother				.411	.078	.397***	5.296
Father				.188	.069	.204**	2.723

### Authoritarian Parenting Style

Variables	R	R <sup>2</sup> Change	R <sup>2</sup>	B	SE	β	t
<b>Step1</b>	.224	.050**					
Education				-.911	.281	-.224**	-3.2
<b>Step 2</b>	.675	.455**	.405				
Education				-.229	.221	-.056	-1.038
Mother				.610	.050	.658***	12.105



<b>Step 3</b>	.735	.540**	.084				
Education				-.124	.204	-.031	-.606
Mother				.421	.056	.454***	7.488
Father				.350	.058	.360***	5.996

**Authoritative Parenting Style**

Variables	R	R <sup>2</sup>	R <sup>2</sup>	B	SE	β	t
		Change					
<b>Step1</b>	.017	.000					
Education		.057		.056	.234	.017	.239
<b>Step 2</b>	.622	.386**	.386				
Education				.441	.187	.134*	2.353
Mother				.626	.056	.632***	11.132
<b>Step 3</b>	.629	.396**	.009				
Education				.443	.186	.134*	2.380
Mother				.570	.064	.577***	8.886
Father				.096	.055	.112	1.744

(Note. N = 200; \*p < .05, \*\*p < .01, \*\*\*p < .001)

Table 2, shows the Hierarchical Regression table and reveals that the three parenting styles of current mothers (G2), that is, (permissive, authoritarian and authoritative) were predicted by the same parenting style adopted by the same-gender parent (G1), (permissiveness  $\beta = .397$ ,  $p < .001$ ; authoritativeness  $\beta = .454$ ,  $p < .001$ ; authoritarian  $\beta = .577$ ,  $p < .001$ ). These findings reveal that mothers (G1) have moulded and shaped the parenting style of the current mothers (G2). Similar findings were reported by Knight (2017) and Pastenak (2011) who found evidence of transmission of parenting style from the first generation to the second generation mothers. Bojczyk (2011) investigated the relationship of mother-daughter dyad and reported that mothers and daughters, in general, reported sharing a close bond with each other. Also, daughters reporting that they identified themselves and their behaviors with their own mothers, indicates the transmission of behaviors from the 1st to 2nd generation. Mosavel, Simon & Van Stade (2006) examined the nature of the mother-daughter relationship and reported that majority of the mothers and daughters reported of sharing activities like sharing a meal, watching television, going to stores and going to church together. Mothers and daughters reported getting along with each other and they are able to talk and communicate openly about different issues. Thus, the unique gendered interaction of the mothers and daughters may be the probable cause of the mothers (G1) predicting the current mothers (G2) parenting practices. In the Ao/Naga culture mothers were the primary caregivers and were expected to play a greater role in the child-rearing process, Jamir & Lanunungsang (2005), hence it is likely that the current mothers (G2) were largely exposed to their mothers (G1) parenting behaviour as they were growing up and thus they observed those behaviour and replicated the same parenting style as they parented their own children. Thus, it is possible that the particular parenting style adopted by their mothers (G1) was transmitted to them (G2) because of the factors mentioned above.

Prediction model also revealed that two of the parenting styles of current mothers (G2), that is, (permissive and authoritarian) were predicted by the same parenting style adopted by the opposite-gender parent (G1), (permissiveness  $\beta = .204$ ,  $p <$



0.01; authoritarian  $\beta = .360$ ,  $p < .01$ ). The result of the present study illustrates cross-gender transmission of parenting styles in the current mothers (G2). These finding reveals that fathers have played a significant role on the lives of the current mothers (G2) as they were growing up. The findings of the present study is contradictory to the report written by Lundberg (2005) who after extensive review found that fathers involvement with sons were greater than with daughters. The findings of the study are also contradictory to the reports of the roles that Ao/Naga fathers were believed to play in the child rearing process. Traditionally in the Ao culture the division of family management was hierarchical, with fathers being the head of the family playing the primary role of the bread winner and the mothers being the principal caretakers of the children. Ao fathers would go out to the fields, attend Village Council meetings etc and come back home in the evening after a tiring day and they would have less interaction with their children, Jamir & Lanunungsang (2005). However, the findings of the present study reveal a different result indicating that fathers of the current mothers (G2) has played an important role in parenting them. The result may be probably because of the rapid change from traditional views and old age customs to a modernized society and culture. The result illustrates the meaningful cultural shift in the role of fathers in their parenting behavior towards their daughters. It reveals the increased involvement of the fathers not only in the lives of the sons which was predominantly followed over the years but also an appreciable involvement in the parenting of the daughters. With the rapid urbanization and modernization the previously held views of mothers being housewives and the primary caregivers are challenged. As women start working and earning income for the family it becomes crucial for the fathers to be present and actively involved role in the child-rearing process. As fathers become more involved in parenting and spent quality time with their daughters, it is likely that the daughters observe, learn and replicate the similar parenting behaviour on their own children as they become parents themselves, thus maintaining continuity in the parenting behaviour across the generations, Social Learning Theory (Bandura 1977).

Longchar, (2011) reports in her study that the use of oral traditions such as folktales, folksongs and storytelling are crucial in transmitting information from the past to the present among Ao/Nagas. Hence, it is possible that lessons on parenting and family management are transmitted through the use of such oral traditions. In most of the Naga families, it is common and natural to see parents and children gathering and sitting around the chimney in the kitchen or in the drawing room in the evening with each of them taking turns to recount about their day. Hence it is possible that during these times, parents would narrate and teach old folklores to their daughters which they have learned from their own parents and hence this might imply that the lessons of traditional customs, social ethics, social behavior as well as family organization might have been taught and transmitted.



Table 3: showing the correlation matrix between of current fathers (G2) reported parenting styles (PAQ R) and their parents (G1) perceived parenting styles (PAQ) controlling the educational level of current fathers (G2)

Parental Authority Questionnaire (PAQ)	Parental Authority Questionnaire (PAQ)-Revised (Current Fathers)-G2		
	Permissive	Authoritarian	Authoritative
Permissive-Mothers (G1)	.513**	.207**	.053
Authoritarian-Mothers (G1)	.123	.533**	-.008
Authoritative-Mothers (G1)	-.022	-.004	.573**
Permissive-Fathers (G1)	.575**	.152*	.054
Authoritarian-Fathers (G1)	.097	.428**	.058
Authoritative-Fathers (G1)	-.052	-.011	.612**

\*\* . Correlation is significant at the 0.01 level

\* . Correlation is significant at the 0.05 level

Table 3 shows significant positive relationship between the permissive parenting styles of current fathers with the permissive parenting styles of their own mothers (G1) and fathers (G1), ( $r = .513, p < .000$  and  $r = .575, p < .000$ ). Similarly, significant positive correlations were found between the authoritarian parenting styles of current fathers (G2) with the authoritarian parenting styles of their own mothers (G1) and fathers (G1), ( $r = .533, p < .000$  and  $r = .428, p < .000$ ). Furthermore, for authoritative parenting style, similar findings were reported between the current fathers (G2) and their own mothers (G1) and fathers (G1) parenting style, ( $r = .573, p < .000$  and  $r = .612, p < .000$ ). Thus, the results reveal that as a particular parenting style is adopted by the mothers (G1) and fathers (G1), that same parenting style is transmitted and adopted by the current fathers (G2) in parenting their own children (G3). Thus, these results reveal the evidence of transmission of parenting behavior from the parents to the child with regard to their future parenting practice. Lim et al (2017) and Roksam (2013) reported of similar findings and revealed that particular parenting styles are correlated to a significant degree across generations, showing the evidence of intergenerational transmission of parenting behaviors.

Thus, the results of the present study illustrate evidence of transmission of parenting styles in current fathers (G2). The probable reason for the transmission of parenting styles in the current fathers (G2) may be understood in light of Bowlby's Attachment Theory (1969/1982). This theory suggests that during the early stages of the caregiver-infant relationship, the child develops an internal representation of responsiveness, rejection or ambivalence of the parent and then they use the



representation during their own interaction with their children when they are grown up. For example, if a parent grew up in an environment where they were rejected then they will be less warm and open to the needs of their children in comparison to those who grew up in an environment where their parents were responsive and supportive. Thus, the quality of attachment that one receives from the caregiver will determine the parenting practice that one will adopt as one becomes a parent in the future.

A meaningful finding in the study revealed significant positive correlations between the authoritarian parenting styles of current fathers (G2) with the permissive parenting styles of their own mothers and fathers (G1), ( $r = .207, p < .003, r = .152, p < .003$ ). Baumrind (1978) describes authoritarian parent as someone who uses high levels of demandingness and low levels of responsiveness and a permissive parent is one who uses low levels of demandingness and high levels of responsiveness. Current fathers (G2) who grew up with parents (G1) adopting a permissive approach while raising them may probably believe that the parenting practice adopted by their parents were too lenient, flexible and soft and hence they try to be the opposite of what their parents were and in turn became strict, rigid and harsh towards their own children. Another reason for this particular finding may be the presence of a spouse adopting a specific parenting style. Conger, Schofield & Nepl (2012) have reported that the transmission of harsh and authoritarian parenting from G1 to G2 disrupted is by the presence of a co-parent and spouse adopting a positive parenting approach. Conger, Schofield, Nepl & Merrick (2013) also reported that when a nurturing relationship was demonstrated by the partners there was a discontinuity in the transmission of the harsh parenting of the spouse. The opposite can be true for understanding the disruption in the transmission of lenient and permissive parenting from Generation 1 to Generation 2. Hence, the findings of the present study may be understood such that current fathers (G2) who were brought up by permissive parents (G1) but are married to a spouse who adopts harsh and punitive parenting diminishes the use of the lenient parenting behavior and influences them to adopt the harsh parenting behaviour. Thus, the findings indicate the importance of the spouses in influencing the parenting behaviour of the partner. Further studies need to investigate the role of the spouse in mediating the transmission of parenting styles.

Table 4: Hierarchical regression analysis to determined the individual contribution made to the current fathers (G2) specific parenting styles by their educational level and by the parenting style of the mothers (G1) and fathers (G1)

Variables	R	Permissive Parenting Style		B	SE	$\beta$	t
		$R^2$	$R^2$				
		Change					
<b>Step1</b>	.090	.008					
Education				-.316	.248	-.090	-1.277
<b>Step 2</b>	.519	.269***	.261				
Education				-.222	.213	-.063	-1.039
Mother				.506	.060	.512***	8.391
<b>Step 3</b>	.611	.373***	.104				
Education				-.267	.198	-.076	-1.349
Mother				.246	.072	.249**	3.416
Father				.397	.070	.416***	5.703



Authoritarian Parenting Style							
Variables	R	R <sup>2</sup>	R <sup>2</sup>	B	SE	β	t
<b>Step 1</b>							
Education	.124	.015					
		Change					
<b>Step 2</b>							
Education	.543	.295***	.279	-.461	.261	-.124	-1.763
Mother				-.205	.224	-.055	-.914
				.525	.059	<b>.533***</b>	8.835
<b>Step 3</b>							
Education	.558	.311***	.016	-.241	.222	-.065	-1.083
Mother				.427	.075	<b>.433***</b>	5.720
Father				.138	.064	<b>.161*</b>	2.145
Authoritative Parenting Style							
Variables	R	R <sup>2</sup>	R <sup>2</sup>	B	SE	β	t
<b>Step 1</b>							
Education	.110	.012					
		Change					
<b>Step 2</b>							
Education	.580	.336***	.324	-.418	.268	-.110	-1.563
Mother				-.105	.222	-.028	-.471
				.583	.059	<b>.575***</b>	9.808
<b>Step 3</b>							
Education	.657	.432***	.095	-.021	.207	-.006	-1.01
Mother				.303	.074	<b>.299***</b>	4.117
Father				.399	.070	<b>.417***</b>	5.732

(Note. N = 200; \*p < .05, \*\*p < .01, \*\*\*p < .001)

Table 4, shows the Hierarchical regression table and reveals that the three parenting styles of current fathers (G2), that is, (permissive, authoritarian and authoritative) were predicted by the same parenting style adopted by the same-gender parent (G1), (permissiveness  $\beta = .416$ ,  $p < .001$ ; authoritativeness  $\beta = .161$ ,  $p < .001$  and  $\beta = .417$   $p < .001$ ). Similar findings have been reported by Lim et al (2017) and Klarin, Prorokivic & Simunic (2014) showing evidence of transmission of parenting behavior from fathers to sons. Hofferth, Pleck & Vesely (2012) also examined the transmission of parenting practices from fathers to sons and reported that father involvement and care when bringing up the sons was transmitted to the sons parenting behavior as they became fathers giving evidence of a direct effect. Campbell & Gilmore (2007) reported evidence of intergenerational same-sex continuity of parenting style, which meant that the parenting style adopted by the fathers continued and was transmitted to the sons and it was also reported that the intergenerational continuity of the parenting style was stronger in father-son transmission in comparison to mother-daughter transmission. Yeung, Sandberg, David-Kean & Hofferth, (2001) also reported in their findings that fathers spent more time engaging in activities with their sons than daughters, thus, allowing more time for meaningful interaction between them. Longchar, (2011) reported in her findings that Ao/Naga fathers parent their son by engaging with them in different activities, such as participating in activities related to their Clans or attending Village Council meetings and gatherings. They form a unique bond and relationship through these activities and thus provide opportunities for the fathers to teach the sons life lessons and direct them accordingly. Thus, the result of the present study shows a distinct



relationship between the father-son dyad and as a consequence provides an insight in understanding the transmission of the parenting behavior.

Prediction model also revealed a meaningful result and showed that the authoritarian parenting style of current fathers (G2) was predicted by the same parenting style adopted by the opposite-gender parent, that is, their mothers authoritarian parenting (G1) ( $\beta = .433, p < .000$ ). This finding is particularly meaningful as it shows the evidence of cross-gender transmission of authoritarian parenting behavior. Kitamura et al (2014) reported that the current fathers (G2) parenting behavior is predicted by the same parenting behavior of their mothers (G1). Simons, Beaman, Conger, & Chao (1992) also reported that for current fathers (G2), their own mother's (G1) harsh discipline and parenting impacted the similar parenting beliefs and the probable reason for this transmission may be due to the distinct dyads that are evidenced in the mother-son relationship. Russell, Aloa, Feder, Glover, Miller & Palmer (1998) reported that mothers and fathers adopted a more authoritarian approach in parenting their sons in comparison to the daughters and as sons grow up with authoritarian mothers the particular parenting style influences their future parenting behavior. Neppel et al (2009) explained the process of intergenerational transmission of harsh and punitive parenting styles. According to them, the punitive parenting style of Generation 1 parents predicts the antisocial behavior of the Generation 2 children and as the G2 grow up to be adults these antisocial tendencies persists. As G2 become parents themselves their antisocial tendencies influence them to parent harshly and punitively towards their own children (G3) which is interpreted as being authoritarian. Thus, the transmission of the harsh punitive parenting from the mothers (G1) to the current fathers (G2) may be understood in light of the above mentioned research studies.

Another possible explanation of the cross-gender transmission of authoritarian parenting style with respect to the present study sample may be because of the crucial role that the mothers played in raising the sons. Mosavel, Simon & Van Stade (2006) reported that mothers form and cultivate a stronger relationship with their daughters and are more involved in parenting them in comparison to the sons, but the finding of the present study reveals a contradictory finding and illustrates the crucial role of mothers in parenting the sons. Traditionally, Ao/Naga mothers were reported to be the primary care-givers (Jamir & Lanunungsang, 2005) with the fathers playing little to no role in the child rearing process. Thus, it is likely that the mothers adopted a stern and disciplinarian role based on the gender of their child. As the mothers had to parent the son without the parental support from the husband, it is likely and probable that they adopted the role of being a mentor and engaged in an authoritarian approach to parent the sons to impose and portray a sense of authority and masculinity. It is possible that the only source of parenting they could adopt to parent the sons was the dictatorial parenting style which allowed them to be the authority figure in the lives of the sons. Thus, it is likely that as sons grew up with the mothers being the primary care givers, they were exposed to the particular parenting style of authoritarianism. It is probable that the sons observed, learned and thus replicated the similar authoritarian parenting from their own mother (G1) in parenting their own children (G3).



## Conclusion

The present study reported the evidence of same-gender and cross-gender transmission of parenting styles from Generation 1 parents to Generation 2 parents, thus illustrating the importance of parental behaviour and the crucial role they play in impacting the future parenting role of their children. If parents adopt harsh and punitive behaviour that same behaviour will be transmitted across generations, thus parental training programmes must be implemented by policy makers to train parents on adopting positive and healthy parenting styles. This study provides valuable insight into the intergenerational transmission of parenting styles among the tribal Ao/Nagas. In the present study the representation of the sample is limited to Ao/Nagas, future studies can replicate the similar study with larger sample size across different demographic variables.

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## WOMEN EMPOWERMENT THROUGH SELF HELP PROMOTER INSTITUTION: A CASE STUDY OF RAJASTHAN SAMGRAH KALYAN SANSTHAN (NGO) AJMER

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### Abstract

In a society where men control the destiny of women, it is difficult to empower women. Women empowerment especially, in rural areas on one side is a difficult task and on the other side important task as well.

As pointed by **National Policy for Empowerment of Women 2001-** the women's movement and a widespread network of non-government organisation which have strong grass roots presence and a deep insight into women concerns have contribute in inspiring initiatives for the empowerment of women. There is a non-government organisation - **Rajasthan Samgrah Kalyan Sansthan** with the Initiative of **Nabard** (National Bank for Agriculture and Rural Development) playing a major role in empowerment of women.

This paper makes an attempt to study that through financial assistance, Rajasthan Samgrah Kalyan Sansthan is able to form **Women Self Help Group** and to what extent it is able to empower women economically, psychologically and socially in Ajmer district of Rajasthan.

This study also presents that how with self-help group – bank linkage programme (SBLP) scheme of NABARD, this NGO is able to link banks with women self-help group for micro financing and also inculcate in them the habit of saving by contributing towards sound banking development of Ajmer district.

**Key words :** NABARD, Women Empowerment, SHG, Micro Finance.

### Introduction

In India, Self Help Groups or SHGs represent a unique approach to financial intermediation. Self-Help Group (SHG) is a small voluntary association of poor people, preferably from the same socio-economic background. They come together for the purpose of solving their common problems through self-help and mutual help. The SHG promotes small savings among its members. The savings are kept with a bank. This common fund is in the name of the SHG. Usually, the number of members in one SHG does not exceed twenty. The approach combines access to low-cost financial services with a process of self-



management and development for the women who are SHG members. SHGs are formed and supported usually by NGOs or (increasingly) by Government agencies. Linked not only to banks but also to wider development programmes, SHGs are seen to confer many benefits, both economic and social. SHGs enable women to grow their savings and to access the credit which banks are increasingly willing to lend. SHGs can also be community platforms from which women become active in village affairs, stand for local election or take action to address social or community issues (the abuse of women, alcohol, the dowry system, schools, water supply).<sup>1</sup>

Rajasthan Samgrah Kalyan Sansthan is a non-profit grassroots level organisation in Rajasthan. The organisation works largely with local communities on initiative linked to their social empowerment and livelihood support, it's diverse and wide ranging interventions include, women empowerment among others, SHG's formation, water conservation, animal husbandry and vermin composting, biodiversity health, education, child care environment protection, gender issues and economic empowerment. The organisation works is currently spreads all over Rajasthan.<sup>2</sup>

NABARD is the apex institution in the country which looks after the development of the cottage industry, small industry and village industry, and other rural industries.

NABARD also reaches out to allied economies and supports and promotes integrated development. And to help NABARD discharge its duty, it has been given certain roles as follows:

1. Serves as an apex financing agency for the institutions providing investment and production credit for promoting the various developmental activities in rural areas
2. Takes measures towards institution building for improving absorptive capacity of the credit delivery system, including monitoring, formulation of rehabilitation schemes, restructuring of credit institutions, training of personnel, etc.
3. Co-ordinates the rural financing activities of all institutions engaged in developmental work at the field level and maintains liaison with Government of India, State Governments, Reserve Bank of India (RBI) and other national level institutions concerned with policy formulation
4. Undertakes monitoring and evaluation of projects refinanced by it.
5. NABARD refinances the financial institutions which finances the rural sector.
6. The institutions which help the rural economy, NABARD helps develop.
7. NABARD also keeps a check on its client institutes.



8. It regulates the institution which provides financial help to the rural economy.
9. It provides training facilities to the institutions working in the field of rural upliftment.
10. It regulates the cooperative banks and the RRB's, and manages talent acquisition through IBPS CWE.

NABARD is also known for its 'SHG Bank Linkage Programme' which encourages India's banks to lend to [[self-help group (finance)|self-help groups]] (SHGs). Because SHGs are composed mainly of poor women, this has evolved into an important Indian tool for microfinance. As of March 2006 22 lakh SHGs representing 3.3 crore members had to been linked to credit through this programme.<sup>3</sup>

### **Objectives**

1. To study the various financial grant available to RSKS from NABARD for the formation of women SHG.
2. To what extent RSKS is able to empower women economically, socially and Psychologically.
3. To examine that NABARD scheme SBLP, how many SHG are linked to various banks for micro credit through RSKS.

### **Research Methodology**

This study is based on primary data collected from NGO- Rajasthan Samgrah Kalyan Sansthan, Ajmer and also on secondary data collected from various website and annual reports of RSKS.

### **Financial Assistance from Nabard to RskS**

Rashtriya Samgrah Kalyan Sansthan though started its functioning in 1992 but got linked with NABARD from the year 2011. For the formation of first time 100 self-help group which compromises of around 1220 women, it got grant of 3,71,700 with the target of 3 years and then again the year 2013 for the formation of 200 SHG which compromises of around 1658 women, it got grant of 5,48,100 with the target of 3 years. But till now it has complete the formation of 161 SHG out of 200 SGH target. In total 13254 women are there in 261 SHG till now covering about 411 villages and 5 blocks ( Jawaja, Masuda, Bhinay, Shrinagar, Peesangan) in Ajmer district.



Apart from this, in the year 2014 it implemented Micro Entrepreneurship development programme for SGH development it got grant of 364000 from NABARD in which total 367 women got 13 days training on making of handicrafts items such as doorbell, bags, food processing, animal care etc. Again in 2014 RSKS had campaigns on vermin compost and swach bharat abhiyan for 261 SGH of women in which it got grant of Rs. 17,500 from NABARD.

One more programme in the same year was organized by RSKS that is Women Empowerment and Capacity Building to make women aware of their rights and benefits provided by Government scheme like widow pension for aged, women exploitation etc. with the financial assistance from NABARD.

### Role of RSKS in SBLP scheme of NABARD Credit Linking in Bank

year	SHG	Micro Finance Credit	Banks
2011	100	1 crore	1. Bank of Baroda( Ajmer branch) 2. Ajmer Central Cooperative bank 3. SBI 4. SBBJ( Ajmer branch) 5. Baroda Rajasthan Gramiyan Bank, Pushkar 6. ICICI bank ltd.
2013	161	1 crore 70 lakhs	

### Saving linking in banks

#### They have mini. Rs. 50 and max. Rs. 200 saving in a month

year	SHG	Saving Mobilised	Amt. Of internal loans lent to members	Banks
2011- Oct. 2014	94	22.5 lakhs	22 lakhs	1. Bank of Baroda(Ajmer branch) 2.Ajmer CentralCo operative bank 3. SBI 4.SBBJ(Ajmer branch) 5.Baroda Rajasthan Gramiyan Bank, Pushkar 6. ICICI bank ltd.
2011- Oct. 2014	146	37 lakhs	33 lakhs	

### Economic, social and psychological empowerment of women through RSKS

The micro credit facility taken by SHG from various banks were for following purposes:

- Animal Husbandry
- Agriculture farming



- Opening up of retail grocery store
- Opening up of beauty parlors
- For the purchase of sewing machines

With the help of micro credit and SHG bank linkage programme, women in Ajmer district are able to start with economic activity and thereby able to contribute in family income and raise their standard in homes and village. From the survey, it have been found that from total 261 SHG there is drop out ratio of 2-3% on the bases of marriage ground or went out for earning of income in other state especially in Gujarat in times of rain shortage.

### **Conclusion**

From the above study it can be said that with the help of NABARD scheme of establishing self-help group through self-help promoting institution i.e NGOs up to some extent Government is able to fulfil its responsibility of the development of rural and semi urban area as well as women. It is also contributing in the development of sound banking system by inculcating saving habits in women and supplying money into the economy.

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## ఉత్తరాంధ్ర ప్రాంతంలో ప్రాచుర్యంలోనున్న కళారూపం : తప్పెటగుళ్ళు

డా॥ పులపర్తి శ్రీనివాసరావు

పోస్ట్ డాక్టోరల్ ఫెలో

తెలుగుశాఖ, ఆంధ్ర విశ్వకళాపరిషత్

విశాఖపట్నం-03

ఉత్తరాంధ్ర ప్రాంతాన్నే కళింగాంధ్ర అని పిలుస్తారు. కళింగాంధ్ర ప్రాంతమైన శ్రీకాకుళం, విజయనగరం, విశాఖపట్నం జిల్లాల లోని గ్రామీణ ప్రాంతాలు ఇంకా ఆధునిక నాగరికత, పారిశ్రామికీకరణ వంటి భావాలకు పూర్తిగా లోనవ్వలేదు. అందువలన అక్కడక్కడా ఆధునిక సినిమా, టి.వి.ల ప్రభావమున్నప్పటికీ ఆయా జానపద కళారూపాలలో ఇక్కడి ముద్ర చెరిగిపోలేదు. ఈ ప్రాంతంలోని కళారూపాలలో పేర్కొనదినవి - తప్పెటగుళ్ళు, చిరతల భజన లేదా కోలాటం, బుడబుక్కల కథ లేదా జముకుల కథ, నృత్యనాటికలు భూమి భాగోతం, సిక్కోలుయుద్ధం, బుర్రకథ, తూర్పు భాగవతం లేదా జాలారి భాగోతం, చెక్కభజన, తోలుబొమ్మలాట, టైలోభజన, పురాణకాలక్షేపం లేదా వీధిపురాణం, గొల్లచదువు, గంగావివాహం, సన్యాసమ్మ కథ మొదలైనవి. ఇవన్నీ సాహిత్య సహిత కళారూపాలు. ఇవికాక దొమ్మరివిద్య, వాలకాలు వంటి సాహిత్యం లేని కళారూపాలు కూడా కొన్ని ఉన్నాయి. వీటిలో తప్పెటగుళ్ళు అనే కళారూపం బాగా ప్రాచుర్యం పొందింది. దీనిని గూర్చి ప్రత్యేకంగా చర్చించి ఈ వలసోధనా వ్యాసం ద్వారా తెలియజేస్తున్నాను.

### తప్పెటగుళ్ళు - పరిచయం:

శ్రీకాకుళం, విజయనగరం, విశాఖపట్నం జిల్లాలలోను, ఒరిస్సాలోని రాయగడ ప్రాంతంలోనూ బహుళ ప్రచారంలోనున్న కళారూపమిది. ఈ ప్రాంతంలో యాదవ కులస్థులున్న ప్రతి గ్రామంలోనూ 'తప్పెటగుళ్ళు' కళాకారుల బృందం (ట్రూపు) ఉంటుంది. ఆయా బృందాలకు 'గురువు' ఎవరో ఒకరు వచ్చి పాట, నృత్యం, విన్యాసాలు, తాళం వగైరాలలో పది, పన్నెండు వారాలపాటు శిక్షణ ఇస్తాడు. కళాకారులుగాని గురువుగాని యాదవ కులానికి చెందినవారే అయివుంటారు.

### తప్పెట - తప్పెటగుండు - తప్పెటగుళ్ళు :

కాడలేని వెడల్పైన గరాటా ఆకారంలో తయారుచేసిన రేకుకు మరో



రేకు మూతవేసి అతికిస్తారు. కంజీరలాంటి వాయిద్యమిది. దీని సన్ననిభాగం గుండెలకు/ఛాతికి అనుకుని ఉన్నట్లుగా ఒక తాడుతో వీపుకి భుజాలకి కట్టు కుంటారు. దీనిని తప్పెట అంటారు. కళాకారులు దీనిని గుండు అని కూడా వ్యవహరిస్తారు. గుండ్రంగా ఉండడం వలన 'తప్పెటగుండు'గా మారి ఉండవచ్చు. బహువచనం తప్పెటగుళ్ళు. దీనిని స్పష్టంగా 'తప్పెటగుళ్ళు' అని అక్షరాస్యులైన కళాకారులే ఉచ్చరిస్తారు. నిరక్షరాస్యులైన అధిక సంఖ్యాక కళాకారులు 'తప్పెడి గుళ్ళు' అనే అంటారు. 25, 30 సంవత్సరాల క్రింతటి వరకూ ఈ వాయిద్యాన్ని మట్టితోచేసి, వాటికి ఉడుము, కుందేలు, మేక చర్మాలనుచుట్టి తయారుచేసే వారని ప్రతీతి. చర్మాలు ఖరీదైనవి కావడం వలన, మట్టి/ప్రేములు/కుండలు తరచు విరిగిపోతుండడం వలన రెండికి బదులుగా రేకులతో తయారుచేసిన వాయిద్యాన్నే ఉపయోగిస్తున్నారు.

### **వేషధారణ :**

ఈ కళాకారుల వేషధారణ విచిత్రంగా ఉంటుంది. సాదా బనీను గాని, రంగుల దారాలతో ఎంబ్రాయిడరీ చేసిన నీలం లేదా ఎరుపు రంగు బనీనుగాని ధరిస్తారు. 'కాశీకోక' అని పిలవబడే చిన్న అంగ వస్త్రాన్ని చెడ్డే కట్టుగా బిగించి కట్టుకుంటారు. దీని నుండి ముందుకీ, వెనక్కి తోకలాగా మూరన్నర పాడుగున మరో వస్త్రం వేల్చాడదీసి ఉంచుతారు. నడుముకీ, తొడలకీ, పొదాల పైనా గజ్జెలు చిరుమువ్వలు కట్టుకుంటారు.

శివరాత్రి, గ్రామదేవత పండుగలు, గణపతి నవరాత్రులు, గంగమ్మ / యాదవుల కులదేవత / పండుగ, వగైరాలతోపాటు, పెళ్ళి, రజస్వల మొదలైన వేడుకల సందర్భాలలోనూ 'తప్పెడిగుళ్ళు' ప్రదర్శిస్తారు. యాదవుల కులదేవత గంగమ్మ కథతోపాటు యాదవ వంశంలోని వాడైన శ్రీకృష్ణభగవానుని మహిమలను తెలిపే, రుక్మిణీ కళ్యాణము, దశావతారాలు, లక్ష్మణమూర్ధ, సారంగధర, కుశలవుల కథ, చెంచుభామాకలాపం, కాటమరాజు కథ మొదలైనవి గానం చేస్తారు.

### **వివిధ విన్యాసాలు :**

ఆరు నుంచి పదిమంది దాకా బృందంగా ఏర్పడి, వలయాకారంలో తిరుగుతూ ప్రదర్శన ప్రారంభిస్తారు. ఈ ప్రదర్శనకు ఏవిధమైన రంగస్థలం అక్కర



లేదు. నాలుగు వీధుల కూడలే వీరి రంగస్థలం. వివిధ రంగుల విద్యుచ్ఛీపాలు లేకపోయినా కిర్లనాయిలు బుడ్డి / దీపం / వెల్తురు అయినా చాలు. అదీ లేకపోతే వెన్నెలే చాలు. వలయాకారంలో తిరుగుతూ, తిరుగుతూ పాట, ఆట ఊపందు కుంటుంది. కథ నడుపుతూనే వివిధ విన్యాసాలు ప్రదర్శిస్తారు. ఒకరి మీద ఒకరు ఎక్కడం, ఒకరిమీద రెండువేపులా ఇద్దరు ఎక్కడం, నీళ్లతో మధ్యలో ఉంచిన మట్టికుండ / ఒకోసారి ఖాళీకుండ బోల్లించి / పైకి ఎక్కి, అది పగలకుండా చూడడం, కుండను మధ్యలో ఉంచి, దానికి పాదాలు ఆసించి ఇద్దరు ఎదురెదురుగా / కాళ్ళు చాపి / కూర్చుని వృత్తాకారంలో తిరుగుతూ కుండ నుంచి పాదాలు దూరం కాకుండా చూడడం. వాయిస్తూ పాడుతూ, కాళీయమర్ధనం వంటి సన్నివేశాలు / సందర్భాలు / వచ్చినప్పుడు ఒకరు కాళీయునిగా, ఒకరు కృష్ణుడుగా అభినయించి, ఒకరిపైకి ఒకరు ఎక్కడం, ఒకరిపై ఒకరు చొప్పున నలుగురు ఎక్కడం /పిరమిడ్వలె/ వంటి చిత్రవిచిత్ర విన్యాసాలు ప్రదర్శిస్తూ కథాగమనం, తప్పెటగుండు వాయిద్యం, ఆగనీయరు. వృత్తాకారంలో అందరు తిరుగుతూ పాడుతుండగా, వారిలో ఒకరు మధ్యలోకి వచ్చి, తప్పెటవాయిస్తూ, బొంగరంలాగా తనచుట్టూ తాను గిర్రున తిరుగుతూ, పటాలున చతికిలబడతాడు. ఇలా ఆ 'ట్రూపు'లో అందరూ చేసి చూపిస్తారు.

వీరి కథా ప్రదర్శన విఘ్నేశ్వరుని ప్రార్థనతో మొదలవుతుంది.

“శివ శివమూర్తివి గణనాథా - నువ్వు  
 శివుని కుమారుడవు గణనాథా  
 ఇద్దరు తల్లల గణనాథా నువ్వు  
 ముద్దు బిడ్డడవయ్య గణనాథా  
 ఎలుక వాహనమెక్కి గణనాథా నువ్వు  
 ఏడులోకాలు తిరిగి గణనాథా  
 ఒంటి కొమ్ము / దంతము / గల నీకు గణనాథా  
 వంకర దండము గణనాథా” - “తప్పిడిగుళ్ళు”

వీరి కులదేవత 'గంగమ్మ' ప్రతి సంవత్సరం వైశాఖమాసంలో గంగమ్మ పండుగ / గావుపండుగను జరుపుకుంటారు.  
 గంగమ్మ పేరు ఈ విధంగా స్తుతిస్తారు.



“శోభనమోయమ్మ - శోభనమే తల్లి  
శోభనమో గంగ - శోభనమే తల్లి  
మూడుముల్ల నరులకు - మురికి జల్లం మాది  
ఎంగిలి కంఠానమే మెంచి - పిలువలగలేము  
పాసినోరుతోటి - పాలించలేమోయమ్మ  
నీకు వందనమమ్మ - లోకమాతవు నీవు  
వేపవనములోన - ఏరుపడ్డావు నీవు  
దబ్బవనములోన - దాగుండేనావు తల్లీ  
నిమ్మ వనములోన - నిలిచి ఉన్నావు తల్లీ  
నీకు వందనమమ్మ - నీ బిడ్డలము తల్లీ”

ఈ తల్లిని దృష్టిలో పెట్టుకొని ఏమో, ఏ కథ చెప్పినా సంబోధనలో స్త్రీలను సంబోధిస్తూ ఉంటారు.

**వచనం:** ‘అమ్మా ఓలమ్మ ఆ యొక్క సారంగధరుడు సిత్రాంగి మేడలకు ఏ విధంగా ఎల్లన్నాడమ్మా!’.

“ఏ తీరుగున్నాడు ఆ రాజు సారంగ  
ఎలాగు ఆయడుగు పొందుగా ఏశాడు  
ఏ తీరుగున్నాది సిత్రాంగి ఆవేల  
ఎగిరేటి పావురము సిత్రాంగి జాసేను  
రావమ్మ పావురమా రమ్మాని బలిచేను  
నిన్ను బంపిన రాజు ఏతీరుగున్నాడు”

### సాంఘిక స్థితి :

పగలంతా కొండల్లో, కోనల్లో, పాలాల్లో, గొర్రెల మందలతో తిరిగి చీకటి పడేవేళకి ఇంటికి చేరుకుంటాలి కళాకారులు. అది సంవత్సరములో ఆరు నెలలే. మిగిలిన ఆరు నెలలూ పాలాలలోనే భూసారం కోసం ‘గొర్రెలమంద’ ‘ఆయించే’ (మందను రాత్రంతా ఒకరి పాలంలో పరుండ బెడతారు. ఆ రాత్రి గొర్రెలు వేసిన మలమూత్రాలు ఆ పాలానికి సారాన్ని ఇస్తాయి) పాలంలో పడుకుంటారు. అక్కడే వండుకుని తింటారు. నిద్రపోయే వేళదాకా ‘తప్పిటగుళ్ళు’ కథలను వ్రాస్తారు



చేసుకుంటారు. సాంతభూములు ఉన్నవారు చాలా అరుదు. అప్పుడప్పుడూ గొర్రెలకు సామూహికంగా జబ్బుచేసి గొర్రెలు, మేకలు వందలు వందలు చనిపోతాయి. ఆ నష్టం నుంచి 10, 15 సంవత్సరాలకు గాని తేరుకోలేరు. ఇలాంటి నేపథ్యంలో ఆ కళాకారుడు ఎలా నిలబిక్కుకొంటాడు? బ్రతుక్కి గ్యారంటీ లేనప్పుడు, ఐచ్ఛికంగా పోషించే 'కళ' మీద ఎకాగ్రత ఎలా కుదురుతుంది. ప్రభుత్వం వీలని ఏల / ప్రతి గ్రామంలోనూ సర్వే జరిపి / కళాకారులకు నెలవారీ భృతి ఇవ్వడం ఎంతైనా సబబు<sup>1</sup>.

శ్రీకాకుళం, విజయనగరం జిల్లాలలోని షేర్ మహమ్మద్ పురం, టెక్కలీ, రాజాం, చీపురపల్లి, తెర్లాం, గజపతినగరం, గంట్యాడ, పాల్వేరు, సిగడాం, కొత్తూరు, నెమలాం, నందబలగ, శివడవలస, పరవాడ, గొల్లజగ్గ, రాజపేటలలో తప్పిట గుళ్ళు ట్రూపులున్నాయి. వీటిలోకొన్ని రిపబ్లిక్ దినోత్సవ వేడుకలలో ప్రదర్శనలిచ్చి, భారత రాష్ట్రపతిచే అభినందింపబడ్డాయి.

### **ప్రత్యేకతలు :**

శాలీరక, బౌద్ధిక సంబంధి రెండు రకాల పరిశ్రమ దీనికి అవసరం. ఇలాంటి కళారూపం లేదా దీనిని పోలిన కళారూపం దేశంలో మరే ఇతర భాషా ప్రాంతంలోనూ లేదు. ఇది ఆంధ్రులది, అందునా యాదవుల సొత్తు. రంగస్థలం, ఇతర ఆర్థాటాలు అవసరంలేని స్వచ్ఛమైన దేశీయకళారూపం.

### **పాఠసూచిక :**

1. వెనుకబడిన జాతులలో చేరినవారు జి.ఓ.నెం. 1793, ఎడ్మ్యూడిపాతే. సెప్టెంబరు 23, 1970 ప్రకారం 92 వెనుకబడిన కులాల జాబితాలో 92వ వారు వీరు. అనగా అగ్రవర్ణాల వారికి దగ్గరవారిగా వీరిని ప్రభుత్వం గుర్తించింది. వీరిని వెనుకబడిన తరగతి-ఏ లేదా బి లో చేర్చి మిలిన్ రాయి తీలిప్పించవలసిన అవసరం ఎంతైనా ఉంది.



## वेदेषु - संस्कृतिः

### ज्योत्सना माडिसेट्टि

संस्कृत विभागस्य उपन्यासिका  
यूनिवर्सिटी आर्ट्स् अंड सैन्स कलाशाला  
सुबेदारी, हनमकोण्डा,  
वरंगल, तेलंगाणा राज्यम्

अस्मिन् जगति समुपलब्धेषु विविध भाषागत प्राचीन ग्रन्थेषु वेदाः एव प्राचीन ग्रन्थाः। अतः भारतीयानां आद्य धर्मग्रन्थाः वेदाः एव।

### वेद शब्दार्थः-

”विद-ज्ञाने“ इति धातोः ’घञ्’ प्रत्यये कृते ’वेद’ इति शब्दः सिध्यते। धातु पाठे विद धातोः बहवोर्थाः प्रोक्ताः ’विद’ सत्तायां - विद्लृ-त्ताभे, विद-विचारणे, इत्येषां सर्वेषां धातूनां, तेषां अर्थानां सार्थक्यं वेदेषु समुपलभ्यते।

सायणाचार्य मतानुसारं - इष्टप्राप्त्यनिष्ट परिहारयोर्लौकिकमुपायं यो ग्रन्थः वेदयति स वेदः इति अर्थात् वेदः इष्टं प्रापयति अनिष्टं निवारयति।

”भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा” भारतस्य कीर्तेः द्वौ आधाद्यौ स्तः, 9) संस्कृतं 2) संस्कृतिः ”संस्कृतिः संस्कृताश्रयः”

भारतीय संस्कृतिः नाम वैदिकरेव। अद्यतन वर्तमानकाले भारतदेशे यावन्व्यभिप्रायानि सन्ति अथवा मतानि सन्ति तेषां सर्वेषामपि मूल स्रोतांसि वेदाः एव। ज्ञानस्य विमला धाराः समस्त भूमण्डले सर्वस्यापि दिशासु वेदेभ्यः एव विसृतः इति वक्तुं अतिशयोक्तिः नास्ति।

अस्माकं पूर्वजाः केन प्रकारेण जीवनं यापयामासुः-? काभिः, क्रीडाभिः ते स्वीयं मनोमोदमामासुः का देवतास्ते पूजयामासुः-? केन च विधिना ते अग्नौ आहुतिः समर्पयामासुः इत्यादि विषये हृदि विजृम्भते, तदा तद्विषयकं ज्ञानं वेदेभ्यः एव प्राप्तुं शक्यते अतः एव अस्माभिः पुनः पुनः वेदाः अद्ययनीयाः, अनुसरणीयाश्च।

### ज्ञान राशयः वेदाः-

सर्वविध ज्ञान निधयः वेदाः एव। मनुना अपि स्पष्टीकृतं यत् ’सर्वज्ञान मयो हि सः’ इति

भारतीय संस्कृतिः वैदिक संस्कृतिरेव। आत्मनः वा मनसः वा भौतिक जीवनस्य वा समृद्धिः सर्व वेदेषु संस्काररूपेण निक्षिप्तं अस्ति। ऋषयः मानवजीवनस्य संस्करणार्थं शाश्वतान् सिद्धान्तान् प्रतिपादिताः।

अद्यतन समाजाय एतादृश संस्करणानि आवश्यकानिवा ? अवश्यं आवश्यकं एव।



अद्यतन समाजाय मनसः, आत्मनः संस्करणं, भौतिक संस्करणं अपि अत्यन्त आवश्यकं। किमर्थं नाम पाश्चात्य संस्कृतेः विष धारया समाजं स्वस्य नैतिक, सामाजिक कर्तव्यं विस्मृतं। सर्वे अन्तर्जाल (इन्टरनेट), मुख्यग्रन्थं (फेसबुक), किम् तत्, वाट्सअप तव आज्ञानालं (यूट्यूब), चलनभाषिणी (सेलफोन्), निस्तन्त्रि भाषान्तर्जालयत्रं (वै-फै), एतेषां मयया, अन्धानुसारेण, स्वस्य जीवनप्रमाणानि, विस्मरन् पश्चात्तिक, गुरुशिष्य एवं सर्वविध सम्बन्धाः, व्यवहरज्ञानं अपि आधुनिक समाजेन विस्मृतं।

अतः अस्माभि कथं वर्तनीयं, किं करणीयं, किं ज्ञातव्यं एवं सर्वविध व्यवहारज्ञानं ज्ञातुं वेदाः एव शरण्यः, तान् वैदिक ग्रन्थान् पुनः एकवारं उद्घाटय आधुनिक युवतीभिः युवकैः अवश्यं अध्ययनं करणीयं। ”उत्तिष्ठत जाग्रत प्रात्यवराण् निबोधत” इति वेदान्तेन उद्घोषितं अस्ति।

अतः अत्र वेदेषु, स्थितं संस्कृतेः काश्चन मुख्याः विशेषाः अत्र प्रस्तूयन्तेः

१) उदात्त भावना - भारतीयानां उदात्त मनः, ऋग्वेदे भूतदयासु पश्यामः

”शन्नो भवद्विपदे शं चतुष्पदे” (७-५४-९) इति जगति स्थितं समस्त प्राणिभ्यः द्विपाद चतुष्पाद समस्त जन्तुभ्यः शुभं भवतु। इति विचार भावना जगति अस्ति। वयं चिन्तयामः वयं एव सुखेन जीवामः, मम जीवनं सम्यक् रूपेण भवति चेद् वरं इति, अद्यतन भारतीयाः चिन्तयन्तः सन्ति। किन्तु वयं एव न अस्माभिः सह समस्त प्राणिभ्यः द्विपाद चतुष्पाद प्राणिभ्यः शुभं भूयाद् इति भावनां वेदाः भोदयन्ति।

२) सम भावना - वयं अस्मदीयान् एव सम भाननया पश्यामः परेषान्प्रति विरोध भावनया एव भवामः खलु। किन्तु वेदाः विना तरतम भावनया सर्वे सर्वान् अपि समभावनया पश्यन्तु, सर्वे सर्वेषाम् पस्परंप्रियमिच्छन्तु इति घोषयन्ति।

”प्रियं सर्वस्य पश्यत उत शूद्रे उत आर्ये” अथर्व(१९.६२.११)

एवं यस्तुसर्वाणि भूतानि  
आत्मन्नेवामु पश्यति।  
सर्वभूतेषु च आत्मानं  
ततो न विचिकित्सति।।

(यजु ४०-६)

यस्मिन् सर्वाणि भूतानि आत्मैवानुभूयाद् विजानतः। तत्र को मोहः को शोकः  
एकत्वमनुपश्यत

३) त्याग चिन्तना - अस्माकं जीवने त्यागेन विना किमपि न लभते। किन्तु अद्यतन समाजे जनाः एतद् वस्तु मम, अहं न ददामि इत्येवं भावनया एव सर्वे सर्वत्र व्यवहारः कुर्वन्ति। किन्तु जगति स्थितं समस्त वस्तु जातं ईश्वरेण सृष्टं



अतः जगति यद् अस्ति तद् समस्तमपि परमात्मनः संबोधितं अस्ति। इति मत्वा एव अस्माभिः व्यवहर्तव्यं अन्येषां धने कदापि इच्छा न करणीयः इति भावना बोधकं अपि वेदेभ्यः वयं ज्ञातुं शक्नुमः।

”तेन त्यक्तेन भुञ्जीताः मा गृधः कस्मस्विध्दनम्” यजु (३६-१८)

४) कन्यानां शिक्षा - ऋग्वेदे वयं पश्यामः कन्यानां सुव्यवस्था निर्दिश्यते। पुत्रवत् तासामपि उपनयन संस्काराः भवन्ति स्म। वेदाध्ययने अपि तासामधिकारो क्रियते स्म। अद्यतन सर्वकारस्य ”बेटी बचावो बेटी पढावो” इति घोषणा वेद काले एव निर्देशितं - गृहस्थ जीवन (विवाह) संबंधि विषयेषु तासा योग्यत्वमभीष्टमासीत्, वैदुष्यं सम्पाद्य ताः यज्ञादि कर्माणि, विद्या विवादे, मन्त्रोपदेश कर्माणि अपि प्रावर्तन्त। ऋग्वेदे बहव्यः मन्त्रदर्शिकाः ऋषिकाः स्मर्यन्ते। उदा - श्रद्धाकामायानी, शची, यमी, इन्द्राणी, अदिती, ... प्रभृत्यः मन्त्रदर्शनिन तासां गौरवे वैशिष्ट्यं आदर्श रूपत्वं च परिशील्यते।

एवं अद्यतन बालिकाः, स्त्रियः वेदे दर्शिताः ऋषिकाः आदर्शरूपेण स्वीकृत्य। सुशीलाः सुधीराः, समर्थाः भवेयुः।

५) वसुधैव कुटुम्बक भावना - एषा भावना वेदतः एव आगता अस्ति। देशीयाः वा, विदेशीयाः वा एकस्यैव परमात्मनः पुत्राः एव लु-? तत्र किं कारणम्, भेद भावस्य, प्रथमम् - अभेददृष्टिः प्रवर्तते चेत् तदा जगदिदं सर्गमिव चकास्ति। ”उदारचरितानां तु वसुधैव कुटुम्बकं”

६) देशभक्तिः- ”माताभूमिः पुत्रोहं पृथिव्याः

भारतभूमिः अस्माकं माता। एवं पुत्रत्वेन मातुः-रक्षणं अस्माकं परमं कर्तव्यं। अत एव उच्यते ”वयं तुभ्यं बलिहुतः स्याम” अथर्व-१२-१-६२

मातृभूमेः संकट निवारणार्थं प्राणार्पणेनामि मातृभूमिहितं समादनं सर्वेषां कर्म। एवं मानवानां देशभक्तिः परमं कर्तव्यं

७) गुरु-शिष्य सम्बन्धः- गुरोशिष्य-सम्बन्ध विषये अथर्ववेदे निरूपितं यद् आचार्य - अध्येतृषु - मातृवत् पितृवच्च स्निह्यति व्यवहरति च।

“आचार्य उपनयमानो ब्रह्मचारिणां कृणुते गर्भमन्तः।”

अथर्व - ११-५-३

तद् ब्रह्मचारी प्रायच्छत् स्वान् मित्रोध्यात्मनः।

अथर्व - ११-५-१५

छात्रस्य शास्त्रं द्वयं श्रम-तमश्च। तपः श्रमाभ्यां पुष्पाति लोकं सः।



“ब्रह्मचारी समिधा-मेखलया श्रमेण लोकांस्तपसा पिपिति।”

अथर्व ११-५-४

एवं वेदेषु शिक्षायाः उद्देश्यरूपेण - आध्यात्मिक ज्ञानम्, आस्तिक्यम्, शारीरिक, मानसिक, हार्दिक बौद्धिक-समुन्नतिः छात्रेषु प्रतिपाद्यते। एवं सर्वविध समुन्नतिः अन्तेवासी सर्वदेवाधिवास स्थानं सम्पद्यते।

किन्तु अद्यतन समाजे - छात्राः केवलं प्रमाणपत्रस्य कृते एव विद्याभ्यसं कुर्वन्ति।

८) आचार्यः- आचार्यो नाम यो आचारं ग्राहयति, छात्रोपयोगी विषयान् सङ्गृह्णाति, छात्र बुद्धिं विकसयति च, स आचार्यः।

“आचार्यो ब्रह्मचर्येण ब्रह्मचारिण मिच्छते”

अथर्व ११-५-१८

यः सदाचारः शिक्षणपूर्वकं छात्रेषु जितेन्द्रियत्वं पोषयति, स आचार्यः

आचार्यस्य स्वरूपम्:- अथर्व वेदे आचार्यः मृत्युवै वरुणः सोम इत्युच्यते। आचार्यः अनुशासन प्रियत्वात् यमः, न्याय चारणाद् वरुणः, छात्राह्लाद कत्वात् शीलसम्पन्नवञ्च सोमः।

“आचार्यो मृत्युवैवरुणः सोमः ओषधयः पयः”

९) मानव जीवनम् -

यजुर्वेदे उक्तं यद् मानवस्य जीवनम् एव कर्म - विना कर्मणा जीवनस्य निर्वहणं अपि दुष्करः

“कुर्वन्नेह कर्माणि जिजीविषेच्छतं समाः”

यजु - ४०-२

कर्माणि एव मानवस्य अधिकारः भवति। न तु कर्म फल प्राप्तौ अतः कर्म फलासक्तिं अनाश्रित्य कर्तव्य भावनयैव कर्म सम्पादनीयम्

उपसंहारः

एवं नव समाजेन वेदे स्थितानि, अखिल भारतीय सिध्दान्तानि अवश्यं अद्यतनं कृत्वा स्वजीवनस्य सामाजिक जीवनस्य रक्षणं कर्त्वा पुनरेकवारं भारतं अस्माकं भारतं विश्वगुरुत्वं प्राप्नुयात् 'कुण्वन्तोविश्वमार्यञ्च' इति मम अभिलाषा।।

‘इति शम्’



## USE OF WASTE PLASTIC MATERIAL IN BITUMINOUS CONCRETE MIXES

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### Abstract

The quantum of plastic waste in is increasing due to increase in population, urbanization, development activities and changes in life style which leading widespread littering on the landscape. Thus disposal of waste plastic is become a serious problem globally due to their non-biodegradability and unacceptable view. Since these are not disposed scientifically & possibility to create ground soil-pollution and water-pollution. This waste plastic partially replaced the conventional material to improve desired mechanical characteristics& suitability for particular road mix. In the present paper developed techniques to use plastic waste for construction purpose of roads and flexible pavements has reviewed. In conventional road making process bitumen is used as binder for mixes. Such bitumen can be modified with waste plastic pieces and bitumen mix is made which can be used as a top layer coating of flexible pavement. This waste plastic modified bitumen mix show better binding property, stability, density, adhesive property and more resistant to water.

**Key words:** Plastic wastes, Non-biodegradability, Mechanical properties, Bitumen mix.

### 1. Introduction

The threat of disposal of plastic will not solve until the practical steps are not initiated at the ground level. It is possible to improve the performance of bituminous mixed used in the surface course of roads. Study reports in the used of re-cycled plastic, mainly polyethylene, in the manufacture of blended indicated reduced permanent deformation in the form of rutting and reduced low – temperature cracking of the pavement surfacing. The field tests withstand the stress and proved that plastic wastes used after proper processing as an additive would enhance the life of the roads and also solve environmental problems and issues regarding pollution little bit. Plastic is a very versatile material. Due to the industrial revolution ,and its large scale production of plastic seemed to be a cheaper and more effective raw material today, every vital sector of the



economy starting from agriculture to packaging, automobile, electronics, electrical, building construction, communication sectors has been drastically revolutionized by the applications of plastics. Plastic is a non-biodegradable material and researchers are found that the material can remain on earth for approximately 4500 years without degradation. Several studies have proven the health hazard caused by improper disposal of plastic waste. The health hazard includes reproductive problems in human and animal, genetical abnormalities etc., Looking forward the scenario of present generation a complete ban on the use of plastic cannot be hold, although the waste plastic taking the face of evil for the present and future generation. . We cannot ban use of plastic but we can reuse the plastic waste.

## 2. Importance of Study

Utilization of waste recycled packaging plastics having great importance, particularly for bitumen conservation and for bitumen modification to find its utility in bituminous mixes for laying flexible pavements and surface coating. Utilization of waste recycled packaging plastics is of great importance, particularly for bitumen conservation and for bitumen modification to find its utility in bituminous mixes for laying flexible pavements.

**Table1. Physical Properties of Waste Plastic**

SPECIFIC GRAVITY	0.92
SOFTENING POINT	58.22 C
YOUNG MODULUS	104.50 MPa
STRAIN AT BREAK	1372%
STRAIN AT PEAK	1286.4%
DISPLACEMENT AT BREAK	149.14mm
DISPLACEMENT AT PEAK	134.18mm
LOAD AT PEAK	0.0162KN

## 3. Material Selection

### 3.1 –Selected Waste Plastic

Now a days in India it is most common to see these polyethylene (here in after referred as “Polythene”) materials used for packaging of drinking water in small pouches. The materials used for the purpose of this research were Waste Plastic, Bitumen (VG 10), and Aggregates. Waste plastic materials were collected from the canteens of residential hostels. The collected waste plastics were sorted, dedusted, washed when necessary and sun-dried for few days until all the samples were dry. The dried samples of the waste plastic materials were shredded into sizes between 0.6mm to 2.36mm in the shredding machine to enhance its surface



area of contact with the bitumen during mixing. Normally, polymer use in bituminous concrete could be in form of aggregate or binder modifier. The modified bitumen was ready by heating bitumen with shredded plastic materials of sizes between 0.6mm to 2.36mm. Five proportion of plastic content (1.0, 2.0,3.0, 4.0 and 5%) were considered.

### **3.2 Selected Bitumin Grade**

The selected bitumen penetration grade for this study was 60/70 usually used as a Paving Grade Bitumen suitable for construction of flexible pavements with superior properties.

### **3.3 Aggregates and Mineral Fillers**

Aggregates constitutes the granular part in bituminous concrete mixtures which contributes up to 90–95% of the mixture weight and contributes to most of the load bearing & strength characteristics of the mixture. Hence, the quality and physical properties of the aggregates should be controlled to ensure a good pavement texture. The aggregates of different grades were sieved through different IS Sieves and they were kept inside different containers with proper marking. Aggregates used for mix were of two types: Coarse Aggregate and Fine Aggregate. mineral fillers may be cement or fly ash.

## **4 Sample Preparation**

### **4.1 Waste Polythene-Bitumin Blend**

The collected polythene wastes were washed, cleaned and dried. The polythenes were then shredded into very tiny and small pieces. The required quantities of polythene to be added with specified amount of bitumen for preparation of different percentage of polyethylene-bitumen blend were weighted and added in required percentage by weight of bitumen to the hot bitumen and the mixture was stirred well for about 30 minutes under temperature around of 170- 180°C.

### **4.2 Marshal Mould**

The aggregates of different grades were sieved through different IS Sieves and they were kept inside different containers with proper marking. The mixing of materials required for moulds preparation was done as : Required quantities of coarse aggregates, fine aggregates & mineral fillers were collected in an iron pan. This was kept in an oven at temperature 160 °C for 2 hours. This is because the aggregate and prepared blends are to be mixed in heated state so preheating is required. The prepared blend was also heated up to its melting point prior to the mixing .The Aggregates in the pan kept in oven were taken and heated on a controlled gas heating for a few minutes maintaining the temperature. Now blend (60 gm.), i.e. 5% was added to this mix and the whole mixers was mixed



uniformly and homogenously. This was continued for 15-20 minutes till they were properly mixed. Then the mix was transferred to the Marshall sampling mould. The mix in the mould was then compacted by the Marshall Hammer.75 numbers of blows were given on each side of the sample so a subtotal of 150 no. of blows was given per sample. Then these samples with moulds were kept separately and marked accordingly to the percentage of polythene added by weight of bitumen.

### 5.0 Physical Values of Polyethene Modified Bitumin

The values for physical properties of Polythene Modified Bitumen tested through experiment are given in table 2 Below:

**Table 2 Physical Properties of Modified Blend**

Properties	(P0) PLASTI C 0%	(P1)PLASTI C 1%	(P2)PLASTI C 2%	(P3)PLASTI C 3%	(P4)PLASTI C 4%	(P5)PLASTI C 5%
Softening point(c)	47.50	50	51.4	53	55	55.90
Penetration value(mm)	65	55	50	48.50	46	44
Ductility(cm )	100	100	90	85	78	56
Flashpoint & firepoint(C)	>280	>350	>350	>350	>350	>350

### 6. Marshal Stability & Marshal flow Value

The effect of polyethylene admixture on the volumetric properties of both modified and conventional bituminous mixes are shown

**Table 3**

SAMPLE	MARSHAL STABILITY VALUE(KN)	MARSHAL FLOW VALUE(mm)
P0	14.3	2.31
P1	14.2	2.28
P2	14.4	2.25
P3	15.2	2.22
P4	17.6	2.20
P5	15.3	2.17

## 6. Result and Discussion

### A. Marshall Mix design result

Marshall Samples were collected by changing the binder content and then we tested for its volumetric properties. We test the sample in Marshall testing machine and find Marshall Stability Value and flow value. Optimum binder content is selected as the average binder content for maximum density, maximum



stability and certain percent air voids in the total mix. We found that optimum bitumen content is 4.5%.

Figure 1

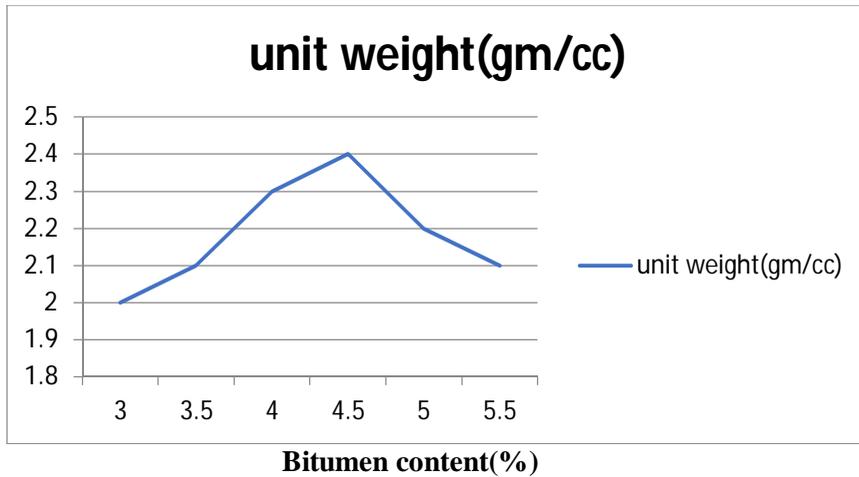


Figure 2

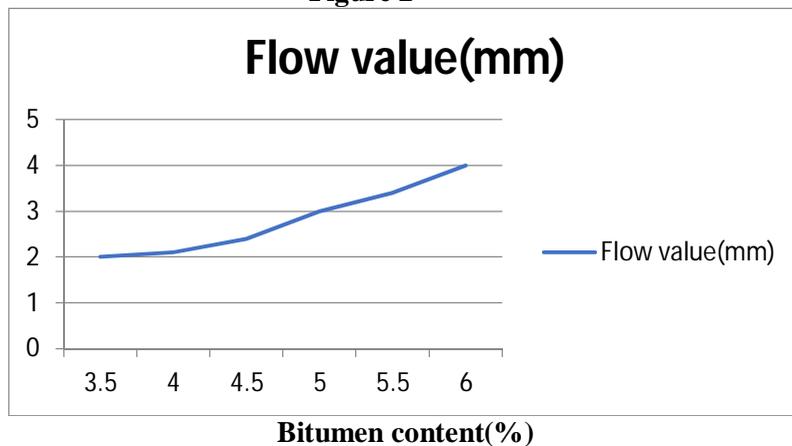
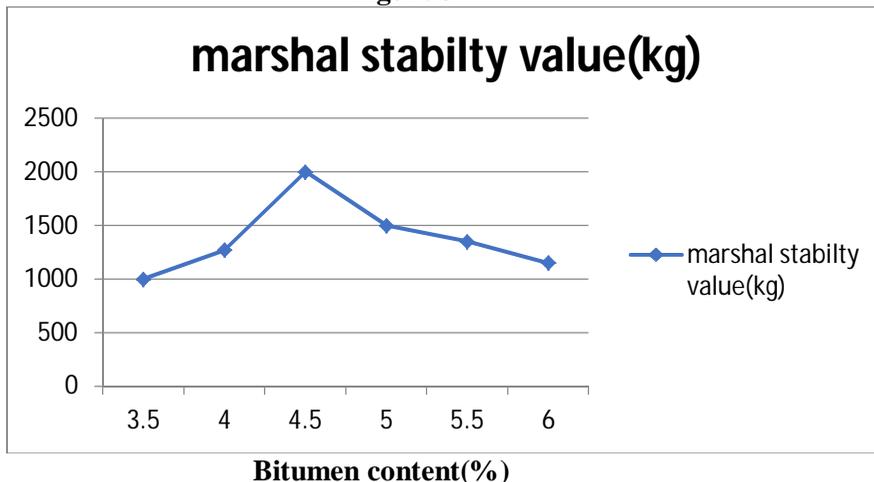


Figure 3



**B. Effect of plastic modified bitumen on the properties of bituminous concrete**

After find the optimum bitumen content, we observe optimum plastic content at optimum bitumen content. It indicated that Marshall Stability value grows with plastic content up to 3% and after that it reduces. We note that the Marshall Flow value and unit weight falls after addition of plastic.

Figure 4

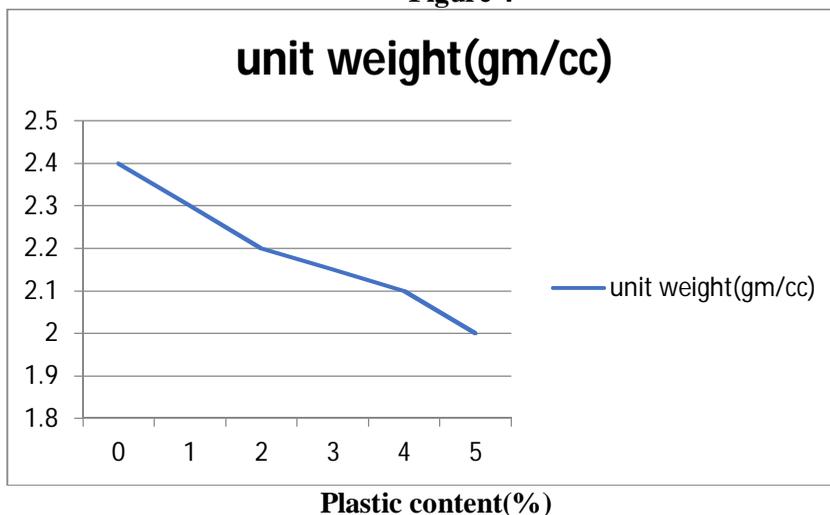




Figure 5

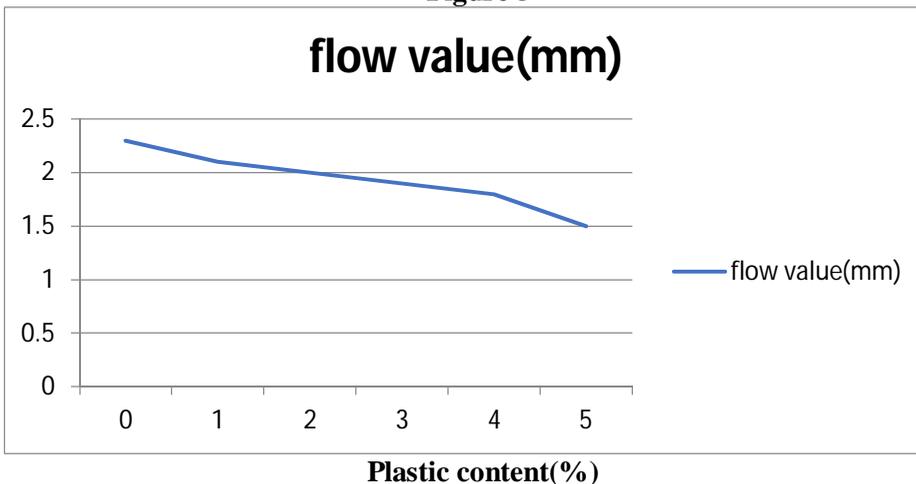
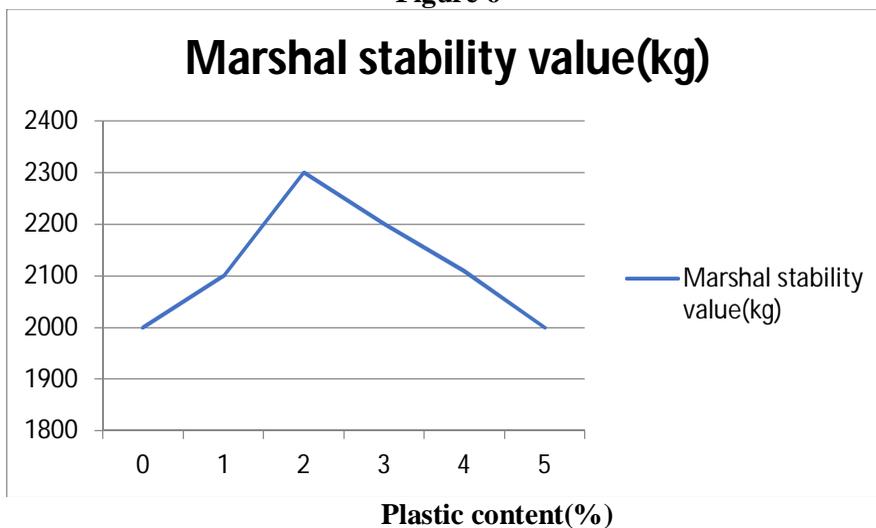


Figure 6



C. Units

- 1) kg represents kilogram
- 2) mm represents the millimeter
- 3) g/cc represent gram per centimeter cube



## 7. Conclusion

The tests proceeded in two stages. Firstly, bituminous concrete mix design was completed to find out the optimum bitumen content for the blend. Secondly, modified binder prepared by mixing bitumen with waste plastic at various percentages, was utilized to make bituminous concrete specimen. The samples were tested to detect the effects of the modified binder. Testing and observation of the bituminous concrete prepared from polythene modified binder concluded that:

- A. The unit weight of modified bituminous mix is lower than that of the control due to low density of the plastic.
- B. The waste plastic utilized in the mix will get covered over aggregates of the mixture and increases the binding property and reduces porosity, absorption of moisture.
- C. The flow value for modified bituminous concrete reduces with increasing plastic content.
- D. The Marshall Stability Value is growing with a maximum increase percent of 27.27% as compared to Conventional mix when modified with 3% Plastic Waste
- E. The Marshall Stability value increases with plastic content up to 3% and thereafter it decreases.
- F. The optimum plastic content is 3%.
- G. The improvement in stability of modified bituminous concrete is due to increase cohesion and adhesion properties of the binder will increase higher fatigue resistance, decrease thermal stress cracking, and reduce temperature susceptibility and decrease of rutting.

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## DIETARY REQUIREMENT AND FEEDING STRATEGIES FOR NILE TILAPIA (OREOCHROMISNILOTICUS)- A REVIEW.

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### Abstract

Fish feed is important in fish farming because feed represents 40-50 % of the total variable production costs. The review was aimed to investigate the dietary requirement and feeding strategies for Nile tilapia (*Oreochromis niloticus*). Nile Tilapia is an important food fish in developing countries and is widely used in commercial farming systems for intensive aquaculture. Tilapia (Family Cichlidae). There are two major types of fish feed that are Live feed and artificial feed. Nile tilapia is fed on such as phytoplankton, periphyton, aquatic plants, invertebrates, benthic fauna, detritus, bacterial films and even other fish and fish eggs. Prepared or artificial diets may be either complete or supplemental. Complete diets supply all the ingredients (protein, carbohydrates, fats, vitamins, and minerals) necessary for the optimal growth and health of the fish. Most fish farmers use complete diets, those containing all the required protein (18-50%), lipid (10-25%), carbohydrate (15-20%), ash (< 8.5%), phosphorus (< 1.5%), water (< 10%), and trace amounts of vitamins, and minerals. Live food delivered through fertilizer application. There are two Major protein source for Nile tilapia feed; Animal protein sources (Fish meal, Terrestrial animal by-products, Fishery by-products etc.) and Plant protein sources (Oilseed plants; Soybean Meal Cottonseed meal/cake, other oilseed by-products, Aquatic plants, Grain legumes etc.)

There are several key components in ingredient assessment including ingredient characterization, ingredient digestibility, palatability, nutrient utilization and functionality. Probiotics and prebiotics are used in Nile Tilapia feed. Probiotics have been particularly useful in the early stages of chick growth since the gut of the newly hatched chick is sterile and administering probiotics through water at this stage helps to build up beneficial bacteria much faster than the normal course. Prebiotics are basically feed for probiotics that are resistant to attack by endogenous enzymes and hence reach the site for proliferation of gut microflora. In order to optimize growth rates and FCR, feeding strategies take into consideration ration size, feeding frequency and duration, appetite, feeding method, and feed monitoring. Feeding strategies need to take into consideration the nutritional requirements of the fish under different culture environments. Specific feeding strategies have been developed for tilapia brood stock, larvae and grow-out. Broadcasting feeding and automatic feeding techniques are used, and the feed response is visually monitored so that feeding is ceased once the fish reach satiation. In general, feeds with 25-35% crude protein (CP) provide required nutrients for Nile tilapia brood fish, which is similar for the grow-out. Diets 34-36% crude protein (CP) give highest growth of Nile tilapia fry (1-5 g size), however, the least cost dietary protein was recommended between 25 and 28% CP. It is generally known that smaller fish consume



more feed per unit body weight compared to larger fish. Nile tilapia feeding strategies also depend on farming systems; extensive, semi-extensive and intensive system. Feed conversion ratio (FCR) is an important indicator of the quality of fish feed, a lower FCR indicate better utilization of the fish feed.

**Keyword;** Crud protein, Ingredient, Feed and feeding, Nile tilapia

### 1. General Introduction

Fish feed is important in fish farming because feed represents 40-50 % of the total variable production costs (Nankervis et al., 2000). In order to enhance aquaculture production, improve food security, and reduce the level of poverty in developing countries, a search for cheap and locally available feedstuffs cannot be over emphasized. Many developing countries are endowed with many by-products from agricultural processing, which are usually not utilized for human consumption, but may have a high potential as fish feed. The main goal of fish nutrition as a scientific discipline is to produce feeds that support good growth rates while maintaining fish health and quality, resulting in a safe and healthy product for the consumer at least cost.

Tilapias are well known to be disease-resistant, reproduce easily, eat a wide variety of foods and tolerate poor water quality with low oxygen levels. Most species will grow in brackish water, and some will adapt to sea water. These characteristics make tilapia suitable for culture in most geographic regions allowing it to become the second most widely cultured fish in the world ( Arrivillaga, 1994).). The production of farmed tilapia has increased from 1,189,959 tons (t) in 2000 to 3,096,935 t in 2009, representing about 8.6 % of total farmed finfish (36,117,880 t) (FAO, 2009). Nile tilapia is, by far, the most important farmed tilapia species in the world (El-Sayed et al., 2005). The production of farmed Nile tilapia reached 2,542,960 t representing about 82.1 % of total production of farmed tilapia in 2009 (FAO, 2009).

The growth of tilapia farming has also resulting in the expansion of nutrient requirement data and improvements in feed formulations. Protein is the most expensive component in fish feeds and plays an important role in growth of fish (NRC, 1993). Previous studies demonstrated that providing properly balanced ratios of protein to non-protein energy in diets can spare dietary protein from energy metabolism and then increase its utilization for fish growth (Wang et al., 2006; Arrivillaga, 1994). However, excessive non-protein energy can reduce feed intake, produce fatty fish and inhibits the utilization of other nutrients. Consequently, an optimal dietary protein to energy ration (P/E) should be taken into account when the fish diet is formulated (Nankervis et al., 2000). Presently, commercial feeds for tilapia often contain lower protein levels (17–25 %) which were considerably below recommended levels to decrease the production cost. At reduced protein levels, there may exist an overabundance of energy which may be reducing the efficiency of commercial diets.

Nile tilapia is known to feed on phytoplankton, periphyton, aquatic plants, invertebrates, benthic fauna, detritus, bacterial films (FAO, 2012) and even other fish and fish eggs. Depending on the food source, they will feed either via suspension filtering or surface grazing (GISD, 2012), trapping plankton in a plankton rich bolus using mucus excreted



from their gills (Fryer & Iles 1972). *O. niloticus* have been observed to exhibit atrophic plasticity according to the environment and the other species they coexist with (Bwanika et al., 2007).

First feeding Nile tilapia juveniles that do not have access to live food display morphological anomalies in their digestive system that reduces their ability to digest, absorb and assimilate nutrients efficiently, resulting in low weight gain that may persist through adulthood (Bishop and Watts, 1995). Early juveniles and young fish are omnivorous, feeding mainly on zooplankton and zoobenthos but also ingest detritus and feed on aufwuchs and phytoplankton.

The Nile tilapia is an omnivore that feeds on both plankton and aquatic plants. It generally feeds in shallow waters, as harmful gases (such as carbon dioxide, hydrogen sulfide, and ammonia) and temperature fluctuations found in deep waters create problems for the physiology of the fish. The Nile tilapia thrives on the warmer temperatures commonly found in shallow waters compared to the colder environment of the deep lake. In general, tilapias are macrophytes-feeders, feeding on a diverse range of filamentous algae and plankton.

The Nile tilapia typically feeds during daytime hours. This suggests that, similar to trout and salmon, it exhibits a behavioral response to light as a main factor contributing to feeding activity. Due to their fast reproductive rate, however, overpopulation often results within groups of Nile tilapia. To obtain the necessary nutrients, night feeding may also occur due to competition for food during the daylight hours. A recent study found evidence that, contrary to popular belief, size dimorphism between the sex's results from differential food conversion efficiency rather than differential amounts of food consumed. Hence, although males and females eat equal amounts of food, males tend to grow larger due to a higher efficiency of converting food to energy.

First feeding Nile tilapia juveniles that do not have access to live food display morphological anomalies in their digestive system that reduces their ability to digest, absorb and assimilate nutrients efficiently, resulting in low weight gain that may persist through adulthood (Bishop and Watts, 1995). The use of live food can therefore reduce the time required to complete organogenesis and the early completion of a functional digestive system thereby maximizing the growth potential of the tilapia fry. The practice of rearing juveniles in smaller ponds or in hapas prior to on growing is universal. Natural productivity in nursing ponds or hapas provides the necessary live food for the growth of tilapia. Organic and/or inorganic fertilizers can be used to stimulate the production of phytoplankton which is the main live food consumed by tilapia during these early stages. Therefore, no specialized separate live food production facilities are needed in the culture of tilapia although there are reports that many tilapia farmers produce zooplankton such as *Daphnia* and *Moina* and use them as supplementary feed for fry and fingerlings for increased production.

### 1.7 Objective

- To understand a feeding habitat, nutritional requirement and ingredients important for Nile Tilapia (*Oreochromis niloticus*)



- To Identify feeding method and feeding rate, feed conversion ratio in different farming systems of Nile Tilapia (*Oreochromis niloticus*)

## **Chapter Two**

### **2. Nutritional Ingredients and feed formulation**

#### **2.1 Source of Ingredient for fish diet**

##### **2.1.1 Animal protein sources**

###### **Fish meal**

Fish meal (FM) has been traditionally used as the main protein source in the aqua feed industry. However, the increased demand for FM, coupled with a significant shortage in global FM production has created sharp competition for its use by the animal feed industry. As a result, FM has become the most expensive protein commodity in aquaculture feeds in recent years (Tacon, 1993, FAO, 2014). Many developing countries have realized that, in the long-run, they will be unable to afford FM as a major protein source in aqua-feeds. Therefore, many attempts have been made to partially or totally replace FM with less expensive, locally available protein sources. A wide variety of unconventional protein sources, including animal proteins, plant proteins, single-cell proteins and industrial and agricultural wastes have been evaluated with respect for their utility in farmed tilapia feeds. Some sources were found cost effective, while others were not. The following evaluation of alternative protein sources will provide farmers and nutritionists with information on their advantages and disadvantages of such feed ingredients as well as their proper inclusion levels in tilapia feeds.

###### **Fishery by-products**

Despite the fact that large amounts of fishery by-products and by-catch are produced annually in the world, little attention has been paid to the commercial use of these by-products for tilapia. The exception is fish silage and shrimp meals, where several studies have considered their use as a FM replacer in tilapia feeds. The results indicated that between 30 to 75% fish silage can be successfully incorporated in tilapia feed, depending on fish species and size, silage source, and diet composition (Fagbenro, 1993; FAO, 2010). It is evident that fish silage has potential as a protein source for tilapia.

The quality of fish silage is affected by the fermentation and/or silaging methods. For example, diets containing formic acid-preserved fish silage produce reduced growth performance of tilapia, presumably due to acidity of the diet and high a proportion of free amino acids in the fish silage. It has been suggested that acidity reduces diet acceptance and affects protease activity in fish guts (Hardy et al., 1983), while free amino acids may depress fish appetite (Wilson et al., 1984). Shrimp meal has also been successfully used as a protein source for tilapia. Blue tilapia (*O. aureus*), and Nile tilapia utilized shrimp head meal at up to 15% and 60% of the diet without adverse effects on their performance (Nwanna et al., 2000 and Daramola, 2000). Moreover, Mansour (1998) and El-Sayed (1998) reported that shrimp meal can replace FM in red tilapia (*O. niloticus* x *O. hornorum*) and Nile tilapia diets, at 50% and 100%, respectively, without significant retardation in weight gain and feed efficiency.



### **Terrestrial Animal by-Products**

Terrestrial animal by-products including poultry by-product meal (PBM), blood meal (BM), hydrolyzed feather meal (HFM) and meat and bone meal (MBM) have been widely used as protein sources for tilapia, due to their high protein content and good EAA profiles (Tacon,1993). However, they may be deficient in one or more of the EAA. The most limiting EAAs in these by-products are lysine (in PBM, HFM), isoleucine (BM) and methionine (MBM, BM,HFM) (Tacon and Jackson, 1985). If these by-products are included in the feed at the proper ratios, the essential amino acid deficiencies can be overcome and the quality of such diets is likely to improve. It was found that hexane extracted MBM or MBM:BM (4:1) supplemented with methionine successfully replaced up to 50% of FM protein in Nile tilapia fry diets. Furthermore, Davies et al., (1989) found that optimum MBM/BM ratios could replace up to 75% of FM in diets fed to *O. mossambicus* fry.

They also found that diets containing MBM or high MBM/BM ratios (3:1 and 2:3) were superior to FM even at a 100% substitution level. Cost-benefit analyses indicated that these sources can be used as single dietary protein sources for Nile tilapia (El-Sayed, 1998). On the contrary, BM and HFM are not efficiently utilized by tilapia due to low digestibility and poor EAA profiles (Bishop et al., 1995).

Terrestrial animal by-product silage has been successfully used as a protein source for tilapia. Belalet al., (1995) fed *O. niloticus* fingerlings (10.8 g) test diets containing 0-20% chicken offal silage (COS), made from chicken viscera, as a replacement of FM. They found that the growth and body composition of fish fed COS up to 20% level were similar to that of fish fed a FM based diet. High inclusion levels of COS should be tested in order to determine the proper inclusion level.

### **2.1.2 Plant Protein Sources**

The major plant dietary nutrient sources, including meals and oils, available in the marketplace can be listed as follows (in order of global production and current market availability):

- cereals, including by-product meals and oils: includes milled/processed cereals (maize/corn, wheat, rice, barley, sorghum, oats, rye, millet, triticale, etc.); by-product meals (corn/maize gluten, wheat gluten, dried distillers grains with soluble, rice protein concentrate, rice bran, wheat bran); and extracted oils (corn/maize, rice);
- oilseed meals and oils: includes full-fat (soybean) and solvent extracted oilseed meals (soybean, rapeseed, cotton, groundnut/peanut, sunflower, palm kernel, copra); by-product meals (soybean protein concentrates, rapeseed/canola protein concentrate); and extracted oils (palm, soybean, rapeseed, sunflower, linseed, cottonseed, olive); and
- pulses and protein concentrate meals: includes milled/processed pulses (peas, lupins) and by-product meals (pea protein concentrate, lupin protein concentrate).

#### **Oilseed Plants:**

##### **Soybean Meal**

Soybean meal (SBM) contains the highest plant protein content and has the best EAA profile, but it is deficient in sulfur-containing amino acids (Met, Lys, Cys), and contains endogenous antinutrients, including protease (trypsin) inhibitor, phytohaemagglutinin and



anti-vitamins. Some of the factors can be destroyed or inactivated during thermal processing (Tacon, 1993).

SBM can be used as a total or partial protein source for farmed tilapia, depending on fish species, size, dietary protein level, SBM source and processing methods. For example, processed, solvent extracted SBM, with or without Met supplementation, successfully replaced up to 75% of FM in the diet of Nile tilapia fry (Tacon et al., 1983), *O. mossambicus* (Jackson and Capper, 1982) and 67% in the case of tilapia hybrids (Shiauet et al., 1989). Supplementing SBM with the deficient EAA did not improve fish growth, and therefore was proven unnecessary (Teshima and Kanazawa, 1988). It should be realized that the quality of SBM (and other plant protein sources) for tilapia depends on the processing methods. SBM germination (Wassefet et al., 1988), and heating reduce, but may not eliminate the activity of protease inhibitors. El-Sayed et al., (2000) found that fullfat SBM contained traces of protease inhibitors even after thermal treatment (at 200°C for 10 min) or soaking for 3 days, leading to an increase in trypsin secretion (to compensate for the reduced activity) in Nile tilapia.

### **Cottonseed Meal/Cake**

Cottonseed meal (CSM) is one of the best plant protein sources for tilapia in developing countries, due to its high availability, relatively low price, good protein content (26-54%, depending on processing methods) and amino acid profile (FAO, 1983). However, it is deficient in some EAA such as Cys, Lys and Met in addition to its high content of gossypol (a phenolic antinutrient) that may limit the use of CSM in tilapia feeds. Results on the use of CSM and CSC (cottonseed cake) indicated that replacement of more traditional protein sources at between 50 and 100% can be effective in tilapia feed, depending on CSM source, processing methods and fish species and size.

### **Other Oilseed by-Products**

Few studies have considered other oilseed by-products, such as groundnut, sunflower, rapeseeds, sesame seeds, copra, macadamia, cocoa cake and palm kernel, despite their good potential as protein sources for tilapia. Jackson et al., (1982) found that rapeseed meal could effectively replace up to 75% of FM protein in *O. mossambicus* diets. On the other hand, Davies et al., (1990) found that only 15% rapeseed meal could effectively replace FM/SBM in *O. mossambicus* diets, while higher levels resulted in poor growth and feed efficiency due to the high content of glucosinolate (antinutrient) in rapeseed. Similar results were reported with respect to the use of macadamia press cake (MC) as a protein source for tilapia (Fagbenro, 1993; Balogun and Fagbenro, 1995).

### **Aquatic Plants**

Several studies have been conducted on the use of aquatic plants in tilapia feeds. Among these plants, the duckweed (family: Lemnaceae) is the most promising. Duckweed can be an excellent food source for tilapia, due to its good protein content (35-45%) and amino acid and mineral profiles. It can be cultivated easily, yielding 10-50 dry mt/ha/year (Lenget al., 1995). Duckweed can be used as a single food source for farmed tilapia



(Fasakin et al., 1999). Skillicorn et al., (1993) reported that when duckweed was used as a single nutritional input for tilapia in earthen ponds, fish production reached 7.5mt/ha/yr. Dry duckweed can also replace up to 50% of the commercial feed without adverse effects on fish performance (Essa, 1997).

Other aquatic plants including Azolla pinnata (a freshwater fern having a symbiotic relationship with nitrogen fixing cyanobacteria (*Anabaena azollae*)), Hydrocotyle reticulata, Coontail (*Ceratophyllum demersum*), Choot-nuu (*Eleocharis ochrostachys*) and Potamogeton gramineus can be used as a partial replacement of standard protein for different tilapia species (Klinnavee et al., 1990). However, these sources should be carefully looked at, since some other aquatic plants such as *Elodea trifoliata* and *Muyriophyllum spicatum* have been reported to reduce tilapia performance.

### Grain legumes

Many leguminous or cereal plants and by-products can be used as partial protein sources for Nile tilapia. Among these, leucaena leaf meal (LLM, 30% crude protein), brewery wastes, corn products (gluten, gluten feed, distiller's grain, co-products), cassava leaf meal, green gram legume, lima bean and leaf protein concentrates are of prime importance. However, most of leguminous or cereal plants are deficient in certain EAA (e.g. Arg, Thr, Iso, His, Met are deficient in LLM) and may contain antinutrients such as mimosine (a toxic non-protein amino acid) found in LLM (Lim and Dominy, 1991). Proper processing of these sources may improve their quality for Nile tilapia.

## 2.3 Characterization and Preparation of Ingredients

Detailed compositional information on test samples of all ingredients to be evaluated is critical. High level of variability between common ingredients is well recognized and this variability can affect the nutritional value of the ingredient and determination of the best strategies to determine the nutritional value of the ingredient ((Jantrarotai, 1993)). As variability can exist within ingredient samples, it is also important that samples are adequately mixed to ensure that what is ultimately evaluated is representative. The preparation of diets and ingredients is also important, as is their long-term storage if they are to provide useful information over extended periods of time.

### 2.3.1 Ingredient Preparation prior to Evaluation

To ensure that any assessment of feed ingredients is undertaken on representative samples, it is important that due consideration is given to the physical preparation of all the feed ingredients with respect to particle size. Fine grinding (200–300  $\mu$ m) is important to ensure homogeneity in the finished diet. This extends beyond the test ingredients to all those used in any experimental diets. Particle size has been implicated as an important factor in affecting the ingredient evaluation process (Wagner and Stanton, 2014). A recommendation of 250  $\mu$ m for maximum particle size was made by the National Research Council (NRC, 1993).

Application of this recommendation has not been widely adopted with a maximum particle size of 600–800  $\mu$ m being more typical (Goddard, 1996). Most studies provide little indication of particle size for any of the ingredients used.



The sample size required will vary according to many factors and every effort should be made to ensure homogeneity of the batch used, irrespective of any samples taken for analysis (Jantrarotai, 1993). Principally, a large enough sample or a number of replicate samples should be taken to account for prospective variation within a batch of an ingredient. The specific sample size required, however, will vary according to many factors (Jantrarotai, 1993). Notably, any intra sample variability can be largely minimized by thorough mixing of the ingredient sample prior to allocation to any diet and should be considered routine practice in experimental diet preparation.

#### **2.4 Evaluation of Ingredient Digestibility**

Modern aquaculture diets are routinely formulated based on the digestible nutrient and energy criteria (Craig and Helfrich, 2002). Measuring digestible energy and digestibility of ingredients and diets simply means measuring that amount of the energy or nutrient that is not excreted in faeces. Energy or nutrients in faeces are clearly unavailable for maintenance or growth and represent one of the major \_losses\_ from intake to tissue growth.

In assessing diet digestibility, the two key methodological approaches are the direct and indirect assessment methods. In the direct assessment method, a complete account of both feed inputs and faecal outputs is required. The digestible value of the feeds is then determined on a mass-balance basis. Unfortunately, this method is fraught with problems, largely because of the difficulty and errors involved with collection of accurate data on feed intake and faecal production. Indirect assessment is the alternative. Here, a representative sample of both the feed and the faeces is required and an indigestible marker is added to the diet. The ratio of the marker in the feed and faeces determines dry matter digestibility and is used to calculate digestibility of energy and other nutrients.

#### **2.5 Ingredient Palatability Assessment**

Formally, palatability is defined as acceptable to the taste or sufficiently agreeable in flavour to be eaten. While there may be strategies to avert or resolve palatability issues of feed ingredients using ingredient processing or feeding stimulants, clearly it is the best if these can be avoided. For research to be clearly categorized as nutritional research it primarily has to be based on the ingestion of nutrients by an organism; therefore one of the key assessment criteria of good nutritional research should be some demonstration of the level of food intake by the target organism. Such an assessment then allows some manner of measurement of a response relative to that feed intake (Ruohonen et al., 2001).

#### **2.6 Feed Additives**

Feed additives of various types are included in small amounts in most feeds to perform various functions. Binders, attractants and preservatives are commonly used in aqua-feeds. The use of feed attractants may not be essential for Nile tilapia, although these are often used in commercial feed formulations. Fishmeal is often recommended as a feeding stimulant in tilapia diet. Moreover, dimethyl- $\beta$ -propiothetin and several organic acids are reported to have feeding stimulatory effects. The composition of practical least-cost vitamin and mineral premixes commonly used for commercial tilapia feeds respectively. At present, due to lack of data, the contribution of endogenous vitamins and minerals



present in the feed ingredients used (or that present in natural food in the pond) are not taken into consideration when adding these premixes into tilapia feeds. However, with more research on the availability of essential nutrients (Wang et al., 2006) the inclusion levels of several vitamins in commercial tilapia feeds may be reduced

### **2.8 Fish feed Attractants**

Colour, smell, odour, taste and flavour of several food and feed stuffs play an important role in attraction of animals towards a particular feed (Kozasa, 1986). New strategies including from the Central Institute for Fisheries Education are being adopted to isolate, purify and utilize the various active principles and chemical ingredients from indigenous plants and traditional herbs as fish attractants in feed. This may help in reducing feed waste and scheduling of feeding frequency.

### **2.9 Probiotics and Prebiotics in Fish Nutrition**

Using probiotics can help build up the beneficial bacteria in the intestine and competitively exclude the pathogenic bacteria (Giriet al., 2002). Probiotic bacteria also release enzymes, which help in the digestion of feed. The concept of using probiotics in animal feed particularly poultry and aquaculture is slowly becoming popular. The common organisms in probiotic products are *Aspergillusoryzae*, *Lactobacillusacidophilus*, *L. bulgaricus*, *L.plantarium*, *Bifidobacteriumbifidium*, *Streptococcus lactisand Saccharomyces cerevisiae*. These products can be administered through water or incorporated in the feed. Probiotics have been particularly useful in the early stages of chick growth since the gut of the newly hatched chick is sterile and administering probiotics through water at this stage helps to build up beneficial bacteria much faster than the normal course. The most important quality parameter of probiotics is that the vegetative or the spore forms have to be viable to be able to multiply in the gut. Secondly they should be resistant to antibiotics, which are administered so that the gut ecology could be maintained.

Hence usage of probiotics is propagated to counter the effect of viral and bacterial infections in commercial aquaculture. The pond probiotics also sometimes contain a special blend of denitrifying bacteria that remove the algae's primary source of food, nitrogen from the water. This drastic reduction in nitrogen concentration makes it difficult for the algae to bloom (Diana et al., 1996). The balance between phytoplankton, zooplankton and beneficial bacteria during culture period play a crucial role in the maintenance of pond health.

## **3. Feeding Method and Strategy**

### **3.1 Feeding Method**

In order to optimize growth rates and FCR, feeding strategies take into consideration ration size, feeding frequency and duration, appetite, feeding method, and feed monitoring. Feeding strategies need to take into consideration the nutritional requirements of the fish under different culture environments. Specific feeding strategies have been developed for tilapia broodstock, larvae and grow-out. Broadcasting feeding and automatic feeding techniques are used, and the feed response is visually monitored so that feeding is ceased once the fish reach satiation (FAO, 2013)



### Hand Feeding (Broadcasting)

In most Nile tilapia farms where pelleted dry or moist feeds are used (either farm-made or commercial feeds), broadcasting by hand is the preferred method of feeding. Being active swimmers, Nile tilapia will readily swim to the edge of the pond or cage where the feed is being broadcasted. Broadcasting is also the recommended method since this allows the farmer to monitor the feeding behaviour and general health of the fish, especially when extruded floating pellets are used.

The success of a dry diet feeding regime is dependent not only on the formulation and manufacturing process used to produce the diet, but also on the method of presentation of the feed to the fish. Fry should be fed at least 8–10 times per day, fingerlings 4–6 times per day, and larger fish 2–3 times per day, 7 days per week. The main advantage of hand feeding is that it is the fish that dictates how much it wants to eat (and not the feeding technician), and by so doing allows the farmer to keep a regular check on fish feeding behavior and health, and water quality. However, in very large ponds, a truck may be used to tow a feeder that blows pelleted feeds over a wider area of the pond to ensure even feed distribution.

### Automatic Feeder

Fish mate automatic pond fish feeder holds food for 21 days. This Fish Mate Automatic Pond Fish Feeder slowly dispenses food over a five-hour period. A large, rotating hopper holds enough food for 21 days. This feeder features an adjustable feed quantity and timing for all fish foods, and is weatherproof. The feeder can be mounted on a pole at the pond's edge, or suspended over the water. It is reliable and accurate quartz timer (Person-Le Ruyet, 1993).

### 3.2 Feeding rate and Schedule Feeding Rates

Correct delivery of food is important to reduce feed waste. Underfeeding can result in loss of production while overfeeding results in feed wastage and can lead to deterioration in water quality. A serious decline in water quality can result in loss of stock and the need for corrective measures (Marek, 1975)

Although the total quantity of feed needed will increase as fish grow, the amount of feed added as a percentage of total fish biomass needs to decrease over time (Person-Le Ruyet, 1993). For example as shown in Table below, feeding rates for Nile tilapia fingerlings of approximately 5 -10 g are 10 - 5% of biomass; for sub-adults of approximately 40 g the daily feed required is from 8 – 3.2 % biomass. Feed twice a day preferably after sunrise (around 7-9 am) and before sunset (around 4-6 pm). Sample the animals every 2 weeks or once a month and recalculate the amount of feed to be given.

**Table 1: Feeding Rate for Nile Tilapia feed 25% protein feed at 24 °C.**

Fish size (g)	Amount of feed	
	(g fish/day)	(% biomass)
5–10	0.5	10.0–5.0
10–20	0.8	8.0–4.0
20–50	1.6	8.0–3.2
50–70	2.0	4.0–2.9
70–100	2.4	3.4–2.4
100–150	2.7	2.7–1.8
150–200	3.0	2.0–1.5

Source: Marek, 1975 (adapted).



### **Feeding schedules**

In the provinces of Guangdong, Fujian, Guangxi and Hainan in China, tilapia are stocked at 30 000-37 500 fish/ha and fed with pelleted feed (28-35 percent CP) two to three times daily at 6-10 percent body weight (BW)/day for fish <100g, 3-6 percent BW/day for fish 100-250 g and 1.5-4 percent BW/day for fish 300-800 g (Lai and Yi, 2004). Under these conditions yields range from 15-20 tonnes/ha at a feed conversion ratio of 1.5-2.0. It is generally known that smaller fish consume more feed per unit body weight compared to larger fish. Recommended feeding schedules for different sized Nile tilapia with expected growth rates are provided by a feed manufacturer. According to (Person-Le Ruyet, 1993) feeding schedule should be noted that Nile tilapia consumes less feed during the colder months of the year in countries where there are substantial seasonal temperature fluctuations.

### **Feeding strategies based on Level (stage) of Nile Tiapia**

#### **Broodstock**

Broodfish nutrition is considered one of the major factors associated with egg and larval quality. Especially, in tilapia that breed at least once a month and incubate eggs in their mouths, levels of nutrients affect frequency of spawning, number of eggs per spawning and the quality of eggs/fry. Various attempts have been made to determine the optimum dietary nutrient levels for broodstock. As commercial feeds are not formulated especially for brood fish, supplementation of various nutrients appears necessary. However, which nutrients or ingredients should be supplemented is not known (Abdelghany et al., 2002). In general, feeds with 25-35% crude protein (CP) provide required nutrients for Nile tilapia broodfish, which is similar for the grow-out. Significant changes and mobilization of free amino acids and lipids take place during embryonic development. In a 60-day trial, females fed a diet with squid meal spawned good quality eggs throughout the spawning season. Groups previously fed without supplementary squid meal diet spawned better with improved hatching rates when fed with squid meal diet within 10 days. Egg quality is affected by a dietary shortage of some fatty acids. A feeding trial with the diets containing 5% oils showed higher seed production from the fish fed with soybean oil diet compared to cod liver, corn, coconut and combination of cod liver and corn oils. Recently, we have found that anchovy and soybean oils are beneficial for clear and green water systems respectively for the seed production.

Among the vitamins, dietary supplementation of ascorbic acid has positive effects on reproductive performance. Based on a tank experiment with *O. mossambicus*, it has been found that ascorbic acid improves the hatchability of eggs, and condition and survival of fry. Vitamin E deficiency causes lack of sexual coloration and reduces reproductive activity in tilapia; however, it has not been properly investigated. In addition, green water fertilized with urea and TSP has been found to contain insufficient P for normal growth, its supplementation is necessary to maintain the quality and quantity of fish eggs throughout the period of seed production.

#### **Fry and fingerlings**

De Silva and his colleagues found that 34-36% crude protein (CP) diets give highest growth of Nile tilapia fry (1-5 g size), however, the least cost dietary protein was



recommended between 25 and 28% CP. Recently focus has been given to use the economic levels of nutrients rather than the levels of dietary nutrients that maximize the growth. As lipids have protein-sparing effects in tilapia fry, about 6-8% lipid is suggested. Soybean oil seems to be the best. A ratio of protein and energy (P:E ratio) is appropriate to express the levels of protein and energy of the diet. For *O. niloticus* fry, ratios of 120 and 75 mg.protein/kcal of digestible energy have been reported as the best for fresh and brackish waters respectively.

Proteins are ultimately degraded into amino acids, which are utilized either as an energy production or for somatic growth. The amount of first-limiting amino acid intake influences effects of others. Emphasis should, therefore, be given to investigate the first-limiting amino acid, as rising in the levels of other amino acids to their optimum levels is wasteful. Minerals and vitamins play important roles on the growth and development of Nile tilapia fry. Nile Tilapia fry are fed with fish meal, rice bran or oil cakes separately or in combination either in powder form or dough. However feeding practices depend on rearing systems. Some commercial hatchery operators in Thailand who use swallow trays in water re-circulatory system feed fine fishmeal (~60% CP) to supply nutrients and initiate feeding. Feeding after yolk-sac absorption seems to be beneficial for the fry but accumulated uneaten feed may create havoc in the system.

The swim-up fry reared in water re-circulatory system are transferred to fine mesh hapas suspended in green water ponds where they are fed with fine fishmeal (~60% CP) mixed with vitamin C (10 g/kg) 4-5 times daily. Methyl testosterone (MT) hormone is mixed (60 mg/kg) and fed for 21 days if the fry are to sex-reverse. Good quality (high protein and palatable) fishmeal is used to ensure required level of hormone intake for the complete sex-reversal of the fry. The feeding rate ranges from about 30% at the beginning to 10% of the fry biomass at the end. If fry are not to sex-reverse, they are fed with fishmeal and rice bran (1:3). Usually nursing of fry begins when the fry attain 0.2-1.0g. Many farmers feed only rice bran 4-5 times daily, some others rely on natural food enhanced with organic/ inorganic fertilizers while others feed small pellets prepared for catfish or shrimp near to satiation.

### **Grow-out**

Diets containing 27 and 35% crude protein have been found suitable for the growth of Nile tilapia reared in water re-circulatory system. From the profitability point of view Nile tilapia farmers may select lower level of the range i.e. 25-27% CP. Absolute protein requirement can also be fulfilled by manipulating feeding rate, however, economic level of which needs to be determined for the specific culture systems. Nile Tilapia is more efficient in utilizing carbohydrates than lipids for energy production compared to other species (Ram,2002). A study has showed that starch based diets are better than glucose based for tilapia. Alpha starch can be a source of short chain fatty acids after intestinal fermentation in *O. niloticus*. Tilapia can synthesize vitamin B12 in their intestines; therefore, they don't need from dietary source. In freshwater, they need Ca, P, Mg and some other minerals, however, information regarding minerals and vitamins are limited. Soybean meal with P supplementation is as effective as fish meal diet in tilapia. Recent study also showed that hemoglobin powder (92% CP) could replace up to 50%



fish meal. Attempts have also been made to utilize housefly maggots, which contain higher levels of 6 out of 10 essential amino acids found in fish and soybean meals. Attempts have been made to produce large size tilapia in various systems as large tilapia fetch higher prices either for export or domestic consumption in most of the countries. In ponds, it has been found that a combination of feed and fertilizers was most efficient in producing large size (500g) tilapia compared to either feeding or fertilization alone. Similar a study has found the most profitable system of growing large tilapia using green water only until the fish reach 100g then using supplementary feed. Recently, Thai farmers have started to grow both black and red tilapias in cages along the rivers, lakes, reservoirs and seas who feed 25-35% CP diet ad libitum to achieve faster growth due to which they look fat and attractive impressing that they are especially grown (Ram, 2002). According Ram (2002); Abdelghany et al., (2002) restricted feeding is recommended for tilapia because availability of gross energy declines with the increasing feeding level and utilization of metabolizable energy for growth in tilapia is constant and independent of feeding level. However, a study at AIT showed that feeding of Nile tilapia at 8 am once-a-day results in low net fish yield compared to twice or thrice daily. As there was no difference between the latter two, twice daily is economic.

### **3.3 Feeding strategies of Nile tilapia based on farming systems**

#### **3.3.1 Extensive system**

Extensive culture systems are characterized by a low level of intervention, i.e. limited feeding and fertilization, low investment capital, and primitive management. In Egypt there are two forms of extensive systems are Howash (enclosures) culture and aquaculture in newly reclaimed lands. Howash are areas enclosed in low-lying grounds and are mostly located in and around the northern lakes. In this culture system fish are trapped during the period when the water table in the area is high. Fish are then left to grow and harvesting is done when the fish reach marketable size after 1-2 years or when the water table is low. In some cases, control of stocking densities, pond fertilization and supplementary fish feeding are performed. Mullet species are most common in this system. Production varies from 150 to 750 kg/ha. The other form of extensive culture relies on the utilization of newly reclaimed land for aquaculture. The primary purpose is to reduce the salinity of the reclaimed land to a level suitable for agriculture by continuous irrigation and drainage while making use of the land in aquaculture. However, this form of aquaculture is temporary (3-4 years) and is terminated once the land is deemed suitable for agriculture. Mugilcapitois preferred specie for its high salinity tolerance commonly encountered in this form of aquaculture.

#### **3.3.2. Semi-Intensive System Feeding Method**

##### **Concepts**

Of the different dietary nutrient pathways currently employed by farmers for the production of fish (and to a lesser extent crustaceans), by far the most common has been the use of semi-intensive feeding methods involving the use of a combined fertilization and supplementary diet feeding strategy.



**Table 2:Feed formulae (ingredient composition) and proximate composition of commonly used farm-made feed (as fed basis) for different life stages of Nile tilapia in semi-intensive farming system:**

Ingredients/proximate composition	Life stages/size class				
	Ingredient composition (%)	Early fry	Fingerling	Grower(in cage)	Grower (in pond)
Cassava starch		15	0	0	0
Cassava meal		0	23	23	22
Coconut meal		0	0	0	30
Rice bran		30	15	20	0
Soybean meal		0	30	25	25
Fish meal		47	25	25	20
Fish oil		5	4	4	0
Dicalcium phosphate		1	1	1	1
Vitamin and mineral premix		2	2	2	2
Proximate composition (%)					
Dry matter		8.03	9.00	9.00	9.01
Crude protein		30.00.00	31.00.00	30.00.00	29.09.00
Crude lipid		10.00	7.04	7.05	4.01
Ash		16.03	12.06	12.08	10.07
Crude fibre		3.08	4.02	4.04	6.00
Carbohydrate		31.06.00	35.08.00	36.03.00	40.02.00
Gross energy (kcal/kg feed)		2 800	2 700	2 700	2 500
Cost (Baht/kg)		15.01	11.03	10.07	8.05
Cost (USD/kg)		0.45	0.34	0.32	0.26

Ingredient composition (%)	Pre-starter	Starter	Grower	Finisher
Fish meal	15.0	12.0	10.0	5.0
Fish oil	4.0	3.0	3.0	2.0
Com	0.0	0.0	3.1	14.9
Rice bran	0.0	24.6	35.0	35.0
Wheat bran	10.0	10.0	10.0	10.0
Cassava	6.7	10.0	10.0	10.0
Soybean meal	62.4	38.5	27.3	21.1
Limestone	0.6	0.7	0.7	0.8
Dicalcium phosphate	1.1	1.0	0.7	1.0
Vitamin premix	0.1	0.1	0.1	0.1
Mineral premix	0.1	0.1	0.1	0.1
Proximate composition (%)				
Crude protein	40	30	25	20
Crude lipid	6	5	4	4
Crude fibre	3.5	4.7	5.2	5.2
Cost (US\$/tonne)	300	250	220	2

Source: Thongrod (2007)



#### 4.1.2.3. Intensive and super intensive

A complete feed that containing all the essential nutrients for healthy fish growth, and formulated specifically for the fish species being reared, is necessary for fish production. Do not substitute other animal feed for fish feed. Even particularly the quality and quantity of protein needed, that must be met to optimize growth of fish. It is recommended feeding a commercial feed of dry, floating pellets so that the feeding activity and health of the fish can be easily observed at the water surface. The size of the pellet should correspond with the size of the fish. Feed the largest pellet that the fish will readily swallow in order to maximize consumption and minimize waste. To keep feed fresh, order only a limited supply and store it in a cool, dry area, free of insects and rodents.

In super-intensive systems, computer controlled automatic feeders are used. A distribution network is installed throughout the fish farm and the feed is sent from the silos to the fish with an air-compressor. No handling is required and the feeding rates and frequencies are managed from a computer. This equipment is often used in closed recirculating fish farms where feeding may be accurately adjusted with the supply of oxygen to the system. The use of demand feeder can complement manual hand feeding of the fish. Automatic feeders can also be set to dispense larval feeds continuously to allow tilapia fry access to feeds throughout the day. Feeding hours should also be constant in order to adjust the fish behavior.

#### 4.3 Feed intake and conversion efficiency

Food conversion is the measurement of how the feed offered is converted into new tissue; that is, how effectively the feed is being used for growth. Generally, rapid growth is accompanied by food conversion efficiency (FCE), while poor growth and low PCE also go hand in hand (Green, 2002).

A food conversion ratio (FCR) is calculated by dividing the dry weight of feed offered in given period of time by the wet weight gain. Food conversion efficiency (FCE) is the reciprocal of Feed conversion ratio converted to a percentage.  $FCR = \text{weight of feed offered} / \text{weight gain}$

$$FCE = (1/FCR) * 100$$

The efficiency by which nutrients and energy are retained from feeds provides a useful assessment of the efficiency of nutrient utilization from diets (Craig and Helfrich, 2002; Green, 2002). To determine this, assessment of the nutrient and energy composition of both the feed and the fish is required on an as fed and live-weight basis, respectively. However, such data can be strongly influenced by animal size, with smaller animals typically being far more efficient at retaining both nutrients and energy than larger fish of the same species. Apparent biological value (ABV) is another parameter often quoted and is largely a derivation of nutrient and energy retention values (Monakov, 2003). Typically, ABV is the retention percentage but on a digestible nutrient basis. In this regard, it provides some assessment of the proportion of the nutrients or energy absorbed from the diet that is actually used for somatic growth. Clearly, for this parameter to be estimated, an assessment of the diet nutrient and energy digestibility is required.



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## IN DR. B. R. AMBEDKAR'S COLUMBIA: A TRAVELOGUE

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At the very outset I thank our honourable Vice Chancellor Prof. Sabiha Bhoomigouda, the Registrar Prof. L. R. Nayak, Finance Officer Prof. R. Sunandamma, the Registrar (Eval) Prof. S. B. Madagi and Dr. Sakpal Hoovanna, Director of SC/ST Cell, Akkamahadevi Women's University, Vijayapura for their valuable support, encouragement and cooperation for this America study tour for five days from 24 July to 28 July 2018.

*“An idea needs propagation as much as a plant needs watering”*

**-Dr. B. R. Ambedkar**

I am very fortunate to visit a land of Hope, Dream, Glory and Success i.e. America where our great soul Bharat Ratna Dr. Bhimrao Ramaji Ambedkar studied and lived for some time. It is his hard work and blessings brought me this fortune to visit America, my dream project.

Dr. B. R. Ambedkar, a great dalit leader, social reformist, political thinker, a lifelong champion of civil rights for downtrodden and founding father of modern India. His struggle and contribution is immense to give social equality and status to the oppressed class in India.

America is a dream land of the world today but Dr. B. R. Ambedkar fulfilled his intellectual thrust to study in America in the year 1913 and completed his post graduation in Political Science and then Ph. D in Economics in 1927. At the age of 22, he went to Columbia University and began to make the intellectual and personal connections that shaped the rest of his life. He experienced what it was to be free- for a time from the stigma of untouchability.

Due to his commitment and vision he could do something to help the subjugated for their better future. He got education to educate dalits in their life and to change their living through education. He believed that education is the only means through which the revolution of the minds can be done. Therefore, he says, “Education is the milk of tigress who will drink he can't stay without roaring”. He is the true leader of the weak, suppressed, victimised and exploited. It is because of his hard efforts a dalit is leading a respectable life today and this sentiment towards Dr. B. R. Ambedkar made me to visit America in general and



Columbia University in particular to witness his presence in his absence even after nine decades.

America is known for its many great things- its History, Politics, Education, Government and Society, Discipline-Constitutional framework, Transportation, Services, Labour and taxation, Resources and Power, Agriculture, forestry and fishing, Economy, Scientific inventions, Intellectual developments, Health and Welfare, Cultural Institutions, Sport, Recreation and what not. They have become mighty power after lot of invasions-internal and external. The thoughts and perspectives of indigenous individuals, especially those who lived during the 15<sup>th</sup> through 19<sup>th</sup> centuries, have survived in written form less often than is optimal for the historian because such documents are extremely rare, those interested in the Native American past also draw information from traditional arts, folk literature, folklore, archaeology and other sources. America is a country with thousand cultures today, it doesn't have its only native indigenous people but it is a mixture of many migrants. America is a symbol of complete freedom irrespective of people from different class, creed, race, gender etc. Many ups and downs have made this country a great super power today.

#### **In Ambedkar's Columbia:**

Dr. B. R. Ambedkar, the revolutionary panther, received a scholarship to Columbia from the Maharajah of Baroda. He earned his MA in 1915 and then obtained his Columbia Ph. D in 1927. In 1952, Columbia presented him with an honorary doctorate for his service as "a great social reformer and a valiant upholder of human rights." In 1995, a bronze bust of Ambedkar was donated to Lehman Library by the Federation of Ambedkarite and Buddhist Organizations of the United Kingdom.

At Columbia, Ambedkar studied under John Dewey, who inspired many of his ideas about equality and social justice. Ambedkar later recounted that at Columbia he experienced social equality for the first time. "The best friends I have had in my life," he told the New York Times in 1930, "were some of my classmates at Columbia and my great professors, John Dewey, James Shotwell, Edwin Seligman, and James Harvey Robinson."

We visited Columbia University, New York on 28 July 2018. We were thrilled to see Dr. B. R. Ambedkar's bronze bust in Lehman Library at the School of International and Public Affairs, Columbia University, New York. It is displayed "as a memorial to remind future generations of the struggle for human rights waged at great cost in the past" The bust of Dr. B. R. Ambedkar personified many of the qualities of spirit, mind and heart which animate the ideals and work of the United Nations. The bust in Columbia University exhibits



that he was a fervent believer, and example, of the innate right of human beings to aspirations and the means to their fulfilment.

The bust has become a stopping point for visiting dignitaries from India and abroad and it marked another step in the growing global footprint of the iconic emancipator. This clearly shows that the Dalit Diaspora is asserting its identity across countries, from North America to Europe to Australia, there is also a growing interest in dalit dimension of emancipation, part of the ‘race and caste’ debate. Being from the socially marginalised Dalit community his rise to such heights is surely acknowledged as something great even today. It’s difficult to find such people in today’s world not only from Dalit community but even from upper-caste community who can equal the unparalleled knowledge that Babasaheb had.

The trend may spread through Indian Diaspora in developed countries. The prestigious Columbia University of USA completed its 250 years of establishment in 2004. To commemorate this event they had built a memorial inscribing a list of 100 pioneering students of this university. This elite list contains names of Dr. Babasaheb Ambedkar, Ex-Presidents of 6 different countries, 3 American Ex-Presidents & some Nobel Prize winners. To arrange the order of names of these very eminent pioneers, the Columbia University had formed a committee of scholars and this committee proposed to place name of Dr. Babasaheb Ambedkar at the top (first). Still today this memorial stands tall and depicts the glory of Dr. Babasaheb Ambedkar & his works. This appeared to me as another great feather to the cap.

### **My Dream**

I am working on Dalit autobiographies for my Ph. D. research and I had a strong wish to visit Columbia University where Dr. B. R. Ambedkar got his Ph. D. and my dream to visit America and Columbia University came true on 28 July 2018. I spent my whole day there in Columbia University and took the blessings of the great father Dr. B. R. Ambedkar and even took an oath to follow at least few of his noble principles in life. It was an exciting experience for me, I got goose bumps when I touched the bust, and it was all a new occurrence as if Dr. B. R. Ambedkar’s soul is still there watching over us. I got supremely motivated by his achievement and credibility; I mustn’t express my happiness in mere words but I can just feel it forever-The Ambedkar’s Columbia.

### **Lincoln’s Memorial and his speeches to the Countrymen**

It was read and heard about Abraham Lincoln’s “Letter to his son’s headmaster” and some more speeches of the great democratic leader and I witnessed ‘His speech to his Countrymen’ in front of my eyes in Lincoln Memorial, Washington DC on 26 July 2018. He talks about social commitment,



life-affirming processes, equality, justice, fraternity and solidarity of America. It was a mesmerising experience to share. I feel immensely happy when I speak about him, a great democrat. It is really a tribute to talk about him because of the unique acts he has performed throughout his life and his character is not at all ordinary but it was of an excellent standard. Some of the speeches and letters written by great people are capable of standing as guideposts to guide us forward in current generation also and to say more intensively than before.

Directly behind the statue of Abraham Lincoln inside the memorial chamber an inscription reads:

In this temple  
As in the hearts of the people  
For whom he saved the union  
The memory of abraham lincoln  
Is enshrined forever

In addition to the inscription behind the Lincoln Statue, two of Lincoln's most famous speeches are inscribed on the north and south walls of the Lincoln memorial.

Lincoln delivered the Gettysburg Address on November 19, 1863 during the dedication ceremony for the Soldiers' National Cemetery. This address was selected for its familiarity to many, but also because it displayed the president's strength and determination to see a successful conclusion to the American Civil War. That successful conclusion meant not just reuniting the nation, but finishing what our founders had started. This nation must be one in which all were "...created equal" was the rule of law and of practice.

Second Inaugural Address was selected for the north chamber of the memorial. This speech, delivered just one month before the conclusion of the Civil War, creates the policy for reuniting the divided states. The re-elected president firmly believed that the northern states should welcome their southern sisters and brothers back into the Union with open arms. But the feeling among many northerners at the end of the Civil War was anger toward the South for having left the Union. Lincoln's willingness to show compassion to the southern people, "...with malice towards none; charity for all," helped quell the hostility among northerners. My great salutations to the greatest democrat Mr. Abraham Lincoln

### **Statue of Liberty**

Before boarding the ferry we had to go through a security checkpoint. Once the ferry arrived at Liberty Island we had to go through a second security screening to be able to enter the monument. This is similar to airport security



procedures and is required. It's a hassle but in seriousness, security is tight and safety is their concern. There are lockers available (fee) to hold your personal belongings. We were able to roam around on a self-guided tour once we were there. Audio tours were available and come in several languages. We climbed the steps to the pedestal... it was amazing to see Lady Liberty this close and take in a sweeping 360-degree views from the pedestal observation deck. The first time we were in New York City [25 July 2018] we were only able to see her from a distance from a ferry tour boat around the Hudson River... even then it was pretty cool to see the statue. We took photos to our hearts content.

The museum had interesting exhibits including the original torch. She was once the tallest structure in New York City and the tallest statue in the world in the 1880's. The height from the ground to the torch is 305 feet. She is an imposing figure! So glad to have a chance to tour Liberty Island on this our first visit to New York City.

The Statue of Liberty remains an enduring symbol of freedom and democracy, as well as one of the world's most recognizable landmarks. Visiting Liberty Island is one of the most rewarding experiences of any trip to New York City. The Statue of Liberty is a big part of American history is on a small island off the shore of New York City. In 1865, a French political intellectual and anti-slavery activist named Edouard de Laboulaye proposed that a statue representing liberty be built for the United States. This monument would honour the United States' centennial of independence and the friendship with France. It was designed by French sculptor Frederic Auguste Bartholdi and built by Gustave Eiffel. The Statue of Liberty is a figure of Libertas, a robed Roman liberty goddess. She holds a torch above her head with her right hand, and on her left hand the date of the U.S. Declaration of Independence "JULY IV MDCCLXXVI" (July 4, 1776). A broken chain lies at her feet as she walks forward. At the feet of the Statue lie broken shackles of oppression and tyranny. The statue became an icon of freedom and of the United States, a national park tourism destination, and is a welcoming sight to immigrants arriving from abroad. Its official dedication ceremonies held on Thursday, October 28, 1886.

### **National Museum of American Indian**

National Museum of American Indian was inaugurated on September 21, 2004; it is called "a living memorial to Native Americans and their traditions" it is meant to display the Native cultures of the Western Hemisphere-past, present, and future through partnership with native people and others. The museum works to support the continuance of culture, traditional values, and transitions in contemporary Native life. It includes the human remains, funerary objects, sacred objects, and objects of cultural patrimony as repatriation to tribal communities.



First great thing about this museum was it was free, being part of the Smithsonian institution. The exhibits were very well arranged, with explanations matching the quality of museum standard. A side exhibit of current sound and visual pieces was interesting and unusual. It was very interesting artefacts and good historical overview of Native American culture.

We visited National Museum of American Indian, Washington, D.C. on 28 July 2018. I was interested in native people; I enjoyed this visit to museum. The outside and interior architecture is amazing. The building itself has history. It used to be the US Customs Building. The museum also has a gift shop where you can buy handcrafted items. I really found it exciting to see the Statue of Liberty created by the dried grass which symbolises the concept of individualism and self-identity. Here I found many Native Americans artefacts. They have created all this to exhibit their native culture which is nowhere influenced by migrated America.

### **National Air and Space Museum**

It is a museum situated in Washington, D.C. it was established in 1946 as the National Air Museum and opened its main building on the National Mall near L'Enfant Plaza in 1976. It the third most visited museum in the world. The National Air and Space Museum is a centre for research into the history and science of aviation and spaceflight, as well as planetary science and terrestrial geology and geophysics. Almost all space and aircraft on display are originals or the original backup craft.

We visited the museum on 26 July 2018. I felt like a little kid on an adventure of a lifetime. Standing at the base staring up at a 74 foot tall rocket looming above me; handling an astronaut's actual space suit; pretending to be a gunner in a virtual reality airplane that rolls 360 degrees: I was giddy with delight!

The Smithsonian National Air & Space Museum is crammed from floor to ceiling with "the world's most comprehensive collection of artefacts representing the great achievements of flight and space exploration." Your jaw will drop at the overwhelming amount of information bombarding your senses: there is no way you can absorb it all in one day. Good thing there is no admission fees; because you'll need to come back multiple times to take it all in. The museum is very interesting to visit! I'm not that into planes and I came out learning a bunch of awesome facts! Security is definitely beefed up at the front. Bag checks and metal detectors were out. They were packed. Either way, it's a wonderfully entertaining and educational museum to go to.



### **The White House (26 July 2018)**

We were just expecting to have a look from the perimeter fence and take a few photos. This is sadly not possible, as it seems that even the president is living in a state of fear; surrounding the White House with layer after layer of security fencing and barricades.

We could only see the White House from one location. The house itself is pretty small by international standards, and seems to be more of a security Christmas tree than a family home. It was overall a very overwhelming experience. The clear great view of the White House. Lots of tourists and awesome voice to hear from all the different languages while viewing the President's home.

The White House is the official residence and workplace of the President of the United States. It is located at 1600 Pennsylvania Avenue NW in Washington, D.C. and has been the residence of every U.S. President since John Adams in 1800.

### **The Niagara Falls**

Niagara Falls is the collective name for three waterfalls that span the international border between the Canadian province of Ontario and the US state of New York. They form the southern end of the Niagara Gorge. It consists of three waterfalls: Horseshoe Falls, American Falls, and Bridal Veil Falls. It is located on the Niagara River. It is famed for its beauty, balancing recreational, commercial & industrial uses and as a valuable source of hydroelectric power.

We visited Niagara Falls on 27 July 2018 and it was a fresh early morning. Niagara Falls is a beautiful natural wonder that everyone should come at least once in their lifetime to appreciate the awesomeness of Mother Nature. There's no reason to not see what these falling water molecules look like. I came on a rainy/snowy day so there were no crowds but it was pretty good. It was thoroughly mesmerizing occurrence to see one of the natural wonders of the world. My first ever experience walking over the Rainbow Bridge from New York only added to my excitement over the Niagara Falls experience. It is just beautiful and an absolute treasure! I love the falls, the trails, the wildlife, and activities to take part in during the warmer months. I always wanted to visit Niagara Falls and was finally close so took a quick day trip to see it. I would recommend going to the Canadian side as I think that you get a better view of the falls. It is very majestic and you don't understand the power of the falls until you are close up. Great time and worth the trip absolutely breath-taking, my brain couldn't process and still can't quite wrap itself around the size, magnitude and beauty of the falls. There's so many ways to view it and I really recommend going once or twice during the day and at least once at night to see it illuminated with fireworks.



### **One World Trade Centre**

One World Trade Centre is the main building of the rebuilt World Trade Centre complex in Lower Manhattan, New York City. It is the tallest building in the United States. It is also called the "Freedom Tower". The building is 104 standard floors high, but the tower has only 94 actual stories. It symbolises the American Spirit of fighting back

Actually I glimpse the Twin Towers of the World Trade Centre in movies or television shows, it still shocks. But this time I saw it from so close distance; I visited or once lived near the Twin Towers. We saw Twin Towers close to our eyes on 26 July 2018, and we witnessed the sun rise and gleam on the mirrored buildings. The glow rose and rose, higher and higher until the two towers were bathed in sunlight. That sight has been burned into memory after all these days.

One World Observatory is the place to go if you want some of the best views of the city no matter what time of day it is. It was definitely crowded, so it was hard to get a photo without other people in it. We preferred to stay down and we could not go up. We enjoyed some other stuff staying back.

### **My Dream Garden-The Central Park**

Central Park is an urban park in Manhattan, New York City. Central Park is the most visited urban park in the United States and one of the most filmed locations in the world. The park was established in 1857. We visited the park on 25 July 2018.

I was pleasantly surprised by my experience at Central Park, a total classic. The scenery is very nice and the park seems to be very well maintained. I didn't realize how big central park was and how different some of the sections look from each other. There are museums that you can visit along the way, food vendors, a zoo with lakes and other cool visuals sprinkled in here and there. Grand Central Park remains one of the highlights during my trip to New York because within the concrete jungle of Manhattan there is this serene oasis called the Central Park, it's really miraculous.

I love spotting squirrels, dogs and walking and you will get all of these things in spades here. I had a little time to kill. Even a view of the park from the outside looking in, seems so inviting away from the hustle of the city. If you need a break from the city, it's well worth. What an absolutely beautiful and serene place! You definitely forget you are in the middle of a crazy busy city. It's relatively quiet and peaceful even when there are a bunch of people around.

### **Wall Street**

Wall Street is located in Lower Manhattan in New York City. It has become a metonym for the financial markets of the United States as a whole. New York City has been called both the most economically powerful city and the



leading financial centre of the world. We visited this street on 25 July 2018. It was very busy street to witness as it attracts people with its The Charging Bull.

The Charging Bull or The Wall Street Bull is a bronze sculpture that can be seen at the bowling green in the Financial District in Manhattan. This is another tourist attraction. It's really difficult for photographers to get some pictures without anyone in the background. It's probably best to visit this spot as early as possible to avoid the crowd. We decided to walk around lower Manhattan after our trip to Liberty. The Charging Bull was on our list of things to see. It was late afternoon and the statue was crawling with people. We had to wait in line to get a picture near the head but also with a dozen other people in the shot. It is an iconic site but hard to get a good photo due to the popularity and ever present crowd. It was certainly worthy of a walk-by.

I came here because I heard this is a popular place that people come here to make some wishes. There are two parts to the bull you need to touch, his horns and his body parts. I am a bit superstitious therefore why not stop by and try and see if my wish comes true. This place is packed with people; it is difficult to take a picture because there are so many people trying to touch the horns and the body parts. It's like an iconic place to make a wish and hope it comes true.

### **Times Square**

Times Square is a major commercial intersection, tourist destination, entertainment centre and neighbourhood in the Midtown Manhattan section of New York City. Times Square is sometimes referred to as "The Crossroads of the World" and "The Centre of the Universe", It is a major centre of the world's entertainment industry. Times Square is one of the world's most visited tourist attractions. There are many shops, and everybody from around the world is here. The lights, the sound of people, the crowded and bustling atmosphere of shoppers and tourists taking pictures, in what is considered as the unofficial capital of the United States of America superpower. The best time to go is after dark around 6pm, the Big TVs and lights literally lit up the whole area. It looks like daytime because of all the intense lighting. It is a cool experience and it is just captivating.

### **Some excellent practices in America**

America, America, America! It is just fabulous country with thousands of wonderful things. What I really liked and admired about America is its life policies. For example: they are known for their honesty, discipline, humanitarian concern, great civic sense, helping nature, simplicity and seriousness in life, commitment towards work, hard work, time management, money management, cleanliness is their priority, rules minded/penalty, love and respect, equality—many races, many genders, many cultures, many tastes, but there is no racial



discrimination, blacks are everywhere—specially in higher positions, Toilet facilities at its best, Security and ID checkups- security is their priority. The most touching thing about Americans is that the principle of Athithi Devo Bhava is truly practised in America.

My stay was for five days in American from 24 July to 28 July 2018 and it was very pleasant and we have learnt many good things-it was a fresh learning experience for me. I have brought life time memories with me, it was so rich. It is true that I spent some good time of my life in the midst of wonderful people with their wonderful culture and mindset. I had heard a lot about America and American spirit towards life and here I got the opportunity to witness that all in America. This trip has educated and motivated me to emerge with thousands of insights. I was there for a week and it was very instructive, transforming, and helpful. I wholeheartedly thank the authorities of the University for the Opportunity and I shall remain grateful to the honourable authorities.

Thank you!