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Ram Krishna Kumar
Editorial......

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

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

Dr.K.VictorBabu
Editor-in-Chief
CHALLENGES FOR TEACHERS IN THE MODERN SCENARIO

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Education plays an important role in the overall development of human beings, school education. School education, in the initial years helps in the formulation of personality of children whereas higher education shapes the children for facing the challenges of life. In order to achieve these objectives, we need professional teachers who are knowledgeable, competent and skilled both in school and higher education. Teachers require professional training on continuous basis for their growth and development. Various commissions and committees also recommended professional training to the teachers. The Secondary education commission (1952-53) stated, “We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher--his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it.”

Teacher holds an important, critical and direct role in making the formal education system effective and bringing out quality products from the system. Teacher education system holds the key responsibility in the making of professionally qualified and competent teachers. An effective teacher must have positive attitude towards teaching as a profession and commitment and dedication towards teaching as a function. A profession is a specialized occupation that involves specific orientation and training. It can be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to
supply skilled service and to advice others for a definite fee or salary. Profession involves the following features.

- A profession is an occupation which performs a crucial social function.
- The exercise of this function requires considerable degree of skill.
- This skill is exercised in situations which are not wholly routine but in which new problems have to be handled.
- Knowledge gained through experience is important and the practitioner has to draw on a body of systematic knowledge.
- The acquisition of this body of knowledge and the development of specific skills requires a lengthy period of higher education.
- This period of education and training also involves the process of socialization into professional values.
- These values are based on code of ethics.
- It is essential for the professionals to have the freedom to make their own judgment with regard to appropriate practice.
- Professional practice is to be specialized and it requires a degree of control over the exercise of professional responsibilities.
- Lengthy training, responsibility and client centeredness are necessarily rewarded by high prestige and high level of remuneration.

TEACHER IN THE ANCIENT PERIOD

In ancient India, teaching was not undertaken for monetary consideration. It was neither a vocation nor a profession. On the contrary, it was the natural duty, a mission of life of the Brahmanical order. Propagation of learning was their social and moral obligation.
Ancient Hindu tradition placed the word teacher at the higher order as, “MatriDevoBhava, PitriDevoBhava, AcharyaDevoBhava” meaning thereby that the first God is mother, the second father and the third acharya or guru i.e. the teacher. Not only this, it was said, ‘Guru Brahma, Guru Vishnu, Guru devoMaheshwara’ i.e. the teacher is the creator, the sustainer and the ultimate liberator. The word guru etymologically meant one who was capable of dispelling ignorance. Gu means ignorance and ru means the one who resisted its march and acharya means the one who is well versed in all the love of knowledge in such a way that it was possible for him to live a life of enlightenment and wisdom. The teachers in such a period not only guided the destiny of nation by giving correct advice to the kings and the council of ministers. Even the kings bowed before him i.e. the guru.

TEACHER IN THE MEDIEVAL PERIOD

During the Medieval period, the Muslim rule in India changed the political context of almost all the social institutions including education. Mosques, temples and Madrasas became centers of elementary education and great institutions, academics and libraries were established for learning. Both Hindus and Muslims did not receive any regular payment for teaching. The centers of learning were supported by public donations, gifts and royal patronage.

TEACHERS IN THE BRITISH PERIOD

The advent of the British rule in India however changed drastically the whole scenario of education and with it changed the status and role of the teacher also. The image of the teacher began to ride on the declining crest. The Britishers introduced a system of English education to be imparted by formal schools run by state or aided by it. in such system of education; the emphasis was laid on content of education rather, than the character building of the learner. Teacher’s
centrality to education was destroyed. He became an employee of a formal institution. His sad plight began to be revealed.

TEACHERS IN MODERN ERA

After independence, teachers’ role originated very challenging one. There were so many responsibilities on the shoulders of teachers.

The plight of India was so pitiable that education system needed to be properly planned and organized. For this purpose, various commissions and committees have been set up by the govt. of India from time to time to review the policies, programs and role of teacher education in the light of the goals of national development and priorities. The Secondary Education Commission (1952-53) viewed that teachers should make efforts so that development of citizenship, vocational efficiency, leadership qualities and personality may be enhanced. Also, education Commission (1964-66) acknowledged that out of all the different factors which influence the quality of education and its contribution to national development, the quality, the competence and character of teachers are undoubtedly the most significant. National Policy on Education (1986) calls for substantial improvement in the condition of work and the accountability of teachers. Indian philosophers assumed teachers as nation builders. A great philosopher Rabindranath Tagore explained, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to an end of his subjects, who has no living traffic with his knowledge but merely repeats his lesson to his students, can only lead their minds. He cannot quicken them.”

MULTIPLE ROLES OF TEACHERS IN HIGHER EDUCATION

The aim of teaching is simple: It is to make student learning possible. To teach is to make an assumption about what and how the student learns; therefore to teach well implies learning about students’
learning. A good teacher can be defined as a teacher who helps the student to learn. He or she contributes to this in a number of ways.

The task of teacher in higher education has so many dimensions: it involves the provision of a broad content of knowledge within which students can locate and understand the context of their more specific studies; it involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts. The teacher still has a crucial and demanding role to play in the process of student learning, by creating a context in which students’ desire and ability to learn can work more effectively. Teachers have to play multiple roles which are as under----

(1) **As a planner** :---(a) The curriculum planner:--- A teacher works as a good planner in an educational institution. Most colleges and universities have education committees charged with the responsibility for planning and implementing the curriculum within their institutions. Teachers employed by the colleges and universities may be expected to make contribution to curriculum planning. Curriculum planning presents a significant challenge for the teacher and both time and expertise is required if the job is to be undertaken properly.

(b) The course planner: --- The best curriculum in the world is effective if the courses which it comprises have relationship to the curriculum to that place. Once this principle is established, the detailed planning is required at the level of individual course or phase of the curriculum. As a challenge, teachers have to keep in mind various principles of curriculum construction for the purpose of progress of educational institutions.

(2) **The information provider**: ---
The lecturer: --- The main responsibility of the teacher is to give information, knowledge as well as understanding of the concept at the stage of their studies. In this respect, the teacher is assumed as an information provider in the lecture context. In the higher education, teachers’ role is to give lecture. Lecture is assumed to be widely used instructional method; this method is mostly used in higher education levels.

(3) The facilitator: --- (a) The learning facilitator: --- Modern education is student-centred. Because of this, role of teacher has become more challenging. Teacher is assumed to be a manager of the students’ learning. The introduction of a problem-based learning with a consequent fundamental; change in the student-teacher relationship has highlighted this change in the role of teacher from one of information provider to one of the facilitator.

(b) The mentor: --- The teacher also plays the role of a mentor. The mentor is not the member of staff who is responsible for the teaching or assessment of the student and he is off-line in terms of relationship with the students. Membership is less about reviewing the students’ performance in a subject or an examiner and more about a wider view of the items relating to the student.

(4) The resource developer: --- The role of the teacher as resource creator offers exciting possibilities. Some teachers possess the array of skills necessary to relent, adapt or produce materials for use within the institutions. The need for learning resource materials is required in many of the developments in education. The new technologies have expanded the formats of learning materials greatly. It is
responsibility of the teacher to develop such resources which may have the impact on students.

(5) **The assessor:** --- The most important task faced by the teacher is to access the students’ competence. Teachers give their own contributions to the assessment process. They frame their own strategies for assessing the performance of students. For the purpose of curriculum assessment, teacher has to access the course and curriculum delivered. Monitoring and evaluating the effectiveness of the teaching of courses and curricula is now recognized as an integral part of educational process.

(6) **The role model:** --- The teacher should be a model or exemplify what should be learnt. Students learn not just from what their teachers say but what they see in practice and the knowledge, skills and attitudes they exhibit. Teacher has a unique opportunity to share some of the magic of the subject with the students. Teachers serve as the role models not only when they teach students and also fulfill their role as teachers in the classrooms, whether it is in the lecture hall or small discussion room.

(7) **Teacher’s sensitivity to students’ needs and problems:** --- One of the most important features of a good teacher is the ability to identify students’ problems and needs. When students are comfortable or at ease with the teacher, they can give their full attention to learning. The good teacher does not place emphasis wholly upon academic achievement but recognizes and appreciates many other types of abilities and leadership qualities in students.

**Conclusion:** --- The teacher will have to shoulder a great responsibility in transforming India into a socially matured,
economically developed, technologically advanced country for making the country strong, prosperous and safe. For this purpose, it is necessary to develop a sound, value based and quality oriented system of education. Teachers should develop a sense of self-confidence, knowledge of self potentials, a skill of efficiency enhancement a tool of self-development etc. So, there is a need of creating an atmosphere of intellectual rigor ensuring freedom for innovations and creating and realizing seriousness of purpose.

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INFLUENCE OF PORNOGRAPHY AND CYBERSEX IN MENTAL HEALTH OF FEMALE YOUTH

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INTRODUCTION

Over the last two decades there has been a significant increase in professional and public awareness of the use of communications technologies in the commission of sexual arousal, both through the consumption and dissemination of pornography and for the purpose of acquiring victims for contact sexual abuse. The market for child and female pornography appears to be huge, with a vast amount of illegal images online and a massive audience motivated to consume it.

Pornography

The types of images or media that are considered pornographic have changed considerably over time. Pornography is defined as any media with sexual activity or nudity that is explicit and has sexual arousal as its main purpose. Perhaps the largest collection of pornography today is on the internet. The character of the pornography is varied, and the content is immense. Sexual chat channels exist that deal with a variety of topics. Pictures are also available in a variety of formats depicting an equally wide range of interests and practices. Pornography involving children, however, has been consistently labeled as obscene, and possession of this type of pornography is criminal. Some case law exists that has set general guidelines on obscene material.

Persons and organizations against the availability and ready access to pornography usually argue such materials are detrimental to social
order leading to rape and sexual assault or other sex related crimes. Many such persons are so convinced in the harmful effects of these materials they believe they ought to be restricted in availability and even made illegal. Others argue, that pornography, although not always leading to physical crimes, contribute to the degradation of women. They claim there is harm to the women who perform sexually, (whether or not they appear to consent to participate in it they are being exploited economically or physically coerced to do so): they claim there is harm to the women who do not participate in it but are denied their own, supposedly non-pornographic, sexuality, because they are encouraged to perform the acts depicted in it by men who are acculturated by it: and they claim harm in the sense that the depicted acts can lead directly to conditions of physical endangerment for all women.

**Cyber sex**

Online sexuality was first seeded as a social force over two decades ago with the release of the first desktop computers and public computer networks in the mid-1980s. The first empirical studies in the field were published in the mid-1990s with the popularization of the Internet.

The term “Internet sexuality” (or OSA, online sexual activities) refers to sexual-related content and activities observable on the Internet. It designates a variety of sexual phenomena (e.g., pornography, sex education, sexual contacts) related to a wide spectrum of online services and applications (e.g., websites, online chat rooms, peer-to-peer networks). If an even broader range of computer networks – such as the Usenet or bulletin board systems – is included in this extensional definition, one speaks of “online sexuality” or “cyber sexuality”. The Internet now plays a central role in the marketing of sex tourism, prostitution, and other forms of offline sex work (e.g., strip clubs).
Online sex provides participants with the opportunity to collect new sexual experiences and engage in sexual activities with a diverse range of partners in a relatively safe and playful setting, behaviors contributing to sexual empowerment. Cybersex is not “disembodied” per se. Sexual stimulation is experienced on a bodily level, and physical attributes and carnal reactions are also symbolically portrayed. Cybersex allows participants to present themselves in a much more favorable light than otherwise possible in face-to-face encounters. By projecting a specific persona in an online setting, individuals who are otherwise unexceptional in real-world settings can experience the lust and desire of others: Any physical handicap can be made disappear; senior citizens can become young lovers; adolescents can be taken more seriously by portraying themselves as older. While age and skin color are frequently altered in online settings, virtual gender swapping is much less common: Only 1% of people regularly switch gender when going online for sexual purposes.

Cyberporn addiction, victimization through illegal online pornography and negative role models in mainstream Internet porn are the most often addressed risks. However, benefits of online porn consumption are increasingly acknowledged.

Aside from the risk of Internet users becoming excessively involved in online pornography and thereby neglecting other areas of life, there is also the danger that they may consume illegal pornography and thereby harm others and themselves. It is indisputable that minors are seriously harmed when they are sexually abused for the production of child pornography. In this connection, the Internet may serve as a medium of distribution that leads to increased demand and, as a consequence, to a larger number of victims.

Mental health is a socially constructed and socially defined concept where different groups, professionals, institutions, and cultures
have very different way of conceptualizing its nature and causes determining what is meant by mental health. Mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses in life, can work productively and is able to make a contribution to his or her community. Multiple social, psychological and biological factors determine the level of mental health of a person at any point of time. The sexual victimization may affect an individual’s mental health and well-being. It may cause variety of psychological problems, those having long term effects upon his/her life. Excessive viewing of pornography as well as other forms of problematic Internet use may interfere with the wellbeing of the individual.

OBJECTIVES OF THE STUDY

- To examine pornography and mental health of female youth victims.
- To explore the impact of cyber sex on mental health of female youth.
- To examine the combined effect of cyber sex and pornography on mental health of female youth.
- To examine and evaluate the role of CBT/Supportive psychotherapy on female youth.

METHOD

PARTICIPANTS

The participants for the investigation included five females aged above 17 years from Calicut and Thrissur districts of Kerala. The purposive and accidental sampling methods were used to select the participants for the study. Samples were undergone in-depth analysis. The participants were from different socioeconomic background. Their age groups were ranging from 18-32 years.
MEASURES

Case study and counseling were carried out. In counseling, CBT (guided discovery, examining the evidence, reattribution, turning adversity to advantage, self instructional training, self motivation, activity scheduling, relaxation and breathing exercise, and anger management method) and supportive psychotherapy were used.

METHOD OF DATA COLLECTION

- Measures used were case study and counseling.
- The participants who were willing to undergo treatment were met the investigator.
- Qualitative analysis was employed to collect the data.

RESULTS AND DISCUSSION

Case analysis and counseling were carried out.

CASE STUDY I

The participant, S is 23 years old unmarried, engineering student. She considers herself as a worthless, dirty creature. She had history of childhood sexual abuse from her relative. While her adolescence time she had lot of affairs and also sexual relation. She couldn’t control her emotions and arousal. She used to watch pornography with her lovers and later she continued it through Internet and mobile phone. She couldn’t stop this addiction on internet and mobilephone. She has very good relation with father, but hates mother. When she approached the researcher, her request was to help her to drop all her relationships. But she knew that she couldn’t stop that behavior. Technique of Cognitive Behavior Therapy called guided discovery was helpful to explore cognitions related to her problem. Supportive therapy helped her to improve her learning styles and self esteem. But the therapist was not able of assessing the effectiveness of
the therapy, because the client discontinued the therapy after the second session.

**CASE STUDY II**

Ms. G, 18 years old graduate student, she is from a low socioeconomic family. She was having multiple relationship and sexual relationship with some of them. She was enjoying mobile chat and wandering with them. She got addicted to mobile phone and internet. She used to do all these things as revenge against her parents. She didn’t consider it as a problem and she told that it was a normal behavior in her age and it would be changed when she is mature. She was a victim of child abuse, one of her neighbor sexually abused when she was eight. Methods of cognitive therapy like relaxation exercise, guided discovery, examining the evidence, reattribution and anger management were found to be effective. She had showed improvement in her behavior, but after the fourth session, she discontinued the therapy.

**CASE STUDY III**

Mrs. M, 23 year old married woman. She is a house wife, having a son and her husband is in abroad. When she was fourteen she used to watch pornography in her cousin’s mobile phone. One day, while she was watching it, he raped her; it was repeated several times. She reported that her uncle tried to abuse her when she was only five. She also had relationship with other two persons. After her marriage, she maintained these relationships. When she felt guilty to cheating husband she avoided them. But one of them threatened her by showing her photos and videos. She was refused to accept the ways therapist had suggested. Guided discovery was found to be effective. She discontinued the session when she was asked to bring her significant persons. So the therapist couldn’t assess the effectiveness of the therapy.
CASE STUDY IV

Mrs. H, 36 years, is a housewife, having two daughters and her husband is a businessman. She was raped when she was seventeen by her sister’s lover. He abused her by threatening her that he had her naked pictures. She wanted to break up that relationship, but afraid of that person’s threatening. The client accepted the suggestions made by the therapist and she dropped out that relationship. Guided discovery, turning adversity to advantage, and supportive psychotherapy were found to be effective. She showed improvement in her relationships and activities. After three sessions client discontinued the therapy.

CASE STUDY V

Ms. R, 25 years, is working as a teacher in primary school. She is from a middle-class family, has father, mother, and a younger sister. She had an affair and that person brought her to his friend’s home and he and friends raped her. Before this incident, several times her lover tried to show her porn videos. After that incident she had many physical and psychological problems, also she attempted suicide. After taking treatment her condition got improved. But her lover again called her and threatened her. It made her mental and physical condition worse. The client was very cooperative and she accepted the suggestions made by the therapist. She had solved her problem. Cognitive Behavior Therapy method such as guided discovery, relaxation technique and also supportive psychotherapy was found to be effective. Client showed improvement in all areas including psychological and physical well-being. She had started interacting with her neighbors and students and also she enjoyed with her students.

GENERAL DISCUSSION

The distress identified in clients is not only due to watching pornography and abuse of mobile phone and internet, its impact on their life, but it also depends on their uncontrollable arousal. That is,
the client is not able to control their arousal state appropriately. It is not practical to pinpoint that certain techniques are only needed to manage clients with uncontrollable arousal to watch pornography and engaging in cybersex but it depends of the discretion of the therapist to select different methods in the psychotherapy according to the requirements, conditions and comfort of the client. In this study, the therapist basically tried to implement techniques of Cognitive Behavior Therapy and supportive psychotherapy. Whenever it was found necessary to take the significant persons as a part of therapy, they were counseled accordingly.

When the client lost confidence in herself, they were confused about their future life, dipped in to depressive and distressful mental state, and found herself to be inert, the client requires information, reassurance, suggestions, and most of the time encouragement to enhance the self confidence. Thus the techniques of supportive therapy play a major part in these situations. This is also useful and has an important role when the therapist cannot do an active treatment during the adverse condition of the client. The therapist emphasizes the strengths of client and acknowledges accomplishment of the client. She also helps her for catharsis. It was seen that support intervention programs provided in an individual basis provided information regarding rape, pornography and cybersex, physiological and psychological effects, treatment, relaxation training helped in reducing depression, anxiety, and increasing their confidence.

From the analysis, researcher can understand that three of the participants had the history of abusing mobile phone and internet and also watching pornography. From the case analysis, it is clear that there is a link between exposure to pornography and sexual victimization. Three of the victims reported that they were exposed to pornography before the physical relationship. Pornography increases the likelihood of the sexual victimization. Later these clients also
watched pornography in a daily manner through Internet and mobile phone also their lovers provided it. Studies also supported the relationship between pornography and victimization. Fishbach and Malamuth (1978) suggest a link between exposure to violent pornography and sex crimes against women, and their position that has been validated by others.

The central issue in the relationship between the sex crimes and exposure to pornography is the long term effect that this exposure may have on a person. Long-term effects have yet to be found in the research done by serious social and behavioral scientists. It may be that “exposure to violent pornography does not necessarily cause such callous attitudes, but may simply reinforce and strengthen attitudes that people already hold” (Conklin, 1989). Exposure to sexually explicit materials does not, in itself, foster negative attitudes or behavior in men’s relationship with women. But there is some evidence that repeated exposure to pornography, coupled with violence, may decrease inhibitions for some and lead to victimization (Donnerstein, Linz, & Penrod, 1987).

Marshall (1988) found that rapists reported frequent use of pornography prior to committing rape because it provided them with a script of action. Heilbrun and Seif (1988) found that men who viewed violent, erotic pictures of women in physical distress and in bondage found them more sexually stimulating than pictures of a female model displayed in a more positive setting.

Many believe that exposure to pornographic materials leads a person to commit sex crimes against women. Russell (1998) voiced grave concern that a direct and causal relationship between pornography and sex crimes against women.

Internet and mobile phone also makes many problems to them. They were spending lot of precious time for texting, chatting and also
offline sexual activities. And were got trapped and cheated by people with whom they have had affair within mobile phone and internet. Females experience sadness, guilt, loneliness, and anger.

Aside from the risk of Internet anxiety once they got cheated by whom they have trusted so much. Some attempted and others committed suicide due to the cheating of their lovers. Users becoming excessively involved in online pornography and thereby neglecting other areas of life, there is also the danger that they may consume illegal pornography and thereby harm others and themselves. It is indisputable that minors are seriously harmed when they are sexually abused for the production of child pornography.

Comparing with offline pornography, online pornography is primarily consumed by individuals in moments of solitude. However, both forms of pornography are also used to a certain extent by couples and groups of friends. The main reasons provided for the voluntary use of pornography are: Curiosity, sexual stimulation, masturbation, and enhancement of sex life with partners.

Physical and psychological risks associated with the use of the Internet have been identified. Abuse of the Internet may be correlated with psychological impairment including social withdrawal/alienation, dysfunction in interpersonal and romantic relationships, and loss of occupational/educational productivity.

If any relationship problems were presented, or if the client is so distressed that she needs constant monitoring or help to do the activities that leads to the solution of her problem or in order to enhance the mood of the individual, instructions should be necessarily given to the significant persons.

The main problem faced during the therapy was the discontinuation from the part of the client. The reasons behind this were fear of the response from the significant persons, refusal to break
up the abusing relationship etc. This makes the therapist to incapable of to assess whether the therapy was effective or not. Further improvement also could not be done.

**IMPRESSIONS OF THE STUDY**

- Female youth, enjoy and making new friends in online.
- Pedophiles abuses internet for finding victims and uses deceptive techniques.
- Internet abuse decreases social engagement.
- Online pornography consumed for moments of solitude.
- Very uniquely integrated forensic investigative measures required to deal with the current and future challenges.
- Females were got trapped and cheated by people with whom they have had affair within mobile phone and internet.
- Females experience sadness, guilt, loneliness, anger, anxiety once they got cheated by whom they have trusted so much.
- Some attempted and others committed suicide due to the cheating of their lovers.
- The study revealed high dependence of female youth on internet and mobile phones.
- They spent long hours in browsing, texting and chatting.
- Female youth, enjoy and making new friends online.
- Female youth used to watch pornography in a daily manner.
- Females are watching pornography through Internet and mobile phone and also it is provided by their lovers and friends.
- Female youth enjoys watching pornography with their lover.
• Exposure to pornography makes different attitude towards women in males.

• Pornography increases the likelihood of aggression and also it affects the morality of the individual.

• Pornography boost up the sexual behavior and it leads to the sexual abuse.

• Increased exposure to pornography affects society as a whole.

• Women has negative attitude towards themselves after the exposure of pornography.

References


THE CONUNDRUM OF LITERACY AND SKILLS IN RURAL AREAS OF ANDHRA PRADESH

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Difference in the Growth Rates of Rural and Urban Population

Let me first begin with the population growth rate. An analysis of the decadal growth rates between rural and urban areas between 2001 and 2011 delineates an interesting picture (table-1).

Table-1: Decadal population Growth Rates in Rural and Urban Areas in Andhra Pradesh(2001 and 2011)

<table>
<thead>
<tr>
<th>Growth Rate in Percentages</th>
<th>Rural Areas</th>
<th>Urban Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>Visakhapatnam, Krishna and Y.S.R. Kadapa</td>
<td></td>
</tr>
<tr>
<td>0-5</td>
<td>Srikakulam, Vizianagaram, East Godavari, West Godavari, Guntur, S.P.S. Nellore and Chittoor</td>
<td></td>
</tr>
<tr>
<td>5-10</td>
<td>Prakasam, Anantapuramu and Kurnool</td>
<td>West Godavari</td>
</tr>
<tr>
<td>10-15</td>
<td>East Godavari</td>
<td></td>
</tr>
<tr>
<td>15-20</td>
<td>Vizianagaram</td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>Guntur and Anantapuramu</td>
<td></td>
</tr>
<tr>
<td>30-40</td>
<td>Visakhapatnam, Krishna and Kurnool</td>
<td></td>
</tr>
<tr>
<td>40-50</td>
<td>Prakasam and S.P.S. Nellore</td>
<td></td>
</tr>
<tr>
<td>50-60</td>
<td>Srikakulam and Chittoor</td>
<td></td>
</tr>
<tr>
<td>Above 60</td>
<td>Y.S.R. Kadapa</td>
<td></td>
</tr>
</tbody>
</table>

In Andhra Pradesh, rural areas of three district viz., Visakhapatnam, Krishna and Y.S.R. Kadapa experienced negative growth rates of population, seven districts (Srikakulam, Vizianagram, East Godavari, West Godavari, Guntur, S.P.S. Nellore and Chittoor) experienced positive growth rate of less than 5 percent, and only three districts (Prakasam, Anantapuramu and Kurnool) experienced growth rate between 5 and 10. In contrast, urban areas of 5 districts (Guntur, Anantapuramu, Visakhapatnam, Krishna and Kurnool) experienced growth rates ranging between 20 and 40 per cent in population, and another 5 districts (Prakasam, S.P.S. Nellore, Srikakulam, Chittoor and Y.S.R. Kadapa) experienced growth rates of above 40 per cent, this clearly indicates the skewed growth rates of population between rural and urban areas.

The said scenario, naturally, calls for an explanation. More so because, when no difference in fertility is observed between rural and urban areas of the districts, the growth rates should have been same for both rural and urban areas. The only reasonable explanation for the current scenario, no doubt, is migration from rural areas to urban areas.

Next logical question is why so much of migration. Either absence of livelihoods or only subsistence nature of available livelihoods in rural areas must be the major reasons for migration of people from rural to urban areas and for such population growth in urban areas.

Another point to note in this context is voluntary adoption of state supported family planning measures since generations to control population explosion. No doubt, we succeeded in arresting the overall population growth to a significant extent by adopting those measures. But this Tsunami of population growth in urban areas is in spite of
those family planning measures. This means, there is no other alternative, except to live with unprecedented growth in urban population. This in the end, results in competition and conflict between original urban population and rural population migrating to urban areas for livelihoods available in urban areas.

Difference between Rural and Urban areas in Literacy Levels

Second important point that needs a close look is employable skills of migrating population. In understanding the skill levels, rate of literacy serves as a passable tool. For example, to secure a white collared employment in urban areas, suitable educational qualification is an essential condition. Further, the persons seeking employment in urban areas need thoroughly different skills as compared to the skills needed in rural areas. To understand the difference in literacy levels between rural and urban areas a comparative picture needs to be mapped (table-2).

Table-2: Comparative Picture of Rural and Urban Literacy Rates-2011 (in percentage)

<table>
<thead>
<tr>
<th>District</th>
<th>Rural</th>
<th>Urban</th>
<th>Difference between rural and urban areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Srikakulam</td>
<td>59.08</td>
<td>78.90</td>
<td>19.82</td>
</tr>
<tr>
<td>Vizianagaram</td>
<td>54.35</td>
<td>78.71</td>
<td>24.36</td>
</tr>
<tr>
<td>Visakhapatnam</td>
<td>54.52</td>
<td>82.01</td>
<td>27.49</td>
</tr>
<tr>
<td>East Godavari</td>
<td>67.97</td>
<td>81.12</td>
<td>13.15</td>
</tr>
<tr>
<td>West Godavari</td>
<td>72.46</td>
<td>81.47</td>
<td>9.01</td>
</tr>
<tr>
<td>Krishna</td>
<td>68.98</td>
<td>82.09</td>
<td>13.11</td>
</tr>
<tr>
<td>City</td>
<td>Literacy</td>
<td>Theoretical</td>
<td>Employment</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Guntur</td>
<td>62.53</td>
<td>78.56</td>
<td>16.03</td>
</tr>
<tr>
<td>Prakasam</td>
<td>59.72</td>
<td>79.04</td>
<td>19.32</td>
</tr>
<tr>
<td>S.P.S. Nellore</td>
<td>64.01</td>
<td>81.51</td>
<td>17.50</td>
</tr>
<tr>
<td>Chittoor</td>
<td>67.86</td>
<td>83.03</td>
<td>15.17</td>
</tr>
<tr>
<td>Y.S.R. Kadapa</td>
<td>63.68</td>
<td>75.95</td>
<td>12.27</td>
</tr>
<tr>
<td>Anantapuramu</td>
<td>59.85</td>
<td>75.56</td>
<td>15.71</td>
</tr>
<tr>
<td>Kurnool</td>
<td>56.16</td>
<td>73.57</td>
<td>17.41</td>
</tr>
</tbody>
</table>

**Source:** Statistical Abstract-2011, Bureau of Economics and Statistics, Government of Andhra Pradesh, Hyderabad  
(The details in fourth column are arrived based on second and third columns)

Based on the Census-2011 data, a vast difference exist between the literacy levels of rural and urban areas, about 15 percent in aggregate, which serves as a remainder to the concerned, indicating the failure of the state in improving the literacy rates in rural areas.

**Difference between Rural and Urban Areas in Employable Skills**

The third and most important dimension of the conundrum is absence of employable skills. According to many a saint, ‘end of education is character’, but in the modern world, it is essential to note, ‘end of education is skills’. The rural youth migrating to urban areas can hardly identify themselves with such employable skills like reading skills, listening skills, comprehensive skills, subject skills, communication skills, competing skills, life skills, leadership skills, survival skills, etc.
It is important to note that, in this context that, a large chunk of rural youth is mere literate, rather than skilled. The reason for unskilled literacy is not difficult to delineate. Moreover right to education was an old slogan. In the competitive world right to quality education is the need of the hour.

No public exam until a pupil reaches 10th class caused a criminal neglect in classroom teaching and school education system. The practice of not allowing the teachers to resort to a strict while teaching is no doubt a good practice. But at the same time, the sticks were left with chief minister, education minister, education secretary, district collector, district education officer (DEOs) and mandal education officer (MEOs) to warn the teachers to improve the pass percentage in 10th class. Comparison of pass percentage between districts forced the district collectors to use the stick against the DEOs to improve the pass percentage in their respective districts. Similarly, while comparing pass percentage between mandal DEOs use the stick against the MEOs to improve the pass percentage in respective mandals. Likewise, comparison of pass percentage between schools forced the MEOs to use the stick against the Head Masters to improve the pass percentage in their schools. Since Head Masters had no stick. They have no other go except to request the teachers to improve the pass percentage. Teachers had no other easiest shortcut method of improving the pass percentage except awarding pass marks liberally even to the undeserving candidates. This caused a great loss to pupils in acquiring necessary skills at the school level. State run schools are the worst affected in this context. Once school education is completed without knowing the relative importance of different courses offered at intermediate level, parents and their wards have passion for science courses which is a stumbling block for their further studies.

Memory based exam system too contributed for lack of most essential skills among the children. Urban children are better placed
with regard to, at least, some of the skills. English Medium schools, corporate schools and colleges, educated parents, tuition or supporting education facilities, exposure to print and electronic media help them to acquire certain currently relevant skills. In addition to absence of skills, the youth migrating to urban area are ignorant of absence of skills among them, available opportunities or the functional skills necessary for a particular job.

But it must be remembered that, unless the youth migrating from rural areas are offered the scope to acquire skills, along with basics, their employability and sustainability in urban areas remain a far cry. It is in this context, I have the following suggestions to offer. Childhood is the best age to imbibe all those necessary skills. Further, I tried to list out some of the ways and means of promoting skills among school going pupil by adopting some of the models delineated below. As all of you know without proper foundation a building may collapse within no time. Likewise, without basic knowledge at the school level, the children may not evince any interest on further learning due to certain inhibitions which he may not openly admit.

**Reading Skills**

Good-reading habits remain the best method of promoting different skills among children. However, since exam-forced reading has become a necessary evil in modern education system, which haunts the children on day-to-day basis, good reading habits find no place in their academic curricula. So to begin with steps need to be taken for promoting good reading habits. Here promotion of good reading habits indicates reading of such books that encourage them to ‘read and enjoy’, based on the context, incidents, characters, excitement, morals, etc. Stories of Mahabharata, Ramayana, Bible, Quran, Chinnayasuri, Bhatti Vikramarks, Baghdad, Alibada, Cinderella and many other fairy tales from different corners of the world not only helps in promoting
good reading habits but also imbues some of the essential skills among the children. Seven important activities have been identified for promoting good reading habits among the children, with each of the activities having three steps. Since school going children are the best bet, the activities suggested below may be taken up at high school level.

**Activities and Steps in Promoting Good Reading Habits**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Step-1</th>
<th>Step-2</th>
<th>Step-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting Reading Habits-1</td>
<td>Identifying stories, incidents, lives, etc. that promote reading habit among the children</td>
<td>Identifying those story books that are written in good English – words, spelling and grammar</td>
<td>Procuring of such books from the best publishers (National Book Trust offers some of the best books)</td>
</tr>
<tr>
<td>Promoting Reading Habits-2</td>
<td>Dividing students of a class into Teams with each Team having 10 students; conducting Quiz Competition between them</td>
<td>Giving same story book to each of the ten students</td>
<td>Encouraging students to thoroughly read the book for two or three days (only 10 pages for each quiz); Pages can be increased as skills are found improving</td>
</tr>
<tr>
<td>Promoting Reading Habits-3</td>
<td>Sub-dividing the ten students into two Teams of five each</td>
<td>Quiz master preparing the questions, covering spellings, places</td>
<td>Conducting Quiz Competition between the two teams (questions from ten pages)</td>
</tr>
<tr>
<td>Promoting Reading Habits-4</td>
<td>Incidents, characters, animals, etc. from the earmarked pages of the book</td>
<td>Only)</td>
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<td>---------------------------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Promoting Reading Habit-5</td>
<td>Giving the Awards in the Morning Prayer Meeting</td>
<td>Offering the prizes of everyday use - lunch boxes, shoes, watches, caps and shirts</td>
<td>Encouraging the winners to use the prizes while coming to school, which encourages other students gain inspiration to read more</td>
</tr>
<tr>
<td></td>
<td>If all the Teams in the class are covered in 30 days, such Quiz Competitions within a class offers each student an opportunity / encourages to read same pages more number of times. At a rate of 30 days, about 10 rounds of Competitions can be completed in each class. If this is done from 7th class onwards, it helps every students:</td>
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<tr>
<td></td>
<td>• Participates in 15 Competitions in one year;</td>
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<td></td>
<td>• Gets a chance to read all the story books of importance;</td>
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<tr>
<td></td>
<td>• Helps overcome the fear of English language;</td>
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<td></td>
<td>• Promotes the habit of use of dictionary</td>
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<td></td>
<td>• Learns spellings without additional effort;</td>
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<tr>
<td></td>
<td>• Starts using English words and sentences more</td>
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<tr>
<td>Promoting Reading Habits-6</td>
<td>Advantages of the above Quiz Competitions are:</td>
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<tr>
<td></td>
<td>• Every student participates in competition;</td>
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<td></td>
<td>• It involves no exams, no papers for</td>
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<tr>
<td></td>
<td>corrections and no burden of carrying</td>
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<td></td>
<td>answer scripts home;</td>
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<tr>
<td></td>
<td>• Only Quiz Master has to prepare the</td>
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<td></td>
<td>questions from the book and conduct the Quiz;</td>
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<table>
<thead>
<tr>
<th>Promoting Reading Habits-7</th>
<th>Requirements include:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Identifying 10th</td>
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<td></td>
<td>standard English story</td>
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<td></td>
<td>books written in good</td>
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<tr>
<td></td>
<td>grammar;</td>
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<tr>
<td></td>
<td>• Procurement of 15</td>
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<tr>
<td></td>
<td>copies each of</td>
</tr>
<tr>
<td></td>
<td>identified 10 books;</td>
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<tr>
<td></td>
<td>• Procurement of 100</td>
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<td></td>
<td>English-Telugu</td>
</tr>
<tr>
<td></td>
<td>dictionaries;</td>
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<tr>
<td></td>
<td>• Identifying a Teacher</td>
</tr>
<tr>
<td></td>
<td>who can maintain a</td>
</tr>
<tr>
<td></td>
<td>record of issue of</td>
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<tr>
<td></td>
<td>books and dictionaries</td>
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<tr>
<td></td>
<td>to students;</td>
</tr>
<tr>
<td></td>
<td>• Instructing the</td>
</tr>
<tr>
<td></td>
<td>students not to use</td>
</tr>
<tr>
<td></td>
<td>pen or pencil in using</td>
</tr>
<tr>
<td></td>
<td>the book (very</td>
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<tr>
<td></td>
<td>important);</td>
</tr>
<tr>
<td></td>
<td>• Honorarium to the</td>
</tr>
<tr>
<td></td>
<td>Teacher maintaining</td>
</tr>
<tr>
<td></td>
<td>the books;</td>
</tr>
<tr>
<td></td>
<td>• Honorarium to Quiz</td>
</tr>
<tr>
<td></td>
<td>Master;</td>
</tr>
<tr>
<td></td>
<td>• Finance to procure</td>
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<tr>
<td></td>
<td>books;</td>
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</tbody>
</table>
Subject Skills

No doubt, subject skills among the children alone provide a chance of survival in this competitive world. But not many students accomplish necessary subject skills, even when they secured 90-99 percent marks in exams. Every student is being forced to secure 90-99 percent marks but not even 10 percent of the subject skills. Nobody realizes that, the subject skills of science, mathematics, social and English, especially grammar, of previous classes helps in moulding the essential academic character for the subsequent classes, and finally character for the subsequent life of students. Again nobody realizes a simple fact that, searching for a job without subject skills is like ‘searching for a black cat in a dark room where there is nocat’ to use a popular phrase. The subject skills can be imbues among the students by adopting the following steps.

- Promoting good reading habits;
- Encouraging to read only text books;
- Encouraging to understand every word, every sentence, every concept and every paragraph of the text book;
• Grouping of students and conducting Quiz Competitions in the classroom subjects;

• Spending more time teaching the introduction of each chapter and philosophy behind including a particular chapter and formulae in Mathematics, instead of teaching mere problem solving formulae;

• Spending more time in practicing English spelling, phonetics, grammar and sentence construction in the classroom;

• Encouraging to understand the science behind each of the science topics; and

• Adopting similar steps with regard to other subjects.

Spoken English Skills

Spoken English is the most important ‘employability skill’ in modern days, and this skill needs to be seen through the prism of employment. An undeniable fact of life is either employment or growth in employment or leadership in employment comes only to those who can communicate in English, more so in software industry and managerial industry, the only sources of employment at present. Next logical question is, why spoken English. The issues that need to be remembered in this context are:

• In public sector, competitive exams are conducted in recruitment, but not many opportunities of employment are available in public sector;

• In private no competitive exams are conducted, and recruitments are carried out based on the performance of the candidates in interviews;
Private companies never recruit persons based on the percentage of marks secured in University degrees but do so based on brains and skills of the candidates;

Unless one has the capacity to present his / her subject skills, managerial skills, communication skills, inter-personal skills, leadership skills and life skills in a nutshell, that too effectively, within the limited time offered in an interview, no industry recruits a candidate; and

While in employment too, spoken English helps in the survival and in further achievements.

No doubt, there are multiple sources for improving Spoken English skills. First source, no doubt, is the spoken English institutes located in towns and cities. But most of the institutes employ unskilled staff with a view to minimise the salary purse. Such institutes serve no purpose as they concentrate on words like ‘yaa, nope, alright, that is fine, absolutely correct, nice to meet you, nice to see you, etc’ and offer only minimum skills. Those who recruit better staff, automatically, price their services beyond the purse of the common man.

It is important to note that, spoken English is more difficult as compared to written English. In the case of written English there always exists a chance to correct even after one completes his/her entire idea. But no such liberty is possible in spoken English. Once an interviewee utters a word or a sentence, that is final, and no corrections are possible. In addition, the interviewer does not wait until the interviewee corrects his sentence. Interviewer always runs through the questions, expects answers to come in the similar speed. Hence, it is necessary to provide each student with the capacity to present his/her subject, managerial, communication, inter-personal, leadership and life skills in a nutshell in an effective manner within the limited time offered in an interview.
Spoken English skills acquired at school level are expected to offer them all the necessary ingredients. But a phobia of ‘English is difficult to understand, speak and write’ stands in the way of acquiring necessary skills. Steps that may be of some use in overcoming the phobia and in promoting spoken English skills are:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Area</th>
<th>Overcoming fear phobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken English Promotion-1</td>
<td>Spelling practice</td>
<td>Step-1: Identifying words from respective English text book, as well as English words for important terms from other books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step-2: Writing on the blackboard and asking the student to memories by multiple readings and writings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step-3: Removing the word from blackboard and asking the student for spelling</td>
</tr>
<tr>
<td>Spoken English Promotion-2</td>
<td>Phonetic practice</td>
<td>Step-1: Identifying words from respective English text books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step-2: Adopting vocal practice for multiple times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step-3: Asking the students to repeat the words, and insist on correct way of expression</td>
</tr>
<tr>
<td>Spoken English Promotion-3</td>
<td>Grammar practice</td>
<td>Step-1: Teaching the grammar to practice, and not for exam; Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step-2: Conducting weekly one or two English grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step-3: Asking the student to say a sentence or write a</td>
</tr>
<tr>
<td></td>
<td>English homework compulsory on grammar</td>
<td>practice classes</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>Spoken English Promotion-4</td>
<td>Interaction practice</td>
<td>Using easy words in the class room and allowing to believe that, English words are easy to understand and use</td>
</tr>
<tr>
<td></td>
<td>Addressing practice</td>
<td>Conducting elocution competitions in English between small groups</td>
</tr>
<tr>
<td>Spoken English Promotion-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and making all the students participate</td>
<td>on grammar after prayer at a rate of one winner per day</td>
<td></td>
</tr>
</tbody>
</table>

More important of all the steps is belief in the principle that, ‘practice makes a man perfect’. Continuous practice alone helps them to imbibe the spoken English skills. In this context, it is necessary to remember that, there exist multiple types of memory. But we are only concerned with primary and secondary memory. ‘Certain things’ remain in one’s memory for long but the same person forgets ‘other things’ very easily. The reason behind this is multiple readings or multiple recollections of ‘certain things’ and single reading of ‘other things’. Multiple readings or multiple recollections push those ‘certain things’ into secondary memory. As and when we need, we can recollect them from the secondary memory. Single reading helps in retaining the matter in primary memory for some time and allows peter out in one or two days in many cases. Hence, students need to be encouraged to practice even if they commit a lot of mistakes. Efforts need to be made to help each student to understand those mistakes and the reasons for such mistakes, and ways to correct the same.

**Leadership Skills**

Imbibing academic and administrative leadership skills help the students overcome shyness, fear of failure and identity crisis. Leadership qualities also help a student in reaching various milestones in life. Hence, it is necessary to promote academic and administrative leadership skills among the students. But many students do not like to be leaders because of problems like shyness to lead, fear of leadership, fear of responsibility, no incentive for leadership, unwilling to become a leader and hidden character of escapism. Added to this, some students
may be leaders by personality but remain faceless. More so, because, they don’t want to be leaders or nobody recognised, nurtured and fine-tuned his/her leadership qualities. Hence, it is not enough that the teachers help elect a leader by the students of every class, but struggle promoting leadership qualities in every student.

Identifying a natural leader, allowing a student become a leader, encouraging a student become a leader and making a leader by offering incentives are some of the easy steps in promoting leadership qualities.

It is not possible to promote leadership qualities among all the students by training alone. However, by exploring available opportunities and by adopting ‘help the students to help themselves’ principle, leadership qualities among majority of the students can be promoted. But it is important to note that, leadership qualities cannot be promoted in one day, and only come over a period of time through concerted efforts. There are four main models of academic and administrative leadership leading from front, leading from behind, leading by equanimity and leading by example. Logic behind those models are:

- **Leading from front:** Leader works hard, reads more, answers more, and wins a quiz competition for the team and believes that ‘I was made leader because, I alone have the capacity to win’;

- **Leading from behind:** Leader provides books and dictionaries to team members organizes group reading, encourages group discussion, maintains discipline in the group, conducts competition within the group as a prelude and encourages and motivates all the students to win the competition for the team and believes in the principle that ‘my team is more capable than me’;

- **Leading by equanimity:** Leader considers himself as equal among all the students in his group, and shares the responsibility of
provision of books, dictionaries and facilitate group reading and group discussion; and

- Leading by example: Leader leads the preparation for quiz, leads his team in quiz, won't hesitate to correct his mistakes and agrees to take blame when things go wrong.

The leadership skills may be promoted while conducting competitions in reading promotion, spoken English promotion, subject skills promotion, etc. If all such groups are allowed to lead by students by rotation for three years, all the students get the chance of leading. Leadership promotion may also be taken up by adopting some simple guidelines:

- In case of Swatch Bharat, for example, identified students may be allowed, motivated and trained in identifying the place of work, sources of instruments, mobilizing the instruments, manpower mobilisation, manpower motivation, manpower organisation, first aid and waste disposal, etc.,

- In case of competitions meant for reading promotion, spoken English promotion, subject skills promotion, etc. the identified leaders may be trained in time management, student management, group reading, group discussion, earmarking the areas of specialization, etc.; and

- In case of elocution and essay writing competitions identified leaders may be trained in procuring material, promoting group reading, identifying areas of skills and organizing pre-finals of essay writing, etc.

**Competitive Skills**

It may be noted that participation in elocution, essay writing and games and sports or physical activities like Swatch Bharat and gardening offers competitive spirit among the students. If competitions
are regularly conducted at group level, class level, school level and district level, automatically, the students are bound to imbibe competitive skills.

**Life Skills**

The term refers to those skills everybody needs in managing and living a better quality of life. Any skill that is useful in a person’s life can be considered as a life skill. Simple activities like ironing clothes and brushing teeth are also useful life skills. However, there can never be a definite and complete list of life skills. Importantly, every life skill may become useful at one time or other in one’s own life.

For a school student it may not be right time to acquire all those life skills. But it would be better if students were encouraged to understand the meaning and the purpose of important life skills. The spellings and meanings of important life skills may be made part of exercises like the promotion of spoken English and Quiz competitions. Important skills include anger management, assertion, behavior modification, communication, computer usage, confidence promotion, conflict avoidance, conflict resolution, counseling, creative thinking, critical thinking, day-to-day numeracy, decision-making, effective speaking, emotion coping, empathizing, employability, fact-to-face conversation, finance management, friendship maintenance, friendship making, health maintenance, healthy diet intake, interpersonal communication, leadership, learning, lifelong learning, listening, mentoring, motivation, mind refreshing, negotiating, non-verbal communication, organization, personality development, physical exercise, problem solving, rapport building, reading, self-assessment, self-control, self-esteem maintenance, social network usage, stress management, teaching, time management, verbal communication, win-win situation promotion and written communication.
It needs to be remembered that, all the above exercises seek too much from the teachers, and all of them remain lifeless unless the teachers do not enjoy and willingly practice the above exercises. Hence, it is essential to offer appropriate provision to those teachers who put in their best efforts in promoting skills among the students. But those small provisions give much more to students as compared to the cost of the provisions.

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INNOVATION & TECHNOLOGY TRANSFER IN MSMES IN INDIA

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Introduction

The Micro, Small and Medium enterprises (MSMEs) play a pivotal role in the overall industrial economy of India. MSMEs constitute more than 80% of the total number of industrial enterprises and support industrial development. MSMEs contribute nearly 45% to manufacturing and about 40% to the Indian export sector. Their contribution to the Indian GDP is 8% and the sector has registered growth rate of 10.8%. Indian MSMEs have moved up from the manufacture of traditional goods including leather, gems and jewelry, agricultural goods to much more value addition in the manufacturing sector to its entry in the value added services as well. Associated with this high growth rates, MSMEs in India are also facing a number of problems like sub-optimal scale of operation, technological obsolescence, supply chain inefficiencies, increasing domestic and global competition, fund shortages, change in manufacturing strategies and turbulent and uncertain market scenario. To survive with such issues and compete with large and global enterprises, MSMEs need to adopt innovative approaches in their working. With globalization, there is an urgent need of a dynamic and self-sustaining culture of innovation and cluster based approach for the development of MSMEs. Today’s world economy has been characterized as a “Knowledge-Based Economy” with knowledge being the most important resource and learning being the most important process. Competitive advantage is less derived from access to physical resources and more from the ability of organizations and societies to generate ideas and to translate them into economic and social value. In the fast moving global order, knowledge and intellectual
skills are critical to create and improve products and services, develop more efficient distribution and marketing methods and ensure customer satisfaction. New ways of information management and application are used to improve competitiveness. A knowledge economy is not about accumulating information, but using knowledge to improve performance. And that performance can be enhanced with innovation. Innovation is thus regarded as one of the most important factor in the Knowledge-Based Economy. This has become the driving force behind expanding global commerce and the rise in living standards. It is, therefore essential not only for developed but also developing countries including India to foster innovation, especially at the firm level. In this paper, author wants to review the role of government institutions & programmes to facilitate MSMEs to foster culture and capability of practicing innovation and technology transfer into business operations.

**Review of literature:**

Technological innovation is a key factor in a firm’s competitiveness. Technological innovation is unavoidable for firms which want to develop and maintain a competitive advantage and/or gain entry into new markets (Becheikh et al. 2006).

There is substantial evidence to show that a number of SMEs in a wide variety of sectors do engage in technological innovations, and that these innovations are likely to be an important determinant of their success (Hoffman et al. 1998). However, the ability and innovative capacity of SMEs varies significantly, depending on their sector, size, focus, resources, and the business environment in which they operate (Burrone and Jaiya 2005).

Lehtimaki (1991): attributed the emergence of new ideas for product innovations in SMEs of Finland to top management. These small firms
very actively explored new product ideas and the most frequent way of achieving this included contacts with customers.

Vonortas and Xue (1997): while studying the process innovations of small firms in the USA, observed that economic incentives, internal resources, and technical and organizational competencies that a firm has developed or accumulated over time and a firm’s linkage to external sources of expertise for learning about new technological development were the major forces that influenced these firms in adopting a process innovation.

Becheikh et al (2006): based on a review of literature covering empirical studies on innovation in the manufacturing sector, found that researchers have primarily focused on product innovations in SMEs, and therefore recommended that future research should consider both product and process innovations.

Danneels and Kleinschmidt (2001): in the context of new product development argued that it consists of bringing together two main components: markets and technology. According to them, product innovation requires the firm to have competences relating to technology (enabling the firm to make the product) and relating to customers (enabling the firm to serve certain customers).

Bala Subrahmanya (2001) observed that SMEs of North East England pursued radical innovations as a strategy of firm growth though he did not explicitly probe the relationship between innovation and growth.

Danneels and Kleinschmidt (2001) claimed that innovative products present great opportunities for SMEs in terms of growth and expansion into new areas though they did not study the relationship between innovation and growth.

**Objectives of the Study:**

1. To understand the programmes for promoting innovation
&technology transfer

2. To examine the infrastructure facilities to foster innovation &technology transfer

Programmes on Technological Innovation in MSMEs:

In order to tackle the problems faced by the Micro, Small and Medium Enterprise (MSME) sector, and improve its technological competitiveness, several promotional measures have been taken by the Government for helping the industrial units in introducing new technologies in their products and processes.

Micro & Small Enterprises Cluster Development Programme (MSECDP/SICDP): It is the flagship scheme of the Ministry of MSME for the development of clusters for capacity building, technology upgradation of the enterprises, skill development, marketing and export support, improved credit delivery, setting up of common facility centers (CFCs), etc. The government assistance under the scheme was enhanced up to INRs. 180 million to support soft as well as hard intervention including setting up of CFCs for assisting technology improvements, quality standardization and testing.

Credit Linked Capital Subsidy Scheme (CLCSS) for Technology Upgradation: The scheme aims at facilitating technology upgradation by providing upfront capital subsidy to SSI units, including tiny, khadi, village and coir industrial units, on institutional finance availed of by them to promote new and appropriate technology for MSMEs, assessing present level of technology and their forecasting, setting up technology information centres/data banks and IT portal for information dissemination, carrying out detailed technology audit, modernisation of production equipment and techniques.

Support for ISO-9000/14001 Certification Fee Reimbursement: Reimbursement of fees is made to the extent of 75 per cent or Rs.75,
000 whichever is lower in order to encourage technology upgradation, quality improvement and better environment management.

**Technological Innovation Programmes of the Science & Technology Ministries and agencies:** In pursuance of the S&T and industrial policy objectives, the S&T Ministries and departments and their agencies have taken several initiatives for the development and transfer of technologies to industries and promotion of knowledge-based industries.

**Programmes of National Small Industries Corporation (NSIC):** Include five technology service centers and three technology service extension centers for technology sourcing and dissemination of information, institutional linkages with R&D institutions; one Technology Business Incubator; two Software Technology Parks etc.

**Science & Technology Policies and Programmes on Technological Innovation in Industry:** A comprehensive S&T policy was adopted in 2013 that proposed to encourage research and innovation in areas of relevance to the economy and society, particularly by promoting close and productive interaction between public funded S&T institutions and industry and strengthening enabling mechanisms that relate to technology development, evaluation, absorption and upgradation from the conceptual stage to utilization, encourage participation of private industries in R&D by providing fiscal and other benefits, increase S&T and power, and generate and manage Intellectual Property Rights (IPR).

**Policies on ICT:** As a part of the reforms agenda, the Indian Government as taken major steps to promote ICT, with a focus on software development for export; telecommunications policy reform, privatization of the national long-distance and mobile phone markets; and development of a more comprehensive approach to ICT.
R&D Infrastructure: Various scientific Ministries and departments and S&T agencies have established a large number of R&D institutions. The Higher Educational Institutions, State Governments, public sector undertakings and private sector industrial houses have also set up need based R&D institutions.

Public Expenditure on R&D: The Gross Expenditure on Research & Development (GERD) of India has been around 0.8 per cent of GDP during the last 2-3 years which is much less as compared with the developed countries. This investment is proposed to be raised

Expenditure on Research & Development by Major Scientific Departments and Agencies under Central Government:

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<tr>
<td>Council of Scientific &amp; Industrial Research</td>
<td>1427.04</td>
<td>1457.46</td>
<td>1863.70</td>
<td>2355.20</td>
<td>2666.44</td>
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<td>Department of Biotechnology</td>
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<td>432.32</td>
<td>491.59</td>
<td>635.23</td>
<td>727.38</td>
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<td>236.22</td>
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<td>327.96</td>
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<tr>
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<td>292.98</td>
<td>271.76</td>
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<td>1359.46</td>
<td>1676.01</td>
<td>1991.16</td>
<td>2222.90</td>
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<td>2988.67</td>
<td>3278.00</td>
<td>3493.57</td>
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<td>1992.38</td>
<td>2583.80</td>
<td>2881.30</td>
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<td>394.00</td>
<td>266.65</td>
<td>564.18</td>
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<td>275.71</td>
<td>311.21</td>
<td>376.13</td>
<td>415.57</td>
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<td><strong>Total</strong></td>
<td><strong>15389.94</strong></td>
<td><strong>16816.54</strong></td>
<td><strong>18675.40</strong></td>
<td><strong>23212.46</strong></td>
<td><strong>26796.35</strong></td>
</tr>
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</table>

Source: Data collected and compiled by DST.
Technology Development Board (TDB): The Government of India created a Fund for Technology Development and Application out of the proceeds of the Research and Development Cess levied (5%) on the imports of technology. To administer the Fund, a Technology Development Board (TDB) was set up on 1st September, 1996, under the provisions of the Technology Development Board Act, 1995, as statutory body to promote development and commercialization of indigenous technology and adaptation of imported technology for wider application. The Board provides financial assistance in the form of equity soft loans to industrial concerns at a simple interest rate of 5% per annum, or grants to research and development institutions.

Technology Information, Forecasting & Assessment Council (TIFAC): The Technology Information, Forecasting and Assessment Council (TIFAC) was established in 1987 to examine and evaluate the existing state-of-the-art technology and projections for technological developments in the future in various sectors. TIFAC has carried out more than 200 Technology Forecasting/Assessment and Technology Market Survey studies, and a major long-term technology forecasting and assessment exercise - Technology Vision: 2020 report has been prepared on a national level.

Department of Scientific & Industrial Research (DSIR): The primary aim of DSIR is to promote R&D by industries, support a larger cross section of small and medium industrial units to develop state-of-the-art globally competitive technologies, catalyze faster commercialization of lab-scale R&D, and strengthen technology management capabilities. DSIR is operating several schemes for technology development, demonstration, innovation and management and provide several fiscal benefits to encourage private R&D.

Council of Scientific & Industrial Research (CSIR): The CSIR was established in 1942 as a multidisciplinary R&D organization,
presently with 39 constituent research laboratories and 80 field centers spread across the country which carry out basic and industrial researching different fields of S&T, such as building materials and road research, chemicals, drugs and pharmaceuticals, food processing, leather, pesticides, petroleum and petrochemicals, etc. So far, 3000 technologies have been developed, out of which 1500 have been transferred to industries. CSIR is operating the New Millennium Indian Technology Leadership Initiative (NMITLI) scheme, the largest Public-Private Partnership effort to catalyze innovation oriented technological development in selected niche areas by synergizing the competencies of publicly funded R&D institutions, academia and industry.

National Research Development Corporation (NRDC): NRDC provides support for commercialization of laboratory know-how, licensing indigenous technologies, technology development loans for setting up pilot plants to prove/scale-up laboratory processes, development and promotion of rural technology, etc. It works in close conjunction with over 200 national R & D laboratories and has licensed over 2000 technologies for commercial exploitation, of which nearly 1000 are in production with a current annual turnover of about Rs 12 billion. Technologies licensed by NRDC cover areas such as chemicals, drugs and pharmaceuticals, food, agro-processing, bio-technology, metallurgy, electronics, instrumentation, building materials, manufacturing techniques and utility processes including pollution control. NRDC has also set up 52 rural technology demonstration cum training centers in various parts of the country to give hands-on training and demonstrations to artisans and technicians living in rural areas.

Department of Biotechnology: The DBT was set up in 1986 to give a new impetus to the development of modern biology and biotechnology in India. The department has made significant achievements in the
growth and application of biotechnology in the broad areas of agriculture, health care, animal sciences, environment and industry.

DBT has launched Small Business Innovation Research Initiative (SBIRI) to provide financial support to biotechnology entrepreneurs for early phase of product development. More than 50 technologies have been transferred from R&D institutions to industry under DBT support. Further, DBT has established two Biotechnology Parks/Biotech Incubation Centers which provide support for the promotion of Biotech startup companies and the promotion of Public-Private Partnerships. Three other such projects are at various stages of development. Biotech Consortium India Ltd. (BCIL) under the department is engaged in the promotion and development of biotech industry.

**Barriers in Technology Adoption:** The most formidable problem faced by the SMEs in India has been in accessing technology and maintaining competitiveness. The reasons are:

- Poor financial situation and low levels of R&D
- Poor adaptability to changing trade trends
- Desire to avoid risk
- Non-availability of technically trained human resources
- Emphasis on production and not on production costs
- Lack of management skills
- Lack of access to technological information and consultancy services
- Isolation from technology hubs

The most important barrier in the adoption of improved technology is the lack of financial resources to the unit. In several instances, the cost
of technology makes it difficult to be adopted. A large number of SSI units reported difficulty in obtaining sufficient funds from banks and financial institutions. Other barriers observed are lack of awareness and information about the availability of requisite technology, desire to avoid risk of adoption of improved technology, low level of indigenous R&D, inadequate management skills and non-availability of technically qualified persons to operate the new technology.

**Discussion:**

Technology support to enterprises in India is provided by a large number of organizations both at the Central and the state governments’ levels as well as to some extent by institutions and agencies in the private sector and the NGOs.

The MSME-(development organization) DO maintains ToolRooms, Technology Development Centres and Testing Centres in major centres. Credit Linked Capital Subsidy Scheme for Technology Upgradation (CLCSS), Micro & Small Enterprises-Cluster Development Programme (MSE-CDP) and Reimbursement of Expenses for Acquiring Quality Certification, etc., are some of their major schemes.

National Small Industries Corporation (NSIC), a Government of India undertaking of the Ministry of MSME, also helps in the technology upgradation of micro and small enterprises. NSIC offers support services through its Technical Services Centres and Extension Centres. NSIC has also set up Incubation Centres for small enterprises at its Technical Centres.

Ministry of MSME helps in technological up-gradation of Khadi and village industries though KVIC and of coir industry through Coir Board. Notable schemes in this regard are the Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Prime Minister’s...
Employment Generation Programmes (PMEGP), Khadi & Village Industries (S&T Scheme), Product Development, Design Intervention & Packaging (PRODIP), Rural Industries Service Centres (RISC), MOUs with Technical Interface Institutes, and Scheme for Enhancing Productivity & Competitiveness of Artisans & Khadi Industry, operated through Khadi & Village.

Ministry of Science & Technology's involvement in technology support to MSEs are through various scheme, programmes and institutions viz Science Technology Programme for Socio-Economic Development, Science & Technology Application for Rural Development, National Science & Technology Entrepreneurship Development Board (NSTEDB), Technology Information, Forecasting Assessment Council (TIFAC) and Technology Development & Innovation Programme. National Research Development Corporation (NRDC) also operates schemes like Invention Promotion Programme (IPP), Technology Promotion Programme (TPP), Development and Promotion of Rural Technology, Promotion of Export of Technology, Informatics, for Technology Transfer, Technology Development Programme for Priority Projects and Technology Transfer Scheme.

Small Industries Development Bank of India (SIDBI) is operating a number of schemes on behalf of various ministries such as Credit Linked Capital Subsidy Scheme (CLCSS), for MSME. Technology Upgradation Fund Scheme (TUFS) for textiles and jute sectors, Scheme for Development of Leather Sector (IDLS), and also some independent schemes like Venture Capital Fund, Scheme of Small Enterprises Financial Centres (SEFC), Micro Venture Innovation Fund, etc. It also runs a Centre for Innovation Incubation for Small Industries (SCII). It recently opened the Technology Bureau for Small Enterprises (TBSE) as a joint venture of SIDBI and the Asia Pacific Centre for Transfer of Technology (APCTT).
Issues & Concerns:

- **Lack of Grass-root Contact:** Technology institutions and research laboratories have expertise in technology development but have almost no grass-root level outreach/contacts.

- **Poor Technology Delivery:** Technology transfer is a specialized task with its own requirements of expertise and experience, and cannot simply be left either to the technology developer or the user. The challenge is to establish synergy among S&T NGOs, government agencies, district administration and the industry.

- **Lack of Co-ordination:** There are a large number of agencies which carry out one or the other technology promotion schemes but often without coordination resulting in thin spread of valuable resources. The industry service institutions of the Ministry of MSME and other ministries need to expand their activities.

- **Poor Financial Condition of NGOs & Lack of Technology Orientation:** Voluntary organizations spread across the country are not S&T oriented and those which work for technology up-gradation suffer from lack of resources.

Conclusions and Recommendations:

India has launched many policies in attempts to enhance innovation and technology transfer capacity among MSMEs. In particular, incentive program launched by the government can attract many MSMEs in different sectors have benefited to strengthen their ability to acquire new technologies.

There has been many programs on empowering SMEs in India since 1980s coordinated by different department and institutions. Many of the SMEs policies and programs still need to be more connected to
overall private sector economic policies so as to avoid unnecessary duplication of roles and programs. It is also important to recognize the targeting the right SMEs that have potential to grow would deliver a better return. So far, most of the SMEs empowerment program has been directed to help the Micro and Small and medium segment.

MSMEs obtained assistance under these programs have a low mortality rate. In the first five years, the segment of activities are mostly on the resources-based business, later on it enter a more advanced technology segment. These program has become an effective mechanism in promoting innovation and technology transfer to MSMEs.

**Recommendations:**

1) Special efforts are needed to increase the level of awareness about government schemes/programs for benefit of MSMEs.

2) There are about 20 incubators in India today as against over 1000 plus in US, 300 in Korea, 100 in Finland. Technology Business Incubators (TBIs) must be promoted in a big way not only in terms of numbers but also their size. Universities, engineering colleges and business schools should be the preferred sites for these TBIs.

3) The importance of S&T interventions in MSMEs on a cluster basis is today well appreciated internationally. There have been many attempts for technology up-gradation of clusters of MSMEs in India by the Ministry of MSME. A Mission mode approach for technology intervention in the 11th Plan to help increase their productivity and exports significantly is recommended.

4) A strong need for preparing sectoral technology profiles of the MSMEs has been felt. These technology profiles will help in critically examining and addressing technology needs in line with the business requirements of the respective sectors.
5) There is a strong need for spreading awareness of IPR amongst the MSMEs. Patenting should be encouraged by offering financial support/subsidies. Likewise, quality assurance, eco-labelling, bar coding etc. of products should be encouraged in a big way.

6) Every engineering college in the country will be encouraged to interact with as many SMEs in its neighborhood as possible. Strengthening Polytechnics & ITIs for rural/small town areas for linking technology with skill.

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PROFESSIONAL COMPETENCIES OF UNIVERSITY TEACHERS - A STUDY

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Introduction

Teaching is an inseparable component of the process of education which is an important social phenomenon both in developed and developing societies. It as a pious activity has been enjoying a place of high prestige in Indian culture since the dawn of human civilization. A teacher is no longer viewed as the transmitted of knowledge or dispenser of wisdom, but a diagnostician, guide, assistant whenever appropriate - encourages, stimulator, promoter and an interactive participant in the education process. In addition to, ‘mastery over the subject matter or field of specialization’ and ‘effective communication skills’, several other desirable characteristics of a teacher has been identified. A teacher should be a Psychologist, Sociologist and Philosopher, besides being the master of his/her subject and an updated expert in Communication skills. Certainly, a classroom teacher, in the latter sense of the term, requires both a innate capabilities and a set of acquired skills to deal with amazingly heterogeneous groups of learners. The ground reality makes us believe that teaching is both an art and a science, and a teacher must have specialized knowledge and skills to discharge his responsibilities towards his students and society at large. (Chauhan C.P.S. 2008).

As the saying goes “Destiny of a nation is determined in the classroom”, it is time to realize that the destiny of the classroom is determined by the teacher” thus imperative is the teacher competency. The concept of competencies originated from David McClelland’s
ground breaking article, “Testing for competence rather than intelligence” the article launched the competency movement in industrial psychology. He concluded, on the basis of review of studies that traditional academic aptitude and knowledge content tests, as well as school grader and credentials did not predict success either in job/life and were generally biased against the lower socio-economic sections of society.

Competencies are defined as ‘the set of knowledge, skills and experience necessary for future which manifests in activities (Katane et.al.) Gupta defines competencies as ‘knowledge, skills, attitude, values, motivations and beliefs people need in order to be successful in a job’. The common understanding related to teacher’s competencies is divided into three main areas as field competencies, pedagogical competencies and cultural competencies. Teachers’ professional competencies can be compared of different dimensions other than the main area.

The concept of teachers’ professional competencies is mostly discussed in very narrow dimensions such as teachers’ planning, implementation, assessment of the curriculum, standards for the curriculum. In this respect, teachers’ competencies need to be discussed in many dimensions such as field competencies, research competencies, curriculum competencies, life-long learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies and environmental competencies in order to develop teachers’ professional competencies at tertiary level. Teachers’ competencies affect their values, behaviours, communications, aim and practices and also they support professional development. (Kiymet SELVI 2010).
Professional development does not have to mean attending a one day in service training course. There are many opportunities for professional learning facing most teachers on a daily basis.” (Holmes, 2004). These opportunities may include research, studying own teaching through video, focused observation of colleagues at work, distance learning, reading professional journals and texts, engaging in online discussions and other technology mediated learning, self-directed study perhaps linked to academic awards, giving and receiving mentoring and tutoring, working with a study or learning team, attending master classes, team teaching, planning and assessing with colleagues, developing resources with colleagues, peer coaching, job shadowing and personal reflection. “Not only do teachers need to be able to keep order and provide useful information to students, they are so need to be increasingly effective enabling a diverse group of students to learn ever more complex material and to develop a wider range skill (Muhammad Munir Kayani et al., 2011). This study discusses various professional competencies of University teachers to improve the teaching-learning process in tertiary level is of great importance to be aware of their professional competencies and for further development of their professional competencies.

Literature Review

The literature is rich in reviews related to professional development of teachers, Professional growth of teachers and competencies of teachers at various levels. Some of the studies related to the present study are - Zhong Keding et al. (1998) Xin Tao et al. (1999) provide the teacher knowledge structure as: subject-matter knowledge (teachers’ discipline knowledge, which can be divided into instrumental knowledge, basic knowledge, and professional knowledge); practical knowledge (the accumulation of teachers’ teaching practice); conditional knowledge (the knowledge of humanities and social science, and the knowledge of pedagogy and psychology) and cultural knowledge. Zhang Pinghai and
Xiang Huiwen (2003) published an article in 2003 entitled “Practical Knowledge: One Urgently Knowledge Model to Teacher’s School Student”, in which they pointed out that “Teacher’s practical knowledge is an experienced knowledge or a case knowledge. Its formation and accumulation relate to the student’s teaching situation and experience. Because our teacher’s education has problem with curriculum system and curriculum setting up, the knowledge model of teacher’s school student is the weakest model in their knowledge structure”. Islam H. Abu Sharbain, Kok-Eng Tan (2012) studied Pre-Service Teachers’ Level of Competence and Their Attitudes towards the Teaching Profession. Despite vast research about teachers’ competencies, little if any, is known about the relationship between this factor and attitudes towards the profession of teaching among the pre-service and novice teachers. In this study, the relationship between pre-service teachers’ level of competence and their attitudes towards the teaching profession was investigated. Results showed that the teachers’ competency level correlated strongly with their attitudes before and after training. The findings have implications on teacher education programs to promote both competency and positive attitudes of pre-service teachers. Mohd Aderi Che Noh et.al. (2013). Teaching Competency among Islamic Educators in Malaysia, article aims to present a study relating to the attitudes and competencies of Islamic Education teachers who are important assets for the development of students’ individualities. The results showed the importance of teachers attitude towards the teaching profession and the high teaching competency to nurture a generation of high-quality students. Strictly speaking, attitude and teaching competency of Islamic Education teachers are very helpful in determining students’ learning achievement. Zlatko Bukvić (2013). Teachers competency for inclusive education. This study want to discuss teacher personal perception of their own competency for teaching Special Education (SEN) student in early and compulsory regular education. Results shows that about 70%
of examined teacher have none or very little knowledge about teaching SEN students, and their attitudes are mostly negative but younger teachers experience higher competencies. Competencies of examined teacher in regular school are not equally developed. Reason for those findings, in some aspect, could be found in teacher training college program which has been changed in last decades. According to results, and teachers personal perception of their own competency, conclusion that teachers do not have necessary skills and competency can be made. The literature reviewed had studies on some specific competencies and competency mapping studies, but this study has discussed about various dimensions in professional competencies of university teachers.

**Research Design**

Since the major objective of the present study is to find out the Professional Competencies among the selected University teachers a non-experimental ex post facto survey method was adopted. The data were collected from 109 university teachers from various state and deemed universities at Coimbatore region, through an online survey using Survey Monkey portal with Teachers Professional Competency Scale developed by the investigators. The Professional competencies are discussed in many factors namely- Research Competencies, Communication Competencies, Life Long Learning Competencies, Technological Competencies, Emotional Competencies, Emotional Competencies, Curriculum Competencies, Socio Cultural Competencies, Teaching Competencies. While quantitative data from Survey Monkey were analyzed online in the form of percentage. Thus the collected data were analyzed using descriptive statistical methods.

**Analysis and Interpretation**

The collected data were screened and grouped. In the present study the descriptive analyses like Frequency and Percentage were employed to
analyze the data with the help of SPSS. The results and interpretation were tabulated and presented as follows.

**Percentage Analysis on Professional Competency**

**Table 1: Frequency and Percentage for Research Competencies among the Selected University Teachers.**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seeks out information on methodology, research design and current trends in research.</td>
<td>48</td>
<td>51</td>
<td>06</td>
<td>04</td>
<td>00</td>
</tr>
<tr>
<td>2</td>
<td>Has Knowledge of qualitative and quantitative design models.</td>
<td>38</td>
<td>62</td>
<td>05</td>
<td>03</td>
<td>01</td>
</tr>
<tr>
<td>3</td>
<td>Has experience in designing research studies.</td>
<td>39</td>
<td>57</td>
<td>10</td>
<td>05</td>
<td>00</td>
</tr>
<tr>
<td>4</td>
<td>Has ability to design data collection strategies and instruments.</td>
<td>41</td>
<td>50</td>
<td>08</td>
<td>07</td>
<td>00</td>
</tr>
</tbody>
</table>

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5

Has ability to analyze quantitative data and qualitative data.

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</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>31.19</td>
<td>64</td>
<td>58.71</td>
<td>08</td>
<td>7.33</td>
<td>03</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>40</td>
<td>36.69</td>
<td>56.8</td>
<td>51.9</td>
<td>7.4</td>
<td>6.78</td>
<td>4.4</td>
</tr>
</tbody>
</table>

The above table presents the Frequency and Percentage for Research Competencies among the Selected University Teachers.

According to the table,

• 36.69% of the selected University Teachers opted strongly agree,
• 51.94% of them opted agree,
• 6.78% of them opted undecided,
• 4.03% of them have opted disagree and
• Only each 0.18% of them have opted strongly disagree.

Finally, it is concluded that 88.63% of the selected University teachers are aware of research competencies. In the remaining 10.99% only 4.21% of them are disagreeing and 6.78% of them are undecided about the research competencies of University teachers. This shows that majority of selected university teachers are aware of research competencies.

Table 2: Frequency and Percentage for Communication Competencies among the Selected University Teachers.

<table>
<thead>
<tr>
<th>S.N o.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1</td>
<td>Correlates education to the</td>
<td>33</td>
<td>30.2</td>
<td>62</td>
<td>56.8</td>
<td>09</td>
</tr>
</tbody>
</table>

www.ijmer.in
<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Explains and / or demonstrates the relevance of topics and concepts.</td>
<td>44</td>
<td>40.3</td>
<td>56</td>
<td>51.3</td>
<td>08</td>
<td>7.3</td>
</tr>
<tr>
<td>3</td>
<td>Communicates to students the instructional intent, directions or plan.</td>
<td>35</td>
<td>32.1</td>
<td>66</td>
<td>60.5</td>
<td>07</td>
<td>0.4</td>
</tr>
<tr>
<td>4</td>
<td>Expects communication from students about their learning for instructional planning.</td>
<td>33</td>
<td>30.2</td>
<td>65</td>
<td>59.6</td>
<td>08</td>
<td>7.3</td>
</tr>
<tr>
<td>5</td>
<td>Uses gestures and body movement meaningfully.</td>
<td>40</td>
<td>36.6</td>
<td>58</td>
<td>53.2</td>
<td>09</td>
<td>8.2</td>
</tr>
<tr>
<td>6</td>
<td>Communicates sensitively with</td>
<td>40</td>
<td>36.6</td>
<td>64</td>
<td>59.0</td>
<td>05</td>
<td>4.5</td>
</tr>
</tbody>
</table>
The above table presents the Frequency and Percentage for Communication Competencies among the Selected University Teachers.

According to the table,

- 29.48% of the selected University Teachers opted strongly agree,
- 55.61% of them opted agree,
- 5.95% of them opted undecided,
- 1.30% of them have opted disagree and
- Only 0% of them opted strongly disagree.

Finally, it is concluded that 85.09 % of the selected University teachers are aware of communication competencies. In the remaining 7.25% only 1.30% of them are disagreeing and 5.95% of them are undecided about the communication competencies of University teachers. This shows that majority of selected university teachers are aware of communication competencies.
Table 3: Frequency and Percentage for Life Long Learning Competencies among the Selected University Teachers.

<table>
<thead>
<tr>
<th>S.N. No.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Updates knowledge with current trends and latest methods of teaching.</td>
<td>59 (54.1%)</td>
<td>49 (44.9%)</td>
<td>01 (0.9%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Should be loyal to the profession.</td>
<td>80 (73.3%)</td>
<td>28 (25.6%)</td>
<td>0</td>
<td>01 (0.9%)</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Follows the principle of simple living and high thinking.</td>
<td>64 (58.7%)</td>
<td>37 (33.9%)</td>
<td>07 (6.4%)</td>
<td>01 (0.9%)</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Should be free from idleness.</td>
<td>52 (47.7%)</td>
<td>40 (36.6%)</td>
<td>11 (10.0%)</td>
<td>06 (5.5%)</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Inculcates spirit of national service to students.</td>
<td>39 (35.7%)</td>
<td>57 (52.2%)</td>
<td>09 (8.25)</td>
<td>03 (2.75)</td>
<td>01 (0.9%)</td>
</tr>
</tbody>
</table>
The above table presents the Frequency and Percentage for Life Long Learning Competencies among the Selected University Teachers.

According to the table,

• 53.93% of the selected University Teachers opted strongly agree,

• 38.71% of them opted agree,

• 5.13% of them opted undecided,

• 2.01% of them have opted disagree and

• Only 0.18% of them opted strongly disagree.

Finally, it is concluded that 92.64% of the selected University teachers are aware of lifelong learning competencies. In the remaining 7.32% only 2.19% of them are disagreeing and 5.13% of them are undecided about the lifelong learning competencies of University teachers. This shows that majority of selected university teachers are aware of lifelong learning competencies.
Table 4: Frequency and Percentage for Technological Competencies among the Selected University Teachers.

<table>
<thead>
<tr>
<th>S.N o.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to use technology for the whole class, small groups and individual activities.</td>
<td>40 36.6 9</td>
<td>63 57.7 9</td>
<td>05 4.58</td>
<td>0 0.9</td>
<td>1 0.9</td>
</tr>
<tr>
<td>2</td>
<td>Have technologic al skill to acquire additional subject knowledge.</td>
<td>38 34.8 6</td>
<td>65 59.6 3</td>
<td>05 4.58</td>
<td>0 0.9</td>
<td>1 0.9</td>
</tr>
<tr>
<td>3</td>
<td>Aware of computer applications and various software’s for Teaching/Learning purposes.</td>
<td>39 35.7 7</td>
<td>60 55.0 4</td>
<td>07 6.42</td>
<td>0 2.7</td>
<td>3 5.0</td>
</tr>
<tr>
<td>4</td>
<td>Use network resources to help students to communicate with experts.</td>
<td>40 36.6 9</td>
<td>58 53.2 1</td>
<td>07 6.42</td>
<td>0 2.7</td>
<td>3 5.0</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>39.2 5</td>
<td>47.2 5</td>
<td>56.4 1</td>
<td>06 0.2</td>
<td>1.8 0.2</td>
</tr>
</tbody>
</table>

The above table presents the Frequency and Percentage for Technological Competencies among the Selected University Teachers.
According to the table,

- 36% of the selected University Teachers opted strongly agree,
- 55.41% of them opted agree,
- 5.5% of them opted undecided,
- 1.83% of them have opted disagree and
- Only 0.22% of them opted strongly disagree.

Finally, it is concluded that 91.41% of the selected University teachers are aware of technological competencies. In the remaining 7.55% only 2.05% of them are disagreeing and

- 5. 5% of them are undecided about the technological competencies of University teachers. This shows that majority of selected university teachers are aware of technological competencies.

**Table 5: Frequency and Percentage for Emotional Competencies among the Selected University Teachers.**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has ability to stay focused even under work pressure.</td>
<td>31 28.44</td>
<td>63    57.79</td>
<td>09 8.25</td>
<td>06 5.50</td>
<td>0 0</td>
</tr>
<tr>
<td>2</td>
<td>Ability to balance feelings and accepts the reality of life.</td>
<td>35 32.11</td>
<td>62    56.88</td>
<td>10 9.17</td>
<td>02 1.83</td>
<td>0 0</td>
</tr>
<tr>
<td>3</td>
<td>Serves as a model for constructive behavior pattern.</td>
<td>32 29.35</td>
<td>61    55.96</td>
<td>14 12.84</td>
<td>01 0.91</td>
<td>01 0.91</td>
</tr>
<tr>
<td>4</td>
<td>Ability to use different</td>
<td>33 30.27</td>
<td>60    55.04</td>
<td>15 13.76</td>
<td>0 0</td>
<td>01 0.91</td>
</tr>
</tbody>
</table>
The above table presents the Frequency and Percentage for Emotional Competencies among the Selected University Teachers.

According to the table,

• 30.04% of the selected University Teachers opted strongly agree,
• 56.41% of them opted agree,
• 11% of them opted undecided,
• 2.06% of them have opted disagree and
• Only 0.45% of them opted strongly disagree.

Finally, it is concluded that 86.45% of the selected University teachers are aware of emotional competencies. In the remaining 13.51% only 2.51% of them are disagreeing and 11% of them are undecided about the emotional competencies of University teachers. This shows that majority of selected university teachers are aware of emotional competencies.

**Table 6: Frequency and Percentage for Curriculum Competencies among the Selected University Teachers.**

<table>
<thead>
<tr>
<th>S.N.o.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintains momentum and smoothness during classroom transition</td>
<td>35 32.11</td>
<td>68 62.38</td>
<td>04 3.66</td>
<td>02 1.83</td>
<td>0 0</td>
</tr>
<tr>
<td>S.</td>
<td></td>
<td>43</td>
<td>39.44</td>
<td>58</td>
<td>53.21</td>
<td>06</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------</td>
<td>----</td>
<td>-------</td>
<td>----</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>2</td>
<td>Has a sound knowledge of the instructional language in spoken and written forms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Creates opportunities for each student to succeed, based on individual learning needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Designs curriculum that includes student performance and achievement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Has good knowledge of student’s background and learning abilities and incorporates this to make</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The above table presents the Frequency and Percentage for Curriculum Competencies among the Selected University Teachers.

According to the table,

- 34.70% of the selected University Teachers opted strongly agree,
- 55.19% of them opted agree,
- 8.48% of them opted undecided,
- 2.44% of them have opted disagree and
- Only 0% of them opted strongly disagree.

Finally, it is concluded that 89.89% of the selected University teachers are aware of curriculum competencies. In the remaining 10.92% only 2.44% of them are disagreeing and 8.48% of them are undecided about the curriculum competencies of University teachers. This shows that majority of selected university teachers are aware of curriculum competencies.
Table 7: Frequency and Percentage for Socio Cultural Competencies among the Selected University Teachers.

<table>
<thead>
<tr>
<th>S.N o.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1</td>
<td>Applies the knowledge of human rights issues when needed.</td>
<td>43</td>
<td>39.4</td>
<td>57</td>
<td>52.2</td>
<td>08</td>
</tr>
<tr>
<td>2</td>
<td>Acknowledges the learning needs of students with disabilities, culturally and linguistically disadvantaged.</td>
<td>34</td>
<td>31.1</td>
<td>68</td>
<td>62.3</td>
<td>07</td>
</tr>
<tr>
<td>3</td>
<td>Establishes and maintains collaboration between and among fellow teachers, parents and learners.</td>
<td>39</td>
<td>35.7</td>
<td>66</td>
<td>60.5</td>
<td>02</td>
</tr>
<tr>
<td>4</td>
<td>Believes that all students have the capacity to learn and treat them.</td>
<td>41</td>
<td>37.6</td>
<td>51</td>
<td>46.7</td>
<td>11</td>
</tr>
</tbody>
</table>
justly and equitably.

5 Develops positive attitude of patriotism in the learner.  

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>46</td>
<td>42.2</td>
<td>50</td>
<td>45.8</td>
<td>12</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.30</td>
<td></td>
<td></td>
<td></td>
<td>0.91</td>
</tr>
</tbody>
</table>

6 Has knowledge of the culture and traditions of society and its effect on individual learners.

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<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>42</td>
<td>38.5</td>
<td>55</td>
<td>50.4</td>
<td>08</td>
<td>7.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.03</td>
<td></td>
<td>3.65</td>
<td>04</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Average 40.83 37.45 57.83 53.05 08 7.33 2.33 1.21 0.00

The above table presents the Frequency and Percentage for Socio Cultural Competencies among the Selected University Teachers.

According to the table,

- 37.45% of the selected University Teachers opted strongly agree,
- 53.05% of them opted agree,
- 7.33% of them opted undecided,
- 1.21% of them have opted disagree and
- Only 0% of them opted strongly disagree.

Finally, it is concluded that 90.5% of the selected University teachers are aware of socio cultural competencies. In the remaining 8.54% only 1.21% of them are disagreeing and 7.33 of them are undecided about the socio cultural competencies of University teachers. This shows that majority of selected university teachers are aware of socio cultural competencies.
Table 8: Frequency and Percentage for Environmental Competencies among the Selected University Teachers.

<table>
<thead>
<tr>
<th>S.N.o.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creates awareness about ecosystem.</td>
<td>43</td>
<td>57</td>
<td>05</td>
<td>04</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39.4%</td>
<td>52.2%</td>
<td>4.5%</td>
<td>3.6%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Creates awareness about depletion of natural resources.</td>
<td>42</td>
<td>56</td>
<td>06</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38.5%</td>
<td>51.3%</td>
<td>5.5%</td>
<td>3.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td>3</td>
<td>Suggests measures for feasible uses of natural resources.</td>
<td>38</td>
<td>57</td>
<td>07</td>
<td>06</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34.8%</td>
<td>52.2%</td>
<td>6.4%</td>
<td>5.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>4</td>
<td>Stresses the importance of disaster management techniques to students.</td>
<td>39</td>
<td>56</td>
<td>09</td>
<td>05</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35.7%</td>
<td>51.3%</td>
<td>8.2%</td>
<td>4.5%</td>
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<tr>
<td>5</td>
<td>Imparts knowledge about</td>
<td>38</td>
<td>60</td>
<td>07</td>
<td>03</td>
<td>01</td>
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<tr>
<td></td>
<td></td>
<td>34.8%</td>
<td>55.0%</td>
<td>6.4%</td>
<td>2.7%</td>
<td>0.9%</td>
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ecological system.

Possess positive attitude towards maintaining a clean and green environment.

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<tr>
<td>6</td>
<td>43</td>
<td>39.4</td>
<td>55</td>
<td>50.4</td>
<td>08</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>7.3</td>
<td>03</td>
<td>2.7</td>
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Imparts knowledge on management of ecological resources.

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<tr>
<td>7</td>
<td>36</td>
<td>33.0</td>
<td>60</td>
<td>55.0</td>
<td>11</td>
<td>02</td>
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<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>10.09</td>
<td>02</td>
<td>1.8</td>
<td>0</td>
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<td></td>
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Average

<table>
<thead>
<tr>
<th></th>
<th>39.85</th>
<th>36.56</th>
<th>57.28</th>
<th>52.55</th>
<th>7.57</th>
<th>6.94</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>3.85</td>
<td>3.53</td>
<td>0.42</td>
<td>0.39</td>
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</table>

The above table presents the Frequency and Percentage for Environmental Competencies among the Selected University Teachers. According to the table,

• 36.56% of the selected University Teachers opted strongly agree,

• 52.55% of them opted agree,

• 6.94% of them opted undecided,

• 3.53% of them have opted disagree and

• Only 0.39% of them opted strongly disagree.

Finally, it is concluded that 89.11% of the selected University teachers are aware of environmental competencies. In the remaining 10.86% only 3.92% of them are disagreeing and 6.94% of them are undecided.
about the environmental competencies of University teachers. This shows that majority of selected university teachers are aware of environmental competencies.

Table 9: Frequency and Percentage for Teaching Competencies among the Selected University Teachers.

<table>
<thead>
<tr>
<th>S.N.o.</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1</td>
<td>Adapts materials and media according to students learning levels, pace, styles and specialization.</td>
<td>37</td>
<td>33.94</td>
<td>62</td>
<td>56.88</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Is Well prepared to answer student’s doubt.</td>
<td>37</td>
<td>33.94</td>
<td>64</td>
<td>58.71</td>
<td>06</td>
</tr>
<tr>
<td>3</td>
<td>Speak distinctly to students the interrelatedness of disciplines.</td>
<td>38</td>
<td>34.86</td>
<td>64</td>
<td>58.71</td>
<td>07</td>
</tr>
<tr>
<td>4</td>
<td>Explains accurately the content relevant to</td>
<td>45</td>
<td>41.28</td>
<td>60</td>
<td>55.04</td>
<td>03</td>
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</table>
The subject matter.

5 Explains the concepts clearly in accordance to the learning objectives.

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<tbody>
<tr>
<td>50</td>
<td>45</td>
<td>53</td>
<td>48</td>
<td>05</td>
<td>4.5</td>
<td>01</td>
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6 Has Knowledge of teaching and learning methodologies and applies them in the classroom.

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<tbody>
<tr>
<td>55</td>
<td>50</td>
<td>53</td>
<td>48</td>
<td>01</td>
<td>0.9</td>
<td>0</td>
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</tbody>
</table>

Average 43.66 40.05 59.33 54.43 5.33 4.8 2.7 0.8 0.9 0.83

The above table presents the Frequency and Percentage for Teaching Competencies among the Selected University Teachers.

According to the table,

- 40.05 of the selected University Teachers opted strongly agree,
- 54.43% of them opted agree,
- 4.88% of them opted undecided,
- 0.83% of them have opted disagree and
- Only 0.83% of them opted strongly disagree.

Finally, it is concluded that 94.48% of the selected University teachers are aware of teaching competencies. In the remaining 6.54% only 1.66% of them are disagreeing and 4.88 of them are undecided about the
teaching competencies of University teachers. This shows that majority of selected university teachers are aware of teaching competencies.

Results and Discussion

Table 10: Percentage for Professional Competencies among the Selected University Teachers.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Professional Competencies</th>
<th>Categories %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>1.</td>
<td>Research Competencies</td>
<td>88.63%</td>
</tr>
<tr>
<td>2.</td>
<td>Communication Competencies</td>
<td>85.09%</td>
</tr>
<tr>
<td>3.</td>
<td>Lifelong Learning Competencies</td>
<td>92.64%</td>
</tr>
<tr>
<td>4.</td>
<td>Technological Competencies</td>
<td>91.41%</td>
</tr>
<tr>
<td>5.</td>
<td>Emotional Competencies</td>
<td>86.45%</td>
</tr>
<tr>
<td>6.</td>
<td>Curriculum Competencies</td>
<td>89.89%</td>
</tr>
<tr>
<td>7.</td>
<td>Socio Cultural Competencies</td>
<td>90.5%</td>
</tr>
<tr>
<td>8.</td>
<td>Environmental Competencies</td>
<td>89.11%</td>
</tr>
<tr>
<td>9.</td>
<td>Teaching Competencies</td>
<td>94.48%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td>89.8</td>
</tr>
</tbody>
</table>

The present study analyzed various Professional competencies of selected university teachers namely, Research competencies, Communication Competencies, Lifelong Learning Competencies, Technological Competencies, Emotional Competencies, Curriculum Competencies, and Teaching Competencies.
Competencies, Sociocultural Competencies, Environmental Competencies and Teaching Competencies. From the table above it was found that on an average 89.8% of selected university teachers showed positive response for Professional Competencies, 6.88% of respondents were found to be undecided about their Professional Competencies and 2.38% of the respondents disagreed certain Professional Competencies.

Based on the results it can be concluded that majority of the selected University Teachers are aware of their Professional Competencies. Results of some studies suggest that, Muhammad Kamarul Kabilan (2004). Online Professional Development: A Literature Analysis of Teacher Competency. Findings from research indicate that teachers participating in online professional development (OPD) activities and programmes have gained, in some way or another, a great deal of teacher competency. The results indicate five major aspects: (1) motivation; (2) skills, knowledge and ideas; (3) self-directed learning; (4) interactive competence; and (5) computer technology awareness and skills. Sarath Perera.(2003) "Teacher education and teacher competencies: a study of how a model of teacher competencies could inform pre-service primary teacher education in Sri Lanka. This investigation evaluates existing teacher competency statements in the literature in both developed and developing countries. The outcomes from this research were included the following: the development of a set of teacher competencies relevant to the context of primary teaching in Sri Lanka; a greater understanding of teacher beliefs about competencies; an identification of needs for the preservice training of teachers; and recommendations for the application of the findings to teacher competency-based pre-service training. Isil Kabakci Yurdakul (2011). An Evaluative Case Study on Professional Competency of Preservice Information Technology Teachers. The study evaluated pre-service Information Technology (IT) teachers’ professional competency in the teaching process. The findings of the study indicated that the
pre-service IT teachers were competent in the preparation of instructional materials, in the use of instructional materials and technological tools and in the implementation of assessment and evaluation activities. However, the pre-service IT teachers had a low level of competency in the use of technological concepts and in the observation of students’ development. Fakhra Aziz & Mahar Muhammad Saeed Akhtar (2014). Impact of Training on Teachers Competencies At Higher Education Level In Pakistan. The study aimed to diagnose the impact of training on teachers competencies. The Competencies of teachers having no training and trained teachers were compared. Trained teachers showed a significant difference in pedagogical competencies, management and assessment competencies and research competencies. It depicts that in all the categories trained teachers were more competent than teachers having no training were. The study suggests that training program of this type should be continued to enhance the teacher’s competencies. Anguo Xu and Long Ye (2014). Impacts of Teachers’ Competency on Job Performance in Research Universities with Industry Characteristics: Taking Academic Atmosphere as Moderator. This paper aims to examine the impact of teachers’ competency on job performance in research universities with industry characteristics. It was found that there exists a significant positive correlation between the teachers’ competency level, four dimensions and job performance in research universities with industry characteristics, especially between research capacity, teaching ability, industry awareness and job performance. And academic atmosphere plays a regulatory role in the interaction between the competency and job performance.

**Conclusion**

In addition to, ‘mastery over the subject matter or field of specialization’ and ‘effective communication skills’, several other desirable characteristics of a teacher has been identified. A teacher
should be a Psychologist, Sociologist and Philosopher, besides being the master of his/her subject and an updated expert in Communication skills. Certainly, a classroom teacher, in the latter sense of the term, requires both an innate capabilities and a set of acquired skills to deal with amazingly heterogeneous groups of learners. The ground reality makes us believe that teaching is both an art and a science, and a teacher must have specialized knowledge and skills to discharge his responsibilities towards his students and society at large. Teachers’ competencies affect their values, behaviors, communications, aim and practices and also they support professional development. Thus, to improve the teaching-learning process in tertiary level teachers’ professional competencies is of great importance.

References

CONDITION OF INDUSTRIES DURING THE BRITISH PERIOD

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Tirunelveli Tamil Nadu

Introduction

In order to understand the History of Industrial Growth in Tamil Nadu during the Post-Independent Period, it is indispensable to study the condition of industries prior to independence. The economic condition of India in general and Tamil Nadu in particular before the British came around the middle 19th century were almost similar to those which prevailed in other countries at a comparable stage of industrial development. In some respects Tamil Nadu a part of Madras Presidency in India in fact was better placed for modern growth.¹

As per the level of India’s industrial development is concerned, it was fairly high. The degree of technical skill of the Indians was unsurpassed in many lines. This is amply obvious from the report of the Indian industrial systems was inhabited by uncivilized tribes. India was famous for the wealth of her rules and for the high artistic skill of craftsmen. And even at a much later period, when merchant adventure from the west made their first appearance in India, the industrial development of this country was at any rate not inferior to that of the more advanced European Nations.²

The Industrial Revolution in British Period

The industrial revolution in Britain had gathered its momentum through the utilization of its mercantile capital and then started to exploit the Indian Economy in a different manner. During those days, the main motive of the British regime was to transform the Indian Economy as a Primary producing country, concentrating the
production of raw materials and to create a potential market in India for the sale of their industrial finished goods, thus the strategy of free trade followed by British had ruined the age old Indian textile industry as this industry could not stand in the competition with the machine made textiles produced by the British.

**Industrial Revolution**

The industrial revolution in England created a serious impact on Indian economy as it reserved the character and composition of India foreign trade. This led to destruction of Indian handicrafts although there was no substantial growth of modern factory industry. The destruction of handicrafts created a vacuum in India which was subsequently fed by British manufactured goods. The destruction of Indian handicrafts led to serious unemployment problem and the weavers were most seriously affected. More this unemployed craftsmen and artisan could not find any alternative occupation open to them and thus they had to return to agricultural sector leading to ‘progressive ruralisation of India’.³

Dadabai Naoroji a distinguished economist of India, in his famous paper the ‘Poverty of India’ (1876) analyzed that the huge amount of drain of capital sets wealth from India which started after 1858, the drain still continued and it was mostly in the form of home charges. During the early part 20th century about 10 per cent of the total national income of India was remitted to England. This led to drain of economic surplus of a poor country like India which had resulted further under development of the country.⁴

**Indian Economy**

The spine of the Indian economy was badly injured during the two hundred years of British rule in the country. During the 16th and 17th century Indian economy was considered as in industrially advanced country. But the British did not permit to modernize the industrial
sector of the country during the 18th and 19th century, world famous Indian handicrafts and cottage industries were totally destroyed by the advent of cheap British manufactures in India. In this way Indian economy was turned into an importer of British manufactured goods and exporter of tea, coffee, oil seeds, food stuff and other industrial raw materials which were considered essential for running British industries in England.\(^5\)

Dr. Bipan Chandra has analyzed impact of the colonial rule in attaining development arguments of British economists, the backwardness and lack of modernization of Indian economy were mainly due to the existence of value system, i.e., spiritualism, asceticism, joint family system, the caste system and also due to shyness of capital in India.\(^6\)

Dr. Chandra wrote, ‘it is a historical fallacy to assume that India under British rule did not undergo a fundamental transformation or that it remained basically traditional.\(^7\) Whatever modernization was attained in the Indian economy that was brought within the political parameters of a colonial economy.

Mr. Chandra further wrote, ‘it was therefore, not an accident nor was it historically exceptional that India was integrated into world capitalism without enjoying any of the benefits of capitalism, without taking part in the Industrial Revolution. It was modernized and under developed at the same.\(^7\)

British rule in India was a long history of systematic exploitation of the general people of the country by the so called imperialistic government. The consequences of various forms of exploitation of the Indian people by the British on the Indian economy can be broadly analyzed with the following points.
1. British rulers never permitted to modernize the prevailing industrial structure of India during the 18th and 19th century leading to large scale destruction of world's famous handicrafts and cottage industries of the country.

2. By following the policy of discriminating protection Bruisers gained complete control over the entire Indian Markets.8

Thus the exploitative policies of the British rulers, created large scale poverty, stagnation and backwardness of the Indian economy in general and Tamil Nadu in particular along with a huge drain of economic resources of the country to Great Britain. In spite of the exploitative policies of the British Government it is a matter of legitimate pride for us in Madras that it was the Madras Government that led a way and showed how a Government could actually start new industries. In 1808 Mr. Chatterton, superintendent of the school of arts was given a small grant for experiments in manufacturing aluminum vessels. They were very successful. A very flourishing state enterprise was built up and was sold in 1903 to the Indian Aluminium Company.

The first smelter for smelting iron ore India was started by Mr. Joshua Marshall Health, who was Civil Servant of East India Company at Port Novo, Tamil Nadu in 1830. A company called the Indian Iron and steel and Chrome Company was formed. In 1833 furnaces, forges and rolling mills were also created at Boypur Malabar. Iron ore for the Porto Novo works was obtained from the hilly interior of South Arcot District from near Sankarapuram and Madura Hill areas. A new company was formed in London in 1853. This company erected smelters and works at Tiruvannamalai in North Arcot and at Pulampatti of the Cauvery between Bhavani and the present Mettur Dam. The works at Pulampatti obtained iron ore from Kanjamalai in Salem 28 miles away from the works. The daily output of big iron from each of these furnaces was about 6 tons. The production was regular
and thus the pig iron produced was of good, superior quality and had a ready market in England, for making of files and steel. The operations at Pulampatti caused in 1858, at Porto Novo in 1866 at Tiruvannamalai and Boypur the operation also ceased in 1867. The company went into liquidation in 1874. In 1875 the Napier Foundary Company was established for the manufacture of charcoal in 42 sq.miles of forest in North Arcot. This agreement was however terminated in 1877. But it was the beginning of the work of the Industries Department of this provinces.⁹

Following the good example of Madras, Lord Curzon in 1905 established a separate Department in charge of a member for committee and industry in the Government of India. This department was able to give the necessary assistance to enable the great praised industrialist Mr.Jamshedji Tata to establish his huge iron and steel enterprise at Jamshedpur in Bihar that began production in 1911. As tariffs protection was conspiracy to the Government policy at that time help was given on other ways including a guarantee order for rails for the State Railway for rails for the State Railway for a period of year. The Tata Iron & Steel Company has been a great success and has rendered outstanding services to India in both the world wars. Unfortunately the activities of the Industrial Departments of both Central and Provincial Government received a severe setback when Lord Morley was Secretary of State’s ruled in that they should restrict themselves to education in new techniques and should not attempt to demonstrate the feasibility on a commercial scale. This however was only passing phase and from the time of the First World War State aid in the establishment of new industries has been an accepted policy in India.¹⁰

The Department of Industry and Commerce was set up in 1914 by Mr.Alfred Chatterton who was the Director of Industries and Technical Inquires since 1906. The main intention of this department
was not to upset the European mercantile community during the war period.\textsuperscript{11}

Over the year the administration of the department was recognized with many other activities but the basic intention of the department was to enhance industrial development in the province and effectively render its services to the public which laid the foundation for a strong industrialized state at that time. With the constitution of 1921 India secured rascal autonomy and was able to adopt a policy discriminating tariff protection. Under this tariff assistance was given to a fairly wide range of industries that were expected to be able eventually to dispense with this help and the assistance so given has not been unduly costly to the consumer and the industrialists. In order to foster industrial development of the state, the state Aid to industries Act was enacted in 1922. Loans under the provisions of the Act are granted to new or nascent industries, industries established in areas where such industries are underdeveloped, cottage industries and development of old or established industries.\textsuperscript{12}

The Post War Services Reconstructed Fund laid specific schemes to help groups of ex-servicemen to resettle them in civil life such as in Co-operative workshops, Co-Operative buildings, special technical training facilities were provided i.e., for tanners, weavers, etc., purchase, special technical, bullock etc., in connection with Co-operative farming group, schemes for rural housing for their benefits were carried out by the ex-service personnel’s. The object of the fund did not extend beyond the Province of Madras.

The Madras province during the pre-independence time was well known for its Mica production in Nellore district. India was producer of World’s 80 percent of Mica production; out of it Madras contributed 20 percent of its production, from the Nellore mines. It was
only Hides and Skins tanning an industry which was very prosperous in the Madras Province apart from the Mica exports. Tanning materials such as Araram Bark and Myrobalan are plenty in Madras and the adjoining states. They are famous for imparting characteristic colour and tanning properties. The promoted a large number small tanneries at Vaniambadi and Ambur in North Arcot districts, prior to independence. Apart from these industries there were 60 cotton mills, jute mills, silk, sugar; oil seeds, soap industries, coir, tiles, manure, chemicals, matches peppers and miscellaneous small cottage industries existed in Madras state during the British period till 1947.

References


2. Ibid, p.31.


4. Bipan Chandra, Nationalism in Modern India, Presidential address section II Indian History Congress, 1970, p.3.

5. Ibid, p.4.


11. Ibid, p.27.


13. Ibid, p.27.
DR. B.R. AMBEDKAR’S VISION OF JUSTICE: WOMEN’S LIBERATION THROUGH CONSTITUTIONAL MEANS

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Introduction

The popular perception is that Ambedkar’s vision of justice is just confined to the domain of the depressed classes. This sort of reductionism is ill found and therefore false. He worked for all deprived sections of Indian society including factory workers and peasants. Justice Krishna Iyer after an exhaustive reading of Ambedkar’s doctrine of justice states, “The ultimate goal being the foremost commitment of Dr. Ambedkar – social justice to the last, the lost and the least. Dr. Ambedkar was more than a Mahar Manu; he was a spiritually kindled humanist with every great cause as his cause, who would have shared one answer with Marx who was asked by his daughters: your favourite maxim? “I am a man and nothing pertaining to man is alien to me” (Iyer 1991: 6-7). Justice Iyer reiterates, “It is not right to dwarf Dr. Ambedkar as one who fought for the emancipation of Mahar mankind only.” And he further informs that Ambedkar “fought for women’s liberation, for the adivasi underdog and for social and economic democracy in general” (Ibid: vi). Along with the Dalits and deprived Hindu women’s issues, he “championed the workers’ cause as the leader of Independent Labour Party, member of the Bombay Assembly and member of the Viceroy’s Executive Council.” Eventually, Ambedkar “espoused the cause of peasantry too in his numerous campaigns as well as in the Bombay Assembly and the Central Council” (Mathew 1991: xvi).

Right from the beginning of his liberation movement, Ambedkar considered the problems of the most oppressed among the oppressed
and involved women in all his social and political struggles. He scrutinised Smriti literature and found that the Manusmriti is the most dangerous obstacle in the path of women’s liberation since it treats women as a subspecies and denies all sorts of human rights. For that reason, Ambedkar burnt Manusmriti as a symbol of protest against the Hindu ideological apparatus. His commitment to the cause of women is explicitly visible in the Constitutional work. He recognised the fact that the liberation of Hindu women is the liberation of India since they consist of half of the population and living in the shadows of men and surviving in the slavery of Shastras. As a matter of fact, Indian women suffer from discrimination and oppression irrespective of their caste, class and ethnicity. They face discrimination in public as well as in private spheres. The exploitation of women manifests in scores of forms including domestic violence, sexual slavery, rape and trafficking in women.

**Gender and Caste Connection**

The historic oppression of women has roots in Hindu religious superstitions and the Hindu patriarchy dangerously dominates all institutions, social norms and customary laws. Many social reformers and Mahatmas have come to uplift women’s status and gone without doing justice to them. Their failure can be attributed partly to their misperception of Indian woman question and solely to their indifference towards Dalits. Indeed, they never try to identify the issues of gender with the question of caste. Ambedkar conceived social reform in two distinguished ways; one concerned with the family and the other related to the society. He opines that the Hindu reformers mistook the earlier for the later. As Meera Nanda (2006) investigates, “Ambedkar was the first to link caste with gender inequalities. He located the connection between oppression of women and the perpetuation of caste hierarchy in the morbid fear of miscegenation, expressed in the strict rules of caste endogamy that are still the norm in India. Hinduism
imposes stringent restrictions on women in order to maintain the purity of castes. Purity of women is central to Indian patriarchy, because the purity of castes is contingent upon it. The brunt of this obsession with caste purity was, and still is, borne by the Hindu women. Controlling their sexuality and life choices was the easiest way of making sure that they were not accessible to men of lower orders. The peculiarly harsh rules of upper-caste patriarchy – child marriages, veiling, and withdrawal from productive work outside the home, compulsory ascetic widowhood and even sati, and entire ideology of Pativrata (worship the husband like a god) – become explicable when seen so many devices to ensure endogamy” (Ibid: 21-2). Ambedkar, she further informs, “made these connections early on in his Columbia days. He came back later, in his capacity India’s first law minister, to argue for a reform of Hindu personal laws regarding marriage, divorce and inheritance. Along these lines, deprivation of women can be understood as a multidimensional question. A dispossessed female labourer of the depressed classes is “very likely to be poor, illiterate, in poor health, have little social capital” (Haan and Kabeer 2008: 12). Indeed, the political economy of gender is a significant “structuring principle in the distribution of labour, property and other valued resources in the society.” Moreover, gender “structures the division between productive and reproductive labour, giving women the primary responsibility for the latter. It structures an unequal distribution of land and property, few rights than men or else their entitlements are mediated by male family members” (Ibid: 22). Therefore, woman question in India is a complex problem, hence gender inequality is the question not just of economic equality. It is not just an issue of women, but it is also an overall human subject. Therefore, the “role of woman as a catalytic agent for social change,” for Ambedkar, “have to be accepted in the process of attaining social justice” (Singh 2005: viii).
The Fall of Hindu Women

Ambedkar was the first person who described about the “rise and fall of Hindu women,” from the revolutionary perspective, and “made a scathing criticism against the scriptures, particularly the Manu’s code, which was responsible for the enslavement of women in India…. It is found that the fall of Hindu women started with the spread of caste system in India” (Chalam 1993: 171). He thought that initially women were free and enjoyed equal rights with men. In a later stage, caste oppression and suppression of women started and slowly solidified. The studies on the ancient Indian literature pertain to the position of women in general and wives in particular made one thing very clear: “The honour and dignity, though limited, that was available to them in the Vedic age was gradually curtailed later on” (Chattopadhyaya 1999: 70). However, “In the Mahabharata, in the Manusmriti, in other Smritis and Puranas women are charged with serious moral lapses.” They are said to be “falsehood incarnate,” their mind “uncontrollable” and nature “poison, smoke and fire in one.” Among the “natural faults” of their character are mentioned as lack of Dharma, fickleness, cruelty, trickery and folly. Even the ardent proponent of Hindu society cannot deny “an undercurrent among common people of poor opinion about women” (Kane 1974: 70-71). Moved by the pathetic state of women in the Hindu social order, Ambedkar resolved to break the shackles of the Hindu women by creating legal prospects to make them equal with that of men in all spheres of life.

Initial Legal Efforts

Prior to the proposed Hindu Code Bill, Ambedkar dealt with the issues of devadasis, birth control and maternity, which are pertinent to identify the dignity of women. He had a lot of concern for the devadasis who have been the prey of Hindu religious exploitation for centuries. Aware of their agony, Ambedkar advised, “You must marry and settle
down to a normal domestic life as women of other classes do. Don’t continue to live under conditions, which inevitably drag you into prostitution” (Ambedkar 1936: 6). Likewise, he wanted to rescue the working women from overburden by means of the Maternity Bill. In support of the Bill, Ambedkar argued, “It is in the interest of the nation that the mother ought to get a certain amount of rest during the prenatal period and also subsequently, and the principle of the Bill is based entirely on that principle…. I am bound to admit that the burden of this ought to be largely borne by the Government, I am prepared to admit this fact because the conservation of the people’s welfare is primary concern of the Government. And in every country, therefore, maternity benefit has been introduced, you will find that the Government has been subjected to a certain amount of charge with regard to maternity benefit” (Ambedkar 1982: 166-7). Thus, he convinced the Council that providing welfare measures for the working women was the responsibility of the Imperial Government. On the subject of birth control, his views turn out to be most democratic, modernist and feminist than any of his contemporary political thinkers in colonial India. On the Birth Control Bill, Ambedkar remarked, “The present keen struggle of life renders timely marriage impossible for many and they expose them to various diseases and habits. Many women become invalid for life and some lose their lives by the birth of children in their diseased condition or in too rapid succession…. Birth control is the only sovereign specific remedy that can do away with all these calamities. Whenever a woman is disinclined to bear a child for any reason whatsoever, she must be in a position to prevent conception and bringing forth progeny, which should be entirely dependent on the choice of women. Society would no way profit by the addition of unwanted progeny” (Ibid: 264). It was not just about the question of birth control; his intension was to witness woman making choices of her own and make becoming the sovereign over her mind and body. He believed that the basic transformation of women’s
social status could be achieved by the rule of law under democratic constitution. Accordingly, Ambedkar tried to reform the Hindu Law by introducing a women-centric civil law, the Hindu Code Bill, to bring about justice to the oppressed woman in securing equal status with men, space for liberty, and respect for human dignity (Singh 2005: viii).

**Constitutional Means**

The Hindu Code Bill covered many significant clauses that upholds the rights of women. The Bill sought to abolish different marriage systems prevalent among Hindus and intended to establish monogamy as the lone legal scheme. As well as, “conferment of right to property and adoption on women” were aimed. It provided “forrestitution of conjugal rights and judicial separation.” Indeed, the Bill “attempted to unify the Hindu code in tune with progressive thought” (Ahir 1990: 129). Among others provisions women’s inheritance and measures preventing dowry were included. The sacramental status of marriage was switched to contractual category. This bill made wife’s consent compulsory in the matters of adoption (Kumar 2008: 142). Along these lines, many significant human rights were made available for the empowerment of Hindu women in making choices of her own in life. Furthermore, the significance of the Hindu Code Bill lied in its uniform rules of succession and its fair unification of various sorts of stridhan into a single category. Ambedkar’s concern for the oppressed Hindu women and his meticulous effort for bringing about justice to them were evident in his introductory speech on the Bill in the Parliament. He defended the Bill by asserting that the provisions in the Bill are compatible with the constitutional ideals of liberty, equality and fraternity. He explained, “In the order of succession to a deceased Hindu, the Bill seeks to make four changes. One change is that the widow, the daughter, the widow of a pre-deceased son, all is given the same rank as the son in the matter of inheritance. In addition to that, the daughter also is given share in her father’s property” (Ambedkar
1995: 6). With this clause, he wanted to weaken the age-old practice of preference for son in Hindu families.

Ambedkar upholds the principle of equality and dishonours inequality among human beings including gender hierarchies. He was deeply moved by the unjust practices of dowry scheme in various forms that were prevalent in various parts of India. He resolved to eradicate this heinous practice through the Hindu Code Bill. Ambedkar tried to convince the House on this just cause of the vulnerable young women. He said: “All the members of the House know...how girls who bring enormous property...by way of dowry or stridhan or gift are treated...with utter contempt, tyranny and oppression.” Therefore, “property which is given as dowry...shall be treated as a trust property, the use of which will ensure to women...neither her husband nor the relations of her husband will have any interest in that property” (Ibid: 8). By protecting the just share of woman’s property from unjust appropriations of spouse and relatives, Ambedkar wanted women to be free from unwanted bondage, slavery and dependence.

Ambedkar thought of many alternatives for the annihilation of caste that was directly connected with the liberation of women in India. One of the most important programmes proposed in his initial and later works was intermarriage. He thought of, through the Hindu Code Bill, privileging civil marriage over traditional patterns of endogamous and polygamous Hindu marriage. Ambedkar explained: “Marriage under this bill be valid irrespective of the caste and sub-caste of the parties entering to marriage.” Further, “the Bill abandons polygamy,” he said, “Under the new law, it is monogamy which is prescribed” (Ibid: 10). Indeed, separation from family ties is an undeniably painful project, but it ought not to be a general rule since certain perplexed circumstances may perhaps pave a way for a wife to live away from her husband. For that reason, some kind of economic support is needed for the separated woman who is already burdened with loads of stress caused by the
breakup. Ambedkar shared the strains of separated woman and made a provision for maintenance from her husband. However, the major provision in the Bill that caused his resignation from the law ministry is the right to divorce, which was a nightmare at that time.

Ambedkar knocked down the sacramental status of Hindu marriage and made it a contract by allowing divorce for the following reasons: “(1) desertion; (2) conversion to another religion; (3) keeping a concubine or becoming a concubine; (4) incurably unsound mind; (5) virulent and incurable form of leprosy; (6) venereal diseases in communicable form; and (7) cruelty” (Ibid: 10). He found that the sacramental marriage is not compatible with the democratic ideals of liberty and equality since the holy marriage is polygamy for the men and permanent slavery for the women. Therefore, he thought that women should have the freedom to break up from undesirable husband. Moreover, his constitutional morality does not permit the ancient and archival ideals of the Hindu social order that are antithetical to the principles of liberty and equality. Thus, Ambedkar’s proposed Hindu Code Bill reveals his commitment to bring about justice to the enslaved Hindu women. Half a century later, most of his proposals were passed as acts in the Parliament. This proves the depth of his perception and novelty in his visualisation of gender justice. Hence, he not only propounded theoretical principles of social justice but showed the practical path to achieve them.

Conclusion

Ambedkar succeeded in making unconstitutional the heinous practices of discrimination based on caste and gender. His relentless efforts, from his initial maternity leave bill to the final Hindu Code Bill, brought significant provisions for the liberation of Indian women through constitutional means. However, the Constitution did not reflect his views fully on justice for women and Ambedkar himself was against so many provisions that he marked in the Constitution. He thought of
incorporating many provisions of social justice from his work, State Socialism. Unfortunately, these just provisions were not adopted into the Constitution and the Hindu Code Bill was not passed. There would have been immense cessation of inequalities in Indian society, if these provisions were implemented and the Bill would have brought revolutionary changes in the lives of Indian women. In the process of realising social justice through democratic and constitutional means, Ambedkar wanted to transform political democracy into social democracy since the Constitutional provisions of formal equality in the political realm would be meaningless without just provisions for women’s equality in the social sphere.

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Introduction

The caste system is the most dynamic factor in the life of the Indian people past and present. A Caste is a social group, having a divine or mythical ancestor, hereditary characteristic features like birth, occupation system of matrimonial alliances within their caste groups, mutual relations between different castes are ritually determined in a graded scale and restriction on social mobility, further placed in the ladder of the social gradations on the basis of their profession a value. The caste system in mainly based on religious Philosophy which supports a functional division of the Hindu society.¹

Caste system in Ancient period

During the early sangam period in Tamilnadu, social organization was based on occupation. The Sangam classics gave an unusually complete picture that the Tamil society existe on the physiographic basis of the regions.²

The people of the sangam age belonging to different groups had different modes of living and occupations in relation to the topographical five-fold divisions of their lands namely Kurinji, Mullai, Marudam, Neithal and Palai called Tinais clands.³

It was generally believed that the Institution of castes was a creation of the Aryans and was introduced by them into Tamilnadu also.
Four Varna systems

The ancient Tamils were unaware of the four fold social divisions of the Aryans. The Aryans varna concept was wholly foreign to the southern Dravidians who were regarded as the direct ancestors of South India. It refers to four castes viz.,

* Anthanar or Parpanar (Brahmin)
* Arasar (king or Ruler or Kshahatriyan)
* Vanikar or Vaisiyas (merchant) and
* Vellalar (Agriculturists)

There is no evidence for the term ‘sudra’ in the whole of Tolkappiam. The fourth class of Tolkappiam is not identical to the North Indian fourth class, sudras. In fact there were several other groups included under the Aryan sub division of the sudras.

On the basis of their occupations, they lived in groups. The Tamil words ‘Kulam’ or ‘Saathi’ denote the meaning of various groups. The term ‘saathi’ in the poetical compositions convey the divisions in the society. It functioned as a type of trade union and was eminently suited for the preservation and transmission of the pattern of skill, Knowledge and behavior by constituting the culture of a particular group.

Upper and Lower caste competitions

Today, the country side is gradually changing, for many centuries, many communities lived in perfect harmony with one another, but now, they are tools of war. Some low Castes have improved their economic condition. They imitate the customs and habits of the upper castes in their daily life. The traditionally dominating communities are not convinced with the emergence of the
poor and the powerless big group who have not yet entered the social register.

Today, caste is for conditioning the consciousness of the lower castes in accepting their interior status in the ritual hierarchy as a part of the natural order of things. There are disparities and competitions among the upper and lower castes. Even the Brahmins also approach the Government to include them in the backward caste list. Almost every forward caste can find some name under the guise of which, they are trying to enter into the backward list. The members of the low caste have realized that they could improve their social status and gain political power by improving their economic condition rather than by acquiring Brahmin or kshatriya status.

So, Many caste organizations and associations emerged to serve as important channels for political action. The 2000 years old caste distinctions have lost their significance and have lost their traditional character within 100 years.

According to E.V.Ramasamy(Periyar) Caste system is considered to be an incurable disease and is the cancer of the Indian society and root of all social problems. The inequalities created social tension and raised the level of awareness among the depressed classes. All these things caused the caste related violence. Social and Political awareness among the weaker sections, particularly among the younger generations is continuously increased Inter-Caste marriages do not eliminate or annihilate caste system. However, inter-caste marriages have reduced the tension to some extent among the different castes. Multi caste settlements are encouraged by the rural housing societies in promoting friendship and neighborliness among the people of different castes. The elders of the communities as examples, should act as guiding force for the youth. Caste conflicts are approached with caution, perception and concern, because such problems take a
dangerous dimension and lead to the damage of properties and bloodshed.

**Origin of Vanniyars**

The caste vanniyars are also known as Agnikulas. The etymology of the term is derived from the Sanskrit Agni or Vahni meaning fire. Agni, the god of fire, it connected with regal office of the kings.

Vanniyars are also known as Pallis who provide a typical example of a transitional society striving for modernisation. Actually, it is a cultivating caste found mostly in Madras, Kanchipuram, Thiruvalur, Vellore, Tiruvannamalai, Cuddalore, Viluppuram, Salem, Namakkal, Trichy and Dharmapuri Districts of Tamilnadu constitute about one fourth of the total population. When the 1871 census enumeration work was started, they submitted a petition to the government that they should be classified as Kshatriyas by citing evidences from the puranas.

The word ‘Agnikula’ directly corresponds to Vanniya kula which signifies only Kshatriyas. It is something like a name after a cause, which gradually lost its etymological significance and became a common name.

Edgar Thurston has probed into the origin of Vanniyas in his monumental work ‘Caste and Tribes of southern India’. He quoted a book written by a native Indian to show that the Pallis (Pullies – Vanniyar) of South India, are descendants of the fire races(Agnikulas) of the Kshatriyas and that the Tamil Pallies were at one time the shepherd kings of Egypt.

A book entitled “Vanniya kula Vilakkam’ A treatise on the Vanniya Caste” was compiled by T.Aiyyakannu Naicker in support of the Caste claim to be named as Kshatriyas. In 1907, another book
entitled varuna Darpanam (mirror of Caste) was published, in which an attempt was made to identify the caste with the pallavas.

Kulasekhara, one of the early Travancore kings, and one of the most renowned Alwars was revered by the Sri Vaishnava Community in southern India is and he claimed by the Pallis as a king of their caste. Pallis claimed that they were the descendants of the Pallavas. Accordingly till today they get, ‘Kumba mariyathai’ during the festival time.

F.R.Hemingway relates a traditional story of the Pallis regarding their origin. “They are the descendants of one ViraVanniyar who was created by a sage namely sambuha, when he was destroying the two demons named Vatapi and Enaapi. This Vira Vanniyan married a daughter of God Indra and had five sons, named Rudra, Brahma, Krishna, Sambuha and Kali.

They lived to the North of the Palar in the Cauvery delta and declared that they were superior to the Brahmans. It is because of this that the Brahmans were invested with the sacred thread after birth, but the vanniyars were their sacred thread with them at their birth itself.

Nelson states that the vanniyars were the descendants, ancestors who, had good positions among the tribes of south India during the ancient period who later became the agricultural caste.

The terms Vanni and Vanniyan are used in Tamil poems to denote king. For instance, in the classical Tamil work Kalladam, Vanni is used in the sense of king. Kamban, the author of the Tamil Ramayana used it in a similar sense.

Source of the Inscription

In Thiruchuram inscription dated 1189 A.D. Vanniya Nayan appears among the titles of the locals chief of Tiruchchuram, who made
a grant of land to the Vishnu temple at Manimangalam. Thiruchchuram is identical with Tiruvidaichram about four miles southeast of Kanchipuram, where there is a reined fort, and also a Siva Temple celebrated in the hymns of Tirugnana Sambandhar, the great Saiva saint who lived in the seventh century.

**Vijaya Nagar Rule Period**

During the time of the Vijayanagar king Krishna Deva Rayan (1530 AD) founded the Vanniyar Chiefs Kadavarayan and Sendavarayan. They refused to pay the tribute to their lord. Hence they were increased by the Vijayanagar army. The brothers proved invincible.

Atleast one of their dancing girls was guilty of treachery. Acting under instructions, she poisoned Kandavarayan. The brother Sendavarayan caught hold of her and Children, and drowned them in the local tank. The tank and the hillock close by still stands by the name of kupi, the dancing girl.

Sendararaya’s braveness was attracted by the Vijayanagar king Deva Rayar-II (1419-1444 A.D) Therefore, he gave the title of the ‘lord’ to the Sendavarayyas. The inscription, dated 1456 A.D., States that, when one Raja vallabha ruled at Conjeevaram, a general named Vanniyar Chinna Pillai, obtained a piece of land at saatankad near madras.

**Pallis**

The term palli is derived from ‘Panda-Mutti or touching the pandal, a practice that was maintained in ancient times with reference to the pile of marriage pots reaching to the top of pandal.

The pallis in the other districts are called by various names (titles) such as Nayakar, Varma, Padaiyachi, Kandar, Chera, Chola, Nayanar, Udaiyar and Sambuvaraya. Some pallis adopted even such
titles as Gupta, Rayar, Pillai, Reddi, Goundan, Kavandan and Chembian. In the Salem district some pallis are divided into Anju-nal (five days) and pannendu-nal (twelve days) depending upon the performance, of the funeral ceremonies on the fifth or twelth day after death, to distinguish them from those, who perform them on the sixteenth day.

Another division of pallis in the Salem districts distinguished on the kind of ear. I ornament which is worn. The olai pallis wear pallis wear a circular ornament (olai) and the Nagavbadam Pallis wear an ornament in the shape of a cobra called Nagavadam. The pallis are saivities or vaishnavities but are also demonolaters, and worship Mutthalamma, Mariamma, Ayanar, Muneswara, Ankalamma and other minor deities.

**Vanniyar in Sri Lanka:**

It is also argued that the Vanniyars have close connection with Sri Lanka even from its pre-historic age down to modern times. The pre Aryan inhabitants of Sri Lanka can be broadly classified under three divisions, namely

1. Vaddas  
2. Naga  
3. Yakshas

They were three classes of the Vaddas among them the Vanniyas alone continue to spear Tamil. The name Vedda, which has affinity with the Tamil word vedar meaning hunters, seems to confirm the location of a new original home in the Tamil land. They also worship kandaswamy, Aiyanar, Pillaiyar, Rudra and Parvati. Thus it can be we may concluded that the vanniyas were an aboriginal people related to the ancient tribe of south India; i.e. the vanniyas.

Vanniya kula kshatriya, no doubt is the single largest community in Tamilnadu and spread over the entire state except in Nilgiris and Kanniyakumari districts. They are predominant in the
districts of Madras, Kanchipuram, Thiruvallur, Vellore, Tiruvannamalai, Cuddalore, Villupuram, Namakkal, Dharmapuri, Salem, Trichy and Tanjore.

The population claimed by the community through the various representations ranged from 1.60 to 1.65 crores. According to the socio education cum Economic survey conducted by the second backward class commission, the population is 65,0,855.

**Vanniyar Economic level**

In the list of backward classes prepared by the commission under the main entry vanniya kula kshatriya, the prominent subjects namely Vanniyan, Vanniyar, Vanniya Gounder, Gounder, Padayachi, Palli and Agnikula kshatriya have also been included.

The community found a place in the list of backward classes from the very beginning. By occupation, they are primarily agriculturists. Majority of them are either tenant farmers or agricultural coolies. But due to the various difficulties and changes in the socio economic pattern in their traditional profession, there is a lot of discontent in their minds.

It is to be observed here that the people of this community also engaged in other occupations like wood cutting, lime burning, sheep breeding, poultry, building construction work, well digging, earth work, stone cutting, road formation, beedi manufacturing, weaving, dyeing, car driving, tailoring and match industry. They are also said to be engaged in toddy tapping, tannery, and butchery and scavenging.

This is perhaps the only major caste which has no effective sub castes or sub divisions. The term ‘Vanniya kula kshatriyas’ are known throughout the district and innumerable titles are used by these people. In a representation made on behalf of the toilers party, 79 such titles had been enumerated. Most of them have a martial meaning to
indicate that the caste descended from a race of fighters, just like the marvas and kallas in the south.

Conclusion

The title commonly used and accepted in Thiruvallur, Kanchipuram, Cuddalore, Villupuram and Tanjore is Padayachi. In Vellore, Tiruvannamalai and the city of Madras, Naicker or Nayakars is more popular. In Salem and Dharmapuri Gounder is the common title. Nevertheless, Padayachi and Naicker are accepted as popular titles.

There are Reddiars and moopanars as well. In Salem, Dharmapuri and Coimbatore the community is known as the Vannia gounder or padayachi gounder to distinguish it from the vellala gounder who are the dominant cultivating caste in that area.

The caste has all the traits of a self contained tribe. This is inevitable in view of its enormous size and its earlier fighting origin. There were Raja Vanniyars, Kshatriya vanniyas, Vaishnavites, Barbers and Dhobies and other service castes within the community for the exclusive service of the community, though these distinctions are leveled down in recent decades.

The vanniyar community is predominant in Tamilnadu (Population size; around 20 million since 1998). The vanniyars, known as Pallis, became soldiers and commanders during the medieval Pallava rule and came to be known as padayachis.

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ALIGARH MOVEMENT: AN INSTRUMENT FOR TRANSFORMATION IN MUSLIMS

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The Muslim society in the 19th century was considered backward and they had developed certain prejudices. They had imbibed the feelings which created a distance between them and the British regime. This state of affairs required a reformation in the society which could address to these ill conceived notions. The Muslim society had produced no such stalwarts which could effectively do away this in the first half of 19th century. As a result, the socio-religious reforms among Muslims emerged rather late.

It was Syed Ahmed of Rai Bareli, the Wahabi leader who stood for ruthless rejection of all accreditations and declensions from the early Islam as preached by the Prophet and his companions. In this sense the Wahabi leader was forerunner of Sir Syed Ahmed. However, contrary to former's view the latter believed that Islam could prosper and flourish only under British regime. Syed Ahmed Khan found in Aligarh movement an instrument to create awareness among Muslims and to give effect to his ideas.

Syed's visit to England in 1969 left him with a depressed vision of Muslim society in particular and India in general. He thought that this state of decadence could be ended if some of the characteristics of English society such as its education science, technology, discipline and order were adopted by the Muslims. He insisted that his co-religionists should concentrate all their energies on acquiring English education. A section of Muslim community led by Syed Ahmed Khan felt that the Muslim community would forego its rightful share in the
administrative services if they shut themselves in a shell and resist modern ideas.³

It was soon realized that the crying need of the hour was to try to overcome the reluctance of Indian Muslims to come into contact with western education and culture at the same time to gain the confidence of the British rulers who had so far treated them with suspicion and distrust. The first national awakening among the Muslims found expression in the movement known as Aligarh Movement founded by Sir Syed Ahmed Khan. This was aimed at making the Indian Muslims politically conscious and spreading modern education among them.⁴ The name Aligarh Movement was so given because it was at Aligarh that Sir Syed instituted a school in 1875, which two years later in 1877 became Mohammadan Anglo-Oriental College. Later in 1920 it became the Muslim University.⁵ The establishment of the M.A.O. College was described by Lord Lytton as "an epoch in the social progress of India."

The Aligarh Movement aimed at spreading the western education among Muslim without weakening their allegiance to Islam. He gave an argumentative interpretation of Islam. The traditional education given to Muslims was full of orthodoxy. The religious education reinforced the secular education, which was imparted in the educational institute it started. This enabled the movement to evolve a distinct social and cultural community among the Muslims on modern lines⁶ The Aligarh movement also paid attention to initiate social reforms in the Muslim society. The practice of polygamy and ban on widow-remarriage were condemned by it, though the practice was continued among some sections of Muslims. He considered charging a huge interest on a sum more than suitable a serious crime.⁷ He also considered the female education imperative for the development of a society.
Although M.A.O. College was primarily meant for the educational uplift of Muslims, Sir Syed threw open the doors of the college to all the communities from the beginning. He was not in favour of creating two citizenships in his College. In his writings, he considered Hindus and the Muslims as his two eyes, between which discrimination was impossible. But afterwards under the influence of Mr. Beck, who became principal of M.A.O. in 1883, the Aligarh college fully focused its attention for uplift of Muslims exclusively. Britishers also realized that to stem the tide of Hindu nationalism it was necessary to draw the Muslims who had so far been looked with disfavour, under their protective wings. Mr. Beck tried to wean Sir Syed away from nationalism, to transfer his political attachment from British liberals to the conservatives and to evoke in him enthusiasm for a rapprochement between the Muslims and the Government.

Sir Syed Ahmed was convinced that without a close religious alliance between Christianity and Islam, the Indian Muslims were doomed forever. There could be no progress without inculcating among Muslims the spirit of loyalty to the British regime. He challenged all those traditions and practices of Islam, which kept the two peoples apart. Therefore he embarked upon the task of demonstrating the basic similarity between Islam and Christianity and bringing the Muslim and British together on spiritual plane.

Sir Syed openly attended the official parties and freely mixed with the British officers and their wives. It was considered a sinful practice by the orthodox Muslims to share a meal with European. He thus tried to develop Muslim outlook. The basis of Syed's position was that Islam could be reconciled with the thoughts of the western world. Its practical implication was that young Muslims should take up western education and resume their rightful place in the public life of their country. With this end in view M.A.O. College became the acknowledged centre of Muslim Modernism.
M.A.O. College was also instrumental in changing the Muslim outlook. Its foundation proved a landmark in the annals of Muslim education. It was far ahead of any other educational institution in sowing the seeds of loyalty towards British rule and imparting the western education and culture among Muslims. Within less than a decade its luminaries collectively described as Aligarh School assumed an almost monopolistic control of Muslim affairs. For more than two decades under the leadership of Sir Syed Aligarh turned out to be the focal point of Muslim activities, educational, social and political.

Syed's vigorous campaign for western culture and learning and his stress on the need to shift from rigid and dogmatic beliefs to empirical anti rational beliefs, from blind faith to reasoning, invited the wrath of Ulemas. The Ulemas issued fatwas against Syed and pronounced him the most hateful of Kafirs. Undaunted by this, Syed went ahead with his plans. However by 1886 Syed could mobilize the public opinion in his favour. Morison believed that reason for this was certainly political. In the interest of an effective educational programme, Syed pleaded Muslims to keep out of agitational politics. He felt that with hostile or suspicious British Government his educational efforts were bound to end in smoke. He believed that once the Indians had become as modern in their thought and action, as the Europeans, then they would be in a position to challenge successfully the foreign rule.

He through Aligarh Movement even criticized the ideals of congress leaders and urged the Muslim community to keep aloof from it and denounced its objectives. Addressing the delegates Syed said, "I don't agree with those who think that without political discussion there can be no national progress. On the contrary, I hold that education, and education alone, can be the means of national regeneration." He found the congress demand for popular government to be injurious and expressed the fear that under a democratic system of government,
which formed the ideal of the congress leaders, the majority community would fully override the interests of the minority. He laid the foundation of ‘Muslim Educational conference’ in 1887 which organized its sessions annually at the same time and venue as that of the congress, so that Muslims may not develop any sympathy for Congress.  

With all his effort and energy, Syed was able to develop the M.A.O. College into a full-fledged educational centre, to which well-to-do Muslim students from all over India flocked. Most of its graduates were absorbed into lucrative positions by the government.

What Syed Ahmed aimed at was the creation of an administrative elite which would govern in co-operation with the British. He incorporated western knowledge including science and looked to this new type of education as the prime tool of his campaign. Pandit Jawaharlal Nehru considered Sir Syed’s decision to concentrate on western education for Muslims a correct one. Nehru thought that without it Muslims could not have played an effective part in building up of Indian nationalism of the new type and Muslims would have been doomed to play second fiddle to Hindus. Thus Sir Syed laid the foundation among Muslims for a consciousness that evolved into religious nationalism.

Syed’s efforts were felt in the long run. By initiating the revolution in ideas, he made conducive atmosphere for many socio-religious reforms. The concern for social welfare of the Muslim society forced the Aligarh school of thought to depend on the government and the path showed by it. But it had a very disastrous effect on the nationalism. This alienation of Muslims from their Hindu brethren led to the birth of communalism in the country.
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KNOWLEDGE OF INFORMATION LITERACY AMONG STUDENTS OF FACULTY OF SCIENCE IN THE UNIVERSITY OF RAJASTHAN, JAIPUR: A STUDY

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Introduction:
Present era is belongs to information and society is face to challenge information management and its retrieval. There is a great challenge in 21st Century to keep knowledge and technological expertise to find applying and evaluating information. It has acknowledged that we are living in an information rich social society where the amount of information increases approx double within every three - four years. Therefore it is necessary to include and understand information literacy in education including universities and college syllabus nowadays.

In current information age, the speed at which we work makes us increasingly dependent on high quality, accurate information, for access and use of needy sources effectively. People should be information literate nowadays. Information literacy, on the other hand, is a potential tool of improvement for all learners, reached through a resource based learning approach.

Information Literacy: -In today’s rapidly changing society, students must have the opportunity to develop the ability to retrieve, assess and apply information.

Definition of information literacy: according to American library association, information literacy is the ability to recognize when information is needed and have the ability to locate, evaluate and use when effectively the needed information.
CILIP (Charted Institute of Library and Information Professionals) have defined Information literacy as “Information literacy knows when and why you need Information, where to find it and how to evaluate, use and communicate it in a technical manner.”

Information literacy is very important because of the amount of Information that is available in contemporary society. An Information literate person is one, who:-

- Recognizes the need of Information.
- Recognizes that accurate and complete Information is the basis for intelligent decision making.
- Formulates questions based on Information needs.
- Identifies sources of Information.
- Develops successful search strategies.
- Access sources of Information including Information & Communication Technology.
- Evaluate Information.

**Types of Literacy:-**

1. Media Literacy
2. Computer Literacy
3. Visual Literacy
4. Tool Literacy
5. Resources Literacy
6. Social – Structural Literacy
7. Research Literacy
8. Publishing Literacy
9. Critical Literacy

1.1) Benefits of Information Literacy to Students: - Information Literacy and the resource based learning programs that foster it counteracts the Information dependency created by traditional schooling, where students must rely on the teacher to dispense Information. Information literate students are more effective consumers of Information resources. The students learn to recognize that Information is packaged in a variety of ways, which of interests and that it contains a variety of value message. So we also can say, Information literate students are more critical when they make decisions about their resources.

1.2) Digital Information Literacy: - Digital Information Literacy is commonly held that having ability to read and write impacts considerably on a person’s potential communicate and learn. But how and in what ways does a person’s ability to read and write digitally, impact on that potential? Being able to access the internet find, manage and edit digital Information, join in communication network, are arguably aspects of what could be called digital literacy.

Scope of the Study

Information literacy skill is the most important tool for the students to get knowledge to use Information and communication technology tools. The main scope of the present study focused on knowledge of Information literacy skill among students faculty of Sciences of the University of Rajasthan, Jaipur to identifying, locating, searching, access retrieving and using Information. Present study has focused among Faculty of Science of the University of Rajasthan.

Objectives of the Study

1. To find the skills of Information Literacy among the students of the faculty of Science of the University of Rajasthan.
2. To find the knowledge of Digital Information Literacy.
3. To know using tools of Information Technology.
4. To know frequency of students to visit the library.
5. To find out the areas in that the students leaking Information skills.
6. Suggests to students that how they can improve their Information Literacy Skills.

Research of Methodology

This study has used survey methods, this method plays a significant role in research as can be seen from the statement. The survey method is one of the most effective and sensitive instruments of research. The main population of the research was P.G. students of the various departments from the faculty of Science of the University of Rajasthan, Jaipur. There are 11 faculties in the University of Rajasthan including Arts, Science, Commerce, Education, Fine Arts, Law, Management, Social Science, Technology, Business Administration etc. Each Faculty has divided in to various departments. The researcher selected the faculty of Science for the study. Faculty of science has a many departments like Botany, Chemistry, Geography, Home Science, Mathematics, Physics, Psychology, Statistics, and Zoology. Researcher has distributed 15 questionnaires to each department. Total 135 questionnaires has distributed and got 123 received back. There was a rejection of 3 questionnaires due to insufficient Information, 120 questionnaires has selected for data analysis.

Limitation of Study

The main aim of the study was to know awareness and knowledge of information literacy skill among Science stream students of the university of Rajasthan in searching, reliving, identify and using information from the central library both print and electronic source of
information. The researcher has collected data only from students of the University of Rajasthan, Jaipur who were available in the central library and departmental library of university of Rajasthan during month of December 2015 to February 2016 (Three Months). The study has not included other Govt. or Pvt. University, College located in the Rajasthan.

6. Data Analysis and Interpretation

10 questions intended by Judge the information literacy skills of the University of Rajasthan. The collected data has analyzed and findings were noted as follows:

Table 1 - Respondents of the study

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68</td>
<td>56.66 %</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>43.34 %</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table: 1 – Shows the gender wise distribution of questionnaires among the respondents. Out of 120 respondents male were 68 and female were 52.

Table 2 - Questionnaires distributed by department wise -

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Department</th>
<th>No. of Questionnaires</th>
<th>Received</th>
<th>Selected for Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Botany</td>
<td>15</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Chemistry</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Geography</td>
<td>15</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
### Table: 2 – Shows the departmental wise distribution of questionnaires to respondents. 15 questionnaires have distributed to each department. Total 123 questions received back and 120 selected for the study.

<table>
<thead>
<tr>
<th>Department</th>
<th>No.</th>
<th>Frequency</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Science</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Math</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Physics</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Psychology</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Statistics</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Zoology</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>135</td>
<td>123</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3 - Visit to the Library.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Frequency</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daily</td>
<td>58</td>
<td>48.34 %</td>
</tr>
<tr>
<td>2</td>
<td>Thrice in a Week</td>
<td>38</td>
<td>31.66 %</td>
</tr>
<tr>
<td>3</td>
<td>Once in a Week</td>
<td>14</td>
<td>11.66 %</td>
</tr>
<tr>
<td>4</td>
<td>Free Time</td>
<td>10</td>
<td>08.34 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>120</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table: 3 – Revealed respondents visit to library. Highest 58 (48.34%) respondents daily visit to library, while 38 (31.66%) thee in a week, once in a week 11.66% and free time of 08.34% respondents visit to library. It shows good interest toward using of library by the respondents.
Table 4 – Frequency of using computer.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Frequency</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daily</td>
<td>36</td>
<td>30.00 %</td>
</tr>
<tr>
<td>2</td>
<td>Once in a Week</td>
<td>57</td>
<td>47.50 %</td>
</tr>
<tr>
<td>3</td>
<td>Once in a Month</td>
<td>19</td>
<td>15.84 %</td>
</tr>
<tr>
<td>4</td>
<td>Once in a</td>
<td>8</td>
<td>06.66 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table: 4 - Presented the frequency of using computer by the respondent. 30% respondents using computer daily, once in a week 47.50%, once in a month 15.84%. It is clearly show that most of the respondents using computers.

Table 5 – Place of accessing Internet

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Place</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Central Library</td>
<td>42</td>
<td>35.00 %</td>
</tr>
<tr>
<td>2</td>
<td>Department Library</td>
<td>53</td>
<td>44.16 %</td>
</tr>
<tr>
<td>3</td>
<td>At Home</td>
<td>83</td>
<td>69.16 %</td>
</tr>
<tr>
<td>4</td>
<td>Self Phone</td>
<td>98</td>
<td>81.66 %</td>
</tr>
<tr>
<td>5</td>
<td>Cyber Café</td>
<td>38</td>
<td>31.67 %</td>
</tr>
<tr>
<td>6</td>
<td>UGC Infonet Centre</td>
<td>66</td>
<td>55.00 %</td>
</tr>
<tr>
<td>7</td>
<td>Other</td>
<td>8</td>
<td>06.66 %</td>
</tr>
</tbody>
</table>

(More than one options given to chosen)

Table: 5 - Shows the highest 81.66% of respondents have access internet on their own phone. 83 respondents said they access at homes.
42 at central library, 38 at cyber café and 66 respondents used internet at UGC - INFONET Center.

Table 6 - Use of documents available in library.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Type of Documents</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Text Books</td>
<td>109</td>
<td>90.83 %</td>
</tr>
<tr>
<td>2</td>
<td>News Papers</td>
<td>55</td>
<td>45.83 %</td>
</tr>
<tr>
<td>3</td>
<td>Reference Books</td>
<td>66</td>
<td>55.00 %</td>
</tr>
<tr>
<td>4</td>
<td>Journals &amp; Magazines</td>
<td>87</td>
<td>72.50 %</td>
</tr>
<tr>
<td>5</td>
<td>Thesis &amp; Dissertation</td>
<td>48</td>
<td>40.00 %</td>
</tr>
</tbody>
</table>

(More than one options given to chosen)

Table: 6 – Depicted use of available documents in library. Out of 120, 109 (90.83%) respondents used text books in library. 55 (45.83%) newspapers, 66 (55%) reference books, 87 (72.50%) journals & magazines and 48 (40%) students used when they visited the library. Today also text books are the highest choice by the respondents. In this question users were allowed select more than one option therefore the percentage is more then.

Table 7 - Time spent on Internet.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Time Spent</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Approx One Hour</td>
<td>74</td>
<td>61.67 %</td>
</tr>
<tr>
<td>2</td>
<td>2 – 4 Hours</td>
<td>33</td>
<td>27.50 %</td>
</tr>
<tr>
<td>3</td>
<td>5 – 6 Hours</td>
<td>11</td>
<td>09.16 %</td>
</tr>
<tr>
<td>4</td>
<td>Up to 10 Hours</td>
<td>2</td>
<td>01.67 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Table 7 – Shows time spent on internet by the respondents. The result of the survey clearly indicates that the time spent for used internet by majority of the respondent is 61.67%, 33 (27.5%) of the respondents spent time on internet 2-4 hours, 11 (9.16%) 5-6 hours. Approx one hours time spent by respondents were very good.

Table 8 – Satisfaction level of using internet.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Satisfaction Level</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fully</td>
<td>96</td>
<td>80.00 %</td>
</tr>
<tr>
<td>2</td>
<td>Partially</td>
<td>13</td>
<td>10.84 %</td>
</tr>
<tr>
<td>3</td>
<td>Least Satisfied</td>
<td>8</td>
<td>06.66 %</td>
</tr>
<tr>
<td>4</td>
<td>No Comment</td>
<td>3</td>
<td>02.50 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 8 – Revealed satisfaction level of using internet. 96 (80%) respondents fully satisfaction by the use of internet. Only 13 (10.84%) respondents felt partially satisfaction.

Table 9– Purpose of Browsing Internet.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Purpose</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E – Mail</td>
<td>120</td>
<td>100.00 %</td>
</tr>
<tr>
<td>2</td>
<td>E – Resources</td>
<td>78</td>
<td>65.00 %</td>
</tr>
<tr>
<td>3</td>
<td>OPAC</td>
<td>69</td>
<td>57.50 %</td>
</tr>
<tr>
<td>4</td>
<td>Studies Purpose</td>
<td>103</td>
<td>85.84 %</td>
</tr>
<tr>
<td>5</td>
<td>Social Networking Surfing</td>
<td>100</td>
<td>91.66 %</td>
</tr>
</tbody>
</table>

(More than one options given to chosen)
Table 9 - Depicted that 100% respondent’s used internet for E-Mail and 85.84% respondents studies purpose, 65% respondents browsing internet for accessing e-resource, 57.5% for OPAC, 91.66% for social networking site like face book, twitter, Whatsapp etc. In this question also users were allowed to select more than one option.

Table 10 - Frequently use of search engines.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Search Engine</th>
<th>No. of Engine</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Google</td>
<td>106</td>
<td>88.33 %</td>
</tr>
<tr>
<td>2</td>
<td>Yahoo</td>
<td>8</td>
<td>06.67 %</td>
</tr>
<tr>
<td>3</td>
<td>Alta Vista</td>
<td>2</td>
<td>01.67 %</td>
</tr>
<tr>
<td>4</td>
<td>Opera</td>
<td>2</td>
<td>01.67 %</td>
</tr>
<tr>
<td>5</td>
<td>Other</td>
<td>2</td>
<td>01.67 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table: 10 – Shows frequently use of search engines. Google was the highest search engine by the view of respondents. Majority 88.33% of respondents said that they have search by Google. Only 6.67% respondents were used Yahoo.

Table 11- Use of Social Networking sites like Face book, Twitter, Whatsapp etc.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Usages</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continues Usage</td>
<td>90</td>
<td>75.00 %</td>
</tr>
<tr>
<td>2</td>
<td>Use in a Week</td>
<td>18</td>
<td>15.00 %</td>
</tr>
<tr>
<td>3</td>
<td>Not Fix Time</td>
<td>12</td>
<td>10.00 %</td>
</tr>
<tr>
<td>4</td>
<td>Not Use</td>
<td>00</td>
<td>00.00 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>
Table: 11 - Revealed the respondent’s interest in social networking sites. Majority 75% of respondents continuous usages the sites 15% were use in a week and 10% said that they have not fix time for using social networking sites. It was also observed that most of the respondents were using social networking sites.

**Major Findings of the study**

After the result of the study following major finding shows-

1. It is clearly shows that 48.34% respondents visit daily to library and 31.66% three in a week.

2. 30% respondents used Computers daily but 47.50% respondents used once in a week.

3. 81.66% respondents access internet on their self phone.

4. Majority (90.83%) of respondents used text books from available resourced in the library.

5. 75.50% respondents used reference book in the library.

6. 61.67% respondents spent approximately one hour to use internet.

7. 80% respondents satisfied by the use of internet in the library.

8. 100% respondents used internet for E – Mail and 85.84% for their studies and examination purpose.

9. No doubt Google is most using search engine and first choice in the view of respondents.

10. 75% respondents were using social networking skills

**Recommendation and Suggestions**

Information literacy is Major tool for a student in new era. So develop the skill of digital information Literacy, University should conduct
various orientation programs for the students especially for the newly admitted students on how to use and what information contained in various text and reference sources like encyclopedia, yearbooks, thesis and dissertation. To develop information literacy skills librarian can also help to students to give small training sessions and knowledge of information literacy in the area of library. The university’s faculty should inspire students how to fulfill information needs. Rajasthan University should have also included a unit on information literacy on their course syllabus as per need of hours.

9. Conclusion

In 21st century many benefits can achieve after developing information literacy skills. Information literacy is only instrument, which can provide real help to promote such life long learning endeavors and is doing so with great zeal. Information literacy students are more effective consumers of information resource and we can more effectively use the library resources. The main purpose of this study is to acknowledge and give tips to develop the information literacy skills or digital information literacy for the students of university of Rajasthan. As per the result of the studies it shows that information literacy is an important and very helpful for their routine studies. It is seeing by the result that information literate students are more critical when they make decisions about the resource they use.

It is very clear from the result of the study that the majority of the respondents access internet by their personal phone. But at the same time it reveals very interesting result that very negligible number of respondents visit cyber café. It is clearly show by the result of study that most of (80%) respondents satisfied by the internet.

Reference

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Advancement in Library and Information Science, Ess, Ess Publication New Delhi PP- 357-368.


HUMAN RIGHTS AS ENSHRINED IN THE RAMAYANA

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S.V.University
Tirupati, A.P. India

Ramayana, literally the history of Rama, is the immortal poem of Valmiki. The Ramayana is regarded as the Adikavya (the first poetical composition) of classical Sanskrit. The Ramayana appeals to the human mind an account of its lofty idealism. It represents a struggle between good and evil, between truth and falsehood, between selfishness and self-sacrifice.

In the broader view, anything good or bad is a value. Sociologically speaking, however, values may be defined as the criteria and moral judgement or certain subjective standards through which individuals or groups distinguish between good or bad, true or false and between ought to be or not to be etc. They shape individual personality, social morality and guide individuals to be a part of distinctive socio-cultural system. They are generally accepted basic assumptions about what is right an important. They are norms of society which shape the behavioural patterns of its members. Although some values can be termed as personal and some social, personal values are to be a great extent acquired by individuals from the society to which they belong. Members of society internalize them through the process of socialization. Personal values, thus, represent the shared attitudes of approval and disapproval, the judgement of good or bad, desirable or undesirable towards specific functions, situations and events.

Values form constituents of culture. Culture is both dynamic and static. Hence, some values are seen to be changing over a period of time, but some are relatively stable.
These relatively stable values form an integral part of the general value system. According to this system dharma was the best constituent of Trivarga and a cherished value. It could mean a religious rite, righteous conduct or one’s own duty. As a duty, it could cover a wide range of duties of various members of family and society such as jayadharma, patidharma, pitrdharma, matrdharma, bhatrdharma and mitradharma etc. More over, truth, mercy, generosity, sacrifice, tolerance, protection of one who has sought shelter, filial love, respect for the elderly members of family and society, friendship, purity, straightforward nature, hospitality and the like were the traditional ideal social norms. The Ramayana reflects the same.

The word dharma which is popularly held as a synonym of religion. The word ‘religion’ it can be used in various senses. Thus it may mean law, justice, morality, custom, duty established order, virtue and so on. In the Ramayana also the use of this word in various meanings is very common.

Valmiki’s conception of dharma comprises two elements, viz, the general (Sadharana) and the particular (Visesa). His conception of general dharma embodies the entire set of ethical virtues, such as truth, benevolence, compassion and the like, which are manifestations of a refined spirit and without which no spiritual development is conceivable (KU, 1-2/24).

In the Dharma-Sastras these are known as Samanya or Sadharana dharmas being applicable to entire humanity. The second element of dharma is concerned with the various rules of outward conduct which have been framed primarily keeping in view the varna and as asrama schemes.

The Rgveda (R.V. 125, V-61), the Upanishads (Brhdaranyaka Upanisad V.2-3) the works of dharma sastra (Manusmrti IV.235) have eulogized generosity (dana). The Taittiriya Upanisad has advised
students to respect their teacher, father, mother and guest (TU 1-11-2).

Manu in his Manusmrit (X1.20) stated that virtuous conduct would lead to bliss in the heaven. Again according to him, Sattva is the best of all the elements and dharma is the characteristic feature of sattva (manusmriti X30). The sacrificial texts and the Upanishads also stressed the importance of virtues (SB 1.1.15, TU 1.2.1, BU V, 2-3). According to the Naradapurana (1.15.5455) dharma spring from good conduct and activities devoid of such conduct and miseries. The Baudhayanasmrti (1.5) praised cultured persons who are devoid jealousy and pride and who are free from haughtiness, arrogance, greed, attraction and anger. Considering dharma as the best of the group of three or Trivarga. The Visnupurana has advised people to sacrifice artha and Kama at the alter of Dharma (VP III, 11.7). The Vasistha Darmasutra (71-84) echoed similar thoughts. Manu in his Manusmrti has praised non-violence, truth, abstinence from stealing, purity, self-control as the principle of Sanghika-Dharma. Many ancient Indian works have laid down norms and duties to be allowed by an ideal king (MS VII, 113).

Human values as enshrined in the Ramayana is based on the same norms. It reflects dharma with all its angles. As a matter of fact, Rama is depicted by Valmiki as an incamate of dharma who is bent upon uprooting adharma. According to the Ramayana, dharma is the highest object in this world and truth is established in it (VR II, 21-41). Dharma enables one to attain everything. The entire world has dharma as its essence (Ramayana III, 9/30). At personal level, dharma which is considered to be identical with virtue of desirable duty could mean anything that is deemed proper by an individual at a specific time, under specific circumstances. For the same reason, the various characters of the Ramayana have their own way of viewing dharma. Thus from Kaikeyi’s point of view, fulfillment of her cherished desire by asking for the boons granted to her by her husband in the past is her
dharma and sticking to the words of promise is have husband’s dharma (VR II, 19-33).

From Rama’s point of view, fulfillment of the desire of his mother (Kaikeyi) by allowing Bharata to rule over the kingdom is an eternal dharma (VR II, 24, 13, 14,26) and waiting upon Dasaratha is an eternal Jayadharma worthy of being following by Kausalya (VR II, 24-26). Sita is shown to be sticking to the conventional jayadharma, which is the most cherised value of Indian culture. According to her, ‘A woman alone can share the destiny of her husband. A wife following the footsteps of her husband is freed from sins. Husband is the highest divinity of a wife. Though abandoned by Rama she stated that her husband only is her highest resort (VR VII, 48-13).

Devotion to husband was another significant ancient Indian value (GS II, 167) and Sita enshrined the same. Her firm resolve in not succumbing to Ravana’s desire, Sita stating “If I am subdued by him, I shall part with my life-breaths” reflects the same (VR, V 26-47). The magnanimous spirit of pativrata is yet another Indian value which is reflected in the question which she asked Ravana. “How can your tongue has not fallen of” (VR V, 58-72). In respect of selfless love for and utmost devotion to elder brother, both Lakshmana’s firm determination to accompany Rama who was about to leave for the forest and to step out before him is reflected in his declaration. “Showing your path to you, I shall make a move before you” (VR, II, 13-75). On knowing that Bharata was not interested in ruling over the Kingdom when Rama reminded him of Rajadharma, Bharata declared another significant norm of sasvata dharma, viz. as long as the elder is alive, the younger son should not step on the throne.

Hospitality or Atithisatkara was another constituent of Samanyadharma. It is deep-rooted value belonging to Indian cultural fabric. Hospitality was pious duty which found a place among the five
‘Great sacrifices’, which a householder was enjoined upon to perform everyday. It was extolled even in the Dharma Sutra’s such as Apastamba Dharmasutra 11.2, 4.14, Vasistha Dharmasutra 13-61 stating that being hospitable, the host has his sin consumed and he is purified. It was the sincere belief of the people that if a guest returned unattended from one’s house he carried with him the merits (of the negligent householder) and left behind, his own evils, and that one, who without receiving his guests ate his food by himself was fed in the next life on his own flesh. It is significant to remember in this connection that the sage Sarbhangha declined to accompany Indra to the Brahmloka, for he was waiting to receive a distinguished and a dear guest in Rama. Similarly, the sages of the hermitage at the Pampalake, before leaving for heaven deputed Sabari to offer the rites of hospitality to Rama when he came there and immediately after discharging her task the lady followed their course.

Elaborate rules are given in the various Grhya Sutras with regard to the reception of a guest. The evil dence contained in the Ramayana shows that the rules observed in Valmiki’s society in this behalf were essentially the same as in the Grhyasutras. Immediately learning of the arrival of a guest the host was required to offer padya (water for washing feet), arghya (water for sipping and a few other articles). Next, he was to offer him madhuparka or some light refreshment such as fruits.

The important of this deep-rooted value is more understood when one realizes that had Sita has shown the slightest inclination towards violating this norm, she would not have landed herself into a catastrophe of her capture by Ravana posed himself as a dvijatithi (Ramayana III 46/33). Hence Sita has to face a series of calamities.

Aryan kings invariably had a purohita in their courts whose duty among other things was to receive the guests. A king receiving a
sage has invariably been described in the Ramayana as being accompanied by the purohita. It is understandable, therefore, that the various rites of reception according by the Kings were performed with the recitation of the Vedic mantras. It may also be added that just as it was the duty of the host to perform rites of hospitality to the guests, so it was obligatory for the guests to inquire into the welfare of the host and being satisfied confer blessings upon him provided the guest was a brahmana and the host a ksatriya.

Besides these significant values, there are several others which directly or indirectly shed a flood of light on the do’s and don’ts the society at that time. Honouring brahmanas with dana was a deep-rooted ancient Indian norms. Rama and Lakshmana are seen to be following the same. Granting refuge to one who seeks it or fulfillment of the expectations of others are extolled as solemn duties.

Good conduct, absence of jealousy, patience, soft-nature, greatfulness, self-control, gentle nature, steadiness of mind, pleasing talk, truth are said to be beautifying the glory of success and luster of person has stressed the importance of certain values such as “Killing a vanara is a despicable deed which is contrary to dharma or a messenger is not to be killed” (VR, V, 52-13.15).

Obedience is a praised value in the Ramayana (VR, I, 26-3) Dharma was considered to be the best of the three constituents of trivarga. Even Rama declared that he who followed Kama sacrificing Dharma and Artha is confronted with great difficulties like those faced by the King Dasaratha himself (VR II, 52-13). Rajadharma has been an integral part of the ancient Indian value system. According to the Ramayana, a king is truth, dharma, a family of nobly-born person, the mother, the father and the benefactor of the subjects (VR II, 67-34). Self control, peace, forgiveness, dharma, courage, truth, valour are the virtues of a king (VR IV, 17-19). Ramayana was endowed with them.
The Ramayana considers king who accepts 1/6 portion of the wealth of the subjects in the form of taxes, but who does not protect his subjects to be a great sinner. Even when Rama was a forest dweller, the great sages expected him to protect them (Ramayana III 10,16, III 6/19-20).

The abandonment of Sita is an act of sacrificing individual interests and personal pleasures in the interest of the subjects. It has ennobled Ramayana as an ideal King who cared more for Prajaranjana i.e., the happiness of his people than for his own.

However, the manner of killing Vali is certainly against the established norms. The internal evidence indicated that even Hanuman did not attack Ravana while Nila was fighting with him (VR III, 59-72). Elsewhere, having seen Ravana to be too tired, Rama advised him to retreat to Lanka and come back afresh the next morning.

Truth or Satya, was held to be of paramount important value in the period of Ramayana. In fact, glorification of satya knows no bounds in Valmiki’s epic. His hero, the most rigid adherent of satya declares that the divine dharma was grounded in its entirely in satya. He even extols satya as the very source of creation. Elsewhere it is remarked that satya was the supreme dharma and that is the three worlds there was nothing superior to satya.

It is significant also to note that in an age in which various sacrifices and penances were so popular Valmiki has recognized that satya excelled ten thousand Asvamedhas, that the (celestial) regions that the veracious could attain through the pursuit satya could not be attain by the untruthful even by performing hundred sacrifices, and that satya was the essence of penance.

Benevolence or generosity, as expressed in acts of charity and kindness is another value which is highly extolled and stressed by
Valmiki. The Ramayana contains a beautiful account of Rama distributing his entire possessions as gifts to the Brahmanas and scholars, as alms to the poor, the destitutes and the orphans and as subsidies to the servants and dependents. Even during the course of his journey he is said to have given ample charities at all holy places. Liberal charities also formed an important part of the performance of an Asvamedha. Large quantities of food, cloth and gold were distributed from the exchequers of Dasaratha and Ramayana when they performed the Asvamedha. Besides, the full moon days of the months of Asadha, Kartika, Magha and Vaisakha were held in Valmiki’s society as days of compulsory alms giving. One, who for any reason, failed to give charities on these days considered himself as extremely unfortunate. Givers of land, cows and gold were promised special blessed Lokas after death.

All men are not virtuous. The conflict between good and bad, virtues and vices is eternal. It is the virtue which triumphs over the vice. The Ramayana value system revolves around this thought.

The tradition eulogizing virtues conduct was contained by later poets and dramatists such as Kalidasa, Bhavabhuti, Bharavi, Visakhadatta, Sudraka, Bhartrhari etc. Sudraka in his drama (Prakarana) stated that, a person who does not protect one who has sought shelter is ridiculed (MR 6-18). Like wise few lines are quoted from the works of Kalidasa, Bharavi and Bhartrhari. Steady are those whose minds do not waver even when the cause of mental disturbance is present (KS I, 54). Success is bright due to the wealth in the form of virtues (KR I, 82). Virtuous conduct is the best ornament (NS I, 82). One who pleases his father is a good son. One whose course of action is the same in favourable and adverse circumstances is a good friend. Only meritorious ones can obtain all these three (NS I, 68).
At the end it must be stated that although the Ramayana primarily reflects the human values cherished by certain characters like Rama, Lakshmana, Sita etc. their personal values were not different from the values forming an integral part of the general social fabric. They were vital parts of Indian culture. Right from the days of the Rgveda the same values were idealized. The same human values were highly enshrined even in post-epic period. Hence they can very well be considered to be eternal.

Valmiki has prescribed human values for men and women in general. He has defined the duties of husband, wife, parents, sons, brothers, friends etc., which are of great importance in maintaining family relations sweet leading to overall peace and prosperity of society. Valmiki has laid great emphasis on the benevolent administration. The king should take care of his subject like his children. The king and his ministers should possess high human qualities who should be free from prejudice, ill-will or sinful feelings against anybody. The purity of conduct is the basis of human behaviour.

In short, it can be said that Valmiki Ramayana is a living form of human values. These values are, unfortunately, deteriorating day by day from our society resulting in chaos and sufferings in human society. In spite of the best efforts even at the international level the human society is being tortured by terrorism, disharmony and unquiteness. Thus the ideals of Valmiki Ramayana are still relevant for the society and will always remain so till the human society exists.

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IMPACT OF SOCIO ECONOMIC STATUS ON DIETARY INTAKE AMONG ADOLESCENT SCHOOL GIRLS OF CHANDIGARH (15-19 YEARS)

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INTRODUCTION

Adolescence is a period of gradual transition from childhood to adulthood that normally begins with the onset of signs of puberty. Adolescents make up roughly 20% of the total world population according to World Health Organization (WHO).

Adolescents are a nutritionally vulnerable group for a number of reasons, including their high requirements of nutrition for appropriate growth, changing body physiology, change in eating patterns and lifestyles, their risk-taking behaviors and their susceptibility to environmental influences. Inadequate nutrition leads to Malnourishment including undernourishment, obesity and specific deficiencies such as anaemia.

Adolescent girls are future mothers and nutritional status of these girls is very important. Poor nutritional status of mothers leads to problems such as low birth weight babies, high maternal and infant death rate and poor health status of women. In addition to it, in India adolescent and child marriage is still a major social problem. According to National Family Health Survey (NFHS)-3 median age at first marriage among women is 17.2 years. Almost half (46%) of women of age group 18-29 years were married before the legal minimum age of 18. Adolescent
marriage and pregnancy exposes both mother and child to adverse health consequences particularly if the mother is undernourished.

Undernourishment and obesity problem is related to quality and quantity of food. It depends on many factors such as socioeconomic conditions, educational status, awareness, food security etc. Rural and urban poor women and girls have less diversity in their food and do not get enough food to meet daily energy needs due to socioeconomic conditions and lack of knowledge. Women in urban area belonging to middle and high income groups are more likely to include every type of food in their diet particularly food items like fruits and milk. Poverty, unemployment and gender discrimination are important issues connected with problem of under nutrition. Poverty has strong negative impact on dietary diversity of family specially women and daughters of household. Adolescence girls are particularly at high risk because of gender discrimination.

Adolescent girls can be major target group to intervene and correct malnourishment. Adequacy of dietary intake in terms of calories and protein are important to improve adolescent girl’s health. It is important to examine the factors that determine the calorie and protein consumption pattern of adolescent girls to plan suitable intervention measures.

Early intervention is particularly critical in adolescent girls whose nutritional status is not good, so that they enter their first pregnancy in a better nutritional state. Improving adolescent girl’s nutrition will contribute to improved future pregnancy and lactation outcome, improved iron status with reduced risk of anaemia in pregnancy and low birth weight, maternal morbidity and mortality.

Emerging problem of over nutrition or obesity is mainly the results of bad dietary habits, which may be related to a number of factors that can be physiological, socioeconomic and psychosocial. Adolescence is a
period of rapid change and eating pattern and dietary habits at this age are very important. Wide use of fast food for meals and snacks, eating away from home, low intake of fruits and vegetables and dairy products, is increasing day by day among well to do adolescents. These eating behaviors were common among affluent adolescents but now adolescents in low and middle income group are also falling prey to this destructive trend.

With increasing fast-food consumption, use of more traditional nutrient-dense food items such as pulses, green leafy vegetables, fruits and milk has been decreasing significantly among adolescents.

In India very small data is available with respect to adolescent’s age group. There are very few studies on dietary intake and dietary pattern of adolescents. No study is available on dietary intake of adolescent girls of Chandigarh.

In view of above present study was plan to study the protein and calorie intake of adolescent girls and to study the association of socioeconomic status with dietary intake.

**MATERIAL AND METHODS**

The present study was conducted in Government model Senior Secondary School Sector- 8 Chandigarh. The study group included adolescent girls in 15-19 years age group which were randomly selected. A sample size of 100 was taken. Socio economic condition assessment was made by using modified Kuppuswamy scale for urban families.

24 hour Diet Recall method was used for Nutritional status assessment. The 24-hour recall consists of obtaining information on food and fluid intake for the previous day. It is based on the assumption that the intake described was typical of daily intake. Full precautions were taken while recording diet taken. On basis of this their calorie intake,
protein intake and carbohydrate intake calculations were made with the help of Food composition tables given by Gopalan.

The statistical analysis was carried out using windows version of Statistical Product and Service Solution (SPSS) version 15. For statistical analysis use of T-test, Correlations and Analysis of variance test (ANOVA) was made. Variance between different measurements and parameters was tested by ANOVA test.

RESULTS AND DISCUSSIONS

The results pertaining to SES and dietary intake are presented in Table 1. It was observed that 47% of subjects belonged to lower middle socio economic group, 7% of subjects to Upper Lower socio economic group, 43% of subjects belonged to Upper middle income group and 3% of subjects belonged to Upper socio economic group, respectively. Mean calorie intake of lower middle, upper lower, upper middle, upper socioeconomic groups were 1267.45 ± 324.35, 1422.43 ± 372.385, 1478.44 ± 339.15 and 1349.00 ± 421.821 calories respectively. Mean calorie intake of sample was 1371 ± 346.39 calories which was below Indian council of medical research recommended daily allowance. Other studies results showed that mean calorie intake among adolescent girls vary from 1239±176.8 calories (Maliye et al (2010)), 1521.3 ± 413.5 calories (Chaturvedi et al (1996) and 1552±391 calories (Malhotra et al (2007). Results of this study revealed that mean calorie intake was highest among upper middle socioeconomic group (1478.44 ± 339.15 calories) and lowest in Lower middle socioeconomic group (1267.45 ± 324.35 calories). It means that mean calorie intake increases with the level of socioeconomic status.

Mean carbohydrate intake of total sample was 177.64 ± 55.735 grams. Mean carbohydrate intake of lower middle, upper lower, upper middle, upper socioeconomic groups was 169.19 ± 45.921, 204.71 ± 50.816, 184.0 ± 60.642 and 155.67 ± 120.234 grams respectively. Mean
carbohydrate intake was more in upper lower socioeconomic group as compared to others. Mean carbohydrate intake for the sample was 177.64 ± 55.735 grams and of upper lower socioeconomic group mean carbohydrate intake was 204.71 ± 50.816 grams. It is observed that subjects in lower socioeconomic groups subjects there was higher intake of carbohydrates for energy need and low intake of protein.

Mean protein intake of total sample was 34.37 ± 14.158 grams. Mean protein intake of lower middle, upper lower, upper middle, upper socioeconomic groups was 31.70 ± 12.61, 33.86 ± 11.639, 36.70 ± 15.273 and 44.00 ± 23.065 grams respectively. Mean protein intake for the sample was 34.37 ± 14.158 grams. Maliye et al (2010) observed that the average protein intake was 39.5±7 gm/day Chaturvedi et al (1996) study found that mean protein intake was 48.4 ± 14.02 grams in adolescent girls.

Study revealed that mean protein intake was more in upper and upper middle socioeconomic groups as compared to others. Lower middle socioeconomic group mean protein intake lowest (31.70 ± 12.61 grams) and mean protein intake was highest for upper socioeconomic group (44.00 ± 23.065 grams). Mean protein intake in all groups was below recommended daily allowance.

Results of Analysis of variance between all groups for calorie intake, carbohydrate intake, protein intake: Results show that variance was significant in case of Calorie intake. It means that in different socioeconomic groups there was variation in case of calorie intake. It means that socioeconomic conditions greatly effects calorie intake of individuals which results in raised waist and hip circumference.

Test of equality of means calorie intake in different socioeconomic groups:

www.ijmer.in
On applying T test on lower middle and upper middle socioeconomic groups it was statistically proved that there was significant difference in mean calorie intake in these socioeconomic groups.

**CONCLUSION**

Calorie intake was correlated with socioeconomic status of subjects. Calorie intake and protein intake was found to be much below recommended daily allowance in case of lower socioeconomic groups girls. Nutritional interventions such as mid day meal etc. can be very beneficial in adolescent school girls. Carbohydrate intake was found higher for upper lower socioeconomic group. This may be due to high consumption of cheaper carbohydrates for energy requirement among these socioeconomic groups’ girls. Protein intake was very low in girls especially among lower middle socioeconomic groups possibly due to the reason that protein rich food is comparatively costly.

There is also need to change eating habits of adolescents as study showed high prevalence of use of cold drink and snacks among subjects. Ban on sales of such food items in school canteens may be a good option.

Analysis showed high consumption of snacks and cold drink in this sample study. Breakfast intake and salad intake habits were found to be low in sample study. These results show changing eating habits of adolescents

**References**


Table 1: Socio Economic Status and dietary intake among adolescent school girls of Chandigarh (15-19 years).

<table>
<thead>
<tr>
<th>S.No</th>
<th>Class</th>
<th>% age</th>
<th>Calorie</th>
<th>Protein</th>
<th>Carbohydrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lower middle</td>
<td>47</td>
<td>1267.45</td>
<td>31.70</td>
<td>169.19</td>
</tr>
<tr>
<td>2.</td>
<td>Upper lower</td>
<td>7</td>
<td>1422.43</td>
<td>33.86</td>
<td>204.71</td>
</tr>
<tr>
<td>3.</td>
<td>Upper middle</td>
<td>43</td>
<td>1478.44</td>
<td>36.70</td>
<td>184.00</td>
</tr>
<tr>
<td>4.</td>
<td>Upper</td>
<td>3</td>
<td>1349.00</td>
<td>44.00</td>
<td>155.67</td>
</tr>
</tbody>
</table>

Mean          100 | 1371.47 | 34.37 | 177.64 |

SD           346.390 | 14.158 | 55.735 |

SE            34.639 | 1.416 | 5.574 |

CD (P<0.05) 0.03 | 0.23 | 0.30 |

Table 2: Independent Samples t-test for testing equality of mean calorie intake in lower middle and upper middle socio economic groups.

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>-3.016</td>
<td>88</td>
<td>.003</td>
</tr>
</tbody>
</table>
CLASSICAL MECHANICS AND QUANTUM MECHANICS

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Introduction:

As we know that classical mechanics explains the motion of the objects which moves with less than light velocity. They name as “Newtonian mechanics” and this can be applicable to all macroscopic bodies like planets to a small stone. Whereas the Quantum mechanics is called Relativistic mechanics applicable to bodies of less than Nano sized. In the view of classical mechanics, the motions of several of bodies can be easily explained by some fundamental formulas and they impart very accurate results.

Classical mechanics says:

In macroscopic world, the system’s static properties do not change with time. The mass of an object might be static property but the change in the system it explained by some dynamic variables. The way state of the system changes under particular actions is then explained by how the dynamical variable changes with time. Under these actions of forces some peculiar mathematical equations are derived to elaborate motion of the bodies. “Equation of motion” (most applicable equations) detailed the time dependent motion of the bodies. The parameter “time” more than zero imparts there some action on the macroscopic bodies.

For example take a system (a point mass), mass “m” which exhibiting a static property. Let us consider the motion confines one dimensional linear space. According to classical mechanics, the state of the particle at any instant “t” is specified in terms of its position $x(t)$ and velocity $v_x(t)$. Some other dynamic properties such as linear
momentum $p_x(t) = mv_x$, kinetic energy $T = \frac{mv_x^2}{2}$, potential energy $V(x)$, total energy $E = (T + V)$ etc, of this system depends only on “x” and $v_x$. The state of the system is known initially means that the numerical values of $x(0)$ and $v_x(0)$ are mentioned. The below given equation describes the action on the particle in terms of a force, $F_x$ acting on the particle and this external force is proportional to the acceleration, $a_x = \frac{d^2x}{dt^2}$, where the mass (m) of the particle always remains constant.

$$F_x = m\ddot{x} = m\frac{d^2x}{dt^2} \quad (1)$$

The sound waves are mechanical waves and some of beautiful examples are confirmed this hypothesis. Classical mechanics predicting the position and momentum of a particle simultaneously if initial position and the cause of force on the particle in the atom. But quantum mechanically it’s impossible and meaningless content by predicting the starting point of particle exactly in atom.

If a rope fixed at one end and the other is waved, then the observer on the other end will see a straight line and an ink mark on the rope observed by observer clearly and position of the mark can me identified.
accurately. Classically the equation takes place for the motion of that mark (we can imagine an electron in the place of ink mark),

\[ y(t) = A \sin (wt + \phi) \]  (2)

The displacement of wave with function time, t, is \( y(t) \). “A” represents amplitude of the particle in wave and “w”, and “\( \phi \)” are angular frequency and Phase of the particle. In addition we can precisely calculate the effective phase difference at point where other end of the rope fixed.

But if an electromagnetic wave falls on the surface of the rigid end, the reflected ray is superimposed with incident ray. A standing wave takes place but it does not observed by observer and very difficult to predict precisely the effective path difference at that moment.

The equation for this action is illustrate as

\[ 2\mu t \cos \theta \pm \pi = n\lambda \]  (3)

“\( \mu \)” represents the refractive index of solid material, “t”, “\( \lambda \)” are the thickness of rigid body, and wavelength of light.

1. According to quantum mechanics the “state” of a system on atomic and subatomic scale is completely specified by a “state function”. The dynamics of the system is described by the time dependence of this state function. The state function is a function of set of selected variables, called “canonic variables” of the system.

For example the case of a particle of mass “m” constrained to move in a linear space along \( x \)-axis. The state function, which is designated by the symbol \( \Psi \), is a function of “\( x \)”. The state of the particle changes with time is specified by \( \Psi(x,t) \) and the “wave function” of the particle also referred with the same. Sometimes the state function can also be expressed as a canonic conjugate variable to represent the position coordinate and
linear momentum of the particle of the system. Mathematically it is shown as $\psi(P_x,t)$. The dynamic variables of the particle can be formulated in either equivalent form or in either representation form. If the dynamical variables use the form $\psi(x,t)$, it is said to be “Schrodinger representation” and $\psi(P_x,t)$ is used in “momentum representation”.

The probabilistic, nature of the measurement process on the microscopic particles is imbedded in the physical interpretation of the state function. For example, the wave function $\psi(x,t)$ is in general complex function of $x$ and $t$, meaning it is a phasor of the form $\psi = |\psi| e^{i\Phi}$ with an amplitude $|\psi|$ and a phase $\Phi$. The magnitude of the wave function, $|\psi(x,t)|$ gives statistical information on the results of measurement of the position of the particle. $|\psi(x,t)|^2 dx$ is then interpreted as the probability of finding a particle in the collection of particles. In quantum mechanics, the action on the dynamic system is generally specified by a “observable” property corresponding to the “potential energy operator”, say $\hat{V}(r)$.

In general, all dynamic properties are represented by “operators” that are functions of $x$ and $\hat{p_x}$. A “hat” over a symbol in the language of quantum theory indicates that the symbol is mathematically an “operator”, which in the Schrödinger representation can be a function of $x$ and $\hat{p_x}$ or a differential operator involving $x$.

For example, the operator representing the linear momentum, $\hat{p_x}$, in the Schrödinger representation is represented by an operator that is proportional to the first derivative with respect to $x$,

$$\hat{p_x} = -i\hbar \frac{\partial}{\partial x}$$

(4)
Where \( \hbar \) is the plank’s constant \( h \) divided by \( 2\pi \). \( h \) is one of the fundamental constants and numerical value \( h = 6.626 \times 10^{-27} \text{erg s} \).

Some of the operators listed below from the both classical & quantum mechanics,

<table>
<thead>
<tr>
<th>Classical quantity</th>
<th>Quantum mechanical operator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartesian components of position ( x,y,z )</td>
<td>( \hat{x},\hat{y},\hat{z} )</td>
</tr>
<tr>
<td>Position vector “r”</td>
<td>( \hat{r} )</td>
</tr>
<tr>
<td>Momentum “p”</td>
<td>((-i\hbar \hat{V}))</td>
</tr>
<tr>
<td>Cartesian components of linear momentum ( p_x p_y p_z )</td>
<td>((-i\hbar \frac{\partial}{\partial x}, -i\hbar \frac{\partial}{\partial y}, -i\hbar \frac{\partial}{\partial z}))</td>
</tr>
<tr>
<td>Total energy ( E )</td>
<td>( i\hbar \frac{\partial}{\partial t} )</td>
</tr>
</tbody>
</table>

The total energy of the system is generally represented as the “Hamiltonian” and usually represented by the symbol \( \hat{H} \). It is the sum of the kinetic energy and potential energy of the system as in Newtonian mechanics

\[
\hat{H} = \frac{\hat{p}_x^2}{2m} + \hat{V}(x) = -\frac{\hbar^2}{2m} \frac{\partial^2}{\partial x^2} + \hat{V}(x) = -\frac{\hbar^2}{2m} \frac{\partial^2}{\partial x^2} + \hat{V}(x)
\]

The Hamiltonian, plays a crucial role in the equation of motion dealing with dynamics of quantum systems.

The main equation of motion is postulated by Schrodinger is that the time - rate of change of the state function is proportional to the Hamiltonian “operating” on the state function.

\[
i\hbar \frac{\partial \psi}{\partial t} = \hat{H}\psi
\]
For the 1-dimensional single particle system from Schrödinger representation gives a partial differential equation:

\[ i\hbar \frac{\partial \psi}{\partial t} = \left[ -\frac{\hbar^2}{2m} \frac{\partial^2}{\partial x^2} + \hat{V}(x) \right] \psi = - (7) \]

Equation (7) is basic equation of motion in quantum mechanics. Schrödinger’s equation (6), in quantum mechanics is analogous to Newton’s equation of motion, eq(1), in classical mechanics.

2. A fundamental distinction between classical mechanics and quantum mechanics is that, in classical mechanics, the state of the dynamic system is completely specified by position and velocity of each constituent part of the system. The accuracy of finding of a particle in a system is completely definite. But quantum mechanically it is impossible to give that accuracy because the velocity of the particle is so speed (equal to speed of light) at the same time its size is so small. Only probable prediction of position of particle can be decided. Boundary conditions on the position of particle will applied to range from x=0 to x =L, then the probability distribution function \(|\psi(x)|^2\) is integrated over this range must be equal to 1and the wave function said to be normalize.

\[ 1 = \int_0^1 \psi(x)^* \psi(x) dx = \int_0^1 |\psi(x)|^2 dx \]

If the wave function is normalized, the absolute value of the probability of finding the particle in the range from x to x+dx is \(|\Psi(x)|^2 dx\). According, there is also an average value, \(\langle x \rangle_{\Psi}\), of the position of the particle in the state \(\Psi\), which is called the “expectation value” of the position of the particle.

\[ \langle x \rangle_{\Psi} = \int_0^L \Psi^*(x)x \Psi(x) dx = \int_0^L x |\Psi(x)|^2 dx \]
3. Conclusion: The motion of a point object and its rest of dynamical properties can be easily determined by applying some fundamental physical phenomenon. But the exact position and momentum of a sub-atomic particles in atomic particles takes us towards challenging direction. Classically the prediction of the position and momentum of a sub atomic particles and forces supporting to these particles to move around in specific speed etc precisely explained. So difficulty in that accuracy and definiteness like size of the nucleus and non-existence of electrons in nucleus was clearly explained by Quantum mechanics. See the world in Quantum mechanical way reveals the secrets behind matter.

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LEARNER CENTERED PERSPECTIVE IN ESL TEACHING

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Teacher’s role then and now

Teacher generally occupies an important place in the life of a child, next to mother and father. In ancient India teacher was fondly called guru which means dispeller of darkness or ignorance. Earlier the teacher was everything for the students and the teacher used to inspire the students by practice rather than precept. With the changing times the role of the teacher is reduced to the extent of imparting education to the student. As far as English language teaching is concerned the teacher’s work has become an uphill task, because of many challenges the teacher faces.

The challenges before the English teacher

As far as English language teaching is concerned, the teacher’s task is daunting as he teaches the language to the first generation learners. Moreover, the socio-economic background of the students is not congenial for teaching-learning interaction in the existing educational setup. The challenges of English teacher are:

First, it is assumed by the students and parents alike that the English teacher is bestowed with a magic-wand to be able to make the students learn the language without any difficulty or effort on the part of the students. Secondly, the first generation English language learners do believe that they can master the language just by listening to the teacher without spending extra time in the learning process. Thirdly, the attitude of the students towards the language learning is that right from the beginning major stress or importance need not to be given for
learning and enjoying the literature. Fourthly, English teacher is regarded as all-knowing entity of English and he is expected to pour English knowledge into the minds of the students at once. Finally, English is regarded as a subject rather than a skill by learners. As a result there is a wide gap between the classroom experience and real life situations.

The real issues of teaching-learning English

A faithful and a dedicated teacher of English can understand the real issues that he confronts in teaching English. They are:

Genetical factors

Language skill just like any other art or skill like painting or dancing requires creativity in learning and expression. Creativity is purely genetical in nature and it cannot be mastered by all students. In that way, the genetical factors create great impediments on learning skills of the students. In that way the level of understanding and a mastery over the language differ from student to student because of some genetical factors.

Readiness to learn language

Even though, the teacher is ready to impart language skills to the students, the later should be in a position to receive the information that is being passed on by the teacher. The attitude of the peers towards the subject, subject matter of the text book, class room interaction between teacher and the students, physical health of the students, influence the readiness of the students to learn English to a greater extent.

Time devoted to learn English

One of the major reasons for the students in lagging behind in English language learning is lack of qualitative time that is devoted to learn English. It is a popular misconception among the students that time
need not be set aside outside the classroom for learning English. In fact the students should take "extra time to learn the language".

**English teacher as a facilitator**

In the above backdrop of situations, it is imperative that the English teacher has a greater role to play in imparting language skills to the students of various social backgrounds. The education theorists have denied the notion that it is a teacher’s role to act as an authority in the classroom, transmitting knowledge to the students. In that way, the students are reduced to the extent of passive listeners and the pursuit of teaching has become one-sided. So in modern times the notion of the teacher as a facilitator has gained momentum. In this method, teacher actively involves in the process of teaching and he acts as a facilitator or stimulant with minimum intervention in the process of student learning, always aims at creating a conducive atmosphere for the student to learn English language. This method is considered to be more student-friendly method and it satisfies the strong felt student’s need of autonomy and freedom in learning. At the same time it is felt that English is regarded as both technical and practical subject and the understanding of the language can be made simple with the help of teacher-facilitator by combining teacher’s knowledge and cooperativeness of facilitator in teaching the language.

In teaching of English as second language to non-native speaker, the old pedagogical ideal of teacher as an authority in the classroom has now become a history. The modern ideal of teacher is now for a more democratic, student centric approach in which the teacher facilitates communicative and educational activities with the students. This model reflects influence of communication based theories of language acquisition. But it also reflects to a greater extent the influence of different progressive educational theorist ranging from John Dewy (1916) to Malcolm Knowles (1970). Such an approach stresses the
importance of learner’s autonomy and responsibility in learning process that attribute greater value to learner’s experience and knowledge in the classroom.

However there are some good reasons for thinking that a student centric approach should not completely displace the teacher centered and authoritative approach in English language teaching. There are some favorable intellectual leanings towards the admixture of both of these approaches in a fair measure. For some education theorists, the path to a more student-centered, democratic style of learning is clear even though the transmission theories of learning and their associated concept of teacher as an authority are rejected. One of the foremost of these theorists-Malcolm Knowles (1970, 1984), argued for a distinctive approach in adult education. According to him the students should be treated as autonomous individuals capable of assuming responsibility for their learning process within this cooperative model of learning.

**English teacher- the Igniter of inspirational dissatisfaction**

As GB Shaw a Neo socialist says, “as long as I have a want, I have a reason for living. Satisfaction is death”. It is true in all spheres of activity especially, it is true in the area of learning process. In this situation the teacher should play the role of igniter of inspirational dissatisfaction. They denote that one should not be satisfied with one’s performance in his or her field of activity and should take inspiration from every failure or set back that comes in the process of doing a work and try to perform well, with every failure the intensity to do the work should increase. In fact the first generation language learner has to surmount many a hurdle to master the language skills. In this process he encounters with failures and hopeless disappointments. At that time the teacher works as a friend, guide and philosopher and leads his way towards success of mastering language skills.

In modern educational psychology, now-a-days tripod interaction
approach (tripod means three legs stand which is generally used to put a still camera to take photographs in studios. If any leg is missing it is not possible to put the camera on it.) is in vogue, in which the three poles are student, teacher and parent. When these three persons join together, the pursuit of education is an everlasting experience to the student. If anyone pole (student or parent or teacher) tries to scapegoat other for nonperformance of the student, the process of language learning will be reduced to the extent of a blaming game. It is a common place phenomenon, to place great burden either on the student or on the teacher as the parent is always tended to be detached in the aspects of educating his or her child. As a result, it is taken for granted that child's education is the ultimate responsibility of the teachers. The student is expected to excel in academics. The parent for a moment forgets the fact that the classroom teaching is complemented by the surroundings of the house. In that way, the student cannot transcend the surroundings. So it is an ethical responsibility of the parent to create a conducive atmosphere for educating the child. At the same time awareness is to be created among the student community that education is the only instrument that emancipate them from all worldly cares. In fact there are no problem children but there are problem parents”. If this type of awareness is there, the tripod interaction for integrated education is not only a feasible proposition, but also extremely practical in all socio-economic backgrounds. In this way as an insider of the academic circle, the English language teacher has a greater responsibility to create awareness among the students and the parents about the importance of coordination of all these three persons for all-round development and integrated education of the child. Thus, a holistic approach in the teaching of English language is a sine qua non for better results.

**The role of English teacher in purposeful learning**

As it is said in earlier paragraphs, the role of the English teacher is
limited to the extent of imparting education to the students within the given educational atmosphere. At the outset, the English teacher should try to make a change in the negative attitudes of the students towards English. He has to take students and parents in confidence and make them understand that all of them are the necessary components in the all-round development of student. He should redesign syllabi of English to suit the changing needs of the students. The teacher should rewrite each and every lesson in a simple language and divide it into three or four small modules to drive home the content of the lesson in an easier way, even to the slow learner in the class. The teacher should use audio-visual equipment for developing listening and spoken skills of the students. As far as grammar classes are concerned, the teacher may prescribe children story books for students for reading. For example for making the students understand the use of past tense, the teacher may cite the stories of children books rather than going straight to structural approach of the grammar. The teacher has to resort to translation method of teaching English to make the concept of the lesson understood in a lucid manner.

The teacher has to create an atmosphere in the class room that encourages students to evaluate their own performance within the purview of their existing knowledge. From time to time he has to give them assignments and help them correct their habitual errors in spelling and grammar. The teacher has to give them some specific examples for application of their knowledge. In this process the teacher has to encourage students by giving them rewards when they achieve the proficiency of language to a certain extent. At the same time he has to provide the students with certain yardsticks with which they can self-evaluate their progress. Thus, within the limited scope also, the English class teacher is able to deliver wide ranging duties and play an important role in providing wholesome education to the students of English language.
References


INTRODUCTION

“Roti, kapada aur makan” is a slogan with a universal appeal, indicating importance of ‘housing’. Housing is one of the basic needs for shelter and plays important role in the satisfaction of basic needs namely, food, clothing and shelter; it provides security and protection. Housing influences the socio-economic conditions of living. Government policy plays an important role especially in the case of poor in providing essential requirements. Government housing programmes contribute to improvement in socio-economic conditions of the poor and low income families. In developing countries the need for housing increased because of rapid population growth especially in urban areas because of migration from rural to urban settlements; and the government implemented new ‘housing programmes’.

In the developing countries the dominant “informal sector” economy and the concomitant developments caused problems of urbanization, especially housing problem. “Squatter settlements” and deplorable living conditions have been the feature of urban poor. These unauthorized settlements on vacant public lands are associated with cities for which rapid growth was reported. The local governments were forced to undertake housing projects, and some of them, especially those which are provided subsidy, could not succeed. Provision of housing for low-income groups has become a problem. International agencies such as World Bank played an important role in ‘urbanization projects’ which contributed to housing programmes for the poor in these countries.

K. Swarnalatha

INDIRAMMA HOUSING PROGRAMME: A STUDY IN VISAKHAPATNAM DISTRICT
The problem of housing has to be tackled in the context of new developments and requirements; these problems pertain to local conditions, political situation, socio-economic conditions and cultural factors which have to be tackled with the support and involvement of local authorities. Urban housing problems are related to ‘size of the city’ or settlement which will have an impact on management of the low-income and poor households who might have migrated from “Third World Countries” or ‘rural areas’. Studies in Western as well as ‘Third World’ countries have concluded that the ‘housing’ for the poor can be ‘managed better’ in a small city than ‘larger cities’.

In Andhra Pradesh, Rural Housing Programmes (Rural semi-permanent) have been implemented in rural settlements since 1983-84, and urban areas, from 1989-90. The total number of houses completed (2006-07) under “Indiramma Housing Programme through out Andhra Pradesh” has come to 5,73,846 i.e., 4,90,405 houses in rural, and the remaining 83,441 in urban areas; rural areas accounted for about 85 per cent of the total. Out of the total houses completed by 2006-07 under the scheme, about 91 per cent are accounted by the rural sector which brings out the importance given to ‘backward and rural poor’.

**Housing Programmes During Five Year Plans - National Housing and Habitat Policy:**

The era of Planning began in 1951 and several rural development programmes were implemented to improve the living conditions. Rural connectivity through a network of roads and provision of shelter have been an essential part of rural development. Article-15(4) of the Constitution ‘enjoins the State government’ to provide for welfare programmes for the advancement of ‘backward classes’ as different from SCs and STs. At the time of formation of ‘Andhra’ in 1953 the Andhra and Rayalaseema regions constituted the
State, and in 1956, with the inclusion of Telangana region, it was renamed Andhra Pradesh State. National Housing Bank (NHB) as a subsidiary of RBI was started in 1989 for providing finance to Housing Finance Companies for short-term needs and undertake refinance activities which strengthen the ‘resource’ base. National Housing and Habitat Policy was formulated during 2000-02 for the construction of 20 lakh additional ‘housing units’ annually for the poor, of which 13 lakh were allotted to rural areas; National Rural Housing and Habitat Mission was setup by the Central government to achieve targets of rural housing. It was estimated that a total number of 244.70 lakh houses would be needed to provide shelter to all the members in rural areas by 2002, considering the population growth rate.

**Village Housing Programme - Weaker Sections:**

Government had taken several initiatives in rural housing and the earliest housing scheme was ‘the village housing scheme’ launched in 1957 (Second Five Year Plan), as part of Community development programme. Analysis of data on expenditure and ‘physical’ achievements has shown that an amount of Rs.226.45 lakhs was spent on physical achievements i.e., ‘tenements’ of 5738 from First Five Year Plan 1951 to 1978-79. The programme was enlarged and house construction was undertaken under National Rural Employment Guarantee Programme (NREGP) in 1980 and subsequently under ‘Rural Landless Employment Housing Programmes’ (RLEGP) in 1983.

Under “20 Point Economic Programme”, expenditure was incurred on ‘housing’ and ‘urban development’ which helped to promote social justice. Housing programmes for ‘weaker sections’ received impetus during Sixth Plan under NREP and JRY which promoted ‘housing’ along with provision of ‘house sites’ in rural areas, especially for SCs, STs and other ‘weaker sections’. The programmes helped to promote ‘Self-Help’, and Housing and ‘Social housing’ schemes for economically weaker sections.
Labour Intensive Methods in House Construction:

The programmes under Seventh Plan (1985-90) and Annual Plans (1990-91 and 1991-92) contributed to rural infrastructure which included “labour intensive construction of houses”. Surplus land was acquired under AP Land Reforms Act 1975 and one of the purposes was assignment of land for house sites; an extent of 748 acres of ‘irrigated’ and 65,620 acres of ‘un-irrigated’ land, which was ‘not fit’ for cultivation was assigned for other purposes, and one of them was ‘house construction’. Measures were taken to ‘integrate housing programmes and institutional support’ under ‘anti-poverty programme’ (IRDP) which helped 15 million families, of which 30 per cent were SCs and STs. In addition to housing programmes, infrastructure in the form of buildings for ‘Schools’ were also undertaken. Housing for the rural ‘landless’ and rural housing assistance in the form of ‘house sites’ helped the poor to acquire ‘assets’.

Constitution of A.P Housing Board - Eighth Plan:

During the Eighth Plan (1992-97), Andhra Pradesh Housing Board (APHB) was constituted under the APHB Act, 1996 for implementing housing schemes with ‘Plan funds’ and ‘loan assistance’ from HUDCO. Measures were taken to acquire land for housing purpose for LIG and MIG housing schemes and an amount of Rs. 24 crores was released by APHB; financial assistance was extended during subsequent years also. During the Plan, 4450 houses under LIG, MIG and EWS were constructed. The Plan aimed at 5250 houses ‘under APHB’ for which 350 acres were required; measures were taken to expedite land acquisition. The programme included ‘residential’ and also ‘rental’ housing schemes. ‘Water supply’ and ‘sanitation’ are important aspects of housing and measures were taken to provide public utilities. The Plan emphasized ‘provision’ of housing through ‘institutional finance’ and other instruments such as ‘annual grant’ for
housing purpose to States. About 12700 ‘sites and services’ in rural, and 22000 ‘dwelling units’ in ‘rural and urban areas’ were provided for the ‘economically weaker sections’ under LIG and MIG schemes. In the ‘ranking’ of States in housing shortage, Andhra Pradesh was in 13th place in rural, and 14th in urban areas. The total number of houses sanctioned for weaker sections are 4,28,867 (G.O.Rt.No.171, Housing (RH.A1) Dept., dt. 6.7.2010).

IAY - Housing Assistance under Minimum Services:

Housing and basic services promote growth with equity. During Ninth Plan (1997-2002) ‘housing assistance’ was extended to shelter-less under ‘minimum services’. It was estimated that 10.75 million houses would be required during the period 1991-2002, as the population ‘without shelter’ was expected to grow (0.89 million). Considering the number of houses already constructed i.e., 6.8 million, ‘expected housing shortage’ was estimated as “17.67 million approximately by 2002”. Under IAY scheme sponsored by the Centre, provision of houses for the ‘shelter-less poor’ and free houses to ‘targeted beneficiaries’ especially SC, ST categories and ‘free bonded labour’ were undertaken. It was estimated that an amount of nearly Rs.25,700 Crores would be required, for which some amount had to be contributed by ‘non-poor’. However, the targets fixed for ‘housing’, ‘potable water’, and ‘sanitation’ could not be achieved from 2001 onwards.

Single Integrated Rural Housing Programme:

During the Tenth Plan (2002-07), the need for ‘strategic shift’ in Rural Housing Programmes (RHPs) was realized by the Planners so that the existing RHPs can be merged “into a single integrated programme during the Plan for implementation throughout the country”. There will be need for policies and actions aimed at increasing the out-reach of ‘housing finance’ in rural areas.
programme should ensure supply of adequate quantities and also quality material, designs etc. for house construction.

The rural housing programmes during the Eleventh Plan (2007-12) are based on the recommendations of Working Group on Rural Housing covering aspects namely: right to shelter as per the Constitution and emphasis on rural India on “obligations and entitlements” of citizens of the country. The Working Group also recommended measures for adopting ‘common approach’ by different agencies involved in promoting rural housing.

**Rural Housing Schemes in Andhra Pradesh - HUDCO:**

The 11th Plan had ‘laid down norms’ for plinth area to cover at least 20 Sq. Mtrs., and for the provision of “a sanitary latrine and a smoke-less chulha”. In Andhra Pradesh the criteria for selection of beneficiaries covered: minorities, beedi workers, fishermen, and weavers housing; and income limit for RPH (Rural Permanent Housing) and SPH (Semi Permanent Housing) Schemes were also fixed at Rs.20,000 per annum. Quota system for additional houses to MLAs, District In-charge Minister and Chief Minister has been ‘discontinued’. The schemes in rural areas covered landless and land owning persons, and village “abadi” scheme including ‘house repair’. The State government provides ‘free house sites’ by extending loans at low interest rates with the assistance of HUDCO. In Andhra Pradesh HUDCO sanctioned 438 schemes out of a total of 2472 schemes in various States of the country; AP’s share accounts for 17.8 per cent, the highest proportion.

**Indiramma Housing Programme - Sample Study of Households in Tarluwada Village:**

The main objective of Indiramma Housing Programme launched on April 1st 2006 under Phase-I is to provide: pucca house with drinking water, sanitary latrine, drainage, power supply, road facilities etc., to
Improve living standard of people. The contents of the chapter are presented under four section: housing programme in district and selected mandal; methodology and sample design of households in selected village Tarluwada; demographic features of sample households, 100, consisting of beneficiary and non-beneficiary households according ‘caste’ category and gender; literacy and educational level; occupational pattern of workers; sources of income; indebtedness by source and purpose of sample holds and ‘opinion’ survey of beneficiaries.

Statement of the Problem:

Housing is one of the basic requirements for ‘human survival’. A house provides not only physical protection but also economic security and ‘dignity in society’. House is a symbol of identity and the type of house indicates level of living besides providing shelter; it integrates a person with his immediate social living. Food, clothing and housing are the basic needs for a minimum standard of living of a household; these are essential to undertake some work or other to earn livelihood; clothing is indispensable and housing provides a shelter to live and carry on various activities of ‘life and living’.

Provision of shelter for an individual or family acquired importance as one of the basic needs with the progress of society. State intervention by way of public investments in the housing sector increased during the Second and Third Five Year Plans, but the sector received importance since the Fourth Five Year Plan. Housing was included in the basic minimum needs of an individual in the Fourth Plan and it acquired importance as a separate ‘requirement’ from Sixth Plan onwards.

Housing is an important requirement to fulfill socio-economic needs. Housing facility is one of the basic indicators of ‘amenities’ alongside safe drinking water, toilet facility and electricity. ‘Housing’ acquired special importance because of the “Minimum Needs
Programme” which promoted growth in rural housing; and housing for the poor and ‘rural water supply’ acquired importance. Therefore the strategy of the government changed; inclusion of sites, services, and assistance for construction for the benefit of the rural poor have become part of the programme. Along with the developments, government wanted to provide other amenities such as water, sanitation, and electricity so that the beneficiaries “build their own houses” with their ‘contribution’. The prospective house owners contributed to house construction material and labour. The novel programme contributed to improvement in the living conditions of the rural poor, an achievement by the government.

Objectives:

The main purpose of the study is to understand the importance of Indiramma Housing Programme in rural areas in respect of socio-economic progress and human development on the basis of study of households in Tarluwada village, Anandapuram mandal of Visakhapatnam district. The following are the specific objectives:

1. To examine whether the objectives of the programme are realized;
2. To study the role of NGOs / SHGs in promoting development of housing schemes; and
3. To examine changes if any, in the socio-economic conditions between the beneficiaries and non-beneficiaries.

Methodology:

Anandapuram mandal in the Visakhapatnam district has been proposed for the study of sample village, Tarluwada, on the basis of study of villages in the Mandal according to number of households covered and the programme implemented under “Indiramma Housing Programme”. The study is based on beneficiary and non-beneficiary
households (100), 60 per cent and 40 per cent respectively in the selected village, Tarluwada for the reference period 2007-08. Two schedules namely, a) Village schedule and b) Household schedule were prepared and canvassed.

Composition of the Sample:

‘Sample’ households for the study have been taken from the selected village, Tarluwada where ‘Indiramma Housing Programme’ was implemented. A sample of 100 households, including beneficiaries and non-beneficiaries were chosen for study; ‘sixty’ beneficiary and ‘forty’ non-beneficiary households were taken for the study of Indiramma Housing Programme and its impact on living conditions.

In Table-1, statistical information on total sample households is furnished according to ‘caste’ category for the selected village, Tarluwada.

Table-1: Distribution of sample households by caste according to beneficiary and non-beneficiary category in Tarluwada village

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Caste Category</th>
<th>Total Beneficiary Households</th>
<th>Sample Households</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Beneficiaries</td>
</tr>
<tr>
<td>1.</td>
<td>SC</td>
<td>41 (21.81)</td>
<td>13 (21.67)</td>
</tr>
<tr>
<td>2.</td>
<td>ST</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3.</td>
<td>BC</td>
<td>130 (69.15)</td>
<td>42 (70.00)</td>
</tr>
<tr>
<td>4.</td>
<td>OC</td>
<td>17 (9.04)</td>
<td>05 (8.33)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>188 (100.00)</td>
<td>60 (100.00)</td>
</tr>
</tbody>
</table>

In the case of ‘beneficiaries’, distribution of households according to ‘caste’ category has shown that ‘BCs’ account for highest
proportion of 69 per cent followed by ‘SCs’ with 22 per cent; and lowest proportion of 8 per cent, ‘OCs.’ As regards non-beneficiaries, 70 per cent is accounted by the ‘BC’ category and lowest proportion, i.e., 5 per cent, ‘OC’ category.

**Occupational Distribution of Workers:**

Occupational distribution of workers by beneficiary and non-beneficiary households is presented in Table-4.2.

**Table-2**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cultivators</th>
<th>Agri. Labour</th>
<th>Non-Agrl. Labour</th>
<th>Livestock Rearing</th>
<th>Employees</th>
<th>Petty-traders</th>
<th>Others (Services)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beneficiaries</td>
<td>49 (23.90)</td>
<td>96 (46.83)</td>
<td>32 (15.61)</td>
<td>21 (10.24)</td>
<td>03 (1.46)</td>
<td>03 (1.46)</td>
<td>01 (0.50)</td>
<td>205 (100.00)</td>
</tr>
<tr>
<td>Non-Beneficiaries</td>
<td>16 (13.44)</td>
<td>60 (50.42)</td>
<td>28 (23.53)</td>
<td>10 (8.40)</td>
<td>01 (0.84)</td>
<td>02 (1.68)</td>
<td>02 (1.68)</td>
<td>119 (100.00)</td>
</tr>
<tr>
<td>Total</td>
<td>65 (20.06)</td>
<td>156 (48.15)</td>
<td>60 (18.52)</td>
<td>31 (9.57)</td>
<td>04 (1.23)</td>
<td>05 (1.54)</td>
<td>03 (0.93)</td>
<td>324 (100.00)</td>
</tr>
</tbody>
</table>

In the case of beneficiaries category, ‘agricultural labour’ constitute about 47 per cent, followed by ‘cultivators’, 24 per cent; ‘non-agricultural labour’ about 16 per cent; ‘livestock rearing’ 10 per cent; and ‘employees’ and ‘petty trade’ each, more than one per cent;
and ‘others’, below one per cent. As regards ‘non-beneficiary’ category, ‘agricultural labour’ constitute about 50 per cent followed by ‘non-agricultural labour’ about 24 per cent; ‘cultivators’ about 13 per cent; ‘livestock rearing’, 8 per cent; and the categories, ‘petty traders’ and ‘others’ constitute about 2 per cent each.

**Income of the Sample Households by Source:**

Statistical information relating to income of the beneficiary sample households by sources is analyzed in Table-4.8. The sample households of ‘beneficiaries’ receive income from all the sources; the highest proportion of about 29 per cent of total income is received from ‘livestock rearing’; followed by ‘non-agricultural labour’ and ‘agricultural labour’, each 6 per cent of the total income. ‘Per household income’ from ‘employment’ contributes the highest amount of Rs.9667; followed by ‘non-agricultural labour’, Rs.7760; ‘livestock rearing’ Rs.7050; the source ‘business’ provides Rs.5800; ‘agriculture’ households earn Rs.5085; and in the case of ‘agricultural labour’, per household income is found to be Rs.3402 only.

As regards ‘non-beneficiary households’, the highest proportion of about 25 per cent is contributed by the occupation, ‘agriculture’ followed by ‘non-agricultural labour’ and ‘livestock rearing’, 20 per cent and 19 per cent respectively. The source ‘employment’ accounts for about 16 per cent; and ‘agricultural labour’, about 14 per cent. The category ‘business’, 4.71 per cent to total income.

The figures given for ‘per household income’ of ‘non-beneficiary’ category for the sources namely ‘employment’ (Rs.18946), business (Rs.11000), non-agricultural labour (Rs.9400), and agriculture (Rs.6368) bring out relative importance of the ‘sources’ in total income.
Table-3: Income of the sample households by source

(Per annum)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Source</th>
<th>Beneficiaries</th>
<th>Non-Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hhs</td>
<td>Amount (Rs.)</td>
</tr>
<tr>
<td>1.</td>
<td>Agriculture</td>
<td>35</td>
<td>178000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(18.53)</td>
</tr>
<tr>
<td>2.</td>
<td>Business</td>
<td>10</td>
<td>58000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(6.04)</td>
</tr>
<tr>
<td>3.</td>
<td>Employment</td>
<td>06</td>
<td>58000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(6.04)</td>
</tr>
<tr>
<td>4.</td>
<td>Agrl.Labour</td>
<td>56</td>
<td>190500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(19.83)</td>
</tr>
<tr>
<td>5.</td>
<td>Non-Agrl.Labour</td>
<td>25</td>
<td>194000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(20.20)</td>
</tr>
<tr>
<td>6.</td>
<td>Livestock rearing</td>
<td>40</td>
<td>282000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(29.36)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td>960500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(100.00)</td>
</tr>
</tbody>
</table>

Major findings

1. The housing scheme benefits are going to lower income groups as well as people with agriculture occupation.
2. The main “sources of credit” utilized by the beneficiary households through State Housing Corporation, Banks, SHGs, and non-beneficiaries through Money Lenders, and Relatives & Friends for construction of houses.

3. The sample households of ‘beneficiaries’ receive income from different sources like livestock rearing, non-agricultural labour and agricultural labour.

4. The beneficiaries followed the suggestions given by ‘Mason’ in construction of their house due to lack of knowledge.

5. The State government had helped the beneficiaries of the Indiramma Housing Programme in obtaining funds from SHGs at nominal interest @ 25 paisa (Pavala Vaddi).

6. The financial assistance from Banks was not received through SHGs because of lack of coordination as regards SC and ST beneficiaries measures were taken by government.

Conclusions:

Indiramma Housing Schemes have been implemented throughout Andhra Pradesh; rural areas accounted for 85 per cent of the houses ‘completed’ in 2006-07 which is an index of the importance given to housing programmes in backward rural areas. Housing, one of the basic needs acquired importance as an essential requirement from Sixth Five Year Plan onwards. As part of the Minimum Needs Programme, assistance for house construction and provision of services has become an integral part of the programme. Housing includes provision of basic services and public utilities which are covered under State activities as a welfare measure, especially for the benefit of economically backward households. Housing programmes for the benefit of ‘weaker sections’ received special attention and paved the way for ‘social housing schemes’ and promoted rural infrastructure and
‘building activity’. Provision of ‘house sites’ to the ‘backward and down trodden’ by the government promoted ‘self-help’ and ‘social housing’ programmes for the benefit of weaker sections. House construction activity contributed to rural infrastructure and employment generation which promoted the integration of ‘housing with anti-poverty programme’ and helped the poor to acquire ‘assets’. The constitution of A.P Housing Board during Eighth Plan resulted in measures to acquire land for different purposes.

Institutional arrangements such as National Rural Housing and Habitat Mission set up by the Central government and the policy measures taken during 2000-02 helped to promote housing ‘facility’ to the needy in rural areas on the basis of population growth rate.

It was estimated that under IAY programme houses for the ‘shelter less poor’ and ‘free houses’ to targeted beneficiaries (SC, ST and free bonded labour) were completed by spending Rs. 25,700 crores. The Planners realized ‘the need for a strategic shift’ in rural housing programmes to bring integration among the various schemes, arranging for supply of materials. ‘Rural housing’ programme during the Eleventh Plan adopted a common approach and laid norms and criteria for selection of beneficiaries from various States; AP’s share in the total (all States) schemes accounted for highest proportion under Housing Programmes which have been integrated with basic facilities (drainage, drinking water, electricity etc.) as part of house construction.

One of the features of ‘housing programme’ is the contribution of substantial amount i.e., 70 per cent in the form of government loan and 28 per cent as subsidy, there by helping the beneficiary who had to contribute only 2 per cent. The SC and ST households have been provided with ‘other services’ relating to house construction i.e., a “grant of Rs.5000/-” in addition to ‘subsidy’ given by government under
SJ SY programme. The terms of repayment include provision for a long period of 120 instalments i.e., Rs.227/- per month, towards repayment.

It may be concluded from the analysis of data on indebtedness of the households that State Housing Corporation is the main source of credit (two-thirds) for house construction in the sample village covered by the study.

The Indiramma Housing Programme covered by the study is intended to benefit especially households ‘below the poverty line’ irrespective of caste category. It may be concluded from the findings of the study that in the implementation of Government programmes for the provision of ‘dwelling’ units, the ‘economic’ as well as ‘social’ backwardness have been taken into account focusing on the socio-economic backwardness.

References


LIVE IN THE VALUES - ETHICS AT WORKPLACE

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Introduction

The behavior of human beings is influenced either by emotions of life or actions perform in different situations. If one operates in a given instance from a value of emotion within the outward action will tend to be ethical. While the coordination of actions and emotions within the situation generates ethics, the ethical behavior of human being determined and characterized by honesty, fairness, professional and academic relationships and in all other activities. Ethical behavior respects the dignity, diversity and rights of all individuals groups of people. Ethics is the benchmark of human behavior and is pure reflection of soul and are about making choices that may not always feel good or seem like they benefit you but are the "right" choices to make. Like religion and art, morality also is an institution of life for anyone to adopt in his/her life. Therefore, ethics are the principles of conduct that govern a group or society, the moral rules of society, the values that help people decide what is right and what is wrong. In this context the main aim of this article is to discuss the importance of ethical behavior of employees at work place while performing their duty.

There are many terms used by ethics, such as Business ethics, Corporate ethics, Management ethics, Professional ethics, etc. Terms might vary but the meaning and message is same, i.e. do good, be good and spread good. There are many ethical theories drawn out when defending a particular action, they are the viewpoints from which guidance can be obtained along the pathway to a decision. Each theory emphasizes different points such as predicting the outcome and
following one's duties to others in order to reach an ethically correct decision. However, in order for an ethical theory to be useful, it must be directed towards a common set of goals.

Every company articulates its core values by defining expected behaviours that are aspirational, virtual and positive. Those also have its own specific rules on certain types of conduct while performing duty. Over the past several years in the wake of corporate scandals and politics, most organizations have written or updated their Codes of business Conduct and Ethic Rules. An employee, on joining the organisation the first thing on priority should do, is to read and understand those prescribed documents along with the spirit and intent behind the words. The second most important thing to do is to follow code of business conduct and adhere to them at workplace. Adhering to the values and principles at workplace is a challenge within the competitive and tricky environment of an organisation. In this regard corporates are also very strict and very much sure on imparting, adhering and abiding to these rules. In many businesses no matter how well an employee performs, if he/she doesn’t follow workplace values and ethics it can result in termination.

While we talk on ethics in workplace they are intrinsic. Throughout the last few years, there have been companies who
emphasized largely on work ethics not only for pure business results but also for the glimpse of responsibility towards the society. The concept of corporate social responsibility emphasizes on this ethical behavior, in that, it requires organizations to understand, identify and eliminate unethical economic, environmental and social behaviors. Work Ethics is those specific employee behaviors generally valued and sought after by the firm, it includes not only how one feels about their job, career or vocation, but also how one does his/her job responsibilities. This involves attitude, behavior, respect, communication, dedication, discipline and interaction, which demonstrate many things about whom and how a person is on and off the duty.

**Ethics in the work Place says**

- Divinity towards work
- Responsibility during work
- Relationships at work
- Management towards Employee
- Management towards Client/Customer
- Employee towards Employer, Co-Worker, Customer.
- Employee, employer, shareholders, customers towards society.

**Why Ethics are important in the work Place....?**

Workplace ethics and behavior are a crucial part of employment, as both are aspects that can assist a company in its efforts to be profitable (Sam Amico). Ethics and behavior are very much important to most companies as performance and high morale and teamwork which are two ingredients for success. While performing a duty either professional or personal, it is very important abiding to ethical values to judge good – bad / right – wrong. Because it is very important for the
outcome to be fair, not to hurt anyone throughout the process of work, not to deceive anyone’s growth at work, to keep up the order and discipline, to improve and enhance upon excellence and professionalism, most importantly, to be an example for the future people at work.

Work ethics, such as honesty, divinity, doing a job well, valuing what one does, having a sense of purpose and feeling/being a part of a greater vision or plan is very much vital. Philosophically, if one does not have proper work ethics, a person’s conscience may be bothered all the time till. Mostly people have good work ethic(s); unless they become greed of things like increment, promotion, appreciation etc. we should not only want to do according to the given policies, but the desire to do the proper thing in order to keep up the reputation.

A group of moral principles, standards of behavior, or set of values regarding proper conduct in the workplace directly effects the organization as well the external environment. Employees, having strong ethics in personal and professional life need no explanation, unlike those employees for whom work ethics is a growing problem. HR professionals are always in a unique & bothering position to help-build an ethical workplace culture because their involvement in hiring, inducting, training and evaluating employees allows them to influence their organization at many levels. When employers respect the law and treat employees in a fair and consistent manner, employees begin to trust managers and internalize the company’s values as their own. Once that happens, ethics become embedded in the workplace culture and employees become more responsible towards their work.

Some of the responsibilities relating to ethics at business and workplace:
Economic responsibilities: Produce goods and services that society wants at a price that perpetuates the business and satisfies its obligations to investors.

Legal responsibilities: Obey local, state, federal, and relevant international laws

Ethical responsibilities: Meeting other social expectations, not written as law.

Philanthropic responsibilities: Additional behaviors and activities that society finds desirable and that the values of the business support.

Cultural responsibilities: Corporate culture is used as a powerful tool to quantify the way a business functions

Social responsibilities: It supports the image and public confidence in service.

Conclusion

Ethical, behavioral and institutional guidelines in the workplace often place a high amount of importance on dedication. In the present culture professionalism is highly valued by every organization and professionals are hardly out of work. Though possessing necessary skills is essential, a strong work ethic and positive attitude towards the job can carry any employee a long way. This ethical behavior fetches a very good job satisfaction, be as a motivating factor as well growth in performance.

Practicing "good" business ethics enables organization to regulate employee conduct, as well as, develop a strong corporate atmosphere. Employers can protect the organization from unethical behavior, devastating lawsuits, negative publicity, wasted time, loss of money, and low employee morale by offering the employee ethic training on regular basis. Creating dependable and ethical relationships with fellow business peers, plays a critical role in accomplishing success.
within the company and there will be a long rite way ahead for good growth. The more an organization is dedicated in taking care of employees and treating them well, the more employees will take care of the organization as well as give utmost support in accomplishing the required business results.

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LAPSATION OF POLICIES DEPRIVES THE INSURED OF THE INTENDED PROTECTION AND REVIVAL SCHEMES BAIL THEM OUT (A CASE STUDY OF REVIVAL CAMPAIGNS AND IN VIJAYAWADA CITY IN KRISHNA DISTRICT OF ANDHRA PRADESH)

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Acharya Nagarjuna University, Nagarjunanagar

The paper contains 4 parts. Part-I deals with Introduction, Need and Importance of the Study, Part-II presents Objectives, Methodology and a Review of Literature, while Part-III analysis the working of the revival campaigns and Part-IV offers Suggestions.

Part-I
INTRODUCTION

1.1 INTRODUCTION

It is observed that insurance products which are in the nature of long term savings and financial investment in return for benefits for specific purposes are mostly sold but not bought. The insurance advisers in their anxiety to meet the targets manage to make the buyers obliged to enter into the insurance contract and the policy holders service to retain with the insurers is often found inadequate resulting in the lapsation of politics to a large extent of around 60 per cent to 70 per cent. Most often the policy holders are not contacted to know whether they are continuing the payment of premium as per the contract. Disinterestedness on the part of the policy holder leads to inconsistency in the payment of the premiums. Policies lapsed without attaining the paid up value result in financial losses to the buyers of insurance. In order to revive the polices the insurers like the Life Insurance Corporation in India introduce revival campaigns to

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mainstream the policies to attain the surrender value and the soul purpose of ensuring protection for which alone insurance is bought. The paper dwells on the revival campaigns of the Life Insurance Corporation during the recent financial years and traces the success of the campaigns in terms of the number of beneficiaries in Vijayawada city in Krishna district in Andhra Pradesh state in India.

Life insurance is a long-term contract and the costs are built keeping this in mind. Costs of a product at front loaded on the assumption that the policyholder will be alive for the full term of the policy. However, the latest persistency numbers released by the insurance regulator point out that the industry on an average is unable to retain even a half of its customers at the end of five years of a policy.¹

In order to increase the attraction of insurance to make more people come under the insurance cover the Government make provisions in the union budgets. In the Union budget 2015 health and pension occupied the position of priorities. The Union Finance Budget for the financial year 2015-16 has been presented in the Parliament on February 28, 2015. The provisions include the following incentives.

a) Service tax has been exempted for all the Varistha PensionBima Yojana policies.

b) Limit for investment in Pension Funds is increased to Rs.1.5 lakh from Rs.1 lakh.

c) One can now invest upto Rs.1.5 lakh in the New Pension Scheme-NPS as against Rs.1 lakh earlier under section 80c with an overall limit of Rs.1.5 lakhs.

In addition, one can invest Rs.50,000 under NPS under section 80CCD, which means a total of Rs.2 lakhs can be invested in the NPS itself.

The Budget also included provisions for welfare insurance which can be described as pension schemes.

Pradhan Mantri Suraksha Bima Yojana to provide accidental death cover of Rs.2 lakhs for a premium of just Rs.12 per year.

Pradhan Mantri Jeevan Jyoti Bima Yojana for youngsters to cover both natural and accidental death risk of Rs.2 lakhs for a premium of Rs.330 per year, applicable for the age group of 18-50 years.

Atal Pension Yojana where the Government contributes 50 per cent of the premium, limited to Rs.1,000 each year, for five years for all accounts opened before December 31, 2015. This scheme offers a fixed pension of Rs.1,000 to 5,000 per month. This scheme gives a guaranteed return of 8 per cent.

The question of revival of policies arises when a policy is lapsed as long as the policy holder remains with the insurer he maintains persistency. If the policy holder fails to pay the premiums regularly and this non-payment continues, the policy under question remains lapsed forever. Here arises the concept of the persistency ratio. The ratio expresses the number of policies that continue to generate renewal premiums that are due to be paid. The persistency ratio determines how long the policy holders stay with their policies alive.

At the global level, the 61st month persistency is around 65 per cent. It is noticed that the insurance industry has lower than 50 per cent persistency in the 61st month. This shows that more than 50 per cent of the policyholders stop paying premiums regularly within five years.

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years. The handbook of statistics published by insurance Regulatory and Development authority of India (IRDAI) for financial year 2014, persistency ratios for the 13th month fell for 13 of the 24 life insurance companies. The 13th month persistency is in Indian insurance industry varies from 50 per cent to 70 per cent, while in Asia it is between 80-90 per cent.

**Low Persistency and its effects on the insurance company policyholders and insurance advisers**

Unlike sale of commodities Insurance contract is selling of a concept. The companies are forced to take utmost care to enhance their reputation and goodwill. Reputation enables the company acquire patronage of the prospective policyholders. Lapsation of policy hampers not only the image of the company but also spreads negative feedback in the market. It seriously affects the market share in the following years.

As life insurance is a long-term agreement. The policyholder is believed to coexist with the company for at least 15 to 20 years as per the tenure of the policy. If a policyholder allows his policy to lapse, the life insurance company may be benefited in the short run as it has to pay only the surrender value which is normally lower than the premium paid. The life insurance companies lose the future profit expected from such policy. The insurers have to make provision of funds for the repayment of survival benefit. Investment income of the insurance companies decreases because the total fund cannot be invested in the long term investments that are expected to give higher return than those that are of short duration.

The insurance companies selling high cost plans have to recoup the costs as early as possible. If the policy lapses at the initial level, companies to incur heavy expenditure, leading to low overall profitability.
Policyholders' perception that risk of death is low ultimately result in lapse of policies. The group of policyholders left with the insurer will experience a higher mortality rate than the full group at the inception of policy, thereby increasing the cost for insurer as the claim paid will be higher than expected.³

Lapsation of policies and absence of revival causes distress to the policy holder affecting life cover bringing financial losses.

The policyholder is the main victim of low persistency. It terminates the basic life cover of the policyholder. Non-payment of the premium on the due date, entails ceasing of life cover to the policyholder ceases. The insurance company terminates the life cover of the sum assured till the policy is reinstated.

The insurance company pays benefits only when the policy acquires surrender value (SV). The surrender value accrues when the policy completes minimum three years or premium payment. It depends upon the policy terms agreed upon. The surrender value paid is generally lower than the total premiums paid by the policyholder.

When a policyholder discontinues paying premiums it leads to loss of renewal commission to the insurance adviser who is also called as insurance agent. The insurance agents will find it difficult to sell insurance to another person and new types of plans to the existing policyholders, because lapsation involves negative perception on the part of the buyer of insurance.

Need for the study

There is an immediate need to know the causes of lapse to make the revival schemes successful. It is known to many that not all agents were true professionals and while they sold insurance policies

and earned commissions, many people remained in dark about the various advantages of taking insurance policies. Many people including educated elite fail to differentiate between insurance and other financial products. The policyholders need regular services of agents to keep them attached to the insurers.

People are heavily dependent on agents in the matter of purchase and servicing of insurance policies. People of in India are not too sure about the merit of the insurance. They depend on agents for all information about life insurance companies and the insurance products. So, the agents’ knowledge level and professionalism play a crucial role in taking the industry forward. This calls for the establishment of policyholders service centres on large scale to keep the policies alive. Thus the need is established.

**Importance of the study**

The study assumes importance in the context of the inevitable impact of lapsation and low persistency on insurance companies in terms of low reputation adverse financial effects, high level of costs in the light of policy holders perception on high mortality and termination of agents (insurance advisers). All these repercussions effect new business and heavy losses accruing to policyholders, they also deter the growth of insurance industry. These adverse consequences can be avoided by effective implementation of revival schemes. This explains the importance of the study.

**Part-II**

**OBJECTIVES, METHODOLOGY AND A REVIEW OF LITERATURE**

**2.1 OBJECTIVES OF STUDY**

The study is undertaken with the following objectives:
1. To bring out effects of lapsation on the insurer the insured and the insurance advisers.

2. To bring out the working of revival schemes and the success attained by these schemes.

3. To offer suitable suggestions to increase the awareness of keeping the policies alive to avail the full benefits of insurance.

2.2 METHODOLOGY

The case study method is employed and the judgement sampling is used. Personal contact and observation of the success stories of the revival campaigns are carefully studied. The study period extended for three months during the months of October to December of the calendar year 2015.

2.3 SOURCE OF DATA

The researcher resolved to the direct contact method. The disguised observation type is followed.

2.3.1 Primary data

The primary data is collected by identifying the policyholders who are benefited by the revival campaigns introduced by the LIC of India. All these 65 policyholders who are benefited are contacted and their answers are recorded to know the awareness on the part of policy holders about insurance regular payment of premiums and utilisation of opportunities offered by the insurers.

The researcher took the 65 policyholders who revived their policies after 5 years from their first unpaid premium (FUP) as sample respondents. The reason for this is that after having achieved the surrender value which is lower than the premium paid the insured did not pay for reasons like malpractices for selling, unsound financial status, expectations not fulfilled and service not made available,
product differentiation and the status of claim settlement. The policyholders after paying their premiums for five years usually pay considerable amounts to the insurance company. It is learnt from the policy holders that many of them fixed their insurance term for 15 years and the sum assured varying from one lakh to five lakhs. It can be stated that almost 30 per cent of the total premium amount expected to be paid is paid and the funds are in inoperative stage with the insurance company. Awareness campaigns and peer pressure made many of the lapsed policyholders decide to revive their policies under concessional rates and different ways of revival announced from time to time by the corporation. Hence the 65 policyholders’ experience counts to explain the importance of continuing the premium payments and benefit by the bonus that accrues to the policy and the benefits of risk cover during the term of the policy and assurance of a big sum assured after the maturity of the policy. Thus the 65 policyholders’ revival, form the basis for other policyholders who stopped paying premiums at different periods from the date of first unpaid premium to resort to revival at the earliest.

2.3.2 Secondary Data

The Secondary data was obtained from reputed Insurance Journals of National and International repute. Various other publications dealing Insurance and Newspapers like the Hindu and other National Newspapers are referred to. Journals like the Journal of Insurance Institute of India, Yogakshema and such journals are taken for reference.

2.4 REVIEW OF LITERATURE

The review of literature focuses on the causes of lapsation and low persistency ratio. Low persistency means the termination of the life insurance contract by default on the ground on non-payment of life insurance premium by the policyholder within the stipulated time.
There are various reasons for the low persistency which are elaborated as below.4

The insurance industry was opened up in 2000 to give the people even better services and more choice of innovative products. As private companies started operating in the country, more awareness about insurance was generated.5

As per the annual report of insurance Regulatory Development Authority of India it had been found the majority of the polices had lapsed due to the wrong promises and malpractices on the part of the various channels of the distribution. As per the IRDAI report around 34 per cent complaints had been registered for using malpractices for selling of life insurance polices.

Unsound financial status in terms of inadequate money on the due date of the premium payment is the basic root cause of the low persistency. The policyholder at the initial stage pays premium but later on when his financial situation deteriorates, he fails to pay the premium which leads to low persistency.

In India, life insurance is generally sold and not bought. This implies that under some undue pressure the policyholder buys an insurance product. Hence, after some time the benefits which he might have thought to be useful for him may turn out to be either very low, very high or even may not fulfil his changing needs. This may lower his commitment level to continue with the product and hence low persistency. Service quality is a key ingredient in the success of every organization Life insurance is a long-term contract which totally depend on trust and faith. The policyholder while taking a life insurance policy

does not have complete knowledge of the products and the life insurance company. He totally relies on the knowledge and expertise of the advisor.

Product differentiation and mode differentiations are the main sub causes for the lapsation of polices.

Setting the death claims is the core object of any insurer. It is the reason why a policyholder takes a life insurance product. Thus, it is expected from the life insurance companies that they settle the claims and grievances as early as possible. Since life insurance contract are of long term, grievance redressal gathers more importance and forms the basis of the relationship between the customer and the insurer.

**Impact of low persistency**

Low persistency does have adverse effects on all the state holders of life insurance i.e. the insurance company, the policyholder and the agent/distribution channel.

The low persistency hampers the financial position of the insurance agents effecting their new business. They loose in two ways. 1. Their future profits due to lapsation are effected. 2. The agents may be forced to the leave the profession. Because reduced incomes discourage one to stick on to the calling they have chosen. The conversion rates for new business are also effected.

The policyholder who is the backbone of insurance business false victim of the low persistency, non-payment deprives the policyholder of the life cover which the insurer removes. This can be described as the greatest loss in the insurance customer. Thus the low persistency need be avoided by efforts of the insurers and the insurance advisers. The situation invites the attention of the insurers to introduce various revival schemes. Not only special revival schemes but also regular revival processes the keep the policies in force, so that
the policyholder, the insurer and insurance adviser live well with sound financial strength.


Part-III

WORKING OF THE REVIVAL CAMPAIGNS

Part-III brings out the success of revival campaigns. Before describing the working of revival campaigns the extent of persistency with the insurer like the LIC of India may be explained to give how the persistency is. The persistency ratio for the LIC of India on policy basis is shown in table 1.

Table 1

Persistency ratios for the insurer (LIC of India) on policy basis

(In percentage terms)

<table>
<thead>
<tr>
<th>Persistency</th>
<th>Policy Basis</th>
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</thead>
<tbody>
<tr>
<td>13th Month</td>
<td>66</td>
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</table>
Table 1 provides that after one year the insurer is able to retain 66 per cent of the policies. Despite improvement in the 13th month persistency in the financial year 2014-15 all other ratios sold decreased tendency. This decreasing trend is dangerous which merits serious attention by the insurance company (The LIC of India). The persistency connotes how long a customer stay with his policy. The policyholders should not leave the insurance company. They are to stay with the insurer for atleast 5 years to reap benefits.

Persistency ratios shows the leakages in year-on-year renewals of life insurance policies and can be calculated both in terms of the amount of premium and the number of policies. IRDAI, in its handbook of statistics, has looked at this ratio based on the number of policies because of the fact that if persistency is calculated based on premium, the number gets skewed even if one policy with a large premium gets lapsed. Leakages on account of death or maturity are not factored in, so this ratio primarily indicates leakages on account of lapse or surrender.

Lapsation of policies is to be arrested, in order to save incomes of the insurance agents and premiums lost by way of non-payment of premiums to the insurer. Lapse of policies at different intervals leads to losses on different degrees. The lapsation at different time intervals and average persistency, loss of premium, loss of commission

<table>
<thead>
<tr>
<th>Month</th>
<th>25th</th>
<th>37th</th>
<th>49th</th>
<th>61st</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>51</td>
<td>49</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>56</td>
<td>53</td>
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<tr>
<td>58</td>
<td>60</td>
<td>58</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Public Disclosure Report L22, IRDAI.
for years and commission lost as percentage of annual premium are exhibited in table 2.

**Table 2**

Details of lapsation at different intervals loss in premium, loss in commission due to non-payment of premiums

<table>
<thead>
<tr>
<th>Lapses in of policy in the months</th>
<th>Average persistency during FY 2009-10 and 2014-15</th>
<th>Premium Lost</th>
<th>Commission Lost for Years</th>
<th>Commission Last as percentage of Annual Premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th Month</td>
<td>77</td>
<td>23</td>
<td>14</td>
<td>75</td>
</tr>
<tr>
<td>25th Month</td>
<td>68</td>
<td>32</td>
<td>13</td>
<td>67.5</td>
</tr>
<tr>
<td>37th Month</td>
<td>62</td>
<td>38</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>49th Month</td>
<td>60</td>
<td>41</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>61st Month</td>
<td>55</td>
<td>45</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

*Source*: Data Available under public disclosure report L22.

*Note*: 1. 2nd 3rd year commission rates are 7.5 per cent of premium.

2. Commission from 4th year is 5 per cent of premium.

3. Mean premium paying term is 15 years.

4. Loss changes as per the premium paying term.

The table 2 explains the losses and premium when the policy lapses in different months during a 5-year term. Commission lost as percentage of annual premium is very high at 75 per cent if the policy lapses in 13th month. It is very low, if the policy lapses in the 61st month. The average persistency for the last 5 years is a high at 77 at the 13th month of lapsation followed by 68, 62 in the 25th and 37th
month. Premium lost is very high at the 61st month (45 per cent) followed by 41 per cent at 49th month and it is lowest 23 per cent in the 13th month.

The revival campaigns are undertaken with the objectives, like reduction in lapsation and renew the relationship with the policyholders. There is another objective of providing concession in late fee and concession in submission of evidence of health subject to certain conditions.

The terms and conditions for different types of policies under revival campaign are announced by the insurer. They are policies under different categories such as Individual policies, Health insurance policies. The campaign provides for eligibility conditions for revival provision of conditions in late fee, concession in providing evidence of health and conditions in submitting certificates with respect to health requirements.

1. Eligibility conditions of revival campaign

i. Lapsed policies under all types of plans are eligible except micro-insurance plans.

ii. ULIP policies under Plan 802, 803, 804, 811 which are discontinued.

iii. Policies which are in lapsed condition for more than 6 months from FUP (First Unpaid Premium) as on date of revival.

iv. Policies issued through all distribution channels.

v. Policies which are in lapsed condition during the premium paying term.

vi. Policies under plan 805 and 806 can be revived within 1year from FUP (First Premium under Policy).
vii. Revival of policies with FUP more than 5 years as on the date of revival will be done as per the rules. However, such policies will be eligible for late fee concession.

2. Provision of concession in late fee

Concession in payment of late fee depends upon total receivable premium under the policy. The Details are given in table 3.

Table 3
Details of late fee concession under policies with varying premiums

<table>
<thead>
<tr>
<th>Receivable Premium amount under policy</th>
<th>Concession allowed in late fee in percentages</th>
<th>Maximum amount of concession allowed (in Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upto Rs.1,00,000</td>
<td>20</td>
<td>1,500</td>
</tr>
<tr>
<td>From 1,00,001 to 3,00,000</td>
<td>25</td>
<td>2,000</td>
</tr>
<tr>
<td>From 3,00,001 and above</td>
<td>30</td>
<td>2,500</td>
</tr>
</tbody>
</table>

Source: LIC of India, central office, Mumbai.

Table 3 can be further explained further as follows.

Payment of premium with interest for revival attracts on concession in late fee under specified types of revival.

i. Concession in late fee will be allowed for all types of revival including SB-cum-revival, loan-cum-revival and installment revival.
ii. Concession in late fee will not be allowed for polices that were revived during revival campaigns in 2013 and two campaigns in 2014 (because concessions in late fee more granted already).

iii. In case of any shortfall of interest (late fee) after allowing the concession in late fee, provision to create additional payment as per prevalent is allowed.

iv. Concession in late fee will also be allowed under polices where no evidence of health will be required i.e. spot revival.

v. Late fee concession will also be allowed where the arrears of premium for revival is in policy deposit and adjustment of the same is done during the campaign period after receipt of revival requirements.

vi. Under some plans like plan 91,128,174,179 where the policyholder can pay one or two installments of premium with interest instead of paying all arrears of premium, concession in late fee will not be allowed for such part payment. If all arrears of premiums with interest are paid during campaign period, then concession in late fee will be allowed as per rules.

**Concession in providing Evidence of health**

A policy can be revived on submission of satisfactory declaration of good health (DGH). No need for regular health certificate arises.

a. Concession for policies where premiums paid for at least full 5 years as on date of revival and the age of the life assured is 45 years or below 45 years as on the date of revival

b. Evidence of health is not required irrespective of sum assured.

c. If the age of a policy holder where is from 46 years to 50 years the total sum to be revived is limited to 2 lakhs.
d. The policy can be accepted or revived with ordinary rates or with extra within the constraints of health and life conditions.

e. The Declaration of Good health (DGH) submitted by policyholder, should not contain any adverse information about health or personal history.

4. Concession in health requirements

i. Term assurance plans and high risk plans granted under conditions.

ii. Any policy issued with term rider or critical lines.

iii. For policies which will not satisfy the prescribed criteria usual health requirements based on age and sum to be revived as on date of revival may be called.

iv. Policies which are not eligible for concession in health requirements, concession in late fee can be allowed as per rules.

Health insurance policies

1. Eligibility of policies

a) Policies under all types of Health plans are allowed

b) Policies which are in lapsed condition for more than 15 days for monthly mode / ECS mode and one month for policies with other than monthly mode, but less than 2 years from FUP as on 01.09.2015 will be eligible

Revival of lapsed policies

If premium due is not paid within the days of grace, the policy lapses. A lapsed policy can be revived any time within 5 years from the date of the first unpaid premium. There are 5 different schemes under which a policy can be revived.
i. Ordinary Revival Scheme

Under this scheme, all the arrears of unpaid premiums with interest have to be paid. Along with this, ‘Declaration of Good Health’ (DGH) in form No. 680 and medical, if necessary, is required.

ii. Special Revival Scheme

If a person is not in a position to pay all the arrears. Then he can choose this scheme. Under this scheme, the D.O.C will be shifted so that policy is not lapsed just prior to the date or revival, i.e. the date of commencement is advanced approximately by the period of lapse. Other requirements like DGH and Medical wherever necessary are required as in Ordinary Revival. Special Revival is allowed under the following conditions.

a. Policy should not have acquired any surrender value (SV).

b. Revival should be within 3 years of lapsation.

c. Special Revival is allowed only once during policy term.

iii. Revival by instalment method

If a policyholder cannot pay all arrears in one lump-sum and if the policy cannot be revived under Special Revival scheme, he can make use of instalment Revival scheme. In this scheme, on the date of revival he has to pay immediately:

a. 6 monthly premiums, of mode is monthly

b. 2 quarterly premiums, if mode is Quarterly

c. 1 half year premium, if mode is Half Yearly

d. Half of the yearly premium, of mode is yearly.

The balance of revival amount is paid in instalment spread over 2 years along with normal premium instalments. Other requirements regarding health are as required in ordinary Revival scheme.
iv. Loan-cum-Revival Scheme:

If a policy acquires surrender value on the date of revival, the policy can be revived taking a policy loan. Loan amount will be calculated treating the premiums as paid upto the date of revival. Short fall, if any, in revival amount has to be paid by the policyholder. If loan amount more than required for revival, the excess will be paid to the policyholder.

v. Survival Benefit-cum Revival Scheme

The Survival Benefit (SB) which falls due in a money back type policy can be used for revival of the policy, if date of revival is later than the S.B due date. Her, of the S.B amount, the short fall will be called for. If the SB is more than the revival amount, the excess is paid back to the policyholder. Other requirements for normal SB. Settlement and revival requirements are to be fulfilled.

After having made clear the purpose of the campaign, working of the campaign and concessions offered for revival the five branches of the LIC of India operating in Vijayawada revived policies and the details are provided in table 4.

### Table 4

<table>
<thead>
<tr>
<th>Branch Name</th>
<th>Total policies revived</th>
<th>Total Premium Received</th>
<th>Total Late Fee collected</th>
<th>Total Late Fee concession given</th>
<th>No. of policies revived after 5 years from 2015-16 in Vijayawada city (Rupees in lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4

<table>
<thead>
<tr>
<th>Branch Type</th>
<th>Carrier Agencies</th>
<th>Total Premium (L)</th>
<th>Late Fee (L)</th>
<th>Late Fee Concession (L)</th>
<th>FUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrier Agencies</td>
<td>797</td>
<td>7005.06</td>
<td>631.28</td>
<td>131.54</td>
<td>4</td>
</tr>
<tr>
<td>City branch 1</td>
<td>1292</td>
<td>14988.58</td>
<td>1296</td>
<td>258.2</td>
<td>15</td>
</tr>
<tr>
<td>City branch 2</td>
<td>1283</td>
<td>14738.41</td>
<td>1498.89</td>
<td>262.02</td>
<td>26</td>
</tr>
<tr>
<td>City branch 3</td>
<td>2242</td>
<td>30456.72</td>
<td>2590.3</td>
<td>482</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>6864</td>
<td>83123.29</td>
<td>7453.04</td>
<td>1389.73</td>
<td>65</td>
</tr>
</tbody>
</table>

**Source:** Compiled from policyholders who revived their policies and policyholders service centres operated by Insurance advisers.

**Note:** The respondents are educated by other policyholders and peers who took advantage of the revival schemes.

The table 4 discloses that the number policies revived is 6,864 with total premium received amounting to Rs.83,123.29 lakhs. The total late fee collected stood at Rs.7,453.04 lakhs and the total late fee concession given is Rs.1,389.73 lakhs. The researcher has observed during direct contact with the policyholders that the policyholders require constant reminding of the lapsation and timely information about the due dates of payment that make them keep their policies alive. It is also observed that mere concessions will not attract them but the sole purpose of insurance which is risk cover and availability of large funds after a long term would attract the insured to continue the payment of premiums as per the contract. Some of the policyholders especially those who are taken as respondents gave different reasons...
for the lapsation and revival. The causes of lapsation are provided in table 5.

Table 5

Causes for lapsation of the life insurance policies

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Causes</th>
<th>No. of Policy holders</th>
<th>Percent age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Malpractices for selling</td>
<td>3</td>
<td>4.62</td>
</tr>
<tr>
<td>2</td>
<td>Unsound financial status</td>
<td>7</td>
<td>10.77</td>
</tr>
<tr>
<td>3</td>
<td>Expectations belied</td>
<td>15</td>
<td>23.08</td>
</tr>
<tr>
<td>4</td>
<td>Lack of service</td>
<td>30</td>
<td>46.16</td>
</tr>
<tr>
<td>5</td>
<td>Product differentiation</td>
<td>4</td>
<td>6.15</td>
</tr>
<tr>
<td>6</td>
<td>Settlement of claims</td>
<td>6</td>
<td>9.22</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: Computed.

Table 5 reveals that the major cause for lapsation is lack of service that is expected by the policyholders in continuing the payment of premiums as revealed by 30 respondents (46.16 per cent). It is followed by the cause of expectations belied. The number of respondents is 15 (23.08 per cent). Many persons insured feel that the very long term savings will not be of great use in future. The funds accumulated which are affected by the pangs of inflation would not serve the purpose for which the insurance contract is taken up. Many middle income group families save for the family obligations such as marriage of daughters and construction of residence of houses and education of their children. The insurance advisers sometimes exert pressure and induce them to enter into contract by offering certain
concessions. After sometime when the policyholder comes to know of the decreasing value of money he loses interest in continuing the payment of premium. He compares the interest rates offered by banks on their products like fixed deposits and other credit instruments and savings products. Lower returns in due them to drop out. Decreased value of money and lower rates of return of the two major causes of lapsation and low persistency of insurance policies.

The table also points out the fact that settlement of claims plays its part in impacting the decisions of the policyholders. The settlement of maturity claims in time would encourage many to get obliged to enter into contract. Many insured persons are unaware of the requirements for the early settlement of claims. It is better if the insurance authorities show more interest in facilitating early settlement of claims on easy administrative procedures. For 9.22 per cent of the sample distress settlement claimed in a reason for lapsation.

The unsound financial status also influences the persistency 10.77 per cent of the sample revived policyholders stated that their financial position was weak but they agreed that it is the income of the person that is insured. The economic value of a policyholder forms the basis for the premium payment and the returns on the policy is point of sale. Many people are observed postponing the payment with a view to settling the immediate financial obligations. They know the future will be weak economically. They ignore the payment of premium. In such circumstances, awareness programmes revival conditions bring them back into the fold of insurance companies.

Product differentiation is also cause of lapsation. 6.15 per cent of the sample revived policyholders said that money back policies induced them. Cash paid to them in time besides a lump-sum amount at the end of the term for a care-free life after the active earning life comes to an end. It is an added attraction to insurance.
Only 4.62 per cent complained that they are lured by the offers made by insurance advisers to enter into the contract. Later they became inadvertent as regards the continuation of insurance contract to reap wholesome benefits.

A large number of policyholders failed to pay the premiums because they stay far away from the branches of insurers and they do not receive premium payment notices. Hence, premium payment notices may be sent without fail in due course in the language, the policyholders know.

Part-IV

FINDINGS AND SUGGESTIONS

Findings:

1. The researcher has observed during direct contact with the policyholders that the policyholders require constant reminding of the lapsation and timely information about the due dates of payment that make them keep their policies alive.

2. It is also observed that mere concessions will not attract them but the sole purpose of insurance which is risk cover and availability of large funds after a long term would attract the insured to continue the payment of premiums as per the contract.

3. Some of the policyholders especially those who are taken as respondents gave different reasons for the lapsation and revival. They quoted not one single reason.

4. The major cause for lapsation is lack of service that is expected by the policyholders in continuing the payment of premiums.

5. The cause of expectation belied also is important. Many persons insured feel that the very long term savings will not be of great use in future. The funds accumulated which are affected by the pangs
of inflation would not serve the purpose for which the insurance contact is taken up.

6. Many middle income group families save for the family obligations like marriage of daughters and construction of residential houses and education of children.

7. The insurance advisers sometimes exert pressure and induce them to enter into contract by offering certain concessions.

8. When the policyholder comes to know of the decreasing value of money, he loses interest in continuing the payment of premium which causes low persistency. Comparatively lower-rates of return in the form of interest on invested moneys, causes distress to the policyholders.

9. Settlement of claims plays its important role to persist with the company. Many insured persons are unaware of the requirements for the early settlement of claims.

10. The unsound financial status also influences the persistency 10.77 per cent of the respondents stated that their financial position was weak but they agreed that it is the income that is insured. Many people are observed to postponement the payment with a view to settling the immediate financial obligations.

11. Product differentiation is also a cause of lapsation. 6.15 per cent of the sample revived policyholders observed that money back policies which ensured them cash in time, besides a lump-sum amount at the end of the term for a care-free life after the active earning life comes to an end, attracted the customers.

12. Only 4.62 per cent complained that they are lured by the offers made by insurance advisers to enter into the contract. Elimination of fraudsters encourage honest customers to stick to the terms of contract.
Suggestions:

1) The study suggests that the instructions of the IRDA in eliminating insurance agents that resort the malpractices in selling would serve the cause of continuation of insurance contract on fair terms as expected of a careful financially sound, and economically wise heads of the families and members of the families. The instructions may strictly be followed.

2) There are policyholders who pay premiums under the mode of monthly salary savings scheme (SSS). In this scheme there is no chance for direct contact with the corporation for the employer an employee also. Establishing frequent direct contact would enable the policyholders know the position of their policies.

3) As the study observed that many insurance advisors are not trained enough, regularly to render service at the times of need, service oriented training may be imparted.

4) The business orientation of the agency may be diverted partly to service orientation which adds life to the policies instead of adding number of policies which may not establish persistency.

5) The policyholders who raised loans may be informed of the outstanding loan amounts with interest show that loan burden may be reduced at their convenient time.

6) Use of multi-media services and electronic and print media services help keep the policyholders aware of the developments in insurance sector and launch of new products and amendments to insurance contract laws.

7) Because a picture is worth 10,000 words pictorial presentation and poster presentations may be taken up to educate the policyholders.

8) Policy holders’ service centres may be encouraged to service the customers.
9) The insurer along with banking services at their branches, please the customers to invest in insurance companies.

10) Periodic training and guidance to the important players in the insurance sector is of great use in stepping up persistency ratio.

11) It is better if the insurance authorities show more interest in facilitating early settlement of claims on easy administrative procedures.

12) The economic value of a policyholder forms the basis for the premium payment and the returns on the policy. The economic value need be reminded through revival schemes.

13) Though the policyholders know that their future will be weak economically some of them ignore the payment of premium. In such circumstances, awareness programmes revival on conditions bring them back into the fold of insurance companies. Awareness programmes may be implemented frequently.

References


STUDY OF CHILDREN WITH DYSCALCULIA AT PRIMARY EDUCATION

P. Kumari  
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Andhra Pradesh

“Salomon Henschen, a Swedish neurologist who begins that it was accessible for a person to have broken algebraic abilities that did not affect intelligence in general in 1919. It is as well referred to as adorning accession ataxia and “number blindness”. Thus the abstraction of dyscalculia came to existent”.

A abstraction was aboriginal conducted on accouchement in 1974 by Ladislav Kosc in Bratislava on dyscalculia. His allegation showed that Dyscalculia is a structural ataxia of mathematical abilities. After abounding studies were conducted on dyscalculia and various after-effects were got apropos the affection of dyscalculia, the problems faced by accouchement in acquisitions accession and overlapping of dyscalculia with added acquisitions disabilities.

THE ORIGINS OF DYSCALCULIA

“Cognitive sciences accept not accustomed a absolute compassionate of the origins of dyscalculia. But there are several discoveries that accept developed some important correlations amid dyscalculia and added acquisitions and bookish disorders.

Many studies accept apparent that a ample amount of dyscalculia accouchement ache concurrently from added absolute difficulties. For

example, one assay discovered that about 17 percent of dyscalculia accouchement are as well dyslexic, and another 26 percent acquaintance the furnishings of absorption arrears hyperactivity ataxia (Shalev, Manor, & Gross Tsur, 1997). Two years later, it was suggested that 4 in 10 people who are diagnosed with dyslexia aswell accept agitation with mathematics to some measurable admeasurements (Butterworth, 1999). An absolute analysis of dyscalculia is often difficult to ascertain (Gross Tsur & Manor, 1996; Ostad, 1998).

**MEANING OF DYSCALCULIA**

‘Dyscalculia’ agency actually a ‘disorder in calculation’. It is acclimated to call specific difficulties in acquirements mathematics. It is a ample appellation that refers to a advanced range of learning disabilities involving mathematics or simply, astringent difficulties in mathematics. It affects the adeptness to access algebraic abilities and includes all types of mathematics problems alignment from affliction to accept numbers to inability to administer mathematical attempt while analytic problems. Dyscalculia involves affliction to accept the acceptation of numbers and quantities.” “Dyscalculia (or algebraic disability) is a specific acquirements disability involving congenital difficulty in acquirements or affectionate arithmetic. It includes adversity in understanding numbers, acquirements to dispense numbers, acquirements mathfacts, and a number of added accompanying symptoms.²

It was as well begin that Algebraic disabilities can as well occur as the aftereffect of some types of academician injury, in that case the appellation acclimated is acalculia, to analyze it from dyscalculia which is of innate, a biogenetic or developmental origin.

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² Brian Butterworth Diana Laur (2010), “Low numeracy and dyscalculia: identification and intervention”, ZDM, Mathematics Education special issue on neuro science and education vol 42 (6), 527-539 may 2010
Although math learning difficulties action in accouchement with low IQ, dyscalculia occurs in humans beyond the accomplished IQ ambit as well accept difficulties with time, measurement, and spatial reasoning. An alone adeptness ache arithmetic difficulties (or dyscalculia), with no crime of, as well in abstruse algebraic reasoning abilities.

Thus, the chat “dyscalculia” agency “difficulty with calculations,” and refers to a severe adversity in compassionate and appliance symbols or functions bare for success in mathematics.

**DEFINITIONS OF DYSCALCULIA**

Developmental dyscalculia was aboriginal accustomed by the Department for Apprenticeship and Abilities (DFES) (2001) and authentic as “A action that affects the adeptness to acquire arithmetical skills. Dyscalculic learners may accept adversity in compassionate simple amount concepts, abridgement an automatic butt of numbers, and accept problems learning amount facts and procedures. Even if they aftermath a actual acknowledgment or use a actual method, they may do so mechanically and after confidence.” (DFES, Guidance to abutment pupils with dyslexia and dyscalculia, 0512/2001) Etymology “Dyscalculia comes from Greek and Latin which agency “counting badly”. The prefix “dys” comes from Greek and agency “badly”. “Calculia” comes from “calculus”, which agency “pebble” or one of the counters on an abacus. Numlexia is the analogue for dyscalculia. Symptoms of dyscalculia Difficulty in counting identifying Baby / big reading analog clocks differentiating long, short a very poor faculty of amount magnitude.

Dyscalculia accouchement as well encounter difficulty in sequence of numbers, or barter them if repeated, such as axis 89 into98difficulties

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3 Brian Butterworth Diana Laur (2010), “Low numeracy and dyscalculia: identification and intervention”, ZDM, Mathematics Education special issue on neuro science and education vol 42 (6), 527-539 may 2010
with accession abnormally abashing in the signs: +, , ÷, ×. difficulty in acquirements and canonizing accession “facts” viz. accession problems, multiplication tables, brainy arithmetic, etc. difficulty with conceptualizing time. difficulty with accustomed tasks. basic operations were difficult to understand "plus," "add," "add together." difficulty befitting account during games. difficulty in abyssal or mentally ciphering the altitude of a “turning” the map to analyze the current administration difficulty in consecutive processing from concrete to abstract. extreme cases may advance to a anxiety of mathematics and algebraic devices face botheration in adapted amid larboard and right. have adversity in ciphering the adapted answer have agitation even with a calculator inability to apply on mentally accelerated tasks. difficult to appreciate allotment unable to understand and bethink algebraic concepts, rules, formulae, and sequences. inability to clarify exceptionable information or impressions. low abeyant inhibition, i.e., oversensitivity to noise, smell, light difficulty with faculty of direction. difficulty in mentally calculating the altitude of an article or. trouble with a calculator difficult to reverse or alter numbers. difficult to understand the signs +, , ÷ and × poor brainy accession skills.

Dyscalculics abide to add on their fingers while aeon accept confused to added efficient methods, and adopt to use a calculator for even the simplest arithmetic. dyscalculics cope with mathematics by abstraction rules but accept no absolute understanding of what they are doing, so calmly overlook or abusage the comet procedure

THE ROOTS OF DYSCALCULIA

Dyscalculia develops due to neuron biological causes, a biogenetic affidavit and environmental factors. Dyscalculics assume to accept not alone broken academician functions in after tasks, but as well on added accepted bookish domains that are complex in arithmetical
development, such as alive memory. Dyscalculia is both broken brain function in after tasks and alive memori.

Researchers accept advised the academician activity, it appear that spatial alive anamnestic action is complex in neural understandings. It inhibits the accumulation of spatial amount formation.4

A Neurobiological Perspective Studies accept suggested that dyscalculia accouchement accept botheration in alive out calculation. For dyscalculia children, baby breadth of the academician was activated for adding if compared with accustomed children. The parietal affiliate of the bookish cortex was awful amenable for after operations. This adapted that accouchement with algebraic difficulties accept some anatomy of accident in this parietal lobe. (Lemer.2003;Kucian et.al.2006). Genetic Causes of Dyscalculia Genetics plays an important role in acquiring dyscalculia, Alarcon (1997) et. al., Shalev and Gross Tsur (2001) appear that about bisected of the ancestors of dyscalculia children are dyscalculia themselves.

Environmental Factors

The ambiance at home aswell plays a above role for dyscalculia. when mothers are not assured of accomplishing mathematics, their accouchement are aswell lacking confidence. (younloveridges;1989) home ambiance promotes attitude appear acquirements mathematics. (hannel; 2005) negative mathematics character at home influences the math acquirements adversity of the wards. (anning and edwards;1999) children from low socio-economic accomplishments aswell appointment algebraic acquirements difficulty. (sammons et.al.2002)

IDENTIFICATION OF DYSCALCULIA

Dyscalculia is actual specific and actual difficult to analyze accurately. However, it is important to admit that just as pupils may accept “dyslexic tendencies” so they will accept maths difficulties, (dyscalculia tendencies) Dyscalculic pupils plan on basal algebraic which is the basal indicator. It assembly with adversity in numbers. They accept abridgement of confidence.

In their algebraic tasks, Dyscalculic pupils may display difficulties in recalling time table identifying symbols doing calculation finding abode value math vocabulary recognizing changed operations. Sequencing doing added operation.

TYPES OF DYSCALCULIA

Dyscalculia is empiric in accouchement in abounding altered types and subtypes. Here are some types of dyscalculia. Developmental dyscalculia

Children with adorning dyscalculic acquisition difficult to count recognize algebraic signs calculate Confuse with numbers Acalculia. It is the after stage, it is due to injuries to academician or stroke. Student is clumsy to backpack out accustomed mathematics like addition, subtraction, analysis and multiplication.

Verbal dyscalculia

Children acquisition difficult to name verbally, name the symbols, signs and counting of numbers and items. Operational dyscalculia Operational dyscalculia is associated with adversity in applying rules during mathematical operations. It aswell le ads to abashing in identifying mathematical symbols Sequential dyscalculia. This ataxia

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refers to affliction to adding numbers according to arrangement as well problem with calculating time, blockage schedule, tracking direction and demography measurement.

**DYSCALCULIA AND NUMERICAL DIFFICULTY**

Geary (2004) found that strategies which were acclimated for counting was not efficient. Many advisers articular there was a aberration amid adeptness of counting principles and accomplishment in counting. He added assured that accouchement should use their fingers and arch to adding and to solve problems. National Research Panel (2001) reported that accouchement do not acquisition it difficult to break chat problems. Abounding studies revealed that, delivery admeasurement accredit to analyze KG acceptance who accept difficulties in mathematics to anticipate at beforehand stage. (Clarke and colleagues 2004; 2005) According to the NCTM (2000) Principles and Standards for Academy Mathematics’ Number and Operations Standard, advisory programs from pre-kindergarten through brand two should accredit all acceptance to use a array of models to advance beginning understandings of abode amount and the abject ten amount system. Although storytelling is not advised to be a “model”, it is advised as addition pedagogical address that can enhance the compassionate of abstruse mathematics concepts. Furthermore, NCTM (2000) states in their Communication Standard that, communicating, talking, listening, and autograph about mathematics are capital components in acquirements mathematics.

**DYSCALCULIA AND ARITHMETIC DIFFICULTY**

Arithmetic learning disabilities are categorized as ambiguous adding procedures, not compassionate basal concepts, visual-spatial disorders,

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exact deficits, physique image and amusing perception. All the acceptance average, ablaze or able alone could be afflicted by math requirements disability. This can action due to inefficient teaching of algebraic concepts, attributes of the accountable which was affect etc. Abridgement visualspatial, attention, memory, advance to algebraic difficult to students. The advisory support requires abecedary guided work, concrete objects, authentic and constant verbalizing their accomplishments and absolute alteration of examples. The anatomic chic should be acclimated with applied appliance and absolute apple botheration analytic (Steeves 1983, Kosc 1974, Dossey et.al. 1988)

DYSCALCULIA AND LANGUAGE DIFFICULTIES IN MATHEMATICS

Mathematical account can be assured through authoritative affiliation amid language, symbols, pictures and absolute activity situation. Vocabulary Technical cant of mathematics difficulties Includes the following

Technical words were not acclimated by primary academy pupils.

Perception of accouchement that mathematics and circadian activity is different

Abstract and Natural Language

The pupils acquisition it difficult to accessory the algebraic symbols, expressions mental solving problems, analytic alignment to vide ambit of reallife situation.⁷

This is because of abstruse attributes of mathematics language

MATHEMATICS UNDERACHIEVERS LEARNING SPATIAL KNOWLEDGE

The abstraction of beheld spatial adeptness was declared appliance arithmetic knowledge. The beneath achievers of mathematics accept difficulty in affectionate after ideas and elementary spatial concepts and relationships. There are two types of spatial adeptness in mathematics curricula; knowledge of spatial relationships in the absolute apple and knowledge of how spatial relationships are acclimated to represent absolute apple ideas. Usage of spatial adeptness to represent mathematics concepts in added areas.

Types of spatial difficulties displayed by underachievers. It includes difficulties with directional concepts difficulties with elements as spatial concepts, difficulty to accessory spatial abstraction with adapted criteria, difficulty to accept shape, abstraction of bend and rotation, difficulty in adverence perceptual factors, difficulty in aper 3D altar in 2dimension, perceptual difficulties in acute amid the beheld advice and background information. Sensory motor disability acceptance who accept beheld adversity learn by auditory. (Dickson et al. 1984)

DYSCALCULIA AND MOTOR SKILLS

The absolute movement of anatomy to accomplish a specific act; the movement which is meaningful requires the adeptness to what one’s anatomy were doing. The motor abilities difficulties abridgement individual adeptness to move.  

Symptoms of motor accomplishment difficulties Students acquisition difficult with handwriting, letter formation, cannot archetype from the board and skip algebraic problems. Reasons for motor accomplishment

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difficulties. Students, these canicule acquisition adversity in writing, paying attention, skip algebraic problem. School curricula accent on acquisition and gross motor activities. Motor activities in chic and home can be integrated, so that it develops reading, writing absorption and memory.

RELATIONSHIP OF DYSCALCULIA WITH OTHER LEARNING DISABILITIES

DYSCALCULIA AND DYSLEXIA

Dyscalculia is just as accepted as dyslexia and yet it is not as broadly accustomed by teachers, parents, academy authorities or by the government. Hence dyscalculic learners crave appropriate apprenticeship in the aforementioned way as dyslexia. There is a considerable overlap amid the two disorders dyslexia and dyscalculia. A few studies affirmation that dyscalculia is added accepted in accouchement than dyslexia or chat blindness. 9

Studies advance that amid 20 and 60 percent of pupils accept both dyslexia and dyscalculia. Deficits in accent and anamnèsis may actualize problems in the acquisition of mathematics and articulacy abilities (Hannell, 2005:4).

Children who accept difficulty in articulacy abilities aswell accept agitation with mathematics.

Research studies show that accelerated retrieval of abstruse adeptness from continued appellation anamnèsis is aswell acceptable to be aggregate to be aggregate both by articulacy and accession learning. It has been estimated that 40 percent of dyslexic accouchement can aswell

accept agitation with learning mathematics (Pollock & Waller, 1994:122).

**DYSLEXIA, DYSCALCULIA AND COMORBIDITY**

Dyslexia and dyscalculia abide calm and apart. Some of the studies accepted that dyslexia learners cannot be dyscalculic. Sometimes comorbidity of dyslexia and dyscalculia present, they are two abstracted situations. (Kirk et.al.2009; Chinn; 2004)
FACTORS AFFECTING ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN COLLEGE OF BUSINESS AND ECONOMICS, DEBRE BIRHAN UNIVERSITY, ETHIOPIA

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1. Introduction

1.1 Background of the study

Currently, in Ethiopia, there has been a huge effort by Ministry of Education (MOE) to increase enrolment rates of students in the various universities. This effort, however, has been jeopardized as many students withdraw from their education. One of the major reasons for academic withdrawal is academic dismissal (Tamire, 1997; Fentaw, 2001).

Academic dismissal has been a problem for years and still it is a headache for academicians and university officials worldwide and in Ethiopia. Various studies, as indicated below, have been conducted to find out the magnitude and reasons for students’ academic dismissals at different institutes, colleges and universities.

Though academic dismissal could occur in any year, research done in other countries indicated that it is severe in the first year (Mallinckrodt & Sedlacek cited in DeBerard, Spielmans and Julka, 2004) as this level represents a stressful transition from secondary education to tertiary level (Lu cited in DeBerard, Spielmans, & Julka, 2004). As (DeBerard et al., 2004) indicated a significant number of students were not able to successfully manage this transition, and decided to leave...
higher education during or at the end of their freshman year. It is estimated that 40% of college students leave higher education without getting a degree; with 75% of such students leave within their first two years of college (Porter; Tinto cited in DeBerard et al., 2004).

In Ethiopia, too, academic dismissal has been a problem. For instance, a study done by Tamire (1997) indicated that more than 20% of the 1996 freshman students in Bahir Dar Teachers College and Poly Technique Institute were dismissed from the college. Tamire further noted that more than half of the dismissed were females.

Recent evidences also show that academic dismissal is still a problem in Ethiopian higher institutions. For instance, the data secured from Debre Birhan University registrar office about 2010 entry of students in some college revealed that substantial number of students were dismissed from the campus.

1.2 Statement of the problem

Academic performance, which is measured by the examination results, is one of the major goals of a college. (Hoyle, 1986) argued that colleges are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Debre Birihan University whose vision is aspires to be the best university in Ethiopia by 2012. However the academic deans have noted that while some students perform highly and others perform do not perform well. The attrition rate for low performance students is also somewhat high. The academic performance of some of the first year students at Debre Brihan University suffers a lot. For instance, the data secured from Debre Brihan University registrar office about 2010 entry of students in College of Business Economics revealed that substantial numbers of students were dismissed from the campus and also in 2012 out of 404 graduate College of Business and Economics
(CBE) students 137 students were lacked. They are concerned about those who do not perform well because if this poor performance goes unchecked, the university may lose its reputation, which may result in loss of confidence in Debre Brihan University graduates. Much as the situation described here causes concern, it is not yet known why some students fail to attain the standards expected of them.

There is lack of sufficient research in the case of DBU as to what factors affect academic performance of the students. The researcher would therefore like to establish the factors affecting academic performance of undergraduate students of Debre Brihan University with specific reference to admission points, social economic status and school background.

1.3 Objective of the study

1.3.1 General Objective

The general objective of the study is to find out factors that affect academic performance of undergraduate students at Debre Brihan University.

1.3.2 Specific objective

The specific objectives of the study are:

- To establish the relationship between students’ admission points and academic performance of undergraduate students.
- To establish the relationship between parents’ social economic status and academic performance of undergraduate students.
- To establish the relationship between students’ former school background and academic performance of undergraduate students.
2. Literature Review

A number of studies have been carried out to identify and analyses the numerous factors that affect academic performance in various centers of learning. Their findings identify students' effort, previous schooling (Siegfried & Fels, 1979; Anderson & Benjamin, 1994), parents' education, family income (Devadoss & Foltz, 1996), self-motivation, age of student, learning preferences (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2003), class attendance (Romer, 1993), and entry qualifications as factors that have a significant effect on the students' academic performance in various settings.

2.1 Students' Learning Preferences

A good match between students' learning preferences and instructor’s teaching style has been demonstrated to have positive effect on student's performance (Harb & El-Shaarawi, 2006). According to (Reid, 1995), learning preference refers to a person’s “natural, habitual and preferred way” of assimilating new information. This implies that individuals differ in regard to what mode of instruction or study is most effective for them. Scholars, who promote the learning preferences approach to learning, agree that effective instruction can only be undertaken if the learner’s learning preferences are diagnosed and the instruction is tailored accordingly (Pashler, McDaniel, Rohrer, & Bjork, 2008). (Felder, 1993) established that alignment between students’ learning preferences and an instructor’s teaching style leads to better recall and understanding. The learning preferences approach has gained significant mileage despite the lack of experimental evidence to support the utility of this approach. There are a number of methods used to assess the learning preferences/styles of students but they all typically ask students to evaluate the kind of information presentation they are most at ease with.
2.2 Class attendance and academic performance

In his widely cited paper, (Romer, 1993) is one of the first few authors to explore the relationship between student attendance and exam performance. A number of factors have contributed to declining class attendances around the world in the last 15 years. The major reasons given by students for non-attendance include assessment pressures, poor delivery of lectures, timing of lectures, and work commitments (Newman-Ford, Lloyd & Thomas, 2009). In recent times, students have found a need to seek employment while studying on a part-time basis due to sharply. The use of information technology also means that information that used to be obtained from sitting through lectures can be obtained at the click of a mouse. Indeed, web-based learning approaches have become the order of the day. Given all these developments that either makes it impossible or unnecessary for students to attend classes, the question that needs to be asked is whether absenteeism affects students’ academic performance. Research on this subject seems to provide a consensus that students who miss classes perform poorly compared to those who attend classes (Devadoss & Foltz, 1996; Durden & Ellis, 1995; Romer, 1993; Park & Kerr, 1990).

2.3 Social economic status and academic performance

Social economic status is most commonly determined by combining parents’ educational level, occupational status and income level (Jeynes, 2002; McMillan & Western, 2000). In most of the studies done on academic performance of students, it is not surprising that social economic status is one of the major factors studied while predicting academic performance. (Hansen and Mastekaasa, 2003), argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success. It is believed that low social economic status negatively affects
academic achievement because low social economic status prevents access to vital resources and creates additional stress at home. (Eamon 2005; Jeynes, 2002). (Graetz, 1995) carried out a study on social economic status in education research and policy found that social economic background remains one of the major sources of educational inequality and adds that one’s educational success depends very strongly on the social economic status of one’s parents. (Considine and Zappala, 2002) agree with (Graetz, 1995), in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. On the contrary (Pedrosa R.H, Norberto W.D, Rafael P.M,Cibele Y.A and Benilton S.C, 2006) in their study on educational and social economic background of undergraduates and academic performance at a Brazilian university, found that students coming from disadvantaged socioeconomic and educational homes perform relatively better than those coming from higher socioeconomic and educational strata.

Family income, according to (Escarce, 2003) has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. (Escarce, 2003) adds that due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school.

According to the literature cited it can be seen that social economic status is related to academic performance, whether one studies social economic status as a whole or with distinct dimensions, there is
considerable support to hypothesize that parents’ social economic status affects academic performance of students.

2.4 Former school background and academic performance

Students’ educational outcome and academic success is greatly influenced by the type of school which they attend. Depending on the environment, a school can either open or close the doors that lead to academic achievement. According to (Considine and Zappala, 2002) the type of school a child attends influences educational outcomes. (Considine and Zappala, 2002) cite (Sparkles, 1999) whose study in Britain shows that schools have an independent effect on student attainment and that school effect is likely to operate through variation in quality and attitudes, so teachers in disadvantaged schools often hold low expectations of their students which compound the low expectations the students have, hence leading to poor performance by the students. (Sentamu, 2003) argues that schools influence learning in the way content is organized and in the teaching, learning and assessment procedures. All these scholars agree in principle that schools do affect academic performance of students.

The results of (Lee and McIntire, 2001) are contrary to (Considine and Zappala, 2002). The former argue that there is no significant difference between the performance of students from rural schools and from urban schools. In their study on interstate variations in rural student achievement and schooling conditions, they observed that given that many rural students are poor and attend schools where instructional resources and course offerings are limited, the level of their academic performance relative to their non-rural counterparts is encouraging. They found that in some states rural students scored higher than their non-rural counterparts.

Some researchers have held the view that school ownership and funding does indeed have an effect on performance of the student.
(Crosne, Johnson and Elder, 2004) found that school ownership (that is schools owned by private individuals and those owned by the government) is an important structural component of the school. Private schools, they argue, tend to have both better funding and small sizes than public schools. They found that additional funding of private schools leads to better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement. (Sampson, 2004) also noted that private schools have alternate sources of funding, higher level of discipline, and are very selective and this is why they tend to have higher academic performance than students from public schools. The studies cited led the researcher to hypothesize that the student’s school background is positively related to academic performance of undergraduate students.

2.5 Other determinants of academic performance

The influence of age and gender on academic performance has been investigated in a number of studies with widely differing conclusions. Most of the differences in reported findings are due to varying contexts such as subject of study, age and gender interactions. Research has shown that men perform better than women in certain settings while women outperform men in other settings (Haist, Wilson, Elam, Blue, & Fosson, 2000). (Borde, 1998), on the other hand, found no evidence of academic performance being influenced by gender. Based on an analysis of close to two million graduating students, (Wood field and Earl-Novell, 2006) found that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures. With regard to the issue of student age, recent changes in educational policies around the world have led to an increase in the number of mature-age admissions in educational institutions. While a large proportion of undergraduate students are still 19-year olds, the ages of students in classes are now more variable than 10 to 15 years ago. The definition of a mature student varies by
country with 21, 22 and 25-year old students being classified as mature students in the United Kingdom, United States of America and Australia, respectively (Trueman & Hartley, 1996). Mature students are thought to lack basic skills required for effective study or to be impaired by age-related intellectual deficits. Mature students tend to be admitted into their programmes with distinctly lower educational attainment than the young students (Newman-Ford, Lloyd & Thomas, 2009). However, when compared to the younger students, the academic performance of mature students is as good, if not better (Richardson, 1994). It should, however be pointed out that this comparison depends on the subject matter and types of assessment used. (Richardson, 1994, p. 5) concludes his study by making the observation that “... mature students were rather more likely than younger students to adopt a deep approach or a meaning orientation towards their academic work, and were conversely less likely than younger students to adopt a surface approach or a reproducing orientation.” Other determinants of academic performance not discussed above include self-motivation, family income, and parents’ level of education. While a positive relationship between self-motivation and academic performance has been established (Zimmerman, Bandura, & Martinez-Pons, 1992), the effect of family income and parents’ level of education on academic performance is far from being unraveled without equivocation.

Socioeconomic status of students and their families show moderate to strong relationship with academic performance (Sirin, 2005) but these relationships are contingent upon a number of factors such that it is nearly impossible to predict academic performance using socioeconomic status.
3. Research Methodology

3.1 Research Design

The main focus of this study is quantitative. However some qualitative approach was used in order to gain a better understanding and possibly enable a better and more insightful interpretation of results from the quantitative study.

3.2 Target Population

A population is the aggregate of all cases that conform to some designated set of specifications. The target population for this study was consisting of the total undergraduate students of CBE at 2012.

3.3 Sample size and Sampling technique

The sample consisted of 720 1st, 2nd and 3rd year College of Business and Economics (CBE) undergraduate students select from 1385 students of CBE.

The sample data is derived from all departments of college of business and economics students taking the first semester final exam in the year 2012. The total usable sample size is 596, with 124 students eliminated from the global sample of 720 because of incomplete information. This study was used simple random sampling techniques. Simple random sampling was used in order to avoid bias and to ensure that each undergraduate student had an equal chance of being selected. According to (Amin, 2004) randomization is effective in creating equivalent representative groups that are essentially the same on all relevant variables thought of by the researchers. Random sampling technique will use in selecting respondents.
3.4 Research instruments

The researchers were used a questionnaire as the data collection tool to collect data from the respondents. The questionnaires were structured in a way that all relevant information was given.

3.5 Data Analysis

Data from questionnaires were compiled sort, edit, and classify and code into a coding sheet and analyzed using a computerized data analysis package known as Statistical Package for Social Science 16.0. The Pearson product-moment correlation coefficient was used to compute the relationship between admission points, parents’ social economic status, school background and academic performance. In common with previous studies this study were explain the cross-sectional variation of student’s performance using an OLS regression model.

4. Results and Discussions

4.1 Correlation Analysis

The relation of each of the variables to the other in the model is shown in Table 1 which reports the correlation coefficients and the p-value. Specifically, the table indicates the relationship between the variables used in the regression as well as measuring the significance and the direction of the relationship. It can be observed from the table that nine variables exhibit significant correlations with Cumulative Grade Point Average (CGPA): i.e., sex, year, region, fear, academic ability, disability, parents’ educational level and student school background.

The result shows that the students sex variable as measured by (male coded 1, female coded 2) is negatively correlated to the student CGPA, with a coefficient of $r = -.350$, which is also significance at $p<0.01$. Secondly, the year of students measured by year 1 coded 1, year
2 coded 2 and year 3 coded 3 is found to be positive and significantly correlated with student’s CGPA, \( r = 0.127, p<0.1 \).

Thirdly, the students level of fear is found to be negative and significantly correlated with students’ CGPA, \( r = -0.461, p<0.001 \). Consistent with the findings of previous researchers, the result indicates that anxiety level of students (too low coded 1, low coded 2, medium coded 3, high coded 4, too high coded 5 ) was significantly related to students’ academic status. This implies students being high anxiety are directly related to academic performance measured by the CGAP. The result also indicates that the students admission point is found to be positive and significantly correlated with students’ CGPA, \( r = 0.481, p<0.001 \). Consistent with the findings of previous researchers, the result indicates that the admission point was significantly related to students’ academic status. This implies students having high admission point are directly related to academic performance measured by the CGAP.
### Table 1: Correlation results

<table>
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<th>CGPA</th>
<th>sex</th>
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Note: All correlations are two-tailed. P-values are provided in parentheses.
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4.2 Regression analysis

Results from the ordinary least squares estimation of equation are presented in this section and Table 2. None of the independent variables in the model have a correlation higher than .77, providing evidence that the model specification does not suffer from excessive multicollinearity. The equation model explains over 47 percent of the variance in performance on the CGPA result. Five of the eight independent variables in the model are statistically significant.

The study investigates the association between CGPA and student’s and parent’s characteristics. Table 2 provides the result from a regression where the dependent variable is the student CGPA. The overall model is significant (F – statistic = 11.015, P<0.01), and consistent with prior studies, the model’s explanatory power is somewhat high (adjusted $R^2 = 0.478$). The study F- test value shows statistical significance at level better than 0.01, indicating that the relationship between the dependent and independent variables are meaningful. The regression assumptions are not violated.

Hypothesis 1, predicts negative association between the students CGPA and female students. Consistent with the findings of previous researchers, the result indicates that gender of students (male coded 1, female coded 2) was significantly related to students’ academic status (t=-3.749, p<.01). This implies that male had better opportunity than females to score high result.

Hypothesis 2, predicts positive association between the students CGPA and students year. The result indicates that year of students (year one coded 1, year two coded 2, year three coded 3) was not significantly related to students’ academic status (t= 0.427, p>.15). This implies that the students’ academic performance was not varying across students’ year.

Hypothesis 3, predicts negative association between the students
CGPA and students region. The result indicates that region of students was not significantly related to students’ academic status \( (t= -0.315, p>.15) \). This implies that the students’ academic performance was not varying across students’ region.

Hypothesis 4, predicts positive association between the students CGPA and students from urban. Consistent with the findings of (Felder, Mohr, Dietz and Ward, 1994), the result indicates that school background of students was positively associated with students CGPA \( (t=1.034, p>.15) \) but not significantly related. This implies that students’ performance was higher in urban schools than in rural schools.

Hypothesis 5, predicts positive association between the students CGPA and students which are attends better. Consistent with the findings of (Romer, 1993), the result indicates that attendance of students was significantly related to students’ academic status \( (t=0.624, p<.001) \). This implies that the students which were attending better will score or perform better.

Table 2: Result of ordinary least square regression

<table>
<thead>
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<th>Variables</th>
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<th>Standardized Coefficients</th>
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<td>-------------------</td>
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CGPA = β₀ + β₁Sex + β₂Year + β₃Region + β₄Fear + β₅Ability + β₆Disability + β₇Pincome + β₈Mincome + β₉Apoint + β₁₀Tspent + β₁₁Sbackground + β₁₂Lecture + β₁₃Pedagogica + β₁₄Peducation, e CGPA = cumulative GPA; Sex = respondent sex; Year = student year; Region = student region; Fear = student anxiety level; Ability = Student academic ability; Disability = student physical status; Pincome = Student parents income; Tspent = Student time spent for study; Apoint = Student admission point; Sbackground = Student school background; Lecture = Student attendance level; Peducation = Parents education level; Pedagogica = Lecturers pedagogical effect.
The other statistically significant variables are Ability and Apoint. The result indicates that the students admission point was positively association with students CGPA ($t=6.137$, $p<.0001$). The empirical results imply that student score on the entrance exam are directly related to academic performance measured by the CGAP. The statistically significant impact of standardized entrance exam scores is consistent with previous research.

The other hypothesis, predicts positive association between the students CGPA and students’ ability variable. The result indicates that ability of students (verbal coded 1, quantitative coded 2) was significantly related to students’ academic status ($t= 2.166$, $p>.05$). The empirical results imply that students having quantitative ability are directly related to academic performance measured by the CGAP. The statistically significant impact of students’ ability is consistent with previous research.

Hypothesis 6, predicts negative association between the students CGPA and students’ anxiety level. Consistent with the findings of previous researchers, the result indicates that anxiety of students (too low coded 1, low coded 2, medium coded 3, high coded 4, too high coded 5 ) was significantly related to students’ academic status ($t=7.209$, $p<.001$). This implies students being high anxiety are directly related to academic performance measured by the CGAP.

The other hypothesis, predicts positive association between the students CGPA and the instructors’ pedagogical effect. Consistent with the findings of previous researchers, the result indicates that attendance of students was significantly related to students’ academic status ($t=1.442$, $p<.15$). This implies that the students perform better when the instructors encourage the students to learn by themselves.

The other Hypothesis, predicts positive association between the students CGPA and students’ time spent to study. Consistent with the
findings of previous researchers’, the result indicates that students’ time spent to study was significantly related to students’ academic status (t=2.31, p<.01). This implies that the students perform better when there are spent their time for study.

Another variables used in the regression model and which appeared to be insignificant determinants of students’ academic performance are the students disability, parents’ income, students’ monthly income and parents’ education level. This implies that there is no significance impacts to wars the students’ academic performance.

5. Conclusion and Recommendations

5.1 Conclusions

The central theme of this study was to determine the impact of those basic factors which affect students’ academic performance in Debre Birhan University College of Business and Economics. The study attempted to articulate the effect of some basic variables (sex, year, region, level of anxiety, academic ability, disability, parents education and income level, their own monthly income, admission point, time spent to study, students’ previous school background, their level of attendance and pedagogical effects) on students cumulative GPA. Moreover respondents from the three departments of the college (Management, Accounting and Finance and Economics) and three different batches (1st, 2nd and 3rd years) of each department were taken. Based on the response from the sample respondents the following conclusions are forwarded.

The first variable investigated as the most determinant of students’ academic performance is gender. Even though various measures have been taken to stabilize sex difference in academic achievements at different levels of education, it is found there is still a solid difference
between female and male students academic performance. Male students are found being high achievers than female students.

The study indicates positive relationship between the students’ previous school background and academic performance. Students from urban are found being high achievers compared to students from the countryside. However, though there is a positive association between school background and academic performance, it cannot be considered as a major determinant since a significant difference was not obtained from the statistical test. Better supply of educational facilities and experienced and skilled teachers are available in urban schools than rural schools which make urban students advantages over their rural counterparts.

Lecture, tutorial and practical session attendance is found another significant determinant of academic performance. Students who have better attendance level and allotted much time for studying have better cumulative GPA than others. This indicates that commitment and hard work are the magic behind high academic performance. To improve the quality of education students should believe in hard work to succeed in the academic arena, avoid beliefs in luck and miracles and avoid intention of free riding (relying on others).

People learn about things differently; some prefers verbal learning while others like quantitative learning. In this study students’ learning ability (verbal or quantitative) is found having a significant effect on academic achievement. To accommodate such learning ability differences, using both verbal and quantitative learning teaching styles is mandatory.

Another important variable identified to have a significant impact on students’ academic performance is students’ admission point. Twelve complete national exam (entrance exam) results have a direct relationship with students’ academic achievement during their stay at
university. Previous strong academic performance help students to develop positive self-concept and sense of “I can” which is a root for commitment and hard work which in turn is a base for high academic achievement.

Finally the finding indicates inverse relationship between students’ level of anxiety and academic performance. Fear of failure is a cause for low performance. There are students who have developed strong believe that they cannot score pass marks unless miracles happen. Therefore, to enable students score high, their anxiety must be resolved at the very beginning. On the other hand instructors’ pedagogical effect has a direct impact on students’ academic performance. Students are found scoring high marks on subjects where instructors encourage self-learning, class discussion and group participation. This implies knowledge development is more important than knowledge transfer teaching style.

5.2 Recommendations

In light of the findings of the study the following recommendations are forwarded:

The university officials must design strategies which can reduce the gap between female and male students’ academic performance. In other words the university must design strategies which can boost female students’ academic achievement. In this regard the university can provide training focusing on self-concept development (a training that can increase female students’ self-esteem). This is important because most female students hold strong beliefs that they lack some special qualities or skills to compete with male students. This wrong perception can be broken with regular self-concept development trainings. In addition to this instructors must assign female students as group leaders when they give group works and discussions by which (1) female students can develop their personal confidence (2) when they
become group leaders, they feel responsible for the assignment; so that they can strive to utilize their hidden potential talents. The university also gives the tutorial for female students by arranging tutorial program like the normal program.

Anxiety or fear is a cause for poor performance. Therefore, such anxieties must be avoided if not minimized. This can be done through drying the source of fear. Fear/anxiety is the result of uncertainty about future outcomes. Students fear because they are not certain about their academic result at the end of each semester. Even some students at the very beginning perceive higher education as something too difficult. For these reasons students must be assured that there is nothing new in universities that require miracles for success as opposed to their previous experience. They must be told that success depends on commitment hard work. They should be persuaded that if they attend classes properly, study hardly and work with their friends, they can achieve high academic scores. This demands the cooperation of different parties; the students themselves, 1 to 5 arrangements, instructors, counseling and guidance office, departments and other concerned bodies. Consequently, counseling and guidance office must be organized, 1 to 5 arrangements must be active and functional, instructors should be motivated to help and motivate their students and departments should closely supervise the implementation of the above mentioned issues.

Instructors play significant roles in the academic performance of their students. Hence, instructors must control students’ attendance (lecture, tutorial and practical). Strict measures must be taken on students who have frequent absenteeism rates. However, attendance by itself cannot be the guaranty for higher scores. Therefore, classes should be active, entertaining and not tiresome. This can be done by applying student centered learning-teaching process, relating lessons with students’ day to day activities and bringing practical cases for
discussions and as illustrative purposes. This can force students to love classes and avoid absenteeism. In addition when instructors apply such teaching styles, the can easily accommodate students with different learning styles (verbal or quantitative). In line with the above point, the university should provide enough class spaces. Currently class sizes and class spaces are not congruent under which active learning cannot proceed beyond plan and wish. In this regard the university has two options (1) reducing class sizes (number of students) for present class rooms except lecture halls (2) constructing large space class rooms sufficient for 80 to 85 students. Through these mechanisms class rooms can be suitable for active learning-teaching processes.

Better academic achievements cannot be realized by only efforts made by universities because students’ previous academic performance (background) has a direct impact on their university performances. Therefore, educational institutions (from KG to preparatory) should do their level best to make their students competent and confident by themselves. For this effect, schools at different levels can use 1 to 5 arrangements to increase students’ academic performance, should motivate teachers to help and build their students and should discuss and convince families to play their own roles for improving education quality. The government must supply necessary education facilities to schools at different levels and areas. The government should give special attention to rural schools since they lack necessary facilities as well as skilled and experienced teachers.

References


ENVIRONMENTAL ETHICS AND SUSTAINABLE DEVELOPMENT: ISSUES IN IMPLEMENTING ETHICAL AND HUMAN RIGHTS

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Department of Geography
Aligarh Muslim University, Aligarh

Introduction:

According to Aldo Peopold “Humans are the part of the environment and not conquerors of it.” This quotation clarifies that the human’s activities can exploits the environment, can changes or modifies the natural bonds but finally never conquerors on it, because the result of such exploit, change and modification brings a hazardous effect on human’s habitations as a reverse reaction. Environmental ethics dictates here the way of how to play with this environment and natural bonds. Ethics determines the goodness or badness, moral principles, feelings and values. When these ethical values are included with environmental values, it means the application of ethical standards with human and non-human components. It is argued in the paper that the philosophical import and the ethical grounding for environmental sustainability is based on the conception of nature as an environment rather than that of nature as a mere object for sustenance. Such conception of nature implies the concept of sustainability as a positive value in the society. In the case of nature as environment, nature becomes the natural habitat of man and is always supportive of human existence. It involves a moral study what is right and wrong with regards to the environment, what we have to do and not with surroundings, which activities affect the stability of natural balance and how can one maintains social, economic and environmental balance, i.e. how this ethics help in environmental sustainable development. The following figure largely clarify the
relationship between Ethics towards environment and sustainable development. (fig-1).

Fig. 1. Relationship of ethics with sustainable development.

Source: figure is drawn by author.

Background:

Before discussing this issue it need to know the historical background and emergence of the concept in brief. The environment, nature and their inseparable relation was first focus in 19th and 20th century philosophy, but environmental ethics only emerged as an academic discipline in early 1970s. The late 20th century was faced a serious environmental crisis from all aspect due to human population explosion, so, there have the questioning and rethinking of relationship between human beings and natural environment has emerged. Among the accessible works that drew attention to a sense of crisis, was Rachel...
Carson’s ‘silent spring’ (1963), which consisted of many developmental, commercial and farming activities aimed at maximizing profits but simultaneously impacting and degrading the environment and public health and another one, Garrett Hardin’s ‘the tragedy of the commons’ (1968), which is often cited in connection with sustainable development, meshing economic growth and environmental protection.

The World Conservation Strategy published in 1980 by the International Union for the Conservation of Nature and Natural Resources (IUCN), and Our Common Future (also known as the Brundtland Report after the chairman of the committee”), published by the UN appointed World Commission on Environment and Development seven years later, provided the answer as “sustainable development” and thus the concept of sustainable development was born. The United Nations Conference on Environment and Development, held in Rio de Janeiro in June 1992, was a remarkable event. The heads of 179 states and representatives of numerous countries, international organizations and non-governmental organizations were in attended the conference. This conference demonstrated that humanity could no longer treat the environment separately from economic development. The conference led to the acceptance of a world action plan called Agenda 21, an action programme spanning the next 100 years. The Rio Declaration contains the basic principles that must underline future state decisions and policies. After ten year of Rio de Janeiro summit Johannesburg Summit 2002 held in Johannesburg. The focus of this summit was on the need to remove the barriers to sustainable development in modern societies. Alleviate poverty and disease, manage natural resources rationally, and promote responsible consumption and production. The main emphasis was to use the benefits of globalization to establish a balance between development and environment. At
present many efforts has also been running in this field as a global issue.

**Significance:**

With increasing technologies and informations system, all aspect of our life status including social, cultural and economic are being improved and standard. We all are too much conscious about our environment; we know the present issues related to environmental degradation, its conservation, protection and management. There are many rules and regulations which regulated for conservation of natural environment and resources. Many summits, conventions, seminars, conference are organised in order to take oath to minimise the level of different activities in order to maintain natural balance towards environmental sustainability and sustainable development. But these all attempts are not completely successful, not in developing countries like India but throughout the world.

Here, I wane make a little contribution by applying the concept of environmental ethics, which is applicable in recalling humans to their own responsibilities and duties towards environment for savings of our future generations exactly like our bank balance.

**Objectives:**

Following are the main objectives of the study;

- To achieve sustainable development by attaining personal responsibilities to meet human needs considering the conservation of life supporting system of the planet.
- To analysis the human’s moral activities and its impact on sustainability with relation to Spatio-temporal scale.
- To recall the human’s duties and responsibilities towards environment and nature in terms of interaction that leads towards sustainable development.
To follow by everyone the following phrase in everyday life, that is “the situation is hopeless but should not prevent us from doing our best”.

Methodology:

Sustainable development is a vision and a way of thinking and acting which related to human ethics and responsibilities that we can secure the resource and environment for future generation. The present study is carried out through qualitative method of research which helps at gaining a deep understanding about the specific events of present study to provide an explicit rendering of the structure, order and broad pattern for a better understanding through empirical experience and truthful reporting. This study analysis to the process of presenting a conceptual framework that identifies inseparable link between environmental ethics and sustainable development. Some suitable diagrams are drawn based on method and corelational analysis is also be used in this regard to examine the Spatio-temporal scaling in the conceptualization of human’s responsibilities towards sustainable development.

Issues in Implementing Human Right:

Implication of ethical methods to Sustainable Development:

Sustainable development is said to be a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for future generations. By terminology, it is showed that human is in a active position in order to achieve sustainable development. Humans are helped or hurt by the condition of their environment, and that there ought to be some ethics concerning the environment that can be doubted only by those who believe in no ethics at all. An anthropocentric ethics claims that people are both the subject and the object of ethics. Most writing on environmental ethics concerns the
dichotomy between human and non-human components of the environment and their interrelationship and dependency on each other. Most of the works in this field has been motivated by the effort to escape ‘Anthropocentrism’ instead of ‘Biocentrism’ and ‘Ecocentrism’ with respect to environmental values (Goodpaster- 1978). It is important not to forget about the non-financial dimension of implementation too, money does not solve at all nor address all problems (Thomas, et al- 1992). Enormous amount of time and effort are going into getting agreement as a strategy for sustainable development. But as reported in various school studies that about 60% - 90% of corporation fails to strategy execution. This suggests us that it is time to get serious steps about how to implement the sustainable development goals (SDGs). Because nature is a means, not an end in itself. Humans deliberately and extensively rebuild the spontaneous natural environment and make the rural and urban environments in which they reside. We care about the quality of life in these hybrids of nature and culture. Ethics arises to protect various goods within our cultures. 4Rs (term given by author himself) are the method of environmental ethics that highly applicable to achieving sustainable development through Decision Making system of humans. (fig-2).
These 4Rs can be expressed as:

**REALISE (R₁)**
Realise makes us aware about the indiscriminate and destructive human activities in aim to decrease unsustainability.

**RECALL (R₂)**
Recall helps us remembering moral values towards nature and learn to respect various life forms, love for natural and cultural landscape for consumption of future generation.

**RECOGNISE (R₃)**
Recognisation is the key tool in identifying intrinsic worth of nature in terms of living and non-living substance to maintain a harmonious relationship with it.

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**Source:** figure is drawn by author.
RESPONSIBILITIES (Rₐ)

Responsibilities help in thinking with the issues of personal duties with respect to natural landscape, resource, species and non-human organisms that support a balance interaction among them which is essential for sustainable development.

Changes of Ethical View with Space & Time and Sustainable Development:

It is the human behaviour, not the environment that needs to be managed. To control population size, level of affluence, dependence on technology and thereby to modify our societal attitude towards environment. The main aim to analysis Spatio-temporal aspect is to identify the changes of ethical thought towards environment and its position in sustainable development. This portion of study also help in acquiring the knowledge on man-environment interaction, their abilities, inventions and contributions in bring sustainable development by affecting the environment .

Man is an important part and factor of the biotic component of the environment. The study of relationship between man and environment has always been a focal theme of sustainable development but this man-environment interaction has changed through time and space with development of human’s society and its dimension of living. EBA (Ecocentrism, Biocentrism and Anthropocentrism) is the sequencing aspect of this Spatio-temporal analysis that summarise the changes of humans behavioural activity and ethical morality towards environment which highly influences the path of sustainability (fig- 3). EBA can be describe as :

- Ecocentrism: is an ecological philosophy to denote a nature-centred approach, as opposed to human centred system oh values.
- Biocentrism: is an ethical viewpoint that extant the status of moral object from human to all living things in nature.

- Anthropocentrism: a human-based ethic arguing that human possess a complete authority over decision about the environment and belief that natural resource are open to human manipulation and consumption.

![Image of ethical view and role of man with time and space](image)

**Fig. 3. changes of ethical view & role of man with time and space.**

**Source:** figure is designed by author.

Fundamental ethical principles towards environmental sustainability and development:

Every life form is unique in the earth and has intrinsic value. Environmental ethics can solve environmental problems and save the world but first we must recognise the essential normative nature of environmental problems and their solutions. Environmental ethics as a
normative philosophical inquiry about how humanity should ethically live on our finite planet, we must contribute to our comprehensive and effective response to the urgent environmental problems. Humanity will not be able to save the world from environmental catastrophe unless and until the normative nature of environmental problems is recognised. Following are our fundamental ethical principles that have been tending one towards sustainability and development and assist one in recognising the normative nature of environmental problems;

- We should have deep respect for nature and natural resource.
- We have care for the community of life with understanding, compassion, and love.
- Everyone should think and take responsibility for their impact on natural environment.
- Local and indigenous environmental knowledge should be respected.
- We must be maintained a harmonious and reciprocal relationship with other species of our surroundings.
- We must plan for long terms.
- We should have to secure earth’s beauty for present and future generation.

This interlinked principle of humans to bring sustainable development is being summarised by the following figure (**fig-4**).
Inseparable bond between ethics and sustainable development

Source: figure is compiled by author.

Major barriers in implementation such goals:

Even though these all moralities and humanities are exist in human beings, but these are inactive and in sleeping mode, resulting major barriers in achieving sustainable development by implementing environmental ethics; these are-

<table>
<thead>
<tr>
<th>Irrespect</th>
<th>Irrespect individual rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irresponsible</td>
<td>Community irresponsibility</td>
</tr>
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</table>

Fig. 4. inseparable relation shows ethical duties of man can able to bring environmental sustainability & development.
Forgateness

Forget our basic necessities that social, environmental, economic and political systems are interdependent.

Competition

Socio-economic competition

Westernization

Higher prosperity of life, i.e. westernization, modernization and technological diversification

Our capability to see the needs for future is limited

### Suggestion:

<table>
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<th>Measure indicator</th>
<th>Description</th>
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<td>Interdependence</td>
<td>Human ethics recognise the interdependence of economic, environmental, and social well-being that requires to sustainable development.</td>
</tr>
<tr>
<td>Participation</td>
<td>Sustainable development depends on decision-making that is inclusive participatory and transparent.</td>
</tr>
<tr>
<td>Long-term decision making</td>
<td>Sustainable development requires the use of long-term horizon for human decision making regarding their use of natural resource to meet the needs of future generation.</td>
</tr>
<tr>
<td>Proactive prevention</td>
<td>Sustainable development is anticipatory. It promotes efforts to solve present problems and minimise risk as the first course of action.</td>
</tr>
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Conclusion:

Great philosophers and leaders like Mahavir, Buddha, Tagore & Gandhi all believed in the concept of maintaining a healthy and close relationship with Nature. People must learn how to use scientific and technological knowledge to fulfill their needs without causing any harm to the natural environment. Sustainable development demands that society design such activities to meet human needs and indefinitely preserving the life support system of the planet. The above discussion has been emphasizing on sustainable development through human’s behaviour, humanity, morality and didacticity. It has been discussed in the portion of changes of Ethical View with Space & Time, that at the very beginning humans were very close to nature and were known as natural man, they could smell, feel and hear the sound of nature, they believed the nature as God, but at present reverse situation has been occurring, humans are far away from nature. As a technological man we are going to change or modify our natural balance in order to become developed from developing. We are engaging to destroy our self, i.e. our upcoming generation. So, if we forget our basic duty and responsibility for environment, it will hardly possible to our future generation to sustain here. Finally I conclude by the Gandhian thought on sustainable development emphasizing human activities that- “there are sufficiency in this world for man’s need but not for man’s greed.”

Reference:


సర్వకుండా శాస్త్రానికి తాగంతా, తాగంతా శాస్త్రానికి భాషలు చెప్పాలి. దీనిని రాతిరాటి చిత్రాలు చెప్పండి. ఇంతా రాతి మనం విశ్వవిద్యాలయసేంద్రం కలిగి ఉన్నాం. ఇంతా రాతి మనం విశ్వవిద్యాలయసేంద్రం కలిగి ఉన్నాం. 

దీనిని ప్రమాణం చేయడానికి తాగంతా శాస్త్రానికి భాషలు చెప్పండి. ఇంతా రాతి మనం విశ్వవిద్యాలయసేంద్రం కలిగి ఉన్నాం. 

”ఉత్తరం ఉండాలి, అన్నా రాతి చాలా ప్రమాణం చెప్పండి.”

ఇంతా రాతి మనం విశ్వవిద్యాలయసేంద్రం కలిగి ఉన్నాం. 

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అంధ్కారం చేయడం లేదా సాంతిషేట్కారం అంధ్కారం లేదా సాంతిషేట్కారం

ప్రతిభక్తి చేయడం లేదా వచ్చేగా ప్రతిభక్తి చేయడం లేదా వచ్చే

ముగ్గురు చంద్రం చేయడం లేదా వచ్చే ముగ్గురు చంద్రం చేయడం లేదా వచ్చే

“చంద్రం తయారు చంద్రం తయారు చంద్రం తయారు

చంద్రం తయారు చంద్రం తయారు చంద్రం

చంద్రం తయారు చంద్రం తయారు చంద్రం”

కోరి మంచి చంద్రం నిలుపడం మంచి చంద్రం నిలుపడంము

తాను మంచి చంద్రం నిలుపడంము

తాను మంచి చంద్రం నిలుపడంము

తాను మంచి చంద్రం నిలుపడంము కారణం తయారు చంద్రం

“చంద్రం కాను చంద్రం కాను చంద్రం కాను

చంద్రం కాను చంద్రం కాను చంద్రం

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అంగానని కర్తవ్యం చేసే సాధనాలు ఉపయోగించి వివిధ పరిస్థితులలో ఒక ప్రామాణిక రాశి రాసినా, ప్రతిభ నుండి ఉపయోగించి వేసిన వాతావరణానికి ప్రతిష్ఠ చేసిన రాశి భావించారు.
మేము మామాయున్ని రాఃతులు చెప్పింది.
లేకుంటే మామాకి మామాకి రాఃతులు చెపించింది.

లేకుంటే మామాకి మామాకి రాఃతులు చెపించింది.

లేకుంటే మామాకి మామాకి రాఃతులు చెపించింది.

“మామల మీరు రాఃతులు చెప్పాలా? మామల మీరు రాఃతులు చెప్పాలా?
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JAWAHARLAL NEHRU AS AN INDIAN ENGLISH WRITER

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Abstract:
In many of the heated political debates taking place in India today, most particularly in the aftermath of the renewed India-Pakistan-China stand-offs, much of the virtue Nehru stood for has been relegated to the ground. Many of us tend to forget that Nehru has other identities to be celebrated by the Indians including that he was one of the pioneers of Indian writing in English. He was a litterateur a class apart for his great love for humanity, profound knowledge of India and of world-history, his passion for making India a developed country and his inimitable style of writing in English which the British might also envy. The present paper is a humble endeavor to highlight the traits of Nehru as an Indian English writer with special reference to his literary masterpieces--- *An Autobiography*, *Glimpses of World History* and *Discovery of India*. His identity as an Indian writer in English is particularly marked by his letters written to his daughter Indira and hence, this paper underscores this facet of Nehru of writing letters with great penchant. An endeavor has also been made to highlight some hallmarks of Nehru as an Indian English writer.

Key-words: Nehru, Indian writing in English, letters, India

Introduction
In many of the heated political debates taking place in India today, most particularly in the aftermath of the renewed India-Pakistan-China stand-offs, much of the virtue Nehru stood for has been relegated to the ground. Many of us tend to forget that Nehru has other identities to be celebrated by the Indians including that he was one of the pioneers of Indian writing in English. He was a litterateur a class apart for his great love for humanity, profound knowledge of India and of world-history, his passion for making India a developed country and his inimitable style of writing in English which the British might also envy. The present paper is a humble endeavor to highlight the traits of Nehru as an Indian English writer with special reference to his literary masterpieces--- *An Autobiography*, *Glimpses of World History* and *Discovery of India*. His identity as an Indian writer in English is particularly marked by his letters written to Indira and hence, this paper underscores this facet of Nehru of writing letters with great penchant. An endeavor has also been made to highlight some hallmarks of Nehru as an Indian English writer.
from different walks of life down the decades irrespective of age, colour, caste, creed and religion. As is evident from his letters, he was a prolific Indian writer in English, who showed to the world his immense creative prowess with great compassion for humanity, sweeping knowledge of history and world affairs, his vision for India and his inimitable capacity of observation of nature. If Nehru is relegated to the ground as a politician and as a statesman, he will still live among the Indians as a writer for centuries for his virtues as a great writer.

Discussion

It is an acknowledged fact that with the passage of time, most particularly in the context of the present political diatribes, Nehru or what he stood for seems to be neglected. The words of J.N. Dixit, a former Foreign Secretary and one among the last generation to serve under Nehru is worth quote in this regard- “With death and with the passage of time, great leaders undergo a process of demystification. Distances in terms of time and the elimination of the physical presence of these larger-than-life figures enable succeeding generations to a assess their lives more objectively, without being afflicted by their charisma and power, whatever the ingredients of that power might have been.” The observation has to be altered a little in that this ‘demystification’ has to be objective and nothing else. For Nehru, as again Shashi Tharoor has said-“Jawaharlal Nehru's impact on India is too great not to be re-examined periodically. His legacy is ours, whether we agree with everything he stood for or not. What Indians are today, both for good and for ill, we owe in great measure to one man. That is why his story is not simply history. Equally, Nehru's idea of India is fundamental to me as an Indian, and as a writer. It is that embodied in our Constitution and in decades of political practice - that of a pluralist society. Nehru defined Indian nationhood through the power of his ideas, in many ways like Thomas Jefferson in the United States, a figure to whom he bears considerable resemblance - a man of great intellect and sweeping vision, a wielder of words without parallel, high-minded and eloquent, yet in many ways blind to his own faults and those of others around him.”

The above mentioned fact has been re-iterated by Sunil Khilnani in his extended historical essay, “The Idea of India”- “Nehru's original vision has been parodied. Democracy has been reduced in the past two decades to its basest definition: the winning of elections. Most politicians mouth the ideal of secularism like a mantra, but few live by its principles. Religious tensions and divisions are rife”. Political questions like whether only Nehru was responsible for the pathetic state of affairs in the India today will perhaps always remain. But that should not overshadow or undermine his other merits like that of being a good litterateur. Nehruvian scholars agree that “in the heat of the current political diatribes, much of Nehru’s other virtues have been overlooked. For one thing, he was a great litterateur and wielder of words. His letters and speeches are charged with deep emotion, empathy, logic and great vision for India. Though Nehru was a product of the influence of an English education being educated at Oxford and Cambridge, ‘his sensibility, his values, his sense of historical connection, his civilizational consciousness was all Indian” and this is exactly what is reflected in his writings.
Ramchandra Guha, in his second V K R V Rao Memorial Lecture, delivered at the Institute of Social and Economic Change, Bangalore, on January 20, 2005 has something special to narrate in this regard. To quote him, “… Nehru’s posthumous reputation has also suffered from the neglect of scholars and scholarship. There is an intriguing contrast here with Mahatma Gandhi. In his lifetime Gandhi was looked down upon by intellectuals who, even when they admired his ability to move the masses, thought little of his ideas, which were so completely alien to, and often at odds with, the progressive currents of the day. But after his death the intellectuals have rediscovered Gandhi with a vengeance. In Nehru’s case the trajectory has been exactly the reverse; while he lived the cream of the world’s intelligentsia crowded around him, whereas after his death they have left him alone”.

All sensible Indians would sincerely believe that there should be a reawakening about the noble vision Nehru had dreamt for India many of which are well reflected in his letters and speeches. His literary merits should be given their due credit irrespective of the political debates which are bound to continue as long as India as a nation survives. These debates in themselves are not bad if they are really intended to trace out truth in its truest perspective being free from any sort of prejudice or from any political dogma. This should be in the vein as GM Trevelyan, the celebrated English historian has put “… disinterested intellectual curiosity is the life blood of real civilization.”

It is but inevitable that “if India still exists a century from now, Indians will still be debating what Nehru meant to the history of their country. Over time, his posthumous career might come to resemble that of Napoleon: rise, fall, and rise again. And so on, in an endless and endlessly fascinating cycle. Perhaps in a hundred years someone will be in a position to authoritatively track these shifts in reputation, to write a whole book with the title Nehru: For and against”. But let Nehru’s vision and his literary merits be assessed in their true and proper colour.

As Ramchandra Guha has put it:

“It is only 40 years since Nehru died. Since India still lives with the consequences of decisions taken by him and his colleagues, some of them presume that they could have taken better decisions. And so they pass judgments on Nehru the like of which they would never pass on other Indian rulers, on (say) Akbar or even Lord Curzon. Of course, the judgments are anachronistic, made on the basis of what we know in 2005 rather than what Nehru knew in 1955. That does not stop them being made. Far from it. Over the years, I have spoken often about Nehru to audiences in different parts of India, to audiences composed variously of businessmen, students, scholars and activists. Everywhere, I have met people who know that they could have done Nehru’s job better than he did it himself; that is, they know that they could have ‘saved’ Kashmir, taken India onto a 10 per cent growth path, solved the Hindu-Muslim problem, eliminated corruption in government, and brought peace with our neighbours. How foolish of us not to have elected them all as prime ministers!” (Ramchandra Guha, The second V K R V Rao Memorial Lecture, delivered at the Institute of Social and Economic Change, Bangalore, on January 20, 2005). As this observation duly underlines, very often Nehru
has been criticised for faults not wholly his own. And, in the intricate labyrinth of these debates, much of Nehru’s other virtues have also been intentionally neglected.

That Nehru was also a world-class writer and his writings alone would have secured for him an international name has been overlooked in many such heated political disputes. Nehru is acknowledged to be one of the greatest Indian writers in English and this greatness rests, to a large extent on his panoramic world vision transcending boundaries of ‘time and clime’. Most of his writings, particularly Glimpses of World History, comprising his letters to Indira which were written without having any recourse to reference books or a library in prisons, embrace within its fold, the ups and downs of civilizations in Egypt, Greece, Rome, China and West Asia. He writes with ease about rulers and great leaders like Ashoka, Chengiz Khan, Mahatma Gandhi, Napoleon and Lenin; about wars and revolutions and relates them to contemporary relevance of learning something from them. The series of about two hundred letters published in the Glimpses of World History shows Nehru as a true philosopher and historian though he was a historian only by choice. The immense historical and literary value that the letters possess makes their collection a compelling one and should be considered a ‘must-reading’ for particularly the millions of parents in India who wish to give their children a fruitful peep into world civilizations starting with our own. A reading of these letters will tell one the mastery of Nehru over matters historical and cultural stretching over the world and his mastery over the English language best applied for literary felicity. He wrote with a definite grace and rhythm about his ideas, visions, moods and passions almost on every topic and important public matter. He wrote to attract, convince, dissuade, move and motivate people on diverse issues ranging from education to disarmament. In fact, he chose to write on every matter he considered important for India.

His style of writing has something pleasing and enduring both to the ear and the soul. He writes in an informal, conversational style taking the readers in confidence and takes them to take to his ideas. He was always clear in his writings without being vague and pompous. He chose to write in the language our opponents, the oppressive rulers, and showed it to the world how even that language can be made a thing of defiance. He, along with Gandhi and Tagore, was remarkable for dexterously using this ‘yet-not-generally’ accepted colonial language and showed the rulers how, against their intention of making a clerical cadre to facilitate their rule, the language could be best fitted to suit our own purposes. He wrote with such ease, clarity, grace and with felicitousness in English that his writings became classics in his own times.

Conclusion

Nehru’s writings have found places in the households of almost every educated person not only in India, but also across the world ever since their first publications. He is considered one of the best twentieth century Indian writers in English, if not the only one. His writings and speeches had the power of stirring the masses to action. Thousands thronged to have a glimpse of this great personality who endeavoured to ‘discover’ them and to have a ‘glimpse’ of world history to discover civilizations and to relate and orient them to those civilizations. He visualized an Indian society that will find itself in the new challenges of the twentieth century driven by the forces of science, technology and
rationality accompanied by the time tested values of tradition and culture. All his writings resonate with a deep love and concern for India and her people. He was invariably concerned with the pains and sufferings of those millions of people in India who fought against an unequal demon in the form of foreign rulers. He was also conscious of the enemies at home.

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LINEAR OSCILLATION OF THE SYSTEM OF TWO SATELLITES CONNECTED BY A LIGHT, FLEXIBLE AND INEXTENSIBLE CABLE UNDER THE INFLUENCE OF AIR DRAG AND THE SHADOW OF THE EARTH DUE TO SOLAR RADIATION PRESSURE

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Abstract:
This paper deals with the derivation of the equation of motion in the required form to study the non-resonance oscillation of the system with the help of B.K.M. method where the eccentricity of the elliptical orbit of the centre of mass has been taken as a small parameter. During analysis of the solution it has been found that the system has main resonances at $n = \pm 1$ and parametric resonances at $n = \pm \frac{1}{2}$. We have devoted our attention to study the case of resonance of the system by exploiting B.K.M. method. Attempts have also been made to discuss the boundary of the motion of the system. We have also used the method of phase plane analysis by plotting integral curves which is a function of the amplitude ‘a’ and phase ‘$\theta$’ in order to examine the stability of the motion.

Keyword: Two cable connected Satellites, main resonance, non-linear planner oscillation, B.K.M. method

INTRODUCTION:


**Treatment of problem:**

The equation of small oscillation about the position of equilibrium as

\[
(1 + e \cos v) \eta^2 - 2e \eta \sin v + \left[ \eta + \frac{A_0 \sin \alpha - f}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \\
\left[ 1 - \frac{\eta (A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \\
2e \sin v + 5B (1 + e \cos v)^2 \left[ \eta + \frac{A_0 \sin \alpha - f}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \\
\left[ 1 - \frac{\eta (A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \\
-A_0 \rho^3 \sin \alpha \left[ 1 - \frac{\eta (A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \\
+ A_0 \rho^3 \cos \alpha \left[ \eta + \frac{A_0 \sin \alpha - f}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \\
- f \rho^2 \left[ 1 - \frac{\eta (A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \\
+ f e \rho^3 \sin v \left[ \eta + \frac{A_0 \sin \alpha - f}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right]
\]

\[ \cdots \cdots \cdots \cdots (1) \]

The condition of constraint can be written as

\[
(1 + e \cos v)(\psi' + 1)^2 + 3 \cos^2 \psi - 1 - A_0 \rho^3 [\cos \alpha \cos \psi + \sin \alpha \sin \psi]
\]
\[-\frac{B}{\rho^2}(4 \cos^2 \psi - \sin^2 \psi) - f \rho^2(e \rho \sin v \cos \psi + \sin \psi) \geq 0\]

\[\text{................. (2)}\]

Where \(A_0 = \frac{A \cos \epsilon}{\pi}\) and \(\rho = \frac{1}{1 + e \cos v}\)

Assuming the eccentricity \(e\) to be a small quantity of first order infinitesimal, the equation of motion (1) can be written as

\[\eta^2 + n^2 \eta = e \left[2 \sin v + \eta^2 \cos v + 2 \eta \sin v + 10B \left(\eta + \frac{(A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N + A_0 \cos \alpha}}\right)\right] \cos v\]

\[+ 3A_0 \sin \alpha \left[1 - \frac{\eta(A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N + A_0 \cos \alpha}}\right] \cos v - 3A_0 \cos \alpha\]

\[\left[\eta + \frac{(A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N + A_0 \cos \alpha}}\right] \cos v\]

\[+ 2f \left\{1 - \frac{\eta(A_0 \sin \alpha - f)}{(3 - 5B - \sqrt{N + A_0 \cos \alpha})}\right\} \cos v + f\]

\[\left\{\eta - \frac{(A_0 \sin \alpha - f)}{(3 - 5B - \sqrt{N + A_0 \cos \alpha})}\right\} \sin v\]

\[\text{................................. (3)}\]

If the centre of mass of the system moves along elliptical orbit so \(e \neq 0\) and hence the system moves under a forced vibration on account of the right hand periodic
sine force in the equation (3). This periodic sine force is of perturbative nature so long as the period of oscillation of the system is different from the period of the sine force for which the solution has been obtained in the previous chapter-III. As the period of oscillatory system is always changing, it may become equal to the period of the sine force and in that case the periodic sine force plays a very important role in oscillatory motion of the system. We have seen in the chapter-III that for n=1, the system possesses the main resonance and hence the non-resonant solution fails. Therefore, let us construct the general solution of the oscillatory system based on Bogoliubov-krilov-metropolisky is method which will be valued at and near the main resonance (n=1).

Assuming e to be a small parameter, the solution in the first approximation of the equation pf motion (3) at the main resonance (n=1) can be sought in the form

\[ \eta = a \cos \psi \quad \& \quad \eta = a \cos \psi \quad \& \\
\psi = v + \theta \]

…………………………………………………… (4)

Where amplitude ‘a’ and phase ‘\theta’ must satisfy the system of ordinary differential equation:

\[ \frac{da}{dv} = eA_1(a, \theta) \]

\[ \frac{d\theta}{dv} = (n-1) + eB_1(a) \]

…………………………………………………… (5)

And \( A_1(a, \theta) \); \( B_1(a, \theta) \) are periodic solutions periodic with respect to \( \theta \) of the system of partial differential equations

\[ \frac{(n-1)}{\partial} A_1 - 2anB_1 = \frac{1}{\pi} \int_0^{2\pi} f_0(v, \eta, \eta', \eta'' \cos \psi d\psi \]

\[ a(n-1) \frac{\partial B_1}{\partial \theta} + 2nA_1 = \frac{1}{\pi} \int_0^{2\pi} f_0(v, \eta, \eta', \eta'') \sin \psi d\psi \]

………………………… (6)
Where
\[ f_0(v, \eta, \eta', \eta^*) = \left( 2 - B \sqrt{1 - A_0^2} \right) \sin(k - \theta) + \left( A_0 B - 3k_1 A_0 + 3k_2 \sqrt{1 - A_0^2} \right) \cos(k - \theta) \]

\[-2 a \sin(k - \theta) \sin k + A_0 B a \sin(k - \theta) \cos k + B \sqrt{1 - A_0^2} a^2 \sin(k - \theta) \cos^2 k + B \frac{A_0}{6} a^3 \sin(k - \theta) \cos^3 k + B \sqrt{1 - A_0^2} a \cos(k - \theta) \cos k + a \cos k \cos(k - \theta) \]

\[-3k_1 \sqrt{1 - A_0^2} a \cos(k - \theta) \cos k - 3k_2 A_0 a \cos(k - \theta) \cos - A_0 \frac{a^2}{2} \cos(k - \theta) \cos^2 k + \frac{3k_1 A_0}{2} a^2 \cos(k - \theta) \cos^2 k - B \sqrt{1 - A_0^2} a^3 \cos(k - \theta) \cos^3 k \]

\[+ \frac{1}{2} k_1 \sqrt{1 - A_0^2} a^3 \cos(k - \theta) \cos^3 k + \frac{1}{2} k_2 A_0 a^3 \cos(k - \theta) \cos^3 k + D_1 + D_2 a^2 \cos^2 k + D_3 \cos^3 k a^3 \]

\[\ldots (7)\]

Substituting the value of \( f_0(v, \eta, \eta', \eta^*) \) from (6) on the right hand side of the first equation of (7) and then integrating, we obtain:

\[ (n-1) \frac{\partial A_1}{\partial \theta} - 2anB_1 = - \left[ 2 - \frac{f(A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \sin \theta \]

\[+ \left[ 2f - 3A_0 \sin \alpha - \frac{3A_0 \cos \alpha (A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \]

\[\ldots\ldots (8)\]

Similarly, on substituting the value of \( f_0(v, \eta, \eta', \eta^*) \) from (6) on the right hand side of the second equation and then integrating, we obtain:

\[ a(n-1) \frac{\partial B_1}{\partial \theta} - 2nA_1 = - \left[ 2 - \frac{f(A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \cos \theta \]
\[ - \left[ 2f - 3A_0 \sin \alpha - \frac{3A_0 \cos \alpha (A_0 \sin \alpha - f)}{3 - 5B + \sqrt{N} + A_0 \cos \alpha} \right] \sin \theta \]

\[ \ldots \ldots \ldots (9) \]

(8) and (9) can be written in the form:

\[(n-1) \frac{\partial A}{\partial \theta} - 2anB = -\mu \sin \theta + \nu \cos \theta \]

& \[a(n-1) \frac{\partial B}{\partial \theta} - 2nA = -\mu \cos \theta - \nu \sin \theta \] ................. (10)

Where

\[\mu = \left[ 2 - \frac{f(A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] &\]

\[\nu = \left[ 2f - 3A_0 \sin \alpha - \frac{3A_0 \cos \alpha (A_0 \sin \alpha - f)}{3 - 5B - \sqrt{N} + A_0 \cos \alpha} \right] \]

\[\ldots \ldots \ldots (11)\]

\[\tan \theta = -\frac{\mu}{\nu} \]

\[\ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots (12)\]

For \( n=.9533; \ e=.0121, \ \mu =1.091 \ and \ \nu=1, \ there \ is \ only \ one \ stationary \ value \ of \ the \ amplitude. \]

\[i.e. \ a=0.221 \ at \ \theta =116^0, 49', 32.3''\]

For \( n_1=1.21; \ e=0.001, \ \mu =1.91 \ and \ \nu =1, \ we \ get \]

\[i.e. \ a=0.0477 \ at \ \theta =60^0, 10', 27.7''\]
In order to examine the stability of the stationary values of the amplitude ‘a’ obtained as above, and to see whether there exists any stationary regime of amplitude or not, the integral curves (12) have been plotted in the figures in the phase plane \( (a, \theta) \).

**CONCLUSION:**

Hence we conclude that for the gravity gradient stabilization of a space system like this in the elliptical orbit, the stationary region giving the smallest deflection of the system from the relative equation position in comparison with any other regions of oscillation. Comparing the two integral curve for \( n=0.9533 \) and \( n=1.21 \) we find that with the increase of \( n \) from \( n=0.9533 \) to \( n=1.21 \), the shape of the integral curves in the phase plane \( (a, \theta) \) changes in definite manner. The amplitude ‘a’ decreases from \( a=0.221 \) to \( a=0.0477 \) and phase ‘ \( \theta \) ’ changes from positive side of \( \theta \).

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