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### Editorial.....

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

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

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

**Dr.K.Victor Babu**  
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## COMMUNICATION IN TRANSLATION: EUGENE NIDA'S FUNCTIONAL EQUIVALENCE AND THE TODAY'S ENGLISH VERSION

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### Introduction

As a literary text, by many authors who lived in a time span of 2000 years, the Bible has traversed linguistic and cultural borders and is the most translated text in the world (Barnstone, 1993, p. 137). The Bible stands as a classic example of a literary text which has been passed down across the centuries, remaining relevant to the world even in the twenty-first century. In the past, the Church had the sole right to interpret the Scripture and the clergy alone had access to the source languages of the Bible. Humanistic learning prompted the translation of the Scripture.

In the 14th and 15th centuries this strict control over the auratic repository of Scripture by these elites was first questioned and endangered both by technological developments and by a rising level of humanistic learning that put people like Erasmus and Martin Luther in a position to engage themselves in the translation of divinity. (Hasty, 2009, p. 459)

The translation of the Bible must have the communication of meaning as its basic task. The differences in the socio-cultural setting of the original text, and that of the translated text, affect translation. A translated text which caters to a society outside the linguistic borders of the original text will have to encounter the differences between the target community of the translation and that of the original text. It is



this difference in communicative situation that prompts newer versions.

According to Nida, “Many people wrongly assume that language and culture must exist in dictionaries, grammars and encyclopaedias, but this is obviously not true ... The real location of language and culture is in the heads of participants” (Nida, Contexts, 2001, p. 22). The reader must be able to understand the message in his time and situation. The social dimension of language cannot be done away with. The need for translations that respond to the changing contexts is to be done with reference to the triple ideal of being objective, being faithful to the author and being reader-sensitive. Change must not be at the cost of manipulation of content.

### **Functional Equivalence**

Nida’s Functional Equivalence methodology can be critically examined based on Today’s English Version (TEV). The primary audience for such a translation is second language speakers of English and children of the present generation. Functional Equivalence (FE) translation methodology helps in communicating with respect to the age of production and in justifying newer versions for already translated works. Nida encourages the translation to be primarily for the understanding of the common man or even a new reader:

For the Bible translator, it is very important to realize that the technical terminology in the Holy scriptures is not primarily technical. . . . Therefore, it is most important that the translator not attempt to import into the translation of the Bible technical distinctions known only to systematic theologians or to those who have read into the Bible concepts which come from other systems of thought . . . (Nida & Taber, Theory , 1982, pp. 69-70)



FE theory focuses primarily on the 'response of the receptors' instead of the 'form' of the text (Nida & Taber, Theory, 1982, p. 1). Translation strives to communicate the message effectively so as to evoke in the reader, the same response of the reader of the original text. In the process, language undergoes several changes and words change their meaning over time. The use of present day language is an attempt to directly give the message to the audience (Bratcher, "Purpose"). Pandita Ramabai Saraswati of Maharashtra had difficulties with the Sanskrit words in the Marathi version she received. She learned the original tongues as a challenge and translated the Bible into Marathi, in the language which the "people on the street could easily understand and appreciate" (Ridgway, p. 5).

The principles of FE offer a translation strategy even amidst change in context or period by arguing that a book is translated to be read and understood. It regards the sole aim of the translation to be communication of message and more particularly, the "response of the receptors" (Nida & Taber, Theory, 1982, p. 1). This is especially relevant in the case of a translated text which begins to perform in its new space leaving behind the boundary of its making. Therefore, communication becomes the primary task in the act of translation.

The linguistic theories of translation have basically accorded attention to equivalence, registers and types of correspondence. Nida marks a major shift in perspective by calling for a shift in perspective to the author and the receptor. The text cannot be studied or considered in isolation but only in relation to the communication system it is embedded in. The dimension of Nida's approach is of a socio-linguistic kind where the receptor is maintained as the focus, while communication is the intended purpose. Good translation and correct translation are frequently idealized versions for every translation. But Nida raises the question on what it is that determines the standard of good/correctness. He calls for a translation not just for understanding



but one where there is no place for misunderstanding. For Nida, misunderstanding can be on an idiomatic level where the idiom may not be a familiar one in the target language and also the expressions in certain languages are difficult to understand. There must be no room for ambiguity. Nida suggests that translation is basically communication, so what happens in communication is the act of the message being reclothed in the language of the receptor. Language families and translation have certain relations, hence translation also depends on such factors (Nichols 42-64).

### **Today's English Version (TEV)**

The 'Today's English Version' is called so as it has used the contemporary language which is used by the common man. The alternate name of the TEV (TEV, 2011) is the "Good News Bible" which primarily reveals the purpose of such a translation. Formal Equivalence translations such as the King James Version (KJV) are usually done exclusively within a church tradition. It is intended for the people within the church in their mother tongue. The TEV is not an exclusive translation and has a much wider audience including children, new readers as well as the Church community.

The translators of the TEV employed Functional Equivalence (FE) forwarded by Eugene Nida in his *The Theory and Practice of Translation*. FE aims for a translation in which "all people have equal opportunities to understand the message" (Nida & Taber, 1982, p. 2). Nida's perspective is evident in his very definition "translating must aim primarily at 'reproducing the message.' To do anything else is essentially false to one's task as a translator" (Nida & Taber, 1982, p. 12). FE aims at producing a translation that would make its readers respond in the same manner as the original text could make on its readers. To make communication easier, TEV employs pictures that are not there in the original text. These add to the principle of FE to convey



the message directly and without any confusion. By the inclusion of pictures TEV aims to effectively communicate the message.

## **Conclusion**

Thus translation is not a mere mathematical activity of replacing equivalent words from one language to another. While objectivity is the ideal, translation inevitably is affected by its focus. Functional Equivalence strategy has several limitations in addressing issues of equivalence of response, dichotomy between meaning and message, equivalence between biblical history and contemporary history, distortion of salvation history, pursuit of comprehensibility, the conferred authority of stylists and other receptor-language specialists (Carson, 2003, pp. 65-114). Functional Equivalence basically provides content information to a new reader and gives precedence to the reader's response. Such translations incorporate the element of interpretation and hence it has been observed: "The danger of FE translations is that they shape the Bible too much to fit our world and our expectations. There is a danger that the Bible gets silenced because we have tamed and domesticated it" (quoted in Carson 68).

In modern translations the focus has shifted from an institutional reader to that of an individual reader. The reader has an important role in the making of translations. According to Venuti, translations "position readers in domestic intelligibilities that are also ideological positions, ensembles of values, beliefs, and representations that further the interests of certain social groups over others" (Venuti, 1998). The reader of the present generation is particularly different. Everything has to be explicit in meaning. This nature of modernity of doing everything instantly has also been applied to the TEV where the meaning is directly provided to the reader. Also the presence of pictures which is for better and quicker communication of meaning is a modern need. The text needs to be receptive to the needs of the reader who is



the final beneficiary of the text and the newer translations focus on the reader's horizon of expectations.

Research in such a direction focussing on the text and its communication aspect will contribute to a better understanding of the phenomenon of translation. Based on the perspective taken, different translations are produced and hence the impossibility of an absolute final translation. Every age calls for a translation with the changes in language and audiences. If it is the objective nature of the translation that makes a translation 'faithful,' it is its communication competence that makes a translation successful.

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## PREPARING TEACHERS FOR MULTICULTURAL CLASSROOMS

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### **Abstract**

Despite much rhetoric and research, a fundamental question in pre-service teacher education continues to elicit much debate: What do teacher candidates need to become effective teachers? The answer to this basic question is as varied as the myriad of philosophical and epistemological perspectives that span the history of pedagogy. Although there may be no definitive answer to this fundamental question, just as there is no one best teaching model or one kind of student, there is a professional area of knowledge and skill that should permeate all pre-service education programs--multicultural education. This field which prepares teachers "for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters" is as essential to teaching as nurturing is to human development. This paper focuses on the need for the multicultural preparation of pre-service teachers. The intent is neither to prescribe a uniform teacher education program for all institutions nor to encompass all aspects of a good teacher preparation program. Rather, this paper suggests institutional and programmatic practices that will prepare future teachers for classroom diversity.

**Key Words:**-National Diversity, Homogeneity of Teachers, Teacher Preservice Needs, Meeting Preservice Needs.

### **NATIONAL DIVERSITY:**

The nature of our national composition demands the multicultural preparation of teachers. Our nation is not a melting pot





wherein human diversity fuses into a uniform America. On the contrary, ours is a mosaic of vibrant, diverse colors in which a cultural medley forms a variegated whole called the American culture. Within this national mosaic, each component culture retains its uniqueness while adding to the composition of the whole.

This multicultural mosaic unequivocally pervades our American schools. Minority children are quickly becoming the majority in a world where a more powerful minority sets the rules. National and regional demographic changes and distribution shifts document an increasing minority student population. One in three youths served by schools in urban settings with populations greater than 500,000, is a person of color, lives in poverty, or has multiple learning handicaps.

#### **HOMOGENEITY OF TEACHERS:**

The national pre-service teacher population foreshadows little change in the future. Demographics reveal that 92 percent of teacher education students are white, and over 80 percent are female. Moreover, this figure rises to 90 percent female in elementary education programs. Only 9% of pre-service teachers indicate they would prefer to teach in urban or multicultural contexts, and fewer than 3 percent are able to instruct in a language other than English (American Association of Colleges for Teacher Education, 1989). Yet, because of the rapidly increasing minority population, most teachers will have students from culturally diverse backgrounds in their classrooms. In short, teachers and students generally live in geographically and existentially different worlds. The result is greater social, cultural, and academic distance.

Despite the growing cultural, racial, and ethnic diversity in American classrooms, teacher educators continue "training future educators in the pedagogy of decades past and pretending that their graduates will teach in schools with white, highly motivated,



achievement-oriented, suburban, middle-class students from two parent families." Our schools urgently need teachers who serve as cultural translators and cultural brokers. Cultural brokers and cultural translators mediate between the majority and minority cultures. They help minority students understand, adapt, and thrive in the academic and majority culture. At the same time, the teacher as cultural broker helps the school understand, adapt to, and serve all students. In other words, the teacher as cultural broker bridges the cultural chasm and smooths the cultural mismatch, thereby empowering students to succeed both academically and socially in the larger society.

### **TEACHER PRESERVICE NEEDS:**

What, then, do pre-service teachers need to become effective multicultural teachers in our pluralistic society? First, pre-service teachers need to become reflective practitioners. Reflective teachers apply observational, empirical, and analytical skills to monitor, evaluate, and revise their own teaching practices. They develop awareness of their own cultural perspective, thus gaining insight into the cultural assumptions underlying their expectations, beliefs, and behavior. They also need to realize that their cultural perspective is not a universal norm, nor is it the only right one. In short, teacher candidates need metacognitive strategies to gain awareness, not only of their own knowledge and skills in the classroom but also of the efficacy of their activities on students' learning.

Second, pre-service teachers must gain cultural competence, that is, the ability to function comfortably in cross-cultural settings and to interact harmoniously with people from cultures that differ from their own. Based on the research on effective intercultural communication, culturally competent individuals (a) cope effectively with the psychological and emotional stress of dealing with the unfamiliar, (b) quickly establish rapport with others, (c) sense other



people's feelings, (d) communicate effectively with people from varying backgrounds, and (e) respond adequately to miscommunication. These complex skills require knowledge and the cultural understanding that evolve over time from cross-cultural interpersonal experiences.

Unfortunately, many education students have little or no exposure to people of other cultures. In a study of 125 pre-service teachers, Hadaway et al. (1993) found that most of these education students reported few personal experiences in culturally diverse settings. Frequently, gender, ethnicity, and class influence the tendency to hold parochial attitudes, especially when these are linked to limited travel and the inability to communicate in a non-English language. Teachers' attitudes and perceptions about students from diverse cultures play a major role in their expectations of students. Consequently, to be effective and equitable teachers, education students must understand and appreciate human diversity. Appreciation and understanding evolve from direct interpersonal contact and from knowledge of the history and culture of diverse groups, including their values, stories, myths, inventions, music, and art.

Third, our future teachers need to become effective cross-cultural communicators. Effective cross-cultural communication skills help teachers create a classroom environment that encourages good interpersonal relationships. This important interpersonal skill requires an understanding of the interrelationship between language and cultural meaning. Cultural context and personal experience mediate meaning. For example, the word wedding will convey a different meaning to an Arab, a Mexican, and a Native American because the gender and familial role expectations, ceremonial traditions, and shared values vary across these cultures. Understanding how culture shapes what can be communicated, how much is assumed to be known by the



listener, and how much must be overly conveyed promotes effective cross-cultural communication.

Fourth, pre-service teachers should understand the interrelationship between language and culture. Language learning is "the means by which individuals become members of their primary speech communities" and, consequently, language promotes group identity and individual membership. Because language is a function of culture, it reflects the conventions and values of its speakers. For example, Philips (1983) observes that among adult Indians on the Warm Springs reservation, talk always accompanies their work and recreational activities. This behavior corresponds to their valuing of collectivity and cooperation.

Shirley Brice Heath (1986) notes that "Children learn how to recognize, anticipate, tell, read, and respond to narratives as part of their initial language socialization at home and in their primary communities". The natural progression of stories--beginning, sequence of events, resolution, ending--is not universal. Indeed, learning a language requires learning its organization of paragraphs and stories. For example, many Arabic paragraphs consist of a complex series of parallel constructions; some Oriental writings develop a topic by tangential, indirect statements, while French and Spanish may digress or introduce extraneous materials. It is not uncommon to begin a Spanish business letter to a known associate by inquiring about the recipient's family and to end with elaborate thanks for past and future assistance. Because cultures vary in the kinds and frequencies of discourse children encounter, teachers should not assume that children have within their language repertoire the narrative genres necessary for academic success (Heath, 1986). Unfortunately, school literacy activities sometimes threaten those things most valued by minority peoples and which bind the cultural group together.



Fifth, future teachers need to recognize the cultural roots of cognition and its close link to language. Logical reasoning and discourse styles evolve within a cultural context; consequently, they are culture-specific and not universal. Discussion, argumentation, explication, and persuasion follow the culturally accepted rules of behavior and reasoning.

Although culture, to some degree, influences thinking, schools expect students from a variety of cultural backgrounds to comprehend and learn many new and complex ideas even when exposed to language and values that differ from their own. Awareness of the cultural underpinnings of logic and thought inclines multicultural teachers to make their thinking explicit to students, to be less judgmental of students' reasoning, and to look beyond learning disabilities to cultural and linguistic differences that may explain students' academic performance.

The cultural roots of cognition do not signify a dogmatic, changeless, culturally determined preference towards one culturally accepted interpretation of reality and of thinking about the world. Culture's influence on cognition does not rule out individual ways of thinking and perceiving. Nor does it imply an inability to think in ways that deviate from the pervading cultural perspective. After all, humans are capable of learning; consequently, people develop cognitive flexibility and see more than one perspective. Individuals within a cultural group are capable of creative, independent thinking. A teacher's respect for both individual and cultural interpretations of reality and recognition of cultural and personal thinking and learning preferences shows acceptance of individual children and their cultural heritage.



## MEETING PRESERVICE NEEDS:

The integration of multicultural education within a quality preservice program prepares preservice teachers for increasingly diverse classrooms. Through multicultural teacher education, future teachers begin to see themselves as active participants in the empowerment of students and as facilitators for academic success. A broad interdisciplinary foundation, varied practical experiences, and repeated opportunities to critically analyze ethnic, race, class, and gender issues are key ingredients in producing skilled, knowledgeable, reflective, competent teachers.

The Need for a Liberal Arts Education. Teacher preparation requires the breadth of a liberal arts education in the broadest sense of the term. From this perspective, a good liberal arts education is both liberal as well as liberating. It is liberal in so far as it is progressive, impartial, and comprehensive; it is liberating in that it emancipates us from restrictive, ethnocentric thinking. Herein lies its value for multicultural teacher preparation.

## CONCLUSION:

As teacher educators, we must prepare all teachers, majority or minority, to provide quality education for all students. Olstad, Foster, and Wyman (1983) indicated that teachers lacking multicultural education are inadequately prepared for the reality of a pluralistic society and tend to have low expectations for minority children. Teacher educators must ask themselves to what degree their teacher preparation programs (a) facilitate increased cultural self-awareness, (b) cultivate appreciation of diversity, (c) increase cultural competency, and (d) prepare teachers to work effectively with a variety of students and parents. To the extent that education programs achieve these ends, to that extent do they prepare culturally competent teachers.



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## DECULTURIZATION AND ITS IMPACT

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### ABSTRACT

The present study focuses on Deculturization and its impact. Among the emerging issues of the society, this is the most burning problem in Deculturization the present society and most neglected aspect of civilization and Culture also. The focus is on the quality culture and civilization in the world in general and in the country in particular.

The report of social reforms says, culture and civilization influenced the people of the country who are lying below the poverty line. The common man follows many customs and traditions based on simple culture and civilization. Most of the cultures fall into the primary occupations such as hunting, gathering and agriculture. It is most helpful to the society. The people suffered a lot with quality culture and civilization by the improving Indian Government, entire *country*. *Day by day many changes are taking place in Globalization. But there is no change in the mindset of the weaker sections.* As a result, the culture and civilization problems continue in common man's life. So, many issues arise in the common man's life. Mainly common men are not aware of culture and civilization issues and life leading. Even today the central government and state government established and amended many reforms for quality Culture and civilization. But they do not reach the actual aim.

Indian society is highly stratified, with many glaring inequalities among different cultures and civilizations. The worst positioned among them are the individual values culture and civilization status. The quality civilization and culture has segregated in government policy from the society. In the way of quality civilization and culture to such an extent that they were denied even the basic human rights that one must enjoy in order to ensure one's bare assistance the negative influence of quality civilization and culture . The central government to take has created and sustained civilization and culture conditions in our country. This





influenced an unequal opportunity structure, which is mandatory for the culture and civilization principles, which are the basis of a modern democratic culture and civilization society. What is worse, it intensifies and perpetuates the sufferings and servitude of disadvantage people. Even after the five decades of planned culture and civilization, still the unaccounted the deculturization values is continuing and all the rhetoric of the socialistic pattern of society, the culture and civilization status of these communities is pathetic.

In the ultimate control, the culture and civilization qualities and sectorial impact of the Indian Culture and civilization is getting influenced by the system of civilization. The analysis of resources, wealth, power, position, privileges, higher status, authority, education, employment, services, land and labor got rich communities. For the developing countries like India, quality culture and civilization are very useful reforms but we never expect the fruits in short time; it gives its useful results in long time.

### **Introduction:**

Deculturization and its impact focused on individual stable and life leading, particularly in general shown to the personnel attitude and values, behaviour simultaneously impact of our culture and civilization. Mainly impact of youth generation. In the present era deculturalization has gained an enormous importance especially in the last 15 years. In the basic sense, the word deculturalization refers to the adoption of liberalization for Indian society restrictions, open and unfettered society for Indian culture. As a result the world is considered as a global village. Being a complex phenomenon, it has several dimensions like political, technological, human, environmental, cultural etc. it meant for improving society activities across the globe through the process of socialization of the people. In a forms of non- territorial social activity.

The current paper entitled "Deculturalization and its impact" Indian urban and rural life focuses on the phenomena of deculturalization which has brought cheers in the lives of the people. It has opened new vistas of employment. The cultural heritage of India is connected through networks. These networks lead to the international of cultures along with food habits, dress habits, life styles etc.



### History of the concept:

The English word "civilization" comes from the 16<sup>th</sup>-century French *civilisé* ("civilized"), from Latin *civilis* ("civil"), related to *civis* ("citizen") and *civitas* ("city"). The fundamental treatise is Norbert Elias's *The Civilizing Process* (1939), which traces social mores from medieval courtly society to the Early Modern period. In *The Philosophy of Civilization* (1923), Albert Schweitzer outlines two opinions: one purely material and the other material and ethical. He said that the world crisis was from humanity losing the ethical idea of civilization, "the sum total of all progress made by man in every sphere of action and from every point of view in so far as the progress helps towards the spiritual perfecting of individuals as the progress of all progress".

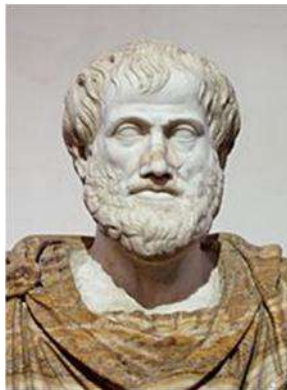
Adjectives like "civility" developed in the mid-16th century. The abstract noun "civilization", meaning "civilized condition", came in the 1760s, again from French. The first known use in French is in 1757, by Victor Requite, marquis de Mirabeau, and the first use in English is attributed to Adam Ferguson, who in his 1767 *Essay on the History of Civil Society* wrote, "Not only the individual advances from infancy to manhood, but the species itself from rudeness to civilization". The word was therefore opposed to barbarism or rudeness, in the active pursuit of progress characteristic of the Age of Enlightenment..

In the late 1700s and early 1800s, during the French Revolution, "civilization" was used in the singular, never in the plural, and meant the progress of humanity as a whole. This is still the case in French. The use of "civilizations" as a countable noun was in occasional use in the 19th century, but has become much more common in the later 20th century, sometimes just meaning culture (itself in origin an uncountable noun, made countable in the context of ethnography). Only in this generalized sense does it become possible to speak of a "medieval civilization", which in Elias's sense would have been an oxymoron.

Already in the 18th century, civilization was not always seen as an improvement. One historically important distinction between culture and civilization is from the writings of Rousseau, particularly his work about education, *Emile*. Here, civilization, being more rational and socially driven, is not fully in accord with human nature and "human wholeness is achievable only through the recovery of or approximation

to an original prediscursive or prerational natural unity" (see noble savage).. From this, a new approach was developed, especially in Germany, first by Johan Gottfried Herder, Johann and later by philosophers such as Kierkegaard and Nietzsche. This sees cultures as natural organisms, not defined by "conscious, rational, deliberative acts", but a kind of pre-rational "folk spirit". Civilization, in contrast, though more rational and more successful in material progress, is unnatural and leads to "vices of social life" such as guile, hypocrisy, envy and avarice. In World War II, Leo Strauss, having fled Germany, argued in New York that this opinion of civilization was behind Nazism and German militarism and nihilism .

### Characteristics:



"No one in the history of civilization has shaped our understanding of science and natural philosophy more than the great Greek philosopher and scientist Aristotle (384–322 B.C.), who exerted a profound and pervasive influence for more than two thousand years" —Gary B. Ferngren

Social scientists such as V.Gordon Childe have named a number of traits that distinguish a civilization from other kinds of society. Civilizations have been distinguished by their means of subsistence, types of livelihood, settlement patterns, forms of government, social stratification, economic systems, literacy and other cultural traits. Andrew Nikiforuk argues that "civilizations relied on shackled human muscle. It took the energy of slaves to plant crops, clothe emperors, and build cities" and considers slavery to be a common feature of pre-modern civilizations.



All civilizations have depended on agriculture for subsistence. Grain farms can result in accumulated storage and a surplus of food, particularly when people use intensive agricultural techniques such as artificial fertilization, irrigation and crop rotation. It is possible but more difficult to accumulate horticultural production, and so civilizations based on horticultural gardening have been very rare. Grain surpluses have been especially important because they can be stored for a long time. A surplus of food permits some people to do things besides produce food for a living: early civilizations included soldiers, artisans, priests and priestesses, and other people with specialized careers. A surplus of food results in a division of labour and a more diverse range of human activity, a defining trait of civilizations. However, in some places hunter-gatherers have had access to food surpluses, such as among some of the indigenous peoples of the Pacific Northwest and perhaps during the Mesolithic Natufian culture. It is possible that food surpluses and relatively large scale social organization and division of labour predates plant and animal domestication.

Civilizations have distinctly different settlement patterns from other societies. The word "civilization" is sometimes simply defined as "living in cities". Non-farmers tend to gather in cities to work and to trade.

Compared with other societies, civilizations have a more complex political structure, namely the state. State societies are more stratified than other societies; there is a greater difference among the social classes. The ruling class, normally concentrated in the cities, has control over much of the surplus and exercises its will through the actions of a government or bureaucracy. Morton Fried, a conflict theorist and Elman Service, an integration theorist, have classified human cultures based on political systems and social inequality. This system of classification contains four categories

- Hunter-gatherer *bands*, which are generally egalitarian.
- Horticultural/pastoral *societies* in which there are generally two inherited social classes; chief and commoner.
- *Highly stratified structures*, or chiefdoms, with several inherited social classes: king, noble, freemen, serf and slave.
- *Civilizations*, with complex social hierarchies and organized, institutional governments.



Economically, civilizations display more complex patterns of ownership and exchange than less organized societies. Living in one place allows people to accumulate more personal possessions than nomadic people. Some people also acquire landed property, or private ownership of the land. Because a percentage of people in civilizations do not grow their own food, they must trade their goods and services for food in a market system, or receive food through the levy of tribute, redistributive taxation, tariffs or tithes from the food producing segment of the population. Early human cultures functioned through a gift economy supplemented by limited barter systems. By the early Iron Age, contemporary civilizations developed money as a medium of exchange for increasingly complex transactions. In a village, the potter makes a pot for the brewer and the brewer compensates the potter by giving him a certain amount of beer. In a city, the potter may need a new roof, the roofer may need new shoes, the cobbler may need new horseshoes, the blacksmith may need a new coat and the tanner may need a new pot. These people may not be personally acquainted with one another and their needs may not occur all at the same time. A monetary system is a way of organizing these obligations to ensure that they are fulfilled. From the days of the earliest monetarized civilizations, monopolistic controls of monetary systems have benefited the social and political elites.

Writing, developed first by people in Sumer, is considered a hallmark of civilization and "appears to accompany the rise of complex administrative bureaucracies or the conquest state". Traders and bureaucrats relied on writing to keep accurate records. Like money, writing was necessitated by the size of the population of a city and the complexity of its commerce among people who are not all personally acquainted with each other. However, writing is not always necessary for civilization, as shown the Inca civilization of the Andes, which did not use writing at all except from a complex recording system consisting of cords and nodes instead: the "Quipus", whose still functioned as a civilized society.

Aided by their division of labour and central government planning, civilizations have developed many other diverse cultural traits. These include organized religion, development in the arts, and countless new advances in science and technology.



Through history, successful civilizations have spread, taking over more and more territory, and assimilating more and more previously-uncivilized people. Nevertheless, some tribes or people remain uncivilized even to this day. These cultures are called by some "primitive", a term that is regarded by others as pejorative. "Primitive" implies in some way that a culture is "first" (Latin = *primus*), that it has not changed since the dawn of humanity, though this has been demonstrated not to be true. Specifically, as all of today's cultures are contemporaries, today's so-called primitive cultures are in no way antecedent to those we consider civilized. Anthropologists today use the term "non-literate" to describe these peoples.

Civilization has been spread by colonization, invasion, religious conversion, the extension of bureaucratic control and trade, and by introducing agriculture and writing to non-literate peoples. Some non-civilized people may willingly adapt to civilized behaviour. But civilization is also spread by the technical, material and social dominance that civilization engenders.

Assessments of what level of civilization a polity has reached are based on comparisons of the relative importance of agricultural as opposed to trade or manufacturing capacities, the territorial extensions of its power, the complexity of its division of labour, and the carrying capacity of its urban centres. Secondary elements include a developed transportation system, writing, standardized measurement, currency, contractual and tort-based legal systems, art, architecture, mathematics, scientific understanding, metallurgy, political structures and organized religion.

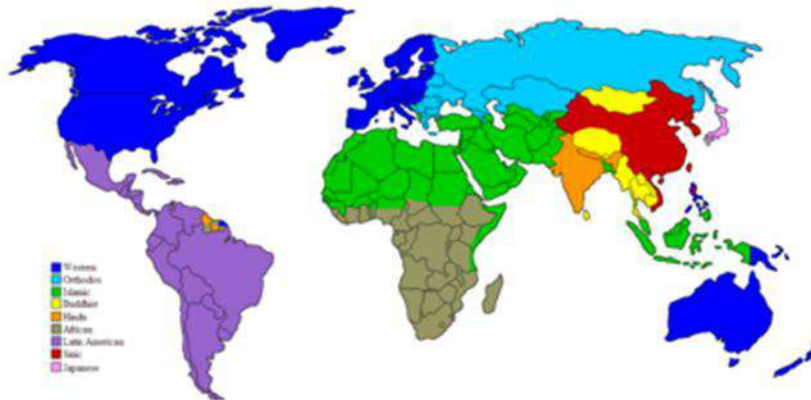
Traditionally, polities that managed to achieve notable military, ideological and economic power defined themselves as "civilized" as opposed to other societies or human groupings outside their sphere of influence—calling the latter barbarians, savages, and primitives. In a modern-day context, "civilized people" have been contrasted with indigenous people or tribal societies.

### **Cultural identity:**

*Further information: Cultural area*

"Civilization" can also refer to the culture of a complex society, not just the society itself. Every society, civilization or not, has a specific set of ideas and customs, and a certain set of manufactures and arts that

make it unique. Civilizations tend to develop intricate cultures, including a state -based decision making apparatus, a literature , professional art, architecture , organized religion and complex customs of education, coercion and control associated with maintaining the elite.



A world map of major civilizations according to the political hypothesis Clash of Civilizations by Samuel P.Huntington.

The intricate culture associated with civilization has a tendency to spread to and influence other cultures, sometimes assimilating them into the civilization (a classic example being Chinese civilization and its influence on nearby civilizations such as Korea, Japan and Vietnam). Many civilizations are actually large cultural spheres containing many nations and regions. The civilization in which someone lives is that person's broadest cultural identity.

Many historians have focused on these broad cultural spheres and have treated civilizations as discrete units. Early twentieth-century philosopher Oswald Spengler, uses the German word *Kultur*, "culture", for what many call a "civilization". Spengler believes a civilization's coherence is based on a single primary cultural symbol. Cultures experience cycles of birth, life, decline and death, often supplanted by a potent new culture, formed around a compelling new cultural symbol. Spengler states civilization is the beginning of the decline of a culture as "the most external and artificial states of which a species of developed humanity is capable".

This "unified culture" concept of civilization also influenced the theories of historian Arnold J.Toynbee in the mid-twentieth century. Toynbee



explored civilization processes in his multi-volume A Study of History, which traced the rise and, in most cases, the decline of 21 civilizations and five "arrested civilizations". Civilizations generally declined and fell, according to Toynbee, because of the failure of a "creative minority", through moral or religious decline, to meet some important challenge, rather than mere economic or environmental causes.

Samuel P.Huntington defines civilization as "the highest cultural grouping of people and the broadest level of cultural identity people have short of that which distinguishes humans from other species". Huntington's theories about civilizations are discussed

### **Definition:**

Deculturalization is the process by which an ethnic group is forced to abandon its language, culture and customs. It is the destruction of the culture of dominated group and its replacement by the culture of the dominating group. Deculturaliation is a slow process due to its extensive goal of full re placing the subordinate ethnic group's culture, language and customs. This term is often confused with assimilation and acculturation.

### **Objectives:**

- To study and understanding the present society culture conditions of Indian urban and rural life in the path of deculturalization/ under the shadow of DE culture.
- To study the concept of global village through the impact of deculturalization.
- To study Deculturalization as an empowering entity.
- To study new potential for development and wealth creation.

### **Methodology:**

While this subject may also be fruitfully studied from a historical, sociological, economical, demographical or political view point, here the adopted methodology will be only Deculturalization with particular attention devoted the applied approaches.

- Geographical segregation.
- Forbidding education to the dominated group.





- Forceful replacing of language.
- Superior culture's curriculum in schools.
- Instructors are from the dominant group.

Avoiding the dominated group's culture in curriculum. Culture Focused on Two- dimensions.

1. sociability (friendliness of members)

Can promote creativity or can promote in group/ out group distinctions.

2. solidarity (share understanding of tasks).

Can increase coordination or can promote in group/ out group distinctions.

Deculturalization and the struggle for Equality: Dominated cultures in the united states:

This text is a concise history of Anglo American racism and school policies affecting dominated group in the united states. It focuses on the educational, legal and social construction of race and racism, and on educational practices related to deculturalization, segregation, and the civil rights movement spring emphasizes issues of power and control in schools and shows how the dominant Anglo class has stripped away the culture of minority peoples in the U.S. and replaced it with the dominant culture. In the process he gives voice to the often overlooked perspectives of African Americans. An understanding of these historical perspectives and how they impact current conditions and policies is critical to teachers success or failure in today's diverse classrooms. Deculturalization is the destruction of the culture of dominated group and its replacement by the culture of the dominating group. This entry uses the example of programs in the united states that were implemented by Anglo Americans. Native Americans, Mexican Americans, Puerto Ricans and Asian American groups. An understanding of deculturization is important for at least Three reasons. First schools and their curricula have been promoted as appropriate vehicles for deculturalization process. Second, education" has been synonymous with deculturalization in the histories of all dominated cultural groups in the united states. Third, because schools are socializing institutions, it is important for educators to recognize deculturalization in order to prevent schools from perpetuating the

destruction of student home. A 2005 UNESCO report showed that culture exchange is becoming more frequent from Eastern Asia, but the western countries are still the main exporters of cultural goods. In 2002 china was the third largest exporter cultural goods, after the U.K. and U.S. between 1994 and 2002, both North Americans and the Europeanunion's shares of cultural exports declined while Asians cultural exports grew to surpass North America. Related factors are the fact that Asians population and area are several times that of North America. Americanization is related to period of high political American clout and of significant growth of Americas shops, markets and objects being brought into other countries.

- Culture it should be Provides sense of Identity
- Strong cultures increase org commitment.
- Clarify norms, rules to newcomers.
- Frame work of attitudes, values, norms expectations shared among org members. Difference between espoused and enacted cultures.
- Distinctions below culture and climate.
- Culture concerns beliefs and values exemplified by how org behave and the myths/ stories that perpetuate it.

**Cultural globalization: people attach to it and behaviour and attitudes that follow.**





Shakira, a Colombian multilingual singer-songwriter, playing outside her home country.

Cultural globalization refers to the transmission of ideas, meanings, and values around the world in such a way as to extend and intensify social relations. This process is marked by the common consumption of cultures that have been diffused by the Internet, popular culture, media, and international travel. This has added to processes of commodity exchange and colonization which have a longer history of carrying cultural meaning around the globe. The circulation of cultures enables individuals to partake in extended social relations that cross national and regional borders. The creation and expansion of such social relations is not merely observed on a material level. Cultural globalization involves the formation of shared norms and knowledge with which people associate their individual and collective cultural identities. It brings increasing interconnectedness among different populations and cultures. Cross-cultural communication is a field of study that looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures. Intercultural communication is a related field of study.

Cultural diffusion is the spread of cultural items—such as ideas, styles, religions, technologies, languages etc. Cultural globalization has increased cross-cultural contacts, but may be accompanied by a decrease in the uniqueness of once-isolated communities. For example, sushi is available in Germany as well as Japan, but Euro-Disney outdraws the city of Paris, potentially reducing demand for "authentic" French pastry. Globalization's contribution to the alienation of individuals from their traditions may be modest compared to the impact of modernity itself, as alleged by existentialists such as Jean-Paul Sartre and Albert Camus. Globalization has expanded recreational opportunities by spreading pop culture, particularly via the Internet and satellite television.

Religions were among the earliest cultural elements to globalize, being spread by force, migration, evangelists, imperialists, and traders. Christianity, Islam, Buddhism, and more recently sects such as Mormonism are among those religions which have taken root and influenced endemic cultures in places far from their origins.

Globalization has strongly influenced sports. For example, the modern Olympic Games has athletes from more than 200 nations participating in a variety of competitions. The FIFA World Cup is the most widely viewed and followed sporting event in the world, exceeding even the Olympic Games; a ninth of the entire population of the planet watched the 2006 FIFA World Cup Final.

The term globalization implies transformation. Cultural practices including traditional music can be lost or turned into a fusion of traditions. Globalization can trigger a state of emergency for the preservation of musical heritage. Archivists may attempt to collect, record, or transcribe repertoires before melodies are assimilated or modified, while local musicians may struggle for authenticity and to preserve local musical traditions. Globalization can lead performers to discard traditional instruments. Fusion genres can become interesting fields of analysis.

Music has an important role in economic and cultural development during globalization. Music genres such as jazz and reggae began locally and later became international phenomena. Globalization gave support to the world music phenomenon by allowing music from developing countries to reach broader audiences. Though the term "World Music" was originally intended for ethnic-specific music, globalization is now expanding its scope such that the term often includes hybrid subgenres such as "world fusion", "global fusion", "ethnic fusion", and world beat.



Use of chili pepper has spread from the Americas to cuisines around the world, including India, Thailand, Korea, Mexico, China, and Italy.

Bourdieu claimed that the perception of consumption can be seen as self-identification and the formation of identity. Musically, this translates into each individual having their own musical identity based



on likes and tastes. These likes and tastes are greatly influenced by culture, as this is the most basic cause for a person's wants and behavior. The concept of one's own culture is now in a period of change due to globalization. Also, globalization has increased the interdependency of political, personal, cultural, and economic factors.

A 2005 UNESCO report showed that cultural exchange is becoming more frequent from Eastern Asia, but that Western countries are still the main exporters of cultural goods. In 2002, China was the third largest exporter of cultural goods, after the UK and US. Between 1994 and 2002, both North America's and the European Union's shares of cultural exports declined while Asia's cultural exports grew to surpass North America. Related factors are the fact that Asia's population and area are several times that of North America. Americanization is related to a period of high political American clout and of significant growth of America's shops, markets and objects being brought into other countries.

Some critics of globalization argue that it harms the diversity of cultures. As a dominating country's culture is introduced into a receiving country through globalization, it can become a threat to the diversity of local culture. Some argue that globalization may ultimately lead to Westernization or Americanization of culture, where the dominating cultural concepts of economically and politically powerful Western countries spread and cause harm to local cultures.

Globalization is a diverse phenomenon which relates to a multilateral political world and to the increase of cultural objects and markets between countries. The Indian experience particularly reveals the plurality of the impact of cultural globalization.

Transculturalism is defined as "seeing oneself in the other". Transcultural is in turn described as "extending through all human cultures" or "involving, encompassing, or combining elements of more than one culture".

### **Findings:**

- Only Education help of the deculturization.
- Miss use knowledge and experience very dangiourious to go to the deculturization.



- Present days Majority of human beings not follow the customs and norms. So undergo the culture.
- Common man desire to urbanization so high culture unknowingly go through deculturation.
- Dominant natures of human beings destroy the human relations and values and cause to deculturation.
- Westernization, over enjoyment destroy the culture and civilization. Automatically go through deculturation.
- Lack of elders guidance, past experience utilization and past culture are ruined the human life's.
- Lack of high society spoil the ancient culture to modern culture.
- Modern culture takes generations for to truth and fair culture.
- Generations are travelling in trances of anti-developing directions.
- As part of development in culture, civilization through technology humankind path to uncivilization and deculturation.
- Perpetuating the destruction of student home.
- Deculturation on non-white cultures since the 1700's.
- Socialization process( mold newest).
- Impact of org founder's personality. Adaptation to market place/ environment strategies for merging cultures.:
- Assimilation
- Deculturation
- Integration
- Separation

### **Conclusion:**

The impact of Deculturation on India and rural life has a tremendous influence which is both positive as well as negative. The Indian urban and rural life is viewed as two facts of the same coin. They are mutually interdependent and both have a greater impact of Deculturation

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cause to suicides i.e. in Andhra Pradesh averagely 28 per month and especially in students 333 members in 2014 and 360 members in 2015, national wide 7,753 in 2014<sup>th</sup> year and we can note a recent incident most popular people involve the major Drugs case which A Dutch national involves in, most of the students in metro polity cities are erected Narcotic Drugs which are supplied openly in on line and from private individual. Some critics of globalization argue that it harms the diversity of cultures. As a dominating country's culture is introduced into a receiving country through globalization. It can become a threat to the diversity of local culture. Some argue that globalization may ultimately lead to westernization or Americanization of culture, where the domination cultural concepts of economically and politically powerful western countries spread and cause harm to local cultures. The Indian experience particularly reveals the plurality of the impact of cultural globalization. We are feeling and dreaming our position as high society but in fact we crising ourselves than low society.

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## INFLUENCE OF GENDER AND AGE ON THE MENTAL HEALTH

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### **Abstract**

The study revealed that the physiological variables like gender and age having the influence on the psychological variables like mental health; the researcher wanted to know the influence of physiological differences on the mental health among the sports players. The objectives of the study to know that influence of gender on the mental health among the sports players. To know the influence of age on the mental health of the sports players. The research hypothesis stated that there would be the influence of gender on the mental health of sports players. There would be significance influence of age on the mental health of sports players. Sample of the study-fifty subjects selected both male and female players and fifty senior and junior players selected total one hundred sports players randomly selected from the government degree colleges of Hyderabad Karnataka region as sample of the study. Mental health inventory of This scale was developed and standardized by Dr.Jagadish, Dept. of Psychology, R.B.S.College, Agra, & Dr. A.K.Srivastava Department of Psychology, Banaras Hindu University, Varanasi. The inventory consists of 56 statements. The investigator after consulting the research director decided to have 44 statements with regard to mental health inventory. The suitable techniques like mean, SD, t test were used to analyze the results of the study.

**Key words** : Gender, Age, Sports Psychology.





## 1. MENTAL HEALTH

In the present era of globalization, privatization and liberalization, the entire scenario of the whole world is turned into a global village but the social attitudes, value patterns, conduct, and behaviour of people have been radically changed in the inverse direction. Today people live in a money worshipping society which is full of competition with values of consumerism, individualism, materialism, and hedonism; sadism and masochism have significantly increased and sensitivity towards others' suffering has considerably decreased. Feelings of envy and jealousy toward others are spreading in each society with impersonal relationship, alienation, non consciousness and un mindfulness which have damaged the person himself. All kinds of insecurities – physical, mental, social etc., have engulfed the psyche of the people who are crazy for more and more materialistic possessions in order to live luxuriously and also to leave the same for generations to come. Today's men are unnecessarily running from early morning till late at night for minting money and amassing wealth with their never ending lust. Resulting lack of emotional-social support to fellow being has created anxiety, frustration, stress, tension, maladjustment with so many personal and social problems and have disturbed health of the individual to a great extent.

**CONCEPT OF MENTAL HEALTH:** The concept of mental health as well as 'mental illness' is not a new one. Its roots are to be found in the early pre-history of man. On the basis of the primitive concept of animism', the concept of mental illness' grew out which based upon the ideas of animism' (Medical writing of the Hindus) or 'Evil spirits' ( In the medicine of Ancient Egypt). The earliest belief in this connection was that man become mentally imbalance because ' angry gods took his mind away' (Kisker, 1964). This view was popular during the Homeric period, approximately three



thousand years ago and a thousand years before the birth of Christ, Five hundred years later, at the time of Hippocrates, some developments were brought to understand the problem of 'mental illness'.

According to the World Health Organization in 2004, depression is the leading cause of disability in the United States for individuals ageing 15 to 44 (Thomson, 2007). Absence from work in the U.S. due to depression is estimated to be in excess of \$31 billion dollars per year (Thomson, 2007). Depression frequently co-occurs with a variety of medical illnesses, such as heart disease, cancer, and chronic pain is also associated with poorer health status and prognosis (Munce et al., 2007). Each year, roughly 30,000 Americans take their lives, while hundreds of thousands make suicide

Sonnak and Towell (2001) studied the role of perceived parental rearing style, parental background, self-esteem, mental health and demographic variables upon impostor phenomenon with 78 females, 29 males. The finding suggests that parental care score, parental educational and occupational level and subject's mental health and demographic information did not show a significant relationship to impostor scores.

Reddy et al. (2002) studied mental health status of students of coeducational and non-co-educational schools. The results revealed that there was a significant impact of the type of school on mental health status of both boys and girls. The students of co-educational schools were mentally healthier when compared to the students of non-co-educational schools.

Effects of nature games on Mental Health: Seiler R, Birrer D. The role of mental health is increasingly recognized in the discussion about health. In this article, health is considered to be a dynamic balance between resources and potential risk factors. Sport and



physical activity may represent resources that do not only contribute to an increased well-being, but also to an improved self concept as a cognitive representation of one's health-status. To study the most important aspect of sport- a means of promoting interpersonal, national and international understanding. It would provide clue whether sports are truly fulfilling this much-publicized purpose or the differences in their mental health status are defeating the fundamental purpose of sports promotion.

Mental health has a huge impact on every aspect of life (Hackner, 2010). Self-Image: Good mental health means appreciating one's achievements and accepting shortcomings. A mental illness can cause an inferiority complex, a negative body image and intense feelings of self-hate, anger, disgust, and uselessness, which could mutate into extreme depression, psycho-social disorders, or eating disorders. Education: Students with mental problems socially isolate themselves and develop anxiety disorders and concentration problems. Good mental health ensures an all-round educational experience that enhances social and intellectual skills that lead to self-confidence and better performance/achievement

#### Research design

The researcher wanted to find out the influence of gender and age factors on the mental health among sports players. Fifty male and female group, fifty senior and junior group taken in the consideration and conducted the mental health test and statistically calculated to prove the research hypothesis.

#### Objectives of the Study

➤ To know the influence of gender on the mental health of the sports players.



➤ To know the influence of age group on mental health among sports players.

#### Hypothesis of the Study

➤ There would be influence of gender on the mental health among the sports players.

➤ There would be influence of age on the mental health of the sports players.

Sample Fifty male sports players and fifty female players selected and also divided into senior and junior, sample taken from the government colleges of Hyderabad Karnataka region

#### Tool

Mental Health scale developed by Dr. Jagadish and Dr. A. K. Srivastava was used in the present study. The inventory contains 44 questions. The responses are scored with the help of manual. Construct validity of the inventory is determined by finding coefficient of correlation between scores on mental health inventory and general health questionnaire (Gold berg, 1978). It was found to be .54. It is not worthy here that high score on the general health questionnaire indicates poor mental health.

#### Collection of Data

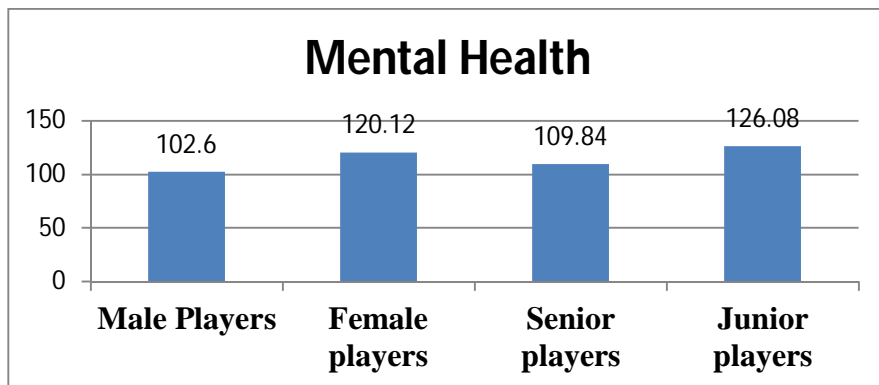
The data was collected from the Basketball players and football players of Yadgir District .who were administered the Mental Health scale during the games competitions. The data was collected during players were engaged in their respective games. The investigator personally visited the football and Basketball players while they were in rest after the game to collect the reliable data, according to the scale manual high score means low mental health, Low score means High mental Health.



Data Analysis

Table -1 Mental Health levels among sports players				
Sample Groups		Mean	Std. Deviation	t-values
Male Players	5	102.60	15.22	4.344**
	Female players	5	120.12	
Senior players	5	109.84	8.52	5.590**
Junior players	5	126.08	9.24	

Significant level at 0.05 \*\*



The table and graph showing that the male sports players scored lower mean in the mental health test it means they are having higher mental health than the female sports players. The senior sports players scored lower mean score than the junior sports players which shows that the senior players are having the higher mental health than the junior sports players. The gender and age factors having the



significance influence on the mental health of sports players in the Hyderabad Karnataka region.

### **Conclusions**

There is significance influence of gender on the mental health among sports players.

There is significance influence of age factor on the mental health of sports players.

There is significance influence of gender and age of sports players on their mental health levels.

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## A SECURE HYBRID SPACE PARTITIONING TECHNIQUE FOR SREM PUBLISH/SUBSCRIBE SYSTEMS

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### ABSTRACT

Security is one of the extensive and complicated requirements that need to be provided in order to achieve few issues like confidentiality, integrity and authentication. The basic tool to support confidentiality, integrity is encryption. In this paper we study about how to distribute large scale live content to interested users in a scalable and reliable manner. How to distribute large-scale live content to interested users in a scalable and reliable manner. The publish/subscribe (pub/sub) model is widely used for data distribution because of its capacity of seamlessly expanding the system to massive size. However, most event matching services of existing pub/sub systems either lead to low matching throughput when matching a large number of skewed subscriptions, or interrupt distribution when a large number of servers fail. The cloud computing provides great opportunities for the requirements of complex computing and reliable communication. In this paper, we propose SREM, a scalable and reliable event matching service for content-based pub/sub systems in cloud computing environment. To achieve low routing latency and reliable links among servers, we propose a distributed overlay Skip Cloud to organize servers of SREM. Through a hybrid space partitioning technique HPartition, large-scale skewed subscriptions are



mapped into multiple subspaces, which ensures high matching throughput and provides multiple candidate servers for each event.

To achieve Higher Availability, Scalability, Reliability, Load Balancing and Disaster Recovery in Cloud Computing, we have taken up a public cloud (Azure) for testing the application performance and deployed the application using one of the compute service called Virtual Machines (VM).

Then we configure the functionality of Auto Scaling based on CPU Utilization and Time based Schedules. Generally, for the production environment the CPU utilization of server is in between 60 to 80 percent. If the existing server can't handle the load then a new instance will be automatically provisioned and the server will be scale down if the CPU utilization is under 40%. In the existing base paper, they have tested the application by deploying it on the servers which are on On-Premises (private cloud) which include a huge cost. In cloud routing functionality is implemented using Load balancers (Internal or External) with Higher Availability.

## **INTRODUCTION**

Rather than being a new technology, A cloud is a new business model wrapped around new technologies such as “Server Virtualization” that takes the advantage of economies of scale and multi-tenancy to reduce the cost of using information technology resources. Cloud Computing is a term of computer networks and its associated technologies, it support delivering resources such as compute and storage to customers on demand.

The public cloud, private cloud and dedicated servers can stand on their own as valuable architectures individually. But what our customers have found is that when it comes to the cloud, there is no one size fit for all. Instead, you can gain a collective value from





combining different infrastructures into a single product portfolio(investment).

Azure is a Microsoft Cloud Computing Platform. It's like a bunch of physical infrastructure that they have deployed around the world, which basically runs on network, fibers and the servers that actually host all the services. Cloud computing provides great opportunities for the applications of complex computing and high speed communication where the servers are connected by high speed networks, and have powerful computing and storage capacities. A number of pub/sub services based on the cloud computing environment have been proposed, such as Move BlueDove and SEMAS. However, most of them can not completely meet the requirements of both scalability and reliability when matching large-scale live content under highly dynamic environments. This mainly stems from the following facts: 1) Most of them are inappropriate to the matching of live content with high data dimensionality due to the limitation of their subscription space partitioning techniques, which bring either low matching throughput or high memory overhead. 2) These systems adopt the one-hop lookup technique among servers to reduce routing latency. In spite of its high efficiency, it requires each dispatching server to have the same view of matching servers.

Publish/Subscribe (pub/sub) pattern is widely used to disseminate data due to its flexibility, scalability, and efficient support of complex event processing. In pub/sub systems (pub/subs), a receiver (subscriber) registers its interest in the form of a subscription. Events are published by senders to the pub/sub system. The system matches events against subscriptions and disseminates them to interested subscribers. In traditional data dissemination applications, the live content are generated by publishers at a low speed, which makes many pub/subs adopt the multi-hop routing techniques to disseminate events.



Because of the importance in helping users to make real time decisions, data dissemination has become dramatically significant in many large-scale emergency applications, such as earthquake monitoring, disaster weather warning, and status update in social networks. Recently, data dissemination in these emergency applications presents a number of fresh trends. One is the rapid growth of live content. For instance, Facebook users publish over 600,000 pieces of content and Twitter users send over 100,000 tweets on average per minute. The other is the highly dynamic network environment. For instance, the measurement studies indicates that most users' sessions in social networks only last several minutes. In emergency scenarios, the sudden disasters like earthquake or bad weather may lead to the failure of a large number of users instantaneously.

These characteristics require the data dissemination system to be scalable and reliable. Firstly, the system must be scalable to support the large amount of live content. The key is to offer a scalable event matching service to filter out irrelevant users. Otherwise, the content may have to traverse a large number of uninterested users before they reach interested users. Secondly, with the dynamic network environment, it's quite necessary to provide reliable schemes to keep continuous data dissemination capacity. Otherwise, the system interruption may cause the live content becomes obsolete content.

## **SYSTEM ANALYSIS**

Existing System:

- In traditional data dissemination applications, the live content are generated by publishers at a low speed, which makes many pub/subs adopt the multi-hop routing techniques to disseminate events.
- A large body of broker-based pub/subs forward events and subscriptions through organizing nodes into diverse distributed



overlays, such as tree based design, clusterbased design and DHT-based design.

- A number of pub/sub services based on the cloud computing environment have been proposed, However, most of them can not completely meet the requirements of both scalability and reliability when matching large scale live content under highly dynamic environments.

- In spite of high efficiency, it requires each dispatching server to have the same view of matching servers. Otherwise, the subscriptions or events may be assigned to the wrong matching servers, which bring the availability problem in the face of current joining or crash of matching servers.

#### Disadvantages of Existing System:

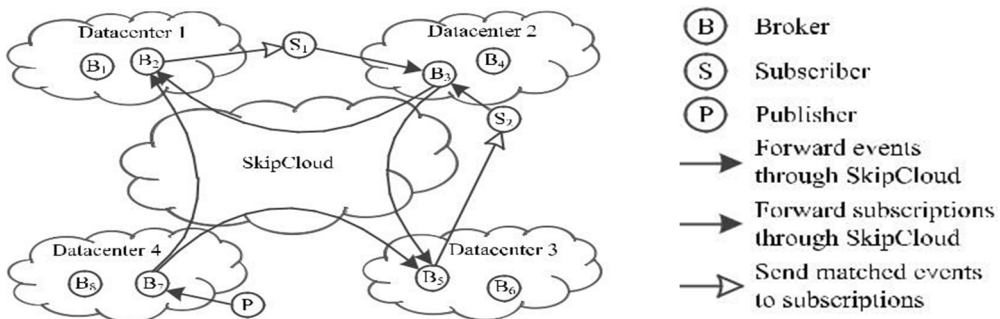
- The system cannot scalable to support the large amount of live content.

- The Multihop routing techniques in these broker-based systems lead to a low matching throughput, which is inadequate to apply to current high arrival rate of live content.

- Most of them are inappropriate to the matching of live content with high data dimensionality due to the limitation of their subscription space partitioning techniques, which bring either low matching throughput or high memory overhead.

- High cost involved.

## Existing Architecture:



## Proposed System:

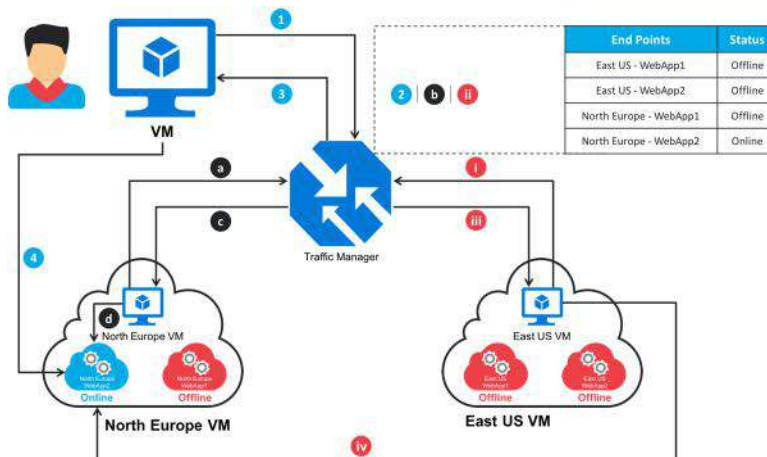
In the proposed system, we mainly focused on 3 things, how to organize servers in the cloud computing environment to achieve scalable and reliable routing. The System is also designed to provide elastic resource provisioning strategies to obtain a good performance price ratio. The other is how to manage subscriptions and events to achieve parallel matching among these servers.

### Advantages of Proposed System:

- The proposed architecture is having the capability of Auto-Scaling, Disaster Recovery strategies along with Cross-Region Load Balancing and Higher Availability.
- We propose a scalable and reliable matching service for content-based pub/sub service in cloud computing environments, called SREM.
- We can reduce huge cost by running the workloads on public cloud(Pay for What You Use).
- We propose a hybrid multidimensional space partitioning technique, called HPartition. Through this, SREM reaches scalable and balanced clustering of high dimensional skewed subscriptions.

- To alleviate the hot spots whose subscriptions fall into a narrow space, we propose a subscription set partitioning.

### High Availability and Cross Region Disaster Recovery Architecture - Microsoft Azure



#### MODULE DESCRIPTION:

- Scalable And Reliable Event Matching.
- Skip Cloud Performance.
- Hybrid multidimensional partition Technique.
- Publisher/Subscriber Module.

#### Scalable And Reliable Event Matching:

All brokers in SREM as the front-end are exposed to the Internet, and any subscriber and publisher can connect to them directly. To achieve reliable connectivity and low routing latency, these brokers are connected through an distributed overlay, called SkipCloud. The entire content space is partitioned into disjoint subspaces, each of which is managed by a number of brokers. Subscriptions and events are dispatched to the subspaces that are overlapping and events falling into the same subspace are matched on the same broker. After the matching



process completes, events are broadcasted to the corresponding interested subscribers.

### **Skipcloud Performance:**

SkipCloud organizes all brokers into levels of clusters. At the top level, brokers are organized into multiple clusters whose topologies are complete graphs. Each cluster at this level is called top cluster. It contains a leader broker which generates a unique b-ary identifier with length using a hash function cluster are responsible for the same content subspaces, which provides multiple matching candidates for each event. Since brokers in the same top cluster generate frequent communication among themselves, such as updating subscriptions and dispatching events, they are organized into a complete graph to reach each other in one hop. After the top clusters have been well organized, the clusters at the rest levels can be generated level by level.. This identifier is called ClusterID.

### Hybrid multidimensional partition Technique:

Achieve scalable and reliable event matching among multiple servers, we propose a hybrid multi-dimensional space partitioning technique, called HPartition. It allows similar subscriptions to be divided into the same server and provides multiple candidate matching servers for each event. Moreover, it adaptively alleviates hot spots and keeps workload balance among all servers. HPartition divides the entire content space into disjoint subspaces . Subscriptions and events with overlapping subspaces are dispatched and matched on the same top cluster of SkipCloud. To keep workload balance among servers, HPartition divides the hot spots into multiple cold spots in an adaptive manner.



### **Publisher/Subscriber:**

Each subscriber establishes affinity with a broker (called home broker), and periodically sends its subscription as a heartbeat message to its home broker. The home broker maintains a timer for its every buffered subscription. If the broker has not received a heartbeat message from a subscriber over Tout time, the subscriber is supposed to be offline. Next, the home broker removes this subscription from its buffer and notifies the brokers containing the failed subscription to remove it.

### **CONCLUSION**

In this paper we provide elastic resource provisioning strategies to obtain a good performance price ratio. We have designed and implemented the elastic strategies of adjusting the scale of servers based on the churn workloads. Also introduces SREM, a scalable and reliable event matching service for content-based pub/sub systems in cloud computing environment. SREM connects the brokers through a distributed overlay Skip-Cloud, which ensures reliable connectivity among brokers through its multi-level clusters and brings a low routing latency through a prefix routing algorithm. Through a hybrid multi-dimensional space partitioning technique, SREM reaches scalable and balanced clustering of high dimensional skewed subscriptions, and each event is allowed to be matched on any of its candidate servers. Extensive experiments with real deployment based on a CloudStack testbed are conducted, producing results which demonstrate that SREM is effective and practical, and also presents good workload balance, scalability and reliability under various parameter settings.



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## F. R. LEAVIS: FROM 'CULTURE' TO 'CANON': AN ANALYSIS

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The term 'culture' occupies an important place in the works of literary critics of the late nineteenth and early twentieth centuries. Notable among them are Matthew Arnold, T. S. Eliot and F. R. Leavis. For each of them the term 'culture' meant different things. For Arnold, 'culture' was something as opposed to anarchy; for Eliot 'culture' had different associations depending on whether it had to do with the development of an individual or a group or class or a whole society; for Leavis 'culture' had associations with 'life' and hence living, concrete and actuality. This paper aims at studying Leavis's notion of 'culture' and its relation to the 'canon' propounded by him.

For Leavis 'culture' could stay alive in the language and when he found the language being defaced in popular fiction, journalism, school essays, advertisements, he felt that the English culture was dying. Hence he felt the need to keep alive the living culture of England. It is for this reason that he stressed on the need to study advertisements and other such works where stylistic tricks are used for commercial profit. In *Culture and Environment*, written in collaboration with Denys Thompson, he gives us the example of George Sturt and the wheelwright's craft to show that it embodied "the experience of centuries and was part of the national culture" (80). It is in this work where he says "At the centre of our culture is language, and while we've our language, tradition is . . . still alive" (81). It is therefore important to keep the literary tradition alive and it is only in literature where the best use of language is 'preserved'.



There are different and interesting notions of 'culture' throughout Leavis's works. For him, it meant more than one thing – it is not anything abstract but something concrete and particular, it is 'this' and not 'that'. He constantly deals with the notion of culture in terms of binaries, just like Arnold had differentiated between 'culture' and 'anarchy'.

In his pamphlet *Mass Civilization and Minority Culture*, Leavis lays down the importance of "minority culture":

In any period it is upon a very small minority that the discerning appreciation of art and literature depends: it is ... only a few who are capable of unprompted, first-hand judgment.... The minority capable not only of appreciating Dante, Shakespeare, Baudelaire, Hardy (to take major instances) but of recognising their latest successors constitute the consciousness of the race (or of a branch of it) at a given time... Upon this minority depends our power of profiting by the finest human experience of the past; they keep alive the subtlest and most perishable parts of tradition. Upon them depend the implicit standards that order the finer living of an age, the sense that this is worth more than that, this rather than that is the direction in which to go, that the centre is here rather than there. In their keeping, to use a metaphor that is metonymy also and will bear a good deal of pondering, is the language, the changing idiom, upon which fine living depends, and without which distinction of spirit is thwarted and incoherent. By 'culture' I mean the use of such language(13-15).

From this we come to some of the important aspects of Leavis's notion of culture, like those relating to language, criticism, life/living among others like education and university, other arts (music, painting, etc.), the idea of 'Englishness', tradition, the 'living principle' and so on. In this context Raymond Williams's definition of culture can be brought in:



... culture... had meant, primarily, the 'tending of natural growth', and then, by analogy, a process of human training. But this latter use, which had usually been a culture of something, was changed, in the nineteenth century, to culture as such, a thing in itself. It came to mean, first, 'a general state or habit of the mind', having close relations with the idea of human perfection. Second, it came to mean 'the general state of intellectual development, in a society as a whole'. Third, it came to mean 'the general body of the arts'. Fourth, later in the century, it came to mean 'a whole way of life, material, intellectual and spiritual'. It came also, as we know, to be a word which often provoked either hostility or embarrassment (Culture and Society xiv-xv).

Williams also refers to the influence of Arnold on Leavis and traces the meaning of culture to Coleridge as well. At the same time he shows the difference in their meanings of culture. Herein he brings in Leavis's importance in literary studies.

Moreover, the notion of an 'organic community' is constantly referred to by Leavis and he relates it to George Bourne's *The Wheelwright Shop and Change in the Village*. Even in the book reviews done by him one can find a constant reference to the 'organic community' and the loss of it. In "A Serious Artist", in *Scrutiny* Vol. 1 No. 2, where Leavis reviewed the novels of John Dos Passos, he says,

The organic community has virtually disappeared, and with it the only basis for a genuine national culture; so neatly disappeared that when one speaks of the old popular culture that existed in innumerable local variations people cannot grasp what one means (177-78).

He wanted a revision of the educational system and tried to resist the debasing influence of 'mass civilization' by training young minds in critical analysis. This is evident in his work *Culture and Environment*, written jointly with Denys Thompson.



The moral for the educator is to be more ambitious: the training of literary taste must be supplemented by something more.(p 4) We cannot, as we might in a healthy state of culture, leave the citizen to be formed unconsciously by his environment; if anything like a worthy idea of satisfactory living is to be saved, he must be trained to discriminate and to resist.... But to train critical awareness of the cultural environment in the ways contemplated is to train in discrimination and to imply positive standards (5).

Even the Scrutiny movement had to do with the propagation of education and training and hence for the continuity of cultural consciousness.

His interest in language is evident, when in *The Living Principle*, he argues, "In major literary works we have the fullest use of language" or when he says, "The nature of livingness in human life is manifest in language..." (qtd. in Hayman 116-17). In *Culture and Environment* it is written,

At the centre of our culture is language, and while we have our language tradition is...still alive... For if language tends to be debased...then it is to literature alone, where its subtlest and finest use is preserved...(81-82).

He believed that language was inherited by a writer from his/her culture; he/she only makes creative use of it rather than creating it. "A literature grows out of a culture", says Leavis in "Literature and the University: The Wrong Question" in *English Literature in our Time and the University* (41). He further says that 'a language really exists in full actuality, only in individual users' (49). Thus language in Leavis is linked to culture and literature. It is only in certain writers that Leavis finds such a use of language by which he means 'culture'. For him these writers are 'canonical'. Andrew Milner defines 'canon' in *Literature, Culture and Society*:



The term 'canon' (spelt with two rather than three 'n's) denotes a set of officially recognized 'sacred' books. In Christian theology, it had referred to the books of the Bible recognized by the Church as genuine and divinely inspired, and therefore 'true' . . . (6)

Leavis equates criticism to culture and his method of criticism shows the importance he gives to the endeavour of literary criticism in keeping the culture alive. Since there are only a few critics who really indulge in 'unprompted first-hand judgment' (refer to the quotation from "Mass Civilization and Minority Culture" cited above) he calls them a 'minority'. This minority is the preserver of culture as well as the one who would take the endeavour of the 'common pursuit' ahead and hence keep it alive. The critic can be equated to the wheelwright of George Bourne, whom Leavis has referred to extensively in *Culture and Environment*. This would also be related to the *Scrutiny* project and the reviews of works done by Leavis in the quarterly. In "Scrutiny: A Manifesto" in *Scrutiny* Vol. 1 No. 1, the editors put forward that:

"Scrutiny will print critical articles on literature and the arts and on various significant aspects of contemporary life" (5).

Within English Literature there are numerous strands having to do with the literature of different cultures, for example African, American, Indian writings in English. Leavis is important because he did talk about music, paintings, science, and philosophy. His response to C.P. Snow in *The Two Cultures? The Significance of C.P. Snow* and to Rene Wellek in "Literary Criticism and Philosophy" is noteworthy. The significance of the 'culture' he brought into the literary paradigm is something one cannot ignore – for instance the importance he gives to training of literary taste for 'a healthy state of culture' is evident in *Culture and Environment*, where he extends the 'practical criticism' of I.A. Richards to 'the analysis of advertisements...followed up by



comparison with representative passages of journalese and popular fiction' (6).

'Culture' is not an isolated concept in Leavis – it is something which is living/alive, serious, and continuous; it has to do with criticism, language, education; it is as Raymond Williams says 'a whole way of life'. He tried to establish a continuity when he talked of the 'great tradition' and the 'line of wit'- the former includes Jane Austen, George Eliot, Henry James and Joseph Conrad, while the latter 'runs from Ben Jonson (and Donne) through Carew and Marvell to Pope' (Revaluation 34). He tried to protect a particular 'culture' from the debasing influence of another 'culture' (for example, media). The kind of 'culture' he tried to preserve is very much alive today in the sense that when one responds to a literary text it is by way of comparison and contrast with other texts, the value of a literary text is realized not by the number of copies sold but by its 'relevance' in the present. Leavis found Donne 'a living poet' (Revaluation 18) because he was not only a 'potent influence in the seventeenth century'(18), but also a contemporary in terms of his 'extraordinary force of originality' (18). His spirit of 'this is so, isn't it? Yes, but...' keeps the 'culture' going, it starts a dialogue or a discussion and hence carries on the fervor. Steiner is of the opinion that the notion of a 'fruitful dialogue...is central to Leavis' (Language and Silence 230).

'Culture', for Leavis is closely associated with education and the university. According to him, university is the centre for intelligence and for cultural continuity. It is the place for the organic growth of students. He also relates the English School to the growth and preservation of 'culture'. 'Continuity' is a term closely associated with 'culture' in Leavis's vocabulary.

His views on 'culture' resulted in his formulation of the 'canon' he propounded. There were a number of writers who found a place in



his 'canon' which may perhaps be called "the great tradition" or the "line of wit" and included writers like Donne, George Eliot, T.S. Eliot, Keats, Hopkins, Lawrence, Sturt, Whitehead, Collingwood, Polanyi, Marjorie Grene, Austen, Dickens, Yeats, Tolstoy, Montale, Wordsworth, Pope, Conrad, James. It is from his views on 'culture' that he believes that these writers through their literary works keep the 'living' culture alive. He constantly talks of the English language and culture as 'living' because he is not familiar with the other cultures and languages, and hence can relate only to the one he knows and is familiar with.

Thus, we may conclude that 'culture' in Leavis is related to the 'canon' propounded by him and later followed by many of his pupils. The literary 'canon' in the present times has moved away from that propounded by Leavis. The shift is now to emerging canons and new literatures. But it should also not be forgotten that the syllabi of most universities still follow the Leavisite canon.

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## WORK-LIFE BALANCE - A STUDY ON MARRIED WOMEN EMPLOYEES AT SCHOOLS IN CHENNAI CITY

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### ABSTRACT

In India the balance between work-life and personal life is a common talk. The concept

Work-life balance is considered to be one of the major issues. Work-life balance of women employees has become an important subject, where both men and women share their responsibility equally for the betterment of their family. Personal and professional are the two major roles played by every working women. The purpose of the study is to map the dimension of work-life balance among school teachers. The dimension varies from person to person depending upon their priorities.

**Key words:** Women employee, work, family, stress.

### INTRODUCTION

In early centuries very few women had the access of higher education but nowadays the fast developing knowledge economy has given place for more number of women to be educated. Women employees seem to flood in every field on par with men but this has indeed become a challenge for women, as they have to perform lot of duties at home as well as at work. Married women have more responsibilities compared to spinsters and playing a role of mother, they are under great pressure to continue the career path.



Work-life balance focuses on two aspects – Job satisfaction and Promotion. When working women gets satisfaction she enjoys the work and if she gets promotion, she grows in her career. The personal and work-life is well balanced then it is positive work-life balance.

The capacity to balance between work-life and personal life gives the working women achieve her job satisfaction, promotion and primary care to the dear ones. In certain cases due to the incapability working women is unable to succeed in balancing both and as a result she withdraws from her job for simple reasons.

## **OBJECTIVES**

The objectives of this study are

- To study the work-life balance among married working women
- To study how various factors affecting work-life balance influence the married working women from Teaching profession
- To study the work-life balance on the quality of life of married working women

## **SCOPE OF THE STUDY**

The scope of the study was limited to married workingwomen of Chennai city from teaching profession regarding the challenges they face in balancing personal and professional life.

## **LIMITATIONS OF THE STUDY**

- The study is limited only to Chennai city.
- The number of samples taken for this study is only 100.



## REVIEW OF LITERATURE

Number of studies has addressed this topic work-life balance in different perspectives. Some of the papers related to this subject are reviewed.

Sudha and Dr.P.Karthikeyan (2014) have concluded that to achieve work-life balance, every women should set goal and excel both in family and her career. Planning, Organizing and setting limits can be used at home and work place for fulfilling well balanced life of both professionally and personally.

Vijay mani (2013) the findings revealed that role conflict, lack of recognition, elderly and children care issues, health problems are the major factors influencing the work-life balance of women professionals in India.

K.Santhana lakshmi (2013) has examined that Educational institution should address work-life balance related issues among their women staff and take a wide approach to support the teaching staff.

G.Delina and Dr. R.Prabakara raya has concluded that conflicts in work-life balance of working women affects their health who report more stress, head aches, tension, weight gain and depression. The problems and difficulties of women are multi dimensional, hence they require further probing to help working women in balancing their work and family life.

## METHODOLOGY

### DATA COLLECTION

Primary Data – primary data is collected through the questionnaire and the personal interview with the respondents.

Secondary Data – secondary data is collected through the Journal, Text books & Internet.



## **SAMPLING DESIGN**

Method of Sampling

The respondents of the study were selected at various levels. Sampling was done on the basis of convenience sampling method.

## **TOOLS USED**

Questionnaires were distributed to collect the primary data in the form of response and opinion from married women teachers.

### **SAMPLING SIZE**

The study was made on 100 respondents on various schools of Chennai city

## **CHECKLIST MANUAL**

The questionnaire is designed as

- Do you have children?
- How many hours in a day you normally work?
- Do you generally feel that you are overloaded with work?
- Do you get enough time for your family after work?
- Does your spouse and family member support your work-life?
- Do you feel that your health issues are a result of work-life imbalance?

## **FINDINGS**

This study was able to measure the work-life balance of married working women that they find it very hard to balance their work and personal life irrespective of the age group they belong to, the number of children they have and their spouse profession.



The study reveals that 80% of the married schoolteachers are mainly working for financial reasons.

The study reveals that 76% of the married female schoolteachers are working 6 days in a week.

The study reveals that 55% of the married women schoolteachers are spending half an hour for traveling purpose.

The study reveals that 40% of the married women female schoolteachers carry their work even at home.

The study reveals that 44% of the married women schoolteachers are very tired and depressed.

The study finds that 42% of the married women schoolteachers have health issues, detachment from family members and stress.

The study reveals that it is found that majority of the respondents 82% of married female schoolteachers said that work-life balance is highly essential in schools.

## **CONCLUSION**

Married women schoolteachers should care the family both physically and financially to satisfy the family needs. Institutions need to adopt human resources strategies and policies to overcome the issues of work-life balance of workingwomen in the current scenario.

Maintaining a balance between work- life has become relatively difficult of the unsupportive attitude of family members and heavy work load, these causes dissatisfaction and working women face obstacles between work-life balance. In order to achieve a balanced work-life strong support from family members, colleagues and institution can positively contribute in this matter. Educational institutions should address the work-life balance related issues among their women staff and take a holistic approach to design and implement



policies to support the teaching staff to manage their work-life balance which would add to the efficient performance of the married female school teachers.

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## DRY LAND FARMING IN TELANGANA STATE- A STUDY IN MAHBOOBNAGAR DISTRICT

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### Abstract

The risk of drought in the semi-arid zone imposes on the farmers a meteorological-agricultural frontier situation, in which they struggle to obtain a reasonable yield, as the arid frontier changes in makeup and position from year to year. Semiarid zones comprise risky environments and drought risks are prominent among a complex of environmental and socioeconomic risks in which farmers have to operate. However, the opposite of drought may also threaten farmers' livelihoods: floods or heavy rainfall can destroy crops when they are ripening. Pests can be a major risk. Labor shortage due to human disease problems or competing activities can also jeopardize the agricultural situation at the farm level. Price fluctuations or insecure payments for crops which are marketed also form a risk, as well as price fluctuations and scarcity of necessary farm inputs. Political factors can also add to risk in some areas: from civil servants misusing their power to squeeze money out of farmers, to bandits and guerrilla fight stealing or claiming contributions from farmers. Drought risks are certainly not the only worries of dry land farmers.

**Keywords:** Dry land, Farmers, Labour, Liberalization, Globalization etc.

### Introduction

Indian agriculture is predominantly a rainfed agriculture under which both dry farming and dry land agriculture is included. Dry farming was the earlier concept for which amount of rainfall (less than





500 mm annually) remained the deciding factor for more than 50 years. In modern concept, dry land areas are those where the balance of moisture is always on the deficit side. In other words, annual evapotranspiration exceeds precipitation. In dry land agriculture, there is no consideration of amount of rainfall. It may appear quiet strange to a layman that even those areas which receive 1100 mm or more rainfall annually fall in the category of dry land agriculture under this concept. To be more specific, the average annual rainfall of Varanasi is around 1100 mm and the annual potential evapotranspiration is 1500 mm. thus the average moisture deficit so created comes to 400 mm. this deficit in moisture is bound to affect the crop production under dry land situation ultimately resulting into total or partial failure of the crops. Accordingly the production is either low or extremely uncertain and unstable which are the real problems of dry land in India.

The success of crop production in these areas depends on the amount and distribution of rainfall, as these influences the stored soil moisture and moisture used by crops. Telangana state, the semi-arid land of India, is experiencing drought often pushing large numbers of people to the margins of living. Drought visits south Telangana "once in two and half years". The rainfall of about 70 cm and less in southern Telangana hardly justifies the fact that the region should languish under semi-arid conditions. In fact, the region forms part of the catchment of the perennial rivers Krishna and Godavari. The irrigation policy initiative over the years continuously favored the Delta region leaving a large number of people at the mercy of degraded nature and sub-human living. Thus "Telangana backwardness has essentially political roots: with better administration the considerable water resources could have been more fully tapped for irrigation. Telangana is still mainly a dry farming area, the reason for this in Telangana is long term failure to harness the potentialities of the area. Mahabubnagar district is one of the most drought prone and



problematic districts for agricultural development. The rainfall in the district is quite low with a high variability across locations and years. In terms of per capita income, Mahabubnagar district ranks lowest in the state. The district is known for out migration of labor because of lack of gainful employment opportunities. Low rainfall and poor soils limit the scope for improvement in agriculture and allied sectors. The predominance of current fallows points to the non-viability of agriculture. There was a shift in cropping pattern of the district from jowar to maize in particular and from food to cash crops in general. Maize and cash crops like cotton, castor etc fetch good prices because of high demand for these products, but they are quite risky because their water requirements are higher than crops like jowar, ragi, bajra etc which were replaced. The risk of failure of crops has increased because of high variability in rainfall over years and due to higher water requirements of cash crops. Because of non-viability of agriculture and mounting debts, several farmers have committed suicides. The Prime Minister relief package has come to the rescue of debt-ridden farmers by writing-off of the interest accrued on the loans from institutions. The loan waiver scheme recently announced by the government of India has erased the debt burden on the farmers belonging to small and marginal categories.

## **Background**

Dry lands in India contribute to over 70% of the total cultivated area and about 50% of the total geographic area is affected by desertification. Drylands are not static. These are subject to various pressures, which lead to further deterioration. Hence, drylands when neglected, may slowly turn into deserts. Desertification is the result of many factors such as low rainfall, poor water conservation measures, heavy soil erosion and harsh climatic conditions. Biotic pressure further accelerates the process of desertification. Unfortunately, most



of the arable drylands are owned by poor farmers who are unable to earn sustainable livelihood from such lands.

Major crops grown on drylands are minor millets, pulses and oilseeds, which are drought tolerant and withstand moisture stress, nutritional deficiencies and biotic pressure. Crop production on drylands is risky and the chances of failure are almost 2-3 times in a block of 5 years. Therefore, in the absence of assured income from agriculture, most of the families living in dry regions maintain different types of livestock for supplementary income. Apart from arable dry lands, there are wide stretches of community pastures, village common lands and degraded forest lands, falling under the category of dry lands. Out of the total wastelands spread over 135 million ha; at least 50% of the area is suffering from moisture stress and unable to support plant growth. Thus, these wastelands owned by public institutions, also fall under the category of dry lands. As the dry lands are closely associated with poverty, food security and backwardness, neglect of dry lands will not only turn these valuable assets into deserts but also invite disaster for our ancient civilized society. Therefore, development of dry lands deserves priority.

### **Causes of Dry land Formation**

Lack of moisture to support the growth of plants and micro-organisms is the primary cause of dry land formation. Areas receiving less than 300 mm of rainfall per annum face severe moisture scarcity during a major part of the year. It is very difficult to take up profitable agriculture on such lands without supplementary irrigation. There are many such regions where shrubs, herbs and grasses grow profusely and dry out in autumn. Sahelian region of Africa located on the edge of Sahara desert, receives only 250-300 mm rainfall and provides livelihood to millions of families through livestock husbandry. Even in Western India, the families living in Thar region of Rajasthan and



Banni region of Gujarat are dependent on animal husbandry for their livelihood, only because of good growth of seasonal grasses and herbs. Such lands may not support perennial shrubs due to severe moisture stress in summer.

Arid lands, receiving an annual rainfall of 300-500 mm can easily support one crop. Such areas are found in the states of Haryana, Rajasthan, Gujarat, Maharashtra, Andhra Pradesh and Karnataka. Some of these areas are now receiving irrigation and yielding 6-8 times more. With irrigation the employment potentials will also increase by 3-4 folds. The remaining dry areas still experience frequent crop failures, forcing the farmers to live in chronic poverty. Such poor farmers neither have resources to invest in critical agricultural inputs nor are they interested in taking any risk due to high chances of failure. Thus, the crop yields remain suppressed even in good years. It is a vicious cycle. Therefore, it is necessary to develop a sustainable model by introducing a mixed farming system with high stake in livestock husbandry to reduce the risk of failures. In such a system, even the failed crop residues turn out to be a boon for feeding livestock. Apart from the lands suffering from moisture stress in arid regions, there are several other types of dry lands located in different parts of the country. These are:

- Deep sandy soils with poor water holding capacity;
- Shallow and rocky soils which cannot absorb rain water;
- Deep soils with undulating surface, unable to hold rain water;
- Cold regions where plants cannot absorb water due to severe cold
- Sodic and saline wastelands, where plants cannot survive due to high salt content.



## District at a glance

Mahabubnagar is a sprawling district with 18.473 lakh ha geographical area, which lies between 15.530' and 17.900' Northern latitude and 77.310' and 78.470' Eastern longitude. Historically the district was popular as "Palamuru". The district is bordered by Nalgonda & Prakasam on East, Kurnool district on South, Karnataka state on West and Ranga Reddy district on North. The district comprises of 5 Revenue Divisions, namely Mahabubnagar, Nagarkurnool, Gadwal, Narayanpet and Wanaparthy. They are further divided in to 64 mandals covering 15 ADA sub-divisions and consisting of 1351 revenue villages. The district is characterized by scanty rainfall, mild winters and hot and dry summers. Drought is a common phenomenon in the district due to scanty and uneven rainfall in the monsoon season.

## Demographic features

An official Census 2011 detail of Mahbubnagar (Mahabubnagar), a district of Andhra Pradesh has been released by Directorate of Census Operations in Andhra Pradesh. Enumeration of key persons was also done by census officials in Mahbubnagar District of Andhra Pradesh.

In 2011, Mahbubnagar had population of 4,053,028 of which male and female were 2,050,386 and 2,002,642 respectively. In 2001 census, Mahbubnagar had a population of 3,513,934 of which males were 1,782,340 and remaining 1,731,594 were females. Mahbubnagar District population constituted 4.79 percent of total Maharashtra population. In 2001 census, this figure for Mahbubnagar District was at 4.61 percent of Maharashtra population. There was change of 15.34 percent in the population compared to population as per 2001. In the previous census of India 2001, Mahbubnagar District recorded increase of 14.20 percent to its



population compared to 1991. The growth and development of the district is entirely dependent on agricultural production, as three-fourths of the population of the district depends on agriculture and allied activities.

### **Drought Condition in Mahabubnagar District**

Mahabubnagar district which is locally called as Palamur\ occupies fourth largest place in the state with an area of 18,369 sqkm. The district lies on 160 and 170 North longitudes and in between 770 and 790 East latitude and is bounded in the north by Hyderabad, Nalgonda, Guntur; in the East, by Krishna and Thungabhadra rivers in the South and Raichur and Gulbarga in the West. The district is drained by the River Krishna, and River Pedda Vagu which flow across Makthal and Wanaparthy on the southern boundaries. The river Thungabhadra enters into the Telangana region near Alampur and runs through the southern boundary Avhich incidentally separates the district boundaries form that of Ralayaseema area. From a geographical perspective, as well as boundary terms the district possess distinctive characteristics. The river krishna flows through Gadwal and Alampur which are areas of cultural prominence. The taluks have larger command areas of irrigation and comes under the river Krishna catchment areas. The two regions are contributing for the economic development of the district. The district is about to complete a decade of drought, with meager changes in its social, economic conditions for the last four decades. Illiteracy, unemployment, regional imbalances hindering the process of socio-economic development of the district. The small and marginal farmers, agricultural laborers, shepherds as well as cattle keepers are suffering losses and arc being exposed to several hardships in their life during the past decade. The district which was once a granary now became the land of breached soils with lack of irrigation.



## **Decreasing Rainfall in the District**

For the past ten years the district received limited rainfall below that of normal level. Indiscriminate grounding of borewells, open wells resulted in depletion of groundwater resources. Forest cover is depleting at a faster rate as ecological balance is damaged resulting in no rainfall at all. .Mahabubnagar/District which was once a forest zone is now a deserted area filled with boulders. In the name of developmental programmes the government has sanctioned bore wells to the farmers under different irrigation schemes while ignoring the scientific methods. This has certainly resulted in over-utilization of water resources resulting in a decrease in water recharge and level day by day. The measures for increase or preservation of water resources taken are meagre. The investments made on construction of check dams and percolation tanks are in vain as there is no improvement in the ground water content. There is a clause that there should be only one bore well in an area within a range of 160 metres. This means that irrigation purpose. However such a rule is not even followed by authorities, leaving aside private parties. New technology which helped the farmers dig bore wells in quick time and with limited resources resulted in more bore wells in limited area within a limited span of time. The district received a rainfall much less than that of 754.2 mm which is the normal rainfall. There is also a shift in the arrival and timing of rains. Rains in the district usually arrive in the first week of the month of June.

## **Another problem in the district is migration**

Due to consecutive drought for the last 10 years the people are suffering losses to Kharif and Rabi crops. Lack of crops, water resulted in migration. Out of the total population of 217, 42,376 as many as 5, 34,000 people have migrated during 2000-04. There have been at least 10 hunger deaths as per the information, improper implementation of



ant migration programmes resulted in lack of work and the people decided to migrate. There is a drinking water problem in the district, out of the total 1542 villages, 1200 villages are problem villages. The district has prospects and scope for industrial development in services sector, limestone industry, beedi making industry, mat weaving, dairy sheep rearing, cattle keeping and social farm forestry with horticultural importance. There is also a scope for developing Alampur and Gadwal as tourism centres. However all the schemes need allocation of the resources? There is a need to make appropriate use of 240 T.M.C of Krishna river waters accorded and earmarked for the district, as per the award of Bachawat Tribunal. This would enable the district machinery to develop commercial crops, green forests and fruit crops. The Koilsagar project near Makthal which is a medium scale project, lift irrigation schemes such as Molachintala near Kalwakurti are very much essential towards achieving the economic development of the region. All these schemes need major financial allocation specifically allotted for the developing of irrigation in the district.

### **Agriculture in Drought Prone Mahabubnagar District**

Mahabubnagar district of Telengana state is one of the most droughts prone and the largest district in the Telengana state. The district is slightly elevated in the north and west to the south east. Mahabubnagar district which is locally called as 4Palamur\ occupies fourth largest place in the state with an area of 18,369 sqkm. The district lies on 160 and 170 North longitude and in between 770 and 790 East latitude and is bounded in the north by Hyderabad, Nalgonda, Guntur; in the East, by Krishna and Thungabhadra rivers in the South and Raichur and Gulbarga in the West. The district is drained by the River Krishna, and River Pedda Vagu which flow across Makthal and Wanaparthu on the southern boundaries. The river Thungabhadra enters into the Telangana region near Alampur and runs through the southern boundary Avhich incidentally separates the district





boundaries form that of Rayalaseema area. From a geographical perspective, as well as boundary terms the district possess distinctive characteristics. The river Krishna flows through Gadwal and Alampur which are areas of cultural prominence. The taluks have larger command areas of irrigation and comes under the river Krishna catchment areas. The two regions are contributing for the economic development of the district.

The district is about to complete a decade of drought, with meager changes in its social, economic conditions for the last four decades. Illiteracy, unemployment, regional imbalances hindering the process of socio-economic development of the district small and marginal farmers, agricultural laborers, shepherds as well as cattle keepers are suffering losses and are being exposed to several hardships in their life during the past decade. The district which was once a granary now became the land of breached soils with lack of irrigation. The population of the district according to the 1991 census is 24,42,376. Approximately five lakh people have migrated due to drought in search of survival. Most of the migrants are small and marginal farmers and labourers.

### **Water Problem in the District**

The response of total cropped area to rainfall been computed for the district, to find out the sensitivity of area in the region to rainfall. To compute the elasticity of acreage response to rainfall we have used simply log-linear regression equation. A look at the results for Mahbubnagar district is about 0.10. When a lag of one period is taken into consideration the elasticity is about 0.03 which is comparatively quite low. The lower elasticity for both lag as well as non-lag periods in Mahbubnagar district. This is because the sensitivity or elasticity of acreage response to rainfall is found to be higher at lower rainfall levels and it decreases as the level of rainfall rises.



In the district there are at least 1,104 villages including 4 municipalities which are problem areas lacking drinking water facilities. The problem is more acute in the district headquarters. There is no specific water-supply scheme in the district. The people depend on borewells, open wells for water. The groundwater is contaminated specifically in the villages (part per million) (1.5 p.p.m) and urban region (8.8 p.p.m) as the fluoride content is excess than the minimum accepted (0.5 to 1 p.p.m). Scientists have already cautioned five years ago about the fluoride threat. The report emphasised that there is excess fluoride content in the areas of Shadnagar, Kottur, Jedcherla, Narayanpet, Makthal, Kodangal and Kosgi. There are 300 villages which have the danger of fluorosis diseases. The disease spreads mainly through drinking water. The disease causes inaccurate growth of bone, twisting of leg bone and pain in the bone itself. Further the disease causes pain in the stomach, indigestion, mouth flue and neurological disorders. The fluorosis also causes pain in the muscle and allergy.

### **Changes in the Cropping Pattern**

We now look at the changes in the cropping pattern in the drought prone district of Mahabubnagar. Presents the percentage share of rice, jowar, bajra, groundnut, castor, pulses & other crops to the total cropped area for the district. A look at the table shows that the area under groundnut has been on a marginal decline during the period. In the Mahbubnagar district jowar seems to be the predominant crop from the fifties and the area under this crop has been on an increase which is about more than one third of the total cropped area. A look at the share of different crops in the total cropped area shows that this region is not so easily susceptible to the vagaries of monsoon because of its dependence on dry crops such as jowar, bajra and castor. Because of larger dependence on dry crops, other than rain-fed crop like groundnut, this region is less susceptible to the vagaries of monsoons.



This would become all the more clear if we look at the acreage response in rainfall in the district.

### **Instability in Crop Output**

We now examine the instability in crop output and crop productivity. To measure the instability in crop output and productivity, we have first compared annual percentage changes in output and productivity, and then estimated the standard deviation in such annual changes. The variance is especially very high during this period for crops like, sugarcane, redgram, maize, cotton, castor, tobacco, sesamum and bajra. And, during the same periods for the 16 crops, we find that the instabilities have been very high during the first and the fourth sub-period for almost all the crops compared to the first and the second sub-periods. Another observation that can be made by looking at the table is in regard to the low instabilities for crops like groundnut, bajra and bengalgram during all the four sub-periods compared to all other crops in this region.

### **Impact of Liberalization, Privatization and Globalization**

The policies of liberalization, privatization and globalization have been displacing the masses from their opportunities. The benefits and subsidies meant for weaker sections are reduced year after year even these meant for the Scheduled Castes and Scheduled Tribes. This is not followed by a corresponding support in alternative occupations or opportunities. With introduction of labour saving technology in the field of construction of roads and buildings, wage labourers have been badly affected in the state. In view of the lopsided pattern of development, the state has been witnessing agitations, movements, rural unrest, farmer suicides and hunger deaths in recent years. The village economy is facing economic and social crisis. Agriculture is unable to absorb the over increasing working population. Further, the cost of production per unit of agricultural output in Andhra Pradesh



now is higher compared to major agricultural States in India. The area under canal irrigation system declined due to deceleration in public investment in Telangana. In nutshell, the agricultural sector is neglected by the government. There is a need to review this policy.

Liberalization and Privatization process was initiated in the state with firm determination during 1996-'97. But its impact is not well received by all section of the people. Agricultural growth rates have gone down drastically. Employment situation in rural areas were not improved rather deteriorated. Whatever the employment opportunities have been created so far, they are largely low paid and casual in nature and insecure. Nonagricultural employment could not be generated to the levels of expectations. Villages have become markets for products of multinational and big industries. Whatever the industries or small scale industrial units were available earlier, they are unable to compete with global products either in quality or prices. Backward area like Telangana (except Hyderabad) could not attract either domestic or foreign direct investment.

There is an exodus of young persons from villages of backward and drought effected districts to towns and cities in search of livelihood. People from Mahaboobnagar, Nalgonda, Karimnagar, Warangal and Medak are migrating to gulf countries and Hyderabad to get some livelihood or other. Only old age people keep staying in rural areas. The Information and Technology could provide jobs to a few thousands of educated young people.

### **Suggestions:**

(1) Agriculture may be given top priority along with infrastructure development in backward regions. Constructions of Ichampally irrigation project across river Godavari will benefit north Telangana. Similarly, through proper allocation and utilisation of



Krishna river water will also benefit Nalgonda, Mahabubnagar districts in South Telangana.

(2) Distribution of cultivable public lands surplus lands and cultivable waste lands among the rural poor provides some solution to the agricultural labourers.

(3) There is an urgent need to change the cropping pattern in drought prone areas of the regions to prevent further downslide of underground water table.

(4) It is also necessary to identify backward districts and specific area programmes may be initiated through state and central grants.

(5) Rural and agricultural credit facilities have to be adequately provided to all the needy households keeping in view the growing dependency of farmers and rural artisans on money lenders and private financiers.

### **Conclusion**

Even after utilizing all the available water resources, about 50% of our cultivable area will still depend on rains. Therefore, our agricultural scientists, policy formulators and farmers should appropriately realize the magnitude of role that. rained agriculture or dry land farming can play. They should thoroughly examine the problems of dry land agriculture from different viewpoints and evolve appropriate technologies, crop varieties, etc. for these areas to better the economic position of the farmers. Dry farming areas, therefore, need a much closer attention for achieving food security in India.

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## FACTORS AFFECTING CAPITAL STRUCTURE DECISION: EVIDENCE FROM ETHIOPIAN INSURANCE FIRMS

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Mettu, Ethiopia

### Abstract

This study aims to assess the impact of firm specific and macroeconomic factors on capital structure decision in the environment of Ethiopian insurance sector by using seven years data (2007-2013). In order to achieve this aim the researcher regressed profitability, liquidity, business risk, size, growth opportunity, age, GDP growth rate, interest rate, and inflation rate against the dependent variable as measured by total debt ratio. Such regression was made based on random effects model with the help of EVIEWS 6 software. The results of this study suggest that business risk, firm size, age, and inflation rate variables were significant factors affecting leverage of insurance firms in Ethiopia positively; confirming tradeoff and pecking order theories as prominent theories for the sector. On the other hand, profitability, liquidity, growth opportunity, GDP growth rate, and interest rate variables found as insignificant to affect the dependent variable. Thus, Ethiopian insurance firms and their managers are advised to have closer attention on business risk, size, age, and inflation rate factors in order to make optimal decision pertaining to capital structure. Besides, they also advised to give attention first for tradeoff then for pecking order theories of capital structure respectively as per their weight of importance.

**Key words:** capital structure, firm specific factors, macroeconomic factors, multiple linear regression.

### 1. Introduction

Capital structure decision also known as financing decision is one of the three major decisions that managers involved in corporate financial management besides capital budgeting and working capital management or operating decisions. Until the late 1950's there was no any strong theoretical ground regarding capital structure subject of corporate financial management. However, in 1958 Modigliani and Miller gave birth for the first modern theory of capital structure in the



field of finance with the work named MM without corporate taxes. MM without corporate taxes emphasized that there is no optimal capital structure that will maximize firm's value and or minimizing its weighted average cost of capital. This theory holds that in world without taxes, there is no difference between the values of a levered firm (one that includes debt to finance its operation besides equity) and unlevered or an all equity financed firm.

After wards Modigliani and Miller (1958), numerous empirical studies on determinants of capital structure have been conducted in financial and non-financial firms' environment. For instance Naveed et al. (2010) stated that firm's size, profitability, risk, liquidity, and age are important determinants of capital structure for life insurance sector in Pakistan. Lim (2012) described that profitability, firm size, non-debt tax shields, earnings volatility, and non-circulating shares are significant determinants of capital structure in financial sector of China. Najjar and Petrov (2011) stated tangibility of assets, firm's size, and liquidity as major factors that influence financial structure decision in context of Bahraini insurance sector. Muhammad et al. (2013) listed out firm size, risk, liquidity, and profitability as main determinant factors affecting capital structure of insurance companies on their evidence for Pakistan. More recently, Mohamed and Mahmoud (2013) on their evidence from Egyptian insurance sector; conclude that firm size, tangibility of assets, profitability, growth, liquidity, non-debt tax shield, and firm age are major determining factors for firm's choice of finance.

As per the researcher's knowledge as compared to firm specific determinants, there were only few studies that have been conducted regarding macroeconomic or external determinants of capital structure. Muhammad et al. (2009) found per capita GNP, economic growth, prime lending rate, and financial liberalization as significant external factors that influences the choice of funding. More recent work in African context by Muthama et al. (2013) implied that GDP growth rate, interest rate, and inflation are major macroeconomic or external factors that can influence decision of capital structure for listed firms in Kenya.

In Ethiopian context, as per the researcher's knowledge limit there were few studies that have been conducted in relation with capital structure determinants as compared to other countries. Among





those studies in Ethiopian context, Amanuel (2011), Bayeh (2011), Solomon (2012), Woldemikael (2012) and Usman (2013) were reviewed by the researcher.

As per the best knowledge of a researcher there was no a single empirical investigation in Ethiopian context that examined side by side both internal (firm specific) and external (macroeconomic) determinants of capital structure decision pertaining to Ethiopian insurance sector. Therefore, the aim of this study was to assess the influence of firm specific and macroeconomic factors on capital structure decision made by Ethiopian insurance firms.

## 2. Objective and Hypothesis

### 2.1 Objective

The objective of this study was to examine the impact of firm specific and macroeconomic factors on capital structure decision of insurance firms in Ethiopia thereby to identify prominent theory for insurance sector of the country.

### 2.2 Hypothesis

Hypothesis 1: There is a significant relationship between firm specific factors and capital structure of insurance firms in Ethiopia

Hypothesis 1a: There is a significant negative relationship between profitability and insurance firms" leverage in Ethiopia.

Hypothesis 1b: There is a significant negative relationship between liquidity and leverage of insurance companies in Ethiopia.

Hypothesis 1c: There is a significant negative relationship between business risk and leverage of Ethiopian insurance companies.

Hypothesis 1d: There is a significant positive relationship between insurance firms" size and their leverage in Ethiopia.

Hypothesis 1e: There is a significant positive relationship between growth opportunity and leverage of firms in Ethiopian insurance sector.

Hypothesis 1f: There exists a significant positive relationship between insurance companies" age and their leverage in Ethiopia.



Hypothesis 2: There is a significant relationship between macroeconomic variables and capital structure of insurance firms in Ethiopia.

Hypothesis 2a: There is a significant positive relationship between GDP growth rate of Ethiopian economy and leverage of insurance companies in the country.

Hypothesis 2b: There is a significant positive relationship between interest rate and insurance firms' leverage in Ethiopia.

Hypothesis 2c: There exists a significant positive relationship between inflation rate and insurance firms' leverage in Ethiopia.

### 3. Methodology

#### 3.1 Research Approach

In order to achieve the objectives of this study, quantitative research approach was used by the researcher due to appropriateness. By using such research approach the researcher enabled to establish a cause-effect relationship between the independent and dependent variables of the study, testing various hypothesis and theories there by generalized about factors affecting capital structure decision in Ethiopian insurance sector by using a quite large enough sample size.

#### 3.2 Study Population, Sampling, and Sample Size

According to NBE quarterly bulletin for the first quarter of 2013/14, 17 insurance companies were in operation as at September 30th 2013. Consequently these 17 insurance firms were taken as population of the study to which generalization could be made. Among these population of insurance companies, all companies those established in and/or before 2007 and those started to prepare financial statements on the same time or before were selected purposively by the researcher as a sample. According to this purposive sampling, the oldest 10 Ethiopian insurance firms were taken as a sample to conduct this study.

#### 3.3 Method of Data Collection

Document review method of data collection was used by the researcher in order to collect all the necessary of the study. Such document review mainly focused on reviewing audited financial statements of 10 sample insurance companies. Besides audited financial



statements of sample insurance companies, NBE annual reports and quarterly bulletins as well as other related documents were collected and reviewed by the researcher.

### 3.4 Description and Measurement of Variables

Table 3.1: measurement of independent variables and hypothetical relationship with the dependent variable

	Variables	Measurement	Expected impact on leverage
Firm specific variables	Profitability	Net profit before tax divided by total assets	(-)
	Liquidity	Current assets divided by current liabilities	(-)
	Business risk	Standard deviation of net profit before tax divided by average net profit before tax	(-)
	Firm size	Natural Logarithm of total assets	(+)
	Growth opportunity	Annual percentage change in total assets	(+)
	Firm age	Logarithm of the difference between observation year and establishment year	(+)
Macroeconomic variables	GDP growth rate	Annual real GDP growth rate	(+)
	Interest rate	Average lending rate of commercial banks	(+)
	Inflation rate	Annual inflation rate	(+)

### 3.5 Data Analysis Method

The panel data that was collected analyzed using descriptive statistics, correlations, and multiple regression analysis through statistical software package of EVIEWS 6. First, based on the collected and processed firm specific as well as macroeconomic data, several descriptive measures were analyzed. Following the descriptive analysis,



correlations between all variables including the dependent variable were calculated and analyzed. Thirdly, multiple regression analysis has been made.

### 3.7 Model Specification

As one employed in Amidu (2007) and Tornyeva (2013); the general panel equation for this study was:  $Y_{i,t} = \alpha + \beta X_{i,t} + \epsilon_{i,t}$

Where  $Y_{i,t}$  = total debt ratio for each cross sectional uniti in each time series observation t.

$\alpha$  = a constant or intercept term

$\beta$  = represent slope coefficients,  $\beta_1$ - $\beta_9$  of each of the nine explanatory variables.

$X_{i,t}$  = represent a set of independent variables,  $X_1$ -  $X_9$  for each cross section at each time series observation year.

$\epsilon_{i,t}$  = error term for each cross section at each time period observation.

So, the random effects equation employed for this study; which is based on Solomon (2012) with some purposive modifications look as follows:

$$LEVi,t = \alpha + \beta_1(PRI,t) + \beta_2(LQi,t) + \beta_3(BRI,t) + \beta_4(SZi,t) + \beta_5(GRI,t) + \beta_6(AGi,t) + \beta_7(GDPt) + \beta_8(INTt) + \beta_9(INFt) + \epsilon_i + u_{i,t}$$

Where:

$LEVi,t$  = the dependent variable represented by total leverage (total debt ratio) for company i at time t

$\alpha$  = the constant (intercept)

$\beta_1, \beta_2, \dots, \beta_9$  = respective coefficients for independent variables

$PRI,t$  = profitability of insurance firm i, in year t

$LQi,t$  = liquidity of insurance firm i, in year t

$BRI,t$  = business risk of insurance firm i, in year t

$SZi,t$  = size of insurance firm i, in year t

$GRI,t$  = growth opportunity of insurance firm i, in year t

$AGi,t$  = age of insurance firm i, in year t



GDPT= real GDP growth rate in year t

INTt= interest rate in year t

INFt= inflation rate in year t

$\epsilon_i$  = cross sectional random disturbance term which is constant over time

$u_{i,t}$  = an error term which varies with each cross section and throughout time

#### 4. Results and Discussion

##### 4.1 Descriptive Analysis

Table 4.1 Summary of descriptive statistics

Variables	Observations	Mean	Maximum	Minimum	Std. dev.
LEV	60	0.686418	0.855600	0.478400	0.076321
PR	60	0.078559	0.200100	-0.278900	0.068457
LQ	60	2.312405	7.700000	0.835000	1.457767
BR	60	0.888877	1.942409	0.434692	0.434180
SZ	60	19.25517	21.69100	16.96000	1.029941
GR	60	0.273062	0.701300	0.004600	0.153395
AG	60	1.140903	1.579784	0.000000	0.261003
GDP	60	0.102667	0.113000	0.088000	0.008823
INT	60	0.119400	0.122500	0.115000	0.002593
INF	60	0.217000	0.364000	0.028000	0.117907

Source: Researcher's own computation through EViews 6 based on financial statements of insurance companies and NBE reports

As stated in the above table 4.1, it was found that the mean leverage of insurance firms in the sample was 68.64 percent, meaning on average those sample insurance firms generated over two third of their financing need for operation from debt sources of finance. Maximum and minimum leverage ratios, as measured by total debt ratio for a sample was 69.88 and 47.84 percent respectively.

In table 4.1 above, it is also stated that during the study period, sample insurance firms' average profitability was 7.85 percent. Besides, the sample's maximum profitability record was a ROA of 20.01 percent while the minimum appeared with a loss of 27.89 percent per every ETB investment of asset. The mean liquidity ratio of sample Ethiopian



insurance firms under study period was 2.31:1. It was also found that the minimum and maximum liquidity ratio records for the sample throughout the study period was 7.7 and 0.835 respectively per every single ETB of current liability.

Business risk, ranged between minimum of 0.435 up to a maximum of 1.94. Average risk of doing business for sample insurance firms under investigation period was 0.889. It was also found that from 2008-2013, the average size of insurance firms under study was 19.25 with a standard deviation of 1.03. The size of sample insurance firms in six years period of study ranged from a minimum of 16.96 up to a maximum of 21.69. In terms of growth opportunity for insurance firms under study, the maximum growth record during the study period was 70.13 percent whereas the minimum was 0.46 percent. The mean growth opportunity for a sample throughout the study period was 27.31 percent. According to descriptive statistics for age variable, the mean was 1.14 whereas the standard deviation of age difference was 0.26. For the sample throughout a study period the maximum age of an insurance company in terms of logarithm was 1.58 years for EIC while the minimum was nil for LIC.

The mean real GDP growth rate of Ethiopian economy in the last six years of observation period was 10.27 percent per annum with a standard deviation of 0.88 percent. During the study period a maximum real GDP growth rate was registered in the year 2011 with 11.33 percent whereas the minimum was one that registered in the succeeding year of 2012, which was 8.8 percent. The mean interest rate during the study period was 11.94 percent. It was also found that average lending rate of commercial banks ranged from a minimum of 11.5 percent in 2008 up to a maximum of 12.25 percent in 2009 and 2010. Average inflation rate of Ethiopian economy was 21.7 percent per annum whereas the standard deviation was 11.79 percent. Throughout the study period Inflation rate ranged from 2.8 percent per annum up to 36.4 percent per annum.

#### 4.2 Correlation Analysis

According to the correlation matrix below; explanatory variables of firm size, age, and real GDP growth rate of an economy found to have a significant linear association with the dependent variable of leverage. From these independent variables firm's size and its age



found to have a strongly significant positive correlation with leverage; whereas GDP growth rate appeared a negative and statistically significant association with the dependent variable at 10% level.

Table 4.2 Correlation Matrix of Dependent and Independent Variables

	EV	R	Q	R	Z	R	G	DP	NT	NF
EV	.000									
R	.010	.000								
Q	.020	0.007	.000							
R	0.200	0.392***	.143	.000						
Z	.470***	.452***	0.159	0.701***	.000					
R	.050	.092	.020	.363***	0.147	.000				
G	.380***	.399***	.126	0.516***	.607***	0.346***	.000			
DP	0.220*	0.282**	.088	.000	0.257**	0.313**	.061	.000		
NT	0.001	.119	.009	.000	.008	0.020	.092	0.244*	.000	
NF	.202	0.186	.003	.000	0.070	.063	0.002	0.393***	0.162	.000

\*\*\* indicates correlation is significant at 1% level, \*\* indicates correlation is significant at 5% level and \* indicates correlation is significant at 10% level.

Source: Researcher's own computation through EViews 6 based on financial statements of insurance companies and NBE reports

#### 4.5 Regression Analysis and Discussion of Results

##### 4.5.1 Regression Analysis

Table 4.6 Random Effects Estimation Result



Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-0.680813	0.623433	1.092038	0.2801
PR	-0.153861	0.132295	1.163016	0.2503
LQ	-0.004216	0.006833	0.616940	0.5401
BR	0.069785	0.039773	1.754571	0.0855*
SZ	0.048968	0.017021	2.876887	0.0059***
GR	0.036458	0.053812	0.677515	0.5012
AG	0.113980	0.043512	2.619503	0.0116**
GDP	1.024938	1.127429	0.909093	0.3677
INT	0.859176	2.783086	0.308713	0.7588
INF	0.167502	0.071689	2.336503	0.0235**
R-squared	0.379587	F-statistic		3.399054
Adjusted R-squared	0.267913	Prob(F-statistic)		0.002517***
Durbin-Watson stat	1.456308			

\*\*\* denotes significant at 1% level, \*\* denotes significant at 5% level and \* denotes significant at 10% level

Source: Researcher's own computation through EViews 6 based on financial statements of insurance firms and NBE reports.

#### 4.5.2 Discussion of Results

##### 4.5.2.1 Firm Specific Variables

#### **Profitability**

the results of random effects model indicated that the coefficient of profitability was negative as expected but not statistically significant (with p-value of 0.25) to explain capital structure of Ethiopian insurance companies. This finding is in line with a study by





Solomon (2012) both in terms of significance and sign. Moreover, the negative coefficient of profitability factor was as expected by the researcher and in line with pecking order theory; but, it was not significant.

### **Liquidity**

The results of random effects estimation showed that the liquidity variable (with pvalue of 0.54) found to have a negative and insignificant influence on financing choice of insurance companies in Ethiopia. This finding is consistent with the findings of previous researchers such as Solomon (2012), Amanuel (2011), and Cekrezi (2013).

### **Business Risk**

The positive coefficient of business risk (with p-value of 0.0855) was significant to influence capital structure of Ethiopian insurance firms at 10% level of significance. This implies that firms with more volatile before tax earning were more leveraged than firms with less volatile before tax earning in Ethiopian insurance sector, which is consistent with the pecking order theory. From an empirical perspective, this finding is similar with the findings of previous studies such as Naveed et al. (2010), Bayeh (2011), and Solomon (2012).

### **Size**

As per the random effects result presented in table 4.6, the coefficient of size variable was positive and strongly significant at 1% level with p-value of 0.0059, as expected and hypothesized. Thus, insurance firms with larger size were more leveraged than insurance firms with smaller size in Ethiopia under the study period. This is consistent with trade off theory (Frank and Goyal, 2005). Besides theoretical support, this finding is in line with plenty of previous studies including Woldemikael (2012), Solomon (2012), Usman (2013), Torneyeva (2013), Mohamed and Mahmoud (2013), and Naveed et al. (2010).

### **Growth Opportunity**

The study result based on random effects estimator implies that the existence of positive as expected but insignificant relationship of growth opportunity and leverage with a p-value of 0.5. The positive coefficient of growth opportunity was consistent with pecking theory



but not statistically significant. Besides, this finding is consistent with prior empirical findings of Woldemikael (2012) and Usman (2013).

#### Age

The coefficient of age variable was positive and statistically significant at 5% level with p-value of 0.0116. This finding can be interpreted as; the more firms stay in business, the more likely they become known and mature thus they can easily raise more debt. This finding is consistent with empirical evidences of Bayeh (2011) and Mohamed and Mahmoud (2013).

#### 4.5.2.2 Macroeconomic Variables

##### GDP Growth Rate

Based on the regression result the coefficient of GDP was positive as expected but found statistically insignificant, with p-value of 0.368. The positive coefficient of GDP growth rate is in support of tradeoff theory, but found insignificant. In empirical perspective, this finding is consistent with Mehdi et al. (2012).

##### Interest Rate

As it is shown in random effects estimation result, the coefficient of interest rate variable was positive as expected but strongly insignificant, with p-value of 0.7588. The positive coefficient of interest rate is in line with tradeoff theory; but, found insignificant. This finding is in line with a study by Mehdi et al. (2012).

##### Inflation Rate

Regression result, indicates a positive coefficient for inflation rate variable which was 0.1675 and it was also significant at 5% level with p-value of 0.02, to influence financing decision of insurance firms in Ethiopia. This implies that the higher the inflation rate in Ethiopia becomes the more likely insurance firms of the country forced to issue more debt than equity in order to finance their operation. This finding is in support of tradeoff theory. Regarding empirical work, this finding is consistent with previous research by Tesfaye and Minga (2012).



## 5. Conclusions and Recommendations

### 5.1 Conclusions

Based on the random effect regression results of present study; business risk, firm size, age, and inflation rate variables were found to be significant factors that affect capital structure decision of Ethiopian insurance firms positively, confirming trade off and pecking order theories as prominent theories for the sector. More specifically, among the two; tradeoff theory is found as the most influential theory for firms than pecking order theory in context of Ethiopian insurance sector.

### 5.2 Recommendations

✚ from the study it is found that business risk, firm size, firm age, and inflation rate were the significant factors that can influence firms' financing decision in Ethiopian insurance sector. Accordingly, managers, shareholders, and potential investors of insurance companies in Ethiopia, are recommended to give closer consideration for such factors in order to gather the fruits of an optimal capital structure. Particularly, management bodies of Ethiopian insurance companies with more volatile before tax earnings should establish and maintain a friendly relationship with their lenders (i.e. commercial banks and other lending institutions) in order to raise more debt. By doing so, they can mitigate problems arise from earning fluctuation such as lacking sufficient internal retained cash flows as well as external share issuance to finance their operation when their earnings fall. Similarly, managers of larger and aged insurance companies in Ethiopia are recommended to strengthen their relationship with lending banks in order to access substantial amount of their debt financing need thereby to achieve an optimal capital mix that maximizes their firm"s value. Furthermore, when inflation rate in Ethiopia is expected to be high, insurance firms within the country are advised to depend more on debt finance than equity. In doing so, they can benefit from the real value higher tax deductions on debt associated with higher expected inflation rate in the country

✚Based on the regression results found, among the major theories of capital structure, trade off and pecking order theories



appeared as prominent theories for Ethiopian insurance sector. More specifically, tradeoff theory is found as the most influential theory from the two theories. Therefore, managers of Ethiopian insurance firms are advised to act accordingly by giving due attention first and most importantly for tradeoff theory thereafter for pecking order theory while making their financing decision.

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#### Appendices

##### Appendix 1: Correlated Random Effects - Hausman Test

Chi-Sq. Test Summary	Statistic	Chi-Sq. d.f.	Prob.
Cross-section random 8.997180		5	0.1092

##### Appendix2:HeteroskedasticityTest-White

##### Heteroskedasticity Test: White

##### Appendix 3: Random effects estimation results

F-statistic	7.943802	Prob. F(50,9)	0.0012
Obs*R-squared	58.67057	Prob. Chi-Square(50)	0.1875
Scaled explained SS	44.79032	Prob. Chi-Square(50)	0.6819





Dependent Variable: LEV Method: Panel EGLS (Cross-section random effects) Date: 05/28/14

Time: 03:47 Sample: 2008 2013 Periods included: 6

Cross-sections included: 10 Total panel (balanced) observations: 60 Swamy and Arora estimator of component variances

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-0.680813	0.623433	-1.092038	0.2801
PR	-0.153861	0.132295	-1.163016	0.2503
LQ	-0.004216	0.006833	-0.616940	0.5401
BR	0.069785	0.039773	1.754571	0.0855
SZ	0.048968	0.017021	2.876887	0.0059
GR	0.036458	0.053812	0.677515	0.5012
AG	0.113980	0.043512	2.619503	0.0116
GDP	1.024938	1.127429	0.909093	0.3677
INT	0.859176	2.783086	0.308713	0.7588
INF	0.167502	0.071689	2.336503	0.0235
	Effects Specification		S.D.	Rho
	Cross-section random		0.034281	0.3407
	Idiosyncratic random		0.047692	0.6593
Weighted Statistics				
R-squared	0.379587		Mean dependent var	0.338992
Adjusted R-squared	0.267913		S.D. dependent var	0.059250
S.E. of regression	0.050696		Sum squared resid	0.128502
F-statistic	3.399054		Durbin-Watson stat	1.456308
Prob(F-statistic)	0.002517			
	Unweighted		Statistics	
R-squared	0.359300		Mean dependent var	0.686418
Sum squared resid	0.220188		Durbin-Watson stat	0.849905



## READING URMILA PAWAR'S THE WEAVE OF MY LIFE IN THE LIGHT OF DALIT FEMINISM

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### **Abstract:**

The paper would focus on the litererians especially Urmila Pawar who made their milestone contributions to Dalit literature. They rejected any Eastern and Western critical theories and decided to create a literature of their own. These expressions in literature soon gained their importance. Silenced for centuries by prejudices and oppression the writers in the path ways of Ambedkar continued to register their anguish and protest in almost all genres of literature, importantly biographies, autobiographies and memoirs. Pawar continued to write according to a vision of her own, speaking about the inner quest for identity. She was doubly marginalized being a Dalit and a member of the weaker sex. Her memoir *The Weave of My Life* is originally written in Marathi language and later translated in English. After translation Pawar became an international personality. In her bold and intimate memoir Pawar shares her personal tragedy including her inter-personal and inter-communal relational clashes and tolerance. Pawar recounts three generations of Dalit women who struggled to overcome the burden of their caste in her memoir. Largely it deals with the issue of cast, creed and sex especially with reference to Indian context. Her memoir has emerged as embodiment of protest and rebel. In this frank and intimate memoir, Pawar not only shares her tireless effort to surmount hideous personal tragedy but also conveys the excitement of



an awakening consciousness during a time of profound political and social change.

**Keywords:** Feminism, Dalit Consciousness, Subaltern Voices, Oppression.

## Introduction

Dalits are India's former "untouchables", so called because their touch was considered polluting due to the work they did – handling dead matter (the hides of animals, tanning, cutting hair) or faeces. The fight against untouchability is of long standing. The efforts of two great modern Indian leaders, however, had the greatest impact in bringing public awareness of the need for eradicating this acute and particular form of oppression: Mahatma Gandhi – who called them "Harijans" or "children of God", and B.R. Ambedkar, a brilliant lawyer, himself from an untouchable caste, who led the drafting of India's constitution. But although the Constitution of independent India outlawed untouchability and its practice in any form, and directed the government to take affirmative action to compensate untouchable castes for

these historical wrongs, the stigma against them continues in both subtle and overt forms to this day. In our caste-based Indian society, upper caste women are more advantaged than lower caste men and women. But the condition of lower caste women is worse because apart from caste discriminations, they even are the victims of gender discrimination in the domestic and social level too. The intersections of caste, class and gender express power relations in the political, economic, social and cultural domains and Dalit women's suppression cannot be decontextualised from these realities. It is emphasized that women's subjugation is the result of sexual oppression, economic



exploitation, socio-cultural suppression, unequal gender relations. Dalit women shared an impurity in nature and even shared the location with dalit men of their same community. However, caste shapes the very integral part of gender status and identity of Dalit women. Because of this only, Dalit women considered as derogated laborer or slave left to do menial service works which are constructed as polluting and inferior. In comparison to high caste women, Dalit women are at the lowest end of the society.

The body of a Dalit woman becomes a site for the assertion of caste based pride and domination. She is only the silent recipient of patriarchal notion of supremacy of males. Dalit women and girls are especially vulnerable, experiencing not only the discrimination of caste, but also of class and gender – ‘double discrimination’ as it’s called here in India – leaving them in a vicious cycle of marginalization and exploitation. The burden of caste, class and gender has a strong influence on Dalit women autobiographical writings. Gender and caste in a way bring together a collection of historical and contemporary political developments, reports, manifestos and testimonies. Women who are trying to get some identity now found themselves challenged with new arena. Dalit women in India started questioning whether feminist movement in India discussed the muted areas of caste and gender oppression of Dalit women or not. Dalit women are suppressed and exploited by the upper caste men and even by Dalit men too. This results into their victimization both within and outside the caste. The way a Dalit woman is differentiated under the crushing impact of caste and gender is poignantly conveyed in Urmila Pawar’s ‘The Weave of My Life’ especially how she made a milestone contributions to Dalit literature. Urmila Pawar is a literacy personality, known for her short story writings in Marathi literature. She was born and brought up in konkan region of Maharashtra state. She was born in the year May



1945 at Adgaon village of Ratnagiri District. Today, she is known as a feminist writer and leader of Women's lib movement. As a dalit writer, she has established herself after DayaPawar, Baby Kamble and Shantabai Gokhale as the prominent voice of Dalit literature. Her memoir 'Aaiadan', which was published in the year 2003 and was translated by De.MayaPandit as The Weave of my life: A Dalit woman's Memoir.

'Aaidan' means weaving of cane baskets. It was the main economic activity of the mahar community, whom, she belongs. There is another meaning to the word Aayadan; it is utensils used by them. The Mahar community was staying in the central location of the village, as they could be useful to the upper caste people for their sanitation related works as well as to protect themselves from the attacks from outsiders

Weaving happens to be the central metaphor of the present memoir, Weaving of bamboo baskets, the main professions of the protagonist's mother, indicate their low caste as well as their dire economic poverty. Pawar has referred about death of her father, when she was in third standard. Her mother was not visiting any community functions or other programmers but doing her work and nurturing children in her own capacity. She was having in the school days only two sets of clothes, which she wore alternatively for three or four days. They were washing their clothes weekly once and she has bad habit of spitting around her, which was very objectionable for others as Urmila was unaware of this bad manner. Pawar has specifically thanks her teacher Diwalker who had taught her good manners and importance of cleanliness. She got her first scholarship of Rupees, 12(twelve) in fourth standard and for the first time in her life, she could see the Ten Rupees



note and one rupee two notes, the teacher has asked her to buy two new frocks for herself from the money.

Aye was weaving her baskets as usual. She did not see me when I crossed her and entered the house. Her face looked worried. She was engrossed in her own thoughts and her fingers flew over the basket. Going to her about the scholarship and held the twelve rupees before her. Suddenly her face lit up with a sunny smile and “sprinkle water on them to wash away the pollution, and only the would they touch them” (65) and “drop coins in my hands from above, avoiding contact as if their hands would have burnt if they touched me”. (65) Another episode is when Pawar after marriage with her husband shifted to Ratnagiri and his landlord forced them to find any other accommodation because of their caste: “May earlier landlady was a maidservant and this landlady was a municipal councilor. Yet the maid and the honorable councilor were united on one point: caste”. (68) Pawar not only shares the tragic lives of Dalit women but also presents her excitement of an awakening consciousness that will bring a drastic change in their conditions and situations. The aim of Pawar in writing this novel is to highlight the self. She talks about her personal life and her life experiences. She admits: “What the writer writes about is social reality and not his her individual life”. (69) Thus her novel delineates a detailed narrative of how dalit men, women and children encountered modernity- the school, the city, the family, the beaurocracy, activism, society, religion- bringing in to focus new times and spaces. Thus, the novel talks about the intersectionality of caste and gender indicated further to the subjugation of Dalit women. She questioned the whole caste system for subsiding women and made their struggles ‘private’ to hide the truth. There are few incidents narrated in the novel “The Weave of My Life”, where Urmila shows certain traces of resistance in Dalit women. One example is that when a woman entered into Pawar’s



house to get some shelter from her husband who was running for her life. She shouts: "The son of a bitch beats me up without any rhyme or reason. May his face burn!" (55). There are references to Ambedkarite movement, dalit women actively participating in various emancipatory movements. She writes: "...These and many such women who made history by participating in the Ambedkar movement became a source of inspiration for us..." (57). Urmila also made certain indications indirectly to her own life where she has now started a Dalit women's organization for the welfare of Dalit women. She says: "There are so many issues concerning the women in our community, such as ignorance, casteism, employment and others. That is why it is necessary for all of us to come forward and unite". (68)

Thus, through her novel, Urmila Pawar enables herself to map the dalit modernity as a social experience in process. It is a narrative of how dalit women encountered modernity- the school, city and so on and used them for their own welfare and development. She openly challenges the caste and gender discrimination drawn upon Dalit women. She even provides different suggestion to protect the rights of dalit women and also to fight against such evils.

Pawar has given very minute details of oppression and exploitations of girl child and women. Sometimes the humiliation is so much that it is biting to the reader with his/her sensibility. Pawar describes in this following quotation both the insult and hunger of the girl child. Whenever they get good dish or complete food, it is difficult for them to control. As Pawar narrates the incident,

"Once, I went to attend wedding at my sister-in-law's place, along with two of my nieces. However, when we three spout girls set down to eat and begun asking rice repeatedly, the cook got angry, 'Whose daughters are these anyway? 'He burst out. 'They are eating



like monsters' then someone answered 'they are from our'' Sushi's family! Daughters of Arjun master!' On hearing this, the host came forward.

'Oh! Are they? All right, all right let them eat as much as they want! Serve them well!' The cook returned with more rice but being called monster was not easy to digest and we politely declined.'"(36)

Adgaon was the native place of Urmila Pawar, but for her education purpose, her family was staying near Ratnagiri. Pawar recollects the school days memory. One day her classmates at school had decided to cook a meal. They had discussed what everyone should bring; rice, lentils, and so on. Pawar remembers the incident,

"What should I bring? Nothing, they said.' You must bring some money "(20)

They were going to girl's house called Tarlatan Savant as her parents were away. Girls cooked at a like Sushi Dhaka, Kamal Chaman and Sunland Bhopal cooked a simple but testy meal of rice, dal and vegetables. As Pawar writes this painful incident

"They did not allow me to touch anything. However, we all ate together.

I really enjoyed the meal. The next day I was horrified to hear that my eating had become

the hottest topic for juicy gossip. Girls were whispering in groups about 'how much I had

eaten.'"

It was very humiliating that Urmila felt thousands death that day. This narration shows two important issues in the cultural inheritance of the country .Children show signs of caste distinctions





and Untouchability as well as, poor people is humiliated for their hunger. The transformation of religious activities also took place after Dr.B.Ambedkar's Maha Nirwan .It was unanimously decided by the villagers to discard all Gods and Goddesses and replace them by Dr. Ambedkar's photo and Lord Buddha's photo. As Urmila narrates,

"We put all of them in a basket .In fact, the silver and the brass would have fetched a tidy amount if we had sold the stuff. However, we have firmly resolved to discard the godswith all the accompanying paraphernalia. Therefore, we went to the river with the other people, the young children in row. On the way, people chanted the same traditional invocation but with a completely different set of words:

O ye Gods;Yes that's right, Maharaja,

Go back to your own place.

You never did well to us.'"(21)

The community was having faith in the blind faith and unethical and inexperience medical assistance. Her father has never taken care of Sushi, her elder sister after her marriage; she died with her own agony and pain. Sometimes, Urmila Pawar feels that for outsiders and society, her father was a reformist but for his own daughters he has patriarchal approach. She narrates the case of Parvati, sister-in-law, who has no say in her house or to eat on her own. She was living a hopeless life. Pawar shows through her case the exploitation and oppression of women. This is similar to the Black Feminist theory, where they accept the harsh reality of being woman and black, so exploited both the ways from white people as well as the male counterparts of their own community. When, Pawar refers to her school life and sharing of lunch boxes experience, she has specifically



mentioned the items prepared by the upper class students and the variety of items attracted her but considering her economic condition at home, she never imagined even to talk about them at home. She felt humiliated in her English language class where, her teacher used to abuse her for her poor command over the subject. He used to scold her,

“This is English, the milk of tigress; it is not easy, like acting in plays.”(25) She has narrated her experiences of sexual exploitation at her early adulthood and about her schoolmates. This narration and incidents of sexual exploitation are evident in her memoir,

“My maternal uncle plays dolls with me and pretends to be my husband drags me into an alcove and presses me hard.” (26)

Urmils’ a sister started learning in high school. After some weeks, there are certain changes observed in her language and attitude for her mother, sister-in-law and others. The respectful way she was addressing her family members shows the sign of change in women with education and change of reformation in the community. Her sister used to speak plural verb form like the Brahmins. Pawar’s objection for this type of approach was for two reasons – (1) deviating away from the community language and (2) from feminist point of view, if you unnecessarily respect others you yourself degrade you in the eyes of others without reason. She has given narration of wife beating incidents at the home front as well as at the community. The narration of pathetic incident of beating a pregnant woman only based on blind faith is a touchy as well as alarming for the generations to follow. This type of misunderstanding happened with Pawar, when one day she was found missing until late night. That day she was with Harishchandra opposite school gate near seashore. However, the entire family thought that some Ghost spirit has occupied her and this has created confusion in the family. Her mother exclaimed,



“Thank God! The ghost did not crumble you up. The God of this place has saved you

It is the spirit of the ancestor’s that has protected you!”(27)

Pawar has described her first night experience which cannot forget as she has earned a label as ‘frigid’.as she narrates,

“Never mind! My husband’s hands were groping all over my body. The tiny room with its peeling walls, the single iron bed with its creaking iron strips, the smelly, moldy mattress with hard lumps of cotton, the dirty, stained, old bedspread, the flat hard pillow smelling like a naphthalene bag.....the sharp yellow strip of light from the bulb piercing the eye...”(45)

She felt little bit upset but again the second thought came to her mind that it might be the wish of the husband himself. A sign of her being virgin. If she had taken any initiative, he would have suspected her virginity. She thought that she was aware of every move but she remained salient.

Pawar feels strongly that self-respect received by man is very natural which is difficult for the woman to achieve without efforts. Her inner transformation started with participation in drama at the school / college days and her strong faith in reading books, about Babasaheb Ambedkar and other Dalit writers. Pawar has also given an account of specific surnames their community have as she writes,

“Kacharya (Dirt), Honda (stone) Magadha (stone) Bhikya (beggar). Then names began

to be written with English initials, like, R.L.Tambe, K.D.Kadam, G.B.Kabmle, and



so on.”(24)

Pawar shows the distinction of male female positions and titles awarded to them. She says when any man is promoted he would become a 'Bhaushaeb' or 'Raosaheb' but a woman officer will remained only a 'Bai' without the title of Sahib. As a Dalit writer, she felt much as it is an insult to her position and caste. Due to English language, today all women are called 'Madam' irrespective of their position. This has generated the question of self-respect among the women. Pawar has highlighted the other important issue of male child through the example of her own brother Sahu. The attraction for male child is highlighted when her brother had son. The namkaren was to be performed at Ratnagiri. The word Namkaran has replaced the Marathi local word Barse. On this occasion in a discussion the sisters have raised the issue of property rights of girls after marriage. Dr. Babasaheb 's New Hindu code bill is also discussed.

“Don't' you know that Babasaheb had asked in the Hindu code Bill to give the daughters their share of property? So come on, get up now!”(21)

She has also narrated another incident of daughter's property rights, when all the sisters were together for the Sahu's son is naming ceremony and with natural expectations; they have fight with the brother. However, her mother scolded the daughters that why should they expect something from the brother since they are well versed and happily settled. It means ones married the daughters have no natural right to obtain any material advantage from their parents.

Pawar has also narrated the story of Joyti who has attempted to steal other woman's child for the cause male child craze of her husband. She has reflected in her story 'Shalya'. Joyti's story that



gave birth to five daughters. When she was pregnant for the sixth time, she was afraid that her husband would torture her for the girl child. She got her daughter exchanged with other unmarried girl who has delivered a baby boy. Pawar writes that when she was invited to read this story at function Harischandra insisted that they should keep their son together to show to others that they have in real life a son. Similarly the issue of daughters' parental rights after marriage, which is a sensitive issue that she has focused through her own example while leaving Ratnagiri house.

Pawar also accepts the harsh reality of household work done by the husband in the presence of the guests, whether with understanding or just for the sake of pretention. It was difficult for her to judge her husband's intentions,

“Once, both of us were at a function. Mr. Pawar had been very reluctant to attend it and I had literally dragged him there. When it was time for drinking session, he got up to go .A sensitive artist sitting there asked him, why you are leaving. Oh yes, Mr. Pawar answered easily we have to leave. This is the time we get water in the house.

So I have to go fill it up.” (65)

After some days, that artist was narrating the story to someone, “The poor husband was going to store water at home and this shameless woman was laughing. How easily, men appeared poor and women

shameless.” (68)

At the end of her memoir she concludes with pathetic ritual of death ceremony in Maharashtra, where a widow has to break her 'Mangalsutra' and her bangles and with the left toe of the husband she



has to remove her wifehood i.e. kumkum tilak. Urmila opposed this ritual and for Prof. Ramakant Jadhav could pass the resolution of Buddha Panchayatan on 14 April 2002 about removal and breaking of Mangalsutra by the widow. She sums up with the question of her own 'Aaydan' but this is a harsh reality of life if someone accepts or not.

Urmila Pawar reflects on her use of the category 'Dalit', arguing that it is a radical, rational-humanistic category developed in the rebellion of those oppressed and humiliated by the social system. She sees her consciousness of becoming a modern individual emerging from the Phule –ambedkarite movement and granting individuality to both men and women from the women's movement in Maharashtra Sharmila Rege in her afterword writes,

"Memoirs of humiliation and resistance delineate the reproduction of caste as a form of modern inequality both in the village and the city. people would first purify the Aaydan, the basket, woven by dalits by sprinkling water on it .At school, teachers would pick on dalit girls to clean the dung on the school verandah when it was the turn of their class to undertake the cleaning."(26)

'In the concluding paragraphs of her Memoir Urmila Pawar writes, "Life has taught me many things, showed me so such. It has also lashed it me till I bled, I don't know how much longer I am going to live, nor do I know in what form life is going to confront me let it came in any form; I am ready to face it stoically.

This is what my life has taught me. This is my life and that is me." (78)

In conclusion, it may be stated that this autobiography has emerged as embodiment of protest and rebel. The feminist discourse may encourage to initiate a new feministic movement of Dalit



consciousness and to bring social transformation. In this regard Sharankumar Limbale argues, "Dalit consciousness is an important seed for Dalit literature, it is separate and distinct from the consciousness of the other writers. Dalit literature is the demarked as unique because of these consciousness." (32)

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## TRANSNATIONAL COMPARATIVE STUDIES AS SOURCES FOR RESEARCH: HOW SCIENTIFIC, HOW RELEVANT?

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**Keywords:** Transnational Policy Formulation, Transnational Comparative Studies, Indicators, Evidence-based Policy Documents, Scientific and Empirical Sources of Research

This paper looks upon the design of comparative studies conducted by transnational actors and the use of indicators, generation of big data and categorization, benchmarking and ranking. The primary focus of the paper is to analyze in what way transnational comparative studies, their elements and their outcomes including indicators, big data reports and evidence-based policy documents based on them are relevant for scientific research. The author intends to stimulate a discussion about 'how should be the transnational comparative studies included in research in a scientific way?'

Comparative studies conducted by transnational actors using indicators and big data reports for quantifying performance of states referring to certain 'floating signifiers' are a characteristic of the contemporary era where policies are 'evidence-based.' Different transnational organizations conduct comparative studies, collect big data, prepare elaborate reports and formulate policies on the basis of 'evidence' to categorize and rank nation states and other actors. Policy interventions usually follow this. As a result, policy interventions also play a decisive role in research and influence the results of comparative studies conducted at a mega level to a great extent. Indicators are therefore constructed as policy instruments usually for funding and interventions by certain stakeholders with stakes that have linkages



other than what is explicitly evident from the big data collected or arranged on the basis of these indicators rather than comparative studies embedded in social science research. They might serve as lenses through which a picture of reality seems distorted or improvised so that a space for policy interventions could be created. The way these comparative studies are designed and the objectives they tend to achieve, thereby, put their reliability as a scientific source into question. Also, they make comparative research blunt and rather ineffective, subject to criticism of being unreliable. This paper focuses upon the following research questions:

1. What is the nature of transnational comparative studies (based on big data) conducted by transnational actors?
2. How to treat the elements and outcomes of these comparative studies including indicators, big data reports and evidence-based policy documents (policies as products) as sources for research?
3. What could be compared and what could not be compared using the big data on which these comparative studies are based?

Two cases are used in this paper to find out answers to the above-mentioned research questions. The first case is about the comparative study conducted by the OECD called PISA. This study is about comparative use of big data and indicators to measure outcomes of education system in participating countries. The author examines the objectives, design and outcomes of this comparative study and draws inferences that help to answer the above mentioned research questions. The second case is about the comparative studies about development made by the World Bank. The World Bank has used different indicators to quantify and measure development, using indicators that have been changed from time to time. The author examines the comparative approach used by the World Bank to



understand its objectives, design and outcomes in the context of development.

The two cases are very different from each other. The OECD publication describing the PISA results is well discussed in the field of education and its outcomes have made a lot of difference across many countries. The current study also explains the importance of contexts and the relevance of comparative studies in different contexts where 'deconstruction of the context' is the basis of comparison, a well-discussed question in comparative studies. However, the OECD and PISA represent much, the reality in Europe.

The second case about development represents another picture of reality outside Europe and beyond the field of education. The study is also new and the core policy document regarding this was released only in April 2016.

### **Analytical Model:**

The paper uses the Box Model proposed by Ehlers (Ehlers 2006: 10-11) as an analytical strategy for differentiating between scientific and non-scientific comparative studies. The author analyses the nature and design of transnational comparative studies according to this model as scientific or non-scientific.

Ehlers' Box Model presents an analogy to understand the rationality of actors at micro and macro level and distinguish between what is scientific and what is non-scientific. It explains that there is an incompatibility between what is happening in science, practice, profession and policy because the actors in these boxes cannot think completely out of the box. In a way it is similar to the concept of bounded rationality by Simon which says that decision makers have limited rationality due to barriers of limited knowledge, time and also because they want to satisfy everyone involved with the decision rather than choosing the most rational solution to a given problem (Simon

1991). Ehlers Box Model however explains that there is not 'one universal rationality' but more than one rationalities and thinking in one box is not compatible with the thinking in the other box because the rationality within a box is different than the rationality within the other box (Ehlers 2006). The emphasis of this model is on understanding the context rather optimization of benefits.

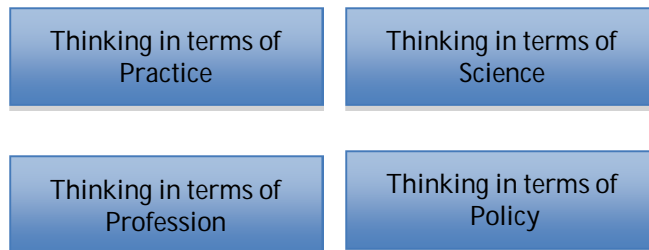


Fig 1: Ehlers' Box Model (Ehlers 2006: 10-11) Analytical tool to understand thinking of actors within boxes

The model could be used to understand the nature of comparative studies conducted by transnational actors and the methodology (using indicators to generate big data and formulate evidence-based POLICIES policy documents) used by them that they call 'scientific.'

The point of departure in this paper is that transnational comparative studies are non-scientific in nature and they cannot be treated as scientific sources in research.

### **Scientific Literature**

Much scientific literature about current trends in policy-formulation by transnational actors conducting comparative studies based on big data reports indicates that the source of power and



authority behind transnational actors like the OECD is their 'scientific approach' comprising of ranking, rating and evidence-based policy formulation (Power 1999, 2003, 2004; Strathern 2000, 2004; Davies et al. 2000; Nutley et al. 2002; Davies 2004; Martens 2007; Schuller and Burns 2007; Grek 2011). Martens suggests that the scientific element in the comparative studies conducted by the OECD transform it into a powerful transnational agent and create a space for policy intervention for it (Martens 2007:42). Commenting upon this, Grek suggests that transnational actors construct new meanings and set-up new norms and principles using this authority (derived from their scientific approach) (Grek 2011:41). Davies, Nutley, Schuller and Burns suggest that formulation of policies based on 'evidences' makes them more rational as compared to those that are not based on 'evidences' (Davies et al. 2000; Nutley et al. 2002; Davies 2004; Schuller and Burns 2007). Lawn and Lingard argue how IALS (International Adult Literacy Survey, 1994-98) drew authority because of the measurement tools it adopted (Lawn and Lingard 2002). Porter and Webb discuss how OECD has become a brand because of the scientific design that it follows in generating its reports based on the comparative studies it conducts and the big data it generates (Porter and Webb 2004).

Grek notifies that policy formulation by the European Commission in post-2000 and the post-Lisbon Treaty, 2000 period has been marked by the use of indicators and benchmarking (Grek 2011). She describes IALS as heralding a new era in international comparative studies since it attracted much confidence and authority due its measurement tools. Grek further discusses ALL (Adult Literacy and Life Skills Survey, 2002-04) following IALS and finally PIAAC (Programme for the International Assessment of Adult Competencies, 2011). She highlights the important link between these surveys (comparative studies) and setting up of the contextual framework for Lifelong Learning in Europe embedded with skills and competencies



(Grek 2011). She suggests that through these comparative studies with progressive linkages among them, THE OECD was successful in creating a framework for Lifelong Learning in the European policy space. The framework was not challenged because of the scientific claims that it had and the strong 'evidence-base' on which it was standing.

Grek refers to the context in which PIAAC is carried out as the context of post-PISA success. In another article, she discusses PISA in detail and explains the linkage between OECD's success as a policy formulator and the scientific nature of PISA (Grek 2009). While Martens calls it Governance by Comparison (Martens 2007), Grek calls it Governance by Numbers (Grek 2009).

Kreiner and Christensen however, have evaluated PISA critically and have shown through a detailed statistical analysis, how unreliable the ranking of countries is, by using the example of Denmark and UK and showing how their ranking could be changed using simple manipulations (Kreiner 2011, Kreiner and Christensen 2014). Adams however points out that the arguments by Kreiner are flawed and PISA rankings represent reality (Adams 2011). Sjøberg argues that the results of PISA are unrealistic and it is not possible to compare countries that represent different cultural contexts through general indicators because the same questions mean different things in different contexts. So are the answers and therefore, a common test could not be the basis of assessment and ranking as done by the OECD using PISA results (Sjøberg 2015). Ehlers writes while explaining policies, 'context matters!' (Ehlers 2017:5). He explains that the context for the developments in the transnational policy space has been marked by integration of policies for decades - both vertical as well as horizontal (Ehlers 2017:15). Using the example of education policies in the European policy space, he suggests that education policy in Europe was kept out of integration since the beginning (signing of Treaty of



Rome in 1957) but finally, integration of education policies started in 2010 (decided in 2008 by the passing of European Qualification Framework) when education became an economic policy rather than a cultural or social policy. This was backed by the comparative studies conducted by the OECD. (Ehlers 2016, personal communication).

Nóvoa and Yariv-Mashal differentiate between comparative studies as a discipline (historical journey) and comparative studies as a policy (Nóvoa and Yariv-Mashal 2003). Tracing the evolution of comparative studies historically, they explain how comparative studies have moved from 'Knowing the "other" (1880s)' to 'Understanding the "other" (1920s)' to 'Constructing the "other" (1960s)' and finally to 'Measuring the "other" (2000s)' (Nóvoa and Yariv-Mashal 2003: 423-4). They criticize the use of comparative studies as a 'mode of governance' and the movement away from the nature of comparative studies as a 'historical study' (Nóvoa and Yariv-Mashal 2003: 435). Discussing the design of education policy in the contemporary era and the context because of which a drastic change is evident in the design of policies, Ehlers has explained how the aims of education policies have become 'economic' rather than 'cultural' or 'social' and how drastic are the changes due to the a very fast movement towards transnationalization (Ehlers 2017:33-34.). Grek suggests that this significant change in the way of policy formulation by European Commission was meant to push forward, its agenda regarding economic growth and the labour market (Grek 2011). According to her, the comparative studies conducted by transnational actors followed by ranking and the open method of coordination (benchmarking and naming and shaming) is meant to bring the EU member states (participants in the comparative studies) together within a common policy framework. Ehlers calls it 'policy integration' and explains the vertical and horizontal integration of policies fuelled up by transnational actors. Using a simple model of policy integration, he sets aside all the debate about policy learning,



policy borrowing and the like, and explains about how integration is taking place in the policies of the member states comprising the European Union. Ozga et. al. write that contemporary education management in Europe is guided by data and data management through comparative studies (Ozga et. al. 2011). They further elaborate that quality assurance is put in numbers through the use of indicators followed by ranking and benchmarking.

The author was not able to find much relevant scientific literature regarding World Development Indicators 2016 and the World Development Report 2016 because they have been published few months ago and World Banks' comparative studies have not been much discussed in research.

#### Cases and Policy Documents (Empirics)

Four policy documents have been primarily referred to, for discussing the two CASES case studies mentioned in the introductory section of this paper.

'PISA 2015 PISA Results in Focus' (OECD 2015) document has been referred in the first case regarding the OECD educational indicators since some of scientific references were available to describe it. Three documents have been primarily used to describe the second case about World Bank development indicators because relevant scientific references were not found. These documents are: 'Transforming the World: Agenda 2030 for Sustainable Development' (United Nations 2015), World Global Monitoring Report, 2016 (World Bank 2016) and World Development Indicators 2016 (World Bank 2016).

#### Case 1: OECD Education Indicators:

The comparative study by OECD explores the possibilities in the cohort ready to enter the labour market. It does not only focus on the





skills and knowledge that they possess but also what they can do or cannot do with those skills and knowledge. The use of the keyword 'modern economies' points towards the considerations that serve as objectives for the comparative studies conducted by the OECD.

The OECD document showing PISA results for the year 2015 mentions:

"The assessment does not just ascertain whether students can reproduce knowledge; it also examines how well students can extrapolate from what they have learned and can apply that knowledge in unfamiliar settings, both in and outside of school. This approach reflects the fact that modern economies reward individuals not for what they know, but for what they can do with what they know."(OECD 2015:03)

The comparative studies conducted by the OECD also show what could be achieved and what has not been achieved. The text below clearly shows HOW that the findings of OECD comparative studies are meant to provide policy inputs to the participants who have been ranked after the interpretation of collected data using indicators.

"PISA results reveal what is possible in education by showing what students in the highest-performing and most rapidly improving education systems can do. The findings allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other education systems, and learn from policies and practices applied elsewhere. While PISA cannot identify cause-and-effect relationships between policies/practices and student outcomes, it can show educators, policy makers and the interested public how education systems are similar and different – and what that means for students"(OECD 2015: 03).



It is interesting to note that THE OECD claims de-contextualization through its comparative studies (OECD 2000: 88-89), which means that the applicability of its comparative studies extends beyond borders.

#### Case 2: Development Indicators (2015-30)

The adoption of Agenda 2030 in September 2015 proposed by the United Nations introduced a new set of development goals which posed a challenge not only for the so called 'developing' but also for the so called 'developed' countries. 17 goals with 169 targets to achieve presented a vivid picture of what needs to be achieved across the globe in the coming 15 years (till 2030).

The Global Monitoring Report 2015/16 highlights the demographic challenge in Europe. The Report includes two pages on 'Monitoring Global Development Progress: A Snapshot' showing some graphs created with the data collected from comparative studies across the globe. Some of the graphs have captions like 'Projections show that the global poverty rate may have fallen to single digits in 2015. Yet, the number of poor remains high,' 'While income poverty fell rapidly during the MDG-era, a large unfinished agenda remains for the SDGs with respect to non-income goals' and 'Prosperity needs to be better shared with the bottom 40 percent of the income distribution, especially in high-income countries' (World Bank 2015/16)

The World Bank Indicators 2016 document further sets up indicators according to the Agenda 2030 and the Global Monitoring Report and categorizes countries along new contours in the new context (World Bank 2016).

The findings of Project Brainpool funded by the European Union also include factsheets about 18 indicators used for different transnational comparative studies along with the policy objectives for which these indicators are formulated. Apart from that, the factsheet



also mentions the name of the organization that developed the indicators and what were the expected outcomes of developing a particular indicator for a transnational comparative study (Project Brainpool 2016 online resource).

## Discussion

1. What is the nature and design of comparative studies conducted by transnational actors?

Nóvoa and Yariv-Mashal's criticism about the current trend in policy formulation and the analysis of Martens and Grek pointing towards Governing by Comparison and Governing by Numbers, the analysis of Ozga et. al. towards benchmarking and Open Method of Coordination, and the recognition of scientific elements in the contemporary policy formulation scenario by Power, Strathern, Davies et al. 2000, Nutley et al., Davies, Martens, Schuller and Burns and Grek - all point to one direction – a discontinuity in policy formulation which Ehlers explains, is a result of policy integration guided by economic considerations. The increasing trend towards evidence-based policy making essentially emanates from the market and not science. Nóvoa and Yarvi-Marshall are not able to differentiate clearly between scientific and non-scientific comparative studies and they trace the evolution of transnational comparative studies in a mixed form. Funding for 'knowing,' 'understanding' or 'constructing' are policy decisions too and not science. The comparative studies that Nóvoa and Yarvi-Marshall discuss in their text mentioned in this paper have always been a policy choice. The only element that seems to be new in the current trend of policy formulation is the use of methods corresponding to scientific methods like formulation of indicators, reports based on statistical data and ranking leading to evidence based policy-formulation. The reason why comparative studies of today are different



from those conducted in the past is therefore, not the scientific element present in them but:

- a. Their market orientation (and thus based on outcomes and deliverables)
- b. Their feasibility because of the enormous information technology system

Before discussing about the nature and design of transnational comparative studies, it is important to note that the analogical model (Ehlers' Box Model) used in this paper suggests that the consideration about what is scientific and what is non-scientific is not general, but specific to a particular case (Ehlers 2016: personal communication). The author accepts this formulation and discusses comparative studies conducted by transnational actors in which states (I would call them contexts) are compared with each other.

The decision about what is scientific and what is non-scientific depends much on objectivity. In social sciences, objectivity of perspective is difficult to maintain but still, there could be objectivity of purpose. The transnational comparative studies are lacking the objectivity of purpose also and this is what makes them non-scientific because they are designed to achieve policy objectives. The findings of Project Brainpool explain why indicators are formulated by different actors explaining the policy agenda behind each indicator and thereby highlighting, what is intended to achieve by the use of these indicators in comparative studies to collect and organize big data.

The PISA ranking is a classic example of what these comparative studies conducted by transnational actors are meant for. As Grek (and others.....) suggest, the objective of conducting IALS, ALL and PISA was to push forward, the economic agenda of the OECD. However, Ehlers looks at it with a broader perspective saying that it is the rather an integration of policies. Keeping that in mind, it is evident that the nature of comparative studies is policy-oriented or political in

nature. Therefore, they could not be categorized as scientific and they lie in the policy box. In other words, the nature of these comparative studies is non-scientific despite the use of some methods (like the use of indicators for measurements) that may correspond to the scientific approach. The design of transnational comparative studies could be understood as follows:

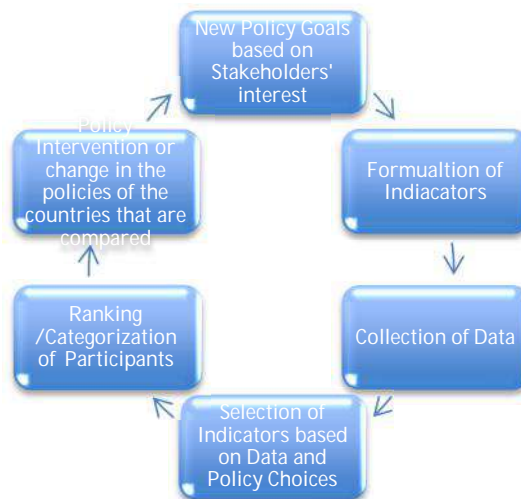


Fig 2: Comparative Studies by Transnational Actors

When a transnational actor decides on new policy goals, it formulates some categories for comparison and represents them through indicators and collects data. On the basis of data, indicators are selected and this is a political decision to include, exclude, merge or split certain indicators and form an index. Using the selected indicators, ranking of participants is done and finally, a space for policy intervention is prepared. Later on, policies are recommended by the same actor or associated actors (depending upon the stakeholder interest) and policy intervention or change in participant's policies could be seen. As a consequence, these comparative studies are not objective in nature.



In the case of comparative studies to compare the level of development, use of indicators is extensive. At present, the World Bank has 800 indicators to measure development. Transnational actors are using indicators to rank the level of development of different countries across the globe since decades. The measurement of income and economic performance of a country in the 1960s was replaced by wider criteria of economic diversity (keeping the countries from the Middle East out of the developed countries bracket in spite of their high income) in the 70s. This was followed by the introduction of the Human Development Index in the late 1980s and early 1990s followed by equality added to it (2012), and also parallelly by the Millennium Development Goals from 2000 onwards. However, in 2015, a new policy agenda came up and Sustainable Development Goals became the new targets for achievement. The Global Monitoring Report 2015/16 published by the World Bank reflected this change sharply and also highlighted the crisis about demography in Europe and the heavy influx of refugees from the Middle East. Suddenly, the meaning of 'being developed' changed completely. The 'high income,' 'upper middle income,' 'lower middle income' and 'low income,' all countries are said to face the challenges of development now and the old world order has diffused to a more chaotic disorder. The demographic challenge owing to the ageing population and decreasing workforce in the countries that were categorized earlier as 'developed' and the enormous requirements to engage the refugee population in Europe's labour market to fuel up the economy has influenced the new ways in which development indicators are used to measure development in 2016 and probably continue to be so in the coming few years.

The indicators that were earlier showing the challenges of development in the former 'developing' countries would show now that the crisis is now in areas only where there is 'destitute poverty' like in Sub-Saharan Africa or in Europe (because of the refugees) whereas the



other countries formerly categorized as 'developing' but now having a huge workforce have been able to reduce poverty much during the MDGs era (2000-15) and can be taken care of, without much aid money.

The message is clear. The need for channelizing of funds for developing the skills and competencies of the refugee population in Europe and the demographic challenge in Europe influenced the formulation of policies of transnational actors. All these decisions are political and not scientific at all. Policy choices thus, decide what would be the relevant indicators for a particular term like development. The choice of these indicators make the term, a 'floating signifier' because the elements (indicators) that represent them, keep on changing according to the policy choices by these transnational actors.

Transnational actors are non-scientific institutions and to be specific, they lie in the policy box. Comparative studies conducted by these institutions have certain objectives and therefore, the outcomes might be biased owing to certain policy orientations. The arguments of Kriener and Christensen and Adams suggest that the data collection in these transnational comparative studies might be done sometimes in a scientific way (in many cases, the data given by the governments of different countries is assumed to be accurate). However, the interpretation of the data, the choice of indicators for ranking and generation of reports that highlight the nature of current crisis and thus the need for policy interventions is non-scientific in nature. As a result, accepting or including the outcomes of these comparative studies without a critical eye could lead to non-scientific results. Indicators are used to quantify and measure the progression of an element (to be compared) but the inclusion and exclusion of indicators in reports generated to announce the results of these comparative studies is essentially non-scientific in nature.

The inference drawn from this discussion is that comparative studies conducted by transnational actors lie in the policy box and not



the science box because they are politically motivated, their design is based on policy choices and their outcomes are manipulated in accordance with political objectives.

2. What could be compared and what could not be compared in terms of comparative studies in scientific research?

The arguments by Ehlers and Sjøberg highlighting the importance of context clearly indicate that the data collected during the comparative studies is not objective. The context from where data is coming from, adds another meaning to it and it is not possible to remove completely, the influence of the context. As Ehlers suggests, a data about a particular context (nation-states in this case) is useful within that context and not beyond it (Ehlers 2016: personal communication). This leads us to the understanding that data collected during these comparative studies is not relevant for comparison because comparison cannot be done using this data beyond a particular context. Deconstruction of the context might be relevant and possible in other contexts but in case of comparative studies conducted by transnational actors, Grek is justified to point out that OECD 'boasted' decontextualization through IALS. Infact, these comparative studies are meant to construct a context as desired by policy choices and the stakeholders who play a decisive role in formulating those policy choices. As Grek points out, the IALS and the ALL created the framework for Lifelong Learning so that an understanding could develop about a larger framework where the learners could be equipped with skills and competencies to work in a more productive way in life and elongate the span of working life through learning in the wake of the demographic challenge that Europe was preparing to meet. Therefore, while almost everything could be compared in the policy box, not everything can be compared in the science box. There are parameters that guide comparative studies in science and the basic requirement that at least, the elements that are being compared should





be 'similar enough to be different and compared.' This means context plays an instrumental role in most of the cases and one formulation might refer to different things in different contexts. This might not be much relevant in the policy box but this is relevant in the science box if the scientific element in a transnational comparative study needs to be secured.

In case of comparative studies regarding development, the World Bank has measured the level of development using the criteria of developed and not developed (developing, under-developed, least developed, and the like) for decades and now it has decided (along with other transnational actors) that it will not measure development using the old indicators because the world has changed. This choice about which indicators should be included to measure development and which ones should be excluded and how should the interpretation of the data be done makes policy terms 'floating signifiers.' The definitions and description of these floating signifiers keep changing according to policy choices and comparative studies in the policy box make it feasible to develop an understanding about these floating signifiers in changed contexts. The design of the transnational comparative studies is thus constructed according to what the floating signifiers mean in a particular context and what images and contexts would be the indicators required to create the desired policy space.

In short, this discussion conveys that context is important and transnational comparative studies can compare contexts in the policy box but not in the science box.

3. Why are transnational comparative studies relevant in research and how to treat the elements and outcomes of these comparative studies including indicators, big data reports and evidence-based policy documents (policies as products) as sources for research?'



Comparative studies open new windows for policy formulation and enable member states to make new policies that are not traditional (Ehlers 2016:personal communication). In other words, despite the fact that comparative studies conducted by transnational actors are not so relevant in the science box (as they claim to be), they offer legitimacy for discontinuity in terms of policies to the countries that are ranked. However, it could also be the other way round. Comparative studies financed by certain actors (nation-states and strong economic players in this case) create spaces for policy interventions that are not so desired by the nation-states that are ranked and compared. However, because of rankings and the comparisons, they are bound to change their policies or face criticism transnationally, which might have other trade-offs at the sub-national, national and transnational levels. The two cases discussed in this paper point towards these two perspectives.

In case of PISA, when the results are declared, countries are usually forced to reflect upon the strengths and weaknesses of the education system they are having and they have ample 'evidences' that the current policies need to be changed one way or the other. PISA results provide legitimacy to them. Therefore, they get a new window opened, each time the PISA results are declared. On the contrary, there is a pressure on low-income and lower-middle income countries that are usually taking loans and are relying on external funding to match up to the standards set by certain transnational actors and follow the guidelines that are extended to them. If they fail to follow the guidelines, the funds could be channeled elsewhere. There is another linkage to this ranking and categorization. The ranking and categorization might also offer opportunities where a transnational or another actor (a state, NGO etc) can invest/channel aid depending upon the trade-offs or availability of other possibilities like raw material or markets. As a result, ranking and categorization backed by 'evidence' provides for a space for policy intervention wherever it is lucrative.



It is evident from the above discussion that transnational comparative studies are designed for creating for policy spaces, gaining legitimacy for introducing new policies and policy intervention. However, they can also serve as relevant sources for comparative studies in research as empirics rather than scientific sources because they are non-scientific in nature but convey much about the direction and orientation of policy choices.

### **Conclusion:**

Transnational comparative studies are a characteristic of the contemporary era. They are based on indicators and big data reports and they form the basis of evidence-based policy formulation that provides legitimacy and authority to transnational actors to a great extent. The objectives, nature and design of the transnational comparative studies are guided by policy choices and therefore, are non-scientific in nature. Not everything that is compared in these transnational comparative studies using indicators and big data reports could be compared in science but the elements and outcomes of these transnational studies are useful as empirics for research.

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## EVALUATION OF MATHEMATICS TEXTBOOK: A STUDY ON NCERT TEXTBOOK OF EIGHTH STANDARD

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### ABSTRACT

The present study aimed at evaluating the final textbook of Mathematics of upper primary series provided by National Council of Educational Research and Training (NCERT), New Delhi. The main purpose of this study was to analyse the content given in the textbook with regard to its way of presentation, mathematical concepts, its evaluation, activities involved, weightage given to the various mathematical contents and other significant features of this textbook of mathematics prescribed for eighth standard.

**Keywords:** mathematics textbook, eighth standard textbook, textbook evaluation, NCERT Textbook of mathematics, upper primary mathematics textbook.

### INTRODUCTION

The study was focused on one compulsory mathematics course book prescribed for elementary or upper primary (8th class) by the NCERT, New Delhi. This book is the final book of the upper primary series. The attempt has been made in this book to retain the nature of mathematics and engage with the question why to learn mathematics. This paper may help to understand the syllabus, its content, presentation, purpose and other significant features of the book.



## METHODOLOGY

A mathematics textbook prescribed for eighth standard (8th class) by National Council of Educational Research and Training (NCERT), New Delhi, India. It consist of 16 chapters each of which having activities, diagrams, graphs, examples, exercises, tables and hints.

## ANALYSIS

### Presentation

The present textbook designed on child-centred system of education as outlined in National Policy on Education (NPE 1986) and based on National curriculum framework (NCF 2005). It is framed to encourage self learning, pursue imaginative activities and questions, based on child psychology. Language of this book is child friendly and blurbs have been used at some points to attract the attention of students. Attempt has been drawn to reduce long explanation by using diagrams and tables.

All Chapters and contents of each chapter are arranged according to principles of child psychology and maxims of teaching, at the same time efforts have been made to avoid monotony in sequence to keep the interest of students. Key points in content are written in bold letters to draw attention of students. In several tables and proposed activities of every chapter were highlighted in order to draw attention and to differentiate it from other contents of the chapter. Each statement of important concepts and keywords were written in italics to gain attention of students. Different colour combinations were assigned for every chapter to differentiate it from one another. Almost in every page Pictorial expressions were given to attract attention of students for every task. At the end of the book, answers of all exercises were given. A section named “Just For Fun” is also provided here, may be considered as an enrichment section for gifted students.



Reverse side of the front cover page provided with a brief description about our National flag, which inculcate a sense of nationalism to students and readers of this book.

## Content

The Mathematics textbook for eighth standard contains sixteen chapters, and further can be categorise into five broad sections based on nature of the chapter viz. Number Systems, Geometry & Mensuration, Data handling & introduction to graphs, Algebra and Comparing quantities. These sections consist of one or more chapters of mutually related concepts.

### Section 1. (Number System)

This section contains five chapters.

Table 1. Chapter-wise main concepts in Number System.

Chapters	Main concepts
1, Rational Numbers	Rational number, closure, associative and commutative properties of rational numbers, Reciprocals of rational numbers, representation on a number line.
6, Squares and Square Roots	Squares and Square roots, finding square roots.
7, Cubes and Cube Roots	Cubes and cube roots, finding cube roots.
12, Exponents and Powers	Exponents and Powers, Laws of exponents.
16, Playing with Numbers	Number games, Divisibility tests.

### Section 2. (Geometry and Mensuration)

This section contains four chapters.

Table 2. Chapter-wise main concepts in Geometry and Mensuration.

Chapters	Main concepts
3, Understanding Quadrilaterals	Quadrilaterals, polygons, measures of angles, parallelogram.
4, Practical Geometry	Construction of quadrilaterals.





10, Visualising Solid Shapes	Visualization of solid shapes (2D & 3D), map reading.
11, Mensuration	Finding area of polygons, volume of cube, cuboid and cylinder.

### Section 3. (Data Handling and Introduction to Graphs)

This section contains two chapter.

Table 3. Chapter-wise main concepts in Data Handling and Introduction to Graphs.

Chapters	Main concepts
5, Data Handling	Bar graphs, tabulation of data, grouping of data, pie chart and its construction, probability.
15, Introduction to Graphs	Bar graphs, pie graph, line graph, linear graph and Coordinates.

### Section 4. (Algebra)

This section contains three chapters.

Table 4. Chapter-wise main concepts in Algebra.

Chapters	Main concepts
2, Linear Equations in One Variable	Linear Equation and its application. Solving word problems using concepts of linear equation.
9, Algebraic Expressions and Identities	Expressions, Polynomials and operations on polynomials.
14, Factorisation	Factors, Factorization of algebraic expression, division of algebraic expression.

### Section 5 (Comparing Quantities)

This section contains two chapters.

Table 5. Chapter-wise main concepts in Comparing Quantities.

Chapters	Main concepts
8, Comparing Quantities.	Percentage, Discount, Sales tax, Simple and Compound Interest.
13, Direct and Inverse Proportion	Direct proportion and inverse proportion.



Contents of the textbook contain various concepts and its description, derivation of formulae, examples, activities, tables, hints, diagrams and graphs. At some places alternative method of solving problems and cross checking methods for obtained answers were also provided. Major contents of whole textbook were given in Figure 1.

Figure 1. Figure shows significant contents of the book.

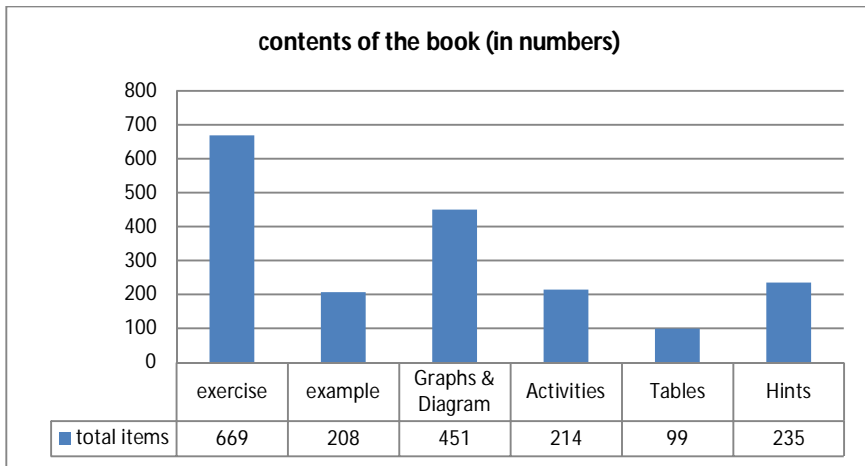
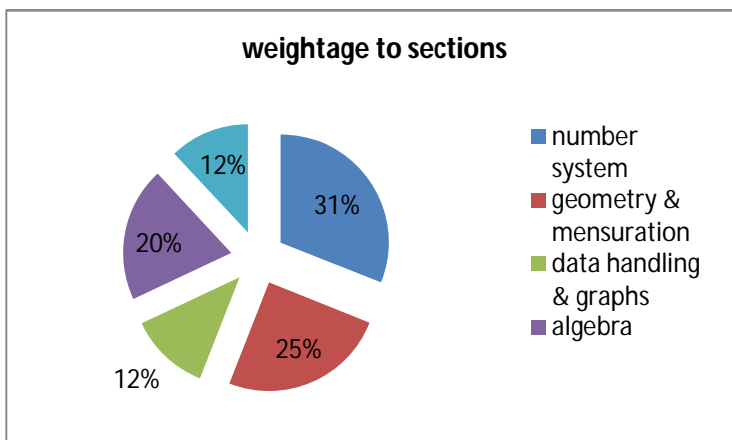


Figure 2. Figure shows weightage to sections.



(Number System)



Table 6. Content weightage in number system.

	chapter 1	chapter 6	chapter 7	chapter 12	chapter 16	Total (in number)
Example	9	15	8	9	8	49
Exercise	45	110	29	34	14	232
Graphs & diagram	17	5	3	0	1	26
Activities	4	18	6	5	18	51
Tables	9	10	4	1	0	24
Hints	17	5	10	19	2	63

(Geometry and Mensuration)

Table 7. Content weightage in Geometry and Mensuration.

	chapter 3	chapter 4	chapter 10	chapter 11	Total (in number)
Example	8	6	50	11	75
Exercise	22	17	11	34	85
Graphs & Diagram	112	29	78	115	334
Activities	26	15	7	33	81
Tables	3	0	3	2	8
Hints	15	8	13	21	57

(Data Handling and Introduction to graphs)



Table 8. Content weightage in Data Handling and Introduction to graphs.

	chapter 5	chapter 15	Total (in number)
Example	3	8	11
Exercise	16	13	29
Graphs & diagram	25	34	59
Activities	19	3	22
Tables	17	14	31
Hints	13	23	36

(Algebra)

Table 9. Content weightage in Algebra.

	chapter 2	chapter 9	chapter 14	Total (in number)
Example	19	14	16	49
Exercise	65	102	101	268
Graphs & Diagram	2	8	0	10
Activities	2	18	6	26
Tables	1	5	0	6
Hints	13	10	20	43

(Comparing Quantities)



Table 10. Content weightage in Comparing Quantities.

	chapter 8	chapter 13	Total (in number)
Example	15	9	24
Exercise	34	21	55
Graphs & diagram	5	17	22
Activities	18	16	34
Tables	4	26	30
Hints	24	12	36

Figure shows number of example, exercise, graphs & diagrams, activities, tables and hints given in five sections of the present textbook.

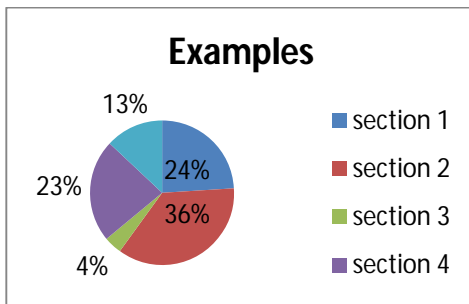


Figure 3.

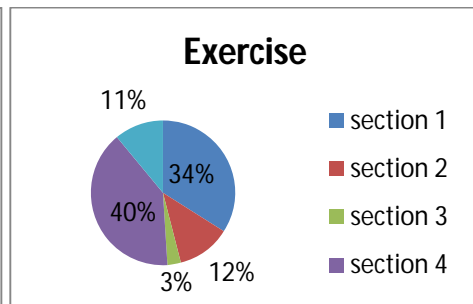


Figure 4.

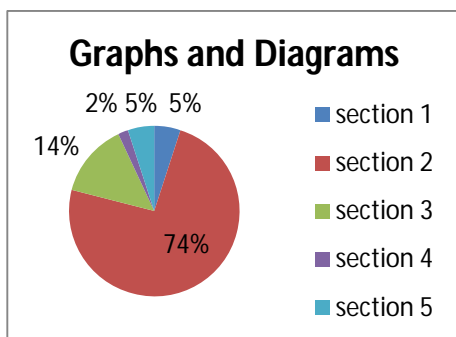


Figure 5.

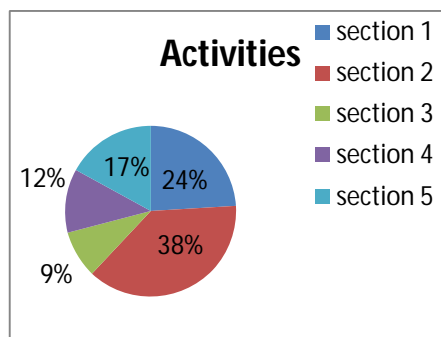


Figure 6

Figure 7.

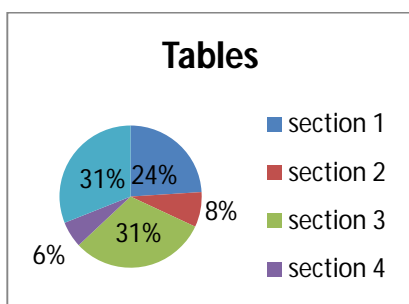
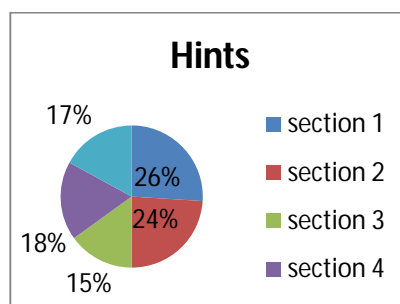


Figure 8.



## FINDINGS AND SUGGESTION

Mathematics is a subject which needs rigorous practice, where learning by doing, projects and activities play a vital role in the understanding of mathematical concepts. It was found that the present text book of mathematics needs to be supplemented with more activities in general and to the chapter 'Introduction to Graphs' in particular and sufficient number of hints should be provided particularly in the chapter 'Practical Geometry' not only in explanation part but also in exercise questions and in activities.

It was found that sufficient numbers of examples were provided according to the need of every chapters and weightage of every sections.



Tabulation of data helps to understand concepts at an instance, students analyse tabulated data to make a clear picture of concept and gives their own original conclusion, this may help them for solidification of concepts. Geometry & Mensuration and Algebra sections need to be provided with more tabulated form of presentation.

This text book needs to be supplemented with the historical mathematical facts or interesting incident related to every chapter or to some particular concept, as it was done in case of Hardy-Ramanujan number.

There is a need of more mathematical games and puzzles in every chapter.

## **CONCLUSION**

Present study intended on evaluating the textbook of Mathematics of 8th class prescribed by NCERT. This textbook contains sixteen chapters, it can further be categorise into five broad sections viz. Number Systems, Geometry and Mensuration, Data handling and Introduction to Graphs, Algebra and Comparing Quantities. Researcher have evaluated this book for its content, way of presentation, concepts, its evaluation measures, activities and hints provided in this book. The attempt has been made in this book to retain the nature of mathematics and engage with the question why to learn mathematics. The book has provided enough space for creativity and self learning. Ample number of examples, diagrams, and exercises were provided according to the need of every chapter. Emphasis is not given on remembering the algorithms, solving complicated arithmetic problems or remembering proofs but to understand how mathematics works and being able to identify the way of moving towards solving problems and generalisation. There is summary of every chapter at the end of the chapter, and treated this prescribed book as a sole basis of examination. This book has avoided technical words and complex formulation. It is



close to the experience and environment of the child and be abstract at the same time this may help to formulate and understand arguments. This book encourages to use own words and language and gradually shifts to formal language and use of symbols. This text book may consider as a child friendly book.

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## IMPACT OF MAHATMA GANDHI NATIONAL RURAL EMPLOYMENT GUARANTEE ACT ON THE VILLAGERS OF GRAM PANCHAYAT KHAPAR, JIND IN HARYANA – A FIELD STUDY

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Employment is fundamental pre- requisite to raise per capita income and eradicate household poverty. Poor employment opportunity is one of the key reasons for the endurance of rural and urban poverty in India. After independence and particularly from the Fifth Five Year Plan onwards, Government of India has initiated several rural development programmes for raising rural employment for the alleviation of rural poverty. A few important among them are Employment Guarantee Scheme (EGS), Food for Work Programme (FWP), National Rural Employment Programme (NREP), Rural Landless Employment Guarantee Programme (RLEGP), Employment Assurance Scheme (EAS), Jawaher Rojgar Yojana(JRY), Sampurna Gramin Rojgar Yojana(SGRY) and Swannajayanti Gram Swarojgar Yojana(SGSY).

Despite decade of planned development and poverty eradication programmes at the national and state levels, poverty continues to persist in our country. The Mahatma Gandhi National Rural Employment Guarantee Act aims at enhancing the livelihood security of people in rural areas by guaranteeing hundred days of wage-employment in a financial year to a rural household who volunteer to do unskilled manual work.

The National Rural Employment Guarantee Act was approved by the Indian Parliament in September 2005. This Act started functioning from 2nd February, 2006. Initially it was introduced in 200 districts of the country and later extended to another 130 districts in 2007- 2008. By 1st April 2008, it was further extended to the remaining districts of the country. National Rural Employment Guarantee Act is renamed as 'Mahatma Gandhi National Rural Employment Guarantee Act' on 2nd October 2010.The main aim of this Act is to enhance livelihood security and purchasing power of rural people.



An Over view of Mahatma Gandhi National Rural Employment Guarantee Act:

Adult members of a rural household may apply for employment if they are willing to do unskilled manual work.

- At least 100 days work will be provided per household per annum.
- Extra 50 days of work for farmers and workers are added by centre government in September 2015.
- Such a household will have to apply for registration to the local Gram Panchayat.
- The Gram Panchayat after due verification will issue a job card to the household. The Job Card will bear the photograph of all adult members of the household willing to work under Mahatma Gandhi National Rural Employment Guarantee Act.
- All adults who have completed 18 years of age are eligible to work.
- Employment will be provided within 15 days of application for work.
- Men and women will be paid equal wages and preference will be given to women in each work.
- If employment is not provided within 15 days, daily unemployment allowance in cash has to be paid. Liability of payment of unemployment allowance is of the states.
- At least one –third of persons to whom work is allotted have to be women.
- Disbursement of wages has to be done on weekly basis and not beyond a fortnight and wages are credited directly to their bank / post office account.
- Panchayati Raj Institutions have a principal role in planning and implementation.
- Work should be provided within 5 km radius of the village or else extra wages of 10% are payable.
- Work site facilities such as crèche, drinking water, shade have to be provided.
- Social Audit has to be done by the Gram Sabha at least once in every six months.
- Grievance redressal mechanisms have to be put in place for ensuring a responsive implementation process.



- All accounts and records relating to the scheme are to be made available for public scrutiny and to any person desirous of obtaining a copy of such records, on demand and after paying a specific fee.
- Those who violates the Mahatma Gandhi National Rural Employment Guarantee Act will be penalized with a penalty of rupees up to 1000/.

Permissible work under Mahatma Gandhi National Rural Employment Guarantee Act:

Each district has to prepare a shelf of projects. The selected works to provide employment are to be selected from the list of permissible work. The different categories of permissible works are as follows:

- Water conservation and water harvesting.
- Drought Proofing.
- Irrigation canals including micro and minor irrigation works.
- Flood control and protection work.
- Minor irrigation, horticulture and land development on the land of Scheduled Castes /Scheduled Tribes/Below Poverty Line/Indira Aawas Yojana and land reform beneficiaries.
- Renovation of traditional water bodies including detailing of tanks.
- Land development.
- Rural Connectivity.

Mahatma Gandhi National Rural Employment Guarantee Act and Haryana

In Haryana, the Mahatma Gandhi National Rural Employment Guarantee Act was introduced in Jind district along with 200 most backward districts of India. The introduction of Mahatma Gandhi National Rural Employment Guarantee Act in Haryana is worth mentioning from many viewpoints. Haryana is an agricultural dominating state inhabited by 3 crore people comprising almost 20 per cent Scheduled Castes population. About 70 per cent of the total population lives in the rural areas and 30 per cent of the total population is below poverty line. Given the circumstances, the National Rural Employment Guarantee Act has been introduced in the state with an expectation that it will give a new lease of life to the rural poor

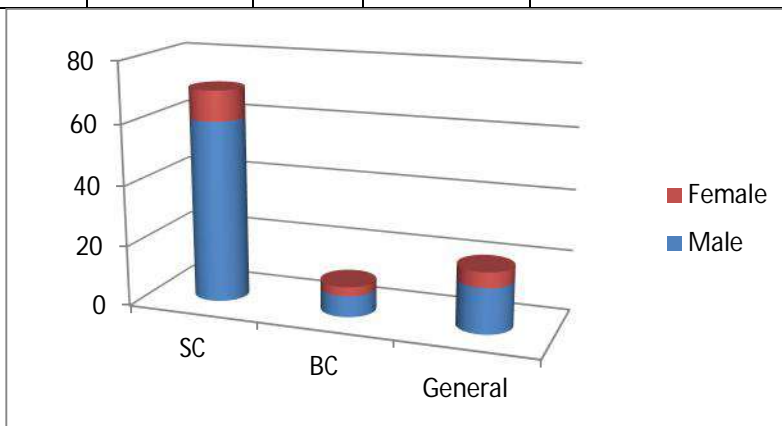


and bring dynamism in the nature of rural livelihood and energize the state economy in particular.

The present study is related to National Rural Employment Guarantee Act on employment generation in Gram Panchayat Khapar. The primary data was collected during the month of October 2016 and a total of 100 beneficiaries were interviewed by random sampling and observation method to assess the impact of Mahatma Gandhi National Rural Employment Guarantee Act as a facet of inclusive growth.

Table No.1  
 Category wise No of Respondent

S.No	Category	Male	Female	Total No. of Respondents
1	S.C	0	10	70
2	B.C	7	03	10
3	General	5	05	20
4	Total	2	18	100



Source: Primary Data

Table no. 1 reveals that out of the 100 Mahatma Gandhi National Rural Employment Guarantee Act workers, 82 are men and



the rest of the workers are women .Among the workers 70 workers belongs to Scheduled Castes , 20 workers from General Category and 10 workers from Backward Class respectively.

Table No.2 Income of Respondents

Family Income of the NREGP Respondents					
.No	Income	Before Joining NREGP		After Joining NREGP	
		No. of Respondents	Percent age	No. of Respondents	Percent age
	Upto-15000	32	32	15	15
	15000-30000	28	28	38	38
	30000-45000	25	25	35	35
	45000-60000	15	15	12	12
	Total	100	100.00	100	100.00

Source: Primary Data

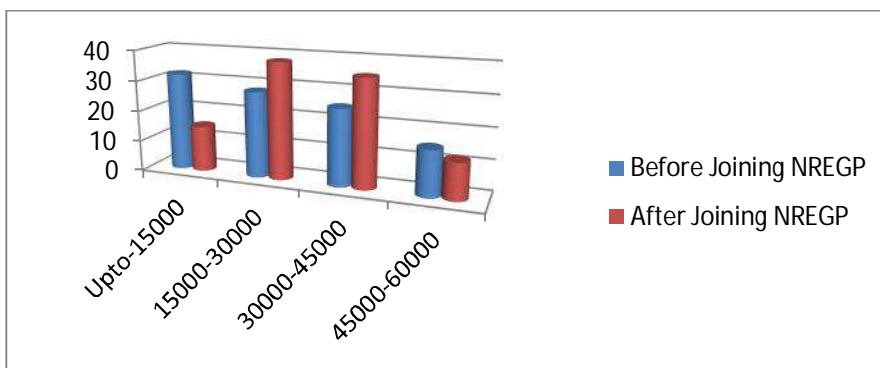


Table no. 2 reveals that after joining the National Rural Employment Guarantee Programme, the family income of the workers



had increased. The incremental income not only enhanced the expenditure of the family but also promoted the savings of the family after joining the National Rural Employment Guarantee Programme. Thus, the objective of the National Rural Employment Guarantee Programme was fulfilled.

### Hypothesis

The present study is carried out with the following hypothesis:

1-There is a high degree of correlation between income and expenditure.

2-There is a low degree of correlation between income and saving.

Income level is accepted as an appropriate yardstick of economic well being. The behavior of income levels explains about the economic status of the different sub groups of workers participated in this programme. It is observed that the income levels of the workers have increased substantially.

### Impact of Mahatma Gandhi National Rural Employment Guarantee Act

The impact of Mahatma Gandhi National Rural Employment Guarantee Act on villagers of Gram Panchayat of Khapar are immense and multi -dimensional. On one hand, it has lessened the incidence of poverty among the Below Poverty Line households, on the other hand it has emboldened the confidence of rural –unskilled labours and women and most particularly Scheduled Castes women and widows who could hardly go out of the villages for searching a work and have it.

### Summary of Findings

1-The study reveals that most of the beneficiaries belong to Scheduled Caste community.

2-The study reveals that the most of the beneficiaries are married.

3-The study reveals that maximum respondents are illiterate.

4-Twenty couples are having their joint Bank Accounts.



5-There is increase in income and living standards of respondents.

6-The study reveals that majority of the beneficiaries have savings in the post office.

#### Suggestions

The following suggestions are offered to improve the welfare of the workers and effective implementation of Mahatma Gandhi National Rural Employment Guarantee Act

1-Capacity building of the village Panchayat and the Gram Sabha is required for the planning and effective implementation of Mahatma Gandhi National Rural Employment Guarantee Act.

2-There should be better co-ordination between the block level bureaucracy and Panchayat providing technical support to the Gram Panchayat in the formulation, implementation and monitoring of the scheme.

3-Gram Sabha must play an important role in the implementation of the scheme.

4-A large portion of mothers of children over the age of three years reported sending their children either to the Anganwadi or to school. There should be provisions of child –care facilities at the Mahatma Gandhi National Rural Employment Guarantee Act worksites.

4-Proper maintenance of job cards, muster rolls and other records relating to the scheme at the block and panchayat level should be ensured.

5-There should be check on the staff engaged with Mahatma Gandhi National Rural Employment Guarantee Act projects.

6-There should be the provision of Ombudsman like post to curb corruption in Mahatma Gandhi National Rural Employment Guarantee Act.

7-Schedule of wage rates should be revised periodically, so that changes in statutory minimum rates of wages may be made consistent with their revision.



8-Social audit is equally necessary for the effective implementation of Mahatma Gandhi National Rural Employment Guarantee Act.

### **Conclusion**

Mahatma Gandhi National Rural Employment Guarantee Act depends on the acceptability of the people, which further rests on the level of awareness among various stake holders and the desire among them to implement it. Therefore the government should launch an intensive awareness programme through different media and make the masses aware of the objectives and provisions of the scheme. The government should appoint public information officer at the central and state levels specifically for the purpose of Mahatma Gandhi National Rural Employment Guarantee Act.

For the success of the scheme, it is imperative that a village level micro plan is prepared and the works taken up under the Mahatma Gandhi National Rural Employment Guarantee Act form part of the village area plan. Lastly, Panchyati Raj Institutions should be made solely responsible for the implementation of the Mahatma Gandhi National Rural Employment Guarantee Act successfully.

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## EDUCATION IS NOT A PROMENADE BUT A CULTURE

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A teacher shall always strive to be worthy of himself to develop the children as a human development resource to the society by providing knowledge and contemporary awareness on the society. The resource must be in terms of Education. Teacher shall always to give priority to natural development rather than nurturing at all times and at his own ideas. But he/she has to provide necessary information and knowledge at the stage of necessity to improve the skills and good attitudes for the natural development.

*Teachers should be the minds of the Country* -- Dr. Sarvepalli Radhakrishnan

Teachers should not be mere instructors, but they should impart true Education to the children. Education is a word composition of all vowels. Without a single vowel at least we can not speak a single word. AEIOU are the vowels in English language. If we observe any language, we can not prepare a single word without a single vowel consisting in the word. Such is the power and prowess of vowels in all the languages. In that sense, vowels give life to the words. So Education has the power of vowels.

There are two types education we find in the present society. Internal Education and external education. Internal education or internal culture or internal discipline is treated as character. The External culture or External education or external discipline is known as character. Teacher must foster such education among the children. Teachers should do nothing that tarnishes the image of the institution



and should put the institution before self. Truly says “ acquiring and imparting education are like two eyes for a teacher” – so says by Sarvepalli Radha Krishnan. It means the heart of the teacher should be the lamp of knowledge, burning bright all the time. His conduct should be simple but the ambitions must be noble.

Teacher is a noble man in the society who dictates the society esoterically and teaches exoterically for the future being and well being in terms of finance position, existing position like power in the society of the children. In the present scenario, children expect the latter and teachers also maintain themselves as the mere teachers following the second objective. Teacher having true education only can educate the children. Truly says, education is not a search for truth but a trail of truth. Education makes excel the man himself by his intuitive education of the man. So, scholars say that “Education makes good better and education makes bad worse”. Hence, the imbibe education in a man certainly gives positive results and negative results vice versa. Education in a teacher is a way of life. Wherever and whenever, for whoever may the education is limitless and we can not decide the scope of education. Saa vidyaa yaa vimukthaye ... so says in Upanishads. It means Education is for liberation. A man who gets transcendental rapture in his life is considered as liberated from the worldly pursuits.

Keeping in this view, the art of teaching is undoubtedly a subtle and sensitive and a challenging one. A worthy teacher practices this art of education with ease and with an eye on the varying demands and needs of his students. To him the greatest need for change is not quantitative but qualitative. He is therefore selective in the knowledge he imparts and eschews both the teaching of what is not worth teaching and the methods of instruction which are obsolete and effect.

A dedicated teacher finds no time to think of his personal needs, not even appearance of himself. The Vedas say



'Mathru Devo Bhava, Pithru Devo Bhava, Achaarya Devo Bhava....The Mother, The father and the Teacher are honoured with unparallel place in the society. An American scholar says that " Behind every successful man there must be one of the factors.

- a) the example of a father ..
- b) the training of a mother and
- c) the inspiration of a teacher

So is the expectation of education from the teacher for ever.

In the journey of education, there are many scholars expressed their views about education

"Education is the training for the country and love for the nation " ..... Chanakya

The view says that everyone should patriotic towards their nation and they must be self trained for their nation. The quality which maintains fraternal relation with others is Education. The constructive and cherished qualities are also laid down in the Indian constitution.

"The widest road leading to the solution of all problems is education"  
..Ravindranath Thagore.

Education means the manifestation of the divine perfection , already existing in man ... Swamy Vivekaananda.

"Education make" people easy to lead, but difficult to drive, easy to govern but impossible to enslave..... by Adams.

These all definitions are very profound in meaning which are only known in practice and also they are only perceived by themselves who have such conscience. Mahatma Gandhi said that pleasure without conscience is a sin in the autobiography. Here Gandhi says that such type of education must be developed by the human being who only



knows the meaning of Education and put it in practice is called as aachaaryaa or professor.

Education is a process of ever learning. It is as growth, direction. Education is as continuous reconstruction of experiences and life long process. Education can be classified into three types

- a. Formal Education
- b. Non formal Education
- c. Informal Education

Learning through the educational institutions in a stipulated time and place in a regular course of learning is called formal education. Learning through distance education mode is called as Non formal Education. Informal education which is very important to learn to become an educated learning through experience in the society in various ways .

**ఆచార్యాత్ పాదమాదత్తే - పాదం సబ్రహ్మచారిభ్యః**

**పాదం శిష్యాః స్వమేధయా – పాదంచ కాలక్రమేణా**

Achaaryath paadamaadatthe- paadam sabrahmachaaribhyah

Paadam shishyaaha svamedhayaa – paadamcha kaalakramenaa.

So is the way of learning education by everyone. Education must be learnt through four ways. 25% from our teachers, 25% from our colleagues, 25% from our disciples and self study and the last 25% through our experiences in our life by acquiring conquers and confronting the defeats.

Eventually, education is as transmission of culture and a development. Character is the inner consistency and unity which gives steadfastness and dependability to man's conduct. When character reflects the conduct that becomes education.



## “INCORPORATION OF TRADITIONAL MEDICAL SYSTEM WITH IN MEDICAL TOURISM”: PROS AND CONS

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### **Abstract:**

In recent years, there has been growth of interest in traditional medicine. Today, plants play a prominent role in drug discovery which generally depends on the folk information available from local practitioners. According to WHO (World Health Organization) 80% people depends on traditional medicines for their primary health care needs. The aim of inclusion of traditional medicine was based on the assumption that it is inexpensive and easily accessible to the poor populations. In fact the popularity of Asian traditional medicine in developed countries and the realization of side effects of Biomedicine accentuated the commercialization of this traditional medical system and gave way new avenues to attract medical tourists. The traditional medicine holds out a huge potential in attracting medical tourists, and to cash this popularity India's National Health Policy, 2002, also supports Medical Tourism. But at the same time few scholars contest the inclusion of traditional medicine in National Health Mission in the name of medical tourism. The commercialisation and promotion of traditional medicine simply made it beyond the reach of majority of the population while biomedicine is generally accessible (Pordie, 2010). Therefore, in the present paper I would like to examine the pros and cons of incorporating traditional medical system within medical tourism.

**Keywords:** Traditional medicine, Medical tourism, Health, Biomedicine, World Health Organisation

Introduction



India has an incomparably rich heritage in ancient systems of medicine that make up an authentic treasure house of knowledge for both preventive and curative Healthcare. It attracts tourists not only from other parts of India but also from different countries. Traditional medical system is prepared from mainly powder, tablets, decoctions, medicated oils etc from natural herbs, plants and minerals. In 1978, (WHO) World Health Organization officially recognised traditional medicine and its practitioners at Alma Ata declaration to achieve the goal of health for all. The aim of the inclusion of traditional medicine was based on the assumption that it is low-cost and easily accessible to the poor populations. But on the contrary, the popularity of Asian traditional medicine in developed countries and the realisation of side effects of Biomedicine accentuated the commercialisation of this alternative medical system and gave new avenues to attract medical tourists. Thus, commercialisation and promotion of traditional medicine simply made it beyond the reach of majority of the population while biomedicine is generally accessible (Pordie,2010).

Traditional medicine systems such as Ayurvedic, Eunami, Naturopathy, Sidda etc. have lost official support through the beginning of British rule; colonial masters considered that these systems are unscientific and unreliable, because all these practices are based on traditional medicine, folk knowledge, spiritual beliefs or newly conceived approaches to healing. The claims made by alternative medicine practitioners are generally not accepted by the medical community because evidence based assessment of safety and efficacy is either not available or has not been performed for many of these practices, but if scientific investigations establishes the safety and effectiveness of an alternative medical practices it may be adopted by conventional practitioners. Now a day's many people find that complementary and alternative medicine (CAM) equally effected as a conventional medicine. Complementary and Alternative systems of



Medicine (CAM) can offer remedies in the treatment of chronic ailments like digestive disorders, asthma, and arthritis, but in the changing scenario, people are more vulnerable to chronic ailments because these therapies require long-term and expensive, which may not be affordable by an ordinary man and CAM (Complementary and Alternative systems of Medicine) can fill this critical gap and provide safe and cost effective treatment for many diseases.

India is one of the most sought after destinations for medical tourism. In the year 2004, 150,000 medical tourists from UK, US, Middle East and other foreign countries visited India seeking medical care in Indian hospitals. Since then, medical tourism in India has been growing at the rate of 20% per annum. An important factor for India's popularity as a medical tourism is the absence of long waiting time to avail the medical treatment that is very common in the US, UK and Canada. India is only one country where Ayurveda practices in the purest form Ayurveda is the traditional Indian system of medicine that has brought true health, happiness and wellbeing to millions of individuals throughout the ages. This ancient art of healing has been in practice for over 5000years, and was also the mainstream medicine in the ancient times.

The paper "Incorporation of Traditional Medical System with in Medical Tourism": Pros and Cons are based on secondary data which is concerned some books, research papers, from reputed journals and as well as also considered from various website has been taken to collect relevant information.

#### Role of Traditional Medicine in Medical tourism

Traditional medicinal systems often termed by modern scientist alternative or nonconventional or complementary medicines. But all native medical system including Indian Ayurveda, Yoga, Unani, Siddha, Naturopathy, Homeopathy are commonly termed as traditional





medicine. Practice of traditional medicine is highly influenced by factors like history, civilization, culture and philosophy. The traditional medical systems are considered to be safe because of its long historical use including experience passed on from generation to generation. In India have six strange traditional medical systems which are Ayurveda, Siddha, Unani, Yoga, Nturopathy, Homeopathy. Although homeopathy originated from Geremany, its wide recognition and use has made it also be considered as a part of Indian traditional medical system. While Unani originate from Anabia and its practiced by Muslims communities in India. (Zysk, 2008). Yoga is considered to be a base for the remaining two Indian traditional medical system. Ayurveda is the comparatelypopular than siddha and is widely practiced in northern India and state of the kerela in south India. Sidhha medicine has originate from Tamilnadu.

These traditional medical systems improve the quality of life and help to avoid iatrogenic problems. In case of less serious ailments, one third of people in India prefer the Indian System of Medicines and Homeopathy. Moreover, one fifth of them prefer the Ayurvedic medicines. But on the other hand in case of serious diseases, only 18% prefer these medicines, 14% sick persons availed these medicines because of less adverse-effects, affordability, effectiveness and accessibility. And the reasons for not availing these medicines were: less than expected effectiveness, unavailability of practitioners, no faith and unavailability of medicines. In rural and urban India, 40% and 30% of households visit the traditional healers, respectively. People prefer traditional treatment for ailments such as fractures, animal bites, jaundice, sciatica and measles, and as well they also prefer to avail traditional medicine because of its increase in income and literacy level. So a drug-utilization survey of the traditional medicine teaching hospitals and practitioners should be performed in order to evaluate the usage frequency of these drugs. During the latter part of the twentieth



century, increasing interest in self-care resulted in a huge growth in popularity of traditional healing modalities, including the use of herbal remedies; this has been particularly true in the USA. Consumers have reported positive attitudes towards these products, in large part because they believe them to be of 'natural' rather than 'synthetic' origin, they believe that such products are more likely to be safe than are drugs, they are considered part of a healthy lifestyle, and they can help to avoid unnecessary contact with conventional 'western' medicine. Dakshi Mohanty and T Phani Madhav (2006) opines that the traditional medical system industry began to emerge as a prime destination for medical tourists by upgrading its technology, gaining greater familiarity with western medical practices and improving its image in terms of quality and cost. They classified medical tourists in to four major geographical groups who travelled for distinctly different reasons. First group consists of medical tourists from America who came for cosmetic surgery, as no insurance cover is available for cosmetic surgery in USA. Second group include of medical tourists from UK come for medical treatment because of long waiting lists- could not wait for treatment by the National Health Service and they cannot afford costs of private hospitals. Third group consists of medical tourists from West Asia who come for medical treatment because medical services unavailable or short in supply in the country. Fourth group consists of medical tourists from underdeveloped nations like Nigeria, Bangladesh etc, who come for medical treatment because of poor medical facilities in these nations. Nakul Jain (2006) opined that medical tourism is a concept where a patient travels to another country for medical treatment in order to save costs, or get treatment faster or even to avail of better medical facilities. Most patients from countries like USA and UK travel to developing countries such as India for treatment because India offers some of the cheapest pricing options of treatment, offers a good holiday, there are no waiting lists or queues to stand in, the doctors are comparable to anyone in the world and finally,

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language does not pose a problem as most people speak English. P.N. Hari Kumar et.al (2007) examined the impact of Ayurvedic rejuvenation in promoting backwater tourism and found that there is significant impact of the introduction of Ayurveda centres on attracting more tourists into the backwater spots than before introducing this facility.

#### Contemporary issues of Traditional Medical System

Traditional medicines are followed under two streams, first Local Health Tradition, such as tribal medicines and other Organized System of Medicines, such as Ayurveda. Tribal medicine is based on the oral traditions in which many plants were selected on the basis on trial and error in order to treat ailments confronted and Ayurveda based on the codified written systems of medicine with their own theoretical and philosophical explanations. After research it is proved that Ayurveda is better than tribal medicine. This is the biggest problem that there is no any documentation about folk medicines. And these local health traditions are lacking their values, maintenance and validation of drugs. So, it is necessary that tribal communities involved in the Local Health Tradition should receive enough funds and expertise to codify and defend their drugs.

The traditional medical (Ayurvedic, Unani and Siddha) drugs mechanized and related matters are covered under the Drugs and Cosmetics Act, 1940 and Drugs and Cosmetics Rules, 1945. In July 2000, new regulations were laid down in relation to the standardization of traditional drugs. There are 9.000 licensed traditional medicine manufacturers. Those who satisfy the requirements can look for certification for good manufacturing practice. And who cannot satisfy the requirements have two years to comply with and to look for the certification. Most of the traditional medicine exporters are in the medium and small scale sectors that needs to support and direction.



Pharmaceutical committee provides guidance on heavy metal contamination and acceptable level for the same in the traditional drugs. Now, every drug should first fulfil the pharmacopoeial specifications before the drug is marketed due to the growing demand and trade of traditional drugs throughout the world but still, quality control, logical usage, safety and efficacy of traditional medicines have not been completely assured till date. There are so many problems that traditional medicine not achieved their target because Sometimes people sell raw herbs in an open market without any regulation and these herbs an unhygienic way prior to its processing in many pharmaceutical companies. People purchase unregulated medicines from the unlicensed vendors leading to irrational use of traditional drugs Therefore, the standardization of traditional drugs and enforcement of related laws should be emphasized more, both for domestic consumption and for export. Other thing is that pharmaceutical companies are not following the exact procedures of drug manufacturing as mentioned in Ayurveda and therefore the expected results are not achieved. (WHO) World Health Organization has provided guidelines for clinical research in the field of traditional medicine because it is differ from the conventional medicine even ethical problems come while evaluating traditional drugs, the ethics may require the standard conventional drug to be given to all subjects which leads to evaluation of traditional drug in combination with conventional drug. Therefore it is important that some alternative models should be developed in order to evaluate traditional medicines within the clinical research even the economic evaluation of traditional medicines also comparing them with conventional medicines should be started. This will be helping the health experts in making informed choices about the selection of medicines to be incorporated into the integrated healthcare programmes. The Culture and Tourism departments promote and circulate the traditional medicines by providing these medicines or reimbursing their costs. People are paying

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huge amount of out-of-pocket expenses for traditional medicines which are mostly not covered under the available health insurances.

Traditional medical system is considered to be the most ancient medicinal form. It mainly developed during Vedic times; the origin can be traced back to more than 5000 years. This system is to promote health rather than just treat disease. All the remedies and suggestions are based on nature. It cures a particular disease not just from the physical aspect but it also takes the mental, emotional and spiritual well being into account. Last two centuries These traditional medical systems such as Ayurveda ,Unani, Siddha, Homeopathy have turned in to an organised medical sector from house hold or small scale medical sector.

Traditional Medicine holds out a huge potential in attracting medical tourist, and to cash this popularity India's National Health Policy also supports Medical Tourism. International patients seeking medical services across borders or globally look at more than just cost comparisons in their search for the right physician and right facility to address specific needs. Indian government has indirectly promoted it by considering medical tourism to be a "deemed export" in its National Health Policy of 2002, and therefore granting the sector financial incentives in the form of lower import duties, providing prime land at subsidized rates, and tax concessions (Burkett, 2007; Garud, 2005; de Arellano, 2007; Sengupta, 2008).

In India currently there are over 680,000 registered traditional medical practitioners are working and most of them work in the private sector. The Department of ISM & H (Indian Systems of Medicine & Homeopathy) supports and provides research grants to a number of scientific institutions and universities for conducting clinical research, ethno-botanical surveys and pharmacopoeial and pharmacognostic studies on herbal drugs and medicinal plants. They are (ISM & H)



continued improve their selves and use of drugs in national diseases control programmes and the family welfare programme, but lots of problem during this activities such as each centre is isolated they are not linked with other institutions, each centre is isolated they are not linked with other institutions. So, the market of traditional medicine is rapidly growing not only in India even other countries people taking these medical system because it has no side effected and people can easily achieved. National Health Policy on traditional (complementary and alternative) medicines would support the proper use of traditional medicines; integrating them into the national health systems; building or reinforcement the pharmacovigilance systems to examine herbal medicines use; and promoting sound use of these medicines by consumers and providers. Even Local government institutions and local communities can play also a significant role in the development of the traditional medical system. Local government can enforce policies and manipulate over its communities in a better manner. It is a fact that the local government plays a significant role in the function and management of public health institutions in the Allopathic sector, in contrast to the Allopathic sector, the scope for community participation under the leadership of local government institutions is quite high in the traditional medical sector under the circumstance of medical tourism, and in the context of sustainable development roles it plays also a very important role on the sustenance of its local medical tourism operations and have a strong existence in protecting its resources. So, Sustainable medical tourism development in the field of traditional medical sector should address to the management of all potential resources that meets the needs of both the tourists as well as the local community.

### **Conclusion**

The traditional medicine plays a vital role in Indian and other countries health care systems and it needs more research and



development with due consideration to the philosophical concepts behind them. According to WHO (World Health Organization) reports that growing number of countries are adopting national policies and developing specific regulatory capacity on traditional medicine; moreover there is a strong scientific evidence for some traditional approaches. Traditional medicines may have been used for centuries by communities and found to be efficacious through long experience but their method of act may not be understood in modern scientific terms, and they often consist of mixture of different active substance. The means that efficacy of traditional approaches has generally not been described in terms of modern regulatory standards of the world. But if we look at the broader aspects of the traditional medicine or in another way try to find out scientific evidence behind its working, the evaluation of safety and efficacy of these therapies, we would be able to improve the present day scenario of modern medicine. Perhaps it will help to provide most advantageous treatment of patient with disease which the conventional medicine cannot cure. In western world due to the lack of knowledge about such alternative medicines, these are mostly criticised or perceived as superstition.

So, here we analyze that the traditional, complementary, alternative medicine are attracting more and more attention within the context of health care provision and health sector form. In this medicine there is no side effect and that is the reason these are growing continues, on the other hand traditional alternative medical system holds out a huge potential attracting medical tourist and to cash this popularity India's National Health Policy 2002, also supports Medical tourism. These traditional therapies such as Ayurvea, Unani, Sidhha, Yoga, Naturopathy, Homeopathy becoming popular among the foreigner patients. Moreover it is increasing business market, health profession and job opportunities. But the problem is that but the problem is that this is not evidence based medicine till now traditional



settings can be used as testimony that a particular herbal ingredient is effective or safe, several problems must be addressed as these ingredients are incorporated into modern practice. One problem is that ingredients once used for indicative management in traditional healing are now used in developed countries as part of health promotion or disease prevention strategies; thus, acute treatment has been replaced by chronic exposure (e.g., herbal products used for weight loss, Allison et al., 2001). This means that a statement about ‘thousands of years of evidence that a product is safe may not be valid for the way the product is now being used. This does not expressly mean that an ingredient is unsafe; it does mean that safety in the modern context cannot be assumed. A second problem is that efficacy and effectiveness have rarely been demonstrated using modern scientific investigations. An evidence-based approach to this issue has only recently been implemented, and the results reveal that for most herbal products, considerable gaps in knowledge need to be remedied before one can be convinced about their efficacy. In spite of traditional medical system like Ayurveda, spa, meditation is not important for the good health but also for the environment and employment.

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\* HkMey\* vxj HkM&cdj; ka de gks rks , d b'xkPNB% d nknk dh l'Urku% l's , d 0; fDr jgrk FkA HkMley , d s 0; fDr dks cuk; k tkrk FkA l' s'ok'ea j'g' i "kpj'ka dk y'ek' vu'ko g'og' f'omj o i "k'ka l' l'EcR/kr fofHklu t'ku'ckjh j [krk gka HkMley dk dk; Z ifjokj ; k x'ok' ds fdl h , d s vu'koh vjg mRI kgh 0; fDr dks l'ka k tkrk Fkk] ft l's x'ok' ds l' Hkh ifjokjka dk fo'okl i kR gka HkMley l'gkl h rFkk l'ok' ijk; . k gkrk FkA

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jokbZ ?kkVh dh le) ijEijk ea HkMley ml 0; fDr dks dgrs Fks tks ge's'kk HkM&cdj; ka ds l'kFk jgrk FkA HkMley HkM&cdj; ka dh l'k; k ds vu' kj gkr's FkA buds p'uko ea cMh l'ko/kkuh j [kh tkrh FkA<sup>17</sup> d'oy vu'koh] mRI kgh d'VI fg'.kq vjg l'nk l'ko/kku jgus okys 0; fDr gh ikyl h ½HkMley½ dk; Z ds fy; s mi ; d'r l'e>s tkr's



FkA ml dks HkM&cdfj; ka ds jkseka vks mlga nj djua ds mik; ka ls ifjpr gksuk vfuok; Z Fkk A<sup>18</sup> l kfk gh ml s ck; kyka , oa fupyh ?kkfV; ka ea ikr gksus okyh >kfM; k?kk l ka vks tMh&cmV; ka dk fo"kskK gksuk Hkh vfuok; Z Fkka futu ouka ea tgka dkbz ml jk 0; fDr l gk; rk djus okyh ugha gkskj HkMley dks viuh "kfDr]l u-cu vks l hfer l k/kuka ij fuHkj jguk iMfk Fkka ml s #X.kkLFkk ea Hkh i"kpjk.k djuk iMfk Fkka<sup>19</sup> HkMley ds vl; xqkka ea ml ds vud fØ; kdyki Hkh l Eefyr jgrs Fks ftl ea xkB o [kdz ; k Nkuh ds fuekzk ea iwiz dky gksuk]R; xhr ea idh.k gksuk] Hoh.k/dgkor½ c-pkua dh dyk tkurk gks Hkr&ir] pkj&Mkdq/ka dh dgkuh tkuus okyh gks ftl l sog Lo; ao vius l kfk; ka dk eukjat u dj l dA<sup>20</sup>

HkMleyka dks o'kkz vks fgeikr ea Hkh Åvbs f"kk[kjka ij [kyh , oa xhyh HkMie ij pVkbz ½chb½ ds Åij yv/dj jk=h fcrkuh iMfh Fkha HkMley vkdk" k dks nskdj l gl k cnys okyeks e dk l gh vuoku yxrk Fkk<sup>21</sup> vks l adV vkus l simoz mfpr l e; ij Vksyh/HkM&cdfj; ka dh l a Dr l a; k½ dks fujkin LFkku ij ys tkuk] fgeikr l s <ds exkz ij vius i"kkku dks cpkuk]fgennkja ea Ql ua l s ml dh j{kk djuk vks fgeikr nfnr ufn; ka ds Åij ml s l ko/kkuh l s ikj ys tkuk]C; k?k] Hkkyw vkfn "k=v/ka l s i"kkku dh j{kk djuk gksk Fkka ikyl h dh rfud vl ko/kuh ij Vksyh ds vud i"kk/ka dks C; k?k vkfn mBk ys trs Fkka ix&ix ij mifLFkr bu Hkh" k l adVka ea Lo; a o Vksyh dh l j {kk HkMley dh l u-cu ij fuHkj djrk Fkka<sup>22</sup> HkMleyka dk l cl segROI wzk dk; Z "Vksyh" fuekzk djuk Fkka Vksyh ea HkM&cdfj; ka dh l a; k fuf"pr ugh gksr Fkha , d Vksyh ea 2000 rd HkM&cdfj; ka dh l a; k Hkh gks l drh Fkha l e) ifjokja dh 0; fDrxr viuh Vksyh Hkh gksr Fkh] ijUrq vf/kdkkr% Vksyh nks&ruh ifjokja o xkb dh l a Dr #i l s gksr Fkha Vksyh ea i"kk/ka dh l a; k ds vk/kj ij gh HkMleyka dh l a; k fu/kkZjr gksr Fkha<sup>23</sup> HkMleyka dh os'kHkkk ogka dh Hkkskfyd fLFkr ds dkj.k o muds dk; k ds vud kj fu/kkZjr gksr Fkha ck; kyka ea muds oL= vf/kdrj Åu l s fufér gksr Fks ftlga ; gka dh LFkkuh; Hk'kk ea Qjth/vk/vh/ l r. k]ydk/kv/dej ea ck/kus oky½ tks l Qn o]dkys jak dh Åu l s fufér] gksr Fkha HkMley nšud thou ea yaks/vh vks [k]njh Åu dk , d tkd/ igus jgrs Fkml ds Åij os , d dkyk dEcy cMh dkyrk l syi v/dj ml sykgs ; k rkkz ds cM&cM- l vka l s Vksj j [krs Fkha dkguh l s vkxs muds nkuka gkFk vks ?k/uka l s uhps muds nkuka i] uaxs jgrs Fkka<sup>24</sup> xkrh ds Åij dej ij Åuh ; k l urh dejcan yi v/sj [krs Fkha dejcan l s Nkrh vks dEcy ds chp tks \* [k]kyh" cMh tšuek LFkku½ curh] ml ea HkMley vius fy; s l Ykr Hkuk gvk Hk]½ l s kchu½ xh/vk h/vpye½ rEckdh rkdkZrdy½ dkrus ds fy; s xMh Åu dk xksy½ dkrh gbz Åu dk xksy] njkrh vkfn oLrq a j [krs Fkha mDr oLrq/ka dks j [kus ds fy; s muds ik l , d fjaxy l s fufér dMh %GRFks okyh Vksj h½ muds gkFk ea gksr Fkha mudh dej ij cu/kh \*dMh/vh/ Åu l s fufér dej i v/h½ l s , d Nks/h Fksyh yVdrh jgrh Fkh] ftl s LFkkuh; Hk'kk ea \*xksyh" di M- l s fufér tš ds vkdkj dh½ dgk trk Fkka ftl ea ykgs l s fufér vdp; k.k %vaxyk ; k vfXuekd½ ml ds l kfk l kdj o jkMh/ pded



i rFkj ½ ds vQdM& rFkk l v[kh dokl h/dkQL; w/k½ ½ Gerbera Lanuginooa½ j [krk Fkk rkdh tgkaml dh bPNk gksog rEckdwih l ds vkj vx tyk l dA<sup>25</sup> tc HkM/ky ?kj l snj tkr} rks Åuh \*fejtbZ, o pMhankj ¼ Mh ij rak½ Åuh itkek igurs, oa fl j ij Åu dh \*duiQm+ k ; k dkyh xky Vki h /kkj.k djrs FkA

\* HkM&cdfj; ka dh l a Qr l a; k dks jokMz ?kVh ea Vkyh dgk tkrk gA , d Vkyh ea i "ka/ka dh l a; k fuf"pr ugha ghrh FkA Vkyh ifjokj fo"ksk , d xPN& d nrnk dh l Urku½, oa nkrhu ifjokja o l Ei wkZ xkM dh l a Qr #i l s gks l drh FkA Vkyh ea HkM&cdfj; ka dks l a Qr #i l s LFkkh; Hk'k ea eky o dgh&dghajkl Hk dgk tkrk FkA

HkM/kyka ds iguus okys oL=ks ds LkkFk i dkl ½kksk; k=k½ ds l e; dky ea mi; kx ea yk; s tkus okys foNksuks ea \*<kyh&dleyh\* dM/¼ cdjh dh Åu l s fufeR½ pkn#}dEcy gkrs FkA<sup>26</sup>

## (II)

i "kpkjdka dk thou vk"p;Z og jkekp l s ifjiwkZ gksrk FkA muds thou dk vf/kdkak l e; pjxkxka ea vius i "ka/ka ds l kFk 0; rhr gksrk FkA cM; kyka ds fy; s i LFkku l siwZ jokMz ?kVh ea foFkku ijEijkvka dk fuokZu fd; k tkrk FkA ?kksk; k=k i kjEhk djus l sigys HkM/ky l oE Eke ij ksgR dks cykdj "kEk egR" ¼nu ckj o ?Mh yXu½ fuf"pr djok; k tkrk FkA<sup>27</sup> ij ksgR ds }kjk ; s fuf"pr djok; k tkrk Fk fd \*xubM\*\* ifjokj ds fdl l nL; ds uke o jkf"k ds l kFk tM+ jgh gA 0; fDr ds uke o jkf"k ds l kFk&l kFk i M+ dk i Yk ½kM[cj kMk]nønkj i ktks Vkyh ea eQ; i "kq ds jax ea l ekurk dk gksuk Hk vfuo; Z FkA ijEijkud kj ftl 0; fDr dh jkf"k ij xuMh dk fu/kkj.k gksrk jog ?kj ds vUnj l s fuf"pr l e; ij l cl sigys ml i "kq ½HkM&cdjh½ dks ckj fudkyrk Fk ftl dk ml jkf"k ds 0; fDr ds l kFk fu/kkj.k gksrk gka ?kj ds vU; l nL; eQ; njokts ij /ku o Qm/ka l s ml dk Lokr djrs FkA "ksk Vkyh ds i "ka/ka dks og 0; fDr ml ds ckn yBBh l sfxudj cgkj fudkyrk FkAml ds i "pkr~l Ei wkZ Vkyh dks /ku i qi ka o ijEijkxr ok | ; æka ds l kFk eQ; xte nørk ds ifl j ea igMk; k tkrk FkA<sup>28</sup>

?kksk ; k=k ea 'Qlp\*\*\* dk Hk fo"ksk egRo Fk ftl ea os vius fy; s HkM+ o cdfj; ka ds Åij [kk | l kexh ykndj ys tkr FkA cM; kyka ea tkus l siwZ HkM/kyka dks Luku djokuk]muds foNksuka dks /kksuk o muds fy; s vPN&vPNs idoku cuok; s tkr Fk ftl es fo"ksk #i l s dks dh nk#¼kjk½ ehV f[kyk; h tkrh FkAmuds fy; s eMhMkks /ku l s fufeR½pkoy]/kk. kks&gM o l ks kchu dks Hkudj½ ml es "kgn feyk dj r\$ kj dh tkrh FkA vQh[e]fry]Hk&thj]xM+ l s l hM&vKVs , oa xM+ l s fufeR½vLd&pkoy ds vkVs l s fufeR Qm/ka jks/h¼ckMh½ dks ds vkVs l s fufeR gyok½ cuk; k tkrk FkA<sup>29</sup> c\$ k[k&v&vis½ ea iwZ fu/kkj jr nu HkM/ky cM; kyka ds fy; s i LFkku djrs FkA tc dkbZ HkM/ky igyh ckj viuh HkM/ks dks ydj cM; kyka ea tkus yxrk Fk] rks ml dh iRuh ân; nfor gksdj ml s ckj&ckj l e>kdj ml dk



mRl kgo/kū djrh FkA bl ifr&ifrū iē Hkkouk dk mYyſk jokūz ea ipfyr  
 ijEijxR NkMſi okMſrFkk ykdXhrks ea bl izdkj o.kū feyrk g&

\* HkMky \_\_rqiokl dsle; l kūs dsfy, ftu ol=ka dk iz lsc djrs Fkſ mlga jokūz ?kVh ea l a ōr #i l s <kcyh&dkeyh  
 dgk tkrk FkA cſ; kyta esi LFku l s imz muds di Mſ-dks /ks k tkrk FkA HkMky ka dsfy; s Ōu l suohu di Mſrſkj djok; s  
 tkrſ FkA muds iguus o l kūs ol=ka dk fuekz k Ōu l s djok; k tkrk FkA ftl ea eq; r% <kcyhſj tkbz ds l eku½  
 dſcyj dM/cdj dh Ōu l s fufeſr uhps fc Nkūs dk ol=½ Fkſ tks muds gj iokl ea l kfk jgrs FkA

\*\* cſ; kyta ea tkua l simz HkMky vius ij tgr l s "kſknuj" Mſt yXu fn [kokrs Fkſ "kſk nu fu/Mſr djrs l e; ; g Hkh /; ku  
 j [k tkrk FkA fd ij fokj dk dks l nL; HkM&cdfj; ka dks ?kj l s ckgj gkūz us dsfy; s igys yBBh yxk; s k HkM&cdfj; ka  
 dks ckgj fudkyus dsfy; s ml 0; fDr dk p; u fd; k tkrk FkA ftl dh jkfk ea xuMſt tſt ghA ml h 0; fDr fd jkfk ds  
 vuſ kj Vkyh ds eq; i "kq dk jak ftl dks l cl sigys ckgj fudkyk tkrk i M+ ds i Ykſn onkj [kM] ckgj i ktks dk fu/kk . k  
 fd; k tkrk FkA og 0; fDr fuf"pr "kſk nu ij Vkyh dks ?kj l s ckgj fudkyr FkA jokūz ea bl l Ei w z i fō; k dks xuMſt  
 dgk tkrk FkA

\*\*\* ?kksk; k=k ikjEHk dju l simz HkMky [k | l lexh dks cſ; kyta ea ys tkūs dsfy; s Qkp dks cuokus dk dk; Z djokrs FkA  
 Qkp HkM&cdfj; ka ds [kky rFkk Ōu l s fufeſr grh FkA Qkp fuekz k dk dk; Z jokūz ?kVh eanfyr oxZ ds }kj fd; k tkrk  
 FkA D; kſd ; gkſ; s oxZ cgdj ds l kfk&l kfk dfk midj. kks dk fuekz krz Hkh jgk gA Qkp , d cgr mi; kſh Fkſy gkrk gs  
 tks fd ijEijxR l e; l s HkM&kyd tc ?kVh ; k eſkuh {ks=ka l s [k | kſu vius mPpkſk l Fkr fuokl ka ; k cſ; kyta ea ys  
 tkrſ gſ rks ml [k | kſu dks os bl gha Qkpa ea Hkj dj Qkpa dks HkM&cdfj; ka ds mij ykdj ys tk; k tkrk FkA Qkp eq;  
 ; i l scdj dh Ōu dks ekv/k dkr dj , oans drh gſz jfll ; ka dks vki l ea ckd kj Fkſysuk, tkrA gA , oabu Fkſy ka ds  
 ckgj l s HkM&cdfj; ka dh [kky ds doj yxk; s tkrſ Fkſ ftl l s gh jk"ku vkfn ckgj u fxj l dA Qkp dks HkM&cdfj; ka  
 dh dej l snkska rjQ yVdk; k tkrk gſ rFkk , d Qkp ea yxkx 4 fdyſ ds cjkj jk"ku Hkh tkrh FkA

**ukſkj; k i ſ .kw [kMkyh] [kMwd .Myh dwnskw**  
**rkrwdlNwdwgokl ; ka Hkſj yj dSd dks PſMſ; ka l skwA**  
**ukſkj; k i ſ .kw [kMkyh] [kMwd .Myh dwnſa k**  
**rkrwdlNwdwgokl ; ka Hkſj yj Qkpw dh Hk; keh fl a ka**  
**ukſkj; k i ſ .kw [kMkyh] [kMwd .Myh dwnſa k**  
**ejh vMuk eu /k j; k vſMd rek [k wu fā ; k**  
**ukſkj; k i ſ .kw [kMkyh] [kMwd .Myh dwnſa k**  
**ejh vMuk eu /k j; k fcy eFKVwu yk; kA<sup>30</sup>**

&fiz! Rkē igyh ckj HkM&kyd cudj tk jgs gks , d cdjk Hkkt dsfy; s gA , d  
 ea k ou nork dks vfiz dj nskA fiz rſga xje l hua l sfyiVdj l kſa dh vknr  
 gſ rē okgj dh Bm eafdl rjg l kſvks s vr% rē ejk dguk ekuuk vkſ HkMka ds  
 Qkpa HkM&cdfj; ka ds Ōij yknus ds dks ½ dks ngjk&frgjk dj muds chp ea l k  
 tkua l kfk gh ejh ckrka dks geſk /; ku ea j [kuk fd dHkh Hkh tyrh gſz vkx dh  
 /kuh ds ikl rEckd wu ihukA u"kk yxus ij rē vkx ea fxjdj ty ejkſ gkwtc rē  
 b/kj &m/kj tkvks rks dHkh Hkh ykwydj Hkh ughz uhps [k bz dh vkſ Vduh vFkkz  
 ydMſt ds ekFk ftl ij ihB ds dks s dks fVdkrs gſ dks u Vduh dgha rē uhps [k  
 ea u fxj tkvka







[RYMK\*\*rFkk Qkpa ea dln fd;k tkrk FkA<sup>37</sup>[kk+] l kexh dk fu/kkZ.k HkM/leyka rFkk dñkka dh Vksyh es l [; k ds vk/kkj ij fu/kkZjr fd;k tkrk FkA ued dh ek=k HkM/+ vksj cdjh; ka dh l [; k ds vk/kkj ij fu/kkZjr dh tkrh FkA LFkkuh; Hkk'kk ea HkM/leyka dh [kk] l kexh dks "key\*\*\* dgk tkrk FkA<sup>38</sup> HkM/ley "kkey dks [kkMw rFkk cdjka ij ykndj ys tkrk FkA , d HkM/+nl l j vksj , d cdjh kjg l j rd vukt ogu dj l drh FkA<sup>39</sup> HkM/ley Nks/h i jks/h/ jkr/rl yk/cMh/ i jkr/1/ QyVh/1/ rhyh/Mc: %Hkxksuk/1/ rfe; k/Nks/k Hkxksuk/1/ rFkk mu Fksy; ka dks Au ; k HkM/ l s fufe j LI h; ka l s cus >kch ea j [kdj ikyl h muds ckgj , d dkyk dEcy yi/vrk FkAbl xBjh ds ckgj og fjaky dh , d pVkbZ yi/dj ml s j LI h }kj k ihBij mBkdj pyr k Fkk]ml ds gkFk es rdyh drrh pyr h Fk fcuk drh Au dk , d xkyk ml ds gkFk ij dM s ds l eku fyiV k gkr k FkA HkM/ley xYys/vksyh/1/ ds vx&vx s pyr k rFkk ml ds ihNs Vksyh dk l jnkj eak ; k "or cdjk pyr k Fkk] ml ds ihN&ihNs l kjh HkM/&cdfj; ka l dh.kz ekxZ ij yEch iDr cukdj vksj pM/s ekxZ ij fc[kdj pyr h FkA<sup>40</sup> , d HkM/ley dh n[k&j s [k ea ik; % l k&nks l k s rd HkM/+ o cdfj; k pjrh FkA , d xYys ea nks HkM/ley jgrs FkA , d Vksyh ea xkbb ds , d ; k ml l s vf/kd 0; fDr; ka dh HkM/s jgrh FkA HkM/+cdfj; ka dh n[k&j s [k ds fy , ihN&ihNs rhu ; k pkj dñrs pyr s FkA ftuds xys ea l j {kk grq ykgs dk iVv k yxk gkr k FkA ; s dks dñrs cM s Hk; dj fdLe ds gkr s Fk s ftlgs n[k&j vi f jpr 0; fDr rFkk ouSys i "kq Hkh ?kckrs FkA fdUr q tcrd dksbZ 0; fDr ikyl h/ HkM/leyk/ dh l kexh ; k HkM/&cdfj; ka dks ugha Nm/rk rc rd ; s dl h dks upl ku ugha igpkr s FkA bl rjg HkM/&cdfj; ka dh Vksyh vx s c<rh jgrh FkA ekxZ ea HkM/ley fd l h cM s i M+ds uhps ; k fo"ky f"kyk dh vks/ ; k mM+; kj % Qk/1/ ea HkM/&cdfj; ka ds l kFk jkr for krs FkA<sup>41</sup> cñ; kyka ea HkM/ley jkr dks ik; % [k y h Hkne ij vFkok viuh HkM/&cdfj; ka ds l kFk fd l h xQk ; k VVV yxkdj Bgjra FkA dñ cñ; kyk ea i Rfj ka dh nhokj dk cuk ckMk Hkh feyrk gA ftl s LFkkuh; Hkk'kk ea Nktk\*\*\*\* dgk tkrk gA<sup>42</sup> cñ; kyka ea igp s ij pjokga }kj k cñ; kyka ds j {kd norkv/1/ h ekrjh]ufn; ka i o z k i o z f" k [kj ka ds l kFk&l kFk Vksyh ds ied [k ykd nork fl nok]fonok]ukx]c/kk.k]Hkso dh i tek djrs , oa mudks jks/h Qy]i l kn Lokys p<kdj jksxefDr , oa l j {kk dh dkeuk djrs FkA<sup>43</sup> ; s i R; d Mks/1/ gkM/1/ ij i Fkd nsh&norkvka dk vLrRo ekurs FkA

\* ftlnh; imye[; r%pkoy ds nkula dks dgra g s jombZ ?kVh ea vf/kd k"kr% /kfeZl vuqBku]i tek]gou] rFkk cfy ea pkoy dk iz l x fd;k tkrk gA ykd nork vorfjr gkus ij tul epk; ds mij ftlnh; imy Qdrk g s tks l j {kk dk irhd euk tkrk gA tul epk; }kj k nork dh l R; rk , oa "kDr dk i jh{k.k Hkh pkoy ds nkula l s fd;k tkrk gA ykd norkv/1/ h ekrjh]ufn&i r vRk]i "lpkj dka ds nork/1/ ds cfy nrs l e; cdjs rFkk [kkMw ds mij ftlnh; imy Mkys tkr s gft l l sog fgydj pkoy ds nkula dks >M/+nrk gA bl l s; g irhr gkr k gsd nork uscfy Lohdkj dj yh gA

\*\* [kk] l kexh dks l j f {kr j [kus rFkk cñ; kyka ea igp s ds fy , ijEi jkr Fksy; ka dk iz l x fd;k tkrk Fkk]ftlgs LFkkuh; Hkk'kk ea [RYMk dgk tkrk FkA [RYMka dk fueZ k HkM/&cdfj; ka dh [kky l s fd;k tkrk FkA i "lpkj d l dñr eacfy nus , oa eal [kus dh ijEi jk FkA ft l s HkM/&cdfj; ka dh cfy nrdj mudh l Ei ukZ [kky dks mrkj dj ml l s [RYMk r s kj fd;k tkrk FkA ; g etor rFkk ckjh" k ea j k"ku dks Hkxua l s l j f {kr j [kr FkA [RYMk nfy r oxZ ds cñdj ykxka ds }kj k r s j fd;k tkrk Fk ft l dk ikfj fed mudks vlu ds : i ea fn; k tkrk FkA



\*\*\* H&M/kyta dh I Ei w&kz [kk] l kexh dks j&k&wz ea "kkey dgk tkrk FkA "kkey ea ik; % vkVj&g&pkoyl Rr H&M/VV/4 ks kchu/ry&ylued]g&rs FkA "kkey dk fu/k&j .k V&syH&M&M&c&dfj; ka dh I a Qr I & ; k&½ ea H&M/kyta o d&f&ka dh I & ; k ds vk&f&kj ij g&r&k FkA V&syh ea ftu i f&j&ok&ta o x&w dh H&M&c&dfj; k&w "kkey g&r&k Fh os I H&h "kkey n&us dsfy, m&Y&kjnk; h g&ra FkA

\*\*\*\* pj&ok&ga }k&j viuh ?k&sk; k=k ds le; c&j; ky&ka ea ,d fuf"pr LF&ku ij vius j&g&us ds fy, i RF&k&ja l s fuf&er N&K&S v&ld&j ds ?k&j d&ks N&kt&k dgk tkrk FkA ; g e&q; r% y&e&cb&z r&F&k p&M&M&B&z ea y&x&H&x 10 % 6 Q&H&V ,oa &A&B&h&B&z ea 5 Q&H&V r&F&k i&os&k ds fy, ,d N&K&S l k n&j&ok&t&k g&r&k F&k&k t&is y&x&H&x 3 Q&H&V &A&B&h&B&z g&r&k FkA ; g N&kt&k i&w&z : i l s i RF&k&ja r&F&k N&r ds mij i RF&k&ja dh Ly&V l s fuf&er g&r&k FkA N&kt&k i&R; d V&syh ok&ya ds vius ,oa vius p&j&ok&g {&ka ea f&LF&r g&r&s FkA n&w j&h V&syh ds H&M&+kyd f&d l h v&w; H&M&+kyd&ks ds p&j&ok&g {&ka ,oa N&kt&ka ds v&w&j i&os&k u&ga dj l d&rs F&ks v&w; F&k mu ij n .M y&x&k; k tkrk FkA t&is v&f&k&cl&kr% [k&M&w&v&g& c&dj&s ds : i ea g&r&k FkA

n&Q&Z l h/kh p<k&B&Z ij os f&of&H&K&Uu uke ok&ys H&K&S o]p&j&k&B&Z {&ka ea i "k&v&ka dh j {k&k ds fy, fl nok&fonok r&F&k i&R; d x&w dh j {k&k ds fy, i F&cd H&K&e; k&w dh i&v&t&k ,oa j&k&v p<k&r&s FkA<sup>44</sup> c&j; ky&ka ea H&M&ky viuh f&nup; k&Z dk i k&j&EH&k H&M&c&dfj; ka ds n&v&k d&ks n&g&us l s d&j&r&s FkA n&v&k d&ks n&g&us ds i "p&r~ml n&v&k l s [k&j o Q&M&kyr\* ¼ u&h&j ds l e&ku ½ cuk&r&s FkA Q&M&kyh cuk&us ds fy, H&M&ky n&v&k ea Q&M&w ¼ F&icus palmala ½ dk n&v&k ¼ d i&dk&j dk o {k&½ M&ky&d&j Q&M&kyh cur&h F&h&A Q&M&w ds n&v&k d&ks ?k&j l s H&M&ky H&M&+ dh &A u ij y&x&dk&j ys t&kr&s F&K& ft l l s og y&E&cs le; rd py l da<sup>45</sup> &A&B&h c&j; ky&ka ij ty&kus ds fy, b&Z&ku u&ga f&ey&r&k bl fy, H&M&ky y&d&M&h ds N&K&S&N&K&S V&Q&M&f&r&uds ; k l v&f&ks mi ys b&d&ek d&j&ds v&k&x ty&kr&s FkA H&K&st&u cuk&us dh l q&o/k&k u g&s r&ks i k; % l Y&kw Q&K&B&dj gh H&K&f&k "k&K&ur dj y&r&s FkA i&kr% o l k&w d&ky ea F&ku&j ¼ Taxus Baccata ½ dh N&ky dh p&k; m&ky&d&j ml ea u&ed f&ey&dk&j i&hrs FkA<sup>46</sup> p&j&ok&ga c&j; ky&ka ea n&sh; fu; e&ka dk l g&k&j y&dj f&nup; k&Z o v&ki l h l E&C&E/k&a d&ks e/k&j cuk; a j [k&ra FkA p&j&ok&ga dh ; g H&h /k&j .kk F&h f&d t&c H&K&st&u cur&k F&k r&ks ml H&K&S; l kexh d&ks l H&h ea c&j&k&j for&f&j r o ,d gh le; l Ei w&kz H&K&st&u d&ks i&j&kd k tkrk FkA n&ck&j&k f&ud&ky&ua dk i&ko/k&ku u&ga F&k&D; k&ad bl l s t&B&u ,oa i ; k&j&ka ds n&or&k&v&ka ds : 'V g&ks&us dk H&k; j&g&r&k FkA<sup>47</sup> c&j; ky&ks ea H&M&ky og&k&w i&k; s t&kus ok&ys i q&i k&ca&dey&j&S j&T; k .k H&M&x&n&ak l s [k&e l j&r t&Q&M&+ k&w cuk&r&s v&K&S bu i q&i ka d&ks viuh V&K&S i ; ka ea y&x&r&r&r&F&k vius p&j&ok&g y&K&n&or&k&v&ka ij p<k&us ds fy; s y&s t&kr&s F&K&S<sup>48</sup> N&K&S x&hr&ka ea o'k&Z \_\_r&q ds c&kn c&j; ky&ka ea Q&w&ys vl & ; Q&w&ys ds chp thou f&er&kus ok&ys p&j&ok&gs ds H&K&X; dh l j&k&g&uk dh x&B&Z g&S ft l dh n&f&V /k&j&r&h ij u&gh i M&f&h v&K&S t&ks Q&w&ka dk gh f&c&N&K&ak f&c&N&kr&k g&S v&K&S Q&w&ka dk gh v&K&uk v&K&r&k g&A<sup>49</sup>

**E&K>h& .k d&ks H&M&ky u y&lm /k&j&r&h n&B&]**  
**y&f&j&k t ; k .k d&ks f&c&N&K&K&C&j&ed&S dh i H&B&A**

(III)

l H&h H&M&+kyd , d&n&ks l l r&kg rd , d i ; k&j&v&C&j; ky&½ ea i "k&pk&j .k dj&ua ds i "p&r~ml j&h i ; k&j&ka da pys t&kr&s F&K&v&K&S d&N& f&n&u rd ml ea i "k&pk&j .k dj&us ds i "p&r~f&Q&j i&g&y&h i ; k&j ea y&K&S v&kr&s FkA bl l s i ; k&j&ka dh ?k&kl ka d&ks c<us dk vol j f&ey&r&k







cdjka l scpdj jguka rjs l kfk fQjusokyh HkM&cdfj; kW LokFkhz fe= gA gs nks g tkj  
eV; ds Nsy&Nchys es; bou LokFkhz ka l s l ko/kku jguka ty ihus dks tkr l e; unh  
rV ds [krka ea buds l kfk ?kd dj vukt u pjusyxuka ykx iRFkj ekj&A igkM+dh  
HkM&cdfj; kW rks nq krs gh Hkx tk; achijJrqejs foyk; rh es; , d h n"kk ea ræ gh ekjs  
tkvks&A bl h rjg HkM/kyka ds iæ dh dbz >yfd; kW bu uR; xhrka ea feyrh gA  
cA; kyka ea pjokga dks vud ikdfrd l eL; kvka dk l keuk djuk iMfk Fkka  
vR; f/kd B.M o [kjk ekj e ds otg l s mudks Luku o di Mka dks /kksa dk l e;  
ugha feyrk Fkka pjokga yEcs l e; rd mUgha di Mka dks igudj j [krs Fkka , d h  
ifjLFkr ea pjokga dh iRfu fpLrk rea 0; kdy jgrh gS fd ml ds ifr dk thou  
i; kjka ea ds s 0; rhr gks jgk gks&A bl Hkkouk dk ykd xhrka ea fuEu o.ku feyrk  
g&

**dh Bywfl e: dsvmMMfi jfi jksfu; wByw dks /w/kw**

**T; B ekl dksmfB; kaHMYVkgHxokuk/ka d l Mh iMyh Hkz t qM<sup>57</sup>**

& cA; kyka ea Byw vks fl e: %cA; kyh ouLifr½ dh tyrh ydMh l s rh [kk /w/kw  
fudy jgk gA vks ejk ifr T; sB½/i s y&eb½ efgus l s HkM/s pj k jgk gA gS Hkxoku  
muds "kj h , oa di Mka ea fdruh tW iM+xbz gks&A

Pjokga dh jfl d ofr dk Hkh ykd xhrka ea vnHkr o.ku feyrk gA tc HkM/ky  
cA; kyka ds fy, i q% i LFku djrk Fk rks og viuh i; l h l s pfcu yus dk vu j ksk  
djrk Fk rks og tpeke yxua vks ml ds l æ.k dk cgkuk foukn ea >B&eB ea  
cuk yrh FkA ftl dk ykd xhrka ea fuEu o.ku feyrk g&

**rwul HkHk HkHk equl Mks kj /k.kj**

**fi ph nqrq [KcMh eys pf< k a i k.kA<sup>58</sup>**

&gs Hkks ;rw HkM/ka dks pjus tkjeA [krka ea dke djus tk jgha gM e s ræ s v/kj i ku vo";  
djus nrh fdLrq e s i kuh/ t pke½ p<k gA HkM/ky ds fo; kx ea ukf; dk us u vius  
fy, Hkks tu cuk; k vks u vius fiz dks dks f [kyk; ka ml ds nq % dh mruh 0; atuk  
l EHkor% vud xbfk Hkh u dj ik; & ftruh ml dks dks l Ecks/kr dj dgh xbz bu  
i dR; ka ea gks i kbz g s % gs ejs l; kjs dks e s ræ s dgrh gWfd dgha vks tk dj Hkks A  
; gkM rks u rjs fy, Hkks tu g s vks u ejs thou ds fy, l qka

**fl ejs /ejs cly nkwM; k rrvk d s QMMh Hk**

**u rkd vkt [k.kwiskwu ejk thou d l wA<sup>59</sup>**

HkM&cdfj; ka dks cA; kyka ea pjkr&pjkr HkM/kyka dks viuh fiz rek dh ; kn vk  
tkrh gA og jkr ea viua HkM/ks dks Mjs ij ckWkdj p q ds l viuh fiz rek ds xkb ea  
vk tkrk gA jkr Hk viuh ifedk ds l kfk 0; rhr djrk g s vks ikr% gks l s i w  
p q ds l s vius Mjs ij igWkr g s rkd xkb ds fd l h Hkh 0; fDr dks ek yæ u gks fd



og viuh ifedk l sfeyus vk; k Fkk vksj u gh Mjs ds vU; fd l h 0; fDRk dks Kkr gks l dsfd og jkr dks Mjs ij ugha Fkka bl ijLij iæ Hkkouk dk ykd xhr ea fuEuor o.ku feyrk g&&

**NM+ l; kjh VK/wdh l lxqVHjNM+l; kjh fl jk.k dks gkFA**

**HM+ejk ck?k ekjyh FkrM+foækbZ uSx jkrA**

**u NM/wVK/wdh l lxqVHj u NM/wfl jk.k dks gkFA**

**rjk HM+HM l c ej; kdlyh vk; h ; dgh jkrA**

**NM+HMgk jkr fgV.M ok # dkVywpljA**

**clyh tokuh rjh tkyhejk yMh glnk vjA<sup>60</sup>**

&ej s an; dh jkuh! xys ij tks ræus vi us gkFkka dh ekyk cuk; h gøz gš ml sgVk yA ejs fl j ds uhs tks rægkj k gkFk gš ml s Hkh fudky nA Mjs ij egh HkM/s dks ck?k ekj s kA n[ k] ckj vc jkr [k; us gh okyh gA bl ij ifedk gB djrh gøz dgrh gs fd ea u rægkjs xys ij iMs Qns dks NkM/kh vksj u gh fl jgkus l s viuk gkFk gVkm/khA vkt ræga ejs l; kj d Ugha NkM/khA ræ vdsys jkr ea D; ka vk; s gks? ejs l; kj d vdsys jkr ea pyuk NkM+ nkAdgha pks ka us ræga ekj fy; k rks? rægkj h ; s vHkh&vHkh "k# gkus okyh tokuh pyh tk; schA vjš ejk D; k] ejs pks okys rks vksj dbZ gks tk; s ijUrqrægkj h ; g l hnj tokuh vl e; ea gh [kRe gks tk; schA

ck; kyka ea ikyl ; ka dk thou cMk d'Vi wZ gsrk Fkk ijUrqFQj Hkh os viuh nsud p; kZ ea exu jgrs FkA HkM/kyka dh l cl s egRok i wZ ; kx; rk vksj ij [k ml dk Vksyh ea viua&viua i "kq/ka dks igpkuk gsrk Fkka Vksyh ea i "kq/ka dks igpkuk vius vki ea foy {k.k ifrHk , oa ijEijk FkA iR; d ifjokj ds vius & vius vyx&vyx fplg gks Fkš ftl ea fd l h ds i "kq/ka dk nkgus rjQ l s dku dVs gks Fks vksj fd l h ds ckW s rjQ l s dku dVs gks FkA dñ ikyl h viuh HkM&cdfj; ka dh igpku ds fy; s muds ukd ds nkgus vksj ckW h rjQ vM\* (fo"sk iædk dk fplg) yxrs FkA iR; d Vksyh] ifjokj o xkb fo"sk ds viua igpku fplg HkM&cdfj; ka ij yxk; s tks Fkš ftl l s HkM/ky viua i "kq/ka dks Vksyh ea igpkurk Fkka<sup>61</sup> ck; kyka ea HkM/kyka o i "kq/ka dk jksxLr gkus ij HkM/ky ouksf/k; ka l s mipkj djrs gš ftl ea vrh" k ¼Acoritum heterophyllum) vkpkZ ¼Rhum) çtj k] pksj k ¼Angelica Glaaca) iæ k ¼Dactylorhiza) ojeky [fo'kdM/kj k ¼Echinops) ful koj h] Qj .k+¼Allium) fujfo'kh ¼Delphanium) jrutkr] Hkq d's k (Selinum Vaginatam) ehBkfo'k (Acoritum vicoleum) vkfn ed; FkA<sup>62</sup> bl ds vfrfjDr "khykthr] oM/ky wZ/ s kked ½ dkM/kb] ghax] vjnd] [kV vK] fo'k [kks ij fn; k tkrk Fkka<sup>63</sup> i "kq/ka ds i š Vw us ij v [k] k/ ds i M+ dh [kky dks dkyh nky/ m M+ / dk ys cdjh ds cky ds l Fk yxk; k tkrk Fkka ftl l s i "kq ds i š dh gMFM; kV tM+ tkrh Fkka<sup>64</sup>





elkxk: l s Hkkoj {ks=ka ea iD'sk djrs FkA<sup>71</sup> rjkbz {ks=ka ea uoEcj ekg ds i k jEHk l s i k y l h viuh "khrdkyhu ; k=k ij vkus yxrs FkA uoEcj ekg l s višy i k jEHk rd i k y l h fupyh ?kkrV; ka vks Hkkoj ds ouka ea i "kpkj.k djrs Fkš ftudh ijfe"ku i Hkxh; oukf/kdkjh }jkk in'k dh tkrh FkA<sup>72</sup> iR; d xkbb o ifjokjka ds vyx&vyx pjku {ks= gkr's Fks rFkk iR; d Vksyh dks vyx pjxkg {ks= dk ijfeV fn;k tkrk FkA "khrdkyhu iokl tkus l s i m z fu/kkzjr vkoAvr pjxkgka dk mi ; ks djus o iD'sk djus dh l p u k l s l EcfU/kr i k FkZuk i = iR; d o'kz {ks=h; oukf/kdkjh dks nsuk i M=Fk Fkk vks ijfeV dk uohuhdj.k djokuk i M=Fk FkA<sup>73</sup> HkM+i kydka }jkk dEi kVzV@jat ea iD'sk dh frfFk rFkk iokl dk LFkku , oa HkM&cdfj; ka dks iokl rd tkus grq foHkku i Mkoaka dk Li'V mYyqk pjku ijfeVka ea feyrk gA<sup>74</sup> ou foHkx ds i Hkxh; oukf/kdkjh }jkk inr ijfeV\*\* ea jat dk uke] Fkpk]CykEd o dEi kVzV u0 , oa HkM&cdfj; ks dh l q; k dk iwkz foj.k gkr'k FkA<sup>75</sup> HkM+i kydka dks fn; s tkus okys ijfeV/ ea pjkbz {ks=ka ds mi ; ks o ou l j {k.k grq vko"; d "krk'k dk mYyqk pjkbz dh jkf" k vlokyks ds Mjka ij yxus okys djka , oa dgy pjkbz {ks= dk foj.k o HkM/kyka ds fy; sfoHkku "krk'k\*\* dk mYyqk Li'V gkr'k FkA<sup>76</sup>

\* HkM- ikyd }jkk dEi kVzV@jat ea iD'sk dh frfFk rFkk iokl dk LFkku elx fl rEj l s uoEj rd& nD; kjk dk; ky] i qiu jbt l s t [kly]us/vokM] fl xrg jst [i]gkyk jbt [ulsko] cMdkV] jokbz jbt ] fnl Eokj l s ekpZ rd& FIR; M jbt] el jh jbt] eks/h /kij] el jh jbt] eks/h /kij] višy& eks/h /kij] el jh jbt] FIR; M] ulsko ] cMdkV] i gkyk] fl xrg jst] ulsko] t [kly gkr's gq nD; kjk dk; ky] ekpZ l s vxLr rd& nD; kjk dk; ky] l qiu jbt] fl rEj l & nD; kjk dk; ky] i qiu jbt] t [kly]us/vokM] ulsko] cMdkV] jokbz jbt] FIR; M] el jh] eks/h /kij] rd Mmu ekbx'ku , o višy l svi Mmu ekbx'kuA "khrdky fnl Eokj l s ekpZ el jh jbt] eks/h /kij] višy@ebz vi Mmu ekbx'kuA Xkr'e dky& tw l s vxLr& dk; ky eal qiu jbt] nD; kjk] fl rEj] uoEj& Mmu ekbx'ku A

\*\* dk; ky; ] i Hkxh; oukf/kdkjh ] epuk ou i Hkxh] el jh] paku ijfeV u018@el jh] 21&4] fnukEd el jh] 22&02&1988 x're dkyhu paku ijfeV Jh fo"kec'j n'k i e' Jh noh n'k xte&t [kly] i VVh ipxkbb] frodki [k.M el jh] tuin mYk] dk "kHkM+i kyd dks uhp's fy [kH eos'kh paku dh vk'k inku dh tkrh gA jat dk uke&el jh] Fkpk]CykEd o dEi kVzV u0&cMky&03@04] HkM&100] cdjh&15] dgy l 0&115

\*\*\* 1& HkM- ikyd }jkk eos'kh fdl h Hh o'k'k'k .k {ks= ea iD'sk ugha djok; skt vks u gh tacy dks [kfr i gpkbz tk; schA 2&HkM ikyd }jkk dkye &3 ea v'idr lk"q'bdkbz l s v'f'kd eos'kh yk; h tkrh gS; k paku fu; eka dk mYy'ku fd; k tkrk gsrks; g ijfeV fujLr djds mudh eos'kh l jdkjh tacy l s ckg fudkyh tk; ach rFkk paku fu; eka ds vuq'kj n.M ol my fd; tk; skA 3&v'ond ¼ HkM ikyd ½ v'f'kok muds i fruf'k fdl j Hh : lk ea ou {ks= ea v'ixus kL= v'f'kok vl; , d k dkbz mi dj.k tks ou ; k ol; tUrq'ka ds fy; s l Hk'for [krjk mRiUu djrk gS dks u gh l kFk j [kacs , oau gh mi dk fdl h Hh n"lk eami ; ks djaks A 4&HkM ikyd ouka eafdl h izkj dh xš fof/kr dk; d'gh ugha djaks 5&HkM ikyd , d sou {ks= ea t'ksfd LFkkuh; v'f'kdj/kj; ka ds pjku paku l eal'kh gd d'or f'p'gr gš eaf'cu mudh l gefr ds pjku paku ugha djaks , oa LFkkuh; x'bet. ka l s fdl h izkj dh foon dh fl'f'fr mRiUu ugha djaks

ftu HkM/kyks ds uke ij ijfeV tkjh fd; s tkr's gS mudks viuh i "ky/ka dh l q; k ds vk/kj ij ekeyk(pjkbzj) foHkx dks nsuk i M=Fk FkA o'kz 1988 l s 2000 rd iR; d HkM&cdjh ij 1 : 0 vks o'kz 2002 ds ckn pjkbzj dh jk"kh n'kuh gks xba<sup>77</sup> or'eku l e; ea ; g nj iR; d HkM&cdjh ij 4: 0 i fr o'kz 6ekg ds fy; s ns gkr'k gA<sup>78</sup> HkM+i kydks dks rjkbz {ks=ka ea vkoAvr pjkbz {ks=ka ds v'lx'z pjku djuk gkr'k Fk ft l l s mi ; ks ea vkus okys {ks=ka dks NkM'ej ok°; ouka rFkk vl; {ks=ka dks upl ku





u igwba HkM+kydka dks fu; eka o "krk" dk dBkjr k l s ikyu djuk i Mrk FkA  
 vl; Fk muds ijfeV dks fujLr dj fn; k tkrk Fkkj o HkM+kydks dks ou {ks=ka l s  
 fu'dkfl r o mu ij Hkjh vFkz.n.M yxk; k tkrk FkA<sup>79</sup>

(V)

ck; kyka o i "kij kyd l dfr dk , d vk; ke /MMk\*\* Hk jgk gA tks l Ei wkz fo"o dh  
 i "kij kyd l dfr; ka ea fo |eku jgk gA<sup>80</sup> /kkMs fd i "BHKie ea pjkbz ds fy, mRre  
 ck; kyka dks gLrxr djuk gk-rk gA ; g ijEijk 20oha l nh ds ikjEhk rd viua  
 i wkz i ea fo |eku jgh gA i "kyw o pjxkg l Ecl/kh fookns dh ijEijk nks Lrjka ij  
 FkA i Fke xkaka, oa mudh i pk; rka ds e/; rFk f}rh; nks jkT; ka ds e/; A<sup>81</sup> jokbz dh  
 fofHku i VV; ka ds e/; pjxkgka dks ydj vucl ckj fookn gq gA tle i VVh  
 vMkj jckMk i i pxbz ds HkM+kydka dk cfM; kM+ i VVh ds HkM+kydka l s l hek fookn o  
 vucl /kkMs yxk; s x; sftl ea ekuj dkBk l s yDMw xakj ke/cfM; kMh dh HkMka dks tu  
 l eij us /kkMk yxkdj gLr&xLr dj fn; kA<sup>82</sup> bl /kkMk ijEijk dk ykcl xhrka ea Hk  
 o.ku feyrk gA&

**nem r yM+Vhddwcl: ] [MMi fp; k yM+dksA**

**HkM [kbz yDMw cMMh dh l Ksfl y.k dh vksA<sup>83</sup>**

&nork Vhdk o cdjk pgrk gS yfdu [kMw o i fp; k ?k pgrs gA l ksfl y.k pjku  
 fookn ds dkj.k yDMw dh HkMka bl h fy; s /kkMk x; hAb l h vnHk i ijEijk dk o.ku  
 , d vl; = ykcl xhr ea bl idkj feyrk gA&

**LKSfl ylak dks/k nke.kj eghl wt kxns Bk.kA**

**fgeh; kld cks'h yj /kjb vksl kxfj; k cks'h yj jk.kA**

**/kjh }kymW'lel kvf'k; kbz ik; kl xkA**

**fl xrij i HV; k; svMkj]cfM; k.kspkj; ka l l kA<sup>84</sup>**

&l k\$ fl y.k] dks/k vks nke.kh uked ck; ky ea /kkMs, oa ml jh i VVh dh HkMka }kjk  
 bu pjxkgka dks pjkus dh l puk nks ds fy; s efgl k uked 0; fDr dks fu; p r fd; k  
 x; k FkA tc ml us cfM; kj okyka }kjk /kkMs dh l puk i nku dh rks vMkj i VVh ds  
 dks/xkA ea /kjb kbz kor 1/2 o l kMj h ea jk.kk jksus yxA g&l esoj nork fl xrij okyka  
 us vol j dk Qk; nk mBkdj l gk; rk ugha dhA

\* 1-ukv&vki dks l pr fd; k tkrk gSfd ; fn vki mi jkDr l f; k l svf/d eos'h yk; s rFk paku ds fu; eka dk mYy@ku  
 fd; k nks l jdkjh txy l s fudkys tk l drs gS vks vki l s paku fu; eka ds vucl kj n.M ol ny fd; k tk; xk A 2- ukv&  
 l g ijfeV bl o'z l i k ds ds dkj . k fo "k k i fjl Fkr; ka ea fn; k tk jgk gA Hkfi "; ea bl dk dkbz Dyw ugha jgkA 3- ykfi x  
 oftr rFk o {kjk i . k {ks=ka ea i osk oftr @paku "k d vfxe ea ol ny dj] G.D. Lohdr dj; A



4- ifjVcck CykEi l sHkM&cdfj; kayuk ifrci/kr fd; k tkrk gA

\*\* /kkMk "kcn dk vFzI orëku ea ywIiV l sfy; k tkrk gA ywIiV dk mnas; cyiwd /ku ; k fdl h olrgfo"ksk dks mBk ystkus l sfy; k tkrk gA tcfid /kkMk ijEijlcr : i l spyh vk jgh 0; olFkk Fkh ftl dk Lo: i ywIiV ; k McdFh l s fHkU 0; ki d FkA /kkMk "kcn dk vFzI l keku; r%cnys dh Hkkouk l sfdl h /kujOLrq; k i.k.kh dks cyiwd ; k 'kM+æ- l s viusvf/kdlj eadjus l sfy; k tkrk gA /kkMk yxkuaokys l eg dksfoj/k/k; ka ds fo: ) l ghkxh l ekt }kjk l kektfd l g; kx vlg eku; rk ds l kfk gh nñh; l g; kx o eku; rk Hkh Lohdk; Zjgrh FkA /kkMk dks ifjHkfr'kr djrs gq dgk tk l drk gafd "dck; yh l h dfr ea ni js i {k l svielu dk cnyk yus; k vius viär vf/kdlj dh i p%LFki uk ds fy, l h/kh dk; bñgh dks /kkMk dgrs gA"

/kkMk yxokus ea LFkkuh; ykd nörkvka dh vge Hkñedk gksh FkA bu ykd nörkvka dk viuk , d "kkf l r {ks= gksh FkA ; s ykd nörk vius {ks= ea jtkk ds l eku "kkl u djrs FkA fooknka dk fui Vjk U; k; rFkk iz'kkl u , oajkt dkt ds Qs ya dk fu.kz Lo; a djrs FkA<sup>85</sup> /kkMk ds fy; s tul epk; dks , df=r djus ds fy; s nörkvka dks ek/; e cuk; k tkrk FkA vMkj jipxkbZ iVVh ea l kës'oj o MkMjk Dokj {ks= dk nörk Dokj tk[k vius "kkf l r {ks=ka dh turk dks /kkMk ekjus o HkMk [kkus ds fy; s i s jr djrs FkA<sup>86</sup> /kkMk dh ; g vf}rh; ijEijk jokbZ dh i VFV; ka rd l hfer u jgdj fVgjh fj; kl r dh ipxkbZ Qrg ioñ , oa cçkgj fj; kl r ds MkMjk Dokj ds HkMk+kydka ds e/; pjku {ks=ka o vki l h o eul; rk ds dkj.k vud /kkMk yxk; s x; s FkA 1903bD ea MkMjk Dokj okyks us ipxkbZ okyka dh HkMk/ka ij /kkMk yxk; k i p%910 dks MkMjk Dokj okyka us /kkMk yxk; k ftl ds ifrQy 1911bD dks ipxkbZ vMkj jcmk+ w iVVh okyka us MkMjk Dokj ds HkMk+kydks ij /kkMk yxk; ka<sup>87</sup> bu i "kpkjdka ds /kkMk , oa pjku fookn dks fui Vkus ds fy, fcfV" k "kkl u dky ea pkj deh"ku]1903bD dks fudksyl rFkk , feys deh"ku]1913bD ea tks'kh o Mkfyak deh"ku]1914bD ea okdj rFkk bel Ñ deh"ku]1923bD ea fdipx eñ rFkk pdz kj tq ky deh"ku]xfBr fd; s x; s i jUrq; s deh"ku pjxkg fooknka dks fui Vkus o LFkk; h l ek/kku djus ea vl Qy jgA<sup>88</sup> bl h rjg pjokga dk ; s thou o xrfok/k; kw o'z Hkj pyr h jgrh FkA mijkdR v/; ; u l s ; g Li'V gksh gS fd jokbZ ?kkVh ea HkMk/ky ijEijk o pjokg l h dfr ds fofo/k vk; ke nks n"kd i wZ fdrus i Hkko"kk yh jgs gksA

## (VI)

jokbZ ?kkVh ea HkMk/ky ijEijk ogkW dh l h dfr dh igpku ds l kfk&l kfk thfodks kztu dk egROI wZ l k/ku jgk gA ogkW dk eq; 0; ol k; gks ds vykok ; g l ekt dh vuBh l kektfd ijEijk dks l atks gq s gA vkt l ekt dh l kektfd ijEijkvka dk fo?kVu gks tk jgk gA igys tgkW l a ðr ifjokj i Fkk ea ifjokj dk i R; d l nL; bl 0; ol k; ea yxk gksh FkA vkt l a ðr ifjokj izkkyh l ekr gks jgh gS ftl ds dkj.k 0; ol k; ds p; u dh pkg ea i R; d 0; fDRK l a'k'kr irhr gksh gA bu l cds ifrQy Lo: i ; k; rFkk vutkoh HkMk/ky ugha fey ik jgs gA ç; kyka ea tkus l si wZ HkMk/kyka dh rS kjh ftuea Qkp fuekz kj i kyfl ; ka dk l Rdkj jxu Bñh "kfk egqz fudkyuk vkfn i Fkkvka dk fuokgu i "kpkjd l h dfr ea vc ugh ads çkjçj gks jgk gA tgkW



i "kq kyu dks 0; fDr viuk /ku dgrk Fkk vks ml dks viuh l kektf d ifr' Bk o  
fLFkfr dk l pd ekurk Fkk vkt bl 0; ol k; dks gs nf'V l s n[krk gs vks yks  
vU; 0; ol k; ka dh vks foe[k gks jgs gA ikj EHK ea tgrk HkM/ky pjxkgka ea viuh Vksyh  
dh l j {kk rFkk pjku paku ds fy, viuk l oLo cfynku djrs Fkspjxkgka ea  
xQvks [kdks ea jg dj l ak'ke; thou thdj i "kq kyu o pkj.k djra Fkspjxkgka or'eku  
ea 0; fDr mruk gh foykl h rFkk l k/ku Hkksch gks x; k gA cA; kyka ea tkus l s iudZ  
xus/ h rFkk Vksyh dks /ku , oa <ky cktka ds l kfk efunj ifj l j ea ys tk; k tkrk Fkkj  
vkt ; s ijEijk dgha Hkh nf'Vxkpj ugha gkrh gA HkM/ky ijEijk ds os fofo/k vk; ke  
xus/ h HkM/ky [kkey] Qkpj vks [kYMk rFkk cA; ky iokl , oa cA; kyka ea HkM/kyka ds uR;  
xhr , d igyh cudj jg x; s gA cxxokuh]okf.kT; dj.k rFkk df'k {ks= ds id kj ds  
dkj.k i "kq pjxkg l hfer gkrh tk jgs gA thfodki ktZ ds l a k/kuka dh vkl kuh l s  
miyC/krk ds dkj.k 0; fDrk vR; f/kd fuf'0; o vkyl h gks x; k gA og l ak'ke;  
thou l s foe[k gkdj bl 0; ol k; ds ifr ml dk : >ku de gks jgk gA og vius  
ikjEifjd 0; ol k; ds vi s kk , d s l a k/kuka o 0; ol k; ka dks ikr djus dh gkM+ea yxk  
gA gSft l s Rofjr ykHk dh l EHKkouk vf/kd gA

ikj fLFkfrdh; ræ ea cnyko Hkksu dh l fo/kk tud miyC/krk] c<rk iztkrkæ=d  
iz'kkl fud fu; U=.k]; krk; kr dh c<rh l y/Hkrk] mi HkksDrkkn vks okf.kT; h; cktkj ds  
cA; kyka rd ig'pua l s ; g vuBh l h dfr viuk vLrRo [kks p'p' gA l ekt ea  
opLooknh Hkksouk o l kektf d] vkfFkZ fLFkfr ea ifjorZ ds dkj.k pjokg l h dfr  
fue'ny gks jgh gA vkt l ekt dh ikfFedrk vPNh f'k{k iktr dj vius thou Lrj  
dks cgrj cukuk gA ftl ds fy, gj 0; fDr xkb l s "kgj dh vks mled[k gks jgk gA  
vks HkM+kyu dk ; g 0; ol k; fujl rj de gks jgk gA df'k dk foLrkj juxnh Ql yka  
dh i shk j dks c<kok] vk/kqu dh dj.k] vks] k s x dj.k] f'k{k dk fodkl o f'k{k iktr ds  
fy, iyk; u] Hkksrd l a k/kuka dh vkl kuh l a miyC/krk] ?kVra pjxkg {ks=}ouka dk  
fouk" k , oa ?kkl dh vuq yC/krk ds dkj.k jokbZ ?kVh dh ; g HkM+kyd l h dfr vius  
vLre i Mko ij gA e"khuh dj.k ds dkj.k Au h oL=ka dk de dher] jax] fMtk; u o  
xqkOrrk ea cktkja ea vkl kuh l s miyC/k gksa ds dkj.k yskka dk Au 0; ol k; o  
okf.kT; l sekg Hkx gks jgk gA tgrk l igys i "kpkjd cA; kyka o ?kja ea gj l e; Au  
dk xsyk ydj rdyh ij Au drrk jgrk Fkk vkt ogh HkM/ky vk/kqu drk dh  
pdkp'k ea l fylr gks x; k gA D; k'ed Au fudkyus l s /kksu , oa ml dks dkrus ds  
fy, r s kj djuk o dkrus rFkk oL= fuekZk rd dh l Ei wZ i f'0; k , d Je l k/  
dk; Z Fkka pjokg l h dfr dh oks cgrk; keh o vuBh ijEijk; a ftudk ikyu djuk  
fukl r vfuok; Z Fkk] vkt viua vLrRofoghurk dk iek.k iLr; dj jgh gA HkM/ky  
ijEijk ea os ykdnork ftudh iwtk vpZuk uk djus ij os Vksyh o HkM/kyka ds fy,  
l adV i shk djrs Fkka vkt mudh iwtk fo/kku] iwtu l kexh vks i "kpkjd ykdnork  
viuk vLrRo [kks p'p' gA ykdnork vkt xkeh.k l ekt ea dV'ic o xte nork ds  
: i ea iwtk tkrh gA muds uke l s j [kk x; k mudk irhd fplg Hk.M] vkt ik; %  
foylr gks p'p' gA vuq; ksch o ijuk orZ l e> dj ml s cp fn; k x; k gA



tMh&cfV; kWftul s cĭ; kyka ea i "kq rFkk HkMley jksch voLFkk ea mi pkj djrs Fkġ vkt ekuo efLr'd l s vks-y gksrh tk jgha gġ HkMleyka ds uR; xhr]NkMġ; okMġck tġm]Nki rh ftudh eny /ouh l s cĭ; ky xġk; eku gksrs Fkġ vc dgha Hkh l uk; h ugha nrs gġ bl ds fuokġd viuk otġ [kks pġds gġ HkMleyka dh fiz ok | ; æ ckw ġh dh e/kġ /ofu , d Lolu l k irhr gksrk gġ cĭ; kyh i qi ka dh l qU/k ftudks ykdj HkMley viua xkġġ ea ckwrs Fkġ QMksyh ftl dks [kkus ds fy; s ġ l Hko eu mnġyr jgrk FkġA vc og , d dYiuk ek= jg x; h gġ l jdkj dh fuf'Ø; uhr; ka o vl g; kx us i "kġ kyu 0; ol k; rFkk pjok l ġdfr dks fu% ang {kfr igġk; h gġ 0; ki kj o okf.kT; 0; ol k; dh rjQ vfr"; >pko us mu l eLr i jEi jkva dk fo?VU fd; k gġ tks bl 0; ol k; dks cuk; s ġs FkġA fcfV" k "kkl u dky o orġku l jdkj dh ou uhr; ka us Hkh bl i "kġ kyu 0; ol k; ij ifrdy i Hko Mkyk gġ

### I UnHġ I ph&

- 1&jkor]f"kopln& x<oky dh vFkġ; oLFkk , oa vkfFkġd l ġFkkvka ds fodkl dk bfrgkl ]i frHk idk"ku fnYyh]2011]i 0l 0&5
- 2&ik.Mġ, l 0 d0& ikphu Hkkjr]iz; kx idk"ku bykgkckn]2005 i 0l 0&24
- 3&ik.Mġ, l 0 d0& i wdR i 0l 0&24&28
- 4&>k]Mh0, u0] Jhekyh]d0 , e0&ikphu Hkkjr dk bfrgkl ]fglnh ek/; e dk; kġo; funs'kky; fnYyh fo"ofok | ky; ]31 okWl ġdj .k] fl rEcj]2009]i 0l 0&123
- 5&"kek]Mh0 Mh0& mYġjk[k.M Kudks]vġdr idk"ku gY}kuh]2012]i 0 l 0&581
- 6&d.Mkj]h; ġ ohj fl ġ&HkMġV; k tutkfr ds x<oky fgeky; {ks=}vi dlf"kr "kksk xġFk] g0 u0 c0 x<oky fo"ofok | ky; Jhuxj] 2000]i 0 l 0&23
- 7&Mcjky]f"koil kn&vydulln mi kR; dġohj xkFkk idk"ku nksMMk]1962]i 0 l 0&90
- 8&fctYok.k]jk/kġ; ke&e/; fgeky; dh fj; klr ea xteh.k tul ġk'kġ dk bfrgkl ]fctYok.k idk"ku i ġksy]k]2003]i 0 l 0&44
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- 10&us]h], l 0, l 0& e/; fgeky; dk jktulfrd , oa l ġdfrd bfrgkl ]ok.kh idk"ku ublfnYyh]1988]i 0 l 0&309
- 11&Mcjky]f"koil kn& mYġjk[k.M ds i "kġk]d]ohj xkFkk idk"ku nksMMk]1978]i 0 l 0&73
- 12&fctYok.k]jk/kġ; ke&i wdR]i 0l 0&46
- 13&Mcjky]f"koil kn&i wdR]i 0l 0&65



- 14&Mcjky]f"koil kn&Mÿkjk[k.M dk bfrgkl ]Hkx&ðohj xkFkk idk"ku nksMMk]i 01 0&84
- 15&tks'kh]i dhu&Mÿkjk[k.M dh foy'rik; % ijEijk, NRV ehFM; k idk"ku Jhuxj x<øky]2014]i 01 0&39
- 16&jkor]f"kopln&iwkdR]i 01 0&36
- 17&fctYok.k]jk/ks'; ke&iwkdR]i 01 0&46
- 18&Mcjky]f"koil kn&Mÿkjk[k.M ds i "kpkjd]ohj xkFkk idk"ku nksMMk]1978]i 01 0&76
- 19&Mcjky]f"koil kn&iwkdR]i 01 0&77
- 20&jkor]f"kopln fl g&iwkdR]i 01 0&37
- 21&l k{kRdkj & Jh dny jke]xte t [kky]me&65 o'k'fnuk&17&10&1988
- 22&Mcjky]f"koil kn&iwkdR]i 01 0&77&78
- 23&l k{kRdkj & Jh noh i il kn]xte dks/xk&]me&63 o'k'fnuk&15&1&2015
- 24&uksV; ky]f"kokulln&x<øky ds ykdur; &xhr]fglnh l kfgR; l Eesy bykgckn]2003]i 01 0&316
- 25&l k{kRdkj & fo"kec nÿk uksV; ky]xte t [kky]me&70o'k'fnuk&08&07&2014
- 26&l k{kRdkj & Jh dnykuln fctYok.k]xte jk&]me&65o'k'fnuk&10&10&1988
- 27&l k{kRdkj & Jh f[kykulln fctYok.k]xte i ksj]me&60o'k'fnuk&10&10&1988
- 28&l k{kRdkj & nohi il kn]iwkdR2
- 29&l k{kRdkj & l phulln mfu; ky]xte&dks/xk&]me&65 o'k'fnuk&10&07&2014
- 30&uksV; ky]f"kokulln&iwkdR]i 01 0&318
- 31& uksV; ky]f"kokulln&iwkdR]i 01 0&316
- 32&l k{kRdkj & Jh euhjke]xte&x'fln; kv xk&]me&80o'k'fnuk&12&10&1988
- 33&l k{kRdkj & Jh cyh]ke]xte&dks/xk&]me&70 o'k'fnuk&09&07&2014
- 34&l k{kRdkj & Jh cjni l ]xte&dks/xk&]me&62 o'k'fnuk&15&01&2015
- 35&l k{kRdkj & Jh nohi il kn]iwkdR
- 36&l k{kRdkj & Jh l wj thr iokj]xte&fl njh]me&70 o'k'fnuk&13&01&2015
- 37&jkor]f"kopln fl g&iwkdR]i 01 0&41



- 38&I k{kRdkj & Jh gfj ; k i qtkjh]xte&dk/xk]me&68o'k] fnuk] &10&07&2014
- 39&okYVu], p0th0&x<oky fgeky; dk xtfV; j]1910 i 01 0&26
- 40&I k{kRdkj &tcj fl g]xte&dk/xk] me&75o'k]fnuk] &15&02&2014
- 41&Mcjky]f"koil kn&iokDr]i 01 0&78&79
- 42&I k{kRdkj & Jh v'ks yky]xte&t [kky]me&62 o'k]fnuk] &08&07&2014
- 43&ukfV; ky]f"kokulln&iokDr]i 01 0&316
- 44&Mcjky]f"koil kn&vydulln&mi R; dk]ohj xkFkk i ddk"ku nksMMk]1962]i 01 0&97
- 45&I k{kRdkj & nohil kn]iokDr
- 46&Mcjky]f"koil kn&mYjk[k.M ds i "kpkjd]ohj xkFkk i ddk"ku nksMMk]1978]i 01 0&79
- 47&I k{kRdkj & Jh ; o] ohj fl g] jkor]xte& [kykM]i g]ky]me&78o'k]fnuk] &16&09&2015
- 48- Mcjky]f"koil kn&mYjk[k.M dk bfrgk] ]Hkx&o]ohj xkFkk i ddk"ku nksMMk]1975]i 01 0&54
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- 50&Mcjky]f"koil kn&mYjk[k.M ds i "kpkjd]ohj xkFkk i ddk"ku nksMMk]1978]i 01 0&80&81
- 51&ukfV; ky]f"kokulln&iokDr]i 01 0&299
- 52&Mcjky]f"koil kn&iokDr]i 01 0&81
- 53&I k{kRdkj & nohil kn]iokDr
- 54&i r], l 0 Mh0&n l kf"ky; y bdkuk]h vkQ n fgeky; Ul ]ymu]1935 i 01 0&56
- 55&ukfV; ky]f"kokulln&iokDr]i 01 0&317
- 56&pkrd]xkfoln&x<okyh ykd]xh]r {kf"kyk i ddk"ku ubz fnYyh]i 01 0&302
- 57&I k{kRdkj & Jh e.kh i d kn fu; ky]xte&dk/xk]me&35o'k]fnuk] &17&09&2015
- 58&pkrd]xkfoln&Hkjr; ykd l l dfr dk l UnHk% e/; fgeky; ]r {kf"kyk i ddk"ku]ubz fnYyh]1990]i 01 0&195
- 59&pkrd]xkfoln& iokDr]i 01 0&195&196



- 60&ukSV; ky]f"kokulln&iwkdR]i 0l 0&318
- 61&l k{kRdkj& nohil kn iwkdR
- 62&Mcjky]f"koil kn&mYkjk[k.M dk bfrgkl JHkx&7]ohj xkFkk idk"ku nksxMMk] l Eor-2053]i 0l 0&54
- 63&l k{kRdkj& nohil kn iwkdR
- 64&l k{kRdkj& jkeid kn ukSV; ky]xte&n0jk]me&70 o'k]fnukw 09&07&2014
- 65&fctYok.k]k/k'; ke&iwkdR]i 0l 0&50
- 66&usch]fxj/kj fl g] tks'k]eaty& fgeky; ds vk; i#]efYydk cpl fnYyh]2011]i 0l 0&95
- 67&l k{kRdkj& ikys'oj id kn]xte&xjkmh]me&61o'k]fnukw 10&07&2015
- 68&l k{kRdkj& Jh nhoku pln]xte&jkek]me&75 o'k]fnukw 11&10&1988
- 69&l k{kRdkj& di'ky fl g] jk.kk] xte&fQrkMh]me&63 o'k]fnukw 16&07&2014
- 70&l k{kRdkj& l jweyky]xte&dks/xk]me&65o'k]fnukw 09&07&2015
- 71&mYkjkpy df'k fofof/kdj.k ifj; kstuk]mYkjkpy ljdkj }kjk inYk] HkM+kydka dk l o'k.k]Jh fo"keCj nYk xte&t [kksy]iathdj.k l 0&U.A.NA -16/111
- 72& dk; kY; Ji Hkxh; oukf/kdjh]; eqk ou i Hkx]el jh] }kjk inYk xh'edkyhu p'ku ijfeV]Jh fo"keCj nYk]xte t [kksy]dks p'ku ijfeV u0&7@el jh@93&94 fnukw el jh@28&09&1993
- 73& l k{kRdkj& c#fl g]xte&vkl yk]me&75 o'k]fnukw @20&06&2015
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## ADMINISTRATIVE FUNCTIONS OF THE HEAD MASTER IN SCHOOL MANAGEMENT LEVEL

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### **Introduction:**

“Headmaster is a keystone of the arch of school administration”  
- S.N.Mukerjee

Headmaster of a high schools the official leader; he can establish himself as a real educational leader only through the use of the democratic process and on the basis of the quality of his contribution. He should establish his ability to act as a consultant to teachers, one who can aid them to solve their problems. He should try to develop the ability of the staff to work and think together. He should attempt to make changes in the educational programmer only through group evaluation and planning. In the light of this lets us now discuss the important functions of the headmaster.

As a functionary, hundreds and thousands of eyes watch him, judge him, and measure him and eager to follow his noble examples. Unless he has a perceiving eye, and understanding heart and an all-adjusting mental poise, he is bound to falter and fumble in his duties. The Headmaster should be firm in his dealings, resolute in his conviction and decisions, relentless in his execution.

A Headmaster has to perform multifarious duties. They can be categorized conveniently into the following:

### **(a) Teaching:**

Headmaster of a school is a teacher first and last. Teaching is his fundamental duty. Headmasters remain so much absorbed in other duties that they never enter classes. But they should take at least two



periods a day on specialized subjects. They should deliver or guide demonstration classes.

Despite some frustration of administration and demands on his time improvement of instruction is one of the most important responsibilities and duties of Headmaster. The headmastership and leadership are synonymous in education. He is the key person charged with responsibilities of improving instruction.

By actually teaching, the Headmaster comes to know the standard of pupils in different classes and the standard of teaching in the school. He directly comes in contact and understands difficulties of students and teachers.

No one expects Headmaster to be an expert in all instructional areas. He may master at least one or two subjects with manageable standard in other subjects. In spite of the fact, that Headmasters are over-burdened with a number of other duties; they should be first rate teachers being conversant with content and the latest methods of teaching.

### **(b) Planning:**

Unless the Headmaster plans for the school, there will be confusion all round. For making proper planning, help of pupils, teachers, and parents should be taken. Most of the planning will be there in course of discussions of school problems in the staff meetings and students councils.

Jacobson paints a good picture, "In extreme cases there are teachers without students, classes without teachers, class-sections with enrolment twice the capacity of the room, the teachers are handicapped, because of shortage of supplies, lack of books and equipment's, improperly classified students". This state of affairs is due to inadequate planning in schools.



### **(c) Organization & Administration:**

The next important task of Headmaster is organization. In the organization of school plant the headmaster should procure adequate furniture and equipment for the school. He should make petty repairs, distribute the furniture, look to the buildings, organize laboratories, the workshop and the library and take care of the sanitation and entire material aspect of school plant.

The Headmaster looks to the instructional work of the school including construction of curriculum, preparation and distribution at syllabi, work distribution among the staff, allotment of co-curricular duties, construction of the time schedule and the school calendar.

### **(d) Supervision:**

Supervision and administration are the two combined functions which are mostly blended in one. Administration means performance of certain routine duties in connection with finance, discipline, correspondence etc. By supervision it is meant the overseeing the work done by the teaching staff. Supervision is improving the total teaching learning situation. This situation is no more "detection or fault finding." A Headmaster should follow the following principles of supervision.

1. Its purpose is to help, encourage and guide rather than criticize.
2. It should be done in a spirit of cooperation.
3. It should be done regularly and effectively.
4. Partiality and prejudice should find no place in it.
5. The criteria of supervision should be known to teachers.

Supervision of instructional work is the most important function of the Headmaster. Classroom is the heart of teaching situation. It is the center of instruction. It is the duty of headmaster to



upgrade the quality of education through creative, cooperative and constructive supervision. It is not a matter of rushing into a classroom in session to make correction or an adjustment, as an auto mechanic adjusts a faulty motor. A motor is a thing within itself, but a classroom is a combination of human beings. Class visits form an essential part of the duties of the Headmaster. But that alone gives him no right either to snub or criticize a teacher in the presence of the class.

If the Headmaster feels a particular teacher needs correction, he should send for the teacher for post-visit conference. So, Headmaster's role is to play an excellent guide and the post-visit conference should see the teacher, a better person, wiser and saner. When Headmaster finds any defect with the teacher, he will discuss after the period is over in the Headmaster's office and not in front of the class.

### **Some specific Duties of Headmaster**

#### **1. School Supplies:**

This involves planning. Estimates are to be prepared regarding the quantity of purchases to be made. Specification of each item is to be laid down and quotations have to be invited and approved by the Headmaster. Goods ordered should be inspected and checked on arrival. Headmaster will appoint a selection committee for purchase and maintenance of equipment's.

#### **2. School Campus:**

School plant should provide adequate educational services. Best use of all the rooms, laboratories, workshops and the farm is made. In case of over-crowding students may attend laboratories in groups. School may be used for its specific uses. All school buildings should be guarded against building hazards. The perfect up-keep of the school campus is the lookout of the Headmaster.



### **3. Co-Curricular Activities:**

Over-all management of school co-curricular activities is the Headmaster's responsibility. Various activities may of course, be distributed amongst the staff members in accordance with their previous background, interest and aptitude. Adequate budget allotment should be made for these activities. All wastage and unnecessary expenditure should be checked.

### **4. Office:**

The modern conception of the Headmaster's office is that, it is a service center. Communication with higher authorities, the parents, the public, the teacher and the students is made by the Headmaster. Among the specific duty on the Headmaster in respect of efficient working of school office, the following are noteworthy:

(i) The office must be located at a suitable place. It must be adequately spaced and proper up-keep ensured.

(ii) Office work must be distributed adequately among members of the office staff. Headmaster must supervise their work, check irregularities, check inefficiency and ensure regular and prompt work.

(iii) Headmaster must decide time to be devoted for office work.

(iv) Headmaster must make note of his office duties.

(v) Duties of Headmaster prescribed by Education Department and Managing Committee should be strictly followed.

(vi) The Headmaster should strictly obey the rules and regulations by the University or school Board, to which the school is affiliated.



(vii) Routine duties of the Headmaster should be admission, checking class registers, cash book, acquaintance roll, attendance registers accounts of various fees and fines.

All these general duties and specific responsibilities of the Headmaster will go to make better schools.

### **Conclusion:**

Thus, Headmaster acts as a representative of school. He should be able to maintain the coordination between four aspects planning, organizing, directing and controlling. The overall development of school depends on his performance and also has impact on teacher and student achievement.

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## HUMAN RESOURCE DEVELOPMENT PRACTICES IN INDIAN POWER SECTOR-A CASE STUDY OF TSGENCO

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### **Abstract**

Human Resource Development (HRD) is the most important determinant of success, efficiency and effectiveness of an organisation. The basic objective of HRD is to ensure optimum utilisation of human energies to identify and satisfy the needs of individuals, which may lead to better human relations among the employees. The success or failure of an organisation depends upon the effective contribution and utilisation of the four Ms viz., Money, Material, Machinery and Men. Amongst the four Ms, the management of men plays a vital role in determining the success of an organisation. Human Resources figure among the most valuable assets of any organisation. Good and proper usage of these resources can largely contribute to the success of the organisation. The present global scenario of corporate governance assigns the highest level significance to the organization's human resources, or human capital. The companies around the world have realized the importance of human resource development, popularly known as HRD. Human resource development practices are found in every organisation, but their importance lies in their proper use and management. Plant, machinery, computers, automated equipment's, that an organisation uses are unproductive, without human efforts and direction. Human resources are referred to as the employees and workforce in any organisation.

**Keywords:** Human Resource Development, Practices



## Introduction

Human Resource Development (HRD) Practices in any organisation, big or small, public or private are the most valuable asset and tools of overall development, efficiency and effectiveness. Good and proper usage of these resources leads to technological, economic and ecological development of the organisation. The present global scenario of corporate governance assigns the highest level significance to the organisation's human resources or human capital. HRD practices are found in every kind of organisations but their importance lies in their proper use and management. Plants, offices, computers, automated equipment's, all else that a modern form uses are unproductive without human efforts and direction. HRD are referred to as the employees and workforce in any organisation. It is a set of all categories of personnel's in any organisation, right from top management to the lowest ranked workers.

The main objective of electricity industry is to achieve customer satisfaction through generation of electricity of the right quality and quantity at an affordable cost and supply to the consumers efficiently whenever and wherever required. This involves planning, design, engineering, procurement, handling and storing, construction, commissioning, operation and maintenance of power plants, equipment, transmission and distribution, sale of energy and collection of revenue, management of personnel and finance etc., each a critical task in its own right.

Trained manpower is required at every stage of the above mentioned tasks. Fast advancement of technology is making every sphere of the electricity supply industry more and more sophisticated, requiring especially skilled engineers, supervisors, artisans, and managers etc., to manage the industry. The growing concern over environmental degradation and depletion of the conventional energy sources has made





the task more challenging. The technical knowledge acquired from polytechnic, engineering colleges, industrial training institutes and other technical institutions needs to be supplemented with applied engineering and managerial skills.

There is an increasing demand for skilled manpower. This is on account of globalisation, changes in technology, as well as work processes. Production has been getting globalised and financial markets the world over are becoming integrated. Information Technology has been primarily instrumental in increasing the speed of communications and reducing its costs. Globalisation has led to intensified competition, technological diffusion and adoption of new forms of organisation.

As a result of the heightened competition and economic change, developing nations are facing a tough challenge in maintaining the employability of large segments of their workforce. Simultaneously, competition and economic change also provide an opportunity for economic growth and employment expansion. To take advantage of these opportunities, the level and quality of skills that a nation possesses are critical. Moreover, rapid technology changes and transition to a more open economy entails social costs. These can be restricted only through equally rapid up-gradation of the capabilities of the workforce. Against this backdrop, countries like India, which have opened up their economy in the early 1990s, need to invest in the skill development, training and education of their workforce. As technology changes, shorter product cycles and new forms of work organisation alter the environment, training systems come under pressure. To counter these pressures on training, incentives for training systems need to be considered. This will help the nations industries to adapt successfully to ongoing economic changes.



Today electricity has become the essential ingredient of human life with vast social implications. Human life is touched daily by electricity and economic development has been intrinsically coupled to electricity use. Its absence is usually associated with poverty and poor quality of life. In the present digital age, electricity is the most convenient of all forms of commercial energy and has rightly emerged as the most crucial and critical input for sustaining the process of economic and social development. Development of different sectors of economy is not possible without matching development of power sector.

### **Power Sector In India**

The history and evolution of power sector in India dates back to 1880s, when a small power generating station with local distribution was established in the hills of Darjeeling in the eastern part of India. It is also true of the governing legal and regulatory framework for private utilities owning and operating the system. The legislation of 1887 and 1903 that provided for private power and minimal regulation, evolved into a more comprehensive Indian Electricity Act 1910, an amended version of which still governs the sector. Post-independence, The Electricity (Supply) Act 1948 came which provided for the establishment of semi-autonomous vertically integrated utilities, i.e. State Electricity Boards owned by the state to undertake the generation, transmission and supply of power.

**Rao (2009)** carried out a study on the HRD climate in the Thermal Power Station of Vijayawada in Andhra Pradesh and stated through his study that HRD is a process which develop and identify the keen potential of human force. He suggested that the management in an organization should be generous and should also support its work force emotionally so that it will help the employees to work better and enable them to exhibit their knowledge and skills in a cohesive manner.



**Sreenu.E. (2013)** examined on Human Resource development practices in Andhra Pradesh Power Generation Corporation limited (APGENCO), and focused on the identification of the HRD Practices, the implications, perception and attitude of the employees towards HRD practices implemented by State Public Sector Undertakings in Andhra Pradesh Power Generation Corporation limited.

**T.V.Rao (1999)** studied various organizations from public and private sectors, software and MNCs like Larsen and Toubro, TELCO, SAIL, Crompton GE, Coca Cola, Pepsi Co., Hughes Software system, HLL, Modi Xerox, NIIT, HCL and so on and found that they owe their leadership position in their sectors to the detailed application of HRM doctrines.

**Sudhirkumar (1989)** studied personnel administration in Himachal Pradesh State Electricity Board, He discussed recruitment, selection, training and development, promotion, transfer wage, discipline, motivation, employee benefits and services, participative management and other related aspects with special reference to Himachal Pradesh State Electricity Board.

## **PROFILE OF THE ELECTRICITY SECTOR IN INDIA**

Power is the key input to the economic development of the country. The Ministry of Power, Government of India and the regulatory authorities are trying to provide an enabling Policy and legal framework to the reforming power sector through various Acts, Orders and Regulations to bring in competition in the Electricity Sector. The effort is also to provide enough checks and balances in the system, so as to protect the interest of various stakeholders, be it the consumers or the generation, transmission & distribution companies, power traders etc,. The power professionals face a tough challenge of putting the sector on a high growth rate of around 9% commensurate with a steady reduction in Aggregate Technical and Commercial losses and improving



the efficiency of various systems and processes. There is an impending need for training on the technical as well as managerial fronts.

## **THE EMERGING HUMAN RESOURCES SCENARIO**

The experiences of electricity sector transition from monopoly to competition in industrialized countries can accelerate developing countries on their learning curves. Generally the electric supply industry was a State-licensed, if not a State-owned monopoly, and the restructuring process involved the break-up of a single monolithic organization into separate entities. This disaggregation, involving relocation of personnel on a hitherto unprecedented scale, necessitated a paradigm shift in approach and perspective towards human resources in keeping with the operations and efficiency standards of the unbundled and now competitive businesses. As new technologies and forms of competition emerge, utilities need to staff their business more like new entrants. The new entities created must be highly flexible, able to deploy new teams of employees with diverse functional and organizational backgrounds and cultures in dynamically changing configurations as required by the electricity business environment.

### **Need for the Study**

This study arises from the need to manage the human resources of the power generating organisations more effectively. The beginning of the 1990 decade was flagged off by the concepts of borderless economy, global village, information technology and privatisation. All these intricacies prompted the present research study. In this context, this is a humble attempt to study the various aspects of HRD practices in one of the power generating companies in TSGENCO. ***Training for all:*** Every employee has a right to receive need based training at regular intervals (at least 6 man days per year) to enable him/her to develop his/her potential to the maximum and contribute his/her best to the organisation.



## Significance

This study of HRD practices makes it all the more important in this age of corporate governance, with the introduction of New Economic Policy by the Government of India the market operations were extended from a restricted domestic to a wide international market, business organisations. About two decades have passed since then and the strong emergence of the private sector has created a competitive environment. The development of the electricity power sector requires better human resources and operational management. The kind of training efforts that the future electric industry require is not likely to come about without radical changes in the systems that interact with and shape the training process. In the context of the changing scenario in the power sector, there is a greater role for human resource management, and specifically in HRD initiatives. The power generating companies have to adopt suitable HRD Practices. In this regard, an effort to study these practices is very important. The findings of this research will open the doors for future research which shall be of great help to the nation.

## Objectives

- To study a conceptual framework, relating to HRD Practices in the organisation.
- To analyse on how HRD policies and programmes are acting as a motivational tool.
- To find out specific problems encountered in planning and implementation of HRD programmes and practices in TSGENCO.
- To evaluate the need for HRD initiatives in career development



## Hypotheses

H<sub>01</sub>: TSGENCO is implementing good Human Resource Development Practices.

H<sub>02</sub>: There is no significant difference between the genders of employees with regard to the HRD Practices.

## Methodology

Both primary and secondary sources of data will be collected for the study. Secondary sources of data are books, magazines, journals and newspapers, web-sites company's publications like annual reports, publications and diaries.

The primary data will be collected through administered structured Questionnaires to different level of employees of the TSGENCO.

## Importance of training and development

It is an accepted fact that besides money, materials and machines, the success of any organization depends upon the quality of its human resource. In the wake of increased competition, opening of the Indian economy, development of global village concept, people have become pivot around which successful organizations rotate. In the light of these, the training and development function in organizations gained momentum and recognized as a tool to help people to grow within the organization and retain them. To be productive and profit making, organizations need efficient and effective workforce. To manage and maintain this workforce, organizations require skilled and knowledgeable executives. Skilled and competent executives can direct the efforts in right direction and reach the organization objectives. The impact of innovations, technological advances, market driven economy, consumerism has forced many organizations to opt for modernization, diversification and organization restructuring. The liberalization of economy has changed the environment for our managers and workforce. The protective layer has gone, and the world is now in the



age of competition not only from within but also from the technologically advanced and capital rich organizations of the developed countries.

### **Human Resource Management (TSGENCO)**

Manpower Planning In TSGENCO, after completion of the construction works, the required staff for Operation & Maintenance of the newly commissioned unit will be sanctioned. The posts created during construction period will be either suppressed or diverted to the new projects which are under execution. Before sanctioning any new post, care is taken to see that – a) The available man power can take additional work, if it is for a short period and on one time basis. b) Whether there is any surplus, consequent to closure/completion of construction works. c) Whether the additional cost of man power is within the budgetary limits. The man power planning mainly consists of the following:- a) Sanction/creation and suppression of posts duly reviewing deployment of the existing man power to cope up with the work load. b) Recruitment/filling-up of posts either by utilizing the existing man power or resorting to direct recruitment and also to forecast the future requirement.

### **Training**

In general, training refers to a planned effort by a company to facilitate the learning of job-related knowledge, skills or behaviour by employees. The goal of training efforts is for employees to master the knowledge, skills, or ability emphasized in training programmes and to apply it in their day-to-day activities. A learning organization is one whose employees are continuously attempting to learn new things and apply what they have learned to improve product or service quality. Improvements do not stop when formal training is completed. Continuous learning is expected from employees and is rewarded. Continuous learning requires employees to understand the



relationships among their jobs, their work units and the company and to be familiar with the company's business goals. One of the key characteristics of training systems that contribute to competitiveness is that they are designed according to the instructional design process. Instructional design process refers to a systematic approach for developing training programmes. Companies and many others believe that investment in training will help them gain a competitive advantage. Companies can gain a competitive advantage if they successfully deal with quality, globalization, high-performance work systems, and social challenges.

Training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or jobs. Training can involve learning of various kinds and in various situations i.e. on the job, off the job, in the company or outside the company. It can involve the use of many techniques like demonstration, practice, coaching guided reading, lectures, discussions, case studies, role playing, assignments, projects, group exercises, programmed learning, seminars, workshops, games, quizzes etc., These techniques can be deployed by many people, specially by company Trainers, Managers, Supervisors, colleagues or External Trainers and Educationists.

### **Training can:**

Increase employees' knowledge of foreign competitors and cultures, which is critical for success in foreign markets. Help ensure that employees have the basic skills to work with new technology, such as robots and computer-assisted manufacturing processes. Help employees understand how to work effectively in teams to continue to product and service quality. Ensure that the company's culture emphasizes innovation, creativity, and learning.





## Human Resource Development Practices in TSGENCO

TSGENCO follows 'People First' approach to leverage the potential of its around 24,000 employees to fulfill its business plans. It believes in achieving organizational excellence through human resources. Talking about top management, NTPC is governed by Chairman and Managing Director with Director (Technical), Director (Projects), Director (Finance), Director (Operations), Director (Human Resources), Director (Commercial) and CVO at Corporate level. Control at regional level is taken care by Executive Director (Contracts & Materials) and Executive Director (Corporate Planning). Regional Executive Directors are there to control various site operations. There are different departments and divisions covered under the top management.

The company is strongly committed to the development and growth of all employees as individuals and not just as employees. Competence building, Commitment building, Culture building and Systems building are the four building blocks on which the HR systems of the organization are based. The hiring of executive trainees is followed by 52 weeks of fully paid induction training. A well established talent management system ensures the meaningful growth and relevant challenges for employees. Talent management system comprises performance management, career paths and leadership development. The company believes that efficiency, effectiveness and success of the organization depends largely on the skills, abilities and commitment of employees working in the organization. The training policy of the company envisages a minimum of 7 man days of training per employee per year. NTPC runs a state-of-the-art Power Management Institute (PMI), at Noida. PMI has trained a large number of professionals from NTPC, State Electricity Boards and other power utilities in the country. PMI offers a wide range of programmes in the direction of enhancing general management competence, technical expertise, upgradation of functional skills, information technology, and employee



development programmes for supervisors and workmen in the areas of power plant familiarization, attitude etc.

Human resource management practices which were used in contemporary viz human resource planning to training and development of the employees are witnessing sea changes in their application because of rapidly changing world economic order. The importance of human resource management practices and strategies are gaining relevance in present situation because the organizations are facing the challenges of getting an advantage of the skills of its human resources over their competitors. Hence every organization is facing the challenge of acquisition and retention of employable talent. The management of employable talent is becoming difficult because of the divergent opportunities for the existing talent which are being offered by various multinationals. Hence, the organizations are facing the dearth of the talented manpower. On the other side, retention of the existing manpower is becoming threat to every organization including Public sector enterprises. The public sector enterprises in India consist of three different groups as public enterprises under central government, departmental undertakings i.e. railways, post and telegraph etc. and public enterprises under various state governments, which include investments in power generation and distribution, road transportation and other industries. Integration of Indian economy with global markets has thrown up new opportunities and challenges. Some of the public sector enterprises with strategic vision are actively exploring new avenues and have increased their activities to go in for mergers.

## **Conclusion**

The training and development program adopted in TS GENCO mainly concentrated on areas like quality aspects, job oriented trainings, technical skills and knowledge. Most of the respondents rated as good



and excellent towards the overall quality and effectiveness of the training and development programs and satisfied with the present training methods. The company also has to concentrate on small percentage of respondents who are not satisfied with training programs and whom it has not helped to overcome from their short comings or work related problems. Finally the training and development programs provided by TS GENCO are found to be effective, credible and commendable, which can be improved further. In this organization most of the employees are interested to adopt the workshops in the training methods apart the on the job training, There is healthy relationship between the peers, subordinates, superiors, In this organization maximum no of employees are agree with the management considering their ideas and suggestions on some occasions only, In this organization maximum no of employees are satisfied with the recognition they get from their work, In this organization training program's will help the employees in achieving both individual goals and organization goals, In TSGENCO training programs are conducted depend on requirement also, In this organization maximum no of employees are satisfied with the training program conducted by TSGENCO, Employers are gained knowledge at work place after attending the training Program, In this organization training programs will help the new comers in order to get, Accustomed to the organization culture, In the organization the training boost up the self morale and discipline at, Work Place, For new joiners in organizations training method are conducted like coaching's and besides orientation programs, According to TSGENCO training policy, training target of 7 man days of training but they are selecting employees randomly, as such some of the employees are not able to cover training 7 man days, Employees are not at all satisfied with training need analysis (TNA), In TSGENCO employees are not satisfied with skill based training



programmes, In TSGENCO for new joiners does not have an induction programmes.

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## ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL TEACHERS

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### Abstract

Environmental education is the process of recognizing values And the clarifying concepts in order to develop the skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and biological surroundings. The main objective of the study is to study the level of environmental awareness among secondary school teachers the tool was used in the study is environmental awareness scale developed by Haseen Taj (2001). A sample of 224 teachers located from Kurnool district in Andhra Pradesh. Suitable statistical techniques were used to analyze the subjects. Findings suggested that there are significant differences between male and female, rural and urban and government and private school teachers. Female teachers have good environmental awareness than male teachers, the teachers located in rural and urban areas have well aware towards environmental education and the teachers from government schools were have well awareness than private school teachers.

**Key Words:** Gender, locality, Type of School and Environmental Awareness.

### INTRODUCTION

In the past two decades, environment has attracted the attention of decision makers, scientists and even laymen in many parts of the world they are becoming increasingly conscious of issues such as

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famines, drought, floods, scarcity of fuel, fire wood and fodder pollution of air and water, problems of hazardous, chemicals and radiation, depletion of natural resources, extinction of wildlife and dangers to flora and fauna. People are now aware of the need to protect the natural environmental resources of air, water, soil and plant life that constitute the natural capital on which man depends. There is no denying the fact that environment has to be protected and conserved so to make future life possible. The only way to solve this hazard is to bring about awareness among the people. The government introduced many environmental protection Acts to reduce the indiscriminate use of resources but the awareness need to touch the grass root level of the society. Teachers play a vital role in forming, changing and establishing attitudes and values that are environmentally responsible behavior. They have a formidable responsibility of ensuring that their educational offerings on environment, especially sustainable development consistently meet the highest standards and serve the students, parents and the community. The role of the teacher is crucial in achieving this objective. The teacher must have awareness about environment and the problems associated with it hence it is necessary to know how far our teachers are aware about environment-its problems, protection to educate the children and society in this direction.

Ozden,M.(2008). Investigated on environmental awareness and attitudes of student teachers. Results of t-test and ANOVA showed that the female elementary student teachers in the last year of an instruction programme who have less than three brothers and sisters with high socioeconomic level (student teachers income level of family, father's job and education, mother's job, living residence) living in Marmara Region had more positive attitudes towards the four dimensions of environmental attitude than the other student teachers. Heinen,J.&Shrivasthava,R.(2009). did analysis of conservation attitudes and awareness around kaziranga national park,



Assam, India: implications for conservation and development, population and environment. The findings imply that highly localized development schemes and participatory approaches to resource management at the village level, coupled with greater efforts at education, are especially needed to achieve conservation and development goals in such cases. Abdul-wahab,S.A. and Adbo J.(2010). The effects of demographic factors on the environmental awareness of omani citizens. The survey revealed that environmental awareness of the omani public was related to gender, age, and education level. Males were found to have a higher level of knowledge about environmental issues than females. Males were also more environmentally concerned and tended to engage in more environmental behaviour than females. Younger and more educated respondents tended to be more knowledgeable and concerned about environment than older and less educated respondents. Cinar, N., Altun,,& Dede,C.(2011).knowledge and attitudes of university students on health effects of environmental risk. The highest rate (74.3%) of correct answers was obtained with the question about smoking "tobacco smoking is a risk factor for respiratory disease. "The lowest rate of correct answers (30.1%) was obtained with the question residential exposure to radon gas is a risk factor for lung cancer. 59.1% of answers were indicating, the most significant threat is water pollution, 15.2% of answers were indicating that the lowest threat aspect is noise. Uitto, A., Jutti,K., Lavonen, J., Byman, R.,& Meisalo, V. (2011). Investigated oon students interests, attitudes and values concerning school science related to environmental issues. There were significant correlations between the attitude and value factors. Interest and value was negligible. Girls' attitude was significantly more positive and their biocentric value stronger than those of the boys while in terms of interest the gender difference was small.





## SCOPE OF THE STUDY

The main intention of the present study is to find the level of environmental awareness among secondary school teachers in relation to gender locality and management.

## OBJECTIVE OF THE STUDY

➤ To study the impact of Gender, locality, and working management, in creating environmental awareness among secondary school teachers.

## HYPOTHESES

- There would be no significant influence of gender in creating environmental awareness among secondary school teachers.
- There would be no significant influence of locality in creating environmental awareness among secondary school teachers.
- There would be no significant influence of working management in creating environmental awareness among secondary school teachers.

## TOOL

The Environmental Awareness scale was adopted from Haseen Taj for this study. The Tool consists of 61 items covering areas-health and Hygiene, population explosion, wildlife and forest, pollutants and environmental concerns. The reliability co-efficient of the tool is 0.82 through Test retest method and Personal data regarding the secondary school teachers.1. Gender 2. Locality 3.Management

## SAMPLE & DATA COLLECTION

The present study consisted of sample 224 secondary school teachers in and around the Kurnool district of Andhra Pradesh . The stratified random sampling was applied The investigator personally visited schools with permission of head master. The school teachers who attended the school on the day of collection of data are considered



for the purpose of the investigation. The personal data sheet and environmental awareness scale were given to the teachers and data was collected. The inferential statistical technique mean, SD and 't' test was employed to test the hypotheses.

## RESULTS AND DISCUSSION

**Hypothesis-1:** There is no significant impact of gender on environmental awareness of secondary school teachers. The above hypothesis is tested by employing 't'-test. The results are presented in Table-1.

**TABLE-1: Mean, SD and 't' value of Environmental Awareness scores.**

S.NO	GENDER	N	MEAN	S.D	t-value
1	Female	117	203.40	23.93	2.18*
2	Male	107	196.69	22.06	

\*Significant at 0.05 level

It is clear from Table-1 that the computed value of 't'(2.18) is greater than the table value significant at 0.05 level. Hence hypothesis-1 is rejected that the gender has no significant influence on the environmental awareness of secondary school teachers is not accepted as warranted by the results.

**Hypothesis-2** There is no significant impact of locality on the environmental awareness of secondary school teachers. The above hypothesis is tested by employing 't'-test. The results are presented in table-2

**TABLE- 2 : Mean, SD and 't' value of Environmental Awareness scores.**

S.NO.	LOCALITY	N	MEAN	S.D	't' value
1	Urban	109	195.23	22.34	3.23**
2	Rural	115	205.07	23.18	

\*\* Significant at 0.01 level.



When we observe the table 2 that the computed value of t (3.23) is greater than that of table value 0.01 levels of significance. It is concluded that the locality has significant influence on the environmental awareness of secondary school teachers. Hence the framed hypotheses There is no significant impact of locality on the environmental awareness of secondary school teachers is not accepted as warranted by the results.

### ***Hypothesis-3***

There would be no significant impact of management on environmental awareness of secondary school teachers. The above hypothesis is tested by employing 't'-test and the results are presented in Table-3

**TABLE-3: Mean, SD and 't' value of Environmental Awareness scores.**

S.NO	MANAGEMENT	N	MEAN	S.D	't'-value
1	Government	117	203.40	23.93	2.18*
2	Private	107	196.69	22.06	

\*'Significant at 0.05 level.

It is clear from table-3 that the computed 't' value (2.18) is greater than that of table value at 0.05 level of significance. Hence the hypotheses is rejected at 0.05 level of significance, It is concluded that management have significant impact on environmental awareness of secondary school teachers.

### **CONCLUSION**

Gender, locality and management have significant influence on environmental awareness of secondary school teachers. In terms of gender female teachers have good environmental awareness than male teachers, the teachers located in rural and urban areas have well aware



towards environmental education and the teachers from government schools have well awareness than private school teachers.

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## ANALYSIS OF BUILDING CONSTRUCTED ON SLOPING GROUND

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### **Abstract:-**

Previous studies emphasize for proper planning and construction practices of multi-storeyed buildings on sloping ground. However, in normal design practice the designers generally ignore the effect of sloping ground on the structural behaviour of the building. The analysis of a G+4 storey RCC building on varying slope angles i.e.,  $0^{\circ}$ ,  $10^{\circ}$ ,  $15^{\circ}$ ,  $20^{\circ}$ ,  $25^{\circ}$  and  $30^{\circ}$  is studied and compared with the same on the flat ground. The structural analysis software STAAD Pro v8i is used to study the effect of sloping ground on building performance. The analysis is carried out to evaluate the effect of sloping ground on structural forces. The horizontal reaction, bending moment in footings and axial force, bending moment in columns are critically analysed to quantify the effects of various sloping ground. It has been observed that the footing columns of shorter height attract more forces, because of a considerable increase in their stiffness, which in turn increases the horizontal force (i.e. shear) and bending moment significantly. Thus, the section of these columns should be designed for modified forces due to the effect of sloping ground. The present study emphasizes the need for proper designing of structure resting on sloping ground. Overall displacement of the structure with respect to different sloping ground configurations is also analysed.



**Keywords:-** Structural Behaviour, Horizontal Force, Bending Moment, Axial force, Slope Ground

**1. INTRODUCTION:** A scarcity of plain ground in hilly area compels the construction activity on sloping ground. Slope construction of buildings constructed in masonry with mud mortar/cement mortar without conforming to seismic codal provisions and wind analysis have proved unsafe and, resulted in loss of life and property when subjected to earthquake ground motions and neglecting the winds which flows at upper part of the hills. Hilly areas are more prone in seismic activity and wind activity for e.g. Northern region of India.

In some parts of world, hilly area is more prone to seismic activity; e.g. northeast region of India. In this hilly regions, traditionally material like, the adobe, brunt brick, stone masonry and dressed stone masonry, timber reinforced concrete, bamboo, etc., which is locally available, is used for the construction of houses. A scarcity of plain ground in hilly area compels the construction activity on sloping ground. Hill buildings constructed in masonry with mud mortar/cement mortar without conforming to seismic codal provisions have proved unsafe and, resulted in loss of life and property when subjected to earthquake ground motions.

In this hilly regions, traditionally material like, the adobe, brunt brick, stone masonry and dressed stone masonry, timber reinforced concrete, bamboo, etc., which is locally available, is used for the construction of residential buildings. The economic growth and rapid urbanization in hilly region has accelerated the real estate Development. Due to this, population density in the hilly region has increased enormously. Therefore, there is popular and pressing demand for the construction of multi-storey buildings on hill slope in and around the cities.

Hill buildings are different from those in plains; they are very irregular and unsymmetrical in horizontal and vertical planes, and torsional



coupled. Hence, they are susceptible to severe damage when affected by earthquake ground motion and also carry the wind load. Such buildings have mass and stiffness varying along the vertical and horizontal planes, resulting the centre of mass and centre of rigidity do not coincide on various floors. This requires torsional analysis; in addition to lateral forces under the action of earthquakes. Little information is available in the literature about the analysis of buildings.

When a structure is subjected to seismic forces it does not cause loss to human lives directly but due to the damage cause to the structures that leads to the collapse of the building and hence to the occupants and the property. Mass destruction of the low and high rise buildings in the recent earthquakes leads to the need of investigation especially in a developing country like India. Structure subjected to seismic/earthquake forces are always vulnerable to damage and if it occurs on a sloped building as on hills which is at some inclination to the ground the chances of damage increases much more due to increased lateral forces on short columns on uphill side and thus leads to the formation of plastic hinges.

Structures on slopes differ from those on plains because they are irregular horizontally as well as vertically. In north and north-eastern parts of India have large scale of hilly terrain which falls in the category of seismic zone IV and V. Recently Sikkim (2011), Dodo (2013) and Nepal earthquake (2015) caused huge destruction. In this region there is a demand of construction of multi-story RC framed buildings due to the rapid urbanization and increase in economic growth and therefore increases in population density.

Due to the scarcity of the plain terrain in this region there is an obligation of the construction of the buildings on the sloping ground. In present work, a four storey framed building with an inclination of  $0^\circ$ ,  $10^\circ$ ,  $15^\circ$ ,  $20^\circ$ ,  $25^\circ$  and  $30^\circ$  to the ground.





**LITERATURE REVIEW:** In this review, characteristics of the structures due to the variation of the slope angle are explained. Then the effect of the irregular configurations on vulnerability due to seismic forces is discussed. There are very few researchers who explained the effect of change of sloping angle.

**B.G. Birajdar, S.S. Nalawade, (2004):**In the following work Seismic analysis performed on 24 RC buildings with three different configurations like, Step back building, Step back Set back building and Set back building are presented. It was analysed that the development of torsional moment in Step Back Building is higher than the Step Back Set Back Building, hence Step Back Set Building were less Vulnerable against Seismic Ground Motion. Although, the Setback buildings on plain ground attract less action forces as compared to Step back Set back buildings.

**Y. Singh & Phani Gade (2011):**This paper presents some observations about seismic behaviour of hill buildings during the Sikkim earthquake of September 18, 2011. An analytical study is also performed to investigate the peculiar seismic behaviour of hill buildings. Dynamic response of hill buildings is compared with that of regular buildings on flat ground in terms fundamental period of vibration, pattern of inter-storey drift, column shear, and plastic hinge formation pattern. The seismic behaviour of two typical configurations of hill buildings is investigated using linear and non-linear time history analysis. It is observed that hill buildings have significantly different dynamic characteristics than buildings on flat ground. The storeys immediately above the road level, in case of down-hill buildings, are particularly vulnerable to earthquake action. The analytical findings are corroborated by the damage pattern observed during Sikkim earthquake.

**Singh et al. (2012):** The present study carried out an analytical study using linear and nonlinear time history analysis. They considered 9 story



RC frame building (Step back) with 45 degrees to the horizontal located on steep slope. The number of storeys was 3 and 9 and 7 bays along the slope and 3 across the slope. They took 5 set of ground motions i.e., 1999 Chi-Chi, 1979 Imperial Valley, 1994 Northridge , 1971 San Fernando , 1995 Kobe from strong motion database of pacific Earthquake Engineering Research Centre (PEER). They observed that almost all the storey shear is resisted by the short column. The effect of torsional irregularity is represented by the ratio of maximum to average inter storey drifts ( $\Delta_{max}/\Delta_{avg}$ ) in a storey. They observed the step back buildings are subjected to considerable amount of torsional effects under cross slope excitations.

**Babu et al. (2012):** The present study performed pushover analysis of various symmetric and asymmetric structures constructed on plain as well as on sloping ground. They conducted analysis using structures with different configurations which are plan symmetry and asymmetry having different bay sizes. They considered a 4 storey building in which one storey is above ground level and it is constructed at a slope of 30 degree. They observed that the short column subjected to worst level of severity and lie beyond collapse prevention (CP) from pushover analysis.

They obtained displacement as 104 mm and base shear as  $2.77 \times 10^3$  kN. Based on these results they developed pushover curves with X-axis as displacement and Y-axis as base shear and gave various comparisons for the cases they considered. They found that up to failure limit for maximum displacement by symmetric structure is 70% and by asymmetric building is 24% more than the structure on plain ground. They concluded that structure is more critical in elevation irregularity than in plan irregularity.

**Sujit Kumar, Dr. Vivek Garg, Dr. Abhay Sharma (2014):**The seismic analysis of a G+4 storey RCC building on varying slope angles i.e., 7.5



Degree and 15 Degree were studied and compared with the same on the flat ground. The analysis is carried out to evaluate the effect of sloping ground on structural forces. It has been observed that the footing columns of shorter height attract more forces, because of a considerable increase in their stiffness, which in turn increases the horizontal force (i.e. shear) and bending moment significantly.

The critical horizontal forces and bending moment in footing increases with increase in ground slope. However, critical values of vertical reaction in footing remain almost same for different ground slopes. The critical bending moment in the column increases significantly for sloping ground (15 degree) compared to plane ground.

**Arun Kumar Y M And Nishil Alva (2015):** This paper investigates the seismic behaviour of multi storey buildings on sloping ground considering soil-structure interaction. A ten storey reinforced concrete structure with and without elevation irregularities are analysed for different soil conditions using finite element software SAP2000 and results are compared with respect to top storey displacement, time period and base shear. For models considered for analysis, effect of soil below foundation decreased the time period of the whole system with corresponding increase in frequency. Hence of all the models considered for analysis, model which is the most suitable configuration preferred for a particular sloping ground considered in the study.

**METHODOLOGY:** This research paper deals with comparative study of behaviour of structures building frames with three geometrical configurations and different slope of ground. A comparison of analysis results in terms of Maximum displacements, wind forces, Maximum bending moments, Maximum Axial force, Maximum shear force, drift and reaction has been carried out.



This study is attempted in following steps:

1. Selection of building geometry, 4 bays and G+4 of 2D frame.
2. Selection of sloping angle of ground ( $0^\circ$ ,  $10^\circ$ ,  $15^\circ$ ,  $20^\circ$ ,  $25^\circ$  and  $30^\circ$ ).
3. Modelling of building frames using STAAD-Pro v8i software.
4. Analysis considering different height of building frame and different angle sloping ground frame models and each load combinations.
5. Comparative study of results as wind forces, Max bending moments, Maximum Axial force, Max displacements, story wise displacement, Maximum shear force , drift and reaction.

#### **LOADING CONSIDERATION:**

##### **A) DEAD LOAD:-**

Self-Weight =  $0.125 \times 25 = 3.125 \text{ kN/m}^2$     Floor    Finish    Load    =  
 $1 \text{ kN/m}^2$

Total Floor Load =  $4.125 \text{ kN/m}^2$     Masonry Wall Load =  $3.1 \times 0.1 \times 20 =$   
 $6.2 \text{ kN/m}$

Parapet Wall Load =  $1.25 \times 20 \times 0.2 = 5 \text{ kN/m}$

**B) LIVE LOAD =  $3 \text{ kN/m}^2$**

##### **C) SEISMIC LOAD**

Seismic Parameter	Data/Value
Earthquake Zone	IV
Response Reduction Factor	3



Importance Factor	1
Damping	5%
Soil Type	Medium Soil

## MATERIALS PROPERTIES CONSIDERED IN THE MODELLING

MATERIAL PROPERTIES	VALUES
DENSITY OF R.C.C	25 kN/m <sup>3</sup>
DENSITY OF MASONRY	20 25 kN/m <sup>3</sup>
YOUNG'S MODULUS (EC)	2.17X10 <sup>4</sup> N/mm <sup>2</sup>
POISSONS RATIO	0.17
COMPRESSIVE STRENGHT	25 N/mm <sup>2</sup>
STEEL	Fe415

## SIZES OF STRUCTURAL ELEMENTS

SR. NO	STRUCTURAL MEMBER	SIZE
1	COLUMN ON GROUND	600MMX600MM
2	COLUMNS ON 1ST TO 4TH FLOOR	300MMX600MM
3	BEAMS ON TYPICAL FLOORS	230MMX500MM
4	THICKNESS OF TYPICAL SLAB	150MM
5	EXTERIOR AND INTERNAL WALL THICKNESS	230 MM



## DESCRIPTION OF THE SOIL BASED STRUCTURE

- A total of five four storey building frame models represented as M-1, M-2, M-3, M-4 and M-5 are considered in the present study. Model M-1 is generally a step back building i.e. without irregularity on sloping ground; whereas M-2, M-3, M-4 and M-5 are models with elevation irregularities on sloping ground.
- These models are modelled and analysed in STAAD Pro (Foundation) for different soils such as soft clay (SC), dense sand (DS), hard clay (HC), and rock (RCK). Properties of different soil considered are mentioned in Table.
- Direct method is adopted in the current study in which the response of the soil and structure is determined simultaneously by analysing the idealized soil- structure system in a single step.
- Soil stratum is idealized by elastic continuum theory in which physical representation of the infinite soil generates an elastic continuum model. The set of parameters adopted to represent the soil are young's modulus and Poisson's ratio.
- The soil is modelled using solid element. Foundation is designed using spread sheets and modelled using shell element. Soil is assumed to be linear, elastic and isotropic material.

### Properties of Soil

Soil Properties	Type of Soil			
	SC	DS	HC	RCK
Modulus of Elasticity (E)	25	50	100	14400



Poisson's Ratio ( $\mu$ )	0.25	0.3	0.1	0.4
Density (kN/m <sup>3</sup> )	17	21	20	26.5

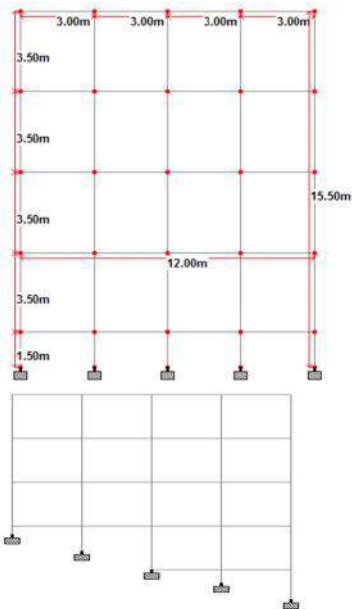
SC-Soft Clay DS- Dense Sand

HC- Hard Clay

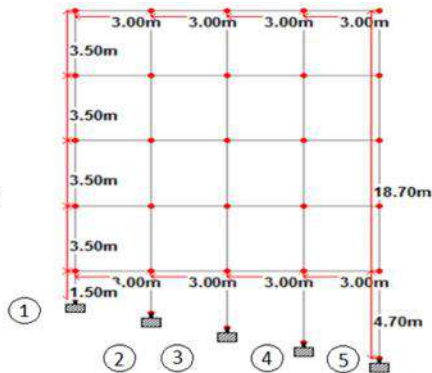
RCK- Rock

## MODELING OF BUILDING

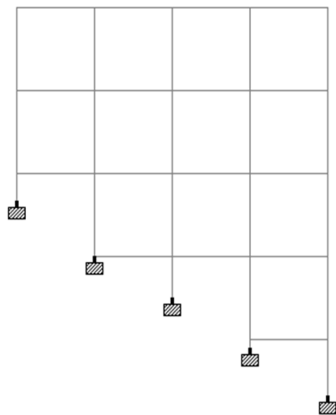
**ELEVATION OF A SLOPING GROUND (0 DEGREE)**



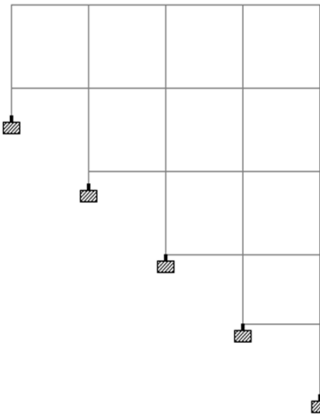
**ELEVATION OF A SLOPING GROUND (15 DEGREE)**



**ELEVATION OF A SLOPING GROUND (20 DEGREE)**



**ELEVATION OF A  
 SLOPING GROUND (30  
 DEGREE)**



**ELEVATION OF A  
 SLOPING GROUND (40  
 DEGREE)**

## RESULTS:

### DEFLECTION ANALYSIS

COLUMN NO.	FLOOR NO.	0	15	20	30	40
1	0	1.992	-	-	-	-
1	1	8.756	0.307	0.207	-	-
1	2	14.34	5.02	4.956	0.461	-
1	3	21.5	9.81	8.3	4.966	0.35
1	4	26.4	13.23	13.19	9.158	3.555

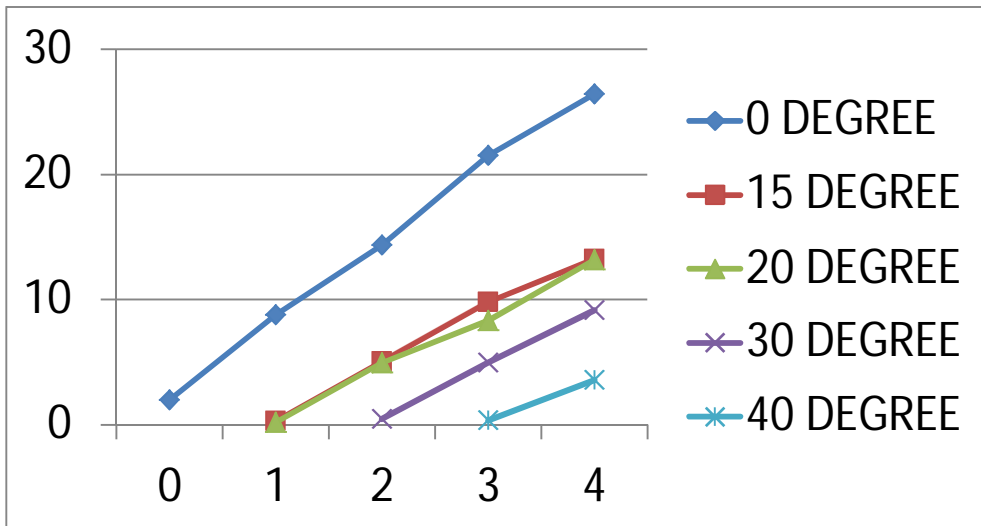




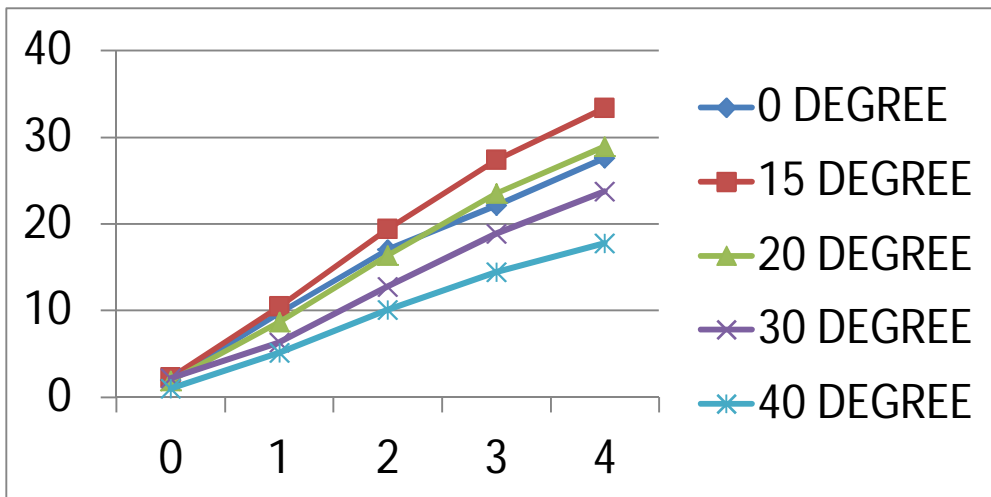
<b>COLUMN NO.</b>	<b>FLOOR NO.</b>	<b>0</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>40</b>
2	0	1.959	2.3	1.88	2.21	1
2	1	9.70	10.44	8.68	6.34	5.162
2	2	17.05	19.42	16.40	12.74	10.12
2	3	22.12	27.39	23.51	18.91	14.48
2	4	27.6	33.34	28.96	23.76	17.76
<b>COLUMN NO.</b>	<b>FLOOR NO.</b>	<b>0</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>40</b>
3	0	1.912	-	-	-	-
3	1	7.311	4.14	0.21	-	-
3	2	15.231	11.12	4.96	0.461	-
3	3	21.408	18.31	10.3	4.996	0.35
3	4	26.33	23.23	14.4	9.158	3.56
<b>COLUMN NO.</b>	<b>FLOOR NO.</b>	<b>0</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>40</b>
4	0	1.88	2.673	2.3	1.88	2.216
4	1	8.08	11.22	10.44	8.68	6.34
4	2	16.06	22.1	19.42	16.4	12.75
4	3	22.346	29.3	27.4	23.5	18.92
4	4	27.33	36.8	33.34	29	23.77
<b>COLUMN NO.</b>	<b>FLOOR NO.</b>	<b>0</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>40</b>
5	0	2.289	0.553	-	-	-
5	1	10.14	7.72	4.915	1.299	-
5	2	18.33	16.02	12.35	8.042	4.25
5	3	25.16	23.23	19.61	14.7	10.13
5	4	30.32	28.52	24.24	19.7	14.87



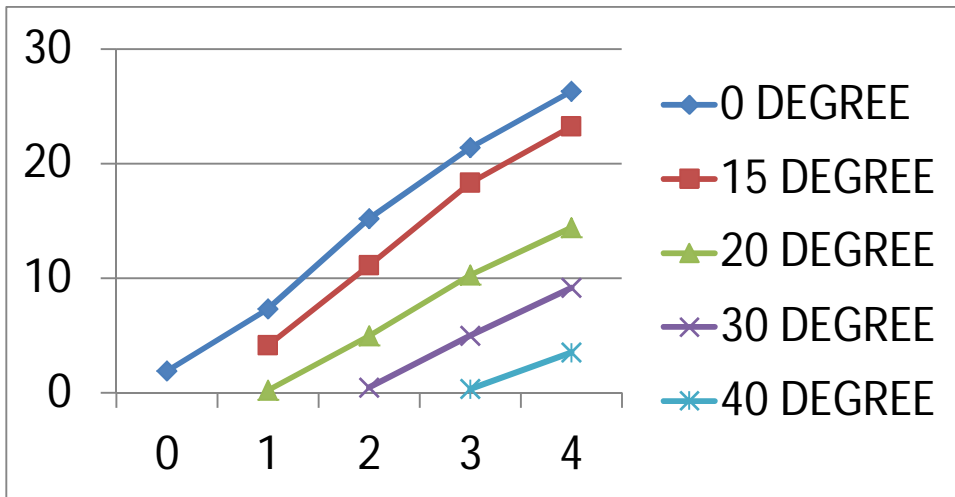
## GRAPHICAL ANALYSIS



**DISPLACEMENT FOR COLOUMN 1**



**DISPLACEMENT FOR COLOUMN 2**



**DISPLACEMENT FOR COLOUMN 3**

**BENDING MOMENT**

COLOUMN	BENDING MOMENT (KN-M)
1	146.4
2	163.7
3	177.8
4	158.3
5	155.5

**BENDING MOMENT FOR 0 DEGREE**

COLOUMN	BENDING MOMENT (KN-M)
1	128.1
2	152.7
3	177.7
4	192.8
5	247.8



**BENDING MOMENT FOR 15 DEGREE**

<b>COLOUMN</b>	<b>BENDING MOMENT (KN-M)</b>
1	125.3
2	149.6
3	172.9
4	189.65
5	201.22

**BENDING MOMENT FOR 20 DEGREE**

<b>COLOUMN</b>	<b>BENDING MOMENT (KN-M)</b>
1	127.22
2	148.86
3	191.27
4	198.07
5	208.92

**BENDING MOMENT FOR 30 DEGREE**

<b>COLOUMN</b>	<b>BENDING MOMENT (KN-M)</b>
1	150.4
2	167.7
3	189.8
4	192.3
5	216.5

**BENDING MOMENT FOR 40 DEGREE**



## TIME PERIOD FOR DIFFERENT MODELS UNDER DIFFERENT SOIL CONDITIONS

MODEL NUMBER	TYPE OF SOIL			
	SC	HC	DS	RCK
M1	1.493	1.105	1.201	0.982
M2	2.714	0.869	1.292	0.78
M3	1.285	0.777	1.120	0.653
M4	1.425	0.632	1.024	0.578
M5	1.910	0.426	1.017	0.467

### Conclusion:

- The development of bending moments in Step back buildings is higher than that in the Step back Set back buildings. Hence, Step back Set back buildings are found to be less vulnerable than Step back building against ground sloping.
- In Step back buildings and Step back-Set back buildings, it is observed that extreme left column at ground level, which are short, are the worst affected. Special attention should be given to these columns in design and detailing.
- Although, the Setback buildings on plain ground attract less action forces as compared to Step back set back buildings, overall economic cost involved in levelling the sloping ground and other related issues needs to be studied in detail.
- Bending moment in regular structure will be constant but in irregular structure where length of column changes according to



slope then bending moment will vary respectively i.e., as the length increases bending moment will increase.

- Shear force of Model 1 in all regular columns vary according to load distribution but irregular structure shear force decreases as increase in slope.
- Deflection of the structure is higher on the lower portion due to higher bending moments on the lower portion of the structure (i.e., Longer Column Section).
- Maximum top storey displacement for M-5 obtained from equivalent static analysis decreased for soft clay (SC), dense sand (DS), hard clay (HC) and rock (RCK) with respect to model M1. Thus as stiffness of soil increases storey displacement decreases.

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## సాంఘిక దురాచారాల పై త్రిపురనేని తిరుగుబాటు

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### 1. పరిచయం

త్రిపురనేని రామస్వామి చౌదరి కృష్ణాజిల్లా అంగలూరులో ఒక మధ్య తరగతి కుటుంబంలో బదవ వాడిగా 15-01-1887న జన్మించారు. చిన్ననాటి నుండి తోటివారితోనూ, పెద్దలతోనూ ఆయా అంశాల మీద వాదోపవాదనలతో ఢీ అంటే ఢీ అన్నట్లుగా వ్యవహరించేవారు. సంవత్సరానికి పుట్టెడోడ్లు లెక్కన మంగయ్య పంతులు దగ్గర ప్రాథమిక విద్యనభ్యసించారు. తరువాత గుడివాడలో ఇంగ్లీషు పాఠాలు నేర్చుకున్నారు. 1905లో ఉన్నత విద్యకు బందరు అనుకూలమని ఉన్నత పాఠశాల విద్య ప్రారంభమైంది. 1911వ సంవత్సరమున మెట్రిక్యులేషన్ పాసయ్యారు. 1914 నుండి 1917 వరకు డబ్లిన్ లో బారిష్టర్ పూర్తి చేశారు.

ఆ తరువాత బందరులో లాయర్ గా ప్రాక్టీసు ప్రారంభించారు. హోం రూల్ ఉద్యమం, వందేమాతరం, మనదే రాజ్యం అంటూ గంభీరమైనా ఉపన్యాసాలతో ప్రజలను ఆకట్టుకుంటూ ఉద్యమాన్ని ముందుకు నడిపించారు. ఆ సమయంలో 1920వ సంవత్సరం జనవరి 15న త్రిపురనేని భార్య పున్నమంబ చనిపోయింది. దాంతో బందరు వదిలి బెజవాడలో ప్రాక్టీసు పెట్టాడు.

ఆ సంవత్సరమే తెనాలి దగ్గర కూచిపూడికి చెందిన ఆమెతో రెండవ వివాహం చేసుకున్నారు. అందువలన 1922 నుండి తెనాలి స్థానికులు పాములపాటి వెంకట కృష్ణయ్య మొదలైన వారి బలవంతం మీద తెనాలిలో ప్రాక్టీసు పెట్టారు. ఆ విధంగా రెండవ రంగస్థలంగా తెనాలి పట్టణం వేదికయింది. 1925వ సంవత్సరంలో తెనాలి పురపాలకాధ్యక్షుడు (చైర్మన్)గా ఎన్నికైనారు. నాటి నుండి మొత్తం మూడు పర్యాయాలు తెనాలి పురపాలకాధ్యక్షుడు (చైర్మన్)గా పదవీ బాధ్యతలు నిర్వహించారు. ఎన్నో సంస్కరణలు చేపట్టి ప్రజల అభిమానాన్ని చూరగొన్నారు. చివరకు 1943వ సంవత్సరం జనవరి 16న మరణించారు. సంస్కృత, తెలుగు సాహిత్యాలను చదివి ప్రాచీన సంస్కృతిని అవగాహన చేసుకున్నారు. హిందూమతంలో పరమ పవిత్రంగా చెలామణి అవుతున్న అనేకమంది పురాణ పురుషులను, వారి నిజ స్వరూపాలను రచనల ద్వారా బహిర్గతం చేశారు.

హేతువాద దృష్టితో సాంఘిక న్యాయ సాధన కోసం మానవతా విలువలను పెంపొందించడం కోసం త్రిపురనేని కలం పట్టాడు. అమానవీయ సంఘటనలను, అందలి లోపాలను ఎత్తి చూపించారు. అవి సమాజానికి కలిగించిన గాయాలకు శస్త్ర చికిత్స చేసిన గొప్ప సంస్కర్త త్రిపురనేని. కరుడుగడ్డిన మూఢ విశ్వాసాలను, ఛాందసాచారాలను నిర్మూలించి భావ విప్లవాన్ని సాధించిన మానవతావాది త్రిపురనేని.

### 2. హేతువాద దృక్పథం

హేతువాదమంటే మనలోని “వివేచనాశక్తిని మానవ వ్యవహారాలకు, సమస్యలకు అన్వయింపజేయటమే హేతువాదమని” ఎలెన్ రాయ్ అనే గొప్ప పరిశోధకుని అభిప్రాయం. ప్రతి విషయాన్ని ఎందుకు ? ఏమిటి ? ఎలా ? అని ప్రశ్నించి దాని ద్వారా వచ్చే సమాధానాన్ని బట్టి అది సరైనదా ? కాదా ? అని నిర్ణయింపబడుతుంది. ఇది ఒక ఉద్యమంగా ప్రపంచ వ్యాప్తంగా ప్రచారంలోకి వచ్చింది. అలాగే ఆంధ్ర దేశంలో కూడా ఉద్యమ రూపంలో ముందుకు వచ్చింది. దానికి ప్రధాన వ్యక్తులు నలుగురని చెప్పవచ్చు వారు - వేమన, కందుకూరి, గురజాడ, కవీరాజు ముఖ్యులు. వీరిలో భావ విప్లవానికి తమ జీవితాన్నే అంకితం చేసిన వారిలో కవీరాజు త్రిపురనేని రామస్వామి ముఖ్యులు.





సూమారు మూడు వేల సంవత్సరాల క్రితం బుద్ధుడు బోధించిన బోధనలకు ప్రభావితమై ఆయనకు వారసుడుగా త్రిపురనేని ముందుకు నడిచారు. కర్మ, పునర్జన్మ వాదాలు, విన్నపం చెప్పించే వేదం అనే వాదనలను తిప్పికొట్టారు. పాత పురాణాలకు 'సూత పురాణ' రచన ద్వారా ప్రత్యామ్నాయాన్ని సృష్టించారు. పురాణాల్లోని పరస్పర ఘోర విరుద్ధ గాఢలను, అసంబద్ధతలను స్పష్టంగా హేతువాద దృక్పథంతో చూపించారు.

మనుధర్మ సూత్రాలలోని ధర్మం నేతిబీరకాయలోని నెయ్యి చందంగా ఉందని హేతువాదిగా సవాల్ చేశారు. కర్మ భూమిలో దేవుడి నిష్పాక్షికతను, బుద్ధుడ్ని కూడా దేవుడ్ని చేయడాన్ని హేతువాదిగా తూర్పారబట్టారు. రామాయణంలోని అనౌచిత్యాలను, అస్తవ్యస్తాలను ఎత్తి చూపారు. రాముడు పితృవాక్య పరిపాలకుడు కాదని, ఏకపక్షప్రతుడు కాదని వివరించాడు. అలాగే రావణుడు దశకంఠుడు కాదని అలాగైతే ఆయనకు ఎన్ని చేతులుండాలి ? అన్ని ప్రశ్నించాడు. 'సూతపురాణం'లో దేవునిలోని అస్తవ్యస్తాలను, అసంగతులను ప్రశ్నించారు. అన్నమో రామచంద్ర అన్న రాజ్యం ఆదర్శరాజ్యం ఎలా అవుతుందని ప్రశ్నించాడు. అలాగే 'ఖాసీ'లో వేనరాజు ఖాసీని ఆర్య మునులు ఎలా సమర్థిస్తారు ? అని ప్రశ్నిస్తూ కవరాజు తన భావాలను వేనడి ద్వారా వెల్లడిస్తారు.

'భగవద్గీత'లో కవరాజు హేతువాద దృక్పథం పరాకాష్ట నందుకొన్నది. కులాలను, వర్గాలను, భగవదవతారాలను, శ్రీకృష్ణుడి మీద ప్రశ్నల వర్షం కురిపించాడు. భగవద్గీతలో పాత "గీత"లోని గీతలు చెరిగిపోయినది. పాత భగవద్గీత తల్లికిందులై పోయిందని వివరించారు. భావాల పునర్జన్మ జరిగింది అంటూ కొత్త గీతకను పల్లవించారు. మతము పేరిట జరిగే అనేక కర్మకాండలను, మోసాలను వ్యతిరేకించారు. హేతువాదిగా జీవించారు, హేతువాదిగా మరణించారు.

### 3. మూఢవిశ్వాసాల పై తిరుగుబాటు

త్రిపురనేని రామస్వామి నాటికి తెలుగు సమాజంలో సాంఘిక దురాచారాలు, మూఢాచారాలు మిక్కిలిగా రాజ్యం చేస్తున్నాయి. 'వర్ణాధిక్యం' జాత్యాహంకారం ఏకటాటహాసం చేస్తున్న రోజులవి. పీఠాధిపతుల, పూజారుల నిరంకుశత్వం హెచ్చుమీరి ప్రజలను నరకయాతన పెడుతున్న రోజులవి. బ్రిటీషు వారు కూడా ఈ దుస్థితిని రూపుమాపుటకు ప్రయత్నించలేదు. ఎందుకంటే అంగ్లేయులు హిందూ మత వ్యవహారాల్లో తలదూర్చినట్లవుతుందని వారు చూస్తూ ఉండిపోయేవారు.

జంతు, నర బలులను వ్యతిరేకించేవారు. అలాంటి సంఘటన ఎక్కడైన జరుగుతుందని తెలిసినా వెంటనే అక్కడికి వెళ్ళి ఖండించి ఆ జంతువుని వదలి పెట్టించేవారు. మూఢాచారాలను, చేతబడులను, దేవుళ్ళ పేరు మీద జరిగే తంతంగాన్ని అసహించుకునేవారు. మతం పేరున కొనసాగే మూఢ విశ్వాసాలకు వ్యతిరేకంగా చైతన్యజ్యోతిని వెలిగించారు. అంధ విశ్వాసాలపై, దురాచారాలపై ధ్వజమెత్తారు. మంత్ర తంత్రాలలో మహత్తులు లేవని, భూత ప్రేత పిశాచాలు నిజంగా లేవని, బాల్య వివాహాలు కూడదని, వీటిని ప్రోత్సహిస్తున్న ప్రాచీన సాహిత్యాన్ని ఎండగట్టారు.

### 4. ఆచరణవాది

హేతువాద సిద్ధాంత బలంతో కవరాజు త్రిపురనేని ప్రాచీన సాంప్రదాయాలను, ఆచారాలను, సంస్కృతులను తీవ్ర స్వరంతో ఖండించేవారు. రచనలలో స్పష్టంగా విమర్శించేవారు. సూతపురాణంలోను, భగవద్గీతలోను బూజుపట్టిన పురాణాలను తూర్పారబట్టేవారు. ఆయనతో వాదించేందుకు ఎవరూ ముందుకు వచ్చేవారు కాదు. పద్యాలలోనైనా, వచనాలలోనైనా, వాదనలోనైనా ఆయనకు ఆయనే సాటి.

అలాంటి వీరు ఆచరణలో త్రికరణ శుద్ధిగా ఉండేవారు. ఎంతో దీర్ఘ దృష్టితో స్పష్టమైన అవగాహనతో ముందు చూపుతో వ్యవహరించేవారు. తెనాలిలో ప్రతి సంవత్సరం గంగానమ్మకు, పోతురాజుకు కొలువులు చేస్తుండేవారు. త్రిపురనేని మున్సిపల్ చైర్మన్ గా ఉన్న రోజులలో ఒకసారి ఈ కొలువులు వచ్చాయి. అప్పటి ఆచారం ప్రకారం కొలువులతో జంతుబలి తప్పనిసరిగా చేసేవారు. అయితే పద్ధతి ప్రకారం కొలువులు



జరుపుకునేందుకు అక్కడి ప్రజలు చైర్మన్‌ను అనుమతి కోరగా త్రిపురనేని జంతు బలులతో కూడి కొలుపులకు అనుమతి ఇవ్వడం వీలు కుదరదని ఖచ్చితంగా చెప్పారు. అందుకు అక్కడి కొన్ని అయన మీద అవిశ్వాస తీర్మానం పెట్టినా భయపడలేదు.

అలాంటి మరో సందర్భంలో తెనాలిలోని మారీసుపేటలో బ్రాహ్మణులు యజ్ఞం చేస్తుండగా, త్రిపురనేని అక్కడికి వెళ్ళి యజ్ఞ యాగాదులు హింస మార్గాన చేయరాదని చెప్పారు. అక్కడ యజ్ఞంలో బలి ఇవ్వడం ద్వారా కట్టేసిన 'మేక'ను తాడు ఊడదీసి తోలేశారు. ఆ విధంగా ఆ యజ్ఞాన్ని భంగం చేశారు. ఈ విధంగా బ్రాహ్మణులు అహింస పేరుతో చేసే హింసను ఎండగట్టాడు.

ఒకసారి అష్టావధానం సందర్భంగా అవధానిని త్రిపురనేని, రాముడు సీతకు జరిగిన సంవాదాన్ని గురించి ఒక పద్యం చెప్పమన్నారు. ఏది చెప్పినా కవరాజు గారితో వాదనకు నిలవలేక "ఇప్పుడది చెప్పటం వీలు కాదని" అష్టావధాన కార్యక్రమాన్ని ఆపేసి అక్కడ నుండి పారిపోయారు.

ఒకసారి శ్రీరామనవమితి ఉపన్యాసమివ్వమని రామస్వామి గారిని ఆహ్వానించారు. ఆ సందర్భంలో కవరాజు ఉపన్యాసమిస్తూ "రాముడు ప్రతి సంవత్సరం పెండ్లి చేసుకుంటాడేమిటి? ఇతనికి నీతి నియమం లేదా ఏమి?" అంటూ రామునిలో గల లోపాలన్నింటిని సవివరంగా చెప్పి, ఇవన్నీయు బ్రతుకు దెరుకు కొరకు బ్రాహ్మణులు కల్పించినవేనని" ఉపన్యాసించి సభికులను ఆలోచింపజేశారు.

1930లో ఉప్పు సత్యాగ్రహం సమయంలో తెనాలి పట్టణానికి చైర్మన్ గా ఉంటూ, జంపని నుండి తెనాలికి కాల్ నడకన బయలుదేరిన 30 మంది సత్యాగ్రహ దళానికి చినరావూరు వరకు ఎదురేగి

“వీరగంధము తెచ్చినారము

వీరుడెవ్వడో తెల్పుడీ

పూసిపోదుము

మెడను వైతుము

పూలదండలు భక్తితో” అనే గీతాన్ని పాడి స్వాగతించారు.

త్రిపురనేని తన సొంత ఇంటిని సూతాశ్రమంగా మార్చిన ధీరుడు. బ్రాహ్మణులు అర్థం పర్థం లేని సంస్కృత శ్లోకాలతో ఎవరికీ అర్థం కాకుండా చేసే పెండ్లిని తిరస్కరించి తానే స్వయంగా పెళ్ళిళ్ళు చేయడం ప్రారంభించిన ఆదర్శవాది, ఆచరణవాది త్రిపురనేని.

## 5. ఆదర్శ రచయిత

1828వ సంవత్సరంలో బ్రహ్మ సమాజ స్థాపనతో భారతీయ సామాజిక జీవన స్థితిగతులను మార్చి వేసిన రాజా రామమోహనరామ్ (1774-1833), మహర్షి దేవేంద్రనాథ్ ఠాగూర్ (1817-1905), ఈశ్వరచంద్ర విద్యాసాగర్ (1820-1891), దయానంద సరస్వతి (1827-1883), స్వామి వివేకానంద (1863-1902) మొదలైన వారి ప్రభావం వలన దేశంలో ఎంతో సామాజిక చైతన్యం ప్రజ్వలిల్లింది.

వీరి ప్రభావంతో ఆంధ్ర దేశంలో కూడా బ్రహ్మసమాజ సిద్ధాంతం వెల్లువెరిసింది. దీనికి కారణంగా కందుకూరి వీరేశలింగం పంతులు, గురజాడ అప్పారావు, రఘుపతి వేంకట రత్నం నాయుడు, కాశీనాథుని నాగేశ్వరరావు, ఉన్నవ లక్ష్మీనారాయణ, గోపరాజు రామచంద్రరావు గార్ల వంటి ప్రముఖులు ఎందరో కలం పట్టారు. వీరిలో ముఖ్యులు త్రిపురనేని రామస్వామి గారు. వీరు పైన చెప్పిన వారి ప్రభావంతోను మరియు వేమన, పోతులూరి వీరబ్రహ్మం వంటి వారి ప్రభావంతో రచనలు చేశారు.

అతి ప్రాచీన కాలం నుండి మతం పేరున, రాజ్య పరిపాలన కొరకు అనేక నియమ నిబంధనలు రూపొందించి కట్టుదిట్టంగా అమలు జరుగుతున్న సిద్ధాంతం మీద, రామాయణ, భారత, భాగవత, పురాణాల మీద తిరుగుబాటు చేశారు. ఆయనలోని ప్రతి ఆలోచనకు అక్షర రూపంగా సూతపురాణం, ఖాసీ, భగవద్గీత, కుప్పుస్వామి శతకం వంటి రచనలు చేసి ఇతర హేతువాద రచయితలకు ఆదర్శవాదిగా, ఆచరణవాదిగా నిలిచారు.



### ‘సూతపురాణం’

ఇది నాలుగు అశ్వాసాల కావ్యం. ఇందు ప్రథమ, ద్వితీయశ్వాసాలలో యుగ విభజనలోని అసంబద్ధ స్థితిని, యుగాలకు, ధర్మ నడకకు సంబంధం లేని స్థితిని హేతుబద్ధంగా నిరూపించారు. తృతీయాశ్వాసంలో రామాయణ గాథను సున్నితంగా విమర్శించారు. వర్ణ వ్యవస్థను, ద్రావిడులను దక్షిణానికి తరిమిన విధానాన్ని విమర్శించారు. రావణుడు బ్రహ్మజ్ఞాని, వీరుడు, మహాభక్తుడు, జాత్యుద్ధారకుడు, తెలుగు వైయాకరణుడు అని ప్రశంసించారు.

చరుర్దాశ్వాసంలో యాదవుల గురించి, కృష్ణుని గురించి విపులంగా చర్చించారు. కృష్ణుని వంశ వృక్షం, ద్రుపద, కృపాచార్య వంశ వృక్షం, చంద్ర వంశ వృక్షం గురించి కర్ణుడు, భీష్ముడు మొదలైనవి చర్చించారు.

### ‘శంభూక వధ’

ఇది నాటకం. దీని ఉపోద్ఘాతంలోనే ద్రావిడ అర్య నాగరికతలను గురించి చర్చించారు. రామాయణ కాలంలో హిందూ దేశ వ్యవస్థను వర్ణించారు. వానరుల, రాక్షసుల ఆచారాలు, అలవాట్లు గురించి ప్రస్తావించారు.

### ‘ఖానీ’

ఇది మరొక నాటకం. దీని ఉపోద్ఘాతం చాలా విశిష్టమైనది. విశ్వనాథ సత్యనారాయణ గారి ‘వేనరాజు’లో వేనరాజుకు మహాప్రచారం కలిగిందని భావించి, దానికి సమాధానంగా ఈయన ఖానీ వ్రాశారు. ఉపోద్ఘాతంలోనే కవీరాజు గారు నాస్తికత్వంపై తమ అభిప్రాయాలను విశదీకరించారు, సమర్థించారు. అస్తికత్వంపై తీవ్ర స్థాయిలో ధ్వజమెత్తారు. హిందువులు, మహమ్మదీయులు, ప్రొటెస్టెంటులు, కేథలిక్కుల మధ్య యుద్ధాలను పేర్కొని మతం పేరిట, దేవుని పేరిట జరిగిన క్రూర కృత్యాలను ప్రశ్నించారు.

### ‘భగవద్గీత’

ఇందు కారెంపూడి యుద్ధం, కురుక్షేత్రాలను తులనాత్మకంగా ఉపోద్ఘాతంలోనే వివరించారు. భారత వీరులు - పల్నాటి వీరులు, ద్రౌపది-నాగసాని, శ్రీకృష్ణుడు-బ్రహ్మనాయుడు, భీమన్ను-పెద్దన్నలు మొదలగు పాత్రలలోని విభేదాలను పరిశీలించారు. వర్ణ వ్యవస్థను శాస్త్రీయ దృష్టితో పరిశీలించి ఖండించారు.

అలాగే కుప్పస్వామి శతకం, దుర్తిమానవ, సూతాశ్రమ గీతాలు మొదలైన రచనల ద్వారా హేతువాదాన్ని ప్రచారంలోకి తెచ్చారు. పద్యాన్ని, గద్యాన్ని విరివిగా వ్రాశారు. పురాణాల ద్వారా, ప్రబంధాల ద్వారా సూత్రాల ద్వారా, భాష్యాల ద్వారా, గేయాల ద్వారా సభా మండపాల నుంచీ, వివాహ వేదికల నుంచి, సూతాశ్రమం నుంచీ, భావ విప్లవాన్ని ప్రజ్ఞులించ చేశారు.

## 6. ముగింపు

రామస్వామి గారు గొప్ప కవులే కాదు. గొప్ప చారిత్రక పరిశోధకులు కూడా. భారత భాగవత రామాయణాలనే కాక మన దేశ చరిత్రను, ప్రపంచ చరిత్రను కూడా కూలంకషంగా పరిశీలించారు. కాబట్టి సమకాలీన సమాజాన్ని పట్టి పీడిస్తున్న రుగ్మతల్ని ఎత్తి చూపి సంస్కరించే ప్రయత్నం చేశారు. ఈ కోవకు చెందిన వారు త్రిపురనేని ప్రభావంతో రచనలు చేసిన సమకాలికులు చాలా మంది ఉన్నారు. తాపీ ధర్మారావు, కొప్పారపు సుబ్బారావు వంటి వారు నాటి రచయితలలో చెప్పుకోదగ్గవారు. కవీరాజు కార్యకలాపాల వలన, రచనల వలన ప్రభావితమై, చైతన్యవంతులైన గోరా, ఏటుకూరి వెంకట నరనయ్య, కొండవీటి వెంకట కవి, కొత్తా సత్యనారాయణ వంటి ప్రముఖులు ఎందరో ఆయన్ని అనుసరించిన వారిలో ఉన్నారుని చెప్పవచ్చు.



## PROTECT THE OUTSOURCED DATA WITH DATA INTEGRITY CHECKING USING PUBLIC AUDITING FOR REGENERATING CODE-BASED CLOUD STORAGE

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### ABSTRACT

Data integrity maintenance is the major objective in cloud storage. It includes audition using TPA for unauthorized access. This work implements protecting the data and regeneration of data if someone mishandles it. This job will be assigned to a Proxy server. The data of the users will be stored in public and private area of the cloud. So that only public cloud data will be accessed by user and private cloud will remain more secured. Once any unauthorized modification is made, the original data in the private cloud will be retrieved by the Proxy server and will be returned to the user. Every data stored in the cloud will be generated with a Hash value using Merkle Hash Tree technique. So modification in content will make changes in the Hash value of the document as well. Proxy also perform signature delegation work by generating private and public key for every user using OEAP Algorithm so that the security will be maintained. In Proposed System the system combines few concepts which are available with new intrusion detection techniques. Here to merge Entropy based System with Anomaly detection System for providing multilevel Distributed Denial of Service by blocking the particular attacker who is trying to modify the data



again and again. This is done in two steps: First, Users are allowed to pass through cloud network in that it incorporates Detection Algorithm and detects for legitimate user. Second, again it pass through cloud placed in cloud site in that it incorporates confirmation Algorithm and checks for threshold value for the attacker by ip address, if its beyond the threshold(Ip Address) value it considered as legitimate user, else its an intruder found in environment.

## **I.INTRODUCTION**

CLOUD storage is now gaining popularity because it offers a flexible on-demand data outsourcing service with appealing benefits: relief of the burden for storage management, universal data access with location independence, and avoidance of capital expenditure on hardware, software, and personal maintenances, etc.,. Nevertheless, this new paradigm of data hosting service also brings new security threats toward users data, thus making individuals or enterprisers still feel hesitant. It is noted that data owners lose ultimate control over the fate of their outsourced data; thus, the correctness, availability and integrity of the data are being put at risk. On the one hand, the cloud service is usually faced with a broad range of internal/external adversaries, who would maliciously delete or corrupt users' data; on the other hand, the cloud service providers may act dishonestly, attempting to hide data loss or corruption and claiming that the files are still correctly stored in the cloud for reputation or monetary reasons. Thus it makes great sense for users to implement an efficient protocol to perform periodical verifications of their outsourced data to ensure that the cloud indeed maintains their data correctly. Many mechanisms dealing with the integrity of outsourced data without a local copy have been proposed under different system and security models up to now. The most significant work among these studies are the PDP (provable data possession) model and POR (proof of retrievability) model, which were originally proposed for the single-server scenario by At eniese et al



and Juels et. al., respectively. Considering that files are usually striped and redundantly stored across multi-servers or multi-clouds, explore integrity verification schemes suitable for such multi-servers or multi clouds setting with different redundancy schemes, such as replication, erasure codes, and, more recently, regenerating codes. In this paper, we focus on the integrity verification problem in regenerating-code-based cloud storage, especially with the functional repair strategy. Similar studies have been performed by Bo Chen et al. and H. Chen et al. separately and independently. Extended the single-server CPOR scheme(private version in) to the regenerating code- scenario; designed and implemented a data integrity protection(DIP) scheme for FMSR - based cloud storage and the scheme is adapted to the thin-cloud setting<sup>1</sup>. However, both of them are designed for private audit, only the data owner is allowed to verify the integrity and repair the faulty servers. Considering the large size of the outsourced data and the user's constrained resource capability, the tasks of auditing and reparation in the cloud can be formidable and expensive for the users. The overhead of using cloud storage should be minimized as much as possible such that a user does not need to perform too many operations to their outsourced data (in additional to retrieving it). In particular, users may not want to go through the complexity in verifying and reparation. The auditing schemes in, imply the problem that users need to always stay online, which may impede its adoption in practice, especially for long-term archival storage. To fully ensure the data integrity and save the users' computation resources as well as online burden, we propose a public auditing scheme for the regenerating-code-based cloud storage, in which the integrity checking and regeneration (of failed data blocks and authenticators) are implemented by a third party auditor and a semi-trusted proxy separately on behalf of the data owner. Instead of directly adapting the existing public auditing scheme to the multi-server setting, we design a novel authenticator, which is more



appropriate for regenerating codes Besides, we “encrypt” the coefficients to protect data privacy against the auditor, which is more lightweight than applying the proof blind technique and data blind method. Several challenges and threats spontaneously arise in our new system model with a proxy (Section II-C), and security analysis shows that our scheme works well with these problems. Specifically, our contribution can be summarized by the following aspects: We design a novel homomorphic authenticator based on BLS signature, which can be generated by a couple of secret keys and verified publicly. Utilizing the linear subspace of the regenerating codes, the authenticators can be computed efficiently. Besides, it can be adapted for data owners equipped with low end computation devices(e.g. Tablet PC etc.) in which they only need to sign the native blocks.

- To the best of our knowledge, our scheme is the first to allow privacy-preserving public auditing for regenerating code- based cloud storage. The coefficients are masked by a PRF(Pseudorandom Function) during the Setup phase to avoid leakage of the original data. This method is lightweight and does not introduce any computational overhead to the cloud servers or TPA.
- Our scheme completely releases data owners from online burden for the regeneration of blocks and authenticators at faulty servers and it provides the privilege to a proxy for the reparation.
- Optimization measures are taken to improve the flexibility and efficiency of our auditing scheme; thus, the storage overhead of servers, the computational overhead of the data owner and communication overhead during the audit phase can be effectively reduced.
- Our scheme is provable secure under random oracle model against adversaries illustrated in Section I-C. Moreover, we make a comparison with the state of the art and experimentally evaluate the performance of our scheme. The rest of this paper is organized as follows: Section II introduces some preliminaries, the system model, threat model, design goals and formal definition of our auditing scheme. Then we provide



the detailed description of our scheme in Section III; Section IV analyzes its security and Section V evaluates its performance. Section VI presents a review of the related work on the auditing schemes in cloud storage. Finally, we conclude this paper in Section VII.

## II. RELATED WORK

Advances in networking technology and an increase in the need for computing resources have prompted many organizations to outsource their storage and computing needs. This new economic and computing model is commonly referred to as cloud computing and includes various types of services such as: infrastructure as a service (IaaS), where a customer makes use of a service provider's computing, storage or networking infrastructure; platform as a service (PaaS), where a customer leverages the provider's resources to run custom applications; and finally software as a service (SaaS), where customers use software that is run on the provider's infrastructure. Cloud infrastructures can be roughly categorized as either private or public. In a private cloud, the infrastructure is managed and owned by the customer and located on-premise (i.e., in the customer's region of control). In particular, this means that access to customer data is under its control and is only granted to parties it trusts. In a public cloud the infrastructure is owned and managed by a cloud service provider and is located off-premise (i.e., in the cloud service provider's region of control). This means that customer data is outside its control and could potentially be granted to untrusted parties. Storage services based on public clouds such as Microsoft's Azure storage service and Amazon's S3 provide customers with scalable and dynamic storage. By moving their data to the cloud customers can avoid the costs of building and maintaining a private storage infrastructure, opting instead to pay a service provider as a function of its needs. For most customers, this provides several benefits including availability (i.e., being able to access data from anywhere) and reliability (i.e., not having to worry about backups) at a





relatively low cost. While the benefits of using a public cloud infrastructure are clear, it introduces significant security and privacy risks. In fact, it seems that the biggest hurdle to the adoption of cloud storage (and cloud computing in general) is concern over the confidentiality and integrity of data. While, so far, consumers have been willing to trade privacy for the convenience of software services (e.g., for webbased email, calendars, pictures etc...), this is not the case for enterprises and government organizations. This reluctance can be attributed to several factors that range from a desire to protect mission-critical data to regulatory obligations to preserve the confidentiality and integrity of data. The latter can occur when the customer is responsible for keeping personally identifiable information (PII), or medical and financial records. So while cloud storage has enormous promise, unless the issues of confidentiality and integrity are addressed many potential customers will be reluctant to make the move. To address the concerns outlined above and increase the adoption of cloud storage, we argue for designing a virtual private storage service based on new cryptographic techniques. Such a service should aim to achieve the “best of both worlds” by providing the security of a private cloud and the functionality and cost savings of a public cloud. More precisely, such a service should provide (at least):

- confidentiality: the cloud storage provider does not learn any information about customer data
- integrity: any unauthorized modification of customer data by the cloud storage provider can be detected by the customer
- non repudiation: any access to customer data is logged, while retaining the main benefits of a public storage service:

Availability: customer data is accessible from any machine and at all times

Reliability: customer data is reliably backed up  
Efficient retrieval: data retrieval times are comparable to a public cloud storage service



Data sharing: customers can share their data with trusted parties. An important aspect of a cryptographic storage service is that the security properties described above are achieved based on strong cryptographic guarantees as opposed to legal, physical and access control mechanisms. We believe this has several important benefits. There are number of similar works has been contributed by number of users. A secure data regeneration scheme for cloud storage has been developed which includes a new cryptographic method for secure Proof of Ownership (PoW), based on the joint use of convergent encryption and the Merkle-based Tree, for improving data security in cloud storage systems, providing dynamic sharing between users and ensuring efficient data deduplication. This idea consists in using the

Merkle-based Tree over encrypted data, in order to derive a unique identifier of outsourced data. On one hand, this identifier serves to check the availability of the same data in remote cloud servers. On the other hand, it is used to ensure efficient access control in dynamic sharing scenarios. It propose a solution that provides both security and regeneration and retains benefits offered by each technique. ClouRegen makes use of convergent encryption but prevents the dictionary attacks. The components involved in ClouRegen are: the basic cloud storage provider, a metadata manager and an additional server. The server guarantees data confidentiality even for predictable files. The metadata manager provides a system for

key-management and block-level regeneration. Convergent encryption (CE) is a technique that can meet the requirements of two conflicting solutions between regeneration and encryption. In CE, the encryption key is derived and computed based on the data provided. For instance, the key can be the result of the hash of the data segment. However, convergent encryption has various well-known weaknesses despite of its suitability. One common vulnerability is the dictionary attack, in which an attacker manages to generate a potential encryption key and,



by comparing the two cipher texts, check whether a file has already been stored or not. A Fast and secure backups with encrypted deregeneration has also been focused on the security and efficiency of cloud storage, namely that clients outsource their data to cloud storage servers. While cloud storage offers compelling scalability and availability advantages over the current paradigm of “one storing and maintaining its own IT systems and data”, it does not come without security concerns. This has led to studies on cloud storage security and efficiency, which are, however, addressed separately as we discuss below. From the perspective of cloud storage security, there have been two notable notions:

Proof of Data Possession (PDP): This notion was introduced by Ateniese et al. [2]. It allows a cloud client to verify the integrity of its data outsourced to the cloud in a very efficient way (i.e., far more efficient than the straightforward solution of downloading the data to the client-end for verification). This notion has been enhanced in various ways [8, 3, 15]. Proof of Retrievability (POR): This notion was introduced by Juels and Aliskis [10]. Compared with PDP, POR offers an extra property that the client can actually “recover” the data outsourced to the cloud (in the flavor of “knowledge extraction” in zero-knowledge proof). This notion has been enhanced and extended in multiple aspects From the perspective of cloud storage efficiency, deduplication technique has become a common practice of many cloud vendors. In our data integrity protocol the TPA needs to store only a single cryptographic key irrespective of the size of the data file  $F$  and two functions which generate a random sequence. The TPA does not store any data with it. The TPA before storing the file at the archive, pre-processes the file and appends some meta data to the file and stores at the archive. At the time of verification the TPA uses this meta data to verify the integrity of the data. It is important to note that our proof of data integrity protocol just checks the integrity of data. But the data



can be stored, that is duplicated at redundant data centers to prevent the data loss from natural calamities. If the data has to be modified which involves updation, insertion and deletion of data at the client side, it requires an additional encryption of fewer data bits. So this scheme supports dynamic behaviour of data.

### **III. MODULE DESCRIPTION**

#### **A. Data Owner**

In this module, the data owner uploads their data in the cloud server. For the security purpose the data owner splits file to four packets, encrypts the data file and then store in the multiple clouds cloud. The Data owner can have capable of manipulating the encrypted data file.

#### **B. Cloud Server**

The cloud service provider manages a cloud to provide data storage service. Data owner encrypts and splits the data files and store them in the multiple clouds (cs1, cs2, cs3 and cs4) for sharing with data consumers. To access the shared data files, data consumers download encrypted data files of their interest from the cloud and then decrypt them.

#### **C. NC Cloud(Network Coding Cloud )**

While data owner uploading file to cloud server then NC cloud is connect to multiple cloud servers. The NC cloud combines all the packets and sends to Remote user. If any unauthorized user is modify the file in a cloud server then NC cloud regenerate that file and send to Remote user via cloud server 5.

#### **D. Data Integrity**

Data Integrity is very important in database operations in particular and Data warehousing and Business intelligence in general. Because



Data Integrity ensured that data is of high quality, correct, consistent and accessible.

#### **E. Proxy server:**

Proxy Server; who is semi-trusted and acts on behalf of the data owner to regenerate authenticators and data blocks on the failed servers during the repair procedure. Notice that the data owner is restricted in computational and storage resources compared to other entities and may become off-line even after the data upload procedure. The proxy, who would always be online, is supposed to be much more powerful than the data owner but less than the cloud servers in terms of computation and memory capacity. To save resources as well as the online burden potentially brought by the periodic auditing and accidental repairing, the data owners resort to the TPA for integrity verification and delegate the reparation to the proxy.

#### **F. Data Consumer(End User )**

In this module, the user can only access the data file with the encrypted key to access the file. Then The NC cloud combines all the packets and sends to Remote user. Users may try to access data files within the cloud only.

#### **Merkle Hash Tree based Archiving:**

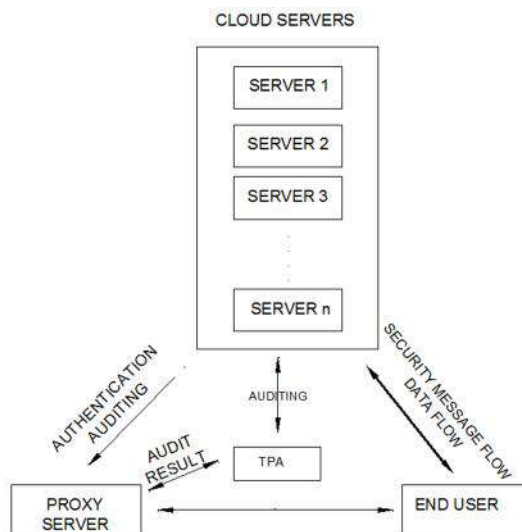
This technique tries to verify a proof that the data stored by a user at cloud is not modified and thereby the integrity of the data is assured. Cloud archive is not defrauding the owner, if cheating, in this context, means that the storage archive might delete some of the data or may magnify some of the data. While developing proofs for data possession at untrusted cloud storage servers we are often defined by the resources at the cloud server as well as at the client.

In this scheme, unlike in the key hash way scheme, only a single key can be used irrespective of the size of the file or the number of files

whose retrievability it is want to verify. Also the archive needs to access only a small portion of the file  $F$  unlike in the key has scheme which required the annals to process the entire file  $F$  for each protocol verification. If the prover had magnify or deleted a substantial allocation of  $F$ , then with high probability it will also have suppressed a number of sentinels.

## V. SYSTEM DESIGN

### Our Proposed System Architecture



## VI. SYSTEM ANALYSIS

### EXISTING SYSTEM:

- ❖ Many mechanisms dealing with the integrity of outsourced data without a local copy have been proposed under different system and security models up to now. The most significant work among these studies are the PDP (provable data possession) model and POR (proof of retrievability) model, which were originally proposed for the single-server scenario by Ateniese et al. and Juels and Kaliski, respectively.



- ❖ Considering that files are usually striped and redundantly stored across multi-servers or multi-clouds, explore integrity verification schemes suitable for such multi-servers or multi-clouds setting with different redundancy schemes, such as replication, erasure codes, and, more recently, regenerating codes.
- ❖ Chen et al. and Chen and Lee separately and independently extended the single-server CPOR scheme to the regenerating code-scenario; designed and implemented a data integrity protection (DIP) scheme for FMSR-based cloud storage and the scheme is adapted to the thin-cloud setting.

#### **DISADVANTAGES OF EXISTING SYSTEM:**

- ❖ They are designed for private audit, only the data owner is allowed to verify the integrity and repair the faulty servers.
- ❖ Considering the large size of the outsourced data and the user's constrained resource capability, the tasks of auditing and reparation in the cloud can be formidable and expensive for the users
- ❖ The auditing schemes in existing imply the problem that users need to always stay online, which may impede its adoption in practice, especially for long-term archival storage.

#### **PROPOSED SYSTEM:**

- ❖ In this paper, we focus on the integrity verification problem in regenerating-code-based cloud storage, especially with the functional repair strategy. To fully ensure the data integrity and save the users' computation resources as well as online burden, we propose a public auditing scheme for the regenerating-code-based cloud storage, in which the integrity checking and regeneration (of failed data blocks and authenticators) are implemented by a third-party auditor and a semi-trusted proxy separately on behalf of the data owner.



- ❖ Instead of directly adapting the existing public auditing scheme to the multi-server setting, we design a novel authenticator, which is more appropriate for regenerating codes. Besides, we “encrypt” the coefficients to protect data privacy against the auditor, which is more lightweight than applying the proof blind technique and data blind method.
- ❖ We design a novel homomorphic authenticator based on BLS signature, which can be generated by a couple of secret keys and verified publicly.

#### **ADVANTAGES OF PROPOSED SYSTEM:**

- ❖ Utilizing the linear subspace of the regenerating codes, the authenticators can be computed efficiently. Besides, it can be adapted for data owners equipped with low end computation devices (e.g. Tablet PC etc.) in which they only need to sign the native blocks.
- ❖ To the best of our knowledge, our scheme is the first to allow privacy-preserving public auditing for regenerating code-based cloud storage. The coefficients are masked by a PRF (Pseudorandom Function) during the Setup phase to avoid leakage of the original data. This method is lightweight and does not introduce any computational overhead to the cloud servers or TPA.
- ❖ Our scheme completely releases data owners from online burden for the regeneration of blocks and authenticators at faulty servers and it provides the privilege to a proxy for the reparation.
- ❖ Optimization measures are taken to improve the flexibility and efficiency of our auditing scheme; thus, the storage overhead of servers, the computational overhead of the data owner and communication overhead during the audit phase can be effectively reduced.
- ❖ Our scheme is provable secure under random oracle model against adversaries





## VII. CONCLUSION

In this paper, we propose a public auditing scheme for the regenerating-code-based cloud storage system, where the data owners are privileged to delegate TPA for their data validity checking. To protect the original data privacy against the TPA, we randomize the coefficients in the beginning rather than applying the blind technique during the auditing process. Considering that the data owner cannot always stay online in practice, in order to keep the storage available and verifiable after a malicious corruption, we introduce a semi-trusted proxy into the system model and provide a privilege for the proxy to handle the reparation of the coded blocks and authenticators. To better appropriate for the regenerating-code-scenario, we design our authenticator based on the BLS signature. This authenticator can be efficiently generated by the data owner simultaneously with the encoding procedure. Extensive analysis shows that our scheme is provable secure, and the performance evaluation shows that our scheme is highly efficient and can be feasibly integrated into a regenerating-code-based cloud storage system

## VIII. REFERENCES

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## నాటకమొక సమాహారకళ

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సకల కళలకు ఆశ్రయమై, నవరస భరితమై, రసానందాన్ని కలిగించే నాటకము, కావ్యప్రక్రియల కెల్ల తలమానికంగా తలచదగినది. “నాటకాస్తం హిసాహిత్యమ్” అనే అభిజనోక్తి వలన “సందర్భేషు రూపకం శ్రేయః” అని వామనుడు పలికిన సూక్తివల్ల రూపక ప్రాశస్త్యం వెల్లడి అవుతుంది. కాళిదాస మహాకవి నాట్యమును ‘చాక్షుష క్రతువు’గా తలచాడు. భరతుడు నాట్యవేద మహాత్మాన్ని ‘మంగళప్రదము, లలితము, బ్రహ్మ పదనోద్భూతము, పవిత్రము, శుభకరము, పాప వినాశకము. స్వయం భూప్రోక్షము అయిన ఈ శాస్త్రాన్ని నిత్యము వినేవాడు. అవధానముతో దీని ప్రయోగాన్ని ఆచరణలో పెట్టేవాడు. ఆ ప్రయోగాన్ని దర్శించేవాడు. వేద విధులు, యజ్ఞ యాజులు, దానశీలురు పొందే ఉత్తమగతిని పొందుతారు” అని తెలిపాడు.

రసానందము నాటకానికి ఫలము. శ్రావ్య కావ్యానికి కూడ రసానందమే ఫలము. శ్రవ్య కావ్యంలో విభావాదులు మనోనయన గోచరములే గాని చర్మ చక్షు గోచరములు కావు. దృశ్య కావ్యంలో సర్వము చక్షు గోచరమవుతుంది.

నాట్యమునకు సంగీతము మొదలైన ఇతర కళలతో సంబంధం వున్నది. శబ్దములలో నిబిడమై ఉన్న భావాలు బుద్ధిగతం కావటానికి, బుద్ధినైశిత్యము కావాలి. అందరు బుద్ధి నైశిత్యము గలవారు కారు. కాబట్టి శ్రవ్య కావ్యము, దృశ్య కావ్యము వలె సర్వ జనానందకరము కాదు.

నాటకము ప్రయోగ దశలోనే సంపూర్ణ ప్రయోజనాన్ని పొందుతుంది. నాటక శిల్పమంటే సాక్షాత్తు సృష్టిని ప్రతి సృష్టి చేయటమే, జగన్నాటకము వంటిదే సాహిత్యం నాటకము. కవి కొన్ని పాత్రలను సృష్టించి వాటికి తగిన గుణ స్వభావాలను ఆపాదించి, తదను రూపమైన ప్రవర్తనకు శబ్దరూప సంభాషణలొసగి లోకము ఎదుట ప్రదర్శిస్తాడు. కవి ఏపాత్రను తనకు ప్రతిబింబంగా పెట్టుకోకుండా తాటస్థ్యము పహిస్తాడు. ఆత్మ పరిమార్చనము వలన నాటకము రక్తి కడుతుంది.

నాటకము నాలుగు రకాలు. చతుర్విదాభినయాత్మకము, ఆహార్య, ఆంగిక, వాచిక, సాత్వికాభినయాలు ఒకదానికంటే ఒకటి శ్రేష్ఠతరములై ప్రేక్షకునికి ఆనందము నివ్వటంలో ప్రముఖ పాత్ర పహిస్తాయి.

నాటకము సమాహారకళ, అరవై నాలుగు కళలకు నాటకంలో ప్రవేశం ఉన్నది. లలిత కళలన్నీ నాటకానికి పోషకములౌతున్నాయి.

నాటక రచనకు నాలుగు రకాలు ప్రధానమైన అంశములు ఉన్నవి. అవి 1) ఇతివృత్తము - తత్పంధానము,



2) పాత్రలు - తద్వర్తనము, 3) కవిత్వము - భాష 4) సందేశము.

**ఇతివృత్తము - తత్సంధానము :** నాటక రచనకు ఉదాత్త పన్నువు కావాలి. పుణ్యశ్లోకాని చరితము సీకారయోగ్యమైనది. అందులో దృశ్య, సూచ్య విభాగ మొనరించుకొని, దృశ్య భాగాన్ని అంకములలో నిబంధింపవలె. అర్థ ప్రకృతులు, కార్యవస్థలు కలిపి పంచ సంధులను ఏర్పరచగా కథా భాగము అంకములలో క్రమ వికాసంగా, ఫల పర్యవసాయిగా కొనసాగుతుంది. పూర్వ భాగాలు ఉత్తరోత్తర భాగాలకు కారణమయ్యేటట్లుగా రచింపబడాలి. అన్ని భాగాలూ పటిష్ఠమై మూర్తి నిర్మాణము సౌష్ఠవముగా ఉండాలి.

కవులందరూ నాటకకర్తలు కానట్లే కథలన్నీ నాటకాలు కావు. కొన్ని మాత్రము శ్రవ్య దృశ్య కావ్యములు రెండింటికీ పనికి వస్తాయి.

**పాత్రలు - తద్వర్తనము :** పాత్ర సృష్టి, పాత్ర పోషణములు నాటకానికి జీవమని ఆధునికుల అభిప్రాయం. దృశ్య కావ్యాలలో కథ దేహమైతే పాత్రలు దాని ప్రాణము. కథానాయకుడు కథను బట్టి ధీరోధాత్ముడు లేక చతుర్విధ నాయకులలో ఒకనిగా తీర్చిదిద్దబడతాడు.

నాటక కవి పాత్రల స్వభావోన్మీలనములో జాగ్రత్త వహిస్తాడు. 'కథాగతి వ్యాజమున పాత్ర మరుగుపడకూడదు. పాత్ర చిత్రణ నెపంతో కథాగమనము స్తంభింపకూడదు. కథా కార్యములో ఏ పట్టున, ఏ పాత్ర ఎంత వరకు అభివ్యక్తము కావలెనో అంత వరకు వ్యక్తము చేయాలి. పాత్రల స్వభావము మనోధర్మ శాస్త్రానుగుణముగ అంతర మూర్తిని చిత్రించాలి.

పాత్రల స్వభావాన్ని ప్రత్యక్ష పద్ధతి, పరోక్ష పద్ధతులలో వ్యక్తము చేయవచ్చు. ప్రత్యక్ష పద్ధతి దృశ్య కావ్యాలకు తగదు. దృశ్య కావ్యంలో పాత్ర స్వభావం వ్యక్తం కావాలి. దీనికి పరోక్ష పద్ధతి అని పేరు.

ఒక్కొక్క పాత్ర తన మనస్సులోని తలపునకు భిన్నంగా ప్రవర్తించటం కూడ జరిగింది. అటువంటి సందర్భాలలో మాటకంటే చేష్ట, కొంతవరకు స్వభావ నిరూపణ సమర్థము. ఆ పాత్ర మనస్సు మనం గ్రహించటానికి స్వగతము ఉత్తమోత్తమమైన సాధనము. స్వగతాన్ని స్వభావవాదులు గర్వించారు. స్వగతము ప్రకృతి విరుద్ధమని, ఉన్నట్టుడు తప్ప తనలో తాను మాట్లాడుకొనే వ్యక్తి ఉండడని వీళ్ళు వాదిస్తారు. కాని లోక ధర్మము వేరు. కళా ధర్మము వేరు. కళా ధర్మాన్ని (నాట్యదర్శి) బట్టి స్వగతాలను రచింపవచ్చు. ఐనా పాత్ర ఏకాంతంలో ఉన్నప్పుడు దీర్ఘ స్వగతాలు పలుకరాదనే ఔచిత్యాన్ని పాటించాలి.

**కవిత్వము - భాష :** శ్రవ్య కావ్యంలో కంటే దృశ్య కావ్యంలో శైలి సులభంగా ఉండాలి. భాష సుబోధముగా లేనప్పుడు పద్యాన్ని మరల మరల విని అర్థాన్ని గ్రహించవలసి ఉంటుంది. నాటక దర్శన సమయంలో మననము చేసుకొనే అవకాశము లేదు. లేకపోతే పాత్రల సంభాషణలలో చమత్కారాలు అభినయంలో అందాలు, కథా గమనంలో మలుపులు, సాగసులు బోధపడవు. సంస్కృత నాటక కర్తలలో భానుడు నాటకోచిత భాషా సౌలభ్యాన్ని బాగా పాటించాడు.)

సులభమైన భాష వ్రాయటం సులభం కాదు. సులభశైలి అనే పేరుతో పేలవత్వానికి చోటియకూడదు.



నాటకము ప్రధానంగా సంవాదాత్మకము. పద్యాలను ఎక్కడ వ్రాయవలసినది, గద్యాన్ని ఎక్కడ వ్రాయవలసినది కవి గ్రహించాలి.

పాత్రోచిత భాష అనేది ఒక వివాదాంశము. ఏ దేశమున ఏ కాలమున జరిగిన కథనైనా కవి దానిని తన కావ్య వస్తువుగా స్వీకరించినపుడు తన దేశములో జరిగినట్లే భావించి తన భాషనే పాత్రకు ఆరోపించటం తగిన పని. ఇది కాలానికమైన కళాధర్మము.

**సందేశము :** నాటకములో కవి ప్రత్యక్ష ధార్మిక ప్రసంగము చేయకుండా పాత్రల ద్వారా లోకమునకు ధర్మోపదేశం చేస్తాడు. ప్రత్యక్షంగా గాక ధ్వని పూర్వకంగా కవి అందించే సందేశాన్ని 'ధర్మ ధ్వని' అని పిలవవచ్చు.

లలిత కళలన్ని చక్కగా మేళనము పొంది, నాటకాంగములన్ని భాగా నిర్వహించబడిన నాటకము సాహిత్య ప్రక్రియలన్నింటిలో సర్వాంగ సుందరమై సమాహార కళ అని పేరొంది. "నాటకాస్తంహి సాహిత్యమ్" అనే అభిజనోక్తిని సార్థకం చేస్తుంది. ----- ఉండాలని వర్ణములని, రసవ్యంగ్యమువలె వస్తులంకార వ్యంగాలు కూడా గ్రాహ్యములే అని ఇతడు వివరించాడు.

ధ్వత్యాలోకమునకు లోచనము' అనే వ్యాఖ్య రచించిన అభినవగుప్తుడు, వస్తులంకార ధ్వనుల కంటే రసధ్వనికి అధిక ప్రాధాన్యము ఇచ్చాడు.

అభినవ గుప్తుని పిమ్మట మహిమభట్టు ధ్వని సిద్ధాంతాన్ని ఖండించి 'అనుమానము'నకు ప్రాధాన్యమిచ్చాడు. ఇతడు వ్యక్తి వివేకములో ఆనందవర్ధనుని ధ్వని సిద్ధాంతాన్ని ఖండించాడు. ఆనంద వర్ధనుడు కల్పించిన వ్యంజనావృత్తి అనవసరమని ధ్వనులన్నీ అనుమానములోనే అంతర్భవిస్తాయని తెలిపాడు. ఈ అనుమానము ధూమాగ్ర్యనుమానము కంటే విలక్షణమైన కావ్యానుమితి అని ఇతడు వివరించాడు. అనుమాన ప్రాధాన్యాన్ని నొక్కి చెప్పినా ఇతడు కావ్యానికి ఆత్మరసాధి రూపము అనటం విప్రతిపత్తి లేదని అంగీకరించాడు.

కుంతకుడు పక్రోక్తియే కావ్య జీవితమని వదించాడు. భామహుడు తెచ్చిన పక్రోక్తిని ఇతడు కవి వ్యాపార వక్రత అనే పేర పెంచి, అది వర్ణవిన్యాస, పద పూర్వార్థ ప్రత్యయ, వాక్య, ప్రకరణ, ప్రబంధగతమై ఆరు రూపాలుగా ఉంటుంది. ఈ మతము మహిమభట్టు కావ్యానుమితి సిద్ధాంతమువలెనే తరువాత సమర్థించేవారు లేకపోవటం వల్ల అంతగా ప్రాచుర్యం వహించలేదు.

క్షేమేంద్రుడు 'జెచిత్య విచార చర్చ'ను రచించి రససిద్ధమైన కావ్యమునకు జెచిత్యమే జీవితమని ప్రకటించినాడు.. జెచిత్యాన్ని వీదేనప్పుడే గుణాలంకారాలు సార్థకములౌతాయని ఇతని భావము. ఆనందవర్ధనుని "అనాచిత్యద్యతే. నాస్యద్రుసభంగవ్య కారణమ్" అనే భావాన్నే గ్రహించి, పెంచి, జెచిత్య సిద్ధాంతాన్ని ప్రతిపాదించాడు. ఇది ధ్వని మతమునకు విరుద్ధము కాదు.

"కావ్యమునకు ధ్వనియే ఆత్మ" అనే ఆనందవర్ధనుని సిద్ధాంతమే సార్వజనీనమై నిల్చింది. మమ్మట, విశ్వనాథ జగన్నాథాదులు దానినే అంగీకరించి పోషించారు.

**నాయికా భేదములు**



అనవద్యుడైన నాయకుని సద్గుణ స్తవము కావ్యములకు శోభనిస్తుంది. రామాయణాది గ్రంథాలు నాయకుని వలననే ప్రసిద్ధి పొందాయి. కావ్యానికి ఉత్తమ నాయకుడు దొరకటం బంగారానికి పరిమళం అబ్బిటమే. త్యాగము, కృతజ్ఞత, కులీనత్వము, మహాభాగ్యము, రూపతత్వము, యౌవనము, ఉత్సాహము, సర్వజనానురాగము, తేజము, వైదగ్ధము, శీలము అనే గుణాలు కలవాడు నాయకుడు. కావ్య నాయకుడు ఉత్తమ ప్రకృతి కలవాడై ఉండాలి.

కీర్తి ప్రతాపరూపమైన మహైశ్వర్యము గలవాడు, ఆర్తులను రక్షించేవాడు, అఖిల గుణాలు కలవాడు, బాహువులపై భూభారము వహించేవాడు, కావ్యగీతప్రియుడైనవాడు నాయకుడు.

ధీరోదాత్తుడు, ధీరోద్ధతుడు, ధీరశాంతుడు, ధీరలలితుడు అని కావ్య నాయకులు నాలుగు విధాలుగా ఉంటారు.

**ధీరోదాత్త లక్షణము :** ఆత్మశ్లాఘ లేనివాడు, సహనము గలవాడు, గంభీరుడు, మహాసత్తుడు, కోపము గలవాడు, దృఢప్రతుడైనవాడు ధీరోదాత్తుడు. ఉదా: శ్రీరాముడు.

**ధీరోద్ధత లక్షణము :** మాయలమారితనము, ప్రచండత, చాపల్యము, అహంకారము, ఆత్మశ్లాఘయు కలవాడు ధీరోద్ధతుడు. ఉదా: భీమసేనుడు

**ధీరశాంత లక్షణము :** కులము, మహాభాగ్యము మొదలైన నాయక సామాన్య గుణములు గల ద్విజుడు. (బ్రాహ్మణ, క్షత్రియ వైశ్యులలో ఒకడు) ధీరశాంతుడు. ఉదా: ధర్మరాజు.

**ధీరలలిత లక్షణము:** నిశ్చింతుడు, ఇంద్రుని బోలిన భోగశాలి ధీర లలితుడు శత్రువులను జయించి, రాజ్యభారాన్ని సమర్థులైన మంత్రుల మీదకు అప్పగించి ఏ విధమైన విచారము లేకుండా ఉండేవాడు.

ఉదా : పత్నీరాజు నాయకులందరకూ ధీరత్వము సాధారణ గుణము.

**శృంగార నాయకులు :** శృంగార రసములో నాయకులు దక్షిణుడు, అనుకూలుడు, దృష్టుడు, శరుడు అని నాలుగు తెగలుగా ఉంటారు. పెక్కుమంది నాయికలపై సమాన ప్రీతిగలవాడు దక్షిణ నాయకుడు. ఒక యందే ప్రీతిగలవాడు దాని అనుచూడులు అపరాధ మొనర్చి కూడ భయపడనివాడు దృష్టుడు. ప్రియురాలికి మాత్రము తెలియదగిన అప్రియము చేయువాడు శరుడు.

దివ్యులు, అదివ్యులు, దివ్యాదివ్యులు అని జాతిని బట్టి నాయకులు మూడు విధములైనవారు ఉన్నారు. శంకరాదులు దివ్యులు, అర్జునాదులు అదివ్యులు, శ్రీకృష్ణాదులు దివ్యాదివ్యులు.

### నాయికా లక్షణములు

కావ్య నాయికలు స్వీయ, అన్య, సామాన్య అని మూడు విధాలుగా ఉంటారు.

**స్వీయ :** లజ్జ సాతిప్రత్యము, కోమలత్వము, కమనీయత్వము గలది స్వీయ, అగ్నిసాక్షిగా వివాహమాడిన 'ఉత్తములైన భార్య స్వీయ.

**అన్య :** అన్యస్త్రీ లేక వరకీయ కన్య, అన్యోధ అని రెండు విధములు. అన్యోధ అంటే వరుని వివాహమాడిన స్త్రీ, కన్య అంటే వివాహముగాని పదుము. :: 4 ::



**సామాన్య :** సామాన్య అంటే వేశ్య.

‘స్వీయ’ నాయికను వయస్సును బట్టి ముగ్ధ, మధ్య, ప్రౌఢ అను మూడు విధాలుగా అలంకార శాస్త్రవేత్తలు పేర్కొన్నారు.

**ముగ్ధ :** నూతనమైన కామమును, యౌవనమును, అల్పరతమును గలది ముగ్ధ.

**మధ్య:** యౌవనమును, కామమును సమానముగా గలిగి, రతాంతమున వివశులగునది మధ్య.

**ప్రౌఢ:** మిక్కిలి కామమును, యౌవనమును గలిగి రతి ఆరంభమందే పారవశ్యము గలది ప్రౌఢ.

**అష్టవిధ నాయికలు :** శృంగార రసమును శంభుని అష్టమూర్తులులాగా అష్టవిధ నాయికలు అవస్థా భేదముచేత ఎనిమిది విధాలుగా ఉంటారు. స్వాధీనపతిక, వాపక సజ్జ, విరహోత్కంఠిత, విప్రలబ్ధ, ఖండిత, కలహాంతరిత, ప్రోషితపతిక, అభిసారిక అనేవారు అష్టవిధ నాయికలు.

**స్వాధీన పతిక లేక స్వాధీన భర్తృక :** భర్త తన ఆధీనుడై ఉన్న యువతి స్వాధీన పతిక లేక స్వాధీన భర్తృక.

**వాసక సజ్జ లేక వాసక సజ్జిక :** “భర్త వచ్చే సమయానికి తనను, గృహమును అలంకరించుకొని సిద్ధముగా ఉన్నది వాసక సజ్జ లేక వాసక సజ్జిక.

**విరహోత్క :** పతి చెప్పి వేళకు రాక అలశ్యము చేయగా మిక్కిలి తహతహపాలు చెందునది విరహోత్క లేక విరహోత్కంఠిత.

**విప్రలబ్ధ :** సంకేత స్థలమున తన ప్రియుడు రాకపోవుటను గాంచి స్మరార్చి వహించునది విప్రలబ్ధ.

**ఖండిత :** ప్రియుడు పరకాంతతో రేయి గడిపి సంభోగ చిహ్నములతో ఉదయమున ఇంటికి రాగా కుందునది ఖండిత.

**కలహాంతరిత :** కోపగించి భర్తను దూషించి వెడలగొట్టి, ఆతడు చనిన పిదప పశ్చాత్తాపపడునది కలహాంతరిత.

**ప్రోషిత పతిక:** తన ప్రియుడు పరదేశగతుడైనప్పుడు కృశించునది ప్రోషిత పతిక లేక ప్రోషిత భర్తృక.

**అభిసారిక:** ప్రియుని వద్దకు తానే పోవునది, ప్రియుని తన వద్దకు రప్పించుకొనేది అభిసారిక.

ఈ ఎనిమిది నాయికా భేదాలు శృంగార రససంబంధమైనవి. ఇవి జాతిని బట్టి ఏర్పడినవి కావు. కేవల అవస్థా భేదమును బట్టి ఏర్పడినవి.

జాతి భేదమును బట్టి నాయికలను పద్మిని, చిత్రణి, శంఖిని, హస్తిని అని నాలుగు విధాలుగా విభజిస్తారు.