



Voice of Research

*An International Peer Reviewed Journal for
Change and Development*

ISSN 2277-7733
Volume 7 Issue 4,
March 2019

Dr. Varesh Sinha (IAS)
Ex. Chief Secretary, Gujarat.
Dr. Vinod Kumar Mall (IPS)
A. D. G. Police, Gujarat.
Shri U. S. Jha
Sr. DOM, Indian Railways
Dr. Arbind Sinha
Retd. Professor, MICA
Dr. C. N. Ray
CEPT University, Ahmedabad
Cao Chenrui
*HOD, Hindi Department, YMU,
China*
Dr. R. S. Patel
*Professor and Head, Gujarat
University*

Advisory Committee

Dr. M. N. Patel
*Ex. Vice-Chancellor, Gujarat
University*
M. M. Goel
*Vice-Chancellor, Jagan Nath
University*
Dr. G. P. Vadodaria
*Principal, L. D. College of
Engineering*
Dr. Rupesh Vasani
*Executive Member, World Dean
Council*
Minesh S. Jha
Management Consultant

Kanhaiya Chaudhari
*Director (Agricultural Ext.), ICAR,
New Delhi*
Dr. C. P. Bhatta
Professor, IIM, Calcutta
Dr. Rajul Gajjar
Director, GTU
Dr. G. S. Parasher
*Ex. Pro Vice-Chancellor, RTMU,
Nagpur*
Dr. Maithili R. P. Singh
*Professor, Central University
Rajasthan*
Ajay Patel
Project Scientist, BISAG
Dr. Rajneshsingh Patel
Director, T.D. Campus, Rewa

Chief Editor

Dr. Avdhesh S. Jha, *Ahmedabad.*

Issue Editors

Dr. Nilesh Jha
Dr. Bharti Venkatesh
Dr. Asha Thokchom

Editorial Committee

Dr. Deepak Sharma
California State University, USA
Dr. Deepanjana Varshney
*Senior faculty, King Abdulaziz
University, Ministry of Higher
Education, Saudi Arabia.*
Prof. Kim Fam
Victoria University New Zealand
Dr. M. S. Meena
Principal Scientist, ICAR-ATARI
Dr. A. K. Kulshreshtha
DEI Agra.
Dr. Kalpana Modi
SNDT University, Mumbai
Dr. Uma Shrivastava
Professor and Head, Jabalpur

Dr. Beena Sukumaran
*Prof. & Head, Civil & Em. Engg.
Dept. Rowan University, USA*
Dr. Hiren Karathia
University of Lleida, Spain
Dr. S. Ahmed Khan
BIT, Dubai.
Dr. Veena Jha
*Chauban College of Education,
Bhopal*
Renisha Chainani
Consultant & Expert, Finance
Dr. Madhura Kesarkar
SNDT University, Mumbai.
Ana Marcela Paredes
*Consultant - Slutsker Center for
International Students - Syracuse
University*

Dr. Ramanjeet Singh
*Director, ADMAA,
Amity University*
Dr. Rajshri Vaishnav
*Education Department, RTM
University*
Dr. Vivekanand Jha
Editor and Consultant, Gwalior
Dr. Lalima Singh
*S.S. Khanna Girls Degree College,
Allahabad*
Dr. T. V. Ramana
*Andhra University Campus,
Kakinada*
Dr. Anjana Bhattacharjee
Tripura University, Tripura
Dr. Sony Kumari
SVYAS University, Bangalore

Ms. Shobha A. J.
Ahmedabad

EDITORIAL

Whatever be the area and howsoever effectively be the research conducted, every research comes up with new issues and concerns which represents the dynamism of research. Especially when we talk of research in social science and humanities and when the population of the study includes the human this dynamism of research cannot be undermined. The March 2019 issue of Voice of Research, Volume 7 Issue 4 comes up with several issues in education, literature, languages, management etc.

Mathematics has been a subject of interest for the researchers. With the legacy, it bears, it is important to keep on experimenting to check the effectiveness of the same as well turn education more interesting and effective for the students. To test the same Ramteke and Vaishnav studies the effect of vedic mathematics on students achievement. Creativity being equally important aspect for the development of the individual as well the society Patel studies the creativity of students and relates it with their achievement, Pandya talks about the academic achievements of the secondary school students whereas Tiwari compares the numerical ability of different level of achievers.

Language and Literature being the important part of a society Brahmbhatt talks of the contribution of kamala das to English poetry and Hu correlates language with economic development. The youth being the greatest contributor to any national service scheme Parmar draws the attention on national service scheme as an opportunity for youth to contribute in nation building. To add to the research Bhat shares his views to understand research in the social sciences whereas Mondal relates human rights with political theories.

Life, livelihood and living being a common talking point Xie expresses his ideas on way of living life whereas as a part of transfer of training, Cedric shows us the methods to introduce multiple intelligences in management education. Investment being the key issue, Burkhanov and Tursunov presents the features of investment in mutual fund with special reference to Russia.

On the whole this issue comes up with a wide variety of topics which are the need of the time. I am sure this issue might be able to develop insights to all the enthusiastic researchers.

Regards,
Chief Editor,
Voice of Research

LIST OF CONTENTS

1. EFFECT OF VEDIC MATHEMATICS ON STUDENTS ACHIEVEMENT Sujata Ramteke & Rajshree Vaishnav	1
2. CREATIVITY OF 10TH STANDARD STUDENTS OF AHMEDABAD CITY IN RELATION TO THEIR ACHIEVEMENT Bhav naben P. Patel.....	5
3. ACADEMIC ACHIEVEMENTS OF THE SECONDARY SCHOOL STUDENTS Pandya Disha Prashant.....	8
4. NUMERICAL ABILITY OF HIGH AND LOW ACHIEVERS OF IX STANDARD STUDENTS: A COMPARATIVE STUDY Tiwari Sunita Rohit Gautam.....	15
5. CONTRIBUTION OF KAMALA DAS TO INDIAN ENGLISH POETRY: A STUDY Brahmbhatt Kishan Mukeshbhai.....	20
6. LANGUAGE AND ECONOMIC DEVELOPMENT Hu Min.....	28
7. NATIONAL SERVICE SCHEME AN OPPORTUNITY FOR YOUTH TO CONTRIBUTE IN NATION BUILDING H. H. Parmar	34
8. A RUDIMENTARY UNDERSTANDING TO RESEARCH IN THE SOCIAL SCIENCES Akshay Bhat.....	38
9. HUMAN RIGHTS: NEED FOR POLITICAL THEORIES Mintu Mondal.....	45
10. WAY OF LIVING LIFE: A CONCEPTUAL STUDY Xie Ruilin.....	52
11. METHODS FOR INTRODUCING HOWARD GARDNER'S THEORY OF MULTIPLE INTELLIGENCES IN MANAGEMENT EDUCATION Cedric Serpes	54
12. FEATURES OF INVESTMENT IN MUTUAL FUND: IN CASE OF RUSSIA Burkhanov Aktam & Tursunov Bobir	59

Call For Papers

Voice of Research calls for unpublished articles, research papers, book review, case study for publication.

Guidelines to Authors

- No processing fee is charged for the review of the papers. Further, the plagiarism check is not done but the papers submitted for the Journal should be original contribution by the author or researcher. In other case, it shall be the responsibility of the author(s).
- A declaration uploaded on the website, duly filled and signed by the author along with covering letter that the paper is original and has not been published or submitted for publication elsewhere should be mailed to the editor.
- Research papers should be typed in double-space with 11 font size in Garamond and one inch margin on all sides on A4 size paper. Tables with appropriate number and title on the top in single space 9 font size and references (in APA style) in 10 font size.
- Research paper with the abstract containing tables, figures and reference should be restricted to 3000-4000 words.
- The cover page should contain the title of the paper, author's name, designation, official address and address for correspondence, contact, phone/fax number and e-mail address.
- Publication of the article or paper rests with the Editorial committee and it depends entirely on its standard and relevance. Authors may also be requested to revise their manuscript before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.
- All the papers undergo double blind peer review. Minimum time taken for processing the paper 21 days. Maximum time taken for processing the paper is 45 working. Contributors are free to send the material to any other publication after this period if they don't receive any intimation from Editor, Voice of Research.

Research papers should be mailed to the editor at editor.vor11@gmail.com; editor@voiceofresearch.org

Subscription Form

I Prof. /Dr. /Mr. / Mrs. /Ms. _____ wish to subscribe the journal “**VOICE OF RESEARCH**” for one year for individual/institution/library. The prescribed contribution of journal subscription is sent herewith by Demand Draft No _____ for Rs 1500 (Fifteen Hundred Only or as applicable in multiples of nos. of years) dated _____ in favour of “Editor, Voice of Research” payable at UCO Bank, Ahmedabad.

Details of Subscriber Individual/Institute/University

Name (in Block Letters):

Flat/ Bungalow no.:

Street:

City:

Country:

Pin/Zip code:

Telephone / Mobile No.:

E-Mail Address:

State:

Signature

Note:

1. Individual Contributors and subscribers from India may pay their subscription fee in Indian Rupee amounting to Rs. 1500.00 through **Direct Deposit into Bank Account** in or through demand draft favouring **The Editor, Voice of Research** payable at Ahmedabad. **The Draft can be sent in the name of Chief Editor at E/1, Samay Apartments, Beh. NID, Paldi, Ahmedabad- 380007**

2. **Information of Bank Regarding Direct Deposit:**

In the Name of: “Editor, Voice of Research”

Bank Name: **UCO Bank**

A/c No.: **03340210001387**

Micr Code: **380028008**

Branch Code: **334**

IFSC: **UCBA0000334**

Bank Branch: **Maninagar, Ahmedabad Gujarat (India).**

Subscription charges

Period of Subscription	Rate of Subscription	
	Individual	Institutional
1 year	Rs. 2500	Rs. 3000
2 years	Rs. 4800	Rs. 5500
3 years	Rs. 7000	Rs. 8000
Lifetime	Rs.20000	Rs. 40000

EFFECT OF VEDIC MATHEMATICS ON STUDENTS' ACHIEVEMENT

Sujata Ramteke

Research Scholar, Gondwana University, Gadchiroli

Rajshree Vaishnav

Professor and Head, PG Dept of Education,
RTM Nagpur University, Nagpur.

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

Vedic mathematics is the name given to the ancient system of Indian mathematics mentioned in ancient Vedic literature. The purpose of the present study is to study the effectiveness of the Vedic mathematics in terms of achievement for teaching mathematics. A sample of 200 students studying at Mahatma Gandhi centennial Sindhu High School and Omkarlal Sindhu High School, Nagpur were selected randomly and divided into two groups namely experimental and control group. The students of experimental group were taught through Vedic mathematics where as the control group were taught through traditional method of teaching. The pre and post test mean achievement score was compared using t-test. It is found that the student taught through Vedic mathematics performed better than the students taught through traditional method for mathematics.

Keywords: Effectiveness, Vedic mathematics, Achievement

Mathematics touches our life at every point everyone uses some form of mathematics directly or indirectly in his daily life. Mathematics plays a predominant role in our life and it has become an important factor for the progress of our present day world. Mathematics plays an important role in the proper organization and maintenance of social institution such as banks, co-operatives, railways, post office, transport, companies, navigation industries etc. Napoleon has rightly said, "The progress and the improvement of mathematics are linked with the prosperity of the state. Mathematics is a science of number, magnitude, space, measurement, logical reasoning. It helps to develop self confidence, reasoning, logical and critical thinking ability, self reliance, sense of appreciation, scientific attitude. It develops the ability of induction, deduction, analysis, synthesis and generalization. i.e. "Mathematics is the soul of all sciences".

Origin of Vedic mathematics: Vedic mathematics is the name given to the ancient system of Indian mathematics mentioned in the ancient Indian Vedic literature. It was rediscovered by Sri Bharati Krishna Tirthaji Maharaja from the sacred Veda during 1911 to 1918. This system has a unique technique of calculations based on sixteen sutra and thirteen upa-sutra or sub-sutra. In Sanskrit the ancient language of India, the term sutra means thread of knowledge or word formula. This sutra and upa sutra are simple one line formulae written in Sanskrit which are easy to remember.

Advantages of Vedic mathematics: Vedic mathematics enables faster calculation as compared to the conventional methods. It increases mental alertness and sharpens the mind. The techniques are simple and straight forward. Vedic mathematics increase concentration and self confidence. The easy methods remove the fear of mathematics. It reduces finger counting and dependence on calculator. It is a method for cross checking of solutions.

Rationale of study

Vedic mathematics is a unique concept. It enables faster calculation when compared to the traditional method thus the time that gets saved in this process can be used to

answer more questions. Vedic mathematics helps in speed and accuracy in solving numerical, there by preparing school children to overcome the fear of maths. It is a mental tool for calculation that encourages the development and use of intuition an innovation, while giving the student a lot of flexibility fun and satisfaction. Therefore it is direct and easy to implement in schools.

Objectives

To study the effectiveness of Vedic mathematics in terms of achievement of class 9th students for teaching mathematics; To compare the mean pre and post test mean achievement scores of students of class 9th for the subject mathematics studying through Vedic mathematics; To compare the post test mean achievement scores of students of class 9th taught through Vedic mathematic with those taught through traditional method for subject mathematics.

Hypothesis

There will be no significant difference between pre and post test mean achievement score of class 9th students for subject mathematics taught through Vedic mathematics; There will be no significant difference between the post test mean achievement score of class 9th students for subject mathematics taught through Vedic mathematics with those taught through traditional method.

Design of the study

Present study was experimental in nature. Pre-test post-test non equivalent group design was used for the study. Random sampling techniques were used for the selection of the sample. 200 students studying in two different schools namely Mahatma Gandhi Centennial Sindhu high school and Omkarlal Sindhu high school, Nagpur were selected randomly and divided in to two groups namely experimental and control group. The students of experimental group were taught through Vedic mathematics where as the control group were taught through traditional method of teaching. The number of student in each group was 100. The concept of roots and square roots was used. Self prepared criterion reference test for the subject mathematics was used as pre and post test for both the groups.

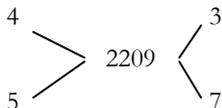
Formula of Vedic mathematics: Vedic mathematics system is used for teaching the concept of calculation of square and square roots for example numbers ending with digit 1 like 81, 21 we apply formula $(a+b)^2 = a^2 + 2ab + b^2$. here $a=8, b=1$ than calculate $A^2 = 8^2 = 64$, $2ab = 2 \cdot 8 \cdot 1 = 16$, $b^2 = 1^2 = 1$

$(a+b)^2 =$	a^2	$2ab$	b^2
$(8+1)^2$	8^2	$2 \cdot 8 \cdot 1$	1^2
	64	16	1
	6561		

For teaching square roots the no. are sequenced as

1.	$1^2 = 1$
2.	$2^2 = 4$
3.	$3^2 = 9$
4.	$4^2 = 16$
5.	$5^2 = 25$
6.	$6^2 = 36$
7.	$7^2 = 49$
8.	$8^2 = 64$
9.	$9^2 = 81$
10.	$10^2 = 100$

To calculate square root of 2209 we pair it like 22 and 09 the unit no is 9 which comes in the table at 3 and 7 no. place the other pair 22 comes between 4^2 and 5^2 now $4 \times 5 = 20$ but no 22 is greater hence answer is 47



Procedure of the data collection: The self prepared criterion reference test CRT was given to the students of both the groups as pre test. The experimental group was taught through Vedic mathematics sutra for teaching the concept of roots and square roots where as control group was taught through traditional method. After completion of units the same CRT was used as post test. The mean pre and post achievement score of experimental group and post test score of experimental and control group was compared using t test.

Table 1 Pre and post achievement score of Experimental group

Test	N	Mean	S.D	t
Pre	100	11.18	2.409	5.968*
Post	100	13.09	2.182	

The calculate t value is greater than 0.01 and 0.05 level. It indicated that there is a significant difference the mean score of Pre and post test scores of Vedic Maths so the null hypothesis is rejected. Thus it could be said that Vedic mathematics is more effective method .there was a considerable positive change in the results of students through Vedic method of teaching .students have shown the positive attitude and interest towards the subject when taught through Vedic method .The teaching of Vedic math's is beneficial for the students in improving their achievement in mathematics it save calculation time during examination.

Hypothesis 2: There will be no significant difference between the post scores of students to be taught through Vedic mathematics and conventional method.

Table 2 Post test score of Experimental and Control group

Group	N	Mean	S.D	t
Control group	100	9.67	2.121	8.133*
Experimental group	100	12.11	2.167	

The calculate t value is greater than 0.01 and 0.05 level. It indicated that there is a significant difference the mean score of experimental group and control group of post test so the null hypothesis is rejected. Thus it could be said that Vedic method of teaching is more effective than the traditional method for teaching mathematics. Students of experimental group were performed better than that of students of control group in subject of mathematics. The students taught through Vedic mathematics performed significantly better than the students taught through traditional method for subject mathematics.

Educational Implication: Vedic mathematics emphasizes, meaningful learning than mechanical learning. Finding answer through Vedic mathematics may help to reduce the student's anxiety level. It increases concentration, as it encourages the mental calculations. This method develops better understanding among students and teachers. Vedic mathematics endures creativity among intelligent pupil, while helping the slow, learners to grasp the basic concepts of mathematics. Students can be motivated to the learn mathematics interestingly if the Vedic system of mathematics

will be included into our curriculum. Mathematics can be learnt and mastered with minimum effort in a very short span of time and can be translated into a playful and a blissful subject with the help of Vedic mathematics.

References

- Shukla A.K., Shukla R.P. and Singh A.P. (2017) A Comparative Study of Effectiveness of Teaching Mathematics through Conventional & Vedic Mathematics Approach, Educational Quest: An Int. J. of Education and Applied Social Science: Vol. 8, No. 2, pp. 453-458, August 2017 DOI: 10.5958/2230-7311.2017.00089.7 ©2017 New Delhi Publishers. Retrieved from file:///D:/vedic%20maths/EQv8n3a.pdf retrieved on October 2017
- Dhaval Bhatia (2006), *Vedic mathematics made Easy*, Jaico publishing House: Mumbai, Bangalore.
- Gopal Lal Jain (2003) *Research Methodology Methods Tools and Techniques*. Mangal Deep Publications ; Jaipur .
- Jagadguru Swami Sri Bharati Krisna Tirthaji Maharaja (2009), *Vedic mathematics* Motilal Banarsidass publishers Pvt. Ltd , Delhi .
- Best, J.W. and Kahn, J.V. (2006). *Research in Education* (10th ed.). New Delhi: PHI Learning Private Limited. Coe, R. 2002.
- Jiji, S. (2012). A Study of Effectiveness of Teaching Vedic Mathematics on Students' Achievement. Doctoral thesis, SJJT University, Jhunjhunu (Rajasthan). Retrieved March 23, 2015, from <http://shodhganga.inflibnet.ac.in/handle/10603/21247>.
- Kothari, D.S. (1966). Report of the education commission 1964-1966 (Education and National Development). Delhi: Ministry of Education, GoI. Retrieved January 12, 2015 from [https://archive.org/details/Report Of The Education Commission 1964-66 D. S. Kothari Report](https://archive.org/details/Report%20Of%20The%20Education%20Commission%201964-66%20D.%20S.%20Kothari%20Report)
- Maharaja, B.K.T. (2009). *Vedic Mathematics*. Delhi: Motilal Banarasidas Publishers Pvt. Ltd.
- Sharma, A. (2014). A comparative study of multiplication operation. *Bharatiya Shiksha Shodh Patrika*, 33(1): 28-32.
- Sullivan, G.M. and Feinn, R. (2012). Using effect size- or why the P value is not enough. *Journal of Graduate Medical Education*, 4(3): 279-282.
- Sumita Bose (2013). *Vedic Mathematics*, New Delhi: V.S. Publication.
- Tiwari, H.D., et al (2008). Multiplier design based on ancient Vedic mathematics. Multiplier design based on ancient Indian Vedic Mathematics. Paper presented at SoC Design Conference. DOI: 10.1109/ SOCDC.2008.4815685 M.H.R.D. 1986. National Policy on Education 1986. Delhi.

CREATIVITY OF 10TH STANDARD STUDENTS OF AHMEDABAD CITY IN RELATION TO THEIR ACHIEVEMENT

Bhavnaben P. Patel

Bhavna B.Ed College, Bopal, Ahmedabad

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

In this study the researcher has collected data from 672 students of 10th standard studying in Gujarati medium of Ahmedabad City. The data was collected by using the standardized tool, devised by Dr. R.S. Patel. The tool was in Gujarati language. The data was collected by using survey method. The interpretation of data was done with statistical method, which includes mean, standard deviation (S.D.) and t-test. After that the findings have been presented as a result from analysis and interpretation of data.

Keywords: Creativity, 10th Standard Students, Achievement

We are living in the era of information and communication technology. The invention of today becomes old one or outdated on tomorrow. The people with new ideas, new thoughts, and new discoveries are in great demand. Any individual has inner ability to think new ideas and solution of the problem. Some people can show their abilities and some can't. this happens because of the lack of proper guidance, confidence, environment, motivation and many other factors. As a consequence they can't achieve, whatever they want to achieve in their life. A successful person must have a power of thinking in different ways. In psychological term this unusual thinking power is called *Creativity*. Another most important thing is that if an individual is able to think or imagine in different way then it becomes our duty to provide that person a platform to show its creativity to the world. We know that school is the second home, it can be the best platform for an individual or particular learner to show his creativity. A teacher, who plays important role in the school as well as in the life of learner can be very helpful for a learner to show its hidden creativity to others by giving them some project work, assignments, and participation in co-curricular activities etc. by this the teacher can come to know about the creativity of the learner/student in a specific field. By giving positive motivation and by providing the required environment, a teacher can convert a learner to a great achiever. In this connection the creativity is a medium to convert a common learner to a grand achiever. Following is the figure showing the relationship between creativity and achievement. Creativity Invention (Type of Achievement); New original ideas; Thinking application is possible or not; Thinking about application of that idea; Process of generating information; Collecting related information; Generating new ideas. By using creativity an individual can discover something original and new. This invention again motivates an individual to think again and again to do some creative work. In this way creativity and achievement has dual relationship.

Achievement Creativity Objectives

To study the relationship between creativity and achievement of 10th standard students of Ahmedabad City; To study the effect of achievement on creativity of 10th standard students of Ahmedabad City; To study the effect of gender on creativity of 10th standard students of Ahmedabad City; To study the effect of type of school on creativity of 10th standard students of Ahmedabad City; To study the effect of type of zone on creativity of 10th standard students of Ahmedabad City; To study the effect of type of family on creativity of 10th standard students of Ahmedabad City.

Variables: There are two types of variables. The classification of variables is done in following table.

Serial number	Type of Variable	Variables
1	Dependent variable	Creativity
2	Independent variable	Achievement
3	Independent variable	Gender
4	Independent variable	Type of school
5	Independent variable	Type of zone
6	Independent variable	Type of family

Hypothesis: Ho₁: There will be no significant difference between the mean scores of creativity and achievement of 10th standard students of Ahmedabad City; Ho₂: There will be no significant difference between the mean scores of creativity of high and low achievers of 10th standard students of Ahmedabad City; Ho₃: There will be no significant difference between the mean scores of creativity of male and female students of 10th standard of Ahmedabad City; Ho₄: There will be no significant difference between the mean scores of creativity of 10th standard students studying in Granted and Non- granted schools of Ahmedabad City; Ho₅: There will be no significant difference between the mean scores of creativity of 10th standard students studying in north and south zone of Ahmedabad City; Ho₆: There will be no significant difference between the mean scores of creativity of 10th standard students living in nuclear and joint families of Ahmedabad City

Limitations of the study: This study is limited to 10th standard Gujarati medium students from north and south zone of Ahmedabad City.

Sample of the Study

672 students of Gujarati medium studying in 10th standard of Ahmedabad City were selected as sample of the study. For sampling technique, initially simple random sampling was used. Further cluster and multistage sampling was used according to the demand of study.

Tool of the Study: Firstly, *standardized tool of Verbal Creativity Test* devised by Professor R.S. Patel was used. Age limit of this tool is 14 years and above students. This tool is in Gujarati language. This test includes 6 sections and each section has 3 statements, which further carries 3 items each. Therefore, total 54 items were there in this tool. And hence, test is of 54 marks; later convert that into 100 marks.

Secondly, for achievement test, the 1st semester exam results of the said sample were taken. This was converted into percentage. By this way achievement results were calculated.

Research Methodology: Survey method was used for collection of data.

Statistical Method: Mean, S.D. and t-test was used for calculation.

Calculation and Results

Sr. No.	Hypothesis Number	Variables	N	Mean	S.D.	t-cal	Hypotheses accepted or rejected at 0.05 level
1	Ho ₁	Creativity	672	62.53	13.29	7.55	Hypotheses rejected
		Achievement	672	67.70	11.73		
2	Ho ₂	High Achiever	335	67.87	12.30	0.39	Hypotheses accepted
		Low Achiever	337	67.52	11.15		
3	Ho ₃	Male student	376	66.84	12.64	2.20	Hypotheses rejected
		Female student	296	66.79	10.38		
4	Ho ₄	Granted school	339	67.91	12.04	0.46	Hypotheses accepted
		Non-Granted school	333	67.49	11.42		
5	Ho ₅	North zone	331	67.82	11.75	0.26	Hypotheses accepted
		South zone	341	67.58	11.73		
6	Ho ₆	Nuclear family	340	68.33	11.46	1.41	Hypotheses accepted
		Joint family	332	67.06	11.98		

Findings of the Study

The obtained or calculated t-value is significant at both the level of significance. So, the hypothesis H_{01} is rejected at both 0.01 and 0.05 level of significance. It means that there is significant difference between the creativity and achievement. It means that creativity is affected by achievement i.e. the marks achieved by the students of 10th standard in their 1st semester exam. This proves that creativity and academic achievement are dependent of each other; The calculated t-value is not significant at both the level of significance. So, the hypothesis H_{02} is accepted at both 0.01 and 0.05 level of significance. It means that the mean scores of high achievers and low achievers do not differ significantly. Thus, creativity is not affected by the level of achievers; The calculated t-value is significant at 0.05 level of significance but it is not significant at 0.01 level. So, the hypothesis H_{03} is rejected at 0.05 level and accepted at 0.01 level of significance. This means that there is a significant difference between the mean scores of creativity of male and female students of 10th standard of Ahmedabad city at 0.05 level. Which means that the creativity is affected by gender at 0.05 level. This difference is in favour of male students of 10th standard i.e. male students are more creative than female students. i. Further calculated t-value is not significant at 0.01 level of significance. It means that there is no significant difference between the mean scores of creativity of male and female students of 10th standard of Ahmedabad City at 0.01 level. That means creativity is not affected by gender at 0.01 level of significance; The calculated t-value is not significant at both the level of significance. So, the hypothesis H_{04} is accepted at both 0.01 and 0.05 level of significance. It means that there is no significant difference between the scores of creativity of 10th standard students studying in granted and non-granted schools of Ahmedabad City. It means that creativity is not affected by the type of schools of 10th standard students in which they are studying; The calculated t-value is not significant at both the level of significance. So, the hypothesis H_{05} is accepted at both 0.01 and 0.05 level of significance. It means that there is no significant difference between the mean scores of creativity of 10th standard students studying in north zone and south zone schools of Ahmedabad City. It means that creativity is not affected by zone of the schools of 10th standard students in which they are studying; The calculated t-value is not significant at both the level of significance. So, the hypothesis H_{06} is accepted at both 0.01 and 0.05 level of significance. It means that there is no significant difference between the mean scores of creativity of 10th standard students living in nuclear and joint family of Ahmedabad City. It means that creativity is not affected by the type of the family of 10th standard students in which they are living.

References

- Patel, R. S. *Fundamental Concept of Research* (Research Handbook), Jay publication, first edition, page no 27 and 72.
- Patel, R. S. *Statistical Method for Educational Research*, Jay publication, Ahmedabad-60, first edition page no. 180
- Travers, J. P. *Fundamentals of Educational Psychology*; Scrantom; Pensylvama International Textbook Company 1970.
- Jha, A.S. *Research Methodology*, APH Publication, New Delhi, page no. 126
- Kothari, C.R. (2004) *Research Methodology- Methods And Techniques*; New age international publisher; New Delhi-03; Ed. 2004; page no.122
- Buch, M.B. *Fifth Survey of Educational Research* Volume- I; 1982-1988; NCERT, Published by Publication Department, NCERT; New Delhi-110016

ACADEMIC ACHIEVEMENTS OF THE SECONDARY SCHOOL STUDENTS

Pandya Disha Prashant

Principal, Parivar Vidhyalaya (Gujarati Medium), Vadodara, Gujarat

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

Education is not only essential for the all round development of an individual but also it is essential for the all round development of the country. Behaviorally, education consists of teaching-learning process which is measured in the terms of the achievement of the students. From the various research works, some factors were revealed which affects the achievement of the students. These are Socio-economic status of the students, Religion, Gender, physical health of the students, Classroom climate, Type of school, Climate of home, intelligent quotient, mental health etc. In the present study the researcher wants to study the relationship between the variables and academic achievements of the students.

Keywords: *achievement, academic achievement, secondary school, secondary school students*

Education has a vital Place in the life of human being. It is not only essential for the all round development of an individual but also it is essential for the all round development of the country. Behaviorally, education consists of teaching-learning process performed in the school which reveals the whole innate potentials. Practically, the work done by the school is measured in the terms of the achievement of the students. Now, this is the burning question that why the achievement of the students are not equal after studying in the same school by the same teacher and in spite of getting similar facility. To answer this question, it can be said that the education given in the school is not only the determinant of the achievement of the students but also there are some other factors which affects the achievement of the students. From the various research works, some factors were revealed which affects the achievement of the students. These are Socio-economic status of the students, Religion, Gender, physical health of the students, Classroom climate, Type of school, Climate of home, intelligent quotient, mental health etc. In the present study the researcher considered the group of those factors. It means Researcher studied that how all these factors affect them collectively. In the present study the researcher wants to study the relationship between the academic achievements of the students. Now days, it is a well known fact that the achievement is not the only outcome of the practices done in the schools by the teachers and students. It is being affected by the several factors like-Socio-economic status, gender, intelligence, caste, religion, value, educational background, home environment, mental health and physical health etc.

A lot of study has been conducted by the researchers which concluded that academic achievement does not depends only on the practices taken place in the school. For instance Segel (1949) concluded that there is a significant correlation between the socio-economic status and the achievement of the students. Campbell (1962) concluded that the climate of the home effect the achievement of the students. Singh (1952) concluded from his study that the cast and the educational background of the parents effect the achievement of the students. Perkin (1951) concluded that the group oriented classroom climate is better for the learning. Connor (1980) concluded that where there is a classroom climate there is a lot of opportunities to the students for increasing their academic achievement.

Objectives of the Study

To study the effect of gender on the academic achievements of the students of the secondary school; To study the effect of type of the school on the academic achievements of the students of the secondary school; To study the effect of type of the family on the academic achievements of the students of the secondary school; To study the effect of achievement on the academic achievements of the students of the secondary school

Variables of the Study

In the present study, the academic achievements are the dependent variable whereas the Gender, Type of school, Type of family is the independent variable.

Hypothesis of the Study

Ho₁ : There will be no significant difference of mean score of academic achievements of boys and girls students of the secondary school; Ho₂ : There will be no significant difference of mean score of academic achievements of the secondary students of studying in granted and non granted school; Ho₃ : There will be no significant difference of mean score of academic achievements of the secondary school students of living in nuclear and joint family; Ho₄ : There will be no significant difference between the mean scores of academic achievements of the secondary students of belonging to the low and high achiever group.

Limitations of the Study: This study is delimited to English medium secondary schools of Gujarat Board.

Research Design

In the present study, the population consists of students studying in secondary school. The multistage sampling technique was used to select 120 students of the secondary school of Ahmedabad city as the sample subject from the given populations. The survey method was used to collect the data. In the present study, a self-made tool based on the academic achievement of the students will be used. This tool is applied on the students of the secondary school of the Ahmadabad city as a sample subject therefore this test being most applicable and eventually latest the same test shall be applied to the said sample. In the present study, the first semester exam papers will be used as achievement test. As exam papers are most authentic, trust worthy and latest, they will be applied to the said sample.

Planning of Data Collection

After selecting appropriate tool, methodology and the sample and seeking the permission from the school, the researcher shall go to school on the decided date and time and shall administer the test as required and as per the instruction; similarly the test shall be administered in the other schools on all the samples and thus the data would be collected.

Planning of Data Analysis

After the data collection, researcher shall conduct the scoring of the tools and shall score each of the tool as per the key, this data would be called as raw data. The raw data being not sufficient to provide the information as required. The raw data shall be grouped as per the requirement and then the statistical techniques as mean, standard deviation and t-test shall be used for the analysis and hence the interpretation, since the data obtained will be on the internal scale normally distributed and the variance being homogeneous. From 120 numbers of students shall be collected.

Distribution scores of Problems of students test and score of achievement: In the present study, the researcher has taken the percentage of the students of their first term examination in which the researcher divided percentage into two groups that are 'high achiever', and 'low achiever'. The students who has 60% or above 60% would be considered in the High achiever group and the students who have below 60% would be considered in the Low achiever group. Thus, this set of score can be interpreted as following:

- High achiever --- 60% or above 60%
- Low achiever --- below 60%

Achievement of the students on the basis of the marks acquired on their first term examination:

Scores of problem of students test	Achievement score
Number of high scorer students = 76	High achiever = 60% or above 60%
Number of low scorer students = 53	Low achiever = Below 60%

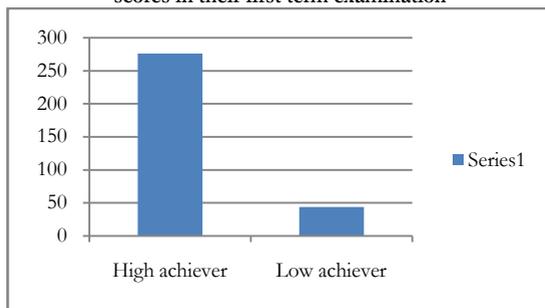
The table shows that the numbers of students who belong to the High achiever group on the basis of their score in their first term examination are 76, which means all these students who belong to the High achiever group has either has 60% or above 60% in their first term examination.

The number of students who belong to the Low achiever group on the basis of their score in their first term examination are 44, which means all these students who belong to the Low achiever group has below 60% in their first term examination.

Most of the students belong to the High achiever group on the basis of their achievement in first term examination. And very less number of students belongs to the Low achiever group on the basis of their achievement in first term examination.

1.13 Data Analyses and Interpretation

Graph 1 Graph showing the category of the students prepared by the researcher on the basis of the scores in their first term examination



H₀₁: There will be no significant difference of mean score of academic achievement of boys and girls students of the secondary school.

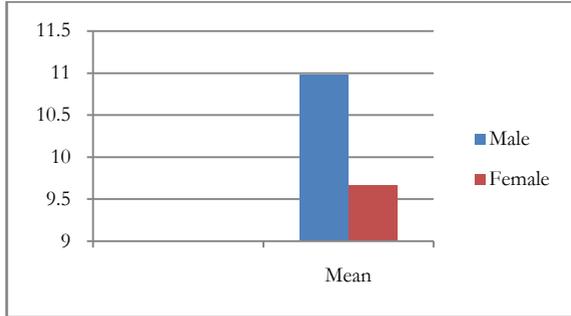
Table 1 Academic Achievements of boys and girls studying in the secondary school

Sr. No.	Variables	Sample size	Mean	S.D.	t-value	Inferences
1	Boys	120	10.98	7.58	1.67	Non Significant
2	Girls	120	9.66	6.73		

From the table no 4.1 it is evident that the $t_{cal} = 1.67$ is less than $t_{0.05} = 1.96$ Which indicate that the t value is not significant at 0.05 level of significance hence the hypothesis that, there will be no significant difference of mean score of academic achievement of boys and girls of Xth standard students will not be rejected at 0.05 level of significance, It means that There is no significant difference of mean score of

academic achievement of boys and girls of Xth standard students. It means boys and girls students of standard Xth having similar academic achievement Gender does not play any role in it.

Graph 2 Graph of the mean score of academic achievement students of the secondary school



H_{02} : There will be no significant difference of mean score of academic achievement of students of the secondary school studying in granted and non granted school.

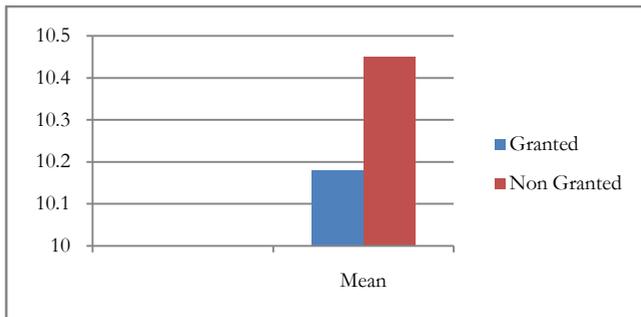
Table 2 Academic achievement of students of the secondary school studying in granted and non granted school.

Sr. No.	Variables	Sample size	Mean	S.D.	t-value	Inferences
1	Granted School	120	10.18	6.65	0.33	Non Significant
2	Non Granted School	120	10.45	7.70		

From the table no 4.2 it is evident that the $t_{cal}=0.33$ is less than $t_{0.05}=1.96$ at 0.05 level which indicates that the t-value is Non significance. The hypothesis will not be rejected at 0.05 level of Non significance hence the hypothesis that There will be no significant difference of mean score of academic achievement of students of Xth standard studying in granted and non granted school will not be rejected at 0.05 level of significance.

It means that there is no significant difference of mean score of academic achievement of students of Xth standard studying in granted and non granted school.

Graph 3 Graph of the mean score of academic achievement of students of studying in granted and non-granted the secondary school



H_{03} : There will be no significant difference of mean score of academic achievement of student's the secondary school living in nuclear and joint family.

Table 3 Academic achievement of students of the secondary school living in nuclear and joint family

Sr. No.	Variables	Sample size	Mean	S.D.	t-value	Inferences
1	Nuclear family	61	10.55	6.79	1.21	Not Significant
2	Joint family	59	9.52	7.48		

From the table no 4.3 it is evident that the $t_{cal} = 1.21$ is less than $t_{0.05} = 1.96$ Which indicate that the t value is not significant at 0.05 level of significance hence the hypothesis that There will be no significant difference between the mean score of academic achievement of students of Xth standard belonging to the nuclear and joint family will not be rejected at 0.05 level of significance.

It means that there is no significant difference between the mean score of academic achievement of students of Xth standard belonging to the nuclear and joint family, students of standard Xth belonging to nuclear and joint family faces similar academic achievement Types of family do not put any effect on the academic achievements of students.

Graph 3 Graph of the mean score of academic achievement of students of the secondary school living in nuclear and joint family

H₀₄ : There will be no significant difference between the mean scores of academic achievement of students of the secondary school belonging to the low and high achiever group

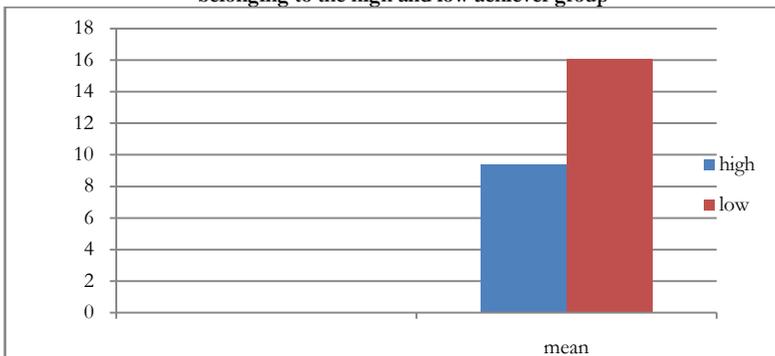
Table 4 Academic achievement of secondary students belonging to the low and high achiever group

Sr. No.	Variables	Sample size	Mean	S.D.	t-value	Inferences
1	High achiever group	67	9.40	6.17	4.32	Significant
2	Low achiever group	53	16.06	10.01		

From the table no 4.4 it is evident that the $t_{cal} = 4.32$ is greater than $t_{0.05} = 1.96$, Which indicates that the t-value is significant at 0.05 level of significance hence the hypothesis that “There will be no significant difference between the mean scores of academic achievement of students belonging to the low and high achiever group of Xth will be rejected at 0.05 level.

It means that “There is a significant difference between the mean scores of academic achievement of students belonging to the low and high achiever group of Xth standard. The mean of High achiever group is 9.40 and the mean of Low achiever is 16.06, It means the students of standard Xth belonging to low achiever group has more academic achievement in comparison to the students belonging to high achiever group.

Graph 4 Graph of the mean score of academic achievement of students of the secondary school belonging to the high and low achiever group



Findings of the study:

The major findings of the study objective wise are as follows:

1. There is no significant difference of mean score of academic achievements of boys and girls of the secondary school students. It means gender does not put its effect on the academic achievements of the secondary school students.
2. There will be no significant difference of mean score of academic achievements of students of the secondary school students studying in granted and non granted school. It means that Type of school does not put much effect on the academic achievements of students of the secondary school students.
3. There is no significant difference of mean score of academic achievements of students of the secondary school students living in nuclear and joint family .It means the secondary school students belonging to nuclear and joint family having similar academic achievements. Types of family do not put any effect on the academic achievements of students.
4. There is a significant difference between the mean scores of academic achievements of students belonging to the low and high achiever group of the secondary school students. It means that students belonging to low achiever group having more academic achievements in comparison to the students belonging to high achiever group. The level of problems of the students puts an effect on the achievement of the secondary school students.

Suggestions of the Study

1. The students studying in the granted and non granted schools are having academic achievements in different extent. So, in order to maximize academic achievements of the students studying in the non granted schools and to provide them the competitive environment of study, the government must give grant to those schools.
2. The government or local bodies must pay the attention on the balanced development of the different parts of the city or country so that the students studying in the different parts of the country may have academic achievements in the same extent. This balanced development may also contribute in the overall development of the country.
3. On the basis of the study of the having academic achievements of the secondary school students the researcher has observed the students the secondary school students having more academic achievements, thus to increase more achievement when the schools provide proper counseling to the students, diagnostic test and evaluation test.

Conclusion

In the present chapter, the researcher has presented the brief summary of the study, findings of the study, suggestions of the study and new areas for further research on the basis of present research study. Researcher has collected the data by using appropriate tool and analyzed and interpreted the data by using appropriate statistical techniques.

The researcher has selected a problem and stated the objectives and formulated the hypotheses in the first chapter. The researcher reviewed the related literatures and past researches to select specified method, methodology of the study and statistical

methods in the second chapter. The researcher has selected 120 samples of the secondary school students. The researcher has used Self made tool, checked by experts, for data collection. The researcher has collected the data by considering the variables like Gender, Type of the school, and Type of the family and Academic Achievement of the students. These all were independent variables. After finishing the data collection procedure, the raw data was analyzed and interpreted by using statistical methods- mean, S.D and 't' tests. On the basis of analysis and interpretation of the data, the researcher has presented findings, suggestions and new areas for further research.

References

- AS. Horn (2005), Oxford Advance Learner Dictionary of current English, (7th Ed.). New York: OUP.P.1525
- Borg, Walter R. and Gall, M. R. (1987), Educational Research: An Introduction (Fifth Edition), New York: Longman cited by Avdhesh, Jha S. (2011) .Research Methodology, New Delhi: A.P.H .Publishing Corporation, P.114
- Buch M.B. (1974), A survey of research in education The M.S. University of Baroda
- Chaturvedi, R.K (1963), Study Of Mental Health And Socio-economic Status of Primary, secondary And Degree College, Unpublished Dissertation, 1986 (BHU.)
- C R Kothari (1954), Research Methodology-Methods and Techniques: New age International Publishers; New Delhi-03; Ed.2004; p. 122
- John Dewey (1949), The Theory of Injury. New York: Henky Hold and co; P.105
- Kothari, C.R. (2004) Research Methodology Methods and Techniques, New Delhi, New age international (p) LTD.
- Koul L. (1997) Methodology of Educational Research (3rd revised edition), New Delhi: Vikas Publishing House Private Limited, P.424.
- K.P Pandey (1963), Fundamental of Educational Research Delhi : Amitabh Prakash cited by Parminder kaur Ravisutra (2007) Educational Tracks , Hyderabad : Neelkanth Publications S , P160
- Mouley George G. (1994) The Science of Educational Research, New Delhi: Euresia Publishing House, P.90.
- R.A.Sharma, (2007) Fundamental of Education Research, Meerut, Loyal Book Depot, p.143
- R.P.Taneja (2003) Anmol Dictionary of Education. New Delhi: An mol publication Pvt. Ltd , P.206
- R. S. Patel (2001) Fundamental Concepts of Research (Research Handbook), Jay Publication, First Edition, P. 27
- S.C. Soti and R.K.Sharma (2002), Research in Education, New Delhi Atlantic publishers and distributors, p.151
- Singh, D.R.(1974) A Study Of Achievement Motivation In Relation To Sex, Socio-economic Status And Academic Background among Teacher Trainees, Unpublished Dissertation, (BHU.)
- W. J Goode, and Paul Hatt (1952) , Method in Social Research, New York :Mc Graw Hill book co. cited by Avdhesh Jha S. (2011) .Research Methodology, New Delhi: A.P.H .Publishing Corporation, P.117

NUMERICAL ABILITY OF HIGH AND LOW ACHIEVERS OF IX STANDARD STUDENTS: A COMPARATIVE STUDY

Tiwari Sunita Rohit Gautam

Assistant Professor, Bhavna B.Ed College, Bopal, Ahmedabad

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

In the present study the researcher has collected the data from the sample of 374 students of IX standard, studying in C.B.S.E. and G.S.E.B. affiliated schools of Ahmedabad city, Gujarat. The data was collected by using the Standardized tool, which was standardized by K. H. Yadav. The method for collection of data was survey method. The interpretation of the data was done with statistical method, which involves Mean, Standard deviation and t-test. Finally the conclusion was drawn and the results were revealed.

Keywords: Numerical Ability, High Achievers, Low Achievers, IX Standard Students

In compare to animals man is considered to be capable with certain cognitive abilities which make him a rational being. He can reason, discriminate, understand, adjust and face a new situation more intelligently. Definitely man is superior to animals in all such aspects of behavior. But human beings themselves are not all alike. Some may be bright, others are average and some are dull. This means that suppose two students have taken a single score test, which is composed equally of verbal and numerical items. One student answers few items correctly of verbal type and almost every numerical item correct and other student picks up very few point on numerical part but scores good in verbal items. As a result both students will be said to have same IQ but they are not same in their abilities. This reveals the need of measurement of abilities. Here, the numerical ability test refers to the skills, an individual have acquired in the basic arithmetic, computation of numbers, numerical critical reasoning, understanding the relationship of numbers, measurements, number sequences. Moreover, secondary school i.e. standard IX is among the foremost factors contributing the intellectual improvement. Secondary stage of education coincides with adolescence period. The National Curriculum Frame work (NCF) 2005 recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and society (community). It is necessary to encourage children to reflect on their own learning and pursue imaginative activities and questions. Almost in all the entrance examination, numerical ability is a major part. The student who has the ability to solve the reasoning questions, those who do well in arithmetic and measuring, can do well in (i.e. these abilities are so common in) business offices, factories, service shops and stores. Numerical ability is also helpful in technical careers and other jobs like laboratory assistants, bookkeepers, clerks, in construction work and in many other trade skills. Along with state boards in each respective states of our country (India), various schools and boards are also coming up. Like C.B.S.E. (Central Board of Secondary Education) board, ICSE board and many other international boards like Cambridge, Oxford etc. The study patterns are different in different boards but the common centre of importance in all of them is the level of numerical ability of their students.

So, keeping all these points in mind, the researcher limits the area and draws the attention towards the two most concerned boards of education in Ahmedabad city for

the present study. Among the two different education boards i.e. C.B.S.E. (Central Board of Secondary Education) and G.S.E.B. (Gujarat Secondary Education Board), there is a difference in syllabus, text books, and examination period as well as in assessment method. But how these two educational boards helps the child to develop his numerical ability is not given much importance yet. Furthermore, although not enough is known about the difference between the level of numerical ability of students of both these boards i.e. C.B.S.E. and G.S.E.B. They appear sufficiently promising to begin to receive more attention in the present study. The researcher has decided to conduct a research on the comparison of numerical ability of students (both high achievers and low achievers) of C.B.S.E. and G.S.E.B. affiliated schools of Ahmedabad city.

Objectives of the Study

To compare the numerical ability of high achiever students and low achiever students of standard IX; To compare the numerical ability of students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; To compare the numerical ability of high achiever students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; To compare the numerical ability of low achiever students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; To compare the numerical ability of high achiever boys of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; To compare the numerical ability of low achiever boys of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; To compare the numerical ability of high achiever girls of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; To compare the numerical ability of low achiever girls of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools.

Hypothesis of the Study:

Ho₁: There will be no significant difference between the mean scores of numerical ability of high achiever students and low achiever students of standard IX; Ho₂: There will be no significant difference between the mean scores of numerical ability of students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; Ho₃: There will be no significant difference between the mean scores of numerical ability of high achiever students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; Ho₄: There will be no significant difference between the mean scores of numerical ability of low achiever students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; Ho₅: There will be no significant difference between the mean scores of numerical ability of high achiever boys of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; Ho₆: There will be no significant difference between the mean scores of numerical ability of low achiever boys of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; Ho₇: There will be no significant difference between the mean scores of numerical ability of high achiever girls of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools; Ho₈: There will be no significant difference between the mean scores of numerical ability of low achiever girls of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools.

Delimitation of Present Study: The study will be restricted to *IX standard* students of *English medium* schools affiliated to C.B.S.E. and G.S.E.B. boards of Ahmedabad city.

Sample Selection: In the present study, simple random sampling technique has been used by the researcher. The sample of the study were 374 students of standard IX, in which 187 students were from C.B.S.E. affiliated schools and 187 students were from G.S.E.B. affiliated schools. Along with the administration of numerical ability test on the students, the scholastic achievement marks of every individual students (over all marks of first term examination) were also collected/recorded by the researcher with the help of respective class teacher of the particular school, so as to divide them in the category of high achievers and low achievers.

Research Methodology

In the present study the researcher used school survey method and distributed 374 questionnaire based on numerical ability devised by Dr. K.H. Yadav for student of IX standard of C.B.S.E. and G.S.E.B. In the first step of administration, researcher collected the details of the schools from Ahmedabad city of Gujarat. Then after, their respective numerical ability marks were kept in the tabular form and the whole process of calculation was done as per the requirement of the present study.

Tool of the Study

The researcher has used the Standardized tool of NUMERICAL ABILITY TEST, prepared by K. H. YADAV. This test consists of 40 items of 40 marks. Total time duration of test is one hour. The test comprises of five components of numerical ability viz: numerical facility, arithmetic concepts, arithmetic reasoning, number series and number matrices and relative magnitude. Eight items of each component are arranged in omnibus pattern.

Statistical Calculation: For interpretation of data mean, S.D. and t-test were used.

Analysis and Interpretation of Data: The following table gives the result of the data according to the respective hypothesis.

Sr. No.		Variable	N	Mean	S.D.	t-value	Significance
1	Ho ₁	High achievers (C.B.S.E + G.S.E.B)	189	24.19	6.30	12.70*	Significant and Ho ₁ is rejected
		Low achievers (C.B.S.E + G.S.E.B)	185	16.40	5.52		
2	Ho ₂	C.B.S.E (High achiever + Low achiever)	187	22.66	7.56	6.64**	Significant and Ho ₂ is rejected
		G.S.E.B(High achiever + Low achiever)	187	18.04	5.77		
3	Ho ₃	C.B.S.E. High achievers (boys + girls)	126	25.55	6.35	4.40**	Significant and Ho ₃ is rejected
		G.S.E.B. High achievers (boys + girls)	63	21.44	5.28		
4	Ho ₄	C.B.S.E. Low achievers (boys + girls)	61	16.66	6.20	0.44	Not significant and Ho ₄ is not rejected
		G.S.E.B. Low achievers (boys + girls)	124	16.27	5.18		
5	Ho ₅	High achievers of C.B.S.E. (boys)	74	25.57	6.66	3.77**	Significant and Ho ₅ is rejected
		High achievers of G.S.E.B. (boys)	29	20.52	4.38		
6	Ho ₆	Low achievers of C.B.S.E. (boys)	31	16.26	5.83	0.54	Not significant and Ho ₆ is not rejected
		Low achievers of G.S.E.B. (boys)	76	15.67	4.74		
7	Ho ₇	High achievers of C.B.S.E. (Girls)	52	25.52	5.94	2.49*	Significant at 0.05 level and not significant at 0.01 level i.e. accepted at 0.05
		High achievers of G.S.E.B. (Girls)	34	22.26	5.89		

							level & rejected at 0.01 level
8	Ho8	Low achievers of C.B.S.E. (Girls)	30	17.07	6.64	0.11	Not significant and Ho8 is not rejected.
		Low achievers of G.S.E.B. (Girls)	48	17.23	5.73		

Where, * = Significant at 0.05 level

Where, ** = Significant at 0.01 level

Findings of the Study

Out of 100 cases, in 99 cases there exists a significant difference between the level of numerical ability of high achiever students and low achiever students of standard IX. Moreover, the mean scores of high achiever students have higher (more) value than the mean scores of low achiever students. Thus, it is clear that high achiever students of standard IX have higher level of numerical ability than low achiever students of standard IX.

Out of 100 cases, in 99 cases there exists a significant difference between the level of numerical ability of (high achiever and low achiever) students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools. Moreover, the mean scores of (high achiever and low achiever) students of standard IX studying in C.B.S.E. affiliated schools have higher (more) value than the mean scores of (high achiever and low achiever) students of standard IX studying in G.S.E.B. affiliated schools. Thus, it is clear that the students of standard IX studying in C.B.S.E. affiliated schools have higher level of numerical ability than students of standard IX studying in G.S.E.B. affiliated schools.

Out of 100 cases, in 99 cases there exists a significant difference between the level of numerical ability of high achiever students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools. Moreover, the mean scores of high achiever students of standard IX studying in C.B.S.E. affiliated schools have higher (more) value than the mean scores of high achiever students of standard IX studying in G.S.E.B. affiliated schools. Thus, it is clear that the high achiever students of standard IX studying in C.B.S.E. affiliated schools have higher level of numerical ability than the high achiever students of standard IX studying in G.S.E.B. affiliated schools.

There is no significant difference between the level of numerical ability of low achiever students of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools. It means that low achiever students of standard IX studying in C.B.S.E. affiliated schools and low achiever students of standard IX studying in G.S.E.B. affiliated schools have same level of numerical ability.

Out of 100 cases, in 99 cases there exists a significant difference between the level of numerical ability of high achiever boys of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools. Moreover, the mean scores of high achiever boys of standard IX studying in C.B.S.E. affiliated schools have higher (more) value than the mean scores of high achiever boys of standard IX studying in G.S.E.B. affiliated schools. Thus, it is clear that the high achiever boys of standard IX studying in C.B.S.E. affiliated schools have higher level of numerical ability than the high achiever boys of standard IX studying in G.S.E.B. affiliated schools.

There is no significant difference between the level of numerical ability of low achiever boys of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools. It means that low achiever boys of standard IX studying in C.B.S.E.

affiliated schools and low achiever boys of standard IX studying in G.S.E.B. affiliated schools have same level of numerical ability.

Out of 100 cases, in 95 cases there exists a significant difference between the level of numerical ability of high achiever girls of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools. Moreover, the mean scores of high achiever girls of standard IX studying in C.B.S.E. affiliated schools have higher (more) value than the mean scores of high achiever girls of standard IX studying in G.S.E.B. affiliated schools. Thus, it is clear that in 95% cases, the high achiever girls of standard IX studying in C.B.S.E. affiliated schools have higher level of numerical ability than the high achiever girls of standard IX studying in G.S.E.B. affiliated schools.

Out of 100 cases, in 99 cases there is no significant difference between the level of numerical ability of high achiever girls of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools. Thus, it can be said that the high achiever girls of standard IX studying in C.B.S.E. affiliated schools and the high achiever girls of standard IX studying in G.S.E.B. affiliated schools Have same level of numerical ability

There is no significant difference between the level of numerical ability of low achiever girls of standard IX studying in C.B.S.E. affiliated schools and G.S.E.B. affiliated schools. It means that low achiever girls of standard IX studying in C.B.S.E. affiliated schools and low achiever girls of standard IX studying in G.S.E.B. affiliated schools have same level of numerical ability.

References

- Aggrawal, J.C. *Educational Research And Introduction* (1966) New Delhi Anya Book Dep., p.237
- Aggarwal, J.C. *Essentials of Educational Psychology*, p.308
- Buch, M.B. (1978-83) *The Survey of Research in Education* New Delhi, NCERT
- Buch, M.B. (1983-88) *Fourth Survey of Research in Education* New Delhi NCERT
- Chandra, Shivendra Soti and Sharma, Rajendra K.(2002) *Research in Education* New Delhi, Anmol Publication Pvt. Ltd
- George, G.Mouley *The Science of Educational Research* Euersia publishing house New Delhi(1994) p.90
- Good, C.V.(1945) *Dictionary of Education* McGraw Hill book Co.
- Kothari, C.R.(2006) *Research Methodology Methods and Techniques* New Delhi New Agra International (p) Limited, Publishers
- Koul, Lokesh(1997) *Methodology of Educational Research* (Third edition) New Delhi Vikas Publishing House Pvt. Ltd.
- Mangal, S.K.(2007) *Essentials of educational Psychology* New Delhi, Prentice-Hall of India Private Limited
- Saxena, N.R., Mishra B.K., Mohanty R.K.(2007) *Fundamentals of Educational Research* Meerut, R Lall Book Depot.

CONTRIBUTION OF KAMALA DAS TO INDIAN ENGLISH POETRY: A STUDY

Brahmbhatt Kishan Mukeshbhai

Ph.D. Research Scholar: Shri JJT University, Jhunjhunu,
Rajasthan, India

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

Kamala Das begins by self-assertion: I am what I am. The poetess claims that she is not interested in politics, but claims to know the names of all in power beginning from Nehru. She seems to state that these are involuntarily ingrained in her. By challenging us that she can repeat these as easily as days of the week, or the names of months she echoes that they these politicians were caught in a repetitive cycle of time, irrespective of any individuality. They did not define time; rather time defined them. The paper focuses on her contribution to Indian English poetry.

Keywords: Poetry, English Poetry, Kamala, Kamala Das, contribution

Kamala Das, also known as Kamalay Suraiya, the sophisticated Indian poetess was born on March 31st, 1934. She is a distinguished Indian writer who composes in English as well as Malayalam her native language. Kamala Das is looked at as one of the exceptional Indian poets writing in English even though her reputation and esteem in Kerala is based primarily on her short stories and autobiography. Much of Kamala Das's writing in Malayalam is published in the pen name "Madhavikkutty". Kamala Das was born in Malabar in the maritime state of Kerala. She was born to V.M Nair, an ex-managing editor of the widely distributed Malayalam daily Mathrubhumi and Nalappatt Balamani Amma, a renowned Malayali poetess. A notable feature included in Kamala Das's character analysis is that she is perhaps the first Hindu woman ever to blatantly and candidly talk about sexual desires of Indian women making her an iconoclast of her generation.

I am Indian, very brown, born in Malabar, and she is very proud to exclaim that she is 'very brown'. She goes on to articulate that she speaks in three languages, writes in two and dreams in one; as though dreams require a medium. Kamala Das echoes that the medium is not as significant as is the comfort level that one requires. The essence of one's thinking is the prerequisite to writing. Hence she implores with all—"critics, friends, visiting cousins" to leave her alone. Kamala Das reflects the main theme of Girish Karnad's "Broken Images" the conflict between writing in one's regional language and utilizing a foreign language. The language that she speaks is essentially hers; the primary ideas are not a reflection but an individual impression. It is the distortions and queerness that makes it individual, in keeping with Chomsky's notion of 'performance.' And it is these imperfections that render it human. It is the language of her expression and emotion as it voices her joys, sorrows and hopes. It comes to her as cawing comes to the crows and roaring to the lions, and is therefore impulsive and instinctive. It is not the deaf, blind speech: though it has its own defects, it cannot be seen as her handicap. It is not unpredictable like the trees on storm or the clouds of rain. Neither does it echo the "incoherent mutterings of the blazing fire." It possesses a coherence of its own: an emotional coherence.

She was child-like or innocent; and she knew she grew up only because according to others her size had grown. The emotional frame of mind was essentially the same. Married at the early age of sixteen, her husband confined her to a single room. She

was ashamed of her feminist that came before time, and brought her to this predicament. This explains her claim that she was crushed by the weight of her breast and womb. She tries to overcome it by seeming tomboyish. So she cuts her hair short and adorns boyish clothes. People criticize her and tell her to 'conform' to the various womanly roles she explains her encounter with a man.

Kamala Das's journey from being an elegiac child to turn into a respected Indian poetess is pretty long one. Her love of poetry began since early childhood under the influence of her great uncle, Nalapat Narayan Menon, a well-known writer. Das had spent most of her early days in Calcutta, where her father was employed. Kamala Das corroborates this information and says that he always very understood. When Kamala Das wished that she should begin writing, her husband supported her decision to expand the family's earnings. Since Das belonged to the group of the fair sex, she could not utilize the morning – till – night agenda enjoyed by her great uncle. Hence she had to wait until night fall after her family had gone off to sleep, after which she would write until morning. There was the availability of only the kitchen table, where she would cut vegetables and after all the plates and things were washed up, Das would sit there and start typing. This scrupulous schedule weighed upon heavily upon the poetess/s health, but she viewed her illness gave her more time at home and hence, more time to write. Such was Kamala Das's dedication, only after which did she attain the elevated Indian poetess status. As her career escalated towards the high, her husband always remained her greatest supporter. Though he was sick for three years before he passed away, his presence brought Das remarkable joy and comfort. She avowed that there shall not be another person so proud of me and my achievements.

Kamala Das's achievement does broaden well beyond her verse of Poetry. According to Kamala Das, 'I wanted to fill me as I can manage to garner because I do not believe that one can get born again'. True to her word, Das has made herself successfully involved in painting, fiction and even politics. Though she had failed to win a palace in parliament in 1984, yet she had witnessed much more success as a syndicated columnist. She has moved farther from poetry because she claimed that "Poetry does not sell in this country (India)." However, opportunely, her forthright columns did and still do. Kamala Das's columns were based upon everything from women's issues and child care to politics.

Kamala Das's mysterious honesty is wholly extend to her exploration of womanhood and love. According to her, womanhood calls for a specific set of collective experience. Again Kamala Das's attention towards eroticism is magnificently coupled with her exploration of women's determined by a fanatical kind of unconditional honesty. An encumbered love seems to be no love at all; only a total raptness in love can do justice such varied experience. Much like the makers of ancient tantric art, Das made no effort conceal the sensuality of the human form, her work appears to commemorate its cheerful potential, while acknowledging its co-occurring perils.

'Love and Sex' the main theme of Kamala Das: Love and Sex form the main theme in Kamala Das's poetry. She believes, love is the central emotion in woman's heart. She craves for union with man for the fulfillment of love but she is disillusioned and frustrated. When it degenerates into sheer lustfulness and bodily pleasures, her poetry is a record of her own unfulfilled love and her own sexual

exploitative world which is conspicuous by the sheer absence of love and predominance of sexual exploitation of woman by man. In poem after poem she is pre-occupied with love, sex frustration. They danced, oh! They danced till they bled. (Das 1965:10) The funeral imagery in the poem is symbolic of the inner vacuity and sterility of the eunuchs as well as of their decrepit bodies. The poetess uses the funeral imagery with a view to portraying the decrepit figure of the eunuchs: They were thin in limbs and dry; like half burnt logs from Funeral pyres, a drought & rottenness were in each of them. The image creates the visual impression of the eunuchs who survive and suffer endlessly like “ half-burnt logs from funeral pyres”. Unable to find fulfillment as a woman or to give satisfaction as one, the poetess sees in the eunuchs ‘writhing in vacant ecstasy’ a devastating image of her own sterility. In the poem “In love” the drama of sterile love which brings no emotional fulfillment is enacted against the background of scorching heat of the summer scene, a symbol of the poet’s own scorching frustration as a woman. The title is ironic because poetess is not at all in love, but disgusted with the man who had her body. A sense of revulsion takes possession of the poetess and this is expressed through the use of powerful imagery.

Objectives of the study

To get detail understanding of “kamala das’s Poetry”; To make an effective reading “kamala das’s Poetry” takes place mostly; To make easy and effective plot and summary of the topic; To inspire other towards other great story or book for reading like “kamala das’s Poetry”; To make an effective lecture or presentation; To make interest to students or learners by the book; To get the knowledge about kamala das’s Poetry; To get the detail knowledge of the writer of the book; To understand the characters of the book properly.

Kamala Das’s poems when upon love treat it within more panoramic ranges of themes, more realized settings and with deeper feelings, bringing to tit an intensity of emotion and speech. The rich full complexity of life is wholly grasped in Das’s writing. Her themes travel beyond stereotyped yearnings and complaints. Even her feelings of lonesomeness and distress are part of a larger than life personality, obsessive in its consciousness of its self, yet, weaving a drama of selfhood.

Significantly, many of her poems in English are the warmth of her childhood and the family home in Kerala. Similar to other South Indian writers, this Indian poetess has also fond of writing about memories of childhood, family, relations and the family’s great house. In Kamala Das’s poetry there lies an idealized time of childhood in my grandmother’s house, when she felt the sanctuary of love within familiar surrounding innocent of sexual fear and frustrations. Despite the fickle alteration of mood, attitude and self-respect in her poetry, her mother’s family, life in the south and her youth in contrast to her marriage.

The uniqueness of Kamala Das’s English poetry is not the story of sex outside marriage but the volatility of her feelings, the way they rapidly shift and assume new postures, fresh attitudes of defense, attack, explanation or celebration. Kamala Das’s poem are placed neither in the act of sex nor in feelings of love; they are instead entangled with the self and its wide ranging often conflicting emotions. They often range from the yearning for security and intimacy to the assertion of the ego, self-dramatization and feeling of humiliation and depression. Writing is a means of self-

assertion. Das had opened domains in which previously outlawed or ignored emotions could be elucidated in ways which reflected herself in the public world. Kamala Das brought a sense of locality to her poems.

Structure of the Study

No other words better define the contours of poetry as these words of Kamala Das. It is an acknowledged fact in the Indian English Literature Scene that her poetry makes it difficult for her to be placed simply or singly. She cannot be marked or tied down biographically or professionally and yet she has been one of the stalwarts of Indian English Writing for more than four decades. From the deep abyss of herself, gushes forth an oeuvre of poems, which proclaims its refusal to be categorized. Right from her first collection "Summer in Calcutta" her poetry has offered a wide horizon of her thoughts on what is life and conversely it has raised more than anew controversies. Her openness to the experiences as a woman, much against conventional 'Indian Sensibility', reflected in her poems, was a major point of debate. Nonetheless, reading Kamala Das in the present critical scenario opens up new vistas on her poetic output. It is possible to read her texts foregrounding the feminine in a new light. She is adeptly using English language at communicating something beyond what she has written down. She manipulates the strategies of writing poetry and invents the metaphor to suit her purpose. Her poems have a vibe of deliberate ambivalence. Some lines from her poem "Death is so Mediocre" can highlight this: Like an elephant not bidding goodbye while Taking off for that secret edge of forests Where they slope into a sure but invisible Sea, I shall go too in silence leaving not Even a finger print on this crowded earth.

In this, Das presents herself as being able to use writing as a way to communicate her own confessional need. The personal need that inspires her own work is to convey "certain weaknesses" and her own exploration of these are able to connect with both audience and her own sense of identity. It is here where I think that Das can be seen as a confessional poet. In doing so, one realizes why her work was so widely accepted and understood in that it spoke of an authenticity and transparency in construction that resonated with many. All in all, Kamala is one of the pioneering post-independence Indian-English poets to have contributed immensely to the growth and development of modern Indian-English poetry. She is one of the modernist writers to assert her femininity as a human in Indian literature. she has been something of a cult figure in her home state and a source of great inspiration and emulation for women with literary aspiration. Her life has been long drawn battle against a religious and cultural orthodox that frowns upon the somewhat uninhabited life style of his apparently forthright persons.

To conclude, Kamala Das is a typical confessional poet who pours her heart into her poetry. Which is largely subjective and autobiographical anguished and tortured, letting us peep into her suffering and tortured psyche. Thanks to her that a reliable poetic voice has been heard in contemporary Indo-English verse at long last. Dwivedi remarks "there is strong autobiographical touch in it, which makes Mrs. Das a confessional poet of the first order".

Feminine Sensibility Presented by Kamala Das: Kamala Das is a singer of feminine sensibility and rebels against the conventions and restraints of the society which are meant to exploit woman king in a man-made world. R.R.S.Lyengar writes,

'Kamala Das is a fiercely feminine sensibility that dares without inhibitions to articulate the hurts it has received in an insensitive largely man-made world'. In her poetry she is intensely conscious of herself as a woman. Her vision is vitally particularized by a woman's point of view. Men do not see woman as women but as objects or play things. She says,

"These men who call me
Beautiful not seeing
Me with eyes but with hands"

She is a rebel who opposes all conventions, traditions and accepted norms of society. Her failure to realize fulfillment in love turned her into a social rebel. She has been unconventional both in her life and poetry. In her own life she sees the reflection of her entire suffering womanhood. Lyenger remarks, "This claim for economy really flows from the felt sovereignty of her individual existence. She is always and uniquely herself". In her poetry she violated, chiseled systematic and traditional norms and values and she affirms to a form of life which is characterized by the unconventional and extremely modern point of view". Her poetry is a frank and straight forward feminine sensibility.

The Poetic Style of Kamala Das: Kamala Das shows remarkable command and ease over the use of English has cultivated a style that is characterized by a colloquial simplicity and clarity. Words effortlessly come to her and she begins to write when emotions and experience. She remarks, "The language on employs is not important. What is important is the thought contained by words she select. Words effortlessly from a rich stock but like Nissim Ezekiel, she does not wait for words. When an idea occurs to her, words suddenly come to her. It does not mean that she uses words which carelessly. She recognizes the value and significance of words and uses words which best describe vividly her emotions. The felicity of diction is an outstanding quality of her poetic style. She has cultivated a conversational poetic style. Then diction has nothing to do with mystical and philosophical musings or religious chants. Her poetic style is personal which grabs her emotions. David McCutchan points out, " Her primary concern is to convey to her readers the intensity of her feelings, her frustrations and her disillusionments and this concern determines her use of language, as well as frequent repetition of words and her frequent eclipses which have attracted a great deal of criticism".

Kamala Das: The Old playhouse and other Poems: The Old playhouse is a wholly autobiographical poem in which Kamala Das has described her unhappy conjugal life or the misery which she experience in her husband. It is also a confessional poem because Kamala Das here readers into confidence by telling them about the matters relating to the sexual relationship between a man a woman. Further more, this poem shows Kamala Das as a feminist poet because in demanding her release from the cruelty of her husband and asking for "a pure and total freedom". She is indirectly ad vocation the right of women to assert themselves and thus to get the opportunity to develop their potential. The playhouse is thus a key poem in Kamala Das's poetic works.

Women's literature is different from Feminist literature. Women's literature which results out of women's identity struggles creates new awareness in men and women whereas feminist literature expresses the shared experiences of women's oppression.

“Feminist literature highlights and condemns the inequalities and injustices in the treatment of women—the disadvantages women have to bear on account of their gender”. Its emphasis is on the ideology rather than on the literariness of the text. Feminism evolved as an opposition to patriarchy or the dominant sexist ideology.

It is customary for the much-centered aesthetic to consider artistic creation as act analogous to biological creation. Thus an art work is the product of the interaction between the male artist and the external world which is regarded as feminine. A literary text in this view is the outcome of a generative act involving the phallic pen and the virgin blank page. A woman writer feels artistic creation as a form of violation, resulting in the destruction of the female body. In women’s writing sexuality is identified with sexual. As a woman judges herself through her body, the female self is always identified with the female body in women’s literature.

A woman considers her role of mother more important than a wife. Wholly dependant on man in the world of his making, woman craves to have a child for self-expression as self-affirmation. In addition to sexual exploitation and betrayal the lack of love in man-woman relationship is an improvised form of male oppression. Loveless relationships are unbearable for women. Kamala Das conceives of the male as beast wallowing in lust with a monstrous ego under which the women loses her identity. The strong desire for freedom, including the freedom to rebel, forms the central strain in many of her poems. She enumerates the male felonies in her poems and builds up a structure of protest and rebellion in her poetry.

Even as a child, Kamala Das experienced the bitterness of sexism. She was a victim of patriarchal prejudice. In her autobiographical book *My Book*, her “father was an autocrat” (91) and her mother “vague and indifferent” (20). Her parents considered her “a burden and responsibility and she was given in marriage to a relative when she was only a school girl (82). Thus she was compelled to become a premature wife and mother.

Images and Metaphors in Kamala Das ‘s Poetry: Image in poetry is the making of a picture terms of words. It is device for making the experience of life vivid and lifelike. Poets deficient in this area of image making fail in their vocation. It exploits different sensory perceptions and pins down his experiences with precision and thereby evoke a living and pulsating picture of life. The process of ‘image-making’ involves the skilful use of metaphors. Similes, contrasts, and may be ‘picture-making’ or concretization of emotions, symbol is the use of an object for signifying that is beyond the literal denotation of the object.

It is a potent tool arising out of the vibration imaginative perception of reality. A work of art without proper symbolism is as worthless as a flower without fragrance. However rich and profound a though may be, it has a very little significance in the help of putting thought into the pattern of images and symbols.

Kamala Das was influence by these writers and while she was composing her own poetry, she resorted to the imagist and symbolist techniques in order to render it impressive, precise and compact. Kamala Das’s diction is marked by simplicity and clarity. It is the language of her emotions and she speaks to her readers as one human being to another. In this lies her originality and her distinction. There are no abstraction, no complexities and no intricate, tortuous constructions. Her images are drawn from the familiar and the commonplace are symbolic and thus they increase

the expressive range of her language. The sun and heat. House and window, Cremation and burning, objects of nature, human anatomy, sleep, sea, the dominate images in Mrs. Das's poetry is that of the human body. While male body is a source of corruption and exploitation the female body is a storehouse of beauty and chastity misused to the maximum. The poetess in her poem "The freaks" present subtle analysis of the male psychology.

He talks, turning a sun-stained
Cheek to me, his mouth, a dark
Cavern where Stalactites of
Uneven teeth gleam, his right
Hand on my knee Can't this man with
Nimble finger tips unleash
Nothing more alive than the
Skin's lazy hungers...?

The male anatomy furnishes her with images of horror and ugliness. It is represented as repulsive and destructive. A lover is generally attractive and pleasant to the beloved but here he is repulsive to the woman. His cheeks are sun-stained and so brownish in colour, and to her, his mouth seem to her to be like the white calciferous growth which often forms on the roofs of caves. Images of ugliness here focus on her attitude of rejection and negation. It is symbolic of her revolt against male ego and the male dominated world. It is obvious that her relationship with her husband is a forced one there she brings out the emotional emptiness and sterility of her married life and the intensity of her misery as a wife who had to submit to her husband whom she found repulsive and with whom she had no emotional contact at all. She is conscious of the beauty and glory of the human anatomy and is attracted by it, but its ranging lustfulness disgust her and hence cited above. She is also conscious of disease and decay to which the human flesh is heir to, and this awareness also colours her imagery.

Conclusion

We may affirm that Kamala Das's wide ranging application of images and symbols in her poetry is impeccable. Her images are functional rather than decorative. They are quite stroking and arresting and are used with dexterity and aptness. She is not always in the knack of image-making and creating symbols and she resorts to this device when becomes necessary. Kamala Suraiyya formerly known as Kamala Das, was a major Indian English poet and littérateur and at the same time a leading Malayalam author from Kerala, India. Her popularity in Kerala is based chiefly on her short stories and autobiography, while her oeuvre in English, written under the name Kamala Das, is noted for the fiery poems and explicit autobiography. Her open and honest treatment of female sexuality, free from any sense of guilt, infused her writing with power, but also marked her as an iconoclast in her generation. The critics generally admire as for her franker treatment of love and sex, bold presentation and the confessional statements given, but on the reverse she transgresses into rampant sexuality and the butt of publicity and joke. There is nothing new as that she has written. Most of the writers have already as for gaining cheap popularity and Kamala is no exception to that. As for to be a feminist she can even rebuke, scold and insult her husband allegedly calling him one of a loose character. Something of a tomboy is

in her. She likes to dress as March of The Fox novella of D.H.Lawrence. Love and sex, give and take, attraction and repulsion, attachment and detachment are thing of her consciousness. Magnetic love full of sensation and thrill is the thing of her poetry and above all, sex satisfaction burning her into flaming flames. She also loves to watch eunuch-dancing as for poetry's sake. Kamala Das as a poetess is very, very sexual, bodily and sensual and barring sex and lover there is nothing as that to tone up metaphysically, spiritually. It was utter foolishness to submit so many dissertations on Kamala's poetry rather than other neglected and sidetracked Indian English poets. She appears to be a nervous girl; an abnormal babbling by, a drugged hippie girl. A gipsy woman's gipsy living is therein in her. People praise Pt. Ravishankar, but the treatment meted out to Annapurnadevi does not show him in a good light. Kamala here has crossed the lakshmanrekha. We generally like to hear her, not the quite humble husband and she goes lodging complaint after complaint.

Reference

The collected stories of Katherine Mansfield (constable 1945) penguin 1981.

Reprinted 1984.

The journal of Katherine Mansfield "Definitive Edition" London: Constable 1954.

Katherine Mansfield 's letters to John Middleton Marry. London: constable 1951.

WOMEN SITUATION AT WORKPLACE : A CASE STUDY OF BANGLADESH

Cao Chenrui

HoD, School of South Asian Languages
and Culture, YMU, China

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

Women's lives have changed tremendously in Bangladesh over the last 47 years, and in many ways have improved. The RMG industry has provided the first mass formal employment for women in Bangladesh, and growth in the sector is expected to continue to expand employment opportunities. Attitudes inevitably have changed as women working outside the home have gone from being an anomaly to a core part of the Bangladesh economy. Nonetheless, female labor force participation remains very low by international standards and while women's education to higher secondary level and above is now widespread, well-educated women face frighteningly high unemployment rates, much higher than for men with comparable education. Providing full legal economic rights to women, and fully enforcing those rights, is a critical step: it provides a strong signal about the direction of the country and may help to make discrimination against women less socially acceptable. Changing laws is also a low-cost endeavor. Protection of women's employment rights with respect to changes in family status is particularly important. Working women in Bangladesh are mainly being discriminated in payment, being sexually harassed at workplace and they also can not enjoy maternity facilities which they are entitled for by laws. The forms of discriminations and harassment should identify and should be eradicate from workplace to ensure a safe and discrimination free workplace, where they can contribute in the economy.

Keywords: *Women, Workplace, Case Study, Bangladesh, Discrimination, Harassment*

Women's employment at export-oriented industries has narrowed the gender gap in many fields of Bangladesh. Women are directly participating in labor force, gaining social prestige and control over income and decision making. In recent years, the developing countries of the world including Bangladesh have forced attention on the most backward group in the society, the women. Realization has gradually intensified. The society cannot afford to waste half of its human resource by discriminating on the ground of sex. Equality should be established in all spheres particularly in economic activities focusing on their employment development.

A large number of women currently constitute a part of the workforce of Bangladesh. The rate of increase of the female workforce is higher than that of the male workforce. During 1996-2000, the increase for male worker was only 1.2 percent whereas the increase for female worker was 14.4 percent. It is a symbol of change in the social system of Bangladesh. The pitfall of female employment is that about 80 percent of these women workers do not have any formal education and are engaged in unskilled family labour and only about 20 percent of them are engaged in paid jobs.

Women's working mentality and opportunities are increasing gradually in Bangladesh despite challenges and constraints due to the lack of congenial working environment. The term 'environment' includes many factors like physical, chemical and biotic elements which influence life of anything living in the material world. In term of human beings, it is the aggregated social and cultural conditions that have positive and negative impacts on the life of an individual or a group of people. Better working environment encourages the individuals to stay in their organization for a long period

of time. The issue is more important for a woman as she needs some sort of extra care, facilities and protection in their workplace. Working women in Bangladesh are mainly being discriminated for payment, being sexually harassed at workplace and they also can not enjoy maternity facilities which they are entitled for. This paper focused on different forms of discrimination to women at workplace, how these are being practiced and what are the legal tools to eliminate those discriminations.

Equal Pay

The 2006 Bangladesh Labour Act (BLA) was amended in 2013 to align it closer with international labour standards. It incorporated provisions to protect workers' rights including the right to form trade unions without informing employers and improving occupational health and safety conditions. The Bangladesh Labour Rules 2015 were put in place in order to ensure better implementation of the BLA.

In practice, however, Bangladesh ranks among the top 10 worst countries with regards to workers' rights. The Global Rights Index 2017 report by the International Trade Union Confederation cited numerous cases of detention of union leaders and workers' rights advocates and criminal complaints filed against, and suspension of, workers following strikes.

Equally concerning as the lack of workers' voice is the ever-present risk of accidents, injury and deaths at the workplace. A report by the Bangladesh Occupational Safety, Health and Environment (OSHE) Foundation counted 1,242 casualties and 371 injured as a result of accidents in the workplace last year.

Female participation in the workforce currently stands at 29.1 percent, according to World Bank 2017 figures. With female workers dominating certain sectors such as readymade garments and domestic work, we take a look at how well they are protected by the law.

Legal Mechanism

Bangladesh has ratified seven out of the eight fundamental ILO conventions. One of these core labour conventions upholds the rights of female workers to equal remuneration as their male counterparts.

While the international standard of equal pay for equal work is reflected in the Bangladesh Labour Act (BLA), the gender pay gap continues to flourish, particularly in the informal sector.

The BLA offers limited protection with only the following provisions—women cannot be forced to work between 10 pm at night and 6 am in the morning without their consent and there can be no indecent behavior towards female workers in the workplace.

In 2009, a High Court ruling in response to a petition filed by the Bangladesh National Women Lawyers' Association (BNWLA) set out guidelines for protection against sexual harassment at workplaces and other institutions. It defined what constitutes sexual harassment and asked authorities to set up sexual harassment complaint centers at all workplaces. While this set a legal precedent, this ruling is still not widely implemented.

Maternity protection

Internationally, workplace safety and health standards for pregnant and nursing mothers are high. Under the ILO conventions, they cannot be compelled to do work that poses a significant risk to the mother's and/or child's health.

The domestic scenario is not as comprehensive. The only allowance is that women who will have a child within 10 weeks or had a child in the past 10 weeks (to the knowledge of the employer), are exempt from “arduous” work, work requiring them to be on their feet for a long time or any other work likely to harm their health. The BLA does not make any other specific provisions for female workers with regards to workplace safety and health.

Bangladesh has not signed the ILO convention on maternity protection—which allows for at least 18 weeks of maternity leave and an additional compulsory six weeks’ leave after childbirth or more, in the case of complications.

In comparison, the BLA provides for 16 weeks of maternity leave—eight weeks prior to, and eight weeks following, delivery. Further time off for any complications after birth is not an option for Bangladesh’s working women.

The ILO’s maternity protection convention stipulates that female workers are entitled to a cash benefit that is sufficient to provide for both mother and child. In the Bangladeshi context, female workers are entitled to maternity benefit provided they have been at that job for at least six months before delivery. The amount of payment is an average of their wages, with no scope for assessment as to whether this amount is adequate for both mother and child.

What does stand out in national labour law is that this maternity pay, in the case of the death of the worker, will be paid to her child or child’s carer. In this regard, the BLA goes above and beyond international standards in providing protection to the worker’s child.

New mothers are also entitled to nursing breaks at the workplace under this ILO convention. While the BLA has provisions for a separate room for nursing at the workplace, breaks are not mandated as under international law.

Internationally, employers have a legal responsibility towards not just the female worker but also her family members. Thus, childcare facilities are a must at the workplace according to international labour standards. However, Bangladesh is not signatory to this particular convention on workers with family responsibilities.

Nationally, childcare facilities are only mandatory at relatively larger workplaces, with 40 or a higher number of workers, for children up to six years of age. In comparison, international standards require childcare facilities regardless of the size of the workplace.

Laws & Policies

A comparison of our labour laws and international standards reveals that while national laws generally align with the ILO core conventions, low enforcement leads to limited protection for workers. The law also excludes workers in informal settings from these protections, limited as they are.

How well female workers in particular are protected by the law is shown by the fact that two ILO conventions specific to female workers, those on maternity protection and workers with family responsibilities, are yet to be ratified by Bangladesh.

Where recourse does exist, other problems arise. Labour rights organisations and labour law experts highlight lack of awareness in addition to lack of implementation as major drawbacks.

What little complaints mechanisms exist are not being used by female workers. If the effectiveness of these mechanisms can be demonstrated, female workers will be more confident in approaching authorities to make complaints, as is their right.

Problems arise at court too. The labour courts are backlogged with cases and there is only one labour appeals court in the country. These represent further drawbacks to workers in general from getting justice in the labour courts.

Sexual Harassment at Workplace

Over the last two decades, sexual harassment received much attention as both a social and a legal problem. Rights groups across the globe have mobilised around the issue, pressuring individual governments as well as international institutions to take action. For instance, in 1979, United Nations Convention for the Elimination of all forms of Violence Against Women included sexual harassment in its definition of violence. In 1992, the International Confederation of Trade Unions adopted a resolution recognizing sexual harassment as a legitimate trade union issue.

The most obvious cause for sexual violence, including harassment, is unequal power relations in society as a whole. However, contemporary forms of harassment have a more proximate cause — the increasing numbers of women who are entering the workforce. A technical report of the ILO compiled in 2001 noted that the scale of sexual harassment increased considerably in the last two decades. During that period, women have come to constitute an increasing share of the world's labor force, at least one-third in all regions except Northern Africa and Western Asia. In most of Asia, the share is even higher.

Workers in Asia are typically employed in a narrow range of occupations, characterised by high job insecurity, low pay, bad working conditions, low status and minimal bargaining power. These characteristics enhance the risk of workers being subjected to sexual harassment. The ILO report further noted that those at particular risk of harassment include women in male-dominated occupations or in situations where a large number of women are supervised by a small number of men.

Workers in temporary, casual or part-time work are also vulnerable. The report, therefore, points to the connections between globalisation and its attendant flexible modes of production and the precarious working conditions associated with sexual harassment. Working women in Bangladesh face a double jeopardy when it comes to sexual harassment. Not only are they vulnerable to physical, verbal and sexual abuse inside the workplace but they are also frequently subjected to harassment in “public” places, as they commute to and from work. Women from impoverished backgrounds are most often subjected to this dual harassment, which derives much of its legitimacy from culturally dominant associations between promiscuity and women's public visibility.

Very little empirical or qualitative data on sexual harassment is available in Bangladesh, although the topic comes up in studies of industrial workers. A survey of health and safety regulations in the garment industry found that sexual harassment likely to be the most dominant source of stress for garment workers (Nazma Begum 2000). Another survey by the Bangladesh Institute of Labour Studies (BILS), based on news reports in 12 national dailies, reveals that at least 51 women working in the

industrial and service sectors were raped in the first six months of the past year. Rape is only the most extreme form of sexual harassment; its frequency an index of generalised attitudes of hostility toward and harassment of women workers. She felt that, statistics drawn from newspapers only capture those incidents that have been reported officially. One can assume that there is considerable under reporting of such incidences.

The Law & Workers' Rights

In theory, unions should be able to provide access to justice for workers subjected to sexual harassment. In reality, neither the electronics nor the apparel sector has viable unions that are willing to negotiate on behalf of women workers. Workers themselves have minimal or no knowledge of labor laws or the law against sexual harassment. Legal provisions in the Employment of Labour (Standing Orders), Act of 1965 should protect workers from unlawful dismissal. However, enforcement of the law is practically non-existent. "The Nari o Shishu Nirjaton Domon Ain" of 2000 also contains a section on sexual harassment although it does not mention harassment in the workplace specifically.

High Court Division of Supreme Court of Bangladesh in Writ Petition No. 5916 of 2008¹ issued a guideline to form a Sexual Harassment Prevention Committee at every work place in Bangladesh. Where court directed that, (a) In all work places and educational institutions in both public and private sectors, the Concerned Authority will constitute a Complaint Committee in order to receive complaints, and to conduct investigation and make recommendations. (b) The Complaint Committee will have minimum five members and majority of the members will be women. The head of the Complaint Committee should be a woman, if available. (c) The Complaint Committee should have at least two members from outside the organization concerned, preferably from organizations working on gender issues and sexual abuse. (d) The Complaint Committees will submit annual reports to the Government on the compliance of these guidelines. But it is very unfortunate that, very few number of industries or factories follow that guideline.

Conclusion

Special provision such as gender equality can help women to overcome these constraints and challenges. The mentality of treating women as weak, dependent, subordinate and emotion must have to avoid. In workplace, gender-friendly and cooperative environment have to be established. Male employers should try to provide suitable working environment to make sure that there is no unfriendly atmosphere for female employees. If at any case she needs to stay longer at office to complete assignments, the office authority should take extra care for their security and safety. On the other hand, higher management should take some steps to make a healthy and conducive working environment for ladies and also ensure equal wages without gender discrimination. Therefore, the government of Bangladesh should have specific policy on gender issues equally applicable to all working sector in order to ensure equal rights for both gender and at the same time they need to ensure protection against any form of discrimination against women.

References

- Centre for Policy Dialogue (CPD), 2014, Dialogue on Workplace Environment for Women: Issues of Harassment and Need for Interventions
- The Asian Age, Sadia Bintee Shajahan, 07 August 2017, Women at work: Challenges and solutions, accessed on 5 October 2018 <<https://dailyasianage.com/news/78521/women-at-work-challenges-and-solutions>>
- Dhaka Tribune, 01 May 2018, Women in workforce: Employment without empowerment, accessed on 15 October 2018 <<https://www.dhakatribune.com/business/2018/03/08/women-workforce-employment-without-empowerment>>
- Daily Start, 04 February 2018, How well are female workers protected by the law? Accessed on 10 October 2018 <<https://www.thedailystar.net/star-weekend/how-well-are-female-workers-protected-the-law-1528474>>

(Footnotes)

- ¹ Bangladesh national women lawyers association (bnwla) vs. Bangladesh and others, 14 blc (2009) 694

NATIONAL SERVICE SCHEME AN OPPORTUNITY FOR YOUTH TO CONTRIBUTE IN NATION BUILDING

H. H. Parmar

Associate Professor,
Maniben M. P. Shah Mahila Arts College, Kadi

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

The overall aim of National Service Scheme as envisaged earlier, is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institutions. The concept of making national service a part of university education took about 20 years to evolve from the state of an idea into that of a scheme. The early seeds of it were sown by Dr. S. Radhakrishnan in his Report (1948). National Service Scheme (NSS) was introduced in 1969 with the primary objective of developing the personality and character of the student youth through voluntary community service. Initially it was launched in 37 Universities involving about 40,000 volunteers. However, with the passage of time and as a Pan Indian programme, the number of educational institutions covered under NSS has been increasing year after year. The importance of NSS was underlined in an Evaluation Study conducted through Tata Institute of Social Sciences (TISS). In their Study Report, TISS concluded that NSS has been a well-intentioned and an ideologically motivated scheme of the Government of India and that NSS is one of the greatest experiments in the field of youth work in the world. This paper also highlights the constraints faced by the NSS, and students in the system and also suggests measure to overcome in order to utilize future generation in positive direction.

Keywords: *National Service Scheme, Youth, Nation Building*

The overall aim of National Service Scheme as envisaged earlier, is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institutions. The reason for the formulation of this objective is the general realization that the students in the +2 level and above have a tendency to get alienated from the village/slum masses that constitute the majority of the population of the country. The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the community and in certain cases are indifferent towards their needs and problems. Therefore it is necessary to arouse the social conscience of the students, and to provide them an opportunity to work with the people in the villages and slums. It is felt that their interaction with the common villagers and slum-dwellers will expose them to the realities of life, and bring about a change in their social perception.

Youth for Nation Building

National Service Scheme (NSS) was introduced in 1969 with the primary objective of developing the personality and character of the student youth through voluntary community service. Initially it was launched in 37 Universities involving about 40,000 volunteers. However, with the passage of time and as a Pan Indian programme, the number of educational institutions covered under NSS has been increasing year after year. Currently more than 36.5 lakh volunteers are enrolled in 39,695 NSS units spread over 391 Universities/ +2 Councils, 16,278 Colleges and Technical Institutions and 12,483 Senior Secondary Schools. Since its inception, over 4.78 crore students have benefited from NSS.

Each NSS volunteer is required to put in minimum 120 hours of service per year for two years, i.e., total 240 hours. This work is undertaken in villages/ slums adopted by NSS unit or in school/ college campuses. usually after study hours or during weekends/ vacations. Besides, Each NSS unit organises a Special Camp of 7 days' duration in adopted villages or urban slums during vacations, with some specific projects, by involving the local communities. Each volunteer is required to participate in the Special Camp once during the 2-year period. Thus, about 50 percent of the NSS volunteers in a Unit participate in a particular Special Camp.

NSS units can take up any activity that has relevant to the community. The activities continue to evolve in response to the needs of the community. The core activities could be in the field of education and literacy, health, family welfare and nutrition, sanitation and cleanliness, environment conservation, social service programmes, programmes for improving status of women, production-oriented programmes, disaster relief and rehabilitation, campaigning against social evils, creating awareness about Flagship Programmes of the Government like Digital India, Skill India, Promotion of Yoga etc.

NSS is a Central government programme. yet the Central government, the States/UTs and the Educational Institutions are the 3 pillars of this Programme. It would have been impossible to effectively run a programme directly from the Union Ministry of Youth Affairs and Sports, dealing with over 29,000 educational institutions across the country. The implementation of the programme has been possible due to effective collaboration/ partnership between the Centre and the States on the one hand and the States and Educational Institutions on the other.

As mentioned earlier, NSS was introduced with the primary objective of developing the personality and character of the student youth through *voluntary community service*. 'Education through Service' is the purpose of the NSS. The ideological orientation of the NSS is inspired by the ideals of Mahatma Gandhi. Very appropriately, the motto of NSS is "NOT ME, BUT YOU". An NSS volunteer places the 'community' before 'self'. This is part of the *third dimension of education*, namely, *value education*, which is becoming increasingly important.

NSS volunteers have been making very valuable contribution to the Society, besides developing their own personality. During the previous year, NSS units organised 12,628 special camps in adopted villages/ slums across the country. NSS volunteers undertook 91 lakh volunteer-hours of Shramadaan, donated 1.98 lakh units of blood and planted over 13.27 lakh saplings. The volunteers were instrumental in organising about 7,051 Health, Eye and Immunization camps and also 30,011 awareness programmes through rallies and campaigns on various important government programmes and social issues. NSS volunteers facilitated pulse polio immunization of about 6 lakh children. The volunteers have been playing key role in Swachh Bharat Mission, spreading digital literacy and in popularization of Yoga. On the occasion of International Day of Yoga last year, about 11.19 lakh NSS volunteers participated in yoga programmes across the country.

Ministry of Youth Affairs and Sports is committed to expand NSS in a big way. So far, the NSS covers less than 10% of the students eligible to join it. Efforts are being made to increase funding support for NSS and meanwhile, setting up of Self-Financing Units of NSS has also been permitted. To encourage students to take up

NSS, UGC has issued an Advisory to all Universities to introduce NSS as an Elective subject with credits. The Ministry has been rewarding good work done by NSS volunteers by conferring Annual NSS Awards at national level, by providing opportunities to NSS volunteers to participate in Republic Day Parade, International Youth Delegations, Adventure Camps, etc.

While a lot of good work is being done under NSS, there is potential to do much more. The students and NSS volunteers are young Indians and they represent the most dynamic and vibrant section of the Society. These are exciting times in India. The Government of India, under the dynamic leadership of Prime Minister, Shri Narendra Modi has embarked on the mission of building a united, strong and modern India – “*Ek Bharat, Shreshtha Bharat*”, following the principle of “*Sabka Saath, Sabka Vikas*”. A number of path-breaking initiatives have been taken. ‘Make in India’ campaign has been launched to develop India as a global manufacturing hub. ‘Digital India’ initiative seeks to transform India into a digitally empowered society and knowledge economy. A nation-wide campaign to promote Digital Payments is underway. ‘Skill India’ has been launched to impart necessary skills to prepare Indians for the opportunities in Indian economy as also the opportunities abroad.

A number of initiatives, including Smart Cities Project, have been launched for developing infrastructure. ‘Swachh Bharat Mission’ and ‘Clean Ganga’ Mission have been launched for building a clean and green India. A sustained and determined campaign is underway to eliminate the black money and to clean up our Society. NSS volunteers can be contributors as well as beneficiaries of these initiatives. The programme design of NSS needs to constantly evolve to reflect the priorities of the Government and the nation.

The importance of NSS was underlined in an Evaluation Study conducted through Tata Institute of Social Sciences (TISS). In their Study Report, TISS concluded that NSS has been a well-intentioned and an ideologically motivated scheme of the Government of India and that NSS is one of the greatest experiments in the field of youth work in the world. In fact, TISS recommended that NSS should be made mandatory for all public and private funded universities, colleges and institutions and should be integrated as part of the curriculum.

Volunteer/ Personal benefits

Build self-knowledge as the basis of leadership to facilitate others through change; Strengthen communication skills which are key to making an effective case for change; Learn the theory and principles behind citizen-led and asset-based approaches and how to integrate these into your work; Develop facilitation skills and tools to use in various community development situations; Strengthen competencies to analyze how different world views influence development and social change; Develop values and attitudes that nurture a culture of peace and non-violence; Engage in an analysis of the inter-sectional ties between power, poverty, health, caste, gender equality and environmental sustainability; Gain a greater understanding of the complexities and principals involved with multi-sector and multiple-actor collaboration and working in partnerships; Explore local efforts to create, maintain, and strengthen citizen-led and community-driven development and grassroots campaigns for policy change; Become connected with a growing network of peers from around the world working for development and social change; All volunteers shall work under the guidance of a

group leader nominated by the NSS Programme Officer; They shall make themselves worthy of the confidence and co-operation of the group community leadership They shall scrupulously avoid entering into any controversial issue.

References

- United Nations education youth Wikipedia (2016) - Role of Youth in Nation Building.
- Anonymous (2016) - Role of Youth in National Development. A Blogs/ Bulletin, Pub. by United Nations Organizations, New York.
- K. G. Suresh(2015) Role of Youth in Nation Building, Youth India Vol.XL 20 PP : 48-50
- G. Pelanithurai and M. A. Thirunavukkarasu (2010) Youth as catalysts and change makers: In social change and development emerging issues in the North-East: A Book Review PP.296.
- PriyaAgrawal (2018) Youth employability: Looking beyond job placements. A Review Antarang Foundation Bombay.
- Madhus (2011) The Role of Youth in Strengthening Civil Society in India. Mind TEXT - Centre for Public Policy Research, Kochi.
- Anonymous (2014) National Youth Policy 2014.
- Mony Bora, Roshani Chand and ShrutiArya (2018) Micro Planning : An Approach towards a Developed Nation. In Role of National Youth Policy in Reap the Demographic Dividend Htaugh Youth Empowerment, A Book Pub. GBP Uni of Agril& Tech. PP : 237-242.

A RUDIMENTARY UNDERSTANDING TO RESEARCH IN THE SOCIAL SCIENCES

Akshay Bhat

Goa Institute of Management, Poriem, Sattari, Goa.

ISSN 2277-7733

Volume 7 Issue

4, March 2019

Abstract

This essay is primarily devoted to be a primer for aspiring researchers in the social sciences. Maintaining brevity yet aspiring to keep a comprehensive outlook into some basic terminology has been the purpose. We glean seminal papers into understanding how the conduct of inquiry instigates revolutions, builds paradigms and also, understanding how the elements and processes contribute to knowledge creation. Importance of Variables, Methods, Scale Development Practices and Models are touched upon with its nuances and caveats.

Keywords: *Paradigms, Qualitative Research, Quantitative Research, Scale Development, Variables, Models*

Research in the Social Sciences and especially in management has been carried out since many years, However, in ‘Today’s Paradigm’, research in the domain of management can be traced back to the last century with the establishment of many Business Schools in the United States which catered to the creation and dissemination of knowledge related to Management Sciences. However, Business Schools focused seemingly and overtly in the scientific temperament of management (Bennis & O’Toole, 2005), being influenced by the Automotive Industry¹. A Management Degree or the first MBA’s in those days catered more to Taylor’s school of thought, see (Doray & Macey, 1988); Optimization was the ‘paradigm’ then. However, if we probe deep into it we realize that paradigm development takes years or in some cases centuries to develop. Currently in 2019 we talk about the ‘Industry 4.0’ Paradigm.

Paradigm Development

A paradigm is essentially a consensus development by a set of followers and adherents who subscribe to a certain school of thought or understanding, in which they have their own ontological: or an assumption of reality/being and epistemological: assumptions related to understanding the reality which they hold to be “true” (Mackenzie & House, 1978). The phenomenon to be accounted for is called explanandum and the statements and statements describing the phenomena are called explanandum sentences and the explanatory information being provided hence, is called explanans. However not every scholar or a person in pursuit of intellectual excellence, is servile to the dominant paradigm of his time. There may be questions raised as to whether the dominant paradigm can answer all of the questions raised at that latter point of time. When more too often the answer is no, a given paradigm succumbs which leads to the formation of a new paradigm which too would have its own life cycle. For years in the western school of thought, scholars, explorers and others thought that the world was flat. In a theologian backed up feudal society where the church held a supreme place, decreed that it was indeed flat. When a set of rebel-scientists thought otherwise and were not obsequious to the explanation provided by the dominant paradigm of that time: they were admonished by being declared as heretics and excommunicated from the society and the formal church systems.

¹ *Business schools were looked upon as finishing schools*

However, over time, after this spark of dissidence was ignited, there were other followers to these intellectual rebels: and a new paradigm emerged, albeit embryonic, in which their pursuit of truth or the explanandum was to describe the nature of the earth and so on. This new paradigm, which branched out from the old also gave rise to new ways of understanding: very soon it too had its development and followers, and its share of dissidents as well. These revolutions as described happen in almost every field. In his book, *The Structure of Scientific Revolutions*; Thomas Kuhn says that these scientific revolutions are paradigms which incubate, develop and face decline, and between any two consecutive developments there is a revolution and then again a peaceful interlude and again this is a repetitive cycle (Kuhn, 1962). However, we must note that paradigm development takes years to develop, and ossify. The current paradigm (dominant order of that time), in order to suppress the new paradigm can also reinvent itself by adding to it, new knowledge which forms the foundation. Paradigm in itself supports creation of new knowledge, provided it is not in conflict with certain core “shared” values of its adherents and its and the nature of the quintessence of its foundations: Measuring Devices, Empirical Laws and a specific set of super structures (Byrne, 1971).

Therefore, is the ‘philosophy of management’ a science – an established paradigm? Where we get clearly outlined rules or is it an art, where the power of imagination can open new avenues of thinking. Either extreme would be unimaginable. For if “Social Sciences” are indeed a part of puritarian science than Man, as we know today would be nothing more than a mechanical mass-body with a predestined fate. And if it is an art, overtly, then we would come up with figments of imagination often, whimsical leading to inappropriate mythical explanations. Therefore, true researchers understand the importance of both. Every paradigm has its set of ‘Theories’.

Theories & Theory Development

Not every statement is today pronounced by a person can be called a theory. We must pause and reflect whether a theory truly is universal for which the understanding of concept traveling (whether a concept can be accommodated to varying situations) and concept stretching (the extent to which a theory can explain situations under its aegis) become important. If a concept or a theory is too vast then we may question it on its generality. Therefore, a theory must be a specific but not too insular. A theory must be a bit action oriented in my understanding to explain the pragmatic nature of the world or “real” world as we call today. Therefore the construction of ‘Theories’ is of utmost importance, however much, the state is quite appalling in theoretical construction today (Bennis & O’Toole, 2005; Platt, 1964; Sutton & Staw, 2012; Weick, 1989, 1995; Whetten, 1989).

So in short the problems at hand, especially in today’s management context and in the last few decades is that new theories are just not getting developed, rather that they continue to bank on the theories developed by researchers in the 1970’s (Suddaby, Roy; Hardy, Cynthia; Huy, 2011). So much so that when they called the scholarly community for new theory what they received in return was a critique for the same,

²A real world would in my opinion be a paradigm of the understanding which has the maximum followers. The world which is perceived by one will be different with varying levels of degree of variation from the person next to you.

the critiques in their part too failed to develop any new theory but rather suggested and focused on the process of theory construction, the three things that the critique had in common were and that Management or Social Science, has failed to develop its 'own' theories which fail to capture the rich complexity of organizations and is inherently conservative to practice. Suddaby, Roy; Hardy, Cynthia; Huy (2011) then immediately shift the focus to the problems we have at hand in theory generation. They quote scholars who have lamented over the fact that Management Science is not a fully developed independent stream and rather a stream that has borrowed from other disciplines like sociology, engineering etc. but also the above authors quote other scholars critical of management science as an evolved independent discipline who concur within their retinue of followers that organizations today have become grounds where management theorists subject existing theories to the vagaries of new validation technique. This disconnect between management theory and practice needs to be bridged. I shift focus to the elements that construe of the constituents of a theory, starting with variables.

Variables

Quite more than often, we come across the term variable, but we need to pause and reflect on the qualities and aspects of variables before we just conjure them to be objects of measurement variables can be classified majorly into broadly, *Direct Variables*: Taking help of real world examples to ameliorate the distinction between the two taxa under which variables are classified which otherwise tend to overlap if not conceptualized correctly: Measures such as GDP, ROE etc. which are examples of attributes that can be garnered from secondary or primary sources which constitute what we call as direct variables. A nature of such variables is that it can be observed directly and can be readily looked upon through physical experimentation or databases. The more complex, *Latent Variables*: Indirectly measured, which are hidden and need to be culled out, brought out with meaning and accuracy from the object under consideration. *Construct with respect to Latent variables*: A 'theoretical construct' may have a lot of latent variables, hidden, viz. example we have a questionnaire or a survey, so an item may not be directly measuring something but indirectly measuring something latent, the variable then may be a construct or it may be a sub construct. In Latent Variables we further have *Constituted Constructs*: put lucidly consists of the basic blocks – giving rise to the construct; if one of the blocks do not exist the phenomena will not happen. For example, for "water" molecule as we know today will necessarily need two hydrogen atoms and one oxygen atom to "form" a water molecule. *Reflective Construct*: Akin to the analogy of how water gives can be seen as steam (gaseous), ice (solid) and liquid forms which are reflective constructs of water, something that reflects out characteristics of the element. But to measure these variables we need 'methods' and therefore the next section.

Methods – Differences in between the two dominant types (Qualitative and Quantitative Approaches)

Moving on to the next part of the research process is deciding whether to go for a Qualitative or a Quantitative Study and the following understanding is widely accepted by most scholars (Golafshani, 2003). As enunciated above, the two types of methods include qualitative and quantitative research, one explains the link which is generally established by the latter. In quantitative research the researcher first acclimatizes him

or her to the problem to be studied or the concept which he is working on and then generate hypotheses on the basis of facts, information in the form of numbers, process of analyzing data and concluding results.

The quantitative researcher appreciates the phenomena which he is studying by delimiting it to a set of standards he is accustomed to or familiar with; also, measuring responses of the people, assigns a numerical value to each of their responses. This place a lot of emphasis on the measuring tool or instrument, therefore validity of this instrument is of prime importance to us. The test is supposed to validate if what we are measuring is what was truly meant to be measured? Therefore, reliability and

Reliability: *“The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.”* (Golafshani, 2003). This is dependent on repeated measurements with a similar set of instruments under a given time period which shows stable results. Critics, who state that because some people answer to certain types of questionnaire which are same but measure at different points in time may have different results, primarily owing to the fact that the responder might have sensitized oneself the questions, may want to project some desirable image after getting to know the results of the first questionnaire, profess socially desirable responses questioning the integrity of the tests itself.

Validity: *“Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit “the bull’s eye” of your research object. Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.”* (Golafshani, 2003) The validity in Quantitative Techniques is defined as “construct validity”, the construct is the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered. But when we shift gear and come to qualitative research will these definitions hold good? While a quantitative researcher will be concerned with the degree to which the results will repeat and more over have they actually observed or measured what they intended to measure, the qualitative researcher on the other hand would be concerned over not repeatability but the precision, credibility and transferability. Hoepfl (1997), Cf. (Golafshani, 2003) said *“Unlike quantitative researchers who seek causal determination, prediction, and generalization of findings, qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations”*.

Reliability in Qualitative Research: The test of reliability in this case would be one where in the research is tested for its quality and its ability to explain an otherwise obfuscating situation. Stenbacka (2001) stated: - *“This relates to the concept of a good quality research when reliability is a concept to evaluate quality in quantitative study with a “purpose of explaining” while quality concept in qualitative study has the purpose of “generating understanding”*. Stenbacka (2001) also questioned the need of reliability in Qualitative Research, stating the fact that qualitative research did not need reliability and that that concept was irrelevant if not misleading as well. Lincoln & Guba (1985) used the term “dependability” as a surrogate to “reliability” when it came to quality research. Also “dependability” could be further bolstered by an inquiry audit.

Validity in Qualitative Research: The concept of Validity is not well defined by scholars in Qualitative research paradigm, rather “rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects” is how qualitative research scholars address the issue of finding the surrogate of “validity” in this paradigm. Also they have debated the need for a refined definition. (Golafshani, 2003) takes the support of many eminent scholars who have advocated triangulation approach in order to test their theory/research finding, he also called out for an approach to standardization via this route. Triangulation is as defined as: *“Triangulation may include multiple methods of data collection and data analysis, but does not suggest a fix method for all the researches. The methods chosen in triangulation to test the validity and reliability of a study depend on the criterion of the research”.*

Scale Development Practices

One of the important and critical nuances of Research is scale development is to make the research community cognizant about the problems encountered in data collated from questionnaires, since most research which is not to esoteric, but is practice oriented (which is majorly research carried out in the field of management). The question of reliability (reliability of results) and validity (whether it is actually measuring what it is supposed to measure) hit the scene when it comes to data collection based on questionnaires and has at times created problems for interpreting the results of the research.

Schwab (1980) outlined three steps in development of measures.

Item Development – Development of Individual Items, which can be inductively thought or deductively thought of; Scale Development – Items get combined into scales; Item Evaluation – Psychometric Evaluation of the new measure

Some, important aspects the following are important for scale development.

Whether the sample chosen is actually representative of the population; Concern over use of negatively worded (reverse scored) items; No of items to in a measure; How much variance is there in between the respondents as generated by the scale for sufficient scrutiny; Size of the sample taken

Model Development

The term model may denote anything used to explain a particular phenomenon. However, in the Social Sciences, it has a more profound role. Models are said to provide: Meaningful contexts, report specific findings, look into significant details and must be “true” and also important. Through the aforesaid sections, it will be also true in the case of theory. Theory too guides the collection of data, which gives some direction in subsequent analysis bereft of some conceptual understanding; systematic reporting of data based on heuristics is not meaningful. Important to note is that there is a coevolution of Data and Theory. Any researcher studying either on a standalone basis would not deliver a comprehensive answer of the phenomenological question being studied or inquired into.

The distinction between Model and Theory happens when in the process of our study, we come across the methodological part. Surely, like most research which seeks to answer a question, it generates certain leads which we like to test, for this we formulate hypothesis which is one of the aids to theory development. Hypothesis development takes place in the twilight regions of our minds. The departure and the point of inflection between theory and model happens right here: Models are more

conscious, definite and more explicit. The importance and the purpose of Models are to communicate to the larger community, of scientists what exactly the researcher has in mind. Since science is not only cumulative, it is cumulative because it is cooperative as well: this is just how we examined in the paradigm development as well, where for a paradigm to emerge there is a set of followers who strut the development of the field. Models may be either physical in nature or semantical (using symbols), formal equations or interpretive (through qualitative work).

Conclusion

The purpose of this primer has been, primarily to introduce first time researchers to the world of management research by a person who is very much learning, but has been formally through an advanced research course, a Doctorate. In this process also cautioning them to tread away from mere fact finding and conjuring reports which do not in any sense contribute to the advancement of the field or serve to answer any managerial problem, for which more depth and understanding is required. A sincere attempt has also been to distinguish terms that have demarcations but often tend to get misused unintentionally since many of them have overlapping themes.

Selected References

- Bacharach, S. B. (1989). Organizational Theories: Some Criteria for Evaluation. *The Academy of Management Review*, 14(4), 496.
- Bennis, W. G., & O'Toole, J. (2005). How business schools lost their way. *Harvard business review*, 83(5), 96–104, 154.
- Doray, B., & Macey, D. (1988). From Taylorism to Fordism: A rational madness.
- Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research, 8(4), 597–606.
- Hinkin, T. (1995). A review of scale development practices in the study of organizations. *Journal of Management*, 21(5), 967–988.
- Hubbard, D. (2011). *How to Measure Anything*. Retrieved from [http://ampres.com.mx/pdf/How to Measure Anything Finding the Value of Intangibles in Business.PDF](http://ampres.com.mx/pdf/How%20to%20Measure%20Anything%20Finding%20the%20Value%20of%20Intangibles%20in%20Business.PDF)
- Kuhn, T. (1962). *The structure of scientific revolutions*.
- Mackenzie, K., & House, R. (1978). Paradigm development in the social sciences: A proposed research strategy. *Academy of Management Review*.
- Platt, J. (1964). Strong inference. *science*, 146(3642).
- Prahalad, C., & Hamel, G. (1994). Strategy as a field of study: Why search for a new paradigm? *Strategic management journal*, 15(Special Issue), 5–16.
- Schwab, D. P. (1980). Construct validity in organizational behavior. *Research in Organizational Behavior*, 2, 3–43.
- Suddaby, Roy; Hardy, Cynthia; Huy, Q. (2011). WHERE ARE THE NEW THEORIES OF ORGANIZATION? *Academy of Management Review*, 36(2), 236–246.
- Sutton, R., & Staw, B. M. (2012). ASQ Forum What Theory is Not, 40(3), 371–384.
- Weick, K. E. (1989). Theory Construction as Disciplined Imagination. *The Academy of Management Review*, 14(4), 516.
- Weick, K. E. (1995). What Theory is Not, Theorizing Is. *Administrative Science Quarterly*, 40(3), 385.

- Whetten, D. a. (1989). What Constitutes a Theoretical Contribution? *The Academy of Management Review*, 14(4), 490.
- Stenbacka, C. (2001). Qualitative research requires quality concepts of its own. *Management Decision*, 39(7), 551.

Bibliography

- Bacharach, S. B. (1989). Organizational Theories: Some Criteria for Evaluation. *The Academy of Management Review*, 14(4), 496.
- Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology*, 1(3), 311–320.
- Bennis, W. G., & O'Toole, J. (2005). How business schools lost their way. *Harvard business review*, 83(5), 96–104, 154.
- Choi, K. (2002). How to publish in top journals. *Review of International Economics website*
- Golafshani, N. (2003a). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597–606.
- Golafshani, N. (2003b). Understanding Reliability and Validity in Qualitative Research, 8(4), 597–606.
- Hinkin, T. (1995). A review of scale development practices in the study of organizations. *Journal of Management*, 21(5), 967–988.
- Hubbard, D. (2011). How to Measure Anything. Retrieved from <http://ampres.com.mx/pdf/How to Measure Anything Finding the Value of Intangibles in Business.PDF>
- Karl, G. J. (2004). On Chi-Squares for the Independence Model and Fit Measures in LISREL, (January), 1–10.
- Klingner, J., Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. *Educational researcher*, 14–20.
- Penny, W. D., Stephan, K. E., Mechelli, a, & Friston, K. J. (2004). Modelling functional integration: a comparison of structural equation and dynamic causal models. *NeuroImage*, 23 Suppl 1, S264–74.
- Platt, J. (1964). Strong inference. *science*, 146(3642). Retrieved from
- Strunk, W. (2007). *The elements of style*, 1–26.
- Sutton, R., & Staw, B. M. (2012a). ASQ Forum What Theory is Not, 40(3), 371–384.

HUMAN RIGHTS: NEED FOR POLITICAL THEORIES

Mintu Mondal

Assistant Professor of Political Science,
Panchthupi Haripada Gouribala College
University of Kalyani, West Bengal

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

Human and rights are the two words conjointly makes a concern about the fate of human civilisation because we always breaks the basic rights of mankind in the name of conventional legislations framed by the statecraft. However, American Declaration of Independence invokes, all men are created equal, that they are endowed by their creator with certain unalienable rights, which among these are life, liberty, and the pursuit of happiness. Through which we can define the term human rights in terms of moral rights. Despite the abstract ideas of human rights we face the struggling against fear and oppression. We think the political theory helps to articulate analytically human rights as the basic concern of our present and future life. So, in that circumstance the paper has observed the essentiality of the political theories of human rights in favour of poor realm of humanity and the paper has been prepared by qualitative research methods.

Keywords: Human Rights, American Declaration of Independence, Isogoria and Isonomia, Naturalistic Theories, Agreement Theories, UN Declaration of Human Rights

Human rights are the basic rights of all mankind of the world. It was the time for the classical phase of human civilisation in Greek City States enjoyed such rights as *Isogoria* (equal freedom of speech) and *Isonomia* (equality before the law) which are prominent among the rights claimed in the modern world. Emperor Ashoka had taken care of his subjects in terms of rights to all in ancient India was another testimony of the human rights. In modern days everyone has human rights and responsibilities to respect and protect these rights may, in principle, extend across political and social boundaries. It does not matter what a person's spatial location might be or which political subdivision or social group the person might belong to¹. Human rights have become "a fact of the world" with a reach and influence that would astonish the framers of the international human rights project². Today, if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights. So, the main objective of the study is to address the human rights with the political theories for our better understanding. The endeavour will make as a research article with the qualitative and quantitative research methods.

Two observations on Human Rights: The doctrine of human rights is the articulation in the public morality of world politics of the idea that each person is a subject of global concern. There are two important and inspiring observations on human rights as follows: The first observation is that human rights have become an elaborate international practice. Since the end of World War II, this practice has developed on several fronts: in international law, in global and regional institutions, in the foreign policies of (mostly liberal democratic) states and in the activities of a diverse and growing array of nongovernmental organizations (NGOs) and networks. The practice has become more conspicuous politically since the end of the Cold War as the scope of human rights doctrine has expanded and the human, political and material resources devoted to the protection and advancement of human rights have multiplied. The other observation is that the discourse and practice of human rights

can also evoke a disabling scepticism, even among those who admire its motivating ideas. It does not mean the radical scepticism reflected in a wholesale rejection of morality or the more limited scepticism underlying a refusal to accept what we ordinarily regard as moral considerations as reasons for action in global political life. Its mean a scepticism about human rights that might be embraced in one or another form even by those who are not alienated from morality in general or global political morality in particular.

Observation on Scepticism: Scepticism about human rights comes in many forms. Some philosophers believe it is part of the idea of a right that there should be some mechanism in place for its effective enforcement. But international human rights practice notoriously lacks a standing capacity to enforce many of the rights listed in the major treaties and even when an enforcement capacity exists, it usually applies selectively and often only at the severance of those states against which it might be used. To make matters worse, it is not even clear how we should conceive of enforcement in relation to some of the requirements of human rights doctrine. What, for example, would it mean to enforce the right to an adequate standard of living?³ It is possible, of course, to imagine policy measures that would ensure the satisfaction of this right, but it is unclear that the enjoyment of the right can sensibly be enforced in the same way as the enjoyment of more familiar rights. If one thinks that genuine rights must be effectively enforceable, then one might be encouraged to believe, as Raymond Geuss suggests, that the idea of a human right is an inherently vacuous concept⁴.

Reason to take up the Political Theory of Human Rights: One important and stimulant reason to take up the political theory of human rights is to see how successfully this kind of scepticism can be resisted. Even when regarded sympathetically, the practice of human rights is bound to seem puzzling. It is unclear, for example, whether the objects called human rights within this practice are in any familiar sense rights and why certain standards but not others should count as human rights. It is not clear what responsibilities attach to human rights, on which agents these responsibilities fall and what kinds of reasons should motivate these agents to care about them. It is not clear why a practice that aims to protect individual persons against various threats should assign responsibilities primarily to states rather than to other kinds of agents. It is not even clear why one should regard human rights as grounds of international action at all: one might, instead, regard them as standards whose security within a society is the exclusive responsibility of that society's government. The more clearly we appreciate the substantive scope of international human rights doctrine and the variety of practical. In this backdrop the paper will observe as to how the political theories have played important role in the realm of human rights. It is to be also noted that the paper has observed on the basis of the book 'The Idea of Human Rights' written by the Charles R. Beitz which was published in 2009.

Research Design

Here quantitative research techniques and qualitative narratives have conjointly been used. The qualitative research methods will go through some techniques: these are a) Narrative or Grand Narrative, b) Phenomenology, c) Grounded theory and d) Case Study⁵. Basically it refers to storytelling technique which is qualified in scientific manner but it is greatly subjective and based on inductive logic. But, on the contrary

quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon⁶. It draws an image of the particular phenomena in objective manner which is based on deductive logic. So, our article has been drawn a narrative scientifically on the need for political theories to better understanding human rights.

The Political Theories: We consider two theoretical propositions that present themselves as replies to the nature of human rights. We shall call these theoretical propositions are naturalistic and agreement views. Both seek to understand international human rights as expressions of one or another more abstract idea already on hand. Each has been thought by many to express the intuitive core of the idea of a human right, but we shall argue that both views distort our perception of the human rights of international doctrine. We do better to approach human rights practically, not as the application of an independent philosophical idea to the international realm, but as a political doctrine constructed to play a certain role in global political life.

Naturalistic Theories: Naturalistic views conceive of human rights as objects that inherit their main features from the natural rights found in occidental political and legal thought in the early modern period⁷. This idea is open to several interpretations. These have at least two elements in common: a) human rights are distinct from positive rights that are, rights actually recognized in a society, or anyway enacted in law; b) human rights belong to human beings simply in virtue of their humanity. This means, at a minimum, that all human beings are entitled to claim human rights. Natural rights are those rights that can be possessed by persons in a state of nature and it will have the properties of universality, independence, naturalness, inalienability and non-forfeit ability. Only so understood will an account of human rights capture the central idea of rights that can always be claimed by any human beings⁸.

Human rights are indeed the legacies of natural rights. The four features are as follows: a) natural rights are requirements whose force does not depend on the moral conventions and positive laws of their society. They are critical standards for a society's conventional and legal rules; b) natural rights are pre-institutional in a logical rather than a historical sense: their content is conceivable independently of any reference to the structural features of institutions. Thus we might say that natural rights are the rights or a subset of the rights that exist in a pre-political state of nature; c) natural rights are possessed by persons at all times and in all places, regardless of the stage of development of a society and its productive forces, the details of its political structure, or the content of its religious traditions and political culture. This is one way in which natural rights might be said to be universal; and finally, human rights belong to persons as such or, in the customary phrase used by Simmons, simply in virtue of their humanity. Human rights are grounded in considerations that apply to all human beings, regardless of their spatial locations or social relationships. This is another and a distinct sense in which natural rights might be described as universal⁹.

Naturalistic views can yield sceptical conclusions about the scope and content of international doctrine. For example, Maurice Cranston, who held such a view, argued that many of the human rights recognized in international doctrine in particular,

economic and social rights are improperly considered as human rights because they cannot be construed as having the attributes of natural rights. They should be seen, instead, as elements of a political ideal without either the universality or the pre-emptory force of genuine human rights¹⁰. Cranston wrote during the Cold War when it was sometimes thought that economic and social rights had been included in international doctrine in order to secure the support of the Communist countries. But it would be a mistake to disregard his scepticism as an artefact of the time; it could be a temptation for anyone who interprets international doctrine as an attempt to embody in international law a deeper and independently distinguishable order of values modelled on the natural rights of the tradition. From this perspective, the international human rights enterprise might seem to have expanded beyond the boundaries of its motivating idea. The point of potential disagreement among naturalistic theorists is where the boundary between genuine human rights and other values that pretend to this status is properly drawn¹¹.

Agreement Theories: Doctrine of agreement conceptualize human rights as standards that are or might be objects of agreement among members of cultures whose moral and political values are in various respects dissimilar. The idea of human rights as objects of an intercultural agreement may seem to be a close cousin of naturalistic conceptions. In one formulation, they are the expression of a set of important overlapping moral expectations to which divergent cultures hold themselves and others accountable¹². In another, they are commonalities among the ideals of all cultures¹³.

Common Core, Overlapping Consensus and Progressive Convergence: The notion that human rights express an intercultural agreement might be understood in several ways. We shall distinguish three of these here, which is referring to as the common core, overlapping consensus and progressive convergence ideas. Our aim is to describe these ideas and to inspect the reasons why people have been attracted to them as a basis for conceiving of human rights. R. J. Vincent writes, on such a view human rights would constitute a core of basic rights that is common to all cultures despite their apparently divergent theories. They would be a lowest common denominator¹⁴. The metaphor of a common core is usually presented as an account of the nature of human rights, but it has obvious implications for the normative questions of their content and scope. For example, rights requiring democratic political forms, religious toleration, and legal equality for women and free choice of a marriage partner would be excluded because, as an empirical matter, these protections are not found in all of the world's main moral systems. Other rights might be excluded if they were understood to generate certain kinds of duties; if, for example, the right to a high standard of physical and mental health were thought to imply that every society has an obligation to ensure the accessibility of health care for all, then the existence of disagreement about the extent of distributive responsibilities outside of families or local communities might exclude this right as well. Adopting a common core idea of human rights would have the normative consequence of excluding a substantial part of the content of contemporary human rights doctrine¹⁵.

One might therefore be encouraged to think that this interpretation of agreement relies excessively on the metaphor of a core of rights which are common to the world's main conventional moralities. Perhaps this is too restrictive after all, the idea of a right is itself culturally specific. So one might shift to a more elaborate conception

which sees human rights as falling within an overlapping consensus of political moralities. Such a view would have two essential elements. The first is a distinction between human rights, conceived as a set of common global norms adopted for certain political purposes, and the diverse array of moral, philosophical, and religious doctrines or outlooks found among the world's cultures. The second is the hypothesis that, given an understanding of the purposes of the global norms, it would be reasonable for adherents of any culture to accept these norms on the basis of their own moral, philosophical, and religious doctrines. On such a view, we need not conceive of "universal" human rights as part of a common core in the sense of being actually recognized by or contained in all conventional moralities; we think of them, instead, as norms for global political life reachable from a variety of possibly incompatible foundational positions¹⁶.

How should we understand the idea of progressive convergence? The aspiration is to demonstrate how elements of the doctrine of human rights could bear what I shall call a justificatory relationship to an array of philosophical, moral, and spiritual worldviews actually found in the world. This relationship, however, is distinct from the relationships of containment within and infer ability from that characterize the common core and overlapping consensus conceptions of agreement. Perhaps the most accurate metaphor is "reachability from:" human rights should be "reachable from" each worldview even if, as these are presently understood by (at least some of) their adherents, it could not be said that human rights are "contained within" or "inferable from" them.

An initial question is whether it can make any sense to hold that human rights might be "reachable from" a worldview if they are not either explicit in it or consequences of it as the worldview is presently understood by those whose worldview it is. To make clear why the question is difficult, we must say more about how the idea of "reachability from" differs from that of an overlapping consensus. We should recall that those who hold that human rights fall within an "overlapping consensus" of some set of worldviews need not be understood to assert that all the worldviews in the set actually contain human rights. They need not even hold that these worldviews all contain the idea of a human right. All they need to claim is that reasonable persons who adhere to these various worldviews would each have reasons, rooted in their own worldview as they understand it, to accept the same doctrine of human rights. Now of course this is not to say that reasonable persons who adhere to various worldviews do, in fact, accept the same doctrine of human rights, or even that they are committed to do so, on pain of logical error, given all their other beliefs. Someone who, as a result of accepting a false empirical belief, declines to accept a doctrine of human rights that they would have reason to accept if they had only true empirical beliefs, still has a reason to accept it. An analogy from the realm of practical reasoning is Bernard Williams's thought that one has a bonafide reason to act only if the reason can be reached by a "sound deliberative route" from one's actual motivational set¹⁷. We might say that the doctrine of human rights falls within an overlapping consensus of some set of worldviews if a reasonable person who accepted any of these worldviews could arrive at reasons to accept the doctrine by a "sound deliberative route" from the authoritative normative propositions of that worldview.

The concern about toleration is important for its own reasons but it is orthogonal to the question we are considering here. We are in search of an answer to the question, "What are human rights?" The candidate answer under consideration holds that human rights are standards for institutions to which all can agree, where agreement is interpreted as falling within progressive convergence of worldviews. To avoid circularity, we must understand the process by which a progressive convergence might emerge to be driven by interests which are independent of the interest in defining or grounding human rights. Perhaps it is best to regard progressive convergence as a hypothesis about moral progress. We cannot know whether it will turn out true. The most we can do is to imagine as sympathetically as possible how various worldviews might evolve (or be "freshly elaborated") in response to the range of social forces we understand, roughly, as those of modernization, including those associated with the growth of a global economy and culture. If through such a process of sympathetic imagination we can see how a progressive convergence on human rights might emerge, we might acquire a reason to hope for the success of a global human rights regime¹⁸. But such a basis for hope would not satisfy the aspiration that motivated our initial interest in agreement conceptions, which was the thought that human rights should be recognizable as common concerns among all the world's cultures. The straightforward interpretation of that thought is one we might better simply give up.

Conclusion

Human rights are the constitutive norms of a global practice whose aim is to protect individuals against threats to their most important interests arising from the acts and omissions of their governments. Together with the legal prohibition of aggressive war and the establishment of an institutional framework for collective security, the articulation of a doctrine of international human rights is among the most ambitious elements of the settlement of World War II. This doctrine, progressively elaborated in a series of international covenants and conventions, supplies the norms of an increasingly elaborate global practice.

We have described the practice of human rights as part of the Global Normative Orders (GNO). The GNO is the body of norms that are more or less widely accepted as regulative standards for conduct in various parts of global political space. Some of the norms are law like for example, those established by treaty and those embodied in longstanding patterns of international customary practice. Others are better conceived as background norms or principles they are widely although not unanimously accepted as publicly available, critical practical standards to which agents can appeal in justifying and criticizing actions and policies proposed or carried out (or not) by governments.

Human rights operate at a middle level of practical reasoning, serving to consolidate and bring to bear several kinds of reasons for action. Their normative content is to some extent open ended and their application is frequently contested. If we understand human rights as the constitutive norms of an emergent global practice with its own characteristic purposes, neither fact should be surprising. These observations also explain why the aspirations of a theory of human rights should be in one way modest. To think of human rights as we have suggested is to accept that we should understand their nature and requirements as responses to contingent historical circumstances. So it is probably a mistake to expect to discover a basis for human rights in one or a few clear moral ideas, to formulate a canonical list of rights, or to

devise a single authoritative means for bringing them to bear on practical choices. What a theory of human rights might rather hope to accomplish is to clarify the uses to which they may be put in the discourse of global political life and to identify and give structure to the considerations it would be appropriate to take into account, in light of these uses, in deliberating about their content and application. It would seek to interpret the normative discipline implicit in the practice. Such a theory would not, so to speak, stand outside the practice; it would be continuous with it. We see human rights as abstract ethical concepts or dead words from the past. American Declaration of Independence states that all men are created equal, that they are endowed by their creator with certain unalienable rights, which among these are life, liberty and the pursuit of happiness but our basic concern is that as to how the mankind will liberate from the *Leviathan* like state machineries?

References

- Beitz, C. R (2009). *The Idea of Human Rights*, p.1. New York: Oxford University Press.
- Rorty, R (1993). "Human Rights, Rationality, and Sentimentality," in Stephen Shute and Susan Hurley (eds), *On Human Rights: The Oxford Amnesty Lectures 1993*, p.134. New York: Basic Books.
- International Covenant on Economic, Social and Cultural Rights (ICESCR), art. 11(1).
- Geuss, R (2001). *History and Illusion in Politics*, p.144. Cambridge: Cambridge University Press. https://us.sagepub.com/sites/default/files/upmbinary/55588_Chapter_1_Sample_Creswell_Research_at_08:30_P.M_on_20.11.2018.
- <http://libguides.usc.edu/writingguide/quantitative> at 6.50 P.M on 26. 01. 2019.
- Beitz, C. R (2009). *The Idea of Human Rights*, p.49. New York: Oxford University Press.
- Simmons, A. J (2001). "Human Rights and World Citizenship: The Universality of Human Rights in Kant and Locke," in *Justification and Legitimacy: Essays on Rights and Obligations*, p.185. Cambridge: Cambridge University Press.
- Beitz, C. R (2009). *The Idea of Human Rights*, pp.52, 53. New York: Oxford University Press.
- Cranston, M (1973). *What Are Human Rights?* pp. 65-71. London: Bodley Head.
- The range of variation is wide. Compare, for example, Cranston's abstemious position in *What Are Human Rights?* The capacious view of human rights taken by James, G (2008). *On Human Rights*. Oxford: Oxford University Press.
- Twiss, S. B (1998). "A Constructive Framework for Discussing Confucianism and Human Rights," in W. Theodore de Bary and Tu Weiming (eds.), p. 31. *Confucianism and Human Rights*. New York: Columbia University Press.
- DundesRenteln, A (1990). *International Human Rights: Universalism versus Relativism*, p.139. Newbury Park, CA: Sage.
- Vincent, R. J (1986). *Human Rights and International Relations*, pp.48, 49. Cambridge: Cambridge University Press.
- Beitz, C. R (2009). *The Idea of Human Rights*, p.75 New York: Oxford University Press.
- for example, Martin, R (1993). Describes human rights as principles in *A System of Rights*, p.75. Oxford: Clarendon Press.
- Williams, B (1995). "Internal Reasons and the Obscurity of Blame," in *Making Sense of Humanity*, p. 35. Cambridge: Cambridge University Press.
18. It would, that is, answer Cohen's question, from Kant: "What may I hope?" "Minimalism about Human Rights".

WAY OF LIVING LIFE: A CONCEPTUAL STUDY

XieRuilin

Scholar, Guangdong University of Foreign Studies, China

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

Life is precious, because we have no chance to experience it again. But problem is that there are only a few people spend their time efficiently, although everyone knows that life is precious. What we should do while spending our time? How to spend our lives in a more magnificent way? This is the problem on which we should put focus, and it deserves. In this article, writer divides his view-points into three aspects to discuss how to live a meaning and colorful life, and he is trying to indicate people a way to find different way that suitable for themselves. Life is precious, this is what we all know but never accomplish in real lives.

Keywords: *Life, study, living*

When we take life as a topic it seems strange because sounds like we are at the perspective of witnessing instead of experiencing it. And these words are not usually coming from a mouth of young teenager who just starts his own life.

To be honest, teens are those who extremely need to think about life. Thinking is not the patent of philosopher, everyone can reach a high plateau after being properly trained, we are not going to be the top folk in the area of philosophy, but undoubtedly this kind of awareness is necessary.

The first thing on which I want to put focus is success. The whole world is boasting about success without being tired, media shows the link between their products and happiness, our education consciously only teach people how to become useful instead of telling them how to think, advertisement erupt all the corner of our lives and keep on talking about endless desire. The influence of thoughts is like sewing a seed, after some time it will grow up and create huge impact on our mind: The only I want is to be successful. They are just making effort to sell their products or propaganda, or just treat people like chessman. Right value is not something attractive for them.

So it's integral to think the essence of success. If we can't keep aware of the trap of being so-called successful, then we are unconsciously putting ourselves into trouble, we spend nearly whole life to chase endless material satisfaction rather than searching our own inner world, it's miserable that although we spend so much time to chase success, we find ourselves have no relationship with happiness at the end. We suffer from healthy problems; we've got no time to be with family, and to maintain the outer situation we are forced to keep on working. There are very few people can claim up to the pick of success, and even we do reach, there are still quantities of things that can't be done only by outer materials. That is to say, things are not always as good as they are seen, when we obtain them, we will know that troubles never end. It's not fun at all to live like a doll.

For most of us, the most important thing is to know what we really want. Especially jump out from the circle which is limited by the media, we should recognize our true identify, what can we do and what ought to do. It requires a lot of time and hardworking but it's worthy.

Now the problem comes that how to violate from the cliché from outside world and see the true face of life. For this case the most efficient method is study. Study is not a

single skill; there are lots of things included in it. In this occasion I'd like to suggest three important parts. First one is reading, we can reap numerous experience and thoughts through books for which we have to spend many years to obtain them. There is an evident fact the books can help to develop our ability to think comprehensively and helps us to face problems in new vision which we don't have before;also, books are helpful in upgrading good accomplishment.No need to consider books as life principle, but history shows that books had done great contribution in the process of human mental progress.It's really hard to conclude the importance of books in such a short text, the affection of study can't be measured by money, study is not that after reading Tolstoy, Nietzsche, Schopenhauer, Haruki Murakami, Kazuo Ishige, or after listening to Mozart, Haydn, Beethoven, Paganini we can quickly get some material payback, education permeates into the deepest bottom of our heart and plays its own role even we are not usually aware of it.

Second is to participate in meaningful activities, like volunteering in nursing home, nourishing your own interesting. Whatever it is, we should have something on which we can put our focus, what result we can get is not the target, the process, which could help enrich our mind and life, is important, also these kind of activities or skills are helpful for the conversion of our bad moods when are in trouble.

Third, independent thinking is indispensable. The final aim of study is leading people to think properly instead of copying the authors' thoughts. Keeping and removing away the stereotype of living and being successful given by media boasting.Like Gustave Le Bon, who is famous for his study public mind, said that no matter how knowledgeable he is, when he's in the situation of a crowded, he will definitely be influenced and lose the ability to think appropriately.

Here I am not trying to indicate a clear standard way about how to live a life, but clarify how to find the most suitable lifestyle.

The last thing I want to discuss is time. There will be a lot of obstacles in the way towards our goals; nobody can easily become successful, so saving our time from useless activities and putting it into nourishing your own ability instead is necessary. Those things which wasting our time are like a huge swamp, we'd die on it if we don't pull ourselves out of it timely.Famous Russia writer Dostoyevsky said like this in his novel *The Brothers Karamazov*: Unfortunately, these young teens don't understand that giving their lives maybe the easiest sacrifice they can ever make, but hardly none of them are willing to spend five or six years to arm themselves with knowledge, even which has magnificent value in his or her future life.

Life is precious, catch the chance or it never comes again.

Reference

China Daily Website: <http://www.chinadaily.com.cn>

China Youth Daily Online: <http://www.cyol.com/>

**METHODS FOR INTRODUCING HOWARD GARDNER'S
THEORY OF MULTIPLE INTELLIGENCE IN
MANAGEMENT EDUCATION**

Cedric Serpes

Associate Professor, Goa Institute of Management, Poriem, Sattari, Goa.

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

The need for a more holistic approach to management is being widely recognized but there are very few models and approaches which seek to include a holistic approach within the existing management education framework. The selection process for B-schools entrants ensures that the selected few are among the best in a narrow band of criteria believed to be essential for managers and corporate leaders of tomorrow. However, the reality of industry needs would suggest that future leaders need skills beyond those bracketed by the stringent selection process laid down by schools. One way to remedy this is to provide diverse opportunities for learning leadership and entrepreneurial skills based on Dr Howard Gardener's multiple intelligences. It is argued that the use of multiple intelligences in management education would inculcate core competencies and capabilities required by management students when they start practicing management in real life scenarios. The paper further provides methods including rationale, content development and delivery mechanism to teach these intelligences within the academic framework of management schools.

Keywords: *methods, gardner, theory of multiple intelligence, education, management education*

In India, particularly in B schools, the entrance exams such as CAT, XAT and in some cases CMAT test a student's Verbal, Quantitative, Data Interpretation, Critical Reasoning and Analytical abilities. The standards are set very high depending on the institute a student is applying to. It could range from 80% to 98 % scores to ensure the cream of these mindsets get offers for admission. In addition, work experience is considered another critical component that is the deciding factor to gain admission in these temples of Management training. This also means that the students who are weak in the qualifying criteria but may have strengths in other areas simply get turned away.

The obvious danger of using standardized entrance tests, is that we get top notch thinkers skilled in a certain way of thinking, which may not be the characteristics of entrepreneurs and corporate visionaries of the future. It is also noted that these admission criteria are more skewed to ensure that students who get selected will be academically successful in the B school program and keep out those that are likely to perform poorly (Daft, 1979: 48). In another study, referring to the use of the GMAT, a test criteria designed to achieve the same weeding out results, the authors conclude that in today's accelerated global economy, managers need to have an innovative and entrepreneurial attitude but the MBA students admitted based on high GMAT scores are not eager to work hard and take risks- qualities that are essential for successful managers (Dean A Sheperd, Evan J Douglas, Jason R Fitzsimmons 2008). The study further questions whether our MBA programs are biased toward candidates that are less likely to benefit society than those excluded due to lower qualifying scores.

In an effort to expose future managers to empathy and sensitivity towards the world around them, B schools do mandate social activities that force students to deal with rural programs, teaching kids in rural schools and sometimes working with NGO's. Ways of incorporating design thinking practises in the management school to build sensitivity, empathy and creative skills in management schools have also been studied in a proposed (Serpes C., Menon G., Springer 2017). But how do we train students in the other qualities of good leaders? Areas like interpersonal, intrapersonal, observation, self-awareness, respect towards nature, ideation, visualisation, prototyping and abstractions are very critical for management education. These skills and understanding is also hard to teach and achieve in a rigid classroom environment. Skills that are not driven by grades but are based on self-learning and self-discovery as a reward in itself, somehow do not fit into our narrow academic framework. So, there is a critical need to provide B school students with alternate methods to learn leadership, empathy, sustainability, ideation, and compassion, intrapersonal and interpersonal skills and conceptualise methods of delivery and practice out of the formality of graded classroom environment. This led to examining the possibility of using the teaching suggestions of multiple intelligence and the concept of "individualisation" or "personalization" in better teaching and learning (Gardner, 1983).

Multiple intelligence theory

The theory of multiple intelligence was first developed in the 80s and had far reaching ramifications (Gardner, D. H, 1983). It was suggested that people have more than the generally accepted understanding of intelligence set by educational institutions- verbal, quantitative and analytical and individuals had their own unique ways in learning and demonstrating their aptitude and intellectual abilities.

Eight intelligences were identified at first, followed by the later addition of the ninth intelligence- existential intelligence (Gardner, D.H., 2006). The proposed multiple intelligence model challenges the standardized system of education both in terms of delivering the content and evaluation the students while moving away from the pre dominance of linguistic language based and logical quantitative modes. (Joneja , 2016)

Implications of the theory on educational pedagogy

The implications were that different people had different ways of learning and therefore were intelligent in different ways not generally accepted as "intelligent" by traditional academic benchmarks. So the question is whether we as educators guilty of teaching in ways that appeal to only a narrow margin of able learners.

Further down the line Gardner clarifies his theory with some rumination on his vision for education and learning. The theory was further elaborated with some thought provoking insights on personalisation of learning. It includes individualisation in terms of taking into account the particular abilities, interests, ways of learning, and motivations of the learner (Gardner, 2014). There is more than one way a person can be taught and learn and therefore recall content. Therefore can we as teachers find ways to reach and deliver content that connects with differentially able learners in ways that they can absorb and retail content in a more meaningful way?

The second aspect of learning explored was the principle of pluralisation: are the important ideas, concepts, skills, and theories presented in a number of different ways? (FrieSkoler, August 2014). He essentially elaborates about different ways of presenting the content to learners. Some might absorb better with visual aids, some by

a hands on or a practice based method. It is important to understand the subject well to be able to present it in more than a standard way in a learning environment. So how does this affect the way we deliver content to learners in today's world of online learning and MOOCs? It is inferred that "Pluralisation" has always been an option more so today with digitisation and democratisation of media. Even individualisation as a method is now easier than ever, as online channels allow for immense flexibility to personalise and pace learning like the old days when students would have personal tutors to deliver content to suit the learner. Teachers are encouraged to use different teaching methodologies, exercises and engagement activities to reach all students, not just those who excel at linguistic and logical intelligence. Many educators have also spoken about connecting content and subject matter with the student's experience. The onus is on the teacher to put in efforts and come up with varied delivery mechanisms to enable each student to learn keeping in mind the individual characteristic of each student's need "by providing link between the subject matter and the student's developing experience. (Dewey, 1974, p. 205)

Although the multiple intelligence theory is more focussed towards the delivery of key concepts and subject matter, it could also have critical ramifications in terms of content development through developing and learning the various intelligences for a more holistic education.

Content development for learning varied intelligences in a management context

Although it is widely understood that all intelligences are required for holistic development, especially in early pre primary education, the theory and principles of multiple intelligence have to be analyzed further in terms of its direct application in specialized higher education such as management education. How could we practice and learn key management skills using these principles? How do we adapt some of the nine intelligences? How could we convert them into fun ways of learning? Which of these nine intelligences could we develop? Which of these skills would deliver the shift in character for future managers? How do we provide a learning environment that was flexible and yet had some kind of checks and balances to ensure the learning was successful?

Out of all the nine intelligences proposed, some seemed to offer a better connect with the desired leadership skills required to be imparted to future managers. The possible learning from each of the intelligences was mapped onto the requirements of management education. Three intelligences which topped the list in terms of providing the maximum benefit in terms of developing management abilities were selected to be developed further.

Musical Intelligence: While it seems obvious that it involves the understanding of pitch, rhythm and tones, this intelligence had the potential to teach the importance of working together to achieve a common goal. This could be practiced by singing in a choir. The discipline of singing in a choir demanded a group to be split into Sopranos, Altos, Tenors and Bass. For a musical piece to be delivered successfully requires discipline, commitment, and self-effacement to deliver group excellence. It would also teach the importance of commitment and team spirit- qualities that helped build better corporate managers. In addition the playing of a musical instrument and even the practice of listening to music taught pattern recognition and learning by repetition- an essential skill in data analytics, problem solving and mastering a skill.

Interpersonal Intelligence: To deliver learning in this context, the obvious method was to provide opportunities to interact with each other under different circumstances. Theatre was a way to do this allowing multiple roles and diverse situations in an informal out of class setting. This was possible by encouraging play writing and performance competitions based on specific themes that best allowed diverse roles and complex plots. By exploring street theatre there was a further opportunity to learn empathy and social awareness. Theatre also taught participants public speaking, social conversation patter, reading off the body language of others and live script response. These qualities are essential for good leadership.

Naturalistic Intelligence: As managers and corporate leaders, sustainable ideas and practices have become key in corporate philosophy and public image. It embraces an awareness of nature and the issues of climate change and global warming. Some of the ways to bring these issues into focus by practice was to have participants learn about hydroponics and grafting by holding training workshops in these areas of knowledge. Learning models of these methods had to be created and demonstrated. Failures were celebrated and used as further learning opportunities. Photography competitions with themes that covered landscapes, animals, birds, and nature helped participants pay attention to these subjects very closely. Sketching and painting classes on subjects of flowers and vegetables were a fun way to get participants to “notice” diverse aspects of nature.

Delivery mechanisms for introducing selected intelligences in management education

While some of these learning modules could be introduced into electives in a classroom governed by grades and forced attendance in keeping with set pedagogical rules, the challenge was to take these opportunities out of the classroom and validate the learning in the absence of these rules that ensured presence and participation but not necessarily learning and recall.

All workshops were conducted without formalised class-room rules. The duration, time and dress codes were open to consensus by participants; Trainers were carefully chosen for their background knowledge, age appropriateness and teaching style; All training modules were “free of charge” to ensure maximum participation; Registration docs were floated and participation was open to mixed disciplines to ensure maximum diversity of specialisations, backgrounds and genders; Every workshop/training module was designed with a “proof of learning” on completion of the module; Every module was evaluated by the participants on set criteria to elicit a consensus on ways to improve the experience and learning; Clubs and volunteer groups were also formed in areas of music, Visual communication, theatre, dance, and fine arts.

In order to initiate these activities and put them into practice in an academic set up, formalised structural changes were proposed at the management school. First a Centre for Creativity and Innovation was created. The Centre’s mandate was to provide diverse opportunities to drive awareness and practice of key skills deemed necessary to leadership. It was decided that workshops and competitions that explore different ways to bring some of these intelligences to life would be offered. These activities are coordinated and conducted through the centre and have become an integral part of the education system.

Conclusion

Entrants into a B school program are strong in Verbal, Quantitative, Data Interpretation, Critical Reasoning and Analytical abilities. The management entrance tests ensure this. If they are to broaden their skills in areas that develop other critical leadership skills which is the critical key to managers of future corporate, they need ways to learn these skills and internalise them through practice. This was done by tapping into a few key intelligences seen relevant to qualities needed for B school skills at this time. Judging from the proof of learning evaluation set down, participants have shown a remarkable response to these activities and have displayed increased competence in the areas covered by the modules. Trainers were told to test participants before and after the engagement and provide feedback. Participants were also encouraged to provide feedback on standard forms that could be tabulated. Storytelling is the next module needed to be explored. Further formal studies may need to be conducted to conclusively prove the co-relation between the learning during these modules and the corporate leadership skills needed for successful managers.

References

- Daft, R. L. (1979). M.B.A admission criteria, communication skill and academic success: An unexpected finding. *Academy of Management Proceedings*, 48.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books
- Gardner, D.H. (2006), *Multiple Intelligences: New Horizons in Theory and Practice*, Basic Books
- Gardner, D. H. (2014, August 18). Welcome to the dream school. *Frie skoler*(Nr. 7).
- Joneja , R. (2016, September). Study of Multiple Intelligences Model of Howard Gardner. *aWEshkar*, XXI(2), 13-18.
- Serpes C., Menon G. (2017) A Conceptual Model for Introducing Design Thinking in Management Schools. In: Chakrabarti A., Chakrabarti D. (eds) *Research into Design for Communities*, Volume 2. ICoRD 2017. Smart Innovation, Systems and Technologies, vol 66. Springer, Singapore
- SHEPHERD, D. A., DOUGLAS, E. J., & FITZSIMMONS, J. R. (2008). MBA Admission Criteria and an Entrepreneurial Mind-Set: Evidence From "Western" Style MBAs in India and Thailand. *Academy of Management Learning & Education*, Vol. 7(No. 2), 158–172.

FEATURES OF INVESTMENT IN MUTUAL FUND: IN CASE OF RUSSIA

BurkhanovAktam

DSc, professor, Tashkent state university of economics, Uzbekistan

TursunovBobir

PhD student, Tashkent state university of economics, Uzbekistan

ISSN 2277-7733

Volume 7 Issue 4,

March 2019

Abstract

The article discusses the features of mutual funds, examining Russia's experience using an example. The emergence of investment funds in Russia was predetermined by the course of economic reforms taking place during the transition of the Russian economy to market relations. The need for the formation of various forms of ownership, the presence of which is characteristic of market conditions of management, was the prerequisite for the emergence of mechanisms to facilitate the implementation of this process. One of these mechanisms has become an investment fund. The peculiarity of this institute is the purposeful activity of servicing a small investor who invests his money in securities. Widespread in the world and high rates of development of investment funds largely explain the pattern of their emergence in Russia, where the issue of creating such an institution to attract savings to a wide range of small and medium-sized investors, able to ensure high standards of management of attracted assets, has become obvious and highly relevant.

Keywords: *investment funds, mutual fund, financial market*

The problem of attracting public funds to the investment sphere, which was particularly acute in the “post-scoping” period, necessitated a revision of the approach to the development of investment funds and the reorientation of their activities from the processes of privatization to the accumulation of citizens' savings to increase investment resources. In this vein, work began on the creation of fiduciary funds or mutual investment funds.

In 1996, the start was given to the development of mutual investment funds and within six years more than 57 mutual investment funds were registered in Russia. In this regard, the role of scientific works on the study of mutual investment funds as an institution for attracting domestic investment resources and ensuring effective management of these resources is growing.

From the standpoint of practice, the relevance of this study lies in the fact that the development of this financial institution enhances the inflow of domestic investment in the Russian economy and creates favorable conditions for economic growth. Tax revenues increase accordingly, which means that funding for social programs and budget organizations is improving, institutional investors and commercial banks are struggling for money from the population, investment conditions are improving, the demand for securities is increasing, and opportunities for the population are being reliably maintained and multiplied. saving. Thus, the economic and social importance of the creation and development of mutual investment funds is very high.

The degree of knowledge of the problem. Since the beginning of the reform of the Russian economy, a large number of scientific papers have been devoted to the problems of the investment process and the financial market. Many domestic and foreign scientists analyzed the activities of the financial market in relation to the Russian experience. Scientific papers made references to the conditions of the Russian economy in transition and the difficulties associated with this.

Modern Russian investment funds are a relatively new object of study, requiring the study of existing experience in the development and operation of investment funds in economically developed countries.

The definition of the role of investment funds in the financial market, the analysis of their activities and the investment strategies they use are presented in the works of such domestic and foreign economists as:

Pavlova E. V.(2015), Ya. Mirkin (1994), Mobius M. (1995), Pertsev A. P. (2000), Petrov V. (1996), Peter T. Waterman R. (1986), Rozov A. (1998), Savitsky K.L., Captain M.E. (2000), Sizov Yu. (1999), Tregub A. (2002), Chebotarev M. (1995), Sharpe W.F., Alexander G.J., Bailey J.V. (1997), Shoiko S. (1993), Rubtsov B.V. (1996) and YandiyevM.(1996) et al.

The scientific literature examines the activities of a number of forms of investment funds at various stages, however, the comprehensive concept of the development of these institutions in Russia, as well as their investment strategies used in the transition economy, are not sufficiently developed.

A unit investment fund (UIF) is a property complex, without a legal entity, based on the trust management of the fund's assets by a specialized management company with the aim of increasing the value of the fund's assets. Thus, a similar fund is formed from the money of investors (shareholders), each of which owns a certain number of shares.

The purpose of creating a mutual fund is to make a profit on the assets united in the fund and the distribution of the profits among investors (shareholders) in proportion to the number of shares. An investment unit (unit) is a registered security document certifying the right of its owner to a part of the fund's property, as well as redemption (repurchase) of the unit in accordance with the rules of the fund. Investment units, thus, certify the investor's share in the fund's assets and the investor's right to receive from the mutual fund the funds corresponding to this share, that is, to redeem the units at current value. Each investment share gives its owner the same amount of rights. Accounting for the rights of owners of investment shares (registry) is conducted by an independent organization that keeps a register of owners of shares.

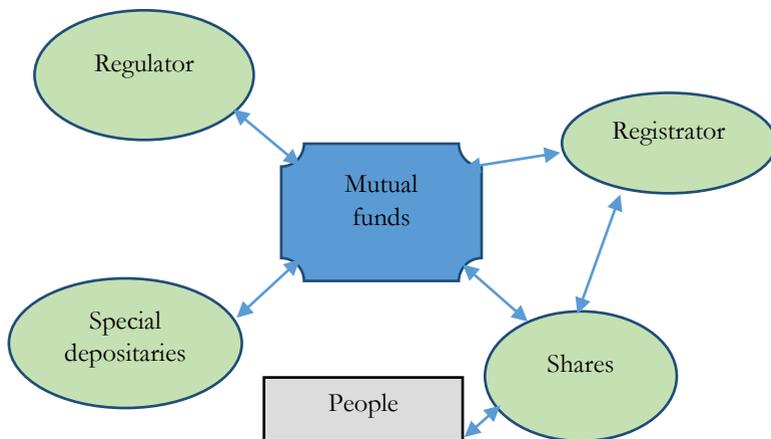


Fig.1. Mechanism of mutual funds

Features of investment in mutual funds in Russia

Russian citizens are increasingly looking for ways to save their money from inflation and increase their savings. This explains the relevance of the study of the attractiveness of investing in mutual funds. Traditional types of investment, such as bank deposits, continue to disappoint private investors. Investing in alternative, more risky instruments can result in both real high returns and large losses of money due to changes in the market value of assets. Often investors are attracted not so much by the reliability of such funds, as their profitability, which is higher than the deposit rates in the largest banks. Over the past year, the most significant bond funds showed a return of 20-32%.

Table 1 Rating of mutual funds by yield in Russia (for 2015-2016yy)

Name of authorized company	Name of authorized company	Type offund	Share as of 07/31/15	Share as of 07/29/16	Growth%
Aricapital - CleanMoney	Arikapital	Open, bonds	1211,9	1589,31	31,14
VTB - EurobondsFund	VTB Capital Asset Management	Open, bonds	9,6	12,49	30,1
Sberbank - Eurobonds	Sberbank Asset Management	Open, bonds	1818,6	2364,21	30
RSHB - CurrencyBonds	RSHB Asset Management	Open, bonds	1487,1	1885,92	26,82
EurobondFund	AtonManagement	Open, bonds	936,29	1186,29	26,7
Gazprombank - CurrencyBonds	Gazprom bank - Asset Management	Open, bonds	2554,3	3209,83	25,66
TKB Investment Partners - Currency Bond Fund	TKB Investment Partners	Open, bonds	22637	28240,31	24,76
AlphaCapitalEurobonds	Alpha Capital	Open, bonds	3312,8	4090,63	23,48
Spare. Currencyinvestments	Capital system	Open, bonds	106,44	129,28	21,46
Opening - Eurobonds	OPENING	Open, bonds	1452,3	1759,66	21,17

Under the conditions of economic instability in Russia, as well as fearing the steady growth of stock indices, investors prefer only conservative instruments, carefully choosing strategies.

Open-ended mutual funds (mutual funds) show the flow of funds from private investors. Positive dynamics in the collective investment market was formed at the end of the summer of 2015. In August-October last year, the average monthly inflow of funds to the funds was about 600 million rubles. In July 2016 alone, mutual funds raised about 1 billion rubles. Over the past year, the funds received more than 12 billion rubles.

Exploring the dynamics of the volume of the mutual fund market in the Russian Federation, it can be noted that the market of investment funds is rapidly developing and attracting more and more investors. The massive reduction in interest rates due to the increase in reserve requirements for ruble and foreign currency deposits from August 1 and an increase in the rates of contributions to the Deposit Insurance Fund will further attract the attention of potential investors to alternative investment instruments.

A mutual investment fund is a form of collective investment in which citizens's combined funds are combined for further placement by professional managers in securities or other assets that have a high yield for profit. Employees of the management company make deals with the property of shareholders, play with

investors' money on the stock exchange, decide when and what to buy and sell on them. There is always a risk to remain at a loss, but the shareholder independently chooses the appropriate risk-return ratio, guided by the basic rule: the higher the potential income, the higher the risks.

An investment unit is a registered security, which certifies the owner's right to a share of the property constituting a mutual fund. An investment share does not have a nominal value, and the number of investment shares owned by one owner may be expressed as a fractional number, depending on the amount invested by the shareholder in the mutual fund.

The name of the mutual investment fund necessarily contains information on the composition and structure of its assets. The list of investment objects and requirements for the structure of assets are contained in the investment declaration of the fund. The actual composition is disclosed quarterly in the report on the investment of the fund.

When buying and selling shares, a commission is charged in the form of allowances and discounts, respectively. The purchase price of the share will be increased by the amount of the premium (up to 1.5% of the value of the share). The sale price of a share will be reduced by the amount of the discount (up to 3% of the value of the share). These tools are used to cover the costs of organizing the sales process and repurchases. Shareholders indirectly bear other expenses - remuneration of the management company, specialized depository, registrar, auditor. These costs are deducted daily from the value of the fund's assets. In the final specified value of the unit and the yield of the fund, these costs are already taken into account. To encourage large and long-term investors, many management companies do not take extra charges with a large amount of investments and discounts if the tenure of a share is more than a year.

There are three types of mutual funds: open - the ability to buy or sell a share on any working day; interval - only in certain terms. Dates of real estate, without worrying about their liquidity and without fear of a sudden outflow of funds of shareholders. opening and closing of the interval are fixed, prescribed in the rules of trust management of the fund; closed mutual funds are created for any project for a period of 1–15 years; shares can be sold only after its completion. Shareholders receive money after the termination of the fund. This allows you to buy significant blocks of shares or

Depending on the objects of investment, the following types of mutual funds are distinguished: money market fund, bonds, shares, mixed investments, fund of funds, real estate fund, index fund. Each mutual fund combines both criteria: the type and type. There are open, closed and interval mutual funds of bonds, and at the same time open mutual funds can be mutual funds, bonds of mixed investments, money market.

Open and interval mutual funds of stocks, bonds and mixed investments have long been working on the Russian stock market and are most popular and in demand among private investors. The main advantage of open mutual funds is the high liquidity of their shares, therefore, the investor has more opportunities to react to the slightest market fluctuations. Interval funds are more profitable than open ones. It is easier for them to plan investments, since shareholders cannot at any time withdraw their funds from the fund, and the managers can invest them for a longer period.

Investing in low liquid instruments can bring profits far above average.

Restrictions on the shareholder's freedom, in favor of increasing the managerial maneuver, can provide better results. Managing companies of closed mutual funds have even more opportunities to make money work efficiently. Investing in real estate, in nano technology, research can bring investors the maximum income, but at the same time, are the most risky.

The shareholder's income consists of the increase in the value of its shares, which over time can both increase and decrease, as the market value of the securities in the assets of the fund changes. Investment results in the past do not determine future returns. Neither the state nor the management company guarantees the profitability of investments in mutual investment funds. MC can not make promises and assumptions about the future efficiency and profitability of its investment activities. On the invested capital, income in the form of interest or dividends is not paid to the owners of the units. Investors make a profit only when they sell their shares back to the management company, unless of course the value of the shares has increased and exceeded all shareholder expenses.

A mutual fund is not a legal entity, and its property is managed by a management company, whose activities are strictly regulated and controlled. In order to avoid abuse of investors' funds, storage and management of them is divided. The shareholders' money is kept in a specialized depository, which saves and controls the legality of operations with them. The specialized depository keeps track of where the management company sends the funds to the shareholders in order to comply with the requirements for the composition and structure of the assets of the mutual investment fund. The management company is audited annually.

This separation mechanism is called the principle of separation of property that constitutes a mutual investment fund from the property of the management company itself. By virtue of this organization of work, shareholders' money cannot be spent to the detriment of depositors. The value of the fund's assets may decrease due to the fall in the market price of the securities that make up the fund's assets, but even in the event of a bankruptcy of the management company, investors will not suffer, as the mutual fund will be transferred to the management of another company.

One of the most important indicators characterizing the activities of investment funds is the value of its net assets (NAV) - the difference between the assets and liabilities of the fund. The value of a share is determined on the basis of the current NAV, by dividing it by the number of issued shares. The net asset value of the fund also varies due to the purchase or sale of the shares by the shareholders, but this does not change the price of the shares, as their number changes. The estimated value of a share in an open-end fund is determined and published daily by the management company.

Choosing a management company, it is not enough for an investor to evaluate its activity, relying solely on the NAV indicator, which speaks only about the amount of funds raised. It is important to consider also indicators of profitability. The defining investment characteristics of the portfolio is the expected return and risk, each investor chooses their acceptable ratio for themselves. With a lack of experience, you can use the calculated indicators and the reliability rating of the fund management company from the National Rating Agency. This rating allows potential investors to protect their funds from investments in funds with low quality management. When

making a rating, the following is evaluated: the size and dynamics of assets in trust, the size and adequacy of capital, liquidity and diversification of investments, the completeness and accuracy of the information provided.

The following advantages of investing in mutual investment funds can be highlighted: Funds are strictly regulated by law; The situation on the securities market is assessed by experienced, professional employees of the MC; To purchase a share it is enough to have a small amount of 5 thousand rubles; The ability to sell a share of an open-end fund at any time when prices seem most attractive to the investor himself; Minimization of risks in the formation of the investment portfolio. The management company is able to buy a variety of different securities, optimizing the portfolio so that the decline in the value of some is compensated by the rising cost of the other.

The disadvantages include the absence of a guarantee of income and costs for the services of the management company. When choosing a unit investment funds is to analyze the value of the company's net assets, the volume of funds raised, as well as the history of the company and the duration of its existence in the market.

Investing in securities is a difficult, time-consuming job requiring skills and in-depth market knowledge. This experience has been gained over the years. Independent management of funds takes enough time, and if an investor is not experienced, the effectiveness of his investments can be extremely low, while the risks of losing his money on the contrary will greatly increase.

In Russia, there are more than 350 funds that show completely different results of their activities. The management company Sberbank Asset Management in the Rating of Management Companies from the National Rating Agency has an AAA rating, which corresponds to maximum reliability. In the Rating Management Companies from RAEX ("Expert RA"), A ++ was assigned to it, which characterizes an exceptionally high one — the highest level of reliability and quality.

To invest in mutual funds of Sberbank managed by Sberbank Asset Management CJSC, it is necessary to have an initial capital of 15 thousand rubles. - This is the minimum unit size. Sberbank Asset Management offers customers a wide range of investment products.

Under the management of this company 20 open-ended mutual funds. Among them, the SberbankIlyaMuromets Bond Fund is the most highly profitable Russian OPA INVESTMENT FUNDS of ruble bonds in 2015. In the Rating of management companies in terms of the net asset value of Sberbank Management Company, Assets Management ranks first at 24.37% of the market share of open-ended mutual investment funds. The table shows the rating of unify investment funds by value of net assets.

It can be concluded that the TOP-10 mutual investment funds presented in the table are the most popular, since the sum of their net assets makes up almost 40% of the assets of all Russian mutual funds. 7 out of 10 funds - bond funds. This also characterizes these mutual investment funds as the least risky and suggests that it is first of all important for the investor to save money, and only then get the maximum profitability. Among the leaders there are 3 funds at once: Sberbank Asset Management Sberbank - IlyaMuromets Bond Fund, Sberbank - Biotechnologies, Sberbank - Eurobonds. The funds managed by Sberbank Asset Management took the leading positions in the ratings of the Investfunds portal also in terms of profitability and in terms of the funds raised during the year starting from the 3rd quarter of 2015.

In the top-10 OPAI investment funds by yield among all open-ended investment funds with a net asset value (NAV) of more than 10 million rubles. over the past year, none of the open-end funds of the management company Sberbank Asset Management have been reported. On the 13th position in the rating is the fund of shares of Sberbank - Electric Power Industry (the increase in share value was 43.74%). In general, over the period, open-ended funds of Sberbank Management Company Asset Management showed an increase in share value. The Sberbank-Gold fund ranks quite high in the rankings - 36th place - an increase of 32.58% of the value of a share; Sberbank's bond fund - Eurobonds - 45th position - an increase of 30%.

Among the outsiders are the funds that showed a negative increase. The Sberbank - Telecommunications and Technologies, Sberbank - Europe, Sberbank - Biotechnologies Equity Fund increased by -1.59, -5.55, -16.99, respectively.

In mutual investment funds Sberbank-Biotechnology ranked fourth in the rating in terms of the funds raised from shareholders among all open-end investment funds with a net asset value (NAV) of more than 10 million rubles. The net inflow of funds into this OPAI investment funds amounted to 1.89 billion rubles.

In fifth place is the Sberbank - Consumer Sector share fund; the inflow is 1.14 billion rubles. Another eight bond fund managed by Sberbank Asset Management OPA investment funds Sberbank Eurobonds closes the top eight leaders. Net inflows for the period under review amounted to 659.27 million rubles.

To potential investors, the management company offers up-to-date market investment ideas. The IlyaMuromets bond fund has a yield higher than the inflation rate and the rates on ruble deposits of the largest banks. The diversified portfolio includes government, corporate and subfederal bonds. A further decline in ruble rates is expected, which will lead to an increase in the market value of the bonds. Regarding the Sberbank - Eurobonds bond fund, the yield of this portfolio exceeds the level of dollar inflation and rates on foreign currency bank deposits. It includes government and corporate Eurobonds. The strategy of the mixed investment fund Sberbank - Balanced Fund is most preferable for investors seeking to get a higher return than on deposits, but not prepared for the risks inherent in investing in stocks. Depending on the situation on the market, the fund's funds are dynamically distributed between stocks and bonds.

After analyzing the mutual investment funds market in Russia, we can conclude that it is developing rapidly and attracting more and more investor attention. mutual investment funds are not just an attractive way to preserve and increase savings, they perform an important financial intermediary function. By accumulating small deposits, using the mechanism of the financial market, they help efficiently distribute capital and direct it to the development of advanced sectors of the country's economy, providing it with the necessary financial resources.

Bank customers often ask themselves: "Is it better to give preference to more familiar ways of saving and increasing money, such as deposits, or to invest in more profitable, but at the same time, more risky tools?"

The owners of investment units bear the risk of losses associated with changes in the market value of the property constituting the mutual fund. If the market value of securities in the fund's assets grows, then the value of a share increases, and vice versa. Where there is a risk, there is a profit - this is one of the main investment axioms.

Equity funds are potentially highly profitable, but they are characterized by a high risk of loss of savings, bond funds are more reliable. If you want to save savings and earn more than banks offer for deposits, it is better to choose a bond fund.

Conclusion

In summary, we can conclude that industry funds are more risky than ordinary equity funds, as there is no diversification by industry. Most of them are cyclical and investing in industry funds, it is important to know which industry is on the rise and can bring the greatest profit in the coming years.

The answer to the question about the preference of deposits or investments in mutual investment funds for each of their own. It is necessary to constantly compare, analyze the market, look for the most appropriate ratio of risk and return. Take only the risks to which you are ready to make decisions, carefully weighing all the pros and cons, not to give in to panic and emotions. As a result, it will be possible not only to save savings from inflation, but also to significantly increase capital.

References

- Dynamics of share value - Sberbank [Electronic resource] - Access mode: <http://www.sberbank-am.ru/individuals/fund/daily/> (access date: 12.14.2018)
- NLU - The most complete and accurate information about mutual funds [Electronic resource] - Access mode: <http://www.nlu.ru/> (contact date: 12/15/2018)
- Pavlova E. V. Mutual investment funds: analysis of profitability and advantages of activity // Vestnik NIEI. - 2015. - №3 (46). - p. 74–81.
- Ya. Mirkin. "What is what on the securities market?" // Economy and Life, No. 50, 1994;
- Mobius M. "Guide for an investor in emerging markets" // M.: AOZT "Hryvna +", 1995;
- Pertsev A. P. "Investing through mutual funds: legal norms and taxation peculiarities" // Securities Market, N 17, 2000;
- Petrov V. "Control over the work of a mutual fund: analysis of foreign experience" // Securities Market, № 21, 1996;
- Peter T. Waterman R. "In Search of Effective Governance: Per. from English." - M. Progress, 1986;
- Rozov A. "Classification of corporate securities when forming a portfolio" // Securities Market. M., 1998., № 13, № 14;
- Savitsky K.L., Captain M.E. "Mutual Funds: Marketing and Attracting Customers" // Securities Market, N 17, 2000;
- Sizov Yu. "A full-fledged stock market cannot be created without active conscious participation of the population" // Securities Market. M, 1999, No. 10;
- Tregub A. "Mutual investment funds: tool quality and investor risks" // Financier (Moscow). 01.24.2002;
- Chebotarev M. "Mutual funds - a new tool for collective investment" // Financial business, M., 1995, № 23; 129. "Check funds: for whom is the future?" // Economic newspaper, № 31, 1993;
- Sharpe W.F., Alexander G.J., Bailey J.V. "Investments" // Infra-M, 1997;
- Shoiko S. "Investment Funds: Problems of Development" // RCB № 1, 1994; 135. "Investment Funds" // Economic newspaper, № 11, 1993;
- Rubtsov B.V. "Foreign stock markets", // M. 1996;
- Yandiyev M. "Mutual Funds: Life Under Laws" // Securities Market, No. 18, 1996.