Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: H

Interdisciplinary



Articulations of Memory-Making

A Parallel Reading of Invisible Man

Highlights

The Rise of the Disabled Superman

Trends in Private Higher Education

Discovering Thoughts, Inventing Future

VOLUME 18 ISSUE 7 VERSION 1.0

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Volume 18 Issue 43 was originally issued as H7

Global Journal of Human-Social Science: H
Interdisciplinary

Volume 18 Issue 43
Originally issued as H7

Global Journal of Human-Social Science: H

Interdisciplinary

Volume 18 Issue 7 (Ver. 1.0)

Open Association of Research Society

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Offset Typesetting

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Global Journal of human-social science: H Interdisciplinary
Volume 18 Issue 7 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Life-Changing Decisions: Exploring Proximal and Distal Motivations behind why American Parents Adopt Domestically or Internationally

By Yu Zhang, M.S., Victor W. Harris, David Diehl, Shani M. King, Alison Schmeer M.S & Kyra Speegle
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Abstract- The purpose of this qualitative study was to explore American parents' proximal and distal motivations for choosing domestic and international adoption from the distinctive viewpoint of adoptive parents own words and perspectives using the lenses of culture and social exchange theory. The findings from this study revealed three primary factors that were found to influence adoptive parents' motivations to choose domestic or international adoption: (1) unique cultural influences on domestic and international adoptive parents' adoption motivations; (2) shared similarities and discrepant differences between adoptive parents' motivations who adopted domestically or internationally; and, (3) perceived intrinsic and extrinsic costs and rewards that influenced parents' adoption motivations. A conceptual decision-making model is introduced to illustrate the complicated calculus behind American parents' motivations to choose either domestic or international adoption. Suggestions for adoption regulation, adoption process, and recruitment efforts for both domestic and international adoptions are discussed.

Keywords: parents, adoption motivations, domestic adoption, international adoption.

GJHSS-H Classification: FOR Code: 160899



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Life-Changing Decisions: Exploring Proximal and Distal Motivations behind why American Parents Adopt Domestically or Internationally

Yu Zhang, M.S.[α], Victor W. Harris[σ], David Diehl[ρ], Shani M. King[ω], Alison Schmeer M.S[¥] & Kyra Speegle[§]

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Keywords: parents, adoption motivations, domestic adoption, international adoption.

I. Introduction

Adoption, both domestic and international, has proven to be a meaningful pathway to parenthood for many families. Currently, domestic adoption is the most prevalent type of adoption in the United States. The number of children adopted domestically increased from 108,463 in 1996 to 133,737 in 2007, but declined to approximately 114,086 in 2012 (Placek, 2007; Placek, 2011; Child Welfare Information Gateway, 2016). International adoption has also become an option for both parentless children from the "sending countries" and childless or otherwise motivated American adults who want to adopt (Herman, 2012.) International adoption peaked with 22, 989 adoptions in 2004 and declined dramatically to about 5,370 adoptions in 2016 (Intercountry Adoption Bureau of Consular Affairs, [IABCA], 2017). The factors that determine which pathway to adoption (domestic or international) individuals and couples choose are complex, and the choice to adopt is a significant decision for any family to make. The purpose of this exploratory study was to analyze American parents' motivations to adopt domestically or internationally through the lens of culture and social exchange theory.

a) Social Exchange Theory

Social exchange theory offers a promising lens for understanding the primary motivations of adoptive parents who choose to adopt domestically or internationally (Hollingsworth & Ruffm, 2002). According to social exchange theory, people will begin or maintain a relationship when they believe that the rewards they gain from the relationship are greater than the costs (Ries, 1994). Specifically, parents who adopt domestically or internationally commit their time, money, love, and other resources in exchange for the perceived rewards associated with adopting a child. These perceived rewards can include choosing children with the characteristics the parents prefer, raising them according to the parents' value and belief systems, and receiving social and emotional benefits following adoption, such as increased status and love (Hollingsworth& Ruffin, 2002).

b) Cultural Lens Perspective

For purposes of the current study, using a cultural lens perspective can also provide insight into the motivations of adoptive parents. Many factors influence an individual's cultural lens, such as racial or ethnic background, heritage, language, family background, religious beliefs, income level, personal experiences, values, community, national, and global norms, among others. A person's cultural lens acts as a filter to uniquely shape their view of what reality looks like to them (Sue, Sue, & Micro training Associates, 2003; Defrain & Asay, 2007; University of Washington Medical Center, 2008), and, in turn, uniquely shapes how they think, feel, and make decisions(Sue & Sue, & Microtraining Associates, 2003).

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Specific to the current study, the authors propose that adoptive parents' adoption decisions are uniquely shaped by their cultural filters, which are uniquely influenced by their identification with specific values, norms, practices, realities, experiences, languages, and heritages. In turn, adoptive parents' adoption behaviors and personal decisions may reciprocally influence their individual cultural filters. Further examination and focus on adoptive parents' cultural filters can provide insight into the development of their adoption motivations and subsequent adoption behaviors (Sue, Sue, & Micro-training Associates, 2003; Bandler & Grinder, 1975).

c) Motivations of Adoptive Parents

Relatively little research has focused on explaining why more American parents are motivated to choose to adopt internationally rather than domestically (Malm & Welti, 2010; Zhang & Lee, 2010). Barriers to such research include the difficulty of studying motivations for adoption behaviors (Kirton, 2000) and the lack of nationally representative data on adoptive parents (Malm & Welti, 2010). Some potential factors impacting parents' adoption motivations include institutional structures in domestic adoption and international adoptions (e.g., waiting times, costs, potential interference from birth parents) and use of different types of adoption agencies (Hollingsworth & Ruffin, 2002; Hellerstedt et al., 2008). Characteristics of adopted children, including physical and psychological characteristics, health issues, health insurance costs, age, gender, race, and culture represent additional factors that can impact adoptive parents' motivations to adopt domestically or internationally (Riley, 1997; Hollingsworth & Ruffin, 2002; Lee, 2003; Ishizawa et al., 2006; Zhang & Lee, 2010; Kreider, 2011; Placek, 2011). Regardless of the type of adoption parents choose, adoption represents a significant family decision for the birth parent, adoptive parent, child being adopted, and other siblings already within the family system. Thus, to reiterate, the purpose of this exploratory study was to better understand the motivations underlying parents' pivotal decisions to adopt.

II. Research Methods and Data Analysis

The authors used a cross-sectional design and semi-structured interviews to explore three research questions: (1) How does culture influence American parents' motivations to adopt domestically or internationally? (2) What are the similarities and differences between parents' motivations who choose to adopt domestically or internationally? (3) How do perceived intrinsic and extrinsic costs and rewards influence American parents' motivations to adopt domestically or internationally?

The sample included a purposive sample of parents who had finalized at least one domestic adoption or international adoption. Purposive sampling was used to recruit two separate populations of American parents who had adopted children either domestically or internationally. The demographic descriptions of the adoptive parents and their adopted children are described in Table 1 and Table 2 respectively. The major demographic characteristics of the domestic adoptive parents and the international adoptive parents in this sample were similar. All participants in this study were White. The majority of adoptive parents were aged 30-59, married, middle-income (i.e., $40,000 - $119,999), and had received some level of higher education (i.e., either some college, associate degree, bachelor's degree, or graduate degree).

A one-hour semi-structured interview with 16 open-ended questions (Appendix) and a brief demographic survey were used to collect data. The interview questions were piloted and cognitively tested for accuracy in consultation with several experts in the field of adoption research. The order and wording of the interview questions were revised based on the researchers' and adoptive parents' suggestions in order to make the interview process flow more smoothly. All interviews were recorded, transcribed, coded, and analyzed by using conventional content analysis (Bernard & Ryan, 2009; Elo & Kyngäs, 2008).

The interviews were coded by two separate researchers, divided into separate themes using the specific organization determined by the three research questions, and then counted each time the theme was identified in an interview. A third coder reviewed the themes identified by the initial two coders and offered suggestions for tightening the specific themes identified. Because of the specific nature of the research questions asked, few discrepancies were found between the identified themes. All themes were discussed and agreed upon before finalizing the content counts. Upon completion of the theme identification, a model (Figure 2) was developed to conceptualize the process parents themselves described of how they reason through choosing domestic or international adoption. This conceptual model represents a unique contribution of this study to the adoption body of knowledge.

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Table 1: Demographic Description of Adoptive Parents

Demographic Variables	Domestic Adoptive Parents (13 families, 15 participants)		International Adoptive Parents (14 families, 16 participants*)	
	N	%	N	%
Gender				
Female	13	87	13	81
Male	2	13	3	19
Age*				
20-29	0	0	1	7
30-39	6	40	7	46
40-49	1	7	2	13
50-59	6	40	4	27
60-69	2	13	1	7
Marital Status				
Married	14	93	14	88
Single	1	7	1	6
Remarried	0	0	1	6
Income level*				
< $40,000	1	7	1	7
$40,000-59,999	5	33	5	36
$60,000-$79,999	2	13	3	22
$80,000-$99,999	1	7	1	7
$100,000-$119,999	4	26	2	14
Above $120,000	2	14	2	14
Education Level				
Some high school/ High school graduate/ GED	2	0	1	6
Technical school/ Some college or associate's degree	5	33	5	33
Bachelor's degree	4	27	4	25
Graduate degree	4	27	6	38
Religious affiliation*				
Evangelical Protestant Churches	7	46	8	53
Mainline Protestant Churches	1	7	3	2
Mormon	2	13	0	0
Presbyterian	1	7	0	0
Apostolic Christian	1	7	0	0
Christian			1	6
Unaffiliated	3	20	3	2
Number of biological children in each family				
0	5	38	8	57
1	2	15	0	0
2	4	31	2	14
3 or more	2	16	4	29
Number of adopted children in each family				
1	3	23	7	44
2	4	31	5	31
3	3	23	4	25
4 or more	3	23	0	0

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Table 2: Demographic Description of Adopted Children

Demographic Variables	Children Adopted Domestically (Total number. 34)		Children Adopted Internationally (Total number. 22)	
	N	%	N	%
Age				
<1	7	21	9	41
1	4	12	5	23
2-5	13	38	5	23
6-10	7	20	3	13
11-17	3	9	0	0
Gender				
Female	17	50	11	50
Male	17	50	11	50
Race/Ethnicity				
White	22	65	0	0
Hispanic or Latino	2	6	3	14
Black or African American	7	20	7	32
Asian	0	0	12	54
Biracial	3	9	0	0
Heath Status				
Healthy	26	77	13	59
Birth mother with health issues	7	20	0	0
With health issues	1	3	9	41
Original State				
Arizona	2	6		
Florida	13	38		
Georgia	2	6		
Illinois	3	9		
Missouri	1	3		
New York	7	20		
North Carolina	3	9		
Virginia	3	9		
Original Country				
China			8	35
Dominic Republic			1	5
Guatemala			1	5
India			1	5
Korea			1	5
Russia			1	5
Taiwan			2	9
Uganda			6	26
Zambia			1	5

III. Results

a) Cultural Influences on Parents' Motivations to Adopt

The underlying findings of this study are consistent with previous literature (Sue, Sue, & Micro training Associates, 2003; Defrain & Asay, 2007; Riley & Van Vleet, 2011), which indicate that distal global, national, community, and family cultural norms, expectations, perceptions, and experiences all converge at the proximal individual cultural filter level to shape adoption behaviors and decisions. Some adoptive parents reported that having previous personal experience as an adopted child influenced their adoption motivations. For example, one adoptive father, who adopted six children from the foster care system, described that his prior adoption experience provided him with both an understanding and a motivation to bond with his adopted children.

> Because I was adopted, it gave me the understanding of the importance to adopt a child. I would not necessarily say that it was *just* a motivation to adopt, but it helped me understand the importance of adoption. Probably the easiest way to explain is. 'I was adopted, so I have the bond [with my adopted children] already. They realized that my parents, their grandparents, were not my birth parents. I have the same situation with them. My parents, their grandparents have both biological

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children and adopted children, and they [were] raised the same way. I also have both biological children and adopted children, and I raised them in the same way.

The parents' community culture also influenced people's attitudes to adopt and affected adoptive parents' motivation to adopt a child with specific characteristics or from a specific country. For example, one adoptive mother explained:

> At that time, we [were] not set [on] the country [Uganda]. However, we wanted this adoption because of the community and people living here. In our church, all adoptions are processed through this agency from Uganda. We really wanted our children to have a community of people who worked like us, or who adopted children from the same place that she was [adopted]. It was really the deciding factor that [influenced] from what country we chose [to adopt a child].

National culture can influence parents' motivations to adopt in different ways, such as through public attitudes and norms, national adoption policies and laws, and adoption agencies' decisions regarding whom they will and will not permit to adopt. One adoptive mother shared some insightful thoughts from a national cultural perspective about American adoption agencies in the 1990s, and how these adoption agencies influenced their decision to adopt internationally rather than domestically. She and her husband were living in Kenya at the time and were planning to adopt a child. Initially, they wanted to adopt an American child. However, the American adoption agencies that they contacted would not allow them to bring an American child to Africa. As a result, they abandoned their desire to pursue domestic adoption and adopted an international child from Kenya.

Global culture associated with adoption is mainly guided by international adoption policies and laws. For example, the Hague Adoption Convention instituted the regulation to protect the rights of adoptive parents and children and subsequently increased the costs and waiting times of international adoptions in an attempt to provide greater oversight. These increased adoption costs and waiting times provided the motivation for some adoptive parents to not adopt internationally. However, for one international adoptive mother, the most important motivation to adopt internationally rather than domestically was the waiting time, a factor also affected by law and policy. She summarized her experience:

> We were told the waiting [time] for a domestic adoption could be anywhere from one to seven years. . . . The waiting time to adopt from China was very short, so that was very appealing to us. . . . Our waiting time was exactly six months, but now you cannot adopt a child within such a short waiting time.

b) Similarities Between Parents' Motivations to Adopt Domestically or Internationally

Domestic adoptive parents and international adoptive parents indicated several similar motivations behind their decisions to adopt a child (Figure 1). The results of this study indicated that saving a child from an unpleasant environment, being unable to have a biological child, cultural factors, religious beliefs, a general desire to do something noble, and having the ability to provide for a child were the common major motivations shared between domestic and international adoptive parents. Among these similarities, more international adoptive parents than domestic adoptive parents reported religious belief factors and wanting to save a child from an unpleasant environment as one of their adoption motivations, while more domestic adoptive parents than international adoptive parents reported that having the ability to provide for a child was one of their main motivations to adopt a child.

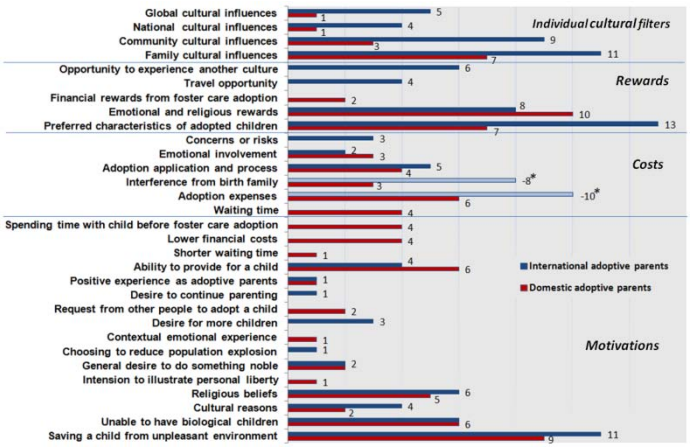

Figure 1: Frequency of Codes

** "-8" means that eight international adoptive parents families mentioned that a part of their motivation to choose international adoption over domestic adoption was because of the fact that there would be no interference from the birth parents. "-10" means*

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that although ten interviewed international adoptive families thought that the higher adoption costs were a disadvantage of international adoption; they insisted that international adoption was the better choice for them.

Saving a child from an unpleasant environment: Both domestic and international adoptive parents considered saving a child from an unpleasant environment as the most frequently mentioned adoption motivation. Among all participants, nine domestic adoptive parents and eleven international adoptive parents emphasized that their motivation to adopt was influenced by this factor. Adoptive parents often described these unpleasant environments in terms of family drug issues, foster care situations, and oppressive social policies in the original country. For example, one mother articulated that saving a child from a poor quality of life was her primary motivation:

> I wanted to save a child from a terrible life. I did not realize that there were children here [in the United States who] would not be adopted. . . To me, it felt like that I could actually save a child here [domestically] from something terrible.

International adoptive parents in this study generally believed that, when compared with children adopted domestically, children in international adoption had worse environments and more limited access to resources. This was one of the primary reasons why these parents chose international adoption.

Inability to have biological children: Based on the previous literature, infertility, singlehood (i.e., a state of being unmarried), a same sex relationship, and a partner or individual being too old to have children were the main reasons articulated for why parents were unable to have their own biological child. Six domestic adoptive parents and six international adoptive parents in this study reported that infertility was a major adoption motivation. For example, one mother and her husband chose to adopt a child domestically because they did not want to spend money on costly infertility treatment. In addition, an international adoptive mothertalked about how advancing age influenced her adoption motivations:

> This is the second marriage for both of us. We both were already older, and we had no children from our previous marriages. He [my husband] always wanted children. We talked about it for a long time. We were thinking. "If we did not have somebody to sort of share our life with, what is the point?" Finally, we decided that we wanted to have [an adopted child] to complete our family. We just wanted to have [a child] to share with us, and we wanted to watch [a child] grow up.

General desire to do something noble: A general desire to do something noble as defined in this study is the desire to do something that most other people would not do. Two domestic adoptive parents and two international adoptive parents shared this motivation. For example, one husband found that the adoption research he had studied facilitated his desire to do something noble, in this case to correct a perceived imbalance.

> You realized that an [adoption] market exists, and there was a big imbalance in the market. It was bad. I also felt like that if I was starting to adopt these lowest demanded children, it brought them up [from the bottom of the market]. It was going to equalize things, so I did see it as a good thing. . . . I did feel that a part of us did feel good about working in the direction that [is] correcting the imbalance.

Religious beliefs: Adoptive parents primarily described their religious beliefs in terms of religious or spiritual guidance from God. Four domestic adoptive parents mentioned intrinsic religious beliefs in their interviews. One father explained the impact of his intrinsic religious beliefs on his adoption motivation as follows:

> I guess for us, our life is in our faith. I think that for us it is our faith decision. We felt that we did not choose him. He was chosen for us. It [religious belief] played a part in our decision making process. . . . It was just like "a given" to us to adopt.

Even though there was no direct evidence from this study to support extrinsic religious beliefs as a motivation to adopt, previous research has indicated that extrinsic religious beliefs can also affect individuals' motivations (Maurer School of Law, 1953; Jones, 2002; Westerlund, 2012). We suspect this is also the case with parents' decisions to adopt a child. Extrinsic religiosity was subsumed within the concept of culture in this study.

Ability to provide for a child: This motivation emerged from the interviews with both domestic and international adoptive parents. Six domestic adoptive parents and four international adoptive parents stated that their motivation to adopt was due to their ability to provide for a child. For example, one mother was living in Zambia for many years before she adopted a child from there. She insightfully explained,

> We saw the opportunity to give an even better life to a child that would most likely not have the same opportunities that even a child without a family growing up in the American world [would have]. . . . I am sure that living in this culture here in Zambia and seeing the "culture" of poverty and orphans did drive us to the desire to help in that way to provide a home for a child.

Previous positive experience as adoptive parents: One domestic adoptive parent and one international adoptive parent each declared that their previous positive experience as adoptive parents directly drove them to adopt another child. When asked how the previous

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adoption experience influenced their most recent adoption, this father explained,

> Our first adopted child is the most amazing baby. She is still a super child who is really easy going all along. She has been automatically helpful and interesting to be a good kid, but our [biological] sons are not like her. She is such an incredibly good baby, so it made us feel that we can do this [adoption] again.

Laws and policies: Adoptive parents in this study were generally aware that policies and laws in domestic and international adoptions influenced the adoption process, waiting times, adoption expenses, and the availability to adopt children. For international adoptions, the Hague Adoption Convention and the European Union adoption regulations slowed down the number of children available to be adopted by American parents through increasing the waiting time and costs of adoptions from the participating countries. Additionally, adoptive parents were aware that they could choose other options, such as domestic adoption or adopting from non-contact countries, to avoid the long waiting time and increased financial costs created by adoption laws and policies. This awareness of specific adoption policies by this study's adoptive parents suggests that national, global, and even community culture wield a strong influence on adoption motivations and decisions when processed through an individual's cultural filter.

c) *Differences between Parents' Motivations to Adopt Domestically or Internationally*

Waiting time: As discussed previously with regard to national cultural influences, four domestic adoptive parents indicated that a shorter waiting time was an advantage that motivated them to choose domestic rather than international adoption. At the time of these parents' adoption pursuits, the path to domestic adoption had the shorter waiting time. This adoptive couple carefully explained why this was an important consideration:

> We were looking at both [domestic adoption and international adoption] at the same time. The two biggest influences in my opinion were the cost and the time. The cost I think we could deal with, but it seemed that in every country we looked [at] you would never get a newborn [baby in a short waiting time]. The baby was at least one-month old until you got the baby. My wife was particularly worried about that.

Financial costs: Four domestic adoption families indicated that the motivation to adopt domestically was due to lower financial costs when compared to international adoption. One mother, an adoptive parent of four children from foster care, stated, "We thought about [international adoption] very briefly, but we just simply couldn't afford it. We knew that there were so many [waiting] kids right here, so we just did not need to go that far to adopt a child."

Contextual emotional experience: In this study, only one domestic adoptive parent talked about the contextual emotional experience as a part of her adoption motivations. One mother referred to a previous negative emotional experience associated with a miscarriage. She described how her motivation to adopt grew out of this difficult emotional experience in this way: "The last time when I had the miscarriage, I was in the hospital for a few days. I just said. 'We need to adopt because I just cannot go through this again.' He [her husband] said. 'I agree. I just do not want this either. This is too hard and painful.' This was how we decided to adopt a child."

Requests from other people to adopt a child: Two domestic adoptive parents shared that the request from other people to adopt a child, such as from their adopted children, foster care mother, or birth mother, was an important factor in their adoption motivation. For example, this father articulated how his decision to adopt a child unfolded in this way:

> My children wanted to adopt him. Also, the birth mother wanted us to adopt him legally. It was a sort of a whole group decision. The decision did not just [come from] my wife and me. I think a big part of our [adoption motivations] was simply because of the request of the [birth] mom.

Spending time with a child before the adoption: This motivation was only reported by foster care adoptive parents. In the foster care system, foster children can be placed in a foster home before adoption. Four parents who adopted through foster car reported their motivations to adopt a child domestically rather than internationally were directly related to their experience as foster care parents because foster care adoption provided a good opportunity to interact with children before they actually made the decision to adopt. For example, this mother shared, "You get the chance to actually interact with the children, even foster them before you decide to adopt them or not." Moreover, after spending some time and interacting with their foster children, the foster parents began to experience the feelings of love for their foster children, and this emotional connection created the motivation to adopt them.

Desire for more children: Three international adoptive parents reported that their desire for more children motivated them to adopt. One mother articulated her motivation to adopt in this way, "We just wanted to have a big family. We wanted to have a bigger family. . . . We did not need to create more people. There are so many children [who] still need homes. We just wanted a big family."

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Desire to continue parenting: This adoptive couple reported that they wanted to adopt a child because they wanted to continue parenting.

> We were older, and we did not feel like that we finished parenting, so we looked into international adoption. We were pretty young [at that time]. We were trying to stay young. Ten years ago, we were a lot younger, so we did not want to adopt a child. Now we have adopted children and we just are not done being parents.

Choosing to reduce the population explosion: Previous literature has indicated that choosing to reduce the population explosion was one of the motivations to adopt a child (Simon & Altstein, 2000). In this study, only one couple expressed their concern about existing homeless children in the world as a motivation to pursue adoption rather than to have more biological children.

d) Cost and Its Influence on American Parents' Motivations

Adoption expenses: Both domestic adoptive parents and international adoptive parents in this study were aware of the costly adoption expenses associated with international adoption. The expenses of international adoption include not only the fees for home study, adoption, and agency services, but also include the travel costs and the visa application costs for the adopted child. When talking about the advantage of foster care adoption, this mother stated that the "adoption expense was a very big consideration. We did not have the means to finance a private adoption either domestically or internationally. Our only option seemed to be adopting through foster care." On the other hand, even though the majority of interviewed international adoptive parents (ten families) thought that the higher adoption costs were a disadvantage of international adoption, they insisted that international adoption was the better choice for them overall for various other reasons identified in this study.

Adoption application and process: Avoiding the complicated adoption process with international adoptions was a consideration for four of the domestic adoptive parents in this study. They generally believed that the application and process of domestic adoption were much easier when compared to international adoption. In a different way, five international adoptive parents in this study also expressed that the international adoption application and process were a part of their adoption decision considerations. For example, one woman, a single mother, articulated her perspective, "Domestic adoption is too hard for me because I am a single mother. International adoption is much easier for me. They did not care if I am single. It is hard to adopt a child domestically when you are a single parent, but it is not an issue in international adoption."

Interference from birth family: Interference from birth parents and birth family members was a major consideration for all adoptive parents. Three domestic adoptive parents and more than half of the interviewed international adoptive parents (eight families) felt that interference from birth families was a disadvantage in domestic adoption. When talking about the disadvantages of domestic adoption, three families who completed foster care adoptions mentioned that the potential for interference from the birth family was a major concern for them. For example, this adoptive mother explained,

> Personally, we were satisfied with this [foster care adoption], but, specifically in foster care, sometimes you have to interact with the birth parents and it was not always a positive experience. If someone was looking for a closed adoption with little or no interaction with the birth parents, this [foster care adoption] may not be the best option.

Emotional involvement: Emotional involvement was another area of concern for parents who adopted from the foster care system. While these foster parents were happy that they could have the child with them before they actually finalized the adoption process, they were uncertain whether the adoption would be completed successfully or not. They were uneasy with the fact that if the court or birth parents changed their minds, or someone stepped in, the child could be taken away from them. This adoptive mother validated this emotional cost:

> The disadvantage in our situation specifically through foster care is that there is no guarantee that the children will be free for adoption. We effectively parented our children for many years. There was a real risk that they would be removed from our home permanently. This is a high emotional risk that many prospective adoptive parents do not want to take. . . . You may foster several children who return to their parents before finally being able to adopt a child.

Two international adoptive parents also considered emotional involvement a disadvantage in international adoption. For example, this mother explained, "I would say that there was a great deal of worries and concerns. We worried about the children before they arrived, when they arrived, and also if they did not arrive. You wanted to make sure that before they arrived they had been well cared for."

Risks and concerns: International adoptive parents not only worried about whether their adoption would be a successful adoption, but they also had concerns about adopted children's inaccurate information about birth families and health records, as this mother explained,

> The cost is very high and the risk is always high because you do not know the issue of the child. It's really the huge risk. Most of the time, the paperwork from overseas is not accurate, so there is a huge

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risk on anything about their birth parents, or their biological parents. There is nothing, no information [about their biological parents].

e) *Rewards and Their Influence on American Parents' Motivations*

Preferred characteristics of adopted children: Seven domestic adoptive families reported that they had preferred characteristics of adoptive children in mind before adopting. Most domestic adoptive parents reported that health status and age were the most preferred characteristics of adoptive children. About half of the adoptive families (six families) said that they cared about the adopted child's age, and four of them clearly stated that they wanted a baby (a child younger than one year). The reasons that they wanted a younger child varied. Some of them were looking for an experience with a baby, while others thought that a younger baby would be healthier and would have experienced minimal trauma.

More international adoptive parents than domestic adoptive parents in this study indicated that their preferred children's characteristics influenced their adoption motivation and decision. Almost 87 percent of international adoptive parents in this study indicated they had specific requirements for adopted children's characteristics, such as health status, gender, age, race, and culture. Only two international adoptive families had a preference for an adoptive child's race, and only one family had a preference for an adoptive child's culture.

Financial rewards from foster care adoption: Two foster care adoptive parents indicated that the financial rewards of foster care adoption motivated them to adopt a child, as this mother, an adoptive parent of four children, articulated,

> It was very expensive to adopt a child. We went to the foster care system simply because we could not afford to adopt in other ways [international adoption or private domestic adoption]. The . . . foster care system actually paid us to go through the adoption process, so we got the monthly stipends. When we adopted a child, they paid all the costs for the adoption. The kids have Medicare until they are eighteen-years-old. We adopted our first child from the . . . foster care system because they guaranteed us that our adopted children could go to the colleges in [their home state]. Therefore, with all those benefits, we chose foster care adoption.

Emotional and religious rewards: Both domestic and international adoptive parents indicated that they received emotional and religious rewards from their adoption experience. Two domestic adoptive parents shared how religious rewards were reflected in their perceived bonding experiences with God. Half of the international adoptive parents reported that they received emotional rewards from the adoption experience. This adoptive father and mother explained,

> Becoming a parent is a pretty emotional reward. I think that seeing a child who is coming from a life where he or she has been abandoned, or from a very poor country, and then become a child who now can go to school to learn how to read and write is a great emotional reward. Just watching that happen is a huge emotional reward for us.

Opportunity to experience another culture: International adoptive parents believed that traveling to their adopted children's birth countries not only gave them an opportunity to experience another culture, but it was also a good opportunity to get to know their adopted child's original culture. In this study, six international adoptive families indicated that to experience a different culture and to have a multicultural family constituted some of their motivations to choose international adoption. One mother explained her adoption motivations in this way: "[The] Second reason was the desire to have an ethnically diverse family. We love to learn more about another culture and place, and to be able to have our family reflect that."

IV. Discussion

Through the interview process, and following data analysis, a conceptual decision-making model (Figure 2) began to emerge out of how American parents in this sample made decisions about adopting either domestically or internationally. As shown in the results, there were numerous motivational factors for the adoptive parents that impacted the perceived costs and rewards of adoption generally, as well as the specific choice to adopt domestically or internationally. The conceptual model reveals that both domestic and international adoptive parents in this sample shared several adoption motivations when thinking about adopting a child. These shared adoption motivations were divided into extrinsic and intrinsic adoption motivations. Shared domestic and international intrinsic adoption motivations identified by participants in this study included saving a child, the desire for more children, the desire to express personal liberty, positive previous experience as adoptive parents, contextual emotional experience, the desire to continue parenting, the desire to do something noble, the inability to have biological children, intrinsic religious beliefs, and choosing to reduce the population explosion. Extrinsic motivations were generally identified in this study as the externally driven motivations that originate outside of the parents that may be influenced by others, contexts, circumstances, expectations, perceptions, or other experiences. Shared domestic and international extrinsic motivations in this study included waiting time, financial costs, ability to provide for a child, spending time with a child before adoption (foster care system only), extrinsic

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religious belief, and laws and policies. These motivations were shared by both domestic and international adoptive parents, though it is interesting to note that the specific circumstances for each family determined which path, domestic or international, would be the best road to adoption – a path the authors propose was highly influenced by their cultural filters.

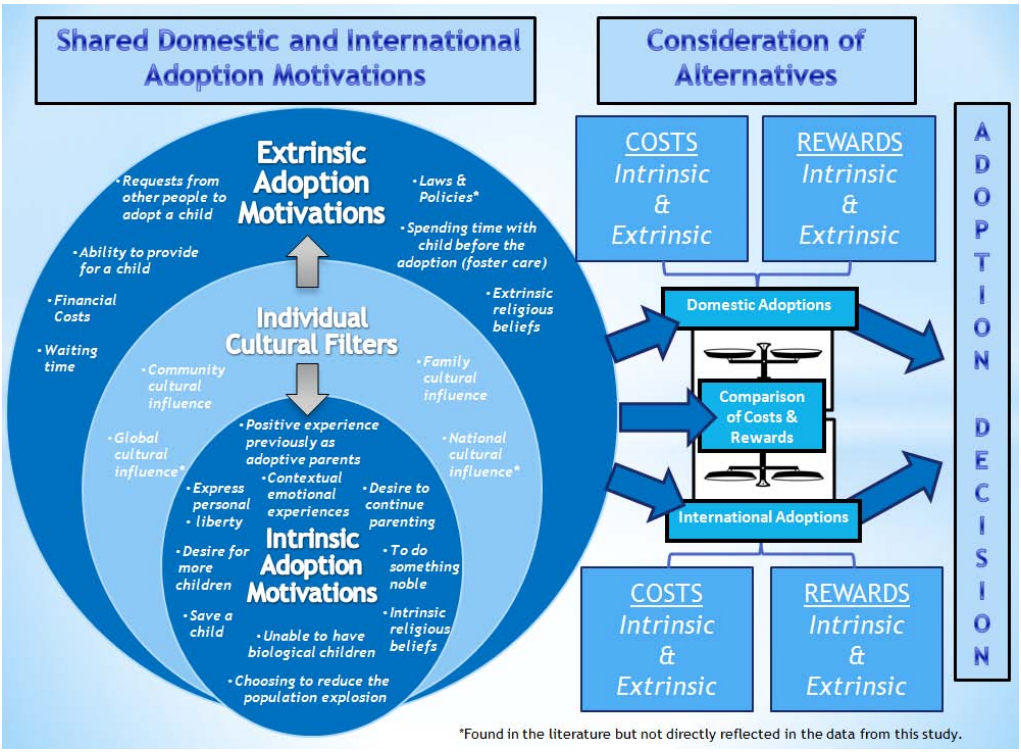

Figure 2: Conceptual Decision-Making Model

V. Cultural Influences

The lens of cultural perspectives suggests that people's perceptions and behaviors are processed through individual cultural filters. and individual cultural filters can be influenced by family, community, national, and global cultural influences, among others (De Genova, 1997; Sue, Sue, & Micro training Associates, 2003). The results from this study were consistent with the previous research, but emphasized the importance of individual cultural filters in processing and developing the intrinsic and extrinsic motivations to adopt domestically or internationally. This notion of cultural filters can also help provide insight into how the adoptive parents, both domestic and international, shared many similar motivations but why different parents ultimately chose different paths to adoption, according to their own unique circumstances.

Not only did this study support exploring domestic and international adoption decisions and motivations through the lens of a cultural filter, it also provided evidence to support social exchange theory as a viable lens to understanding the costs and rewards associated with parents' adoption motivations and decisions. Indeed, the cost-benefit ratio analysis of adoptive parents played a major role in the adoption decision-making process.

a) Similarities and Differences in Domestic and International Adoptive Parents' Motivations

Prior research literature regarding adoptive parents' adoption motivations has indicated that saving children from an unpleasant environment was one of the most common motivations (Lovelock, 2000; Melosh, 2009; Malm & Welti, 2010; Zhang & Lee, 2010). Other similar motivations between domestic and international adoptive parents stem from being unable to have biological children, a desire to provide a sibling for their child, cultural reasons, the intention to illustrate personal liberty, the desire to do something noble, the choice to take a stand against the population explosion, prior connection to the child, or prior exposure to adoption (Simon & Altstein, 2000; Tyebjee, 2002; Bausch, 2006; Vandivere et al., 2009; Malm & Welti, 2010; Zhang & Lee, 2010). The results of this study provided qualitative evidence to support previous research findings about shared adoption motivations between domestic and international adoptions, such as the desire to save a child, being unable to have biological children, and religious beliefs (Momaya, 1999; Lovelock, 2000; Tyebjee, 2002; Melosh, 2009; Malm & Welti, 2010;

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Zhang & Lee, 2010). Having the ability to provide for a child and the positive experiences associated with being adoptive parents represented shared motivations that were uniquely found in this study to influence parents' motivations to adopt a child domestically or internationally.

Additionally, results from the current study were largely consistent with Malm and Welti's (2010) findings. For example, domestic adoptive parents reported that lower adoption costs and a quicker adoption process were two important motivations to adopt, while international adoptive parents were generally more concerned with the desire to experience an easier process and to have a closed adoption. The interview data from this study showed that domestic adoptive parents were more likely to focus on extrinsic motivations, such as the desire for shorter waiting times, and lower financial costs, while international adoptive parents were more concerned about intrinsic motivations, such as a desire for having more children, and continuing parenting.

New emergent adoption motivations: Though this study presents some findings consistent with previous research, it also revealed several new emergent adoption motivations not stated in previous literature, such as the ability to provide for a child, the desire to continue parenting, the desire for more children, contextual emotional experience, and receiving requests from other people to adopt a child. As discussed above, the researchers propose that these new emergent adoption motivations were shaped by proximal and distal family, community, national, and global cultural influences that were processed through adoptive parents' individual cultural filters, thus accounting for the unique and varied adoption decisions that were made. Furthermore, the researchers propose that culture as a contextual influence was highly impactful in the development of these emergent adoption motivations (e.g., adoption policies, recent social norms, and popular attitudes towards adoption). Interestingly, some of the most common motivations cited by previous studies, such as saving the children from the plight of wars, poverty, social upheaval, and oppressive social policies (Lovelock, 2000; Melosh, 2002; Malm & Welti, 2010; Zhang & Lee, 2010) were not generally mentioned by adoptive parents in this study.

b) *Intrinsic and Extrinsic Costs and Rewards in Parents' Adoption Motivations*

In accordance with prior research, adoption applications and processes, waiting times, potential interference from birth parents, cultural and religious reasons, adoptive parents' characteristics, and adoptive children's characteristics were the major factors in the current study that contributed to parents' motivations to adopt a child (Malm & Welti, 2010; Hellerstedt et al., 2008; Kreider, 2011; Placek, 2011; Ishizawa et al., 2006; Riley, 1997; Hollingsworth & Ruffin, 2002; Lee, 2003; Zhang & Lee, 2010). Unique to this study, these factors were specifically identified as extrinsic and intrinsic costs and rewards associated with the adoptive parents' adoption experience. Domestic adoptive parents' decisions were more likely affected by extrinsic costs, such as adoption waiting times, adoption expenses, and emotional involvement, and extrinsic rewards, such as religious beliefs and financial rewards. In contrast, international adoptive parents were generally more concerned with intrinsic costs and rewards. Specifically, international adoptive parents were greatly influenced by their desire to experience lower interference from the birth family and to achieve an easier adoption process, preferred children's characteristics, emotional and religious rewards, travel opportunities, and increased opportunities to experience another culture. This study revealed that adoptive parents generally confirmed that they experienced greater perceived rewards than costs during their adoption experience. Overall, they were satisfied with the adoption process and outcomes and wanted to adopt again, which is consistent with the findings from previous research (Zhang & Lee, 2011; Malm & Welti, 2010). These findings added perspective to the proposed notion of an individual cultural filter and its use in weighing alternatives in the adoption process. Adoption expectations were ultimately met through the parents' adoption decisions, thus resulting in positive emotional experiences associated with the adoption process.

VI. Adoption Decisions

This research adds support that individual cultural filters were used to process family, community, national, and global cultural influences in the development of both extrinsic and intrinsic motivations to adopt a child. As adoptive parents considered alternatives, they also compared domestic and international adoptions by weighing the perceived intrinsic and extrinsic costs and rewards associated with both options. Finally, supported by social exchange theory, they chose the adoption type that provided the greatest perceived rewards and fewest perceived costs. The researchers also found that adoptive parents' adoption decisions were associated with consideration about continuing adoption behaviors. Adoptive parents in this study explained that after the first adoption, they had the desire to adopt more than one child in order to have more children, provide a sibling for their adopted child, or adopt another child who could understand their adopted child. In the interviews, three domestic families and seven international families who had adopted one child indicated that they would adopt another child in the near future. They also addressed that they would choose the same type of adoption as their first adoption.

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VII. Implications

Future studies could apply this study's conceptual decision-making model using a qualitative research framework to explore American parents' motivations for adoption in a larger sample population or use it to continue to explore the connections between individual cultural filters and adoptive parents' motivations, as well as how family, community, national, and global cultures influence individual cultural filters. With well-developed tools and resources, adoptive parents can better process their motivations with clarity and move forward with the decision to adopt. In addition, mixed-methods instruments integrating quantitative data can be used in future research to assess parental motivations and decision-making in the adoption process as well as the cost/benefit outcomes of the adoption process for the family.

Understanding specific extrinsic and intrinsic motivations, costs, and rewards can also provide social workers, policymakers, and professionals with tools to facilitate the adoption process more smoothly and successfully. Many families and professionals understand that adoption is not for the faint of heart, and the decision to adopt represents the start of an emotionally, relationally, and financially significant journey for any adoptive parent or family. Therefore, providing practitioners with frameworks to understand adoptive parents' motivations, such as the one outlined in this study, can potentially help professionals support adoptive parents through the decision-making process and ensure a smoother journey to adoption overall. Moreover, nonprofit organizations or the foster care system can use the interview data collected from this study to attract potential adoptive parents and inform them about future adoption opportunities that align with their motivations and considerations. It may also be helpful for policymakers and professionals to understand domestic and international adoptive parents' concerns about adoption processes and applications as adoption policies and laws are amended in the future. Ultimately, there are thousands of children who need to be adopted. As more professionals, policymakers, and prospective to *to*adoptive parents understand parental motivations to adopt and make informed decisions, then hopefully the adoption process can become smoother to help

as many children as possible be welcomed into loving, stable families.

VIII. Conclusion

The adoption process will continue to impact thousands of American families. Limited information is currently available to explain how culture influences adoptive parents' adoption motivations, how similar or different domestic and international adoptive parents' adoption motivations are, and how perceived costs and rewards influence domestic and international adoptive parents' adoption motivations. The results of this exploratory qualitative research study using interviews with both domestic and international adoptive parents shed insight into the adoption process that are likely difficult to achieve through quantitative approaches. The findings in this study suggest the theoretical perspective of individual cultural filters can be a viable influential factor behind explaining adoptive parents' proximal and distal motivations to adopt. The findings also show initial support for the proposed conceptual decision-making model to guide future practices related to adoption policy and the adoption process, especially for adoption agencies and professionals who work with adoptive parents and families.

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Appendix

Interview Questions

1. How many children have you adopted?
2. Can you share your adoption story for each child with me? / Can you tell me your adoption experience for each child?
3. Can you tell me how your previous adoption experience influences your most recent adoption?
4. Can you share with us a little bit about how you individually or you and your partner come to the decision to adopt?
5. What are some of the reasons why you chose to adopt domestically and not internationally?
6. Can you help me rank the top three advantages that influenced your decision to adopt domestically rather than internationally?
7. Were there any disadvantages for adopting domestically versus internationally?
8. What are some of the specific child characteristics you were looking for?
9. What role did culture play in your motivation to adopt domestically?
10. In what ways you tried to introduce cultural heritage or history to your adopted child?

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11. Do you think it is better to place a child within his/her native country if possible? (Zhang & Lee, 2010) Why or Why not?
12. Were there any emotional or other benefits or rewards associated with your decision to adopt that we have not discussed?
13. How long did you have to wait from completing the application until you actually bring the child home?
14. How did the potential financial cost would be incurred affect your decision to adopt your child?
15. Were there any emotional or other costs associated with your decision to adopt that we have not discussed?
16. Based on your experience, what suggestions do you have for other people who are considering domestic adoption? (Zhang & Lee, 2010)

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Global Journal of human-social science: H Interdisciplinary
Volume 18 Issue 7 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

The Rise of the Disabled Superman: A Parallel Reading of *Invisible Man* and *Blindness*

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Abstract- Attributing new dimensions to existing definitions paves the growth of every field of study. A comparative reading of the novels Invisible Man by Ralph Ellison and Blindness by Jose Saramago is conducted with an aim to equate the disabled individual to the notion of Superman as suggested by Nietzsche. The various dimensions of disability are analyzed under the concepts of Foucault and Althusser to identify whether a disabled superman can be evolved to save the world from its malice.

Keywords: invisible man, blindness, disability, discourse, interpellation, superman, will to power, nietzsche, foucault, althusser.

GJHSS-H Classification: FOR Code: 111799



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Keywords: invisible man, blindness, disability, discourse, interpellation, superman, will to power, nietzsche, foucault, althusser.

I. Introduction

"My disability has opened my eyes to see my true abilities" is the verdict of Robert M. Hensel, a man who transformed the defect of his spinal cord into his strength which earned him a Guinness World Record. The determination in his words reverberate an emotion that has molded the world as it is today. Affliction is a degree which has compartmentalized human beings into various strata, often negatively. But the evolution of the term and its implications has deconstructed the earlier notion that paves the way for new interpretations.

The paper entitled, " The Rise of the Disabled Superman: A Parallel Reading of *Invisible Man* and *Blindness*" is a parallel reading of the novels, *Invisible Man* by Ralph Ellison and *Blindness* by Jose Saramago focusing on the disability portrayed in the characters. The attempt is to understand the various dimensions of disability narrated in the novels. The concept of interpellation proposed by Althusser that functions in them which results in the formation of the disability discourse. This notion is equated to the *Übermensch* concept propagated by Nietzsche to understand the ability of human beings to rise above all restrictions.

Invisible Man and *Blindness* are two books written in the 20th century but in varied scenarios. The context of Ellison's novel is in the World War decade, while Saramago has opted for a post-war setting. An analysis to understand the subtle essence of human existence to defy defeat even in adverse circumstances is the ultimate aim of the authors. American in origin and recipient of the National Book Award in 1953, Ralph Waldo Ellison's *Invisible Man* renders an intriguing tale of an unnamed narrator who ultimately chose to be an invisible man in the new land. Experimental in style, Nobel laureate Jose Saramago's novel *Blindness* renders the tale of a nation which is suddenly struck by an epidemic of sightlessness.

II. Individual Suffering

In its dim-lit milieu both the novels depict about the despised human existence forced to lead a life of misery in a setting designed by the authority which is later disrupted and retaliated by the determination and execution of the individual will. On the onset, the loathed individual or the group of people are visualized as underprivileged or categorized as the disabled. Many such references are traced in both the novels. One such example is a comment made on the black community by Mr. Broadnax in the *Invisible Man* degrading them to the core with a single statement. He says, "they just nigguhs, leave 'em do it" (45). The notion spread by the verdict is that, the community into which they are born is the cause for their demeanor or in this case their disability.

In *Blindness,* their physical state is what tags them as unwanted, and this makes them vulnerable to manipulation. The cold response of the military towards the needs of the blind internees seen in the text exemplifies their weakness and showcases the practice of dehumanization by those in command. Another instance is as follows, "The sergeant's only comment was, it would have been better to let them die of hunger when the beast dies, the poison dies with it" (80). The white plague which has struck the community attributes them the adjective beast, and thus they are denied of a human rank.

Alan Foley, Associate Professor at School of Education, Syracuse University states that:

> Disability Studies generally refers to the examination of disability as a social, cultural, and political phenomenon. In contrast to clinical, medical, or ther apeutic perspectives on disability, Disability Studies focuses on how disability is defined and represented in society... a construct that finds its meaning within a social and cultural context. (Foley)

Both the novelist narrates how the current situation constructs their respective communities and

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connects the social status and cultural dimension of the group. A greater force creates an ideology that appears to be appealing or acceptable initially, only because this force takes advantage of the subject's situation. Pramod K. Nayar in his book *Contemporary Literary and Cultural Theory* states that "Ideology constructs the individual as a subject because it makes the individual accept reality, understand it, and live with it" (134). Thus, the ideology is created in a way to take advantage of their disability. In the novels taken to study all the individuals are made subjects, and hence they perform what Althusser termed 'interpellation':

> Interpellation is the process of consenting to ideology, accepting it and not being aware of it. It makes the subject believe that s/he is an independent being and not a subject at all controlled by outside forces. In other words, ideology interpellates the individual as a subject but makes her/him believe ... is a free agent (135).

Ellison's, as well as Saramago's characters, are subject to interpellation. The journey of the unnamed narrator to New York and his activities with the Brotherhood are instances that showcase the phenomenon in the *Invisible Man.* The character is deceived brutally of his independence by giving him a notion that he is performing greater things for the welfare of society on his own accord, but in reality, it was just the opposite. The triumph in his words, "I'm going to New York to work" (117) seems ironic because, of the lack of awareness he posses on reality. Instead of individual gain, he is about to be a victim of the onslaught of ideology. The hypocritical nature of the letters comes to light when finally he reads one of them. His determination not to go for favors is the first glimmer of the rebellion he projects, but the betrayal does not end there.

The second occurrence in the novel that shows interpellation are the activities of the narrator in the brotherhood. The organization projects an idea that they function as the voice of the voiceless and this gains the trust of the narrator. But a public display of the belief by the narrator alters the situation. The group that made him feel important, makes him feel empty all of a sudden. The assigned task of the orator is taken off from him, and he has "the choice of becoming inactive in Harlem or accepting an assignment downtown" (306). His urge to retaliate against the forces is what makes him an outcast in his society. It is his disability which is manipulated by those in authority. The acceptance of the order from those in power shows his submission to the forces or his disabled reaction. But, the story does not end there. Yielding to the committee of brotherhood is the penultimate event and the final decision made turns his disability into 'Superman' proportions.

Unlike in the *Invisible Man*, where disability is social, culturally and psychologically constructed, *Blindness* narrates a tale of a physically disabled group of people. They lost their ability to see without any specific reasons, and those who turn blind are confined to a mental asylum. In this novel, the loss of sight causes the formation of the ideology that is lived by the characters presented by Saramago. The physical disability affects the psyche and thereby constructs a social order for the disabled community. The forced confinement is the first ideology propagated. The individual determination to make themselves comfortable in the circumstances is an act of interpellation. They all accept the injustice enforced on them mistaking their endurance for determination.

The most striking moment in the novel that displays the act of interpellation as well as manipulation of the disabled occurs when women are demanded as the price for the goods the internees need to help them survive. The atrocious behaviour exhibits total degradation of the human brain, and the act discloses the most brutal side of a human being. The verdict of the first blind man's wife in response to this is "I'm no different from others, I'll do whatever they do... stop giving orders; they won't do much good here, you're blind as I am..." (162). It shows the extent of the suffering and how the disabled is "inserted into the ideological scheme" (Nayar 135).

III. Disability Discourse of the Individual

Michael Foucault defines discourse in his book *The Archaeology of Knowledge* as "the general domain of all statements, sometimes as an individualizable group of statements and sometimes as a regulated practice that accounts for some statements" (80). Disability attains the status of the criteria into which these individuals are placed because the narration meets the definition. The general aspect that delivers the disable status to the characters in both the novels arises from the physiological factors. In the *Invisible Man,* the actuality that he is born into a race of black origin, attributes him the status of the disabled while, the inexplicable phenomenon of turning blind gives the characters of *Blindness* their title as the disabled.

The individualizable quality of statements in the process of discourse making occurs by giving the physical subsistence a cultural, social and psycho-logical facet. The general discourse intensifies as the personal way of living transforms into a practise of the newly established order for the disabled. The transition of a general set of statements to a regular practice for a target group is the narration of both the novels. But, the established order does not last long in both the books. The situation alters or in other words the discourse changes.

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IV. The Rise of the Disabled Superman

Foucault has given another decree on the discourse in the same book, *The Archaeology of Knowledge.* He states:

> We must be ready to receive every moment of discourse in its sudden irruption; in that punctuality in which it appears, and in that temporal dispersion that enables it to be repeated, known, forgotten, transformed, utterly erased, and hidden, far from all view, in the dust of books. Discourse must not be referred to the distant presence of the origin but treated as and when it occurs (25).

The sudden irruption in an established system is the aftermath of the individual will. The audacity to challenge the order and a decision against victimization of ideologies is an instance of retaliation. The personage free will to attain psychological satisfaction projects the potential to provide for the community. All these are the major events accounted in the books. Amidst numerous occurrences, both the stories come to a halt, and from there a intrepid change in the course emerge.

In the *Invisible Man* the narrator boldly states to himself, "that's enough, don't kill yourself. You've run enough; you're through with them at last," (429). The intensity of the moment is tremendous because the narrator decides to take a firm stand on his future than waiting further to see what life has in store for him. He chooses his "strategy" to hibernate to pause and teaches the world that "both men, real or fictive, hibernate in the interiors of the story of their memories..." (Jackson 31).

In *Blindness* the act that changes the course of the story is through the doctor's wife, who takes the disabled status and audaciously decides to allow her identity to be revealed, to end the humiliation she is subjected to. The tranquillity in her words, while answering her husband, "Yes, I killed him, Why, Someone had to do it, and there was no one else, and now, Now we're free, they know what awaits them if they ever try to abuse us again..." (184). She decides the limit of endurance and evokes in everyone a sense of dignity blindness seemed to steal from them. She chooses a new dawn.

The Narrator and the Doctor's wife live the concept of the modern man described by Nietzsche as stated by Tony Davies in his book *Humanism.* They undergo the "heroic transcendence, through the exercise of a 'will to power' that drives every individual to the fullest possible realisation... the *Übermensch* or the superman" (35). Just like the poetic quality of Nietzschean Philosophy, the authors through their characters succeed in convincing the reader that with the will to power limitation is what the individual decides and nothing else.

Nietzsche in his *The Will to Power* speaks about the individual as follows.

The individual is something quite new which creates new things, something absolute; all his actions are entirely his own. Ultimately, the individual derives the values of his acts from himself; because he has to interpret in a quite individual way even the words he inherited. His interpretation of a formula at least is personal, even if he does not create a formula: as an interpreter he is still creative (403).

Thus, Ellison and Saramago gives the world with two creators, the Invisible Man and the Doctor's Wife. They act on their own accord and derives values by allowing them to face follies. They interpret and create formulas. The narrator in the *Invisible man* states, "I am invisible, understand, simply because people refuse to see me" (3) is a verdict after intense deduction and understanding. The Doctor's Wife says, "I don't think we did go blind, I think we are Blind, Blind but seeing, Blind people who can see, but do not see" (309), is a statement that cannot be beautifully and strikingly described any further.

V. Conclusion

Dejection, confinement and despise are the experiences of the characters in the novels. Though both belong to the fictional genre, the realistic description and intense actions assures the reader that the depiction of such tales holds more philosophical insight than imagination. The nameless characters are symbolic because their experience is a universal phenomenon. The fulfilment a reader receives at the end of these tales is boundless. The wisdom spread is never to pause in life but to play the part one decides for oneself. Thus isn't the enunciation of the Bard of Avon in *Hamlet,* "What a piece of work is man... (Shakespeare 2.2.303-304) True?

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Global Journal of human-social science: H Interdisciplinary
Volume 18 Issue 7 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Interactionist/Dialogic view in Teaching Portuguese in Brazil

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Abstract- Questions such as the concept of language should be analyzed, since language should be seen as functioning linked to social interaction. The interactionist and Dialogical perspectives of language govern the theoretical presuppositions of teaching, in an attempt to modify the work with the language, thus opening space for the use of contextualized language practices articulated to the reality of the people. A traditional view of grammar teaching, for example, has shaped a rigid methodology and as we know it today, somewhat retrograde. This process, according to some of the guiding documents (such as National Curricular Parameters (NCPs), Complementary Educational Guidelines to National Curricular Parameters (NCPs), National Curricular Guidelines (ONC), National Curricular Common Base (NCCB) etc.), should be interrelated with the concept of language underlying the teaching-learning process in the context of the mother tongue classroom, and may allow reflections that provide the textual-discursive extension of the people. Within these assumptions. we seek to articulate some notions of language present in the guiding documents of teaching, such as those mentioned above.

Keywords: interactionism, dialogism, portuguese language, teaching portuguese in brazil.

GJHSS-H Classification: FOR Code: 200499



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The Interactionist/Dialogic view in Teaching Portuguese in Brazil

Sweder Souza

Abstract- Questions such as the concept of language should be analyzed, since language should be seen as functioning linked to social interaction. The interactionist and Dialogical perspectives of language govern the theoretical presuppositions of teaching, in an attempt to modify the work with the language, thus opening space for the use of contextualized language practices articulated to the reality of the people. A traditional view of grammar teaching, for example, has shaped a rigid methodology and as we know it today, somewhat retrograde. This process, according to some of the guiding documents (such as National Curricular Parameters (NCPs), Complementary Educational Guidelines to National Curricular Parameters (NCPs), National Curricular Guidelines (ONC), National Curricular Common Base (NCCB) etc.), should be interrelated with the concept of language underlying the teaching-learning process in the context of the mother tongue classroom, and may allow reflections that provide the textual-discursive extension of the people. Within these assumptions. we seek to articulate some notions of language present in the guiding documents of teaching, such as those mentioned above.

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I. Introduction

The interactionist and dialogical perspectives of language govern the theoretical presuppositions of teaching, in an attempt to modify the work with the language, thus opening space for the use of contextualized language practices articulated to the reality of the subject. Thus, questions such as the concept of language should be analyzed, since language should be seen as functioning linked to social interaction. According to the proposal of Geraldi (1984), according to the theoretical-methodological bases based on an interactionist perspective, it is known that it cannot treat the language as a homogeneous and immutable phenomenon, once the language is alive. A traditional view of grammar teaching, for example, has shaped a rigid methodology and as we know it today, somewhat retrograde. In this sense, the school, and even the University, has the task of contributing to the development of oral and written oral skills of the students. This process, according to some of the guiding documents (such as National Curricular Parameters (NCPs), Complementary Educational Guidelines to National Curricular Parameters (NCPs), National Curricular Guidelines (ONC), National Curricular Common Base (NCCB) etc.), should be interrelated with the concept of language underlying the teaching-learning process in the context of the mother tongue classroom, and may provide reflections that provide the textual-discursive extension of the subjects. It is understood, therefore, that teaching-learning activities on issues involving language assumptions, do not only encompass semantic and formal aspects, but rather encompass the complex relations of textuality, as inherent competence of the subject in their social relationships. Within these assumptions, this work seeks to articulate some concepts of language present in the guiding teaching documents, such as those mentioned above.

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II. About the Official Teaching Documents in brazil

The school scenario began to change from 1997 onwards, with the publication of National Curriculum Parameters (NCPs), whose objectives propose a re - dimensioning of the theoretical-methodological foundations for the teaching of mother tongue, which emphasize the need to subsidize classes in an interactionist conception of language (Bakhtin, 1995).

Thus, to teaching-learning, they become interested in linguistic uses, that is, the living, authentic and dynamic language. That felt the d, Law Guidelines Bases (LGB), document dated 20/12/96, but is only regulated by National Curricular Guidelines (NCGs) on 6/1/98, press for basic education for citizenship, as can be seen in Section IV - Art. 35, section § 8: "The contents, methodologies and forms of procedural and through theoretical and practical activities, oral and formative evaluation willbe organizedin teaching networks written tests, syllabi, projects and activities on-line, in such a way that at the end of High School the student demonstrates: I - mastery of the scientific and technological principles that preside over modern production (Included by Law nº 13.415, of 2017); II - knowledge of contemporary forms of language (Included in Law No. 13.415, of 2 017) (Brazil, 1996: s/p)".

Such objectives propose a re-dimensioning of the theoretical-methodological foundations, making connections with the NCPs that guide that all language

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carries within itself a "[...] a vision of the world, pregnant with meanings and meanings that go beyond its formal aspect. The study of the formal aspect alone, disregarding the contextual, semantic and grammatical interplay of the nature and function of language, uncouples the student from the intrasubjective, intersubjective and social character of language. [...] It should be emphasized that language at school becomes an object of reflection and analysis, allowing the student to overcome and / or transform the meanings conveyed (Brazil, 2000: 6-8)".

Even if: "Any grammatical, stylistic, textual analysis must consider the dialogical dimension of language as a starting point. The context, the interlocutors, discursive genres, resources used by the interlocutors to affirm the said / written, social meanings, social function, values and point of view determine ways of saying / writing. The passions hidden in the words, the relations of authority, the dialogism between texts and the dialogue make the scenario in which the language assumes the main appeal (Brazil, 2000, p. 21)".

And this quote is based on Bakhtin (2006, [1979]) when he states that: "All spheres of human activity, however varied they may be, are related with the use of the language. It is not surprising that the character and modes of this use are as varied as the very spheres of human activity [...] . The statement reflects the specific conditions and purpose of each of these spheres, not only by its thematic content and its verbal style, that is, by the selection of resources in the language-lexical, phrase logical and grammatical resources- but also, and especially for its compositional construction (p. 179)".

In this way, the NCPs established reading, writing, orality and linguistic analysis as the axes of teaching, removing the primacy of predominantly grammatical teaching. Thus, one of the goals of mother tongue classes is to promote the field of grammatical competence beyond the school boundaries, that is, to solve the problems of life, to access to knowledge and cultural goods and full participation in literate world.

On the other hand, the Educational Guidelines Complementary to the National Curricular Parameters - Languages, Codes and their Technologies (NCPs+), set forth some criteria: "The present work proposal for the discipline of the Portuguese Language in Secondary School was conceived from some criteria, which we will begin to list. [...] A third criterion concerns a certain reliance on traditional nomenclature and content, often excessive. It is considered more significant that: the student internalizes certain mechanisms and basic procedures linked to coherence and cohesion of which he memorizes, without proper understanding, a series of subordinate or coordinated names of sentences; special attention to the training of readers, including the classical works of our literature, which maintains the tradition of all literary schools, with their respective author styles (Brazil, 2002, p. 70-71) .

The National Curriculum Guidelines (NCGs), dated 2006, guiding the focus of writing as literacy and abilities it covers makes it clear that *even* within the same culture and the same language the language practices differ, i.e., "[...] the forms of each language vary according to the users and the context in which those languages are used; the forms of language also vary with factors such as age, gender, region of origin, social class , etc. d and its users (Brazil, 2006: 101)" .

According to the guidelines of the NCPs and NCPs+, the production of meaning must be articulated in the context of collection, volume or manual, the point is that many of these proposals, although well intentioned, do not succeed and end up falling into the good and normative and prescriptive perspective.

The 2013 document, which brings together the new National Curricular Guidelines for Basic Education, establishes the guidelines that the National Curricular Common Base (NCCB) must take responsibility for, ie, guide the organization, articulation, development and evaluation of proposals pedagogical aspects of all Brazilian education networks (Brazil, 2013).

Thus, NCCB, in relation to the Portuguese Language component, dialogues with documents and curriculum guidelines produced in the last decades, seeking to update them in relation to recent research in the area and to the transformations of language practices occurred in this century, due in large part to the development of digital information and communication technologies (TDIC).

We assume here the enunciative-discursive perspective of language, already assumed in other documents, such as PCNs, for which language is "a form of interindividual action oriented towards a specific purpose; a process of interlocution that takes place in the social practices existing in a society, in the different moments of its history (Brazil, 1998: 20)".

a) Interactionism and Dialogism in the Teaching

The publications of the Circle of Bakhtin give a breath to this discussion (through some key concepts such as discourse, language, dialogism, utterance), since they are of great value for the activities with texts, since it can be unveiled and work with the critical-reflexive consciousness of the subjects.

In this sense, according to Bakhtin (1997 [1979]), since subjects, constituents of the world, come into contact with innumerable statements in their daily lives and apprehend words, they give them value tones to them, from what is heard from the other.

Thus, when one grasps the words of the statements of others, one plunges into the living stream of communication. The meaning of words occurs in the

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interaction, that is, a part attributed to who produces this statement and a part of those who read / hear this statement, the interlocutor. In this sense, the notion of *word bridge* is based half a half, half in the producer of the utterance and half in the co-producer of that utterance, listener or reader.

As the whole word is "taken" from the utterance of the other, we are inevitably dialoguing with other utterances and vice versa. But the point is that in multivocality there are different voices for the utterance. And that is what the documents then 'm' understands that the statements are not isolated from other statements. The work with the language will/must understand that these statements are in relation with so many other statements. So what was written, for example, in working with the text, is in relation to other texts.

To say things, it is necessary to talk with a number of other texts produced. In *Dostoevsky's Poetics*, Bakhtin (1997 [1961]), analyzes his poetics relating the "various" Dostoevsky: the writer, the literary, the journalist, and the religious. This relationship occurs through the access of several other texts, at different times. The central question is not only to analyze a text , as is the proposal of many of the guidelines of the Documents , not in view of a written standard, how can be confused many times, but rather establish relationships, by dialogue.

As in various instances of the subject, whether in religious practice, school, university etc., according to this perspective one can better understand many questions of what is said or written, since it relates to other discourses.

The idea is not to be or not coherent, but to dialogue, intending. We do not look for what has or is not common in the writings, but it is observed that there are tensions between the sayings. And at certain times there can be huge contradictions, because it depends on what is at stake.

In a writing practice or textual analysis in school, for example, it is the identity of the learner who is at stake. If the activity is the writing of a text of religious theme, or analysis of a certain text that deals with religion, it is this identity that will be at stake, that is, the student will negotiate the positions, be it in the written or analysis activity of text, but at home, for example, this identity will not be at stake, thus negotiating which identity is highlighted in that context.

According to these assumptions, present in the Brazilian educational documents and, according to Geraldi (2015), the (...) that start from the dialogical conception of language, and that take it as a constitutive activity of the languages in their sociolinguistic sense and of the consciences of the speaking subjects ("the word conceives its object"), must lead to a more of the linguistic resources mobilized in the construction of any statement, so that one can thus "revise the forms of language in their common linguistic comprehension" even if these understandings are made in an initially intuitive way (p. 391).

In this sense, what is imbricated is that the way of understanding and teaching it depends on the conception of language. As Antunes (2009) points out, having as language conception "an abstract, virtual system only, unveiled from contexts of use, without feet and without face, without life and without soul, 'odorless, tasteless and colorless', the results are not will be satisfactory (ANTUNE S, 2009: 34, emphasis added)". Thus, there will be "a decline in verbal fluency, in the understanding and elaboration of more complex and formal texts, in the ability to read symbolic language, among many other losses and reductions (ANTUNES, 200 9: 34)".

Interestingly, the language construct (gem) is understood in its interactional function, so it is possible to verify that the language, for the performance of social interactions, is organized in relatively stable genera (BAKHTIN, 2006 [1929]) and materializes in oral and written texts. Only this conception gives us the inspiration to base a reflexive teaching.

III. Considerations

According to this context, the official documents, when indicating the axes of teaching, initially propose the conception of language and assumed: the interactionist, understood in its intera-ctional function, it is possible to verify that the language, for the performance of social interactions, organized into relatively stable genres (Bakhtin, 1997 [1979]) , and materializes in oral and written texts. Only this conception of language can be based on reflective teaching and the abandonment of mechanical and artificial practices. And this theoretical S S and methodological assumptions, may again be sent to the design language proposed by Bakhtin (1997 [1979]), as living and historically evolving in concrete verbal communication, different from an abstract linguistic system of forms of language that occurs individually in each subject, that is, the substance of language is constructed by the social phenomenon of verbal interaction, through the enunciations (BAKHTIN, 1997 [1979]: 124).

Likewise, discourse is understood as "[...] the language in its concrete and living integrity, and not language as the specific object of linguistics, obtained by means of an absolutely legitimate and necessary abstraction of certain aspects of concrete life of discourse (BAKHTIN, 1997 [1979] : 81).

Thus, if language as a discourse is understood, it will not be possible to unlink subjects, social spheres, ideological positions, etc., that is, if the concept of language is linked as an object of linguistics one cannot have dialogic relations , since this relation cannot occur

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among the elements in the language system, such as words, prayers, morphemes, etc.

Therefore, once the Bakhtinian presuppositions are linked to the axes of teaching, we can infer strong contributions to the understanding of language functioning, starting from an inductive perception until we arrive at a conscious reflection and systematization.

The subjects perform strategies of reading and writing and at the same time reflect the questions of language analysis in an interdependent relationship according to the apprehension of the linguistic knowledge that we interact in the most varied sociodiscursives situations.

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Global Journal of human-social science: H Interdisciplinary
Volume 18 Issue 7 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

An Empirical Study on the Existing Legal Framework against Domestic Violence in India with Special Reference to Chennai

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Introduction- Violence against women has become a promine nt topic of discussion in India in recent years. Politicians and media have placed great focus on the issue due to continuously increasing trends of violence against women. Domestic violence (also named as domestic abuse, family violence) is a pattern of behavior. This involves violence or abuse by one person against another in a domestic setting. According to a national family and health survey in 2005, total lifetime prevalence of domestic violence was 33.55 and 8.5% for sexual violence among women aged 15-49. 65% of Indian men believe women should tolerate violence in order to keep the family together, and women sometimes deserve to be beaten. The instance of violence was reported to be lowest among Buddhist and jain women , and highest among Muslim women in India .Domestic violence can take place in number of forms including physical, verbal, emotional, economic, religious aspects. Domestic violence murders including stoning, bride burning, Honor killings and dowry deaths. Globally, the victims of Domestic violence are overwhelmingly women and women tend to experience more severe forms of violence.

GJHSS-H Classification: FOR Code: 160899



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An Empirical Study on the Existing Legal Framework against Domestic Violence in India with Special Reference to Chennai

M. Gayathri

Chapter 1

I. Introduction and Historical Background of Domestic Violence

Violence against women has become a prominent topic of discussion in India in recent years. Politicians and media have placed great focus on the issue due to continuously increasing trends of violence against women. .Domestic violence (also named as domestic abuse, family violence) is a pattern of behavior. This involves violence or abuse by one person against another in a domestic setting. According to a national family and health survey in 2005, total lifetime prevalence of domestic violence was 33.55 and 8.5% for sexual violence among women aged 15-49. 65% of Indian men believe women should tolerate violence in order to keep the family together, and women sometimes deserve to be beaten. The instance of violence was reported to be lowest among Buddhist and jain women, and highest among Muslim women in India .Domestic violence can take place in number of forms including physical, verbal , emotional ,economic, religious aspects. Domestic violence murders including stoning, bride burning, Honor killings and dowry deaths. Globally, the victims of Domestic violence are overwhelmingly women and women tend to experience more severe forms of violence. The Protection of women from Domestic Violence Act 2005 is an Act of parliament of India enacted to protect women from Domestic Violence. The act of domestic violence towards women is a human rights violation as well as an illegal act under Indian law. The Domestic Violence Act of 2005 has been used to prosecute domestic violence cases, but activist's state that it discriminates against men. The Delhi high court clarified that the Act could be used to prosecute women.

Our Indian constitution defines violence against women as any act of gender- based violence that result in physical, sexual or mental harm or suffering to women. Domestic violence occurs daily in homes throughout the world. The National Coalition against Domestic violence reports that 1.3 million women are victims of domestic abuse each year. The four causes of Domestic Violence to persist in India. They are Male dominated society, Lack of Awareness of laws, Laxity in implementation of existing Acts, Bureaucracy and Fear.

In Ancient India, though patriarchal system was highly prevalent – all male domination –Women enjoyed a position of respect and reverence. Several inscriptions make references to the status of women in that they enjoyed the freedom to make liberal gifts to religious institutions like temples, dharma alas not merely for the welfare of heads of the families but for their parents as well. There are evidences to suggest that Woman power destroyed kingdoms and mighty rulers. In Sillapathi-garam mentioned that Madurai, the capital of pandyas was burnt, when pandyan ruler Nedunchezhiyan killed a Women's husband by mistake. There is no seclusion of Women from Domestic and social affairs but they were dependent on their Male relatives throughout their lives. Women could choose their Husbands through a type of Marriage called Swayamvara.

As the time passed the position of Women underwent changes in all spheres of life. In Vedic period, Women lost their political rights of attending assemblies. Child Marriages also came into existence. During the period of Smritis, Women were bracketed with the Sudras and were denied the rights to study the Vedas, to perform Vedic rites. Marriage or Domestic life became compulsory for Women and unquestioning devotion to husband is there only duty. The Brahman cal law did not allow any proprietary rights to Women. Remarriage of widows was generally not favored. Their positions were very bad as they had to shave their heads, discard all their ornaments and eat only plain food that too once in a day and wear white clothes.

Starting from childhood to the end of her life she has to be under the control of father or husband or the son. The subordinate status of Women combined with socio cultural norms that are inclined towards patriarchy and masculinity can be considered as an important factor determining the domestic violence. Domestic violence gradually grew day by day with growing nature of aggressiveness of Men. The following consequences are health effects, injuries, death, sexual and reproductive health, social and economic costs etc.

Domestic Violence that is any act of physical, sexual, or psychological abuse, or the threat of such abuse, inflicted against a women by a person intimately

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connected to her through marriage, family relation, or acquaintanceship is universal and has its root in the socio-cultural set up of the society. The perpetrators of domestic violence have often been found to be the males and the victims, their sexual partners. Thus, domestic violence is simply not a personal abnormality but rather it roots in the cultural norms of the family and the society.

Domestic violence is one of the crimes against women which are linked to their disadvantageous position in the society. Domestic violence refers to violence against women especially in matrimonial homes. Therefore domestic violence is recognized as the significant barriers of the empowerment of women, with consequences of women's health, health-seeking behavior and their adoption of small family norm. However an attempt has been made to study whether ever married women of reproductive age group in India view wife-beating as justified. In addition, the prevalence of beatings and physical mistreatment since age 15 and also in last one year are used as the dependent variables. The National Family Health Survey II data, 1998-99 which covered 90,303 ever married women is used in the analysis. Background characteristics such as education, age, marital duration, place of residence, caste, religion, sex of the head of the household, standard of living, work status of women, exposure to mass media and the autonomy of women with respect to decision making, freedom of movement and access to money are linked to domestic violence. An autonomy index is computed to understand the relationship of women's autonomy with domestic violence.

"If the food is not according to his taste, and if the quantum of salt in the vegetable is too much, or it is very pungent or not fully cooked, he loses his temper. If he thinks that I have not kept the house tidy and clea , loses his temper. He does give me money to manage the house, but if the money is all spent and I ask for more, he loses his temper and picks a quarrel, he blames my parents and uses very foul language for them. I cannot tolerate that and so we fight"

Vicariate analysis is used to examine the variation of domestic violence by background characteristics. Logistic regression is carried out to predict the domestic violence with the selected independent variables. The analysis shows that the women belonging to low socio-economic status are more likely to agree with each of the different reasons justifying wife-beating. Again domestic violence is more among lower autonomy and women belonging to low socio-economic status.

Reported violence declined with the increasing education of both men and women. Though incidence did not fall below forty percent for any group, abusive relationships were reported more frequently among illiterate women (76 percent) and illiterate men (81percent) than women and men with secondary schooling or more (42 percent and 53 percent respectively). Violence also varied with living arrangements- 53 percent of women in joint families reported abuse compared to 73 percent of women in nuclear families. It is important to note that the rate of psychological violence among both groups is the same; the 20 percent differential is due to higher numbers of women in nuclear families reporting physical abuse.

In 1983, Domestic violence was recognized as a specific criminal offence by the introduction of section 498-A into the Indian Pinal Code. This section deals with cruelty by a husband or his family members towards married women. There are four types of cruelty dealt by this law and they are firstly, conduct that is likely to drive a woman to suicide, secondly conduct which is to cause grave injury to the life , limb or health of the Women , thirdly the harassment with the purpose of forcing the women or her relatives to give some property The punishment is imprisonment for up to three years and the fine .The Protection of Women from Domestic Violence Act 2005 (PWDVA) was brought into force by the Indian government from October 26, 2006. The Act has 5 chapters and 37 sections. Since the past 2-3 decades, there are lot of efforts made by the NGO's, social activist and time to time by the Government to curb domestic violence against women and safe guard her constitutional rights, but still there is a rise in domestic violence. The reason being incorrect implementation and misuse of these laws by the miscreants; may it be the accused, the police or the lawyers. If applied correctly the Protection of Women against Domestic Violence Act 2005 (PWDVA) is a powerful act. After the implementation of the act wide range of cases were filed across the states of India and judgments delivered under PWDVA by the family courts, civil courts and in few by the supreme courts. It will still remain worthless if there is lack of awareness amongst the people of society.

As domestic violence is found to be deep rooted in the socio cultural practices and both the perpetrator as well as victim takes it granted, there is need of major transformation in the socio cultural milieu. In order to address the problem, social norms and values towards gender roles should be transformed to facilitate the implementation of appropriate and meaningful responses to domestic violence and ultimately to prevent it from happening altogether. The subordinate status of women combined with socio cultural norms that are inclined towards patriarchy and masculinity can be considered as an important factor determining the domestic violence. The analysis shows that the women belonging to low socio-economic status are more likely to agree with each of the different reasons justifying wife-beating. Again domestic violence is more among lower autonomy and women belonging to low socio-economic status.

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Objectives of study

1. To study about domestic violence in India with special reference to Chennai.
2. To analyze the existing laws in India to prevent domestic violence.

Hypothesis:

Null Hypothesis:

Domestic violence is not the cause for increase in death rate of married women.

Alternative Hypothesis:

Domestic violence is the cause for increase in death rate of married women.

II. Methodology

Descriptive Methodology: A descriptive approach to research is called as the foundation for research. The researcher referred more descriptive information's from books,articles, journals to gain more knowledge for the study in Domestic violence.

Analytical Methiodology: Analytical approach concentrates on the process of the final result rather giving importance to the result. The researcher analyses various issues on Domestic violence and gives the major cause for domestic violence.

Sources of Study: *The researcher obtained primary sources by Interviewing with women who faced domestic violence in the form of questionnaire and by conducting a field survey in Chennai city for the factors influencing domestic violence.

*The researcher obtained secondary sources from books, articles, journals.

Books

1. Commentary on protection of women from domestic violence Act, 2005 (by Acharya N.K)
2. Crime against women (by Ahuja , Ram)
3. Behind the close doors: Domestic violence in India. (by Bhattacharya , Rinki)
4. Violence against women – a human rights perspective. (by Devi , K. Uma)
5. Crime atrocities and violence against women, related laws of justice. (by Devi , Laxmi)
6. Dowry and protection to married women (by Diwan, Paras)
7. Violence against wives (by Dobash R.P)
8. Violence and protective measures for women (by Goel ,Arun)
9. Family abuse and its consequences (by Hotaling, Finkelhar)
10. Family and abuse in india (by Madhurima A.M)
11. Protection to women in matrimonial home. (by Sharma , Vijay)
12. Torture against women (Alghazi M.H)

Articles

1. Crime against women and dynamics of gender justice. (by A.S. An and)
2. Women as victims of rape and sexual abuse (S.M. Afzal wani)
3. Domestic violence as human rights violation (by Ashirbani Dutt)
4. Legislating Domestic violence (by B.D. Agrawal)
5. Domestic violence – A Socio –Legal problem (by Pooja sood)

E-Source

www.domesticviolenceroundtable.org/domestic-violence.html
http.//www.womenaid.org/press/info/violence/victimsviolence.html
https://www.kaanoon.com/indian-law/what-protection-does-a-women-have-from-domestic-violence/

III. Review of Literature

a) *Family and abuse in India . (by Madhurima. A.M)*

Domestic abuse can be broadly defined as any form of abusive behaviours by one or both partners in an intimate, such as marriage, cohabitation, family, dating, or even friends. It is important to remember that abuse is always intentional, and cannot happen by accident. Depending on local statues, the domestic violence may or may not constitute a crime, also depending on the severity and duration of specific acts, and other variables. Alcohol consumption and mental illness have frequently been associated with abuse. Family abuse is when a parent or caregiver abuses, mistreats, or neglects you or other people in your family. The abuse can bepsychological/emotional, or sexual. Family violence is when someone uses abusive behaviour to control and/or harm a member of their family, or someone with whom they have intimate relationship. Family violence includes many different forms of physical and emotional abuse, as well as neglect carried out by family members or intimate partners. It may include a single act of violence, or a number of acts that form a pattern of abuse. Family violence can have serious-and sometimes fatal-consequences for victims and for those who see or hear the violence. Although the *Criminal Code* does not refer to specific "family violence offences", many *Criminal Code* offences could be used to charge someone with acts of family violence.

b) *Protection to women in matrimonial home (by Sharma, Vijay)*

The Protection of Women from Domestic Violence Act 2005 is an Act of the Parliament of India enacted to protect women from domestic violence. It was brought into force by the Indian government from 26 October 2006. The Act provides for the first time in Indian law a definition of "domestic violence", with this

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definition being broad and including not only physical violence, but also other forms of violence such as emotional/verbal, sexual, and economic abuse. It is a civil law meant primarily for protection orders and not meant to penalise criminally. Domestic violence is defined by Section 3 of the Act as "any act, omission or commission or conduct of the respondent shall constitute domestic violence in case it: harms or injures or endangers the health, safety, life, limb or well-being, whether mental or physical, of the aggrieved person or tends to do so and includes causing physical abuse, sexual abuse, verbal and emotional abuse and economic abuse; or harasses, harms, injures or endangers the aggrieved person with a view to coerce her or any other person related to her to meet any unlawful demand for any dowry or other property or valuable security; or has the effect of threatening the aggrieved person or any person related to her by any conduct mentioned in clause (a) or clause (b); or otherwise injures or causes harm, whether physical or mental, to the aggrieved person."

c) *Torture against women (by Alghazi M.H)*

Violence against women has become a prominent topic of discussion in India in recent years. According to the National Crime Records Bureau of India, reported incidents of crime against women increased 6.4% during 2012, and a crime against a woman is committed every three minute.In 2012, there were 244,270 reported incidents of crime against women, while in 2011, there were 228,650 reported incidents.Domestic violence is abuse by one partner against another in an intimate relationship such as dating, marriage, cohabitation or a familial relationship. Domestic violence is also known as domestic abuse, spousal abuse, battering, family violence, dating abuse and intimate partner violence (IPV). Domestic violence can be physical, emotional, verbal, economic and sexual abuse. Domestic violence can be subtle, coercive or violent. In India, 70% of women are victims of domestic violence.38% of Indian men admit they have physically abused their partners. The Indian government has taken measures to try to reduce domestic violence through legislation such as the Protection of Women from Domestic Violence Act 2005.

d) *Violence against women- A human rights perspective. (by Devi, K.Uma)*

Human rights have always been principally concerned about regulating the relationship between the public citizen and the state: thereby upholding the traditional distinction between the public world and private life. The issues of gender-based violence were the rallying point for women all around the world to push for recognition of their rights. India probably is the only nation in the world which exclusively enshrines female deities in artistically built temples. India has also been proud of women's extraordinary ventures in the field of welfare, politics, art, literature and of late, sports. The government of India hasimplicitly sanctioned female fortified because, apart from Maharashtra and Goa, no other state has passed legislation against female foeticide following amniocentesis. The focus on women as an exploited, victimised and marginalised group is a recent development in the world. It has been now recognised that despite all their rights being violated , women have been suffering in silence. Education of the masses in relation to violence against women could be imparted in the context of human rights.

e) *Crime atrocities and violence against women, related laws of justice.(by -Devi,Laxmi.)*

In the ancient India women held a high place of respect in the society as mentioned in Rig-Veda and other scriptures. The official statistics showed a declining sex-ratio, health status, literacy rate, work participation rate and political participation among women. While on the other hand the spread of social evils like dowry deaths, child marriage, domestic violence, rape, Sexual harassment, exploitation of women workers are rampant in different parts of India. Humiliation, rape, kidnapping, molestation, dowry death, torture, wife – beating etc. have grown up over the years. Only legislation and law enforcement agencies cannot prevent the incident of crime against women. There is need of social awakening and change in the attitude of masses, so that due respect and equal status is given to women. In India, discrimination exists from the childhood itself. Women are considered to be in the secondary position and they are put to atrocities before birth till death. The reason may be due to her economic dependency or illiteracy or lack of decisions power. The server and steadier support of women's rights today is only law and nothing other than law. It is the function of the law to support the weak and helpless mass of humanity. The increasing number of reported cases of domestic violence via, related deaths, female suicides, matrimonial cruelty cases, immortal traffic cases, dissertation and destitution cases, molestation and rape cases.

f) *Women in changing a society in India (by Ghosh.S.K)*

Till recently, women were treated on a different pedestal, depriving them of their rights but reminding them of their duties. But with the changing times, the role of women has changed from child bearing and rearing to bread earner. This book brings under one cover the role of women in the changing society and their changing roles under the broad category likely education, health, politics and other developments. The worth of a civilization can be judged by the place given to women in the society. One of several factors that justify the greatness of India's ancient culture is the honorable place granted to women. The Muslim

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influence on India caused considerable deterioration in the status of women. They were deprived of their rights of equality with men. Raja Ram Mohan Roy started a movement against this inequality and subjugation. The contact of Indian culture with that of the British also brought improvement in the status of women. The third factor in the revival of women's position was the influence of Mahatma Gandhi who induced women to participate in the Freedom Movement. As a result of this retrieval of freedom, women in Indian have distinguished themselves as teachers, nurses, air-hostesses, booking clerks, receptionists, and doctors. They are also participating in politics and administration. But in spite of this amelioration in the status of women, the evils of illiteracy, dowry, ignorance, and economic slavery would have to be fully removed in order to give them their rightful place in Indian society.

g) Women gender and human rights:(by Agosin, Marjorie)

The 1948 United Nations Universal Declaration of Human Rights expresses the credo that all human beings are created free and equal. But not until 1995 did the United Nations declare that women's rights to be human rights, and bring gender issues into the global arena for the first time. The subordination of indigenous and minority women, ethnic cleansing, and the struggle for reproductive rights are some of the most pressing issues facing women worldwide. Women, Gender, and Human Rights is the first collection of essays that encompass a global perspective on women and a wide range of issues, including political and domestic violence, education, literacy, and reproductive rights. Most of the articles were written expressly for this volume by internationally known experts in the fields of government, bioethics, medicine, public affairs, literature, history, anthropology, law, and psychology.

h) Crime against women (by Ahuja Ram)

Promises to address gender gap are far from reality. In India, women do not seem to enjoy all the rights to freedom provided under the Constitution of India. According to a report by National Crime Records Bureau (NCRB), a crime against women is recorded every 1.7 minutes in India. Every 16 minutes a rape case is recorded in this country and every 4.4 minutes a girl is subjected to domestic violence. Acid attacks also known as vitriol age is a violent attack especially on women. Every year around 1500 people are attacked in this way across the world. Reports indicate that out of them, 80% are women and 40% to 70% are below 18 years of age.Cases of torture of women by husbands and relatives (commonly known as domestic violence) also went up by 11.6 per cent from the previous year .The rate of cognizable crimes against women on all India basis was 52.24 per lake of female population. Rape cases have been further categorized as incest rape and other. Incest rape cases have jumped by 35.3 per cent from 396 cases in 2012 to 536 cases in 2013 (267 cases in 2011) as compared to 35.2 per cent increase in overall rape cases.

i) Domestic violence in India (By Bhattacharya, Rinki)

Women are always considered as a physically and emotionally weaker than the males, whereas at present women have proved themselves in almost every field of life affirming that they are no less than men due to their hard work whether at home or working places. Behind closed doors of homes all across our country, people are being tortured, beaten and killed. It is happening in rural areas, towns, cities and in metropolitans as well. It is crossing all social classes, genders, racial lines and age groups. It is becoming a legacy being passed on from one generation to another. But offences against women which reflects the pathetic reality that women are just not safe and secure anywhere. According to a latest report prepared by India's National Crime Records Bureau (NCRB), a crime has been recorded against women in every three minutes in India. Every 60 minutes, two women are raped in this country. Every six hours, a young married woman is found beaten to death, burnt or driven to suicide.

The term used to describe this exploding problem of violence within our homes is 'Domestic Violence'. This violence is towards someone who we are in a relationship with, be it a wife, husband, son, daughter, mother, father, grandparent or any other family member. It can be a male's or a female's atrocities towards another male or a female. Anyone can be a victim and a victimizer. This violence has a tendency to explode in various forms such as physical, sexual or emotional. 'Domestic Violence' includes harms or injuries which endangers women's health, safety, life, limb or well being, whether mental or physical. It may also be through physical, sexual, verbal, emotional and economic abuse. According to 'United Nation Population Fund Report', around two-third of married Indian women are victims of Domestic Violence attacks and as many as 70 per cent of married women in India between the age of 15 and 49 are victims of beating, rape or forced sex. In India, more than 55 percent of the women suffer from Domestic Violence, especially in the states of Bihar, U.P., M.P. and other northern states.

j) Domestic violence and protection of human rights:(by Aimee Yagnik).

Violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women. Although international law is gender neutral in theory, in practice it interacts with gender biased domestic laws and social structures that relegate women and men to separate spheres of existence: private and public. Men exist as public, legal entities in all countries, and, barring an

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overt abuse by the state, participate in public life and enjoy the full extent of whatever civil and political rights exist. Women, however, are in every country socially and economically disadvantaged in practice and in fact and in many places by law. Therefore, their capacity to participate in public life is routinely circumscribed. This gender bias, if unchallenged, becomes so embedded in the social structure that it often assumes the form of a social or cultural norm seemingly beyond the purview of the state's responsibility, rather than a violation of women's human rights for which the state is accountable. In some cases, even civil and political rights violations committed directly by state actors have been shrugged off as acceptable.

k) Violence and Protective measures for Women (by Goel, Arun)

The study of "Violence Against Women and Protective Measures – With Special Reference to Regulatory Framework in India" has discussed the ancient to contemporary status of Indian women community. And also analyzed the problems related to violence against women in India. With the comparison of IPC crime, against society and women it has revealed that during last 20 year, significantly crime against women increased by 4.3 to 17.4. Increased crime rate against women raises the question to National and International Instruments which are working for elimination the problem related to of violence against women. Rate of crime against women prompts us to analyze and verify the status of violence against women and regulatory protective measures in India. Scholar also tried to find the steps taken by United Nation Organization and Government of India to protect and empower the women community. Analysis of crime data and regulatory framework proves the necessity of separate women law code and establishment of special women courts in India.

l) Family abuse and it's consequences (by Hotaling, Finkelhar)

When most people hear or see the phrase, domestic violence and children, they see images of bruised, beaten, burned children in their mind's eye. Certainly, these physical injuries represent immediately visible effects of domestic abuse. But children who only witness domestic violence suffer consequences just as far reaching and devastating as those seen in physically battered children. Studies indicate that children from violent homes, who witness the abuse of their mothers at the hands of their fathers, experience mental health issues similar in intensity and magnitude to those experienced by physically battered children. Similar research shows children, who both witness their fathers abusing their mothers and are themselves battered, suffer the most profound behavioral and emotional distress. Children who grow up in violent households may exhibit a host of adverse behaviors and emotions, including:

Become violent themselves in response to threats (in school or at home)
Attempt suicide
Use drugs and abuse alcohol
Develop eating disorders
Abuse them (i.e. cutting)
Anxiety and depression
Poor social skills
Enter into an abusive relationship later on.

m) Violence against wives: Dobash

Dobash's study into domestic study into domestic violence against wives attempt to describe and explain this violence in modern society. They argue that the contrary to general belief, the family is not a secure, happy and peaceful place."The fact is that for most people and especially for women and children, the family is the family is the most violent group to which they are likely to belong.

n) Rape: offender and victims(by Charles C)

Sexual violence remains a serious social problem with devastating consequences. However, scarcity of resources within the criminal justice system continues to impede the battle against sexual violence. The challenge of "making society safer" not only includes the need for resources, but also requires a comprehensive understanding of accurate offence patterns and risk. (For a discussion of adult "Sex Offender Risk Assessment," in the Adult section.) This knowledge may be used to devise offence typologies, or classification systems, that will inform decisions regarding investigation, sentencing, treatment, and supervision. (For more on "Effectiveness of Treatment for Adult Sex Offenders Adult section.)The crossover offending section encompasses more than 25 years of research using different methodologies and populations. Although not considered a classification system due to the dynamic nature of the offence pathways, the self-regulation model (SRM) was reviewed due to its clinical utility and relationship to risk. SRM has been validated using several offender populations and methodologies. Due to the limited scope of this chapter, this review focuses on adult sexual offenders, although some juvenile studies are included, where relevant. (For a discussion of "Ethology and Typologies of Juveniles Who Have Committed Sexual Offences,"

o) Women and Violence (by Von Nostrand co.)

Violence against women is a social (economy, health, welfare, politics) problem and not a private problem of each individual woman or a family. Violence against women means any act of violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women. It also includes threats with

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such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. (UN Declaration on the Elimination of Violence against Women, 1993).Violence against women includes, but it is not limited to violence occurring in the family, marital rape or rape in a relationship, other sexual abuse, sexual harassment at work, trafficking in women and girls with intention of sexual and other forms of exploitation, forced prostitution, abortion of female foetuses and infanticide of baby girls, traditional practices harmful to women such as genital mutilation, forced or too early marriage, widow burning, honour killing, acid attacks, stoning, war rape, and other.

Violence against women is a consequence of an established gender inequality within society and of existing structures of power in gender relations. It is rooted in cultural patterns, especially in harmful influences of particular traditional practices or customs, education systems, religious beliefs and media influences. Violence against women perpetuates gender inequality and stands as an obstacle to achievement of equality, development and peace. Violence against women restricts women in all areas of social life and their access to sources, services and activities.

p) Status education and problems of indian women (by Ahshat)

The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. During the later part of the Vedic period the Aryans had sealed the fate of women culturally and socially by denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights. They were regarded as the bond slave to men for their economic dependence on them. Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant especially in rural areas and backward communities. The importance of women in matters of building the character of the citizens, economic reconstruction of the country and social reforms is being realised. Under the fast changing conditions in the country in the recent times increased attention is being paid to their education. Though different Commissions and (Committees appointed at times, suggested for the solution of the problems of women's education and for its expansion, even then there are certain problems still persist in that field.

q) Journals

i. *Predicting case conviction and domestic violence recidivism (by frantzen, Durant.)*

The Government of India taking cognizance of the situation wherein millions of women were being and still being victimized of domestic violence passed the Protection of Women from Domestic Violence Act 2005. This is an Act of the Parliament of India which aims to protect women from domestic violence which came to action from October 26, 2006 soon after it got the assent from the President. The as a lot of women have come up to file the criminal cases against the perpetrators and many of them even got swift justice. Over the years, the scope of the Domestic Violence Act has been widened up. For instance, whereas the primary aim of the law was to provide protection to the wife or female live-in partner from domestic violence at the hands of the husband or male live-in partner or his relatives, the latest decision by the Madras High Court says that complaints under the Protection of Women from Domestic Violence Act, 2005, need not be made only against men. The Domestic Violence Act includes actual abuse or the threat of abuse whether physical, sexual, verbal, emotional or economic and according to the law harassment by way of unlawful dowry demands to the woman or her relatives would also be covered under this definition – this part is in addition to the Dowry Prohibition Act which is already available for women. Thus, the victims of dowry harassment have been given additional protection in the DVA. The Protection from Domestic Violence Act, 2005 is available for those women who are or have been in a relationship with the abuser where both parties have lived together in a shared household. The cohabitation may be consanguinity, marriage or a relationship in the nature of marriage, or adoption. Widening the scope, the legislators also included the women living together as a joint family like sisters, widows, mothers, single women, etc.

ii. *Female domestic violence offenders: their attachment security, trauma symptoms, and personality organisation. (by Goldensonn Julie, Geffner, Robert).*

Unlike male domestic violence offenders, female domestic violence offenders have traditionally been overlooked in research and theory, despite the fact that females also have high rates of domestic violence perpetration. Domestic violence is when one partner in an intimate relationship abuses the other. The abuse can be physical, sexual, emotional or a combination of all three. Physical abuse can include very aggressive acts, such as beatings and forced sexual activity including inter course, or it can take the form of less severe acts like throwing, shoving and slapping.

In emotional abuse, the abuser constantly humiliates and puts down the victim. The weapons of

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emotional abuse include verbal insults, threats, control of physical activity, unfounded accusations of infidelity, control of economic decisions and social isolation. The weapons of emotional abuse include verbal insults, threats, control of physical activity, unfounded accusations of infidelity, control of economic decisions and social isolation. Depending on the relationship, the physical or emotional abuse may happen very often or not as often. Either way, once violence begins, it will usually continue and get worse over time. No matter how often the abuse happens, the victim of domestic violence suffers constant terror and stress, living in fear of the next episode. Defining domestic violence as the physical, sexual or mental abuse of a parent or caregiver, the report finds that the experience of watching, hearing or otherwise being aware of domestic violence can impact children's physical, emotional and social development, both during childhood and later in life.

Chapter 2

IV. Protection of Women from Domestic Violence Act ,2005:

The Protection of Women from Domestic Violence Act 2005 is an Act of the Parliament of India enacted to protect women from domestic violence. It was brought into force by the Indian government from 26 October 2006. The Act provides for the first time in Indian law a definition of "domestic violence", with this definition being broad and including not only physical violence, but also other forms of violence such as emotional/verbal, sexual, and economic abuse. It is a civil law meant primarily for protection orders and not meant to penalize criminally. The act does not extend to Jammu and Kashmir, which has its own laws, and which enacted in 2010 the Jammu and Kashmir Protection of Women from Domestic Violence Act, 2010.Protection of Women from Domestic Violence Act, 2005 contains five chapters and thirty seven sections. This article highlights some of the important provisions which are essential for the nuance understanding of the statute. The basic provisions are simplified here so that a layman faces no difficulties when it comes to grasping the concept of the act. The term domestic violence includes elaborately all forms of actual abuse or threat of abuse of physical, sexual, verbal, emotional and economic nature that can harm, cause injury to, endanger the health, safety, life, limb or well-being, either mental or physical of the aggrieved person. The definition is wide enough to cover child sexual abuse, harassment caused to a woman or her relatives by unlawful dowry demands, and marital rape. Domestic violence is quite widespread in Indian society. Generally men are the perpetuators and women are the victims. It has become inseparable part and parcel of family life – men's right and women's due. Women in India have been resenting the practice in various forms and demanded legislative protection against violence. Under the pressure of women's movements and international community the Government of India has enacted. "Protection of women from Domestic Violence Act2005 and its rules in 2006.The PWDAV Act 2005 is a unique enactment. This is a secular law applicable on all religious faiths. This is a civil law aimed to protect the women and not intended to penalize the perpetrators of violence. It define domestic violence comprehensively – covering physical, psychological, economic and sexual violence. It is applicable on all relations – sister, daughter , wife, mother and live-in relationship. This act recognizes various rights of the victim. It laid down simple procedure for using these rights as to do not lay emphasis on evidence. The Act also seeks to protect the rights of women to secure housing. The worst form of verbal, physical, psychological and sexual violence are committed against women in their homes. The law envisages setting up a protection officer whose functions are spelt outing the law. Though this officer is appointed by the state government, he/ she will be in the Court and monitor the cases of domestic violence. The Protection officer will make the Domestic Incident Report on behalf of the Court and make an application for an order for an order on behalf of child. He/she will provide medical services, safe shelter and other requirements. The protection officer is liable for punishment if he/she fails or refuses to discharge his duty. The services provided play a major part in the implementation of the Act. They are Non-Government Organizations who are recognized under the Companies Act or Societies or Registration Act. They will make sure that the aggrieved person is provided accommodation in a sheltered home. They are protected under this act and cannot be sued for the proper exercise of their duty in good faith. The Criminal Justice Machinery, the police and the judiciary, quite often act slowly, inappropriately and ineffectively because of its own limitation. The Judiciary has shown both positive and negative response towards violence against women. Courts have not only shown patriarchal and class biases but also concern against discrimination and for the rights of women. In situations of domestic violence, courts have been more in favored compromise and the adjustment of the parties. The police tend to treat violence against women as "family affairs" and are often reluctant to register the case itself. The requirement of such an act was indispensable to address violence which was constantly brushed aside saying it is a private affair of a family and outsiders are not allowed. Whosoever tried to raise her voice against such cruelty only avenue was IPC where a woman has to take a bold step sacrificing her place of residence, maintenance, many times custody of children, support of own people, society. It was difficult situation for her.

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On the other hand the husband or in-laws were in a comfortable position because after getting bail (mostly in 498 A) due to delay of our legal proceedings things becomes stand still for women rather bad to worse. With the introduction of this new legislation new ray of hope shined on the horizon. The implementation of the act includes various levels of institutions and persons such as protection officers, police officers and magistrate. Police Officers and judges play important role in the legal system response to domestic violence. Because they are generally the final authority in civil and criminal matters involving and domestic abuse, judge hold substantial power to sanction batters, protect battered women, and to send messages to the community, the victim safety and batterer accountability in many ways. Outside of the court room judges are often community leaders and can play vital role in the effort to eliminate domestic violence. Police are often the first members of the law enforcement system encountered by victims of domestic violence. Many police in the region, however, receive little or no training on how to work with such victims. As a result, police frequently don't respond to the cases of domestic violence rarely remove abusers from the home and typically try to discourage and dissuade women from making formal complaints. In Aligarh, in fact, the police themselves become a part of the problem, taking advantage of victims rather than helping them. The root cause of the weak implementation is due to weak linkages between the victim and authority. The loopholes are in the shape of corruption at base level. The base level corruption hampers the higher authorities 'ability to implement. The judiciary is helpless without the cooperation of police and police is helpless until the victim file the case. The full pledged awareness is must.

Suggestions: There are some humble suggestions which can help to prevent domestic violence against women and protect them.

Awareness, Generation and Sensitization: Promoting gender equality through Empowerment, Information and Education to women with the knowledge of their Rights, providing women with information about the various government welfare programmers and helping them to access them, provide vocational training, entrepreneurship skills, technological know-how, and managerial efficiency forerunning their self employment enterprises, increasing women's access to justice bypassing and implementing laws and policies that discourage violence and impose consequences on offenders, accountability of public and private institutions, NGOs, community organizations to promote, protect and fulfill women' rights. Sensitization men from grass root level including police, advocates, bureaucrats, judicial officer, and doctor.

Health care support: Domestic violence should be recognized as a health issue, the prevalence and the health consequences of domestic violence should be documented. Establish medical facility to help physicians and other health care personnel identify and help victims of domestic abuse.

Counseling: There must be a creation of 'Family Counseling centre's 'and Special Family courts dealing exclusively with the cases of spousal violence, torture, harassment, dowry death, suicides and bride burning must be created in each and every district. These courts dealing with familial violence would contribute to the speedy and efficient disposal of cases.

Police: Police should be trained to be respectful and courteous to women in distress. A separate wing of police may be opened for dealing with women's issues, in all police stations and personnel of this wing should be exempted from other duties.

Judiciary: The proceeding of the court must be expeditious and time bound. There should be a special court with a women judge and magistrate in each district to handle domestic violence. Advocate for the implementation of the Protection of Women from Domestic Violence Act 2005 and judicial procedures at the state and local levels that support and protect battered women.

Government: Government should ensure proper enforcement of existing laws related to women's rights. A law must be enacted for compulsory registration of all marriages and any violation of the proposed law should be made a cognizable, offence. Moreover, at the time of marriage the inheritance share or its part given by the bride's parents to their daughter or to their son-in-law be properly executed, preferably be registered.

Media: The Media should play a pivotal role in influencing and changing social norms and behavior. Media should be used to sensitize the officials and the public about domestic violence so as to develop a positive attitude towards women in general, and women victims, in particular; censoring of the programmers should be implemented effectively, so that violence and negative impact programmers do not get undue attention of the public.

Although Protection of women from Domestic Violence Act, 2005: is landmark legislation, there has to be a proper and an effective implementation of its provisions and for that there is a direct need of will power of the implementing authorities.

Educational Institutions: The educational institutions should raise awareness about domestic violence, help to improve social response to domestic violence and change those attitudes and behaviors that tolerate domestic violence in all sections of students. They must develop educational materials for schools and universities that provide the knowledge and skills required to build relationships based on respect and

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commitment to non-violence. Above all people mind set is to change, otherwise goal cannot be achieved.

Beneficiaries of domestic violence Act 2005:

Women: The domestic violence Act 2005 covers women who have been living with the respondents in a shared household and are related to him by blood, marriage or adoption include women's as sexual partners in a relationship that is in the nature of marriage. Women are fraudulent or bigamous marriages or in marriage deemed in invalid laws is also protection.

Children: The domestic violence Act 2005 also covers the children who are below the age 18 years and includes adopted, step or foster children who are the subject of physical, mental, or economical torture. Any person can file a complaint on behalf of a child.

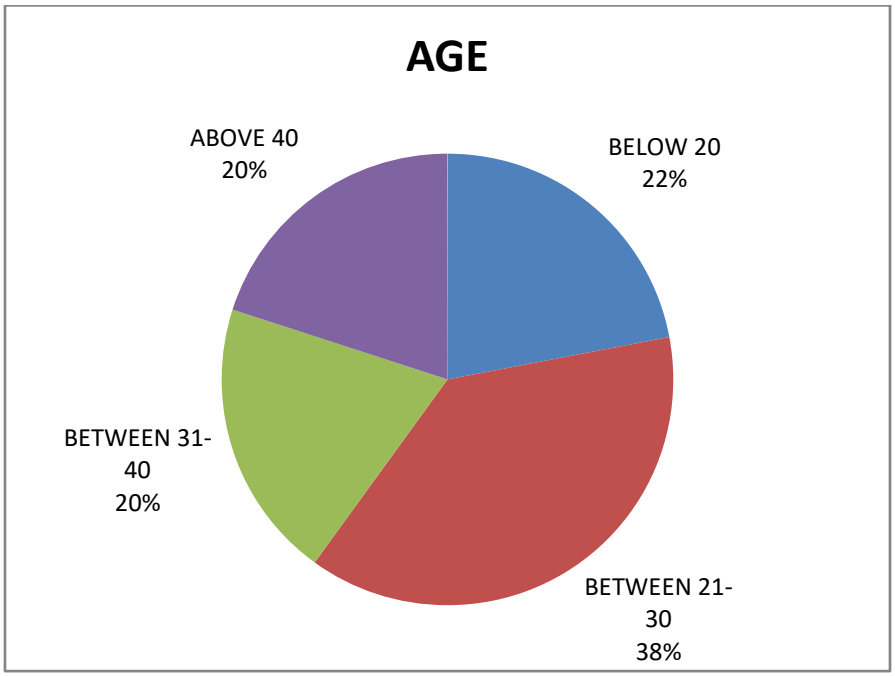
Respondents: The domestic violence Act 2005 defines the respondents as any adult male person who is or has been a domestic relationship with aggressive person and includes relative's husband or male person.

Shared household: Shared household is a household were the aggregative person lives as a lived in a relationship either singly or along with the respondents. Household should be owned or retained, either jointly by both them or by either both of them have rights, title, interest, or equally in it.

V. Interview Schedule for Domestic Violence

1) Age

CATEGORIES	RESPONDENTS
BELOW 20	11
BETWEEN 21-30	19
BETWEEN 31-40	10
ABOVE 40	10



The above diagram shows that 22% of respondents are below 20 years, 38% of respondents are between 21-30 years, 20% of respondents are between 31-40, and 20% of respondents are above 40 years.

2) Occupation

CATEGORIES	RESPONDENTS
Domestic Worker	6
Public Seravnt	7
Private Worker	12
Others	25

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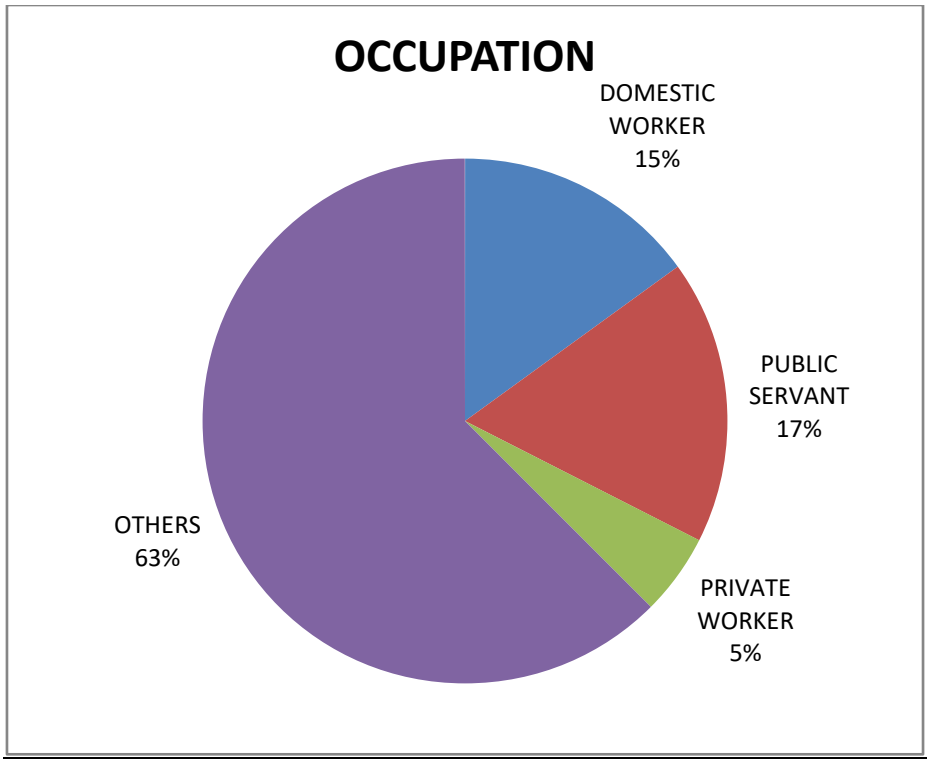
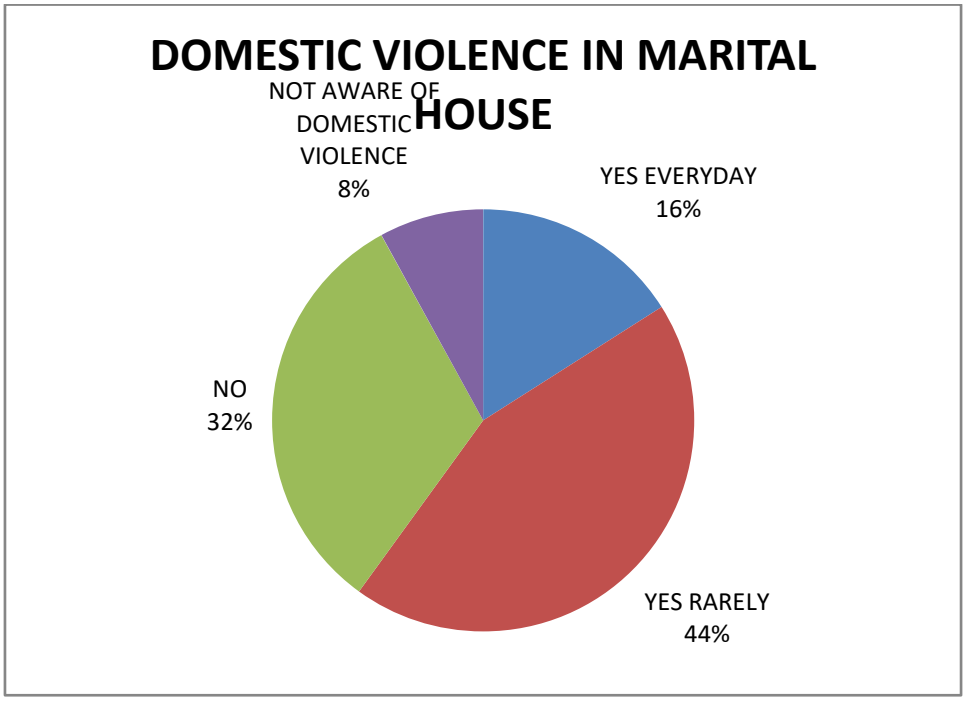


The above diagram shows that 15% of the respondents are domestic worker, 17%of the respondents are public servant, 5% of the respondents are private worker and 63% of respondents fall under others.

3) Domestic Violence in Marital House

Categories	Respondents
Yes, Everyday	8
Yes,Rarely	22
No	16
Not Aware of Domestic Vlolence	4



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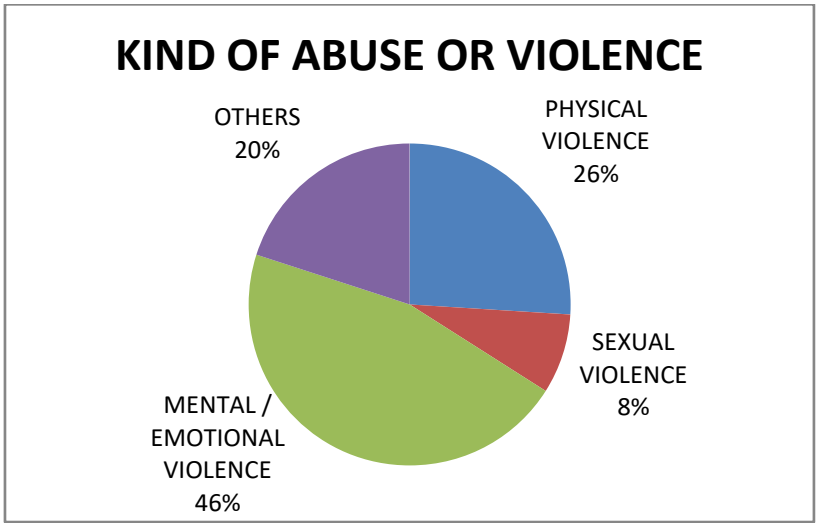
The above diagram shows that 16% of the respondents face domestic violence every day, 44% of the respondents face domestic violence rarely, 32% of respondents have not faced domestic violence and 8% of the respondents are not aware of domestic violence.

4) Kind of Abuse or Violence Faced in Marital House

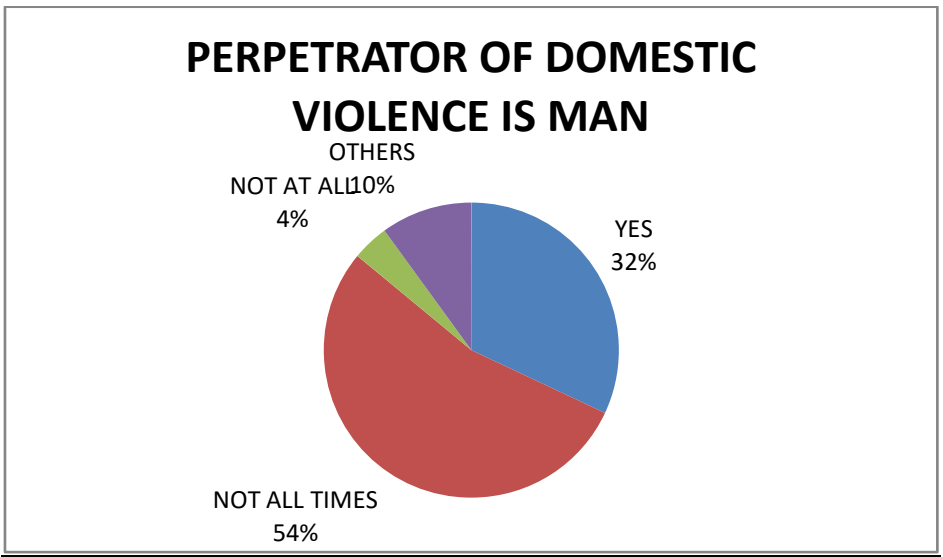
Categories	Respondents
Physical Violence	13
Sexual Violence	4
Mental / Emotionalviolence	23
Others	10



The above diagram shows that 26% of the respondents face physical violence, 8% of the respondents face sexual violence, 46% of the respondents face mental or emotional violence and 20% of respondents face other violence's.

5) Perpetrator of Domestic Violence is Man

Categories	Respondents
Yes	16
Not All Times	27
Not At All	2
Others	5



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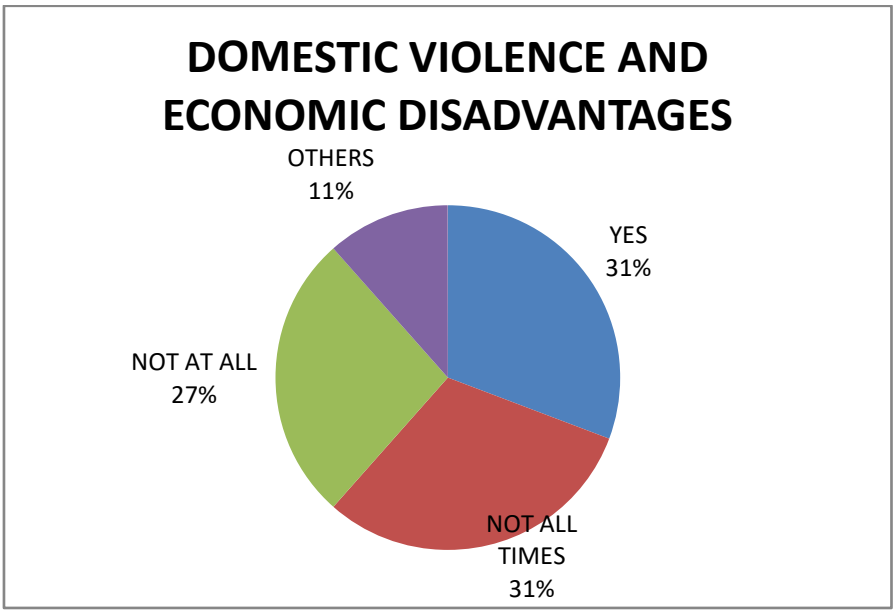
The above diagram shows that 32% of respondents reported that men is the perpetrator of domestic violence, 54% of respondents report it is not all times that men is the perpetrator, 4% of respondents report men is not at all a perpetrator of domestic violence, and 5% of respondents report other reasons.

6) Does Domestic Violence Occur Due to Economic Disadvantages in Family

Categories	Respondents
Yes	16
Not All Times	14
Not At All	14
Others	6



The above diagram shows that 31% of respondents said domestic violence is due to economic disadvantages, 31% of respondents said it is not in all times that domestic violence occur due to economic disadvantages, 27% of respondents said economic disadvantage is not at all a cause for domestic violence and 11% of respondents said other reasons.

7) Does Exposure of Domestic Violence Affect your Children

Categories	Respondents
More Severe	22
Very Less	17
No Effect	8
Others	3

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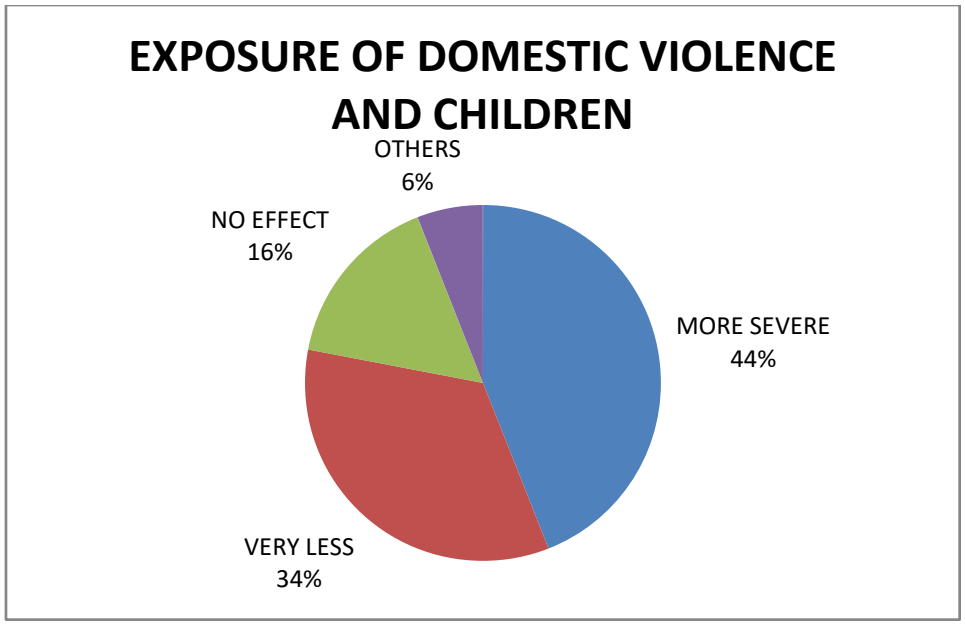
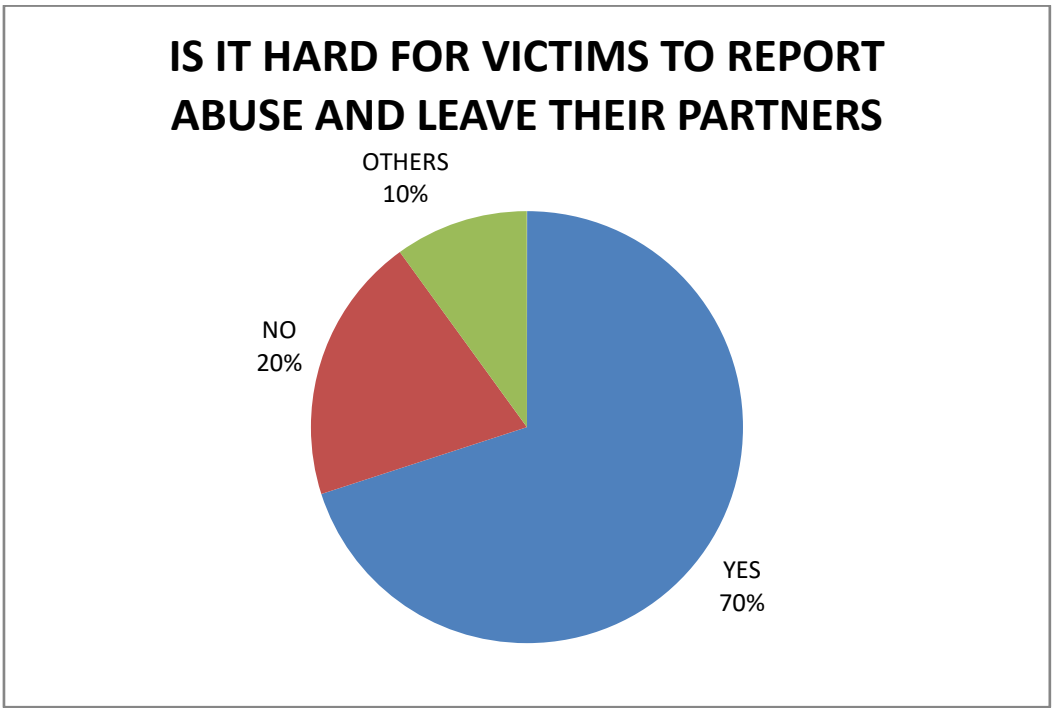


The above diagram shows 44% of respondents reported that exposure of domestic violence affect the children more severe, 34% of respondents reported exposure of domestic violence affect children very less, 16% respondents report that exposure of domestic violence to children have no effect and 6% of respondents report other reasons.

8) Is it Hard for Women Who are Victims of Domestic Violence to Report the Abuse and Leave Their Partners

Categories	Respondents
Yes	35
No	10
Others	5



The above diagram shows 70% of respondents said it is hard to report the abuse and leave their partners, 20% respondents said it's not hard to report abuse and leave their partners and 10% respondents said other reasons.

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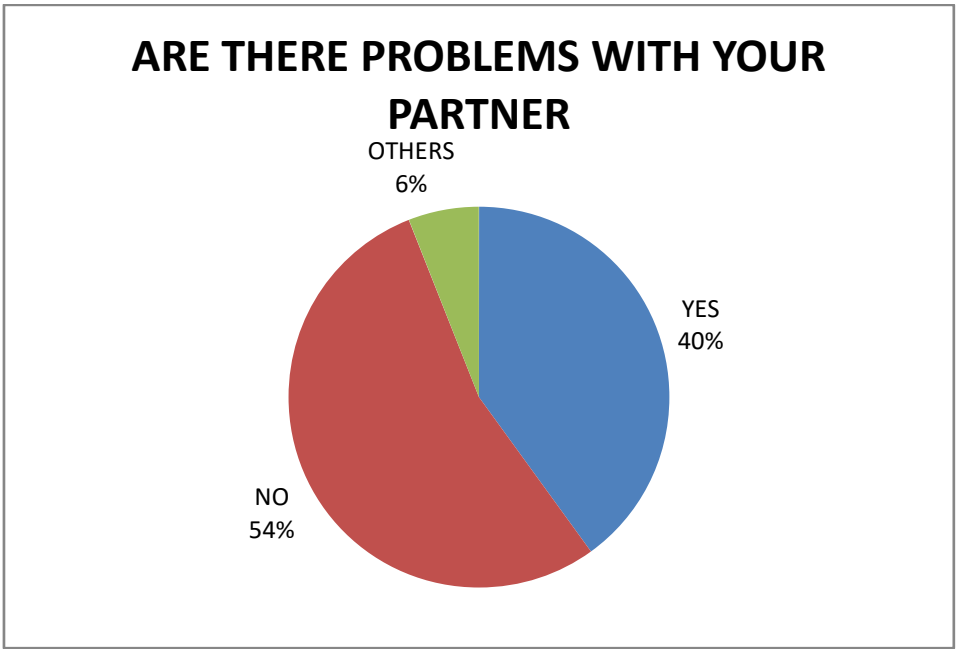
9) Are you Having Problems with your Partner

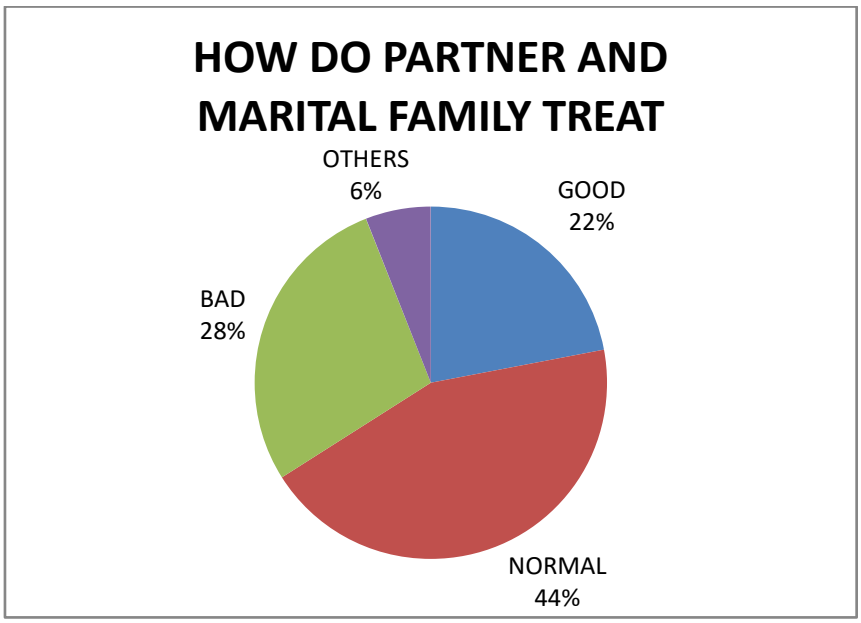
Categories	Respondents
Yes	20
No	27
Others	3



The above diagram shows 40% of respondents have problems with their partners, 54% of respondents have no problems with their partners, and 6% respondents said other reasons.

10) How Does Your Partner and Marital Family Treat You

Categories	Respondents
Good	11
Normal	22
Bad	14
Others	3



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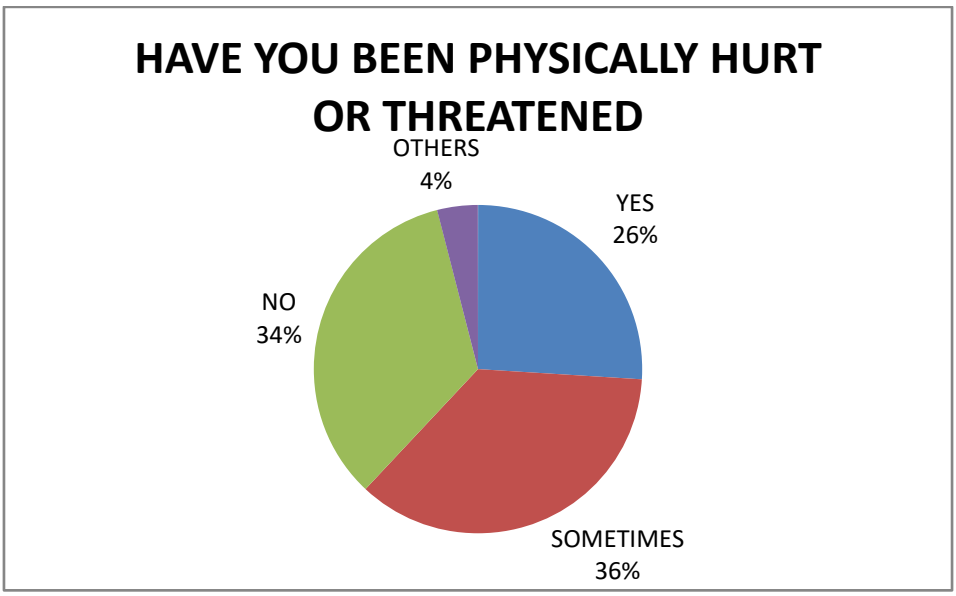
The above diagram shows that 22% respondents report their marital family treats them well, 44% respondents report their marital family treats them normal, 28% respondents report their marital family treats them bad and 6% respondents report other reasons.

11) Have you Been Physically Hurt or Threatened By Members of Marital Family

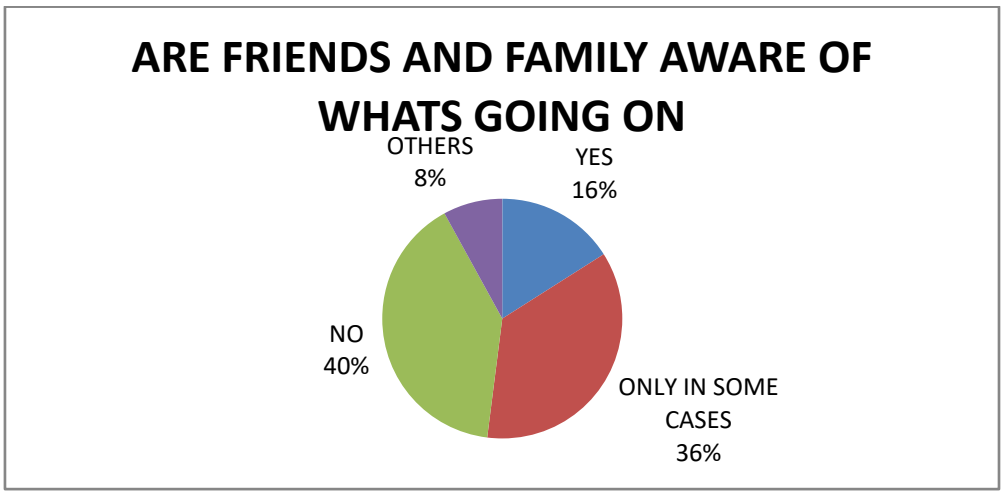
Categories	Respondents
Yes	13
Sometimes	18
No	17
Others	2



The above diagram shows that 26% of respondents are physically hurt and threatened often, 36% of respondents are physically hurt and threatened sometimes, 34% of respondents are not physically hurt or threatened and 4% respondents state other reasons.

12) Are Your Friends and Family Aware of What's Going on

Categories	Respondents
Yes	8
Only In Some Cases	18
No	20
Others	4



The above diagram shows 16% of respondents said their friends and family are aware of domestic violence taking place in their marital house, 36% of respondents said their friends and family are aware of

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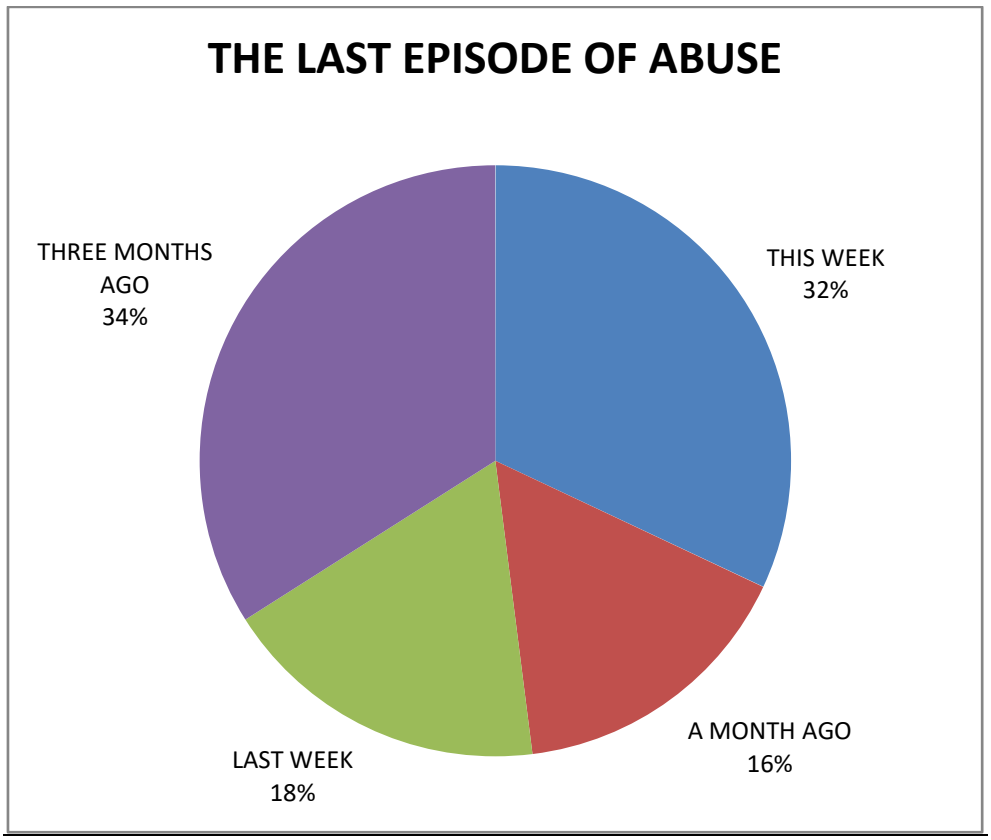
some cases of domestic violence taking place in their marital house, 40% of respondents said their friends and family are not aware of domestic violence taking place in their marital house and 8% respondents stated other reasons.

13) The Last Episode of Abuse

Categories	Respondents
This Week	16
A Month Ago	8
Last Week	9
Three Months Ago	17



The above diagram shows 32% of respondents report last episode of abuse is this week, 16% of respondents report last episode of abuse is month ago, 18% of respondents report last episode of abuse is last week and 34% of respondents report last episode of abuse is a month ago.

14) Does Your Partner Have Alcohol Problem

Categories	Respondents
Yes	25
No	23
Not Aware	2

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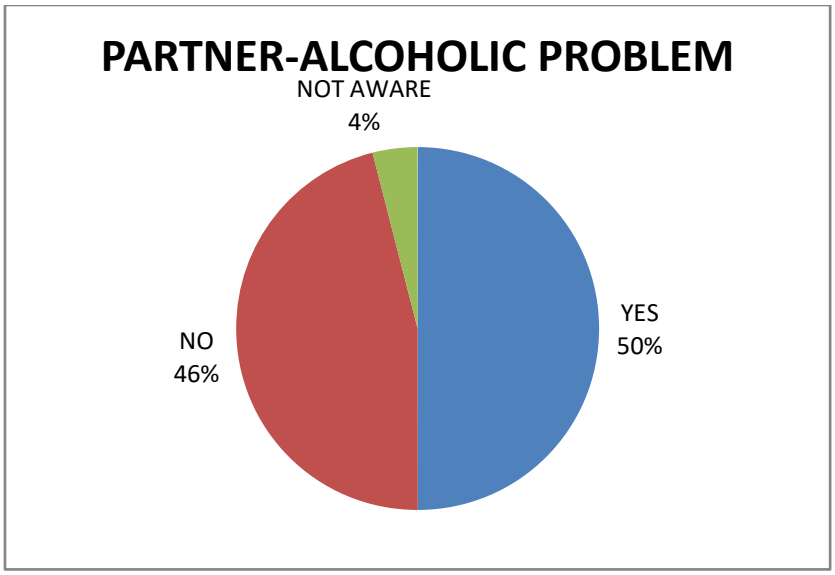
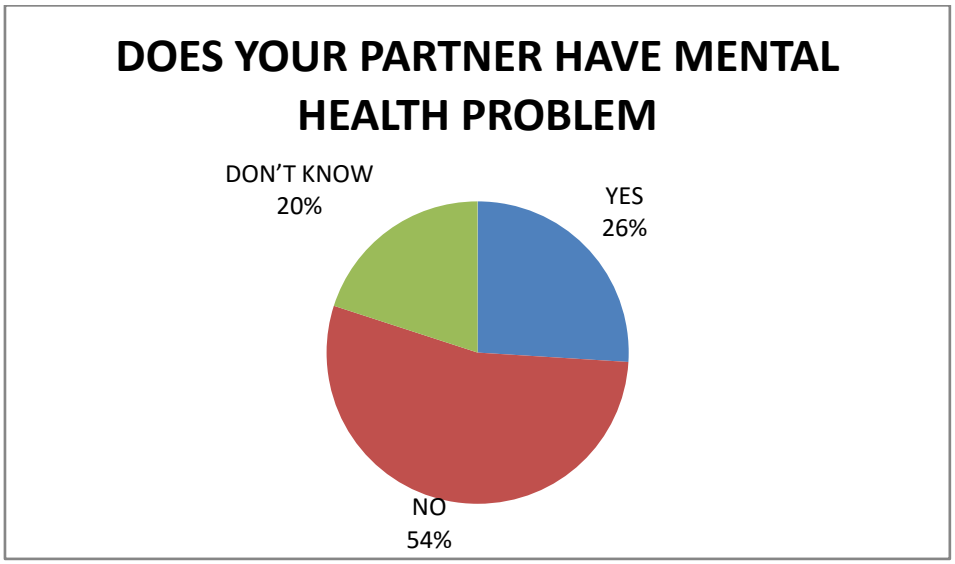


The above diagram shows 50% of respondents report that their partner have alcoholic problem, 46% of respondents report their partner do not have alcoholic problem and 4% respondents are not aware about their partners alcoholic problem.

15) Does Your Partner Have any Mental Health Problem

Categories	Respondents
Yes	13
No	27
Don't Know	10



The above diagram shows 26% of respondents report that their partner have mental health problem, 54% of respondents report their partner do not have mental health problem and 20% respondents are not aware about their partners mental health problem.

16) Do You Have Safe Place To Go In Emergency

Categories	Respondents
Yes	31
No	19

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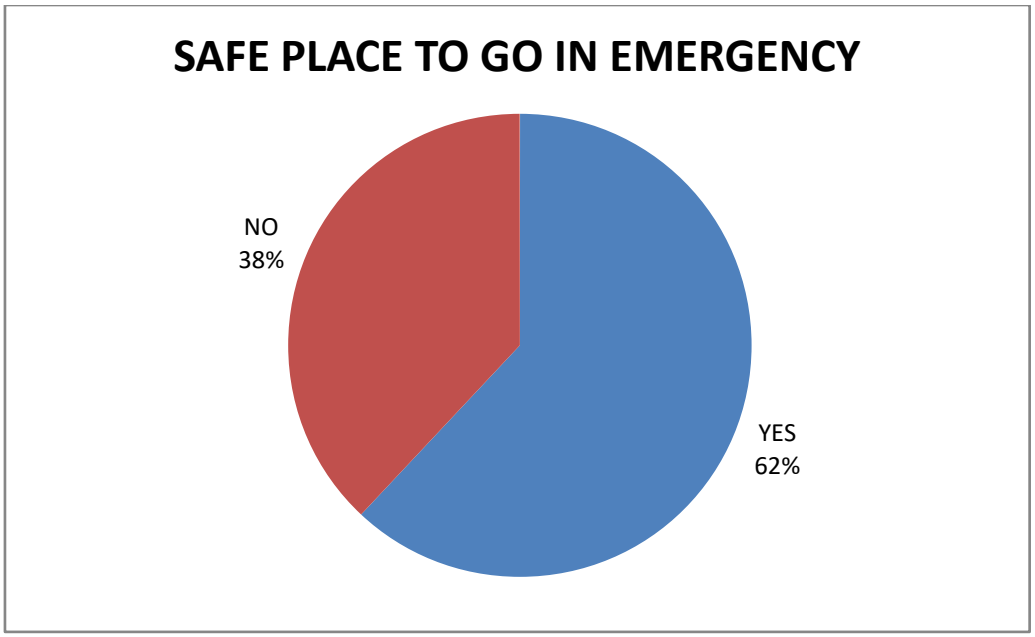
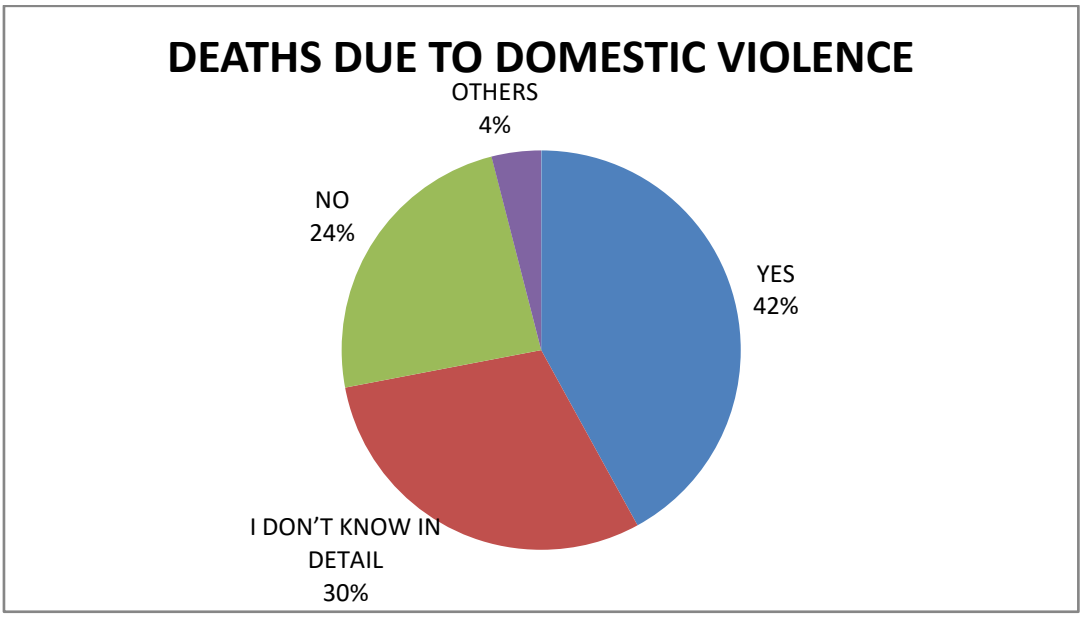


The above diagram shows 62% of respondents have safe place to go in case of emergency and 38% of respondents have no safe place to go in emergency situations.

17) Have You Come Across Deaths Caused Due to Domestic Violence

Categories	Respondents
Yes	21
I Don't Know In Detail	15
No	12
Others	2



The above diagram shows that 42% respondents have come across the deaths due to domestic violence, 30% respondents don't know about the death in detail, 24% respondents have not come across deaths due to domestic violence, 4% respondents stated other reasons.

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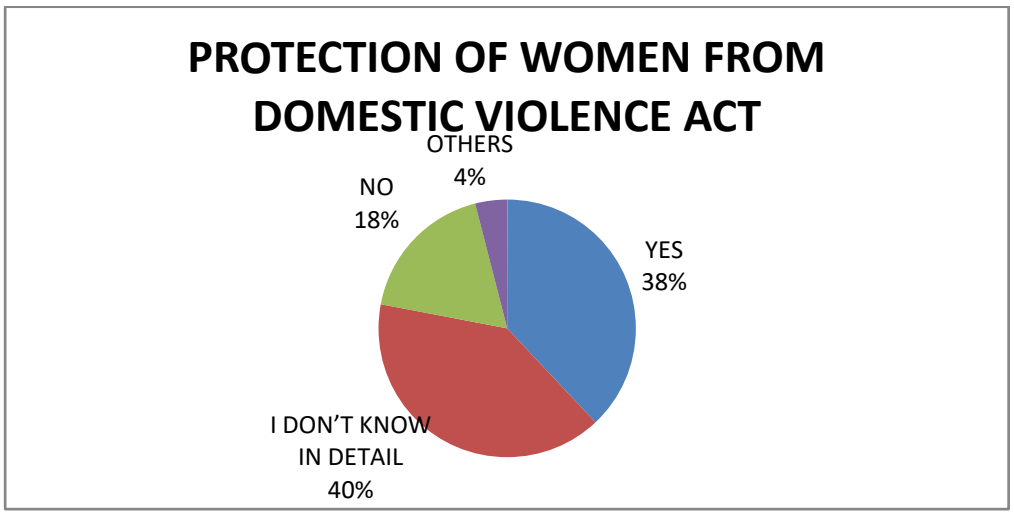
18) Are You Aware of "Protection of Women From Domestic Violence Act

Categories	Respondents
Yes	19
I Don't Know In Detail	20
No	9
Others	2



The above diagram shows 38% respondents are aware of domestic violence act, 40% respondents don't know about the domestic violence act in detail, 18% respondents don't know about the domestic violence act and 4% respondents stated other reasons.

Findings

The analysis shows over 60% of the respondents have faced domestic violence in their marital house.

1. It shows 31% of respondents face domestic violence due to economic disadvantages.
2. It shows 44% of respondents reported that the exposure of domestic violence affects their children in a severe manner.
3. It shows 70% respondents reported that it is hard to report domestic violence and leave their partners.
4. It shows 40% of the respondents have problems with their partners.
5. It shows 62% of the respondents have been physically hurt or threatened by members of the marital family.
6. It shows 50% of the respondents reported that their partner have alcoholic problem.
7. It shows 26% respondents reported that their partners have mental health problem.
8. It shows 42% respondents have come across the deaths due to domestic violence.
9. It shows 40% of respondents don't know about the domestic violence act in detail and 18% respondents don't know anything about domestic violence act.

VI. Conclusion

Domestic violence against womenis a problem around the world. It affects women of all races, ethnic groups, classes and nationalities. It is a life – threatening problem for individual women especially married women and it is a serious problem for societies. Violence affects the lives of millions of women worldwide in all socio-economic and educational classes. Society is in continuous process of evolution.. It will take several decades for these imbalances to be rectified. Education of both men and women will lead to change in attitudes and perceptions. It is not easy to eradicate deep-seated cultural value or alter tradition that perpetuates discrimination. In the final analysis, we come to a perspective that gender violence is a violation of human rights that needs to be combated by both men and women who believe in justice for all citizens irrespective of their class, caste, racial, religious and ethnic backgrounds. Starting from childhood to the end of her life women has to be under the control of father or husband or the son. The subordinate status of Women combined with socio cultural norms that are inclined towards patriarchy and masculinity can be considered as an important factor determining the domestic violence. Domestic violence gradually grew day by day with growing nature of aggressiveness of Men. The following consequences are health effects, injuries, death, sexual and reproductive health, social and economic costs etc. The researchers are finally proving the alternative hypothesis that domestic violence is the cause for increase in death rate of married women.

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a) Suggestions

On the basis of above discussion, it is clear that crimes against women are on the rise. Hence, it becomes necessary to suggest some measures to prevent woman's abuse and exploitation in our society, for tackling various crimes against women, and for dealing with female depersonalization trauma. For our convenience, the suggested measures may fail into five categories:

b) Socially redefining patriarchal norms and removing gender bias

Women have to now say things publicly against gender discrimination and against women's humiliation and exploitation which they did not dare earlier. The masses have to be awakened by holding conferences, pressurizing legislatures, demonstrating before police stations, and in many other ways to make them realize and accept the need for changing old patriarchal norms. Only collective acceptance of new norms can help in understanding victimization of innocent women.

c) Change in women's values and their parent's thinking

Women don't realize that a divorce is better than continuing with a marriage where money is the be-all and end-all of all relations. They don't think that by committing suicide, they are creating problems for their children and an emotional trauma for their own family. Suffering violence is so deep-rooted in our cultural milieu that not only illiterate, less educated and economically dependent women but also sophisticated, highly educated and economically independent women don't seek legal or police protection.

d) Strengthening women organizations

The voice of individual women perhaps carries no weight. However, if a number of women of like-minded views join hands, from an organization and raise their voice against women's suffering, they can make their presence felt as also make impact. It is thus through these organizations alone that women can attack outdated social norms and values which need to be discarded or overhauled.

e) Adopting humanistic approach to victims

It is necessary to develop a humanistic approach to victims of crimes committed against females by males. This approach may include two things:

i. Changing of sex roles: this suggestion implies that woman is not to be blamed for the aberrant and deviant behavior of man against her.
ii. Evaluation of organizational procedures: for protecting the rights of victims and providing benefits to victims, an evaluation of organizational procedures of police, courts, rescue homes, etc. is necessary from time to time.

f) Changing criminal justice system

Before the public loses faith in the judiciary, as it has lost faith in the police, before the judicial judgments have a dampening and demoralizing effect on the people, magistrates have to learn to depend on sociological interpretation of law rather than continue to rigidly stick to legal precedents.

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Global Journal of human-social science: H Interdisciplinary
Volume 18 Issue 7 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Articulations of Memory-Making and Memory- Mapping in Roma Tearne's *Mosquito*

By Sudipta Phukan
Pandit Deendayal Upadhyaya Adarsha Mahavidyalaya

Abstract- Mosquito by Roma Tearne is heavily laden with memory, a novel based on Sri Lankan Civil War. Being a diasporic writer, Tearne visualises her war trodden homeland with pain and suffering. Theo Samarajeeva, the protagonist of the novel returns to his native land after the sudden demise of his wife in London. His sole intention was to complete his fourth novel in his motherland. But destiny has played a crucial role for which he got kidnapped and suffered pathetically, due to his sympathy towards the Tamils. His connection with Nulani Mendis has brought a tremendous change into his life but a series of unwanted incidents shuffled up their normal lives. What is left behind is a golden past of which one can only imagine but unable to revive. The novel thus becomes a thread of relentless memories associated with different characters of the novel. Memory moulds and recreates the shape of the novel by highlighting devastative side of Sri Lanka and its consequences upon the lives of common people.

Keywords: memory, roma tearne, sri lanka, civil war, diaspora.

GJHSS-H Classification: FOR Code: 200302



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Articulations of Memory-Making and Memory-Mapping in Roma Tearne's *Mosquito*

Sudipta Phukan

Abstract- Mosquito by Roma Tearne is heavily laden with memory, a novel based on Sri Lankan Civil War. Being a diasporic writer, Tearne visualises her war trodden homeland with pain and suffering. Theo Samarajeeva, the protagonist of the novel returns to his native land after the sudden demise of his wife in London. His sole intention was to complete his fourth novel in his motherland. But destiny has played a crucial role for which he got kidnapped and suffered pathetically, due to his sympathy towards the Tamils. His connection with Nulani Mendis has brought a tremendous change into his life but a series of unwanted incidents shuffled up their normal lives. What is left behind is a golden past of which one can only imagine but unable to revive. The novel thus becomes a thread of relentless memories associated with different characters of the novel. Memory moulds and recreates the shape of the novel by highlighting devastative side of Sri Lanka and its consequences upon the lives of common people.

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I. Introduction

Roma Tearne is a Sri Lankan diasporic writer presently settled in the UK. She was a Leverhulme resident artist at Oxford's Ashmolean Museum in 2002 and also a fellow at Oxford Brookes University. Her first novel, *Mosquito* (2007), is shortlisted for the Costa First Novel Award and the Kiriyama Prize. Her other novels include, *Bone China* (2008), *Brixton Beach* (2009), *The Swimmer* (2010), *The Dark Side of the World* (2012), *The Road to Urbino* (2012) and *The Last Pier* (2015). Roma Tearne is known for poignantly capturing the socio-political unrest of her country in her fictions. Sri Lanka has always remained a volatile hotbed of Civil War between the Tamils and the Singhalese. The Tamils were the minority in Sri Lanka while the Singhalese dominated the nation. After the independence in 1948, the Singhalese Government passed certain discriminatory laws which deprived the Tamils of their rights in the country. Singhala was made the official language and the Tamils could not find suitable jobs or avail good education. In the process, most of the Tamil families started taking refuge in foreign countries. Partly, the emergence of the Liberation Tigers of Tamil Eelam (the LTTE, also known as the Tamil Tigers) gave a violent turn to the events. Right from its inception on 23rd July 1983 to 2009, LTTE fought for twenty six (26) years to create an independent Tamil state called Tamil Eelam in the North and East of the island and resorted to certain nefarious activities, like assassination, mass killing, and genocide and so on. After long years of rigorous military campaigning, the Sri Lankan military succeeded in defeating the Tamil Tigers in May 2009, bringing the Civil War to an end.

Roma Tearne depicts a true picture of the Sri Lankan Civil War in her first novel *Mosquito* (2007). The novel tells the story of Theo Samarajeeva, the reputed author in London. He returns to his native place, i.e. Sri Lanka, after the death of his Italian wife Anna in a pathetic accident in London. Theo wants to write his next novel in his homeland. *Mosquito* shifts relentlessly amidst memory, love and war. In between Roma Tearne portrays a vivid intensified world of darkness and terror, massacre, kidnapping and brutality with much clarity and boldness. All the characters of the novel have been passing through a difficult time which never seems to change. The mixed ethnic population of Sri Lanka is the root cause of the hostility and distrust being reflected in the novel.

The entire novel is a tightly knitted framework of memory. Memory makes, destroys, recreates and evaporates. The way the mosquitoes are present everywhere, memory is Omni-present in the entire novel. When it comes to the notions of memory-mapping and memory-making, Roma Tearne's *Mosquito* carries various strands throughout. *Mosquito* annihilates the reader with its every possible bounce of memory jerks, through its various characters and incidents. The narrative moves in between constant flashbacks from the past, often at clash with the present. In the "Introduction" to his work *Memory, Nationalism, and Narrative in Contemporary South Asia*, J. Edward Mallot exclusively talks about the problematic connections between memory, narrative and nationalism in South Asian countries. Different kinds of memory become the 'site' "only to return to the same, seemingly unanswerable quandaries of remembering the past" (2-3). Thus, Mallot further observes,

> Indeed, part of what makes this era of looking back so complex is the sheer variety of reasons for doing so; as this study will indicate, memory can serve to articulate or consolidate identity, validate or deny

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the identity of others, celebrate or mourn past events, or establish claims to agency, justice, or nationhood—serving both "good" an d "bad" causes, resulting in triumphant and tragic outcomes. By the late twentieth century, however, "memory studies" seemed to become a byword for the interrogation of oppression, the search for silenced voices marginalized and traumatized (3-4).

Theo settles down in a quiet Beach House, looked after by his man servant Sugi. Theo intends to write his fourth novel. His second book was being made into film. After his arrival, Theo was invited to give two peace talks at the boys' school and at the convent. Though Theo is Singhalese, he shows sympathy towards Tamil children, significantly in his book *Tiger Lily*. The book gets acclamation in the West regarding the ongoing Civil War. Theo's peach talk in the schools, supporting the pathetic condition of the Tamils, fuels hatred amidst his own people. So, Sugi keeps on warning him, "These were troubled times. Envy and poverty went hand in hand with the ravaged land..." (17). One such secret enemy, out of superstitious belief throws a plucked chicken into his garden. Theo, being modern and western educated, finds it difficult to connect any logical outcome of such incident. Because of such unruly practices of his place he "remembered, in a rush of forgotten irritation, the reasons he had never made this country his home" (39).

Theo Samarajeeva had a beautiful past with his Italian wife Anna in London. His misfortune starts once he steps into his homeland. He befriends with Nulani Mendis, a school going teenager from a neighbour family and a passionate painter. Nulani asked many questions to Theo at school, which was surprising for everyone. Later she started visiting his house, first hiding in his garden and later openly to draw Theo in her notebooks.

Theo finds signs of intelligence in Nulani and encourages her to continue her drawing. However Nulani has a sad past, as she lost her father in a pathetic incident. Her father was burnt alive amidst public, who could foresee the uselessness of the ongoing civil war. Nulani's mother afterwards dedicates her whole life towards her son Jim, whom she tenderly mentions as Lucky Jim. She is determined to send Jim away from the hopeless country to the UK, at any cost. Jim wins a scholarship and is thus destined for the foreign country.

Nulani remains a neglected child for her mother and finally leaves her studies. She rather continues to visit the beach house where she finds solace and a ray of hope to fulfil her dreams. Theo provides her a room to paint, convincing her mother with a commission for painting his portrait. Though she is twenty eight years younger than him, Theo starts admiring her and longs for her company.

In *Mosquito* the characters live in their memories, rather than in their present. Memory becomes personalised history in the novel. "For history", as Philip Gardner observes, "distance between present and past has to be bridged; for memory, the two are always already connected" (89). Each character has a story to tell but mostly remains unspoken. All of them try to retain the golden past, which heals their suffering souls. Sri Lanka, for Sugi, still remains an "ancient land" which cannot "be hurried" (39).

Roma Tearne introduces Vikram, an orphan boy living in the Sumaner House. The issue of child soldier is being highlighted through Vikram's character. He belonged to a Tamil family. His mother and sister were raped and brutally killed by the Singhalese army as he was a child soldier for the Tamil Tigers. Unable to bear this, his father swallowed poison. The Singhalese army placed him in an orphanage known as Waterlily House. Later he was adopted by Mr Gunadeen, a kind hearted rich Singhalese who brought him to the Sumaner House. Tamils were deprived of entering into any decent educational institute at that time. So, Vikram's guardian managed the school authority to send him to school, in the hope of giving a secure and safe future ahead.

However, Vikram remains totally indifferent to his changing fortune, unable to forget his bloody past. When his guardian is away for business purpose, he behaves in the most indecent way, kicking the walls of the house as if it were a person or breaking the fine-coloured glasses. In a way, he seems to be "torturing the house" (45). Thercy, the maid looks after Vikram and bears the entire nuisance created by him. As time passes, Vikram becomes quietened and introvert. Vikram's memory flashes here and there when he becomes absent minded, lost in his bygone days.

> Vikram was three years old and he had been frightened. His aunt or his sister, he could not remember which, held him up in the water, someone else bathed him. Vikram had cried out. They told him the water was pure and clean. Later, sitting on the steps of a now forgotten house, the same girl, whoever she was, taught him to knit. Knit one, purl one (69).

Vikram cannot get rid of his past and always remains disturbed. In absence of a family and relatives, Vikram looses all connections with human affection, emotion, love and feelings. Unaware of what should be done, he abuses a girl from the nearby shop and gets dark pleasure. At other times, he is mostly haunted by his childhood memories.

> They called him baby; it was the only word of English they knew and they were proud they could speak English, even though they had not been to school. Vikram knew they had loved him. Their excited voices had encircled him, round and round,

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picking him up and kissing him until he laughed with pleasure. He supposed it was pleasure (69).

Vikram's rather painful and unpleasant memory, in a way, is "intentionally hold on to the remembrance of the pain of a trauma and try to work out individual or cultural mechanisms for its keeping, transmitting, and expressing" (Nikulin 20).

Vikram is discovered by Gerard, an owner of a gem store and a Tamil undercover agent. He becomes a puppet at the hands of Gerard, his unscrupulous controller, who exploits the traumatized, damaged Tamils by preaching vengeance but carries secret political ambitions of his own. He gradually succeeds in influencing Vikram to take avenge of his dead family by killing other innocent people. As time passes, Vikram joins Gerard in many destructive bomb blasts, genocides and mass killing.

Vikram is the classmate of Jim Mendis, Nulani's brother. He grows a deep likeness towards Nulani, but feels nervous in her presence. Vikram finds a striking resemblance between Nulani and his dead sister and starts admiring her. He follows her unnoticed and finds it difficult regarding her friendship with Theo, whom he considers as an 'old man'.

> Her smile gave him the oddest of feelings. It made him remember things best forgotten, things that were no longer his to remember....she was absorbed in knitting... (99).

In his work *Déjà Vu*: *Aberrations of Cultural Memory*, Peter Krapp mentions how Freud talks about the repression of childhood memory which later gives birth to trauma, another form of memory, full of suffering and pain. Later on, it appears as a screen memory in the form of "displacement, repression, secondary revision", as Krapp observes.

> In short, a screen memory is genuine to the extent that it presents not its own content as valuable, but the relation between it and some other memory that exists in repression. The screen memory is thus no mere counterfeit, but the temporal folding of two "memories": it represents as the memory of an earlier time data that in fact are connected to a later time, yet are transported back by virtue of a symbolic link (5).

Nulani always carries the memory of her dead father, who was a true inspiration in her life. Theo comes to learn about Nulani from his man servant Sugi. She also starts sharing her past life with Theo and particularly mentions an incident of stealing a box of Venus B pencils from their English neighbour. She wanted to draw her sleeping brother but got discovered. Her family members felt very ashamed and scolded her for her mischief. Her mother describes her as "obstinate and odd" (11).

Though a minor character, Sugi plays a crucial role in the lives of Theo and Nulani. Sugi always acts responsibly, who is more than a servant to Theo. He takes care of every little and minute things of his master. Sugi fondly remembers "the first time he met Sir, on that afternoon as he walked from the station, carrying his smart leather bags" (81). Theo starts sharing each and every details of his personal life along with pain, suffering and emotion to Sugi, whom he trusts more than anyone else in the entire world. Though he initially dislikes Nulani's visit to Theo's home forbidding him to mix up with the girl. However, he starts showing affection towards the girl, as she is neglected at her home. He cooks food for them and often squeezes lemon juice particularly for Nulani. When Theo goes to London for the premier of the film made on his book, Nulani becomes melancholic and lonely. She also suffers due to her mother's illness, caused by malaria. She finds it difficult to tackle with the situations. Sugi then offers her mental support and help. So she keeps on visiting Theo's place even after his absence. To console and lighten her, Sugi tells her own stories of his youth and his love affair with a foreign girl. He mentions his service life at the Mount Lavinia Hotel in Colombo where he met a woman called Sandy Fleming.

Theo's life can be divided into three parts in the entire novel. Firstly, in the beach house and his friendship with Nulani, secondly as a hostage of the Singhalese soldiers and then of the LTTE and lastly his escape from hostage life till he meets Nulani again. Through these different phases, Theo encounters various associations with memory and forgetting. During the first phase, Theo finds solace in the company of Nulani, who gradually fills in the empty place of his heart. Nulani keeps on drawing him from 'memory', even after his physical presence.

Theo starts longing for Nulani all the time. She once went to a festival with her mother held deep inside the jungle for several days. It is the festival of a "god with many hands" which sat "inside the dagoba" (63). Theo could not even bear her absence and longs for her early return.

> For days after Nulani had left for the festival, the smells of linseed oil and colours had hovered around the house but then it had grown fainter. Theo, remembering once more the loss of other smells, other memories, had buried himself in his work (73).

Theo's life appears like a void, which Nulani fills in gradually. Nulani's company helps Theo to overcome the grief of his dead wife. Nulani becomes a threshold for his second innings of life. Past no longer disturbs him and he looks forward to be absorbed in the love and care of the girl. Nulani becomes a perfect artist gradually, drawing three different portraits of Theo, whom she always draws from her 'memory'. So, Theo

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decides to take her to his painter friend Rohan Fernando who lives in Colombo, along with his Italian wife Guilia. Theo takes Nulani to Colombo through deserted, bomb-shelled places, amidst tight security. However they arrive safe at Rohan's place. Guilia's presence reminds Theo of Anna, as both were Italian.

> For a second Theo was struck by the returning past. In this way had she come towards him when he had gone before, so that the memory of Anna returned him again. The cuttlefish pasta, the wine, the clove-scented cigarettes...In this way he remembered it, with a sudden rush, sweetly, and without bitterness. Somewhere nearby were the faint cries of seagulls, and he heard these too, coming back to him hauntingly, as though from another, different, Adriatic sky (90).

Nulani's paintings get much appraisal from Rohan who wishes to arrange an art exhibition for her in Colombo as well as in abroad. Later, Theo prepares to leave for London for a period of six weeks, as one of his books is made into film. However, Nulani's uncle restricts her to visit Theo's house. Falling in love, Theo finally decides to marry Nulani, once he is back from London. He is also worried regarding her safety and thus arranges money and a passport for her in advance, in case she is in any trouble. He explains everything to Sugi how to take good care of the girl in his absence and send her immediately to Colombo if any emergency occurs. Sugi has always remained a faithful servant to his master, performing every duty Theo imposes upon him.

Vikram meanwhile gets training at the special Tiger camp called Leopard Brigade and becomes in charge of the next big mission, along with his companion Gopal. Thus just after the landing from the flight, Theo witnesses, and a series of explosions, which set fire seven aircrafts at the Katunayake International airport at Colombo. Everyone dies, except Vikram who is being rescued by Gerard. But the death of his friend Gopal makes Vikram very sentimental and sad. Sensing a drastic change in his behaviour, Gerard offers him a new job in Colombo. When he finally reaches there by train, an explosion occurs at the railway carriage killing many people including Vikram.

Theo manages to come back to the beach house where Nulani impatiently waits for him. She loses her mother one day ago, who suffered from malaria and thus being killed by mosquitoes. She becomes an orphan finally at the age of eighteen. Theo consoles her that night and when she finally sleeps peacefully, Theo hears unusual sounds outside his house. So he goes out to find Nulani's uncle accompanied by several others. They are searching for Nulani. Theo tries to explain that he is willing to marry Nulani but he is hit by the head and kidnapped. It is too late for Sugi to go and find his master in the darkness of the night. Foreseeing the upcoming danger, Sugi awakes Nulani and takes her to the railway crossing, by the night. He manages to push her into a mail truck, attracting the people towards himself. Nulani clearly witnesses how Sugi is being gunned down by bullets, sacrificing his life to save hers. Nulani arrives at Rohan's house bereft and devastated. Both Rohan and Guilia convince Nulani to leave for London, as Theo has arranged. After her departure, they also leave the country to find peace and security in Venice. Theo's return leads to his kidnap, brutal and inhuman torture, first by the Singhalese army and then by the Tamil Tigers. Theo undergoes severe punishments like being beaten up, electrified, blindfolded in the small cell and left to die. It never matters whether he is a Singhalese or Tamil after being captivated.

The narrative of *Mosquito* thus is a reflection of cultural memory. In the "Introduction' to his book *Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination*, Jan Assmann deals with the term 'cultural memory' in details. He opines,

> It is "cultural" because it can only be realized institutionally and artificially, and it is "memory" because in relation to social communication it functions in exactly the same way as individual memory does in relation to consciousness (9).

Memory transmits and fuses human situatedness in an uneven way from which one cannot recover. Theo's memory, in a way, leads him to nowhere, when he becomes a hostage. He undergoes severe tortures, relentless beating, being blindfolded and other harsh punishments for which he partially loses his sense of remembering. His memory is drained out because of the brutal acts imposed on him by the warmongers. Theo passes through a phase of nonchalant identity and everybody loses any hope of his return. Theo cannot recall any particular time or event, when he is put in the little cell to die along with other prisoners. The fact he is a Singhalese is of no relevance. He passes his days and nights in the compact cell where the Tamils are kept. "What was the past", Theo wondered, "shivering, but only the substance of present memory? Time had lost all meaning" (182). He met two brothers, who were medical students who could not complete their studies due to the new law of banning Tamil students. Their sister however succeeds in escaping to England where she continues her studies to be a doctor. Life and death become two sides of the same coin. Theo can feel the horrors of death, as every day the Singhalese army picked up some Tamils to kill and again refilling the cell with new ones. He remained in that filthy cell for nearly fourteen months living with the "complete lack of privacy and the stench of the latrine" (188).

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Sri Lanka has turned into a volatile hotbed of violence, extremist activities and militant operations since its independence from the British in 1948. The constant clash between the Singhalese and the Tamils rises from the country's history and its present situations. The Singhalese believe that "Buddha himself entrusted the island's destiny to the Sinhala people as guardians of his teaching" (Spencer 3). The Tamils, being minority face discrimination and negligence in the country. Jonathan Spencer thus observes,

> Both 'official history' and 'opposition history' agree on the basic terms of the argument: present conflicts can only be explained by reference to the past. The war which has been fought between the armed Tamil separatists and the Sinhala-dominated government has been accompanied by rhetorical wars fought over archaeological sites, place-name etymologies, and the interpretation of ancient inscriptions (ibid).

Theo, on the verge of being set free by the Singhalese army, again gets captured by the Tamil Tigers. He was being transferred from the prison cell to an unknown place in a vehicle. But they faced road block followed by a loud explosion. The driver died on spot and Theo was captured by the Tamil militants, who tortured him in the most inhuman, savage manner.

By this time, Nulani settles down in London, to become a painter of repute. She carries the memory of Theo all the years, believing him to be alive. Rohan and Guilia, on the other hand, leave any hope of Theo's survival. They also lose contact of Nulani in London, after many vain attempts to find her out. She initially sent letters while they were in Colombo, but this has also stopped once they moved to Italy. Rohan initially tries to track Theo, enquiring people about him and also visiting his house once. But he fails to find any trace of Theo and finally believes him to be dead.

Rohan and Guilia also were being kept under silent vigilance and suddenly they no more received letters from Nulani. The one they got was already read beforehand by unknown people. It was a troublesome time when a "Cabinet minister was assassinated, seventeen members of the public injured, three killed on a bus" (209). Non-stop curfews, road blocks, bomb-blasts become regular scenarios. Rohan vows never to return to his place where their neighbours also behave in suspicious ways. On the night of their departure, someone sets fire to their house, believing them to be inside.

Gerard keeps Theo as hostage for his own purpose even though the Tamil Chief wants to set him free. Gerard keeps Theo inside the forest and compels him to write for the Tamils. Theo, after recovering slowly from his memory loss, starts writing about his past life, mostly spent with Anna. The Tamils finally discovered Gerard and punished him by beheading for his betrayal.

Theo finally returns to the Beach House after four years of exile, only to discover that everybody left him deserted. Thercy, the maid of Vikram and a past friend of Sugi starts taking care of him, encouraging him to find his lost contacts. So, Theo contacts his agent in London who thought him dead already and sends the manuscript of his new book. The agent gets excited and finds the book to be the best among all. Theo's life by this time has become an admixture of different memories- personal, emotional, traumatic, nostalgic and haunting. His days and nights seem to loss all meaning. What he retrieves back is a bunch of memories, sometimes clear and sometimes foggy and distant. The entire narrative of *Mosquito* thus is a book of memory, experienced and expressed through the medium of memory. Every character plays the role of a carrier of memory. In this regards, Jeanette Rodríguez & Ted Fortier in the chapter entitled "The Concept of Cultural Memory" observe,

> With regard to cultural memory, therefore, we contend that a people carry a memory and that the memory itself is also a carrier. One means by which memory is transmitted is through narrative. Narrative emphasizes the active, self-shaping quality of human thought. Its power resides in its ability to create, form, refashion, and reclaim identity (7).

Rohan and Giulia start their lives anew at Venice, away from the disturbed homeland. They lose all contacts with Nulani after vain searches in London. In her last letters, Nulani mentioned that she was living alone, away from her brother Jim Mendis. In due course, Giulia declares Nulani Mendis a "thing of the past", trying to "learn to live only our memories" (229). Rohan retains his act of painting, after a reasonable break. However, his paintings are now totally different from his previous ones, mostly highlighted in the colour grey. He painted "blocks of flats from which light seeped out and formless human presence, ghosts sitting patiently, waiting for or guarding some unseen treasure" (243). Rohan and Giulia carry the burden of the war wherever they go, unable to get rid of it.

During that time, Rohan is approached by a lady named Alison Fielding from London, inviting him to exhibit his paintings in her place. In her art gallery, Rohan gets the mention of Nulani, whose paintings has become famous by that time. So, it is re-union of old friends, separated by time and space. Alison organises an art exhibition called "Two Sri Lankan Painters" (282). The paintings reflect "similar experiences" as "they've suffered. Lost friends, relatives, become displaced" (ibid). Theo's agent also gets an invitation where one of Theo's portraits has been exhibited. He gets confused and contacts the lady. She further provides the contact details of Rohan. So, he sends him a letter mentioning

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Theo's latest venture, with a new book getting published soon.

In "Cultural Memory: A European Perspective", Vitafortunati And Elena Lamberti observes,

> For an individual, as well as for a nation, cultural memory is a complex and stratified entity strictly connected not only to the history and the experience of either the individual or the nation, but also to the way in which that very history and experience are read in time, individually and collectively. Each time, the past acquires new meanings and the same fact, even though it stays the same, is nevertheless shaped through remembrance; inevitably, it is juxtaposed against new backgrounds, new biographies, and new recollections (128).

Time plays a crucial role creating a flood of memory among the characters of *Mosquito*. Rohan becomes an acclaimed painter in Italy, highly praised by critics. His paintings remind a "shared grief, of dreams vaguely remembered, furniture that served as receptacles of memory. All human life, in fact, reduced to memory" (2007:260). The novel, however, is a celebration of human will-power and love. After all inhuman act, genocides and violence, an individual has the ability to raise voice against such socio-political unrest and bring change to the society.

The novel thus comes to a happy ending. A house can never turn into 'home' in absence of near and dear ones. Theo visits Venice to meet Nulani at Rohan's house, after long ten years. Theo feels a strong sense of homecoming in a foreign land which is "not his home; why then, did he feel he was coming home?" (291). Each person, thus, carries a slice of memory of native place wherever s/he goes and this is powerfully articulated in *Mosquito*.

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Global Journal of human-social science: H Interdisciplinary
Volume 18 Issue 7 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Analytical View of Pakistan-United States Relations: Past and Present

By Shah Hussain, Munsif Ali & Zafar Abbas

Abstract- Relations between Pakistan and United States are like the swing of pendulum. Pakistan, from the very first day, is playing catalyst role for the interests of the United States in the region. But the relations between two countries remained difficult and widen the trust deficit with the span of time. Despite aids from the US, Pakistan also suffered irreparable loss for her pleasure and to get financial support from unequal ally. History reveals that United States always used Pakistan for self-purposes. The aim of this paper is to analyze the Pak US relations in the current scenario.

Methodology: This is a descriptive study which consists of secondary source of data collection based on reports, books, periodic journals, web-based articles..

Keywords: *pak-us relations, 9/11, GWOT,.*

GJHSS-H Classification: *FOR Code: 160607*



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Keywords: pak-us relations, 9/11, GWOT,

I. Introduction

Pakistan- United States relationship has always been on a rocky path and poses a challenge for foreign policy of both the states. Pakistan after creation acted as a key ally in the region during cold war to promote the interests of the United States. The course of relationship, however, remained very arduous. Determining any future course of action between the two, trust deficit is a dominant factor. The tragedy of 9/11 completely altered the level of engagement and nature of relationship (Ahmed & Kharal, 2015). Many nations of the world faced dreadful crisis due to the incident of 9/11 which led to invasion and assaulting of Afghanistan by the United States and its allies and had deteriorated the security climate of South Asian region. The inimical environment created by the US-led Global War on Terror [GWOT] has brought grave consequences and troubles for Pakistan than any other state. Inspite of unfriendly relations, the US succeeded to acquire assistance of Pakistan in GWOT through threats and incentives, simultaneously (Rabbi, 2012). Both the states have emerged from comparatively unassociated to Islamabad as a devoted ally, to Islamabad as a menace for the US, and to Islamabad has been considered a untrustworthy friend since the last 15 years (Rijnbeek, 2016). The United States have always assisted Pakistan in providing funds and support and in return Pakistan has provided her logistic support. There have also been prevailed distrust and uncertainty in the relationship (Akhtar, 2012). The relations also saw hurdles and obstacles in GWOT. Arguably, the Pak-United States relations from the very beginning of GWOT, replete with resentment and confine to the reiteration of the U.S on Pakistan with the insistence to do more to root out the militant groups (Asghar, 2015). It is argued that the nature of relations between two countries remained diverse in democratic and non-democratic regimes in Pakistan. Due to mutual distrust and convergence of India and United States, Pakistan is getting closer to regional powers i.e. China and Russia.

For better understanding, the researchers have divided this paper into three main domains i.e. Areas of cooperation post 9/11, hurdles that affected relations and current scenario. Before proceeding further it is better to have a look on history of relations from Pakistan's inception and the event that led to the establishment of partnership between Pakistan and United States in the Post September 11 scenario.

II. Historical Perspective

In order to understand US diplomacy after 9/11, it is essential to look into the history of seventy years relations of Pakistan and United States. After independence, Pakistan joined US block due to its security and economic fragility (Akhtar, 2012). Pakistan was fully aware of power imbalance in the subcontinent and was desperately looking for ways to neutralize it (Nadim, 2017). Due to India's policy of non-alignment, the United States chose Pakistan in the region amid cold war crisis (Akhtar,2012). Pakistan had become most reliable ally of US in Asia (Kux, 2001, p. 1). While in the beginning United States gave military and economic support to Pakistan (Banerjee &Commuri, 2014).

To ensure security of newly independent state Pakistan went on to acquire membership of SEATO and CENTO in 1954 and 1955, respectively. Both states concluded mutual defence agreement in May 1954. In the same time security was the prime interest of Pakistan and United States considered Pakistan as an advantageous partner because of its geostrategic importance to contain the spread communism in Southeast Asia and Middle East (Akhtar, 2012).Pakistan received $1.2 billion to $1.5 billion military aid from United States of America. While another $3 billion was granted from 1947 to 1965 in form of technical assistance, agricultural commodities and economic development funds (Akhtar, 2012) and in return Pakistan allowed United States to create airbases near Badabher (Rijnbeek, 2016).

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Pak-US relations entered into a new phase in the decade of 1960s because of Sino-Indian war of 1962. United States decided to send aid to India (Rijnbeek, 2016). In the meanwhile the aid of Pakistan was frozen by the US in 1965, 1971 &1975 which made Pakistanis realized that the US is not a trustworthy friend (Javaid, 2014).The fragmented security order between Washington and Islamabad remained for next 15 years (Bashir & Mustafa, 2014). Eventually Pakistan left SEATO and CENTO in 1972 and 1979, respectively (Akhtar, 2012). In reaction to the Pakistan's latent role in nuclear enrichment capability, Carter administration ceased US aid to Pakistan in 1979. However, after USSR incursion of Afghanistan in 1979, US once again considered Pakistan as a major partner to counter USSR expansion (Kronstadt, 2006). The Afghan religious extremists were chosen by the US as their allies to wage proxy war against Soviets. These religious extremists were also trained by Pakistan's Inter-Service Intelligence to lead the proxy war. With the patronage of Pakistan Army and supported by bountiful American military aid, these mujahedeen's declared a holy war against Afghan government and its allied Soviet forces (Ahmed, 2002). Regan's government developed cordial relations with Pakistan and gulf between the two countries was reduced. In 1981 $3.2 billion military and economic aid was authorized to Pakistan for six years, and later on in 1986 $4.2 billion was approved for 1988-93 (Anwar, 2013).

After withdrawal of Soviets from Afghanistan, US began to criticize Pakistan's nuclear program and the then Bush administration ceased aid to Pakistan in 1990s. Economic and military aid and provision of important military equipment were stopped under Pressler amendment (Kronstadt, 2006).After the Soviet withdrawal, despite Islamabad best efforts, Hekmatyar failed to gain control of Kabul (Noor, 2001). Taliban succeeded to get control of 90 percent territory of Afghanistan and defeated their enemy, the Northern Alliance (NA). The Taliban were ethnically Pakhtuns. Pakistan was the main supporter of Taliban regime from 1996 until 9/11. The 9/11 Commission Report, Taliban government received recognition from Islamabad along with significant political and diplomatic assistance. In lieu, she envisaged to use Afghanistan's "Strategic Depth" in any dispute with India arising in the future. *Jihadi* outfits operating in the Pakistan also received Taliban's assistance to spur *jihadi movement* in Indian occupied Kashmir which started in 1989 (Rais, 2001; Shah & Riaz, 2013).India tested nuclear devices after 24 years of abeyance. In reaction Pakistan immediately conducted nuclear tests, inspite of international community particularly U.S. exertion of inhibiting it for doing so. The explosion of such nukes was widely criticized by the world, and U.S efforts of non-proliferation in the South Asian region suffered a major setback (Kronstadt, 2006). A series of sanctions were imposed against Pakistan on 16th June, 1998 by U.S, due to Arms Export Control Act 58 of Glenn Amendment. U.S viewed Indo-Pak race of nuclear arms as a major threat for the peace and security of South Asia (Anwar, 2013).U.S once again imposed sanctions against Pakistan after 12th October 1999 military coup by General Musharraf. U.S ceased all sorts of aid to Pakistan under Foreign Assistance Act (Section 508) (Akhtar, 2012).

a) Establishment of relation after 9/11

The catastrophic event of 9/11 changed the entire scenario of the world politics and brought astronomical effects (Ahmed & Kharral, 2015). The attacks of September 11, 2001 challenged the hauteur of world's single super power whose land was not assaulted before in the history (Javaid, 2011). After 9/11 Pakistan came under the extreme pressure of United States and the world had been changed for both US and Pakistan. The nature of relationship between two countries began to change after this event. The President George Bush put forward a clear option before the world with the proclamation that "you are either with us or against us" (Zehra, 2004; Javaid & Mushtaq, 2014). Pakistan was compelled to join US led GWOT give up its two decade antiquated foreign policy (Shah & Riaz, 2013). After joining GWOT, Pakistan facilitated US with logistic support, intelligence sharing, and approach to its military bases and airspace. Military intelligence of Pakistan assisted in the identification of important targets and Taliban operated outposts including other safe heavens of terrorists in Afghanistan. U.S. military used bases in Pakistan and relied on its logistic help for ground operation against Taliban and other terrorist sanctuaries in eastern and southern parts of Afghanistan (Ahmed, 2001). In exchange Pakistan got extraordinary incentives, including culmination of diplomatic boycott; military and economic assistance over and above writing off debts (Ahmed, 2016). Attacks of September 2001 brought a landmark in the relationship of both countries to such an extent that by 2004 Pakistan was considered as a 'major Non-NATO ally' (Kronstadt, 2007, p. 11). In return Pakistan was given $1.2 billion in initial three years in armaments exports, writing off $ 1 billion debt and was provided $ 1 billion more funds by United States. Pakistan was also provided $ 3 billion economic aid and so as to enhance the professional competence of its armed forces. In aftermath of 9/11, Pakistan had to suffer soldiers and civilian casualties, 2795 soldiers and 21672 have been killed and 8671 suffered injuries in 3486 bomb attacks as well as in 283 suicide blasts. 90,000 military and para-military forces are fighting against terrorists on the border. Since 9/11 Pakistan has lost $ 68 billion in US led war on terror. In accordance with statistics evidence till April 2010, the nation faced 8,141 brutal episodes of

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terrorism-many more have occurred since then (Akhtar, 2012).

President Musharraf in his book while assessing advantages and disadvantages of not joining US led war on terror said that, if Pakistan withstands US in GWOT then it could face harsh and extreme consequences. Due to three reasons, He eventually joined the US war against terrorism. First of all Pakistan was militarily fragile country that it was unable to counter US aggression. Secondly Pakistan's feeble economy could not bear further economic sanctions. Thirdly Pakistani society was divided on the basis of languages, cult and ethnicity (Musharraf, 2006). President Musharraf was of the view that if Pakistan refused to give logistic support then the US could approach India for such assistance which might badly affect Pakistan's stance on Kashmir. Furthermore one of the most serious concerns was safety of Pakistan's nukes. Pakistan was pretty much aware of India's conspiracy regarding its nuclear programme. So it was favourable time for India to acquire the favour of International players in this regard (Musharraf, 2006).

b) Areas of Cooperation

Pakistan has provided logistic help in Operation Enduring Freedom by allowing US to use its airspace and three air bases. President Bush appreciated both the Pakistan's role and said that Musharraf is a brave leader and his nation is a key partner in GWOT (Akram, 2002). Both the states became united against menace of terrorism and made efforts to counterpoise the remains of terrorist groups of Taliban and Al-Qaida. Without any earlier commitment between the two states, Pakistan assisted US in form of logistics help. US was also given access to different military bases such as Shamsi, Pasni, Dalbandin and Jacoabad. Pakistan went on to provide nearly 100,000 gallons per day without any prior amount. Pakistan deployed nearly 35000 troops on frontier for averting the most wanted Taliban leaders from escaping and apprehended 420 Al-Qaida and Taliban absconders. Pakistan fully supported allied forces through technology and brainpower of humans (Akhtar, 2012).

New partnership was secured and strengthened through lifting of sanctions and granting of aid. "Democracy sanctions" were removed by President through Brownback-II amendment. Nuclear sanctions were lifted for the period of five years through Ackerman amendment. Military sales and assistance were restarted through issuance of a waiver by President of US. United States concurred to instantly cancel Pakistan's loan and granted $600 million and $177 million for economic, security and military support respectfully for 2002. It was announced by Bush leadership to provide $3 billion as economic and military aid to Pakistan in 2003 (Sattar, 2010) (Ahmed & kharal,2015).

International community including the United States and coalition forces perceived that without Pakistan's collaboration it would not be possible to bring peace and prosperity back in Afghanistan. Pakistan offers the most convenient way for NATO supplies to pass and reach to the troops fighting in Afghanistan. Moreover Afghanistan relies upon Pakistan for trade due to landlocked country (Akhtar, 2012).

c) To enhance the regional stability of South Asian states

In order to improve the security situation of South Asian countries both Pakistan and United States are working together. South Asia is a densely populated area with massive armaments. This region is full of manpower and financial resources. There are two very hostile atomic powers.US toiled very hard to guarantee stability in the region and get the three states, Pakistan, India, Afghanistan close with each other. After 9/11 US is of the opinion that peace in the region is very crucial for success of his "War on Terror" operation in Afghanistan (Akhtar, 2012). Despite all this, the alliance contained both the bitter and sweet characteristics, swarming with complications. Acute engagement and disengagement has also been seen in the alliance between the two states (Banerjee &Commuri, 2014).

III. Challenges That Struck Relationship

Following are the challenges that have been witnessed in post 9/11 scenario

a) Growing Indo-USA Strategic Partnership

Under the Bush Administration, United States and Indian partnership got better and better (Guihong, 2003). The sanctions were also lifted from India through US new policy towards South Asian region. Moreover, US also acknowledged India's status of nuclear power, negotiation on technology transfers and made a civil nuclear deal with it in 2005 (Evans, 2012) .

The US endeavours for a turmoil free South Asian region is dispirited by the U.S itself because of signing nuclear deal and providing worth US $ 5.5 billion weaponry to India which startled the regional states (Farooq and Rashid,2017). Pakistan was also disturbed due to this nuclear deal between US and India. President Bush used the term of 'Natural Partner' for India and US at the time of signing civil nuclear deal in October, 2008. This contributed much in abating the relations (Ahmad, 2011, p. 223; Ahmed &Kharal,2015). Islamabad showed concern for Indo-US nuclear deal and considered it as a threat for the security situation of Pakistan, and asked Washington for a similar cooperation and offer in order to increase its nuclear capability. But it refused by the US because of Pakistan's doubtful image and history of involvement in proliferating nuclear technology (Ahmad, 2012).

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Differences over nuclear issue continue to hinder US-Pakistan cooperation (Armitage et al, 2010).

b) Pakistan's Tilt towards China

When the Indo-US ties starts to strengthen, it alarms Pakistan's paradigm of security. Pakistan gets closer to China in order to strengthen its position and to tackle such challenges (Banerjee & Commuri, 2014).During Chinese premier visit to Pakistan in April 2005, both the counties signed 22 treaties in order to enhance bilateral collaboration. President Pervaiz Musharraf visited Beijing for five days to discuss different matters such as counterterrorism, technical assistance and trade and with top administration of China in Feb, 2006. Close to Iran's border, government of China helped Pakistan in building a massive and most important Gawadar port. Pakistan abides to see China as an "all-weather friend" and conceivably the worthiest strategic partner (Kronstadt, 2006).Pak-China close partnership was not acceptable by US (Basheer and Mustafa, 2014).

c) Nuclear Proliferation Issue

Evidence started to reveal regarding proliferation of nuclear technology network in Jan, 2004. Father of Pakistan's nuclear bomb, Dr Abdul Qadeer Khan (Fair et al., 2010), was alleged for selling confidential nuclear technology to North Korea, Libya and Iran (Rashid & LaGuardia, 2004). It was told by US Secretary of State Colin Powell to media in Jan, 2004 that US officials have provided proof to Pakistan's government regarding involvement of Pakistan in proliferating confidential nuclear technology (Murphy, 2004; Waheed, 2017).

Disclosure of Pakistan's involvement in proliferation of nuclear weapons further escalated the problems of future relationship between US and Pakistan (Hasan, 2004; Javaid & Mushtaq, 2014). United States has a great fear regarding security of Pakistan nuclear technology. China is also aiming at building two nuclear plants in Pakistan therefore Washington asked Beijing to declare its position internationally (Akhtar, 2012).

d) Anti-American Sentiments

Due to enmity towards policies of US regarding Pakistan, there can be found feelings and sentiments in the people against US which have emerged due to Drone attacks by US in FATA. According to a survey, 60% of Pakistanis consider US as a hostile country. The incident of Raymond Davis further escalated abhorrence and the CIA activities in Pakistan are also opposed by Pakistani citizens (Akhtar, 2012). In the June of 2008, an airstrike by the US army killed 11 para-military soldiers of Pakistan Army Frontier Corps, along with eight Taliban(DAWN, 2012) and episode of Salala check-post on November 26, 2011 in which twenty four Pakistani soldiers were killed, widely opposed in Pakistan (Akhtar, 2012).

e) Osama Bin Laden

Osama bin Laden was assassinated by the US forces in Abbotabad, Pakistan on 2nd May, 2011 which caused an extreme deterioration in relations (Kronstadt, 2012, pp. 8-9). The discovery of America's most wanted foe found in an allied state created an alarming situation for United States. The US started doubting at the intentions of Pakistan in GWOT due to the incident of Bin Laden (Rijnbeek, 2016).

f) F-16 Issue (2016)

Earlier, it was decided that Pakistan will get fighters on discounted rate of $270 million *which* was partially funded by the Foreign Military Financing Programme of the US.A deal of worth $699 *million* was signed for *eight* F-16 fighter jets, but congress didn't permit due to some differences and problems regarding Pakistan's reluctance to eliminate Haqani network safe havens on its territory and security of its nuclear weapons. It was unacceptable to Pakistani leadership who were at the opinion that the deal must be completed without any pre-requisites or any new conditions. It was stated by foreign minister's advisor Sartaj Aziz that if the deal becomes unsuccessful, Pakistan could find any other country for buying jets. Analysts were of the opinion that Pakistan could look up to either China or Russia to fulfill its defence needs (Syed, *2016).*

g) Current Scenario

The trump administration's policy towards Pakistan marks a shift (Chauhdary, 2018). In a groundbreaking speech in August 2017, US President Donald Trump laid out his government's policy for South Asia, authorizing more American troops to Afghanistan and insisting that Pakistan must either "do more" to restrain Islamist militants, or face consequences. Top leadership of Trump administration came to a conclusion that Pakistan is not a trustworthy partner in GWOT but others are at a view that the US must not put the relation in jeopardy by completely cutting off relations with Pakistan. Many initiatives of the Trump administration were intended to force the Pakistani military to make a clear choice between backing the US, which finances much of its military operations, and continuing to provide secret support for the Afghan Taliban and Haqqani network, which is fighting American and Afghan forces in Afghanistan. Trump Government took many initiatives in order to compel Pakistani armed forces to choose an option between supporting the US which provide funds for most of their operations and persisting to dispense assistance for Haqqani network and Taliban which are brawling with the US and Afghan military personnel in Afghanistan.

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In May 2017, President Trump addressed the Arab–Islamic–US summit in Riyadh. One of the key points of Trump's speech that infuriated many Pakistani commentators were his mention of India as one of the countries that had suffered due to terrorism, with no acknowledgement of the Pakistani Army's contribution in fighting jihadist terror. The Nation, mentioned that because of Trump's exclusion of Pakistan's efforts and sacrifices in GWOT, most of Pakistani media groups were feeling mortified and embarrassed as they are only Muslim state with nuclear power. Besides that merely a chance was even refused to prime minister of that country which is supposed to be a Frontline state to even lay down his viewpoint and perspective.

The June 2017 Pentagon report discussed the roleof "elements of Pakistani government" in providing support to the Afghan Taliban and the Haqqani network inside Pakistan's territory and the need to take action against all terrorist groups. The US intelligence community was already convinced of the presence of terror outfits in Pakistani territory and the material support being provided to them by Pakistan's security establishment (Kaura & Era, 2017).

A senior military officer of Pakistan in his interview stated that Pakistan started to discriminate between the militants. First, there was Al-Qaeda which is a threat for both the US and Pakistan. Second, there was Tehrik-e-Taliban Pakistan which was a threat to Pakistan only and not to the US. Third, there were groups like the Afghan Taliban, the Haqqani Network, and Lashkar-e-Tayyaba which have nothing to do with Pakistan but are only threats for the United States and maybe India (Nadeem, 2017). Trump made frequent tweets in which he vociferated Pakistan's lies and hoodwinks and said that the US aid to Pakistan had not achieved any expected results and was of no use. It was decided by the State department that until Pakistan will not take any strong action against the militant outfits such as Taliban and Haqqani group, the US will suspend its military aid till then.

United States delegates have revived their demands on Pakistan to take strong actions for eradicating Haqqani network that invaded the US troops in Afghanistan, and to pressurize Taliban militants to come to a compromise by peace talks and demand handing over of Dr.ShakilAfridi who helped to find Osama Bin Laden in Abbotabad city and is now jailed (Bengali & Sahisep, 2017).

President Trump victimized Pakistan by making his first tweet in 2018 in which Trump asked Pakistan to give back all the aid received by Pakistan in previous years and alleged Pakistan for giving only hoodwinks and lies. As a result of which Trump government has freeze the security and military aid (Afzal, 2018), which includes $900 million & $255 million in Coalition Support Fund & Foreign Military Financing respectively. Due to which Pakistan Foreign Minister issued the statement that the US is a "friend who always betrays" (Ahmed, 2018).

Pakistan has been jointly nominated by the both UK and US to be placed in Grey List by moving the FATF which was also backed by Germany and France. Pakistan was accused of not taking strong actions against some outfits that are labeled as terrorists under UN Security Council Resolution 1267. Particularly the Falah-i-Insaniyat Foundation and Jamaat-ud-Dawa who were freely operating was more bothering specifically Hafiz Saeed was allowed to perform the functions like fund raising and organizing of rallies freely within the whole country. From 2012 to 2015, Pakistan had also been put on the Grey List for three years (Hussain, 2018). Pakistan is now reshaping and resettling everything out of fear of US using FATF's strategy to safeguard the stake. Both the Falah-i-Insaniyat Foundation and Jamaat-ud-Dawa were put in the state's banned list by the ordinance issued by President of Pakistan Mamnoon Hussain which amended Pakistan's Anti-Terrorism Act of 1997 (Younus, 2018).

Seven Pakistani firms were put in the list of foreign organization accused of involvement in nuclear trade by Trump government which is supposed to be a threat to the US policy interest and national security. Pakistan's objective to be a member of NSG could be weakened due to this step (Iqbal, 2018).

The US Ambassador in India, Kenneth Juster said that Washington was working closely with partners to secure India's membership in the elite club of NSG who can trade fissile materials and nuclear technologies (Express Web Desk | New Delhi |, 2018) the US efforts to include India into NSG while keeping Pakistan out can further jeopardize the nuclear imbalance in South Asia – a fact to which the US media and think tank community remains mostly oblivious (Global Village Space News Desk, 2018).

A diplomatic tension arose following a fatal traffic accident in Islamabad by the United States military attache, Colonel Joseph Emanuel Hall, killing two youngsters on the motorcycle, one of whom died on the spot while the other sustained injuries (Altaf, 2018). Col. Hall was booked in a criminal case. Because of his diplomatic exemption, he was not taken into custody but police is now going to get his driving license cancelled. For putting Colonel name in the exit control list (ECL), The capital police has sent a letter to Interior Ministry. Police has also sent a letter to Federal Investigation Agency for putting the Colonel Joseph's name on the watch list (Chaudhry, 2018).

In the wake of simmering diplomatic tensions the Trump administration has decided to impose new restrictions on Pakistani diplomats in the US limiting their movement to 25 mile radius. In return, Pakistan on the same day also imposed limitations and constraints on the US diplomats' travelling in Pakistan (Janjua & Harris, 2018).

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IV. Conclusion

There have always been situational based relations between the United States and the Pakistan. These situations motivated actions and practices of both states. Both the states cooperated on many occasions for certain interests but this cooperation disturbed many times and relations saw setback due to unexpected incidents. Due to their mutual dissension the desired goals have not been achieved yet in GWOT because the nature of relations remained diverse in democratic and non- democratic regimes in Pakistan. In non-democratic rule, Pakistan served purely in the US perspective. But in democratic governments, fragility in relations has been witnessed due to clash of interests which leads towards a rift in ties. Both the US and the Pakistan preferred their national interests over alliance whenever deemed necessary. Lack of trust always dominated these relations that impeded their efforts in countering terrorism but this trust deficit did not result in complete cut off because both possess vital importance for each other. Because of Global Supremacy of the United States, It would not be in the interest of Pakistan to afford complete disengagement similarly the US can't achieve its desired results in the region especially in Afghanistan without assistance of Pakistan due to its geo-strategic importance. In order to achieve the desired result, it is suitable and appropriate for Pakistan and the US to reformulate their mutual relationship by concentrating in the fields of cooperation and convergence, and collaborate with each other for ensuring greater achievements.

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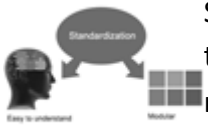
We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A.
Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.



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The FARSHS member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.



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The ' MARSHS ' title is accorded to a selected professional after the approval of the Editor-in-Chief / Editorial Board Members/Dean.



The "MARSHS" is a dignified ornament which is accorded to a person's name viz. Dr John E. Hall, Ph.D., MARSHS or William Walldroff, M.S., MARSHS.

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The following benefitscan be availed by you only for next three years from the date of certification.



MARSHS designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

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The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.





Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

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AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).



The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



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We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

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2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
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- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

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1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

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Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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ISSN 975587

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