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Economic sciences

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## **Main Challenges of Agriculture of Ukraine in Globalization**

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### **Abstract**

Based on the analysis of the problems of agriculture of Ukraine the author highlighted categories of problems of agriculture in Ukraine and with the help of the Thomas L. Saaty analytic hierarchy process and identified their rating. The next stage of the rating definitions and problems is the pairwise comparisons of each problem category. The first place in the category value is “economic”, the second – “infrastructure”, the third – “social”, and the fourth – “production”, in the last fifth place – “environmental” problems. According to the analysis in each category is provided a list of the main problems of agriculture in Ukraine: small-scale production, insufficient condition of fruit and vegetable warehouses, weakness of non-productive cooperatives, rising unemployment, opacity of land relations, inconsistency with international standards of quality and safety, low investment adaptation of Ukrainian legal acts to EU requirements, unsatisfactory condition of engineering and transport infrastructure of rural settlements, lack of technical support for producers of agricultural machinery and low-sales service, non-compliance with agricultural storage technologies, running state of social infrastructure and other.

**Keywords:** analytic hierarchy process; globalization; priorities; problems of agriculture; system adaptation; Ukraine.

### **Introduction**

Significant contribution of agriculture to the country's development, food security, the impact on social stability and macroeconomic indicators determines the high responsibility for the consequences of public policy for the sector. Not less important aspect is the appropriate economic policies world trends, conditions that arise in the process of globalization. There is a need for stability and transparency of Agrarian Policy of Ukraine in conjunction with its respective tasks solving urgent problems and priorities to ensure the development of agriculture in the context of globalization, which requires adapting regulatory policies and determine the priority decisions are the main problems.

The aim is to rank the major problems of agriculture sector in Ukraine preferred direction

adaptation of state regulation. The object of study is the organizational and economic mechanism of development and functioning of the Ukrainian agriculture. Subject of research are theoretical, methodological and scientific-practical provisions on priority adaptation of state regulation of agriculture of Ukraine, taking into account the ranking of industry problems.

### Method of research

Theoretical and methodological basis of this study is a systematic approach to the study of the subject and the object of study [1]. The study used the general and special economic methods of induction and deduction, generalization to the phenomena that are being studied, and others. Questions of state regulation of agricultural sector of the economy of Ukraine and the main problems of agriculture is widely covered in the works of famous Ukrainian scientists [2; 3; 4; 5; 6; 7; 8; 9]. Problems and prospects of rural areas development is covered in the works of Ukrainian scientists [10]. Prospects and risks in agricultural trade in connection with the integration process, including the impact of the EU-Ukraine agreement on free trade in agriculture are considered in many scientific papers note [11; 12; 13]. There is an acute problem of unemployment in rural areas and the related tasks of social adaptation [14].

Inability to only using the methods of quantitative assessments make ranking the problems of agriculture in Ukraine makes use of other methods. Analysis of the scientific literature led to the conclusion that the most appropriate to rank the problems is the method of analytic hierarchy Process Thomas L. Saaty [14, p. 75]. Rating problems is within the unit. Using the specified scale allows experts to evaluate and compare the problems with a relatively accurate.

Based on the findings of experts define a rating of the problems. In order to obtain a single estimate is first necessary to determine the significance of the problems with using a paired comparison method.

In paired comparison and assessment categories sum of weighting factors equal to 1 (formula (1).

$$\sum_{i=k}^N a_i = 1, \quad (1)$$

where  $a_i$  – weight coefficient;

$k$  – category;

$N$  – the number of terms  $a_k, a_{k+1}, \dots, a_N$ .

An important step is the expert evaluation of the significance of each problem under the paired comparison. An expert was proposed questionnaire for point scoring under the paired comparison of the importance of problems and categories within each category, with the ability to supplement the list of issues for further evaluation.

The weighting factor is the product of the problems weighting coefficient industry problems within the category of the weighting coefficient category (formula (2)).

$$WP = W_X \cdot a_k, \quad (2)$$

where  $WP$  – where weight coefficient of the problem;

$W_X$  – weight coefficient of  $i$ -th problem defined within a category;

$a_k$  – weight coefficient category.

The study included the following stages: data collection qualitative methods, the formation of expert groups (used purposive sampling of professionals who have the necessary knowledge and experience, ready to take part in the discussion) and quantitative data collection methods. Statistical sampling studies are: 1st focus group – managers of registered legal entities by main activity (the representatives of all the major forms of economic sectors and sub-sectors of agriculture of Ukraine).

Quota sampling. The required sample size is 190 experts that take place in our case. Thus, the sample for this focus group representative; 2nd focus group civil servants of the Ministry of Agrarian Policy and Food of Ukraine and the Ministry of Economic Development and Trade.

The sample cluster. The required sample size of 22 experts, which takes place in our case; Third focus group – scientists in the field of agriculture.

The sample cluster. The required sample size of 22 experts in our case. Representativeness of the sample was determined by calculating the sample size for each focus group, taking into account adjustments for small general population. Confidence probability shows – 95% confidence interval

– 5%. The required sample size is 234 expert that takes place in our case. Thus, the sample is representative.

Table 1 shows categories and the rating scale problems. The maximum permissible level of consistency (CR) is not more than 10%, or 0.1 [14, p. 75, 304].

Table 1: Point scoring of problems during paired comparison

Score	Problem assessment
1	equal benefit between the problems
2	slight advantage
3	average advantage
4	advantage, above-average
5	moderately strong advantage
6	strong advantage
7	very strong advantage
8	very, very strong advantage
9	absolute advantage

Source: [14, p. 304].

The obtained expert evaluations were compiled and calculated weighting coefficients of basic agricultural problems with the software Super Decisions.

### Discussion

Improving the state support of agriculture is an actual task and strategic priority of our state and unanimously considered by the Government, the President and the national and international experts as a catalyst for economic growth. Achieving international competitiveness of agriculture in Ukraine, first, possibly subject to review of the principles of state aid to the agricultural producers, and secondly, it may not only have a positive economic effect, but also unpredictable (negative) social consequences due to the release of people employed in agriculture and sharp deterioration in the environment. The author offers the following categories for the analysis of problems: production; economic; social; infrastructure; environmental. According E. Shubravskaya, E. Prokopenko difficulties and problems associated with the modernization of agriculture of Ukraine “are subdivided-scale application at the national and industry, and the results of, and obstacles to implementation – on the investigative and limiting” [8], this approach applies to all the problems of agriculture. By branches of agriculture in each category identified the main problem. Despite significant regional differences and, therefore, differences in the problems of the same sector / sub-sector in different regions of the country, these aspects will not be considered by us as a result of the limited scope of this article.

### Research results

The aggravation of global problems as a result of climate change, increasing world population, the growing influence of the environment, due to the emergence of new technological opportunities informatization of agricultural production and trade, harmonization of requirements for maintaining the technology and quality of products, relevant than ever makes the development of the global food market and ensure of drinking water, changing traditional approaches to agriculture and reclamation activities. Integration of agriculture of Ukraine into the world economy requires an adequate response to global challenges and the use of new opportunities.

The agriculture generated about 11% of the country's GDP and also more than 30% of the population (14.2 million people) actually engaged in individual agricultural production. In the countryside of low official employment and unemployment rises, so for 2000–2012 the number of employees decreased by 3.71 times [16]. “In 2013, the average number of employees in enterprises, institutions, organizations... with the number of employees more than 10 people who were engaged in agriculture and the provision of related services amounted to 504.9 thousand” [17, p. 2].

This confirms the problem of small commodity in almost all sub-sectors of agriculture, which has the effect of the discrepancy standards of production and storage (including European); import growth; price disparity, reducing the profitability of production, social problems. The wage fund for the year accrued to permanent employees of agriculture in 2013 was amounted to 3.5% of the total wage fund full-time employees in the national economy. The average monthly nominal salary of one full-time employee of agricultural enterprises in 2013 was one of the lowest among all types of economic activity and amounted to 2270 UAH [17, p. 2].

With this level of income of the population is forced to focus much effort on food self-sufficiency. Villagers buy food products try to minimize, and their private farms practically perform the function of social protection [17, p. 2]. As a result, labor productivity growth is exempt workforce, rising unemployment, deteriorating demographic situation, the process of aging of the rural population and employment in agriculture, is exacerbated social problems.

Ukraine owns 30% of the world reserves of black earth, the area of agricultural land in 2013 was 41.5 million hectares (69 % of the territory of Ukraine) have 32.5 million hectares – an area of arable [17, p. 1], but concern is the rapid soil degradation as a result of natural and anthropogenic factors. In Ukraine is 57.5% of soils prone to erosion. According to the National Scientific Centre “Institute of Soil Science and Agricultural Chemistry named after Sokolovsky”, approximately 40% of the arable land in Ukraine overcrowded [18]. The process of soil erosion increases dramatically due to the low standard of farming, outdated methods and means of the processing of the soil, excess acreage standards such industrial crops as maize, rapeseed and others. Environmental problems are exacerbated due to climate change, agriculture Ukraine needs to adapt to changes in temperature and precipitation, a significant reduction in the level of water in rivers, increasing the probability of catastrophic weather events. Environmental problems, in turn, cause production problems (decreased productivity, inability of traditional crop rotation and others) and well as infrastructural problems (inability to implement ameliorative potential). Agriculture of Ukraine is concentrated almost 7% of the country's capital investment, but the cost of fixed assets decreased from 11.5% in 2000 to 1.5% in 2012 [17]. There is a significant asymmetry between the volume of investment and agricultural production. In some regions of Ukraine there is insufficient technical support for producers of agricultural machinery and low service level of its service. One reason for the low investment activity is small-scale production. Legislative barriers nonproductive developments of the cooperative movement constrain investment activity, as well as create the problem of marketing of agricultural products.

Agricultural holdings have the resources and the opportunity to invest their own and borrowed funds in business development, which contributes to leadership in terms of productivity, profitability, compared with other forms of organizational management. According to Ukrainian scientists achieve rapid return on investment in agribusiness assets combined with a decrease in environmental management standards [10, p. 50]. Which also highlights the need for state regulation during take into account the peculiarities of doing business both large and small manufacturers.

Nationwide problems in Ukraine are: the high level of corruption, including in the courts, the high economic risks, the weakness of the stock market, the opacity of the financial system, holding back the flow of foreign investment in agriculture. However, large agricultural holdings, successfully attracted external funding, contributed to the transformation of innovative annual EBRD investments, and the signing of the EU Association potentially opens up prospects for the financing of small and medium-sized farms. The low level of investment in long-term profile industry leads in turn to a decrease in productivity, profitability, production volume, the formation of the problems in the food market, which confirms the complex nature of the problems. For example, low levels of investment in cattle due to the high cost of cattle space (per head) (10–15 thousand dollars USA) and the duration of rearing livestock. The profitability of cattle has negative values since 1994, the number of cattle has decreased over the years of independence is 5 times.

The problem of agriculture in Ukraine is also a low level of innovation activity. For example on the website of the State Statistics Service of Ukraine there are no data on innovation in agriculture, because their parameters is low or absent. Study through questionnaires allowed E. Shubravskaya and E. Prokopenko to allocate main reasons as “lack of enterprises own funds and

financing from external sources, excessive costs of innovation and limited information about the markets innovative products. In addition, according to agricultural enterprises innovation process also significantly hampered by the lack of qualified staff and guaranteed demand for innovative products” [8, p. 46].

By results of O. Yatsenko research Ukraine is integrated into the global market and now offer its global agricultural food products is more than twenty-headings, but is dominated by its commodity origin [9, p. 81–82). Foreign exchange earnings for exported agricultural products account for 25% of total Ukrainian exports. However, performance in many kinds of products is far behind the European average.

Moreover, for the main export commodities (corn, sunflower, honey and bee products) Ukraine has persistent competitive advantage in the global food market, but there is a need for consolidation of manufacturers, the development of organic production, greening, the development of modern methods of foreign trade and expansion of export geography. Another problem is the adaptation of Ukrainian legal acts to EU requirements, which will allow Ukraine to increasingly take advantage of association with the EU [12].

The matrix of pairwise comparisons is formed on the basis of the proposed experts' questionnaires processing to determine the importance of each category (table 2).

Table 2: Expert assessment of the significance of the problems of agriculture in Ukraine

Category	Coefficient of category importance
The economic	0,42114
The infrastructural	0,25233
The social	0,15385
The production	0,11261
Environmental	0,07007

On the basis of information provided in table 2, the experts identified the following weights categories of problems. The category of “economic” is the biggest indicator. That is, at this stage economic forces have the greatest influence on the formation of rating problems of agriculture in Ukraine. In the second place by value are infrastructure problems, the third – the social, the fourth – the production, at the last, fifth place – environmental problems.

The next stage of the rating definitions and problems is the pairwise comparisons of each problem category. According to the analysis in each category is provided a list of the main problems of agriculture in Ukraine: economic (small-scale production, the weakness of non-production cooperatives, the opacity of land relations; inconsistency with international standards of quality and safety, the problem of redistribution of the market in the market self-organization; increased dependence on public funding; difficulty product sales by small farmers and individual farms; adaptation of the Ukrainian normative legal acts to the EU requirements, low economic efficiency of agricultural production in comparison with other countries, low investment, low efficiency of the Agrarian Fund, low innovation activity, the limited geography of foreign trade, the difficulty of obtaining funding from external sources); industrial (noncompliance of storage technologies, the use of outdated technologies, failure of agricultural production technologies, failure to collect technology, low level of organic production); environmental (soil degradation, changes in temperature, change in water regime, lowering the water level in rivers and reservoirs, environmental pollution, including CO<sub>2</sub>; changes in the natural biological cycle; inefficient use of waste; lack of control over planting material; lack of control over the use of veterinary preparations); social (rising unemployment), demographic (reduced life expectancy, the aging of the working population), social exclusion, low level of qualification of personnel, increase morbidity, high levels of alcohol and drug abuse); infrastructure (insufficient volume of fruit and vegetable warehouses; inadequate technical support for producers of agricultural machinery and poor service; a state of neglect of social infrastructure (health and educational institutions, libraries, clubs), the poor state of engineering and transport infrastructure of rural settlements,

lack of funding objects of depressed areas, low level software veterinary service; failure of port facilities for export, low level of gasification of rural settlements; lack of access to technologies using alternative energy sources, low level of sewage and water supply).

We make an example of peer review to identify the most important problems in agriculture of Ukraine at the appropriate stage of economic development. The results of peer review for each issue were ranked within the category and are shown in Table 3.

Table 3: Rating problems of agriculture in Ukraine

Economic	
small-scale production	0.0758052
weakness of non-productive cooperatives	0.0547482
opacity of land relations	0.0505368
inconsistency with international standards of quality and safety	0.042114
low investment level	0.042114
adaptation of Ukrainian legal acts to EU requirements	0.0379026
the problem of redistribution of the market in the market self-organization	0.021057
increased dependence on public funding	0.02021472
low level of innovation activity	0.0042114
the limited geography of foreign trade	0.0042114
the difficulty of obtaining financing from external sources	0.0042114
the complexity of the product sales by small farmers and individual farms	0.0294798
low economic efficiency of agricultural production compared with other countries	0.02063586
low efficiency of the Agrarian Fund	0.0126342
Production	
failure to comply with storage technologies	0.033783
the use of outdated technology	0.0281525
non-compliance with agricultural technology	0.022522
failure to capture technologies	0.0168915
low levels of organic production	0.011261
Environmental	
soil degradation	0.021021
changes in temperature	0.014014
change the water regime, reducing water levels in rivers and reservoirs	0.0112112
pollution environment, including CO <sub>2</sub>	0.0084084
changes in the natural biological cycle	0.0056056
inefficient use of waste	0.0049049
lack of control over the use of veterinary preparations	0.0035035
lack of control over the planting material	0.0014014
Social	
rising unemployment	0.0538475

demographic (reduced life expectancy, an aging working population)	0.0292315
social exclusion	0.015385
low level of staff	0.0323085
increase in the incidence	0.015385
high rates of alcoholism and drug addiction	0.0076925
Infrastructure	
insufficient condition of fruit and vegetable warehouses	0.0580359
lack of technical support for producers of agricultural machinery and low service	0.0353262
running state of social infrastructure (medical and educational institutions, libraries, clubs)	0.0328029
unsatisfactory level of engineering and transport infrastructure of rural settlements	0.0378495
lack of financing of the development of depressed areas	0.0201864
a low level of veterinary service	0.0176631
lack of port facilities	0.0151398
low level of gasification	0.0126165
lack of access to technologies using alternative energy sources	0.0126165
a low level of sanitation and water supply	0.0100932

Represented in Table 4 rating problems of Ukrainian agriculture is the base and foundation on the analysis of the peaceful development of the country. But between exacerbations an economic of crisis and force majeure (occupation of the country, conducting combat operations) it necessary refined based on additional research.

Table 4: Rating problems of agriculture in Ukraine

Problem	Coefficient of problem importance
small-scale production	0.0758052
insufficient condition of fruit and vegetable warehouses	0.0580359
weakness of non-productive cooperatives	0.0547482
rising unemployment	0.0538475
opacity of land relations	0.0505368
inconsistency with international standards of quality and safety	0.042114
low investment	0.042114
adaptation of Ukrainian legal acts to EU requirements	0.0379026
unsatisfactory condition of engineering and transport infrastructure of rural settlements	0.0378495
lack of technical support for producers of agricultural machinery and low-sales service	0.0353262
non-compliance with agricultural storage technologies	0.033783
running state of social infrastructure (medical and educational institutions, libraries, clubs)	0.0328029
low level of staff	0.0323085

the complexity of the product sales by small farmers and individual farms	0.0294798
demographic (reduced life expectancy, an aging of working population)	0.0292315
the use of outdated technology agricultural production	0.0281525
non-compliance with agricultural technology	0.022522
the problem of redistribution of the market in the market self-organization	0.021057
soil degradation	0.021021
low economic efficiency of agricultural production compared with other countries	0.02063586
increased dependence on public funding	0.02021472

Ranking the problems on the importance enabled the prioritization of government regulation and therefore the development and implementation of adaptation mechanisms of Ukrainian agriculture to globalization.

### Conclusion

Based on the analysis of the problems of agriculture of Ukraine the author highlighted categories of problems of agriculture in Ukraine and with the help of the Thomas L. Saaty analytic hierarchy and identified their rating. The first place in the category value is “economic”, the second – “infrastructure”, the third – “social”, the fourth – “production”, in the last fifth place – “environmental” problems. The results of peer review for each issue were ranked within the category and compiled an overall rating of the most significant problems in agriculture of Ukraine in the context of globalization. On the basis of which the priorities of implementation of adaptation mechanisms of Ukrainian agriculture to globalization are:

- improvement of market regulation, reduction of bureaucratic barriers to the development of agricultural enterprises (completion of land reform, deregulation, improvement of the legislation on agricultural cooperatives etc).
- encouraging farming and large-scale production;
- development of regional wholesale markets, etc.
- improving the quality of product safety to the international standards requirements which including development tools to improve the quality of citizens production;
- to promote retailers to domestic harvesting of vegetables, fruit and potatoes (evaluating the effectiveness of credit conditions, compensation for the creation of storage farms etc.);
- adaptation of Ukrainian legal acts to EU requirements;
- introduction of a set of measures to create new jobs and the development of social infrastructure in rural areas;
- improving the institutional framework for environmental management and environmental protection.

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Legal sciences

Юридические науки

### **Thalaikoothal: the Practice of Euthanasia in the Name of Custom**

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#### **Abstract**

Like any other crime, poverty is also one of the main causes of practicing Thalaikoothal. When Pramila Krishan, Journalist of Deccan Chronicle, came to know about the practices of Thalaikoothal, she was very shocked. And while investigating the matter she found that most of the family members use to kill their parents whom they can't afford. And the aged people of Virudhunagar, they had accepted this practice of getting unnatural death as their fate as they also think that they have become a burden for their children, as everything in today's world is costly. Article 21 of Indian Constitution grants Right to life only. According to Article 21 says, "No person shall be deprived of his life or personal liberty except according to procedure established by law". Right to life under Article 21 does not include Right to die. Right to life is a natural right. The question regarding Right to die first time comes before Bombay High Court in *State of Maharashtra v. Maruty Sripati Dubal* 1987 Cri LJ 743. And here in this case court declares that Right to Life includes Right to die, thus making Section 309 of Indian Penal Code, 1860 which makes attempt to suicide as punishable offence unconstitutional. But Supreme Court in *Gian Kaur v State of Punjab* (1996) 2 SCC 648, held that Right to life does not include "Right to die" or "Right to be killed". Thus, attempt to suicide is punishable offence under section 309 of Indian Penal Code, 1860 and it is not unconstitutional to Indian Constitution Art. 21. Right to life is a natural right and right to die is not a natural right and no one has a right to finish their life in unnatural way. Thus, the practice of Thalaikoothal is illegal and unethical.

**Keywords:** thalaikoothal; euthanasia; suicide; homicide; custom

#### **Introduction**

From ancient era, we had a tradition or culture to respect our parents. And we can find it out from the mythological story e.g. from *Ramayana* where Shraavan Kumar\* carries his blind aged parents in his shoulders for pilgrimage voyage. That was a time when parents were treated as a God and people used to worship their parents and now in 21<sup>st</sup> century with advancement of medical science and technology, life span of the average human being has not only increased but along with it the abandonment of aged parents has also increased that we can find from our locality and from

\* Shraavan Kumar, *Indian Mythology*, ( Nov. 1, 2014, 12: 50 PM) [http://www.indianetzone.com/46/shraavan\\_kumar.htm](http://www.indianetzone.com/46/shraavan_kumar.htm)

the media. Growing population has also increased the poverty in the villages where people fail to arrange there one day meal. And only because of this most people think that their aged parents are becoming burden for them. And thus various crime against senior citizen has also increased day by day. This is a challenging issue for the government to protect the senior citizen of the country and also to help them to lead rest of their life with dignity.

It will be surprising for every one that even though Government of India, has passed many laws and rules for the protection of the Senior citizen but still some of the aged parents from Virudhunagar, Tamil Nadu has to meet with their unnatural death in the name of custom or tradition called Thalaikoothal. By doing this the children used to get rid from their parents. Thalaikoothal is the traditional practices of killing old people of the family by his or her family members. This is a clear practice of senicide in the name of traditions.

India is a secular country where one can find different religions, cultures, languages, customs and traditions etc. Here every religion has as its own faith and beliefs. And their right to practice and profess their religion is protected by Article 25 of Indian Constitution\*. But in the recent time it has been found that a certain practices of killing of aged parent's i.e. *Thalaikoothal* were performed by the people of Virudhunagar<sup>†</sup>, Tamil Nadu, India.

We all know that a newborn baby is always welcomed into the family with joy and celebration, inviting all the loved ones. And the same festive mood is performed with Thalaikoothal, where the children of aged parents kills or murder their parents. Thus, we can say it is a ceremony where children kill there aged parent on a date fixed by them.

### Meaning of Thalaikoothal

Thalaikoothal is Tamil word which means "leisurely oil bath"<sup>‡</sup>. This is a process in which "an extensive oil bath is given to an elderly person before the crack of dawn. The rest of the day, he or she is given several glasses of cold tender coconut water"<sup>§</sup>. By doing this the temperature of the body falls suddenly and causing high fever which leads to the death of the old aged person within 1-2 days. According to Dr. Ashok Kumar<sup>\*\*</sup>, general practitioner in Madurai, "Tender coconut water taken in excess causes renal failure". And this method is found to be as fail- proof as "the elderly often do not have the immunity to survive the sudden fever".

Recently other then Thalaikoothal, many other practices has been evolved now days for performing the same rituals. News Nation in its sting operation "The Bath of Death"<sup>††</sup> found that the people of Virudhunagar also used medicine which is used to kill snakes and pigs. One of the most painful methods of killing is, when one swallows the mud dissolved in water. Doing this the person will suffer from indigestion and ultimately death as a result. Velayudham of Help age India<sup>\*\*</sup> said that "the families used to take mud from there own land, if they had any as it will makes their soul happy". And if sometime they survive in this practice then again another treatment is given to that person i.e. milk treatment<sup>§§</sup>. In milk treatment, milk is poured by holding the nose tight. And sometime the milk treatment is often followed by starvation. Since, when milk is poured uninterruptedly into the mouth, it goes into the respiratory track. Thereby causing death of the person as a starved person cannot survive a single moment of suffocation.

The practice of Thalaikoothal was highlighted when a 60 years old man named Selvaraj<sup>\*\*\*</sup> of Ramasamipuram Village, Virudhunagar died suddenly on 18<sup>th</sup> June, 2010. He was bed ridden after an accident for long time. After his sudden dead, his nephew Asokan registered an F.I.R and upon

\* MAMTA RAO, CONSTITUTIONAL LAW 268-269 (Abhinandan Malik, 1<sup>st</sup> ed, 2013)

† Shahina KK, *Mother, Shall I put you to sleep?*,

[http://archive.tehelka.com/story\\_main47.asp?filename=Ne201110Maariyamma.asp](http://archive.tehelka.com/story_main47.asp?filename=Ne201110Maariyamma.asp)

‡ *Ibid*

§ *Ibid*

\*\* *Ibid*

†† News Nation Bureau, "Operation Maut Ka Snaan": A ritual to murder your parents <http://www.newsnation.in/article/26796-operation-%E2%80%98the-bath-death%E2%80%99-a-ritual-murder-parents.html>

‡‡ Munit Vikram, *Thalaikoothal: A Ritual to murder your parents* <http://munitvikram.blogspot.in/2010/11/thalaikoothal-ritual-to-murder-your.html>

§§ *Ibid*

\*\*\* *Supra. ii*

it, a woman named Zeenath was arrested for administering a poisonous injection to Selvaraj. But the then Commissioner of Police of Virudhunagar, Prabhakar admits that it was very hard to find any evidence as the body was cremated and there was no scope for re-examination of the corpse. Thus, Zeenath was released on bail. Some of the Villagers of the Ramasamipuram used to say that Zeenath was a professional mercy killer\*. It was after the death of the Selvaraj, several mysterious deaths were reported in Virudhunagar when an investigation was done on mercy killing at Virudhunagar. And the result was shocking for V K Shanmugham<sup>†</sup>, district collector of Virudhunagar.

### Reasons behind Thalaikoothal

Like any other crime, poverty is also the main cause of practicing Thalaikoothal. When Pramila Krishan<sup>‡</sup>, Journalist of Deccan Chronicle, came to know about the practices of Thalaikoothal, she was very shocked. And while investigating the matter she found that most of the family members use to kill their parents whom they can't support. And the aged people of Virudhunagar, they had accepted this practice of getting unnatural death as their fate as they also think that they have become burden for their children, as everything in today's world is costly. We all know that food and medical facilities which are the basic prime requirement of every one. But the people from poor section sometimes even fail to manage a handful of grain to have their one time meal in India. And in villages where it is tough for a person to manage a handful grain for his family in that case how he will manage his aged parents. That is the thinking of the aged parents because of which they accept the practice of Thalaikoothal. But that is not the only case to kill their parents. In some cases it is also found that children's kill their parents for getting ancestral property or sometime after getting the property from their parents. This practice is not limited to poor society but one can find this practice in High Society.

In fact killing or abandonment of parents is a very common practice in Modern World. Now a days, people became so busy, that they forget the truth that what they are doing with their parents now, the same treatment they will also get from their children. A tree will be strong only when its roots will be strong. In the same way a family will be strong when its head will be treated well.

Even Dr. Archana Kaushik<sup>§</sup> says that, "the national policy on older persons mentions that the root causes of the plight of older people are economic support and security". According to her we must do something or there must be something in the system by which we can make the old people realize that they are not unproductive. Even the state governments should provide old age pensions to this aged section of the society. She revealed that at least two-third senior citizens need economic security for their survival. The governments of Delhi, Goa and Tamil Nadu already have a provision of distributing old age pension to the elderly people. However, the amount is skimpy and the norms tough, making only 8 percent of the needy availing the facility. She also called for setting up old age centers in a symbiotic existence with schools where the aged and the kids support each other.

Even The News Nation Team<sup>\*\*</sup> while doing the sting operation found that this practice was prevalent in the poverty stricken of Tamil Nadu from 1980s. And also they found that people working in the hospitals assist the villagers for killing their parents sometimes by giving lethal injections or some time by using medicines which is used to kill snake and pigs.

According to Chandra Devi<sup>††</sup>, District welfare Officer, The practice of Thalaikoothal is not confined to any caste, the only reason for such kind of practice is Poverty.

\* Ibid.

† Ibid.

‡ Amir Khan, Satyamev jayate, <http://pakedu.net/world-education/satyamev-jayate-old-age-episode-11-sunset-years-sunshine-life-15-july-2012/>

§ Episode 11: Sunset Years, Sunshine Life, SATYAMEV JAYATE, <http://archive-in.com/page/1252565/2013-01-28/http://www.satyamevjayate.in/issue11/learnmore/detail/58/>

\*\* Supra.vii

†† Saurabh Singh, "Thalaikoothal"- what it means! Perhaps Murdering Your Own who brought You on this Planet, Tehelka Magazine, Nov. 20, 2010

<http://aavesh.wordpress.com/2010/11/15/thalaikoothal-what-it-means-perhaps-murdering-your-own-who-brought-you-on-this-planet/>

Again according to Chellathorai\*, the president of Paneerpetty village Panchayat, killing of elderly people is the better way to solve the financial crisis as there is no other alternative even though it is brutal. But killing of their parents doesn't mean that they do not love their parents.

It is found that whenever an elderly person fell ill and his family members are unable to maintain him or afford the medical expenses in that case they use to fix the date for Thalaikoothal.

Some people call this practice as "Euthanasia" and some call it "Homicide" as said by Rajeshwar Devarakonda†. But whatever term one can use to denote this practice, but there is one thing which I would like to say that Modernization has not only improve the life of the people but it has also increase lots of hurdle in one's life. Modernization has improved the life of the higher society but what about the poor society? Where still a poor man fails to manage a handful grains for his one time meal or even though we had a good medical facilities but still poor people were dying without getting any medical assistance.

### **When a custom can become a source of law**

We all know that custom is also one of the sources of law. According to Salmond‡, "custom is the embodiment of those principles which have commanded themselves to the national conscience as principles of justice and public utility". Even a custom followed in a particular area can become law when the following conditions will fulfill-

1. Custom to become law must be immemorial.
2. It must be reasonable.
3. There must be continuous performance of it.
4. The enjoyment of custom must be peaceful one.
5. Custom must be certain and definite.
6. A custom will be valid if it is compulsory to perform.
7. It must be general or universal.
8. In addition, it should not be opposed to public policy.
9. Custom should not be in conflict with the statutory law.

Now when we talked about Thalaikoothal we can find that none of this condition for custom to become law is fulfilled for the practice of Thalaikoothal legally. Even In **Baba Narayan versus Saboosa (1943)2 MLJ 186§**, Sir George Rankin observed that "In India, while a custom need not be immemorial, the requirement of long usage is essential since it is from this that custom derives its force as governing the parties' rights in place of the general law".

In addition, still now it is not clear that from when this custom of killing parents was started in Tamil Nadu. In India this custom is followed only in a particular district of Tamil Nadu So in that case it is very unconstitutional to Article 21 of Indian Constitution. So, in that case one should not be allow doing such practices in the name of Custom or tradition. Now when we talked about Thalaikoothal in that case one thing is notable that even if the people of the Virudhunagar were practicing this tradition but it is not clear that from when they are practicing this tradition. So, in that case this custom cannot become a law prevailing in that area.

Even we all know about Sati System where a women use to immolates herself on the funeral pyre of her deceased husband and this practice was prevalent in ancient India. But latter on after the revolutionary movement of Raja Ram Mohan Roy, founder of Brahma Samaj finally able to abolished Sati Pratha in the year 1829\*\*. And after that in the year 1987, The Commission of Sati (Prevention) Act came into exist making this pratha illegal as well as making it a criminal offence.

### **Constitution validity of Thalaikoothal**

Article 21 of Indian Constitution grants Right to life only. According to Article 21†† says, "No person shall be deprived of his life or personal liberty except according to procedure established

\* *Supra*. xv

† Mark Magnier, *In southern India, relatives sometimes quietly kill their elders*, L.A. TIMES, Jan. 15, 2013 <http://articles.latimes.com/2013/jan/15/world/la-fg-india-mercy-killings-20130116>

‡ V.D MAHAJAN, JURISPRUDENCE & LEGAL THEORY, 254 (Eastern Book Company 5<sup>th</sup> ed, 1987)

§ *Ibid*. 270

\*\* Snehel, *Raja Ram Mohan Roy- Greatest Social Reformer in the History of India*, ( Nov. 6, 2014, 12: 50 PM) <http://www.edurite.com/blog/raja-ram-mohan-roy-%E2%80%93-greatest-social-reformer-in-the-history-of-india/2028/#>

†† *Supra*. i at 216

by law". Right life under Article 21 does not include Right to die. Right to life is a natural right. The question regarding Right to die first time comes before Bombay High Court in *State of Maharashtra v. Maruty Sripati Dubal*<sup>\*</sup> 1987 Cri LJ 743. And here in this case court declared that Right to Life includes Right to die, thus making Section 309 of Indian Penal Code, 1860 which makes attempt to suicide as punishable offence unconstitutional. But Supreme Court in *Gian Kaur v. State of Punjab*<sup>†</sup> (1996)2 SCC 648, held that Right to life does not include "Right to die" or "Right to be killed". Thus, attempt to suicide is punishable offence under section 309 of Indian Penal Code, 1860 and it is not unconstitutional to Indian Constitution Art. 21. Right to life is a natural right and right to die is not a natural right and no one has a right to finish their life in unnatural way.

It was only after the case of *Aruna Ramchandra Shanbaug versus Union of India* (2011) 4 SCC 454, Supreme Court in its judgment declared that Passive Euthanasia is legal in India; means when a person is on ventilation in that case only, patient can be removed from the ventilation.

Even in India if someone is trying to commit suicide then in that case it will be a punishable offence under section 309 of Indian Penal Code. Even in India whether it is a Voluntary Euthanasia, Involuntary Euthanasia or Non- Voluntary Euthanasia whatever the case may be is not acceptable and is illegal here and it will be a punishable offence under Indian Penal Code except the passive Euthanasia.

Thus, practice of Thalaikoothal is unconstitutional. As no one in India is allowed to commit suicide and even in Euthanasia, only passive euthanasia is allowed. Therefore, in no way Thalaikoothal be practiced for killing old aged parents.

### **Euthenasia and its position in India**

The term Euthanasia is derived from Greek roots<sup>\*</sup> "eu" means "well or good" and "thanatos" means- "death" means good death.

"The term Euthanasia normally implies an intentional termination of life by another at the explicit request of the person who wishes to die. Euthanasia is generally defined as the act of killing an incurably ill person out of concern and compassion for that person's suffering. It is sometimes called mercy killing, but many advocates of euthanasia define mercy killing more precisely as the ending of another person's life without his or her request. Euthanasia, on the other hand, is usually separated into two categories: passive euthanasia and active euthanasia. In many jurisdictions, active euthanasia can be considered murder or Manslaughter, whereas passive euthanasia is accepted by professional medical societies, and by the law under certain circumstances."<sup>§</sup>

Euthanasia means termination of life with the help of a doctor i.e. the termination of life with the help of a doctor at the express request of the patient and the consent must be voluntary, explicit and carefully considered and it must have been made repeatedly. Dutch Commission on Euthanasia<sup>\*\*</sup> (1985) has defined it as:

"A deliberate termination of life on an individuals' request, by another, in medical terminology, the active and deliberate termination of life on patients' request, by a doctor."

According to the definition given by Merriam Webster<sup>††</sup> for Euthanasia, "the act or practice of killing or permitting the death of hopelessly sick or injured individuals (as persons or domestic animals) in a relatively painless way for reasons of mercy".

Again according to definition given in Oxford Dictionaries<sup>‡‡</sup>, Euthanasia means, "The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma".

Again according to Black's Law Dictionary<sup>§§</sup> (8th edition) euthanasia means "the act or practice of killing or bringing about the death of a person who suffers from an incurable disease or condition, esp. a painful one, for reasons of mercy".

<sup>\*</sup> *Ibid.* at 240

<sup>†</sup> *Ibid*

<sup>‡</sup> K.D.GAUR, TEXTBOOK ON THE INDIAN PENAL CODE, 532 (Universal Law Publishing Co. Pvt.Ltd 4<sup>th</sup> ed., 2009)

<sup>§</sup> *Euthanasia*, THEFREEDICTIONARY, <http://legal-dictionary.thefreedictionary.com/Voluntary+euthanasia>

<sup>\*\*</sup> *Supra.* xxiv

<sup>††</sup> *Euthanasia*, MERRIAM- WEBSTER, <http://www.merriam-webster.com/dictionary/euthanasia>

<sup>‡‡</sup> *Euthanasia*, OXFORD DICTIONARIES, <http://www.oxforddictionaries.com/definition/english/euthanasia>

<sup>§§</sup> Caesar Roy, *Position Of Euthanasia In India – An Analytical Study*, [http://webcache.googleusercontent.com/search?q=cache:RL8KzYAapVYJ:www.researchgate.net/profile/Caesar\\_Roy/p](http://webcache.googleusercontent.com/search?q=cache:RL8KzYAapVYJ:www.researchgate.net/profile/Caesar_Roy/p)

Thus, from the above definition we have found that Euthanasia is the practice of killing one who is suffering from some kind of serious painful illness, so that he can get relief from his pain on the ground of mercy. Thus sometime is known as mercy killing also. Now when we talked about Thalaikoothal, the practice of killing old person who is suffering from illness or if he is bed ridden due to old age, the relatives of such person use to kill them on the ground of mercy.

Now when we talked about the of Euthanasia, it is to be mentioned here that in India as we discussed above in "*Constitution Validity Of Thalaikoothal*", only Passive Euthanasia is permissible in India after the *Aruna Ramchandra Shanbaug versus Union of India (2011) 4 SCC 454*. According to definition given by Supreme Court\* on Aruna Shanbaug's case Passive Euthanasia means, the withdrawal of medical treatment with the deliberate intention to hasten a terminally ill-patient's death. Now here we can say that only doctor can withdraw the patients from ventilation. And in no other cases Euthanasia will be allowed. As it will be crime and except passive euthanasia other types of euthanasia is illegal here.

Normally the practice of Thalaikoothal falls under the category of Voluntary Euthanasia which means euthanasia is performed by taking voluntary consent from the other who wanted to die. In India as it well discussed in *Gian Kaur v. State of Punjab*,<sup>†</sup> that right to die or Suicide is not allowed in India. And if any one is found to assist and tired to commit suicide in that case it will be a punishable offence under various provisions of Indian Penal Code. The following are the provisions under Indian Penal Code, 1860 which makes Thalaikoothal as punishable offence:-

1. **Section 300** defines Murder also given five Exceptions, When *Culpable Homicide is not murder*,

Exception 5<sup>†</sup>:-

"Culpable homicide is not murder when the person whose death is caused, being above the age of eighteen years, suffers death or takes the risk of death with his own consent".

This Exception mainly deals with the cases where death was caused by giving or taking consent, which is known as Euthanasia or Mercy Killing. In *Dasrath Paswan versus State of Bihar*<sup>§</sup>, AIR 1958 SC 190, it was held that, as the deceased was major person and she gave her consent voluntary, thus the accused will not be charged for murder but he will be charged for Culpable Homicide not amounting to murder.

Thus, person practicing Thalaikoothal will be punished under Section 300, Culpable Homicide not amounting to murder.

But when the consent is not given *Voluntary* in that case it will amount to be *Murder* and will fall under Section 300.

This section will attract that person who assisted the other person to finish his life. That means, the family members who perform thalaikoothal they will be booked under this section.

2. **Section 306: Abetment of Suicide**<sup>\*\*</sup>:- "If any person commits suicide, whoever abets the commission of such suicide, shall be punished with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine."

3. **Section 309: Attempt To Commit Suicide**<sup>††</sup>. – "Whoever attempts to commit suicide and does any act towards the commission of such offence shall be punished with simple imprisonment for a term which may extend to one year or with fine, or with both."

Right to life is a natural right and also one of the rights enshrined under **Article. 21** as discussed above in "*Constitution Validity of Thalaikoothal*". That is why no one has right to finish there life as it will be against nature.

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\_AN\_ANALYTICAL\_STUDY/links/0046352c2cac3a199d000000+&cd=2&hl=en&ct=clnk&gl=in&client=firefox-a

\* *What is passive euthanasia?*, NDTV(March 07, 2011 15:20 IST), <http://www.ndtv.com/article/india/what-is-passive-euthanasia-89964>

† (1996)2 SCC 648

‡ *Supra.* xxiv at 446

§ *Supra.* xxiv.at 462

\*\* *Supra.* xxiv.at 528

†† *Supra.* xxiv.at 551

Thus, the practice of Thalaikoothal is against the nature. As one cannot finish there life before time even though if they are terminally ill or if they had become old. Only when a person is kept under ventilation in that case only he can be removed from ventilation i.e. the case of Passive Euthanasia. Even the mode or way by which the Thalaikoothal is practiced is totally against the man kind.

Thus from the above discussion we found that Euthanasia is the practice of killing one who is sufferings from some kind of serious painful illness, so that he can get relief from his pain on the ground of mercy. And Thalaikoothal is a practice of killing one's own aged parents when they become burden for there children.

*A new pain cannot be given for getting relief from an existing pain*

### **Suggestion**

Even though Government of India has made so many provisions for the safeguard of the life of the Old aged person but still it found that all this provisions were not found to effective as most of the people from the Village they were not aware of this facilities because of the illiteracy and some become the victim of the corruption. In that case formulation of new policy will not be not be that much effective for the poor aged people.

Here, the only help which the Government can do for the poor aged people is by promoting the NGO. So that they can spread the all Government policy which has been formulate especially for the aged person like pension policy scheme for the people above 60 years and also about the Old age home.

Even in all villages of Tamil Nadu, where the practice of Thalaikoothal is prevalent, special team should be formed to check every door to door about the condition of aged person and the treatment given by there family members. And in case of any support assistance should be provided to them what ever is required to protect there life.

Even special old age home should be formed in such areas to protect the life of the old persons whose children fail or unable to maintain. So, that they can send there parents in such shelters home without killing them.

In case of death of any aged person in such areas should be reported first to the nearest Police Station and the body of the person should not be cremated without doing the Postmortem.

And if anybody found cremated the body of there parents without doing the postmortem in that case such person should be punished accordingly under section 201\* of Indian Penal Code which states that "*Causing disappearance of evidence of offence, or giving false information to screen offender.*—Whoever, knowing or having reason to believe that an offence has been committed, causes any evidence of the commission of that offence to disappear, with the intention of screening the offender from legal punishment, or with that intention gives any information respecting the offence which he knows or believes to be false;

*if a capital offence.*—shall, if the offence which he knows or believes to have been committed is punishable with death, be punished with imprisonment of either description for a term which may extend to seven years, and shall also be liable to fine;

*if punishable with imprisonment for life.*—and if the offence is punishable with imprisonment for life, or with imprisonment which may extend to ten years, shall be punished with imprisonment of either description for a term which may extend to three years, and shall also be liable to fine;

*if punishable with less than ten years' imprisonment.*—and if the offence is punishable with imprisonment for any term not extending to ten years, shall be punished with imprisonment of the description provided for the offence, for a term which may extend to one-fourth part of the longest term of the imprisonment provided for the offence, or with fine, or with both."

Awareness of the Governmental policies in the poverty region areas is the only solution to prevent the death of the aged people of the Tamil Nadu.

### **Conclusion**

Right to life is a constitutional right everywhere. But when we talk about custom or culture or tradition, then from above discussion we have found that no such custom or culture or tradition will be allowed to kill other person, causing unnatural death. Even the law which has been made by

\* <http://indiankanoon.org/doc/386021/>

the Government to protect the Senior Citizen of India is not seemed to be sufficient to protect the life and health. Mostly people from poor society they don't even know about their rights as well as about the Governmental Policies made for the benefit of the senior citizen. In this regard NGO can play a vital role to spread awareness among them to know about their rights.

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Pedagogical sciences

Педагогические науки

### **School Courses as a Motivational Factor for the Implementation of Active Recreation in Adulthood**

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#### **Abstract**

The motivation of sports occupies an even more important role than actually performing physical activities. The Ministry of Education of the Slovak Republic ensures the implementation of several compulsory elective sports courses through different stages of educational institutions. We were curious how these courses - especially school in nature - act upon vacations in adulthood. By examining curricular documents and implementing questionnaire methods – applying „Vacation practice questionnaire” - we questioned the Hungarian language speakers of southern Slovakia  $n = 2965$ . The data were processed using the statistic program SPSS 17. 84.5 % ( $p < 0.01$ ), of the canvassed took part in school in nature, from which 65,8 % ( $p < 0.01$ ), rated the time spent there as positive. Amongst the positively valuing 44,2 % indicated the mountains as a favourite and frequently chosen travel destination. 25 % spends more than four hours hiking. We may say that organizing schools in nature has to be considered as an important event (5-7 days), where the students have fun, wherefore they will choose mountains as their travel destination more frequently, which results in higher physical activity.

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**Keywords:** school in nature; sport tourism; curriculum

#### **Introduction**

Slovakia is located in the heart of central Europe, where a wide variety of natural facilities await the demand of tourists (Lauko, 2003). The country ensures high quality vacation opportunities for domestic or foreign tourists with several legal options (Gúčík, 2000, Gúčík et al., 2006, 2007). From September, 2008 the new Educational Law came into effect, which ensures a larger scale of freedom and autonomy for schools. The country indicates the recognition of its

natural treasures through scholar education (ISCED 0, 1, 2) specifically in the curriculum of physical education (Antala, Labudová, 2008; Kršjaková, 2008; Mikuš, Bebcáková, Modrák, 2008). This is quite unique, in comparison with other countries, which reappears as motivation in the vacation destination selection of adults. In most cases this motivation is suggestive in most cases (Bánhidi, 2012). According to Atkinson, Hilgard et al. (2005) suggestive motivation may be described by pleasure or dismissal. The motivation of the self, abilities and skills operate through appropriate motivation (Nagy, 1998).

Applying sports activities is not only influenced by cognitive and motor skills, but also the motivational background of the individual. Applying physical activities throughout the vacation can be linked to the patterns of childhood. This is when motivation, concerning sports are grounded. Positively rated sports courses, experienced in childhood, have impact on later holiday destinations in adulthood (Müller et al., 2007).

Motivation is a very important factor, as to be able to use these physical experiences actively in their free time. By attending various sports courses, sport is linked to a childhood pattern, where the positive feedback from doing sports has effect on the person's later life with great probability. It is important for this motivation to stay in the foreground, as sport may become a powerful tool in the shape of one's personality and health (Dobay, 2007).

### **Materials and methods**

Our aim is to show what effect school sports camps might have on adult's vacation practices. We unfold the possible outcomes of effects of sports courses, granted by curricula, on vacation practices in adulthood and the time spent on sports activities there.

Our assumptions:

- We assume that those students, who attended sports courses during their studies and had fun there, it appears as an influencing factor in their later life.
- We assume that motivational factors experienced during childhood can be found in a person's adult life.
- We assume that sports activities are an elemental part of summer and winter vacations.
- We assume that from those, who attended school in nature and had positive feelings towards it, more than half chose the mountains as their spot for holidays and applied hiking or touring as a sports activity.

The primary resource was the questionnaire regarding vacation practices. The questionnaire was filled in by inhabitants of southern Slovakia (from Bratislava to Kráľovský Chlmec), anonymously (n = 2965). During the sampling we used the accidental sampling method. The questionnaire was ready made by the Sports Tourism Section of the Hungarian Sports Science Association. According to the 2011 census, 458 464 inhabitants pledged themselves as Hungarian – the queried are therefore 0,65 % of them. The number of children may be derived from this number, as we asked the adult population. In this case, the queried may reach the 1 %. We assembled the questions in a way that they fulfil the objects proposed by the questionnaire. There are several methods for evaluating the questionnaire. We used the tools of descriptive statistics, mainly spreadsheets to evaluate the gathered primary data. As our first step, we created our datasheet by coding in the received answers. Afterwards, contingency sheets were created to ease the processing of data. The questions of the questionnaire may be divided into three groups: closed questions, using Likert's scale, closed questions and questions regarding personal information. The questionnaire concerns the vacation practices of those, queried. During the processing of the data, we are looking for an answer to the question, whether two nominal or ordinal variables are interrelated. The null hypothesis expresses that there is no connection between two quantitative factors. From among the statistic computer programs we preferred the SPSS 17 data structure management software. The SPSS 17 management software includes – through descriptive statistics – the most difficult, several variable, differing mathematical procedures. The pro of this software kit is that we can create simple models and also create their statistic analysis. This environment was used to examine interrelations. As a secondary resource, we used a document analysis by examining the curricula of the Slovak Educational Ministry's educational programs.

### Research results and discussion

The school curricula in Slovakia describe the organization of sports camps as a compulsory-elective activity, which is included in the Physical Education curriculum. The curricula – ISCED 0, 1, 2, and 3 – the aberrations of school age groups and the correlation are assured by thematic units. The curricula of scholastic PE offer an opportunity for the teachers and students to attend various sports courses as part of scholastic education. From among the sports mainly the hiking, skiing and swimming enjoy priority (Melicher, Slezák, 2000). In our case, we opened up achievements in connection with hiking. In each educational institute only those performance expectations may be taught, which correspond with those, stated in the curricula for that specific age group. The aim for kindergarten students – within hiking – is the performance of longer walks and cognition of nature. The monotony tolerance for kindergarten students is very low, therefore walks in the nature should be vivified by interesting activities (Guziová, 2011; Bánhidi, 2007). For elementary school students, this distance is lengthening (7 km), which can be filled in with conservationist and environmentalist activities (Sivák, 1999). For senior students, basics of cartography are part of hiking (Antala, Labudová, Górný, 2010).

High school students learn the basics of first-aid, next to the previous knowledge. Performances connected with hiking, before 2008 are included in tabulation 1, these were improved by modifying the curricula after 2008, which escalated with more sports activities that can be done outdoors, other than hiking – i.e. riding a scooter, cycling and exhausting the qualities offered by the nature.

Table 1: Formula according to the curriculum, before 2008 (Dobay, 2007)

<b>School types</b>	Kindergarten	Elementary school	Senior class	High School	University-College (teaching studies)
<b>Touring</b>	Perform 3km with stops	Perform 10 km.	Perform 10 km, basics of cartography	Perform 10-20 km, First-aid	Perform 10-20-30 km

The research on the impact of motivation as an effect of scholastic sports courses having impact on vacation practices was done by using this knowledge. The research was done by questioning the population of southern Slovakia. The data of the descriptive statistics are as follows: the questionnaire was filled in by  $n = 2965$  people, of which 38.5 % were male, the rest (61.5 %) women. When distributing the queried to age groups, 70 % form the part of active workers. 23 % are below the age 26, while the senior citizens – age 55 and above – form 7 % of those asked. The first section was to answer questions about their social background. More than half on the queried live in a household of 3-4 people. 17.1 % live in families of two. Singles form a relatively small 3.8 %. The majority lives in villages (53 %) and only 5 % live in the capital or a big city – with population over 100000. Those, living in private houses are 47.5 %, while those, living in flats (blocks of flats) are 25.7 % (Fig. 1).

We asked how often they go on at least a week of holidays during summer or winter, either abroad or at home. The answers reveal that 45.1 % go on holidays during the winter at home, while those, going abroad are only 23.5 %. When looking at summer holidays, the majority – 71.4 % - chose foreign countries as a destination; however this figure is only 6.5 % lower than the percentage of holidays spent at home.

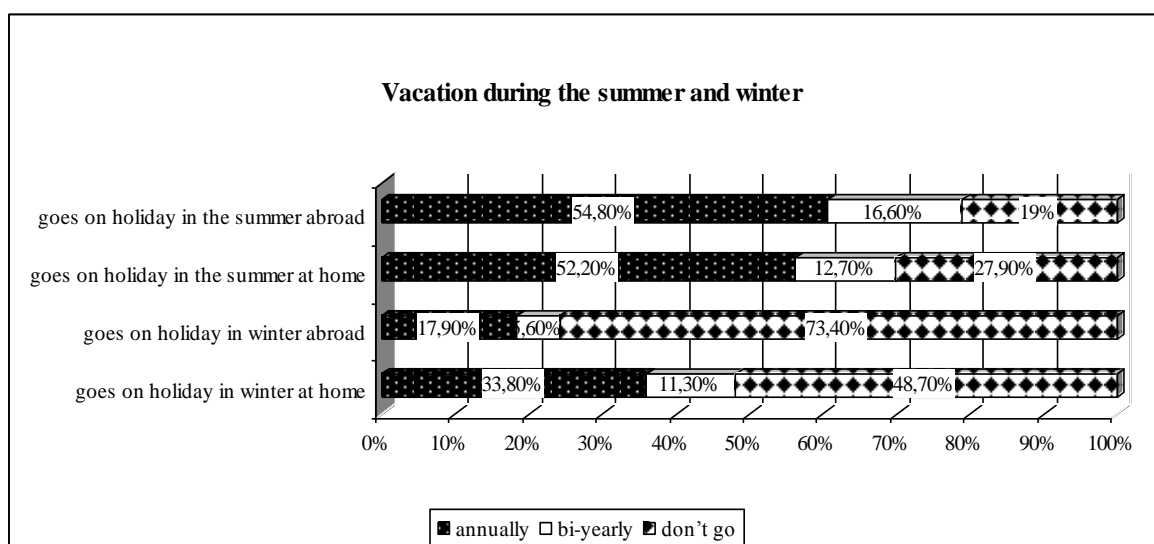


Figure 1. Vacation during the summer and winter

Out of those who pledged mountains as their favourite destination, 28.7 % spend over four hours hiking, 27.9 % touring. 67 % of those, being in favour of mountainous holidays had spent over one hour, hiking. 63.5 % plan hiking during their holidays (Fig. 2).

In the next question group we asked, what sports events they attended as a child, and how they rated them. Answers were quantified with respect to their character and used likert scale. The queried could rate their feelings towards different camps 1-5. Number 5 meant the best rating. All in one, the queried took part in total 12 770 sports camps, which means 4.3 courses per person.

Within scholastic education, students first meet school in nature (primary school), where the travel away from home, usually for days. For many, this is the first touristic holiday, let us say, sport touristic vacation. This has notable appreciation all over the country, wherefore 84.5 % of the queried attended school in nature, 86.7 % of them, in different tours. In the case of school in nature, 65.8 % rated it as 'like it very much' or 'like it'.

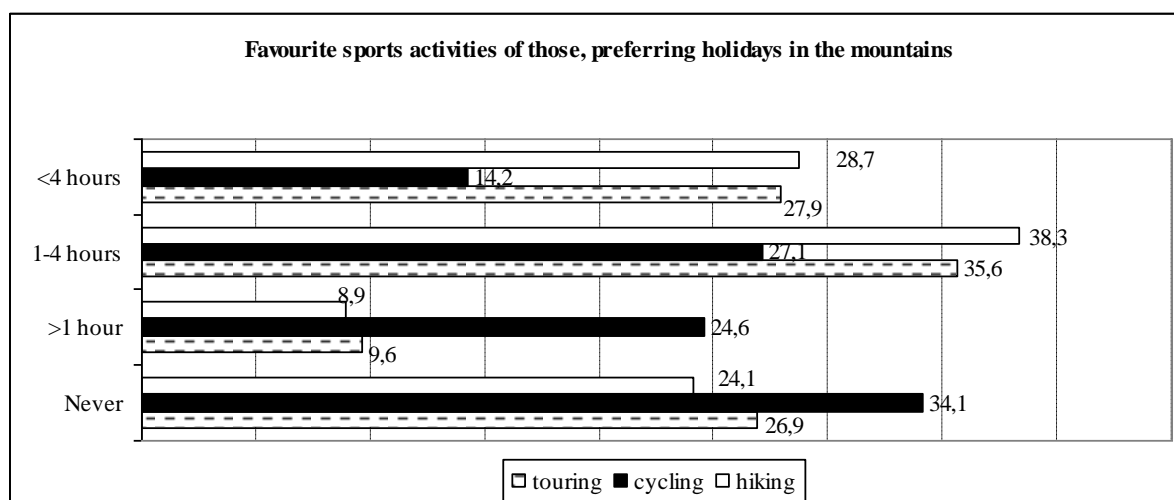


Figure 2. Favourite sports activities of those, preferring holidays in the mountains

Students meet again with hiking during their later studies in high school. 28.9 % rated hiking in general as 'like it very much' or 'like it'. Least of all took part in water sports, of which 13.3 % rated them as their favourite camps. Most of the persons examined (91.5 %) took part in elementary school ski training, and high school ski course (Fig. 3). Out of those, who ever attended such camps, rated as 'don't like it' only in small portions.

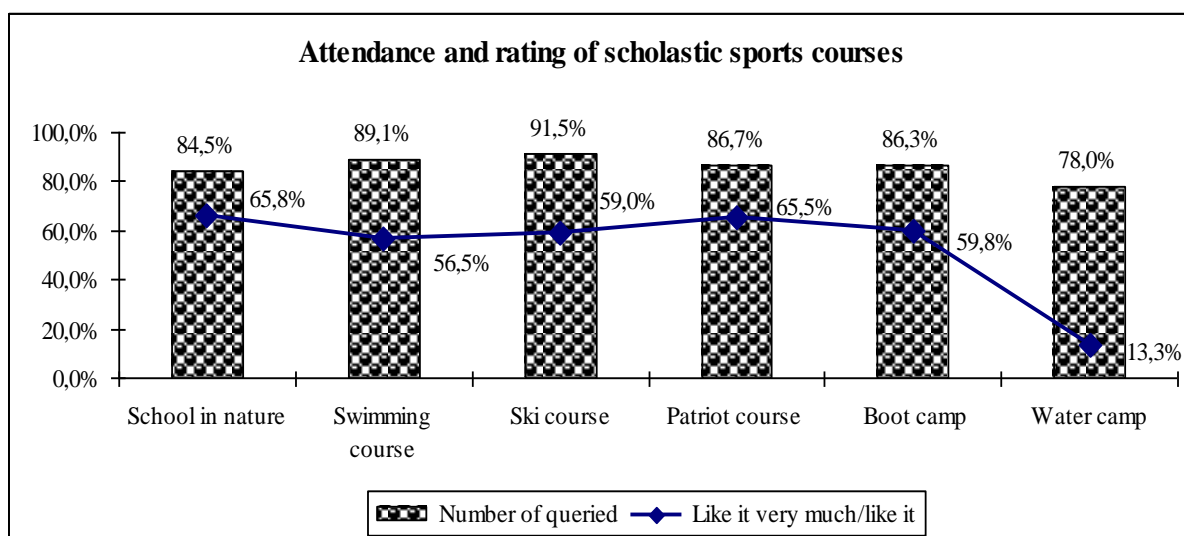


Figure 3. Attendance and rating of scholastic sports courses

In the next evaluation we dealt with the experiences of those responses, who took part in school in nature. Students of elementary schools attended schools in nature. These experiences are the oldest for them. Positive effects, gained there, could have faded the most. 65.8 % of those, who took part in schools in nature, rated their memories as positive. 44.2 % of the queried choose the mountains as their favourite destinations (Fig. 4).

The majority of the queried choose inland for their winter holiday destination, and also tend to stay inland for the summer holidays, where the mountains play an important role.

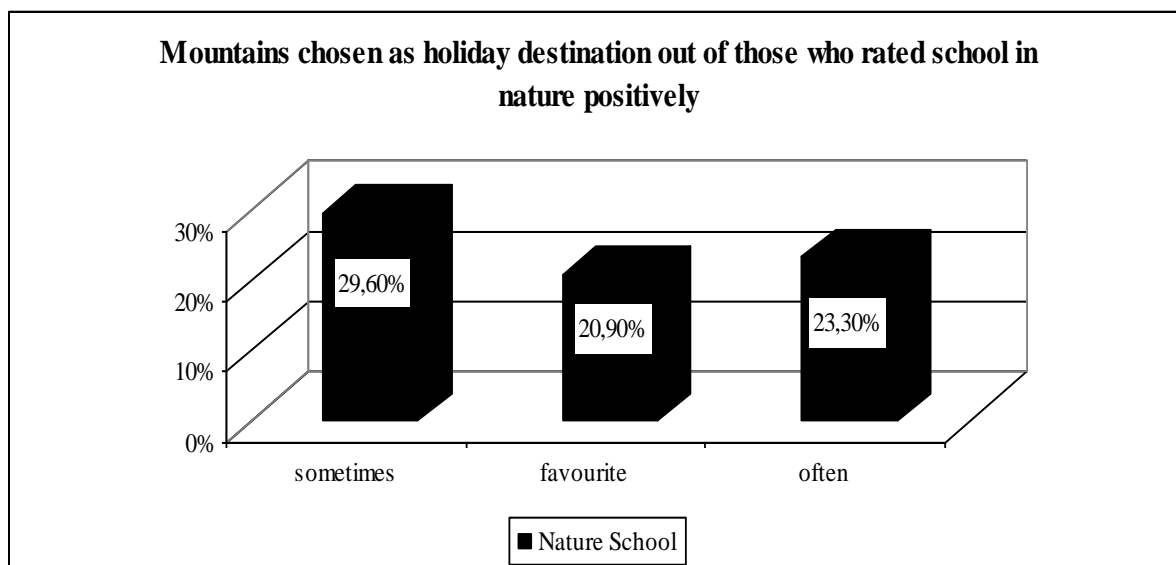


Figure 4. Mountains chosen as holiday destination out of those who rated school in nature positively

Those responders, who evaluated school in nature positively and choose mountains as their holiday destination, choose the following sports activities during their vacation: 25 % spends more than four hours hiking, and 24.5 % touring. 48.8 % cycles less than an hour (Fig. 5).

All in all, responders use the well-appointed hiking courses, where they can find an appropriate for every age category. Over 14.000 km of appointed courses are available in the country. In Slovakia, there are unique and organic signs, providing safe hiking for tourists. Students get to know this information during their attendance in schools in nature. Appropriate, interesting programs are provided for families as well, which capture the attention of children. There are courses for baby carriages as well. Today, there are 30.8 km of course ready for them

(Kollár, 2007). Results show that those, who attended scholastic natural programs (84.5 %) and had a good time there (65.8 %), later chose mountains as their holiday destination, and did sports there on purpose, wherefore 24.5 % of them hike over 4 hours there.

According to the data from 2009, 59 % of the country is mountains, 41 % forest (Capuliak, 2011). These natural opportunities and the infrastructure belonging to it provide an opportunity for the scholastic natural programs to be brought into effect.

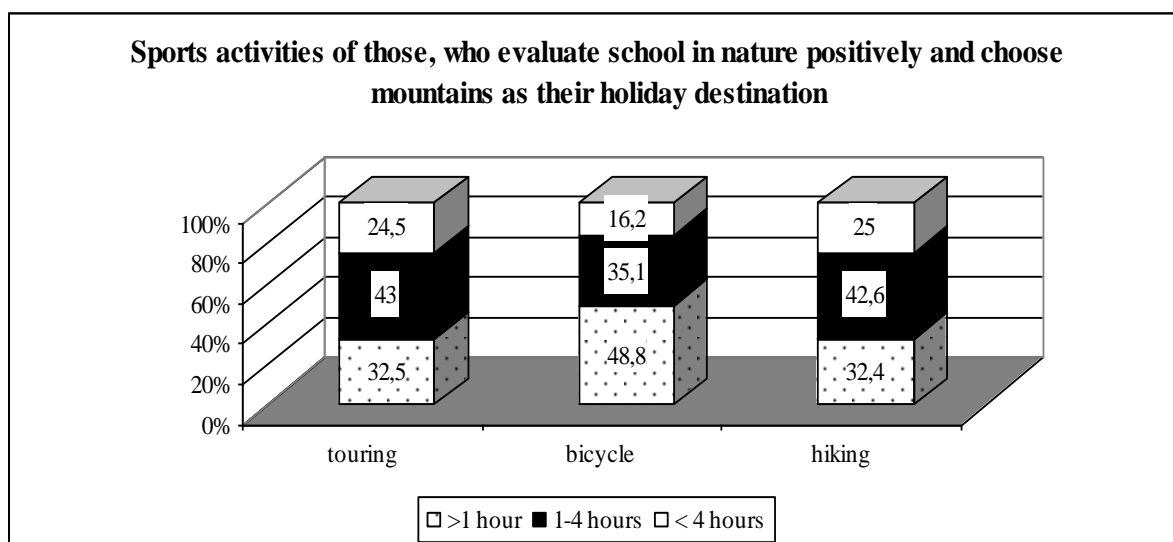


Figure 5. Sports activities of those, who evaluate school in nature positively and choose mountains as their holiday destination

In the case of hiking, the appointed tourist courses (14.000 km), appropriate special programs, theme parks add to the construction. Out of these, the following address small children: Wildlife – woodchuck country, Woodchuck at the ball, the Bear days. The theme park called Little Red Riding Hood in Jasná, in the Low Tatras. The cableways of the company Tazánia offer exciting sports activities for senior elementary and high school students, out of which ten still function: Trenčín, Hrabovo, Veľký Meder, Tále, Alpínka, Jasná, Skalica, Vlčkovce, Ostrá Skala, Devínska (SACR, 2009; Hoholíková, 2012).

Hiking is an important part of Slovakia's physical education, a complex activity, which has the main aim to endear beauties of nature, show cultural memories (Ludvík et al., 1986). A similar definition is used by Rozim, Krystoň (2001), Bendíková (2010), Žišký et al. (1999) according to which, touring is called a special trip, with parts as movement and gaining knowledge. Doing sports in nature is one of the most widely used movement activities on the field of recreation, independently from age, gender and social background (Pach, 2009), therefore they can become integral parts of holidays. Movement is one of the best devices of spiritual recreation (Cavill, Kahlmeier, Racioppi, 2006).

Sports activities that can be done in the nature received an important role in the curricula before and after (ISCED 0, 1, 2, 3) 2008 as well as various courses and camps. Emphasizing the desires of the era and showing the new ways of sports. School in nature for high school students is under regulation of paragraph 2009/282, accepted on July 24, 2009, which involves the measure 245/2008 with respect to excursions, healthy lifestyle, environmentalist course and outdoor sports activities. It states that on these courses there needs to be at least 15 active hours, which can be varied out by commuting daily, or as a course, which can take up to five working days. Many educational institutions use this option, as it is common even for kindergartens to organize sports courses. Kindergartens can organize kindergarten in nature and winter sports courses for students from the age of five. Therefore measures also confirm the opportunity for students to take part in sport courses in the nature (Modrák, Lajčák, Povrazník, 2010). There were researches made in Slovakia about outdoors sports activities, like Bendíková (2012) with 12 – 15 year old students and Paugschová, Görner, Bendíková (2008) with 16-18 year old students the reaserach was done in 1987 (Zajac, Žišký, 1987) and in 2009 (n = 8 400). These age groups show a certain fallback,

compared to the year 1987. There was a rise: 15 % with swimming and sports games, 13 % with cycling and 10 % with ice skating. This may be thanked to the fact that there is a wider range of sports accessories with families than in 1987. Sport is mostly connected to childhood patterns and systematic physical training is likely to stay in later stages of life as well. It is important for this motivation to stay in the foreground, as sport may become a powerful tool in the shape of one's personality and health (Bollók et al., 2011).

### Conclusion

The attention of recent youth has to be raised to movement's positive effect on the body and mind. A good instrument for this may be the sports courses, supplied by the curricula of the Slovak Ministry of Education. We can make them interesting by organizing them and applying project methods. By the positive effects we can achieve positive motivation that will have impact on their later vacation practices in the adulthood. This idea is confirmed by our evaluated questionnaire of the Hungarian people in southern Slovakia, wherefore those, who attended these courses and obtained positive experiences, choose the mountains and perform active physical activities more often.

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### **Школьные курсы как фактор мотивации для реализации подвижного отдыха в зрелом возрасте**

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**Аннотация.** Мотивация играет ключевую роль в детском возрасте с точки зрения реализации двигательных активностей в образе жизни взрослого человека. Одна из дисциплин, которая уделяет внимание спортивным курсам, является школьная физкультура

и спортивное воспитание на разных ступенях развития учеников. Курс «Обучение на природе» принимает участие в создании позитивного отношения к двигательной активности в зрелом возрасте. Он был целью нашего исследования при помощи анкеты «Отдых», в которой принимали участие взрослые люди, жители южной Словакии в количестве 2965 человек. Данные анкет были обработаны статистической программой SPSS 17. Исследования указывают на значимость спортивных курсов в рамках обязательного образования учеников 84,5 % ( $p < 0.01$ ), которая в значительной мере трансформируется и в зрелый возраст 65,8 % ( $p < 0.01$ ), где самой распространенной активностью является туризм.

**Ключевые слова:** обучение на природе; туризм; учебный план.

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## **Media Education: Opinions of Russian Teachers**

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### **Abstract**

The analysis of the conducted questionnaire among teachers of secondary schools showed that realizing the great importance of the media in the contemporary information society, three quarters of them support the idea of media education at schools and 58% believe that a new major for pedagogical institutes needs to be introduced - "Media Education". Most of teachers justly think that the combination of the autonomous and integrated media lessons is the most effective way today for the development of media education in Russia, and therefore - for the increase of media literacy of the young generation.

However, in spite of the fact that majority of teachers define the aim to develop the critical thinking of the audience as one of the most important, they significantly overestimate the weight of "protectionist" approach to media studies today, and on the contrary, undervalue the goals to develop the democratic thinking of the pupils, their knowledge about theory and history of media and media culture.

Moreover, despite of the general support of media education ideas (in theory) expressed by 75 % of the teachers, actually only one third of them use some elements of media education at their lessons (in reality), and one fifth of the group does not integrate it at all.

The hardest obstacle on the way of media education into the Russian classrooms is the absence of financial motivation, according to the teachers, though to our point of view, last but not the least is the passive anticipation of the authority's directives and insufficient level of knowledge of today's Russian teachers in terms of the theory and methods of media education.

Thus, the analysis of the teachers' questionnaire has given us additional proof for the necessity of the official introduction of the new university-level Major- "Media Education" (namely, Major, because the homonymous Minor was registered in 2002) and media education courses for the students of all pedagogical institutes. Only when the media literate graduates of universities come to work in schools, we will be able to evaluate the position of media education within the curriculum.

**Keywords:** media literacy education; teachers; Russia; media competence.

### **Introduction**

Unlike some other countries (for example, the USA or Canada), the school education is centralized in Russia. The Ministry of Education works out the national basic school program, the one and compulsory for all schools. The number of elective subjects is very small compared to the obligatory ones.

The national educational curriculum does not include media literacy. Some institutions take media literacy initiations: the laboratory of media education of Russian Academy of Education (Moscow) develops experimental educational standards on media education at schools (integrated into the curriculum), the Kurgan Teacher Training Institute uses its own programs of media education (Spitchkin, 1999), etc. However these innovations are realized just in relatively few Russian schools and universities. That is why the development of media literacy in Russia depends on the individual efforts of teachers (relatively young as a rule), who try to integrate media education in different subject areas or conduct extra-curricular classes (or clubs) on media culture.

The Russian Ministry of Education is aware of this problem and in future promises to provide technological resources in the areas of sound, video & Internet equipment (for example with the help of Federation for Internet Education).

One of the institutions that provide assistance for media literacy is Russian Association for Film & Media Education. Teachers and university professors who joined it write doctors' thesis on media & Internet literacy, elaborate models of media education, curriculum materials for schools and universities, publish books (Fedorov, 1989, 1999, 2001, 2002, 2004, 2005, 2007; Baranov and Penzin, 2005; Sharikov, 1990; Spitchkin, 1999; Usov, 1993 and others), provide workshops and seminars on media education. These efforts are aimed at developing pupils' and students' personality – developing an appreciation and critical thinking and analysis, media creativity, etc.

Teachers that I interviewed define their approach to media literacy in the following way: media education is subsidiary to basic education; media and Internet are effective means for the development of personality; media education is a new possibility for the creative games and collaborative forms of work; media education is the means of active involvement of pupils into the learning process.

Russian teachers report that their long-term media aims are the development of pupils' personality, critical and aesthetical perception with the help of advanced media equipment, including Internet.

I think that modern Russia needs concrete strategies of the development of media education projects. These strategies must be aimed not only at technical equipment of Russian schools but also on development of the new methodologies. Russian education needs productive cooperation with the Ministry of Education, Association for Media Education, Federation for Internet Education, Educational web-sites' & CD-ROMs' producers. Russian education needs also international cooperation for Media Education.

The year 2002 was marked by the important event in the history of the Russian media education movement. The academic-methodical institution of the Ministry of Education of the Russian Federation has registered the new university-level specialization (Minor) "Media Education" (03.13.30) within the education area. In other words, for the first time in its history media education in Russia has gained an official status.

### Materials and Methods

However are the Russian teachers ready for the implementation of the media education ideas? What is their general attitude to the problem of media education in school and university? What objectives are the most important for them? To what extent do they use media education elements in their lessons?

These are the questions that we tried to answer by the survey of 57 teachers of secondary schools (schools NN 12, 27, 36, 37, 38 and others) in Taganrog, Russia. The information on age and gender of the teachers is in the Table 1.

Table 1: The number of teachers, their age and gender

Age	Number of teachers in this age group	% of teachers	Number of female teachers	Number of male teachers
21-30	10	17,54	7	3
31-40	12	21,05	8	4
41-50	11	19,30	7	4

51-60	12	21,05	7	5
61-70	12	21,05	10	2
<b>Total</b>	57	100	39	18

Undoubtedly, my survey cannot claim for the total representativeness. On the other hand, its results seem to us characteristic of the media education process in general, the more so as many of its issues reecho with the findings of the research of media education tendencies in 12 European countries [Hart & Suss, 2002].

### Discussions and results

The analysis of the survey's results on the topic "What is your attitude to media education?" shows that the majority of teachers believe in the necessity of media education of pupils in the form of a mandatory subject (63,16%) or as an elective (34,84%). The same is true concerning the obligatory (56,14%) or elective (21,05%) media education for university students. 57,89% of the teachers questioned (83,33% of men and 46,15% of women) have also expressed their support of the introduction of the new pedagogical major "Media Education" in higher education institutions. In addition, the mandatory media education for pupils/students and the suggestion for a major specialization in "Media Education" have gained the strongest support in the age group of teachers between 31 and 40 years (83,33% of voices in all questions).

The teachers that took part in our project, think that media education of pupils/students should be integrated into the mandatory courses (45,61% without any noticeable gender or age differences), autonomous (24,56% without any major gender or age differences as well), or the combination of both (50,88%).

Only 14,03% of the teachers oppose media education for pupils claiming its uselessness. There are 3 times more women's voices here than the men's, and older generation predominates (in the age group between 21 and 30 years there is no single person who is against media education for schoolchildren).

However, even these teachers' resistance declines when it comes to the status of media education for university-level students. Just 3,51% of the teachers reject it. By the way, this group consists entirely of women older than 50 years, who are probably too conservative to change their traditional opinion about the teaching process.

In general, more than 75% of the teachers in this or another way do support media education for pupils and students, and 58% of them believe that it is high time to introduce the new area of expertise for universities - "Media Education". It proves the point that the intense development of the media evokes the adequate reaction of Russian pedagogues - they realize that life in the world of IT and mass communication boom is demanding media literacy to the extent not less than it is demanding the traditional literacy.

It seems worthy of comparing several positions with the results of the questionnaire of 26 experts in media education around the world (media educators from 10 different countries participated, such as O. Baranov, R. Cornell, A. Korochensky, B. MacMahon, J. Pungente, S. Penzin, L. Roser, K. Tyner, E. Yakushina, and others) that I conducted for UNESCO in 2003 [Fedorov, 2003]. The difference in the opinions of teachers and experts featured most strongly in their attitude to the autonomous media education. In contrast to 25,64% of Russian schoolteachers, only 7,69% of the experts in the field think that media literacy should be taught in separate courses/lessons. There is no significant difference between the support for the integrated media education: 46,15% of Russian teachers vs. 30,77% of the experts. The number of advocates of the combination of the integrated and autonomous media education in these two groups is even closer: 53,85% of teachers compared to 61,54% of the experts. On the whole, majority of Russian teachers and international experts agree on the point that the most promising way for the development of modern media education is the union of autonomous and integrated lessons with schoolchildren and students.

The analysis of the teachers' answers to the questions about main aims of media education leads us to the conclusion that the teachers support the following theories of media education (in descending order):

1. Development of the critical thinking (the main aim is to develop the critical thinking, personality's autonomy towards the media/media texts) - 63,16% (without significant gender differentiation, but with the dominance of younger generation of teachers);
2. Aesthetic (the main goals are to develop the "good" aesthetic perception, taste, abilities for the efficient evaluation of the aesthetic quality of a media text, for understanding of media texts; propaganda of the masterpieces of media culture) - 57, 89% (there are about 11% more of women's voices here than men's);
3. Ideological (the main aim is the development of the skills for political, ideological analysis of different aspects of media/media culture) – 50, 88%.
4. Cultural Studies (the main aim is to develop the audiences' skills for the analysis of media texts in the broad cultural, and social context) – 43, 86%;
5. Practical (the main goal is to teach the audience practical skills of operating media technology) – 43, 86%;
6. Semiotic (the main aim is the development of the audiences' skills for perception, understanding and analysis of the media language) – 36, 84% (there are 14% more of female than male voices);
7. Inoculatory/Protectionist (the main aim to protect the audience from the harmful affects of media) - 35, 09% (women's votes dominate by 11%);
8. Development of the democratic thinking ( the main goal is to prepare young people for living in the democratic society with the help of media/ media culture)- 35, 09% (there are 14% of men's voices, than women's);
9. Satisfaction of the audience's needs- 33, 33% (the main aim is to satisfy the needs of the audience in the area of media/ media culture).

Herewith, teachers consider the following to be important: development of the skills for moral, psychological analysis of different aspects of media, media culture (26, 31%, the women's voices are twice as many as the men's); communicative abilities (29, 82%, men's voices are twice as many as the women's); skills to self expression through media, creation of media texts (17, 54%). Such objectives as the knowledge about the history of media/ media culture (14, 03) and theory of media and media culture (7, 02%) got the smallest rating, though in the latter case it is not quite clear how one can develop, for instance, critical thinking of the audience or teach about the media language without reliance on the theories of media.

Comparison of these data and the results of the questionnaire of the international expert group [Fedorov, 2003] shows that the opinions of Russian teachers are close to those of the experts' in many cases: the teachers (though the percentage is smaller) place the aim of the development of critical thinking on the top, as well as the experts (84, 61% of experts, 63, 16% of teachers). The difference in attitude towards aesthetic (57, 89% of the teachers, 46, 15% of the experts), ideological (50, 88% of the teachers, 38, 46% of the experts), practical (43, 86% of the teachers, 50% of the experts) and "consumerism" (33, 33% of the teachers, 30, 77% of the experts) objectives of media education is not crucial, as you can see from the figures above.

Yet the comparison with the experts' rating of the objectives reveals that Russian teachers tend to overestimate the role of "protectionist" (35, 09% of the teachers vs. 15, 38 % of the experts) objectives of media education, to the detriment of the semiotic and cultural studies aims, which got 57 to 70 % of the experts' votes.

Almost twice less rating was made by such a popular with the experts (61, 89%) category as the development of the critical thinking. The same is true for the communicative aim (57, 34% of the experts vs. only 29, 82% of the teachers) and for the development of the skills for self-expression through media (53, 85% of experts, 17, 54% of teachers).

The importance of the knowledge about the history and theory of media/ media culture turned out to be also underestimated by the teachers, compared to the expert group. There are 37 to 48% of supporters of these aspects among the experts, while only 7 to 14% among teachers.

All of this leads us to a conclusion that in spite of the general support given by the experts and the teachers to the priority of the development of critical thinking on the material of media culture, there is no sufficient understanding among the in-service Russian teachers of the importance of several other media educational objectives. For example, the potential of the media education lessons aimed at the development of the democratic thinking of the audience are clearly estimated too low, while the weight of the protectionist objectives is exaggerated.

However, we needed to find out to what extent the teachers really implement elements of media education at their classes. The results of the answers are presented in Table 2.

Table 2: Integration of media education elements in schools

Age/gender of teachers	Elements of media education are used during the lessons	No elements of media education are used during lessons	It is hard to answer this question
	Number of teachers (in %) who chose the answer		
<b>Age 21-30 /total</b>	<b>70,00</b>	<b>0,00</b>	<b>30,00</b>
21-30/men	100,00	0,00	0,00
21-30 /women	57,14	0,00	42,86
<b>Age 31-40 /total</b>	<b>41,67</b>	<b>25,00</b>	<b>33,33</b>
21-30/men	50,00	0,00	50,00
21-30 /women	37,50	37,50	25,00
<b>Age 41-50 /total</b>	<b>36,36</b>	<b>18,18</b>	<b>45,45</b>
41-50/men	25,00	25,00	50,00
41-50 /women	42,86	14,28	42,86
<b>Age 51-60 /total</b>	<b>25,00</b>	<b>33,33</b>	<b>41,67</b>
51-60/men	60,00	20,00	20,00
51-60/women	0,00	42,86	57,14
<b>Age 61-70 /total</b>	<b>8,33</b>	<b>25,00</b>	<b>50,00</b>
61-70/men	0,00	0,00	100,00
61-70/women	10,00	30,00	60,00
<b>All age groups/total</b>	<b>35,09</b>	<b>21,05</b>	<b>43,86</b>
All age groups/men	50,00	11,11	38,89
All age groups/women	28,20	25,64	46,15

The figures of Table 2 tell us that in reality only 35,09% (50% of men and 28,2% of women with the majority under 51 years old) of the questioned teachers were confident to say that they use elements of media education during their lessons.

21,05% of the teachers (11,11% of men and 25,64% of women, the majority belongs to the elder generation) confess that they never use media education elements at their classes. The rest of the teachers are not sure what to answer. We can see the reason for that: the analysis of the following tables (Table 3, Table 4) reveals that about half of the teachers use media material during their lessons very seldom, because they feel that they lack knowledge about theory and methods of

teaching media (the latter, to our mind, is another serious argument for the introduction of the new university-level major- ‘Media Education’ in pedagogical institutes).

Data about the frequency of media educational lessons, conducted by the teachers are presented in Table 3.

Table 3: Teacher’ opinions about frequency of media education elements during their lessons

Age/gender of teachers	Some elements of media education are used regularly	Media education elements are used occasionally	Media education elements are used seldom or never
	Number of teachers (in %) who chose the answer		
<b>Age 21-30 /total</b>	<b>20,00</b>	<b>30,00</b>	<b>50,00</b>
21-30/men	33,33	33,33	33,33
21-30 /women	14,28	28,57	57,14
<b>Age 31-40 /total</b>	<b>16,67</b>	<b>33,33</b>	<b>50,00</b>
21-30/men	0,00	50,00	50,00
21-30 /women	25,00	25,00	50,00
<b>Age 41-50 /total</b>	<b>0,00</b>	<b>27,27</b>	<b>72,73</b>
41-50/men	0,00	25,00	75,00
41-50 /women	0,00	28,57	71,43
<b>Age 51-60 /total</b>	<b>8,33</b>	<b>25,00</b>	<b>66,67</b>
51-60/men	20,00	20,00	60,00
51-60 /women	0,00	28,57	71,43
<b>Age 61-70 /total</b>	<b>0,00</b>	<b>25,00</b>	<b>75,00</b>
61-70/men	0,00	100,00	0,00
61-70 /women	0,00	10,00	90,00
<b>All age groups/total</b>	<b>8,77</b>	<b>28,07</b>	<b>63,16</b>
All age groups/men	11,11	38,89	50,00
All age groups/women	7,69	23,08	69,23

Figures presented in Table 3 suggest that only 8,77% (the most active group within it are men teachers aged 21-30) of the teachers use elements of media education on a regular basis. 28,07% of teachers integrate them from time to time (men are 15% more than women).

Noticeably, 63,15% of the teachers (there are more women, especially elder ones, about 20 % more than men) declared that they seldom if ever use media literacy activities in their lessons. Taking into consideration that 21,05% of the teachers had previously said that they do not teach about media, this number goes down to 42,1% of the questioned teachers.

Certainly, I was also interested to know what the hindrances on the way of media education at schools are.

Table 4: Reasons that prevent teachers from integrating media education elements during their classes

	<b>Obstacles</b>				
	<b>I lack knowledge about theory and practice of teaching media education</b>	<b>I don't want to teach media</b>	<b>I don't have the financial motivation to do additional work</b>	<b>I am not familiar with media technology</b>	<b>I didn't get any guidelines and directives from school authorities</b>
	<b>Number of teachers (in %) who chose the answer</b>				
<b>Age 21-30 /total</b>	<b>30,00</b>	<b>0,00</b>	<b>40,00</b>	<b>10,00</b>	<b>70,00</b>
21-30/men	00,00	0,00	0,00	33,33	100,00
21-30 /women	42,86	0,00	57,14	0,00	57,14
<b>Age 31-40 /total</b>	<b>50,00</b>	<b>8,33</b>	<b>100,00</b>	<b>16,67</b>	<b>66,67</b>
21-30/men	75,00	0,00	100,00	0,00	100,00
21-30 /women	37,50	12,50	100,00	25,00	50,00
<b>Age 41-50 /total</b>	<b>54,54</b>	<b>18,18</b>	<b>90,91</b>	<b>18,18</b>	<b>90,91</b>
41-50/men	50,00	25,00	75,00	0,00	100,00
41-50 /women	57,14	14,28	100,00	28,57	85,71
<b>Age 51-60 /total</b>	<b>83,33</b>	<b>8,33</b>	<b>91,67</b>	<b>25,00</b>	<b>100,00</b>
51-60/men	80,00	0,00	80,00	0,00	100,00
51-60/women	85,71	14,28	100,00	42,86	100,00
<b>Age 61-70 /total</b>	<b>50,00</b>	<b>33,33</b>	<b>66,67</b>	<b>50,00</b>	<b>58,33</b>
61-70/men	50,00	50,00	100,00	0,00	100,00
61-70/women	50,00	30,00	60,00	60,00	50,00
<b>All age groups/total</b>	<b>54,38</b>	<b>14,03</b>	<b>89,47</b>	<b>24,56</b>	<b>77,19</b>
All age groups/men	55,55	11,11	72,22	5,55	100,00
All age groups/women	53,84	15,38	97,43	33,33	66,67

As we can see from the Table 4 the majority of teachers point to the lack of financial motivation as the biggest obstacle on their way (89,47%, teachers over 30 mostly, women outnumber men by 25%). Then follow complains about the corresponding guidelines/ directions from the school authorities (77,19%, among them there is 35% more of the men teacher, aged

41-50). About half of the teachers (54,38% aged above 30) realize that they lack knowledge about theory and practice of media education. 24,56% of the teachers (only 5,55% of men among them, 33,33% of elder women) consider the serious impediment is that they are not familiar with media technology. And only 14,03% (teachers over 60 years old mostly) of teachers do not want to deal with the media during their classes. There is no one in the age group of 21-30 who expressed a hostile attitude to media education.

Hence, the most significant hindrance of the development of media education according to Russian teachers is the low salary, definitely not enough to become enthusiastic about new technologies and re-writing their usual syllabuses. Though further more we find out that another major problem is the lack of the initiative of the teachers, who do not venture upon the innovation without the directives from the authority. With that, the obstacle, not in the least less, is the insufficient media literacy of teachers themselves.

Researchers and educators in different countries agree on the necessity of teachers' media education. A modern teacher is supposed to:

- encourage and develop their pupils/students desire to search for the answers to questions connected with media;
- use in teaching a research technique, when pupils/students independently can search media texts for the information to answer various questions, to apply the knowledge received in a training course to new areas;
- help schoolpupils/students develop ability to use a variety of media sources, to investigate problems and then draw the generalized conclusions;
- organize discussions of pupils/students of media texts;
- encourage reflection of own media experiences.

Thus, in order to realize the training program for future teachers, we need to develop the classification of the levels of field knowledge and skills necessary for their future media education activity. The corresponding classification was designed by me on the basis of the generalized classifications of levels of professional readiness of teachers for educational activity (Chart 1).

Table 5: Classification of the levels of teachers' professional development (knowledge and skills) necessary for media education practice

Level	Description
<b>Motivational</b>	Motives of media education activity: emotional, gnosiological, hedonistic, moral, aesthetic etc.; an ambition to expand one's knowledge and enhance skills in the field of media education
<b>Informational</b>	Level of knowledge in the field of media education
<b>Methodical</b>	Methodical skills in the field of media education, the level of pedagogical talent
<b>Activity</b>	Quality of media education activity during educational practice
<b>Creative</b>	Level of the originality and resourcefulness in media education activities

The given classification to a considerable degree corresponds with readiness of a future teacher for the development of information culture of pupils which is defined by I.A. Donina as "complete integrated reflecting ability of the future teacher to the informational and pedagogical activity, including "motivational, value, cognitive and operational components" [Donina, 1999, p.11], and also with the similar levels developed earlier [Fedorov, 2001, pp.62-63, Legotina, 2004, p.14].

Below are the scales specifying the indicators of each level.

Table 6: Motivational level

Level of development	Indicators
<b>High</b>	Versatile motives of media education activity: emotional, gnosiological, hedonistic, moral, aesthetic etc.; an ambition to expand one's knowledge and enhance skills in the field of media education
<b>Average</b>	Some motives for integrating media work are apparent
<b>Low</b>	Weak motivation, no willingness to enhance one's teaching pattern

In fact, the results of work depend on a level and nature of motivation of media education activity of both future, and in-service teachers. My observation has shown that quite frequently school teachers express an opinion that media education is an additional "work load" for them, hence should be paid extra.

Table 7: Informational level

Level of development	Indicators
<b>High</b>	Deep and extensive knowledge in the field of media education.
<b>Average</b>	Consistent, acceptable theoretical knowledge in the field of media education.
<b>Low</b>	Limited, fragmentary pedagogical knowledge in the field of media education

My earlier researches have revealed that many Russian teachers lack knowledge about media education dramatically. Thus the necessity for setting up special pre- service and in-service courses on media education becomes even more obvious. A teacher should be media literate him/herself to be able to teach media to his/her students.

Table 8: Methodical level

Level of development	Indicators
<b>High</b>	Advanced methodical skills in the field of media education (e.g., skills to develop media perception of pupils/students, to reveal levels of their development in media culture area, to choose optimal methods, means and forms of work, research skills, etc.) and outstanding pedagogical talent (general pedagogical culture, self-presentation, reflection, presence of a feedback with an audience, etc.)
<b>Average</b>	Acceptable methodical skills in the field of media education; teaching strategies meets expectations
<b>Low</b>	The choice of methods is not suitable; no presence of a teaching aptitude

For example, a distinguished Russian teacher E.N. Gorukhina considers that during the process of media education future teachers should take advantage of methods of scientific research, and also techniques of organizing out-of-class work. Among other activities, she challenges her students with the assignment to analyze:

- the standpoint of a media text's author;
- dialogues between media text's characters and the dialogue between the author of a media text and the audience;
- perception as the process and activity [Gorukhina, 1980, pp. 4-5].

At the same time, analysing the methodical level, one should keep in mind that pupils and students sometimes "play the game" with their teachers, saying things they are expected to say. For example, a male student can learn to speak "correct things" about sexism in media texts in a

classroom, however express sexist attitude to his female classmates outside the classroom [Buckingham, 1990, pp. 8-9].

Table 9: Activity level

Level of development	Indicators
<b>High</b>	Regular and various media education activities
<b>Average</b>	Occasional elements of media education
<b>Low</b>	Incidental, ineffective media education activities

Undoubtedly, only recurring media education activities can lead to expected results - increase of media literacy level of pupils/students. However my previous researches have shown that till present the opposite situation is true- incidental, unsystematic integration of media education elements.

Table 10: Creative level

Level of development	Indicators
<b>High</b>	Media education activity of a teacher demonstrates insight, imagination, flexibility, novelty
<b>Average</b>	Teacher's creativity is displayed occasionally or inconsistently
<b>Low</b>	No signs of inspiration or inventiveness

I believe that teacher's creative work should be tied to principles of humanism and democracy. The university in a democratic society aspires to provide students with educational experience of various characteristics and a multicultural basis. University graduates are supposed to become responsible citizens with humanistic values of responsibilities and rights, freedom of expression and access to information and knowledge.

Within the context of growing presence of media in modern societies, school teachers and university educators should be media competent. The scale suggests the classification of levels of the professional development (knowledge and skills) necessary for teachers to integrate media education. Thus, the model degree of development of professional knowledge and skills necessary for successful media education activity, is comprised of the following levels:

1) **Motivational:** emotional, gnosiological, hedonistic, moral, aesthetic and other motives; teacher's aspiration to expand one's knowledge and enhance skills in the field of media education.

2) **Informational:** comprehensive knowledge in the field of media education (knowledge of the fundamental aims, approaches, and key concepts).

3) **Methodical:** advanced methodical skills in the field of a media education and pedagogical talent.

4) **Activity:** regular media education activities during educational works of different types.

5) **Creative:** media education activity of a teacher demonstrates insight, imagination, flexibility, novelty.

### Conclusion

The analysis of the conducted questionnaire among teachers of secondary schools showed that realizing the great importance of the media in the contemporary information society, three quarters of them support the idea of media education at schools and 58% believe that a new major for pedagogical institutes needs to be introduced - "Media Education". Most of teachers justly think that the combination of the autonomous and integrated media lessons is the most effective way today for the development of media education in Russia, and therefore - for the increase of media literacy of the young generation.

However, in spite of the fact that majority of teachers define the aim to develop the critical thinking of the audience as one of the most important, they significantly overestimate the weight of

“protectionist” approach to media studies today, and on the contrary, undervalue the goals to develop the democratic thinking of the pupils, their knowledge about theory and history of media and media culture.

Moreover, despite of the general support of media education ideas (in theory) expressed by 75 % of the teachers, actually only one third of them use some elements of media education at their lessons (in reality), and one fifth of the group does not integrate it at all.

The hardest obstacle on the way of media education into the Russian classrooms is the absence of financial motivation, according to the teachers, though to our point of view, last but not the least is the passive anticipation of the authority’s directives and insufficient level of knowledge of today’s Russian teachers in terms of the theory and methods of media education.

Thus, the analysis of the teachers’ questionnaire has given us additional proof for the necessity of the official introduction of the new university-level Major- “Media Education” (namely, Major, because the homonymous Minor was registered in 2002) and media education courses for the students of all pedagogical institutes. Only when the media literate graduates of universities come to work in schools, we will be able to evaluate the position of media education within the curriculum.

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### Appendix

#### Questions of the survey “Attitude of the school teachers to media education of pupils and university students”

1. What is your attitude to media education?

1	There is no need in media education for pupils
2	Media education should become part of the school curriculum
3	Media education should be offered through electives, after- school clubs
4	There is no need in media education for university level students
5	Media education should be mandatory in pedagogical institutes and universities
6	Media education should be elective in universities
7	It is necessary to introduce a new Major - “Media Education”, in order to prepare the qualified media teachers for secondary schools
8	Media education of pupils and students should be integrated into the traditional subjects (literature, history, biology, etc.)
9	Media education in school and university should be an autonomous course
1	Media education in school and university should combine both forms, autonomous and integrated

2. In your opinion, what are the main aims of media education? (Check 5 most important for you)

1	Encouraging the development of the aesthetic taste, perception, evaluation of the aesthetic value of a media text, appreciation of masterpieces of media culture
2	Development of critical thinking and critical autonomy of the personality towards media texts.
3	Protection from harmful influences of media.
4	Satisfaction of different needs of the audiences
5	Teaching practical work with media technology
6	Development of the audiences' skills for political, ideological analysis of different aspects of media.
7	Development of the skills of perception, understanding and analysis of media language.
8	Development of the audiences' skills for the analysis of media texts in the broad cultural and social contexts.
9	Preparing young people for living in the democratic society.
	Development of the communicative skills
1	Development of the ability for self-expression with the help of media technology, creation of media texts.
1	Teaching the history of media and media culture
1	Teaching the theory of media and media culture
	Development of the skills for the analysis of different aspects of media, media culture in terms of moral values, and psychology.

3. Do you use elements of media education during your lesson? (choose one of the following)

1	Yes
2	No
3	Not sure

4. If you use the elements of media education during your classes, then how often? (choose one of the following)

1	Regularly
2	Occasionally
3	Seldom or never

5. If you do not use media education elements, what prevents you from doing it? (you can choose 1-3 variants among these)

1	I feel I lack knowledge about theory and methods of teaching media
2	I do not want to teach media
3	I'm not financially motivated and consider it as an extra work
4	I am not familiar with technology
5	There are no directives from school authorities
6	Other reason (specify)

## **Медиаобразование: мнения российских учителей**

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**Аннотация.** Анализ проведенного нами опроса учителей средних школ показал, что, осознавая огромную значимость медиа в современном информационном обществе, три четверти из них поддерживают необходимость медиаобразования в школах и 58% считают, что для будущих учителей в вузах важно медиаобразование. При этом большинство учителей справедливо полагает, что сочетание автономных и интегрированных занятий со школьниками сегодня наиболее эффективный путь для развития медиаобразования в России, и, следовательно, - для повышения медиаграмотности/медиакомпетентности подрастающего поколения.

Однако, несмотря на то, что большинством педагогов понимается важность задач развития критического мышления аудитории, ими существенно завышается вес «предохранительных» задач медиапедагогики, и наоборот, недооценивается значимость развития демократического мышления учащихся, их знаний о теории и истории медиа и культуры.

Более того, несмотря на общую поддержку идей медиаобразования (в теории), выраженную 75 % учителей, реально только одна треть из них использует некоторые элементы медиаобразования на уроках, и одна пятая, напротив, делает этого совсем.

Самое трудное препятствие на пути медиаобразования в школах России – отсутствие финансовой мотивации учителей, хотя можно отметить также пассивное ожидание директив руководства и недостаточный уровень медиаобразовательных знаний педагогов.

Таким образом, анализ опроса учителей дал дополнительные доказательства необходимости официального введения нового университетского профиля «Медиаобразование». Только тогда, когда медиаграмотные/медиаграмотные выпускники вузов придут работать в школы, мы сможем увидеть реальный прогресс в данном направлении.

**Ключевые слова:** медиаобразование учителей; Россия; медиакомпетентность.

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Medical sciences

Медицинские науки

### Challenges and Consequences of Preterm Birth

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#### Abstract

Preterm births have been a challenge to obstetricians and paediatricians. Preterm births affect all population irrespective of age, race and economic status due to lack of seriousness and awareness among the pregnant women. Preterm birth is one of the leading causes of infant morbidity and mortality, amounting to billions of dollars each year, thus increasing the cost for health care. Proper awareness programs about preterm birth may help the women population to know and understand better the signs and symptoms of preterm labour. Preterm birth is a complex cluster of problems with a set of overlapping factors of influence. Its causes may include individual-level behavioral and psychosocial factors, neighborhood characteristics, environmental exposures, medical conditions, infertility treatments, biological factors and genetics. Many of these factors occur in combination, particularly in those who are socioeconomically disadvantaged or who are members of racial and ethnic minority groups. The empirical investigation was carried out to draw correlation between preterm birth and eventuality through this study.

**Keywords:** maternity; pregnancy; septicemia; prenatal mortality; prematurity.

#### Introduction

The present study is hospital based observational (analytical) cohort study of prospective (longitudinal) type. The cases admitted during emergency hours through casualty and through outer patient department, were admitted for planning of termination, observation and monitoring. Patients were interrogated for detailed history according to proforma and followed for a week after delivery. Data was analyzed using Chi square test to find out significant variables.

The study comprises of 343 cases presenting with preterm labour and delivered preterm. The incidence of preterm births was 6.05 %. Majority of patients resided in rural area, belonged to lower socioeconomic class, belonged to the age group 21-25 years. Predisposing factors associated with preterm births were lack of antenatal checkups, low socio economic status, extremes of age, history of previous preterm births, history of 2 or more abortions, family history of preterm births.

The most common cause of neonatal morbidity was neonatal jaundice. Other causes were neonatal septicaemia, feeding problems, neonatal encephalitis and seizures.

The most common cause of neonatal mortality was respiratory distress syndrome. Other causes were neonatal septicaemia, intra-ventricular haemorrhage, birth asphyxia with hypoxic ischaemic encephalopathy, neonatal jaundice, disseminated intravascular coagulation, meconium aspiration, aspiration of feeds and fetal congenital anomaly. The most common cause of maternal morbidity was post partum haemorrhage, followed by puerperal pyrexia, wound infection, retained placenta, perineal tear.

### **Materials and Methods**

The present prospective study: "Foeto-Maternal Outcome in Preterm Births" at Jawaharlal Nehru Hospital and Research Centre was conducted in the Department of Obstetrics and Gynecology, Jawaharlal Nehru (JLN) Hospital and Research Centre, Sector-9, Bhilai (Chhattisgarh, India).

JLN Hospital and Research Centre, Bhilai is 860 bedded multidisciplinary tertiary and referral hospital in the state of Chhattisgarh. The hospital caters free medical care to employees of Bhilai Steel Plant and their dependents. It also looks after referred employees of other associated industries, referred cases from local nursing homes, private practitioners, district hospitals, health centers and nearby rural areas on payment basis. Obstetrics and Gynecology Department has total of 117 beds with 2 maternity and one gynecology ward. 12 beds in labour room, 70 beds in obstetric ward and 35 beds in gynecology ward.

### **Findings from the study:**

#### **Consequences of Preterm Birth**

The complications of preterm birth arise from immature organ systems that are not yet prepared to support life in the extrauterine environment. The risk of acute neonatal illness decreases with gestational age, reflecting the fragility and immaturity of the brain, lungs, immune system, kidneys, skin, eyes, and gastrointestinal system. These outcomes are also influenced by the etiology of the preterm birth; maternal and family risk factors; and the extrauterine environment, including the neonatal intensive care unit (NICU), home, and community.

#### **Mortality**

Infants born preterm are more likely than infants born full term to die during the neonatal period (first 28 days) and infancy (first year), and mortality rates increase proportionally with decreasing gestational age or birth weight.

#### **Complications of Preterm Birth**

Developmental immaturity affects a wide range of organ systems. the complex interplay of the mechanisms involved in preterm delivery, including inflammation and cytokine injury, has also been implicated in the pathogenesis of chronic lung disease, necrotizing enterocolitis, retinopathy of prematurity (ROP), and brain white matter injury in the preterm infant.

#### **Respiratory Distress Syndrome**

Neonatal Respiratory Distress Syndrome (RDS) is a condition characterized by grunting, intercostal retraction, nasal flaring, cyanosis in room air and the requirement of oxygen to maintain adequate arterial oxygen pressure. Causes of neonatal RDS are:

- a) Transient tachypnoea of newborn, caused by wet lungs or by transient intrapartum asphyxia.
- b) Congenital pneumonia resulting from intra-amniotic infection.
- c) Pulmonary hypertension
- d) Congenital defects such as diaphragmatic hernia or pulmonary hypoplasia secondary to Potter's syndrome.

Table 1: Distribution of Preterm Neonates According to Sex

S. No	Sex of Neonate		Gestational Age (in completed weeks)				Total	Percentage
			Very Preterm (28-32 weeks)		Moderately Preterm (33-36 weeks)			
			No.	%	No.	%		
1.	Males	Live born	40	60.61%	164	53.07%	204	54.4%
		IUFD	5	7.57%	20	6.47%	25	6.67%
2.	Females	Live born	17	25.76%	112	36.25%	129	34.4%
		IUFD	4	6.06%	13	4.21%	17	4.53%
	Total		66	100%	309	100%	375	100%

IUFD-Intra-uterine Fetal Demise

The above table shows that maximum number of preterm neonates were males i.e. 229 (61.07 %), out of which 204 (54.4 %) were live born and 25 (6.67 %) were intrauterine fetal demise. The difference between both the groups is not statistically significant. (**p** value 0.4206,CC 0.0864 ) (NS)

Table 2: Overall Sex Ratio of Preterm Neonates

S. No.	Sex of baby	No.	Percentage
1.	Males	229	61.07%
2.	Females	146	38.93%

The above table shows that majority of preterm babies are males i.e.229 (61.07 %).

Table 3: Prenatal Outcome Associated With Preterm Births

S. No.	Prenatal Outcome	Gestational Age (in completed weeks)				Total (n=375)	Percentage
		Very Preterm (28-32 weeks)		Moderately Preterm (33-36 weeks)			
		No. (n=66)	%	No. (n=309)	%		
1.	Live births	57	86.36%	276	89.32%	333	88.8%
2.	Still births	9	13.64%	33	10.68%	42	11.2%
3.	Early Neonatal Deaths	26	45.61%	29	10.51.%	55	16.52%
4.	Prenatal Mortality	35	61.40%	62	22.46%	97	29.13%

ENND-Early Neonatal Death

Prenatal Mortality is defined as late fetal deaths (occurring at 28 weeks of gestation or more) and early neonatal deaths (occurring within the first 7 days of birth).

The above table shows that the total number of preterm babies was 375, out of which 333 were live births and 42 were still births. In the very preterm group, total number of preterm babies was 66 and that in the moderately preterm group was 309.

The incidence of still births was more 9 (13.64 %) in very preterm babies as compared to moderately preterm babies 33 (10.68 %). The number of early neonatal deaths (i.e. neonatal deaths within 7 days of birth) was also more in the very preterm babies i.e. 26 (45.61 %) as compared to moderately preterm babies i.e. 29 (10.51 %). Survival after the early neonatal period was also less in very preterm babies i.e. 31 (46.97 %) as compared to moderately preterm babies i.e. 247 (79.94 %).

There is higher incidence of prenatal mortality in very preterm babies (61.40 %) as compared to moderately preterm babies (22.46 %). The prenatal mortality rate in this study was 291 /1000 live births. The difference between the both groups is statistically significant (p value < 0.0001, CC 0.242).

Table 4: Type of Stillbirths

Type of stillbirth	No. of cases	Percentage
Macerated stillbirth	36	85.71%
Fresh stillbirth	6	14.29%

The above table shows that out of 42 stillbirths, 36 (85.71 %) were macerated stillbirths and 6 (14.29 %) were fresh stillbirths.

Table 5: Relationship of Causes of Neonatal Morbidity with Gestational Age

S. No.	Neonatal Morbidity	Gestational Age (in completed weeks)				Total	Percentage
		Very Preterm (28-32 weeks)		Moderately Preterm (33-36 weeks)			
		No. (n=57)	%	No. (n=276)	%		
1.	Neonatal Jaundice	12	21.05%	35	12.68%	47	14.11%
2.	Neonatal Septicemia	7	12.28%	22	7.97%	29	8.71%
3.	Feeding Problems	5	8.77 %	14	5.07%	19	5.71%
4.	Neonatal Encephalitis and Seizures	4	7.02 %	9	3.26%	13	3.90 %
5.	Necrotizing Enterocolitis	-	-	8	2.9%	8	2.40%

The above table shows that among 333 live born babies, the most common cause of neonatal morbidity was neonatal jaundice i.e. 47 (14.11 %) cases followed by neonatal septicemia in 29 (8.71 %) cases, feeding problems in 19 (5.71 %) cases, neonatal encephalitis and seizures in 13 (3.90 %) cases and necrotizing enterocolitis in 8 (2.40 %) cases.

Table 6: Analysis of Various Causes of Neonatal Morbidity

<b>Cause of Neonatal Morbidity</b>	<b>Odds Ratio</b>	<b>95% Confidence Interval</b>	<b>P value</b>	<b>Inference</b>
Neonatal Jaundice	3.82	1.70 – 8.56	0.0011	Highly significant
Neonatal Septicemia	2.98	1.15 – 7.70	0.0240	Significant
Feeding Problems	3.20	1.06 – 9.60	0.0379	Significant
Neonatal Encephalitis and Seizures	3.91	1.13 – 13.58	0.0313	Significant
Necrotizing Enterocolitis	0.44	0.02 – 7.93	0.5835	Not significant

The above table analyzes the relationship between various causes of neonatal morbidity and preterm births. Neonatal jaundice (OR 3.82,95 % CI 1.70-8.56, p value 0.0011), neonatal septicemia (OR 2.98,95 % CI 1.15-7.70,p value 0.024),feeding problems (OR 3.20,95 % CI 1.06-9.60,p value 0.0379) and neonatal encephalitis and seizures (OR 3.91,95 % CI 1.13-13.58,p value 0.0313) were found to be statistically significant.

Table 7: Distribution of Neonates According to Number of Days of Stay in Neonatal Intensive Care Unit

S. N o.	Stay in NICU (in no. of days)	Gestational Age (in completed weeks)				Total	Percent.
		Very Preterm (28-32 weeks)		Moderately Preterm (33-36 weeks)			
		No.	%	No.	%		
1.	1 day	2	6.45%	42	18.26%	44	16.86%
2.	2 days	5	16.13%	64	27.83%	69	26.44%
3.	3 days	-	-	26	11.30%	26	9.96%
4.	4 days	3	9.68%	13	5.65%	16	6.13%
5.	5 days	4	12.90%	22	9.57%	26	9.96%
6.	6 days	-	-	15	6.52%	15	5.75%
7.	7 days and more	17	54.84%	48	20.87%	65	24.90%
	Total	31	100%	230	100%	261	100%

NICU-Neonatal Intensive Care Unit

The above table shows that out of 333 live born babies, 261 (78.38 %) had admissions in Neonatal Intensive Care Unit. In the very preterm group, maximum number of babies i.e. 17 (54.84 %) babies had NICU stay of 7 days or more. In the moderately preterm group, maximum number of babies i.e. 69 (26.44 %) babies had NICU stay of 2 days.

Table 8: Relationship of Causes of Neonatal Mortality with Gestational Age

S. No .	Cause of Neonatal Mortality	Gestational Age (in completed weeks)				Total	Percent age
		Very Preterm (28-32 weeks)		Moderately Preterm (33-36 weeks)			
		No.	%	No.	%		
1.	a.RDS	10	38.46%	6	20.69%	19	34.55%
	b.RDS+BA	1	3.85%	2	6.9%		
2.	a.NNS	3	11.54%	6	20.69%	11	20%
	b.NNS+IVH	2	7.69%	-	-		
3.	IVH	4	15.38%	3	10.34%	7	12.72%
4.	BA+HIE	3	11.54%	2	6.9%	5	9.09%
5.	NNJ	-	-	4	13.79 %	4	7.27%
6.	DIC	1	3.85%	3	10.34%	4	7.27%
7.	MAS	-	-	2	6.9%	2	3.64%
8.	Aspiration of feeds	2	7.69%	-	-	2	3.64%
9.	FCA	-	-	1	3.45%	1	1.82%
	Total	26	100%	29	100%	55	100%

RDS-Respiratory distress syndrome, BA-Birth asphyxia, NNS-Neonatal septicemia, IVH-Intra-ventricular haemorrhage, HIE-Hypoxic ischemic encephalopathy, NNJ-Neonatal jaundice, DIC-Disseminated intravascular coagulation, MAS-Meconium aspiration syndrome, FCA-Fetal congenital anomaly.

The above table shows that the most common cause of early neonatal mortality was respiratory distress syndrome (with or without birth asphyxia) in 19 (34.55 %) babies, followed by neonatal septicemia (with or without intra-ventricular haemorrhage) 11 (20 %), intra-ventricular haemorrhage 7 (12.72 %), birth asphyxia with hypoxic-ischemic encephalopathy 5 (9.09 %), neonatal jaundice 4 (7.27 %), disseminated intravascular coagulation 4 (7.27 %), meconium aspiration syndrome 2 (3.46 %), aspiration of feeds 2 (3.46 %) and fetal congenital anomaly 1 (1.82 %).

Table 9: Analysis of Various Causes of Neonatal Mortality

<b>Cause of Neonatal Mortality</b>	<b>Odds Ratio</b>	<b>95% Confidence Interval</b>	<b>p value</b>	<b>Inference</b>
RDS and RDS+BA	8.25	3.15 – 21.60	< 0.0001	Highly significant
NNS and NNS + IVH	4.32	1.27 – 14.70	0.0189	Significant
IVH	6.86	1.49 – 31.57	0.0133	Significant
BA + HIE	7.61	1.24 – 46.64	0.0282	Significant
NNJ	0.52	0.02 – 9.91	0.6685	Not significant
DIC	1.62	0.16 – 15.90	0.6766	Not significant
MAS	0.95	0.04 – 20.15	0.9763	Not significant
Aspiration of feeds	24.90	1.17 – 526.02	0.0388	Significant
Fetal Congenital Anomaly	1.59	0.64 – 39.70	0.7752	Not significant

RDS-Respiratory distress syndrome, BA-Birth asphyxia, NNS-Neonatal septicemia, IVH-Intra-ventricular haemorrhage, HIE-Hypoxic ischemic encephalopathy, NNJ-Neonatal jaundice, DIC-Disseminated intravascular coagulation, MAS-Meconium aspiration syndrome, FCA-Fetal congenital anomaly.

The above table analyzes the relationship between various causes of neonatal mortality and preterm births. Respiratory distress syndrome (with or without birth asphyxia) (OR 8.25,95 % CI 3.15-21.60, p value < 0.0001), neonatal septicemia (with or without intraventricular haemorrhage) (OR 4.32,95 % CI 1.27-14.70, p value 0.0189), intraventricular haemorrhage (OR 6.86,95% CI 1.49-31.57, p value 0.0133), birth asphyxia with hypoxic ischemic encephalopathy (OR 7.61,95% CI 1.24-46.64, p value 0.0282), aspiration of feeds (OR 24.9,95 % CI 1.17-526.02, p value 0.0388) were found to be statistically significant.

Table 10: Maternal Morbidity associated with Preterm Deliveries

S. No.	Maternal Morbidity	Gestational Age (in completed weeks)				Total	Percent.
		Very Preterm (28-32 weeks)		Moderately Preterm (33-36 weeks)			
		No.	%	No.	%		
1.	Postpartum haemorrhage	12	20.34 %	8	2.82%	20	5.83%
2.	Puerperal pyrexia	6	10.17 %	11	3.87%	17	4.96%
3.	Wound infection	2	3.39 %	7	2.46%	9	2.62%
4.	Retained placenta	4	6.78 %	3	1.06%	7	2.04%
5.	Chorio-amnionitis	4	6.78 %	3	1.06%	7	2.04%
6.	Perineal tear	0	-	4	1.41%	4	1.17%

The above table shows that the most common cause of maternal morbidity in preterm deliveries was post partum haemorrhage i. e. 20 (5.83 %) cases, followed by puerperal pyrexia in 17 (4.96 %) cases, wound infection in 9 (2.62 %) cases, retained placenta in 7 (2.04 %), chorioamnionitis in 7 (2.04 %) cases and perineal tear in 4 (1.17 %) cases (p value 0.1323, CC 0.34).

### Conclusion

Educational programmes to increase awareness of signs and symptoms of preterm labour should be encouraged so that women seek early medical attention. Most of the causes of preterm labour are modifiable and could be controlled by pre-conceptional counseling and efficient prenatal care. The most common cause of maternal morbidity was post-partum haemorrhage. So, required measures should be taken to prevent and treat post-partum haemorrhage to reduce maternal morbidity. Educational programmes to increase awareness of signs and symptoms of preterm labour should be encouraged, so that women seek early medical attention. Most of the maternal causes of preterm labour are modifiable and could be controlled by pre-conceptional counseling and efficient prenatal care. Tertiary prevention measures such as maternal transfer to a tertiary care centre for further management and administration of glucocorticoids and tocolytics in selected cases have shown benefit in the overall outcome of preterm births.

The prevention of preterm labour is one of the greatest challenges to the obstetricians and much of it also depends on social and economic factors that have also to be addressed at. Preterm births constitute an enormous medical, social and financial problem. There are multiple determinants of preterm labour. Therefore, intervention programs should target multiple determinants. Adequate support from the pre-conception period, including monitoring for identified causes of previous adverse outcome, adequate nutrition, pregnancy spacing, avoidance of harmful substances/strenuous working conditions/chronic stress, screening and treatment of infections/ medical disorders/ sexually transmitted diseases may help to reduce the risk of subsequent preterm birth. In the present study of 343 cases of preterm births, the incidence of preterm births was found to be 6.05 %.

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