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CUSTOMER RELATIONSHIP MANAGEMENT AND THE MARKETING APPROACH

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Abstract: *Due to the fact that over the years the demographic characteristics have changed, the consumers have gained a high degree of sophistication and there is overcapacity in many industries, it has been developed a new approach in the post-capitalist era which is the marketing concept. First, it has been the product concept which later evolved in the sales concept. The characteristics that differentiate the marketing concept from the sales one are the following: the accent is on the client's needs; the company identifies the client's needs, then plans how to create and deliver the product; the management of the company is oriented to profit; the planning is made for a long period of time and the entire approach reveals the customer's needs (Fleşeriu, 2019).*

Keywords: *customers; relationship management; marketing approach.*

I. INTRODUCTION

"In the early stages, customer data was used for the purpose of automating sales force processes (e.g., with respect to identifying prospective leads, telemarketing, generating product/service quotations, and placing orders prior to actual sales) and providing customer service and support (e.g., with respect to help desk and field support after a sale). These two processes occurred independently of each other for the most part. In the next phase, data was used cohesively across all customer-oriented activities engaged in by a firm regardless of whether they occurred prior to, during, or after a sales transaction." (Catalan-Matamaros, 2012).

At this point, it is supported that customer data will lead to the integration of all front facing customer functions with the systems from the back-end of the company and its network of suppliers and also partners. The final goal is to bring customer value to a maximum level. This path of evolution in Customer Relationship Management allows the concept to be

embedded again within the broader relationship marketing concept that gathers the whole network of ongoing relational exchanges in which the local company is part of (Catalan-Matamaros, 2012).

"It is also worth mentioning that CRM activities are all too often confused by managers as being mere technological projects that are associated with particular software and techniques. Although IT systems play a crucial role in the implementation phase, it must be emphasized that the contemporary notion of CRM is integrative in nature whereby all of a firm's functions and processes are strategically focused on providing customers value and receiving value from them in return. CRM is therefore also defined as 'the practice of analyzing and utilizing marketing databases and leveraging communication technologies to determine corporate practices and methods that will maximize the lifetime value of each customer to the firm' (Kumar & Reinartz, 2006:17). The idea of customer lifetime value is of particular importance to contemporary customer management decisions, and will be discussed in greater

detail within the context of value-based metrics for customer identification, prioritization, and selection.” (Catalan-Matamaros, 2012).

II. Customer Relationship Management

After the CRM appearance, there have been three development stages. The first one was the contact management which provided basic information about the clients (such as name, address, age and so on). The following stage was the behavior knowledge in which the companies did start to store information about the clients: from website, call-center or direct. And the last stage of development is pure CRM which had set as a goal offering an unique treatment for each client (Fleşeriu, 2019).

”Customer Relationship Management is a comprehensive approach for creating, maintaining and expanding customer relationships.” (Anderson & Kerr, 2002).

Further on, we can analyze in more depth the meaning of this definition.

”First, consider the word ‘comprehensive.’ CRM does not belong just to sales and marketing. It is not the sole responsibility of the customer service group. Nor is it the brainchild of the information technology team. While any one of these areas may be the internal champion for CRM in the organization, in point of fact, CRM must be a way of doing business that touches all areas. When CRM is delegated to one area of an organization, such as IT, customer relationships will suffer. Likewise, when an area is left out of CRM planning, the organization puts at risk the very customer relationships it seeks to maintain.” (Anderson & Kerr, 2002).

Secondly, we will analyze the word ‘approach’ which according to the author Webster is a way of treating or dealing with something. That translates into the

fact that CRM is process of thinking about and handling the customer relationship management. If done properly, Customer Relationship Management denote a clear plan therefore it can be also seen as a strategy. Actually, the CRM strategy can be used as a benchmark for every other strategy in the organization. In order for an organization strategy to be useful for the organization it needs to serve to create, maintain, or expand relationships with the target customers. The direction for any company is established by the strategy and if the strategy disturbs the customer relationships the company will be sent in the wrong direction. Looking at this from a department or area level there can be noticed that those have their own set of strategies for employee retention, scheduling, productivity and so on just the same as a bigger organization has strategies and plans for shareholders management, marketing, logistics and so on. All these strategies have to sustain managing customer relationships (Anderson & Kerr, 2002).

“Now, let’s look at the words, “creating, maintaining and expanding.” CRM is about the entire customer cycle. When you implement your CRM strategy, you will capture and analyze data about your targeted customers and their targeted buying habits. From this wealth of information, you can understand and predict customer behavior. Marketing efforts, armed with this customer intelligence, are more successful at both finding brand new customers and cultivating a deeper share of wallet from current customers. Customer contacts, informed by detailed information about customer preferences, are more satisfying. First, you and your team support and add value to the individuals in your organization who do come into direct contact with customers. Again and again, the research has proven that external customer satisfaction is directly proportional to employee satisfaction. That means that the quality of support given to

internal customers predicts the quality of support that is given to external customers. Second, consider your internal customers as advocates for your department or area. For you and your team, CRM is about growing advocates and finding new ways to add value.” (Anderson & Kerr, 2002).

In the end, the terms “customer relationships” should be developed. In today’s economy the things are a little more complicated due to the fact that the business are done between individuals and organizations whom may have never meet, may never want to meet or much less know personally. Customer Relationship Management describes creating a sense of closeness in an environment controlled by technology. Shortly, the customers want to do business with entities that understand their needs and wants. No matter the place in the organization, CRM is about managing the relationships as effectively as possible in order to decrease cost while in the same time increasing the viability of the products and service offered (Anderson & Kerr, 2002).

According to the specialized literature, when speaking about CRM we can identify three levels: strategic, operational and analytical.

“Strategic CRM is a top-down perspective on CRM which views CRM as a core customer-centric business strategy that aims at winning and keeping profitable customers;

Operational CRM is a perspective on CRM which focuses on major automation projects such as service automation, sales force automation or marketing automation;

Due to the fact that the customer data supporting a CRM strategy can be shared more widely throughout the enterprise than the marketing function alone another misconception about CRM is challenged which is the statement that CRM is a marketing process.

The third misunderstanding about CRM as tackled earlier in our paper is the premise that CRM is an IT issue. The main

purpose of customer relationship management is to create better value for the customer and the company and just because this target is made possible by IT that does not imply that CRM is about IT (Fleşeriu, 2019).

Moving on, another misunderstanding implies that CRM is about loyalty schemes. “Loyalty schemes are commonplace in many industries, such as car hire, airlines, food retail, hotels. Customers accumulate credits, such as air miles, from purchases. These are then redeemed at some future point. Most loyalty schemes require new members to complete an application form when they join the program. This demographic information is typically used together with purchasing data to help companies to become more effective at their marketing communication and offer development. Whereas some CRM implementations are linked to loyalty schemes not all are.” (Buttle, 2004).

The last misunderstanding regarding CRM is related to the fact that this process can be implemented by any company. The two types, strategic and operational can be indeed implemented in any company but if the data is missing then the implementation of analytical CRM cannot be made (Fleşeriu, 2019).

Before creating a CRM strategy it is advisable to take into consideration as well another aspect which is analyzing the model Customer Service/Sales Profile. By doing this you are able to accomplish three things: finding what kind of customer relationship you want to create, identifying the strengths in the current CRM practices and lastly help in communicating to others throughout organization (Fleşeriu, 2019).

In this model there were identified three levels (Figure 2.1): customer advocates, repeat customers, initial transactions and the relationship between these levels determines the shape of the Customer Service/Sales Profile. Again, there are three basic Customer Service/Sales Profiles: the Pyramid, the

Hourglass, and the Hexagon (Fleşeriu, 2019).

Taking into consideration the state of Erasmus Life Lisboa, we can classify it as belonging to the Pyramid profile. This profile applies to the majority of businesses and it is the conventional way to see the relationship among the three levels. “Consider a retail department store, such as Minneapolis-based Target Stores. Each day hundreds of customers walk through the doors of any one Target location. Those customers represent the base level of initial transactions. The percentages of those customers who are loyal to Target, who regularly seek Target in preference to its competitors, make up level 2. At the top are those customers who actively send their friends, family members, and even business associates to Target. They tell positive stories about staff and service. As you might imagine, not every pyramid looks like a perfect isosceles triangle. For example, in some business models, there’s a very strong emphasis on repeat customers but less on customer advocates. As one salesperson for a large-scale computer application told us, ‘Yes, I think my customers are happy enough to keep doing business with me. And I’m working very hard to keep them happy. But, no, I wouldn’t want to put my existing customers in a room with my prospects.’ If you don’t trust your repeat customers to help you “sell” a prospect, then you have pyramid with a broad middle and a small top. It might be tempting to tell this sales professional to go out and create more advocates. And that would be a dangerous shift if it meant losing focus on the repeat customer group. In a Pyramid Profile, customer advocates grow directly out of exceptionally well-satisfied repeat customers.” (Anderson & Kerr, 2002).

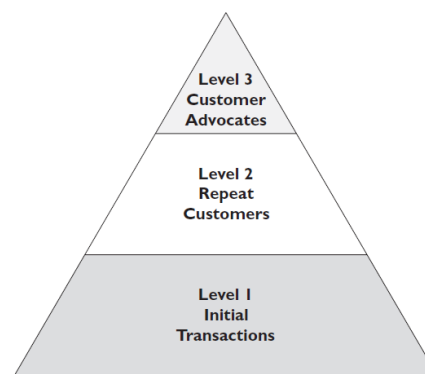


Figure 2.1 – The Pyramid Profile
(Source: Anderson & Kerr, 2002)

III. Conclusions

Analytical CRM is a bottom-up perspective on CRM which focuses on the intelligent mining of customer data for strategic or tactical purposes;” (Buttle, 2004).

“Strategic CRM is focused on the development of a customer-centric business culture. This culture is dedicated to winning and keeping customers by creating and delivering value better than competitors. The culture is reflected in leadership behaviors, the design of formal systems of the company, and the myths and stories that are created within the firm. In a customer-centric culture you would expect resources to be allocated where they would best enhance customer value, reward systems to promote employee behaviors that enhance customer satisfaction, and customer information to be collected, shared and applied across the business” (Buttle, 2004).

It is expected that the people who bring outstanding value or service to customers to be considered the heroes of the business. There are a lot of businesses which state that they are customer-led, customer-centric, customer-focused or customer-oriented, but in fact few of them are. It is true that some very few companies, no matter the size, do not claim to have among their missions the satisfaction of customer requirements

profitability. Kotler identified three other major business orientations: product, production and selling (Buttle, 2004).

“A customer or market-oriented company shares a set of beliefs about putting the customer first. It collects, disseminates and uses customer and competitive information to develop better value propositions for customers. A customer-centric firm is a learning firm that constantly adapts to customer requirements and competitive conditions. There is evidence that customer-centricity correlates strongly with business performance. Many managers would argue that customer-centricity must be right for all companies. However, at different stages of market or economic development, other orientations may have stronger appeal.” (Buttle, 2004).

Along its evolution there have been born some misunderstandings in regards with the customer relationship management. Such misunderstandings are: CRM is database marketing. Database marketing takes care of the development and exploitation of customer data for marketing purposes, while CRM is much wider in scope. Even though the analytical type of CRM might overlap the definition of database marketing, the aspects concerning the strategic and operational type are not covered by it.

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FRENCH AND ALGERIAN EDUCATION

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Abstract: *I choose to discuss the French and the Algerian system of education because I believe the French one is complex, very organized, with many subdivisions. I think it influences a large part of the world's education systems, including the Algerian because of the colonialism. I see the French system of education like an extension of its model of governance. France was a strong colonial empire, a global superpower and now it is still a powerful state which influences the most of the international actors, so its educational system should be as important as the power of its government. Algeria, in French, the Republique Algerienne Democratique et Populaire is an authoritarian regime. Algeria was occupied first by the Phoenicians, then by the Ottomans and in 1830 by the French. Between 1830 and 1962, when Algeria achieved its independence, it was under French occupation. Algeria is currently political unstable, but the state had various unstable moments in its history, an example was in 1954, when it was a war of independence in Algeria, which ended up only in 1962.*

Keywords: french education; algerian education; education system.

I. INTRODUCTION

In the 90's, in Algeria was also a civil war after the intervention of the National Army in the elections, more than a 100.000 of people died then. Algeria is a semi-presidential republic, Arabic and Berber are the official languages but French it is still used in the Administration. Algeria is a unitary state with 48 provinces. The heart of the Algerian economy is represented by the hydrocarbons industry, the state is the second exporter of oil in the world. This industry represents 60% of the incomes in the Budget and 30% of the GDP. The state struggles to develop other industries which are more underdeveloped. Algeria collaborates with the EU, like the other countries from the Mediterranean space. The EU has developed some policies which have the mission to increase the relation between Northern Africa and

Europe. Also, the major partner for Europe in this region is Morocco.

Another problem in Algeria is represented by the disparity among the regions, most of the people live in the North, so the South of the country remains underdeveloped and less populated. Also, most of the territory from the South is represented by desert.¹

Algeria deals with problems in economy, now that the prices of oil felt down, with political problems, social problems like unemployment and difficult business climate for foreign investors, educational problems and ethnic problems. In Algeria are living various ethnic groups like descendants of Turkish people, Spanish, Berbers, French. The official religion is the Islam, with most of 99% of population.

A major difference between France and Algeria system of education is the centralization of the education system in

¹ <http://www.africaneconomicoutlook.org/>

Algeria. In order to reduce the rate of illiteracy, Algeria centralized its education. Although this situation, the literacy rate is among 78% . In Algeria, school is free and compulsory for children up to 16 and the state confronts a several drop-out rate, most of the children give up school before the age of 16.²

II. FRENCH EDUCATIONS VERSUS ALGERIAN EDUCATION

A similarity with the French system is the organization of the education system. In both countries we have preparatory school, primary school, medium school, secondary school and higher education. The teaching language is Arabic, but also, Berber is accepted. French is used to teach in some private schools and, in some cases, in the post-secondary programs. The primary school is for children from the age of 6, at the age of 15, when children pass to the secondary level. A problem for Algeria is that only half of the students that complete their primary level , take their studies to the next level. The secondary school is organized in three categories, general, vocational and technical. From this level of education, students go to the tertiary education, universities and other higher education institutes.³

The higher education in Algeria is public and centralized by the state, the government is the institution that implements the education policy. Like in the French system, we have the Bachelor, the Master and the Doctorate level. There are two types of higher education institutions, under the authority of the

Ministry of Higher Education and Scientific Research and institutions under the authority of other ministries. So, the entire higher education system is subordinated to the state.⁴

Algeria has 39 universities, one university of continuing education, 18 national tertiary vocational schools, 6 teacher training schools, 2 university annexes, 10 preparatory schools and 2 integrated preparatory classes. All these institutions are financed by the state. To enter, students need to pass the baccalaureat, like in France.⁵

In the French system of education, I will begin with revealing a small of the French educational systems history. France it is well known for its rich educational history, starting with the Roman Empire⁶, when the patricians established the first schools, but the educational system of what we see us today was established later and also was modernized starting with the French Revolution. Later, in the 19th and 20th century, the educational system suffered by strong debates about the role of religion in education⁷ and was adapted for the new society.

A key period in the educational history of France is the Middle Ages. Characteristic for this period are the Church Schools controlled by the Catholic Church. All of these schools used the Latin language and the Latin Law. In this period we are talking about the first universities established in France, first of them was the University of Paris, formally established in 1150 then was the University of Toulouse.⁸

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<http://www.classbase.com/countries/Algeria/Education-System>

³ Idem

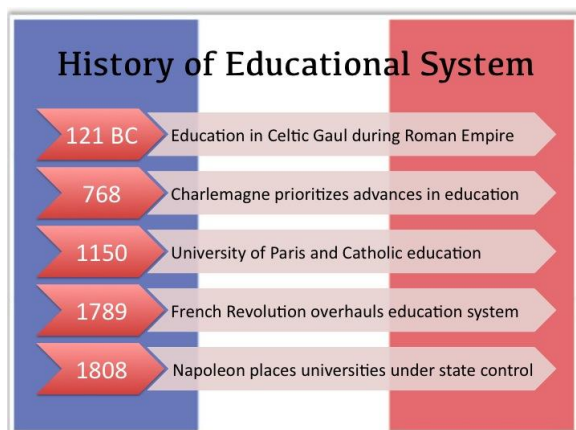
⁴ <http://eacea.ec.europa.eu/>

⁵ Idem

⁶ <http://education.stateuniversity.com/>

⁷ Idem

⁸ <https://www.sorbonne.fr/en/the-sorbonne/history-of-the-sorbonne/la-fondation-de-la-sorbonne-au-moyen-age-par-le-theologien-robert-de-sorbon/>



Source: <http://sites.miiis.edu/compiefrance/history/>

The modern period is another important moment for education. Now are established the colleges and developed more universities. It is important to mention Louis XIV's order, which forced the parents to send their children to school until the age of 14. This decision had very important consequences in the education of the population. The king saw the importance of a well educated population so he tried to lead his people to this way.

Even today, we still talk about the importance of a well-educated society, this subject is a very common one because we know the problem our society has in this area. Romania has problems with the illiterate population, which has a large number and it's still growing. Algeria, also, has a big problem with the illiterate girls, the women are less educated than the man in Algeria.

The French Revolution marked a major moment in France history and, also in France education history. The Revolution changed the old order and gave more power to the government in order to change the education policies. During the Revolution, many schools were closed, priests and teachers were dismissed and the educational system was trying to reborn. So, in order to build a new system, secondary schools were established in the larger cities and, as a novelty, modern studies could be studied.

The government had a key role in organizing the universities and their faculties. Also, Napoleon had a major role because he established the lycee as the principal secondary education. Latin, French, sciences, history, elements of mathematical and physical science were the most important disciplines.⁹

Napoleon fixed the grandes ecoles as higher education schools specialized on engineering and sciences, along the faculties of law, medicine, sciences, humanities. So, Napoleon had an intervention in all State domains. The National Convention named the two types of schools, the Ecole Normale Supérieure and the Ecole Polytechnique, one is specialized in the sciences like law, medicine, humanities and the other is specialized only in technical science.¹⁰

After the establishment of the new educational system, education has become a major reason for dispute between the parties in France. There were many debates about the implication of the Catholic Church in education and some parties claimed secular education while others wanted a controlled religious education system.¹¹ A laic education was a major step for the Republic and it was accomplished, France established the free education policy in 1881 and those steps led to the secular state that we see today. Religion was left outside of the educational system in order to produce a future secular society.¹²

In the 20th century, the organization of education in France continues. There were divided three categories of schools, the classical, the technical and the modern lycees, also the primary schools was reformed and were established the

⁹ <http://about-france.com/>

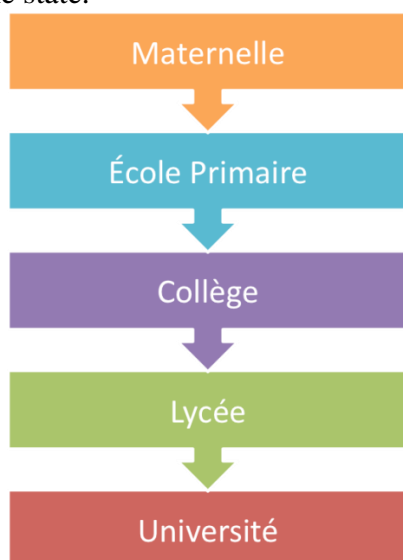
¹⁰ Idem

¹¹ David Markham, The Revolution, Napoleon, and Education, *International Napoleonic Society*, http://www.napoleon-series.org/research/society/c_education.html

¹² Idem

professional schools in 1985.¹³ All these reforms led to the system of education from our days.

Currently, the French system of education is divided in three categories with other subcategories, the main categories are the primary school, the secondary school and the higher education¹⁴ and all of them are subordinated to the Minister of National Education. Also, the teachers are working for the state.



Source: <http://sites.miiis.edu/>

The primary school begins at the age of 6, but parents can also send their children to nursery classes starting at the age of 3. Usually, after the nursery classes, children are going to primary school. The primary education assumes to develop reading, writing, listening, speaking skills, this process is led, usually by only one teacher. This category is very similar to the Romanian primary schools.¹⁵

The secondary school is also divided in two categories, first is the college, here are the first four years after the finishing of the primary school, the second category is called the lycee and it includes the next three years after finishing the college. This education cycle finishes

with the baccalaureat exam, also, another similarity to the Romanian system of examination after finishing the highschool. Children finish the primary school at the age of 11, the College at the age of 15, and the Lycee at the age of 18, so at the moment they graduate, they can be able to begin their lives as an adults¹⁶.

The baccalaureat exam is required in order to enter a university. This is a similarity to the Algerian system. Like in Romania, the exam is divided in three categories, first is for the natural sciences students, then is the one for the economic students, here they have to take the economics, the social sciences and the mathematics exams and is the literary baccalaureat, focused on French, history, geography, foreign languages, arts. Also, there is a technologic baccalaureat, which is preparing the French students for a professional degree and for technological higher studies.¹⁷

The higher education is organized in a very similar way to many European countries, including Romania. A major difference between the French system and the other European systems of education is the separation of the higher education institutions. In France, we have two types of higher education institutions, universities and grandes-ecoles. In the university, we are talking about three stages of studies, first is the bachelor degree, then is the Master and the Doctorate. Grandes ecoles assume to admit the students who the baccalaureat and who, usually study another two years after the bac.¹⁸

The bachelor is also called Licence and Licence Professionnelle and is organized in semesters, like in other countries. For this stage are required six semesters of study in a specific domain.

¹³Antoine Leon, Pierre Roche, *Histoire de l'enseignement en France*, Puf, 2012, p 105-120

¹⁴ <http://about-france.com/>

¹⁵ Idem

¹⁶ <http://www.education.gouv.fr/>

¹⁷ <http://about-france.com/>

¹⁸ <http://www.education.gouv.fr/>

III. CONCLUSIONS

The research in France is at a very high level, here I am talking about the scientific research and, usually, this research is made by some organizations which are not a part of the universities, but the main process of research is based inside the major universities of France.¹⁹

Universities in France are public and also private and they are named after the city where are located and they are following the European standards of studies. Here I refer to the way of teaching and examination, with the exams at the end of the course, specific for the European system of education. There are 83 public universities in France and two categories of Grandes Ecoles. We have Ecoles d'Ingénieurs and Ecoles Supérieure de Commerce, both have the mission of preparing their students for the labor market.²⁰ Usually the Grandes Ecoles are focused on just a domain, so the students are very good prepared for their specialization. Also, for entering the Grandes Ecoles, as I said earlier, students had to prepare. Those preparatory courses are named Classes préparatoires aux grandes écoles and they require two years after the baccalaureat exam. It is well known the hard work of the students in those Preparatory classes.

In France, the public expenditure on education is 6% with a rate of 51% of enrollment in higher education and 100% in primary and secondary education²¹. In my opinion, these dates do not reflect the actual situation of students in France. We all know that France has a major population of immigrants, most of them muslims with problems of integration in the French society and most of them have education problems. Here I refer to the dropout because of the social issues,

phenomenon more specific for immigrants with troubles of integration.

The muslim community is large, France was a big colonial power so now, the state has to confront the situation of immigrants from the ex-colonies. I believe that the last tragic events from France, including Charlie Hebdo, put in the spotlight the foreign immigrants, as a result of a bad French integration policy and here is included the education system. Those immigrants were not integrated in the community so they radicalized. Of course, we cannot put all the blame on the state and on the education system, but I think that education policies should focus more on integrate foreign students with social problems.

The secular education in France is very important aspect. France is revealing its specific through its education system. Religion is not a discipline in public schools, so education has a very secular characteristic in France. This aspect, in my opinion is a very important one because of the many immigrants with various religions.

In conclusion, the both systems of education have similarities like the organization, the baccalaureat and even the language. They also have strong differences that separate the specific of the systems, France has a secular system and Algeria is still in the process of developing its own specific system. In France we have private schools and in Algeria all the education institutions are subordinated and coordinated by the state. Still, I believe that the French system had influenced the Algerian education policy and even the Algerian life style.

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¹⁹ Idem

²⁰ <http://www.french-property.com/>

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PERSUASIVE MEANS IN ADVERTISING

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Abstract: *The aim of this paper is the analysis of persuasive means and trends in advertisement that are used to attract the reader's attention and to persuade customers to buy the advertised product or service. The thesis consists of the theoretical and practical part. The theoretical part defines advertising, its use and effects, persuasive means and trends in marketing, verbal and nonverbal persuasive means in advertisements. The practical part researches and analyses the persuasive means used in advertisements.*

Keywords: *persuasive means; advertising; persuasion.*

I. INTRODUCTION

In contemporary society, advertising has become an inseparable part of the everyday lives of millions of people. With the recent development in the field of technology and communication and the opening of new media channels, such as the Internet, it has gained even more access into our minds and into our lives. People have different attitudes toward this phenomenon; some try to ignore it, others find it intrusive and there are also those who appreciate it. Whatever our attitudes are and whether we like it or not, we can not deny that advertising has an immense manipulative power, influencing our opinions, beliefs, decisions, attitudes and actions through different types of media.

As an effective and globally-present type of communication it is also likely to influence cultural development and to motivate the creation of new social groups based around products and brands that it promotes. We may say that it is not unusual that advertising has attracted a

considerable share of interest from diverse research communities and also from those wishing to make profit from it.

From a literary point of view, advertising is a diverse and rich genre. Its language has grown to incorporate and combine various types of texts and styles from diverse areas of life. The resulting interference of styles and mixing of discourses and registers makes advertising almost impossible to classify stylistically.

Furthermore, when advertising to an English-speaking audience, advertisers can not only gain from the richness of vocabulary and a chain of different registers available at their disposal, but they can also exploit the considerable potential for the wealth of figurative expressions that this language has to offer.

II. THEORETICAL BACKGROUND

In order to better understand what can one consider an advertisement we have to look to a several scholarly definitions and glossary entries that attempt to define its purpose. For example, the Macmillan English dictionary, defines an advertisement as "an arrangement of pictures, words etc. put in a public place, a newspaper, the Internet etc. that is intended to

persuade people to buy something". The Longman Exams Dictionary offer similar definition and the Penguin Dictionary of Economics, 5th Edition, albeit the latter two, in addition to the first one, also define advertisements as being paid for by a sponsor. Goddard (2001) offered a different perspective when she argued that "central to the idea of an advert appears to be the factor of conscious intention behind the text, with the aim of benefiting the originator materially or through some other less tangible gain such as an enhancement of status." (p. 7)

While it may not be possible due to high internal generic diversity to find a satisfactory working definition that would cover absolutely every minute detail, it may be safely assumed, that advertising is a type of discourse and a genre that involves the use of language with an intention to "make the listener, viewer or reader adopt a certain viewpoint and/or act in a certain way." (Hermerén, 1999, p. 11) Therefore, an advertisement as a product of advertising, is a type of text which has to be persuasive in order to fulfil its purpose.

Many advertisements are designed to generate increased consumption of products and services through the creation and reinforcement of brand image and brand loyalty. For these purposes advertisements often contain both factual information and persuasive messages. Every major medium is used to deliver these messages, including: television, radio, movies, magazines, newspapers, video games, the Internet (Internet advertising), and billboards. Advertising is often placed by an advertising agency on behalf of a company. Advertisements can also be seen on the seats of grocery carts, on the walls of an airport walkway, on the sides of buses, heard in telephone hold messages and in-store public

address systems. Advertisements are usually placed anywhere an audience can easily and frequently have access: visuals and/or audio and print. Organizations which frequently spend large sums of money on advertising but do not strictly sell a product or service to the general public include: political parties, interest groups, religion-supporting organizations, and militaries looking for new recruits. Additionally, some non-profit organizations are not typical advertising clients and rely upon free channels, such as public service announcements.

While advertising can be seen as necessary for economic growth, it is not without social costs. Unsolicited Commercial Email and other forms of spam have become so prevalent as to have become a major nuisance to users of these services, as well as being a financial burden on internet service providers. Also, advertising is increasingly invading public spaces.

As far as the notion of **persuasion** is concerned, Schmidt and Kess (1986:2) define the term **persuasion** as "the process of inducing a voluntary change in someone's attitudes, beliefs or behaviour through the transmission of a message".

The mechanism by which it affects the mind of the recipient of the message has been summarized by Sandell (1977) who maintains that persuasion acts on "an individual's beliefs about an object, his evaluation of it and his intentions toward it. This may, but does not necessarily affect his behaviour towards the object" (p. 70). Further, he identifies and explains the four basic components, which must all be present in order that the persuader successfully achieves their goal and which are part of the persuasive process. These components are comprehension, acceptance, attitude change and retention. (Sandell 1977, pp.73-4)

Comprehension refers to the recipient's ability to understand the content of the message. It is necessary, for this purpose, that the persuader and the audience have sufficient knowledge of the code in which the meaning is encoded. Schmidt and Kess (1977, p.92)

argued that the pre-eminent 'code' for achieving this is language, but Dyer (1982, pp.72-83) and Goddard (2001, pp.114-6) both stated that non-verbal means, such as paralanguage, signs and images can be implemented to this end as well, because they, too, can function as carriers of meaning, they constitute a 'code' of their own, which is subject to cultural context. (Vestergaard & Schroeder, 1985, pp.15-29).

Acceptance refers to the reader's willingness to accept the message (i.e. the form and style of the message), the measure to which the reader is willing to even consider the message of the persuader. Claims that fall outside of the zone of acceptance can hardly persuade effectively.

Attitude change (i.e. the effect on the reader's beliefs, evaluations and intentions, which may or may not be directly reflected in behaviour) is one of the main goals of the persuader it is the stage at which once accepted, the message takes effect on the recipients attitude i.e. his or her "psychological tendency expressed by evaluating a particular entity with some degree of favour or disfavour." (Eagly & Chaiken, 1993, p.1) The effect desired by the persuader, in advertising, is that this change happen towards a more favourable perception of the service or product being advertised.

Petty and Cacioppo (1981) argued that relevance is a major issue, as a sales argument that forms the basis for an advertisers message can only work if it is relevant to that particular person.

Finally, *retention* of message, content and attitude refers to the consolidation of the attitudinal change and of content of the message in the recipient's memory. This is the ultimate goal from the point of the persuader because if the new message

'sticks' with the recipient, the persuasive attempt is successful. Hermerén (1999), at this point, commented that retention, even if successful, is not to be regarded as absolute or final, on account of the fact that "once memorized, the message and the content undergo continuous reorganization and change under the impact of new experiences, just as the retained attitude may be subject to new attacks of persuasion." (p. 35)

I agree with Hermerén (1999: 35) that in order to activate the four components of persuasion, there must be "...a reason for the addressee to go along with them". Hermerén (1999: 35) names the following reasons:

- The promise of some reward – **"reward power"**
- The promise of some punishment – **"coercive power"**
- The message's being in line with the addressee's own value system, in order to establish some kind of affinity between addresser – **"referential power"**
- The addresser's superior knowledge of the subject matter power – **"expert power"** and/or the believed reliability and objectivity of the source of the message.

The above mentioned **types of "social power"** can occur in different combinations in the same addresser.

III. ADVERTISING AS COMMUNICATION

Advertising has its unique way to seduce and intrigue us by: the power of image and imaginary, entertainment and evasion and by its ludic seduction. This new empire of seduction, image and imaginary has become an indispensable component of our society and culture, a socio-discursive phenomenon which has become a real interest for the specialists in communication. Attached to the daily esthetics and to the semiurgic modernity (the creator of new signs and systems of signs), advertising offers a poetics of the matter, a celebration of

objects just like a particular rhetoric (iconic and linguistic): the unexpected banality. By determining and influencing the customers to buy a product or to adopt a certain behavior, advertising carries a eulogistic message of the consumption society. The omnipresence of advertising is related to the role of the message as a creator of slogans, clichés and to the creation of certain images (femininity, virility, comfort etc.—for a specific group, society). In addition, advertising has become one of the major cultural symbols of the industrialized society by using a huge broadcasting system in which there are applied a series of psychological and sociological techniques.

The advertising message stirs the wishes and needs of the consumer and persuades him that the act of buying really satisfies (in the case of the successful persuasion). In this way, the discourse of advertising responds to a double demand: material and emotional.

The efficiency of the advertising discourse is on one hand related to a 'mythical' dimension connected to the symbolic, generic practice and on the other hand, related to the sociologic specific dimension. In the last status, the advertising message can be called "articulation operator"—i.e. the articulation of the economic system (value of use and value of exchange) and of linguistic system.

The practice of advertising overlaps with the trends in the society form the cognitive, emotional and esthetic viewpoints. From the mental perspective, advertising gives a friendly and sympathetic mark of solidarity. The process of advertising updates the same theme of protection and gratification, the same instance of security that induces the wish and tries to accomplish it. From the point of

view of semiotics and poetics, advertising provides a pertinent syncretism: letter/text/image.

In this century of globalization of culture and economy, we see a return to the functional and to the denotative message of advertising, thus a return to the referential advertising. At the opposite side we find the oblique advertising of paradox, of play, of imagination, accused by intellectualism.

The advertising statements do not exist alone, in isolation. They each make up a specific discourse genre characterized by:

- the syncretism of the semiotic codes (a set of rules or devices known to both transmitter and receiver, which assign a certain meaning or content to a certain sign)
- the intertextual density (phenomena of recycling, transformation of the previous advertising discourses)
- variety of discursive interactions (didactic or ludic interpellation of the consumer)

Every discursive instance, mainly the advertising one, deals permanently with the identity problem. The advertising strategy is a semio-discursive process which includes the elaboration of coherent and constant messages that are able to ensure recognition of the brand and consequently the product's identity. (Rovența-Frumușani 2005:150-156).

Increasingly, other media are overtaking television because of a shift towards consumer's usage of the internet. A recent phenomenon is advertising on the World Wide Web. The "relevance" of the surrounding web content and the traffic that the website receives set the prices of Web-based advertising space.

Another recent phenomenon is **E-mail** advertising. Unsolicited bulk E-mail advertising is known as "spam". Some companies have proposed to place corporate logos or messages on the side of booster rockets and the International Space Station. Controversy exists on the the pervasiveness of mass messages and effectiveness of subliminal advertising.

Good exposure at minimal cost can be provided by unpaid advertising (also called word of mouth advertising). Personal recommendations ("bring a friend", "sell it"), spreading buzz, or achieving the feat of equating a brand with a common noun (in the United States, "Xerox" = "photocopier", "Kleenex" = tissue, "Vaseline" = petroleum jelly, "Hoover" = vacuum cleaner, and "Band-Aid" = adhesive bandage) — these are the pinnacles of any advertising campaign. However, some companies oppose the use of their brand name to label an object. Equating a brand with a common noun also risks turning that brand into a generic trademark - turning it into a generic term which means that its legal protection as a trademark is lost.

In the case of **SMS** (Short Message Service) text messages, the addition of a text-back number is gaining prevalence as a www address of yesterday. These can be very effective used as part of your companies 'how to contact us'. It can be a (rented) keyword on a short-code or your own system on a standard number. The benefit of SMS text messages is that people can respond right now, where they are, sitting on the bus, stuck in traffic. Also, the use of SMS text messages, can be a great way to get a viral campaign off the ground to build your own database of prospects.

Furthermore, the social media syndrome seems to be more present than ever in the advertising industry. For instance, Facebook and Twitter have both emphasized turning regular user content into ads—Facebook through its Sponsored Stories unit and Twitter through its Sponsored Tweets. But that doesn't mean the death of traditional advertising copy. In fact, Facebook has a new ad unit that

blends a friend's activity (e.g., "Anthony likes Movie X") with a message from the advertiser.

In the work of Ch. Baylon and X. Mignot (1991:78-90), we find six types of advertising discourse:

- *referential*: informative, neutral in style, comes out on the market especially on the periods of maximum emotional charge; is used mainly in advertising everyday products, personal hygiene and housing, electronics. This type of discourse is based on the demonstration and often relies on rational response of the receptor.
- *metalinguistic*: expresses in general terms the characteristics of the advertised product; it is often used by IT companies that wish to simplify their discourses and consequently they use the colloquial language instead of the scientific language. Even though the last one seems to carry more information, the usage of a colloquial language is more efficient in transmitting the message and inducting the wish to buy the product.
- *poetic*: the products are advertised using figures of speech, linguistic or visual metaphors, polysemy, or by simply changing the language register
- *emotional*: tries to make the sender more transparent by focusing less on the product and more on the character who advertise it
- *volitional*: is based on the profound implication of the receiver in the message
- *fatic*: reorganize all the sender's efforts in order to maintain the contact with the people as long as possible in an explicit or stylized manner

These six types of advertising discourse are made up based on the six functions of the language identified previously by the famous linguist Roman Jakobson. All these types of

discourse respect the rules and principles that govern every dialogue.

The relationship between the buyer and the seller is an asymmetrical one and we have to find out what terms can be applied linguistically to the relationship between audience and advertiser. So that, from the beginning, it is necessary to examine who is addressing whom in an advertisement. The advertiser is the addresser of the advertising message and in the previous paragraph we have found that for the communicative purposes of commercial advertising, he represents the 'seller'. Hermerén (1999) argues that, an advertiser is often seen as a single person, when in fact, it is usually a collective of people "organized as a work group with its own network of communication ... with some degree of shared norms and values and with a shared location within which face-to-face interaction takes place". (p. 31) On the other hand, the addressees, the audience, in the process of communication and the recipients of the message are the 'anonymous public' (Vestergaard and Schroeder 1992, p.9), or as McQuail explained it, "a mass" – "an internally undifferentiated aggregate of people, united by a common interest in a particular message" (1984, p.184).

Secondly, the directionality of the communicative exchange is a significant feature of advertising communication. Cook (1982) and Vestergaard and Schroeder (1992) termed advertising 'one-way public communication.' Hermerén (1999) claim that only one side of this communicative exchange, and that is, of course, the advertiser, possesses the technology which makes powerful one-directional mass communication possible - the mass media. The resulting communication is also one-directional, imposing the role of

addresser on the advertiser and the role of addressee on the audience who cannot respond overtly with arguments and counter arguments, the way they would be able to in face-to-face communication and are, therefore, confined to a passive recipient-only role in this communication. Also, Rotzoll (1978, pp.8-9) pointed out that the audience is especially passive as far as advertising is concerned because even though they may have a choice as to which media they expose themselves to, they have no control over being exposed to advertising that is found in them. Both Hermerén (1999) and Reardon (1981, pp.196-197) have made a point here, arguing that "the passive nature of the audience makes them uncritical participants in the process of communication and as such they become more vulnerable to persuasion." (Hermerén, 1999, p.33)

After clarifying the nature of the addressee and addresser and the directionality of communication, it is necessary that we examine the mechanism by which the message is conveyed. In the process of communication, meaning is transmitted from the addresser to the addressee. It cannot, however be transmitted in the abstract, but it has to be embodied in a *code*. In order to make it possible for any meaning at all to be transmitted in the process of communication, both of them, the addressee and the addresser have to have knowledge of the code. Most advertisements today are a combination of text, which is either spoken or written, pictures, either moving or still and thus it seems rational to assume that this code may be either *non-verbal* or *verbal*. (Vestergaard & Schroeder 1985; Cook 1982; Hermerén 1999)

In verbal communication, the language is the code. Words, either written or spoken, have to be transmitted by some means of contact between the addresser and the addressee, also known as a *channel*. In such a form of communication like advertising, where the addressee and addresser are likely to be distant from each other this channel is usually represented by sound waves representing pre-recorded speech in case of broadcast advertising, by words on paper in print ads, or

even by data inputs that are displayed as electronic text on screen, as is the case with on-line electronic ads. The channel provides the means of transmitting the message while the code facilitates the understanding of its meaning. Finally, all communication takes place at a certain location, at a certain time, under certain circumstances. How the message is encoded by the addresser, is influenced by all these factors represented in transmission and decoded by the addressee. The sum of factors represent the *context* and can be defined as "a situation in which the addresser and addressee are placed, including the immediately preceding events as well as all the wider cultural context of the addresser and the addressee and the knowledge they share about their total situation and their culture." (Vestergaard & Schroeder, 1985 p.15)

Vestergaard and Schroeder (1985, p.26) proposed that specifically in the case of advertising, there are three participants in the communicative situation: the *advertiser*, the *product* and the *prospective buyer*. The authors further discussed the *actantial* model for analyzing narrative proposed by A. J. Greimas (1984), concluding that narratives can be analyzed based on 3 pairs of *actants* and the relations between them. The three pairs of actants Gremais identified are the ones illustrated below:

	<i>subject</i>
<i>x</i>	<i>object</i>
	<i>helper</i>
<i>x</i>	<i>opponent</i>
	<i>giver</i>
<i>x</i>	<i>receiver</i>

Vestergaard and Schroeder (1985, pp.27-8) subsequently applied this model specifically to advertising and concluded that if we use this model as a frame of reference for what

is happening in an advertising text, we will notice that the subject (the 'title character') and the receiver are both represented by the consumer ('you') and the giver is represented by the product. The helper is what Hermerén (1999, p.79) and Goddard (2001) referred to as a Unique Selling Proposition (USP) - a characteristic of a product which is thought to separate it from its rivals." (Goddard 2001, p.126) The opponent is represented by the 'problem' to which the product offers a 'solution' (Goddard, 2001, p.81) (Again, this could refer to, for example, vitamin deficiency that makes one unhealthy, or high fuel costs.) The giver, then, is represented by the product. However, most importantly, as Vestergaard and Schroeder (1985) pointed out, the 'object' is represented not by the product, but by some positive quality or state associated with it and to this point the authors concluded that "advertising does not try to sell us that we need its products as such, but rather tell us that the products can help us obtain something else which we do feel that we need." (p. 29).

The non-verbal component of an advertising message comprises all means of communicating meaning that do not rely on language. Paralanguage and signs fall into this category. The term paralanguage covers those aspects of communication that surround and support our verbal language in normal face-to-face encounters, including but not limited to body posture and position, physical proximity, gestures, clothing, eye contact and touch. (Goddard 2001, p. 6) Signs are semiotic components of an image - visual objects that convey meaning. As Vestergaard and Schroeder (1985, p.36) stated that their meaning is not as discretely and strictly defined as in the case of language, save for in highly conventionalized systems such as road signs, where it is possible to analyze signs almost on the level of sentences and words. However, we may say that signs, like words, have a conventionalized meaning they represent. The sign itself is called the *signifier* and the object or abstract notion that it stands for, the *signified*. Peirce (1960, p.156-73) identified three types of relation between the sign and its

object. They are the *iconic*, *indexical* and *symbolic* relation.

A definition for these three categories has been provided by Vestergaard & Schroeder (1985, pp.36-8). An icon, is *motivated*, that is based on natural resemblance between the sign and its object. Iconic images - pictures of the product against a neutral background represent the simplest form of advertising illustrations. The metaphor, which is extremely frequently used in advertising, is the verbal equivalent of an icon in rhetoric. A somewhat less conventionalized type of relation is represented by the *index*. Indexical signs represent their object based on close association. The degree of natural resemblance between sign and object in case of indexical signs does not necessarily have to be very high, but the association has to be close (e.g. fire - smoke: the smoke is an indexical sign for fire, because usually when the former occurs, the latter co-occurs, as fire usually 'produces' smoke.) Consequently, indexical signs may be regarded as less motivated and more conventionalized than icons. Also, indexical signs have their verbal counterpart in rhetoric, which is *metonymy* (e.g. 'the Crown' for the Queen of England, or 'the White House' when used to refer to the President of the United States). In advertising illustrations, indexical relationships are frequently used to associate the product with something that is generally considered to carry favourable connotations.

The *symbolic* signs is the third category of signs. Symbols are the least motivated and most conventionalized type of signs. The connection between a symbol and its object is based solely on convention (e.g. a heart is a symbol for love, because of the ancient belief that feelings such as love rest in the heart,

not in the brain.) In language, most words are symbols, because the relationship between their form and what they refer to is arbitrary. Visual symbols are rare in advertising, because it would take "a sustained advertising effort to establish a link between an arbitrary image and a product." (Vestergaard & Schroeder, 1985, p.41).

Images, unlike words, that typically have a strictly defined meaning, are typically vague in their meaning and unreliable as carriers of information. This fact is often exploited by advertisers, because due to their ambiguity, images are rich in information and open to multiple interpretations, based on the reader's preference.

Like words, images and signs also have denotations and connotations. (Vestergaard & Schroeder, 1985, p.43) Therefore, what is immediately visible in an image, the objects that are present within it objectively, that "anyone, without recourse to their cultural background would be able to see" (Barthes, 1977, p. 37) is referred to as *denotation*. However, if we take into account the interplay and relationship between these objects, we are looking at *connotations*. It is never possible to give a complete account of connotations produced by an, as these vary from person to person based on individual beliefs and experience. There are some signs, however, whose connotations are common to members of the same culture (Vestergaard and Schroeder, 1985, p.43) Then, these connotations are exploited for advertising purposes, used to create implied meaning or make implied claims that, for legal reasons, cannot be made explicitly by means of words. (Dyer 1982, 147)

IV. CONCLUSIONS

When it comes to analyzing visual elements in images, the main problem is the fact that unlike words and sentences, images do not have a linear structure. As such they cannot be read from beginning to end. Visual emphasis has an important role in advertising,

because, it helps place important information to the message and the persuasive intention of the advertiser into positions that make the reader notice it immediately. (Vestergaard & Schroeder, 1982, p.37) Visual emphasis in images, including advertisements functions based on a principle described by Goddard (2001), who argues that English speaking readers are habitual to reading the text of an advertisement from left to right, working progressively down the page. (p. 15). This means that in order for the picture to approximate the emphatic structures found in spoken language (see Vestergaard & Schroeder 1985, pp.21-3) the information in an advertisement should be aligned along a top-left-to-bottom-right diagonal with the least emphasized element placed in the top left position and with the one that the advertiser wishes to emphasize located in the bottommost position on the right. It is also an important fact with regard to the advertiser's intention that in order to be noticed first, the attention-getting devices should be placed in the topmost left corner of the advertisement.

Persuasion in advertising takes many forms and it appears in a form of linguistic tools used by advertisers to create an effective advertisement and, also, it is an element of marketing persuasive means.

Persuasion means an interaction among people, according to Gullledge (Gullledge 2004, 6-15). Persuasion is the ability to convey information to people and to make them believe that the message is real and valid and thus influence their free will. Jefkins and Yadin (Jefkins and Yadin 2000, 13-15) argue that the subject matter of advertising is to influence or change the consumer's attitudes and that advertising changes

people's mind and attitude toward a product when the message of an advertisement gets to the receiver's long-term memory, so the aim of advertisers is to make an advertisement be remembered by people. For these purposes advertisers use persuasive means and trends.

Most of the people know how to reach their life goals precisely, but marketers seek for people who are not stable in their opinions, and this because their attitudes are susceptible to change and are easily persuaded to change their shopping habits. O'Shaughnessy and O'Shaughnessy (O'Shaughnessy and O'Shaughnessy 2004, 13) state that wants are substitutable. Persuasion has the ability to encourage people to change their buying habits, if one want is replaceable by another want and both of them reflect the same life goal. As a result of advertising, completely new wants may arise or one want can be substituted for another one and when the reader of an advertisement is persuaded, s/he becomes consumer, a person that buys a service or product.

According to The New Encyclopedia Britannica (volume 23, 1991:540-547), advertising is designed to inform, influence or persuade people. In order to be effective, an advertisement must first attract attention and gain one's interest. Then, it must provide reasons for buying a product and for believing the advertiser's claims.

Advertisers use a variety of techniques to create effective advertisements. They start with a basic appeal, which is the main selling point or theme of an advertisement. The most commonly used techniques include (1) attention-getting headlines, (2) slogans, (3) testimonials, (4) product characters, (5) comparison between products, (6) repetition.

Advertisers rely on many kinds of appeals in order to reach their goal-persuading the masses to buy the product. In general, advertisers present their message either in a factual or emotional manner. Advertisements that use a factual approach describe the characteristics of a product that can be proven. Such ads tell us what the product is, how it works or how it is made. Advertisements that use an emotional approach stress the ways in

which a product will give personal satisfaction. Such an ad might appeal to a person's needs for love, security or prestige and suggest that the product will satisfy their needs. Advertisers often use sexual themes that relate to a person's desire to be attractive to the opposite sex. For example, an advertisement for a perfume might suggest that the product would help men to attract women and vice-versa. Aiming to persuade the largest possible number of people, many advertisers choose to combine factual information with emotional appeals.

This paper has enabled me to observe that language has a fundamental role in transmitting a message and unfortunately it induces consumers to behave abnormally and to quit staying true to what they are without being aware that, while they try to improve themselves in order to become better or more unique, paradoxically they end up being just like everyone else. Advertising creates mythical and stereotyped images rather than real designing and projecting the ego into an ideal universe. If we could be better informed about advertising tactics, we could make better choices as we consume and perhaps even change the stereotypes portrayed in many current advertisements.

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MARKETING STRATEGIES FOR TOURISM INDUSTRY

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Abstract: *The topic of this paper is “Marketing strategies for tourism industry”. The reason for choosing this topic is that marketing has a great influence on the economic and social field and, moreover, it plays a very important role on the success of a business. Nowadays our world is changing fast and to be able to survive the change, companies have to be aware of the things that are happening in the external and internal environment. Companies have to be able to recognize the customer’s needs and to develop a business or rediscover the business so it can be suitable for their requirements. In order to do that some companies find new opportunities and start to develop it in their business for future success.*

Keywords: *marketing; strategies; tourism industry.*

I. INTRODUCTION

The tourism industry is one of the largest and fast growing industries in the world. When people think about tourism industry, they usually think about hotels, motels and restaurants, vacations or travel agencies, but there is more than that.

The tourism industry is related to hospitality industry as them both share the same objectives: to offer their customers the opportunity to enjoy, relax and entertain in their free time. Both industries accomplish those objectives by focusing on different scopes: the traveling scope which is accomplished with the help of air companies, cruise ships and automobile companies; the lodging scope which activates though hotels, motels and resort; the assembly and event management scope on which connections are made with conference agencies arranging meetings and workshops; the entertainment and recreation scope which operates though restaurants, clubs, parks, attractions, spa centers .

Tourism business industry is changing in the last years and the forces that affect this change are very important. The

change can be positive or negative, influencing in a good way by growing or in a bad way by decreasing.

One of the most important forces that influence the growth of this industry is the demand for hospitality services from customers. Demand actually means customers, or customer’s needs and those needs are changing more and more each day because of different reasons like: working time, changes in the family structure, demographical changes, diversity and cultural change, etc.

For example, the family structure can affect the demand for tourism services. Usually a family without any children will spend more time in holidays, which means they will travel more, so more customers for hotels, for restaurants and traveling agencies. Also, the single-parent families could cause changes and those changes affect the living style usually by spending habits. Both, single-family men and single-family women are good potential customers and because of their lack of company, they will try to have more different activities and recreation.

II. TOURISM INDUSTRY THROUGH AGES

The history of tourism and hospitality business industry is in strongly related to history of civilizations because even in ancient times there are so many proves of facilities offered to guests from people who had the chance to do it. The Greeks offered to the travelers or their guests the thermal baths in the scope of recreation or relaxation. The Romans offered to their business partners a palace to rest for the time they will stay in their land and they included thermal baths and recreation activities too. The monasteries were also ones of the original providers of a place to rest for travelers or for people who need to stay somewhere.

The history of hotel goes back to the middle Ages. During that time the inns are usually mentioned in some German and English writings.

For example, William Harrison wrote about English inns in one of his papers when he was describing England buildings and stated- there is no better place for rest for travelers then in the “greatest inns of England”¹.

The French law and the English law have required in the fifteenth century a register of the hotels. This was the first time when all the resting places, institutions which proved a place to sleep, or hotels, motels or recreation places need to keep a register of activity. After that, hundreds of inns were register in England. With the rapid development of the road transport, travelling became much easier and the tourism and hospitality industry has increased based on the fact that more

travelers were seeking a place to sleep over the night.

Due to the fact that in the fifteenth century a lot of European cities and not only, have become a center of commerce, the number of hotels and restaurants built around those cities was high. The next century came up with important centers of activity for inns and taverns. The American colonies had meeting places where they provide a meal besides offering a shelter to their people.

In the nineteenth century the term of “hotel” was frequently spoken by the people. This was considered much larger and luxurious then the inn.

The first hotel from United States was built in 1829 and it was called the Tremont House. But still, the luxury hotels were an exception for United States because the best hotels were established in Europe. For example the Grand Hotel from Rome or the Paris Ritz from London was considered as being some of the most luxury hotels from that time.²

The tourism industry was expanding very quickly in the world due to the global development; more and more hotels and hospitality and tourism institutions were built in places where the density of people started to grow. For example, hotels start to be built in the mountain area or in places hard to get due to the fact that the ski resorts started to function and also a lot of airlines companies started to develop their areas of activity.

Around 1960s, the resort hotels appeared. They were different than normal hotels by the fact that they were providing more services then just shelter and food to its customers.

They included besides basic activities, also social activities like golf,

¹ William Harrison was an English priest and collaborator of Holinshed Chronicles, writer of The description of England, Courier Dover Publications, 1968

² “Hotel Development”, 1996, Urban Land Institute, Washington DC.

tennis or scuba diver, cocktail lounge, dining rooms, where people could enjoy and meet new friends from different places from the world but staying in the same hotel.

Once with the increase of number of the hotels, the architecture of hotel had an expansion too. The owners of hotels saw the customer need to stay in a luxurious place even for just one night and they develop new architectures for their buildings and spent a large amount of money on them.

The technology played a very important role on this expansion. The more developed technology became, the more expanded were the customer's needs and a lot of money were spent for accomplishing those needs.

Over the years the tourism businesses became more trustable and the number of hotel chains is increasing every day all over the world. Nowadays, people go to those institutions more confident than in the past and they find in there more than just a place to stay over the night, or in time of vacations, they find recreation and entertainment.

III. MICRO-ENVIRONMENT AND MACRO- ENVIRONMENT INFLUENCES IN TOURISM INDUSTRY

Tourism business industry activates on fields like hotels, restaurants, tourism agencies, and event planning agencies, but it can be separated in three main parts: Accommodation, Food and beverages and Conference and Event Planning.

The Accommodation sector is growing fast and it offers a lot of job opportunities on different levels like: Hotels, Motels, Reception or Housekeeping. On this sector the women

workforce is higher than the men workforce based on the fact that women usually work in the housekeeping level or reception.

The second sector is Food and Beverages and it focuses on providing food and beverages for the hotel industry and restaurant industry, but also in fast food industry. Nowadays this sector is one of the best providers of job opportunities because it does not require a special education or studies and a lot of young people choose this work sector.

The third sector is Conference and Event Planning and includes all the event planning organizations and conference agencies that focus on organizing meetings, workshops, national events, weddings, or special events in the country. In order to work in this field the employees need a special training in organizational operations and event planning.

Those fields depend a lot on one variable: time, especially the free time. This industry activates from ancient times and through the ages it become more and more profitable. Nowadays, this industry plays a very important role in the economic field thinking on the fact that every cruise or travel/tourism agency has connections with hotels, restaurants or accommodation places in the area where they activate. This industry is in a fast growth and it gets larger and larger every day even if many researches showed that this business provides essentially the same basic services from ancient times.

The customer's needs have become very sophisticated and they have more and different requirements every time. This industry focuses on creating comfortable and relaxed environments for the customers which allow them to "feel like home" which can be considered as the "ordinary" aspect, but also in the same time tries to offer them the opportunity to try something totally different than their daily routine as the "extraordinary" effect.

³ As the hospitality area is very wide spread and the number of hotels and restaurants is growing every day, the customers can change their choice anytime and for this reason, the owners of these kind of institutions have to be aware of this fact and to focus attention on creating a place which can include all three sectors in order to have a successful business.

There are many reasons for the success or failure of a business and when it comes to tourism industry, the reasons behind the well-being of a business are very important to be considered by business people. In case of tourism industry, the environment plays a significant role in the long run of a business like this.

The environment represents everything outside and inside of a business; all the environmental variables which influence the success of the business might be: political, social and cultural, technological and many others. The main idea is to understand these variables and use them properly in order to be prosperous in business and not only.

In tourism industry, like many other industries, the business environment is made on two main components: micro-environment and macro-environment.

Micro-environment represents all the forces inside the company which can influence it or can have a strong impact over the firm's benefit. These internal forces are the assets of the firm, the variables which could bring more money to the business or could lead to totally failure. In respect to the micro-environment, these forces are the resources of the company: the people, the mission and the vision which express the business idea, products and services, prices, promotions and offers, campaigns,

distribution, marketing communication, profit and characteristics.

These forces represent the strengths of the business, the most powerful "weapons" a company could and should use in the market. As an example, the success of a business could be influenced by its people, its own employees because they are the main promoters of the company and if they are fulfilled with their jobs, they like what they are doing, they will give their best in work and always want to do more and more and progress. Another example could be about the mission of the company. A firm is not fully represented only by its name or status; a company is represented also by its mission and the mission should represent the beliefs of the company, a clear purpose and idea about the business.

In order to be successful, a business needs to take into consideration also the macro-environment and most of all, to understand it, to predict it and act according to it or better saying, to cope with all the changes that occur. Macro-environment refers to everything that is outside of the business but has a great influence: economical, technological, political forces, competitors, consumers, suppliers. These changes cannot be defined by the company and for this reason, the changes outside the company, could be represented in opportunities or threats. Opportunities could lead to a new perspective of the company, to a successful business, or a new product launch; Threats could lead to indecision, failure or even bankruptcy. An example of variable from the macro-environment could be the suppliers.

There are different kinds of suppliers in tourism industry, some of them are essential for the well-functioning of the business, and moreover they represent a larger picture of the business in the future. For example, for a good and successful business, one thing to keep in mind is to respect and honor the contracts: if a supplier of raw materials is being late with

³ The Nature of the Hospitality Industry: Present and Future Managers' Perspectives „Abraham Pizam and Amir Shani, Article from Anatolia: An International Journal of Tourism & Hospitality Research; 2009, Author: Niranjana Das, H.J. Siemlich, Year: 2009, Vol. 20, Issue 1

the products, the tourism business is going to suffer and the profit as well.⁴

Regarding the influences of micro and macro-environment, the managers or the business owners must be aware of all these forces and must understand that when it comes to macro-environment, all they can do is to predict and find new solutions to adapt the change.

IV. CONCLUSIONS

Porter's five forces framework was originally developed to serve as an assessing the attractiveness of an industry structure. Nevertheless, nowadays this industry framework is often used by most organizations because of its multiple uses. One of these uses is the fact that it can provide a useful starting point for strategic analysis.

The five forces are: the threat of new entry in an industry, the threat of substitutes, the power of buyers, the power of suppliers and the extent of rivalry between competitors in the industry. All those forces influence the effectiveness of the company and the competitiveness within the industry and it will also have a great impact on its position over the market.

Regarding the tourism and hospitality industry, this analysis helps the companies to understand if there are any kinds of forces in the environment that will influence the profitability of the company and its capability to posit itself and maintain in the first place on the industry and community.

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OCULAR MANIFESTATION IN RHEUMATIC DISEASES

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Abstract: *This article comprises studies of this ocular manifestations, the purpose of the study is to identify the role of eyes manifestations in rheumatic diseases from a clinical, epidemiological, path physiology and therapeutic perspective.*

Keywords: *ocular manifestation; rheumatic diseases; rheumatic disorder.*

I. INTRODUCTION

The eye is one of the most complex organs of the human body. In the human eye, three layers can be distinguished. The outer region consists of the cornea and the sclera, the cornea refracts and transmits the light to the lens and the retina and protects the eye against infection and structural damage to the deeper parts, the sclera forms a connective tissue coat that protects the eye from internal and external forces and maintains its shape, the cornea and the sclera are connected at the limbos, the visible part of the sclera is covered by a transparent mucous membrane, the conjunctiva.

The middle layer of the eye is composed of the iris, the ciliary body and the choroid. The iris controls the size of the pupil, and thus the amount of light reaching the retina; the ciliary body controls the power and shape of the lens and is the site of aqueous production; and the choroid is a vascular layer that provides oxygen and nutrients to the outer retinal layers. The inner layer of the eye is the retina, a complex, layered structure of neurons that capture and process light. The three transparent structures surrounded by the ocular layers are called the aqueous, the vitreous and the lens. The cornea is the most anterior part of the eye, in front of the iris and pupil. It is the most densely

innervated tissue of the body, and most corneal nerves are sensory nerves, derived from the ophthalmic branch of the trigeminal nerve. The cornea of an adult human eye has an average horizontal diameter of about 11.5 mm and a vertical diameter of 10.5 mm, and a curvature that remains rather constant throughout life. The retina is the tissue that lines the inner surface of the eye, surrounding the vitreous cavity. During embryogenesis, the vertebral retina develops from the optic cup [15, 16, and 20].

II. PRIMARY OCULAR DISORDERS

Dry eye (Keratoconjunctivitis sicca) - Also known as dry eye, this produces a burning foreign-body sensation, injection and photophobia. In mild cases the eye appears surprisingly normal, but tears production measured by wetting of a filter paper (schirmer test) is deficient. Variety of systemic drugs, including antihistamine, anti cholinergic, and psychotropic medications, result in dry eye by reduction lachrymal secretion. Patients may develop dry eye after radiation therapy if the treatment field includes orbits. Problems with ocular drying are also common after lesions affecting cranial nerve V or VII. Corneal

anesthesia is particularly dangerous, because the absence of a normal blink reflex exposes the cornea to injury without pain to warn the patient. Dry eye is managed by frequent and liberal application of artificial tears and ocular lubricants. In severe cases the tear punctum can be plugged or cauterized to reduce lachrymal outflow [11].

Keratitis - Is a threat to vision because of the risk of corneal clouding, scarring, and perforation. Worldwide, the two leading causes of blindness from keratitis are trachoma from Chlamydia infection and vitamin A deficiency related to malnutrition. In United States, contact lenses play a major role in corneal infection and ulceration. They should not be worn by anyone with an active eye infection. In evaluating the cornea, it is important to differentiate between superficial infection (dry eye) and deeper, more serious ulcerative process. The latter is accompanied by greater visual loss, pain, photophobia, redness, and discharge. Slit-lamp examination shows disruption of the corneal epithelium, a cloudy infiltrate or abscess in the stroma, and an inflammatory cellular reaction in the anterior chamber. In severe cases, pus settles at the bottom of the anterior chamber, giving rise to a hypopyon. Immediate empirical antibiotic therapy should be initiated after corneal scrapings are obtained for gram's stain, Gies stain, and cultures. Fortified topical antibiotics are most effective, supplemented with subconjunctival antibiotics as required [11]. A fungal etiology should be always considered in a patient with keratitis. Fungal infection is common in warm humid climates, especially after penetration of the cornea by plant or vegetable material [11].

Episcleritis - This is an inflammation of the episclera, a thin layer of connective tissue between the conjunctiva and the sclera. Episcleritis resembles conjunctivitis, but it is a more

localized process and discharge is absent. Most cases of episcleritis are idiopathic, but some occur in the setting of an autoimmune disease.

Scleritis - Refers to a deeper; more severe inflammatory process that frequently is associated with a connective tissue disease such as rheumatoid arthritis, lupus erythematosus. The inflammation and thickening of the sclera can be diffuse and nodular. In anterior forms of scleritis, the globe assumes a violet hue and the patient complains of severe ocular tenderness and pain. With posterior scleritis the pain and redness may be less marked, but there is often proptosis, choroid effusion, reduced motility, and visual loss. Episcleritis and scleritis should be treated with NSAIDs. If these agents fail, topical or even systemic glucocorticoid therapy may be necessary, especially if an underlying autoimmune process is active [11].

Uveitis - Involving the anterior structure of the eye, uveitis also is called iritis or iridocyclitis. The diagnosis requires slit-lamp examination to identify inflammatory cells floating in the aqueous humor or deposited on the corneal endothelium. Anterior Uveitis develops in sarcoidosis, ankylosing spondylitis, juvenile idiopathic arthritis; it also associated with herpes infection, syphilis, Lyme disease, onchocerciasis, tuberculosis and leprosy. Although anterior Uveitis can occur in conjunction with many diseases, no cause is found to explain the majority of cases. For this reason, laboratory evaluation usually is reserved for patients with recurrent or severe anterior uveitis. Treatment is aimed at reducing inflammation and scarring by judicious use of topical glucocorticoids. Dilatation of the pupil reduces pain and prevents the formation of synechiae [11].

III. OVERVIEW OF OPHTHALMOLOGIC FEATURES IN RHEUMATIC DISEASE

RA is a chronic inflammatory multisystem disease with the main target being the synovial. The hallmark of RA is inflammatory synovitis that presents in a symmetric distribution. The intense joint inflammation that occurs has the potential to destroy cartilage and cause bone erosions and eventually deform the joint. The incidence of RA increases between 25-55 years of age, after which it plateaus until age of 75 and then decreases. The cause of RA is unknown. RA may be triggered as a reaction to an infectious agent (mycoplasma, parvovirus) in a susceptible host.

Secondary sjogren's syndrome is defined by the presence of either keratoconjunctivitis sicca (dry eye) or xerostomia(dry mouth) in association with another connective tissue disease, such as RA, approximately 10% of patients with RA have secondary sjogren's syndrome. Diagnostic criteria—need 4 of the following diagnostic criteria.

- Morning stiffness (>1 h) for 6 weeks, Swelling of wrists, MCPs, PIPs for 6 weeks, Swelling of 3 joints for 6 weeks, Symmetric joint swelling for 6 weeks, RF positive or anti-Cyclic citrullinated peptide (ACCP), C-Reactive protein CRP or ESR.

Treatment- Glucocorticoids, may serve in several ways to control disease activity in RA, firstly they may be administrated in low-to-moderate doses to achieve rapid disease control before the onset of fully effective DMARD therapy which often takes several weeks or even months. DMARDs have ability to slow or prevent structural progression of RA, the conventional DMARDs include hydroxychloroquine, sulfasalazine, methotrexate, and leflunomide; they exhibit a delayed onset of action approximately 6-12 weeks, Methotrexate is the DMARD of choice for the treatment of RA and is the anchor drug for most combination therapy.

Biologic Agents, Tumor necrosis factor (TNF) inhibitors, Tumor necrosis factor alpha (TNF- α) is a pro-inflammatory cytokine produced by macrophages and lymphocytes, it is found in large quantities in the rheumatoid joint and is produced locally in the joint by synovial macrophages and lymphocytes infiltrating the joint synovium. TNF inhibitors relieve the signs and symptoms of RA, and slow or halt radiographic damage. These drugs have been shown to be effective in patients who were thought to be resistant to all methotrexate. There are 3 TNF inhibitors approved for the treatment of RA: Infliximab (Remicade) is a monoclonal antibody to TNF- α that binds to TNF- α in the joint and in the circulation. The combination of infliximab and methotrexate is very effective in reducing clinical manifestations of disease. Infliximab is given as an intravenous infusion. Cases of sepsis, disseminated tuberculosis, and other opportunistic infections have been reported for patients treated with infliximab or other anti-TNF therapy. Adalimumab (Humira) is an anti-TNF mAb that differs from infliximab in that its sequences are entirely human. Etanercept (Enbrel) is a human fusion protein that is entirely human, and anti-etanercept antibodies are relatively uncommon. Complications/Follow-Up, Aggressive disease is likely to occur with the following features: high titers of RF, diffuse rheumatoid nodules, early joint erosions, late age of onset, and certain subtypes of the HLA-DR4 [1].

Sjögren syndrome is a chronic, slowly progressive autoimmune disease characterized by lymphocytic infiltration of exocrine glands resulting in xerostomia and dry eyes. Middle-aged women are primarily affected; although it may occur in all ages, including childhood, the prevalence of primary Sjögren's syndrome is approximately 0.5-1% while 30% of patients with autoimmune rheumatic

diseases suffer from secondary Sjögren's syndrome.

Sjögren's syndrome is characterized by both lymphocytic infiltration of the exocrine glands and B lymphocyte hyperactivity, and an oligomonoclonal B cell process, which is characterized by cryoprecipitable monoclonal immunoglobulin with rheumatoid factor activity, is evident in up to 25% of patients. The majority of Sjögren's syndrome patients have symptoms related to diminish lachrymal and salivary gland functions.

Ocular involvement is a major manifestation of Sjögren's syndrome, patients usually complain of a sandy or gritty feeling under the eyelids, and other symptoms including burning, accumulation of thick strands at the inner anther, decreased Tearing, redness, itching, eye fatigue and increased photosensitivity.

These symptoms are attributed to the destruction of corneal and bulbar conjunctiva epithelium defined as keratoconjunctivitis sicca.

Diagnostic evaluation of keratoconjunctivitis sicca includes measurement of tears flow by Schirmer's test and tears composition as assessed by the tear breakup time or tear lysosome content, slit-lamp examination of the cornea and conjunctiva after rose Bengal staining reveals punctate corneal ulcerations and attached filaments of corneal epithelium.

Treatment of Sjögren's syndrome is aimed at symptomatic relief and limiting the damaging local effects of chronic xerostomia and keratoconjunctivitis sicca by substituting or stimulating the missing secretions, to replace deficient tears, there are several readily available ophthalmic preparations (Tear sol; Liquifilm; 0.5% methylcellulose; Hypo tears), if corneal ulcerations are present eye patching and

boric acid ointments are recommended. certain drugs that may decrease lachrymal and salivary secretion such as diuretics, antihypertensive drugs, anticholinergics, antidepressants should be avoided.

For xerostomia the best replacement is water. Prop ionic acid gels may be used to treat vaginal dryness. To stimulate secretions pilocarpine or civimeline administered to improve sicca manifestation [9, 12].

SLE is autoimmune disease in which organs and cells undergo damage initially mediated by tissue binding auto antibodies and immune complexes, in most patients auto antibodies are present for a few years before the first clinical symptoms appear; clinical manifestations are heterogeneous. 90% of cases at diagnosis are women of childbearing years; people of all genders, ages, and ethnic groups are susceptible; Prevalence of SLE in US is 10-400 per 100,000 depending on race and gender highest prevalence is in black women and lowest in white men.

SLE may involve one or several organ systems; over time, additional manifestations may occur; malar rash, discoid rash, photosensitivity, oral ulcers, arthritis, serositis, renal disorder, neurologic disorder, hematologic disorder, immunologic disorder, antinuclear antibodies. Severity of SLE varies from mild and intermittent to severe and fulminate, most patient's experience exacerbations interspersed with periods of relative quiescence; permanent complete remissions are rare, systemic symptoms, particularly fatigue and myalgias/artralgias, are present most of time. Severe systemic illness requiring glucocorticoid therapy can occur with fever, prostration, weight loss, and anemia with or without other organ-targeted manifestation.

Sicca syndrome and nonspecific conjunctivitis are common in SLE and rarely threaten vision. In contrast, retinal

vasculitis and optic neuritis are serious manifestations: blindness can develop over days to weeks.

Aggressive immunosuppressant is recommended, although there are no controlled trials to prove effectiveness, complications of glucocorticoid therapy include cataracts and glaucoma. A positive ANA supports the diagnosis but is not specific for SLE. Complement levels (C3, C4) are in patients with active lupus. Elevated levels of ds-DNA antibodies are seen with active lupus. Treatment, since there is no cure for SLE, treatment is aimed at controlling symptoms.

NSAIDs are used to treat arthritis and pleurisy, corticosteroid creams are used to treat skin rashes. Anti malaria drugs (hydroxychloroquine) and oral corticosteroids may also be used for skin and arthritic symptoms, cytotoxic drugs (azathioprine, cyclophosphamide) are used with severe symptoms (lupus nephritis, heart and lung involvement, hemolytic anemia, central nervous system involvement, etc.), along with corticosteroids, mycophenolate is often used to treat lupus nephritis [4, 12].

SPA are a group of overlapping disorders that share certain clinical features and genetic associations, these disorders include AS, reactive arthritis, psoriatic arthritis and spondylitis, enteropathic arthritis and spondylitis.

The similarities in clinical manifestations and genetic predisposition suggest that these disorders share pathogenic mechanisms. Ankylosing spondylitis (AS) is an inflammatory disorder of unknown etiology that affects primarily the axial skeleton and peripheral joints, AS usually starts by the second to third decade (very rare age >40).

Prevalence in men is 3–4 times that of women—this is one of the few collagen vascular diseases that affect men more than women. 90% of patients are positive

for HLA B-27. Presentation, AS will usually present with chronic lower back pain in a young man (in his late twenties to early thirties). The giveaway is the morning stiffness lasting at least 1 h that improves with exercise. The cervical spine is rarely if ever affected and only late in the disease.

The most common extraarticular manifestations are common in AS is acute anterior uveitis, which occurs in 40% of patients and can antedate the spondylitis, attacks are typically unilateral, causing pain, photophobia, and increase lacrimation, these tend to recur, often in the opposite eye. Cataracts and secondary glaucoma are not uncommon sequelae. On examination there will be evidence of decreased spine mobility: positive Schirmer's test (measures spine flexion) and sometimes obliteration of the lumbar lordosis. Because of this, spine fractures are sometimes seen in patients with AS after minimal trauma (know that spine fractures occur with insignificant stress in older people with osteoporosis and young people with long-standing inflammatory disease of the spine, e.g., AS).

X-rays show evidence of sacroiliitis (this is the earliest finding) and eventual fusing of the sacroiliac joint. Chronic spine inflammation will eventually cause the bamboo spine and squaring of the vertebral bodies. The diagnosis of AS is based on clinical and x-ray findings. The HLA-B27 is not commonly used as a diagnostic test.

Treatment - NSAIDs, physical therapy, and exercise. The most promising medications used in the treatment of AS and other SPA are the TNF blockers (infliximab, adalimumab, etanercept). These biologic agents are recommended for axial disease.

Reactive arthritis (ReA) is a seronegative arthropathy that occurs as a complication from an infection somewhere in the body. There are mainly two types of infections causing two different

syndromes. One (Reiter syndrome) occurs after a nongonococcal urethritis (chlamydia, ureaplasma). These patients have distinct mucocutaneous manifestations: keratoderma blennorrhagica, circinate balanitis, oral or genital ulcers, conjunctivitis, and arthritis, ocular disease is common, ranging from transient, asymptomatic conjunctivitis to an aggressive anterior uveitis that occasionally proves refractory to treatment and may result in blindness.

The other ReA occurs after an infectious diarrhea caused by *Campylobacter*, *Shigella*, or *Salmonella* organisms (think of the organisms that cause enteroinvasive diarrheas; these are the same ones that cause ReA). The most common is *Campylobacter*. Diagnosis is based on clinical criteria. X-ray findings will be consistent with a seronegative spondyloarthropathy.

Treatment is the same as for AS. There are studies that support an accelerated recovery of Reiter syndrome caused by a *Chlamydia* infection from prolonged tetracycline use (~3 weeks' duration). There are also studies to support the notion that prompt antibiotic use in urethritis will decrease the chance of Reiter syndrome (this is the only exception to the rule that the SPA are untreatable diseases).

A severe form of Reiter syndrome and reactive arthritis has been described in HIV patients. The skin manifestations are particularly aggressive in these patients and improve with antiretroviral medications.

Psoriatic arthritis refers to an inflammatory arthritis that characteristically occur in individuals with psoriasis. Eye involvement, either conjunctivitis or uveitis, is reported in 7-33% of PSA patients, unlike uveitis is AS, the uveitis is PSA is more bilateral, chronic, posterior. Diagnosis made by CASPAR criteria that have sensitivity and specificity exceeded 90%, and they are

useful for early diagnosis. To meet CASPAR criteria, a patient must have inflammatory articular disease (joint, spine) with >3 points from any of the following five categories: evidence of current psoriasis, a personal history, or a family history, typical psoriatic nail dystrophy, negative RF, either current dactylitis or a history of dactylitis, radiographic evidence of juxtaarticular new bone formation in the hand or foot. Using of anti-TNF-alpha agents has revolutionized the treatment of PSA [10].

IV. CONCLUSIONS

Ocular manifestations in rheumatic diseases, Dry eye syndrome, episcleritis and scleritis, uveitis, keratitis, cataract and glaucoma as a complication of steroid therapy. Dry eye syndrome is the most common ocular manifestation that associated with rheumatic diseases. Ocular involvement is a significant part of extraarticular manifestations of rheumatic diseases. Early and accurate diagnosis with prompt treatment may prevent serious ocular complications. Treating and managing the rheumatic diseases will help in controlling and relieving the ocular symptoms.

Ocular manifestations of rheumatic disease are rather frequent, dry eye syndrome being the most frequent ocular finding. We confirmed once again that patients with collagen disease may develop ocular damage due to systemic corticosteroid therapy.

The major burden of RA is in the age group of 41-50 years. 64% of the patients had Seropositive and 36% had seronegative rheumatoid arthritis. The prevalence of ocular manifestations was 35%.

The prevalence of ocular manifestation in rheumatic diseases in RA is 30%, in SLE is 20%, and in SPA is 40%, and in Sjogren syndrome is 82%.

Duration of the disease seems to influence the onset of ocular manifestations. Age of the patient has no vital role in the development of ocular manifestations. The disease burden is not related to the clinical symptoms.

Asymptomatic patients are found to have silent underlying ocular manifestations. Hence, routine screening for the above mentioned ocular manifestations is important in RA patients as a part of follow up to prevent ocular morbidity.

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STUDENTS SUICIDES IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract: *This paper critically attempts to present education as an emancipator not as employment. It presents critical frameworks of Indian philosophers Buddha in general and Mahatma Jyotiba Phule and Dr. Ambedkar in particular. This article mainly examines the Indian higher education system and academic killings of Dalits and the practice of social exclusion. It also presents the nature of academic knowledge production at Indian higher education system. It critically argues how far the production of knowledge its past, present and future is owed to “human agency”? In terms of its order, content and control? It challenges the dominant paradigm of knowledge production by suggesting a critical pedagogical practice and social inclusive apparatus. It questions the caste hegemony and academic encounters of Dalits in higher educational institutions*

Keywords: *students; suicides; educational institutions.*

I. INTRODUCTION

“Ours is a battle not for wealth or for power. It is a battle for freedom. It is a battle for the reclamation of human personality. My final words of advice to you are educate, organise and agitate.” – Dr. B. R. Ambedkar.

“New times” in the university are marked by narratives that bemoan a “decline in plurality and standards” especially in places where a new generation of scholars and students from historically disadvantaged sections in Indian society is posing challenges to the social homogeneity of the classroom, boards of studies and other academic bodies, leading to obvious frictions on issues related to standards and merit. A new generation of Dalit scholarship has raised questions both about the accessibility of higher education and the limitations in making it enabling for those who struggle to gain entry into it. This has enabled an open debate on the absence of transparency in higher education and the nexus of networks of exclusion that operate formally and informally on campuses to reproduce caste inequalities in the metropolitan university.

Just imagine the repercussions if Black students were to die half as routinely in Harvard or in Oxford as Dalit and Adivasi students die in AIIMS, IITs and IISCs. When Indian students in Australia, predominantly students with surnames like Gupta and Sharma not good enough to make it to IITs, IIMs and AIIMS are attacked, it is “racism”; it even becomes a diplomatic issue. When Dalit and Adivasi students on Indian campuses (one’s own motherland) are hounded to death, there’s not a murmur. What makes Indian society so shameless as to not just deny but even justify such prejudice against Dalits that lead to murders? The faculties from certain institutions and universities are subjected to ‘burden proof’ where their consensus best to restore the institutional reputation and managed to ignore the victims and their solidarity by their collective conscience. But nobody turns up to extend solidarity to victims and hitherto excluded communities who have been fast unto death in the University of Hyderabad (the students initiated hunger strike due to a series of Dalit students’ suicides by caste discrimination, December 2013).

Professor Mungekar Committee remains to be seen whether the recommendations will

be followed in letter and spirit, or whether symbolic action only will be taken against the perpetrators, leaving them unscathed despite their deliberate role in wasting the academic years of these students and causing them and their family members tremendous mental trauma. Will the authorities show enough courage in filing cases against the guilty teachers and their accomplices? Or will they be content to simply disburse compensation?

Sharmila Rege's critical framework challenges the hegemonic nature of teaching at higher education and presents a dialogue with fellow teachers on addressing caste and gender in the metropolitan classroom. The comments they half scratch out from these sheets, questions raised in class and those asked hesitantly outside the class, their silences that one rushes past in the business-as-usual mode during peak periods of the semester and gestures that defy narrative expression.

II. ACADEMIC ENCOUNTERS

The debate on Dalits joining the Durban Conference against discrimination based on race and caste underlined the ways in which sociologists in the name of objectivity valued the opinion of experts while rejecting perspectives emerging from the lived experience of caste and the horror of atrocities.

Venkatesh, a PhD scholar (Chemistry), Raju Puliyala, an IMA (Linguistics) at University of Hyderabad and Linesh and many more young minds in higher educational institutions' suicide is just one more addition in the growing list of Dalit students committing suicides in the country's educational institutions, especially that of sciences and professional courses in recent times. Most of these institutions are considered to be 'top class' and have 'All India character'. However, the disproportionate numbers of Dalit and Adivasi students committing suicides, especially, in premier institutions also points towards the kind of caste

discrimination prevalent in these campuses where students have to face harassment due to their caste background on a regular basis from not only their colleagues but more from the faculties and even from the administration.

What came out of our interaction with victims parents and other family members were shocking tale of how a young and bright Dalit students from very poor background were victimized so much on caste grounds in one of the premier educational institutions of the country that despite his entire record of struggle all through his life, they finally lost their willingness to even live. The Documentary 'The Death of Merit' is based on these testimonies asserts and is a result of our amateur efforts to bring out the truth behind the kind of caste oppression suffered by Dalit and Adivasi students in higher education and the resulting suicides of bright students.

"The Kozhikode-based Centre for Research and Education for Social Transformation, CREST, has even prepared some 'packages'. When solicited, it conducts weeklong on-campus 'self-enrichment' programmes to help Dalit/Adivasi students 'integrate' into IIMs and IITs like it did in IIT-D last year. What they do not do is sensitise the predominantly 'upper' caste faculty and students the Dronacharyas and Arjunas at these institutes who insist on hacking the thumbs of Eklavyas. It is those who discriminate who need help" Outlook (India), 16 April 2012.

Madal Commission and aftermath have intensified higher education just creating a new space for India's backward class but also hatred-ness by the caste Hindus. The caste discrimination and harassment peaked during the anti-reservation protests of 2006. They were always trying to start fights so they could bash us up. Derogatory remarks were common: 'Yeh chamar log kya karenge?' (Jun 02, 2007 Tehelka).

‘Even if I never become a doctor, I will not give up this fight’: Ajay Kumar Singh (Tehelka, June 2, 2007) presents facts “Nirpat Singh, the auto driver, and Munni Devi, the nurse, were very proud of their son. It was a big moment for all of us when we entered the campus of India’s premier medical sciences college. As soon as my parents left, I was summoned by my neighbour, a senior, who asked me to introduce myself. Among other things, I told him I had stood first on the Scheduled Caste list. The next moment I found myself outside the room, on the ground; he had pushed me out. That was just the first day. The next time he tried to insult me”.

III. CASE STUDIES

Almost twenty five young buds (mostly from poor families) lost, and that’s just in the last five years. How tragedy was it for them that they took their own lives?

Malepula Shrikant, Jan 1, ’07 Final year B.Tech, IIT Bombay.

Ajay S. Chandra, Aug 26, ’07 Integrated PhD, Indian Institute of Science (IISc), Bangalore.

Bala Raju, PhD, third year, Telugu literature, University of Hyderabad.

Jaspreet Singh, Jan 27, ’08 Final year MBBS, Government Medical College, Chandigarh.

Senthil Kumar, Feb 23, ’08 PhD, School of Physics, University of Hyderabad.

Prashant Kureel, Apr 19, ’08 First year B.Tech, IIT Kanpur.

G. Suman, Jan 2, ’09 Final year M.Tech, IIT Kanpur.

Ankita Veghda, Apr 20, ’09 First year, BSc Nursing, Singhi Institute of Nursing, Ahmedabad.

D. Syam Kumar, Aug 13, ’09 First year B.Tech, Sarojini Institute of Engineering and Technology, Vijayawada.

S. Amravathi, Nov 4, ’09 National-level young woman boxer, Centre of Excellence, Sports Authority of AP, Hyderabad.

Bandi Anusha, Nov 5, ’09 B.Com final year, Villa Mary College, Hyderabad.

Pushpanjali Poorty, Jan 30, ’10 First year, MBA, Visvesvarayah Technological University, Bangalore.

Muthyam, 2009 PhD, 2nd year, English Literature, The English and Foreign Languages University, Hyderabad.

Sushil Kumar Chaudhary, Jan 31, ’10 Final year MBBS, Chattrapati Shahuji Maharaj Medical University (former KGMU), Lucknow.

Balmukund Bharti, Mar 3, ’10 Final year MBBS, AIIMS, New Delhi.

J.K. Ramesh, Jul 1, ’10 Second year BSc, University of Agricultural Sciences, Bangalore.

Madhuri Sale, Nov 17, ’10 Final year B.Tech, IIT Kanpur.

G. Varalakshmi, Jan 30, ’11 B. Tech first year, Vignan Engineering College, Hyderabad.

Manish Kumar, Feb 13, ’11 IIIrd Year B.Tech, IIT Roorkee.

Linesh Mohan Gawle, Apr 16, ’11 PhD, National Institute of Immunology, New Delhi.

Anil Kumar Meena, Mar 3, ’12 First year AIIMS, New Delhi.

Raju Puliyala, final year, Integrated M.A. Linguistics, University of Hyderabad.

Venkatesh Madari, third year, PhD, Chemistry (ACHREM), University of Hyderabad.

(Information courtesy Insight Foundation)
Caste and Higher Education

For Bhalchandra Munekar, ex-vice chancellor of Bombay University and ex-member of the Planning Commission, the exercise of looking into allegations of caste discrimination faced by scheduled caste students at Vardhman Medical College, Delhi, has been extremely disturbing. As the single-member committee appointed by the National Scheduled Caste Commission, it was important that he examine every aspect of the case and ensure that the guilty were brought to book.

Dr Mungekar discovered to his dismay that not only were the 35 scheduled caste students failed repeatedly in one particular subject physiology but the authorities had not even bothered to meet them to look into their complaints. As his report puts it, the faculty of the said department 'resorted to caste-based discrimination and neglected the duties assigned to them, not by omission but by commission'. Even other administrative people, including the head of the institution, had not seen fit to intervene. Not only did the students lose years because of this apathy, shockingly, the same authorities were guilty of showing leniency towards general category students. While they had no qualms about barring scheduled caste students from taking their examinations due to lack of attendance, four students from the general category, who were detained for inadequate attendance, were allowed to take the examination.

Dr Mungekar has demanded that legal action under the Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989 be taken against former Principal V K Sharma and his then colleagues Professor Shoma Das, head of the physiology department, Principal Jayshree Bhattacharjee and Raj Kapoor, professor of physiology, and a liaison officer.

Two years ago, the Delhi High Court intervened on a writ petition filed by aggrieved students of the college. Twenty-five scheduled caste students who had taken admission in 2004 and 2005 approached the court when it was discovered that they were deliberately being failed in physiology. Under instructions from the high court the college was forced to conduct fresh examinations; 24 students out of the 25 passed.

Last year too, a committee of experts belonging to the All-India Institute of Medical Sciences (AIIMS) and Lok Nayak Jaiprakash Narayan Hospital (LNJP), headed by Dr L R Murmu, noted in his report how a student had failed three years

consecutively only by one mark. Other members of the committee also noted how all the students who had failed the physiology paper had performed well in other subjects and had got admission in the college because of their high marks.

Take the premier medical institute in the country, AIIMS. The committees have critically acknowledged that scheduled caste students did face discrimination and made some recommendations. It has been a long time since the reports were handed over to the government, but there have been no concrete moves to end the discrimination. Despite the commission's strong recommendation that action against the then director be initiated under the Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, AIIMS preferred to junk the report citing the strange logic that, "the institute had come over the phase of unrest and a congenial atmosphere was prevailing".

All these votaries of a 'congenial atmosphere' would not like to be reminded about the herding together of reserved category students which a leading daily reported about 'Parts of AIIMS hostels are turning into SC/ST ghettos. Reserved category students said they were being "hunted out of the remaining rooms" by upper-caste students and driven to two floors of the hostels,' (The Telegraph, July 5, 2006).

A Supreme Court bench of K G Balakrishnan and P Sathasivam asked the IIT administration to arrange special classes for the students so that they could catch up with general category students. The said petition had specifically mentioned how callousness on the part of the administration had made the whole system of reservations meaningless as neither were such students provided with the necessary facilities nor were they given special coaching which resulted in over 90% of scheduled category students either failing their first or second years and leaving the institute, or being expelled because of 'below par performance'.

Social Diverse in Education

A close look at the academic atmosphere at other IITs makes it clear that IIT-Delhi has been no exception. A story in Tehelka (June 16, 2007), that focused on IIT-Chennai, explained how the institute had metamorphosed into a 'modern-day agraharam' (in Tamil, a brahmin's house is called an agraharam). The author gave figures explaining how the quota of seats meant for reserved category students always remained underutilized. The figures were 11.9% for SC students (2005) when it should have been 15%. At the higher education level, the ratio is further reduced, in research one finds merely 2.3%, and for PhDs, 5.8%.

This discrimination is not confined to the student level, the authorities or higher-ups, with their Varna mindset, also see to it that eligible candidates from socially oppressed sections are not allowed to become teachers. Take IIT-Kharagpur (Times of India, September 12, 2012, 'Quotas Fail to Break Caste Ceiling in IITs'), one of the oldest IITs; it has only three scheduled caste professors, two associate professors and two assistant professors. There is not a single scheduled tribe person at all the three levels. There are two OBC (other backward classes) professors and seven assistant professors but no associate professor. Coming to the general category, there are 227 professors, 105 associate professors and 165 assistant professors.

Despite the fact that Tamil Nadu has a background of social movement, under-representation of marginal castes and scheduled tribe members prevails. While there are 212 professors, 91 associate professors and 177 assistant professors in the general category, the figures are 3, 3 and 44 for the SC category. A lone ST is assistant professor; there are seven assistant professors from the OBC category.

The plea of 'absence of suitable candidates' while making selections under the reserved category is regularly invoked when there is a lapse on the part of the

higher-ups in sticking to their constitutional responsibilities. In fact, the reason lies elsewhere. There have been reports (Times of India, September 6, 2012) providing details of SC/ST teaching slots lying vacant in central universities. In fact, just over 32% of sanctioned teaching posts for SCs and 41.8% for STs in 40 central universities are occupied. The list includes premier institutions like Delhi University (DU), Jawaharlal Nehru University, Aligarh Muslim University (AMU), Benaras Hindu University (BHU) and University of Hyderabad.

Backlog posts in varsities

Universities	SC quota	Filled	ST quota	Filled
AMU	283	1	142	0
DU	255	44	128	14
JNU	109	24	55	9
BHU	362	115	181	30

It is worth emphasizing here that to promote equality on campus, the rules have been formulated in such a manner that overt and covert acts of casteism are identified. The UGC Regulations 2012 (Prevention of Caste-Based Discrimination/Harassment Victimization and Promotion of Equality in Higher Educational Institutions) which were approved by the human resources ministry and were applied to all colleges and universities. Provisions have also been made to make it mandatory to appoint an 'anti-discriminatory officer' from amongst the staff and to establish a grievance redressal committee.

The Indian higher education sector boasts of 42 Central universities, 243 State universities, 53 State Private universities, 130 Deemed universities, 33 Institutions of National Importance (established under Acts of Parliament) and five Institutions (established under various State legislations). The number of colleges has also registered manifold increase with just 578 in 1950 growing to be more than 30,000 in 2011- (MHRD Annual report

2013). The literacy rate of Scheduled Castes for all India was 54.69 per cent according to the 2001 census data which is far below the national average but according to the Human Development report of India 2011, the growth of SC literacy rate is 8.7

Despite constitutional provisions and safeguards, Dalit representation in higher educational institutes and in the workforce remains largely minimal. State initiated programmes and policies apart, it is also essential, as a recent conference in Bhopal highlighted, to instil respect for diversity and a greater understanding of the disadvantaged. The conference arrived at a '21point action agenda for the 21st century', which is a kind of landmark in the Dalit liberation movements in recent times.

Our experience so far has been that the more an institution gains reputation for excellence, the more likely it is to restrict the access to a highly selective group of students both socially and academically. Such institutions are engaged in creating a class of 'potential elite' and drawn from the highest strata of society.

The Nehru's legacy of educational reforms have could not guarantee the excellence in education with hitherto excluded communities. Eventually, the technological advent in educational appraisals have could not meet the inclusion of Dalit education. India might celebrate its innovation of technological advances in educational sectors but failed to guarantee a basic education for women and Dalits. Indian education system from Kothari commission (1956) to Sam Pitroda commission (2007) lacks the social inclusion of education. All these commissions have presented the homogeneous production of knowledge and they ignored women and Dalits participation. Sam Pitroda on behalf of the National Knowledge Commission (NKC) on January 12, 2007 is a significant departure from the usual policy discourse

which managed to ignore an institutional lapse over social equality.

Indian Knowledge production and Dalit experiences

"Knowledge is power. Power as domination, it reproduces itself in different locations and employing similar apparatuses, strategies and mechanisms of control Michael Foucault.

"The Shudra must not acquire knowledge and it is a sin and a crime to give him education. - If the Shudra intentionally listens for committing to memory the Veda, then his ears should be filled with (molten) lead; if he utters the Veda, then his tongue should be cut off"- The Code of Manu (Manusmrithi which is still one of the scriptural basis for contemporary Hindu civil law in India).

It is worth beginning with words, written by Mukta Salve, a 14-year-old, a girl student of the Mang caste in Jotiba and Savitribai Phule's school, and Tarabai Shinde, a young Maratha woman trained in the Satyashodhak (Society of Truth Seekers) tradition.

"O learned pandits wind up the selfish prattle of your hollow wisdom and listen to what I have to say" – (Mukta Salve, About the Grief of Mahar and Mangs, 1855)

"Let me ask you something oh Gods...You are said to be completely impartial. But wasn't it you who created both men and women?"- (Tarabai Shinde, A Comparison of Men and Women, 1882).

For these words of fire with which students talked back to the injustice of their times are embedded in writings and practices that addressed the complex relations between culture, knowledge and power and sought not only to include girl students and students from the ex - untouchable castes but also to democratize the very processes of learning and teaching.

These and several other efforts are seeking to challenge disciplinary regimes of caste, opening up new ways of looking at the present of our disciplines and pedagogical practices and suggest that critical teachers

should be “listening” rather than bemoaning the loss of better times. “I wish to argue that these are “new times” in the university, the suicides and other forms of “routine” pedagogical violence notwithstanding. Men and women from excluded castes and classes are entering higher education for the first time and those for long considered “unteachable” are talking/writing back” Sharmila Rege. This makes it possible to throw back the gaze of the students who have long been “invisible” and “nameless” in the classrooms on to disciplinary and pedagogical practice.

Towards an alternate pedagogy for inclusive education for all

Phule-Ambedkarite perspectives on the project of education and the probable reasons for the exclusion of these from imaginations of “alternative” perspectives on learning and teaching. Historically, we can read in the colonialist and nationalist discourses on Indian society, a battle over the function and nature of knowledge. While the colonialist project represented India as the spirit of Hindu civilisation and therefore distinct and disjunctive from the west, the regime of classification and categorisation of “Indian tradition” created norms for colonial rule enhancing the status of brahmans as indigenous intellectuals.

The nationalists imagined alternate knowledge by reversing the claims of superiority of the west, locating the superiority in the Vedas. Phule and Dr.Ambedkar in different ways by weaving together the emancipatory non-Vedic materialist traditions (Lokayata, Buddha, Kabir) and new western ideas (Thomas Paine, John Dewey, Karl Marx, for instance) had challenged the binaries of western modernity/Indian tradition, private caste-gender/public nation and sought to refashion modernity and thereby its project of education.

Phule and Dr.Ambedkar in several writings and speeches but more particularly the former in Gulamgiri

(1873), and the latter in Annihilation of Caste (1936), The Riddles on Hinduism (compiled and published in 1987) and The Buddha and His Dhamma (1957) undertake a rational engagement with core analytical categories emerging from Hindu metaphysics which had been normalised as “Indian culture and science”.

Throughout the text of Gulamgiri, Phule stresses that Hindu religion is indefensible mainly because it violates the rights and dignity of human beings. He turns the “false books” of the brahmans on their head by reinterpreting the “Dashavataara” of Vishnu to rewrite a history of the struggles of the shudras and atishudras. He moves swiftly between the power and knowledge nexus in everyday cultural practices, myths and history.

Phule, in his “Memorandum Addressed to the Education Commission” (1882) for a more inclusive policy on education and in his popular compositions like the short ballad on “Brahman Teachers in the Education Department” (1869), Phule demonstrates how state policy and dominant pedagogical practices are intrinsically interlinked. He comments at length on the differential treatment to children of different castes and the collusion of interests of the Bombay government school inspectors and teachers. He calls for more plurality in the appointment of teachers and the need to appoint those committed to teaching as a truth-seeking exercise.

Dr.Ambedkar in Annihilation of Caste (1936) argues against the absolute knowledge and holism idealised by brahmanical Hinduism and critiques the peculiar understanding of nature and its laws (karma) in the Shastric texts. Both Phule and Dr.Ambedkar underline the preference for truth enhancing values and methods through an integration of critical rationality of modern science and the scepticism and self-reflection of ancient non-Vedic materialists and the Buddha.

It is clear both in and through their works that they see organisation of knowledge as

complexly related to the interlocking connections of different identities. This leads them to value-situated knowledge but such that they do not collapse all experience into knowledge but do highlight how certain experiences (oppression based on caste, gender) do lead people to certain kinds of knowledge's.

Dr. Ambedkar, debating the Bombay University Act Amendment Bill, highlights the linkages between issues otherwise thought to be disjoint, namely, understaffing, dictation of notes and the lack of adequate representation of backward castes on administrative bodies such as the senate. Countering arguments regarding examination-centric education as a safeguard for promotion of standards; he underscores how this exam-centric mode in fact reproduces caste inequalities in the university. He underlines the significance of combining efforts to increase access to education for vulnerable sections with those to reconceptualise administrative and curricular practices of higher education.

Recently, a Dalit doctoral student and colleague narrated to me his experiences of the school and the university, the ways in which the curricular, extra-curricular and academic success (lesson on Dr. Ambedkar in the textbook, elocution competition, becoming a UGC-Junior Research Fellow (JRF) scholar) were all instances that reproduced caste by reducing him to a "stigmatised particular". Pointing to a paradox, he asked "why do even sociologists whose 'object of analysis' is caste, believe that caste identities do not matter in academic practices"?

Why are "we" afraid of "identity"? Why do we assume neutrality when it comes to identities of caste, ethnicity, and gender and presume that they do not affect the content and practice of our discipline? Do we disavow caste – say it does not exist in our context and talk of it in other terms and codes – like standards, language and so on? It is common for many of us teaching in state universities and colleges.

Probably because caste, gender, and ethnicity are explicitly stated objects of inquiry and they have been the first to include courses and modules on women, Dalits and Tribals in the sociology curriculum? Yet as we just saw, it is sociologists more than others who seem to be afraid of any claims to caste or gender identities. They appear to assume that avowal of gender and caste identities will lead to feminification of theory or demise of merit – in other words to "pollution" of academic purity.

Alternative perspectives for inclusive higher education

Women, Dalits, Adivasis, may be included as substantive research areas of sociology and in optional courses but this inclusion keeps the cognitive structures of the discipline relatively intact from the challenges posed by Dalit or feminist knowledge's. Thus "good sociology" continues to be defined in terms of the binaries of objectivism/subjectivism, social/political, social world/knower, experience/ knowledge, tradition/modernity and theoretical brahman/empirical shudra.

Kumud Pawade's story of her Sanskrit, Kancha Ilaiah's comment on the sameness of the English and Telugu textbook, Chandra Bhan Prasad's counter commemoration of Macaulay, Pragnya Daya Pawar's interrogation of the power of the printed word over the spoken word and Meena Kandaswamy's dream of a global English in small letters offer immense possibilities for wedging open the "language question".

Now if you want to know why I am praised – well it's for my knowledge of Sanskrit, my ability to learn it and to teach it. Doesn't anyone ever learn Sanskrit? That's not the point. The point is that Sanskrit and the social group I come from don't go together in the Indian mind. Against the background of my caste, the Sanskrit I have learned appears shockingly strange. That a woman from a caste that is the lowest of the low should learn Sanskrit,

and not only that, also teach it – is a dreadful anomaly -(Kumud Pawade 1981:21)

It is not merely a difference of dialect; there is difference in the very language itself, What difference did it make to us whether we had an English textbook which talked about Milton's Paradise Lost or Paradise Regained, or Shakespeare's Othello or Macbeth or Wordsworth's poetry about nature in England, or a Telugu textbook which talked about Kalidasa's Meghasandesham, Bommera Potanna's Bhagvtam. We do not share the content of either; we do not find our lives reflected in their narratives. (Kancha Ilaiah 1996:15)

Through his initiatives, Lord Macaulay was to re-craft a new intellectual order for India which threatened the dominance of the brahmins and questioned the relevance of the Varna/caste order. This was to give Dalits a large breathing space ... Should we know our past the way we like to, or we know the past as it existed? Or should there be any distinction between History Writing and Story Telling? Those who condemn Lord Macaulay for imposing a 'wrong' education on India do never tell us what kind of education system which Macaulay fought and eventually destroyed. (Chandra Bhan Prasad 2006: 99 & 115)

Pawade's critical work of memory unfolds the complex gender and caste parameters in the "language question" and lays bare the dynamics of a Dalit woman acquiring an authorised tongue. Importantly she underlines the operation of language as a marker of subordination and exclusion in our academia and thus the impossibility of viewing the "language question" as a matter of communication separable from power relationships and cultural and symbolic effects of language.

Ilaiah argues "the communists and nationalists spoke and wrote in the language of the purohit. Their culture was basically sanskritised, we were not part of that culture. For good or ill, no one talked about us. They never realised that our

language is also language, which is understood by one and all in our communities". Any easy equation between English as alien and Telugu as "our language" yielding "our categories" of analysis stands interrogated. Further, Ilaiah suggests that the question of culture mediates between the axis of equality and the academia and the "language" in which education takes place is an epistemological issue more than a matter of mere instruction.

The "difference" of Phule-Ambedkarite pedagogical perspectives lies in a double articulation that conceives education then not only in terms of cultures of learning and teaching but also dissenting against that which is learnt and taught by dominant cultural practices. This entails constituting teachers and students as modern truth seekers and agents of social transformation who seek to become "a light unto themselves". The methods are those that seek to integrate the principles of prajna (critical understanding) with karuna (empathetic love) and samata (equality). This democratisation of method of knowledge marks the difference of Phule-Ambedkarite perspectives from methods based on binaries of reason/emotion, public/private, assumption of neutral objectivity/celebration of experience that inform much of our teaching and research.

Why then have social scientists in search of alternative pedagogies rarely turned to Phule, Shahu or Dr. Ambedkar? Why did the search for alternatives usually end with Gandhi, Aurobindo and Nehru? How might this "Dalit phobia"¹⁹ or exclusion in the academia and its cognitive structures be explained?

Since the 1990s, this "secular upsurge of caste" at the national level interfaced with local Dalit movements and international contexts like the UN Conference against Racism is shaping varied trajectories of Dalit studies in different regions in India.

IV. CONCLUSIONS

The student and teacher relationship in Indian education system in the present conjuncture how is the relationship between the teachers and the taught performed? How does the intersection of generational and “other” differences between them disrupt this relationship? We may as practitioners of rational pedagogies reject the brahmanic principle of teacher as “god embodied” (Guru sakshat paraha brahma) but then do engaged pedagogies such as critical install teachers as the new “saviours” of the students?

Generally speaking, teachers who believe that learning is linked to social change, struggle over identities and meanings, may practise variants and combinations of three possible models of progressive pedagogical practice. A teacher must believe that she understands the truth/ the real relations of power and imparts it to the students. The second model believes in a dialogical mode and making the silenced speak. While in the third the focus shifts on developing skills, so that students are enabled to understand and intervene in their own history. It is possible that different combinations emerge from these models, for common to all three are a set of similar assumptions.

The first model believes that the teacher can and does know the truth, the real interests of different groups brought together in the classroom and has to just impart the truth to them, the second overlooks the real material and social conditions which may disenable some from speaking and others from “listening to silences” and the third assumes that the teacher knows and can impart the “universal skills”. Sharmila Rege asserts “it is clear that education becomes “Trutiya Ratna” in Jotiba and Savitribai Phule’s school because what was demanded from students was not conformity to some image of political liberation but of gaining understanding of their own involvement in the world and its future.

The teacher still remains responsible for production of knowledge in the classroom but is required to traverse risky grounds that interrogate the binaries of knowing teacher/ignorant students, public/ private and rational/emotional. She recognises that often the students are uninterested in the classroom not because they do not want to work or because of the difficulties of jargon or theory but they do not see reason. Probably the questions being asked and answered are not “theirs”. This realisation cannot be followed up with a simple dictum that from now on students will define the questions. The challenge is to discover the questions on the terrain of everyday lives and popular cultural practices.

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