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# A SURVEY STUDY ON AWARENESS AMONG HOSTEL GIRLS ABOUT THE USE OF FRUITS, VEGETABLES AND HERBS IN COMMON HEALTH AND SKIN AILMENTS

RICHA PANDEY\*, MUKTA SINGH\*\* AND VANDANA VERMA\*\*\*

## *Declaration*

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, Richa Pandey, Mukta Singh and Vandana Verma the authors of the research paper entitled A SURVEY STUDY ON AWARENESS AMONG HOSTEL GIRLS ABOUT THE USE OF FRUITS, VEGETABLES AND HERBS IN COMMON HEALTH AND SKIN AILMENTS declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else. We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

## **Abstract**

*This study aimed to assess the awareness of hostel girls; using fruits, vegetables, and herbs in common health and skin ailments in year 2009-2010. 100 hostel girls from Banaras Hindu University aged between 18- 24 years were selected on the basis of random sampling after selection of hostel (area) and city. The data were collected by filling up questionnaire by interview method. The questionnaire was in two parts general information and specific information. Results found shows that a majority of respondents belongs to age group 22 -24 years. The maximum numbers of girls were using fruits, vegetables and herbs by eating and applying them on their face whereas most of the girls were using fruits, vegetables and herbs twice a week. Majority of respondents were facing some common health and skin ailments such as Constipation, Tanning and Pimples on face. The study shows that 58 % respondents thought that eating fruits, vegetables and herbs are more effective then directly applying them on their skin but 42 % did not agree with this. Most of the respondents had knowledge that fruits, vegetables and herbs can be used for losing weight, strengthening immune system, preventing digestive problems and curing a lots of skin ailments but they do not know that how it works and what substances they contain for the above purpose.*

**Keywords:** Acne, Sunburn, Constipation, Herbs

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### *Introduction*

Everyone wishes to live a healthy and happy life but very few really adopt correct measures. Only when one is ill, does he know the value of good health. Good health is something that almost everyone strives for. Lots of people do not understand the way to achieve good health. Health is a state of complete physical, mental, spiritual and social well-being and not merely an absence of disease and infirmity. Thus good health is when all the parts of the body are in good condition including our skin. Skin is the outer most coverage of body. It protects the body and it also reflects the nutritional status of health. In addition, nutrition involves identifying how certain diseases, conditions or problems may be caused by dietary factors, such as poor diet (malnutrition), food allergies, metabolic diseases, etc. Nutrition also focuses on how disease conditions and problems can be prevented or lessened with a healthy diet.

A balanced diet is one that provides the body with all the essential nutrients, vitamins and minerals required to maintain cells, tissues and organs as well as to function correctly.<sup>1</sup> A study published in the American Journal of Clinical Nutrition, July 2013 found that people who ate their “five-a-day” portions of fruit-and-veggies tended to live longer than those who did not.<sup>2</sup>

Fruits and vegetables are important components of a healthy diet, and their sufficient daily consumption could help prevent major diseases, such as cardiovascular diseases and certain cancers. Approximately 16.0 million (1.0%) disability adjusted life years (DALYs, a measure of the potential life lost due to premature mortality and the years of productive life lost due to disability) and 1.7 million (2.8%) of deaths worldwide are attributable to low fruit and vegetable consumption.<sup>3</sup> Herbs also play an important role to purify our body, mind, and soul, we all use herbal parts in our daily lives, one way or the other, whether for their rich flavor, for their healing power, or in lovely recipes. Herbs are used as a home remedy for ailments like cold, or sore throat.

### *Consumption of Fruits and Vegetables in India*

In India surveys indicate a consistently low consumption of fruits and vegetables average household consumption of fruits and vegetables indicate 149 to 152 during this decade though far below the recommended intake but slightly better from the previous survey (120-140 g/capita/day).<sup>4,5,6</sup> Annual consumption (kg/person/annum) of fruits was 9.6 (rural), 15.6 (urban) and 11.8 (India) while it was 74.3 (rural), 79.1 (urban), 76.1 (India) for vegetables.<sup>7</sup> According to latest National Sample Survey Office (NSSO) survey revealed that out of 1000 household in India, vegetable consumption was reported by 983 (rural) and 932 (urban) whereas fruits by 608 (rural) and 777 (urban) residents.<sup>8</sup> Other recent studies on average consumption of fruits and vegetables amongst urban residents of Chennai and Jaipur reported as 265 gm/day and less than 3 servings by 72.6% respondents respectively.<sup>9,10</sup>

### *Recommended Intake of Fruits and Vegetables*

The general recommendation for intake of fruits and vegetables is at least 400 grams per person per day (five serving of 80 g each day) or about 146 kg per person per year<sup>11,12</sup> Similarly, national nutrition guidelines recommends avg. daily consumption of 300 g for vegetables (portion size = 100 gm × no. of portions = 3) and 100 g of fruits (portion size = 100 gm × no. of portions = 1). The vegetables include (green leafy vegetables = 50 gm, other vegetables = 200 gm, roots and tubers = 50 gm).<sup>13</sup> A glass of fruit juice (excluding sweetened beverages) counts towards a portion of fruit each day although whole fruit is encouraged for its fiber content in-conjunction with active life-style.<sup>14</sup>



The present study focused upon problems encountered in hostel girls related to aesthetic aspects and health issues.

The common health and skin ailments found in hostel girls were Obesity, Underweight, Constipation, Upset of stomach/ Diarrhoea, Acne, Black heads, Whiteheads, Dark under-Eye Circle, Sunburn. On the basis of data obtained in our study we found that the girls were using fruit and vegetable such as Apple, Banana, Orange, Cucumber, Papaya, Tomatoes, Lemon and some herbs namely, Neem, Basil, Turmeric, Aloe vera, Sandalwood, Amla, Garlic, Ginger for treating their health and skin ailments.

### *Methods and Materials*

The present survey study was conducted on hundred samples of Hostel girl's age group 18 -24 years in Godavari hostel, Triveni complex, Banaras Hindu University, Varanasi in year 2009-2010. The study was purposive with the aim to assess the knowledge and use of fruits, vegetables and herbs for common health and skin ailments by hostel girls in Banaras Hindu University. Purposive sampling was done and subjects were selected on the basis of random sampling after selection of hostel (area) and city. Primary tools of study were self-structured questionnaire to assess the awareness of hostel girls about the benefits of use fruits, vegetables and herbs. The questionnaire consists of 23 questions related to general information and specific information. The data was collected by filling up questionnaire by interview method. On the basis of the data collected a comprehensive master chart was prepared. The finding had been presented in the form of tables and variables have been expressed in percentage.

This was the preliminary survey study on awareness among hostel girls about the use of Fruits, Vegetables and Herbs in common Health and Skin ailments. The sample size in study was small, to find out some significant observation large data and further research is required.

### *Observations and discussion*

*Distribution of the respondents as per age and on the basis of using fruit, vegetables and herbs;* Most of the respondents belong to age between 22-24 years. It was found that most of the respondents (76%) respondents were using fruits, vegetables and herbs whereas 4 % were not using and rest of 20 % use them occasionally.

*Methods and frequency of using fruits, vegetables and herbs;* Most of the respondents (83%) using fruits, vegetables and herbs by eating and by applying on their skin whereas 7 % use them by eating and 6 % use them by applying them on skin and rest of 4 % were using fruits, vegetables and herbs in form of juice/pulp. It was found that most of the respondents (62%) using fruits vegetables and herbs twice a week whereas 36 % were using weekly and rest of 2 % were using often.

*Distribution of the respondents on the basis of facing common skin ailments;* Most of the respondents (62%) were facing tanning and pimples whereas 10 % were facing only tanning, 2 % were facing only pimples and 3 % were facing only blackheads and rest of 5 % were facing only dark eye circle, 2 % were facing tanning and black heads, 6% were facing tanning and white heads and 10 % were facing, tanning and dark eye circle.

*Distribution of the respondents on the basis of using fruits, vegetables and herbs for treating in various skin ailments:*

*Tanning;* It was found that most of the respondents (38%) were using lemon for treating tanning whereas 27 % were using papaya, 2 % were using tomatoes, 6 % were using orange, only 1 % was using aloe-vera and rest of 3 % were using chandan for treating tanning.

*Pimples*; Most of the respondents (43%) were using neem for treating pimples, whereas 1 % was using papaya, 2 % were using orange, 12 % were using lemon, 26 % were using tulsi, 9 % were using turmeric and rest of 6 % were using banana for treating pimples.

*Black heads*; It was found that majority of respondents (68%) were using banana for treating Black heads whereas 4 % were using papaya, 6 % were using lemon, 8 % were using Aloe-vera, 10 % were using turmeric, 1 % was using tulsi and rest of 3 % were using neem for treating Blackheads.

*Dark eye circle*; Most of the respondents (67%) were using Potato for treating dark eye circle whereas 30 % were using cucumber, 3 % were using lemon.

*Distribution of the respondents on the basis of facing common health ailments*; It was found that most of the respondents (72%) were suffering from constipation whereas 8 % were suffering from Diarrohea/upset of stomach, 6 % were suffering from obesity and rests of 14 % were found underweight.

*Distribution of the respondents on the basis of using fruits, vegetables and herbs for treating associated health problems :*

*Diarrohea/Upset of stomach*; Most of the respondents (73%) were using ripe banana for treating Diarrohea/Upset of stomach whereas 12 % were using garlic and rest of 25 % were not using and fruits, vegetables and herbs for treating Diarrohea/Upset of stomach.

*Constipation*; Majority of the respondents (68%) were using papaya for treating constipation whereas 22 % were using orange, 8 % were using apple and rest of 2 % were using banana for treating constipation.

*Obesity*; It was found that most of the respondents (70%) were using lemon for treating obesity whereas 12 % were using orange, 1 % was using tomatoes, 7 % were using watermelon and rest of 10 % were using cucumber for treating obesity.

*Underweight*; Most of the respondents (68%) were using Banana for treating underweight, whereas 30 % were using potatoes and rest of 2 % were using papaya for treating underweight.

*Distribution of the respondents on the basis of managing time for using fruits, vegetables and herbs for beauty purposes*; It was found that 71 % respondents could manage time often for using fruits, vegetable and herbs for beauty purposes whereas 29 % could manage time regularly.

*Distribution of the respondents on the basis of their knowledge about chemical substances that act as effective agents*

- Citrus fruits, vegetables and herbs such as Orange, Lemon, Tomato and Amla:-It was found that 50 % respondents were not aware about chemical substances act as effective agent in orange, lemon, tomato and amla whereas 2 % were aware about Vitamin 'A' and rest of 48 % were aware about ascorbic acid that acts as effective agent.
- Cucumber, Watermelon and Aloe-Vera:-Most of the respondents (60%) were not aware about chemical substances that act as effective agents in cucumber, watermelon and aloe-vera whereas 31 % were aware about water content and rest of 9 % were ware about mineral content in cucumber, watermelon and aloe-vera.
- Papaya and Potato:-It was found that most of the respondent (69%) were not aware about the chemical substances that acts as effective agent in papaya and potato whereas 12 % were aware about vitamin 'A' content, 8 % were aware about starch content and rest of 10 % were aware about fiber content in papaya and potato.

*Distribution of the respondents on the basis of purpose of using fruits, vegetable and herbs*; Most of the respondent (78%) using fruits, vegetables and herbs to remain healthy and for treating skin ailments whereas 12 % were using to maintain figure and rest of 10 % were using fruits, vegetables and herbs because of having no side effects.

*Distribution of the respondents on the basis of using fruits, vegetable and herbs based products and their preference while selecting any health and beauty products*; It was found that most of the

respondents (82%) were using fruits, vegetables and herbs based products whereas 18 % were using fruits, vegetables and herbs based products not necessarily. It was found that majority of respondents (86%) prefers brand, price, quality and market sale equally while selecting any health and beauty products whereas 10 % respondents only prefers quality and rest of 2 % prefers brand and price only

- Most of the respondent (98%) thought that fruits, vegetables and herbs based cosmetics were safe for them and rest of 2 % were not agree with this..

*Distribution of the respondents on the basis of their opinion about safety of beauty products and if “Eating fruits vegetables and herbs are more effective then directly applying them on skin”;* It was found that 84 % respondents thought that sometimes beauty products are safe for them whereas 4 % thought that beauty products are safe for them and rest of 12 % did not think so. Most of the respondents (58%) thought that eating fruits, vegetables and herbs are more effective then directly applying them on skin and rest of 42 % though that applying fruits, vegetables and herbs are more effective.

*Distribution of the respondents on the basis of precautions they take for good skin and frequency of using home remedies;* Majority of the respondents (98%) avoids oily food, avoids exposure to sun and includes fruits, vegetables and herbs in their diet/application of them on their skin and rest of 2 % use cosmetics as precautions for their skin.

*Distribution of the respondents on the basis of using home remedies and source of information about home remedies;* Most of the respondents (98%) were using home remedies and rests of 2 % were not using home remedies. Most of the respondents (74%) were receiving information about home remedies through their elder person of their family. Whereas 9 % were receiving information through newspaper and rest of 17 % were receiving information through television.

*Distribution of the respondents on the basis of awareness of ingredients in any health and beauty products;* Majority of respondents (63%) were aware about the ingredients of health and beauty products whereas 9 % were not aware and rest of 28 % were rarely aware about the ingredients of health and beauty products.

*Distribution of the respondents on the basis of their knowledge about usefulness of fruits, vegetables and herbs for strengthening immune system, to prevent digestive problems and for preventing lots of skin ailments;* It was found that 86 % respondents thought that fruits vegetables and herbs are useful for strengthening immune system and rest of 14 % did not agree with this. It was found that 89% respondents thought that fruits vegetables and herbs are useful for preventing digestive problem whereas 11 % did not think so. Majority of the respondents (91%) thought that fruits, vegetables and herbs are useful for preventing lots of skin ailments whereas 9 % did not think so.

### *Results and Conclusion*

Fruits, Vegetables and Herbs play an important role for preventing common health and skin ailments. The information regarding the knowledge and use of fruits, vegetables and herbs by hostel girls was collected by the questionnaire and interview methods. The information was in two parts General information and specific information.

The result shows that maximum number of girls were using fruits, vegetables and herbs by eating and applying them on their face whereas most of the girls were using fruits, vegetables and herbs twice a week. In the study it was found that majority of respondents were facing some common health and skin ailments such as Constipation, Tanning and Pimples.

The study shows that maximum subjects were using papaya for curing constipation, lemon, cucumber, papaya for tanning and neem, tulsifor Pimples and for these purpose they generally cannot manage time due to their hectic schedule. It was found that the main source of information about the remedies was told by some elderly person or their family members but they were not aware about the chemical substances in fruits, vegetables and herbs that acts as effective agent for their health and skin.



The study shows that most of the respondents takes precautions like avoidance of oily foods, avoidance from direct sun contacts and includes fruit, vegetables and herbs in their diet. Most of the respondents were using fruits, vegetables and herbs based health and skin products.

The study shows that 58 percent respondents thought that eating fruits, vegetables and herbs are more effective than directly applying them on their skin but 42 % did not agree with this.

In the study it was found that most of the respondents had knowledge that fruits, vegetables and herbs can be used for losing weight, strengthening immune system, preventing digestive problems and curing lots of skin ailments but they do not know that how it works for the above purpose.

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#### QUESTIONNAIRE

##### General Information:

Name:

Age:

Sex:

Educational Qualification:

Religion:

##### Specific Information:

1. Do you use fruits, vegetables and herbs for your health and skin?

(i) Yes

(ii) No

(iii) Occasionally

2. How do you use fruits vegetables and herbs?

- (i) By eating                      (ii)By applying them on your skin      (iii)Both              (iv)In form of juice/pulp

3. You use fruits, vegetables and herbs

- (i) Weekly                              (ii)Twice a week              (iii)Often                      (iv)Rarely

4. Do you face following types of common skin ailments in your day to day life?

- (i) Tanning              (ii) Pimples              (iii) Black heads              (iv) White heads              (v) Dark eye circle

5. In above type of skin ailments which particular fruits, vegetables and herbs do you use?

Ailment	Fruits	Vegetable	Herbs
Tanning			
Pimple			
Black heads			
Dark eye circle			
Enlarged pares			
Any other			

6. In which common health ailments you use fruits, vegetables and herbs?

	Fruits	Vegetables	Herbs
(i) Diarrohea/upet stomach			
(ii) Constipation			
(iii) Obesity			
(iv) Underweight			
(v) Any other			

7. Can you manage time for using fruits, vegetable, and herbs for beauty purposes?

- (i) Yes                      (ii) No                      (iii) Often                      (iv) Rarely

8. Do you know which chemical substances act as effective agent (in following fruits, vegetables and herbs)

- (i) Orange
- (ii)Banana
- (iii)Papaya
- (iv)Cucumber
- (v) Potato
- (vi)Tomato
- (vii)Lemon
- (viii)Neem
- (ix)Tulsi
- (x) Aloevera
- (xi)Watermelon
- (xii) Garlic
- (xiii)Turmeric
- (xiv)Chandan
- (xv)Henna
- (xvi)Amla

Why and what is the purpose of using fruits, vegetables and herbs?

9. Do you use those beauty and health product which are mainly based on fruits, vegetables and herbs?  
(i) Yes                      (ii) No                      (iii) Not necessarily
10. Do you think that fruits, vegetables and herbs based cosmetics (face, pack, creams, scrubs etc.) are effective for your skin?  
(i) Yes                      (ii) No
11. While selecting any health and beauty product which factors you prefer the most?  
(i) Brand      (ii) Price      (iii) Quality      (iv) Only two of above      (v) Market sale      (vi) All of above
12. Do you think that beauty products are safe for your skin?  
(i) yes              (ii) No              (iii) Sometimes
13. What do you think eating fruits and vegetables are more effective than directly applying them on your skin?  
(i) Yes              (ii) No
14. Which type of precautions you take for your goods skin and health?  
(i) Avoidance of oily food  
(ii) Avoidance from sun  
(iii) Includes fruits, vegetables and herbs in your diet  
(iv) Uses of cosmetics  
(v) Any other
15. Do you believe in home remedies?  
(i) Yes              (ii) No
16. Which type of fruits, vegetables and herbs based remedies you use?
17. Where did you get that information?  
(i) Newspaper              (ii) Television              (iii) Previously told by elder person of family
18. While selecting any health and beauty product do you ever watch their ingredients?  
(i) Yes              (ii) No              (iii) Rarely
19. Do you know fruits, vegetables, and herbs can be used for losing weight?  
(i) Yes              (ii) No  
    If Yes, how and which fruits and vegetables can be are used for it.
20. Do you know fruits, vegetables and herbs strengthen our immune system?  
(i) Yes              (ii) No  
    If Yes, how and which fruits vegetables and herbs are used for it.
21. Do you know fruits, vegetables and herbs in your diet helps to prevent digestive problems?  
(i) Yes              (ii) No  
    If yes how and which fruits vegetables and herbs are used for it.
22. Do you know herbs can prevent lots of skin ailment?  
(i) Yes              (ii) No  
    If Yes, how and which herbs are used for it

## A STUDY OF NPA POSITION OF COMMERCIAL BANKS IN INDIA

DR. SWATI AGRAWAL\* AND PROF. B.K. SINGH\*\*

### *Declaration*

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *Swati Agrawal and B.K. Singh* the authors of the research paper entitled A STUDY OF NPA POSITION OF COMMERCIAL BANKS IN INDIA declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

### *1 Introduction*

A non-performing asset (NPA) in India represents an advance that has not been serviced, as a result of “past dues” accumulating for 180 days and over. The Mid-Tern Review of Monetary and Credit Policy for 2000-01 proposed to discontinue this concept with effect from March 31, 2001.

A distinction is also made in India between Gross NPAs and Net NPAs. Even after making provisions for advances considered as irrecoverable banks continue to hold such advances in their books. These are termed gross NPAs while provision adjusted NPAs are termed as net NPAs.

NPAs constitute a source of deadweight loss to the commercial banks and thwart downward movement in lending rates. The RBI tightened the classification norms for non-performing assets to move close to international standards, w.e.f. March 31, 2005, the banks have to classify assets as ‘doubtful’ if they remained under the substandard for 12 months (as against 18 months earlier). To help banks overcome the extra provisioning because of the change in classification, the RBI allowed for the phased provisioning i.e. a minimum of 20 percent each year over four years. Under the norms the banks have to provide 10 percent of the loan amount when an asset is in the sub-standard category. However, when an asset becomes doubtful, they have to completely provide for unsecured category for the unsecured part of the loans, banks have to provide 20 percent in the first year, 30% in the second year and 50% in the third year. To facilitate the process, in 2002-03 budget the banks were allowed a deduction in respect of any provision for bad and doubtful debts to the extent of 7.5% of the total income and an amount not

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exceeding 10 percent of the aggregate average advances from made by the rural branches. The banks should make a general provision of a minimum of 0.25% on standard assets in global loan portfolio basis.<sup>1</sup> With a view to moving towards international best practices and to ensure greater transparency it was decided to adopt the 90 days norm from the year ending March 31, 2004.

### *Health Code System*

On 7.11.1985 RBI introduced uniform health code system indicating the quality of individual advances:

Description	Health Code
Satisfactory	1
Irregular	2
Stick: Viable under nursing	3
Stick: Non-viable/sticky	4
Advance recalled	5
Suit file accounts	7
Bad and doubtful debts	8

With the introduction of prudential norms on 27.4.1992 health code based system has ceased to be a subject of supervisory interest.

### *Current norms on NPA*

A non-performing asset (NPA) is a loan or an advance where;

- ◆ Interest and/or installment of principal remain overdue for a period of more than 90 days in respect of a term loan.
- ◆ The account remains ‘out of order’ in respect of an overdraft/cash credit (OD/CC).
- ◆ The bill remains overdue for a period of more than 90 days in the case of bill purchased and discounted.
- ◆ A loan granted for short duration crops will be treated as NPA, if the installment of principal or interest thereon remains due for two crop seasons.
- ◆ A loan granted for long duration crops will be treated as NPA, if the installment of principal or interest thereon remains overdue for one crop season.
- ◆ The outstanding balance remains continuously in excess of the sanctioned limit/drawing power.
- ◆ In cases where the outstanding balance in the principal operating account is less than the sanctioned limit/drawing power, but there are no credits continuously for 90 days as on the date of Balance Sheet or credits are not enough to cover the interest debited during the same period.
- ◆ Any amount due, to the bank under any credit facility is ‘overdue’ if it is not paid on the due date fixed by the bank.
- ◆ Banks should, classify an account as NPA only if the interest charged during any quarter is not serviced fully within 90 days from the end of the quarter.

Assets are of two types standard assets and NPAs. NPA is classified into three categories: Sub-standard assets, Doubtful assets and Loss assets.

*Standard Assets:* The account is not non-performing and does not carry more than normal risk attached to the business.

*Sub-standard Assets:* Which has remained NPA for a period less than or equal to 12 months.

*Doubtful Assets:* This has remained in the sub-standard category for a period of 12 months.

*Loss Assets:* This loss has been identified by the bank or internal or external auditors or the RBI inspection but the amount has not been written off wholly.



This classification is only for the purpose of computing the amount of provision that should be made with respect to bank advances and certainly not for the purpose of presentation of advances in the banks' balance sheet.

Gross NPA is the amount outstanding in the borrowal account, in books of the bank other than the interest which has been recorded and not debited to the borrowal account. Net NPAs is the amount of gross NPAs less (1) interest debited to borrowal and not recovered and not recognized as income and kept in interest suspense (2) amount of provisions held in respect of NPAs and (3) amount of claims received and not appropriated.

#### *Recovery of NPAs*

Asset Reconstruction Companies (ARCs) are organizational unit created to manage and recover illiquid NPAs acquired from banking system. ARCs act as bad banks by isolating NPAs from the balance sheets of banks and facilitate the later to concentrate on normal banking activities. As on February 28, 2005, RBI has issued license to 3 ARCs to be formed in India viz. ASREC(I) Ltd. Floated by UTI, Asset Care Enterprise Ltd. Floated by IFCI and Asset Reconstruction Company (I) Ltd. (Arcil) floated by ICICI, SBI and IDBI. The ARCs needed to have focus on expeditions resolution of NPAs in order to address concerns of the banking system and unlock value in the NPAs.

Through India has not witnessed the level of systemic economic and financial crisis witnessed by Asian countries, the Government of India (GoI) proactively initiated measures in order to address the NPAs levels, and quicken recovery from NPAs through enactment of the Securitization and Reconstruction of Financial Assets (FAs) and Enforcement of Security interest (SARFAESI) Act 2002. The Act paves the way for settling up ARCs and their empowerment. RBI has also issued detailed guidelines and prudential norms for functioning of ARCs. Unlike in other countries where ARCs are government sponsored or government has direct participation in operations of ARCs. In Indian the Government has minimal participation in the Non-Performing Loan (NPL) resolution process. ARCs in India have been set up as non-government vehicles with the support from the banking system rather than debt aggregation and funding support under a government owned/supported model. Thus, ARCs arrange funding on their own.

#### *Trends of NPA in post 1990 period*

We have studied that in pre reform period the profit position of banks was ambiguous and did not show the real position. Banks were calculating income on non-performing assets and were not making any provision for it. The loan assets of banks were divided into 8 health categories (Satisfactory, Irregular, sick-viable/under nursing, Sick Non-viable, Advances Recalled, Suit filed accounts, Deceaded debts, Debts classified by banks as Bad/doubtful). There was no proper regulation for the management of NPAs. So the profits reported by banks in pre-reform period was exposed and converted into loss in post reform period.

In post reform period when new prudential norms were introduced income of banks vanished immediately. Banks were directed to classify their assets into 4 health categories (standard assets, sub-standard assets, doubtful assets and bad assets) instead of 8 health categories. They were also required to make provision for their NPAs. They were also required to write off their bad debts timely after the initiation of prudential norms of asset classification and income recognition the real position of banks was revealed. The prudential norms served the purpose and brought to surface the loss that was building

up and accumulating in the disguise of profit. It resulted into making Indian banks more business oriented and profit focused. The level of gross and net NPAs of banks as a percentage of gross and net advances have declined over the years.

Total amount of NPAs of banks and gross NPAs as percentage of gross advances is presented in Table 1.

TABLE 1 *Gross NPA of SCBs*

Year	Gross NPAs	Year	Gross NPAs	Year	Gross NPAs
1992-93	39253.14 (23.18)	1998-99	58554 (14.60)	04-05	59141 (5.13)
1993-94	41041.33 (24.78)	1999-00	60840 (12.79)	05-06	51946 (3.35)
1994-95	38385.18 (19.45)	00-01	63963 (11.45)	06-07	50632 (2.52)
1995-96	41660.94 (18.01)	01-02	70953 (10.42)	07-08	56668 (2.26)
1996-97	47299 (15.68)	02-03	68780 (8.84)	08-09	68328 (2.25)
1997-98	50815 (14.41)	03-04	64898 (7.19)	09-10	84747 (2.39)

TABLE 1(A) :

Year	Gross NPAs In Rs.(billion)
2010-11	979 (2.3)
2011-12	1420 (2.8)
2012-13	1941 (3.2)
2013-14	2642 (3.8)
2014-15	3229 (4.3)

*Note:* Figures in parenthesis denote gross NPAs as percentage of gross advances.

*Source:* Report related to nature and progress of banking in India, RBI, various issues.

A perusal of the table reveals that NPAs of all commercial banks increased continuously till 2001-02 (except 1994-95). Aftermath when the rules and regulation came into being and was embedded with the working system of banks, positive impact could be noticed. Since 2002-03, there was continuous fall in NPAs. There was slight increase in the amount of NPAs in 2007-08 but there was declined in the NPAs as percentage to gross advances. The declining trend in the NPAs and its percentage of gross advances reveal that the banks have improved their asset quality position and managed their debts properly. Gross NPAs as a percentage of gross advances declined from 23.18% in 1992 to 11.45% in 2000-01. By the year 2004-05 the gross NPAs declined to 5.13% of gross advances. During 2007-08, the gross NPAs declined to 2.26% of gross advances. The year 2009-10 witnessed a relatively sluggish performance of the Indian banking sector. Gross NPAs as ratio to gross advances for SCBs as a whole increased from 2.25% in 2008-09 to 2.39% in 2009-10. This was due to high credit growth wherein asset quality got compromised and this resulted in the creation of non-performing assets for banks in the later years.

The further perusal of Table 1(A) reveals the rising trend of NPAs from 979 billion Rs. in 2010-11 to 3229 billion Rs. in 2014-15. Gross NPAs as ratio to gross advances for SCBs increased from 2.3% in 2010-11 to 4.3% in 2014-15.

#### *Reasons for rising NPAs*

Some of the main reasons for the rise in NPAs can be attributed to lapses on part of officials during pre-sanction process. Due diligence of the borrower is not done in many cases. Many of corporate give poor

economic scenario as the reason for not paying up debts, however forensic audits confirmed that in most of the cases the borrower has transferred funds to a related party or is a willful defaulter. In some high profile cases like Kingfisher, the integrity of promoter is itself in question. Also banks are unable to obtain tangible collateral security during the time of credit enhancement which dilutes the provision of SARFAESI Act as the sales value of the attached security is very less in comparison to the loan amount. Moreover, no forensic audit after the initial sanction is done.

Corporate debt restricting scheme is misused by both corporate and banks. The objective of the scheme was to help debt ridden companies but the corporate often misused it to cajole the banks to lower their interest rates and prolong the repayment dates.

**TABLE 2** *Classification of loan assets of banks*

Year	Standard Assets	Sub-standard Assets	Doubtful Assets	Bad Assets	Total
1997	84.32	4.81	9.00	1.87	100
1998	85.59	4.94	7.70	1.77	100
1999	85.40	4.94	7.81	1.85	100
2000	87.21	4.12	7.08	1.59	100
2001	88.55	3.26	6.76	1.43	100
2002	89.58	3.14	6.05	1.23	100
2003	91.16	2.58	5.11	1.15	100
2004	92.81	2.33	4.02	0.84	100
2005	94.87	1.22	3.27	0.64	100
2006	96.65	0.96	1.94	0.45	100
2007	97.48	1.00	1.21	0.31	100
2008	97.74	1.06	0.98	0.22	100
2009	97.69	1.22	0.89	0.20	100
2010	97.61	1.20	0.94	0.24	100
2011	97.64	0.99	1.12	0.24	100
2012	97.06	1.44	1.27	0.21	100
2013	96.57	1.58	1.63	0.20	100

*Source:* Report related to nature and progress of banking in India, RBI.

In the Table 2 loan assets of all commercial banks is shown and it is divided into four health categories. The table reveals the fact that in post reform period there was stability in banks due to which percentage share of standard assets in total assets had increased. Standard asset which in the year 1997 was 84.32% had gradually increased to 97.74% in the year 2008. In simple words now on per unit of total assets, 97.74 Rs of assets of banks are in good health. Banks are continuously receiving interest on it. This further means that banks had only 2.26 Rs as non-performing assets. The increase in standard assets in post reform period represents praiseworthy achievement for banks. This achievement is commendable when we see that the share of loss assets had really declined in total assets of banks. In the year 2008, on per unit of assets banks had only 0.22 Rs as bad assets. In the same way doubtful assets of banks is only 0.98 Rs on per unit of total assets. From this emerged the fact that NPA position of banks had improved over the years. Doubtful assets and bad assets were 10.87 Rs in the year 1997 which had reduced to 1.2 Rs in the year 2008. The decline in bad assets out of total NPAs of banks indicates a welcoming achievement for banks.

In the recent years there has been rising trend in sub-standard assets and doubtful assets which is not a good sign and may affect the profitability of banks. The doubtful assets have increased from 1.27 Rs. on per unit of assets in 2012 to 1.63 Rs. in 2013. This is a warning signal for banks to take corrective action to overcome the loopholes in NPAs management system.

*Measures*

- A) *Strengthening the pre-sanction process*; It is high time that banks start fortifying their internal and external process. Central Data repository of all corporate borrowers of all banks should be created which will help individual banks to coordinate among themselves and share data to track defaulters. Proper process to check the fixed assets claimed by the borrowers should be there. Surprise visit to the factories will prove to be fruitful. The midway forensic audits of large customers is a way to mitigate loss.
- B) *Planning to be done sector wise*; the sectors like mining, iron and steel, textiles, aviation and infrastructure are the five sectors which constitute major portion of total advances of commercial banks. The concerned sectors should be red flagged. Each loan distributed to industries in these sectors should be monitored continuously.
- C) *Standardisation of third party agencies*; In the process of taking loans the third party agencies such as engineers, financial analysts and other verification agencies play a vital role in verifying the claims of the borrowers and it is often very easy to obtain these certificates. A standardization of these third party vendors through government authorization and subsequent monitoring of these vendors can stop the practice of forgery.

*Conclusion*

We covered trend of NPAs of commercial banks in India, various causes of NPAs and their possible solution which can prevent a loan from converting into NPA. We felt that there is need to create an enabling environment which will foster growth of ARCs and help them to recover the bad assets of banking industry.

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FOOTNOTES

<sup>1</sup>As per the circular issued by RBI on 8<sup>th</sup> November 2005– All scheduled commercial banks are required to increase the general provision on standard advances from 0.25% to 0.40% except for direct advances to agricultural and SME sectors.

## COMMUNICATION –A HEALING PANACEA

SAURABH GUPTA\*

### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Saurabh Gupta* the author of the research paper entitled COMMUNICATION –A HEALING PANACEA declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

### *Abstract*

*The process by which a sender of the message , with the help of a medium , communicates and in return receives a response , is termed to be Communication , but is this all communication is all about , or is there any other physic attached to it , my paper will focus upon one such aspect and that is off healing panacea, and as to how the Communication acts in the role of healing panacea, with the help of my paper the people will be in position to grasp as to how can a simple interaction between the two can be a source giving a healing touch or panacea. In this paper I would also be including the various physic of communication in terms of bridging the gap, spontaneousresponse, so as to make the people more understandable in nature. In short my paper would be giving a different dimension to the functions of Commination, by adopting a practical approach.*

*Key words* :Commucnaition, Healing panacea, the process of commucation,

### *Introduction*

Sunita , a young girl of 25, traveling by a train from Delhi to her town Lucknow, she was talking to her mother who is 65 years of age and is not able to move swiftly ,from one place to another, suddenly Sunita's signal got intrupted , Hello Sunita !what happnedexcalims the mother , but no voice from the other side , the mother got panic and started calling again and agaian , Sunita herself was very anxious , and was calling , but no response . Suddenly seeing such a situation the maid at house gave the phone to the lady , and asked to call. Sunitareveived , the phone , Hello Maa! I am alright ,rest talks saved for

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the while and we will converse as I will reach home. Here in this case the simple maid ,was a healing Panacea , who with her phone not aonly brought the two people conneted , but has proved like a boon for the lady. This was one such example that we can say that where the commucnaiton has played , not only the role of deliverung the information , form one palce to another , but has also proved a panacea. We are born alone, we live alone, and we die alone. This existential truism may be in need of re-evaluation. We are in an age of inter-connectedness. This theme is a major contender for the “new paradigm.” Rather than seeing ourselves as separate units, we realize that our relations with others are as defining of who we are as our individual attributes. Who is it that is born, lives and dies? Perhaps it is a pattern of relationships rather than an isolated entity. But there is something called as communication, which has always been like medicine for all may it be mammals or creatures.

Communication is one such aspect with the help of which a person is in position to heal not only the wounds of itself but also it tries to be a healing panacea, for others. In lieu of this aspect I would like to cite few of the nature of communication at length that goes as under :

1. *Communication is related to human activity:* Communication exchanges are actually directly linked with every single ball of human being lifetime. It is necessary within primary some sort of substantial human being lifetime. Taking pleasure in restful lifetime, acquiring person-to-person interactions, creating a flourishing point out and so on. Aren't probable without having communication exchanges.
2. *Communication involves two or more parties:* At least, two parties are involved in virtually any communication exchange process. This party exactly who communicates information is known as sender and the party exactly who is provided with the info is known as a device.
3. *Communication could be one-way or maybe two-way process:* Communication might take the design involving two-way or maybe one-way process. With two-way communication, the receiver sends his feedback to the sender after receiving the message.
4. *Success of communication depends on a proper understanding of the parties involved:* Powerful communication comes about if your receiver feels your concept you might say your sender posts the idea. If the receiver doesn't deliver his or her reaction to your sender, your sender is not going to fully grasp your receiver's view.
5. *Conversation in organization flows in a variety of styles:* With organization, information flows in a variety of recommendations, for example way upward direction, down way, horizontal way and many others.

Thus we can say that this was something about the aspects of as to why or what the communication does , and how it is a healing panacea , my paper will be focusing also on the aspect of what is Yolo (you Only live once) & Yodo (You only die once , and how these two term would be effecting the physic of communication and terming it as a panacea.

*Objectives :* "To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

*Tony Robbins:* As laid in the definition aspects of this particular which says that we need to realize that we are different from the others or to say from each other , but still one thing that binds us is that of communication , and it is for this reason it is a panacea. The objectives of mine goes as under:

- Communication and its methodology
- Communication as a panacea
- Is the thing a real panacea( Some observation & Experiment)
- The final concept of communication as panacea

“Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are the either the direct result of people failing to communicate and/or processes, which leads to confusion and can cause good plans to fail.” *Pranav Mistry*

Thus with the help of above mentioned objectives we are in a position to cite as to why a particular thing is a panacea , let us discuss each of the aspect at length .

*Communication and its means as a Panacea:* The process by which one person is able to make other



understand , what is his mentality or of what is making or bounding him to great extent , is something called as communication , as we all are aware of the aspects of communication, The moment you see a doctor and you are suffering from pain , you feel an aspect of console that yes there is someone who listens and is ready to heal my thing , now here a lot of thing is being dependent upon the aspect as to how a doctor communicate with the patients and that is what is Panacea all about , my paper is going to focus on this aspect and not only it is with the

doctor , but also with the other parties or with other beurocrates . Communications heals but also, but at the same time it is to be dealt with lot of patience and composure. Communication is a great deal more than just words and their meanings (semantics). Not to dismiss semantics as a vital necessity for clear verbal as well as written communication. To clarify my position on this, let me say it is first necessary to fully define communication itself and discuss its composition, before one can worry about its content.

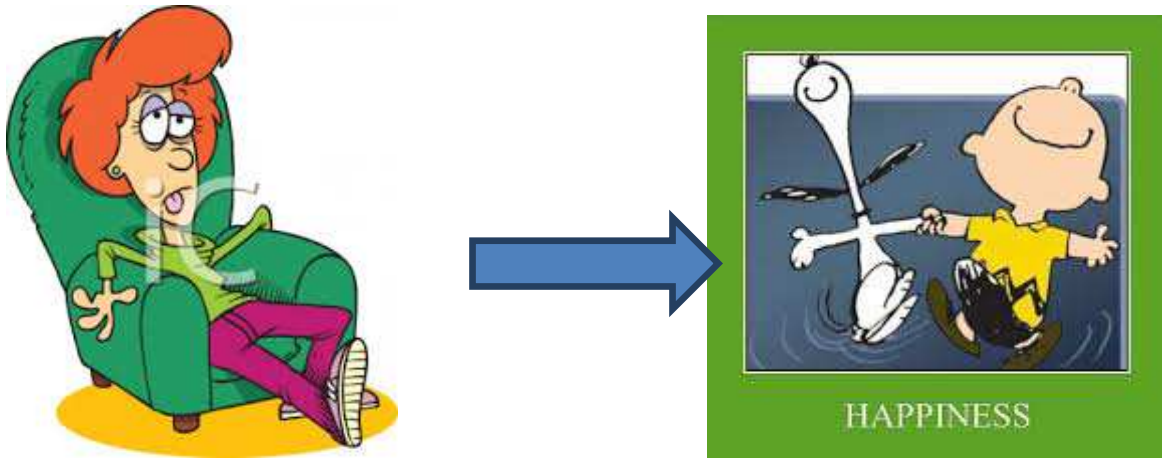
Communication is the relay of information, a message from one entity to another. One could argue that computer terminals do just that. However, until a live person reads the message, no actual communication has occurred. The data has merely been relayed from point A to point B. Data can be conveyed without words. A gesture, a sigh, a wagging tail, an attitude; all convey information from one living entity to another. Our bodies relay data to us all the time, in the form of: hunger, exhaustion, repletion, comfort, warmth, aches, cold, discomfort, and pain. When we receive the communications, we decide whether we need to act or not in order to take care of the body. If we override an important signal, more communication will be forthcoming, until the body's needs are met. This tells us that the body has a certain sentience of its own, quite apart from our intellects and awareness. As there is life force in plant forms, they also sent out messages which you can receive if you are receptive. As has been previously noted, some house plants enjoy music and being talked to. For a complete communication we must have an originator and a recipient who are both sentient and capable of understanding the message. There has to be space between them through which the



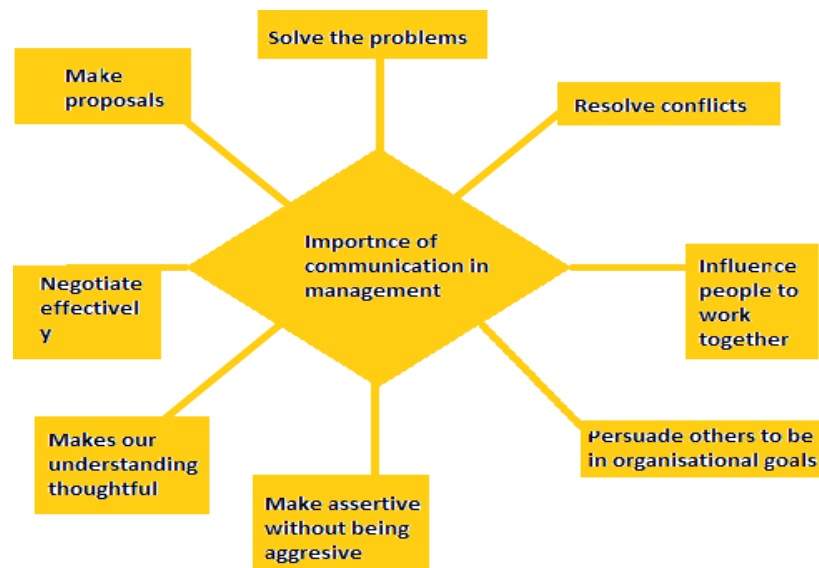
message travels. Absence of space makes communication either unnecessary or impossible. At the high end of the scale, complete understanding renders communication redundant, and at the low end it is too close to be seen, like the proverbial missing sunglasses that are eventually found on top of one's head. Thus it is a panacea , but have to dealt with great care and poise as goes for this picture communication is general aspect here it is totally on the doctor to either make up or break the communication aspect. Let us now have a detailed

look at some of the aspects being discussed as Communication being the real Panacea.

*Communication as a panacea:* This is a proven fact that communication has always been of great importance as I had already told about the nature of communication let us now see as to why or how it has a medicinal value



We often feel very dejected and feel as if someone has to be there for us , in this situation the only thing that can make up for us is that of communication , in this particular paragraph I would be taking some of the aspects of the communication as would try to prove with the help of diagrams or by example as to how it is a panacea , in order to have a complete knowledge of how does the communication serves the purpose of panacea , we ought to have a complete knowledge of the importance aspect of communication that could be shown in the diagram laid below :



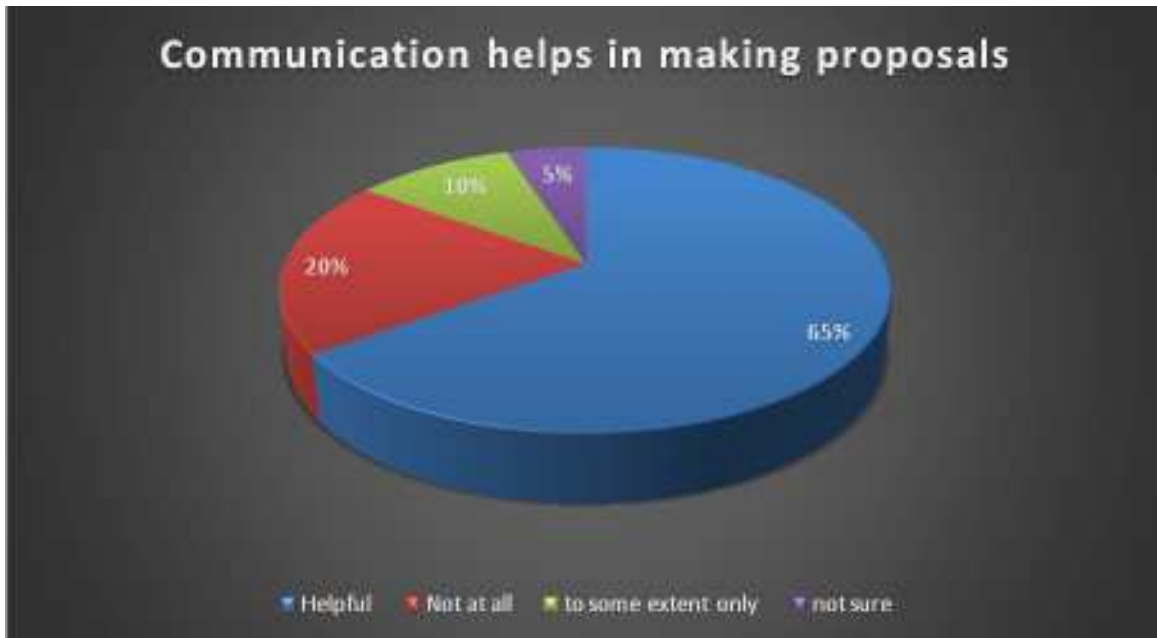
Thus on this very aspect of communication or to be very particular we can say that these are some of the aspects as to why we call the term communication as a legal panacea in general. Let us test these terms or to be particular test these importance as to how they are the real panacea

*Is the thing a real panacea( Some observation & Experiment):*I would now be explaining each and every aspect at length so as to bring the exact aspect of healing touch of communication . I happen to visit a mall & few place of company including the professional institutes and found some really nice thing about usage of communication as making proposals. This could be very well depicted with a help of a pie chart , actually I asked only a single question for each and every aspect of importance of communication and the reliance on to it as a panacea. These are some of the experiments just to test or to tell as to how a communication is a real panacea .In this aspect I happen to visit a company & and institute , and have expressed some of the notions about the term communication as a panacea the name of the company I went was Relience Communication , Near Fun republic &



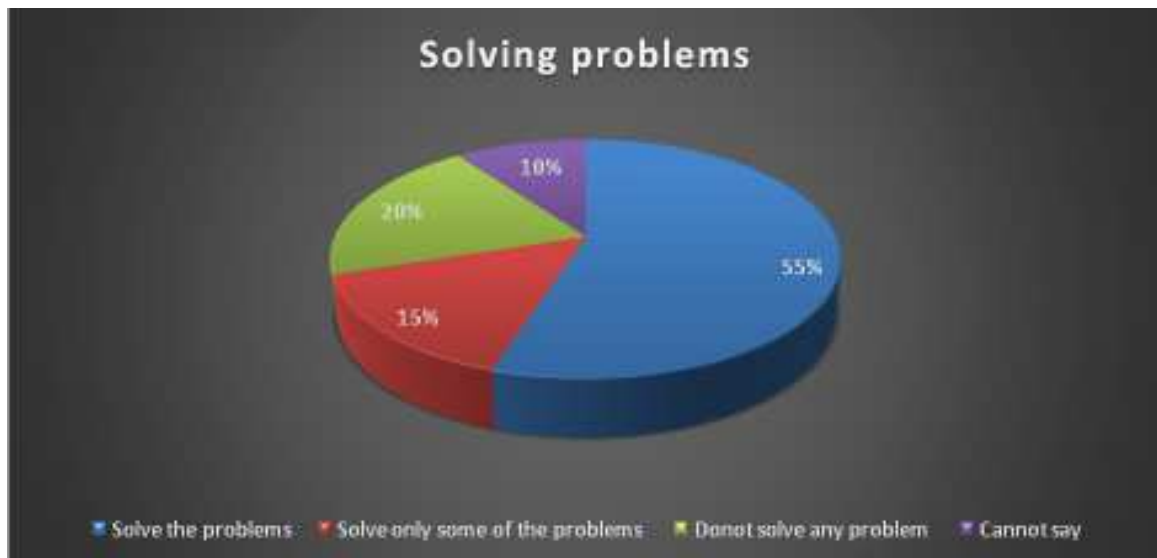
happen to visit a prominent institute of BakshiKatalab Area SR Institute of Technology & management, and is now revealing the same way have travelled to almost each and every 50 companies & 50 institutes of Lucknow region & would be citing the interpretation as under

*Making Proposals:* If we consider this aspect many of the institute and the company were in the favour, but some of them have their different opinion , shown as below



*Interpretation :* It is very clear that in order to make a proposal it eventually act as a panacea, Chairman of many prominent institutes and Head of many of the organization , proclaims upon the aspect of as to why it is a panacea , as because say for instance you go to a person with a concrete proposal , but fail to express or explain , the result will be null , so this aspect makes some sense

*Solve Problems:* Problems of any kind whether the organization or the personal we all are in position to solve it very comfortably by the means of communication . let us now have a look at the statics on this aspect also



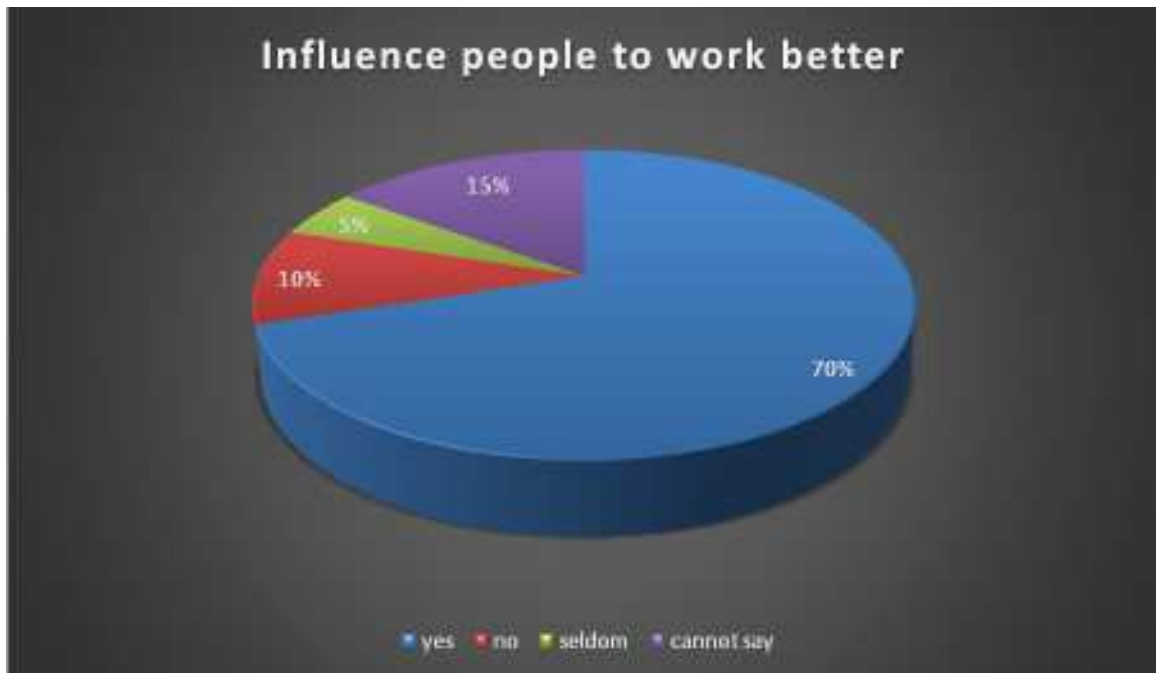
*Interpretation* : Thus we can say and see that 55% of the people are very much in the favor of the aspect as to the fact that communication is the only way to solve a problem thus making an aspect of panacea

*There are almost eight vertices of it and I would be taking the main five aspect only which really correlate with the term called Communication as a panacea*



"You're a pretty good sales rep, except for the nine times you called me 'wallet' instead of 'Walter'."

*Influence the people to work better* : To be very particular in the aspect of communication we can say that really it do influence the people to work better and this could be done and depicted by the aforesaid statics or pie chart



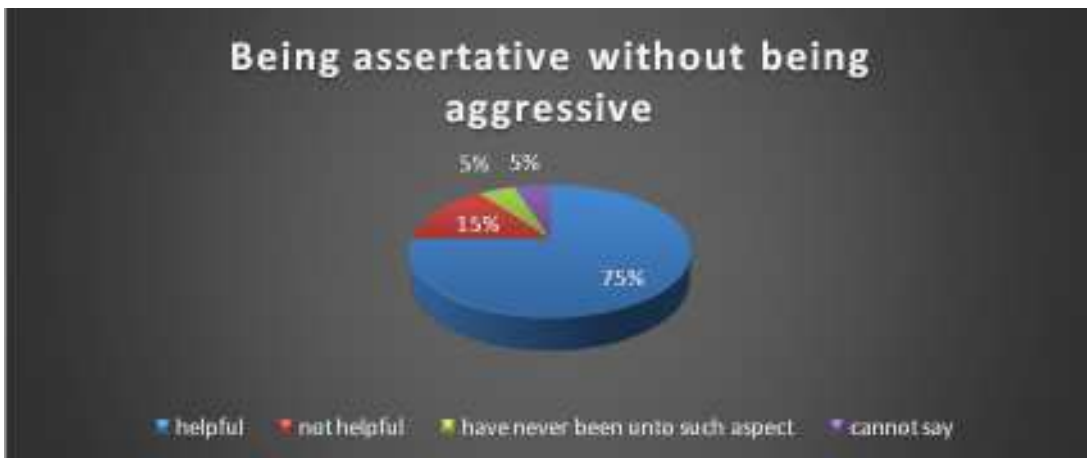
*Interpretation*: thus it is very much clear form the above aspect and that is 70% of the people believe that the aspect of communication is a real panacea for the purpose of influencing others to work for



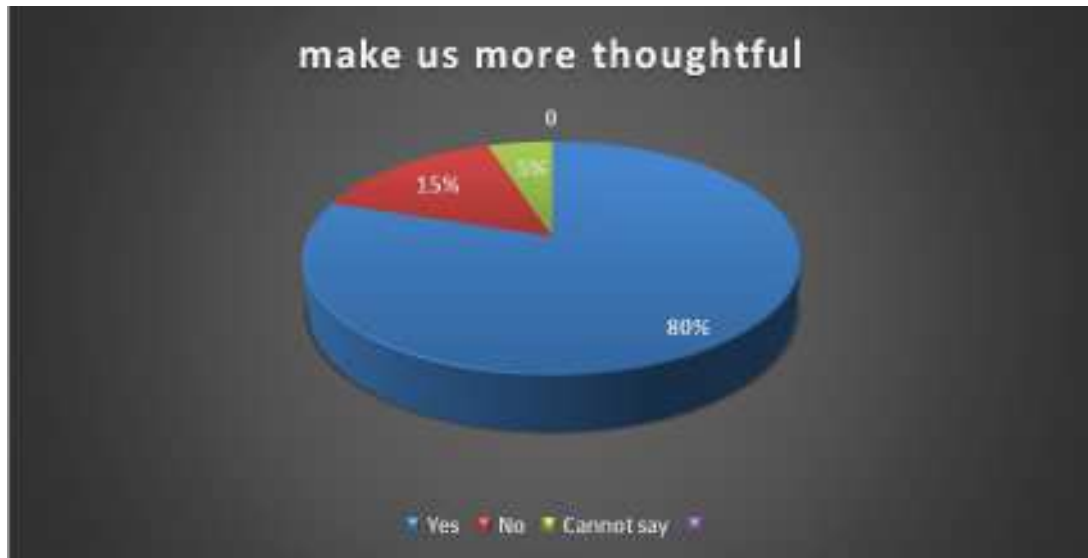
"What if we don't change at all ... and something magical just happens?"

*Make assertive without being aggressive:* The aspect of being communicative has always been linked with that of being aggressive or patient one has to be very particular at it , my research on this aspect shows the following data aggression always being an adverse aspect of communication

*Interpretation :*It is really for sure that aggression has always been of great trauma , many of the chairmen of prominent colleges , and the heads have themselves admitted the fact that if they have to assert on any of the issue they can only be silent via means of communication , or else they are bound to attack, hence the term communication has been a helpful panacea .



*Make our understanding thoughtful:* This aspect of communication has always been of great help to make the vision , mission and the objectives of self along with the company point of view , and I would be citing this aspect via means of pie chart



*Interpretation :* As shown in the pie chart the communication develops the aspect of being thoughtful in nature , we have to be very thoughtful often we come across things like conflict , company lockouts etc and it is true that communication only solve the matters to the best of the ability and thus the term communication has always been of great penecea for us

Therefore these are some of the aspects of communication that I have laid down , and with the help of which we can come on the conclusion aspect of the fact that communication is a panacea, though I have taken the four aspect , but these are the real main ones to prove the efficacy of communication.

*The final concept of communication as panacea:* Communication has always been a sort of help for not only making the selves of the people but also, it is very much like a panacea for the discomforted soul, by this experiment of mine I have deduced many of the points which I would be citing as under

- ◆ Talking about the experiment I found out that people are very much particular about their responses, since my priority was the corporates and the institutes , so happen to visit and constrict my ideas to a minimum level .
- ◆ But the kind of understanding provided by them was really a proving factor upon the aspect of communication as a panacea.
- ◆ 55% of the people are very much in the favor of the aspect as to the fact that communication is the only way to solve a problem thus making an aspect of panacea
- ◆ Influencing the people to work more effectively and to instill the feeling of to be or to become better can be made by communication aspect only and this is the verdict of 70% of the people I have surveyed .
- ◆ 75% of the people believe that if you want to assert on some issues or say want to press upon some of the aspect , it becomes of utmost importance , as the institute chairmen I have survey upon , believe that it is pointless to be angry upon the trivial aspect , or else it is better to communicate and make people do their work , but this is only possible via a means of communication.
- ◆ To become thoughtful and to be more proactive on the issue of business or of personal aspect , it becomes really a boon for people, talking about the people at general , 80% of the people say that their decision making aspect have been of great affluence only due to the aspect of communication only .

- ◆ In short we can say that communication has proved its worth many a times and as a result always have been termed as a panacea



But we always have to cite or remember only one of the aspect in communication , that it is only helpful unless and until we make it and for that we have to understand and be on of those , who are aware of the term communication , which says transmission of message to the person , clear , concise and patiently to make it understandable to all as to make the term a real panacea.

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## EDUCATION AS A DEVICE FOR INCLUSIVE GROWTH

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### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Rajesh Nigam* the author of the research paper entitled EDUCATION AS A DEVICE FOR INCLUSIVE GROWTH declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

### *Abstract*

*Investment In education is required to raise the general living standards of the people. This is possible when education and training make fuller and rational utilization of surplus manpower by providing larger and better job opportunities in both rural and urban areas. These in turn raise incomes and living standards of the people. It is widely recognized that poverty and illiteracy are intrinsically interrelated, and that education is one of the most efficient ways to empower the poor. Access to basic education lies at the heart of development. Lack of educational access, and securely acquired knowledge and skill, is both a part of the definition of poverty, and a means for its diminution. Sustained access to meaningful learning that has value is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality.*

### *Introduction*

Education is defined as the investment of current time and resources for future earning. Human capital is one of the most crucial instruments of development and education plays the most important role in developing human capital at every stage of development. Attempting to achieve economic development in the absence of educational development and progress is like trying to achieve economic development in a vacuum. So, education is an important and basic input required to improve the quality of human resources. Indeed education is the most important factor required to make labour, a productive factor. Labour without education and skill can to be re-graded as human resources. It becomes hindrance to development. Therefore, one of the necessary conditions for development is the improvement in the

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quality of human resources through education. UNICEF's Report on the Status of Disability in India 2000 states that there are around 30 million children in India suffering from some form of disability. The Sixth All-India Educational Survey (NCERT, 1998) reports that of India's 200 million school-aged children (6-14 years), 20 million require special needs education. While the national average for gross enrolment in school is over 90 per cent, less than five per cent of children with disabilities are in school. Government and NGOs are initiating measures to review and plan appropriate strategies for special needs and inclusive education. These measures include evolving policy guidelines, analyzing practices, developing teacher training programmes, and creating resource persons and special teachers by establishing linkages to complement each other. In the past few years, focus on children with disabilities has resulted in greater awareness and increased sensitivity towards these children. The launch of the District Primary Education Programme (DPEP) in 1994 provided further impetus to existing efforts. The Equal Opportunities and Rights of Persons with Disabilities Act 1995 was comprehensive breakthrough legislation that provided for education and economic rehabilitation of people with disabilities. It states that free education for children with disabilities up to the age of 18 years must be provided in an appropriate environment. The government has recently launched the Sarva Shiksha Abhiyan (SSA). This proposes to implement 'universalization of elementary education' (UEE) in a mission mode with a focus on providing quality elementary education to all children in the age group 6-14 years. Inclusive education is an integral component of SSA, and promises to make 'education for all' a reality by 2010.

In India, inclusive education is still developing and presently it is not easy to identify 'good practices'. In this study, good practices were analyzed by using three dimensions: creating inclusive culture; producing inclusive policies; and evolving inclusive practices (Booth et al., 2001). Inclusive culture was analyzed by studying the knowledge, skills and attitudes of teachers, parents and children in accepting children with disabilities. Enrolment policies of the government were examined to identify inclusive policies. Inclusive practices included teacher training programmes showing awareness, and providing guidance in modification of materials, methodology, content and evaluation for the benefit of all children. After independence, the Indian constitution directed the state to ensure provision of basic education to all children up to the age of 14 years. The education of people with disabilities was, however, not explicit in the early constitutional provisions except for guaranteeing similar rights for people with disabilities as other members of society.

The Education Commission of 1966 (Kothari Commission) drew attention to the education of children with disabilities. In 1974, for the first time, the necessity of integrated education was explicitly emphasized under the scheme for Integrated Education for Disabled Children (IEDC). In pursuit of the goal of providing basic education for all, the National Policy on Education (1986) and its follow-up actions have been major landmarks. The World Declaration on Education for All adopted in 1990 gave further boost to the various processes already set in motion in the country. The Rehabilitation Council of 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities. The enactment of the People with Disability Act in 1996 provided legislative support. This act makes it mandatory to provide free education to children with disabilities in an appropriate environment until the age of 18 years. In 1999, the government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. These acts have been instrumental in bringing about a perceptible change improvement in the attitude of government, NGOs and people with disabilities. In recent years, two major initiatives have been launched by the government for achieving the goals universalization of elementary education (UEE): the District Primary Education Programme (DPEP) in 1994 and the Sarva

Shiksha Abhiyan (SSA) in 2002. In India, disability remains a welfare issue and is not seen as a development issue. This is evident from the fact that disability is under the Ministry of Social Justice and Empowerment (formerly the Ministry of Social Welfare) and not under the Ministry of Human Resource Development. Thus, the small budget allocations are spent on paying pensions, providing assistive devices and maintaining institutions for the care of people with disabilities, etc. The central government directs state governments to spend three per cent of poverty alleviation funds on people with disabilities.

The Ministry of Social Justice and Empowerment has set up 11 District Rehabilitation Centres in 10 states – Orissa, Andhra Pradesh, Rajasthan, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana, West Bengal, Madhya Pradesh and Karnataka. A similar scheme called the National Programme for Rehabilitation for Persons with Disability (NPRPD) was launched in 1999. Under the scheme, financial resources are provided to state governments for initiating services at the district level. The government is using community-based rehabilitation as a strategy to scale up basic rehabilitation services, and to create a process for empowering people with disabilities, their families and communities. Each gram panchayat will have two community-based rehabilitation workers-for promoting community-based rehabilitation of people with disabilities, especially prevention, early detection and intervention. Each block will have two multipurpose rehabilitation workers- for providing basic rehabilitation services, and for coordinating activities with other government agencies. There is a District Referral and Training Centre for providing comprehensive rehabilitation services to people with disabilities covering all categories. There is a State Resource Centre to serve as the state-level apex institution for training and human resources development, and providing rehabilitation services including those referred to it from lower levels. It is estimated that there are over 2500 special schools across the country (RCI, 2000). The Ministry of Social Justice and Empowerment supports around 400 schools being run by the voluntary sector. There has been an increase in the number of special schools for the blind and deaf, and in the enrolment of blind and deaf children. In 1994, there were 25 schools for the blind with 1156 children (CABE, 1994); by 1998, there were 200 schools and 15,000 children (MHRD, 1999). Similarly, in 1994 there were 35 schools for the deaf with 1311 children; by 1998, there were 280 schools with 28,000 children (MHRD, 1999). Despite such efforts, many children with disabilities are still denied access to education. It is believed that not more than 2-3 cent of children with disabilities have access to education (Draft National Policy on Special Education, 2002). The Rehabilitation Council of India estimates that 30 million disabled children are in need of education; it aims to educate 10 per cent of all disabled children by 2020. The National Institute of Open Schooling is promoting inclusive education by registering children with disabilities through accredited institutions, accredited vocational institutions, special accredited institutions for the education of disadvantaged and open basic education. Some disabled learners may prefer to stay at home or study at their working places. Open schooling can reach a range of people in a range of circumstances. Learning materials, audio-visual cassettes or working kits can reach the doorsteps of disabled learners. It can hence be summed up that Future government policy should deal specifically with the question of equity. One way to achieve this is by fulfilling the educational needs of disadvantaged children. This shift in policy would require additional training facilities and governmental support for infrastructure development. Local government can be drawn on initially. According to National Human Development Report 2001, “The process of education and attainments thereof has an impact on all aspects of life. It captures capability of acquiring knowledge, communication and participation in community life. It alters an individual’s and even community’s collective perceptions, goals and well as the ability and the means to attain them. The level and spread of education has not only been an important precondition for sustained economic growth, both in the developed and developing

countries, but it has also played a critical facilitative role in the demographic, social and political transition of these societies.

Investment in education is required to raise the general living standards of the people. This is possible when education and training make fuller and rational utilization of surplus manpower by providing larger and better job opportunities in both rural and urban areas. These in turn raise incomes and living standards of the people.

- Education has positive effects on health and nutrition because it equips people with the knowledge and means to choose healthier diets, behaviours and life styles. Parents education, particularly of women, play a significant role in containing, fertility rates, improving children's health, education, nutrition status and household sanitary conditions. It has shown remarkable performance in the reduction of infant and maternal mortality and fertility in countries like Costa Rica, Cuba, Sri Lanka and in the Kerala state of India, even at comparatively lower growth rates.
- Experience suggests that no country undergoes a structural transformation without raising basic education levels. Educated farmers, artisans and agricultural labourers are more likely to adopt new technologies, use new types of tools, machines and other inputs to increase their incomes. Good education provides every man three basic features : ability of thinking or understanding, better ways of doing work and ideas of man.
- Expansion of opportunities with their equal distribution is essential to enlarge capabilities. Opportunities can be of many kinds but are broadly classified into three types - economic, social and political. Education helps in the expansion of all opportunities.
- Educated people contribute to research, to innovate and to devise new and better forms of production. They help to bring out the variation in quantity, quality and variety of products which help in creating high employment opportunities.
- Without basic literacy and numeracy people's ability to adopt to changing production methods and technologies is severely constrained. Education makes human lives worthwhile through broadening one's horizon of thought and experience. Expansion of education can have influences that go much beyond the immediate personal effects. Through various interconnections, education can be of great strategic importance in the process of economic development.
- Educated sector provides employment to a substantial percentage of the population, besides creating demand for material equipment which in turn creates investment and employment in other sectors of the economy. The crucial role of education is also experienced in creating a set of educated consumers, in whose absence increased production of goods and services would remain unsold and unutilized.
- Another often mentioned wider effect of education is that of having a more, informed body of consumers and a literate electorate, leading to democratic government.
- It is widely accepted that the process of education begins at birth and continues throughout life. The only thing that changes is the nature of education. It continues to be an important instrument of increasing productivity of labour, increasing an important source of growth and bringing about rich dividends to the individuals as also to the society as a whole.

#### *How Education Can Lead to Inclusive Growth*

Inclusive growth is, however, not new, though it seems to be a new concept. The Oxford Dictionary defines inclusive growth as growth that "does not exclude any section of society", It is akin to the development strategies such as "growth with equity", "growth with distribution", "growth with a human face", "pro-poor growth", etc., suggested by many, starting with Dadabhai Naoroji in the beginning of

the 20 century, and attempted at one point of time or the other by many countries during the last 50 years. Thus, inclusive growth has become the new mantra of development. After pursuing a policy of vigorous growth ever since the introduction of economic reform policies in the country, as it was believed that there cannot be inclusive growth without growth itself (Ministry of Finance, 2007) India has adopted, as recommended by the World Bank (2006), a development strategy of inclusive growth and set ‘faster and more inclusive growth’ as the focus at Eleventh Five Year Plan (2007-12). The new mantra is now at the heart of mainstream development economics (Au, 2007). Inclusive growth is expected, like the above mentioned earlier development strategies to focus on the poor, the marginalized, the neglected, the disadvantaged and deprived sections of the society and the backward regions of the country. An added dimension of the new development strategy also includes linking growth to the quality of basic services like education and health care. As the World Bank (2006) described it, inclusive growth is “the only sure means for connecting the deeply ingrained regional imbalances, inequities and for consolidating economic gains”, as inclusive growth is the growth “with emphasis not only on the distribution of economic gains but also on the security, vulnerability, empowerment, and sense of full participation that people may enjoy in social life”. It is widely recognized that poverty and illiteracy are intrinsically interrelated, and that education is one of the most efficient ways to empower the poor. Historically, education, for most of the population in India, took place through social cultivation. Family, community and the whole society played important roles in educating the masses. The school, as a specialized agency for education, was available only for a small number of people and just in recent centuries. Currently, the broad sense of education includes both formal schooling and the non-formal learning forms. With the widespread popularity of notions such as lifelong education, education for all and the learning society, the value of non-formal learning has been reemphasized. Functional literacy, as a new concept and idea, has strongly challenged the traditional way of literacy/education and has brought great changes in both school education and non-formal adult education. Functional literacy and education emphasize the all-round development of basic skills and the effective use of these skills in individual development and societal improvement. The objective of functional literacy and education is to conduct training for people who will undertake various social and economic tasks in order to reach the goal of reducing poverty and improving the quality of life. The concept of poverty is complicated, for people measure it in different ways. Thus absolute poverty seems to refer to the inability of an individual or a family to maintain minimum living conditions, while relative poverty seems to refer to a living condition below the average that just barely satisfies basic needs.

Some of the aspects that need to be thought upon to make education functional are:

*Needs analysis of the learners and the relevance of learning content;* Most learners have clear goals to achieve as a result of their studies. These goals are usually related to their practical needs. They may serve as both motivations for and barriers to learning. How to make these goals positive in the learning process in order to lead learners to a higher stage of satisfaction is a crucial issue in functional literacy education. Schooling is not the only way for education. Learning may happen at any place and at any age. For children, unconscious learning is important, and for adults personal choice and meaningfulness are major factors. People, especially adults, have their own judgment of the value of education. For many of them, the most memorable and valuable learning may not happen in school, but in other situations. Well-planned, various non-formal educational activities are the major channels for them to enrich their learning experience. Well-planned learning activities and individual choice sound contradictory, but compose the two parts of one issue that leads to the effectiveness of learning. They are not something to be omitted, but have to be combined. Relevance of the learning content to the practical needs and the everyday lives of learners is one of the most important factors in adult learning. Functional literacy should be geared to the empowerment of learners. Adult learners have accumulated rich experiences and will bring these experiences to bear in their further studies. These are the motivational factors and the valuable resources in functional literacy education.

*Making education as human right;* UNESCO’s first progress report since the 2000 World Education Forum reveals that more than 70 countries will not be able to attain the goals set at Dakar for 2015, which include acceptable primary



schooling for all children, eliminating gender disparities in school, and cutting adult illiteracy by fifty percent. The most negative outlook is for the sub-Saharan African countries, but other critical countries include India, Pakistan, Bangladesh, the Arab states and China. And those who are closer to reaching the targets will only be able to do so with significant foreign aid. All this in the face of declining bilateral and multilateral aid for education. Although basic education is a human right formally recognized over 50 years ago by the Universal Declaration of Human Rights, and despite repeated and solemn declarations of the universality of human rights, in reality education is still not globally acknowledged as a right, as it is denied to a large proportion of humanity. But the promotion of education should not be seen only in terms of advocating human rights. Education is a powerful tool for reducing poverty and inequality, improving health and social well-being, and laying the basis for sustained economic growth and democracy. That is why education has been included as one of the eight, objectives of the Millennium Development Goals, setting the year 2015 as the deadline for achieving full primary schooling for children everywhere.

*Making education accessible;* Access to basic education lies at the heart of development. Lack of educational access, and securely acquired knowledge and skill, is both a part of the definition of poverty, and a means for its diminution. Sustained access to meaningful learning that has value is critical to long term improvements in productivity, the reduction of inter generational cycles of poverty; demographic transition, preventive health care, the empowerment of women, and reductions in inequality.

*Incentive Schemes to attract enrolments in education;* One way of getting Scheduled Caste and Scheduled Tribe students into school is through the provision of various incentives. Incentives can be categorized in a variety of ways -they can be tangible or intangible, financial or non-financial, direct or indirect. The four major categories are:

1. *Financial Interventions:* cash transfers directly to a family/child or in a bank (to access later); scholarships/stipends; provision of textbooks, stationery and uniforms; school vouchers and transport assistance (bus passes/cycles).
2. *Provision of Mid-Day Meals* and other health related interventions: provision of free meals, food distribution to families, provision of Iron and Vitamin A tablets, inoculation and vaccination, separate sanitation facilities and provision of water.
3. *Social Welfare Intervention:* provision of hostels and interventions for children with special needs.
4. *Additional Incentives* aimed at qualitative improvements: improving infrastructure, provision of quality teaching-learning, introduction of computers, sports facilities and remedial teaching, bridge courses, and appointment of parateachers.

The absence of a comprehensive research agenda precludes evidence- based policy making that could radically alter the educational futures of India. In conclusion, we therefore identify a few critical areas for further research:

*Comparative research between states:* Compare systems of administration for backward and poor population; compare the impacts of segregated versus integrated schools for students; explore innovative government policies to understand their effectiveness and to help develop a set of best practices.

*Teacher professionalism:* Studies of teacher education programmes are needed to see the types of attitudes and messages which are taught to new and in service teachers; student teachers and their backgrounds should be researched in order to identify their perspectives on marginalized groups, and especially Scheduled Castes and Scheduled Tribes; research should be carried out with teacher unions in order to examine their perspectives on Scheduled Caste and Scheduled Tribe education; in addition, research should be carried out with the teaching workforce, looking at their social backgrounds and attitudes, and identifying factors that lead to progressive attitudes among teachers.

*Qualitative and ethnographic research on school culture:* This should include leadership and management studies, classroom climate, community attitudes towards SC and ST children, etc.

*Research that involves Backwardness Caste and Backward Tribe communities and parents:* For example, to assess the problems related to meaningful learning and effective transition from one grade to the next, and to develop a better understanding of the impacts of the existing school curriculum on SC and ST children.

### *Conclusion*

There is a dire need of creating a knowledge society through all its constitution and endeavors for the effective empowerment and enrichment of the people of India who would be instrumental in bringing about associated transformation. A society, that is committed to innovation and learning and has the capacity to create, absorb, disseminate and use knowledge for the generation of human wealth and quantitative enrichment of the society. Only then we can succeed to develop the knowledge economy; an economy which revolves around creating; sharing and using knowledge and information to create wealth and improved quality of life.

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## GOBALIZATION: BENEFITS AND PITFALLS

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### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *ShrutiVig* the author of the research paper entitled GOBALIZATION: BENEFITS AND PITFALLS declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

### *Abstract*

*Globalization is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture. It has narrowed the world by bringing people of all nations closer. This interaction influences not only trade, political structure, financial growth and employment but effects the environment as a whole. Its benefits are extended market, better access to technology, economic prosperity, employment opportunities, trade liberalization, improvement in quality and extent of education, cooperation and synergy in efforts of nations and organizations, competition and innovations but it also responsible for pity condition of farmers, recession and loss of jobs, extinction of species, pollution and depletion of natural resources, brain drain, social and income disparities, stress, crime, competition to local and small scale industries etc.. The paper also discusses the strategies to overcome the pitfalls of globalization.*

Gone are the days when education could last a for a lifetime, computers were used in big business houses and centres of national importance, burgers pizzas and pastas were food for the elites, mobile phones and branded clothes were used by few and only Fiat and Ambassador cars were seen on roads. This is because these products are no longer produced solely by rich and developed countries, but in other countries too with lower labor costs. We have a wide range and choice of goods and services at our disposal today. We are exposed to and have access to new markets, new technology, brands, facilities etc. Our lifestyle has been transformed. All this has been made possible through globalization. The present era is said to be an age of globalization.

The term globalization is derived from the word globalize, which means to involve , effect the entire world or to make worldwide.<sup>1</sup> It is a broad term and has been defined as “the growing interconnectedness

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of all aspects of society”ie: economical, sociological, political, cultural and environmental.<sup>2</sup> Globalization can be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.<sup>3</sup> Globalization thus is a process of international integration which involves interchange and sharing of world views, products, ideas, technology, and culture. Globalization can be seen as interconnectedness of nations and regions in economic domain, in particular, trade, financial flows and multinational corporations. On the other hand it refers that the world is getting smaller as well as bigger, world becomes smaller in terms of communication networks and lowering, trade barriers. However, the world gets bigger in terms of boundary-less markets. <sup>4</sup> Globalization is the process of world shrinkage, of distances getting shorter, things moving closer. It pertains to the increasing ease with which somebody on one side of the world can interact, to mutual benefit, with somebody on the other side of the world.<sup>5</sup>

From the above mentioned definitions it is understood that globalization transforms different countries into global market. It is a process where goods, services, capital, labour, ideas, beliefs, traditions, culture, technology, information and knowledge are traded or shared (directly or indirectly) across national borders which leads to increased interconnectedness among the world’s populations, economically, politically, socially and culturally. Globalization is interaction and integration among different groups of people, organizations and governments of different nations. It has narrowed the world by bringing people of all nations closer. This interaction influences not only trade, political structure, financial growth, health, culture, education, and employment but effects the environment as a whole i.e. it effects almost every aspect of human life.

Globalization is not a new phenomenon. Humans and nations have interacted over long distances for thousands of years through voyages, discovering new places, establishing their colonies, indulging into wars and doing trade, which lead to spread of philosophy, religion, ideas, language, culture, products and ideas. Development of new means of transportation and telecommunications in the early 19th century which compressed time and space, allowed rapid global interchange. Steamships reduced the cost of international transport, rail and road transport made inland transport cheaper and airlines made transportation even faster. The advent of telegraph, courier services and electronic communications, most notably mobile phones, internet and the satellites, connected billions of people. Industrial revolution, standardization, economies of large scale production, rapid population growth that created sustained demand for commodities, advances in technology, communication and transportation, interdependence of countries for trade and resources and liberalization gave birth and impetus to globalization. <sup>6,7,8,9</sup>

The 44 countries at the Bretton Woods Conference in 1944 agreed to build a framework for economic cooperation to avoid the situation like Great Depression of the 1930’s. It laid down the framework for international monetary policy, commerce and finance, and the founding of several international institutions with an intention to facilitate economic growth, simplify and lower trade barriers. International Monetary Fund (IMF) was established in 1945 to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment, economic growth and reduce poverty around the world. At present its members consist of 188 countries. General Agreement on Tariff and Trade (GATT) (1948), led to series of agreements to remove trade restrictions. World Trade Organization (WTO) (1995), provided a framework for negotiating and formalizing trade agreements and a dispute resolution process. WTO currently has 159 members. Subsequent liberalisation in many parts of the world resulted in a significant expansion of global interconnectedness.

In last few decades world has witnessed rapid and drastic changes as a result of globalization. The consequences of globalization are being experienced even by the smallest communities and the most secluded minorities of the world, irrespective of the nation being a developed, developing or an

underdeveloped one. Impact of globalization can be witnessed on the life and work of people, on societies, employment, working conditions, income, safety, culture, political structure, dominance and say of a nation. Globalization has made societies richer through trade and employment opportunities. It has given boost to technological innovations around the world. Globalization has led to free trade and free movement of people, thereby resulting in intense economic competition among nations, dissemination of advanced management practices and technology, newer forms of work organization and thus has created new potentials for development and wealth creation. But there are many who perceive globalization as a degrading element and threat to environment, culture and poor societies.

The pros and cons of globalization have been debated frequently which has resulted in divergent views regarding its economic, political, social, cultural and environmental impact. However, before drawing conclusions regarding the effects of globalization on the economy it is necessary to ponder over the benefits and drawbacks of globalization on a larger scale.

### *Benefits Of Globalization*

Globalization has ushered a new era in the economic prosperity as it has opened up vast channels of development and wealth creation. Few benefits of globalization are enumerated below to give better understanding about its role.

- 1) *Free trade and extended market*; The communication and transportation facilities, organizations like WTO, GATT and trade liberalization has given boost to free trade and has made world a smaller place. Free trade allows investors to invest in developing countries. It has increased capital liquidity. Corporations enjoy greater flexibility by operating in other countries by forming joint ventures, through multinational or transnational companies, chains, franchises etc. Consumers have better access to markets, and to products of various countries and brands. Producers too have access to worldwide market to sell their products, leaving behind the hindrances of time and place.
- 2) *Availability of wide range of products*; From food to clothes, from automobiles to mobile phones, from health care to education, consumers have wide range to choose from. Almost everything is available online and due to competition, consumers enjoy bargaining power too. Services of various kinds at competitive prices are available at the door step of consumers.
- 3) *Access and impetus to technology and innovations*; Globalization has led to collaborations and better relations between nations and corporations which has made access to technology faster and easier. Flow of information from one part of the globe to another and even to the remote locations through satellites, wireless communication or through internet has been possible through transfer of technology. Advancement and innovations in the field of medicine, agriculture, animal husbandry, monitoring climatic changes, security, education etc. has been made possible through integration of technology. Capacity to communicate globally and instant access to information from anywhere in the world allows vital information to be shared between individuals and corporations around the world. There is more influx of information between two countries. Developments in scientific and medical fields can be shared amongst countries and are used for the benefit of all.
- 4) *Economic prosperity*; Trade, capital market liberalization and employment opportunities have helped nations to improve their economic condition and augmented the process of development and wealth creation. Globalization has played significant role in increasing gross domestic product, exports and national income. It has helped nations to earn foreign currency, improve balance of trade and payments etc.
- 5) *Employment opportunities and free movement of labour*; Increase in trade and commerce has led in the establishment of large number of industries, service providers, MNC's, call centres, educational



set ups etc. which has open new avenues for employment. *Labour can move more freely from one country to another.* A nation that is facing shortage of engineers or cheap labour can import them from another country. Free movement of labour works in the other direction too. If a country has too few jobs but too many workers, people can easily move to other countries in which the job market is better.

- 6) *Improvement in quality and extent of education;* In this era of globalization and technological revolution it has become necessary for developing countries to prepare their societies and governments to be competitive. Globalization has increased the demand for skilled and educated workers. To meet these demands, new technical and vocational courses have been started to prepare the young generation for the world of work. Also education has been made accessible to secluded areas and groups through open and distance learning systems, which has been possible with the use of ICT. *People have greater and easy access for skill development courses, vocational training, and educational opportunities have become abundant and widespread due to globalization.*
- 7) *Increase in investment opportunities and financial aid;* Presence of free trade, liberalization, worldwide market and increase in demand for goods and services has given rise to investment opportunities in various companies. This also improves cash inflow and foreign exchange reserves. It has paved way for external financial opportunities to the borrowers. Countries in need can borrow money from international monetary fund. It also provides poor countries, through infusions of foreign capital and technology, with the chance to develop economically. Access to international aid and support with regard to strategies, technology or finance is also made available easily to member countries.
- 8) *Cooperation and synergy in efforts;* Globalization has developed a feeling of working together for the benefit of world. Since corporations and governments share financial interests and a situation at one place affects the other too (eg. Pollution, recession) so they try to sort out various problems together. Organizations, policies, programs are formed to collaborate the efforts of nations towards issues whose effects are worldwide like global warming, terrorism, extinction of species, poverty eradication, natural calamities, emissions, depletion of natural resources, etc.
- 9) *Augment in manufacturing sector and competition;* Globalization has given boost to manufacturing and service sector leading to tremendous competition. Competition fosters production of quality products, innovations and demand for skilled labour. *Competition between countries drives prices down and makes market an open place to excel with skills and quality.*
- 10) *Better understanding towards cultural diversity;* The social network of people has widened and people are able to respect and understand each other's culture, traditions and customs irrespective of how geographically distant they are. Trade, employment, information technology and tourism has opened people to cultural products like art, entertainment, and education, and has led to better understanding of foreign values and attitudes. We have become socially open and tolerant towards each other's culture and way of life.
- 11) *Promotion to travel and tourism industry;* Globalization by improving economic condition of people and countries, enabling free movement of labour and by intermingling cultures has promoted travel and tourism industry. Ease in travel regulations are also a result of globalization.
- 12) *Contributes to world peace;* Countries, governments and corporations have interdependence in financial matters. A situation in one country affects other's too. Such interdependence and cooperation reduces risk of conflicts, invasions and wars. Globalization creates atmosphere of harmony and cooperation because bad business ethics, wars and conflicts are bad for business and environment as a whole.
- 13) *Poverty alleviation;* Globalization helps out poorer nations by bringing them business and by creating jobs. A report by the world bank stated that poverty in India and Indonesia was cut in half because of

globalization. The report also said that people in poorer nations are living longer and better because they were making more money.<sup>10</sup> Globalization by augmenting industrial and service sector has lowered poverty.

- 14) *Specialization and economies of large scale production*; Increased purchasing power, improved economic condition, technology and desire for better life style has led to increase in demand for goods and services thus allowing for specialization and economies of large scale production. Nations and economies can specialize in goods they are best at and thus produce higher quality goods at better prices. Large scale production lowers cost of production and thus makes product competitive in market.

### *Pitfalls Of Globalization*

Globalization has obvious advantages like free trade, industrialization, technological developments etc. but most of them have adverse effects too on economies. Few pitfalls need to be considered which are as follows.

- 1) *Responsible for the pity condition of farmers* : Invent of new commercial varieties of seeds has affected the local farmers. Farmers have been left with no choice but to either sell their produce at low cost or migrate to urban areas and opt for some other occupation. The area under agriculture is rapidly being transformed into concrete plantations. Land requirement for establish industries, build roads, malls and colonies, badly affects the land under agriculture. Poor farmers don't have access to newer techniques and marketing strategies. They are exploited by money lenders too. They sell their lands at poor prices to industrialists with no choice left to their rescue.
- 2) *Recession and loss of jobs* : Want and availability of cheap labour has led to loss of jobs in developed nations. Companies outsource work to developing countries as cost of labour is less which, add to their profits. There is huge pressure on the working individuals whose job is always at risk of being outsourced to cheap labour. With the advances in technology, computerization and automation of work, which was earlier done manually , more unemployment has taken place.
- 3) *Extinction of species* : Globalization has led to an increase in the consumption of products, which has impacted the ecological cycle. Globalization has affected wild life, flora and fauna by pushing them towards extinction. Global trade, increase in income and population growth has led to arising demands which requires enhanced production, building of roads, dams, mines, power plants and industries. Corporations require places and vast lands for the same which causes loss of wild life and species of plants. Also huge demand for leather and herbal products have further exaggerated the problem and made these species endangered. Development of ecotourism based industries and cut-throat competition has also added to the problem.
- 4) *Pollution and deforestation* : Earlier, people used to consume products which were locally produced, but with globalization, countries import products from foreign countries. The transportation of these products has led to an increase in air and noise pollution. Increase in vehicles and transportation, use of machines, industrial work and deforestation, burning of fossil fuels, causes pollution which leads to global warming and changes in the climate. The consequences of global warming are devastating causing not only changes in temperature but also melting of glaciers, changes in rainfall, rise in sea level and depletion of ozone layer. Cross-boundary water and air pollution, and over-fishing of the ocean are also connected with globalization.<sup>11</sup>

In the absence of strict regulatory rules regarding pollutants, corporations freely operate in countries without arranging for proper disposal or treatment of emissions. Emission of various chemicals,

toxic gases like carbon-di-oxide, methane and polluted water etc. alter the genetic makeup of the plants, animals and humans living in that area. These chemicals result in serious diseases which are difficult to treat. Cancer, paralysis, cerebral palsy, physical weakness, poor mental development, jaundice, parasites and mosquitoes threaten our lives. Globalization got a boost with the advent of plastic which is a non-biodegradable product. Use of plastic revolutionized the packaging industry. It causes serious damage to all the natural resources including air, water and soil. Plastic causes land pollution which makes soil unfertile and barren.

The governments purchase and develop nuclear weapons to empower nations with arms and ammunitions. Testing of these weapons results in total damage of the area both in terms of flora and fauna. As we know natives of Hiroshima and Nagasaki are still facing the after effects of nuclear blasts of 1945. Nuclear substances directly affect the genes of the organisms and cause various diseases and abnormalities. Globalization gives boost to industries and infrastructure which requires vast and cheap lands. This requirement leads to deforestation which causes soil erosion, floods, and changes in climate, thus causing natural calamities.

- 5) *Depletion of natural resources* : Advancement in trade and commerce leads to exploitation of natural resources. Industrial houses do not comply to the ethical arm and do not bother to save or use them in an economical way. Extensive use in industrial houses is causing depletion of natural resources both renewable and non-renewable.
- 6) *Brain drain* : Free movement of labor also has a dark side. Better prospects, strong economy and political dominance has attracted doctors, engineers etc. from developing and underdeveloped countries which has led to brain drain. Countries suffering with dearth of job opportunities find it difficult to encourage workers to stay in their countries.
- 7) *Extensive Use of toxic chemicals and pesticides* : Globalization by overcoming the barriers of time and place, has increased the demand for perishable food items. Food items are produced using chemicals and pesticides to enhance production and are processed with preservatives so that they can be sent to various geographical areas. Intake of such chemicals causes serious health problems. Various pesticides, chemicals and particulates are thrown in the water body which causes blindness, cancer, paralysis and if consumed by pregnant women then it results in abnormality in child or leads to diseases like spina bifida or teratogenesis.<sup>12</sup>
- 8) *Social and income disparities* : Some economies benefit from globalization, while others get exploited. Globalization has widened the gap between the rich and the poor communities and also between the nations. It has caused regional disparities, insecurities and shift of manpower from less developed to more developed economies. Certain parties are dominant eg. Western countries, multinational corporations, while others are subordinate eg. underdeveloped economies, small scale industries, women, poor.
- 9) *Stress, strain and crime* : Cut throat competition, fear of loss of job, income inequalities, sufferings to the poor, health problems and attraction towards rich and modern lifestyle has caused hypertension, corruption and crime. Growing demands have made people to adopt unfair practices to grow rich in less time.
- 10) *Competition to local and small scale industries* : Local and small scale industries of underdeveloped and developing countries usually lack new technology, capital, vision and marketing techniques which makes them unable to sustain cut throat competition. Big industrial houses enjoy economies of large scale production, new technology and marketing techniques and so they have better share and control over market.
- 11) *Exploitation of labour* : Due to huge demand for work force, globalization has led to exploitation of the same. Problem of human trafficking and child labour has increased. Also labours work under

inhumane and poor working conditions as safety standards are ignored to keep the costs at minimum level.

- 12) *Spread of communicable diseases* : As movement of people to other cities and countries has become easy and frequent due to job and tourism, risk of diseases being transported has also increased. Human, animal and plant diseases spread more quickly through trade and travel. The wild-life and human contact is becoming the source of various new diseases; one of the biggest e.g. is of HIV, swine flu and outbreaks of Mycobacterium tuberculosis.<sup>12</sup>
- 13) *Dominance of few and fear of war* : Different groups and organizations try to influence politics, policies and corporations to shape globalization for self-benefit. Developed countries use their power and thus dominate and influence political or business decisions. Countries in lure of having hold on resources indulge in Top of Form civil or open war. Most countries support globalization just to stay in power and enjoy its fruits.<sup>13</sup> Many countries also dislike the dictates of international organizations like IMF, World bank, Organization for Economic Cooperation and Development (OECD), United Nations (UN) and Association for Southeast Asian Nations (ASEAN). They criticize the fact that fewer people decide what happens to everyone even if they don't represent the people they're acting for.<sup>14</sup>
- 14) *Downside of financial interdependence* : Globalization can lead to financial problems. Local businesses in developing nations can go bankrupt as huge corporations in developed nations can dominate the economy of their country. Under globalization stock markets become interconnected and so financial crisis in one country, or a group of countries can affect the world at large.
- 15) *Tax Evasion* : Companies trade with countries that they are not based in. This allows them to enjoy certain loopholes in taxation as they hide money in places like Luxembourg, Switzerland, Ireland and Hong Kong and evade taxes. Since countries have little control over foreign companies, they lose billions of foreign currency. So the governments are forced to raise revenue and cover up the deficits. They levy taxes on consumer goods and products. The consumer is then exploited by increased taxes. Thus globalization makes illegal and malpractices easier as large scale corporations are set up in different countries.
- 16) *Cultural loss* : Culture and lifestyle of dominant economies influence cultural development of other countries. People begin to lose their identities due to immigration, use of imported goods etc. People in developing and underdeveloped nations want to copy the lifestyle, language, clothing, customs, and even accent of western languages, thus pushing their own culture and heritage behind.

### *Suggestions*

Globalization has made so many changes on the environment as a whole that it has become part and parcel of our lives and reversing is not possible. The side-effects of globalization are not straight but are indirect. We should be ready to face the consequences and try to reduce its ill effects while enjoying its fruits. Nations and people just need to know how to reap its benefits and reduce its risks. Organizations must work collaboratively to remedy the problems and its adverse effects on society, economy, culture, ecology and politics.

1. Ecology has been the most neglected part under globalization and our environment has been badly effected by industrialization and transportation. We cannot afford to ignore the consequences of globalization on ecology. The need of the hour is to frame and implement effective policies, strict rules and regulations and fines to ensure that the damage on environment is curtailed. The organizations which are established to regulate trade and commerce must also enact strict rules and code of conducts

regarding emissions and treatment of chemicals and residuals. These organizations must also propagate and make compulsory the use of renewable sources of energy for production and transportation purposes. Also nonrenewable sources must be conserved and it should be made obligatory for corporations and governments to set up plants for conservation of nonrenewable sources of energy, so that these are available for the benefit of mankind. In order to control and reduce air, noise, soil and water pollution, awareness campaigns must be used. Media, NGO's, corporations, governments and common people can play an important role too. Environment friendly products must be used so as to discourage killing of animals and use of plastic.

2. The organizations like WHO and developing nations must keep a check over population control. Demand for products can be reduced considerably if population is controlled. Hence flora and fauna along with the environment will be protected from damage. Cutting down of forests must be stopped to control soil erosion, floods and climatic changes and thus many natural calamities can be avoided. We should not wait for the ecosystem to collapse.
3. Globalization and democracy should go hand in hand. Attempt must be made that benefits of globalizations are shared by countries all over the world. Poor countries must be given financial aids on easy terms. They must be helped by sharing technology, by guiding them in the areas of education, health, infrastructure etc.
4. Globalization provides opportunities for developing economies to grow at a faster pace but these countries are unable to reap the benefits. The reason behind the lacklustre performance of these countries is increase in population, corruption, poor policies etc. Developing nations must invest in education, skill development and in health sector so as to create efficient and skilled manpower. They must control corruption so that policies, programmes, funds can be utilized to its optimum and benefit to those for whom they are aimed at.
5. In order to enjoy benefits of globalization, economies must be stable i.e. rate of inflation, exchange rates, balance of payments, fiscal deficits, FDI's etc. must be in control and under close supervision. This in turn creates favourable conditions for investment and attracts job seekers and traders.
6. Countries must identify and motivate new talent and achievers. In this way innovations will be encouraged and dependence on other countries for technology will be reduced. Developing and underdeveloped countries must promote research and development in various areas e.g. newer methods of cultivation or use of new species of seeds in agriculture, inventions of vaccines etc.
7. Farmers and small scale industries must be provided with financial and technological help. Raw material must be provided at subsidised rates. Newer marketing strategies must be employed so that their hardships can be minimized and their produce gets better demand and share of market.
8. Trade liberalization must give priority to changes that benefit poor countries eg. removing agricultural subsidy, reducing tariffs, debt relief etc.
9. Manufacturers of pesticides and various products must abide by rules and comply to limits up to which toxic chemicals are used. Some abandoned chemicals are used freely which are very harmful for humans, vegetation as well as wild life. Concerned authorities must look into it and prohibit use of certain listed chemicals. Farmers must be educated about the right method and quantity of fertilizers and pesticides to be used. These measures will definitely help in controlling land, air and water pollution and deadly diseases as well.
10. Corporations must adhere to the safety standards and provide good working conditions to workers. Corporations must be penalised severely for not complying to labour laws or for employing child labour. NGO's and government must join hands to stop human trafficking and child labour.
11. Loopholes in the taxation process must be checked upon and proper monitoring must be done to avoid tax evasion and malpractices by transnational companies. By doing so home consumers can



be relieved from excess taxes which will increase habit of thrift and investment leading to economic development.

### *Conclusion*

Nations and humans have been no doubt benefitted by globalization. Globalization is a driving force behind technological innovations, harmonious relations, collaborations, vocational education, job creation, financial aids etc. but, it has also created some areas of concern. No matter from which angle we look at globalization, whether economic, sociological, cultural or political, both advantages and challenges are numerous. Globalization is unavoidable. It has become our necessity and way of life. Thomas L. Friedman asserted that globalized trade, outsourcing, supply-chaining, and political forces had permanently changed the world, for better and worse. The pace of globalization was quickening and that its impact on business organization and practice would continue to grow.<sup>15</sup>

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## THE ANTI-AESTHETIC IN THE PICTURE OF DORIAN GRAY

KOPAL VATS\*

### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Kopal Vats* the author of the research paper entitled THE ANTI-AESTHETIC IN THE PICTURE OF DORIAN GRAY declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

### *Abstract*

*The great contrast between agnosticism and piety remained intact during the largest part of the Victorian era, but towards the end of the century Friedrich Nietzsche tipped the scale away from religion when he announced in The Gay Science (1882) that God was dead, although most people were not aware of it yet. It may not be wrong to say that such atheistic notions prompted the Victorian society to break away from strict impositions observed hitherto, largely as a consequence of deep faith in religion. Yet, the picture of Dorian Gray seems to be set in a much older London, which had not experienced this shift in morality yet. The novel appears to be very Christian indeed; a moralising tale about sin and its inevitable punishment. Dorian's story echoes the legend of Faustus. He tries to escape the reality of his life through Aestheticism, focusing only on the experience of beautiful things. Dorian comes to relish any experience for its own sake, leading a miserable life which is far removed from the beautiful and pleasurable one he intended to live at the start of the novel. Walter Pater also pointed this out in his review of Dorian Gray, when he viewed the Aestheticism in the novel as "a kind of dainty Epicurean theory" with Dorian being "a quite unsuccessful experiment in Epicureanism." This is because Wilde abstains from depicting guilt-free decadence. He instead warns the readers of the hideous consequences of unbridled indulgence.*

*Keywords-* Decadence, Immorality, Aestheticism, Desire, Epicureanism.

The Picture of Dorian Gray tells the story of the beautiful young man Dorian Gray, who is given the capacity to explore every possible vice and desire while his moral decay is hidden away in his painted portrait that bears all the marks of his degeneration. In the Victorian era, people were trained in moral physiognomy, believed that sin was written on the body, so despite the ugly rumours, no one can believe anything ill of the un-ageing beauty of Dorian. *Dorian Gray* is often read as an explicit proclamation of

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the worthiness of living life in accordance with aesthetic values. This is due in part to the flourishing Aesthetic Movement of Victorian England at the time of the novel's publication, as well as Oscar Wilde's association with the movement itself. Aesthetes played with traditional oppositions or even hierarchies between art and life. Wilde teased his readers with the claim that life imitates art rather than the other way round. He presented himself as the impeccably dressed and mannered dandy figure whose life was a work of art. Victorian thought assumed the rational character of the human mind and its capability not only to find the truth but also to govern emotion and behaviour. In deliberately violating poetry, the aesthetes were repudiating not merely a poetic mode, but even more an ethos and *modus Vivendi*. The mid-Victorian ideals could not simply be abandoned and forgotten, they had to be offended, deliberately. Victorian writers had been, tamed by middle-class respectability and responsibility. As a reaction against this, one ground on which the emerging class of writers was united was the assertion of the autonomy and value of art. The artist had the right and the obligation to follow his own vision of truth and beauty. All the individual has is the subjective experience provided by intense sensory engagement with lovely things. Pater advises that the wisest people will seek to concentrate all their energies and efforts on the pleasure of these moments. For some, this seemed a recipe for self-indulgence through the hedonistic pursuit of pleasure. For others, though, it was a breathtakingly radical call to cast off the heavy weight of Victorian moralism and Christian doctrine in the name of art. By the 1890s, another term- 'Decadence' had become associated with this focus on 'art for art's sake'. It has origins in common with aestheticism and the two terms often overlap and were sometimes used interchangeably. Decadence was intimately associated with dissident sexual desires. Decadence alarmed those who valued 'traditional' norms and values. It seemed to signify a society and culture threatened to its core with decline and decay. The experimentalism, creative energy and commitment to thinking against the grain that characterised aestheticism and decadence did much to prepare the ground for the Modernist period, which was beginning to gather its own distinctive powers after the turn of the century. Preoccupation with propriety and reputation prevailed in the high society of Victorian England. Nobody wanted to be found out in some obscene affairs. Though Oscar Wilde in his novel reveals the idea that those who are intended to be of an upper class may not always be of the same image they appear to portray. It brings an idea of a double life – being “a man of dignity” playing a respectable role in society while inwardly conducting a presence that is far from acceptable behavior. This is one of the key issues in the novel. When Dorian Gray realizes that only the portrait will keep the signs of his own depravation while his appearance remains unchanged the character easily decides to neglect a social moral code of the Victorian era. His respectable appearance thought to be a “shield” that protects him from being accused of debauchery. In this way, Dorian has long managed to satisfy his dark desires and forbidden pleasures saving his image of a pious man in society.

Dorian Gray personifies the aesthetic lifestyle in action, pursuing personal gratification with abandon. Yet, while he enjoys these indulgences, his behavior ultimately kills him and others, and he dies unhappier than ever. Rather than an advocate for pure aestheticism, then, *Dorian Gray* is a cautionary tale in which Wilde illustrates the dangers of the aesthetic philosophy when not practiced with prudence. Aestheticism, argues Wilde, too often aligns itself with immorality, resulting in a precarious philosophy that must be practiced deliberately. The novel also examined the relationship between art and reality, highlighting the uneasy interplay between ethics and aesthetics as well as the links between the artist, his or her subject and the resulting image on canvas. The emergence of narcissism in Dorian and its correlation with his newly adopted aesthetic philosophy is integral to Wilde's novel as it emphasizes the frequent hostility between aestheticism and morality that Wilde cautions against. *Dorian Gray* exposes the immorality of self-absorption, as Dorian's portrait becomes more disfigured with each one of Dorian's selfish acts.

Dorian Gray is a young man of about twenty when the novel begins. He is exceptionally good-looking, and both Basil Hallward and Lord Henry are attracted to his innocent beauty. Dorian was well-provided for, and inherits more money when he comes of age. Dorian also has a great capacity for vanity, which is fuelled by Basil's uncritical adoration as well as the portrait that Basil paints of him. Dorian is so struck by his own beauty in the picture that he makes his fateful wish that he should forever remain young and that aging should be reflected only in the portrait. His desire to retain his youth is partly a result of Lord Henry's dominant influence on him. Henry persuades him that youth and beauty are the most valuable things in life. As a result of Henry's influence, Dorian decides to pursue a hedonistic lifestyle, always seeking out new sensations and dedicating himself to beauty and art. But in his pursuit of pleasure, Dorian also commits numerous unnamed sins, and many of his friends turn against him or are ruined by their contact with him. Eventually he murders Basil when his old friend confronts him about the rumours that are circulating about his degenerate behaviour. The sensual imagery that occurs throughout the novel in connection with Dorian demonstrates how he tries to live surrounded by exquisite sensations. His moments of delights are always accompanied by rich sensual imagery. This is particularly apparent when he is in some unpleasant situation—he savours a beautiful sense experience and this restores his peace and equanimity. The richness of sense experiences is linked to the pleasures afforded by art, which elevates life beyond sordid realities. Such pleasures are enjoyed by the aristocracy, and there are some class distinctions in the ways that the imagery is applied. The aristocracy create beautiful, artistic environments in which to live, whereas the darker imagery in the novel is mostly applied to the lower-class areas of London, where art does not tread. This self-absorption, then, appears to be an inevitable consequence of aestheticism. Only a more deliberate practice of aestheticism may harness this egotism and avoid the immorality Dorian embodies. Dorian enjoys a life of eternal youth, with only his portrait aging in parallel with Dorian's immorality; so, as Dorian sinks into the depths of narcissism, he maintains his external beauty, and his portrait degenerates instead. Eventually, as in the myth of Narcissus, such egotism has its consequences. When Dorian, disgusted with the decrepit picture of the supposedly "real" him, destroys it in a fit of anger, Dorian too is destroyed. Uncontrolled aestheticism kills moral values depriving compassion and promoting egocentrism and degradation of personality. Sometimes vain wishes and desires must be ignored in order not to harm others or to engage a self-destruction. Aesthetic principles have to be in conformity with the moral ones and coexist together. Thus, according to Wilde's insight, only deliberation before action instead of blind pandering to the whims can preserve morality.

The novel presents a contrast between art and life. Art possesses beauty and form; it is contrasted with the ugliness and shapelessness of real life. Lord Henry encourages Dorian to treat his own life as if it were a work of art. He must experience it fully, as one would a piece of art, but at the same time remain detached from it, in the way that one might appreciate a great painting or a play. This involves a paradox: he must be at once involved and uninvolved, fully participating, not drawing back from anything, but always remaining a spectator. Such is Lord Henry's notion. He is depicted as being a connoisseur of all the arts and surrounds himself with objects of beauty. He maintains the essential detachment that enables him, or at least he claims it does, to avoid the pain of the world. It also means that he does not adopt moral positions on anything, since that would mean taking life more seriously than art. For Lord Henry, the purpose of life is not to exhibit one's moral prejudices but to contemplate beauty. Lord Henry advocates the hedonistic pursuit of new experiences as the prime objective in life. In his view, 'one could never pay too high a price for any sensation' (chapter 4). Dorian, although seduced by Wotton's poisonous whisperings, is increasingly interested in the moral consequences of his behaviour. He stands before his decaying portrait, comparing the moral degradation as depicted in

oil with his unblemished innocence as reflected by the mirror. The contrast gives him a thrill of pleasure: 'He grew more and more enamoured of his own beauty, more and more interested in the corruption of his own soul' (chapter 11). Dorian – via his wish to remain handsome, while the painting bears the weight of his corruption – muddies the boundary between art and life, aesthetics and ethics. The painting is made to serve a moral purpose, being transformed from an object of beauty into a vile record of guilt, something 'bestial, sodden and unclean' (chapter 10). This tainting of the picture perhaps constitutes, for the aesthete, Dorian's greatest crime – namely the destruction of a beautiful artwork. Throughout the book Lord Henry treats Dorian as a beautiful subject upon which to experiment – partly via his encouragement of Dorian to pursue a philosophy of pleasure, and partly through a call to social evolution – a wish to abandon the restraints of Victorian morality on the grounds that sin and conscience are outmoded primitive concepts to be swept aside in the pursuit of new sensations. unconditional devotion for beauty and youth sooner or later leads to its negative consequences. Afterwards Dorian Gray pays a perilous price for his blind obedience to the superficial values that cost him his own soul. The fatal final of the novel implies the revaluation of values must be done in order not to end up like the main hero.

There is actually no explicit statement of what Dorian's vices really are: it is left to the lurid imagination of the reader to detail them. The trajectory of the book is seemingly towards the punishment of the abandonment of morals by the aesthete. Yet these defensive tactics did not, in the end, protect Wilde from an Establishment that disliked his political, aesthetic and sexual transgressions. The ruin of Dorian Gray, the embodiment of unbridled aestheticism, illustrates the immorality of such a lifestyle and gravely demonstrates its consequences. Therefore, in the practice of Wilde's aestheticism, forethought and constraint are necessities, yet too often lacking, and without them, one is doomed to suffer the same fate as Dorian Gray. Excessive disposition to unconditional aestheticism and hedonism start to poison his soul and mind. Seeking for his egoistic pleasures Dorian turns to be really selfish, narcissistic and indifferent to the adversities of others. Thus, the imminence of the conflict between the moral values and pure aestheticism becomes obvious. Narcissism is an important component of unconditional aestheticism. In arrogance, Dorian discloses lack of moral in his actions. The portrait illustrates the process of degradation of the hero and withering of his soul whereas Dorian enjoys his youth and beauty that seems to be eternal. Nevertheless, the retribution is not long to wait. Afterwards when the hero decides to start a new life and attempts to destroy his portrait he kills himself. The only heritage that is left after his death is his jewelries as a symbol of his real essence lies in admiration of the pure aesthetic life.

*The Picture of Dorian Gray* clearly demonstrates the fatal result of leading a pure aesthetic life on the example of the main hero. Dorian realizes all the consequences of his unrestrained actions and acting on impulses too late when the destructive effect has been already done. Regardless the pursuit of happiness and beauty forms an aesthetic ideal for Wilde, he notes the particular importance of moral obligation and deliberate approach.

In the novel, Lord Henry Wotton trumpets the aesthetic philosophy with an elegance and bravado that persuade Dorian to trust in the principles he espouses; the reader is often similarly captivated. It would be a mistake, however, to interpret the novel as a patent recommendation of aestheticism. Dorian's ultimate failure to live up to Lord Henry's ideals is due to his inability to escape his conscience as depicted in the portrait. By attempting to destroy the painting, and thus free himself from the constant reminder of his own guilt he, ultimately, manages only to destroy himself. A lifestyle based on this aestheticism is espoused in Wilde's opening preface as well as through-out Lord Henry's professorial lectures. Upon closer inspection, however, Wilde's novel is not as wholly embracing of aestheticism as this implies. Wilde realized and depicted in the life of Dorian Gray, a need for a more controlled and

deliberate approach to aestheticism, without which moral-ity will inevitably be elusive. The adoption of unrestrained aestheticism, as exhibited by Dorian, results in a lack of remorse, self-absorption, and intellectual regression. Despite the worship of aesthetic ideals, it is to be mentioned that constant following one's passionate desires and ambitions to have the most enjoyable life inevitably leads to some immoral acts. Living a pure aesthetic lifestyle without prudence brings destructive consequences. Dorian Gray shows how aesthetic beliefs can ruin the life if to pursue them blindly. In this way, Oscar Wilde not only demonstrates the Aesthetic movement in all its glory but also tells about its poisonous effect to moral that can occur. Inexperienced, impressionable and untutored Dorian Gray neglects social norms and moral values being involved in disgraceful affairs driven by lust and forbidden pleasures. Taboo and rules do not exist for him and he became uncontrolled in his acts. However, unconditional devotion for beauty and youth sooner or later leads to its negative consequences. Afterwards Dorian Gray pays a perilous price for his blind obedience to the superficial values that cost him his own soul. The fatal final of the novel implies the revaluation of values must be done in order not to end up like the main hero.

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## STREAM OF CONSCIOUSNESS IN JAMES JOYCE'S *ULYSSES*

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### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Prateek Kr Srivastava* the author of the research paper entitled STREAM OF CONSCIOUSNESS IN JAMES JOYCE'S *ULYSSES* declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

### *Abstract*

*This paper deals with Stream of consciousness as a technique in fiction as employed in the works of James Joyce highlighting the significance of the term as well as the skill by which it has been used and popularised by him in the world of fiction.*

*Key words;* Stream of consciousness, James Joyce, Virginia Woolf, flow of inner experiences, interior monologue, twentieth century fiction, modern technique of fiction

Stream of Consciousness is a term coined by William James in *Principles of Psychology* (1890), to denote the flow of inner experiences. Now an almost indispensable term in literary criticism, it refers to that technique which seeks to depict the multitudinous thoughts and feelings which pass through the mind.

This technique is also known as interior monologue. It is believed that it was first used by a minor French novelist, Edouard Dujardin, in *Les Lauriers soni coupes* (1888).

In 1915, Dorothy Richardson was the first English novelist to introduce the stream of consciousness technique. Her marathon sequence of novels *Pilgrimage*, ran to twelve volumes, which came out at intervals from 1915 to 1967.

In 1916, James Joyce published *A Portrait of the Artist as a Young Man*, in which he also employed the stream of consciousness technique. He perfected this technique in *Ulysses* (1922). In *Finnigans Wake* (1939), he pushed it to its probable limits, and also experimented with language to a point where he seemed likely to transcend the limits of his medium.

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After Joyce the novel was never quite the same again. His influence has been profound and as one of the great innovators he has had many imitators.

During the same period, Virginia Woolf, influenced by Joyce and Richardson, was experimenting with the stream of consciousness technique and she is chiefly remembered for *Jacob's Room* (1922), *Mrs Dalloway* (1925), *To the Lighthouse* (1927), *The Waves* (1931) and *Between the Acts* (1941).

Henry James was also known for his objective and impartial presentation of the reality of life. His essay, *The Art of Fiction* (1884) is of utmost importance to the students of James. To understand his theory of Novel is of vital importance to the readers of Virginia Woolf, Katherine Mansfield, Joseph Conrad, and the early George Moore, to name some of his followers. He was the first to view modern novel as an artistic form. According to him, there was no place for the extravagance of romance or the distortions of sentimentality. He was little concerned with external events and almost entirely with the detailed and elaborate study of the subtlest shades of human reactions to the situations which he conceived, "the advantage, the luxury, as well as the torment and responsibility of the novelist, is that there is no limit to what he may attempt as an executants, to his possible experiments, efforts, discoveries, successes." In *Roderick Hudson* (1875), he evolved the idea of presenting his story through the consciousness of a single character.

George Moore's interest in human nature and his psychological insight into the inner processes of the mind (not least into his own) lead him to devote much space in his novels to the analysis of mental states.

About James Joyce's technique, Edward Albert says in *History of English Literature*, "he was a ceaseless experimenter, ever anxious to explore the potentialities of a method once it was evolved. In his use of the stream of consciousness technique, and in his handling of the internal monologue, he went further and deeper than any other. His sensitiveness, his depth of penetration into the human consciousness, gives to his character-study a subtlety unparalleled in his day, and if, in his attempts to catch delicate and elusive shades of feeling and fix them in words, he has frequently become incomprehensible, the fact remains that a character like Leopold Bloom is a unique and fascinating creation." He is a 'keen and subtle' analyst of man's inner consciousness.

His *Ulysses* (1922), a modernist novel, is modelled on the *Odyssey* of Homer and is set in the squalor of Dublin's slums. It chronicles the peripatetic appointments and encounters of Leopold Bloom in the course of an ordinary day (16 June 1904). Ulysses is the Latinised name of Homer's Odysseus and the novel establishes a series of parallels between Homer's masterpiece and this novel. In this work Stephen Dedalus appears again, first appearing in his *A Portrait of the Artist as a Young Man* (1916), which presented the hero Stephen Dedalus (himself) as a developing writer torn between the 'standards of an ascetic, religious upbringing and his desire for sensuousness'.

These likenesses are deliberately invoked to stress the 'sordid meanness of modern life as contrasted with life in the heroic age. The stream of consciousness technique and the internal monologue are used with great power, and Bloom has been described as 'the most complete character in fiction'.

David Daiches in *A Critical History of English Literature*, comments on Joyce's *Portrait*, that he has "transmuted autobiography into objective fiction and organized his account of a potential novelist in such a way as to emphasize at every point the connection between the artist's objective, comprehensive, microcosmic vision and his inevitable alienation."

Stephen Dedalus, the hero, is at the beginning of the novel firmly anchored in his family and in the institutions of his country. They continue to put forth claims on him throughout the period of his growing up, but, when he realizes at last that his destiny is to be free of all these claims, it is a brilliantly rendered moment in the novel, he has to learn to escape from them, to cultivate the terrible neutrality of the artist.

Like the Greek Dedalus, who made the labyrinth for King Minos and afterward made wings to enable himself to escape across the sea from the tyrannous king, Stephen Dedalus seeks to escape from the labyrinth of Dublin life and claims surrounding him. Stephen was the first Christian martyr and Dedalus was the first craftsman. In giving his hero the name, Stephen Dedalus, Joyce was emphasizing his view of the artist as an outcast fighting the society.

The Stephen Dedalus of *Ulysses*, the unheroic Bloom, is the true hero. Daiches says, “not only is he the *homme moyen sensuel*, humane, inquiring, but always (an) inexpert, always the layman; he is also the Ulysses of Homer, who in turn was husband of Penelope, lover of Calypso, wanderer and home-lover, brave warrior and (a) cunning schemer.” He is the complete man, now hero and now fool, and in the presentation of his consciousness in the course of the day during which we see him, Joyce not only shows all of him, including his whole past (through his consciousness), but also shows him as everybody else.

Daiches further states that, “*Ulysses* is the comedy of multiple identity”. To the question, “what is significant in human experience?”, Joyce seems to answer, “nothing, and everything. It all depends on how you look at it. I shall present a picture of a slice of life so organised that you will see this, I, as the objective artist standing outside all human commitments, will be able to show all of human history contained in my one carefully patterned set of events, for the significant is also the insignificant, the trivial is the heroic, and the familiar the exotic, and vice-versa; it is a matter of point of view, and the artist has all points of view because he has no point of view.”

Thus, *Ulysses*' stream of consciousness technique along with its careful structuring, rich characterisation and broad humour give it a special place in the modernist literature. Its experimental prose is full of puns, parodies and allusions which makes it a highly regarded novel among the modernist scholars.

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## CHARLES DICKENS AS A REALISTIC WRITER

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### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Ritu Pandey* the author of the research paper entitled CHARLES DICKENS AS A REALISTIC WRITER declare that, I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal, This research paper is my original work and no part of it or its similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Dickens influenced a benevolent process of reform and his legacy has been claimed by many. On the other hand, Dickens felt anger and despair at the callous indifference of the official body. Thus, while the readers were being increasingly sensitized to the grim realities, Dickens suffered anguish at the virtual inaction of the state. The sale of pauper boys as chimney sweeps was finally banned in 1875, nearly five years after the novelist's death. Dickens's works are depiction of the precarious existence of the unfortunate and destitute — workhouse, child abuse, persons, bureaucratic incompetence of the state, the cold inhumanity of factory owners — the list seems endless, unerringly sketching the working class and their constant, desperate battle.

It is no exaggeration to say that Dickens's experience of the hell of Victorian working-class life made him the writer he became. Dickens was deeply aware of the fact that had not his father's luck changed, he would have been condemned to a life of unremitting and mindless drudgery. This realization sensitized him to the lot of unfortunates who had lost all hope for future betterment.

Dickens explores the mindless chase after wealth and the accompanying insensitivity of individuals who hold important position in society (Victorian England). His novels portray the rich who are distorted and stultified by their love of money. The emotional deadness of Miss Havisham (*Great Expectation*) Mr. Dombey (*Dombey and Son*), Lady Deadlock (*Bleak House*) and Scrooge (*A Christmas Carol*) are unflattering eye-openers. Generally regarded as the greatest English novelist, Charles Dickens was fortunate to enjoy celebrity status during his lifetime. His works covered a variety of events, some epoch making, others related to simple, every-day life. Consequently his novels could appeal to the

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simple and sophisticated and the readers empathized with his characters. Although there was fluctuations in the 'acclaim' of his novels among his reading public, none of Dickens' works were disregarded.

In the present age Dickens is admired for "aspects and phases of his work that were given less weight by his contemporaries, his popularity has never ceased and his present critical standing is higher than ever before. The most abundantly comic of English authors, he was much more than a great entertainer. The range, compassion, and intelligence of his apprehension of his society and its shortcomings enriched his novels and made him both one of the great forces in 19<sup>th</sup> - century literature and an influence spokesman of the conscience of his age."<sup>1</sup>

How Dickens struck his contemporaries appears in R.H. Horne's *New Spirit of the Age* (1844). Dickens occupied the first and longest chapter, as ". . . manifestly the product of his age . . . a genuine emanation from its aggregate and entire spirit. . . . He mixes extensively in society, and continually, few public meetings in a benevolent cause are without him. He speaks effectively. . . . His influence upon his age is extensive - pleasurable, instructive, healthy, reformatory. . . ."

Ralph Waldo Emerson: "I am afraid he has too much talent for his genius; it is a fearful locomotive to which he is bound and can never be free from it nor set to rest. . . . He daunts me! I have not the key."

Dickens' fiction is a medley of talents — practical, journalistic, oratorical, histrionic. Also the geniality and unequalled comedy of the novels must be related to the sufferings, errors, and self-pity of their author and to his concern both for social evils and for the perennial griefs and limitations of humanity. The novels cover a wide range, social, moral, emotional, and psychological. Dickens is concerned with abnormality (eccentricity, depravity, madness, hallucinations, dream states) and often, the child-protagonist remains a silent spectator.

*Middleton Murry*, in humorous vein, put his sense of the difficulty of placing Dickens in a specific category: 'Dickens is a baffling figure. There are moments when it seems that his chief purpose in writing was to put a spoke in the wheel of our literary aesthetics. We manage to include everybody but him. . . . Simple people ask why the books of a man who was not an artist should have this curious trick of immortality. . . . So we are beginning to discover that Dickens *was* an artist, but, of course, only in parts. When we have discovered which are the parts we shall breathe again.' But it is no longer necessary to play at being baffled by Dickens, or to apologize for deciding that he is a genius without a masterpiece. His work deepened, he gained in power and concentration, especially from *Bleak House* to the unfinished *Mystery of Edwin Drood*. There will always be readers who prefer their Dickens unconcentrated and stick to *Pickwick*. Today it is possible to say, without exaggeration or partiality that in his best work Dickens comes close to Shakespeare and Ben Jonson.(269)

The first thing that anyone would naturally observe about Dickens (1812-70) is that he is an immensely popular writer. With the possible exceptions of Bunyan and Scott, he has been, and is likely to remain, our most widely read author of great powers and permanent interest, the 'classic' in all English literature who is most acceptable to readers of all ages and of widely differing mental capacities. . . . Now I believe that in some respects Dickens is the greatest genius in English literature; but I also believe that no writer of any distinction at all has even produced so much rubbish. And unfortunately the genius and the rubbish exist side by side in the same novels.<sup>2</sup>

This indisputable and long-lasting contemporary importance is, inevitably, the most evanescent part of a writer's achievement. It is what the 'minor classic' will tend, in time, to take less and less into consideration. Dickens's popularity has remained constant through the centuries.

Thus, Charles Dickens was not only one of the great urban novelists in England, but also an important social commentator who used fiction effectively to criticize economic, social, and moral abuses in the Victorian Era. He showed compassion and empathy towards the vulnerable disadvantaged section of



the society, and contributed to various important social reforms. Although his fiction was not politically subversive, he sought to remedy acute social abuses. His novels held up a mirror to the Victorian bourgeoisie and showed to the world the brutal realities of their flawed system.

The novels of Dickens propagated the essentiality of benevolence and humanity. The biggest religion is to serve Mankind. Dickens used his fiction to depict the grim realities of the workhorse, prisons, the bureaucratic incompetence of the state, the cold inhumanity of factory owners. He informed in detail the struggle of the victims for a better society. It was Dickens' experience of the Victorian working-class life that made him the writer he was. His experiences provided the necessary impetus to kindle the fire in him. He was empathetic towards the miseries of the downtrodden and the section segregated from the mainstream society. The voice which was unheard by the bureaucrats was heeded by Dickens and he effectively portrayed it in his novels.

Dickens's works were spun around social issues, — issues which caused intolerable pain to its victims. However, though he dealt with serious issues, yet his novels were devoid of pessimistic tone, and they impart a lesson to the readers and evokes thoughtfulness and sympathy of the common man. He believed in the ethical and political potential of literature, on the novel in particular, and he treated his fiction as a springboard social analysis, and thus Dickens became an outspoken critic of unjust economic and social conditions. His deeply-felt social commentaries helped in raising the collective awareness of the reading-public. Dickens contributed significantly to the emergence of public opinion which was gaining an increasing influence on the decisions of the authorities. He indirectly contributed to a series of legal reforms, including the abolition of the inhumane imprisonment for debts purifications of the Magistrate's courts, a better management of criminal prisons, and the restriction of the capital punishment.

Dickens was not the first novelist to draw attention of the reading public to the deprivation of the lower classes in England, but he was more successful than his predecessors in exposing the ills of the industrial society including class-division, poverty, bad sanitation, meagre privileges and meritocracy and the experience of the metropolis. Dickens used the novel as a repository of social conscience. In *Pickwick Papers* (1837) Dickens created a utopian and nostalgic vision of pre-Victorian England prior to a rapid industrializing and urbanization.

Dickens did not care for rhetoric, consequently the majority of his works (on social reforms) escape verbosity and undue harangue. He took himself —seriously— as a social reformer, but his method was to present the existing malaise and let the reader draw his own conclusion. Dickens's novels are, fortunately, not didactic. They arouse public interest and, in many ways, are as relevant today as they were in the nineteenth century. Several novels deal with child abuse and prostitution, but the reader has absolute freedom of judgment. Other topics are - the harsh discipline in the boarding schools, the sense of insecurity in the 'shelter' homes and workhouses, the interminable wait of clients and litigants at the Court of Chancery, the social stigma attached to a single mother.

Dickens's novels are realistic but he carefully excluded the crudest realism from his pictures of poverty and seemed to build his hopes for improvement on the spread of the spirit of benevolence rather than upon social organizations, political upheaval or formal legislation. Despite his popularity, certain conclusions (of many novels) betray a deliberate exaggeration of poetic justice and the sentimental picture of the poorer classes. If there is looseness of style or unreality of characters the reader overlooks these lapses as the author encourages them (reader) to ride high on the wings of imagination. "Dickens combines realistic and graphic description with the most improbable and fanciful situation. And at all times, the reader attention remains unwavering. In his more aspiring flights, in particular in his deeply pathetic passages, Dickens adopted a lyrical style. The reader is caught in the magical flow of words

and disregards the flaws. One can state that the grain of fancy, in the midst of realistic discussion, goes unnoticed. The element of pathos had an appeal (in the nineteenth century) that appears amazing to the present generation. Often his characters became associated with catch-phrases. Uriah Heep is “‘umble,” and Barkis is “willin.” However, these trivialities are redeemed by the clarity and rapid action in his novels.”<sup>3</sup>

Dirk den Hartog maintains that one can psyche find, in Dickens’s works, the fullest dialectical engagement with the Wordsworthian psychological position - the role of memory and ‘consciousness’ in shaping and upholding the *psyche* of the protagonist. There is a kind of introspective attentiveness from which a reminiscent sense of the self’s unity through time emerges. Memory is not just a literary topic but a desired mode of awareness, several novels of Dickens focus on exploring and revealing the ambiguities and dilemmas that this way (exploration of consciousness) of conceiving the self-entails.

Writing of Dickens’s restlessness in the 1850s, Forster comments: ‘there was for him no “city of the mind” against outward ills, for inner consolation and shelter.’<sup>4</sup>

“The aggressive dynamism of nineteenth - century bourgeois capitalism and the nostalgia for the sanctities thus violated, express themselves in specifically Dickensian contradictions the Dickens of energetic and extroverted comedy as against the introverted Dickens who sensitively explores the costs of childhood emotional disturbance in such *covertly* ‘Dickensian’ characters (vehicles of oblique self-examination), as Paul Dombey, Esther Summerson and Amy Dorrit; . . .”<sup>5</sup>

Charles Dickens had a strong social conscience that was reflected in his life as well as his writings. Social improvement was his highest goal, a social order that recognized the responsibility of all to all and afforded plenty of room for the pleasures of life,— entertainment, good-fellowship, good food and drink, congenial surroundings, familial affection. While he feared social unrest, he deplored any means by which the affluent classes might shirk their social responsibilities: harsh poor laws, legal obfuscation bureaucratic incompetence and failure to attend to public sanitation, or, simple personal selfishness and profligacy.

Dickens wanted to bring about rapid and radical changes to give liberty and voice to the majority of the people. He emphasized the benevolence of private institutions and the sympathetic attitude of people towards the weaker section of the society. His attack on the charitable institutions was motivated by his distrust in them. Charity and charitable enterprises were at the very heart of Victorian life and constituted the main medium through which those unable to take care of themselves were given support by society. Dickens exposed the grim realities of the charitable institutions in *Oliver Twist*, and revealed the conditions of debtors’ person in *Little Dorrit*.

Dickens explored many social themes in *Oliver Twist*, predominantly: the abuses of the new Poor Law System, the evils of the criminal world in London and the victimisation of children. The critique of the Poor Law of 1834 and the administration of the workhouse is presented in the opening chapters of *Oliver Twist*. Dickens gives the most uncompromising critique of the Victorian workhouse, which was run according to a regime of prolonged hunger, physical punishment, humiliation and hypocrisy. In the novel, he shows England as a country of what Disraeli called “the two nations”: the rich and privileged and the poor living in abject and inhuman conditions of deprivation, misery and humiliation. Dickens was fully aware of the victimisation of women in the Victorian society. Nancy is forced into prostitution by hunger, poverty and life in the corrupt environment that spas the very femininity and compassion.

Dickens challenged the Victorian idea of charity for the so called “deserving poor”. He showed persuasively that the workhouse was a failed attempt to solve the problem of poverty and unwanted children. The motif of child abuse in the context the Victorian educational system is continued in *Nicholas Nickelby* (1839-40). The novel contains a serious social commentary on the conditions of

schools where unwanted children were maltreated and starved. He endeavoured to sensitize the readers particularly to the miseries of the underprivileged children.

During the 1850s Dickens's interest gradually shifted from the examination of individual social ills to the examination of the state of society, particularly its laws, education, industrial relations, and the terrible conditions of the poor. Increasingly, apart from fictional plots, his novels contained a considerable amount of social commentary. *Bleak House* is a novel made up of vignettes told in different narrative voices that eventually came together in the style of an Impressionist painting. This pattern can also be found in *Little Dorrit*. Dickens analyses the characters in both novels with a keen awareness of social acceptance. In certain instances there is a splitting apart of the mutually supportive relationship (psychic fidelity and moral stability). Furthermore, the characters have varied shades of grey, unlike *Oliver Twist* and *David Copperfield* where we come across heartless and conniving villains, permanently dyed in black. Dickens's insight into the complications of sickness and health, naturalness and unnaturalness, is both illuminating and poised. His child characters possess extraordinary, if unconventional, intuitions. Dickens's personal experiences and social circumstances made it difficult for him to be single-mindedly clear cut and confident in his perceptions. *David Copperfield* is his attempt to heal the split between psychic and socially-moral allegiances through the artificially (through fiction) smooth development of the young hero into Mr David Copperfield the novelist and budding sage.

With progress in life, his novels begin to move, gradually, with some uncertainty, towards a deeper self-acceptance. There is at once allegiance *to* the personal past and its positive sources, and an equally *positive* drive *away* from that allegiance - and a drive clearly acknowledged as such. Dirk den Hartog refers to "the drive for *individuation*. . . . It is a drive that from the early works on we can generally sense in Dickens's own voice within his narratives, in the anger, in the energetic comic zest."<sup>6</sup>

To conclude, we can say that Dickens is a great realist writer. Through his writings he has portrayed the realistic picture of the Victorian society.

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## ANALYZING THE DEBATE ON EXECUTION OF YAKUB MEMON

DR. BIBHA TRIPATHI\*

### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Bibha Tripathi* the author of the research paper entitled ANALYZING THE DEBATE ON EXECUTION OF YAKUB MEMON declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

It is not less than a herculean task to discuss about the utility of death sentence. A capital sentence made for capital offences is debated, argued and interpreted differently by different countries, organizations and judiciary. Authors, writing on death sentence set their mind prior to down their pen as to whether they should be tagged as retentionists or abolitionists.

The debate on death sentence remains an age old issue which begins afresh after each incident shaking the mindset of countrymen. Sometimes it is demanded vehemently by the feminist scholars and activists, sometimes by the social activists, sometimes by the parliamentarians and sometimes by the religious fanatics. Against this backdrop few questions emerge as, after 2004 no rapist has been executed till 2015. Is it a moratorium to Capital Punishment for a capital offence of rape? Whether death sentence should be counted on the basis of execution and not on the basis of award of the same? Is terrorism remains the only Capital Offence? Is it whimsical? Is it Political? Is it a lethal lottery or just deserts? And had there not been the NDA government, Yakub would have not been hanged?

With reference to the recent execution of Yakub Memon, the abovementioned questioned are floating in the air. After the decision of Hon'ble Supreme Court in *Santosh Kr. Bariyar v. State of Maharashtra case*<sup>1</sup>, the ordinary people become aware with the fact of per- incuriam judgments means judgments delivered out of error or ignorance. The paper attempts to discuss the execution of Yakub Memon on substantive as well as procedural aspects to discern the fact of per- incuriam.

Yakub Abdul Razzak Memon, who has been executed for his role in the 1993 Mumbai blasts, the apex court has observed on the one hand that no principle of natural justice has been violated and thereby dismissed his curative petition<sup>2</sup> and on the other hand, asked the Centre whether it should lay

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down the law on the procedure for moving mercy petitions because repeated filing of mercy pleas frustrates the principle of finality<sup>3</sup>.

The execution of Yakub Memon is questioned on both the grounds i.e. substantive as well as procedural. On substantive aspect of “rarest of rare<sup>4</sup>” it is questioned that does Memon’s role qualify as the “rarest of rare” when Memon persuaded his family, including his wife, to return and surrender and provided precious details about the involvement of the Pakistan Inter Services intelligence in the planning of the blasts and expecting in return for a lighter sentence, has been chosen (after spending two decades in jail) for execution to satisfy “the collective conscience”<sup>5</sup>. It has also been commented as satisfying the bloodlust of society by being a whimsical lottery, tilted a bit against Muslim community<sup>6</sup>.

So far as the procedural aspect is concerned authorities are opining that the procedure followed to obtain a death warrant for Mumbai blasts convict Yakub Memon suffers from serious constitutional flaws. If seen through, it will set a very wrong precedent<sup>7</sup>.

As the law stands after the decision of the Supreme Court in *Shabnam v. Union of India*<sup>8</sup>, a black warrant or death warrant proceeding cannot take place without the accused and his lawyer being present. *Shabnam* now requires that five elements be satisfied: that a convict be given prior notice of the death warrant proceeding; that the warrant specify the exact date and time of execution and not a range of dates; that a reasonable period of time be fixed between the date of the order on the warrant and the date set for execution to enable the convict to meet his family and pursue legal remedies; that a copy of the execution warrant be made available to him; and that he/she be given legal aid at these proceedings.

In Memon’s case, the death warrant that was issued on April 30, 2015 scheduling his execution for July 30, 2015 was unnecessary and invalid in law. The Maharashtra government should have known that Memon still had the option of filing a curative petition. Before proceeding to execute an individual, it is the government’s obligation to ensure that all legal options have been explored.

It is also observed that moving for an execution in a clandestine manner, hoping that the prisoner would not exercise his constitutional options, reeks of vengeance. It is also submitted that we should not forget the judgment delivered by the Supreme Court in *Shatrughan Chauhan v. Union of India*<sup>9</sup> that once again affirmed the rights of death row prisoners to challenge the rejection of their mercy petition on certain grounds. After rejection of the mercy petition by the governor and the president Memon was entitled to ask the courts to examine the rejection on various grounds, including that of procedural impropriety.

For this and other procedural flaws former Supreme Court judge Justice Markandey Katju said that there has been “gross travesty of justice” in the case of Yakub Memon, he also said that the evidence on which Memon has been found guilty is very weak.

It has been reported in various news papers that Yakub Memon was hanged two hours after SC rejects his petition<sup>10</sup>. But when one goes through the minute to minute detail then it becomes clear that Supreme Court was hearing the case in court and jail authorities were preparing for his execution. The Hindu reports that at 2.a.m. Suleman received a sealed envelope containing intimation of Yakub’s hanging between 6 to 7 a.m. It makes it amply clear that the jail authorities were quite sure about his execution. The efforts made by yakub and his advocates were taken as sheer formality so that no one could allege procedural lapses in his hanging. But any reasonable man can think that on the one hand Supreme Court is boasting to create history in the field of criminal justice system by giving opportunity of hearing Yakub that the very court sat with a pre – occupied mind to refuse his pleadings ultimately. That is why Supreme Court refused to stay his death warrant at 5.a.m. until then all formalities were over except hanging in the very jail premise.

Aggrieved by the court proceeding, Anup Surendranath, Deputy Registrar in the Supreme Court resigned over what happened during the hearing of the petition of Yakub Memon. He said that it was



the darkest hours for the Supreme Court of India showing instances of judicial abdiction<sup>11</sup>. This execution has showed different yardstick followed by subjective factors<sup>12</sup>.

The scapegoat theory has been applied in letter and spirit in Yakub Memon's case<sup>13</sup>. Sanjay Hegde, lawyer of the Supreme Court opines that Capital punishment, now even more than before, appears to be a "lethal lottery". Actual execution is dependent on variable factors like the personal inclinations of judges, administrators and the political environment of the moment. As Prof. Singh has also rightly pointed out even in 1981 that; "In a time frame continuum, different political communities have dealt with it differently and its have and have not depends on the socio economic conditions, state structure and political milieu of a particular society. A proper treatment to capital punishment depends also on the degree of scientific approach with human content of the societal reaction towards this diabolic penalty."<sup>14</sup>

It is submitted in the paper that we should not forget Santosh Kr. Bariyar v. State of Maharashtra case<sup>15</sup> revealing the errors committed by the apex court in awarding death sentence. As gravest miscarriage of justice two of them have even been executed too<sup>16</sup>. Consequent upon the decision fourteen retired judges of the Supreme Court filed an appeal in the form of separate letters to the president requesting to commute their death sentence in life imprisonment.

#### Concluding observation

The paper is written with an intention of highlighting the concept of per incuriam judgments (out of error or ignorance) delivered by the apex court. Since executions of persons wrongly sentenced to death severely undermines the credibility of the criminal justice system and the authority of the state to carry out such punishments in future. Abolition of death sentence is in the womb of future. Therefore, it is submitted through the paper that it must be seen by the common man that the executions are not being alleged as per incuriam. And the statement of Nick Robinson that there are many supreme courts in India should not be the reality.

#### FOOTNOTES

<sup>1</sup>(2009) 6 SCC 498

<sup>2</sup>KRISHNADAS RAJAGOPAL, SC dismisses curative plea of Yakub Memon, *The Hindu*, 22<sup>nd</sup> July, 2015

<sup>3</sup>*The Hindu*, 23<sup>rd</sup> July, 2015, "Should we lay down the law on mercy pleas, asks SC"

<sup>4</sup>*Bachan Singh v. State of Punjab (1980) 2SCC 684*

<sup>5</sup>*Thae Hanging Question*, Editorial, EPW, July 25, VOL.L.NO.30 at 8

<sup>6</sup>MANOJ JOSHI, Why Yakub Memon Should Not Be Hanged, id, at 30

<sup>7</sup>LUBHYATHI RANGRAJAN, Justice or Vengeance? *The Hindu*, 23<sup>rd</sup> July, 2015,

<sup>8</sup>*Decided in May 2015*

<sup>9</sup>*Decided in January 2014*

<sup>10</sup>*The Hindu*, 31<sup>st</sup> July, 2015, "Yakub Memon hanged on Birthday".

<sup>11</sup>*The Hindu*, 2<sup>nd</sup> August 2015, at 12

<sup>12</sup>*The Hindu*, 27<sup>th</sup> July at 12

<sup>13</sup>SANJAY HEGDE, Letha lottery or just deserts? *The Hindu*, 5<sup>th</sup> August 2015

<sup>14</sup>PROF. MAHENDRA.P.SINGH, "Capital Punishment : A Political Compromise", *Banaras Law Journal*, 1981,92-101,at 92

<sup>15</sup>(2009) 6 SCC 498

<sup>16</sup>*Rawji Rao & Surja Ram on May 4, 1996, and April 7, 1997, respectively. See, V. VENKATESAN, A case against the death penalty, Cover Story, September, 7, 2012*

## MODERN PROBLEMS AND ISSUES OF TEACHER EDUCATION

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### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Priyanka Singh* the author of the research paper entitled MODERN PROBLEMS AND ISSUES OF TEACHER EDUCATION declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

*Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can achieved through the proper educations of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is the teacher must become conscious of his role towards society. His behave should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc. so that he may transmit the same to the younger generation. The above said facts express the dire need of teacher-education.*

*Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in class rooms, school and outside the four walls of the school. In this unit, discussed how to improve upon these conditions.*

**Keyword:** Meaning of teacher education, Need of teacher education, Problems of teacher education, Issues of teacher education, Suggestions for improving the condition of teacher education, Conclusion, References.

### *Meaning of teacher education*

Teacher education means professional preparation of teachers. It is not merely training of teachers, but it is acquisition of that type of knowledge skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and education is not just a graduate of post graduate or even one armed with a doctoral degree aspiring for a job to make his both ends meet. Teaching is a service oriented profession in our society. It is a probably the most inspiring and complete profession for the very fact that unlike artisans and craftsman, and teacher deals with the most sensitive of subject matter, i.e., human child.

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It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

*The National Council for Teacher education has defined teacher education as;* A program of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

*Teacher Education = teaching skills + pedagogical theory + professional skills.*

*Teaching skills* would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

*Pedagogical theory* includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

*Professional skills* include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards and growth of the profession. It includes soft skills, counseling skills, interpersonal skills computer skills information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development

According to Goods Dictionary of Education Teacher education means, "all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

### *Need of teacher education*

The American Commission on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."

The need for teacher education is felt due to the following reasons;

1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are;

- the length of academic preparation,
- the level and quality of subject matter knowledge,
- the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations,
- the degree of commitment to the profession,

- sensitivity to contemporary issues and problems and
- The level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

- 2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.
- 3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).
- 4) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

#### *Problems of Teacher Education*

There are many problems plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. Major problems of teacher education are:

1. Several types of teacher education institutions thereby lacking in uniformity.
2. Poor standards with respect to resources for colleges of education.
3. Unhealthy financial condition of the colleges of education
4. Incompetent teacher educators resulting in deficiency of scholars.
5. Negative attitude of managements towards development of both human as well as material resources.
6. Uniform education policy of the government treating excellent institutions alike.
7. Improper selection of the candidates (student teachers) to be admitted.
8. Traditional curriculum and teaching methods of teaching in the teacher education program.
9. Inadequate duration of the teacher program.
10. Haphazard and improper organization of teacher education.
11. Unplanned and insufficient co-curricular activities.
12. Subjective evaluation pattern.
13. Teaching practice neither adequate nor properly conducted.
14. Lacking feedback mechanisms.
15. Objectives of teacher education not understood.
16. Secondary level teacher education is not the concern of higher education.
17. Lack of dedication towards the profession.
18. Lack of occupational perception

*Economic Problems:* Poverty, unemployment, and low rate of growth and productivity are some of the major economic problems of the country which have led to the compulsions of the backward economy. Education can help find solutions if it is properly coordinated with manpower needs. Teacher education curriculum, therefore, has to promote such attitudes as are necessary for the emergence of a new economic order. Along with the vocational competencies and skills a new work culture will have to be created which necessarily involves the inculcation of dignity of work, the spirit of self-reliance and scientific temper among students.

*Social Problems:* Casteism, communalism and regionalism are some of the problems in the body politic of the society which misguide the youth. Democracy, violence and terrorism cannot coexist. Education has to develop a peace loving Personality and the program of teacher education has to contribute in this regard.

*Problems of Cultural Reconstruction:* Education is the process of transmission of dynamic and responsive components of cultural heritage and its continuous enrichment. There is a need to reinterpret the Indian culture in its distinct identity and composite strength. Its capacity to absorb the sublime from the other cultures needs to be highlighted. The teachers will have to play their role in cultural transmission and reconstruction.

*Crises of Values and Morality:* There has been a persistent erosion of values in the society. In the present day context certain values need to be redefined and reinstalled. There are situations when the values imparted and inculcated in schools are not generally practiced in society. Value education demands a planned and purposive approach. It is through education and as of necessity through teacher education programs that the task of inculcating values can be substantially accomplished.

During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programs. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

### *Issues in Teacher Education*

Indian teacher education system has been strengthened a lot during the past couple of Years. There are questions on recognition of teacher education institutions. There are Questions on inputs and processes of teacher education. Every fault of teacher education is Attributed to the NCTE rather than finding faults let us try to meet the gaps between our policies and Programs. Major issues in teacher education concern the following:

- Proliferation of Colleges of Education
- Isolation of Colleges of Education
- Regional imbalances
- Alternative modes of teacher education
- Duration of teacher education programs
- Examination system
- Curriculum
- Personal and social skills
- Competencies
- Subject knowledge
- ICT skills
- Context sensitivity
- New pedagogy for the global world



*Suggestions for Improving The Condition of Teacher Education*

There are some suggestions here for improving the condition of teacher education:

1. Teacher education, like higher education and technical education must be the responsibility of the central government.
2. Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the program.
3. Curriculum development on a continuing basis to keep pace with current trends.
4. Government should look after the financial requirements of the institutions.
5. Teacher educators must be well qualified and experienced with language proficiency.
6. Teacher educators to be trained in the use of ICTs.
7. Privatization of teacher education should be regulated.
8. Institutes of low standards should be reformed or closed.
9. Conditions for affiliation should be made strict.
10. Rigorous inspection by NCTE should be done on a regular basis.
11. Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
12. Duration of teacher education should be increased to two years.
13. More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.
14. Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
15. Evaluation in teacher education should be objective, reliable and valid.
16. Teacher pupil ratio should be ideal.
17. Several types of co-curricular activities should be included in the curriculum.
18. Professional development of teacher educators as ongoing ritual.
19. Refresher course should be organized frequently for teacher educators.
20. Research in teacher education should be encouraged.
21. Number of teaching days to be increased to 230 per year.

*Conclusion*

Teacher education has to be conceived as an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. National values and goals need to be meaningfully reflected and their inculcation attempted with care and caution. While it is essential to develop identified competencies to prepare effective teachers it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments and social and cultural issues through continuous in-service orientation. Emphasis on continuing life-long learning has to become an essential concern of teacher education. A nation concerned with erosion of values needs teachers who are professionally committed and prepared to present a value-based model of interaction with their learners. Areas like physical education and vocational education will continue to gain greater emphasis in years to come and will serve as the basis for developing competencies and skills in addition to commitments and values.

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## A STUDY OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO PERSONALITY

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### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *ShrutiVig* the author of the research paper entitled A STUDY OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO PERSONALITY declare that, I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal, This research paper is my original work and no part of it or its similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

### *Abstract*

*The success of educational institutions is mostly dependent on teachers, who educate the most valued assets of country, i.e. students. Professionalism demands teachers to be innovative in their attitudes, flexible in their approach, always refreshing themselves with day-to-day developments, satisfy diverse and needy student populations, guardians and management. Under these circumstances, it is but natural that teachers will remain under stress which affects their effectiveness while teaching and their health too. In this context it becomes necessary to explore this field. The focus in the study is to identify the relation between personality and occupational stress among secondary school teachers so that suggestions can be made to overcome them. This will lead to a better environment, health and productivity in work. Survey method of descriptive research has been used. Teachers of English medium secondary schools of Allahabad City have been stated as population for the present study. Six schools were selected by systematic sampling. 80 teachers who teach secondary level classes were selected. Occupational stress and personality were the variables for the study. Teacher's Stress Scale and 16 PF test were administered on the selected sample to collect the data. The data has been analysed by using Product Moment Coefficient of Correlation.*

**Keywords:** Occupational Stress, Personality, Stress, Teachers Personality, Teachers Stress.

Education is a character building process, it enhances one's personality and makes him/ her rational, capable, intelligent and prepares one for complete living. It also prepares the young generation to understand and face the realities of internationalization, multiculturalism, industrialization and urbanization. The success of educational institutions is mostly dependent on teachers, who educate the most valued assets of country, i.e. students. Professionalism demands teachers to be innovative in their teaching techniques, have positive attitude, always refreshing themselves with day-to-day developments,

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understanding the diverse needs of learners and thus enrich the environment for their all-round development.

Today teaching has become every demanding as well as challenging as a profession. The nature and organization of the job makes teaching difficult. The academicians are under immense pressure to meet the expectations of their customers, no matter either these customers are students, parents, or employers and as an individual....their own family. In this process of meeting the expectations, the teachers are exposed to certain stress contributing factors, which not only hamper their routine abilities and performance but also results in feeling of exhaustion, dissatisfaction and strain, and thus the overall productivity of educational institution is suffered.

Stress is an integral part and an unavoidable consequence of modern living. Stress and strain has a direct impact on emotions, performance and health of a person. The general impression about occupational stress is the feeling of failure due to overload of work. But if this is the case and so simple a problem then, merely by reducing the work load, work stress could have been done away with. Many researches have been done on occupational stress of teachers. Few of them found that occupational stress was high in primary males as compared to primary females and stress was higher in secondary females as compared to secondary males.<sup>1</sup> Overall job satisfaction was found to be negatively related to stress among primary and secondary female teachers. Stress was found to be negatively related to work values.<sup>2</sup> Few studied teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage. It was found that teachers with high emotional intelligence were having less occupational stress and more teacher effectiveness, whereas, teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.<sup>3</sup>

Feeling the gravity of problem a humble attempt has been made in the present study to find out the relationship between stress and personality among secondary school teachers and provide insight into the factors that lead to stress. By doing so, suggestions can be made to overcome the causes and the stress level. This will lead to a better environment, health and productivity in work.

#### *Concept of Stress*

The term 'stress' is borrowed from the discipline of physics which means pressure. The concept of stress was first introduced in the life sciences by *Selye Hans* in 1936. The word stress has been derived from the Latin word 'stringere'; which means the experience of physical hardship, torture and pain. Selye Hans, defined stress as "the non-specific response of the body to any demand placed upon it". Stress is the human's body response to the negative demands of environment. Whenever human beings encounter any environmental factor (stressor) which is a threat to his/her survival then it experiences a feeling which is considered as stress.<sup>4</sup> The nature and effects of stress might be best understood by saying that some environmental variables (stressors), when interpreted by the individual (cognitive interpretation), may lead to stress.<sup>5</sup>

Stress occurs when individuals fail to cope with the demands of their environment. What may be challenge for one can be a stressor for another. It depends largely on background experiences, attitude, temperament and environmental conditions. Stress is part and parcel of life. Stress belongs to everyone. Nothing can isolate stress from human beings but its degree varies from person to person.

*Occupational Stress:* Occupational stress are the responses that occur when the requirements of the job or work environment do not match the attitude, expectations, capabilities, resources, or needs of the worker. Job stress can lead to poor health, frustration and low performance. Occupational (work or workplace) stress has become one of the most serious health issues today. Every occupation has

some stress, which may differ in its degree. Some degree of stress is a normal part of life and provides part of the stimulus to learn and grow.

*Teacher's Stress* : "Teacher's stress has been defined as unpleasant emotions experienced by a teacher such as tension, frustration, anger and depression resulting from aspects of his work as a teacher."<sup>6</sup> Work stress has become increasingly common in teaching profession largely because of increased job complexities, work load and less salary. Distress among teachers is the result of failure of school to meet the social needs and job demands of the teachers.

The focus of study in this paper is on stress of secondary school teachers. The secondary school teachers come across many pressures from different directions such as: Norms and standard set by NCERT; Various conditions set by State Level Agency; Expectations of NCERT from the institutions to go hand in hand with the changing times; Management's expectations for optimum utilization of minimum resources; One's own pressure to develop professionally and contribute to the pool of knowledge; Unending co-curricular activities; Various needs of students and guardians and Expectations from their own families. Stress up to moderate level is inevitable and leads to motivation but prolonged occupational stress results in physiological and psychological ailments, which ultimately have deleterious effects on teacher's efficacy.

### *Personality*

The word personality has been derived from the latin word 'persona' which meant mask worn by actors. Personality constitutes both overt and covert behaviours and characteristics of a person.

Allport (1962) "personality is the dynamic organization within the individual of those psycho-physical environment systems that determine his characteristics thoughts and behaviour".

Eysenck (1957) "defined personality, as the more or less stable and enduring organization of a person's character, temperament which determines his unique adjustment to the environment".

According to Cattell (1957) "Personality is "that which permits a predication of what a person will do in a given situation."

Personality stands for a person's physical, social, mental, emotional or spiritual make up. Personality is the sum total of the qualities of character, mind and body that make one different from other people. It is developed and acquired, not inherited. It is not something that just happens. It is the definite result of cultivation as one goes on in life. <sup>7</sup>

*Teacher's Personality* : Teacher's personality means organized set of characteristics possessed by teachers.

Teacher's personality influences his/ her behaviour in different ways, such as selection of teaching methods and learning experiences, positive attitude towards changes and advancements etc. Personality traits contribute towards effective teaching, these characteristics includes clarity of knowledge, encouragement of class discussion, presentation of diverse points of view, stimulation of student's interests, motivation and thinking, interaction with students. If teachers exhibit positive personality traits, such as support to students, creating an environment of learning and cooperation, encouraging students to take initiative and participate in the class activities then the students will learn more. Their skills and competencies will increase and vice versa. Teacher's personality also effects career development of teachers themselves.

*Objectives of the study*

The present study aims at achieving the following objectives:

1. To study the relationship between occupational stress and personality of secondary school teachers.
2. To study the relationship between occupational stress and personality of secondary school female teachers.
3. To study the relationship between occupational stress and personality of secondary school male teachers.

*Hypothesis of the study*

The following hypotheses have been formulated to achieve the set objectives:

1. There is significant relationship between occupational stress and personality of secondary school teachers.
2. There is significant relationship between occupational stress and personality of secondary school female teachers.
3. There is significant relationship between occupational stress and personality of secondary school male teachers.

*Delimitations;* The present study is delimited to teachers of English medium secondary schools of Allahabad city.

*Research Methodology;* Survey method of descriptive research has been used for the present study.

*Population and Sample;* The population in the present study has been defined as all the teachers of English medium secondary schools of Allahabad City. A total of 41 English medium secondary schools were found working in Allahabad City. A representative sample has been drawn from the defined population. First of all a list of all English medium secondary schools was prepared. Then six schools were selected by systematic sampling, N/n th Item. First school was selected by putting finger on any one school and then every seventh school was selected. Out of these schools 80 teachers who teach secondary level classes were selected. 40 male teachers and 40 female teachers constitute the sample for the study.

The name of the schools from where the samples were drawn and the number of teachers in each group to whom the test was administered has been given in table 1.

**T A B L E 1** *Showing the Sample Selected for the Study*

Sr. No.	Name of the school	Number of teachers from each school	
		Male	Female
1	Y M C A , Allahabad	8	9
2	Earny Memorial Public School	8	4
3	Bishop Johnson School and College	9	8
4	Mary Lucas School and College	7	8
5	St. Mary's School , Ghoorpur	4	5
6	Ewing Christian Public School	4	6
	Total	40	40

*Variables Involved;* Occupational stress and personality are the variables for the study.

*Tools Used*

*Teacher's Stress Scale (TSS)* developed by Misra and Poonam.

*16 PF Test of form A* prepared by Cattell and adapted by Kapoor.

*Statistical Technique Used;* In the present study Product Moment Coefficient of Correlation (r) has been used to analyse the collected data and to study the relationship between stress and personality of Secondary School Teachers.

*Analysis and Interpretation of Data;* In the present study, data has been collected by administering two tests. The obtained data has been analysed by using product moment coefficient of correlation and



hypotheses have been tested at .05 level. For the purpose of testing, null hypotheses have been formulated.

*1.Ho (1) – There is no significant relationship between occupational stress and personality of secondary school teachers.*

**T A B L E 2** *Product Moment Coefficient of Correlation Between Stress and Personality Factors Among Secondary School Teachers*

PERSONALITY FACTORS	value of r	level of significance .05
A: Warm; easygoing,participating	-0.427	S
B: Abstract Thinking; intelligent	-0.377	S
C: Emotionally Stable ;mature; calm	-0.088	NS
E: Dominant; competitive	0.273	S
F: Enthusiastic; cheerful	0.02	NS
G: Conscientious; confirming	0.032	NS
H: Bold; can take stress	-0.211	NS
I: Tough minded ; realistic	-0.313	S
L: Trusting ; easy to get on with	0.305	S
M: Practical ; steady	-0.115	NS
N: Shrewd ; polished; diplomatic	-0.169	NS
O: Self Assured ; secure	0.329	S
Q1: Experimenting; open to change	0.231	S
Q2: Self Sufficient; resourceful	0.227	S
Q3: following Self Image; high self-concept control	-0.206	NS
Q4: Relaxed ;unfrustrated	0.167	NS

\*N= 80

*Observation of the table 2 shows that the value of correlations between occupational stress and personality factors : C: Emotionally Stable, F: Enthusiastic, G: Conscientious, H: Bold, M: Practical, N: Polished , Q3: Following Self Image, and Q4: Relaxed are -0.088, 0.021,0.032,-0.211,-0.115,-0.169,-0.206 and 0.167 respectively which are smaller than the table value (=0.217) at .05 level at df = 78 .It indicates that the correlations between the two variables are not significant at .05 level. Therefore, the null hypotheses, ‘ There is no significant relationship between occupational stress and personality of secondary school teachers’ can be accepted and research hypotheses stands rejected for personality factors C, F, G, H,M, N, Q3 and Q4. It means that occupational stress is not related to personality factors C, F, G, H, M, N, Q3, and Q4 among secondary school teachers.*

*Observation of the table 2 shows that the value of correlations between occupational stress and personality factors: A: Warm, B: Abstract Thinking, I: Tough Minded are -0.427,-0.377 and -0.313 respectively which are greater than the table value (=0.217) at .05 level at df=78. It indicates that the correlations between the two variables are significant at .05 level. Therefore, the null hypotheses, ‘There is no significant relationship between occupational stress and personality of secondary school teacher’s can be rejected and research hypotheses stands accepted for personality factors A, B, and I.It means that occupational stress is negatively related to personality factors A, B and I among secondary school teachers.*

*Observation of the table 2 shows that the value of correlations between occupational stress and personality factors: E: Dominant, L: Trusting, O: Self Assured, Q1: Experimenting and Q2: Self Sufficient are 0.273, 0.305, 0.329, 0.231 and 0.237 respectively which are greater than the table value (=0.217) at .05 level at df=78. It indicates that the correlations between the two variables are significant at .05 level. Therefore, the null hypotheses, ‘ There is no significant relationship between occupational stress and personality of secondary school teachers’ can be rejected and research*



hypotheses stands accepted for personality factors E, L, O, Q1 and Q2. It means that occupational stress is positively related to personality factors E, L, O, Q1, and Q2 among secondary school teachers.  
 2.*Ho* (2)- There is no significant relationship between occupational stress and personality of secondary school female teachers.

**T A B L E 3** *Product Moment Coefficient of Correlation Between Stress and Personality Factors Among Secondary School Female Teachers*

PERSONALITY FACTORS	value of r	level of significance .05
A: Warm; easy-going; participating	-0.605	S
B : Abstract Thinking; intelligent	0.016	NS
C: Emotionally Stable ;mature; calm	-0.346	S
E: Dominant; competitive	-0.004	NS
F: Enthusiastic; cheerful	-0.006	NS
G: Conscientious; confirming	-0.137	NS
H: Bold; can take stress	-0.423	S
I: Tough minded ; realistic	-0.1007	NS
L: Trusting ; easy to get on with	0.309	S
M: Practical ; steady	-0.305	S
N: Polished; diplomatic	0.106	NS
O: Self Assured ; secure	0.369	S
Q1: Experimenting; open to change	0.449	S
Q2: Self Sufficient; resourceful	0.313	S
Q3: following Self Image; high self-concept control	-0.244	NS
Q4: Relaxed ; unfrustrated	0.101	NS

\*N=40

*Table 3 shows that the value of correlations between occupational stress and personality factors :* B: Abstract Thinking, E: Dominant, F: Enthusiastic, G: Conscientious, I: Tough Minded, N: Polished, Q3: Following Self Image and Q4: Relaxed are 0.016,-0.004,-0.006,-0.137,-0.1007,0.106,-0.244 and 0.101 respectively which are smaller than the table value (=0.304) at .05 level at df = 38 . It indicates that the correlations between the two variables are not significant at .05 level. Therefore, the null hypotheses, ‘There is no significant relationship between occupational stress and personality of secondary school female teachers’ can be accepted and research hypotheses stands rejected for personality factors B,E,F,G,I,N,Q3 and Q4.It means that occupational stress is not related to personality factors B, E, F, G, I, N, Q3 and Q4 among secondary school female teachers.

*Observation of the table 3 shows that the value of correlations between occupational stress and personality factors :* A: Warm, C: Emotionally Stable , H: Bold and M: Practical are -0.605,-0.346, -0.423, -0.305 respectively which are greater than the table value (=0.304) at .05 level at df=38. It indicates that the correlations between the two variables are significant at .05 level. Therefore, the null hypotheses, ‘ There is no significant relationship between occupational stress and personality of secondary school female teachers’ can be rejected and research hypotheses stands accepted for personality factors A,C, H and M.It means that occupational stress is negatively related to personality factors A, C, H and M among secondary school female teachers.

*Observation of the table 3 shows that the value of correlations between occupational stress and personality factors :* L: Trusting, O: Self Assured, Q1: Experimenting and Q2: Self Sufficient are 0.309, 0.369, 0.449 and 0.313 respectively which are greater than the table value (=0.304) at .05 level at df=38. It clearly indicates that the correlations between the two variables are significant at .05 level. Therefore, the null hypotheses, ‘There is no significant relationship between occupational stress and personality of secondary school female teachers’ can be rejected and research hypotheses

stands accepted for personality factors L, O, Q1 and Q2. It means that occupational stress is positively related to personality factors L, O, Q1 and Q2 among secondary school female teachers.

3. *Ho(3)* - There is no significant relationship between occupational stress and personality of secondary school male teachers.

**T A B L E 4** *Product Moment Coefficient of Correlation Between Stress and Personality Factors Among Secondary School Male Teachers*

PERSONALITY FACTORS	value of r	level of significance .05
A: Warm; easy-going; participating	-0.28	NS
B: Abstract Thinking; intelligent	-0.411	S
C: Emotionally Stable ;mature; calm	0.059	NS
E: Dominant; competitive	0.278	NS
F: Enthusiastic; cheerful	-0.154	NS
G: Conscientious; confirming	0.254	NS
H: Bold; can take stress	-0.137	NS
I: Tough minded ; realistic	-0.315	S
L: Trusting ; easy to get on with	0.172	NS
M: Practical ; steady	-0.054	NS
N: Polished; diplomatic	-0.187	NS
O: Self Assured ; secure	0.259	NS
Q1: Experimenting; open to change	0.087	NS
Q2: Self Sufficient; resourceful	0.321	S
Q3: following Self Image; high self-concept control	-0.162	NS
Q4: Relaxed ; unfrustrated	0.102	NS

\*N=40

*Observation of the table 4 shows that the value of correlations between occupational stress and personality factors* : A: Warm, C: Emotionally Stable, E: Dominant , F: Enthusiastic, G: Conscientious, H: Bold, L: Trusting , M: Practical , N: Polished, O: Self Assured, Q1: Experimenting, Q3: Following Self Image and Q4: Relaxed are -0.281, 0.059, 0.278, -0.154, 0.254, -0.137, 0.172, -0.054, -0.187, 0.259, 0.087, -0.162 and 0.102 respectively which are smaller than the table value ( $=.304$ ) at .05 level at  $df = 38$  . It indicates that the correlations between the two variables are not significant at .05 level. Therefore, the null hypotheses, ‘There is no significant relationship between occupational stress and personality of secondary school male teachers’ can be accepted and research hypotheses stands rejected for personality factors A, C, E, F, G, H, L, M, N, O, Q1 ,Q3 and Q4. It means that occupational stress is not related to personality factors A, C, E, F, G, H, L, M, N, O, Q1, Q3 and Q4 among secondary school male teachers.

Observation of the table 4 shows that the value of correlations between occupational stress and personality factors :-B: Abstract Thinking and I: Tough Minded are -0.411 and -0.315 respectively which are greater than the table value ( $=.304$ ) at .05 level at  $df=38$ . It indicates that the correlations between the two variables are significant at .05 level. Therefore, the null hypotheses, ‘There is no significant relationship between occupational stress and personality of secondary school male teachers’ can be rejected and research hypotheses stands accepted for personality factors B and I. It means that occupational stress is negatively related to personality factors B and I among secondary school male teachers.

*Observation of the table 4 shows that the value of correlation between occupational stress and personality factor* : Q2 : Self Sufficient is 0.321 which is greater than the table value ( $=.304$ ) at .05 level at  $df=38$ . It indicates that the correlation between the two variables is significant at .05 level. Therefore, the null hypotheses, ‘There is no significant relationship between occupational stress and personality of secondary school male teachers’ can be rejected and research hypotheses stands accepted for

personality factor Q2. It means that occupational stress is positively related to personality factor Q2 among secondary school male teachers.

### *Conclusions*

The following conclusions have been drawn from the present study:

*There is no relationship between occupational stress and personality factors:* C: Emotionally Stable, F: Enthusiastic, G: Conscientious, H: Bold, M: Practical, N: Polished, Q3: Following Self Image, and Q4: Relaxed of secondary school teachers. It means that any increase or decrease in above mentioned personality factors will not bring any change in occupational stress among secondary school teachers.

Occupational stress is significantly and negatively related to personality factors A: Warm, B: Abstract Thinking, I: Tough Minded for secondary school teachers. It means that if these personality traits are increased then level of occupational stress will be less and vice versa.

Occupational stress is significantly and positively related to personality factors E: Dominant, L: Trusting, O: Self Assured, Q1: Experimenting and Q2: Self Sufficient for secondary school teachers. It means that if these personality traits are decreased then level of occupational stress will be less and vice versa.

*Occupational stress is not related to personality factors:* B: Abstract Thinking, E: Dominant, F: Enthusiastic, G: Conscientious, I: Tough Minded, N: Polished, Q3: Following Self Image and Q4: Relaxed for secondary school female teachers. It means that any increase or decrease in above mentioned personality factors will not bring any change in occupational stress among secondary school female teachers.

*Occupational stress is significantly and negatively related to personality factors:* A: Warm, C: Emotionally Stable, H: Bold and M: Practical for secondary school female teachers. It means that if these personality traits are increased then level of occupational stress will be less and vice versa.

*Occupational stress is significantly and positively related to personality factors:* L: Trusting, O: Self Assured, Q1: Experimenting and Q2: Self Sufficient for secondary school female teachers. It means that if these personality traits are decreased then level of occupational stress will be less and vice versa.

*Occupational stress is not related to personality factors:* A: Warm, C: Emotionally Stable, E: Dominant, F: Enthusiastic, G: Conscientious, H: Bold, L: Trusting, M: Practical, N: Polished, O: Self Assured, Q1: Experimenting, Q3: Following Self Image and Q4: Relaxed for secondary school male teachers. It means that any increase or decrease in above mentioned personality factors will not bring any change in occupational stress among secondary school male teachers.

*Occupational stress is significantly and negatively related to personality factors :* B: Abstract Thinking and I: Tough Minded for secondary school male teachers. It means that if these personality traits are increased then level of occupational stress will be less and vice versa.

*Occupational stress is significantly and positively related to personality factor :* Q2 : Self Sufficient for secondary school male teachers. It means that if these personality traits are decreased then level of occupational stress will be less and vice versa.

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## DIGITAL INFORMATION SERVICES TO VISUALLY IMPAIRED STUDENTS IN INDIAN UNIVERSITY LIBRARIES: A CASE STUDY OF BANARAS HINDU UNIVERSITY

DR. VIVEKANAND JAIN\* AND DR. PRAVIN KUMAR SINGH\*\*

### *Declaration*

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *Vivekanand Jain and Pravin Kumar Singh* the authors of the research paper entitled DIGITAL INFORMATION SERVICES TO VISUALLY IMPAIRED STUDENTS IN INDIAN UNIVERSITY LIBRARIES: A CASE STUDY OF BANARAS HINDU UNIVERSITY declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Banaras Hindu University is the biggest Central University of India celebrating its centenary year in 2015-2016. The BHU Library is serving as knowledge centre for all faculty members, students and researchers. It also facilitates visually impaired students providing digitized reading material to them. There are about 100 visually impaired students doing Graduation & Post Graduation courses and about five students are doing Research work from various faculties of Banaras Hindu University.

Due to specialized information service by library, the visually impaired students are empowered with latest information and developments in the society. Few of them got a good job opportunity and respectable position in the society. Government of India provides job opportunities for disabled persons. They are having 3% reservation in all central government vacant positions.

### *BHU Library System & Collection*

The Banaras Hindu University has one of the biggest library systems in India. It consist one Central Library, Six Institute Libraries, 6 Faculty Libraries, 26 Departmental Libraries and one library at South Campus. The total collection in all the libraries exceeds 15 lakh volumes. BHU Library is serving to above 30,000 students including about 5000 research scholars.

As per annual report of year 2014-2015, the collection of Central Library is as follows:

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The library has access to above 13000 online journals and 500 print journals. The library has a unique collection of about 7227 Manuscripts, besides the collection of rare books, doctoral dissertations, University Founder Collections, Staff Publications, Local History Collections, etc.

Digitalization of resources is a step to preserve cultural heritage and vast knowledge treasure for coming generations. To cope up with the information needs with speed, accuracy and reliability, the digital library is the solution. BHU library initiated various digitization program as per need to serve the users and preserve for future generations.

#### *Visually Impaired Section*

Visually Impaired Section of Central Library is involved in creation of soft copy of course material of higher education via voice recording system (audio format). The subject course books are selected by visually impaired students and recording work done by fellow UG and PG students of Banaras Hindu University as a social service under the scheme of “Earn while Learn” .

With the support of soft copy of reading materials, the visually impaired students are able to prepare themselves for various examinations. The Library providing facilities to more than 100 visually impaired students and researchers of Banaras Hindu University.

The library provides audio CD of course material to visually impaired students free of cost. Central Library created audio CD of above 500 text books/ course material for visually challenged students.

The Visually Impaired Section equipped with computers, scanners, headphones, speakers, CD players, CD duplicator, cassette duplicator etc. The JAWS and Kurzweil software are also installed in computer systems to serve the visually impaired students. There is a planning for modernization of Visually Impaired Section soon.

#### *Population of Disabled persons in India*

Census of India (2001) has revealed that over 21 million people in India as suffering from one or the other kind of disability. This is equivalent to 2.1% of the population. Among the total disabled in the country 12.6 million are males and 9.3 million are females. The numbers of disabled are more in rural areas than urban areas. Such proportion has been reported between 57-58 percent for males and 42-43 percent females.

Among the five types of disabilities on which data has been collected, disability in seeing (visually impaired) at 48.5% emerges as the top category. Others in sequence are: in movement (27.9%), Mental (10.3%), in speech (7.5%), and in hearing (5.8%). The disabled by sex follow a similar pattern except for that the proportion of disabled females is higher in the category in seeing and in hearing.

Disabled Population by Type of Disability India : 2011

Type of Disability	Persons	Males	Females
Total	26,810,557	14,986,202	11,824,355
In Seeing	5,032,463	2,638,516	2,393,947

#### *Govt. of India Initiatives for Disabled*

Government of India providing 3% reservation in educational institutions for disabled students. Enhancing employment opportunities for people with disabilities is one of the main concerns of the disability sector in India. When one looks at the micro level, it may seem like there has been progress.



There is increased awareness amongst Corporate and people with disabilities. There has been pressure on the Government to implement The Disability Act, 1995. Even though there was no law mandating the private sector to employ disabled people, some companies have taken proactive measures to employ disabled people in their institutes.

As per decision of Supreme Court on 30<sup>th</sup> June 2016 there must be 3 per cent quota for disabled in all posts. Quashing the central government's earlier orders on restricting reservation for the differently-abled in promotion to Group A and Group B posts, the Supreme Court has ruled that three per cent reservation shall be provided to them in all posts and services under the Government of India.

*Divyang* : For disabled persons the Prime Minister of India Shri Narendra Modi coined a new word "Divyang" as differently abled person or born with a divine limb/ organ.



The Prime Minister of India Shri Narendra Modi ji distributed appliances of their needs for above 9000 divyangs in Varanasi (India) in a day.

### *Positive Impact of Digital Information Service*

Visually impaired seven students of Banaras Hindu University were qualified in National Eligibility Test for Lectureship conducted by University Grants Commission (India). Three of them qualified NET with Junior Research Fellowship. It's a great achievement and positive impact of qualitative digital information services to the visually impaired students by Central Library, Banaras Hindu University to make them educationally fit for competitive examinations.

### *Conclusion*

University libraries are serving all academic community with modernized library information services including people of special needs. BHU library initiated its services for visually challenged via audio recordings of their course material. It is an unique initiative of BHU library for them. One can see the positive impact of new initiative of library for visually challenged students.

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## MANUFACTURING TECHNIQUE OF NORTHERN BLACK POLISHED WARE : MICRO ANALYSIS

DR JAMIL AHMED\*

### *Declaration*

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Jamil Ahmed* the author of the research paper entitled MANUFACTURING TECHNIQUE OF NORTHERN BLACK POLISHED WARE : MICRO ANALYSIS declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Northern Black Polished Ware was first reported by Marshall (1909-10: 40, 1911-12: 37-81) from Bhita and since then it has been recovered from in different parts of India. The main concentration of this pottery is in eastern Uttar Pradesh and Bihar *i.e.* middle Ganga plain, the home land of Northern Black Polished Ware (Roy, 1986: 13-14). The spread of this ware is not only restricted in northern India, it has been recovered from southern, western and eastern parts of India as well as beyond the present political boundaries of India like Pakistan, Nepal, Bangladesh, Afghanistan and Sri Lanka. Though, this ware appeared quit late in the other parts of India and beyond. The manufacture of the Northern Black Polished Ware begins in the early to mid-first millennium BCE and continues until first century BCE (Sharan *et al*, 2008 & Ayodhya Report, 2003). So far about seven hundred sites have produced this ware or its assemblages (Ahmed, 2007). It covered a distance of about 2,121 km from north to south and about 1,790 km from east to west. Thus Northern Black Polished Ware Culture can claim a larger area than any other of the known Iron Age cultures of India and perhaps also even greater area then the well known Harappan Culture.

The Northern Black Polished (NBP) Ware produced by the application of long process and specialized technique may be highly praised as the Deluxe pottery, which could not have been the pottery of the common man (Sahay, 1969:146). In every likelihood it belonged to the distinguished gentry or the creamy layer of the society. Even these people put a high premium on the Northern Black Polished Ware pots, otherwise why would they have tried to repair a broken pot by riveting copper-wire or pins. Such riveted examples have been reported from Kumrahar, Sonpur, Bairat, Ropar (Roy, 1969: 171) and Juafardih near Nalanda (Sharan *et al*, 2008: 65). This ware having surface colour of about 90% of the

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sherds may be distinguished as jet-black, black or bluish-black. The remaining 10% are in shades of steel blue, pinkish, silvery, golden, brown, bronze, chocolate, violet or deep red. Some sherds of bi-colour have been reported from excavation of Sravasti, Rajghat, Prahladpur, Champa, Manjhi and Juafardih (Sharan *et al*, 2008: 65).

It is further apparent from the shapes that this ware was essentially a table ware. The Northern Black Polished Ware is, therefore, clearly the *de-luxe* ware of its time period (Sahay, 1969). It is because for this reason all the needs of the day to day life, particularly of the common people could not have been fulfilled by this ware alone. The role of the associated ware in the Northern Black Polished Ware Culture, therefore, was colossal. According to Mortimer Wheeler, "These wares are as famous in Indian archaeology as 'Terra Sigillata' in European continental".

This NBP Ware is prepared of well-levigated, smooth and fine clay, and is generally grey, sometimes reddish (Sahay, 1969: 145) or whitish (Sinha, 1997: 88) in section. The texture and fine fabric of the Northern Black Polished Ware sherds not only indicates unique preparation of the clay, which was devoid of impurities inherent in the clay, but it also contained an admixture of other elements. It is attested by the microscopic examination of Northern Black Polished Ware sherds by Sperry in United States of America which revealed the inclusion of a fine dose of iron-dust to the parent media. Similarly, Gaur (1983: 258) has found that the clay of the Northern Black Polished Ware also contain some percentage of magnetic oxide of iron.

Scholars commonly believe that Northern Black Polished Ware was turned on a fast wheel and it was fired in the sagger-kiln at high to very high temperatures and cooled in reducing atmosphere. Roy (1983) divides the NBPW fabric into five main groups. Type A is thin in section, fine, hard and dense, and its surface is difficult to mark. It is found only in the form of corrugated or flanged bowls but never on discs. Type B is thicker and its surface can be more easily scratched. Both dishes and bowl are found in this fabric. Both types are made of well-levigated clay, on a fast wheel and have a grey core. Type C has a red to grey core with a surface below the slip of red to buff matt colour. The slip itself peels off more easily than the other types. Type D is variation of Black-and-Red Ware. Finally, Type E is thick in section, with the surface dull black or grey and rarely lustrous. It appears to have been fired at a lower temperature than other types and its surface could be described as a wash or self-slip.

The core of the pots, however, varies in colour (Sahay, 1969: 145). Regarding variation in colour of core of the pots scholars have different opinions. This colour variation is because the potters could not always control the temperature, nor were they perfect in ascertaining the actual amount of iron present in the clay. Some scholars believe that the black gloss of the Northern Black Polished Ware may have resulted due to some sort of post-firing technique in which the kiln-hot pottery was coated with some organic liquid (Agrawal, Kusumgar and Lal, 1965: 395-397).

The chemical analysis carried out by a number of scholars (Ghosh and Panigrahi, 1946: 58; Lal, 1954-55: 5-152) suggests that the Black glaze is achieved because of certain chemical property applied over the Black-slipped surface of the pot. It appears that after being turned on a fast wheel, the pots were wet-smoothed and burnished to increase the compactness and impermeability of the pots and thereafter dressed with a highly ferruginous clay, the luster being achieved by the incipient fusion of the slip in the process of firing itself. Regarding its smooth luster appearance Lal (1954-55) has opined that it was quite possible that the smooth luster may have been the result of employment, of a clay-solution in which the size of constituent particle is reduced by peptisation. Besides this, producing the jet-black surface, other chemicals according to Lal (1954-55) might have been used to attain different shades. Bhardwaj (1969: 191) has tried to isolate the slip from the core by chemical analysis and has suggested that the slip might have been obtained by the application of a well-levigated emulsion of refined clay

and organic liquids or plant juices over the dried pots. After the slip was dry, the pots were fired under reducing atmosphere. The organic matter in the slip carbonized, without burning out, and resulted in uniform-lustrous black surface.

A number of attempts have been made to understand probable manufacturing techniques of pottery employed by their makers. Hegde (1987) carried out detailed scientific analysis of stratified sherds recovered from the excavated sites at Hastinapur, Mathura and Kaushambi. He made comparative study of manufacturing technique of three important wares of ancient times namely Black-slipped Ware (BSW), Painted Grey Ware (PGW) and Northern Black Polished Ware (NBPW). His study has thrown a welcome light on the quality of the clay paste, identity of mineral used in the decoration of Painted Grey Ware and raw material used in the surface treatment of Black-slipped Ware and Northern Black Polished Ware, and technique used in making of three wares. It is interesting to note that all the three wares have this grey core of dishes and bowls.

The analysis of thin section of Painted Grey Ware revealed that the ware was made from well elutriated, fine clay, the ash grey colour on the pottery invariably uniform that suggest enclosed space, were the effect of heat could be evenly distributed in the process of baking pottery. The hardness of the pottery suggests that it was baked at reducing high temperature of about 800°C.

Iron was first proposed as the major colouring agent by Sana Ullah (1946: 58). The Black pigment used in decoration in pottery is iron oxide. It may be magnetite ( $\text{Fe}_3\text{O}_4$ ) or Hematite ( $\text{Fe}_2\text{O}_3$ ) but to get black colour painting Painted Grey Ware pottery was baked in reducing atmosphere. On the basis of comparative analysis of archaeological evidence and ethno-archaeological data, Hegde (1975, 1987) suggested that potters of the Painted Grey Ware after prepare pots on wheel, drawing them under sun and painting was executed with a suspension finally ground Red occur (Hematite) in the water, after painting pots are bagged in enclosed space under reducing atmosphere that turned painted design in red colour into black magnetite. The remaining surface of the pottery attained ash-grey colour because of the reduction of the small percentage of iron oxide in the clay and similar baking technique were used in making of the Black-slipped Ware and Northern Black Polished Ware. In the case of Black-slipped Ware, he suggested that application of red slip made up of liquid clay containing finally ground red occur, burnishing the slip and then baking the ware in an enclosed space under the reducing atmosphere.

The chemical analysis of lustrous, black surface finish on Northern Black Polished Ware revealed a high percentage of sodium oxide and iron oxide eight to ten times higher than their percentage composition in the core of the ware (Hegde, 1962). On the basis of experimentation, he suggested that the glossy black application of liquid clay of finally ground red occur, peptized by soda or any other similar effective alkaline material when baked in an enclosed space in a reducing atmosphere (Hegde, 1962, 1966 and 1987). On the basis of experimentation, he suggested that in the case of Northern Black Polished Ware in addition to finally ground red occur and alkaline material probably *sajjimatti* (Alluvial soils) or *reh* or *khari* would have been applied. However, glazed on Northern Black Polished Ware to cracks and peel indicates that 600°C-700°C and subsequently baked again at a high temperature ranging from 800°C to 1000°C with the addition of slip glazed (*sajjimatti* or *alkaline* meter) in reducing atmosphere. The baking method as all three wares would have been similar to *gajaputa* (Hegde, 1987).

Recently, Harding (2004: 30-36) after analyzing the Northern Black Polished Ware sherds under Scanning Electron Microscope (SEM) made some preliminary observations regarding the polish on Northern Black Polished Ware. He suggested that all the specimen examine have two slips with upper surface of about a micron with the extreme thickness of the top layer according to him due to either a very fine suspension in liquid that was either wiped and / or into the pot was dip. He further observed that evidence of oxidation of the application of the slip suggested the possibility a three fold process of

oxidation, reduction, and re-oxidation. According to him, this would help the potter in creating colours and possibly control of process could have the colour variation

In spite of these scientific analyses, the questions about the production processes of the Northern Black Polished Ware cannot be answered satisfactorily, and the ones related with the various shades of the Northern Black Polished Ware particularly remain an open challenge to be taken up by the scientific studies.

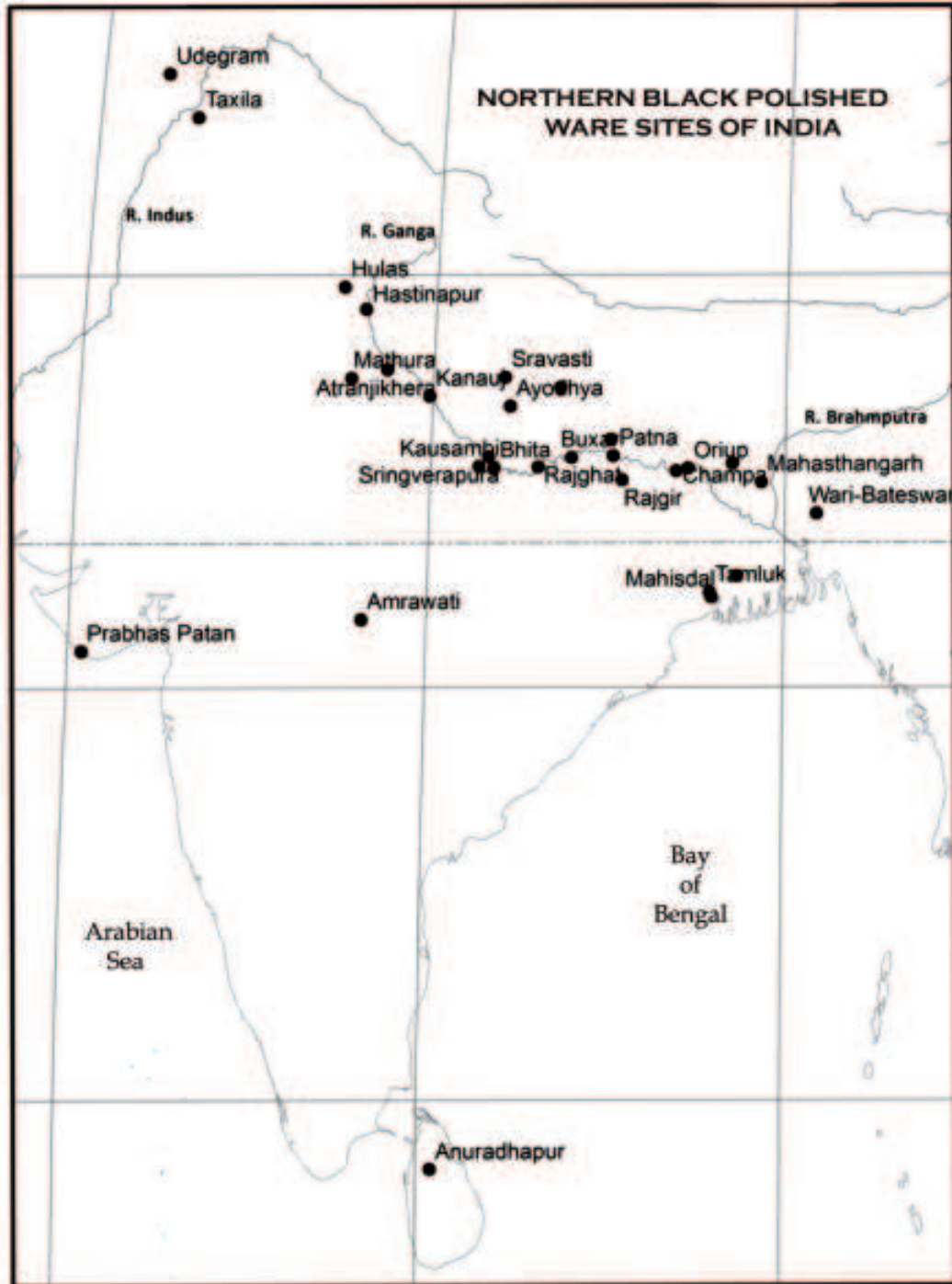


Fig : Major Archaeological sites of Northern Black Polished Ware



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