

www.anvikshikijournal.com



ISSN 0973-9777

Volume-7, Number-5

September-October 2013

GISI Impact Factor 0.2310

Volume-7

The Indian Journal of Research

# Anvikshiki

Number-5

Bi-monthly International Journal of all Research

September-October- 2013



**MPASVO**

Published on behalf of the MPASVO in  
association with the Member's of Anvikshiki

**MANEESHA PUBLICATIONS**

# Anvikshiki

## The Indian Journal of Research

Bi-Monthly International Journal of All Research

### **Editor in Chief**

Dr. Maneesha Shukla, maneeshashukla76@rediffmail.com

### **Review Editors**

Dr. Nagendra Narayan Mishra, Allahabad University, Allahabad U.P. India

Dr. Jayshankar Jha, Banaras Hindu University, Varanasi U.P. India

### **Editors**

Dr. Mahendra Shukla, Dr. Anshumala Mishra

### **Editorial Board**

Dr. Anita Singh, Dr. Bhavna Gupta, Dr. Madhavi Shukla, Dr. S. M. Shukla, Dr. Nilmani Prasad Singh, Dr. Reena Chatterjee, Dr. Pragya Srivastava, Dr. Padmini Ravindra Nath, Manoj Kumar Singh, Archana Rani, Avanish Shukla, Vijaylaxmi, Kavita, Jyoti Prakash, Uma Shankar ram, Rashmi Saxena., Dr. A. K. Thakur, Dr. Kanchan Dhingra, Vinay Kumar Patel, Pooja Kumari, Dr. P. C. Yadava, Munna Lal Gupta, Archana Balveer.

### **International Advisory Board**


Phra Boonserm Sritha (Thailand), Rev. Dodamgoda Sumanasara (Kalutara South), Ven. Kendagalle Sumanaransi Thero (Srilanka), Phra Chutidech Sansombat (Bangkok, Thailand), Rev. T. Dhammaratana (Srilanka), P. Treerachi Sodama (Thailand), Dr. Sitaram Bahadur Thapa (Nepal), Mohammad Sourizaei (Zabol, Iran), Dr. Ahmad Reza Keikhay Farzaneh (Zahedan, Iran), Mohammad Zarei (Zahedan, Iran), Mohammad Mojtaba Keikhayfarzaneh (Zahedan, Iran), Dr. Hossain Jenaabadi (Zahedan, Iran), Mohammad Javad Keykha Farzaneh (Zabol, Iran)

### **Manager**



Maheshwar Shukla, maheshwar.shukla@rediffmail.com

### **Abstracts and Indexing**

Listed in ICMJE  ICMJE, [www.icmje.org](http://www.icmje.org),  Academia.edu, [banaras.academia.edu](http://banaras.academia.edu), [ebookbrowse.com](http://ebookbrowse.com),

BitLibrary! <http://www.bitlib.net/>,  Tech eBooks, [freetechebooks.com](http://freetechebooks.com),  ARTAPP.NET, [artapp.net](http://artapp.net), [Catechu PDF /printfu.org](http://Catechu.PDF/printfu.org),

 File Away, [www.fileaway.info](http://www.fileaway.info),  KMILE 의학 검색 엔진,  library, <http://www.docslibrary.com>,  MyCelular.ORG, Android Tips, Apps, Theme and Phone Reviews <http://dandroidtips.com>,  Edu-Doc, <http://www.edu-doc.com>, [www.themarketingcorp.com](http://www.themarketingcorp.com), Dunia

Ebook Gratis [duniaebook.net](http://duniaebook.net),  Google, <http://scholar.google.co.in>,  <http://nkrC.niscair.res.in/BrowsebyTitle.php?Keyword=A>

<http://nkrC.niscair.res.in/BrowsebyTitle.php?Keyword=A>

Website : [www.onlineijra.com](http://www.onlineijra.com). Motilal Banarasi Das Index, Varanasi, Motilal Banarasi Das Index, Delhi. Banaras Hindu University Journal Index, Varanasi. [www.bhu.ac.in](http://www.bhu.ac.in), D.K. Publication Index, Delhi. National Institute of Science Communication and Information Resources Index, New Delhi.

### **Subscriptions**

Anvikshiki, The Indian Journal of Research is Published every two months (January, March, May, July, September and November) by mpasvo Press, Varanasi. U.P. India. A Subscription to The Indian Journal of Research : Anvikshiki Comprises 6 Issues in Hindi and 6 in English and 3 Extra Issues. Prices include Postage by Surface mail, or For Subscription in the India by Speed Post.

Airmail rates are also available on request. Annual Subscriptions Rates (Volume 7, 6 Issues in Hindi, 6 Issues in English and Few Special Issues of science 2013):

### **Subscribers**

Institutional : Inland 5,000 +500 Rs. P.C., Single 1200+100 Rs. P.C., Overseas 6000+2000Rs. P.C., Single 1000+500 Rs. P. C.

Personal : 3,500+500 Rs. P.C., Single 1200+100 Rs. P.C., Overseas 5000+2000 Rs. P.C., Single 1000+500 Rs. P. C.

### **Advertising & Appeal**

Inquiries about advertising should be sent to editor's address. Anvikshiki is a self financed Journal and support through any kind or cash shall be highly appreciated. Membership or subscription fees may be submitted via demand draft in favour of Dr. Maneesha Shukla and should be sent at the address given below. Sbi core banking cheques will also be accepted.

### **All correspondence related to the Journal should be addressed to**

B.32/16 A., Flat No.2/1, Gopalkunj, Nariya, Lanka, Varanasi, U.P., India

Mobile : 09935784387, Tel. 0542-2310539, e-mail : maneeshashukla76@rediffmail.com, [www.onlineijra.com](http://www.onlineijra.com)

Office Time : 3-5 P.M. (Sunday off)

Journal set by: Maheshwar Shukla

Printed by : mpasvo Press

Date of Publication : 1 September 2013



Maneesha Publication  
(Letter No. V-34564, Reg. 533/2007-2008)  
B-32/16-A-2/1, Gopalkunj, Nariya, Lanka  
Varanasi, U.P., India

# Anvikshiki

## The Indian Journal of Research

Volume 7 Number 5 September 2013

### Papers

An Insight into Indian Handicraft Sector 1-6  
*Dr. P.V. Rajeev*

HR Challenges and Opportunities in Indian Railways 7-11  
*Sanaya Khanna*

Productivity of Indian Banks in Pre-Post Financial Sector Reform Periods 12-19  
*Dr. Vijay Kumar Sharma and Mr. Neeraj Kumar*

Impact of Climate Change on Food Security 20-25  
*Dr. Abhishek Pandey*

Human Rights Education—sine qua non in School Curriculum 26–28  
*Shibajyoti Karmakar*

CRIME: Some Advances in Biomedical Science 29-34  
*Kaizar Rahaman*

Family and the quest for ‘self’ in Shashi Deshpande’s *Moving On* 35–41  
*Dr. Parul Mishra*

The Lost Poetic Talent: A Re-exploration of Romanticism in Thomas Chatterton’s Poetry 42–44  
*Shibajyoti Karmakar*

Making of Technologically Advanced Teachers through Blended Learning Practices 45–50  
*Lekshmi V*

Achievement Level and School culture of Primary Schools Teachers 51–58  
*Azeezur Rahaman*

“A Study of Self-esteem of Prospective Teachers in Relation to their Gender and Academic Achievement” 59–65  
*Rajinder Singh*

Assess the Nutritional Status of Hemodialysis from Anthropometric Measures 66–69  
*Anita Singh and Shilpi Pandey*

PRINT ISSN 0973-9777, WEBSITE ISSN 0973-9777

## AN INSIGHT INTO INDIAN HANDICRAFT SECTOR

DR. P.V. RAJEEV\*

### *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, P.V. Rajeev the author of the research paper entitled AN INSIGHT INTO INDIAN HANDICRAFT SECTOR 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 epitome of India lies in its art and craft, which symbolizes the culture, tradition and societal values. Indian artifact industry is one of the oldest & biggest sectors of India. It provides employment to millions of artisans, among whom a large number of women and people belonging to the weaker section of the society are involved, and have accepted it as a profession. India is one of the major supplier of Artifacts to the world Markets. The present research paper attempts to comprehend the essence of the art which hold the Indian artifact in high esteem and demand in the international market. The paper primarily focuses on the immense opportunities that exist for the Indian artifact industry. It also pictures the impact of global recession on the industry and personnel associated with the crafts. The paper tries to contemplate upon the hurdles which the manufacturers and exporters are facing. In addition it would also plunge into the details of skilled labour migration and the plight of Indian Artifact Industry in its present state. The paper is divided into five sections as under:*

*The first section speaks of the Indian handicraft industry and its recognition in the Global market. The growth in handicraft sector has become a thing of deep concern due to the recessionary trend witnessed in the global economy over the past few years. Thus the first section prepares a convincing backdrop. The second section deals with the research methods adopted to carry out the study and the various statistical tools used to analyse the data. It would also detail the scope of the study undertaken. The next section focuses on the Government allocation of funds for the development and promotion of the handicrafts followed by the Socio-Economic problems being faced by the artisans and the plight of skilled and semiskilled labourers- forcing migration to other sectors to maintain an equitable livelihood option. Concluding observations would form the last section, providing concrete information on the Artifact and, the urgency, the sector demands to protract the traditional value of Indian Society.*

**Key Words:** Artifact, Recession, Artisans

\*Associate Professor, Faculty of Management Studies, Banaras Hindu University Varanasi (U.P.) India.

### *Introduction*

Handicrafts have been an inevitable part of Indian tradition from ancient time. It was one of the main source of employment to the people, and acted as a livelihood for the rural population. Indian traditional Handicraft has been known for its creative works, which involved making decorative items using hand. Artisans were engaged in craft work on full time basis, but, in present time craftsmen are involved in their traditional work on part time basis and they utilized their rest of time for alternate income generation activity.

The number of Artisans of-late have witnessed an increase in this sector at the rate of 3% per annum because these sectors has high potential for employment owing to the low capital investment, high ratio of value addition, high potential for export and a source of foreign exchange for the country.

India play important role in exporting of handicraft products among the various handicraft exporting countries like China , Korea, Thailand and Taiwan etc. India export their products to USA, Germany, Canada, Australia and Japan etc. India is a country of 28 states and it offers an enormous range of handicraft from each of the states. Uttar Pradesh, the biggest state in the country, have been the home of some of the major world renowned handicrafts. A major centre in Uttar Pradesh is Bhadohi, Jaunpur and Mirzapur for Carpets, Varanasi for Banaras Silk, Muradabad as known as the “Peetalnagari” (city of Brass) , Saharanpur for its Wooden Articles, Ferozabad for Glass, North western states like Rajasthan for Jaipuri quilts, Gujarat for Lace goods etc. are world famous places.

The craftsmen used different media to express their originality. The diversity of handicraft is expressed on Textile, Metals- precious & semi- precious; Woods, Precious & semi-precious stone Ceramic and Glass etc. The craftsmen are back bone of Indian Handicraft industry as provided with inherent skill, technique, traditional craftsmanship but that is quite sufficient for primary platform but due to changes in the world market these craftsmen need institutional support at their place i.e. craft pocket for value addition to maintain a competitive edge over other competitors like China, Korea, Thailand and Taiwan etc. Handicraft is unorganized industry of India which is scattered in Rural as well as Urban area. Over the years, the slow down in the world economy have contributed to the displacement of skilled manpower, migrated in search of a better livelihood option.

Government of India have been concerned about the high displacement rate and have been engaged in supporting the artisans by investing more money in 11<sup>th</sup> year plan as compared to the 10<sup>th</sup> five year plan. It has been involved in financially supporting the sector from procuring raw material to exporting of the Handicraft product..The Government of India has been taking various initiatives to uplift the handicraft sector which could be evidenced from the fund allocation made during the last few years.

### *Research Methodology*

The research design adopted for the study has been Descriptive and Exploratory. The data for the study was collected from both Secondary Data and Primary Data. Secondary Data has been collected from the various Annual Reports published by the Government of India and the Primary Data from the Artisans, mostly Semiskilled and unskilled labourers involved in the craft. The sampling technique adopted for the study was basically Snow Ball Sampling, since, no official data of labourers were not accessible. The data collected were analysed by using various Statistical tools using SPSS 19.

The scope of the study is based on the information available from various published data of the last four years. The study restricts itself to Carpet as a sample handicraft to carry out the Study. The Primary Data was collected from Jaunpur District, a major Carpet hub.

### Analysis and Observation

In order to get a deeper insight, the budgeted out lays during the last four years has been taken and analysed. The following table and figure shows that the allocation of funds to the handicraft sector increased substantially during the year 2008-09 when compared to the previous years. A marginal increase was witnessed during the year 2010-11, but no significant increase was observed during the year 2009-10 when compared to the previous years.

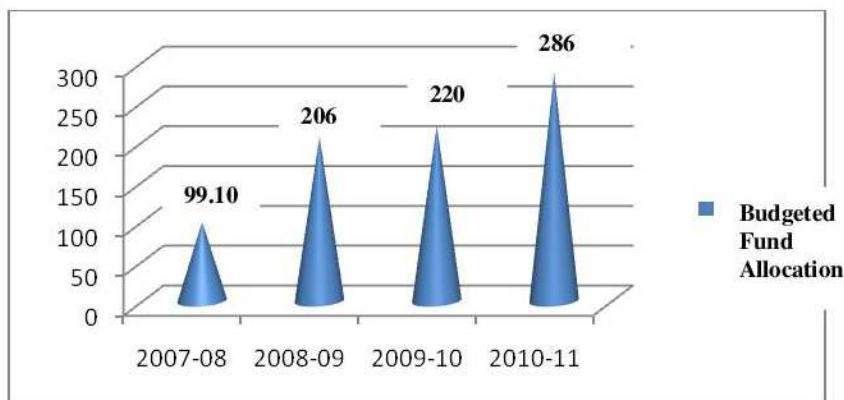


Figure 1 *Budgeted Fund Allocation\**

The change discussed above necessitated the need to identify the areas of allocation of funds and it was observed that during the year 2007-08 Rs. 9.25 crores was allocated for Product design and development and Skill and Technology upgradation out of which Rs. 4.36 crores was used crore for Design product, Workshop Product development etc .and Rs. 4.89 crore for Skill up gradation & assistance for design & Technology up gradation etc. During the year a sum of Rs. 28 crores was set aside for Marketing & Support service scheme etc, Rs. 5.50 crores for HRD Training through establish institution, Traning of Artisans, SHG leaders, Conducting seminar workshop, Tanning in innovative design etc. and Rs. 52 crores for BIMA yojana for Artisan through for various schemes as shown in Table 2.

During the year 2008-09 the amount of Rs. 220 crores was utilized for various activities as listed in Table 2. Out of the total fund around 40% was solely used for the insurance activities while an equal percentage was used for product and technology developmental activities marketing and promotion.

The year 2009-10, though did not receive much hike in allocation but witnessed a change in the schemes implemented as shown in the table below but the major portion again was with regard to the insurance activities.

During the year 2010-11 witnessed an emphasis on welfare, marketing and promotional activities apart from the other schemes as has been shown in Table 1.

T A B L E 1 *Developmental Activities undertaken\**

Schemes Implemented			
2007-08	2008-09	2009-10	2010-11
(a) Rs. 4.36 crore for Design product, Workshop Product development etc. (b) Rs. 4.89 crore for Skill up gradation & assistance for design & Technology up gradation etc.	Scheme for Handicraft development, social, Technological, Financial and Marketing intervention	58 numbers of new project in which 1700 Artisan consisting (850groups)	Implementing 57 numbers of new projects covering about 2300 artisans consisting 100 SHG ETC.
Marketing & Support service scheme etc	Design, workshop ,Project, 4 state initiative design centre	Different plan design scheme.	Design & Technical upgradation scheme including NER.



HRD Training through establish institution, Traning of Artisans, SHG leaders, Conducting seminar workshop, Tanning in innovative design etc.	183 Craft bazaar, 126 exhibition, 183 events likes workshop etc.	Domestic marketing section ( 50 Gandhi shilpBazaar, 43 Craft Bazaar, 101 Exhibition etc	Plan scheme of Marketing & support service
BIMA yojana for Artisan through for various schemes.	Institutional Training program, 140programs under Gurushishya parampara ,etc.	Institutional planning programme , 111 programs under gurushishya parampara etc.	Plane scheme of Human Resource Development INCLUDING ner.
	30 studies centre , 17 workshop including awarding of work	Different seminar , workshop and appointment of nodal agency etc.	Plan scheme of Research & development including NER.
	Released for 18, 48,172 Artisan covered under (RGSSBY) and different Bima yojana .	4,43,000 artisans under (RGSSBY) & under BIMA yojana	Plan scheme of Handicraft Artisan Comprehensive welfare scheme including NER.
		Bringing Artisan under insurance through different scheme etc.	

TABLE 2 *Export of Handicrafts\**

(Rs. in crores)

Item	A. Carpet & other floor covering	B. Other Handicrafts	Grand total (A+B)
2003-04	2779.79	13555.48	16335.27
2004-05	2583.62	16984.14	18567.76
2005-06	3082.06	16185.59	19267.65
2006-07	3674.86	17288.14	20963.00
2007-08	3524.73	14012.05	17536.78
2008-09	2708.73	8183.12	10891.85
2009-10	2505.33	8718.94	11224.27
2010-11	2808.25	7284.48	9592.73

Table 2 indicates the value of exports of handicrafts. During the period 2007-08 the sector witnessed a decrease in export to the extent of 16%. Carpet exports decreased marginally while a 19% decline was seen in other handicrafts,

In 2008-09 the handicraft sector witnessed a sharp 38% decline in exports. The carpet sector delined by 23% while other handicrafts put together the decline was 42%.

The year 2009-10 showed signs of revival with 7 increase in handicrafts excluding carpets. The carpet sector was the worst hit and showed a decline of 8%.

The pace of revival further weakened in the year 2010-11 with a 15% overall decline in handicraft exports. But, the interesting and encouraging fact was, the carpet sector showed a growth of 13 %. This decline trend of overall exports is expected to continue in the next financial year also since the revival rate of world economies from recession is found not to be encouraging.

TABLE 3 *Performance of Handicraft\**

Item	2006-07	2007-08	2008-09	2009-10
Handicrafts production ( in crore)	38,660	31,940	19,576	20,221.5
Employment ( in Lakh person Handicrafts)	67.69	69.72	71.81	73.69
Handicraft Export ( Rs. crore)	20,963	17,536	10,891	11,224.27

During the last few years the handicraft sector is found to be suffering from the effects of recession, both in terms of production and exports. The positive picture as shown in Table 3 above is the increase in employment

in handicrafts over the years. This is an encouraging sign, since the fruit of the money spent for skill upgradation and motivation from insurance schemes seems to be bearing the fruit.

As per the Survey Conducted at Jaunpur the average age group of persons involved in carpet weaving is in the age group of 21-30, which constitutes 69% followed by person in the age group of 41-50 constituting 15.4%. Out of the total population among whom the survey was conducted 76.5% of them had an experience of 1-10 years and nearly 5.9% have left business. 31% of the population surveyed had a salary less than Rs. 100 and nearly 61.5% were not willing to disclose the daily wages. When enquired about the sufficiency of wage nearly 58% opined that it was insufficient while 23% were happy with the current wages. 71% of the population who felt the current wages was insufficient 88% felt a wage rate of 100-125 would be attractive, while 12% felt that 126-150 would be an ideal range. Nearly 88% worked for less than 6 hours a day and 8% worked for 6-8 hours and 4% worked for 8-10 hours. There are 4-8 members in the family of 46.2% of the respondent. 50% of the respondents have 9-12 members in their family. 3.8 % of the respondents have 13-16 members in their family. Estimated monthly expenses of 15.4% of the respondents were less than Rs. 2000/-. That of 38.5 % of respondents was in the range of Rs. 2001 to Rs. 4000. Monthly expenses of 3.8 % of the respondents range from Rs. 4001 to 6000. The remaining 42.3 % of the respondents not disclosed their estimated monthly expenses. 34.6% of the respondents have 4-6 dependents in their family. 38.5% of respondents have 7-9 respondents in their family. The remaining 23.1 % of the respondents have 10 or more than 10 dependents in their family. Children of 76.9 % of the respondents are going to school where as children of 19.2 % of the respondents do not go for schooling. 46.2 respondents send their children in Government Schools. 26.9% of the respondents send their children in private schools. 23.1% of the respondents did not disclose information about schooling. 11.15 % of the respondents are spending less than Rs. 100 for schooling of children. 3.8% of the respondents spend Rs. 101 to Rs. 200 for schooling. The same percentage of respondents (3.8%) spends Rs. 201 to 300 for schooling. 30.8% of the respondents not disclosed their schooling expenses. 80.8 % of the respondents were not willing to involve their children in the weaving work in future. 19.2% of the respondents gave no opinion to this query. 3.8% of the respondents felt the women in their family play supportive role with regard to the weaving work/ business. 84.6% of the respondents opined not involvement of women in their work. 42.3% of the respondents gained their skills from their family. 26.9 gained skill through friends. 30.8 % respondents were not able to disclose on their gaining skill. 34.6 % of the respondents are willing to carry on with the weaving. 42.3% of the respondents are not intending to continue weaving. 23.1% of the respondents are undecided on this question. 73.1 % of the respondents are willing to migrate if better opportunity is provided to them. 7.7% of the respondents are not willing to migrate. 19.2 % of the respondents are undecided. 7.7% of the respondents felt that people leave the weaving job due to low wage. 93.3 % of the respondents were unable to find the reason for people leaving the weaving job. There is a strong relationship between experience and daily wages with experience being considered as the major determinant of wage. There is a relationship between no. of hours put in weaving and daily wages, with daily wages acting as a criteria for no. of hours to be allocated for weaving. The age group of 21-40 has a higher wage expectation. Gender has no relationship with daily wages, but mean values showing male are paid higher than female. there is a need to give more importance and emphasis on the involvement/ support of family members, daily wages and imparting external training, if we want the population to either continue weaving or enter weaving of rugs/ carpets.

### *Conclusion*

The Indian handicraft sector has been a concern, since the rate of migration from the traditional arts has been constantly on the rise. The initiatives taken by the Government are found to be bearing fruit with the evidence of increase in employment generation in the sector. The effect of recession seems to have had a toll on the sector but, the insurance scheme launched



by the Government to counter the ill effect is found to be materializing by building confidence in the mind of the artisans. The traditional craft of India has been in huge demand in the third world and has been able to withstand the pressure of economic slowdown even during hard times by showing a positive growth. Hence, there is a ray of hope, indicating that further steps would bring more population to take up entrepreneurial ventures in this sector which would lead to the survival of the endangered art of the country. The need of the hour is to invest more in Research and Development, Skill Development and promotional activities. A regulatory authority and a quality control section is an urgent requirement to streamline the Indian Handicraft sector towards further growth and prosperity.

One of the major factors that were noticed was with regard to the daily wages:- When approached directly, the wage mentioned was found to be very low i.e. in most cases, less than Rs. 100, but, for the respondents whose names were provided by companies, the wages was on an average Rs. 200. There is a great opportunity to develop the art of rug weaving business, as majority of the population in the age group of 20 to 40 were willing to accept the art, provided, the wage rate was modified to at least Rs. 150. Women were willing to take up rug weaving business, if proper training programmes were imparted and their wage rate were revised to at least Rs. 125. It may be noted that, the wages may not be attractive enough, when compared to MNREGA. The major concern was a better livelihood, since, at a wage rate of Rs. 100 or Rs. 120 for 100 days in a year; it is practically not possible to save any money for the rest of the year in the current inflationary situation. The respondents felt that, a continuous income though nominal, but, on a continuous basis were required for a sustainable livelihood.

Though, most of the persons were willing to migrate to other places for better opportunity, but, would prefer to continue rug weaving if the wage structure was revised and regularity of order was ensured.

The art was transferred from one generation to the next generation through family initiatives and friends. In most of the cases, children had a chance to inherit the rug weaving art, as their parents were not reluctant, provided proper training, competitive wages and consistent orders were ensured. The population were willing to continue as weavers. They only wished that, a proper value chain be created, since, they felt that, the current intermediaries exploited them. Further, it was also observed that the family members especially women, were supportive in the weaving business, which stands to be a constructive sign. The only thing required, is, to provide a conducive environment for bringing in more people in the ambit of weaving.

There was a strong relationship between experience and daily wages, where, experience was being considered as the major determinant of wage. It was also observed that there was a relationship between no. of hours put in weaving and daily wages. The daily wages acted as a determinant for no. of hours to be allocated for weaving while the age group of 21-40 has a higher wage expectation. Also, Gender did not seem to have any relationship with daily wages, but, mean values showing male are paid higher than female.

Experience and monthly income were found to be related to each other. It was found that the monthly income was determined based on the number of years of experience in weaving. Wage being a major concern, the population were willing to migrate to other places which provided them better livelihood. It was also found that, most of those who had shunned weaving hinted, financial reasons to be the major culprit for their quitting. The population opined that, they were ready to continue weaving, provided, they received proper support from the family, revision of the existing wage structure and wanted specialised training to be imparted to them.

The global economic crisis, though, have been affecting the Indian Handicraft Sector, the impact have been minimal, due to the high quality brought about by the dedication of the artisans involved in the craft. The major culprit have been the poor return for the hard work put up by the labourers, bringing in forced migration in the sector. The recession though, presently showing negligible impact would be having an adverse and long lasting influence if proper motivation is not induced among the artisans who are considered to be endangered and would become extinct.

#### REFERENCES

*Annual Reports*, Ministry of Textile, Government of India

*Annual Reports*, Ministry of Handloom and Handicraft industry, Government of India

*Annual Reports*, Planning commission of India, Government of India

MISRA ALOK, (2006), *Micro Finance in India and Millennium Development Goals : Maximising Impact on Poverty*, available at [http://wbln0018.worldbank.org/exteu/SharePapers.nsf/\(\\$all\)/0A0E95F1471F1D4C852571FD004DAE86/\\$File/ALOK+MISRA.PDF](http://wbln0018.worldbank.org/exteu/SharePapers.nsf/($all)/0A0E95F1471F1D4C852571FD004DAE86/$File/ALOK+MISRA.PDF)

<http://indiamicrofinance.com>

*Note: \** All the tables and Figures has been adapted from the Annual Reports, Ministry of Handloom and Handicraft industry, Government of India and the Annual Reports, Planning commission of India, Government of India

## HR CHALLENGES AND OPPORTUNITIES IN INDIAN RAILWAYS

SANAYA KHANNA\*

### *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, *Sanaya Khanna* the author of the research paper entitled HR CHALLENGES AND OPPORTUNITIES IN INDIAN RAILWAYS 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*

*Service sector in India which consists of a wide variety of services such as electricity and water supply, road, rail and air transport, hospitals, police, postal department, call centers etc. is a real challenge for HRD. Indian Railways is the backbone of service sector and one of the biggest employers in India. The network of IR is very vast, spread all over India. Due to this widespread network, it brings in its fold people from different origins and of different workforce profile working together under a roof. This necessitates the prevalence of different HR practices in order to deal with them effectively so that their full potential may flower. Beginning with the last decade of the 20<sup>th</sup> century, globalization, liberalization and technological advances have changed the way the business is done across the world bringing together various threats as well as opportunities. In order to meet the basic objectives, HR personnel in Indian Railways have to identify the nature of these challenges and opportunities and define their roles and responsibilities more sharply to counter these challenges and grasp the various opportunities.*

**Keywords:** Service sector, HRD, Indian Railways, Network, Workforce profile, HR Practices, Globalization, Liberalization, Technological advances, Threats, Opportunities, HR personnel

### *Introduction*

India, by rail, a fascinating odyssey through time and space, cultures and history, offers glimpses of unity amidst diversity. No one offers the multi-dimensional magic of the real India more excitingly than Indian Railways- the largest railway network in Asia and the second largest in the World networks comprising 115,000 km of track over a route of 65,000 km and 7500 stations. Railways were first introduced to India in 1853 from Bombay to

\*Research scholar, Faculty of Commerce, Banaras Hindu University Varanasi (U.P.) India.

Thane. In 1951 the systems were nationalized as one unit, the Indian Railways, becoming one of the largest networks in the world. Indian Railways is an Indian state owned enterprise owned and operated by the Government of India through the Ministry of Railways. For administrative convenience, IR has been divided into 9 zones: Northern Railways, Eastern Railways, Western Railways, Central Railways, Southern Railways, South-eastern Railways, North-eastern Railways, North-east Frontier Railways and South-central Railways. Even though the Railways have been divided into zones for better management and functionality, the process of booking train tickets is centrally computerized. Operating 14,444 trains daily, the IRCTC (Indian Railway Catering and Tourism Corporation Limited), ensures that train schedules and train timings remain prompt. Moreover, our goods trains transport about 6 lac tons of goods from one place to another daily. Volume of traffic moved and its relatively low cost to common man makes IR the prime mover of the nation. Also journey by train is more comfortable than by any other means of transport.

Human Resource is the set of individuals who make up the workforce of an organization, business sector or an economy and is the most important factor of production. Every business organization depends for its effective functioning on its pool of able and willing human resources. With 1.6 million regular employees the IR as the nation's single largest employer in the organized sector in the country, maintain a highly organized Human Resource Management system. The recruitment, training, development, promotions, incentives, privileges, strict discipline, redressal of grievances, etc. are based on sound personnel management principles and techniques. However, stiff competition offered from road network and transportation requirement is arising out of accelerated growth of the Indian economy have forced IR to gear up for the challenges by the present scenario. For these reasons, IR is reenergizing its efforts towards the adoption of latest technology and various other measures that are resulting in the downsizing of manpower in the Railways.

#### *Research Objectives*

1. To study the “people side” of HR in Indian railways.
2. To assess the challenges faced by the HR in the current era in the Railway industry.
3. To assess the opportunities available to HR presently in this industry.
4. To identify the suggestive measures that can be applied by the HR personnel in order to counter these challenges and successfully grab the opportunities.

*Research Methodology:* Information for this paper is purely secondary data based and is sourced from various articles of different scholars, books, journals and through access of many websites. Through this the study is able to generate a quality analysis and conclusion.

#### *Present Scenario Of Human Resource Functions in Indian Railways*

The 21st century has witnessed India undergo sweeping economic changes. Riding on a host of factors, India today stands at the cusp of becoming one of the top four economies in the world. A growth rate of over 8%, prior to the slowdown, was despite the inadequacies of infrastructure. Yet, one organization, which has shouldered the infrastructural burden of the transportation sector in India's growth story is Indian Railways. The transformational turnaround would not have been possible but for IR's employees who are its true assets. IR is the world's ninth largest commercial or utility employer, by number of employees, with over 1.6 million. Following points highlight the HR functions carried on by the Indian Railways:

- a. *IR is a self-sufficient and self-reliant organization:* IR is often referred to as a ‘country within a country’ as they have their own schools, hospitals, housing and cooperative banks at the disposal of their employees. They also have their own federal ‘railway budget’ and maintain their own security force known as the Railway Protection Force (RPF).

- b. IR provides an attractive employment proposition:* IR's employees and their dependents avail of free passes and concessional tickets to travel on all routes and it also gives its employees the opportunity to maintain a 'work-life' balance and a definite 'career progression' and provides a sense of job security.
- c. Recruitment and selection is highly formalized:* Indian Railways is administered by Railway Board, which has a Chairman, 5 members and a Financial Commissioner. IR classifies its employees in 4 groups- Group "A" and Group "B" (Higher posts) or non-gazetted staff, Group "C" (Clerical, supervisory staff) and Group "D" (Technical, other maintenance staff). Group "A" and "B" officers are selected through Union Public Service Commission, they are civil servants. In case of jobs in Group A and B, candidates belonging to SC's and ST's will be given preference if equally qualified and meritorious. Selection of Group C employees is also on National basis, through the RRB (Railway Recruitment Board), which is run by existing railway officials. Group D employees are recruited through RSBs (Railway Selection Boards) with assistance of the local employment exchanges. All zonal railways fill 15% and 75% of their vacancies in Group C and Group D categories from the candidates belonging to SCs and STs respectively.
- d. Training and development is available at all levels:* This is of paramount importance to IR as it concerns transportation and hence safety. All new recruits undergo training when they join. Gazetted officers train at seven 'centralized training institutes' (CTIs). The training needs of non-gazetted staff are being taken care of by 200 training centers located across IR. These training institutes and centers specialize in various functional training based on the different functions or departments. Railway personnel also receive periodic training in the form of refresher courses or when new methods or technology are introduced. Gazetted officers additionally, undergo management training courses at premier institutes, both in India and abroad.
- e. There is a complex structure of Pay and conditions:* The structure of emoluments and conditions of service of railway employees are reviewed periodically by Government 'Pay Commissions'.
- f. Indian Railways are also contributing to the Modern Market Economy:* It connects industrial production centers with markets and with sources of raw materials and facilitates industrial development and link agricultural production centers with distant markets. In this process, IR has become a symbol of National integration and a strategic instrument for enhancing our defence preparedness. The IR contributes to India's economic development for about 1% of the GNP and the backbone of the freight needs of the core sector. It accounts for 6% of the total employment in the organized sector directly and an additional 2.5% indirectly through its dependent organizations. It has vested significantly in health, education, housing and sanitation. The IR is also planning to realize the potential of information technology in all areas of railways management and operations to cut costs and improve efficiency and safety.

### *HR Challenges*

The case-study on HR practices in this very large organization brought to light various challenges. The vastness and spread of IR's operations, the intricacies and complexities of its working and operations, its unique culture, etc. are a few. Other main challenges are highlighted as under:

1. Lack of emphasis on adequate HR's: This is by far the biggest obstacle in Railways IT strategy. Despite having a large pool of talented manpower, no committed effort has been made to familiarize them with IT concepts.
2. Technological advancement: Due to the development and strengthening of roadways and its stiff competition to the railways, IR is planning to introduce modern technology in various spheres of its working. The latest technologies relating to civil engineering, mechanical and electrical engineering, telecommunication, and material science must be harnessed to run trains effectively, especially in current competitive scenario. All this will result in the downsizing of manpower which is a major challenge for the human resource.
3. Infrastructural development: The time has come when massive investments are required for expanding the rail infrastructure and give the railways its due share in the country's infrastructure development. Constructive support from the Government and the pro-active and market oriented response to the challenges of an open economy will set the tone for the renaissance of the IR as we march towards the new millennium.
4. Information technology: IR has been a pioneer in the use of IT in India. However a concerted effort to introduce IT in all aspects of railway working has been considerably delayed. This has raised fears that they may become laggards rather than leaders in the use of IT. Harnessing IT for effective collection and dissemination of information is not a luxury but rather a necessity for any rail operator. The effective introduction of IT saves costs rather than increasing expenditure in today's competitive environment.
5. Inter-departmental parochial fighting: Each zonal railway has many departments and it is observed that inter-departmental parochial is eating away whole developmental attitude in Indian Railways. Thus, if one department proposes a project

for overall development involving other departments, surely one or two of those departments will stand on way to protect its own interest ignoring the whole IR's interest.

6. Presence of existing multi-cadres system: The biggest hindrance for any sustainable development of IR is the presence of multi-cadres system. This system became worse due to heterogeneous essential entry qualifications of directly recruited gazette and supervisory cadres through UPSC and Railway Recruitment Board (RRB) respectively. These non-uniform essential entry qualifications do not help to create an attitude and also aptitude for well perception of day-to-day working problems, including strategic planning, its implementation speedily and cordially amongst the different departments with sense of integrity. Ultimately the customers suffer.

### *HR Opportunities*

The opportunities that can be availed of by the HR of Indian Railways industry are as follows:

1. Importance of human factor in IR Industry: Men are required for all activities and they should be available at the right place at the right time. Crew availability and booking is the best example of this cycle. Further the advanced technology adopted by the industry cannot yield the required results without the necessary efforts of the manpower employed in this very industry. The HR becomes even more important in the service industry whose value is delivered through information, personal interaction or group work.
2. The vision aspect of resources: The resources- hardware, software, networking and HR, required to make the vision a reality have to be identified and made available. As IT becomes more pervasive in the educational curriculum, increasing greater number of railway men are able to serve as resource persons for IT projects
3. Budgeting and expenditure: All departments require money for their work, but its expenditure must be monitored and controlled. Large amount of information must flow between the Executive and the Finance Department (managed by HR) for this purpose.
4. Growing role of HR in Information technology for the management of Railway industry: HR in the form IT Architects and Contract managers, In-House Software Developers, Content Developers, System Administrators, Database Managers and Network Managers in Indian Railways are required to effectively handle the latest IT's introduced in the IR.

### *Suggestive Measures*

1. *Managing the "Virtual Cadre"*: In order to grab the opportunities available, there is the need of persons who understand the broad technologies available today, their capabilities and limitations, so that they can conceptualize the use of the technologies in their work areas. Carefully designed training programs for the members of the virtual cadre will ensure that the railways retain a pool of knowledge within itself, in tune with the technology trends. The database would be centrally updated to reflect the changing composition of the resource pool, including updating the skill-sets of each person periodically.
2. *Collaboration with the Academic Institutions*: Collaboration with the academic institutions of good standing is needed to ensure that the IT effort of the Railways remains on track with innovative and appropriate projects being taken up to address its IT needs. Such collaborations, entailing the setting up of specialized centers catering to Railways' specific needs in the participating institutions, will lead to two-way movement of expertise.
3. *Conducting training and development programmes*: Appropriate training programmes need to be conducted for those employed in the industry:
4. *Flexible structure*: Existing facilities of instant communication from the top level to the lowest field level have made the middle management redundant. It can be dismantled and the structure made more flexible and flat as China did in 2005 by streamlining its 4-tiered railway system into a three tiered railway system.
5. *More authority to grass root level employees*: There is a need to give more authority to the employees at the grass root level to quote competitive freight rates so as to generate more business. Moreover it will also help to resolve the inter-departmental fighting.



6. *A more critical look at manpower costs and a sharper technological thrust are required:* for this, there is need to:

- ▶▶ Redeploy, rebalance, retrain and reeducate workers.
- ▶▶ Introduce multidisciplinary, multi-skills approach.
- ▶▶ Analyze the recruitment policy more systematically.
- ▶▶ Train workers in customer care.
- ▶▶ Start quality circles.
- ▶▶ Emphasize greater worker participation.

7. *There is need to give up populism in political outlook:* This will help in good governance. The worker cannot work or the manager, manage if the government does not govern.

### *Conclusion*

At the end it can be said that the Indian Railways has emerged today as the main vehical for the socio- economic development of the country. Railway is a sunrise industry, not only in India but in many parts of the world. The vision for information technology in the Indian Railways for the next 25 years is to reach a stage where all the information needs of the organization can be met by a comprehensive information highway, available to all internal and external stakeholders. The vision is to improve personal productivity at all levels by the effective use of this technology. An attempt has been made to develop a road-map for the future growth of IT in Indian Railways. Conditions today are ripe for them to obtain the benefits of IT, since general awareness of the technology is high, and its benefits have been proven. A commitment to utilize the Human Resource and IT appropriately in the organization already exists. Funding has been increasing this year, and should not be a major constraint in the future. Therefore the organizational thrust should be to ensure that the resources human as well as technology are allocated wisely, in a planned manner, the vision concretized, and followed through.

### REFERENCES

- IT Vision 2005:* A paper presented at Railway Staff College Vadodara, June 5, 2005
- KHURANA S. S., *“Trains at a Glance”*: Southern Railways for the Ministry of Railways, Nov. 2009, Pg. no. 240
- TRIPATHI P.C., *“Human Resource Development”*: Sultan Chand and Sons, 2010, Pg. no. 44
- OVASDI J. M., *“Railway Administration and Management”*: Deep and Deep, 1990, Pg. no. 215
- Report by V.K.Agarwal*, Chairman Railway Board
- Report of Indian Defence Analysis*
- Report of Indian Railways*
- [www.preservearticles.com](http://www.preservearticles.com)
- [www.essaydepot.com](http://www.essaydepot.com)

## PRODUCTIVITY OF INDIAN BANKS IN PRE-POST FINANCIAL SECTOR REFORM PERIODS

DR. VIJAY KUMAR SHARMA\* AND MR. NEERAJ KUMAR\*\*

### *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, *Vijay Kumar Sharma and Neeraj Kumar* the authors of the research paper entitled PRODUCTIVITY OF INDIAN BANKS IN PRE-POST FINANCIAL SECTOR REFORM PERIODS 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*

*In the beginning of 1990's India was faced with serious fiscal and financial problems and it was against this backdrop, that financial sector reforms were initiated. The basic function of the financial sector is to tap the surplus funds available in the economy and channel them to the productive investments. The purpose of the study is to examine the productivity of Indian banks in pre and post financial sector reform periods. The data has been obtained for the time period from 1979 to 2009. The three indicators of the productivity are studied i.e., Ratio of intermediation cost to total assets, Operating profit to wage bill, Business per employee/ labour inputs. The study found that all the three indicators of productivity suggest an improvement in productivity in the post-reform periods.*

**Keywords:** Financial sector reforms, Productivity, operating profit, intermediation cost, business per employee.

### *Introduction*

At the time of independence in 1947, India was backward, primarily agrarian, stagnant and low income economy. Institutional set up and infrastructure was terribly weak. To take up the Herculean task of rapid growth with socio-economic justice, the country adopted the system of planned economic development after independence. Due to paucity of economic resources and limitations of availability of capital for investment, the government also came up with the policy of setting up public enterprises in almost every field (Jham and Kumar, 2012).

\*Reader, Department of Commerce, H.P. University (Shimla) India. e-Mail : vk\_hpu@yahoo.co.in

\*\*Asst. Prof. In Teaching of commerce, Smt. Jawala Devi College of Education [Sanghol] (Punjab) India. e-Mail :neeraj2468@yahoo.com

Indian economy was in deep crisis in July 1991, when foreign currency reserves had plummeted to almost \$1 billion; Inflation had roared to an annual rate of 17 percent; fiscal deficit was very high and had become unsustainable; foreign investors and NRIs had lost confidence in Indian Economy. Capital was flying out of the country and we were close to defaulting on loans. These were the economic compulsions at home and abroad that called for wide ranging reforms, encompassing all sectors of the economy were initiated in 1991. The main thrust of financial sector reforms was on the creation of efficient and stable financial institutions and markets.

### *Productivity*

Conventional productivity analysis for any productive unit is concerned with finding out the productivity of any particular factor input and/or total factor productivity. Typically one finds labour productivity, capital productivity and overall productivity i.e., total factor productivity (Ahluwalia, 1991 & Farell, 1957).

In context of banking firms the outputs and inputs are distinctly different as compared to any ordinary production unit. A bank accepts deposits and gives away credit in various forms. But here, neither the deposits are inputs for the entity, nor is the credit output in the conventional sense of the term. In case of banks there is no capital input in the conventional sense. Capital and reserves is of entirely different nature and no economic meaning can be attached to productivity of capital. One single ratio however fails to capture the multiproduct nature of the banking activity. So, this study used multiple indicators of productivity and to see if they all suggest a common trend.

### *Review of literature*

Most studies on productivity of banks (Berger and Humphrey, 1992) have been measured productivity by the ratios of an output (such as deposits, loans, reserves) to an input (labour and capital). The majority of studies on the effects of deregulation on the efficiency and productivity of banks have analysed the US banking sector. These studies generally found little or negative cost productivity change (Berger and Humphrey, 1992; Bauer et al., 1993; Humphrey, 1993; Berger and Mester, 2003), but positive profit productivity change or technical productivity improvement (Humphrey and Pulley, 1997; Alam, 2001; Mukherjee et al., 2001; Berger and Mester, 2003). The results of deregulation were sometimes found to be favourable to productivity growth, as in Norway (Berg et al., 1992), Australia (Avkiran, 2000; Sturm and Williams, 2004), Turkey (Isik and Hassan, 2003),

*Objective of the Study* : To measure Productivity of Indian Banks in Pre and Post Financial Sector Reform Periods

### *Research Methodology*

The commercial banks themselves form a heterogeneous collection of different categories of banks. These differ substantially in terms of ownership and consequently in their performance levels. So the performance has been evaluated in aggregate terms for all schedule commercial banks as a group and separately for different categories.

Most of the data has been obtained from the statistical tables relating to the banks in India 1979-2009. Annual Data is available in term of individual banks and in term of bank groups and aggregate for all schedule commercial banks. The categories of bank groups made are:

- State bank and its associates
- Nationalised banks

- Private sector banks
- Foreign banks
- Regional rural banks

The first two banks comprised the public sector banks. The aggregate data for the scheduled commercial banks is given both including and excluding the Regional rural banks. Data on public sector banks is available from 1979 to 2008-09. For the rest data up to 1988-89 is not available. This however does not seriously constraint the analysis in view of the fact that public sector banks constituted more than 90% of the total banking assets in the pre reforms period. So the trend of public sector banks can be taken as representative of the entire banking system.

*Data analysis :* Data on these indicators is presented in tables 1,2 and 3 below and figure 1,2 and 3 illustrate the trends. Different indicators have been calculated from the data available in the statistical tables relating to banks in India 1979-2009.

*Ratio of intermediation cost to total assets i.e., the intermediation cost ratio(ICR)*

Basic function of the commercial banks is to act as intermediary between surplus and deficit units of the economy. This ratio gives how efficiently banks are carrying the function of intermediation of funds in the economy. Intermediation costs are identical to operating expenses i.e., all expenses minus interest that is paid on deposits etc. by banks. The data for 1988-89 has been deflated by a factor 12/15=0.8.

$$\text{Ratio of intermediation cost to total assets} = \frac{\text{intermediation cost}}{\text{total assets}}$$

Efficiency gains are reflected in containment of operating expenditure i.e., intermediation costs as a proportion of total assets (table 1). Data for only public sector banks is available for the years 1979 to 1988-89, for all other groups data is available starting from 1989-90. As is evident from the table the intermediation costs in relation to total assets have gradually declined for all bank groups except foreign banks, noticeably after 2000.

T A B L E 1 *Ratio of intermediation cost to total assets of scheduled commercial banks*

Year							Percentages
	State Bank of India & Its Associates	Nationalised Banks	Private Sector Banks	Foreign Banks	Regional Rural Banks	All Scheduled Commercial Banks (Excl. RRBs)	All Scheduled Commercial Banks (Incl. RRBs)
1979	2.41	2.36	NA	NA	NA	NA	NA
1980	2.57	2.35	NA	NA	NA	NA	NA
1981	2.39	2.36	NA	NA	NA	NA	NA
1982	2.19	2.37	NA	NA	NA	NA	NA
1983	2.32	2.36	NA	NA	NA	NA	NA
1984	2.57	2.52	NA	NA	NA	NA	NA
1985	2.60	2.48	NA	NA	NA	NA	NA
1986	2.59	2.42	NA	NA	NA	NA	NA
1987	2.49	2.38	NA	NA	NA	NA	NA
1988-89	2.70	2.77	NA	NA	NA	NA	NA
1989-90	2.22	2.31	3.21	3.03	4.18	2.35	2.39
1990-91	2.32	2.32	3.06	3.28	4.21	2.41	2.45
1991-92	2.48	2.69	2.97	2.28	5.07	2.60	2.66
1992-93	2.64	2.66	2.71	2.71	4.97	2.66	2.71
1993-94	2.66	2.64	2.49	2.65	4.70	2.64	2.70
1994-95	2.95	2.76	2.03	2.73	4.41	2.76	2.81

1995-96	3.09	2.93	2.47	2.79	3.83	2.94	2.96
1996-97	2.94	2.85	2.35	3.01	3.30	2.85	2.86
1997-98	2.68	2.65	2.13	2.96	2.87	2.63	2.64
1998-99	2.70	2.63	2.06	3.37	2.74	2.65	2.65
1999-2000	2.46	2.56	1.85	3.12	2.50	2.48	2.48
2000-01	2.66	2.76	1.87	3.06	2.35	2.64	2.63
2001-02	2.11	2.40	1.45	3.03	2.57	2.19	2.21
2002-03	2.11	2.33	1.99	2.79	2.67	2.24	2.26
2003-04	2.21	2.19	2.02	2.75	2.60	2.20	2.22
2004-05	2.14	2.06	2.03	2.87	2.52	2.13	2.14
2005-06	2.28	1.93	2.11	2.94	2.23	2.13	2.13
2006-07	1.98	1.67	2.06	2.82	2.51	1.92	1.93
2007-08	1.68	1.48	2.16	2.84	2.23	1.79	1.80
2008-09	1.57	1.42	2.12	2.76	2.11	1.71	1.72

For private sector banks and regional rural banks, these costs have consistently and significantly declined ever since 1990-91, barring a slight increase in case of private sector banks in the recent years. For private sector banks these costs declined from around 3.21 in opening 1990 to 2.12 in 2008-09, a decrease of nearly 34% in 2 decades. The decline is more marked in the case of RRBs, from 4.18 to 2.11 during the same period i.e., nearly 50% decline. In the year 1990, the ratio of RRBs was much higher than all other bank groups. But subsequently it came to comparable levels as can be seen from the figure 1 below.

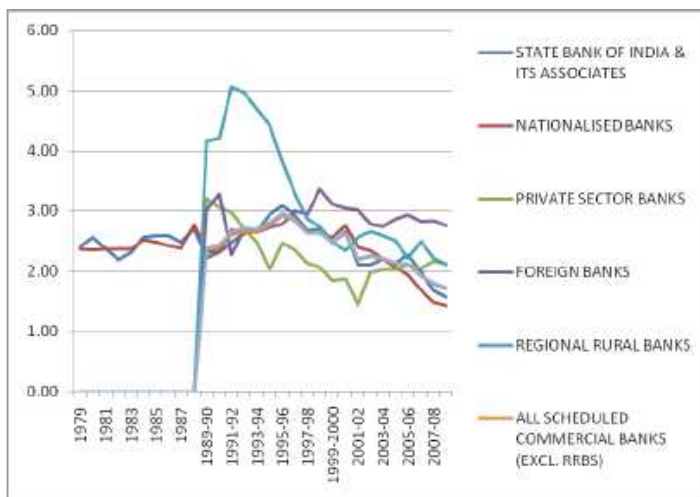


Figure 1. Ratio of intermediation cost to total assets of scheduled commercial banks

groups. It fluctuated between 2.5 to 4% during the period. This high level rather than inefficiency in operations is related to high quantum and quality of services provided by foreign banks. These banks are located largely in metropolitan areas provide a host of additional services and facilities in relation to other scheduled commercial banks. For better services, they do appropriately charge the customers and consequently, together with intermediation costs their incomes are also high in relation to other bank groups. This is documented in highest level of profits earned by foreign banks among all bank groups. Inefficiency and higher profits do not go together in an environment of free price competition. So, better quality of intermediation makes for high costs that do not go down with the reforms measures.

For all other groups and for all scheduled commercial banks as a whole, the overall trend after the reforms is for the intermediation cost ratio to go downwards. The maximum and consistent decline is seen in case of public sector banks including RRBs. All through 1980s the ICR was almost stagnant; fluctuating in the range of

The high costs in case of regional rural banks can be expected due to the nature of operating environment and clients in the rural areas, a high proportion of priority sector lending and associated high default rate, greater efforts and therefore high costs involved in recovery. These banks greatly benefitted from the changes brought by the reforms. For all groups other than RRBs and private sector banks the ratios increased somewhat before it started to decline after the mid 1990s. In case of foreign banks, the decline came much later towards the end of 1990s, only for 4-5 years and was marginal. All through mid 1990s to 2008-09, the foreign banks had highest intermediation cost ratio among all bank



2.2 to 2.7 % for public sector banks. Thereafter till mid 1990s it increases and reaches above 3%. This was largely because of large expenses under voluntary pre-mature retirement of more than 10 % of their total staff strength and other expenses on up gradation of technology etc. Nevertheless, after mid 1990s it decline and by 2008-09 reached nearly 1.57% , a fall of nearly 1/2<sup>nd</sup> in nearly one decade. Thus, despite initially increased expenses necessitated in various ways in the process of implementation of the reforms measures, the intermediation costs had overall falling trend. For scheduled commercial banks as a whole it fell down from 2.39% in 1989-90 to 1.72% in 2008-09, a fall of nearly 28% in over 2 decades. Even after the decline , the intermediation cost continues to be high in relation to the developed countries.

*Operating profit to wage bill ( in terms of Rs. 1000 spent on employees)*

The ratio of operating profit to wage bill gives what is similar to labour productivity in conventional accounting. It tells per thousand rupees spent on employees what the extent of profit for each bank group is and all scheduled commercial banks in the aggregate.

$$\text{Operating profit to wage bill} = \frac{\text{operating profit}}{\text{paymet to and provisions for employees}}$$

T A B L E 2 *Operating profit per employee*

							In 1000s, Rs. units
year	State Bank of India & Its Associates	Nationalised Banks	Private Sector Banks	Foreign Banks	Regional Rural Banks	All Scheduled Commercial Banks (Excl. RRBs)	All Scheduled Commercial Banks (Incl. RRBs)
1979	38.5	43.9	NA	NA	NA	NA	NA
1980	37.5	47.9	NA	NA	NA	NA	NA
1981	39.7	43.1	NA	NA	NA	NA	NA
1982	44.2	47.1	NA	NA	NA	NA	NA
1983	44.0	41.5	NA	NA	NA	NA	NA
1984	36.5	31.4	NA	NA	NA	NA	NA
1985	41.2	32.8	NA	NA	NA	NA	NA
1986	45.2	64.6	NA	NA	NA	NA	NA
1987	46.1	77.9	NA	NA	NA	NA	NA
1988-89	67.9	76.3	NA	NA	NA	NA	NA
1989-90	79.9	95.5	94.42	1500	64.52	130.50	127.84
1990-91	86.5	106.3	146.15	1524.48	86.58	141.34	139.00
1991-92	1577.0	683.6	976.74	6716.58	-548.85	1188.97	1093.16
1992-93	958.1	205.4	710.06	2753.55	-614.80	569.65	505.26
1993-94	808.2	388.4	1116.09	4471.63	-642.03	721.66	646.93
1994-95	777.2	560.7	1515.34	4454.28	-541.91	827.64	756.70
1995-96	910.6	533.9	1621.75	3367.52	-462.81	832.42	771.44
1996-97	1024.1	610.1	1840.88	3376.69	-190.83	944.88	888.55
1997-98	1012.2	695.5	2138.99	4116.50	194.56	1037.46	995.68
1998-99	846.2	632.6	1433.43	2519.48	373.10	839.94	817.08
1999-2000	985.3	692.4	2150.44	3194.90	573.93	1001.25	981.12
2000-01	732.9	612.7	2215.40	3136.36	725.10	849.30	844.12
2001-02	1289.9	1052.0	2869.19	3128.23	613.01	1367.05	1325.78
2002-03	1514.2	1419.2	3396.20	3591.52	495.14	1718.51	1648.22
2003-04	1719.5	1785.0	3189.20	4155.83	695.07	2010.73	1939.38
2004-05	1689.6	1455.2	2611.28	3353.11	674.34	1730.45	1678.67
2005-06	1408.9	1372.6	2395.88	3320.70	491.32	1625.59	1575.22

2006-07	1365.0	1636.4	2603.15	3122.04	607.93	1825.19	1761.60
2007-08	1694.6	1789.3	2703.82	3360.53	888.56	2092.16	2033.21
2008-09	1898.5	1942.8	2837.79	4115.07	903.69	2311.61	2247.08

Column 2 and 3 in the table above shows a sharp jump in the operating profits( per 1000 rupees spent on employees) of the public sector banks immediately after the reforms. post liberalisation years marked by ups and downs ; going above and below 1000 levels. After 2001, the ratio though fluctuating is sustained above 1000 i.e., Rs. 1000 operating profit per Rs. 1000 spent on employees. Some of the downturns i.e., in

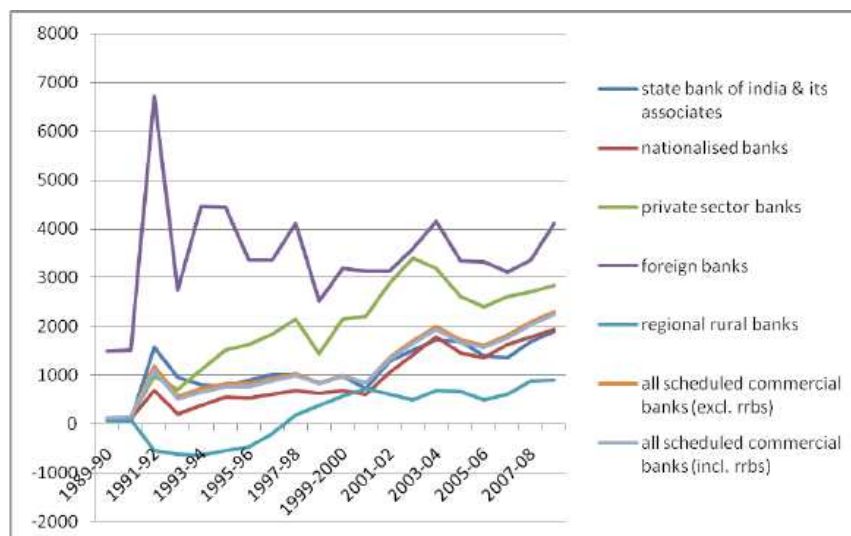


Figure2. Operating profit per employee

1992-93, 1998-99, 2000-01 are partly due to dips in the operating profits caused by new prudential accounting norms and changes therein at times. Some part of the downturn can also be explained by the increases in wage bill. In 1998-99 wage bill would have been substantially gone up with the implementation of fifth pay commission report.

The figure above shows that the trend for RRBs and private sector banks is almost steady in upward direction with somewhat constancy in recent years. For the private

sector banks, partly the new banks set up after liberalisation is causing the uptrend. As in case of foreign banks, they have high profits per employee and when old and new private banks are taken together as a single group, the overall ratio is increasing (with new banks increasing in importance in relation to old banks). The ratio for foreign banks is distinctly higher than all other bank groups for all years. Over the years, the differential falls with the ratio slightly falling for foreign banks and increasing for other groups. The average for all scheduled commercial banks (both including and excluding RRBs) is almost steadily increasing. On the whole, *the overall picture on operating profits per employee is that of an uptrend in the post liberalisation years (except foreign banks where relative values were substantially high in early 1990s).*

#### *Business per employee/ labour inputs (in monetary terms)*

Bank's basic function is accepting deposits and making credit. So the sum of deposits and loans and advances has been taken to represent business. Employee measure is taken in monetary terms ( i.e., per rupee spent on payment and provisions to employees) for two reasons. First, consistent data is not available on the number of employees. Second wage rate increases may not always be accompanied by an increase in productivity. So it will be the amount spent on hiring of labour force rather than the number of employees that will reflect a truer measure of productivity.

$$\text{Business per employee/ labour inputs} = \frac{\text{deposits+loans and advances}}{\text{paymet to and provisions for employees}}$$

T A B L E 3 *Business per employee*

In 1000s, Rs. units

## PRODUCTIVITY OF INDIAN BANKS IN PRE-POST FINANCIAL SECTOR REFORM PERIODS

year	State Bank of India & Its Associates	Nationalised Banks	Private Sector Banks	Foreign Banks	Regional Rural Banks	All Scheduled Commercial Banks (Excl. RRBs)	All Scheduled Commercial Banks (Incl. RRBs)
1979	61	74.42	NA	NA	NA	NA	NA
1980	59	74.64	NA	NA	NA	NA	NA
1981	64	76.43	NA	NA	NA	NA	NA
1982	67	78.25	NA	NA	NA	NA	NA
1983	68	78.99	NA	NA	NA	NA	NA
1984	61	71.22	NA	NA	NA	NA	NA
1985	58	71.86	NA	NA	NA	NA	NA
1986	60	75.11	NA	NA	NA	NA	NA
1987	61	78.19	NA	NA	NA	NA	NA
1988-89	49	64.25	NA	NA	NA	NA	NA
1989-90	68	77.42	51.79	115.03	39.82	73.87	72.50
1990-91	66	76.86	55.31	131.85	36.97	73.65	72.07
1991-92	65	72.21	62.28	142.32	28.47	71.31	68.94
1992-93	61	70.63	69.11	151.26	29.17	69.70	67.49
1993-94	61	69.40	78.92	133.00	32.08	69.43	67.38
1994-95	53	66.74	91.97	127.61	33.39	65.38	63.73
1995-96	48	57.41	89.68	113.60	35.09	57.93	56.85
1996-97	53	60.29	109.29	108.36	38.29	62.80	61.58
1997-98	58	65.44	123.60	116.77	42.47	68.72	67.42
1998-99	60	64.89	125.58	99.95	44.00	68.54	67.34
1999-2000	65	67.47	136.29	98.54	48.91	72.77	71.64
2000-01	59	61.74	159.20	103.22	53.13	67.99	67.38
2001-02	76	75.81	177.23	100.75	49.36	84.74	82.81
2002-03	78	80.49	163.72	117.04	48.97	88.69	86.40
2003-04	78	85.74	170.53	117.21	54.15	93.12	91.00
2004-05	87	93.02	182.10	118.47	61.80	101.37	99.43
2005-06	86	108.58	181.85	105.39	70.67	110.02	108.28
2006-07	107	133.77	183.65	89.93	65.49	129.42	126.08
2007-08	133	157.01	167.76	84.28	76.22	145.09	141.72
2008-09	142	163.07	153.85	77.69	80.60	147.23	144.17

In case of business per employee (table 3 and figure 3); the overall picture is similar in that in uptrend is noted over the entire period of around one and half decade after reforms. The important difference lie in the years after 2000 where operating profit (relative to wage bill) is almost stagnant or slightly falling for all bank groups but business per employee registered a jump for all groups except foreign banks. The trend for RRBs

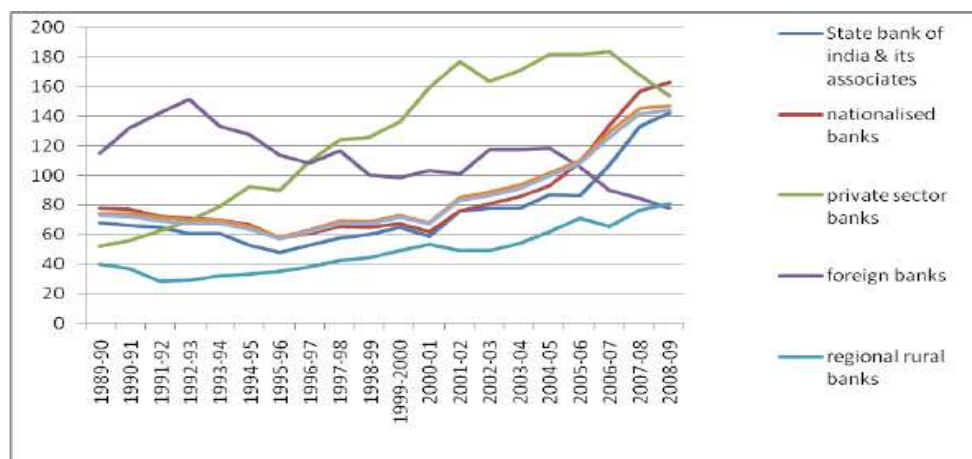


Figure3.Businessperemployee

and private sector banks is almost continuously upward, the uptrend being very sharp in case of private banks mainly due to entry of new private banks and greater relative increase in their business. Foreign banks that had highest business per employee in the initial years registered a downtrend and by 2008-09, they had gone below the other groups (except RRBs). The overall trend for public sector banks groups (SBI & associates and nationalised banks) all through 1980s is that of almost constancy and till mid 1990s somewhat decline. The trend thereafter is upward, being moderate in second half of 1990s and a sharp uptrend thereafter till 2008-09. The average for all scheduled commercial banks as a group (whether including or excluding the RRBs) fall gradually till the first half of 1990s, recovers gradually in the second half and thereafter increases sharply

### Conclusion

The policies pursued for financial sector reforms did have many benefits. From the above analysis of various banking statistics it is clear that after reforms, the banks (in all groups) have substantially improved their position in terms of productivity. It is only in case of foreign banks that one does not find any improvement in productivity indicators as compared to other bank groups. Major reasons lie in the fact that these banks had high levels of productivity right from the inception, better quality of service provided, better technology and efficient working methods, so that their productivity levels were very high in relation to other bank groups. The salaries paid by these banks were also high. Despite this, productivity indicators are at higher levels to other groups. All the three indicators suggest an improvement in productivity in the post reforms years.

### REFERENCES

- AHLUWALIA, I.J. (1991). *Productivity and growth in Indian manufacturing*. Oxford university press.
- ALAM, S.I.M. (2001). '*A non-parametric approach for assessing productivity dynamics of large U.S. banks*', *Journal of Money, Credit and Banking*, Vol. 33, pp. 121-139.
- AVKIRAN, N. K. (2000). '*Rising productivity of Australian trading banks under deregulation 1986-1995*', *Journal of Economics and Finance*, Vol. 24, pp. 122-140.
- BAUER, P.W., BERGER, A.N. & HUMPHREY, D.B. (1993). Efficiency and productivity growth in U.S. banking. In Fried, H.O., Lovell, C.A.K. and Schmidt S.S. (ed.) *The Measurement of Productive Efficiency: Techniques and Applications*, Oxford University Press, New York, pp.386-413.
- BERG, S.A., FORSUND, F. & JANSEN, E.S. (1992). '*Malmquist Indices of productivity growth during the deregulation of Norwegian banking, 1980-1989*', *Scandinavian Journal of Economics* Vol. 94, S211-S228.
- BERGER, A.N. & MESTER, L.J. (2003). '*Explaining the dramatic changes in performance of U.S. banks: Technological change, deregulation, and dynamic changes in competition*', *Journal of Financial Intermediation*, Vol. 12, pp. 57-95.
- BERGER, A.N. & HUMPHREY, D.B. (1992). *Measurement and efficiency issues in commercial banking*, the university of Chicago press, Chicago..
- FARELL, M.J. (1957), the measurement of productive efficiency, *Journal of Royal Statistical Society; Series A*, 120, PP. 253-290.
- Humphrey, D.B. and Pulley, L. B. (1997). '*Banks' responses to deregulation: Profits, technology, and efficiency*', *Journal of Money, Credit and Banking*, Vol. 29, pp. 73-93.
- ISIK, I. & HASSAN, M. K. (2003). '*Financial deregulation and total factor productivity change: An empirical study of Turkish commercial banks*', *Journal of Banking and Finance*, Vol. 27, pp. 1455-1485.
- JHAM, P. & KUMAR, R. (2012). *Banking Sector Reforms and Its Impact on Banking Industry*. *International Journal of Research in Finance & Marketing*; 2(4):56-67.
- MUKHERJEE, K., RAY, S.C. & MILLER, S.M. (2001). '*Productivity growth in large US commercial banks: The initial post-deregulation experience*', *Journal of Banking and Finance*, Vol. 25, pp. 913-939.
- STURM, J-E. & WILLIAMS, B. (2004). '*Foreign bank entry, deregulation and bank efficiency: Lessons from the Australian experience*', *Journal of Banking and Finance*, Vol. 28, pp. 1775-1799.

## IMPACT OF CLIMATE CHANGE ON FOOD SECURITY

DR. ABHISHEK PANDEY\*

### *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, *Abhishek Pandey* the author of the research paper entitled IMPACT OF CLIMATE CHANGE ON FOOD SECURITY 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*

*Food security refers to the availability of food and one's access to it. A household is considered food-secure when its occupants do not live in hunger or fear of starvation. According to the World Resources Institute, global per capita food production has been increasing substantially for the past several decades.*

*In 2006, MSNBC reported that globally, the number of people who are overweight has surpassed the number who is undernourished - the world had more than one billion people who were overweight, and an estimated 800 million who were undernourished. According to a 2004 article from the BBC, China, the world's most populous country, is suffering from an obesity epidemic. In India, the second-most populous country in the world, 30 million people have been added to the ranks of the hungry since the mid-1990s and 46% of children are underweight. In developing countries, often 70% or more of the population lives in rural areas. In that context, agricultural development among smallholder farmers and landless people provides a livelihood for people allowing them the opportunity to stay in their communities. In many areas of the world, land ownership is not available, thus, people who want or need to farm to make a living have little incentive to improve the land. Climate change may affect food systems in several ways ranging from direct effects on crop production (e.g. changes in rainfall leading to drought or flooding, or warmer or cooler temperatures leading to changes in the length of growing season), to changes in markets, food prices and supply chain infrastructure. The relative importance of climate change for food security differs between regions. For example, in southern Africa, climate is among the most frequently cited drivers of food insecurity because it acts both as an underlying, ongoing issue and as a short-lived shock. The low ability to cope with shocks and to mitigate long-term stresses means that coping strategies that might be available in other regions are unavailable or inappropriate. In other regions, though, such as parts of the Indo Gangetic Plain of India, other drivers, such as labour issues and the availability and quality of ground water for irrigation, rank higher than the direct effects of climate change as factors influencing food security. Climate change may affect the food security system in many ways. Climate change will act as a multiplier of existing threats to food security:*

\*Lecturer, Department Of Economics, UPVU Dr.Shakuntala Misra University Lucknow (U.P.) India.



*By 2050, the risk of hunger is projected to increase by 10 – 20 %, and child malnutrition is anticipated to be 20 % higher compared to a no-climate change scenario. Achieving food security under a changing climate requires substantial increases in food production on the one hand, as well as improved access to adequate and nutritious food and capacities to cope with the risks posed by climate change on the other hand. Governments must be assisted in enhancing food production and access, scaling up social protection systems and improving their ability to prepare for and respond to disasters.*

**Keywords :** Food Security, Climate Change, Food Availability, Food Accessibility, Food Utilization

### *Introduction*

Food security refers to the availability of food and one's access to it. A household is considered food-secure when its occupants do not live in hunger or fear of starvation. According to the World Resources Institute, global per capita food production has been increasing substantially for the past several decades. In 2006, MSNBC reported that globally, the number of people who are overweight has surpassed the number who is undernourished - the world had more than one billion people who were overweight, and an estimated 800 million who were undernourished. According to a 2004 article from the BBC, China, the world's most populous country, is suffering from an obesity epidemic. In India, the second-most populous country in the world, 30 million people have been added to the ranks of the hungry since the mid-1990s and 46% of children are underweight. In developing countries, often 70% or more of the population lives in rural areas. In that context, agricultural development among smallholder farmers and landless people provides a livelihood for people allowing them the opportunity to stay in their communities. In many areas of the world, land ownership is not available, thus, people who want or need to farm to make a living have little incentive to improve the land. Two commonly used definitions of food security come from the UN's Food and Agriculture Organization (FAO) and the United States Department of Agriculture (USDA): Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. Food security for a household means access by all members at all times to enough food for an active, healthy life. Food security includes at a minimum (1) the ready availability of nutritionally adequate and safe foods, and (2) an assured ability to acquire acceptable foods in socially acceptable ways (that is, without resorting to emergency food supplies, scavenging, stealing, or other coping strategies).

### *Climate Change*

Climate change is a long-term shift in the climate of a specific location, region or planet. The shift is measured by changes in features associated with average weather, such as temperature, wind patterns and precipitation. What most people don't know is that a change in the variability of climate is also considered climate change, even if average weather conditions remain the same. Climate change occurs when the climate of a specific area or planet is altered between two different periods of time. This usually occurs when something changes the total amount of the sun's energy absorbed by the earth's atmosphere and surface. It also happens when something changes the amount of heat energy from the earth's surface and atmosphere that escapes to space over an extended period of time.

### *Climate Change and Food Security*

Climate change may affect food systems in several ways ranging from direct effects on crop production (e.g. changes in rainfall leading to drought or flooding, or warmer or cooler temperatures leading to changes in the

length of growing season), to changes in markets, food prices and supply chain infrastructure. The relative importance of climate change for food security differs between regions. For example, in southern Africa, climate is among the most frequently cited drivers of food insecurity because it acts both as an underlying, ongoing issue and as a short-lived shock. The low ability to cope with shocks and to mitigate long-term stresses means that coping strategies that might be available in other regions are unavailable or inappropriate. In other regions, though, such as parts of the Indo-Gangetic Plain of India, other drivers, such as labour issues and the availability and quality of ground water for irrigation, rank higher than the direct effects of climate change as factors influencing food security. According to the analysis, it is this equation of climate change and its impacts on food production plus increased population growth that would result in a deficit of global food production versus demand, which could increase by 100 million the number of undernourished women and children by 2020. Food security will be one of the main issues to be discussed at both the Group of 20 (G20) and the United Nations Conference on Sustainable Development (Rio+20) meetings in mid-June.

### *Food Security in A Changing Climate*

- ❖ Climate change will act as a multiplier of existing threats to food security: By 2050, the risk of hunger is projected to increase by 10 – 20 %, and child malnutrition is anticipated to be 20 % higher compared to a no-climate change scenario.
- ❖ Achieving food security under a changing climate requires substantial increases in food production on the one hand, as well as improved access to adequate and nutritious food and capacities to cope with the risks posed by climate change on the other hand.
- ❖ Governments must be assisted in enhancing food production and access, scaling up social protection systems and improving their ability to prepare for and respond to disasters.
- ❖ Community-based development processes need to be fostered in order to enable the poorest and most vulnerable to build sustainable and climate resilient livelihoods and move out of chronic poverty and food insecurity.
- ❖ The humanitarian community must get prepared for more extreme weather events and protecting the already food insecure better by strengthening both crisis response and crisis prevention.

Selected projected regional impacts of climate change on food production:

In tropical and sub-tropical regions, especially in seasonally dry areas, crop and animal productivity may decrease significantly due to temperature increases of 2 to 3°C. By 2020, climate change could cause, for example: Significant decreases in crop yields in some rain-fed African systems; Declines of 40 to 90 % of grassland productivity in semi-arid and arid regions; High levels of desertification and soil salinization in some areas in Asia, sub-Saharan Africa and Latin America; Increasing water stress, particularly in irrigated production systems; Increased salinity from sea-level rise, leading to some areas in sub-Saharan Africa and South Asia, such as coastal plains, becoming flooded or unsuitable for agriculture.

Developing countries are projected to require net import of cereals to increase Reduction in cereal production of 10% in developing countries a reduction of 2-3% in Africa will put 10 million people at risk Number of people at risk of hunger grows by 10-16% or 60-350 million people.

### *Climate Change – A Multiplier Of Food Security Risks*

Climate change will act as a multiplier of existing threats to food security. It will make natural disasters more frequent and intense, land and water more scarce and difficult to access, and increases in productivity even harder to achieve. The implications for people who are poor and already food insecure and malnourished are

immense. Particularly in the least developed countries and small island developing states, it is the livelihoods and lives of the poorest and most vulnerable, including women, children and marginal communities, which are also at greatest risk to suffer from the potential impacts of climate change. This is due to their high exposure to natural hazards, their direct dependence on climate sensitive resources such as plants, trees, animals, water and land, and their limited capacity to adapt to and cope with climate change impacts. Climate change will affect all three dimensions of food security: availability, accessibility, and utilisation.

#### *Climate Change – Food Availability*

It will reduce food availability, because it negatively affects the basic elements of food production – soil, water and biodiversity. Rural communities face increased risks including recurrent crop failure, loss of livestock and reduced availability of fisheries and forest products. Changing temperatures and weather patterns furthermore create conditions for the emergence of new pests and diseases that affect animals, trees and crops. This has direct effects on the quality and quantity of yields as well as the availability and price of food, feed and fibre. At the same time, more extreme weather events will have serious impacts on livelihood assets in both rural and urban areas and threaten the stability of food supply. Many countries are already dealing with climate change impacts resulting from irregular, unpredictable rainfall patterns, increased incidence of storms and prolonged droughts. Decreasing availability of water and food will also increase sanitation and health problems and increase the risk of diseases and malnutrition. Competition over increasingly scarce resources will also increase the risk of conflicts, displacement and migration, which in turn will again increase the risk of food insecurity.

#### *Climate Change – Food Accessibility*

Reduced food availability due to decreasing yields as a result of climate change has additional direct implications for food accessibility: As food becomes scarce, prices go up and food becomes unaffordable, i.e. inaccessible, for a growing part of the population. The food price spike that peaked in 2008 clearly demonstrated how major fluctuations in global food markets can have far-reaching implications for food security and emergency relief needs. At the same time, the food price spike led to a dramatic increase in the global total of undernourished people by more than 20 % to over a billion in July 2009. Some 125 million children are predicted to be underweight in 2010 if economies do not grow, 5 million more than if progress had continued at the 2007 rate. Even the pre-recession rate of improvement was inadequate to meet the MDG target. While prices fallen overall from the peak levels achieved in 2008, they are expected to remain on average 35 to 60 % higher than in the past decade.

#### *Climate Change – Food Utilisation*

As outlined above, even without climate change further increases in food prices are expected. Recent modelling and analysis predicts additional price increases due to climate change for some of the most important agricultural crops –rice, wheat, maize, and soybeans. To the resulting increases in the number of people at risk of hunger, climate change is projected to add another 10 to 20 % by 2050. Calorie availability in 2050 is likely to have declined relative to 2000 levels throughout the developing world: 24 million additional malnourished children, 21 % more than today, are anticipated – almost half of them, 10 million, in sub-Saharan Africa.

### *Ensuring Food Security in A Changing Climate*

There are four main entry points for adaptation and risk reduction strategies aiming at increased food security in view of climate change. Part of the solution is to increase food availability. Another lies in strategies that ensure that those who are at greatest risk of hunger can actually access and benefit from increased amounts of food and that protect the most vulnerable from the immediate impacts of climate change. This involves improving disaster risk management, enhancing social protection schemes (including the delivery of direct nutrition interventions) and strengthening resilient community based development.

#### *Increasing Agricultural Productivity, Resilience and Sustainability*

Local people are the on-site land managers who play central roles in adapting agriculture<sup>8</sup> and food systems to meet their needs under changing climate conditions. The concept of adapting to climate impacts is not new to them. Traditional coping mechanisms will not be sufficient to ensure food security and prevent effects on nutritional status. They must be complemented by the introduction of technical innovations and enabling frameworks. More research is needed on the breeding of new and adapted as well as the preservation of traditional, locally adapted varieties that can tolerate climate variability and are suitable for changed climatic conditions. Adaptation strategies must also be supported by strong institutions and enabling policy and legal frameworks. Adaptation to climate change can incorporate a range of successfully tested methods and technologies derived from sustainable agriculture and natural resource management and equitable and inclusive rural development approaches, building on the “no-regrets” principle.

#### *Improving Disaster Risk Management*

The number of people affected by disasters has more than tripled since the 1990s. In 2007 over 74 million people were victims of humanitarian crisis. As climate change leads progressively towards increased extremes – storms, droughts, and high temperatures – the challenge to the humanitarian community is not only to respond to the crises, but also to be better prepared and to be able to manage the risks more effectively. Recent approaches that integrate relief and response in long-term risk management have begun to influence the way disaster management programs are planned and financed. In order to enhance community safety and resilience, the complex interactions between long-term risk reduction and short-term response need to be better understood. At the same time, the most vulnerable to food insecurity must be protected from the immediate impacts of climate change now. Planning appropriate risk reduction and response requires an understanding of risks and vulnerabilities in terms of who are the vulnerable, where they are and why they are vulnerable. There is a need for improved monitoring, information systems and forward looking risk analysis. As vulnerable people and communities themselves should always be the primary owners and drivers of any actions aimed at increasing their resilience to disasters, it is crucial to directly involve them in planning and implementation of disaster risk reduction. Moreover, the gaps between sectoral organizations must be bridged in order to share timely and relevant information concerning risks and their management. Enhancing Social Protection Schemes the existing inequities in food security, food safety and nutrition are likely to be further widened by the adverse consequences of climate change. Adapting food production systems has the potential to significantly increase the resilience of poor farmers to changing climate conditions. Such public actions have large potential to increase resilience to climate change by contributing to breaking vicious cycles that lead into chronic poverty traps. Droughts, for example, frequently force poor families to sell off productive assets such as livestock; other shocks often lead to families taking children out of school and to reduction in households’ food intake, number of meals, restriction of portion sizes, and purchase of less expensive but less nutritious foods – each with immediate and long-term physical and mental consequences for children. Social protection relevant to food insecurity, climate change

and resource scarcity includes cash and in kind transfers, such as Ethiopia's Productive Safety Net Programme, which transfers cash (and food) during seasonal food insecurity through employment on public works; employment guarantee schemes, which can be used to invest further in climate resilience, for example strengthening embankments or planting trees; Mother and Child Health and Nutrition and School Feeding programs; weather-indexed crop insurance; micro-finance services; as well as emergency food assistance interventions. Access to formal social protection systems remains very limited in developing countries. At present only 20 % of the world's people have access to formal social protection systems.<sup>12</sup> Financing social protection support is complicated by the fact that safety nets need to be financed in a counter-cyclical manner, given that needs are greatest when economic performance is weakest.

### *Strengthening Resilient Community-Based Development*

Life-saving interventions to protect the food insecure people and their livelihoods from rapid-onset emergencies caused by climatic events are essential. It is equally important, however, to create enabling conditions to ensure that communities affected by disasters are able to build back systems which are better adapted to changing climate conditions. Supporting a transition towards "climate-smart" relief, rehabilitation and development that improves the livelihoods of low-income farmers and rural people and thereby increases their overall resilience must be considered the basis of adaptation. Three factors are crucial:

- ◆ The prospect of major new investment flows focused on previously neglected lands,
- ◆ Incentivizing farmers through investments in agro ecological practices and in providing environmental services,
- ◆ Communities influencing policy making and implementation.

### *Conclusions*

Climate change poses an unprecedented challenge to the aim of eradicating hunger and poverty. In order to meet the growing demand for food security and nutrition under increasingly difficult climatic conditions and in a situation of diminishing resources, the world must urgently move towards embracing a two-fold approach: First, we must invest in and support the development of more efficient, sustainable and resilient food production systems. Second, we must improve access to adequate food and nutrition by the most vulnerable and at risk populations and communities and enhance social protection systems and safety nets as part of the adaptation agenda.

### REFERENCES

- ACEMOGLU D, JOHNSON S et al (2001) , "*The colonial origins of comparative development: an empirical investigation*", American Economic Review 91:1369–1401.
- BANERJEE AV, Duflo E (2007), The economic lives of the poor. J Econ Prospect 21(1):141–167.
- BRUINSMA J (2003) World agriculture: towards 2015/2030: an FAO perspective. Earth scan.p 54.
- CHECKLEY W, EPSTEIN LD et al (2000), Effects of El Niño and ambient temperature on hospital admissions for diarrhoeal diseases in Peruvian children. Lancet 355(9202):442–450.
- DAVIS B, WINTERS P et al (2007), "*Rural income generating activities: a cross country comparison*". ESA Working Paper, Rome, FAO, p 68.
- LOBELL DB, BURKE MB et al (2008), "*Prioritizing climate change adaptation needs for food security in 2030*". Science 319(5863):607–610.
- SINGH I, SQUIRE L et al (1986), Agricultural household models: extensions, applications, and policy, P.67.
- SMITH LC, ALDERMAN H et al (2006), Food insecurity in sub-Saharan Africa: new estimates from household expenditure surveys. International Food Policy Research Institute, Washington.



## HUMAN RIGHTS EDUCATION—SINE QUA NON IN SCHOOL CURRICULUM

SHIBAJYOTI KARMAKAR\*

### *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, *Shibajyoti Karmakar* the author of the research paper entitled HUMAN RIGHTS EDUCATION—SINE QUA NON IN SCHOOL CURRICULUM 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*

*In the modern world, each country has its own Constitution and Fundamental Rights to protect its people from any kind of oppression by other. In spite of these, a lot of injustices are being done by one set of people to another. To protect the human beings socially, economically, today, each country has some Human Rights which are not to be violated by any person, institution, or even Govt. This present paper is going to deal with the earnest importance of knowledge of these rights from the very beginning of education system. If the future generation had a clear conception of these rights then India, our beloved country, will be free from the violation of these rights which has now become a day to day affair not only in our country but also around the world.*

**Key terms—** Human Rights, Fundamental Rights, School curriculum, violation of human Rights.

Human Rights Education has become a new inter disciplinary study in modern India as well as international educational co-curricular system. The term Human Rights Education refers to that branch of knowledge which deals with Human Rights and how these rights are violated by human beings. Actually, human beings are provided with some Fundamental Rights by any democratic country for their all round development that is social, political, moral, economical etc. In spite of these Human Rights, human beings are oppressed by another class of the society. Hence Fundamental Rights are not sufficient to protect the citizen of a country. As a consequence, Human Rights emerge as an institution to protect the rights of all human beings of the world. In a line Human Rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or authentic origin, colour, religion, language or any other status. We are all equally entitled to our Human Rights without any discrimination. These rights are all interrelated, interdependent and indivisible.

\*Dept. Of English, Burdwan University. e-Mail : s.karmakar2012@rediffmail.com

Universal Human Rights are often expressed and granted by law, in the form of treaties, customary international law, general principles and other sources of international law. International Human Rights law lays down obligation of Government to act in certain ways or to refrain from certain acts, in order to promote or protect Human Rights and freedom of individual or groups. To live a healthy and peaceful life, Human Rights Education has become a part and parcel of other educational system. We know that our students are future citizen of tomorrow. Hence, they should be taught the basic idea of human rights from the very beginning so that they can resist any violation of human rights in each corner of life. The Education taught from the very root level should include Human Rights Education as a part of their curriculum.

Human Rights are closely related to those basic human values such as justice, equality, democracy etc. It aims to build an understanding and appreciation for Human Rights through learning about rights and learning through rights. Human Rights Education is too much linked with pedagogy of teaching. It requires not just imparting knowledge about Human Rights but also applying human rights – based pedagogy to ensure young people learn in a rights-respecting environment- an environment that respects their rights and promotes the rights of others.

Human Rights Education has become a part and parcel of present day educational scenario of the world to promote consciousness of Human Rights for the denizens of the world. There are a lot of injustices done by one particular class on another- oppression, exploitation etc. Child labour, dowry system, rape, domestic violence –all become a kind of stigma for a healthy democratic nation. If we become conscious of our own Human Rights, we shall attempt to resist such kind of malpractices in our own life. Children are the blooming buds of the world. Hence, if we can put the concept of Human Rights in their mind from the very beginning, they shall be able to resist such kind of social economical, political, cultural injustices. Hence, School Educational system of any country has incorporated basic human rights to create a mass consciousness. Human Rights Education is not a separate subject but is treated as a multidisciplinary one. In political science, history, economy and other social science, Human Rights Education has become a new phenomenon. Major historical documents such as the ‘French Revolution’, ‘American Declaration of independence’, ‘The Sipai Mutiny of India’ – all these topics should be discussed in a classroom situation to promote the concept of Human Rights to the little children. According to Pranati Panda in her essay “Human Rights Education in Indian Schools: Curriculum Development” has said, “it is universally accepted that education is the best source of social mobility, equality and empowerment both at the individual and collective levels. Further, it is considered as a precondition for a healthy democratic society. It is thus important that education include the study of peace, human rights and democracy as essential to society’s development.”

Human Right Education, training and public information-all these will create a stable and harmonious relation among the communities and they will foster mutual understanding, tolerance and peace. Through the learning of Human Rights as a way of life, fundamental change could be brought about to eradicate poverty, ignorance, prejudices and discrimination based on sex, caste, religion and disability and other status amongst the people.

All the countries of the world are concerned with the violation of Human Rights and to resist it all of them have adopted Human Rights Education in their school curriculum system. Article 26.2 of the UDHR States the role of educators in achieving the social order called for by the declaration: “Education shall be directed to the full development of the human personality and to the strengthening of the respect for human rights and fundamental freedoms. It shall promote understanding tolerance and friendship among all nations, racial or religious groups, and shall further activities of the united nations for the maintenance of peace”.

The IIPDEP is a non- political, non- profit NGO whose activities are mainly concerned with Human Rights Education which considers Human Rights are pre-requisite for peace, security, development and democracy. America, China, Russia, Japan, Australia- all the developed first world countries have adopted human rights in their school curriculum educational system as a new mode of learning to prevent social injustices and India is

not lacked behind it. The Free and compulsory Act of 2009 has secured Free Education from age 6 to 14 to each Indian child to provide a quality base education which will enhance their mental capabilities. The Indian Constitution shapes the country's concept of Human Rights. The Preamble, Fundamental Rights, Fundamental Duties and Directive State Principles of the state policy are concrete steps towards the realization of Human Rights. NCERT 2000 has adopted 10 crore components of the national Policy of Education (1986) to strengthen national identity:

- I. The history of Indian freedom movement.
- II. Constitutional obligations.
- III. The content essential to nurture national identity.
- IV. India's common cultural heritage.
- V. Egalitarianism.
- VI. Democracy and secularism.
- VII. Equality of sexes.
- VIII. Protection of the environment.
- IX. Removal of social barriers.
- X. Observance of small family norms and
- XI. Inculcation of scientific temper.

It also emphasizes the need to include the Fundamental Duties as laid down in Article 51 A Part IV A of the constitution as common core components of the curriculum:

These core components need to be integrated in school curriculum in a suitable manner. It is envisaged that they would help in instilling a nationally shared perception and values and creating an ethos and value system in which a common Indian identity could be strengthened.

In primary stage, learning about the nation's goals and the main feature of constitution- Fundamental Rights, Directive Principles of state policy and Fundamental Duties as well as the knowledge about secularism and democracy may help to promote Human Rights. In upper-primary levels social science or social study, science and languages through various subjects such as History, Geography, Political Science, Economy etc should incorporate basic concepts of human rights. In secondary schools curriculum, Human Rights should be taught through literature and language classes, east-west problem, family and society formation religion and philosophy of life, History, Geography, Civics, and Economics and through co-curricular activities. Human Rights Education is not treated as a separate subject but as an integrated one. In the post-modern global world Human Rights Education is treated as an interdisciplinary one. Over the last few decades, "All Human Rights for all" has become a new slogan and teachers can initiate or launch new programmes on Human Rights to provide a transparent administration making Human Rights as sine-qua non in School Curriculum System.

To conclude Human Rights Education should be taught in all educational institutions of the world to create a better harmonious, healthy environment to live at for all human beings.

#### REFERENCES

- Human Rights Education : Reflection on Theory and Practice* : Edited by Fionnuala Waldron Brian Ruane ISBN-1905785887.
- National Council of Educational Research and Training*(1988), National Curriculum for Elementary and Secondary Education: A Framework, New Delhi; NCERT.
- PRANATI PANDA; "*Human Rights Education in Indian Schools: Curriculum Development*".
- RAGHUBIR CHAKROBORTY; *Human Rights and the United Nations*
- SIDHARTA ROY (January 2001); *Human Rights, Democratic Rights & Popular Rights*, Reprint-2002, ISBN-81-8638397-2
- SAXENA, K.P.C (ed).(1994); *Human Rights—Perspective and challenges*. New Delhi: Lancer Books.
- TAYLOR & FRANCIS (1996); *Encyclopedia of Human Rights*, ISBN-1560323620

## CRIME: SOME ADVANCES IN BIOMEDICAL SCIENCE

KAIZAR RAHAMAN\*

### *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, *Kaizar Rahaman* the author of the research paper entitled CRIME: SOME ADVANCES IN BIOMEDICAL SCIENCE 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*

*[This article examines the empirical evidence for a genetic influence in the etiology of antisocial behavior. The role of genetics in criminal behavior can be assessed through biological, sociological and psychological studies. This paper also discusses the major findings of biological studies that have focused on criminal outcome. Results from biological studies have consistently revealed a relationship between biological parent criminal behavior and adoptee criminal outcome. Before discussing the theory of Crime: Some advances in biomedical science, we discuss what Crime is? The term punishment is generally used in broader sense than sin and crime. Punishment is supposed to be for the protection of society, and for the reformation of the wrongdoer. We naturally think that a man should be rewarded according to his deeds. A wrong against social law is a wrong against humanity. There is an expression in Latin, "nulla lege sine poena"—which means, in translation, "There is no law without punishment." But this topic related to a vital issue which is biomedical science. Some philosophers think that when a wrongdoer does some thing wrong, it's related to his genetics. Some persons attribute the causes of individual law breaking either entirely or in part to biological or genetic factors. This article provides a framework for the successful conduct of gene—environment studies. Not only that but this paper also highlights Race and Genetics: Controversies in Biomedical, Behavioral, and Forensic Sciences, Genetic perspectives on crime and so on. To accomplish this goal, the basic study designs and procedures of implementation for gene—environment interaction are described. Our study was designed to test the hypothesis that genetic factors defined by alcohol abuse/dependency and anti-social personality disorder in biologic parents were etiologic in drug abuse/dependency and that psychiatric problems in adoptive parents were an additional factor associated with drug abuse/dependence. Given recent genetic advances, it is not surprising that genetics information is increasingly being used to improve health care over the last century. However, Mendelian diseases are rare; thus, few individuals directly benefit from gene identification. In contrast, common complex diseases, such as obesity, breast cancer, and depression, directly*

\*(Ex- Research fellow, ICPR) Research Scholar, University of North Bengal (W.B) India. e-Mail : kaizar\_news@rediffmail.co.in

*affect many more individuals. Common complex diseases are caused by multiple genes, environmental factors, and/or interaction of genetic and environmental factors.]*

**Keywords:** Genetics, Antisocial, Biological, Sociological and Psychological, Criminal, Crime, Biomedical science.

Crime is produced by many circumstances, just and unjust. In order to make out some assumptions, however it is necessary to assume that people have free will and are capable of choosing between right and wrong. The term punishment is generally used in broader sense than sin and crime. Punishment is supposed to be for the protection of society, and for the reformation of the wrongdoer. We naturally think that a man should be rewarded according to his deeds. A wrong against social law is a wrong against humanity. There is an expression in Latin, “*nulla lege sine poena*”—which means, in translation, “There is no law without punishment.” Criminologists, sociologists and psychologist have attempted to explain why certain individuals engage in criminal behaviors or doing crime while others do not. Their findings can be grouped into three basic approaches – biological, sociological and psychological. Some persons attribute the causes of individual law breaking either entirely or in part to biological or genetic factors. Among the theories based on this approach is the idea that criminal behavior is linked to certain genetic abnormalities—an idea that not has been proven. Some persons seem to indicate that genetic influences may have an impact on criminal behavior. A study of adopted children, for examples, showed a higher rate of criminal behavior among adoptee who had a biological parent with a criminal background. The sociological approach to criminal behavior suggests that such behavior is learned early in life when relationships are being formed with those around us. One of the most influential of such theories maintains that individuals learn criminal behavior as a result of their contact with criminals. According to another sociological theory, individuals tend toward criminal behavior because they fail to form strong emotional bonds or connections with others who could help them avoid misbehavior. This view is often used to explain juvenile delinquency. Some criminologists have suggested that the biological, sociological and psychological theories should be combined in some way since they all explain crime. On the relationship between biological, psychological and social factors in crime and criminal behavior will be necessary before any single theory can be developed.

For two centuries, science has been a major force in people’s lives. In the 19th century, it was chemistry. In the 20th century, physics literally exploded before our eyes. Traditionally, the hard and exact sciences like chemistry and physics have been the most highly regarded disciplines. However, in the 21st century, biology in general, and biogenetics in particular, will more than likely dominate advances in science. It is therefore critical to consider the legal and ethical consequences of bioscience, and its worldwide impact on the courts, the law, and society in the 21st century. Only fifty years ago, Francis Crick and James Watson discovered DNA’s double helix structure. Now it seems that almost everyday, we hear about a new genetic breakthrough somewhere in the world. Armed with this genetic code, scientists can begin teasing out the secrets of human health and disease at the molecular level, which at the very least will revolutionize the diagnosis and treatment of everything from Alzheimer’s and heart disease to cancer. Scientists can also manipulate plants and animals to increase food production and combat environmental hazards. Modern genetic engineering eliminates the natural barrier between species that limits traditional crossbreeding techniques and enables us to shift desirable genetic traits between species that could never mate or produce viable offspring in nature. Thus, although modern genetic engineering is still in its infancy, its beneficial possibilities are unprecedented. It is no wonder, then, that each new genetic discovery is announced with tremendous excitement and anticipation. Given the rapid pace of development, it is easy to be dazzled by the science itself, and to overlook the ethical and pragmatic considerations that are sure to follow. The legal and ethical issues, particularly for lawyers and judges that have emerged in the wake of these astonishing advances are difficult and complex.



*Genetics and Crime*

One of the most hotly debated questions in the scientific area has centered on whether criminal behavior has a genetic basis. Although it has been previously argued that *genetics* play no part in shaping antisocial and criminal behavior, a growing literature base has served to substantiate that genetic factors are as important to the development of some forms of criminal activity as are environmental factors. This attitudinal shift has occurred for several reasons. First, there are simply too many studies, in too many countries, using different methodologies that converge on the same conclusion: genes do play a role. Second, other potentially less controversial fields of behavioral trait research have not only identified heritability in psychiatric disorders such as autism, schizophrenia and reading disability, but also in personality traits such as political conservatism. Thus, it would be surprising if criminal behavior—particularly recidivistic crime—was not in some way influenced by genetic factor.

The role of genetics in criminal behavior can be assessed through family, twin and adoption studies. Here we discuss the findings of adoption studies that have focused on criminal outcome. Results from adoption studies have consistently revealed a relationship between biological parent criminal behavior and adoptee criminal outcome. This finding has been noted in the case of property crime, but not in the case of violent crime. Violent crime in adopted-away offspring is not related to violent crime in biological parents. Somebody suggest violent crime may be genetically related to other types of behavioral deviance. In the Danish Adoption Cohort, biological fathers who are convicted of violent crimes. This father violence-adoptee schizophrenia relationship cannot be accounted for by the potential confounding factors of rearing social status, age at transfer, knowledge of family history of crime, or biological parents' mental illness.

The possibility that genetic factors are among the causes of criminal behavior was tested by comparing court convictions of 14,427 adoptees with those of their biological and adoptive parents. A statistically significant correlation was found between the adoptees and their biological parents for convictions of property crimes. This was not true with respect to violent crimes. There was no statistically significant correlation between adoptee and adoptive parent court convictions.

Studies of adoptees have demonstrated that there are two genetic factors leading to alcohol abuse and/or dependence (abuse/dependence). In addition, environmental factors found in the adoptive family also predict alcohol abuse/dependency independently. Genetic factors defined by alcohol abuse/dependency and anti-social personality disorder in biologic parents were etiologic in drug abuse/dependency and that psychiatric problems in adoptive parents were an additional factor associated with drug abuse/dependence.

We are definitely in an era of genetic determinism. Yes, circumstantial and psychic determinism are still around and even thriving. However, they are giving way to genetic, biological and organic excuses for behavior.

One of the most sensitive areas of research in America is seeking to relate genetics and crime. The U.S. is thought to be the most violent nation in the industrialized world. There is great concern that the burden will fall on African Americans, because of their disproportionate involvement in crimes. Twenty million dollars were to be devoted to the study of biochemical anomalies linked to aggressive behavior. The furor that followed forced the Secretary of Health and Human Service to resign. It is politically correct to relate genetics and homosexuality but politically incorrect to relate genetics, crime, and race.

*The Importance of Gene—Environment Interaction* : Given recent genetic advances, it is not surprising that genetics information is increasingly being used to improve health care. Thousands of conditions caused by single genes (Mendelian diseases) have been identified over the last century. However, Mendelian diseases are rare; thus, few individuals directly benefit from gene identification. In contrast, common complex diseases, such as obesity, breast cancer, and depression, directly affect many more individuals. Common complex diseases are caused by multiple genes, environmental factors, and/or interaction of genetic and environmental factors.

*Race and Genetics: Controversies in Biomedical, Behavioral, and Forensic Sciences* : Among biomedical scientists, there is a great deal of controversy over the nature of race, the relevance of racial categories for research, and the proper methods of using racial variables. The researchers should instead focus on developing standards for when and how to use racial variables. Criminology, in which the use of racial variables in behavioral genetics research could be particularly problematic. If genetic studies of criminalized behavior use forensic DNA databanks or forensic genetic profiles, they will be confounded by the many racial biases of the law enforcement and penal system.

*Genetic perspectives on crime*: This article examines the empirical evidence for a genetic influence in the etiology of antisocial behavior. This relates the results of studies from approaches to genetic investigation. The first, family studies, provides valuable information about the increased risk for deviance among the family members of affected individuals. Family studies provide few conclusions about genetic etiology, however, because members of families share environments as well as genes. A second approach, the study of twins, offers a somewhat better separation of genetic and environmental effects. The twin studies compare monozygotic (MZ) twins, who are genetically identical, to fraternal, same-sex, dizygotic (DZ) twins who have no more genes in common than other siblings (50%). The research design assumes that the effect of hereditary factors is demonstrated if the MZ twins have more similar outcomes (concordance for deviance) than DZ twins. The twins are reared together in almost all studies, and the environmental influences for MZ pairs may be more similar than for DZ pairs. A third approach, the adoption study, largely overcomes the possibility of confounding genetic and environmental factors which limit inferences from the results of twin studies. In this method, the deviant outcomes of adopted children (separated early in life from their biological parents) are compared with the outcomes of their adoptive parents and their biological parents. Similarity in outcome between adoptees and biological parents indicates a genetic effect.

*Genetics of Crime: Clarifying Misconceptions*: It important to clarify, what behavior geneticists do not claim from the research on antisocial and criminal behavior? First, it is not claim that there is a gene or specific set of genes that directly result in crime. Just as it is not assumed that there are specific genes that code for membership in the Republican or Democratic political parties, it is no' assumed that there is a specific set of genes that directly code criminal behavior. Rather, multiple genes-acting in combination- result in varying degrees of genetic predisposition to criminal behavior. This predisposition arises through heritable physiological processes: such as neurotransmitter and autonomic nervous system functioning, which, in turn, predispose some individuals towards crime. A second, related point is that behavioral-genetic research does not attempt to explain why a specific person commits crime heritability is a population concept and therefore cannot be applied an individual level. Third, criminal behavior is influenced both by environmental and genetic forces, as well as their interaction. Finding heritably (influences does not imply that crime is entirely genetically determined Adoption studies have repeatedly demonstrated the importance of factors such as adverse home environment, institutionalization early in life, multiple temporary placements, and low social class on crime behavior, modern statistical approaches to the biometric analysis of twin data allow environmental variance to be partitioned into share variance (i.e., common to both twins, such as parental divorce or dealt of parent) and non-shared variance (i.e., different for the two twins such as different peer groups or differential treatment by parents). Studies of twins reared apart can also reveal important information or environmental protective factors that influence why one twin become criminal and the other genetically identical twin does not. Relatedly, in addition to the study of additive effects (i.e., environmental an (genetic influences each explain some unique variance in criminal behavior), there may be an interaction between genes an environment. That is, some combination of genetic vulnerabilities and environmental risk factors may be more important to the expression of criminal behavior than are the separate, additive effects of genetic and environmental influences.

Finally, behavioral geneticists do not interpret that “crime is destiny.” Environmental manipulations can be successful in reducing the incidence of crime by preventing full expression of genetic predispositional factors. For example, even very specific genetic disorders such as phenylketonuria (PKU), which results in mental impairment, can be prevented by environmental as a predisposition to crime rather than as predestination for crime.

**Biological Markers for Antisocial and Criminal Behavior** One important contribution that genetic research on crime can make is in helping to identify the biological mechanisms that shape antisocial and criminal behavior. Many studies have clearly demonstrated that there is biological basis to antisocial and violent behavior, including factors such as hormone levels, poor functioning of the prefrontal region of the brain.

### *DNA Evidence in Court*

Of course, bioscience has already played an important role in our courtrooms for some time. Genetic testing has revolutionized criminal investigations and reinvented the field of forensic science. DNA has had a dramatic effect on questions of identity in criminal cases. Police, prosecutors and defense counsel rely heavily on DNA evidence to do their jobs. The federal government and every U.S. state are busily compiling DNA databanks to store the genetic information of felons so that they can later be tested against samples from crime scenes. Databanks for sex offenders have existed for years. Using these databases, law enforcement authorities have been able to make arrests in crimes that have gone unsolved literally for decades. (For example, as of June 2005, the FBI’s national DNA database, which includes genetic profiles of over 1.4 million offenders, produced over 23,500 DNA matches assisting in more than 25,400 investigations. <sup>12</sup> In 2004, the United States Congress appropriated \$755 million dollars to expand the national database, to fund testing of up to 300,000 unprocessed samples, to improve technology, and to test prisoners who continue to assert their innocence.) At the same time, it authorized the FBI to include in its national database all DNA samples collected by states. As the breadth of the databases grows, so does the potential for expedited investigations and accurate identifications. Currently, at least eight bills are pending in the U.S. Congress regarding DNA databases. Today, the impact of DNA evidence in criminal trials is not confined simply to matters of identity. In a recent death penalty case in Georgia, a defendant complained that his counsel conducted an inadequate mitigation defense by failing to pursue genetic testing that might have shown a genetic basis for his violent and antisocial behavior.

*Genetic Determinism:* Today, however, we are not limited to the blaming possibilities of circumstantial determinism and psychic determinism. A new kind of determinism began this century, and its popularity has been increasing rapidly during the past ten years. It is the genetic, biological, organic determinism. Whereas circumstances and the unconscious were the popular ways in the past for shifting blame and responsibility, the genetic, biological, and organic determinism is the current culprit behind doing and thinking.

### BIBLIOGRAPHY

- BYNE, WILLIAM, & PARSONS, BRUCE. (February 1994); “*Biology and Human Sexual Orientation.*” The Harvard Mental Health Letter, Vol.10, No. 8, p. 5.
- CAREY, G. (1989); *Genetics and violence: Human studies.* Commissioned paper.
- Current issues*, Macmillan social science library, vol-1 *Macmillan reference*, u.s.a Thompson, Gale-2003.
- DOSTOEVSKY, FYODOR. (1996); *Crime and Punishment.* Random House publishing group.
- H. J. (1977); *Crime and personality (3<sup>rd</sup> Ed.).* St. Albans: Paladin.
- J.A. GOODE (Eds.), *Genetics of criminal and antisocial Behavior.* West Sussex, England: John Wiley and Sons. (pp.75).

- JUDSON, KAREN. (2001); *Genetic engineering: debating the benefits and concerns (issues in focus series)*. Hillside, N.J.: Enslow publishers, Inc.
- KENDLER, K.S. (1983); *Twin studies of schizophrenia: a current perspective*. American Journal of Psychiatry, 140, 1143-1425.
- LYONS, M.J. (1996); *A twin study of self-reported criminal behavior*. In G.R. Boel.
- MACKENZIE, JOHN S. (1987); *A manual of ethics*. Oxford university press, P. 372-73.
- NIMMONS, DAVID (1994, march); "Sex and the Brain." Discover, p.66.
- ODER BERG & DAVID S. (2008); *Applied Ethics –a non- consequentialist approach*. Blackwell publishers, P. 146-147.
- S. A., & FINELLO, K.M. (1983); *Biological factors and crime: Implications forensic psychiatry*. International Journal of Law and Psychiatry, 6, 1-1
- THORNTON, E. M. (1984); *The Freudian Fallacy*. Garden City: Doubleday & Company, p. ix.

## FAMILY AND THE QUEST FOR 'SELF' IN SHASHI DESHPANDE'S *MOVING ON*

DR. PARUL MISHRA\*

### *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, *Parul Mishra* the author of the research paper entitled FAMILY AND THE QUEST FOR 'SELF' IN SHASHI DESHPANDE'S *MOVING ON* 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.

*Break up the institution of the family, deny the inviolability of its relations, and in a little while there would not be any humanity.* E. H. Chapin 'Living Words'

There is galaxy of women writers who have contributed to the development of Indian Writing in English. Shashi Deshpande is one of the many voices of the modern Indian Fiction Writing in English and has added a new depth and dimension to it. She is a recorder of the dilemma faced by a person in the modern Indian urban set up. Shashi Deshpande has made human relationship a centre of her fictional narrative and explored the different dimensions of marriage and relationships in India.

The family and familial relationships in the novels of Shashi Deshpande represents crucial transition of modern India, from a conservative and traditional social order to a liberal and urbanized socio-economic and cultural ethos. Her novels also reflect a radical shift in interpersonal relations and their consequences upon the changes in the Indian family. Shashi Deshpande has always praised the institution of family. While speaking to the correspondent of *The Hindu*, she accepts, "family is a timeless and universal institution – everything begins here, everything that happens outside the family mirrors what happens within it" (Deshpande, "interview" *The Hindu*). She has always been fascinated by human relationships. In which the relationships in families are most intense and complex.

Her novel *Moving on* (2004) is centered around the family and deals with its various relationships, perhaps for this reason the epigraph of this novel quotes Erica Jong— "All the stories that have ever been told are the stories of families – from Adam and Eve onwards" ("Epigraph" *Moving on*). Shashi Deshpande says, "Each novel is a voyage of discovery for me, a discovery of myself, of other humans, of our universe" ("Interview" *The Hindu*). This novel, *Moving On*, has a complex narrative structure, that embodies several strands using

\*ACC Wing, Indian Military Academy, Premnagar Dehradun (Uttarakhand) India.



memory, experiences and written texts, the diaries of a deceased in a palimpsest self history, that is entangled in an endless complex drama of life. Shashi Deshpande's this novel is about the family, the relationships, various positive and negative shades of it, the secret lives of men and women who love, hate, plot and debate with an intensity, that will absorb everyone. The novel is complex in structure and plot. It is a story that begins, conventionally enough, with a woman's discovery of her father's diary. In this novel "we meet prematurely widowed Manjari (Jiji) where she is remembering her dead family (Baba-Mai-Malu-Tai) and Shyam ( perfect lover and imperfect husband) in her old home" (Lal, *The Hindu*). Manjari, the central character and the reader of her father's diaries, feels as if there is a message for her that, "this is for you" (18). The way he had left them, she was sure that reading them would not be an intrusion. Shashi Deshpande with her uncanny insight into the nature of human relationships and an equally unerring eye for detail, ventures further than she ever has into the terrain of the mind, teasing out the nuances and exploding the stereotypes of familial bounds.

The novel is a study of complex familial relationship of an Indian Brahmin family. Shashi Deshpande minutely describes the problems of domestic sphere. Domestic space is considered harmonious and a sanctified societal norm is often fraught with dissention, domination and violation. Shashi Deshpande's endeavor has been to look at this space clinically: "To speak of the family's "Domestic scope" – how cozy the word "domestic" is and how uncanny the things that happen in families are" (Literary Review, *The Hindu*). The novelist Deshpande weaves her narration around repetitive acts of transgression, beyond anybody's capacity, while bringing into contestation of self, of other man, woman, bone, body, physical, emotional, sexual, ethics, individual and social binaries. As the narrator, Manjari, is a woman, these complex component faced by a woman, are question in the process of self-realization of her own position, as she locates the self in the labyrinth of her already experienced the experience and socially contestable norms. According to Chanchala K. Naik, "The experiential becomes the touchstone above and beyond other things where the existential is not a compelling motif but facilitates reflection on life in that others' secrets are discovered complicating one's own opinions about them and also continually revising oneself, one's perspective" (218). In this way a process of building, rebuilding, construction and deconstruction continues in the novel in a narrative course that is rolled up in a spiral form with the coils layered one upon another, as well as relating to each other.

Shashi Deshpande's almost all major novels revolve around marriage, family, familial relationships and human relationships, the novel *Moving On* also tells the story of families. The narrator is Manjari Ahuja (Jiji), a widowed woman who moves into care for her ailing father. Discovering her father's diary after his death she sets out to evaluate her life retrospectively – in view of Baba's (Manjari's father) revelations that show past events in a new light. She searches clues in the childhood spent with her anatomist father, who shares his fascination for the human body with Manjiri. Along with Mai (Manjari's mother), who writes impossibly perfect romantic stories for popular magazines, they form a cosy threesome that adores the younger daughter, Malu. This idyllic childhood is populated with an extended family which includes Baba's childless but loving sister, Gayatri and her husband R.K. It also includes Baba's best friend BK (RK's younger brother) and his family, and Mai's two brothers and their wives. Viewed through Baba's writings and the observations of the child Manjiri, life in a household ruled by the beautiful but reserves Mai is realistically brought to light. While Manjiri's past appears to be the picture-perfect, her present is riddled with uncertainty. Grappling with choices about the future, she lives alone in the large house that her father has bequeathed to her daughter, Sachi. With both her children away in school, she gets mysterious phone calls from strangers who want her to sell the house and marriage proposals from Raja (BK's son), an architect and widower, who lives in the neighborhood. The gradual distancing of the family starts when the young and naïve Manjiri gives up her education to marry Shyam, the savvy cinematographer who introduces her to the world of passion. Amidst these circumstances, the unraveling of Manjari's family beginning with the entry of her husband Shyam, is revealed in bits and pieces. Throughout the book, Deshpande, uses the body as a repeating theme. It begins with Baba's diary and his

belief in the perfection and endurance of body but this belief disintegrates as he witnesses his beloved wife succumb to illness and perceives his own impending death. As a single woman, Manjari herself struggles with the desires and demands of her body. Therefore, the book is about families even as Manjari witnesses its disintegration, she comes back to the family and finds it as an enduring institution, as Baba's says, "faith is the adhesive that holds all the seemingly disparate bits of life together" (112). With this book Shashi Deshpande very eloquently tells the story of a family and their relationship and restores the faith in the familial bonding.

The father and daughter relationship dominates in this novel through Manjari and Baba. The father and daughter relationship is projected in this novel with the novelist's sharp and minute insight. Manjari had a special relationship with her father. The relationship is not completely based on love. Manjari has left the house long ago and the relationship between the father and the daughter had not been going on well for years. Manjari had come home to be with her father in his last days because of his severe illness. It was Raja who had informed Jiji that her father was not doing well. Obviously Manjari had left her parental home long ago, and during this period of time she has not tried to restore the loving relationship that she had with her father. Manjari's sudden and impulsive marriage with Shyam distances her from her parents. Her mother Vasu's adamant and neutral behavior restrained her from coming back to her parents. She only visited her house at the time of deaths— of Mai's, Gayatri's and Baba's. Manjari is skeptical when she returns home whether her presence would be accepted by her father. But her Baba even seemed pleased to have her around. It is after Baba's death, while cleaning up the papers and the rest that Jiji discovers Baba's diary. She discovered her father's childhood days, his sister Gayatri's place in his life and an ideal relationship between them. But her need to understand her father, his life, drives her to open the diary. Manjari is not an affectionate reader of her father's diary, but a critical reader. She is not comfortable with the idea of reading the diary, "I knew I would get nothing but pain from reading my father's words, from visiting the past" (17). She realizes that she cannot ignore his words, she is not only a kind of bravado behind Baba's fist-raising gesture of defiance at the death knocking on his door but also that she is a partner in this bravado. He writes about his sister Gayatri, "She did so much [...] without her, our family life would have lost its centre, its source of light" (11). While tears fall on the pages of the diary, Manjari also narrates the wonderful life she had as a child. It was a childhood full of the feeling of belonging, of being a part of the entity, "Baba-Mai- Malu- and- I" (41).

Baba is happy to see Jiji around him and wants to live more, although he is sure that the end is near. He is also willing to revive that old adoring relationship that they have shared as father and daughter, his wish is expressed in his diaries:

And to me, death has become even more unwelcome since Jiji arrived. I want more time with her, I want to break the barrier between us. It makes me sorry that we approach each other carefully, as if we are carrying water in our cupped palms and are after of spilling it. I think of all the time we have wasted; yes, so much time wasted. I am now full of regrets. I want to live for some more time, I want to make up for lost time, I want to recover, for the first time, that old relationship between us (206).

Manjari, through her father's diary, realizes that how concerned her father has been towards her but it was her own adamant and controlled behaviour that restrained him from reconciliation. Her father was a complete family man – a loving and passionate husband, adoring father and caring brother too. But he was sorrowful that his daughter avoided and regretted him. When she returns her father's house because of his health problem and his death is inevitable, he felt relaxed and more pacified.

Each member of the family became the part and parcel of the larger disharmony in which complimentary relationship between husband-wife, man-woman, parents-children, that holds the family together in love and understanding each other. Baba accepted the fact that his wife was not as passionate as he was, in fact what she valued most was, "freedom; freedom to be by herself, to be on her own, freedom from [...] constant demands" (125). Baba feels that he himself has had no control over the happenings in his life that his life had

taken turns he never anticipated. It is this kind of reminiscence which bears witness to Baba's loneliness in his final days. It was a loneliness that was unplanned. After Vasu's and Gayatri's death Baba was left alone in the house. Baba expressed his happiness when Raja tells him that Manjari is soon coming to look after him. He knew that his death is inevitable but he is quite composed that his daughter would be with him in his last days.

Manjari comes there at the death all the three times, and finds the house full of memories. After Baba's death, she discovers that Baba had left the house to Sachi, Manjari's daughter. It is easier for Manjari to accept this fact but it is difficult for her to cope with the emptiness that Baba's death causes in her life.

As far as Manjari's relationship with her mother, Vasu (Mai), is concerned it is a neutral and cold relationship. She found her mother indifferent, neutral and practical, unlike her father. She has never expressed feelings, emotions and she had an enigmatic silence around her. She remembers her relationship with her mother (Mai) and sister also, and how she felt insecure after Malu's (her younger sister) birth that she will lose her parent's love. Manjari has not realized that she was not all that special in the eyes of her mother; she felt that the birth of the younger sister, Malu, had finally defined her role in the nuclear family; she was happy to take care of Malu. But she knows very well that if "Malu was the most important person in our family, Mai was the center of it" (43). Vasu has rejected Manjari's marriage with Shyam which later on results in Manjari's estrangements with her parents. Baba was a man of passion, a man who had all along believed in the urgency of the body's need, its fire, whose passion for his profession equally matched with his passion for his wife. Mai did not live up to Baba's physical passion; she however escaped that passion by creating a world of passion in her writing. It was not just the immediate family which had made life so inviolate for Manjari. It was rather the extended family embracing uncles and aunts and their kids who had made Manjari's childhood so ordered, so stable.

Here, in this novel, writing gives a shape, a voice, a meaning, to one's ideas and feelings. Manjari's mother, Vasu, is the real writer of romantic stories, of ideal marriages, published in popular Marathi magazines. She wrote stories that she did not believe in. Along with her married life, her lived experience, writing was her only other substitute- a world of make-belief world was romanticized in her stories. When looked carefully, we see Vasu's stories are a direct contrast to the diary entries/ writing of Badri Narayan, her doctor husband. They are opposite in their thinking as well as in their writing also because both because both Badri Narayan, the doctor of bones, and his wife Vasu, inhabit two different worlds the former's being the physical world and the latter's, the emotional, and the huge gap between the two could never be patched. Baba had moved on in his life. He had learnt that his belief in the human body was just wishful thinking. Having witnessed how Vasu's body which had enchanted him with its sandalwood fragrance had started to rot even when she was alive because of diabetes, he had learnt that the body is after all not all that perfect as he had once believed. Vasu had not moved on. She had written stories about passionate love but was unable to feel that kind of passion or understand the passion felt either by her husband or by her daughter. We read about his meeting and falling in love with Vasu whom he marries, his inability to make his bride match his physical passion, his failure to convey to her the enormous tenderness he felt for her, to make her understand that what he wanted was not to possess her body, or rather, not only to possess her body, but to feel himself complete by merging into her. Jiji is dismayed at this picture her father paints of her mother.

Vasu appears much as a writer, her role as a wife and mother is less active in this novel. Actually there are no visible ruptures in the filial relationship, yet the fine ruptures are noticed when Manjari decides to marry Shyam of her own choice and will. Manjari's decision of marrying Shyam may bring a violation but the family history to the forefront. She is repeating her old family history because her father and grandfather also married out of caste. On one hand her decision, is considered as inferior from the social point of view, but it is considered as freedom of choice by Manjari, as Chanchala K. Naik says:

Deshpande's always tries to posit such events in a dialectical mode; hence there is no endorsement of any singularity. But a singularity always invokes in its wake, its negation, in a process of reiteration or repetition, as in case of Manjari, who repeats what her grandfather and father did (218).

There is duality, that is on the forefront over the narrative of *Moving on* as the novelist explores Manjari's "double consciousness," she tells her own story and also narrates about the 'writings' written by her parents. Manjari, is a character, as well as the narrator, she has the double function of participating and narrating, she has the insider's knowledge of events and also tells the story from her own perspective. There are two stories that travel parallel to each other and intersect each other-one is a man's story and the other is of a woman's. The significance in the novel is the narrative voice and its location and identity as an individual, a daughter and a woman.

The novel which starts with Baba's diary, gradually Manjari is introduced, remembering her old home, her dead parents. She is a young woman, thirty-five plus, a prematurely widowed, she is left alone, parents are now dead, and her grownup children are away; left alone with her own world and her own sexuality. Through Manjari's reminiscing about what she reads in Baba's diary, we finally understand what sort of woman Manjari is, we get to know the sort of life she has led hitherto. We read about her impetuous marriage to Shyam, the birth of Anand which brings back the parents and Manjari together once again, the breakdown of her marriage to Shyam. We read about Malu's return from Pune, about her problems, and eventual death. Manjari married Shyam when she was eighteen, and when Shyam died she was just twenty one. It is now while living alone in her father's house she discovers that she cannot any more bear the demands of her body, which she satisfies through Raman, the quiet tenant living upstairs. Raja, her distant cousin, who has been asking Manjari to marry him, is devastated when he realizes what is going on between Manjari and Raman. Thus many things go wrong in the lives of many people in this book.

But the story told in this novel is one of a healing process. It is a novel in which the characters are capable of leaving behind past hurts and breaking through the chains of moral codes imposed upon them by the society. Deshpande shows in *Moving On* how to move on, how to make - remake- one's life. Baba, Manjari, Raja, Sachi, BK, and even Nirmala are fighters, and thus are eventual winners. They are the kind of people who would say that we have to make the best of this life that has been given to us, we are our own creators. Manjari, along with narration, is also a reader, for she reads her father's diary, she visits her parent's past and wonderfully discovers the hidden twists and curves of their lives. She knows very well, that, any act of violation is a means of gaining access to alternative knowledge. As she goes into the past, starts recollecting old memories and recasting events and responses, the present moment makes its own demand a rebellious daughter, devious property sharks, and a rapist sexual partner who threatens to throw her life out of shape again. The struggles that follow to reconcile nostalgia with reality, to counter with force from the property dealers, is to extinguish the fire of the body with secret sexual escapades, the fear of exposure and the desire for companionship, all these hurdles race to an unexpected resolution, twisting and turning through complex emotional landscape.

Manjari can be equated with this kind of a voyage; from resistance, trying to be her own; she becomes part of this voyage and lives through the other. The novel exhibits amply our perception of the other, not in the outside social space of gender and caste hierarchies, but within the limited space of the family, where in the drama of superiority and inferiority is played daily. Manjari gives up her medical education and marries Shyam; she displays enormous courage and her firm decision in marrying Shyam and again during such trying moments, when it is revealed that her own sister younger sister Malu is made pregnant by her husband Manjari experience trauma Malu dies after giving birth to a girl child, called Sachi by Manjari, and Shyam kills himself. Poor Manjari has to face a painful period of struggle and strain. Estranged from family, living among strangers, she grapples with a number of difficulties to support herself and her baby son, "I had no time to brood or grieve. It was down to the basics, work, eat, sleep, wake up, and go back to work". (215). Manjari decides to face life alone, without any body's support either morally or financially. When she hears about her mother's death, she comes back to her father. She has outgrown all kinds of hesitations. She drinks uninhibitedly in front of her father and in the company of her cousin Raja. Raja is interested in marrying her, but she turns down his



proposals and makes two establishments- One, because marriage-without the foundation of love and only as a means of social security for a single woman is not acceptable to her. Secondly, she is too familiar with the curves of his body to feel erotically aroused, for they grew up together. Since, she firmly decides not to get into marriage again, neither persuasion nor other considerations-physical, financial, emotional-can prevail on her.

Manjari learns to drive her car and even runs it as a taxi, by installing and operating a computer at home and typing out the manuscripts for others, as a means of self employment when she fails to get a satisfying job—she really shocks Raja, who is the upholder of patriarchal norms. She faces real test of her life when, she is been visited by strangers and receives anonymous phone calls from the mafia underworld. This gives her a lot of mental pressure and forces her to sell out her ancestral house. When she doesn't respond to the threat, she is physically assaulted, almost on the verge of rape, only to sell the house. She becomes more stubborn and decides to stay and fight, she doesn't listen to Raja's concern and his advice, and refuses to succumb to the pressures either from the mafia world or from Raja.

She even goes to the extent of disapproving Raja's role of protecting male in her life, "I want the brakes under my feet, not someone else's I don't want a dual control, the control should be mine, mine alone" (88). Her both children, want her to marry her cousin Raja, for she had become a widow, when she was hardly twenty-one years, but she refuses her children's desire by saying that, "She feels she has gone too far, from where she can't go back" (191).

Manjari's struggle for freedom and for being autonomous is theoretically a challenge to patriarchy, not confronting it headlong but in discovering one's own strength as a woman. Uma Mahadevan-Dasgupta praises Manjari's courage, "Manjari is fearless, wanting to fight on her own terms" (Dasgupta, *The Telegraph*).

She has to move on and live her own life, without getting dictated by anyone. The novel ends symbolically when both of them part different ways at the end of a long tedious journey; she starts the car and is back on the road again to be free. As she moves on, the question that trouble- is her freedom without any entanglement? It is seen and understood that self is never free. Thus the question of selfhood and autonomy becomes problematic issue in the novel. Manjari, in her many acts of violation, has sought freedom, and autonomy. Living all alone, without any bond, and relation can she find freedom? The term 'autonomy' has been defined differently in different fields and has different meaning for different women, the conceptual thread, that binds them all is the idea of self-determination—the right of all women to make individual life choices freely and independently without any form of external influence, in a self-reliant manner, "within the constraints of what one regards as morally permissible". ( Naik 223). By Autonomy, we mean, it is a condition of self-governance, the right to self-rule. The individual has to be authentic and independent and self-reflection to have self-governance. Individual autonomy involves one's identity as an independent individual that constitutes one's selfhood and is organized around one's consciousness, of oneself in relation to multiple other selves in a society and in a family. In this realization, Manjari underlies Deshpande's view that the woman should be herself, not owned or claimed by man. Manjari challenges the essentialised notion of female identity as male fabrication and leaves the door open for social and cultural change.

In the novel *Moving On*, the relationship between father and daughter dominates through the character of Manjari and Badri Narayan. Manjari is probably the most powerful of Deshpande's female protagonists. The bonding among women does not take place as one finds that Mai, Malu, Majari, Gayatri and even Sachi do not have similar views on love, marriage, sexuality and domesticity. Manjari is more independent and bolder than Shashi Deshpande's other protagonists.

As the title of the novel indicates that moving on is a detour, it is a journey from within to without and from without to within. An individual always needs an entanglement in form of family and relationship. Manjari is more independent and bolder than Shashi Deshpande's other protagonists. She emerges as a strong character throughout the novel, which can face the challenges of life and can take her own decision without caring for



others, but she is a caring and loving daughter, mother too. She is broad-minded and believes in freedom of living. Family gives us security, relief, love, care and joy but many a time it resists the growth of an individual, which is the negative side of it. The novel *Moving On* placed in between space of relational autonomy—do not have similar views on love, marriage, sexuality and domesticity. Manjari, as the survivor, is the new woman, who redefines freedom and also relationships. She is thus a model practitioner of relational autonomy, situated in family and bound by relationships, yet subservient to none. An affectionate daughter, a loving sister, a caring mother, and a good friend, she is hardly imposing or demanding, and is not dependent on anyone. She is not over protective or over possessive of her children and allows them their own space. Her engagements with life adopt a middle path - be yourself and allow others to be; live on your own terms and let others live on their own. So family and familial relationships should give an individual the required space and freedom to grow and develop his/her own ability, potentials in more useful way.

## REFERENCES

- DASGUPTA, UMA MAHADEVAN (2004), “*Our Lives, Our Stories*”. The Telegraph. Friday, Sept. 17.
- DESHPANDE, SHASHI (2003), “*Why I am a Feminist*”. Writing from the Margin and Other Essays. New Delhi: Penguin.
- DESHPANDE, SHASHI (2004), *Moving On*. New Delhi: Penguin Viking.
- .... Interview with June Gaur. Literary Review, *The Hindu*, 5<sup>th</sup> September 2004.
- LAL, NANDINI (2004), Review of *Moving On*. Literary Review. The Hindu, 5 Sept.
- NAIK, CHANCHALA K.(ed.)(2005), “*Moving On: In Search of Individual Autonomy and self-Realization*”. Writing Difference: The Novels of Shashi Deshpande. New Delhi: Pencraft International.

## THE LOST POETIC TALENT: A RE-EXPLORATION OF ROMANTICISM IN THOMAS CHATTERTON'S POETRY

SHIBAJYOTI KARMAKAR\*

### *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, *Shibajyoti Karmakar* the author of the research paper entitled THE LOST POETIC TALENT: A RE-EXPLORATION OF ROMANTICISM IN THOMAS CHATTERTON'S POETRY 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*

*Thomas Chatterton is not so familiar with us as a precursors of British romanticism like Blake, Gray, William Collins are. Hence he is considered as the lost poetic talent who might be considered as one of the major precursors of romanticism. In this present paper, it is an attempt to re explore this unknown figure and his poetic world. Thomas Chatterton's poetry is marked with the natural scenario, love for humanity, medievalism, individualism, fearless spirit, love for marginal class, Gothic beauty and above all imagination along with spiritualism imbued with the colour of idealism.*

*Key terms*— romanticism, poetic talent, medievalism, imagination, spiritualism, and idealism.

British Romanticism was originated as a British phenomenon towards the end of the 18<sup>th</sup> century. Though Wordsworth, Shelley, Coleridge regarded as the high priests of English Romanticism but it was nourished and empowered as well as cultivated by many minor poetic talents. Thomas Chatterton is the *rara avis* who cultivated Romanticism in the very short span of his life. Chatterton's poetry is romantic in the sense that it has the imaginative quality and the new experimental poetic rhythm. Sometimes it is considered that his poetry was a kind of forgery from Thomas Rowley, the imaginary monk of the 17<sup>th</sup> century although the critics have brought the original quality of his poetry. Imagination was the key feature of Romanticism and in Chatterton's poetry, imagination prevails from the very beginning to the end of his poetic career. Chatterton was against the commercial mentality of Bentham's diction- 'maximum happiness for the maximum people', and his utilitarian concept. Chatterton's imaginative idealism was against the rationalizing materialism of the 18<sup>th</sup> century. He was a man of simplicity and calmness. Chatterton in his Rowelian poetry has used language to convey a reality not of cognition but of imagination.

\*Dept. Of English, Burdwan University. e-Mail : s.karmakar2012@rediffmail.com

He was totally against Lock and Newton's scientific temperament. He plunged into world of 15<sup>th</sup> century to release his creative power of all European poets. Thomas Chatterton was a great Romantic successor who did not typify a commitment to the life of imagination but his poverty and ultimate suicide represented the martyrdom of the poet by the medieval society of his time.

This paper will bring out the hidden romanticism in the poetry of Thomas Chatterton. Return to nature, love for poor, liberty, equality, fraternity, imagination, Hellenism, Revolutionary spirit, open form, not fond of enlightenment but of emotional exuberance, subjectivity, all are the features of romanticism. In Thomas Chatterton's poetry all these features are found more or less. Specially, romanticism is found in his non-Rowelian poetry. He was grown up in Bristol which was the second largest city and was going first in commerce. Its historical role as a strategic gateway to the West Country and consequently in the war like struggle of the remote past, enabled Chatterton to cast it in a mythical role. Thomas Chatterton's rich imaginative resources are to be seen in the poetry of Thomas Gray, William Collins, Edmund Spenser and William Shakespeare and other romantic poets of the world. The evaluation of his poetry will certainly prove this.

*A Hymn for Christmas day* celebrates Christmas Day and this poem is regarded as genuine Christian poem. Henry Vaughn, John Donne has written many poems on Christian themes and Chatterton is the follower of them. His poetry has the same flavour as the poetry of Wordsworth has. The realistic tone of his poetry resembles pantheism of Wordsworth and Coleridge. His poetry is religious and spiritual one. The form, the technical aspects, the metrical symmetry of the poem has made it a great romantic poem.

*An Excelente Balade of Charitie: As Wroten bie the Gode Pri* is a romantic for its scenic beauty of nature; nature is presented in this beautiful way by the poet, "The sun was glemeing in the midde of daie,/ Deadde still the aire, and eke the welken blue,/ When from the sea arist in drear arraie/ A hepe of cloudes of sable sullen hue,/ The which full fast unto the woodlande drewe,/ Hiltring attenes the sunnis fetive face,/ And the blacke tempeste swolne and gatherd up apace." (*An Excelente Balade of Charitie: As Wroten bie the Gode Pri*, line no.8-14)

*An Elegy for the death of Mr. Philip* is another poem of Chatterton where there is a fresh representation of autumnal beauty of nature. Here dramatic life is given to the evocation of freedom of his poetic power. The stanza echoes Gray and imagery of Collins. The poetic persona had depicted natural sceneries in the following manner, "When golden Autumn, wreathed in ripen'd corn,/ From purple clusters prest the foamy wine,/ Thy genius did his sallow brows adorn,/ And made the beauties of the season thine." (*An Elegy for the death of Mr. Philip*, line no. 21-24)

If return to nature is the hallmark of British Romanticism, Chatterton, no doubt, is a romantic poet in the true sense of the term. In his another poem *Heacer and Gaira*, we find the reference of some natural phenomenon- 'wave', 'cave', 'rock', 'tiger' etc.-and all these natural elements have made this poem a romantic one. *A New song* has the same reference and the spirit of romanticism. It begins in a sensuous way, "But should she regain her bright lustre again,/ And shine in her natural charms,/ 'Tis but to accept of the works of my pen,/ And permit me to use my own arms." (*A New song*, line no.25-28)

Chatterton's romanticism is well expressed in the Keatsian manner in his poem *Picture of Autumn*, "When autumn, bleak and sun-burnt, do appear,/ With his gold hand gilding the falling leaf,/ Bringing up winter to fulfil the year,/ Bearing upon his back the riped sheaf;/ When all the hills with woody seed are white,/ When leveying fires, and lemes, do meet from far the sight:/ When the fair apple, ruddy as even sky,/ Do bend the tree unto the fructile ground. When juicy pears, and berries of black dye,/ Do dance in air and call the eyne around;/ Then, be the even foul, or even fair,/ Methinks my heart's joy is stained with some care." (*Picture of autumn, the whole poem*)

*The Romance of The Knight* has the pictorial quality and the description of fresh water and light. Some lines are quoted below, "The pleasing sweets of spring and summer past,/ The falling leaf flies in the sultry

blast,/ The fields resign their spangling orbs of gold,/ The wrinkled grass its silver joys unfold,/ Mantling the spreading moor in heavenly white,/ Meeting from every hill the ravished sight./ ...../ Down in a dark and solitary vale,/ Where the curst screech-owl sings her fatal tale,/ Where copse and brambles interwoven lie,/ Where trees intertwining arch the azure sky”( *The Romance of The Knight*, line no. 1-6, &17-20)

*The Resignation* has the echo of Wordsworth and Shelley in the context of description of natural scenario, “O God, Whose Thundert shakes the sky/ Whose eye this atom globe surveys/ To the, my only rock,I fly/ Thy mercy in the justice praise/ ...../ The gloomy mantle of the night/ Which on my sinking spirit steals,/ Will vanish at the morning light/ Which God, my east,my son reveals.” ( *The Resignation*, Line no.1-4 & 29-32)

The seasonal beauty is to be observed in his poem “*The February*”, “Come February lend thy darkest sky,/ There teach the Winter’s Muse with clouds to soar,/ Come February, lift the number high;/ Let the sharp strain like wind throu’ alleys roar.”( *The February*, line no. 53-56)

*Again the scenic beauty of night is well expressed in The Churchwarden and The Apparition: A Fable*, “The night was cold, the wind was high,/ And stars bespangled all the sky;/ Churchwarden Joe had laid him down,” ( *The Churchwarden and The Apparition: A Fable*, line no. 1-4)

To conclude it can be said that Thomas Chatterton is a precursor of British Romanticism along with Blake, Gray, MacPerson who heralded the era of Romanticism before Wordsworth and Coleridge did in 1798 with their *Lyrical Ballads*. His attraction towards primitivism has made him a romantic one. His individualism and fearless spirit have leveled him as one of the best romantic figure. Chatterton gave emphasis on the marginal social atmosphere as the major romantics had the love for downtrodden people. He contemplated on the boundary between life and death as Keats had. His fondness for the Gothic beauty of Church, his love for Medievalism and his melancholic temperament—all these have made Chatterton a great precursors of Romanticism. His imaginary verse form, new rhyme ,i.e., his technical aspects and his intuitive knowledge in the thematic level has combined him as a romantic one. Besides, there is a solitary brooding ,combined with the unsatisfactoriness of his daily life encouraged the surrealistic dream like quality of his narrative .In his isolation he can listen to the illumination of the past lives with the colour of idealism. All these features have proved that Chatterton was the unseen flower of romanticism before the blooming of British romanticism in the hands of Wordsworth, Coleridge, Byron, Shelley Keats and so on.

#### REFERENCES

- Chatterton, Thomas, 1752-1770*, ed. By Willcox, Carles Bonnycastle, Cambridge Publisher.  
 DANIEL COOK; *Thomas Chatterton and Neglected Genius (1760-1830)*, Palgrave, Mac Millan.  
 LINDA KELLY (2009); *The marvelous Boy: the Life and Myth of Thomas Chatterton*, Faber and faber.  
 MARIA LOSADA FRIEND; *Romantic Suicide: The Chatterton Myth & its Sequels*, University of Huelva.  
 NICK GROOM (1999); *Thomas Chatterton and Romantic Culture*, St. Martin Press, New York.  
*Selected Poems of Thomas Chatterton* (Fyfield Books), Ed by Gravel Lindop.

# MAKING OF TECHNOLOGICALLY ADVANCED TEACHERS THROUGH BLENDED LEARNING PRACTICES

LEKSHMI V\*

## *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, *Lekshmi V* the author of the research paper entitled MAKING OF TECHNOLOGICALLY ADVANCED TEACHERS THROUGH BLENDED LEARNING PRACTICES 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*

*Teacher is the central pivot of the whole educational system. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and high quality of life. They are responsible for acculturating the role of education. This reveals the need for improving teacher education curriculum and various related aspects of it. The ultimate aim of teacher education is to prepare effective teachers-teachers who are capable of moulding suitable personalities, who can contribute to national development. Teacher education programmes aim at providing some pedagogical concepts and principles to the prospective teachers, develop in them certain desirable attitudes and provide for training in teaching skills. In this era of knowledge explosion, the role of teacher is changed a lot. In present scenario, the teachers cannot be mere knowledge providers. They have to do a lot to build up responsible enthusiastic young citizens. The concept of teacher education has undergone radical changes, but some of the pertinent problems related to teacher education still continued to persist. Modern trends in curriculum transaction have to be imbibed in the field of teacher education also. As use of ICT has grown to become ubiquitous within our own society its impact on the student learning experience has also developed to be of considerable interest to pedagogical researchers as well as those who approach the subject from a technical aspect as educational technologists. Only a teacher with good technological skills can create technologically advanced young generation. Blended learning is a solution for all most all problems in technological lag in teacher education field. Blended learning can be defined as the convergence of one or more teaching methods or face-to-face and e-learning method to enhance learning experience by integrating advantages in these two methods and by minimizing the disadvantages of the two. In this paper, we discuss about the meaning of Blended learning, necessity of Blending, Blending at different levels and the role of blended learning in the field of teacher education. It is sure that through these practices we can create a technologically advanced, professionally developed teacher community.*

\*Research Scholar, Govt. Brennen College of Teacher Education Thalassery (Kerala) India.



### *Introduction*

(1964-66) that studied extensively for the first time the major weaknesses in the existing system. The importance of role of teachers is more obvious at this age of rapid educational growth and expansion. The Secondary Education Commission (1954) convinced that the most important factor in the contemplated educational reconstruction was the teacher- his professional qualities, his educational qualifications, his professional training and the place he occupies in the society. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and high quality of life. They are responsible for acculturating the role of education. The importance of role of teachers is more obvious at this age of rapid educational growth and expansion. This reveals the need for improving teacher education curriculum and various related aspects of it. University Education Commission (1949), Kothari Commission on teacher education in India and the need for qualitative improvement of the same.

The ultimate aim of teacher education is to prepare effective teachers- teachers who are capable of moulding suitable personalities, who can contribute to national development. Teacher education programmes aim at providing some pedagogical concepts and principles to the prospective teachers, develop in them certain desirable attitudes and provide for training in teaching skills. In this era of knowledge explosion, the role of teacher is changed a lot. In present scenario, the teachers cannot be mere knowledge providers. They have to do a lot to build up responsible enthusiastic young citizens. In the foremost, the teacher should be able to form learning objectives and learning activities for each of his or her learners according to the student's needs and capabilities. Teacher has to motivate students for better achievements and should train them to acquire proper learning habits, the lessons of confidence, time management, the skills on inquiry, reasoning, creativity, interpersonal relation, meta-cognition, perceptual control etc. Teachers should be able to help the learners to understand themselves, their study habits, potentials etc. and make them more competent to adapt to the society. In this technologically advanced era, only a person with sound technological skills and cognitive skills can survive. In order to develop such a fittest student community, teachers should be well equipped with technological skills. For this our pre-service and in-service programmes should incorporate methodologies which will equip our teachers to create technologically advanced young generation.

The concept of teacher education has undergone radical changes, but some of the pertinent problems related to teacher education still continued to persist and the problems are related to traditional curriculum, ineffective method of teaching, less emphasis on development of professional attitude, least impact of school practices, poor academic background of pupil teachers, feeling of professional inferiority and insecurity and many such allied problems. A curriculum which caters the demands of present era has to be formulated and effective strategies has to be developed to inculcate confidence, professional attitude and for the development of knowledge scientifically.

As use of ICT has grown to become ubiquitous within our own society its impact on the student learning experience has also developed to be of considerable interest to pedagogical researchers as well as those who approach the subject from a technical aspect as educational technologists. Current research into how students experience learning with technology has attracted interest from influential groups outside academia. Alongside, the growth in personal technology use that is evidenced by the use of email and mobile phones the twenty first century has been characterized by a sharp growth in the amount and the availability of information technology for staff and students.

Blended learning is a technologically enhanced learning, for much of the past decade, acknowledges the historical need to blend an academic environment with face to face delivery of material and which may access new digital technologies with a revision of existing and possible new pedagogies. Blended learning has emerged

in response to the increasing need and demand to respond to diverse students' needs to provide, engaging and meaningful learning experiences. Blended learning is realized in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face-to-face interaction (Krause, 2007). Compared to fully online learning, blended learning in the true sense is still new and emerging.

### *What is Blended Learning?*

The basic definition of Blended learning refers to the combination of two or more instructional methods. Blended learning is combining instructional modalities or combining instruction methods. Moreover, Blended e-learning commonly called as Blended learning is a system that combines face-to-face learning with computer mediated instruction. According to Heinze and Procter (2006), Blended learning is a method to organize learning environment to be prepared by blending the means of delivering information, knowledge, teaching models and learning methods, through interacting clearly using different groups inside one curriculum.

Throne (2003) and Gutierrez (2006) point out that Blended learning is the integration between e-learning and face-to-face instruction. Moreover, the term Blended learning is also used to describe "learning that mixes various event based activities, including face-to-face classrooms, live e-learning and self paced learning" (Valiathan, 2002). Blended learning is not just adding materials and educational documents across the internet, but it should be correlated and needs a teaching entry which suits the characteristics of learners and scholarly subjects (Reay, 2006). Blended Learning is an educational formation that integrates online learning techniques including online delivery of materials through web pages, discussion boards with traditional teaching methods. the pedagogy of the Blended Learning is based on the assumption that there are inherent benefits in face-to-face interactions as well as the understanding that there are advantages using online methods (Clark, Ian & James Patrick, 2007). Thus Blended learning can be defined as the convergence of one or more teaching methods or face-to-face and e-learning method to enhance learning experience by integrating advantages in these two methods and by minimizing the disadvantages of the two.

### *Why Blended Learning*

The goal of a blended approach is to join the best aspects of both face to face and online instruction. Classroom time can be used to engage students in advanced interactive experiences. Meanwhile, the online portion of the course can provide students with multimedia-rich content at any time of day; anywhere the student has internet access.

Blended learning is about effectively integrating ICTs into course design to enhance the teaching and experiences for students and teachers by enabling them to engage in ways that would not normally be available or effective in their usual environment, whether it is primarily face-to-face or distance mode. In many cases the act of blending achieves better student experiences and outcomes are more efficient teaching and course management practices.

Blended learning technologies can:

- Broaden the space and opportunities available for learning.
- Support course management activities.
- Support the provision of information and resources to students.
- Engage and motivate students through interactivity and collaboration.

The advantages of Blended Learning are many. Blended Learning caters to the individual preferences in learning style. Self pacing is another characteristic of Blended Learning. Within the Blended Learning classroom,

students meet in face to face instruction and then have opportunities to collaborate, communicate with the open dialogue, to experience critical debate through a world wide open platform which in turn facilitates greater reflection on the part of learners. Blended Learning approach provides room for the development of autonomy, self- efficacy and organisational skills. Blended Learning courses can offer good opportunities to foster self-regulated learning skills.

So it is not just about using technology, Blended learning is about finding better ways to support students in achieving learning objectives and providing them with the best possible learning and teaching experiences as well as supporting teachers in their role.

### *Blending at Different Levels*

Blended or hybrid courses are combination of e-learning and traditional face-to-face methodology (Sloan Consortium, 2011). Blended Learning environments differ from place to place, but there are some similarities among them. According to The Handbook of Blended Learning by Alfred P. Sloan Foundation, all Blended Learning activities occur at any one of the following four levels which are the Activity Level, Course Level, Program Level and Institution Level. Here we discuss each level in brief.

- *Activity Level Blending:* Blending at the activity level occurs when a learning activity contains both face-to-face and computer assisted components like interactive white boards. This includes the effective use of technology to make learning activities more authentic. Today's smart class rooms fall under this category.
- *Course Level Blending:* It is one of the most common ways to blend. It involves a combination of distinct face-to-face and computer assisted activities used as part of a course.
- *Program Level Blending:* This often entails one of two models - a model in which the participants choose a mix between face-to-face courses and online courses or one in which the combination between the two is prescribed by the program.
- *Institutional Level Blending:* Some institutions have made an organizational commitment to blending face-to-face and computer assisted instruction. Delhi University is collaborating with UK's Open University on a teacher training program. This project aims to use the expertise of UK's Open University to help Delhi University to integrate technology in traditional teaching.

### *Implementation of Blended Learning in Teacher Education*

In her forward to Rethinking Pedagogy for a digital age (Sharpe& Beetham, 2008), Diana Laurillard commended that: education is in an interesting phase between its ICT-free past and its ICT aware future (Laurillard, 2008). In the twenty first century, virtual learning was thought to have the potential to revolutionise learning arrangements. This enthusiastic notion has given way to a kind of disillusionment, which has, however led to a more realistic assessment of the potential of e-learning, the development of new conceptions, new methodological approaches and opportunities for cooperation and collaboration. E-learning has become an important element in the universities and the corner stone for further learning, however it is still challenging for most of the educators in different educational stages because of four basic reasons and they are:

- Learner's increased expectation of effective implementation of technology, which may terrify staff members from using this technology
- Lack of training for teachers to understand how to design a suitable mixture in order to interact through the internet effectively
- Curriculum is not designed accordingly to incorporate e-learning
- Lack of infrastructural facilities and misconceptions.

The need for lifelong learning and technological advancements demands the change in teacher education curriculum. Also, the teacher training programme should be highly individualized since the skills and capabilities of each trainee differ from the other. The National Curriculum Framework for Teacher Education (2009) says that as far as the initial teacher preparation is concerned, blended model or mixed model in combination with direct human interaction can be used. Direct human engagement and social interaction among student teachers is the core process in initial teacher preparation and it should be emphasized.

NCTE has defined teacher education as a programme of education, research and training of persons to teach from pre primary to high school level. Teacher education is a programme that is related to the development of teacher proficiency and competency that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. Teacher education encompasses teaching skills, sound pedagogic theory and professional skills.

Teaching skills include the preparation and use of instructional materials, communication skills, effective classroom management skills, assessment, planning and imparting of instruction etc. Professional skills include soft skills, counselling skills, inter personal skills, computer skills, information retrieving skills, management skills and life long learning skills. An amalgamation of teaching skills, sound pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

With all these skills the 21st century teachers should need technological skills and the skill of lifelong self learning since this is a technologically driven era of knowledge explosion. Blended Learning helps the trainees to develop these two along with other teaching skills.

The recommendations of NCTE (2009), the blended learning approach shall be applied for D.El.Ed, B.Ed and M.Ed degree courses. Utilizing a blended learning model for teaching practice course of pre-service teachers generally satisfied the participants. This type of instruction in the teaching practice courses or microteaching practice courses could be successfully implemented in teacher training programmes (Caner, 2009).

In India, National Mission on Education through Information and Communication Technology has launched low cost tablet called 'Aakash'. The effective use of devices like interactive white board and Aakash in the class room by teachers and students in the blended environment will produce a drastic change in conceptualization. Only if the teachers are trained to prepare and administer on line materials, they can use the technology effectively. If the trainees are trained through blended learning practices, they are getting first hand experience towards the new technologically sound method and will be able to practice it in their professional life. Blended Learning can be implemented in the field of teacher education through

- *Smart Class rooms*: Smart Classrooms are technologically enhanced classrooms that foster opportunities for teaching and learning by integrating learning technology, such as computers, specialised softwares, audience response technology, networking and audio/visual capabilities. The smart class rooms demand learning initiative that assists educators to make ICT integral to learning. The learning in such an environment will help the teacher trainee to implement the same in their actual teaching environment.
- *Interactive Websites*: These sites give opportunities for online discussions, submission of assignments, projects, practicums etc. More over the micro teaching, actual teaching, counselling sessions can be given with the help of appropriate videos and these will help the trainees to understand and assimilate the teaching as well as the counselling skills according to their own pace.
- *Blogs*: Blog is a term coined for the combination of two words, web and log. As a part of Blended Learning project, it is an asynchronous form of online discussion.
- *Virtual Field Trips*: Virtual field trips can be used in number of ways to serve a variety of educational goals. Using Blended Learning through the virtual field trip is a wonderful opportunity. Through virtual field trips,

handling different situations in class rooms and outside the class rooms can be made experienced. The functioning of schools in other states and countries can be made experienced through virtual field trips. In similar several situations, virtual field trips can be used in the field of teacher education.

### Conclusion

It is critical that teacher should have content knowledge as well as teaching and technological skills to mould an efficient group of citizens. These skills should be inculcated through the training given in teacher training institutions. When traditional methods are only used, it is seen that critical components of effective teaching lags in the performance of many new teachers. Blended learning environment help the student teachers to master technological and teaching skills. It is the responsibility of the authorities to provide necessary learning support in providing access to Blended Learning environment so that our student teachers will get self-regulatory authentic learning experiences. It is sure that through blended learning practices we can mould technologically empowered skillful teachers for the 21<sup>st</sup> century.

### REFERENCES

- CARR, J. (1999). The Role of Higher Education in the Effective Delivery of Multimedia Management Training to Small and Medium-Sized Enterprises. *Educational Technology and Society*, 2(2), 34-50.
- DANAHER, P.A. & UMAR, A. (2010). *Contemporary Research on Open and Distance Learning in Teacher Education*. Vancouver, Canada: Commonwealth of Learning .
- DEBRA, B. & BOURKE, J. (2010). *Getting Started with Blended Learning*. Griffith Institute for Higher Education.
- JOSH BERSIN, (2004). *The blended learning book: Best practices, proven methodologies and lessons learned*. United States: Pfeiffer John Wiley & Sons.
- LAURILLARD, D. (2008). Foreword. *Rethinking Pedagogy for a digital age*. Beetham, H. and Sharpe, R. Abingdon, Routledge.
- MUSTAFA CANER (2010). A Blended learning model for teaching practice course. *The Turkish Online Journal of Distance Education*, 11(3), 78-93.
- SINGH, H. (2003). Building effective blending learning programs. *Journal on Educational Technology*, 43(6), 51-54.
- VALIATHAN, P. (2002). "Blended Learning Models" ASTD Learning circuits, 2002. Retrieved from <http://www.learningcircuits.org>.
- YOUNG, J.R. Hybrid teaching seeks to end the divide between traditional and online instruction. *Chronicle of Higher Education*, EJ909846 retrieved on March 8<sup>th</sup> 2013
- Sloan Consortium (2011). Going the Distance: Online Education in the United States. Retrieved from <http://www.sloanconsortium.org>



## ACHIEVEMENT LEVEL AND SCHOOL CULTURE OF PRIMARY SCHOOLS TEACHERS

AZEEZUR RAHAMAN\*

### *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, *Azeezur Rahaman* the author of the research paper entitled ACHIEVEMENT LEVEL AND SCHOOL CULTURE OF PRIMARY SCHOOLS TEACHERS 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*

*School culture is a pervasive element of schools, yet it is elusive and difficult to define. Understanding school culture is an essential factor in any reform initiative. Any type of change introduced to schools is often met with resistance and is doomed to failure as a result of the reform being counter to this nebulous, yet all encompassing facet – school culture. This article defines culture as it applies to schools and examines the effects of school culture on teachers and schools in general. Underlying assumptions held by school personnel that articulate the culture of schools is also examined. The reasons for change to be accepted or rejected are also discussed. The purpose of the study was to examine school cuturess of high and low academic achievement level teachers of primary level schools. Survey research methodology was used to identify the school climate. The sample of this study constituted of eight hundred primary schools teachers. Stratified random sampling technique was used to collect the data. Achievement level of teachers included their scores in 10<sup>th</sup>, 12<sup>th</sup>, graduation and bachelor of education.*

*Key words :* Achievement Level, School culture, Primary Schools Teachers

### *Introduction*

More important in this twenty first century where we live in what is called a Knowledge Society. The levels of knowledge, the associated skills and the mental Education is often referred to as nation building. This task of nation building is all the dispositions required very from the elementary level to the tertiary level Schools, thus, play a very critical role in the development of knowledge, skills and dispositions that young students and teachers need to develop into a competent and mature individuals. The overall development of the teachers

\*Research Scholar, NIMS University Jaipur (Rajasthan) India.

refers to the development of the various dimensions of the personality. Out of these dimensions, the academic achievement of the teachers is one of them. Teaching profession in the schools today is a prime concern of students, parents and the teachers. This does not mean the other aspects of development does not deserve a similar attention or concern; but the attention of the investigator is limited to the aspects of the teaching achievement in this particular teaching owing to the constraint of time and resources.

But all the schools are not able to produce same or similar levels of teaching achievement of their students. Rather it would much better to find an answer to the question: What are the aspects and thing within our control that can help us improve the achievement of the schools? All the stake holders viz., the administrators, principals, teachers and parents would be readily agree that school climate and culture is the only answer to the question.

The relationships that children witness in school can have a profound effect on their social development. Where children are treated in a fair and just way and experience respect for diversity there is a greater chance that they will treat others in the same way. The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with.

Schools have a particular opportunity to promote genuine respect for diversity by ensuring that :

- ◆ groups are regularly changed and do not always consist of the same children
- ◆ teams are not always chosen by individual children
- ◆ books used are bias-free and gender equity is promoted at all levels
- ◆ the strengths of individual children are fostered
- ◆ children are encouraged to listen to different points of view.

In learning about the cultures of others and exploring various traditions and practices the children can develop a sense of respect for difference and appreciate the contribution that such difference has to offer. This exploration will be particularly relevant where there is a diversity of cultures within a class. It will help to encourage children to be inclusive in their dealings with others, to challenge prejudice, and to learn how to live in an intercultural society.

### *Objectives of the Study*

1. To study the school culture of high and low academic achievement level male teachers of primary level schools.
2. To study the school culture of high and low academic achievement level female teachers of primary level schools.
3. To study the school culture of high and low academic achievement level teachers of primary level schools.

### *Hypotheses of the Study*

1. There exist no significant difference between the high and low academic achiever primary level male teachers on their school culture.
2. There is no significant difference between the high and low academic achiever primary level female teachers on their school culture.
3. There is no significant difference between the high and low academic achiever primary level teachers on their school culture.

*Population Of The Study:* In the present study, the population constitutes all the teachers of primary schools from Kanpur district, U.P. India. These teachers belong to different socio-cultural groups and both gender (male/female).

*Sample & Sampling Technique:* The sample of this study consists of eight hundred primary schools teachers comprising of two groups of two hundred male teachers in rural areas and two hundred male teachers in

urban areas. Similarly two hundred female teachers in rural areas and two hundred female teachers in urban areas drawn from the two hundred schools of Kanpur district. Stratified random sampling technique was used to collect the data. Achievement level of teachers included their scores in 10<sup>th</sup>, 12<sup>th</sup>, graduation and bachelor of education. Above than median score comes under the high academic achiever category while less than median scores comes under low academic achiever category.

### Tool Used

*Description of the School Culture Tool:* The instrument, The School Culture Survey developed by Steven Gruenert in 1998, measures six factors of school culture. For this case study, the *reliability* coefficient score for The School Culture Survey is .93 showing strong internal reliability. The School Culture Survey began as a 79 question pilot instrument and was reduced to 35 items using a Varimax rotation. *Validity* of the survey was established by correlating the survey with the National Association of Secondary School Principals Climate Survey. A factor analysis was conducted with this survey to identify six factors. The purpose of the School Culture Survey is to assess the factors of school culture. Six factors of school culture were established within the survey:

1. *Collaborative Leadership* : describes the degree to which school leaders establish and maintain collaborative relationships with school staff. The leaders value teacher's ideas, seek their input, engage them in decision-making, and trust their professional judgments. Leaders support and reward risk-taking, innovation, and sharing of ideas and practices. The reported reliability coefficient (coefficient alpha) for this factor is .91 (S. W. Gruenert, 1998).
2. *Teacher Collaboration* : describes the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. Teachers across the school plan together, observe and discuss teaching practices, evaluate programs, and develop an awareness of the practices and programs of other teachers. The reported reliability coefficient (coefficient alpha) for this factor is .83 (S. W. Gruenert, 1998).
3. *Professional Development* : describes the degree to which teacher's value continuous personal development and school-wide improvement. Teachers seek ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge, particularly current knowledge about instructional practices. The reported reliability coefficient (coefficient alpha) for this factor is .87(Gruenert, 1998).
4. *Unity of Purpose* : describes the degree to which teachers work toward a common mission for the school. Teachers understand, support, and perform in accordance with that mission. The reported reliability coefficient (coefficient alpha) for this factor is .82 (S. W. Gruenert, 1998).
5. *Collegial Support* : describes the degree to which teachers work together effectively. Teachers trust each other, value each other's ideas, and assist each other as they work to accomplish the tasks of the school organization. The reported reliability coefficient (coefficient alpha) for this factor is .80 (Gruenert, 1998).
6. *Learning Partnership* : describes the degree to which teachers, parents and students work together for the common good of the student. Parents and teachers share common expectations and communicate frequently about student performance. Parents trust teachers. Students generally accept responsibility for their schooling. The reported reliability coefficient (coefficient alpha) for this factor is .66 ( Gruenert, 1998).

*Data Analysis:* The data was analysed with the help of Mean, SD and 't' test techniques of statistics. The data is presented in the following tables:

**T A B L E 1** *Mean & S.D. Scores of High and Low Academic Achiever Primary Level Male Teachers on School Culture Scale*

S.N.	Teachers	N	Mean	SD	't' Value (df 398)
1.	High Academic Achiever Male Teachers	189	124.29	8.54	11.27*
2.	Low Academic Achiever Male Teachers	211	118.82	13.27	

\*.01 level of Significance

A glance of table-1, clearly reveals that a highly significant effect of achievement level on School Culture was observed in both the groups of male teachers of primary level. High academic achievement level teachers were scored statistically higher mean values than their counterparts.

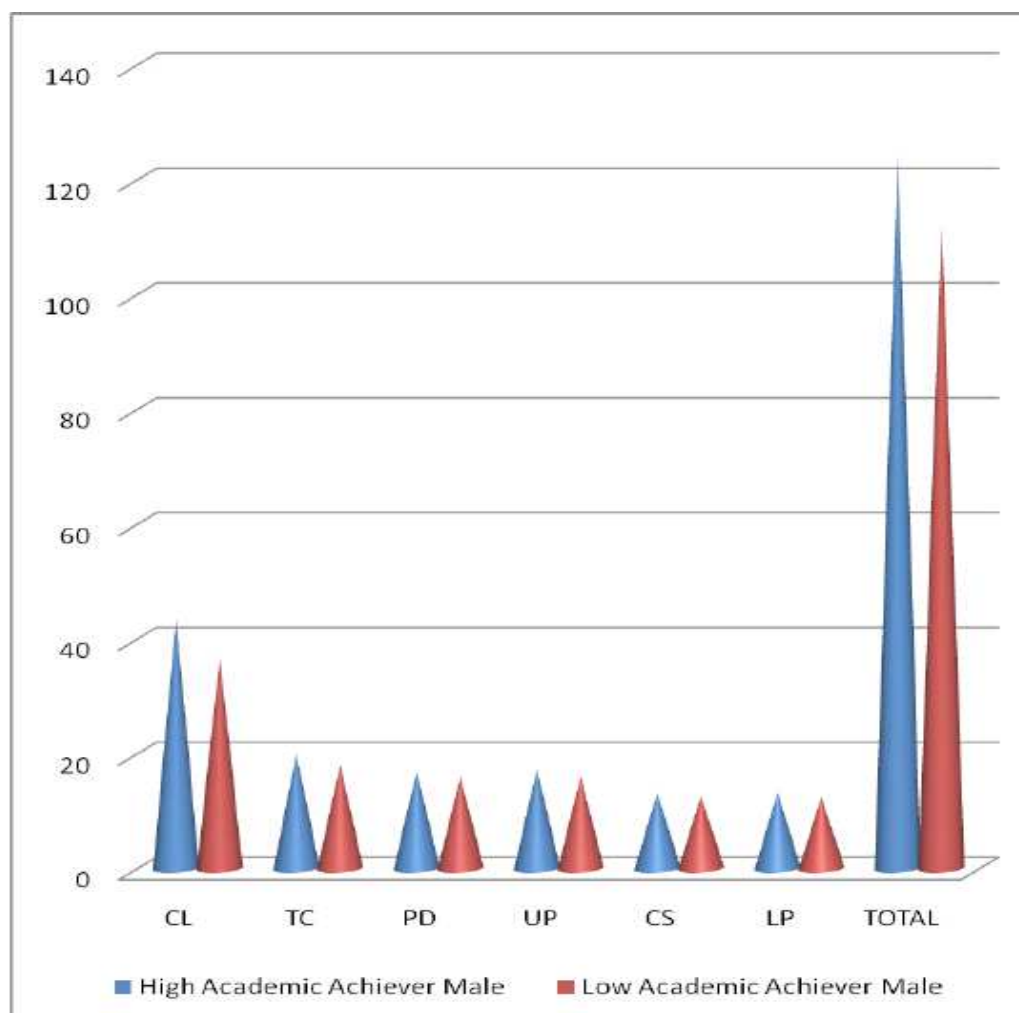


Figure-1: School Culture of High and Low Academic Achiever Male Teachers

*CL* : Collaborative Leadership; *TC* : Teacher Collaboration; *PD* : Professional Development; *UP* : Unity of Purpose; *CS* : Collegial Support; *LP* : Learning Partnership

TABLE 2 Mean & S.D. Scores of High and Low Academic Achiever Primary Level Female Teachers on School Culture Scale

S.N.	Teachers	N	Mean	SD	't' Value (df 398)
1.	High Academic Achiever Female Teachers	185	124.36	10.46	8.31*
2.	Low Academic Achiever Female Teachers	215	114.21	13.90	

\*.01 level of Significance

A glance of table-2, clearly reveals that a highly significant effect of achievement level on School Culture was observed in both the groups of Female teachers of primary level. High academic achievement level teachers were scored statistically higher mean values than their counterparts.

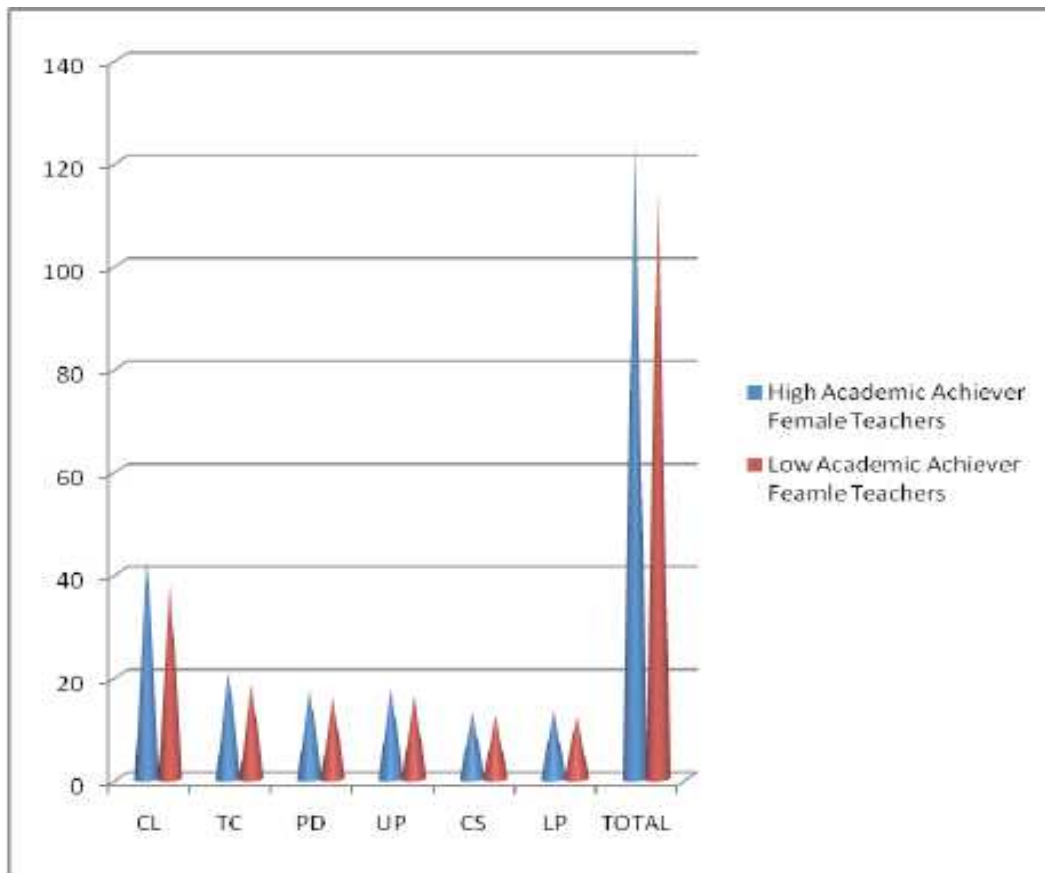


Figure-2: School Culture of High and Low Academic Achiever Female Teachers

*CL* : Collaborative Leadership; *TC* : Teacher Collaboration; *PD*: Professional Development; *UP* : Unity of Purpose; *CS*: Collegial Support; *LP* : Learning Partnership

**T A B L E 3** Mean & S.D. Scores of High and Low Academic Achiever Primary Level Teachers on School Culture Scale

GROUP		CL	TC	PD	UP	CS	LP	TOTAL
FH	Mean	42.79	20.89	17.43	17.75	13.12	13.59	124.36
	N	185	185	185	185	185	185	185
	Std. Deviation	4.984	6.852	3.010	2.683	3.551	3.401	10.462
FL	Mean	38.01	18.61	15.98	16.46	12.55	12.34	114.21
	N	215	215	215	215	215	215	215
	Std. Deviation	7.254	4.736	2.629	2.189	2.445	2.030	13.904
MH	Mean	43.57	20.06	16.95	17.33	13.16	13.21	124.29
	N	189	189	189	189	189	189	189
	Std. Deviation	4.970	5.986	2.053	1.666	1.973	1.926	8.547
ML	Mean	36.61	18.00	15.95	15.99	12.63	12.40	111.82
	N	211	211	211	211	211	211	211
	Std. Deviation	6.572	5.068	2.554	2.387	1.896	2.196	13.277
Total	Mean	40.06	19.32	16.54	16.84	12.85	12.85	118.31
	N	800	800	800	800	800	800	800
	Std. Deviation	6.775	5.770	2.654	2.361	2.538	2.488	13.156

Table-3, indicate the overall picture of the mean scores of high and low academic achiever primary level teachers scores on all the dimensions of school culture scale. More or less same mean scores were scored by high academic achiever male and female teachers on overall school culture. Whereas Lower academic achiever female and male teachers had scored less mean values on school culture scale. While the lowest mean values were scored by low academic achiever male teachers of primary schools.



TABLE 4 Mean &amp; S.D. Scores of High and Low Academic Achiever Primary Level Teachers on School Culture Scale

S.N.	Teachers	N	Mean	SD	't' Value (df 798)
1.	High Academic Achiever Teachers	373	124.37	9.50	13.80*
2.	Low Academic Achiever Teachers	427	113.37	13.62	

\*.01 level of Significance

A glance of table-4, clearly reveals that a highly significant effect of achievement level on School Culture was observed in both the groups of teachers of primary level. High academic achievement level teachers were scored statistically higher mean values than their counterparts.

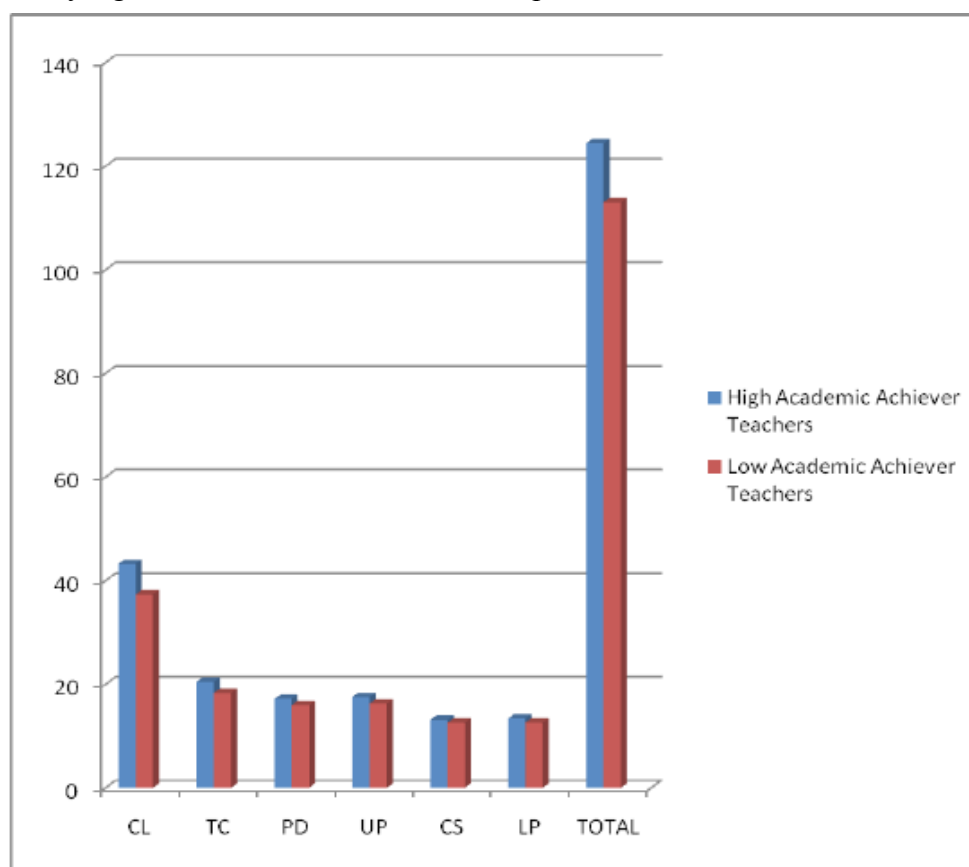


Figure-3: School Culture of High and Low Academic Achiever Primary Schools Teachers

CL : Collaborative Leadership; TC : Teacher Collaboration; PD : Professional Development; UP : Unity of Purpose; CS : Collegial Support; LP : Learning Partnership

### Result & Discussion

*The first hypothesis* that there is no significant difference between the high and low level academic achiever primary level male teachers on their school culture is fully accepted. The findings related to the same hypothesis is as follows:

- A sharper variation was found to exist between the high and low academic achievement primary level male teachers on Collaborative Leadership Dimension of School Culture Scale. Therefore the male teachers, achievement level seems to be an effective variable in determining the school culture.
- On teacher collaboration dimension of school culture scale high academic achievement level male teachers had scored higher mean values than their low academic achievement level male teachers. So it is clear that there is significant of high and low academic achiever primary level male teachers on teacher collaboration dimension of school culture scale at

level of 0.01. A sharper variation was also found to exist between the high and low academic achievement primary level male teachers on Professional Development, Unity of Purpose, Collegial Support, learning partnership dimensions of School culture scale

- A highly significant effect of achievement level on School Culture was observed in both the groups of male teachers of primary level. High academic achievement level teachers were scored statistically higher mean values than their counterparts.

*The second hypothesis* that there is no significant difference between the high and low level academic achiever primary level female teachers on their school culture is partially accepted or partially rejected. The findings related to the same hypothesis is as follows:

- When high and low academic achiever female teachers were compared on their school culture a sharper variation was found to exist between the high and low academic achievement primary level Female teachers on collaborative leadership, teacher collaboration, professional development, unity of purpose and learning partnership dimension of school culture scale.
- It is interesting to note that high and low academic achievement level female teachers not varied significantly in respect to their mean scores on Collegial Support dimension.
- A highly significant effect of achievement level on School Culture was observed in both the groups of Female teachers of primary level. High academic achievement level teachers were scored statistically higher mean values than their counterparts.

*The third hypothesis* that there is no significant difference between the high and low level academic achiever primary level teachers on their school culture is fully accepted. The findings related to the same hypothesis is as follows:

- A sharper variation was found to exist between the high and low academic achievement primary level teachers on collaborative leadership dimension of School Culture Scale. Therefore among the Primary teachers, achievement level seems to be an effective variable in determining the school culture.
- On teacher collaboration, professional development, unity of purpose, collegial support and learning partnership dimensions and as well as overall of school culture high academic achievement level teachers had scored higher mean values than their low academic achievement primary level teachers. It means achievement level seems to be an effective variable in determining the school culture.

### *Implications of the Study*

The findings of the study suggest a series of implication for the field of education including the following:

1. It appears higher levels of teacher achievement leads to the quality of school culture.
2. High teacher achievement test score means appear virtually impossible within the context of a school with a low quality/ functioning culture.
3. It appears that the use of practices that promote a “psychology of success” POS lead to greater achievement and higher quality climate, and those that promote a “psychology of failure” POF lead to underperformance.
4. Intentionally using practices that promote climate function and POS and reducing those that promote POF may likely increase achievement for all groups of students (Shindler, et.al. 2011)
5. There should be less interference of the authorities and management in day to day working of the teachers.

### REFERENCES

- FREIBERG, H.J., DRISCOLL, A. & KNIGHTS, S. (1999), *School Climate*. Bloomington, IN. Phi Delta Kappa.
- HOY, W. & HANNUM, J. (1997), Middle School Climate: An Empirical Assessment of Organizational Health and Student Achievement. *Educational Administration Quarterly*, 33(3) 290-311.
- HARGREAVES, A. (1997), Introduction. In A. Hargreaves (Ed.), *Rethinking educational change with heart and mind: 1997 ASCD yearbook*. Virginia: Association for Supervision and Curriculum Development.
- HINDE, E. R. (2002), *Switching classes: Teachers' conceptualizations of change in their professional lives*. Unpublished doctoral dissertation. Arizona State University.

- HOLLINS, E. (1996), *Culture in school learning: Revealing the deep meaning*. New Jersey: Lawrence Erlbaum Associates.
- KOBER, N. (2001), *It takes more than testing: Closing the achievement gap*. A Report of the Center on Education Policy. Washington D.C. (ERIC Reproduction Service Number ED454358).
- LOUKAS, A. & ROBINSON S. (2004), Examining the Moderating Role of Perceived School Climate in Early Adolescent Adjustment. *Journal of Research on Adolescents*, 14(2).
- NORTON, M.S. (2008), *Human Resources Administration for Educational Leaders*. New York: Sage
- Research and development utilization strategies and functions: An analytical comparison of four systems*. Ann Arbor, MI: University of Michigan Center for Research on Utilization of Scientific Knowledge.
- Haynes, N. M., Emmons, C., & Comer, J. P. (1993).
- RECHARD et al (1962), “*Predition of Medical Intrim performance*” *Journal of applied Psychology*, Vol.46, 1962 (1942-146)
- Richardson, J. (May, 2001). *Shared culture: A consensus of individual values*. Results. Oxford, OH: National Staff Development Council.
- SAMDAL O, WOLD B & BRONIS M. (1999), “*Relationship between Students perceptions of School Environment their Satisfaction with School and Perceived Academic, Achievement : An International Study*” *School Effectiveness and School Improvement*, Vol. 10,No.3, (296-320).
- SHINDLER, J., JONES, A., TAYLOR, C. & CADENAS, H. (2004), Does Seeking to Create a Better Classroom Climate lead to Student Success and/or Improved Teaching? Examining the Relationship Between Pedagogical Choices and Classroom Climate in Urban Secondary Schools. Paper presented at the AERA, San Diego.
- SHINDLER, J., JONES, A., WILLIAMS, A., TAYLOR, C. & CADENAS, H. (2011), Exploring the School Climate — Student Achievement Connection: And Making Sense of Why the First Precedes the Second, Alliance for the Study of School Climate, *The Climate Achievement Connection*, pp.1-11.
- SINGH, H. (2006), Effect of Socio-emotional Climate of the School on the Adjustment of Students, *Psycho-Lingua*, 36(2), 133-143.
- THAKER J.C. & MCLNERNY (1992), “*Changing Academic Culture to Improve Student Achievement in Elementary Schools*.” *ERS Spectrum* Vol. 10, No. 4 (18-23) EJ 454390

## “A STUDY OF SELF-ESTEEM OF PROSPECTIVE TEACHERS IN RELATION TO THEIR GENDER AND ACADEMIC ACHIEVEMENT”

RAJINDER SINGH\*

### *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, *Rajinder Singh* the author of the research paper entitled “A STUDY OF SELF-ESTEEM OF PROSPECTIVE TEACHERS IN RELATION TO THEIR GENDER AND ACADEMIC ACHIEVEMENT” 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*

*This research is an examination of the correlation between the self-esteem of students and their academic achievement. The research showed that there is a positive correlation between self-esteem and academic achievement. Students' levels of self-esteem were positively impacted if they were successful in academics. Male and female prospective teachers differed significantly with regard to their self-esteem.*

**Key Words :** self-esteem, gender, academic achievement.

### *Introduction*

Recently the concepts of self-esteem has received considerable attention of the educationists of the Western World in connection with intellectual and academic performances of the students. However the area of pre-service secondary teacher education has remained unexplored. This situation warrants that the association between academic achievement and self-esteem may be explored systematically

### *Self esteem*

Self-esteem in very general term means the value ascribed by the individual to himself, the quality of the way he views himself. Like other aspects of the self, it is learnt and builds by infracting with significant factors. Self-esteem is relatively permanent, positive or negative feeling about the self that become more positive or

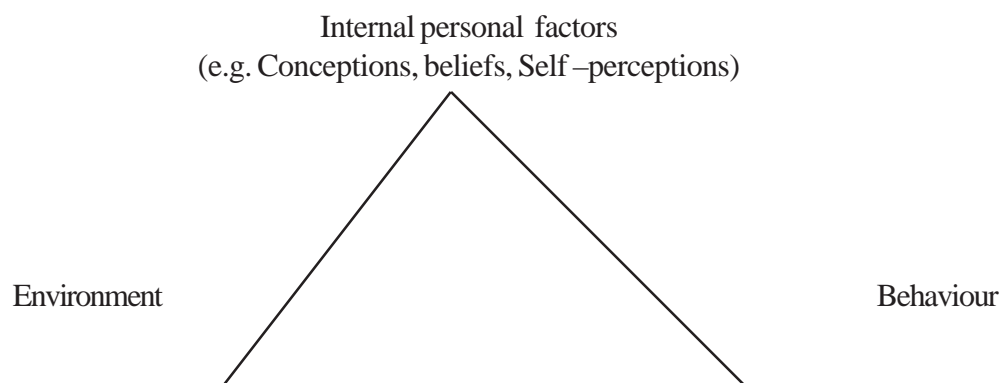
\*[Ph.D. (Education)] Research Scholar, Deptt. of Education, Panjab University Chandigarh (Panjab) India. e-Mail : [rajinderbadotra@gmail.com](mailto:rajinderbadotra@gmail.com)

negative as a person encounters success or failure in daily life. Self-esteem research examines how individuals come to feel as they do about themselves. Psychologists seek to understand how self-esteem develops and what can be done to change negative views of the self once they have been established. Self-esteem is a structural entity of personality, which organizes behavior and integrates experiences and perception on the basis of belief regarding one's own self.

The term Self-esteem refers to the evaluation a person makes and customarily maintains with regard to himself. 'Self-esteem' expresses an attitude of approval or disapproval and indicates the extent to which a person believes himself capable, significant, successful and worthy. In short, a person's self-esteem is a judgement of worthiness that is expressed by the attitudes he or she holds towards the self. It is a subjective experience conveyed to others by verbal reports and other over-expressive behavior (*Coopersmith, 1987*).

Without an understanding of the forces that combine to create a person's sense of self-esteem, an understanding of childhood development and adolescence would be impossible. Adolescence has often been described as a time of "Storm and Stress" because the teenager is trying to negotiate an identity (create a sense of self and self-esteem that he or she would like to have). Teenager's own wishes and desires, however, are not the only things they must consider. They are receiving pressure from parents, peers and society as a whole to be certain kind of person and do certain kinds of things. Only when self-esteem development is fully understood will it be known how to alleviate some of the trials and tribulations of adolescence and ensure that teenagers develop a healthy and productive view of the world.

The following scheme by *Bandura (1978)* is compatible with his view of the place of self-referent constructs in social learning theory:



According to this diagram, environment can affect behavior, but behavior can also affect environment. Of even greater relevance here is the idea that environment and internal personal factors reciprocally can influence each other as the case with behavior and internal personal factors as well. Thus far, virtually no research has attempted to take into account such plausible complexities.

*Stanley Coopersmith (1967)* found that high self-esteem results from parental acceptance, the setting of limits and freedom for individual action within realistic. Coopersmith, in his work, "The antecedents of self-esteem" discussed love and acceptance as broader pattern of positive family inner-relationships.

*Bridle (1985)* "Self-esteem is the product of the evaluation process that involved judgements about the self."

The concept Self-esteem has become one of the most commonly and widely used psychological terms of the present. Considering how important a variable of self-esteem is, it has been included in the present study



### *Review Of Literature Related to Self-Esteem*

Some research has been reported on the relationship between self esteem and academic achievement among the students. (Mefteh, 2002 ; PourSina, 2003 ; Emamzadeh, 2004) did a research in order to compare the social skills and self esteem and academic achievement. (Amini, 2004) conducted a research in order to study the role of self efficiency, self regular and self esteem in high school students' academic achievement. (Zeinvand, 2006) studied the relation between self esteem, social support and student's educational progression. (Chopra and Sahoo, 2006) students are having positive and balanced self esteem in comparison to those students whose parents are less involved. (Furst, 2006) reported that higher self esteem has not only positive effects in the present, but could also have positive effects for the child's perception for the future. (Lentini and Knox, 2008) several meta analyses have found that personal benefits include items such as: higher self-esteem, self awareness, self efficacy, self control. (Pullmann and Allik, 2008) there are some probable lines of description why low general self esteem does not essentially signal a poor academic achievement. (Shobhna Joshi and Rekha Srivastava, 2009) to examine the gender differences in self-esteem and academic achievement. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

**Methodology and Procedure:** The description of the methodology and procedure to be adapted in the study. This includes research methods, population, sample, variables tools, data collection, scoring, tabulation of groups, design of the study and statistical technique.

**Research Method :** In the present study, descriptive research method was employed as the purpose of the study was simply to explore the relationship of self esteem to gender and academic achievements of prospective teachers.

**Population :** The entire group from which the sample is drawn is known as population. In the present case target population is all B.Ed. College of Himachal Pradesh. But accessible population is all private B.Ed. colleges affiliated of Himachal Pradesh University.

**Sampling :** A good sample ensures three things; freedom from bias, representative of population characteristics and adequacy in terms of population qualities. The sample for the study comprised 120 secondary prospective teachers (B.Ed. Students) from one college from each district of Himachal Pradesh randomly will be chosen as the sample of the study. These subjects are both the males and females and from the streams - arts, science and commerce. Two sections from each of the institution are taken randomly. Thus sampling of the subjects is done through random cluster technique.

**Tools Employed :** The following research tools were selected and used for the data collection:

1. Self Esteem: The Rosenberg Self Esteem Scale is developed by Morris Rosenberg (1965), (to be adapted by the investigator).
2. Achievement test was prepared by the investigator.

**The Rosenberg Self Esteem Scale :** The Rosenberg self-esteem Questionnaire developed by Rosenberg in 1965. The scale consists of ten items. Half of the items are positively worded and half of those were negatively worded. The positive and negative items were presented in random order to reduce the effect of respondent set. The items were scored on a four point scale from strongly agree to strongly disagree. All items were only related to the self acceptance aspect of self-esteem and not with any others. Rosenberg (1965) reported 0.92 reproducibility coefficient for his scale.

**Data Collections :** The Data were collected by the investigator in a group setting. However, before administration of the tests, needed emotional rapport was established with the perspective teachers. Necessary instructions were given pertaining to recording the responses. They were also told regarding the importance of their willing and sincere cooperation in the data collection to the research study.

*Scoring and Tabulation Of Data :* After the collection of the data, tools were scored by the investigator with the help of keys prepared by the authors tests. The scores of self-esteem was organized according to 2 x 3 factorial design

*Research Design:* In the present study 2X 3 factorial design was used as the focus of the study was on main and interaction effect of the two independent variables namely gender and academic achievement on a dependent variable at a time.

*Statistical Techniques Used:* The following statistical techniques were used in the present investigation for analysis of the data :

- ◆ Two - way ANOVA and t- test
- ◆ Data thus generated were analysed using SPSS software.

*Analysis And Interpretation Of Data:* The focus of the present study was no investigating the main and interaction effects of gender and academic achievement on self-esteem of the prospective teachers. For this, the data were obtained by administering suitable and appropriate research tools on the sample of the study and were organized into 2x3 factorial designs.

#### *Self-esteem Of Prospective Teacher in Relation to Gender and Acadmic Achievement*

This section presents the details of the analysis and interpretation of the main and interaction effects of gender and academic achievement of prospective teachers on self- esteem.

*Main and Interaction Effects of Gender and Academic Achievement on Self-Esteem of Prospective teachers.*

In order to ascertain the main and interaction effects of gender and academic achievement on self-esteem, two-way ANOVA, means and t-tests were computed. The summary of the same have been provided in tables 1.2, 1.2 and 1.3 respectively.

**T A B L E 1.1** *Summary of Two-Way ANOVA for the Scores of Self-Esteem of Prospective Teachers*

Source of Variation	SS	df	Ms	F-ratio
Factor A (Gender)	190.14	1	190.14	14.30**
Factor B (Academic Achievement)	134.54	2	67.27	5.06*
Interaction (A X B)	5.41	2	2.71	0.20 NS
Within groups	2314.23	174	13.30	
Between groups	330.09			
Total	2644.32	179		

\*\*= Significant at .01 level, \*= Significant at .05 level, NS= Not Significant at .05 level

**T A B L E 1.2** *Means and S.Ds of Self-Esteem Scores of Various Groups Formed by Gender and Academic Achievement*

Gender (A)	Academic Achievement			Total
	High(B <sub>1</sub> )	Average(B <sub>2</sub> )	Low(B <sub>3</sub> )	
Male (A <sub>1</sub> )				
N	30	30	30	90
M	33.70	32.97	31.93	32.87
S.D.	2.42	4.21	3.87	3.62
Female(A <sub>2</sub> )				
N	30	30	30	90
M	32.13	30.63	29.67	30.81
S.D.	4.08	4.20	2.61	30.80
Total				
N	60	60	60	180
M	32.92	31.08	30.8	31.84
S.D.	3.42	4.33	3.47	3.84

It is evident from table 1.1 that F-ratio comparing self-esteem of male and female prospective teachers came out to be 14.30 which is significant at .01 level of confidence with dfs 1 and 174. It indicates that main effect for factor A (gender) was highly significant on self-esteem of prospective teachers. It further means

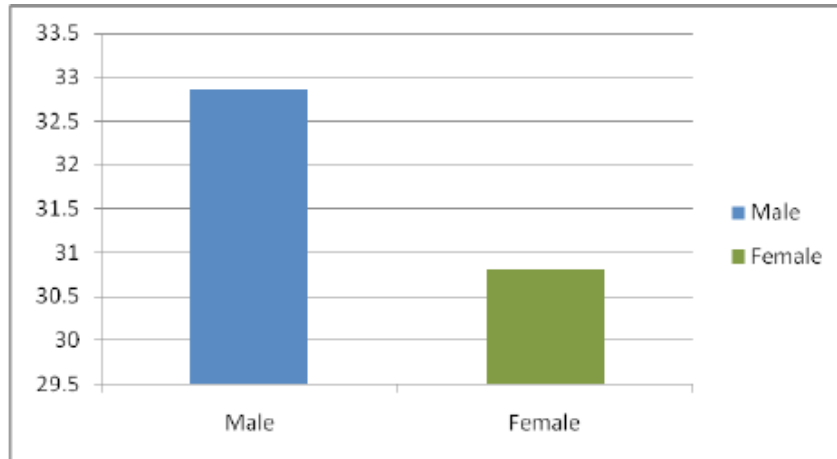


Fig. 1 showing the significance of difference in Mean score of self-esteem of male and female prospective teachers.

that male and female prospective teachers differed significantly with regard to their self-esteem. Hence research hypothesis related to significant differences in self-esteem of male and female prospective teacher was accepted.

It may be seen from table 1.2 that male group had mean score as 32.87 and S.D. = 3.62 and female group had mean score as 30.81 and S.D. = 3.82. Hence the male group had greater mean score than female group on self-esteem. Alternatively

it may be said that male prospective teachers were having higher level of self-esteem than their counterpart female prospective teachers.

Table 1.1 Further 4 exhibits that the second F-ratio (5.06) came out to be significant (at .05 levels with dfs 2 and 174). This suggests that achievement had significant effect on self-esteem of prospective teachers. Hence the research hypothesis concerning to significant difference in self-esteem of high, average and low achieving prospective teachers was accepted.

Table 1.2 discloses that high achieving group average achieving group and low achieving group had mean score as 32.92, 31.08 and 30.8 respectively. Since F-ratio does not indicate the exact source of difference between two means, t-tests were performed on self-esteem and the obtained result have been provided in table 1.3

TABLE 1.3 't' value showing significance of difference in mean score of self-esteem in respect of high, Average and low Achieving Prospective Teachers.

Sr. no	Group	Mean	S.D.	Comparison Group	't' value	Sig.
1	High Achieving (N= 60)	32.92	3.42	Gp <sub>1</sub> vs Gp <sub>2</sub>	0.32	NS
2	Average Achieving(N= 60)	31.08	4.33	Gp <sub>1</sub> vs Gp <sub>3</sub>	4.25	**
3	Low Achieving(N= 60)	30.80	3.47	Gp <sub>2</sub> vs Gp <sub>3</sub>	4.24	**

\*\* = significant at .01 level, \* = significant at .05 level, NS = Not significant at .05 level

It may be observed in table 1.3 that first 't' value of 0.32 was found to be non significant with df 118. From this it was concluded that there was no significant difference in self-esteem of high and average achieving group. Table 1.3 (c) further show that 't' value 4.25 was significant at .01 level of significance. It mean that of high achieving group (32.92) was greater than the mean of low achieving group (30.80) from this it may be said the prospective teachers with high academic achievement had higher level of self-esteem than low achievement group. The third 't' value (4.24) was also emerged as significant at .01 level of confidence with dfs 118. It means that average and low achieving group differed significantly on self-esteem. Since the greater mean (31.08) was found for average achieving group. It may be stated that average achieving were significantly higher on self-esteem then low achievers.

Table 1.1 (a) shows that F-ratio (.20) for interaction of AxB factor was not significant with dfs 2 & 174. This suggest that gender and academic achievement did not interact with reference of self-esteem of

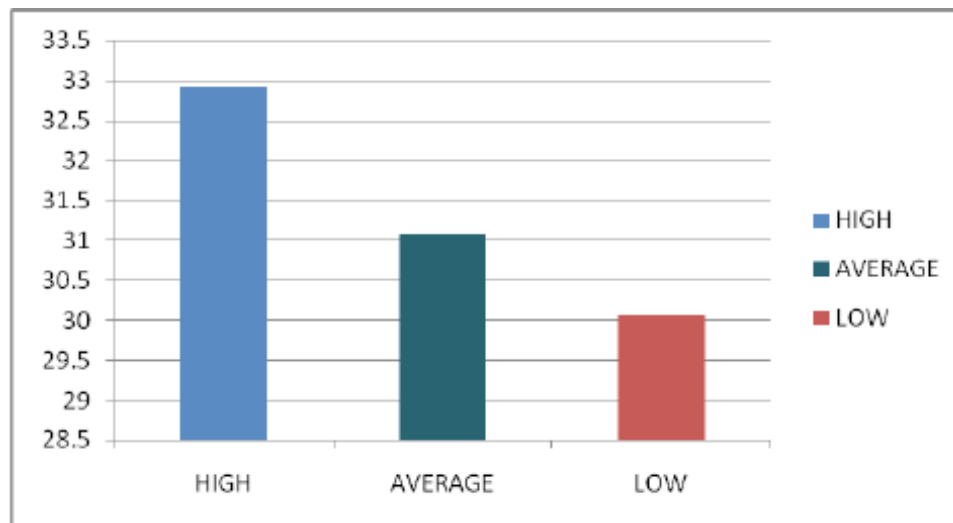


Fig. 2 Showing significance difference in mean score of self-esteem of high, average and low achieving prospective teachers.

prospective teachers. It means that difference in the mean score of general self-esteem of male ( $A_1$ ) and female ( $A_2$ ) prospective teachers did not vary significantly for three levels of achievements i.e. high ( $B_1$ ) average ( $B_2$ ) and low ( $B_3$ ). Alternatively it may be said that difference in mean score of self- esteem of prospective teachers with high, average and low achievement was the same for both the gender i.e. male ( $A_1$ ) and Female ( $A_2$ ). Hence it may be started that research hypothesis of significant interaction was not accepted.

#### *Conclusions Pertaing To Main and Interaction Effects Of Gender and Academic Achievement On Self-esteem Of Prospective Teacher.*

1. Male and female prospective teachers differed significantly with regard to their self-esteem. Male prospective teacher were found to have higher level of self-esteem than their counter-part female prospective teachers.
2. Prospective teachers with high academic achievement and average academic achievement were found to possess higher level of self-esteem than Prospective teachers with low academic achievement. However, no significant difference was found between prospective teachers with high and average levels of academic achievement with regard to self-esteem.
3. There was no significant interpretation between gender and academic achievement of prospective teachers with regard to their self-esteem.

#### *Suggestions for Further Research*

On the basis of experience of the present investigation, the following suggestions may be offered to conduct further research is the area of teacher education.

- 1 Similar study may be undertaken with prospective teachers of elementary level.
- 2 self-esteem of distance B.Ed. trainees may be studied in relation to gender and academic achievement.
- 3 self-esteem of prospective secondary teacher may be investigated in relation to previous academic achievement and general intelligence.
- 4 Influence of personality and intelligence may be studied on the, self-esteem of prospective secondary teachers.

- 5 Self-esteem, of prospective secondary teachers may be explored in relation to motivational, dispositions and gender.
- 6 self-esteem of prospective secondary teachers may be studied in relation to teaching competency.
- 7 The relationship of self-efficacy, self-esteem, thinking and decision-making styles of prospective teachers may be investigated with leadership.

## BIBLIOGRAPHY

- AMINI, S. (2004), *The role of self efficiency, self regular and self esteem in high school students' academic achievement*. Tarbiat Moallem, Tehran, SharehKord, Iran. Retrieved from <http://www.eurojournals.com/ajsr.htm>. 3(2009),26-37.
- BANDURA, A. (1978), *Social foundation of thought and action : a social cognitive and action : a social cognitive theory*. Engle Wood Cliffs NJ: Prentice Hall.
- BRIDLE, M.J. (1985), Comparison of the Tennessee's Self-concept scale and Rosenberg's self-esteem scale. *Psychology abstract*, 72(1), 224.
- CHOPRA, R., & SAHOO, S.(2006), A study of self esteem of secondary school students in relation to parents involvement. *Journal of all India Association for Educational Research*, 182.
- COOPERSMITH, S.(1967), *The antecedents of self-esteem*. San Francisco, W.H. Freeman & company.
- COOPERSMITH, S.(1987), *Self-esteem inventories*, consulting psychologists. Press, Inc. 577 College Ave, Palo Alto.
- EMAMZADEH, Z. M. (2004), *To compare the social skills and self esteem and academic achievement among students in Ormieyeh city*. University Tarbiat Moallem, Tehran, Iran. Retrieved from <http://www.gjpsy.uni-goettingen.de> · ISSN 1433-1055
- FURST, G. (2006), Prison based animal programs: a national survey (electronic version). *The Prisons Journal*, 86 (4), 407-430.
- LENTINI, J.A., & KNOX, M.S. (2008), A Quantitative Review of Equine Facilitated Psychotherapy (EFP) with Children and Adolescents. *International Journal of Psychosocial Rehabilitation*, 13(1),17-30.
- MEFTEH, S. (2002), *The relationships between timidness (shyness), self esteem and academic achievement among middle of schools' students*. University of Tarbiyat Moallem, Tehran, Iran. Retrieved from <http://www.eurojournals.com/ajsr.htm>. 3(2009),26-37.
- MIRAEI, R. (2005), *The relationship between self esteem, self concept and academic achievement among junior of high school students*. University of Tarbiat Moallem, Tehran, Iran. Retrieved from <http://www.eurojournals.com/ajsr.htm>. 3(2009),26-37.
- POURSINA, M. (2003), *The analysis of self esteem depression and academic achievement of boy students in Tehran*. University of Tarbiat Moallem, Tehran, Iran. Retrieved from <http://www.eurojournals.com/ajsr.htm>. 3(2009),26-37.
- PULLMANN, H., & ALLIK, J. (2008), Relations of academic and general self esteem to school achievement. *Personality and Individual Differences*, 45(6),559-564.
- SHOBHNA JOSHI & REKHA SRIVASTAVA, (2009), Self-esteem and Academic Achievement of Adolescents. Banaras Hindu University, Varanasi. *Journal of the Indian Academy of Applied Psychology*, 35, 33-39.
- ZEINVAND, A. (2006), *Relationships between self esteem, social support and student's educational progression in a high school in Dareh Shar city in Iran*. University of Tabiat Moallem, Tehran, Iran. Retrieved from <http://www.eurojournals.com/ajsr.htm>. 3(2009),26-37.



## ASSESS THE NUTRITIONAL STATUS OF HEOMDIALYSIS FROM ANTHROPOMETRIC MEASURES

ANITA SINGH\* AND SHILPI PANDEY\*\*

### *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, *Anita Singh and Shilpi Pandey* the authors of the research paper entitled ASSESS THE NUTRITIONAL STATUS OF HEOMDIALYSIS FROM ANTHROPOMETRIC MEASURES 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*

**Objective :** To detect and compare the degree of malnutrition as well as anthropometric in patients of end stage of renal disease treated with hemodialysis.

**Methods :** This study was carried out at hemodialysis unit in Sanjay Gandhi Post Graduate Institute of medical Sciences, Lucknow. One hundred fifty end stage of renal disease (ESRD) patients who underwent hemodialysis were recruited for the study. Anthropometric parameters were measured to assess the degree of malnutrition and bio-chemical, dietary assessments were also assessed in all patients.

**Result :** In this study it was observed that 24.67 % were under weight, 66.67% were belongs in normal BMI, 8.67% were overweight and only 1 patients was found obese. After dietary counseling percentage of patients were high 81% who belongs in normal BMI, 15.33% were under weight and only 3.33% patients were overweight. Significant association was observed in baseline and follow-up body mass index (BMI).

**Conclusion :** The nutritional status determined by the anthropometric, bio- chemical and dietary assessment. The noticeable serum albumin reduction was found but it can be increased by regular dietary counseling.

**Key words:** anthropometric measurements; dialysis; bio-chemical assessment.

### *Introduction*

Nutritional status influence the survival of patients on long term hemodialysis and malnutrition was found to be strongly associated with morbidity and mortality in end stage of renal disease, patients who underwent hemodialysis. Most surveys on nutritional status of patients undergoing maintenance hemodialysis indicated

\*Associate Professor & Head, Department of Food & Nutrition, Shri A.K.P.G. College Parmanandpur Varanasi (U.P.) India. (Life Time Member)

\*\*Research scholar, Shri A.K.P.G. College Parmanandpur Varanasi (U.P.) India.

that there is a high incidence of protein - energy malnutrition with prevalence rate of 40%. The estimated prevalence of malnutrition varies due to differences in method used to assess patient's nutritional status as well as other factors can cause the malnutrition. Assessing nutritional status is difficult as there is no single test that can be considered as an indicator of protein-energy malnutrition, it has been suggested that an assessment of malnutrition should rely on multiple indices of nutritional status, these indices comprise different anthropometric and bio-chemical measurements.

### Methodology

One hundred fifty patients diagnosed with end-stage renal failure (ESRD) on maintenance hemodialysis were enrolled from Sanjay Gandhi Post Graduate institute of Medical Sciences, Lucknow., dialysis patients who was on continues ambulatory peritoneal dialysis (CAPD) were excluded in this study .This study was conducted in to two phase, Baseline and Follow-up. Standardized anthropometric measures of height, weight, body mass index (BMI) and mid upper arm circumferences were taken immediately after dialysis, biochemical, dietary assessments were also done. After dietary counseling, diet chart was given to individual patients as per K/DOQI guideline for their improvement of nutritional status.

For the follow-up case all parameters of nutritional assessments were repeated after three months to assess the effect of counseling on their nutritional status.

The appropriate analytic methods was used for data analysis, including means, standard deviations and selected percentiles presented as tables of descriptive statistics.

### Results

The aim of this study was to assess the nutritional status of hemodialysis by anthropometric and bio-chemical, and dietary assessments. The patients' height (Ht), post-dialysis body weight (Wt), mid upper arm circumference (MUAC), were measured and 3 days dietary recall was performed for assessment of dietary intake. Body mass index (BMI) were calculated with dry weight of the patients. Anthropometric measurements such as body mass index (BMI), and mid-upper arm circumference (MUAC), which have been used to assess nutritional status of patients on in hemodialysis, are also valid and clinically useful indicators of Protein Energy Malnutrition in hemodialysis patient.

T A B L E 1 *Mean of Baseline Follow-Up Body Mass Index.*

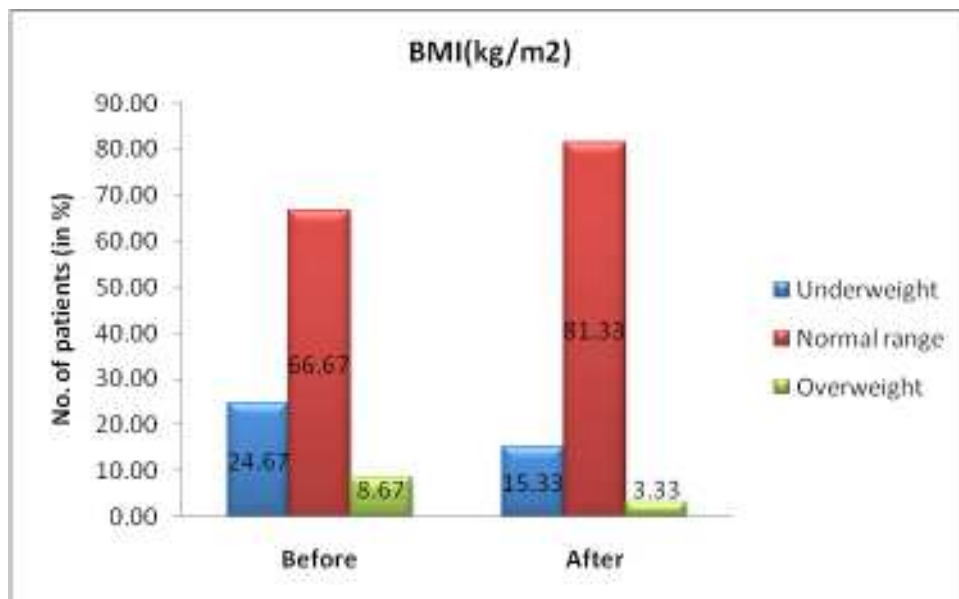
Classification	BMI(kg/m <sup>2</sup> )	Baseline		Follow-up	
	Principal cut-off points	<i>F</i>	<i>f</i> in %	<i>f</i>	<i>f</i> in %
Underweight	<18.50	37	24.67	23	15.33
Severe thinness	<16.00	9	6.00	2	1.33
Moderate thinness	16.00 - 16.99	6	4.00	4	2.67
Mild thinness	17.00 - 18.49	22	14.67	17	11.33
Normal range	18.50 - 24.99	100	66.67	122	81.33
N1	18.50 - 22.99	85	56.67	103	68.67
N2	23.00 - 24.99	15	10.00	19	12.67
Overweight	≥25.00	13	8.67	5	3.33
Pre-obese1	25.00 - 27.49	7	4.67	5	3.33
Pre-obese2	27.50 - 29.99	5	3.33	0	0.00
Obese	≥30.00	1	0.67	0	0.00
Obese class I	30.00 - 34.99	1	0.67	0	0.00
Obese class II	35.00 - 39.99	0	0.00	0	0.00
Obese class III	≥40.00	0	0.00	0	0.00

Table-1 shows the comparison of baseline and follow-up body mass index (BMI). In this study it was found that 37 (24.67%) were under weight, 100 (66.67%) were belongs in normal BMI, 13 (8.67%) were overweight and only 1 patients was found obese. After dietary counseling number of patients were higher who belongs in normal BMI 122 (81.33 %), 23 (15.33%) were under weight and only 5 (3.33%) patients were overweight.

**T A B L E 2** Association between baseline and follow-up BMI.

BMI	Before	After	Chi-Square	DF	P-Value	Conclusion
Underweight	37	23	9.002	2	0.011*	Reject HO at 5% l.o.s.
Normal	100	122				
Overweight	13	5				

Table2 shows significant association between baseline and follow-up body mass index. In follow-up number of patients were increased who belong in normal body mass index.



**Figure 1** Degree of malnutrition in baseline and follow-up .

**T A B L E 3** Association between baseline and follow-up weight and MUAC

	Baseline Mean $\pm$ SD	Follow up Mean $\pm$ SD	H <sub>1</sub>	T value	p value	conclusion
Weight	56.123 $\pm$ 9.593	55.3 $\pm$ 7.459	$\mu_1 \neq \mu_2$	1.17	0.245 <sup>NS</sup>	Not significant
MUAC	23.367 $\pm$ 4.219	21.683 $\pm$ 3.12	$\mu_1 > \mu_2$	4.65	0.00**	Highly significant

There was no significant deference was found in table 3 in between baseline and follow-up weight , but highly significant difference was found in baseline and follow-up MUAC ( $P < 0.00$ ).

In this study Biochemical tests included hemoglobin, serum albumin, and total protein were estimated from hospital lab. Chi-sq test was used to make the association between baseline and follow up by bio-chemical variables.  $P < 0.05$  was considered statistically significant.

### Conclusion

Protein-calorie malnutrition is a common complication and an important predictive factor for mortality in patients with end-stage renal disease on maintenance dialysis. Therefore, nutritional status needs to be regularly assessed in these patients by using several methods. If malnutrition is diagnosed, its causes should be thoroughly searched for and properly treated. Anthropometric methods are screening techniques for assessing nutritional stores of fat and lean tissues among persons with renal disease. This study shows the significant difference in baseline MUAC, highly significant association was found between baseline and follow-up BMI. It was observed that after applying the intervention and a protocol for diet, nutritional status of the hemodialysis patients were improvement.

### REFERENCES

- AFSHAR R, SANAVI S, IZADI-KHAH A. (2007), *Assessment of nutritional status in patients undergoing maintenance hemodialysis: a single-center study from Iran*. Saudi Journal of Kidney Diseases and Transplantation;18(3):397-404.
- “BMI Classification”. World Health Organization. [http://www.who.int/bmi/index.jsp?introPage=intro\\_3.html](http://www.who.int/bmi/index.jsp?introPage=intro_3.html).
- COMBE C, CHAUREAU P, LAVILLE M, FOUQUE D, AZAR R, CANO et al (2001), “Influence of nutritional factors and hemodialysis adequacy on the survival of 1610 French patients. Am J kidney disease;37Sb81-88.
- CAMPBELL K, ASH S, BAUER J, DAVIES P (2007), *Critical review of nutrition assessment tools to measure malnutrition in chronic kidney disease*. Nutrition & Dietetics; 64:23-303.
- KOPPLE JD. (2001), *National kidney foundation K/DOQI clinical practice guidelines for nutrition in chronic renal failure*. American Journal of Kidney Diseases;37(1):66-70.
- OKSA H, AHONEN K, PASTERNAK A, MARNELA KM (1991), Malnutrition in hemodialysis patients. Scand J Urol Nephrol;25(2):157-61.
- SAXENA, SHARMA (2004), *An update on methods for assessment of nutritional status in maintenance dialysis patients*. Indian Journal of Nephrology;14:61-66.
- SEGALL L, MARDARE NG, SORIN UNGUREANU S, BUSUIOC1 M, NISTOR I, ENACHE1 R, SIMONA M, COVIC A. (2009), *Nutritional status evaluation and survival in haemodialysis patients in one centre from Romania*. Nephrology Dialysis Transplantation; 24:2536–2540.
- The National Kidney Foundation Kidney Disease Outcome Quality Initiative (NKF KDOQI)*. American Journal of Kidney Disease. 2000;35(6).

## *Note for Contributors*

### **SUBMISSION OF PAPERS**

Contributions should be sent by email to Dr. Maneesha Shukla Editor-in-Chief, Anvikshiki, The Indian Journal of Research (maneeshashukla76@rediffmail.com), www.onlineijra.com

Papers are reviewed on the understanding that they are submitted solely to this Journal. If accepted, they may not be published elsewhere in full or in part without the Editor-in-Chief's permission. Please save your manuscript into the following separate files-**Title; Abstract; Manuscript; Appendix**. To ensure anonymity in the review process, do not include the names of authors or institution in the abstract or body of the manuscript.

**Title:** This title should include the manuscript, full names of the authors, the name and address of the institution from which the work originates the telephone number, fax number and e-mail address of the corresponding author. It must also include an exact word count of the paper.

**Abstract:** This file should contain a short abstract of no more than 120 words.

**MANUSCRIPT:** This file should contain the main body of the manuscript. Paper should be between 5 to 10 pages in length, and should include only such reviews of the literature as are relevant to the argument. An exact word count must be given on the title page. Papers longer than 10 pages (including *abstracts, appendices and references*) will not be considered for publication. Undue length will lead to delay in publication. Authors are reminded that Journal readership is abroad and international and papers should be drafted with this in mind.

**References should be listed alphabetically** at the end of the paper, giving the name of journals in full. Authors must check that references that appear in the text also appear in the References and *vice versa*. Title of book and journals should be italicised.

#### **Examples:**

BLUMSTEIN, A. and COHEN, J. (1973), 'A Theory of Punishment' *Journal of Criminal Law and Criminology*, 64:198-207

GUPTA, RAJKUMAR (2009), *A Study of The Ethnic Minority in Trinidad in The Perspective of Trinidad Indian's Attempt to Preserve Indian Culture*, India: Maneesha Publication,

RICHARDSON, G. (1985), 'Judicial Intervention in Prison Life', in M. Maguire, J. Vagg and R. Morgan, eds., *Accountability and Prisons*, 113-54. London: Tavistock.

SINGH, ANITA. (2007), *My Ten Short Stories*, 113-154. India: Maneesha Publication.

In the text, the name of the author and date of publication should be cited as in the Harvard system (e.g. Garland 1981: 41-2; Robertson and Taylor 1973: ii.357-9). If there are more than two authors, the first name followed by *et al.* is mandatory in the text, but the name should be spelt out in full in the References. Where authors cite them as XXXX+date of publication.

**Diagrams and tables** are expensive of space and should be used sparingly. All diagrams, figures and tables should be in black and white, numbered and should be referred to in the text. They should be placed at the end of the manuscript with their preferred location indication in the manuscript (e.g. Figure 1 here).

**Appendix:** Authors that employ mathematical modelling or complex statistics should place the mathematics in a technical appendix.

**NOTE :** Please submit your paper either by post or e-mail along with your photo, bio-data, e-mail Id and a self-addressed envelope with a revenue stamp worth Rs.51 affixed on it. One hard copy along with the CD should also be sent. A self-addressed envelope with revenue stamp affixed on it should also be sent for getting the acceptance letter. Contributors submitting their papers through e-mail, will be sent the acceptance letter through the same. Editorial Board's decision will be communicated within a week of the receipt of the paper. For more information, please contact on my mobile before submitting the paper. All decisions regarding members on Editorial board or Advisory board Membership will rest with the Editor. Every member must make 20 members for Anvikshiki in one year. For getting the copies of 'Reprints', kindly inform before the publication of the Journal. In this regard, the fees will be charged from the author.

"After submission, the manuscript is reviewed by two independent referees. If there is disagreement between the referees, the manuscript is sent to third referee for review. The final decision is taken by the Editor in chief".

COPYRIGHT of the papers published in the Journal shall rest with the Editor.



[www.onlineijra.com](http://www.onlineijra.com)

ISSN 0973-9777



09739777

₹ 1200/-