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Relationship between Teacher and Student in the light of Qur'an & Hadith.

Bano Aziz
(Research Scholar)

Rehmat Bauji
(Research Scholar)

ABSTRACT

The most significant aspect of teaching is the relationship that the teacher has with the students. This relationship has fundamental importance in the entire learning process. If the relationship of the teacher with his students is of fairly respect and care, the students learn much more. It is said, if you want to receive love, you must first be prepared to give it.

Allah is pleased with those who respect and follow the Holy Prophet (SAWW) in every move. This article will help us to lift the cloak draped around the inspiring facet of the Holy Prophet's life so that we all can see the compassion, gentleness and justice exhibited in his interactions with his students (companions). If we were aware of these jewels of wisdom and practiced them in our everyday teaching, so many of our problems would be addressed automatically. Naturally our classrooms would be filled with peace and we will be able to bring forth a generation that returns to the Ummah it's exemplary, unprecedented and glorious past. In Sha Allah

INTRODUCTION

In general, the word 'Teacher' represents a paid employee who teaches for specific timing in an institution. In return, he is given a worldly gain in the form of fee or salary. The dictionary also defines the word 'Teacher' as, "Someone whose job is to teach in a school or college." [1] "A person whose job is teaching, especially in a school." [2] "However, when the title 'Teacher' is used for the dignified and charismatic personality the Holy Prophet (SAWW) or any other Prophet A.S, is soulfully means the one who sincerely guides and teaches without any material interest.

The Holy Qur'an categorically presents the declaration of Prophets A.S

Translation: "And I ask of you no wage for this. My wage is only upon Him, who is the Lord of the Worlds" [3]

Translation : " Say You! I ask of you no wage for this but, who so ever wills may take a way towards hid Lord!" [4]

The above verses categorically state that the prophets were neither looking for any worldly gain nor seeking any wage in return for guiding and teaching the nation. They seek only ALLAH's reward and pleasure. A Prophet never entertain any thought of making a material gain or profit. He receives only one reward that is nothing other than the fact that someone receives ALLAH's guidance. When a Prophet receives someone accepting divine guidance and seeking to earn ALLAH's pleasure, then his compassionate heart find comfort, and his noble conscience is set at ease. Vii Throughout this book, the word "Teacher" signifies the same for the Holy Prophet (SAWW).

A glimpse at the Present educational scenario...
(On Teacher and student relationship)

In general, it is seen that a teacher fulfils his 'duty' merely and focuses mainly on the coverage of the syllabus and smooth flow of the class. The enduring relationship between a teacher with his student that was the pride of the student is non-existent at present. Therefore, we see the true spirit of education is lost. The situation in our educational institutions is very pathetic and disappointing. Today a student considers his teacher as a paid employee appointed to transfer required information for their examination and prepare them accordingly. They are not impressed by them rather they tend to impress them with their flaunt statements about their luxuries, description of their extravagancies or their association with the socially influential. Nowadays, student do not refrain from arguing with their teachers. They often get loud with them and even abuse them at times when the teachers try to stop them from an undisciplined act.

Threatening teachers is now a common practice extending to verbal and physical abuse. Students frequently complain about their teacher with self-created unsubstantial charges to their authority. They shout, chant slogans, smoke, even use obscene language in front of their teachers. They assess the teachers as per the proportion of their academic result and luxuries they have.

No remedial measure seems efficient and practical at present. Never the less, Holy Book offers supreme and comprehensive guidance for the entire humanity. Yes, the Holy Qur'an describes itself as mercy, guidance and remedy for the believer. Of course, the antidote to this embarrassing condition of the teacher and student also lies in complying the commandments of the Holy Qur'an. The Holy Qur'an does not only hold the knowledge of everything, but it is also a comprehensive guide for the Humanity

Translation: "And We have sent down this Quran on you, in which everything is clearly explained and as guidance and mercy and good tidings for the Muslims" [5]

Let's ask the Holy Qur'an for remedial measures. Whom should we hold and follow as a mentor and guide for developing an efficient and respectable relationship between teacher and students? To

answer our call, The Holy Qur'an presents the life of the Last Prophet Muhammad (SAWW) as a model of excellence.

Translation: "Undoubtedly you have an best in the following of the RASOOL (SAWW) for him who hopes for ALLAH and the Last Day, and remembers ALLAH much." [6]

The Holy Prophet (SAWW), is described here as a model of excellence for all believers. He is a great example for all worldly and religious facets of our life. Since the Holy Prophet (SAWW) is a model for humanity, his multi-faceted personality have been discussed in the Holy Qur'an explicitly. The Holy Qur'an has highlighted various aspects of the Holy Prophet's (SAWW) personality, but specifically, he is introduced in the verses of the Holy Qur'an as a teacher, and his person has been described particularly as an instructor.

Translation: "As We sent in you a Messenger from among you, that he recites to our signs(verses) to you and purifies you and teaches you the Book and mature knowledge and teaches you that what you did not know." [7]

This verse reveal that dissemination of knowledge is the foremost duty of the Holy Prophet (SAWW). Hence, his most important purpose was to spread the illumination of knowledge.

The Holy Prophet (SAWW) imbibed the spirit of this verse. In pursuit of his Prophetic duty, he engage himself in imparting knowledge throughout his life time and left an excellent example of excellence for teachers to observe and follow.

The Holy Prophet (SAWW) is a Teacher

The Holy Prophet (SAWW) desired to title himself as teacher and stated that the purpose of his prophet hood was to officiate as a teacher.

"And I too have been sent as a teacher." [8]

Before discussing specifically various aspect of guidance regarding teacher and student relationship, lets look at one example from Seerat-e-Rasool

(SAWW). Biographical and Hadith literature reveals that Holy Prophet (SAWW) adopted different manner of dealing with a Bedouin, a town dweller, an educated person, the illiterate and other men of different grades of understanding and experience. Not only this, He used to illustrate precepts with excellent examples and instance drawn from observations of every day life.

It is reported from Umama Bahili that a Qurashite Youth came to the Holy Prophet (SAWW) and Said: 'Please permit me to commit fornication.' Everyone leaped on him, rebuked him and censured his talk. The Holy Prophet (SAWW) asked him to come closer. When he came nearer The Holy Prophet (SAWW) said: "Would you like it (unlawful intercourse) for your mother?" He said: 'May ALLAH sacrifice me for you, By ALLAH, no' The Holy Prophet (SAWW) observed: the other people also do not like it for their mothers. The Holy Prophet (SAWW) asked: "would you like it for your daughters?" He said: 'By ALLAH! No. May I be sacrificed for you'. The Holy Prophet (SAWW) observed : The other people also dislike it for their daughters. The Holy Prophet (SAWW) mentioned his sisters, paternal aunt and the maternal aunt and each time he repeated the same answer. The Holy Prophet (SAWW) placed his hand upon him and prayed: " O ALLAH! Pardon his sin purify his heart and protect his genitals (from sin)!" The narrator reports that after that this young man never desired any unlawful act. [9]

This example exhibits the value that the Holy Prophet (SAWW) attached to the learner's psychology and mental level. Such is the hallmark of a good teacher through which he can develop a loving and a productive relationship with his pupils. The above Hadith outlines the following precepts:

- a) A Teacher should have complete control of self .i.e He should not lose temper and express anger abruptly at the absurd and silly attitude of student. (This marks a beginning of a good relationship with pupils).
- b) Teacher should have value each student. He should give more attention should to the rude and misbehaving one.
- c) The teaching methodology should be in accordance with the psychology of the learner. i.e the teacher should assess the

psyche of the student and teach in the easiest possible and logical manner.

- d) A teacher should always seek the help of Almighty ALLAH and pray for the improvement of his student, especially for the clumsy pupils.

This is a single ray of light from the shining teaching experience of the Holy Prophet (SAWW). The following pages incorporates some aspects of the prophetic guidance on the good relationship between teacher and students.

Personality: The first step towards positive relationship with students

The Holy Prophet (SAWW) was, in his youth, a combination of the best social attributes. He was an exemplary man of weighty mind and accurate insight. He was favoured with intelligence, originality of thought and perfect choice of the means leading to concrete goals. His brilliant mind and pure nature were helpfully instrumental in absorbing and comprehending ways of life and people, Individual and society.

The authorities agree in ascribing to the youth of Muhammad (SAWW), the modesty of deportment, virtuous behavior and graceful manners. He proved himself to be the ideal of manhood, and to possess a spotless character. He was the most obliging to his compatriots, the most honest in his talk and the mildest in temper. He was the most gentle hearted, chaste, and hospitable and always impressed people by his piety inspiring countenance. His fellow-citizens, by mutual consent granted him the title of Al-'Ameen (trustworthy).

Mothers of Believers Khadija (R.A) once said:

"He The Holy Prophet (SAWW) unites uterine relations, he helps the poor and the needy, he entertains the guests and endure hardships in the path of truthfulness." [10]

This brief sketch of his personality before the announcement of Prophet Hood reveals his charismatic character, which was the founding stone in his mission. On the declaration of prophet hood when he was asked about any document of –his being a Prophet, he presented his character as an authentic, undeniable proof of his prophet hood.

It was his personality that compelled people to believe that a man who never spoke a lie in his life

must have some reality in his claim. In other words, before starting his preaching (teaching), he developed his personality to the highest level of excellence.

This attitude of Holy Prophet (SAWW) guides that a teacher should be greatly concerned about his person, he should consistently take care of his self-dignity and, should avoid all such acts, which might hurts his self-respect or damage his personality. A teacher is a role model of his students. Therefore students are highly inspired by their teacher. They observe him very keenly and get inspiration. So, if a teacher, although, with sound knowledge of his subject, does not possess an impressive and decent personality, does not fulfil his promises to students, often lies in front of students, remains careless from his outlook and dressing, can never earn real respect and obedience from his pupils. Students will not value his words and will not pay attention to his lessons. Thus, the first step towards the positive and dynamic relationship of a teacher with his students is the development of personality. For this, teachers must go through and follow the lifestyle of the Holy Prophet (SAWW) to acquire excellence in character.

Subject Knowledge: The principle requisite.

Our Holy Prophet (SAWW) strictly forbade teaching without proper research and knowledge. It is reported that Holy Prophet (SAWW) said,

“It is not legitimate for a person to talk about a matter what he knows not.” [11]

A teacher is assigned a responsibility to teach a certain subject with certain capacities. If deliberately he does not fulfil his obligation and does not teach properly or he does not deliver the required knowledge of the subject, he exploit his responsibility that, in Islamic Terminology is called ‘Khiyanat’. The Holy Prophet (SAWW) termed ‘Khiyanat’ as a sign of hypocrite. Severe punishment of the hereafter is mentioned in Ahadith for ‘Kha’in’ (One who does ‘Khiyanat’).

Apart from this religious condemnation, this attitude of a teacher drops frail impression on the students. Therefore, when students do not learn from the teacher, they do not accept him as a teacher. Thus they misbehave and disturb the class and justify themselves with the ignorance of their teacher.

Consequently, for constructing a strong and positive relationship with the students, Seerat-e-Rasool (SAWW) with evident proof guide us that a teacher must get hold of sound knowledge of the subject he is teaching. He should simply refuse to teach a subject that he feels he cannot justify.

Kindness and Affection: Treat your students as your offspring!

According to hadith, a teacher holds the status of spiritual father for his pupils. Therefore, he should treat his students affectionately, similarly as he shows kindness to his offspring. The Holy Prophet (SAWW) said:

“Verily I am to you as a father is to his child. I am teaching you.” [12]

Kindness and affection is were very much evident in the Holy Prophet’s (SAWW) conduct with his companions (students). He related kindness with the teaching profession. Ibn’ Abbas reported from the Holy Prophet (SAWW) that he said:

“Teach and make it easy, not difficult and when someone is angry, he (the teacher) should observe silence.” [13]

The Holy Prophet (SAWW) believed in making things easier rather than difficult for the people. If anyone felt guilty of error, the Holy Prophet (SAWW) try to correct the mistake in an affectionate manner. A study of his character and saying reveal his insight into the tolerant and loving behavior for the people. It establishes the principle that in all matters, the easy and friendly course should be adopted.

Abu Hurayrah (R.A) narrates that a villager came into the mosque and performed two ‘Rak’aah’ of the prayer. Then he said, “O ALLAH, be kind to me and Muhammad (SAWW) and none other besides the two of us.” The Holy Prophet (SAWW) took notice of his prayer and observed: “**you have narrowed down a huge thing.**” Unable to restrain himself the villager urinated in the mosque. The people rushed at him, after that the Holy Prophet (SAWW) said: “You have been raised to make things easy, not difficult. Pour a bucket of water over it.” [14]

An average teacher would have raised a storm over this incident, but we must observe how compassionately the Holy Prophet (SAWW) dealt with the matter. The attitude of a contemporary teacher is an absolute contrast to this behavior.

Unfortunately, some teachers with their haughtiness and narrow-mindedness has turned schools, colleges and universities into the dreadful places where students shudder to go for fear of facing these fastidious men. However, the conduct of the Holy Prophet (SAWW) was opposite to it. Hazrat Ayesha (R.A) has reported:

“Never was the Holy Prophet (SAWW) given a choice of two courses, but he adopted the easy one provided that it was not sinful. If it were sinful, no one would be farther removed from it, than he. The Holy Prophet (SAWW) never took revenge on anyone for personal injury, but when ALLAH’s sacredness was violated, he took revenge for ALLAH’s sake.” [15] This affection of a teacher will certainly breed a sense of sincere respect and love from students and more attention in the class. Thus the long-lasting respectful relationship will flourish (IN SHA ALLAH).

Attending upon the Students:

The Sunnah of the Holy Prophet (SAWW) is to visit sick people and express sympathetic grief with encouraging words for their quick revival. In the context of the relationship of a teacher with his students, abiding by this Sunnah will not only please the student, but also oblige him to obey and respect the teacher later on for good.

Hazrat Anus (R.A) reported that there was a young jew boy who used to serve the Holy Prophet (SAWW), when he fell ill, the Holy Prophet (SAWW) went to attend upon him. Sitting near his head the Holy Prophet (SAWW) said: **“Accept Islam,”** he looked towards his father who was sitting near him. The father said, Accept the word of Abul Qasim (SAWW), hence, he embraced Islam. When Holy Prophet (SAWW) came out he was saying that **“Praise be to ALLAH, who secured him from the Hell-Fire.”** [16]

The Hadith brings out very clearly that being a teacher, if someone attends upon his student, this act of kindness will produce positive results. Naturally this attitude of the teacher should not be limited to the illness of the students, besides; the teacher should be reliable helping hand for his student, when he faces any financial, emotional, academic or social problem. The Seerah of Holy Prophet (SAWW) directs that the behavior of a teacher ought to be such that his student feels no

hesitation sharing his problem with him. Also, the student should be confident enough that his teacher would certainly find a solution.

Equal Treatment:

Another aspect of Holy Prophet’s (SAWW) Sunnah on the relationship of a teacher with his students is the uniform and equal treatment with everyone. This should never happen in the class that only a few particular students are favored and given more ‘affection’. In this way, the rest of the student feel insecure, which frustrates their capability and interest of study.

Similarly, this should not happen too that only one particular student is targeted by severe criticism and harsh treatment to the extent that he feel like abandoning school. Moreover, a teacher should not favor any student on the basis of his wealth, the number of gifts, praises he offer or if he has links with the higher authorities or his friend. There should be equal treatment with everyone without any distinction. The practice of the Holy Prophet (SAWW) is an illustrious guide for all teachers on their treatment with students. Companions reported that, “The affection of Holy Prophet (SAWW) with us was such (uniform) that each of us used to feel that he loves him the most.”

Dealing with misbehavior of the Students: Justice and Kindness should be balanced!

The Holy Prophet (SAWW) said: “Indeed ALLAH is Kind, HE likes kindness and bestows on kindness that which HE does not in hardship.” [17]

Hazrat Abu Mas’ud Badree (R.A) says, “I was whipping my slaves when I heard someone saying”**Abu Mas’ud be aware...**” I stopped whipping and then the Holy Prophet (SAWW) said:” **Abu Mas’ud be aware of the reality that Almighty ALLAH have more control and authority on you than you have over this slave.**” Hazrat Abu Mas’ud Says that after this incident, I promised myself that I will never hit any slave.” [18]

Hazrat Ayesha (R.A) reported “The Holy Prophet (SAWW) never took revenge for his sake but only when limits of ALLAH were exploited, he took revenge.” [19]

Hazrat Huzaifa reported that Holy Prophet (SAWW) said:” you should not behave in accordance with the attitude of the people that you begin saying: if

people behave nicely, we will behave well, if people are oppressive than we will also act aggressively. Rather you should convince yourself that if people treat you well we will also serve well and if they persecute, even them we will not oppress them.”

[20]

Holy Prophet (SAWW) said: “ No one should hit on the face.” [21]

Analysis of the above quoted Ahadith on the relationship between teacher and student reveal the Islamic concept of dealing with misbehaviors of pupils. The best pattern is dealing with kindness and politeness. Aggression is not appreciated in our religion. However, for some reasons when it becomes legitimate to punish a student then the teacher should look into the core reason. If it is for his self-satisfaction (and not related to his moral development and academic betterment), he should stop punishing at once and deal with an obliging attitude as it is advised in the Hadith. However, it is well known fact that sometimes all efforts fails, and the teacher feels indispensable to punish a child for his improvement. In this condition the Holy Prophet (SAWW) guides that the teacher should verbally guides first, if it does not work then punish him but that punishment should not be so harsh that the student feels psychological distress (i.e. he should not hit the face or any sensitive part of the body and not more than three times). This would leave a negative impact on his academic career. Holy Prophet (SAWW) has described this pattern of dealing disobedience about obligatory prayer. He says that a child must be instructed for performance of prayers when he becomes seven years old and if he does not offer prayer till the age of ten years then punish him. However the punishment should be parallel to the level of disobedience there ought to be justice in crime and punishment. Otherwise, this will become oppression on part of the teacher.

The Sunnah of Holy Prophet (SAWW) on the relationship between teacher and his student:

The Sunnah of Holy Prophet (SAWW) on the relationship between a teacher and the student teaches that:

- 1) A teacher should appreciate the achievements of the pupils.

- 2) A teacher should always incite his students for acquiring knowledge.
- 3) A teacher should give respect and value to each of his pupils.
- 4) A teacher should not ask any service for himself.
- 5) A teacher should not backbite other teachers in front of students. If students say any thing negative about any teacher, he should discourage them.
- 6) A teacher should respect his seniors in front of his students so that they observe and learn to respect.
- 7) A teacher should never get any obligation from the student. He should be indifferent towards luxuries or any possible 'benefit' from the pupils.
- 8) A teacher should not intervene personal domestic matters of the students. (if he is asked for any suggestion, then only suggestion should be made with complete responsibility)
- 9) A teacher should always adopt a polite way of teaching.
- 10) A teacher should always make an effort for grooming of mind not only the coverage of the syllabus.

As a teacher the chief virtues are courtesy and humility. As the Holy Prophet (SAWW), as the interlocutor of His message and as the most knowledgeable person of the essence and true nature of things, he could easily have been proud and haughty, yet not an iota of these sentiments could be found in the Holy Prophet (SAWW). The companion held him dearer than their lives; the people venerated his high character, yet this teacher of goodness never forsook courtesy, humility and politeness. For entire humankind, he was like a courteous brother, a tender-hearted teacher, even a kind and affectionate father. Whenever he addressed the companion or instructed them in the etiquettes of life, he did so in such a light, and courteous manner that it captivated their hearts, and their sense felt no strain at all. He never aspired to the position of deity.

Humility and courtesy are the ornaments of the personality of a teacher. These qualities are the foundation of character building. No arrogant teacher ever achieved good results. The much vaunted phrase “Mutual understanding” and “close contact” between the teacher and the taught, if they mean anything, it is that teacher should possess dynamic personality, and the learner should benefit from close contact with the teacher. In the ultimate analysis, it is the teacher’s personality that is for what ever is good or ill in the educational process. Today the teacher’s personality is no longer source of enlightenment. Otherwise he would never had complained of the insolent and rude behavior of the student toward him.

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GEOLOGY AND PETROLOGICAL STUDY OF METASEDIMENTS EXPOSED AROUND MORDU AND KHIWANDI VILLAGE, SIROHI AND PALI DISTRICT, RAJASTHAN, INDIA.

Kapasya Harish¹, Sharma K.K.², Purohi Ritesh², Chouhan N.K.³

1. Department of Geology, M.L. Sukhadia University, Udaipur 313001
2. Department of Geology, Government College of Sirohi, Sirohi 307001
3. Department of Geology, M.L. Sukhadia University, Udaipur 313001

Abstract:

In the area west of South Delhi Fold Belt (SDFB), isolated patches of metasedimentary rocks are occur in the form of a broad belt occupying the plains of Marwar lying to the southwest of Aravalli range. The metasediments of Sirohi Group are exposed in linear belt from Didwana (Nagaur District) to Palanpur (Gujarat), through Degana, Sojat, Gundoj, Nadol, Khiwandi, Mordu, Sirohi, Reodar and Mandar. The continuity of the belt is either lost under a thick soil/sand cover in the area or interrupted by the intrusive Erinpura Granite. In north of Sirohi, these metasediments occur as isolated outcrops, traceable for some distance. Further north, exposures of these rocks are quite scare, particularly beyond the Jawai river beds. These metasedimentary rocks are grouped within the Sirohi Group. One such patch of metasediments exposed to the northwest of Sumerpur. The Neoproterozoic Sirohi Group of rocks includes carbonaceous phyllite, black cherty quartzite, micaceous quartzite / schist, calc silicate rock and dolomitic marble. These rocks are intruded by granite, dolerite dyke, pegmatite and quartz vein. The granites are of two types- one is coarse porphyritic in nature and another is fine to medium grained and mainly occurring along the periphery of porphyritic granite. These granites occur generally in the form of dykes. The general strike varies from NNE-SSW to ENE-WSW with a moderate to steep dip towards south east.

Introduction:

The Precambrian geology in northwestern Indian shield comprises crustal developments spanning from 3300 Ma to 542 Ma. These include several orogenic activities along with magmatic episodes and constituting Aravalli Mountain Range in the region (Figure 1). Heron (1917, 1935), Coulson (1933), La Touche (1899), Blanford (1877), Gupta (1934) were some of the pioneer geologists who worked in Rajasthan prior to Indian Independence.

The Sirohi Group is the youngest of the three Precambrian orogenic metasedimentary/metavolcanic sequences in northwestern India, which along with granitoids and granite gneisses constitute the southwestern part of the Aravalli Mountain belt. The Neoproterozoic Sirohi orogeny (850 Ma) marks closure of compressional tectonic regime in the Aravalli craton. The beginning of Neoproterozoic marks one of the most dynamic periods in the history of the earth as it witnessed amalgamation of continental blocks to form the Rodinia Supercontinent at 1000 Ma and its later fragmentation at ~ 750 Ma.

The Mordu-Khiwandi metasediments are part of Neoproterozoic Sirohi Group (1000-850 Ma, Sharma, 1996; Sharma, 2004, 2005, 2007, 2009). These forms isolated outcrops west of Sirnava hills in

Sirohi region. It is part of the Aravalli Protocontinent which one among six protocontinents of the Indian Subcontinent. The crustal evolution and framing of the Indian Shield was primarily over by the Precambrian time and it was reframed many a time during the Post-Cambrian. The northwestern Indian shield also bears similar signatures of crustal developments spanning from 3300 Ma to 542 Ma. These include three orogenic activities (Aravalli, Delhi and Sirohi orogenies) which included many magmatic episodes. As a result of these orogenies Aravalli Mountain Range prominently came up dividing the northwestern shield from rest of the Indian subcontinent. The western part of the Aravalli Mountain Ranges mainly comprises Delhi Supergroup of rocks. These rocks are also constituents of the Sirohi region and form the basal units for the Sirohi Group of rocks.

The Mordu-Khiwandi study area lies in north of Sirohi, Rajasthan and located in the Survey of India Toposheet No. 45G/4 and 45G/3. The study area is situated in eastern and northern part of Sumerpur town. These forms linear outcrop south-west of the Aravalli Mountain Belt. The Mordu-Khwandi metasediments are part of Sirohi Group dominantly comprises shale sandstone-carbonate-carbon shale metasediments. Some of these metamorphic rocks were subjected to mylonitization and contact metamorphism. The metasediments form outcrops in the Erinpura granitoid terrane. The metasediments are phyllite, quartzite, cacl-silicate and carbon phyllite. Sirohi region forms a significant part in the tectonic evolution of the northwestern Indian Shield.

Regional Geology:

Geologically, the Sirohi district forms the southwestern extremity of the Delhi synclinorium. The eastern and the central part of the district is occupied by the metasediments of the Delhi Supergroup of Lower to Middle Proterozoic age. These are intruded by mafic and ultramafic rocks and granites of different ages i.e. Sendra-Ambaji Granite (840 m.y.), Erinpura Granite (735 m.y.) and Malani Igneous Suite of rocks (740 m.y. to 430 m.y.). The Delhi Supergroup is represented by the Kumbhalgarh , the Sirohi and the Sindreth Groups in decreasing order of antiquity.

In the trans-Aravalli region, three major litho-tectonic associations are present. These are granites belonging to the Erinpura Igneous Suite, the meta-sedimentary rocks grouped within the Sirohi Group and the volcanics of the Malani Igneous Suite.

Table-1: Startigraphic succession of rocks present in the Sirohi region (Sharma, 2004)

Malani Magmatism	Hypabyssal intrusion	Dhanta Porphyry and dolerite Dykes
	Plutonism	Mirpur Granite (Jalore Granite)
	Volcanism and associated sedimentary units	Angor conglomerate Arkose Volcanic silicic tuff Angor Rhyolite Basalt and pyroclasts Sindreth conglomerate

Angular Unconformity	
Sirohi Group	Balda granite
	Carbonaceous phyllite (local)
	Calc-silicates and marble
	Mica schist
Basement Rocks	Granitoids, granitic gneiss, and meta gabbro

The Sirohi Group of rocks occur in a broad belt in the central part of the district and comprise mainly phyllite and mica schist and also contain migmatite, gneiss, calc-gneiss, marble, quartzite etc. The Sindreth Group comprising conglomerate, quartzite, shale, phyllite, and basic flows occur in the area between Sindreth and northeast of Pandiv. The rocks of the Sirohi and the Sindreth Groups are intruded by the Erinpura Granite and the Malani Igneous Suite of rocks. The Erinpura Granite occur intermittently and occupy large area in the west under a veneer of aeolian sand. The granites are fine to very coarse-grained, massive to foliated and are commonly grey to pink in colour. The Malani magmatism commenced with a volcanic phase marked by felsic lava flows giving rise to tuff, rhyolite with ash beds and volcanic breccias.

Lithology:

Granite:

The granite that occurs extensively in and around the Sirohi Town, is the main country rock which surrounds the linear outcrops of the Sirohi Group metasediments. The basement granite of Mordu-Khiwandi region forms isolated hillocks, tors and basement plain covered by sand-soil.

Three major types of granites are identified in the area on the basis of physical appearance and hand specimen mineralogy, from the area. First type of the granite is coarse to medium grained, gray coloured and gneissic foliation present. In coarse grained varieties, feldspar megacrysts occur as large oval or tabular shaped grains measuring over 5-6 cm along length in some cases (Plate 1A). These megacrysts set in a fine-grained matrix (biotite – quartz groundmass) and commonly occur parallel to the foliation. The clasts content is about 40% of the rock (Plate 1A). This granite is seen in well sections, at Khiwandi village and southeast of Khiwandi.

The second type is fine grained granite, mainly intruded within first type of Granite and Carbonate rock across the trend. Xenoliths of Biotite schist also found in the fine grained granite.

The third variant is pegmatitic in character, containing feldspar, quartz, mica and tourmaline (Plate 1B) and it occurs as small bodies along the interface of porphyritic granite and carbonate rock exposed in the eastern part of Khiwandi.

Petrographically, the Granite of the study area is characterized by the presence of phenocrysts of the both quartz and feldspar. The other important minerals in the rock are quartz, microcline, feldspar and biotite, muscovite, iron oxide, occurs as minor constituents.

K – Feldspar grains are of variable sizes, K – Feldspar exhibits crosshatched twinning which is characteristic of microcline. Orthoclase grains generally untwinned are also present. Perthitic growth is very common in which fine veinlets of albite plagioclase replaces microcline. Some grains show myrmekitisation along margins. Plagioclase feldspar grains are fine to coarse grained, and are subhedral in shape. Lamellar twinning is characteristic feature.

Quartz grains are of variable shapes and sizes. Polygonal and serrated grains are quite common. Biotite is the mafic mineral in the granites of the study area, which occurs in considerable amount. Most of the grains are prismatic in shape, aligned parallel to the direction of the foliation. Muscovite occurs as small flakes along with biotite.

Quartz and feldspar are the two most dominant minerals in this granitic rock. Quartz constitutes about 40% of the total rock whereas K-feldspar and plagioclase feldspar together make up about 40% of the volume. Total mica is about 15%; white iron oxides and other minerals is about 5% of the total volume. In some samples, higher value of mica may be the result of sericitisation of feldspar due to shearing. The geochemical analysis of 2 samples (HK-11 and HK-12) of this rock is presented in Table 1. It shows 71 – 74 % of silica, 6.81 – 10.74 % of ferric oxide, 6.61 – 6.89 % of aluminium oxide and 5 – 6.89 % of potassium oxide.

Micaceous quartzite:

Micaceous quartzite is present in Mordu-Khiwandi area in form of low ridges running in NNE-SSW to E-W direction and dipping towards SE direction (Figure 2). Quartzite is yellowish brown, generally compact but becomes schistose at places, due to presence of thin micaceous layering. With increase in the proportion of the mica, quartzite grades into quart-muscovite schist. In NW to W and NE to East region of Khiwandi, micaceous quartzite, exhibiting bedding plane (S_0) and cleavage plane (S_1) almost parallel to each other and in North of Khiwandi region possessing cleavage plane (S_1) perpendicular to bedding plane (S_0). Boudinization of quartz veins occur due to stretching and shearing at some places (Plate 1C). Vein quartz in quartzite exhibiting perfect crystallization and forming geodes in North and NE area of Khiwandi village. This quartzite is foliated with 2 to 3 sets of joint.

Petrographically, this quartzite is medium to fine grained and foliated. Mainly composed of quartz and fine grained biotite and muscovite. In thin sections, quartz grains are flattened, elongated, recrystallized, showing interlocking arrangement. Sericitization occurs along grain boundaries of quartz. Biotite and muscovite shows parallel arrangement in form of foliation and schistosity (Plate 1D). Mica flakes are replaced by secondary iron. Mylonitization is observed and grains become finer due to shearing effect. It is composed of 70 % of quartz, 25 % of biotite and muscovite, and 5 % of other minerals. The geochemical analysis of 3 samples (HK-8, HK-9 and HK-10) of this rock is presented in Table 1. It shows 76.61 – 80.90 % of SiO_2 , 6.43 – 8.42 % of Fe_2O_3 , 3.21 – 4.81 % of Al_2O_3 and 2 – 2.98 % of K_2O .

Carbonate Rocks:

In the major part of the area, calcareous facies rocks occur as intercalated layers with biotite schist. It occurs as linear bands along the ridges of Kavar Pahar and on the flanks of Kaliya Pahar. In the areas where calcareous rocks occurs in contact with the granite, they grade laterally into marble and calc silicate bands due to the thermal effect of granite on these rocks. The carbonate unit shows variation in texture and lithology (see Figure 2).

Dolomite inter-bedded with numerous thin layers of greenish black coloured biotite schist has been observed, whereas the dolomite is fine to medium grained, greyish to brownish white in color.

On other two moderately higher ridges linear outcrops of calc – silicate occurs in the study area. Both outcrops are running in the NNE – SSW and E – W direction. The southern outcrop is

approximately 18 km in length and with a maximum width of about 500 meters. It occurs associated with porphyry granite in SE and carbonaceous phyllite in NW (Plate-1F). On the other hand the northern outcrop is thinner than the southern outcrop, approximately 16 km in length with 150 meters width. Towards west side calc – silicate is intruded by numbers of dolerite dykes (Plate-2L), fine grained granitic body and pegmatite. In central part of the Khiwandi area, ultra mafic body is also intruded in calc – silicate rock. Occurrence of calcite mineralization at the contact of granite and calc – silicate, actinolite and tremolite occurs in northern outcrop. Calc-silicate rock is fine grained, yellowish to dark brown colored and occurs as banded form. Alternate silicate minerals and leucocratic minerals layers define the banding (Plate-1E). This banding is more prominent on the weathered surface of the rock. It displays characteristic deformational structures such as folds and small scale isoclinal fold. Bedding is observed in these rocks, it is identified due to color variations and differential weathering. Late stage quartz, calcite and iron rich veins are seen cross cutting the calc silicate rocks.

Petrographically, the calc – silicate rock of the research area is medium to fine grained and weakly foliated. It is mainly composed of calcite and quartz and minorly of carbonaceous matter and iron oxide. Calcite and quartz grains have interlocking arrangement. The geochemical analysis of sample (HK-4) is presented in Table 1. It shows 47.06 % of SiO₂, 10.66 % of CaO, and 10.94 % of MgO.

Massive dolomite occurs as a thin unit of 10-20 meters thick outcrop between Kavar Pahar and Kaliya Magra with a northeasterly trend. This rock is a fine grained, massive and hard, light bluish to grey colored rock. The litho unit shows typical elephant skin weathering and gives slow effervescence when cold dilute hydrochloric acid is poured on it. Bedding planes are identified by variation in color and differential weathering. Three sets of joint also observed in this rock.

Petrographically, this dolomite appears medium to fine grained and foliated. It is composed essentially of calcite; quartz, carbon and iron oxide are present as accessory minerals. In thin section, calcite grains show 3 sets of cleavage, low relief, equigranular shape and interlocking arrangement (Plate 2G). Carbonaceous matter showing black color occurs in foliation plane. Actinolite radiating needles in carbonate rock of Khiwandi area (Plate 2H). The geochemical analysis of dolomite sample (HK-5) is presented in Table 1. It shows 63.06 % of calcium oxide, 14.94 % of magnesium oxide and 9.6 % of ferric oxide.

Recrystallised limestone occurs as white marble bands around the hill at Khiwandi. In these places marble occurs interbanded with calc-silicates bands. Marble found in the area is grayish to white in colour, and is medium grained. Yet no body have to mine it out.

In thin section, the rock shows medium to fine grained texture. It is mainly composed of calcite, having 3 sets of cleavage and low relief. Carbonaceous and sericite occurs in minor amount. Large calcite grains with irregular boundaries show xenoblastic texture and sericite grains occur in groundmass as well as in the calcite crystals. The geochemical analysis of sample (HK-7) is presented in Table 1. It shows 64.72 % of CaO, 15.05 % of SiO₂, 8.26 % of MgO.

Towards east of Khiwandi area, northern outcrop of calc – silicate rock show huge amount of iron. The geochemical analysis of this rock sample (HK-6) is presented in Table 1. It shows 52.88 % of SiO₂, 21.52 % of CaO and 13.29 % of Fe₂O₃.

Carbonaceous phyllite:

The carbonaceous phyllite present in Mordu – Khiwandi area is in the form of low ridges running in NNE – SSW to E – W direction and dipping towards SE to S direction (Figure 2). The carbonaceous phyllite is medium to fine grained, dark grayish to black colored foliated rock which soil fingers on rubbing. In Khiwandi region carbonaceous phyllite is associated with micaceous quartzite (Plate-2I) and calc – silicate rock. It is mainly composed of carbonaceous matter and siliceous matter. At some places, carbonaceous phyllite possesses yellowish color due to limonitic stains. Near Mordu and Khiwandi village, folded laminations and bedding are identifiable in carbonaceous phyllite due to color variation and differential weathering. Sub-radiating and irregular needles are present in carbonaceous phyllite. Epidote and pyrite occurs in carbonaceous phyllite, epidote occurs in cleavage plane and joint plane. Irregular and folded quartz veins are present in carbonaceous phyllite. Boudinization of quartz veins occurs due to shearing (Plate-2J). Carbonaceous phyllite three sets of joints and cross joints at right angle to each other.

In thin section study, it shows medium to fine grained and foliated texture. Both carbonaceous matter and quartz occur in significant amount. Quartz grains are elongated and show equigranular texture. Carbonaceous matter occurs along the cleavage planes identifiable as black color bands. Euhedral crystals of andalusite occur in carbonaceous phyllite (Plate-2K). The geochemical analysis of 3 samples (HK-1, HK-2 and HK-3) of this rock is presented in Table 1. It shows 65.95 – 79.79 % of SiO_2 , 3.67 – 8.29 % of Fe_2O_3 , 4.26 – 13.02 % of Al_2O_3 .

Dyke Rocks

There are a number of dykes, which are running in N-S and NNW-SSE direction. The dykes are almost parallel to each other.

The dykes belong to three categories-

a. Feldspar porphyry dykes

These are light pink to grey coloured characterised by the presence of feldspars phenocrysts in fine grained ground mass. Rocks consist of plagioclase feldspar, orthoclase and quartz as essential minerals. Chlorite and calcite occur as secondary minerals. These dykes vary in thickness from 2 to 10 mts. The maximum length is approximately 250-300 meters.

b. Quartz porphyry dyke

It is a greenish looking fine grained rock, showing phenocrysts of quartz. The silica percentage is higher in these rocks, which gives compactness. The dyke intrudes the Carbonate rock.

c. Dolerite dyke

These are of smaller dimensions as compared to the porphyry dykes. These are fine to medium grained composed of augite, hornblende, plagioclase as major constituents, occur parallel to the feldspar porphyry dykes. Biotite and opaque minerals occur as accessory minerals.

Conclusion:

The granitic gneisses form the basement and the cover rocks are the metasediments of the Sirohi Group in the study area. Granitic gneisses exhibit a sharp contact with Mordu-Khiwandi metasediments. Granite forms isolated hillocks, tors and plain are covered by sand-soil. The Mordu – Khiwandi metasediments comprise dominantly of carbonates, carbonaceous phyllite and micaceous quartzite. Carbonates in the area are grading into calc-silicate rocks. The rocks of study area are characterized by shearing and folding. Numbers of younger dykes of feldspar porphyry, quartz porphyry and dolerite are intruded in metasediments. Post tectonic quartz, pegmatite, calcite and iron veins in metasediments. Detailed geological and structural studies of these metasediments along with petrology and field relation suggest that it belongs the Sirohi Group (Sharma, 1999).

Table – 1: Geochemical analysis of Mordu – Khiwandi metasediments.

Metal Oxides	HK-1	HK-2	HK-3	HK-4	HK-5	HK-6	HK-7	HK-8	HK-9	HK-10	HK-11	HK-12
SiO ₂	79.796	76.28	65.954	47.061	6.885	52.883	15.058	79.616	76.097	80.908	74.049	71
Al ₂ O ₃	4.26	7.299	13.022	4.098	1.21	0.601	1.55	4.812	3.215	4.318	6.897	6.617
Fe ₂ O ₃	8.292	4.225	3.678	21.713	9.672	13.292	6.662	6.435	8.424	7.028	6.818	10.743
MgO	0.469	0.269	0.382	10.94	14.943	7.65	8.261	0.877	2.197	1.113	0.327	0.797
CaO	0.637	0.862	0.241	10.669	63.069	21.529	64.726	1.741	5.34	1.288	1.36	2.039
Na ₂ O		0.163	0.227	0.164	0.148		0.185	0.133		0	1.13	0.777
K ₂ O	2.597	4.521	7.939	0.196	0.172	0.209	0.626	2.982	2.088	2.144	6.89	5.001
TiO ₂	0.462	0.951	1.517	1.143	0.386	0.116	0.331	0.72	0.472	0.526	0.62	0.823
P ₂ O ₅	0.183	0.46	0.121							0.151		0.118
MnO	0.147			0.503	0.798	0.319	0.326		0.102			0.183
SO ₃	1.336	1.76	2.922	1.082	1.08	1.003	0.871	1.067	0.885	0.784	0.746	0.837
CuO												
Rb ₂ O		0.116	0.136								0.188	0.182
SrO					0.104	0.154	0.165					
Y ₂ O ₃												
ZrO ₂			0.119					0.157			0.186	0.113
RuO ₂		0.425	0.321	0.38	0.724	0.419	0.705	0.681	0.112	0.261		
Sb ₂ O ₃	0.204		0.157	0.103					0.331			
BaO			0.105									
Cr ₂ O ₃	0.663	0.232	0.211	0.578	0.205	0.751		0.254	0.23	0.212	0.172	0.147
PbO	0.139	0.173										
V ₂ O ₅	0.152	1.469	2.349									
As ₂ O ₃		0.171										
NiO				0.842		0.577						
CeO ₂												0.19

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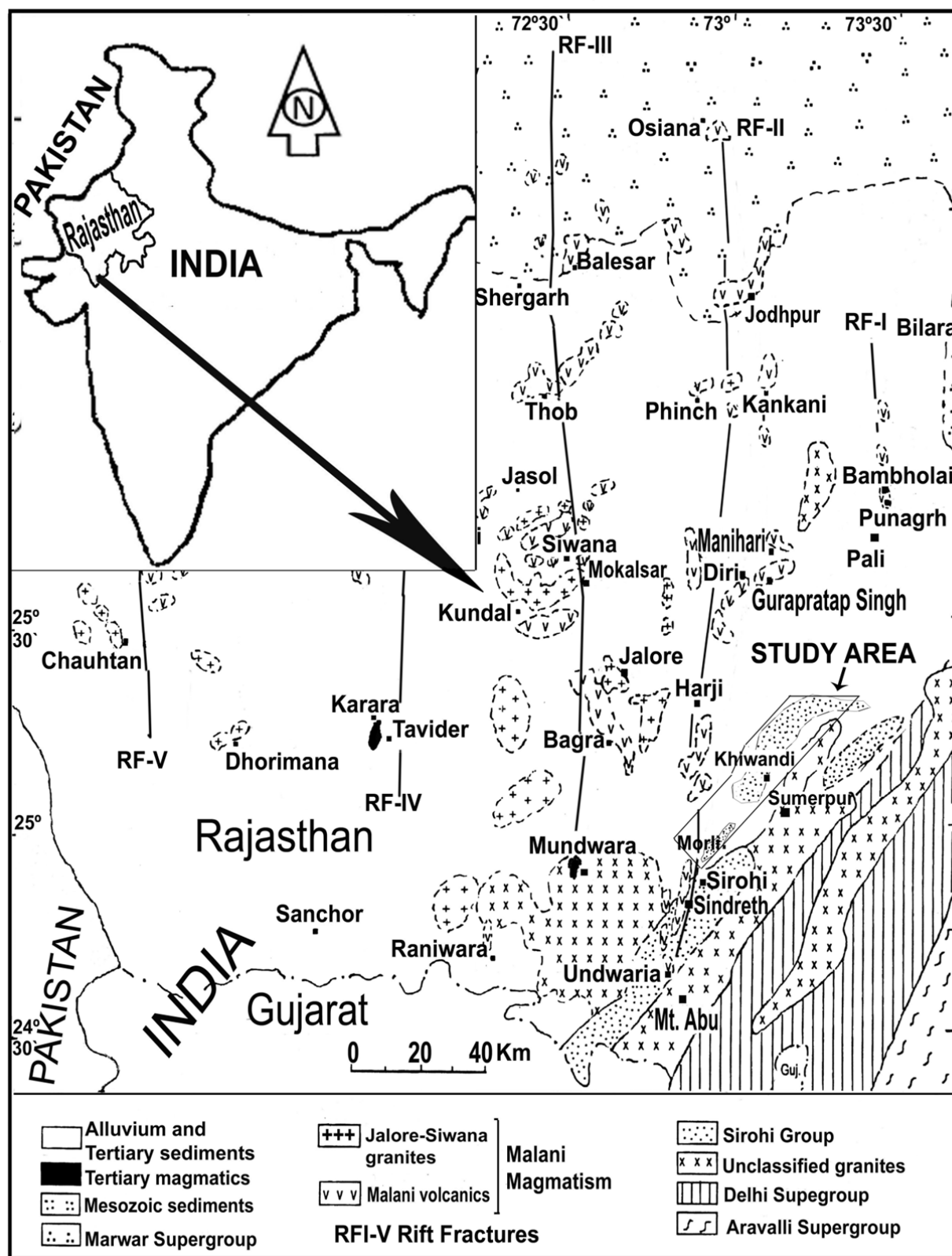


Figure – 1 Generalized map of west of Aravalli Mountain (After Sharma, 2005)

Figure 2: Geological Map of Mordu – Khiwandi Area

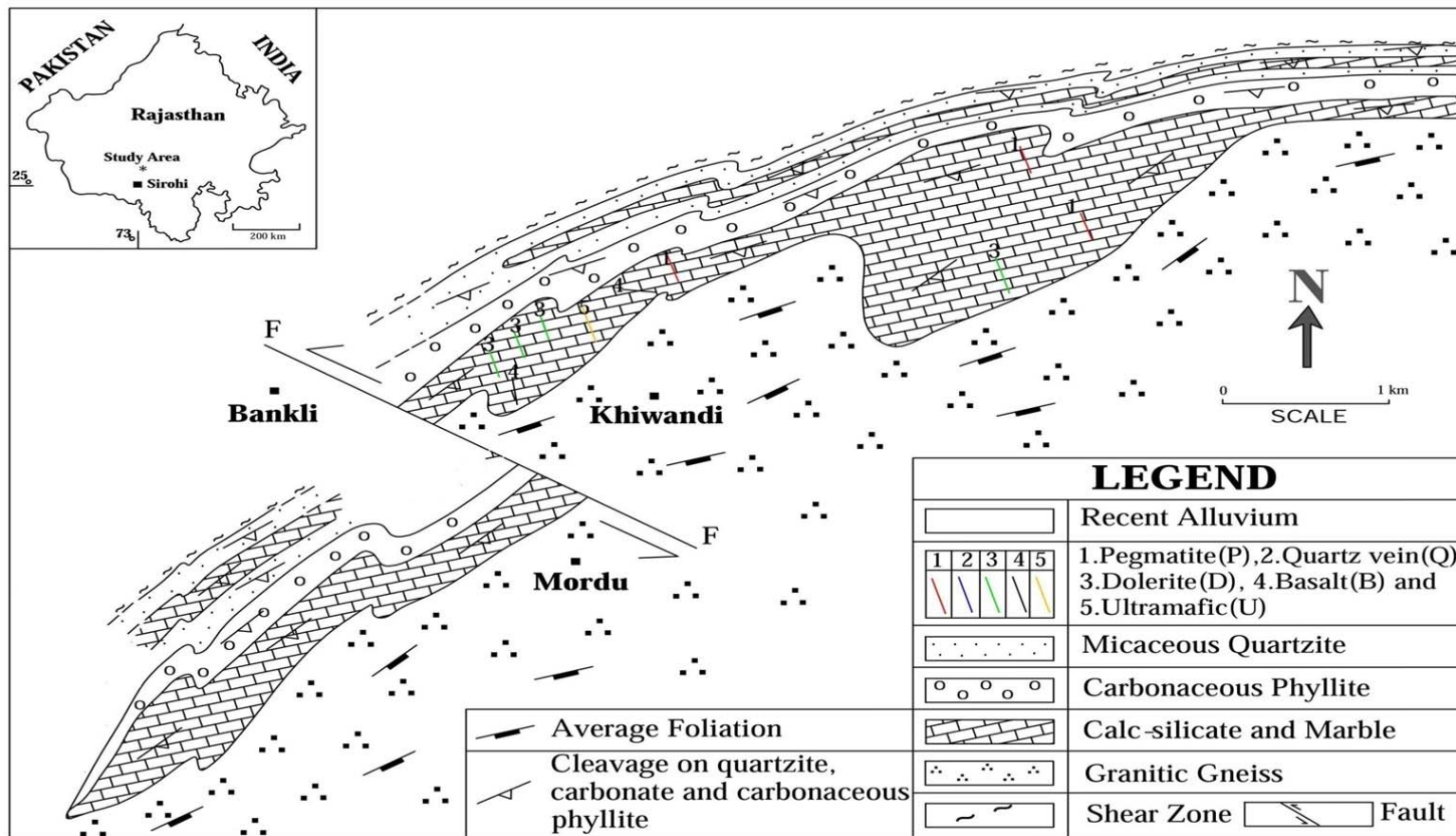


Plate – 1



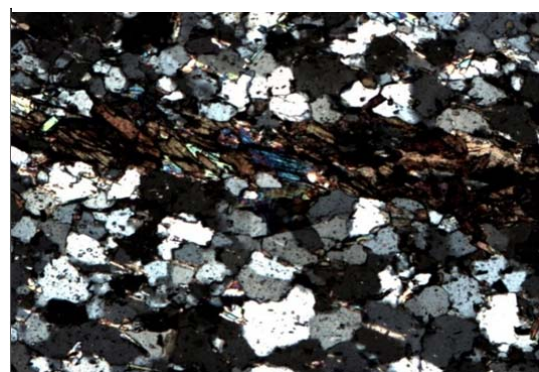
A: Photograph showing large oval and tabular shaped megacryst of K-feldspar in fine matrix (Granitic rock).



B: Photograph showing pegmatite body (a variety of granite) in eastern part of Khiwandi area.



C: Photograph showing vertical early cleavage (S_1) with across sheared quartz veins in micaceous quartzite, exhibiting boudinization.



D: Photomicrograph showing parallel alignment of biotite and muscovite forming schistosity in quartzite. Note the sericitization in the middle across the photograph.



E: Bedding plane is visible by variation in colour, differential weathering and the presence of thin quartz rich layers in carbonate rock near Khiwandi area.

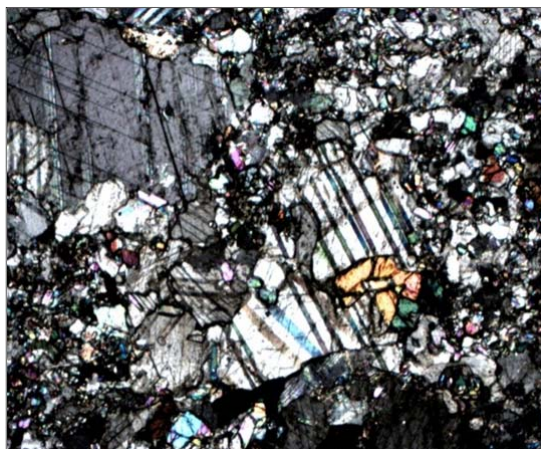


CR

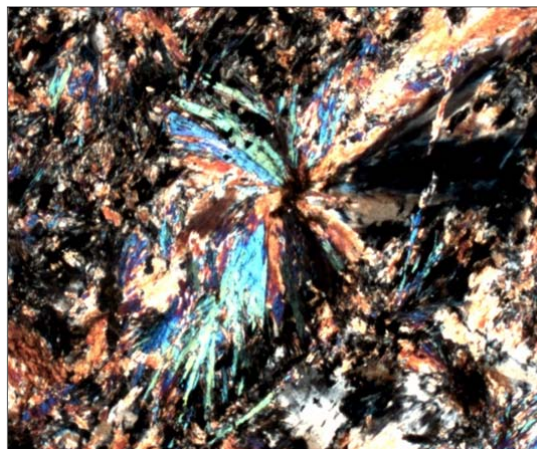
Gr

F: Photograph showing contact between granite (Gr) and carbonate rock (CR), in south of Khiwandi area.

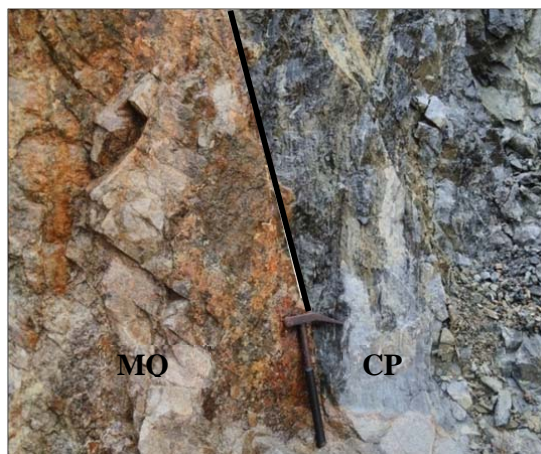
Plate – 2



G: Photomicrograph of crystalline calcite exhibiting two sets cleavage and twinkling nature (Khiwandi area).



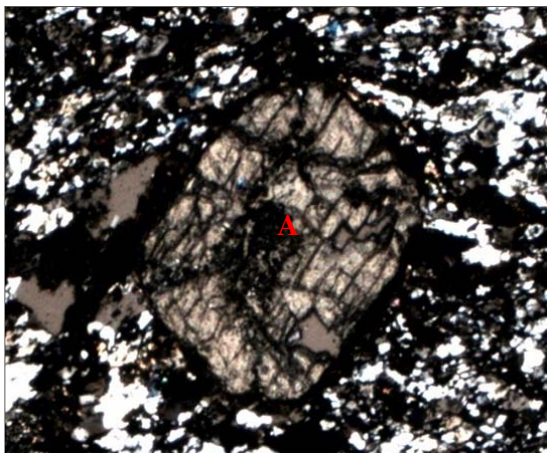
H: Photomicrograph of Actinolite radiating needles in carbonate rock of Khiwandi area.



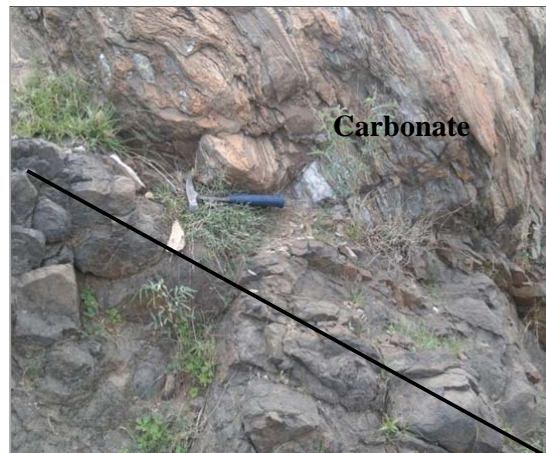
I: Field photograph exhibiting the contact between carbonaceous phyllite (CP) and micaceous quartzite (MQ), observed near Khiwandi village.



J: Boudins of quartz in carbonaceous phyllite, formed due to shearing, observed near Mordu village.



K: Photomicrograph showing euhedral crystal of Andalusite (A) in fine grained carbonaceous phyllite.



Dolerite Dyke

L: Photograph showing dark colored dolerite dyke, intruded in Carbonate rock, observed near Khiwandi Village.

GLOBALIZATION - IMPACT ON THE INDIAN SOCIETIES

ITI TIWARI

School of Social Sciences

U.P. Rajarshi Tandon Open University

Phaphamau, Allahabad, Uttar Pradesh - 211013

ABSTRACT

“Global interaction, rather than insulated isolation, has been the basis of economic progress in the world. Trade, along with migration, communication, and dissemination of scientific and technical knowledge, has helped to break the dominance of rampant poverty. Globalization was adopted by Indian Government during 1990-91 when Indian Economy was in very bad shape. It was, however, adopted not as a solution to deteriorating India economy but to enable itself to get further foreign exchange loans from World Bank as its foreign exchange reserves were reduced. To rectify its ailing financial health, Government simultaneously decided to amend its economic policies and go for privatization & liberalization of its economy. These decisions had immediate positive effect. However, globalization has proved to be a double edged weapon. It did help government temporarily meet its emergent need of foreign exchange but it has, as a by-product, caused some permanent damage to Indian Economic system and Indian social structure. The present work investigates the effects of globalization on psychological functioning. It is observed that globalization is a vital step towards a more stable world and better lives for people in it. However, human lives are increasingly being challenged and integrated into larger global networks of relationships. The forces of globalization are affecting the youth, families, and cultural systems worldwide. All social systems are contaminated by the need to borrow values, morals, skills, and competencies from the next regions or nations.

Key Words: Globalization, Culture, Psychological functioning, Privatization, Liberalization, disinvestment, Foreign exchange.

INTRODUCTION

The term “Globalization” has been widely used in the last fifteen years. It is a controversial term and has been defined in several different ways. Globalization indicates that the world today is more interconnected than before. Globalization in its basic economic sense refers to the adoption of open and unfettered trading markets (through lowering of trade barriers, removal of capital controls, and liberalization of foreign exchange restrictions). Large volumes of money movement,

increased volumes of trade, changes in information technology and communication are all integral to a global world. There is also a significant movement of people from one country to another for trade and work. Such increases in the movement of goods, labor, and services have weakened national barriers and restrictions that are imposed by a nation state. In the past two decades, economic globalization has been the driving force behind the overall process of globalization. Globalization is the process by which culture influence one another and

become more alike through trade immigration and the exchange of ideas and informations (Giddens 2000). The process of doing trade has got a tremendous boost in last about 20 years due to the policies of IMF, The World Bank, WTO, who are engaged in USA. They all are compelling developing countries for globalization by encouraging local markets to world trade. Development of means of communication, transport, financial market, mobility of goods, Capital, manpower & data all have boosted globalization. It was initially engaged in trading relations but it spread in the fields of national and regional economy, societies and cultures through global network trade, communications and migrations (C. Rangarajan 2000). These Human links have changed socio-cultural face of various countries of the world (www.globalpolicy.org).

EFFECTS OF GLOBALIZATION ON INDIAN ECONOMY

Many discussions of globalization have focused mainly on economics and politics (Appadurai 2000). However, realizing that Globalization, by itself, may not help the ailing Indian economy, the then Government of India decided to go for privatization of its economy and to adopt liberalized economic policies such as abolition of Industrial licensing, abolition of Government control over capital issues and creation of SEBI to encourage equity culture in India and decided to go for partial disinvestment in public sector enterprises.

Policies of Privatization and liberalization of economy, along with the process of globalization, had a dramatic effect on Indian Economy which responded swiftly and positively to these measure, Fiscal deficit immediately came down to 5.9% in 1991-92 itself. The real GDP increased at an annual rate of about 6%.

More than other imports, imports of capital goods, embodying technological innovation are important both because of the role they play in contributing to capital upgrading and more generally to economic growth of Developing Countries (Xu and Wang, 2000; Eaton and Kortum, 2001; Mazumdar, 2001), and because they originate the so-called "skill-enhancing trade", (Robbins, 1996 and 2002; Barba Navaretti et al., 1998; Berman and Machin, 2000 and 2004; Vivarelli, 2004). In fact, even without necessarily assuming that developed countries

transfer their "best" technologies to the DCs, it is quite reasonable to expect that transferred technologies are relatively skill-intensive, i.e. more skill-intensive than those in use domestically before trade and FDI liberalization. If such is the case, openness via technology should imply a counter – effect to the SS theorem prediction, namely an increase in the demand for skilled labour, an increase in wage dispersion and so an increase in income inequality.

Finally, globalization is often coupled with market – oriented policy reforms within the globalizing Dc,s (such as the liberalization of the domestic labour market or the privatization of previously state – owned firms; Lee, 2000; Easterly, 2001; Milanovic, 2003). Hence, on the theoretical side, relaxing the HO hypothesis of technological homogeneity, and allowing of capital deepening and skill – biased technological change.

Direct effect of Globalization is intensified interdependence of Indian economy and world economy. As a result, it has become very difficult for Government of India to insulate its economy from World Economy. Government is no more the sole driver of Indian Economy which is influenced more and more by international policies and international economic conditions (Chander Sekhran, Balkrishnana and C.Rangarajan 2002). Direction and depth of all economic activities in India is now governed largely by global Economy.

Through Globalization large scale migrations from India and easy availability of foreign products have increased the exposure of Indian population to high quality and reputed foreign products/brands. Indians now prefer global brands over Indian brands. Globalization has adversely affected many established companies.

Reductions in custom duties have snatched large part of Indian market from Indian Industry and passed it on to imports from established global players.

Indian industry has transformed itself from labour intensive processes to Capital intensive processes by adopting global technologies and automatic machinery. This has resulted in high rate of unemployment in India. Unemployment is the biggest challenge for Indian Government today.

GLOBALIZATION: FAMILIES AND MENTAL HEALTH

Globalization and its impact on people at social, cultural, and psychological levels is discussed in this head. Societies and people are changing because of this economic phenomena and the process of change can impact families, individuals and communities. Globalization is associated with rapid and significant human changes. The movements of people from rural to urban areas has accelerated, and the growth of cities in the developing world especially is linked to substandard living for many. Family disruption and social and domestic violence are increasing.

Global population is getting closer to sharing similar social values, aspirations, attitudes and life styles. Local culture, spiritual practices and core social – values have been getting reframed and a new meaning is being given to human life. It is globalization and globalization alone, which is responsible for changing people's outlook and life style (Pieterse Jan. N 2003).

Western culture has given new meaning to life to Indian youth (Ghosa, Biswajit 2011). The forces of Globalization are taxing the youth (Doku, P. N., Oppong Asante, K. 2011). Old age religious practices which differentiated people from different religions are getting blurred (V. Sundram).

Concepts of national identity, and of family, job and tradition are changing rapidly and significantly. There is concern that competitiveness introduced by globalization is leading to more individualistic societies. On the other hand, rapid change can encourage fundamentalism, a desire for the past, and a loss of tolerance for differences in religion and culture. The nation state is losing influence relative to global economic pressures, and in some countries there is a failure or hesitation to develop social policies. All of these changes increase the likelihood that vulnerable people will be exploited, and threats to the human rights of less able people will increase.

It is observed by economists that the crash of the stock market in Asia in 1994 was an example of the rapid spread of adverse human consequences because of the interdependence of economies and people. Millions of people lost prosperity and

livelihoods, and education and health services were among those cut across the region. The effects, including social unrest and poverty, are still evident. Domestic violence and suicide increased in this period in several parts of the countries in the region. It is also noticed that the illicit drug trade has grown in recent years to form a significant proportion of the total business volume in the world.

THE BUSINESS PERSPECTIVE OF GLOBALIZATION:

In a capitalistic market, multinational companies are taking the lead in establishing themselves and creating a major presence in almost every part of the world. Coca Cola, McDonalds, and Nike are examples of such growth and proliferation. The media then plays a major role in advertising the benefits of new products and services as being BETTER AND SUPERIOR to what the local market has. And slowly but steadily the food that we eat, the clothes we wear and the life style we lead begins to change. This process becomes consumerism within a capitalistic culture.

So people as consumers are being studied for their patterns and behaviors of spending. At one level it may appear that globalization has no significant impact on families and that our lives are 'normal' in most circumstances. Many people are not totally aware of how they form a crucial part of this phenomenon. The reality is that every single individual is affected in one way or another. These changes affect people's identities and cultural values, which sometimes become altered significantly. Whether it is between generations, or intra-personally, new values can cause dissonance and conflict with existing deeper-rooted values. Sometimes such transitions and changes can further cause difficulty with internal growth and development.

PSYCHOLOGICAL IMPACT OF GLOBALIZATION:

The most significant psychological consequence of globalization is that it transforms one's identity: in terms of how people think about themselves in relation to the social environment. There are many major issues related to identity, which develop due to globalization. The implications of Globalization on culture and psychological functioning are also investigated (Doku, P. N.,

Oppong Asante, K. 2011). Culture is defined as the total pattern of human behavior and its products embodied in speech, action and artifacts and dependent upon man's capacity for learning and transporting knowledge to succeeding generations (Tomlinson 1999).

Firstly, Globalization has its primary psychological influence on issues of identity. The central psychological consequence of globalization is that it results in transformations in identity, that is, in how people think about themselves in relation to the social environment. Two aspects of identity stand out as issues related to globalization. First, as a consequence of globalization, most people in the world now develop a bi-cultural identity, in which part of their identity is rooted in their local culture while another part stems from an awareness of their relation to the global culture. Second, the pervasiveness of identity confusion may be increasing among young people in non-Western cultures. As local cultures change in response to globalization, some young people find themselves at home in neither the local culture nor the global culture. Several writers have argued that many children and adolescents now grow up with a global consciousness. From a psychological perspective, this consequence of globalization can be usefully conceptualized in terms of bicultural identities, (Tomlinson 1999). What it means in this context is that in addition to their local identity, young people develop a global identity that gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles, and information that are part of the global culture. Our global identity allows us to communicate with people from diverse places when we travel from home, when others travel to where we live, and when we communicate with people in other places through media technology. Television and the Internet are even more important, because they allow direct communication with other people worldwide and because they provides direct access to information about every part of the world. Parallel to our global identity, we continue to develop a local identity as well, one based on the local circumstances, local environment, and local traditions of the place where we grew up. This is the

identity we use most in our daily interactions with family, friends, and community members. Thus, people have one identity for participating in the global world and succeeding in the fast-paced world of high technology, and another identity, rooted in traditions, that they maintain with respect to their families and personal lives. Although developing a bi-cultural identity means that a local identity is retained alongside a global identity, there is no doubt that local cultures are being modified by globalization, specifically by the introduction of global media, free market economics, democratic institutions, increased length of formal schooling, and delayed entry into marriage and parenthood. These changes greatly alter traditional cultural practices and beliefs. Such changes as (Hermans & Kempen 1998) noted may lead less to a bi-cultural identity than to a hybrid identity, combining local culture and elements of the global culture. As local cultures change in response to globalization, most people manage to adapt to the changes and develop a bi-cultural or hybrid identity that provides the basis for living in their local culture and also participating in the global culture. However, for some people, adapting to the rapid changes taking place in their cultures is more difficult. (Doku, P. N., Oppong Asante, K. 2011).. In terms of (Erikson 1968) theory of identity formation, it could be said that in facing the issue of identity versus identity confusion in adolescence, globalization increases the proportion of young people in non- Western cultures who experience a state of identity confusion rather than successfully forming an identity. What this means is that as the young increasingly grow up with a global consciousness, they are likely to have diminished ties to the specific place they live in.. Again, electronic media such as television and computers are at the heart of this transformation, because of the way they penetrate local experience and allow access to information and persons in many other places. However, for some youth rather than experiencing identity confusion they create their own ways of doing things (self selected cultures). Identity confusion among young people may be reflected in problems such as depression, suicide, and substance use.

Secondly the change brought about by globalization is the growth of the self-selected culture, which means people choose to form groups with like-minded persons who wish to have an identity that is untainted by the global culture and its values. The values of the global culture, which are based on individualism, free market economics, and democracy and include freedom, of choice, individual rights, openness to change, and tolerance of differences are part of “western values.” For most people worldwide, what the global culture has to offer is appealing. One of the most vehement criticisms of globalization is that it threatens to create one homogeneous worldwide culture in which all children grow up wanting to be like the latest pop music star, eat Big Macs, vacation at Disney World, and wear blue jeans, and Nikes. This outcome is unlikely since most people will develop a bicultural identity that includes a local identity along with their global identity. Besides, while most young people may jump with accept globalization and its changes, there will e other who will remain out of it by joining a self-selected culture of fellow dissenters. Such groups can have a religious basis, which can result in fundamentalism or espouse clear non-religious anti-global views.

Thirdly the consequence of globalization is the spread of emerging adulthood. The timing of transitions to adult roles such as work, marriage and parenthood are occurring at later stages in most parts of the world as the need for preparing for jobs in an economy that is highly technological and information based is slowly extending from the late teens to the mid-twenties. Additionally, as the traditional hierarchies of authority weaken and break down under the pressure of globalization, the youth are forced to develop control over their own lives including marriage and parenthood. The spread of emerging adulthood is related to issues of identity. Where a period of emerging adulthood is present, young people have a longer period for identity explorations in love and work before they commit themselves to long-term choices. By experiencing different love relationships, different educational possibilities, and different jobs, they learn more about themselves and they clarify their preferences and abilities. Emerging adulthood is

possible only in societies where economic development is high enough that the labor of young people is not urgently needed.

They are allowed to spend their late teens and early to mid-twenties exploring possibilities for self development because there is no pressing need for them to contribute to the economic well-being of their families (Arnett, 2000). For young people in developing countries, emerging adulthood exists only for the wealthier segment of society, mainly in urban areas, whereas the rural poor have no emerging adulthood and may even have no adolescence because they begin adult-like work at an early age and begin relatively early. Social scientists (Larson and Saraswathi, 2002) observe, that the lives of middleclass youth in India, South East Asia, and Europe have more in common with each other than they do with those of poor youth in their own countries.

Globalization appears to be a significant force in the psychological development of the people of the 21st century. Globalization has been going on in some form or another for centuries: Cultures have long influenced each other through trade, migration, and war. As a consequence of globalization, the challenges of creating a viable identity are perhaps greater than they have been in the past. According to (Giddens 2000), “when globalization alters and erodes traditional ways, identity “has to be created and recreated on a more active basis than before”. Identity is less influenced by prescribed social roles and based more on individual choices, on decisions that each person makes about what values to embrace and what paths to pursue in love and work. Some people react to this responsibility with identity confusion or seek refuge in a self selected culture that offers more structure and takes over some decisions.

SOCIAL AND CULTURAL IMPACTS OF GLOBALIZATION

The study of social changes is extensive and often support the impact of changes in families. India is a culturally diverse country. Sixteen per cent of the world’s population lives in the country. There are over 826 languages and thousands of dialects spoken. The difference in regions, topography and climate allow for different types of lifestyles and

culture. Although about 70 per cent of the populations live in rural areas, India is rapidly urbanizing with more than 225 cities with over 100,000 population, and at least ten cities alone with over a million people.

By United Nations standards, Indian has begun to age. Over 7.7% of the population is above 60 years and this number is expected to reach 12.6% by the year 2025. . Improved sanitation, increased attention to maternal health and better childcare facilities greatly reduced infant mortality rates. Globalization is hardly a new force affecting India. To think so is to ignore a diverse and pluralistic long-standing civilization that was shaped by a long list of (globalizing) cultures that became what we now know as India. The previous globalizers of India include the Aryans, Greeks, Turks, Afghans, Muslims and most recently, the Europeans, Portuguese, French, Dutch and finally the English.

The former globalizers that came with invading armies have increasingly been replaced by less violent but equally powerful globalizers. Television is arguably the most dominant gateway of globalization affecting India today. While TV was launched in India in the late 1950s it only became widespread in the 1980s, after the governments ended their monopoly as the only broadcaster. Satellite TV arrived in 1991, bringing with it far reaching consumerism. In terms of people, India faces some resource and infrastructure constraints. Increased longevity has led to the emergence of many health and social issues. Fragmentation of the traditional family network is leading to an erosion of the available support within the immediate and extended family.

Migration of younger generations from rural to urban areas and from one urban center to another as well as transnational migration has resulted results in the elderly being left to fend for themselves at a time when family support becomes more crucial. With more women joining the workforce system, the care of aged within families has declined. For those who live within extended families the elderly have to live in harmony with the younger generation that has to face a highly competitive world of globalization. While the nuclear family system is increasingly becoming the

norm, modern life-styles, changing professional and personal expectations are impacting relationships of marriage and commitment. In cities young people are starting to choose their own partners. Arranged marriages, however, continue. Meanwhile, as divorce rates increase especially in cities, the concept of single parenthood has not caught on in the Indian culture. According to the India's Ministry of Health reports (1997), teenage pregnancies are reaching an all-time high. In the southern state of Kerala, teenage abortions rose by 20 per cent in a year, while the western state of Maharashtra, one-fifth of all abortion were with girls less than 15.

Consumerism has permeated and changed the fabric of contemporary Indian society. Western fashions are coming to India. The traditional Indian dress is increasingly being displaced by western dresses especially in urban areas. Indian MTV, soap television, and films set a stage for patterns of behavior, dress codes and jargon. Despite prohibition of child labor by the Indian constitution, over 60 to a 115 million children in India work. While most rural child workers are agricultural laborers, urban children work in manufacturing, processing, servicing and repairs. Globalization most directly exploits an estimated 300,000 Indian children who work in India's hand-knotted carpet industry, which exports over \$300 million worth of goods a year. Uncounted other children work in less formal sectors, such as the incense industry, used both domestically and exported. Reports indicate that urban Indian children and youth face significant competition and pressure to succeed

The growth of the computer and technology sector has provided middle class educated women with better wages, flex-timings, and the capacity to negotiate their role and status within the household and society. On the other hand, women continue to work in poorly paid, mentally and physically unhealthy, and insecure situations.

For most women, their domestic responsibilities are not alleviated. Wage gaps have not showed any significant changes in most employment sectors other than information technology. Additionally, prostitution, abuse and dowry related suicides are on the increase despite globalization and some say that the materialistic

greed is one of the main causes.

CONCLUSION

The impact of globalization in the cultural sphere has, most generally, been viewed in a pessimistic light. Typically, it has been associated with the destruction of cultural identities.

Globalization has greatly influenced and affected culture and identity change. People are losing their inherent national, regional, cultural, political and traditional identity. Through communication media they are learning a lot and closely linked with one another throughout the entire globe. Particularly youngsters are using these devices and adopting and following the different practices of others and sometimes the hybridization is seen. So it has become very necessary to conserve the values and traditions of our own. To keep in the view, no doubt the knowledge of all the practices of the whole world should be in our mind but ethics and values of ours be well preserved and no change should be indicated regarding our own identities and personalities. The pure form of our identity be maintained.

At last we can conclude that Globalization and marginalization go hand in hand in India. With millions of poor farmers, rural laborers, urban unemployed, slum-dwellers, 3 million refugees, 100 million street children, and the millions displaced by 'the development' projects, poverty in this era of globalization has assumed new dimensions. The question of "are the poor getting poorer?" related to inequality both nationally and internationally. It is apparent that in order to ensure that the potential gains from globalization are shared among all groups (rich and poor countries and between groups within a country) major reforms may be needed.

We can thus observe that Globalization does not seem to have helped Indian Industry. We may call globalization, at best, a double edged weapon, it has helped Indian consumers to enjoy all high Quality global brands. It did help Government of India to tide over its serious foreign exchange problem, though temporarily, by enabling it to get loans from World Bank. But, it has been at the cost of serious erosion of control of Indian Government

over its economy and at the cost of local Industry and socio cultural heritage.

Globalization is not only useless but dangerous to for Indian Economy. It gave temporary relief to Indian Government to tide over its serious foreign exchange situation during 1990-91 by enabling it to get loan from World Bank. But, as a byproduct, it has caused some permanent damage to Indian Economic system and deep rooted Indian social structure.

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ARTICULATING EFFICIENT STRATEGIES FOR GREEN MARKETING

SANDEEP R. SHUKLA

PROFESSOR ,

BANSAL INSTITUTE OF SCIENCE AND TECHNOLOGY,

BHOPAL

ABSTRACT

The products which are produced through green technology and which cause no ecological hazards are commonly known as environment safe green products. Endorsement of green technology and green products is essential for protection of natural assets and is important for promoting sustainable development and maintaining ecological balance in the earth. Developing products that balance consumers' needs for excellence, performance, cost effectiveness, and expediency with the least possible blow on the ambience, and with adequate concern for social contemplation, e.g., manual labor as well as populace of a place which may be segregated as green products is the most emergent issue in the growing economies of the world. Developing green marketing strategies is need of the hour as every body is interested to safeguard environment from perpetual degradation.

INTRODUCTION

It is the immense want of present hour to generate massive demand for the ensuing brands of the green products through convincing, value based marketing strategies that offer realistic advantages to customers in important ways related to ecological environmental and communal concern and authorizing and attracting masses to generate consumer utilitarian pattern for environmentally safe products. The new regulations and strictures pertaining to green marketing are being addressed to entice today's eco-conscious customers cannot be parallel with conventional promotion plan and policy. Brand builders in the present century are responsible to hard-hitting novel principles. Meeting the challenges of today's level of green consumerism presents its own mandates for corporate processes, branding practices, product quality, price, and

promotion. To realize that the rules of the game have changed in a big way, one need only recall the unsavory backlash that is now occurring over what is perceived by environmentalists, regulators, and the press as inconsistent and often misleading eco-labels and messages."Greenwash" -- are increasing in the market which proves that marketing of ecological safe products involves modification of one or two product characteristics with same claims therefore prudent marketing strategies have to be evolved with green marketing . Because of fleet of marketers the consumers have to be extra ordinarily cautious about the claims of suppliers. Leveraging environment standards strictly as per benchmarking standards is very important for the social development, sustainable development and achieving overall growth in the society. New brands have proliferated in the market place

therefore comparing products of different brands and evolving such brands which are cost effective, user friendly, and have low maintenance costs as also low life cycle costs are essential for the marketing companies involved in green marketing practice.

The most important strategies for success of green marketing business:

The green marketing strategy is an art as well as science which involves through market research as well as innovative and creative initiatives for marketing environmentally safe products which are increasing in the Indian peninsula and transnational economies. Some of the steps to be practiced in Green Marketing are as below:-

1. Marketer has to thoroughly evaluate the environmental and social values ethics and principles of the customers and other associates at market place and develop a futuristic plan to line up with them so that a specific brand becomes more acceptable to the customers.
2. Produce innovative products and services that establish consumers' taste and preferences for excellence, expediency, and affordability with negligible undesirable affect on environmental impact over the entire life cycle of the manufactured goods.
- 3 Maintain strong trustworthiness with customers for the entire marketing effort, by providing corporate assurance regarding total transparency and ethics in marketing of green products and providing satisfactory after sales services to the clients. Remembering not to sell products and services to the customers but sell satisfaction to them.
5. Being proactive at market place and knowing the marketing strategies of your competitors. Try to build rapport with the consumer class associate with such a brand building exercise which can enthuse more customers to associate with you and increase your revenue from operations.

7. Don't relinquish market place because of barriers till success comes your way, remember slow and steady wins the race. Remember your product should give no adverse impact on the environment; it should be reliable, cost effective and should have best possible expediency.

8 Many market surveys indicate that consumers favor green products, and are happy to pay more for environmentally safe products. The major problem of marketing of green products is the market share dynamics. Many reputed brands have only up to 3 percent of total market share in the prevalent marketing conditions; so far as business-to-business marketing channels are concerned, green marketing offers comparatively better results. However, marketers should mainly focus on about some of the other competitive propositions, such as offering best quality, ease of maintenance, and price.

9. It is seen that price-conscious consumers are the least receptive to green marketing channels. Green marketing, therefore, encounters a particular challenge in times of monetary slowdown and economic tsunami, as price becomes a major concern so far as purchasers' decisions are concerned.

10 Products which are biodegradable, recyclable, and reusable should be promoted. Green marketing involves a holistic marketing approach.

11. Demonstrating about product features in a committed way on multiple levels such as in trade fares, hats and retail outlets as well as in malls, hyper malls etc. will improve market share dynamics

12. The chemical content, composition and characteristics of green product should be such that it offers no adverse affect to the environment. Therefore, environment impact is

null or zero. This will induce customer confidence and affinity of the customers.

13 Green Marketing has got some inherent challenges. It has been seen that “Green” campaigns are completely true and there is a requirement of standardization to validate these claims. There is no consistency to validate these claims. There is no standardization currently in place to certify that the product is purely organic. Unless some statutory body affords some certifications for the customers they can not be enticed to purchase the product.

14 Since Green Marketing is a new concept customer education is a must and customers perception can be seen through market research reports whether what does customer wants in the design, and other specifications of the product?

15 Labeling and packaging of the green marketing products should be unique so that it can be easily identified in the masses of products thus making it easier to the consumers to identify and segregate the product from variety of products available in the market.

16 You need to motivate customers to opt the option of green marketing channel and switch to green marketing products this will be important

for all round growth of environment management system in the country.

17 Digital Tickets with PNR number by Indian Railways issued in laptops and mobiles through IRCTC is an appreciable step towards Green Marketing. Big super malls hyper malls charge money from the customers while distribution of items purchased in poly bags it is also a good green initiative as poly bags are non bio degradable. Green initiative by state Bank, ICICI Bank, HDFC Bank, Axis Bank for paper less banking M- wallet Schemes, ATM transfers , RTGS transfer, ECS services are commendable efforts towards green marketing in our country. Lead free paints by manufacturers and absence of the hazardous heavy metals like arsenic and antimony lead, mercury, chromium, which can have adverse effects on humans in the innovative paint manufacturing technology is also good step towards green marketing.

Now, let us see how much efforts developing and developed economies of world are making for export and import of products related to energy efficiency and for sustainable energy management perspectives.

TABLE 1

List of exporters for the selected product

Product: Machinery, nuclear reactors, boilers, etc.

Unit : US Dollar thousand

Exporters	Exported value in 2011	Exported value in 2012	Exported value in 2013	Exported value in 2014	Exported value in 2015
World	2,077,061,284	2,081,210,986	2,097,832,281	2,160,163,016	1,936,488,379
China	353,763,873	375,899,473	383,152,558	400,844,172	364,536,627
Germany	261,800,260	246,994,935	252,164,997	258,550,373	224,437,723
United States of America	205,826,160	215,180,488	213,482,188	219,766,259	205,821,018
Japan	171,275,654	158,870,832	135,210,902	132,442,709	117,656,790
Italy	104,251,730	98,752,347	103,966,506	107,641,638	92,280,613
Netherlands	95,767,263	89,185,953	91,394,510	93,999,144	80,381,673
Hong Kong, China	63,203,331	69,273,564	67,820,753	69,121,348	64,716,925
United Kingdom	68,543,899	66,520,131	70,532,997	71,611,244	64,340,750
Korea, Republic of	59,658,652	58,979,883	59,318,363	63,051,130	62,121,212
Mexico	48,310,689	53,774,524	53,952,515	60,326,694	58,904,895
France	67,024,618	64,643,405	65,726,927	66,888,290	57,360,853
Singapore	56,812,733	57,098,013	56,067,543	53,959,323	50,958,784
Thailand	34,410,918	37,158,316	37,238,859	38,672,183	37,131,792
Canada	31,431,227	32,811,481	31,088,933	32,555,047	31,040,714
Belgium	36,177,788	34,145,178	33,596,335	33,228,236	29,134,980

Source: International Trade Centre calculations based on UN COMTRADE statistics.

TABLE 2
List of importers for the selected product
Product: Machinery, nuclear reactors, boilers, etc.
Unit : US Dollar thousand

Importers	Imported value in 2011	Imported value in 2012	Imported value in 2013	Imported value in 2014	Imported value in 2015
World	2,125,084,172	2,133,224,071	2,132,682,675	2,190,271,436	1,995,648,507
United States of America	294,378,904	315,095,389	311,300,329	331,205,458	329,348,244
China	199,313,752	181,960,039	170,570,903	179,408,835	157,189,653
Germany	153,719,587	141,720,624	143,401,532	150,862,633	133,538,102
United Kingdom	80,296,193	75,679,533	79,287,089	85,515,717	77,513,805
Mexico	53,836,203	60,758,303	62,449,967	65,571,172	67,682,923
France	79,669,670	74,025,926	76,045,138	76,134,635	67,002,381
Netherlands	72,206,793	70,179,048	71,380,664	73,026,314	64,468,432
Canada	64,281,944	67,529,517	65,787,480	67,537,400	63,198,708
Hong Kong, China	63,909,909	70,207,803	69,216,001	67,089,984	61,831,748
Japan	63,804,128	64,134,473	62,315,608	65,041,607	59,516,089
Korea, Republic of	49,328,556	46,424,171	47,449,514	48,795,680	46,447,517
Singapore	49,154,813	50,522,013	49,030,879	47,371,128	43,080,213
Italy	45,088,355	39,603,824	40,556,166	43,236,908	38,967,496
Russian Federation	51,672,092	57,818,026	56,964,844	52,105,387	33,370,722
India	35,489,437	36,226,292	31,945,783	31,193,506	32,047,180

Source: International Trade Centre calculations based on UN COMTRADE statistics.

Analysis of Table 1 shows that the world in fiscal 2015 has exported machinery worth **1,936,488,379** thousand US dollars, exports have been done for machinery like boilers , nuclear reactors and other products

used for energy generation and the associated products such as recuperates, economizers, regenerators and many other products related with energy generation and conservation. China tops the list and Belgium is fifteenth in the list.

India is twenty fifth in the list which has exported energy machinery and other type of machinery worth **13,231,404** thousand US dollars in fiscal 2015, this has not been shown in the table. These are International Trade Centre calculations based on UN COMTRADE statistics.

Analysis of Table 2 shows that the world in fiscal 2015 has imported machinery worth 1,995,648,507 thousand US dollars, imports have been done for machinery like boilers , nuclear reactors and other products used for energy generation and the associated products such as recuperates, economizers, regenerators and many other products related with energy generation and conservation. United States of America tops the list. India is fifteenth in the list which has imported energy machinery and other type of machinery worth 32,047,180 thousand US dollars in fiscal 2015. These are International Trade Centre calculations based on UN COMTRADE statistics. The table also shows that many countries have tried to go for import substitution also and are trying to become self reliant in manufacturing these machineries indigenously.

Conclusion: The energy machinery and trade of green marketing products has become global issue, every country is trying to captivate its own technology as well as trying import assistance for over all development and all round growth of industrial economy. Many countries are now focusing attention in import substitution in the manufacturing of such machinery which can be used in energy generation and conservation. However, growing economies can articulate efficient green marketing strategies so that the efforts towards safeguarding environment can be accelerated and prudent and cogent steps can be taken by developing economies of the world to safeguard environment by sustainable development, energy economy issues etc.

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