Volume 3, Issue 10(1), October 2014

International Journal of Multidisciplinary Educational Research

Published by
Sucharitha Publications
Visakhapatnam – 530 017
Andhra Pradesh – India
Email: victorphilosophy@gmail.com
Website: www.ijmer.in

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Editor-in-Chief

ISSN: 2277-7881; Impact Factor -2.735

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH

Visakhapatnam -530 003, Andhra Pradesh – India, www.ijmer.in

Editorial .....

Provoking fresh thinking is certainly becoming the prime purpose of International Journal of Multidisciplinary Educational Research (IJMER). The new world era we have entered with enormous contradictions is demanding a unique understanding to face challenges. IJMER's contents are overwhelmingly contributor, distinctive and are creating the right balance for its readers with its varied knowledge.

We are happy to inform you that IJMER got the high Impact Factor 2.972, Index Copernicus Value 5.16 and IJMER is listed and indexed in 34 popular indexed organizations in the world. This academic achievement of IJMER is only author's contribution in the past issues. I hope this journey of IJMER more benefit to future academic world.

In the present issue, we have taken up details of multidisciplinary issues discussed in academic circles. There are well written articles covering a wide range of issues that are thought provoking as well as significant in the contemporary research world.

My thanks to the Members of the Editorial Board, to the readers, and in particular I sincerely recognize the efforts of the subscribers of articles. The journal thus receives its recognition from the rich contribution of assorted research papers presented by the experienced scholars and the implied commitment is generating the vision envisaged and that is spreading knowledge. I am happy to note that the readers are benefited.

My personal thanks to one and all.

(Dr.Victor Babu Koppula)

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ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

STATUS OF DISTRICT INSTITUTE OF EDUCATION AND TRAINING IN HIMACHAL PRADESH

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Introduction

The progress of the country depends upon the quality of its teachers and for this reason teaching is the noblest among all the professions. The irony of the fate for this reason teaching is the most unattractive profession and teacher no longer occupies an honourable position in the society. Teaching can regain its earlier noble status in case the quality of teacher education in our country is improved. It is probably for this reason that the education commission recommends the introduction of a sound programme of professional education of teachers. In the absence of others influences, a teacher tries to teach in the way in which he himself was taught by his favourite teacher and this tends to perpetuate methods of teaching in a situation like the present when new and dynamic methods of instruction are needed ,such an attitude becomes an obstacle in the progress. He can modify only by the effective professional education which will initiate the teacher to the needed revolution in the teaching and lay the foundations for their future professional growth.Though the professional preparation of teachers has been recognized as crucially important since the 1960s, the ground reality remains a matter of great concern. The Kothari Commission (1964–66) emphasized the need for teacher education to be

brought into mainstream academic life, but teacher education institutes continue to exist as insular organisations. The Chattopadhyaya Committee (1983–85) recommended that the length of training for a secondary teacher should be five years following completion of Class 12; it also suggested that colleges of science and arts introduce an Education Department to allow students to opt for teacher education. The Yashpal Committee Report (1993), Learning without Burden, noted: "The emphasis in these programmes should be on enabling trainees to acquire the ability for self-learning and independent thinking."The review of related literature highlighted the following fact related to current status and functioning of DIETs. The research findings of various researchers in the area as by Govinda and Sood (2000) that different DIETs in different states of India have just begun and the others started very late. Most of the DIETs have their own buildings but they are poorly maintained. Some of the DIETs do not have hostels and the found that girls' hostels are not fully utilized. The states have divergent recruitment policy and there are shortages of the teaching positions. Gafoor and Ayiashabi (2001) found that in all DIETs, teaching posts were filled by deputing teachers from the government schools only, only few DIETs teachers showed their interest to acquire higher educational and professional qualifications. Kaul (2003) studied the teacher education in Himachal Pradesh and he found that there is hardly any application and use of innovative practices such as role playing simulation, micro teaching, team teaching etc in any of DIET. Non availability of expert teachers in educational technology, inadequate accommodation, lack of infrastructure and funds are major constraints in the effective utilization of educational technology in various in-service and pre-service training programmes. Seminars are the most preferred method of training of the pupil teachers in respect of adult education, non-formal education, multi-grade teaching and population education in the DIETs. Research area is

the weakest area of the DIETs. National Knowledge Commission (2009) report states that the training of teachers is major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most of the States. NCERT (2009**)** has conducted a study on Comprehensive evaluation of centrally sponsored scheme on restructuring and reorganization of teacher education. This study emphasizes the need of reorganization and reconstruction of teacher education institution providing training to pre service and in-service teachers as per the direction of NCF-2005.Premji Foundation Report (2010) on the status of DIETs in India reflected that most of the DIETs, which were conceived as teacher training and curriculum development institutions, have failed to live up their roles. The report also identified some problems faced by these institutions: poor infrastructure, disturbing number of vacancies, personal issues related to faculty and staff, dysfunctional programme. The objective of opening the DIETs can be achieved only when these institutions effectively participate in guiding and improving the quality of elementary education. In the light of above background the objective of the paper is to study the existing status and functioning of the DIETs of Himachal Pradesh in terms of administrative structure, staffing pattern, academic branches, infrastructure facilities, financial resources, recruitment policy, designing of Annual work plan and providing academic and resource support to elementary school of Himachal Pradesh.

Present Concerns in Teacher Education

Teacher education programmes today train teachers to adjust to a system in which education is seen as the transmission of information. Attempts at curricular reform have not been adequately supported by the institution of teacher education. Large-scale recruitment para-teachers have diluted the identity of the teacher as a professional. Major initiatives during the mid 1990s were focused on in-service

training of teachers. This has accentuated the divide between pre-service and in-ser vice teacher education. Pre-primary, primary and secondary teachers continue to be isolated from centres of higher learning, and their needs for professional development remain unaddressed. Existing teacher education programmes neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society. There is little space for engagement with innovative educational experiments. Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question. Curriculum, syllabi and textbooks are never critically examined by the student-teacher or the regular teacher. It is assumed that links between instructional models and teaching of specific subjects are automatically formed during the programme. Most teacher education programmes provide little scope for student-teachers to reflect on their experiences and thus fail to empower teachers as agents of change

Establishment of DIETs in Himachal

After the implementation of National Policy of Education, at the State level, there were Elementary Teacher Education Institutions but their activities were confined mostly to pre-service teacher education. Physical, human and academic resources of most of the institutions were inadequate even for this limited role. By the time of adoption of the NPE, elementary and adult education systems were already too vast to be adequately supported by national and state level agencies alone. The NPE implied their further expansion as also considerable qualitative improvement. Provision of support to them in a decentralized manner had therefore become imperative. The NPE and POA accordingly envisaged addition of a third-district level-tier to the support system in the shape of District Institutes of Education and Training (DIETs). With this, expectation would be of wider quantitative coverage as well as qualitatively better support as these

Institutes would be closer to the field, and therefore more alive to its problems and needs. Pursuant to the provision of NPE on teacher education, a centrally sponsored scheme of reconstructing and reorganization of teacher education was approved in October, 1987. The objective of establishing a DIET in each district under the centrally sponsored scheme was to improve the quality of elementary teacher education through innovative pre-service and in-service education. Under the scheme, 571 DIETs/DRCs were sanctioned, out of which 529 DIETs have become functional in the country including 12 District Institute of Education and Training in Himachal Pradesh. Seven fully operational DIETs Chamba, Hamaipur, Kangra, Mandi , Shimla, Sirmour and Solan came into existence in 1995. Five other DIETs viz Bilaspur, Kullu, Kinnour, Una were established in1996 and DIET Lahul-Spiti in the year 1999-2000.

Functions of DIETs

According to the provision of NPE on teacher education, a centrally sponsored scheme of reconstructing and reorganization of teacher education was approved in October, 1987. The objective of establishing a DIET in each district under the centrally sponsored scheme was to improve the quality of elementary teacher education through innovative pre-service and in-service education. The vision of DIETs as planned under the scheme is to restructure and reorganize the elementary teacher education to make it more responsive, and to realize universalization of elementary education. In this context, mission and role of the DIETs are as follows:-

(1) Training and orientation of the following target groups:-

(i) Elementary school teachers (both pre-service and in-service education).

(ii) Head Master, Heads of School Complexes and officers of Education Department up to Block level.

(iii) Members school management committee, Community leaders, youth and other volunteers who wish to work as educational activities.

(iv) Resource persons who will conduct suitable programmes for the target groups mentioned at (i) and (iii) above, at centres other than the DIET.

(2) Academic and resource support to the elementary and adult education systems in the district in other ways e.g. by

(i) Extension activities and interaction with the field,

(ii) Provision of services of a resource and learning centre for teachers and instructors,

(iii) Development of locally relevant materials teaching aids, evaluation tools etc., and

(iv) Serving as an evaluation and monitoring centre for elementary school and programmes implemented

(3) Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

Looking to the above functions, a DIET would need to have staff strength in the area of Foundations of Education and Pedagogy and the subjects taught at the Elementary stages. As per the major shifts in teaching learning processes, classroom environment, pre-service and in-service training programmes as mentioned in NCF 2005 and RTE-Act 2009. As per the guidelines of National Curriculum Framework on Teacher Education the main tasks and role expected from DIETs are:

- Quality teacher training, leading to high learning levels among students (Activity Based Learning/Active Learning Methodology)
- Improving pedagogy and making classroom learning interesting (child centred)

- Developing Curriculum and Academic Material such as child-friendly textbooks
- Planning and Management of all programmes implemented in elementary education.
- Conducting Research, developing low & no-cost gadgets, supporting innovations
- Evaluating Students, Teachers, Programs and Institutions
- Using technology in education

And this can only be done when all the seven academic branches viz. Pre-service Teacher Education Branch, Work Experience Branch, District Resource Unit, In-Service Programmes Field interaction and Innovation Coordination, Curriculum, Material Development & Evaluation, Education Technology and planning &management function properly. In addition to above branches, there is an administrative section to provide necessary administrative support to these branches in the organization of different programmes designed for the beneficiaries, need to be strengthen. The District Institutes of Education and Training (DIETS), which were conceived as teacher training and curriculum development institutions, have failed to live up to their roles. This paper takes a look at the current status of DIETS across the country and proposes some actions for improvement. This paper is based on various evaluation study reports concerning DIETs by NUEPA, NCERT and other organizations. The DIETs are envisioned as 'Academic Lead Institutions' to provide guidance to all academic functionaries in the district.

Methodology

In order to conduct the present study, survey technique under descriptive method of research was used. All the 12 DIETs of Himachal Pradesh constituted the population of the study. The target population cover the Director of elementary education, DIET Principals and teacher educators working in these DIETs. Data is collected through

the help of questionnaire, interview schedule and observation schedule from the DIETs and Directorate of Elementary Education.

Current Status of DIETs in Himachal Pradesh

The status of DIETs in India reflected that most of DIETs, which were conceived as teacher training and curriculum development institutions failed to, live up their roles. The performance of DIETs across the country has been abysmal. Similarly DIETs in Himachal Pradesh are doing their maximum in this direction and these institutions are playing an important role in implementation of SSA and RMSA. Beside the role as per the guidelines of MHRD they are doing many addition works of RMSA and SSA activities in whole of the district. After the establishment of DIETs, many projects were implemented through these institutions but for the strengthening of these institutions these projects made no financial provisions. After the analysis of data following issues were highlighted. Specifically, some of the problems/issues encountered are:

1. Poor Infrastructure: DIETs in Himachal Pradesh having their own campuses and buildings. These DIETs were established during the years 1992, 1994, 1995, 1996 and one DIET that is Lahul and Spiti was made functional in the year 1999-2000. After their establishment, the government did made any provision to their maintenance and any grant specially to improve the infrastructural facilities. Out of 12 DIETs 7 are located in the rural areas facing problems of transportation, and residential problems for the in-service and pre-service trainees.

- **Inadequate space** – Very few have the mandated 10 acre space. Only Four DIETs of Himachal Pradesh having 10 acres of land. Only 50% DIETs having their own playground and facing problems in organizing all kind of co curricular activities. The DIETs building not having adequate accommodation for

the staff, labs, overcrowded class-rooms for regular batches of JBT trainees. No separate training halls and seminar Halls available in all DIETs. No auditorium is found in any DIET of Himachal Pradesh. The pre-service trainee's strength is beyond the intake capacity. The enrolled numbers of pupil teachers are four times greater than the intake capacity.

- **Maintenance** of most DIET buildings is poor, no financial provisions made for this purpose. Although every year annual work plans are being prepared and submitted to the State Govt. in this regard.
- **Hostels** are not available in all the DIETs of Himachal Pradesh separately for boys and girls. The women's hostels are not utilized for security reasons in some DIETs. The status of hostel facilities is very poor in almost all the DIETs no financial provision are made to renovate and improve the facilities available in these hostel. All the hostels of the DIETs facing severe problems of hygiene and sanitation. Especially women participants faced many problems when they came to attend the training programme in this concern.
- **Libraries**, a key facility, are non-functional and are totally neglected in almost DIETs. The posts of librarian are vacant in almost all the DIETs of the Pradesh. One post of assistant librarian is filled in Mandi DIET of Himachal Pradesh. After the establishment of these institutions the post are remain vacant till date and no efforts are made by the department in this direction. No separate budgetary provisions made to strengthen the libraries of these institutions. As per the guidelines of MHRD there is a provision of 10000 books, reading rooms, subscription to 10 professional journals beside general periodicals and daily newspapers, mostly in all DIETs

not more than 2000 books are available, non-availability of latest periodicals. The latest books are not available in the libraries. Very little exposure of library given to the pre-service trainees.

- **ICT and computer Facilities** in majority of DIETs are available but unused due to absence of proper maintenance, UPS and other components. Almost all the Posts of Computer Lecturer are lying vacant in all the DIETs of Himachal Pradesh. Utilization of some computers is mainly for admin purposes.
- **Laboratories** for different subjects and specifically for psychology, language Maths, Science, Social Science, are absent in most of DIETs. There is lack of funds and space for the establishment of these labs. Proper utilization of Education Technology, Work- Experience and Computer are not being done due to non availability of equipments, funds and staff.

2. Disturbing Number of Vacancies

A large number of unfilled posts exist in many DIET s thus making it difficult for them to function effectively. In Himachal Pradesh as per the guidelines of HRD ministry, there must be 552 posts in all DIETs of Himachal Pradesh but there is no provision has made by the government as suggested by MHRD. The staff pattern is varies from DIETs to DIET as per the intake capacity of pre-service trainees. But from 2004 onward the number of seats has been increased almost double but the staff position remained as it was. Now from this year 2014-15 the intake capacity increases to four time at was at the time of establishment of the DIETs. Still the staff position remained same with a large number of maladjustment and vacancies. 52 posts are lying vacant in all the DIETs of Himachal Pradesh. Number of vacancy position is very high in both the Tribal DIETs. Only 6 Teacher

educators are working in Kinnour and only one working in Lahul and Spiti DIETs with two regular batches of two years durations.

3. Personnel Issues

DIETs are almost always in isolated locations and considered neglected institutions. Seven DIETs of Himachal Pradesh are situated in rural areas and far away from District Headquarters.

The quality of leadership in most DIETs is poor and the average tenure of Principals is less than 3 years and he is also posted on deputation basis from higher department. Absence of vision, mission and perspective is common among the faculty and staff.

3. Dysfunctional Programs

The DIETs are almost dysfunctional in the following areas:

- adult education and non-formal education
- Maximum of DIETs do not have Program Advisory Committee meant to finalize all the activities carried by the DIETs over the year.
- The Tenth Plan and NCFTE-2010 proposes to lay high emphasis on the quality of pre-service and in -service training of teachers; much of it seems to be only rhetorical as no concrete action can be seen in all almost all DIETs of H.P.

Training and Innovation:

- Staff and faculty members are not adequately trained especially in IT and still department has no set policy for the professional development of these teacher educators working in the DIETs .the post of Lecturer in computer education are lying vacant in all DIETs of Himachal Pradesh.

- Mostly in all the DIETs of H.P. Academic branches are non-functional so maximum of Training programs lack innovation. All the teacher educators having additional task of SSA and RMSA activities. They are designated as District coordinators of different intervention under these programmes. Regular batches of Junior Basic Teachers of two year durations are also running in all the DIETs of Himachal Pradesh beyond the intake capacity of these institutions.
- There is no regular feature of faculty development programme and there is no financial provision made by the department in this direction. The faculty members have not undergone any capacity building in the last 5 years

Top down Approach

A hierarchy driven approach exists in most DIETs which limits the academic autonomy and flexibility of DIET operations. This relationship is also reflected in the pre-service training classroom, where the interactions are largely unidirectional from the teacher to the student. Support from the SCERTs is poor and coordination between DIETs, although SCERT has made educational authority in the State. The linkage between DIETs, department of higher and elementary education is also need proper attention. Only The State Project Office SSA/RMSA is linked to these institutions only for the sake of implementation of SSA and RMSA. Although the Directorate of Elementary Education is looking after these institutions but no special post Director DIET has been created.

Suggestions for Strengthening the DIETs in Himachal Pradesh

It is critical that the DIETs focus on their core academic functions and not become mere “administrators of academic work”. There is no clarity on why DIETs have been established and how they should

operate. Only from a clear vision will the design of the DIETs emerge properly. There is an urgent need to take a serious and comprehensive re-look at the functioning of these institutions. The DIETs need to have complete autonomy in operation and thus be able to address the academic needs of the local requirements in their respective districts. The authors are trying to suggest some action plan and in the meanwhile, some possible suggestions on the basis of their findings given below which can be taken up on an immediate basis:

1. **Fill Vacancies**: All sanctioned posts should be filled and maladjustment on various posts should be stopped. In tribal areas of Himachal Pradesh, there must be accommodation facilities for the faculty and staff deployed there.

2. **Improve Infrastructure**: Create infrastructure according to MHRD norms. DIET annual work plan should be prepared and accordingly budgetary provision should be made.

3. **Improve Transfer Policy:** An appropriate transfer policy to DIETs should be drawn up. Such a transfer policy should make provision for identification of academically well qualified and interested persons, from amongst the officers of the department and post them to the vacancies in DIET. Like other state like Punjab, Haryana, Kerala state should step towards the proper recruitment policy and separate cadre for DIETs.

4. **Improve Morale:** Faculty and staff morale must be improved and they should actively participate in the decision making process. They should be given more and more exposure to different educational Organizations.

5. Leadership Training: Principals of DIETs must be equipped to become effective leaders of modern institutes of excellence. Before they joined the Institutions must have the training for small duration to handle such a important institution.

6. Quality Focus: Regular use of quality monitoring tools developed by NCERT and UNICEF by all the DIETs should be mandated. All training programs developed and delivered by the DIETs are evaluated by the participants.

7. Establish Participative Processes: Interactive and participative processes have to be established at all levels in the DIETs – between the Principal and the Lecturers and between the Lecturers and Students. Unless these constructive environments are created there is no hope that the guiding principles of NCF 2005 will come into effect in our schools and Students. Unless these constructive environments are created there is no hope that the guiding principles of NCF 2005 will come into effect in our schools.

8. Separate Academic Cadre: In the long term a separate cadre needs to be formed for education functionaries. This will provide academic support, along with growth and development opportunities. Besides the DIETs this would include, functionaries at the State Councils for Education Research and Training (SCERTs), Teacher Training Institutes, and Block and Cluster Resource Co-coordinators.

9. Elevate DIETs to 'Academic Lead Institution': The critical task is to create a pool of competent faculty, leading to the creation of an institute of excellence in every district of the country. This specifically implies the need for developing:

- **Competency Framework**: Development of a competency framework for faculty
- **Selection Process**: Better selection and preparation program for faculty
- **Career Path:** Faculty retention process by providing a cadre and career path.

DIETs should work as 'Referral Units' for addressing all academic challenges in the district. DIETS should function as vibrant resource centres for all individuals and groups connected to education in the district.

10. Strengthen Core Processes: Academic and academic processes should be strengthened as follows:

a) Encourage a decentralized planning process with autonomy of DIETs

b) Establish strong linkages with higher education

c) Use principles of motivation, delegation, leadership, performance based progression

d) Conduct international assessment and accreditation like ISO – 9001: 2000 or NAAC

e) Conduct periodic academic and financial audit of DIET performance.

f) Mandate minimum number of innovations in teaching-learning material, research studies and assessment processes

Conclusion

After the implementation of Right to Free and Compulsory Act-2009, now it is mandatory for the State to establish a structure which will support the system to implement the Act in right and effective manner. Second important task is to strengthen the existing system which has been continuously working with the same objective. In Himachal Pradesh, District Institute of Education and Training are playing an important role in the implementation of SSA/ RMSA and RTE-Act. But, no efforts have been made to strengthen these organizations and assess the problems faced by these institutions for a long period of time. So it is the necessity of the time to identify the problems in the way of effective functioning of DIETs. Also as per National Curriculum Framework on Teacher Education (2010) need to be relooked /revisited

the policy perspective, role and purpose of establishment of DIETs, existing status and functioning of DIETs. It is the time to strengthen the DIETs and need to address the following problems immediately:

- Improving the Administrative structure and Staffing pattern
- Functioning of Academic branches and improving the Infrastructure facilities
- Provide the Financial resources and make separate cadre for DIETs
- Designing of annual work plan for its functioning and its development.
- Linkage with the SCERT, NCERT and NUEPA with functional autonomy of these institutions.

So that these institution make their fullest contribution in the process of teacher education and to provide good quality pre-service and in service training which NCF and RTE required.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

PATTERNS OF WORKING MEMORY DEFICITS AND ATTENTION DEFICITS AMONG CHILDREN WITH DYSLEXIA

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Dyslexia is a comorbidity with a general language disability along with a reading problem (Peterson, McGrath, Smith, & Pennington, 2007) or attention deficits (Chadwick, Tayor, Taylor, Heptinstall, & Danckaerts, 1999; jakoson & kikas , 2007; Papadopoulos, Constantinidou, & Douklias, 2008) One of the most common misunderstandings about this condition is that dyslexia is a problem of letter or word reversals (*b*/*d*, *was*/*saw*) or of letters, words, or sentences "dancing around" on the page (Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001). Longitudinal research shows that as many girls as boys are affected by dyslexia (Haywitz, Shaywitz, Fletcher, & Escobar, 1990).

Dyslexia is a neurologically-based, often familial, disorder which interferes with the acquisition of language and shown that many difficulties associated with dyslexia can potentially be traced back to a malfunction of the medial geniculate body in the thalamus. One study provided evidence for cerebellar impairment outside the motor domain: dyslexics were shown to be poorer at a time estimation task (Nicolson, Fawcett, & Dean, 1995), assumed to tapthe timing functions of the cerebellum (Ivry & Keele, 1989). Shaywitz (2003) multiple pathway

model, there are multiple pathways in the brain which modulate various aspects of the reading process. These consist of two relatively slow pathways which dyslexic readers over-rely upon, and one quicker pathway used by normal readers.

- **Broca's Area** (Inferior frontal gyrus) reads by slowly sounding out words. The end point of the inner articulation system.
- **Parietal-Temporal** (Supramarginalgyrus) region slowly pulls words apart by analyzing the spatial arrangement of sounds. Crucial in the spelling process.
- **Occipital-Temporal** region automatically recognizes word forms. Dyslexics tend to under-activate this region.

Working Memory deficits in Dyslexic Children

According to Baddeley (2000) working memory consists of several components which work together to enable the active processing and preservation of information in memory (Gazzaniga, 2002). Traditionally, working memory capacity has been associated with complex cognitive abilities such as reading comprehension (Just & Carpenter, 1992; Turner & Engle, 1989; Yuill & Oakhill, 1991) and problem solving (Gilhooly, Logie, Whetherick, & Wynn, 1993; Kyllonen & Christal, 1990) The results of a number of studies, however, suggest that working memory capacity might also be important for the acquisition of word decoding skill, and even more so than verbal memory span (Leather & Henry, 1994; Swanson, 1994). Nevertheless, only a few studies have examined whether children with reading problems also manifest deficiencies in working memory capacity (Siegel & Ryan, 1989; Swanson, 1993; Swanson, Cochran, & Ewers, 1989).

Children with dyslexia are constrained by their working memory limitations during writing, because they lack fluent text generation

processes (e.g., blending individual sounds to make a word) and writing-relevant knowledge (e.g. knowledge about which letter is associated to which sound). Therefore, these children may not have sufficient working memory capacity to deal with the multiple demands imposed by the writing processes (McCuthen, 2000), causing the writing process to be slower and more laborious (Siegel, 2003).

Attention deficits in Dyslexic Children

According to the American Psychiatric Association (1980) attention deficits in dyslexic is indicated when children display inappropriate inattention, impulsivity, and sometimes hyperactivity for their mental and chronological age. According to the global literature, about 1 percent of children are born with severe language disability and up to 17 percent may experience varying level of language disturbances. Dyslexia, a common form of learning disability, is observed in 10 percent of the school going population.

Wimmer et al. (1998) suggested that the reason for the inconsistency between studies might have to do with the presence of attention deficit/hyperactivity disorder (ADHD) in some dyslexic children. Indeed, there is evidence for motor problems in ADHD, and there is a high degree of co-morbidity between dyslexia and ADHD. One study of a representative epidemiological sample of 409 children took into consideration 42 children scoring below the 10th percentile in reading comprehension: 6 of them (14%) were also classified as ADHD and 12 others (29%) were classified as sub-threshold ADHD (Kadesjö & Gillberg, 2001). In another study of a more clinically definedgroup of 162 children with learning/attention problems, 71 (44%) had a loosely defined reading disorder, 30 of which (42%) were also classified as ADHD (Kaplan, Wilson, Dewey, & Crawford, 1998).

Methods

In total sixty (60) children of 6-12 years age were taken purposely from different institutions of Delhi. Out of which 30 were identified dyslexic and 30 were non-dyslexics. In each group there were 15 male and 15 female participants. The identified dyslexics were taken from Amity International School and Millennium School, whereas non-dyslexic children were taken from Amity International School only. The efforts were also made to match the two groups of sample in terms of their educational level and socio-economic status.

Following tools and measures were used in the study:

NIMHANS Neuropsychological Battery 2004 (Rao, Subbakrishna, Gopukumar, 2004): The battery provides a comprehensive assessment of neuropsychological functions such as motor and speech functions, Visio-spatial functions and learning and memory functions.

Verbal Working Memory Test (N back Test): Verbal working memory test is based on the concept proposed by Smith and Jonides (1995). It consists of a list of phonemes for two separate conditions i.e. 1 back and 2 back.

Color Trails Test: CD'(Elia et al, 1996): Color trail test is a measure of focused attention and conceptual tracking. Children aged 5 to 16 years show steady progression on this test; it is sensitive to the effects of frontal lobe damage (Williams et al.. 1995).

Color Cancellation Test: (Kapur, 1974): Color cancellation test is a measure of visual scanning/ sustained attention. It consists of 150 circles in red, blue, yellow, black and grey. The participants were required to cancel only the yellow and red circles as fast as they can. Time taken in seconds to complete the test comprised the score.

Procedure

For the collection of data the author visited various schools and contacted the principal; subjects were contacted from the school. Each subject was briefed about the tests conducted and a proper rapport was established, so as to increase the number of genuine responses. Then later on the subjects were presented with the tests and proper instructions were given. Then the scores of the each child were scored and put to analysis as per the objective of the study.

Results

In the present study, the statistical analysis used was mean, standard deviation, t-test to analyze the data to see the significance difference between the two groups.

S. No.	Measure	MEAN		SD		t-ratio
	Category	Dyslexic	Non-Dyslexic	Dyslexic	Non-Dyslexic	
1.	Working memory	25.6	29.5	3.36	3.11	3.29**
2.	Verbal working memory	16.13	19.54	2.78	3.19	3.12**
3.	Visual working memory	9.47	9.96	3.55	2.88	0.41
4.	Attention deficit	152.34	135.4	10.65	10.28	4.43**
5.	Cancellation	53.06	52.83	9.19	9.99	0.06
6.	Color trails	99.28	82.57	11.49	10.54	4.15**

The t-ratio (3.29**) on working memory test between dyslexic and non-dyslexic children revealed significant difference at 0.01 level. It indicates that the children with dyslexia have difficulties with

successively appearing phonemes and their ability to hold the phonemes in working memory. The t-ratio on verbal working memory test on dyslexic and non-dyslexic children was 3.12** which was significant at 0.01 level. It shows an existence of a phonological deficit in dyslexic children as compared to non-dyslexic children. The dyslexic children experienced significantly greater trouble in retaining information in verbal working memory as compared to non-dyslexic children. The t-ratio on visual working memory on dyslexic and non-dyslexic children was 0.41 which was not significant. When both the groups were compared on their performance, both the groups performed similar.

The t-ratio on attention deficit between dyslexic and non-dyslexic children was 4.43** which was significant at 0.01 level. The t-ratio on color cancellation test between dyslexic and non-dyslexic children was 0.06, which was insignificant. The t-ratio on color trails test between dyslexic and non-dyslexic children was 4.15** which was significant at 0.01 level. When both the groups were compared, the performance of non-dyslexic children was found better. Therefore, dyslexic children were having the problem of focused attention and conceptual tracking.

Discussion and Conclusion

The purpose of present study was to examine the neuropsychological profiles of children with dyslexia with respect to the status of working memory and attention. This article reviews evidence accumulated to date that favours a dysfunction of neural systems known to participate in the normal acquisition and achievement of reading and other related cognitive functions. Historically, the first arguments for a neurological basis of dyslexia came from neuropathological studies of brains from dyslexic individuals. In addition, older adults who often report difficulty understanding speech despite normal hearing, exhibit a temporal

sequencing decrement (Trainor and Trehub, 1989). Neurological accounts of dyslexia usually ascribe at least some of the symptoms observed to a left-hemisphere dysfunction.

At the neurological level, it is usually assumed that the origin of the disorder is a congenital dysfunction of left-hemisphere perisylvian brain areas underlying phonological representations, or connecting between phonological and orthographic representations. When compared with attention measures -Matched controls, children with dyslexia were significantly impaired on only one measure, i.e. color trails. This deficit is tentatively interpreted as dyslexic children reflecting a deficit in the focused attention and conceptual tracking.

Beyond the present data, the idea that motor skill is a precursor of phonological andreading skill flies in the face of a larger body of evidence. As pointed out by Ivry and Justus (2001) in their commentary on Nicolson et al. (2001), the cerebellar theory of dyslexia is intimately linked to the motor theory of speech (Liberman, Cooper, Harris,& MacNeilage, 1963) As Fawcett et al. (1996) reported, a significant proportion of dyslexic children perform poorly in a variety of motor tasks. However, this effect is at least partly dueto co-morbidity with other developmental disorders, such as ADHD and DCD. Furthermore, we failed to find a significant time estimation deficit in dyslexic children, even in those who had a motor deficit. This casts doubt on the hypothesis that their poor motor performance has a cerebellar origin On the other hand, phonological skills are greatly affected in a large proportion of dyslexic children (77%), even though this may be underestimated by the fact that they received specific tuition including phonological training. And performance in the phonological tasks is linearly related to performance in reading, confirming the direct causal role of a phonological deficit in dyslexia In conclusion, this study supports the consensual view that a phonological deficit directly causes the reading impairment in dyslexia, and does not support the view that

the phonological deficit itself arises from a more general cerebellar/automaticity/motor impairment. However, it may be the case that dyslexics, as well as children with other developmental disorders such as ADHD, are more susceptible to additional motor skill impairments than control children.

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SOCIAL RESPONSIBILITY AS AN INSTRUMENT FOR SUSTAINABLE INDUSTRY INSTITUTE INTERFACE

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Introduction:

Indian Industrial environment is going through a phase of transformation in the backdrop of the Changing Global Environment. The economy is governed by the ideology of liberal economic policies favoring a competitive market mechanism. The changing economic environment includes highly competitive climate, quality conscious industrial production systems, cost effective mechanisms and innovative products with an edge over other competitive products in the market. External pressures are in the form of worldwide liberal and open market system. The business culture in India is now modernized and adopting new values and challenges to exhibit its presence in the world market. The growth of professional education and advanced technical education has also helped to bring about a revolution. The new business culture in India is emphasizing on developing a competitive, quality conscious and cost effective system.

Thus the rapid advances in the global business environment are changing the landscape of today's workspace which in turn is putting pressure for having highly skilled human resources. Higher Education institutions not only contribute skilled human resources to business, but also in various intangible ways. Students passing out from the less dynamic institutions are not equipped enough to meet the challenges of the dynamic industry requirements. Industries are not willing to spend huge amounts in training these recruits. As industries look at the

academic institutions to mobilize suitable manpower, academic world is being pressurized to update the academic system to tune into the requirements of the industry.

Industry and Institutes which for long have been operating in separate domains are rapidly inching closer to each other to create synergies. A productive interface between academia and industry at the present time of globalised knowledge economy is a critical requirement. Failure to bring about an interface between industry and institute can give rise to a mismatch between demand and supply of manpower which in turn can cause disruption in the job market.

Today, businesses are looking for innovative solutions from the academia to help meet their business needs of higher productivity and lower costs, yet increase efficiencies. A market driven approach to higher education has to be fostered in order to encourage manpower development from the grass root level itself. The idea is to include the private sector in higher education.

Hence it is high time that the industry is required to plough back its experience into the academia for re-orienting the teaching pedagogy and enrich the program of study. A productive interaction between the two will enhance the quality of teaching and research in the universities and production output and process in the industry. Thus it can be said that in the changing scenario of globalization and emerging new technologies, relationship between industry and institutions has become indispensible.

Literature Review:

In India the Industry –Academia interface is at a very superficial level. Prof. Dhananjay Keskar of IBS Pune says that it is very essential for the faculty members in any Business Management School to have strong industry interface. A faculty member with good insights into the working of the corporate world can certainly make his class session far

more interesting, informative and of value addition to the students. Industry academia interface enhances the overall teaching-learning experience as majority of the students perceive this interface to be of growing importance (B. Lavanya 2013). Appropriate management strategies and systems adopted by research providers and users at the interface for the commercialization of research are required (Shantha Liyange, Helen Mitchell 1994). Failure to recognize each others role will reduce the interface between institute and industry which can lead to potential mismatch between demand and supply of manpower (Dennis Rajkumar). The recurring demands of skilled and specialized manpower from the industrial sector are not being met as a large section of graduates lack the necessary critical thinking and the analytical skills required by the industry (Vinay, Cashmira 2011). Strategic partnerships transform the role of the research university for the 21st century, anchoring it as a vital centre of competence to help tackle social challenges and drive economic growth (Gail, Haydn 2012). Industry – Institute interaction sets the momentum for engaging institute to map out strategies and initiate an integrated approach to technical and vocational education and training for socio-economic development (Manjushree 2011). Prioritize your CSR activities by Julian Marshall (University of Minnesota) and Mike Toffel (Harvard Business School) outlines the four levels of sustainability, ranging from human survival at the highest level to values and aesthetic preference at the lowest level, the framework helps managers and policy makers identify the most important sustainability activities to pursue.

Need for the Study:

According to a survey conducted by Times of India in 2013 India is home to 3,393 engg. Colleges having 14.86 lakh seats. There are 3,900 management schools having a student intake of 3.5 lakhs. At the time of closure of admissions last year AICTE estimated that nearly 3 lakh seats were unfilled.

According to a paper presented by ASSOCHAM in 2013 it is revealed that since 2009 the campus recruitments have gone down by 40% in the year 2012.

With the exception of IIM graduates the other management schools are fast losing shine of attracting Corporate India Inc. for campus recruitment. Industry feels that only 10% of the graduates are actually employable despite the demand for MBA's.

Mr. D. S. Rawat Sec. Gen. ASSOCHAM says that there is no quality control, placements and facilities are not commensurate with fees being charged, the faculty is not good enough and there is no infrastructure.

With this background the need for a detailed discussion on Industry institute interface was felt.

Objectives:

1. To identify the nature and level of linkages that exists between higher education and industry.
2. To analyze and suggest how Industry can incorporate this interface into their CSR practices.
3. To identify the existing gaps in the perceptions of Industry and Institute.
4. To recommend appropriate suggestions to the concerned stakeholders.

Research Methodology:

Since the paper is based on discussion and analysis of some key factors related to Industry Institute Interface, mostly secondary data has been used. Subject has been referred to through various channels like books, journals, websites, newspapers etc.

Prevalence of Industry Institute Interaction (III):

The complexity at the workplace brought about by the rapid technological changes, paradigm shifts in education and training and

the growing demand for skills training call for harmonized efforts to reverse the acute skills shortage in many developing countries. Industry Institute interaction allows to explore endless possibilities of working in synergy and drive a new focus to address socio-economic and technology –driven challenges.

Alliances between industry and institute do exist world over. However these alliances are not pursued in full measure and as such the benefits of strategic partnerships are not fully realized. There is a perceived inability to fathom the potential benefits and hidden opportunities of the Industry – Institute Interface. Instances where they are perceived, the inadequacy of resources acts as a major constraint in forging the alliances. This is where the concept of Social Responsibility can play a pivotal role.

Industry Academia Mismatch:

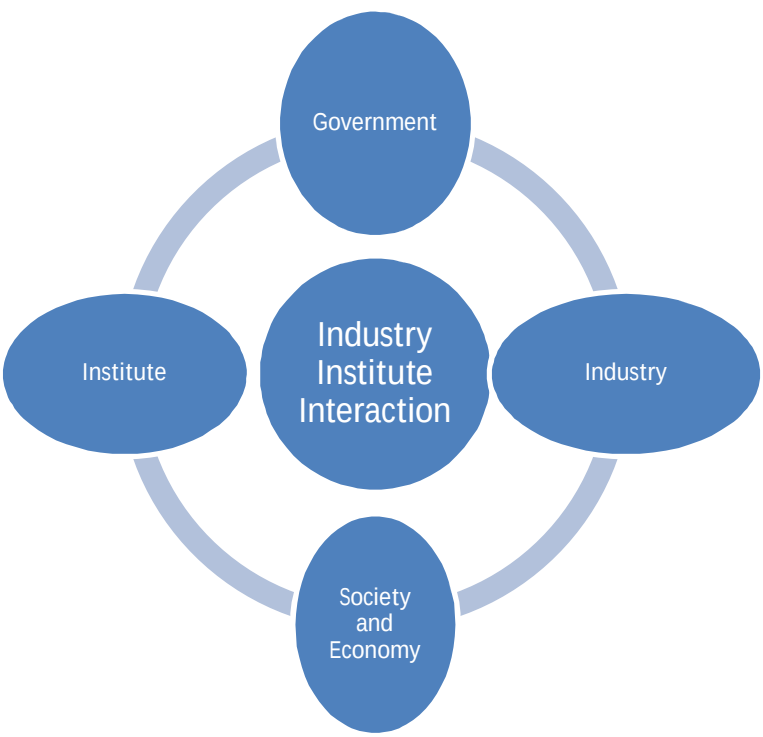
The gap between industry's needs and the academic community's aspirations appear to be considerably large. There appears to be a critical mismatch in relative perceptions of the two on the issue of how technology development is to be achieved. For academia technology development mounts to conceptualization and execution coupled with validation at the laboratory level. For industry the interest lies in translating the laboratory validated concept into a commercial proposition where the most important considerations are those of economic viability.

Reasons for the Mismatch:

- Academics and industrialists have a different mindset, therefore both are living in two different worlds.
- Academician is striving for recognition from his or her peers. The industrialist is striving to survive.
- Industry thinks in terms of short range goals whereas Academician has a long range perspective.

- Industry prefers proven solutions with a low risk, whereas Academia is interested in creating new solutions with a high innovative rate.
- Industry is mainly concerned with costs. Academia is more concerned about the benefits and prestige.
- No amalgamation between Academic development and Wealth generation.
- Academicians are not aware of the problems and constraints of the industry.
- Large differences in remuneration between Industry and Academic Institutions, for equivalent qualification and experience.
- Academicians feel that their objective is only to teach the subjects as per the prescribed syllabus and prepare the students for the examinations conducted by the University. Preparing them for" Jobs" is not their concern.

Industry Institute Interaction Model



Government:

- IT exemptions on donations given to colleges.
- Grants to B schools to conduct free refresher courses to SME's.
- Form an Authoritative forum for effective Industry Institute Interaction.

Institute:

- Accept research funding from industry.
- Understand Industry trends and practices.
- Designing course curriculum based on industry requirements.
- Liaison officers to enable interaction

Industry:

- Valuable insights from academic experts.
- Collaborations for new products.
- Technology Incubation centers.
- Interaction cells.

Society and Economy:

- Leads to inclusive growth in the economy.
- Less unemployment and more skilled workers.
- Contribute to the "Made in India" dream.

Social Responsibility:

Social Responsibility entails developing businesses with a positive relationship to the society which they operate in. According to the International Organization for Standardization (ISO) this relationship to the society and environment in which they operate is a "critical

factor in their ability to continue to operate effectively. It is also increasingly being used as a measure of their overall performance.

Corporates undertake several activities as part of their Corporate Social Responsibility (CSR). In the backdrop of the discussion on Industry Institute Interface it would augur well if the corporates invested a part of their CSR funds to promote the Industry Institute Interface.

In India we come across several examples of Industry associating with Academia. There are very good examples ranging across all levels of education. Some business houses donate books, computers or funds to educational institutions. Some set up institutions itself. Classic examples are TIFR, TISS etc. by TATAS and BITS by the Birla's. These institutions have done us proud and have contributed significantly. At the international level the best example considered is the Stanford University. Started in 1897 by Jane Stanford the best research has come out of this University which has in turn helped mankind.

In order to improve the quality of professionals and manpower, Industries can invest funds to forge strategic alliances with institutes of higher learning. Modalities of effective functioning need to be discussed mutually and implemented jointly.

Industry Institute Interface has been an ongoing process world over. In India also interface does exist but at a very superficial level unlike its counterparts in the West. Listed below are some areas where there is a regular interface:

- Industrial visits for students.
- Collection of case studies.
- Exchange of resource persons.
- Industrial and summer training.
- Conferences and seminars.
- Campus Recruitment
- MDP's

- Brand Consultancy
- Market Survey etc.

Over and above the regular interactions there are some special measures taken by some companies to enhance the Industry Institute Interface. Some of the Initiatives are listed below:

1. ICICI - UDAAN: It is a campus program for Executive Trainees. Udaan endeavors to give wings to the Leadership potential in ambitious young professionals.
2. INFOSYS – Campus Connect Program: Campus Connect is an Industry – Academia partnership initiative launched by Infosys. Campus connect aims to be a forum where some of the best practices at Infosys get shared with partnering colleges. Campus Connect looks at aligning the needs of partner colleges, its faculty and students with those of the industry.
3. TCS – AIP (Academic Interface Program): TCS AIP has been involved in various programs to bridge the gaps between Campus and Corporate. Some of their activities are Workshops for students, Faculty Development Programs (FDP) for teachers, Student awards to encourage healthy competition in colleges, Internship Training Opportunity for students and Global Internship program.
4. Pantaloon Retail tied up with K J Somaiya Institute of Management and Research Studies to offer specialized courses in Retail Management.
5. Tata Council for Community Initiative (TCCI) the Social Responsibility wing of the TATA group engages students from various management institutes to carry out specialized projects within the TATA group and they are later offered placements.

Several other examples can be cited like XLRI and Accenture, SP Jain with IT companies, IIFT with WTO and World Bank etc.

Given the requirement of the growing economy the existing and the practiced interfaces are not sufficient. A lot more of effort is desired. A productive interface between the academia and the industry is a critical requirement for inclusive growth. It is all about knowledge, experience and research transfer. Several new areas of interface need to be looked at. An authoritative forum needs to be formed to bring them together.

Suggestions:

Some areas of collaboration that could yield sustainable results are –

- Intense training and internship of students.
- Include industry representatives on to the Board of Studies.
- Industry inputs in curriculum designing.
- Helping industry in selection and training of their staff.
- Providing Incubator services for startup companies and ideas in line with the practice followed at the Harvard Business School.
- Government should grant IT exemption to CSR funds invested in Education.
- Government should give Universities the autonomy to operate effectively and form partnerships.
- Rewards must be instituted for activist Collaborative Universities and help Universities strive for excellence.
- More and more Private Public Partnerships should be encouraged by the Government in the field of higher education.

Conclusion:

According to a study conducted and published by the Times Foundation in 2013 on CSR nearly 80% of the participating companies invested more than half of their CSR funds on education. Most of these initiatives are at the Primary Education level. Companies should also invest in higher education and look at these Citadels of learning with a renewed perspective. Acc. to the New Co's Act 2013 certain category of Co's need to invest 2% of their last 3 years average profits into CSR activities. It has been estimated by a

study conducted by KPMG that starting the financial year 2014-2015 nearly 2200 crores will be available in the form of CSR funds into the Indian Economy.

Industry can collectively and strategically make a huge difference in the education sector through their CSR funds. They should also promote innovative ideas of Social Entrepreneurs so that more and more students are encouraged to initiate projects in the areas of Social Development. Universities need to embrace more consciously their "Third Role" of community engagement and leadership. In the changing scenario of globalization and emerging new technology, relationship between industry and institutes should be more productive and strive to build and maintain a sustainable relationship which can lead to productive and inclusive growth of the economy and society.

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ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

REVENUE RECOGNITION AND TAX LAIBILITY IN CASE OF STATE URBAN DEVELOPMENT AUTHORITIES

Priyanka Mehtani
ACA LLB
Chandigarh

INTRODUCTION

An authority engaged in undertaking any activity as contractor or Real Estate Developer is at liberty to choose its accounting procedure as per the methods laid down in the Accounting Standard 7. However, applicability of the methods laid down by AS 7 to arrive income is controverted by Income tax Department on the ground that such authorities are not contractor nor are real estate developers in strict sense.

METHODOLGY

Based upon these two Accounting Standards, the Institute of Chartered Accountants of India has issued a guidance note on recognition of revenue by real estate developers. The term 'real estate' has been defined in the said guidance note, which reads as under;

The term 'real estate' refers to land as well as building. This Guidance Note recommends principles for recognition of revenue arising from real estate sales by the enterprises engaged in such activities (commonly referred to as 'real estate developers', 'builders' or 'property developers').

A bare reading of the above definition reveals that the activities of a State Development Authority are in the nature of a real estate developer. Accordingly the accounting standard referred above and the guidance note and its postulates are applicable to UDA.

Accounting standard 9 read with Guidance note on recognition of revenue by Real Estate Developers is to be applied where a person is carrying out activities as a Real Estate Builder or a Contractor. Also

the Tax Accounting Standard issued by the Central Board of Direct Taxes read along with AS 9, clearly support the view that income of a contractor should be recognized on percentage completion method. It has also been held by various courts that prescription of various accounting standards by the Institute of Chartered Accountants of India have force of law and they have to be applied for the purpose of maintaining accounts and arriving of profit wherever required.

TRANSFER OF SIGNIFICANT RISK AND REWARDS

It is also prescribed by the guidance note that once the seller has transferred all the significant risks and rewards of ownership to the buyer and other conditions for recognition of revenue specified in paragraphs 11 and 12 of AS 9 (described hereunder) are satisfied, any further act(s) on the real estate performed by the seller are, in substance, performed on behalf of the buyer in the manner similar to a contractor. Accordingly, in case the seller is obliged to perform any substantial acts after the transfer of all significant risks and rewards of ownership, revenue is recognized by applying the percentage of completion method in the manner explained in AS 7, Construction Contracts.

The relevant extracts from the Guidance Note is reproduced;

When the seller has transferred to the buyer all significant risks and rewards of ownership, it would be appropriate to recognize revenue at that stage subject to fulfillment of other conditions specified in paragraph 6 above, provided the seller has no further substantial acts to complete under the contract. However, in case the seller is obliged to perform any substantial acts after the transfer of all significant risks and rewards of ownership, revenue should be recognized on proportionate basis as the acts are performed, i.e., by applying the percentage of completion method in the manner explained in Accounting Standard (AS) 7, Construction Contracts. An example is a

building or other facility on which construction has not been completed though all significant risks and rewards of ownership have been transferred pursuant to the fulfillment of conditions stated in paragraph 7 above. Another example is of a land which is yet to be developed though the seller has transferred all significant risks and rewards of ownership of the land to the buyer through an agreement for sale as per paragraph 7 above.

The following issues emerge as regards applicability of these standards and Guidance note to SDA and also the manner in which the income of a SDA is calculated.

1. The term 'real estate' refers to land as well as building. This Guidance Note recommends principles for recognition of revenue arising from real estate sales by the enterprises engaged in such activities - commonly referred to as 'real estate developers'. 'Builders' or 'property developers).

2. For recognition of revenue in case of real estate sales, it is necessary that all the conditions specified in paragraphs 10 and 11 of Accounting Standard (AS) 9, Revenue Recognition, as reproduced below, are satisfied:

"10. Revenue from sales or service transactions should be recognized when the requirements as to performance set out in paragraphs 11 and 12 are satisfied, provided that at the time of performance it is not unreasonable to expect ultimate collection. If at the time of raising of any claim it is unreasonable to expect ultimate collection, revenue recognition should be postponed.

11. In a transaction involving the sale of goods, performance should be regarded as being achieved when the following conditions have been fulfilled:

(i) The seller of goods has transferred to the buyer the property in the goods for a price or all significant risks and rewards of ownership have been transferred to the buyer and the seller retains no effective control of the goods transferred to a degree usually associated with ownership; and

(ii) No significant uncertainty exists regarding the amount of the consideration that will be derived from the sale of the goods."

3. Revenue in case of real estate sales should be recognized when all the following conditions are satisfied:

(i) The seller has transferred to the buyer all significant risks and rewards of ownership and the seller retains no effective control of the real estate to a degree usually associated with ownership;

(ii) No significant uncertainty exists regarding the amount of the consideration that will be derived from the real estate sales; and

(iii)It is not unreasonable to expect ultimate collection.

ANALYSIS AND DISCUSSION

A reading of AS -9 along with guidance note on recognition of revenue by real estate developers reveals that the revenue in case of sale of real estate is to be recognized once the seller has transferred all significant risks and rewards of ownership to the buyers and the other conditions for recognition of revenue specified in para 11 and 12 of the AS 9 are satisfied. Furthermore, as per the said AS, revenue should be recognized by applying percentage completion method in the manner explained in AS 7 construction contract. Thus the conjoint reading of various prescriptions of accounting bodies /accounting standards, it is to be noted that the profit in case of real estate developers is to be recognized keeping in view the prescription of Accounting Standard 7, Accounting Standard 9 and Guidance Note on Recognition of Real Estate Developers.

It is of interest to note that, recently, the Mumbai Tribunal in the case of Awadhesh Builders had held that in the case of real estate developers following Project Completion Method, the revenue should be accounted as per revised AS 9 'Revenue Recognition'. Accordingly, in such cases income had to be accounted when the legal title of the property passes to the buyer or when seller entered into agreement for sale and handed over possession of real estate to the buyer under the agreement.

Also, the apex Court in the case of Realest Builders & Services Ltd has held that the tax department needs to provide facts and figures that the impugned method of accounting adopted by the taxpayer results in underestimation of profits for changing the method of accounting under Section 145 of the Act. Otherwise, it will be presumed that the entire exercise is revenue neutral.

CONCLUSION

Thus the following steps are to followed for arriving at the profit of such an authority;

STEP 1 The profit will arise only when the seller has transferred all significant risks and rewards of ownership to the buyers and other conditions for recognition of revenue specified in paragraph 11 and 12 of AS -9 are satisfied.

The conditions laid in para 11 and 12 of AS-9 are as under:

11. In a transaction involving the sale of goods, performance should be regarded as being achieved when the following conditions have been fulfilled:

(i)the seller of goods has transferred to the buyer the property in the goods for a price or all significant risks and rewards of ownership have been transferred to the buyer and the seller retains no effective control of the goods transferred to a degree usually associated with ownership; and

(ii) no significant uncertainty exists regarding the amount of the consideration that will be derived from the sale of the goods.

12. In a transaction involving the rendering of services, performance should be measured either under the completed service contract method or under the proportionate completion method, whichever relates the revenue to the work accomplished. Such performance should be regarded as being achieved when no significant uncertainty exists regarding the amount of the consideration that will be derived from rendering the service.

STEP 2 The revenue should be recognized in the books of accounts on the basis of percentage of completed contract method as prescribed in AS-7 issued by Institute of Chartered Accountants of India.

References

1. Accounting Standard 7 issued by Institute of Chartered Accountants of India
2. Accounting Standard 9 issued by Institute of Chartered Accountants of India
3. Guidance Note on Recognition of Revenue by Real Estate Developers issued by Institute of Chartered Accountants of India

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WEB BASED 0PEN DISTANCE LEARNING TOOL

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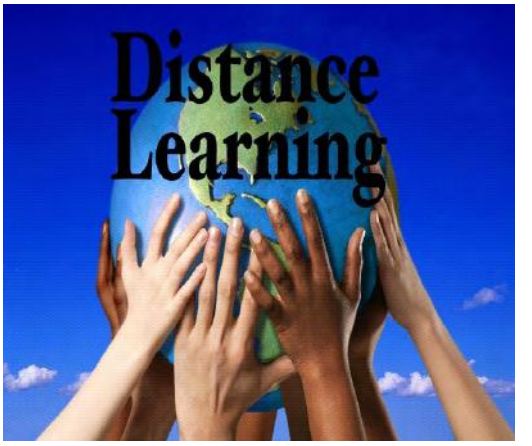
Graduate
Department of Computer Science
Universal College of Engineering and Technology
Hyderabad

INTRODUCTION:

Web based open distance learning tool is a component-based Web Content Management solution. This system is based on the convenience of the students to communicate with the resources provided by the distance learning section of the university.



The different sections that are involved in this system are:

- Lecture notes
- Assignment
- Exam Time table
- Previous Exam Question papers
- Library

The services provided by these sections are:

Lecture notes :

This section deals with the notes of all the professors in the college depending on the subject they deal with. These notes are divided based on the subject, particular professor and on particular year and course.

Assignments:

This section is further divided into two sections namely assignment and repeat assignment. The difference is that assignment deals with the assignments for fresh students who are doing them for the first time and repeat assignment are for the students who are doing the assignment as a repeat.

Exam Time Table :

This section gives the information of the examination timetable of a course. This section is updated accordingly.

Previous Exam Question Papers:

This section gives a list of all the previous question papers to give an idea to the student of how a question paper will be. This section is also placed at the end of the system like all the sections.

Library:

It is a special section. This section deals with all the books in the library and their management. This section further divided based on the different categories like computers, business, finance, and accounts.... The status of the book i.e. if that particular book is available or not is displayed.

The system uses 4 different types of users:

1. administrator
2. Normal user (student)
3. Faculty
4. Corporate User

Requirements:

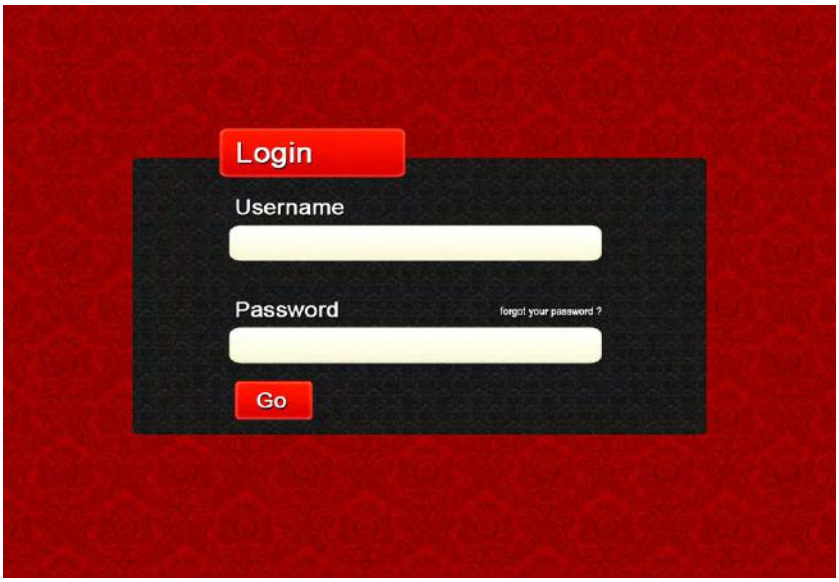
Required Hardware:

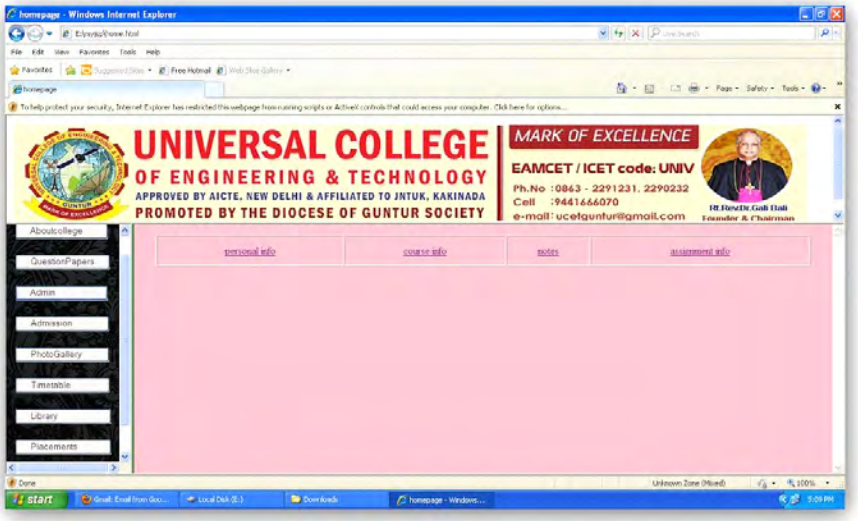
- Pentium IV Processor**.**
- 256 MB RAM.
- 80 GB Hard Disk space.
- Ethernet card with an Internet and Internet zone.

Required Software:

- Windows 2000/ XP operating system.
- Internet explorer 5.0 and Netscape navigator.
- MySQL Server.
- Java/J2EE.
- Web Server as Tomcat.

Screen shots

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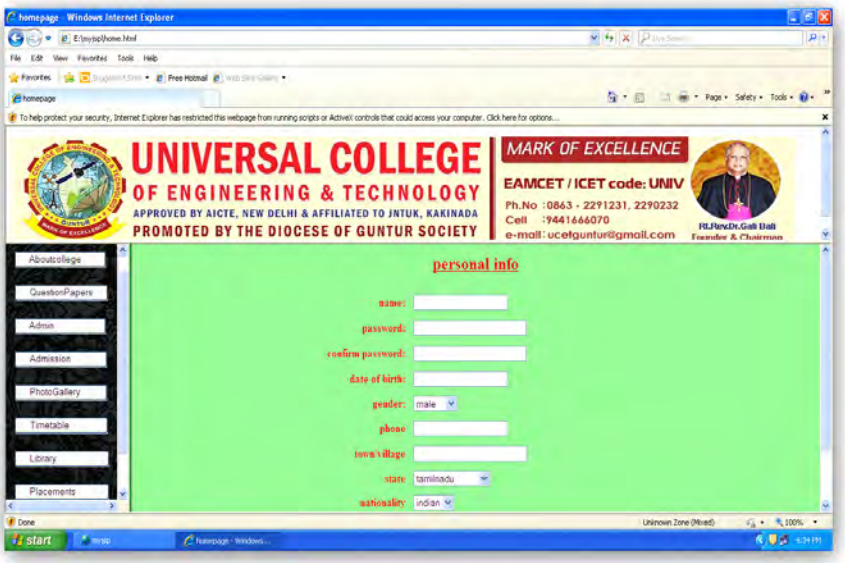
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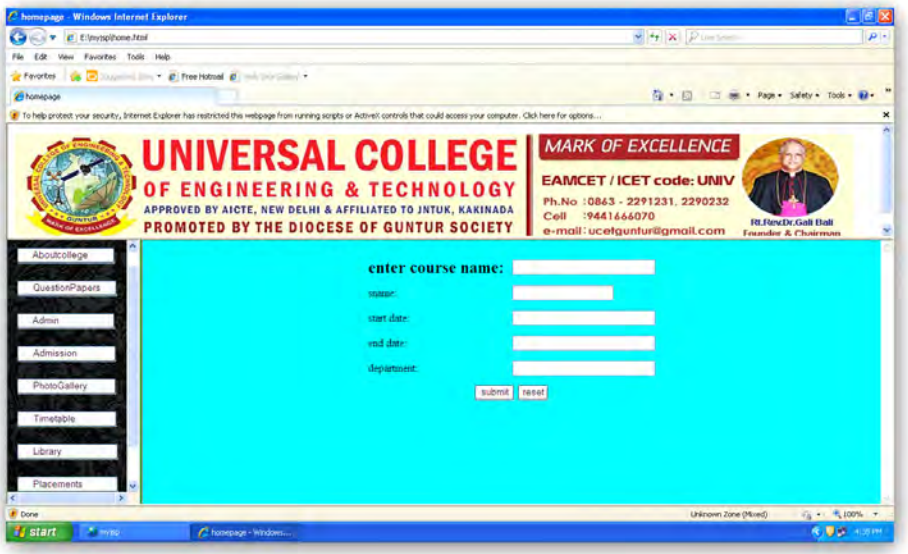
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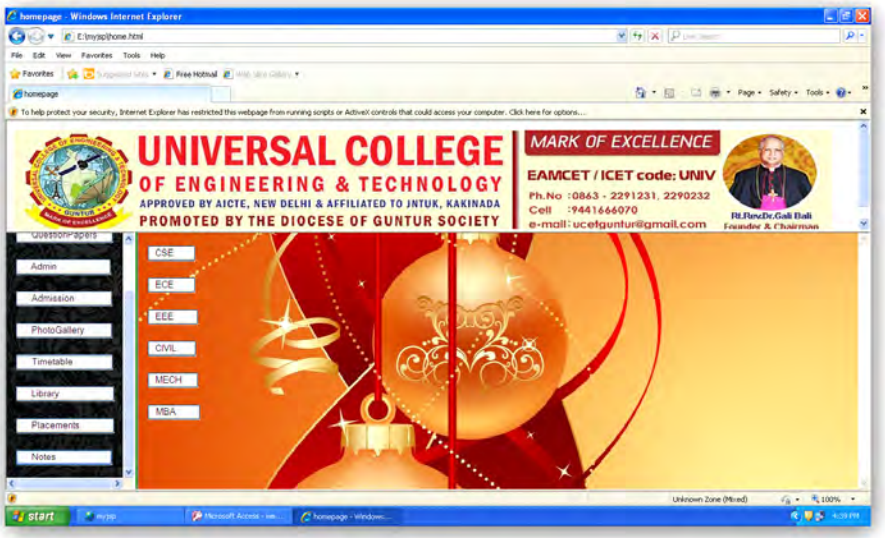
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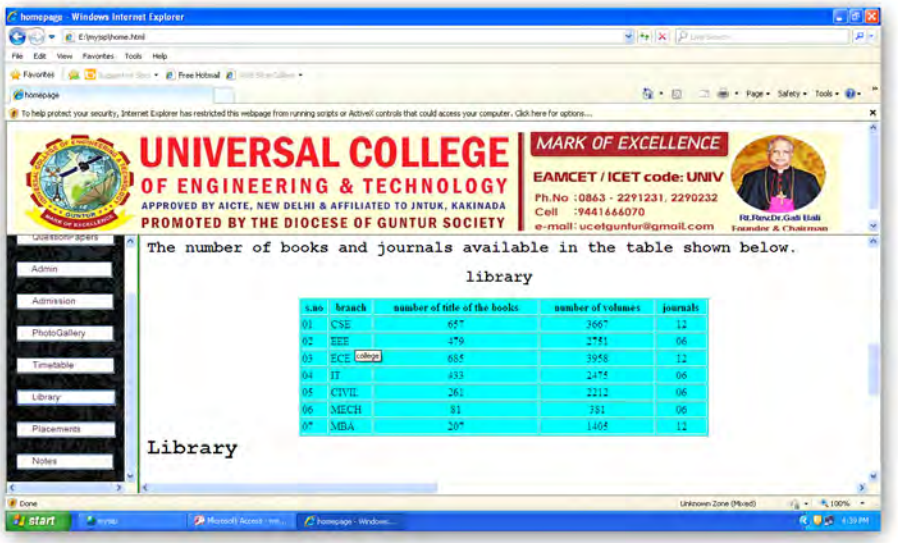

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03	ECE	685	3958	12
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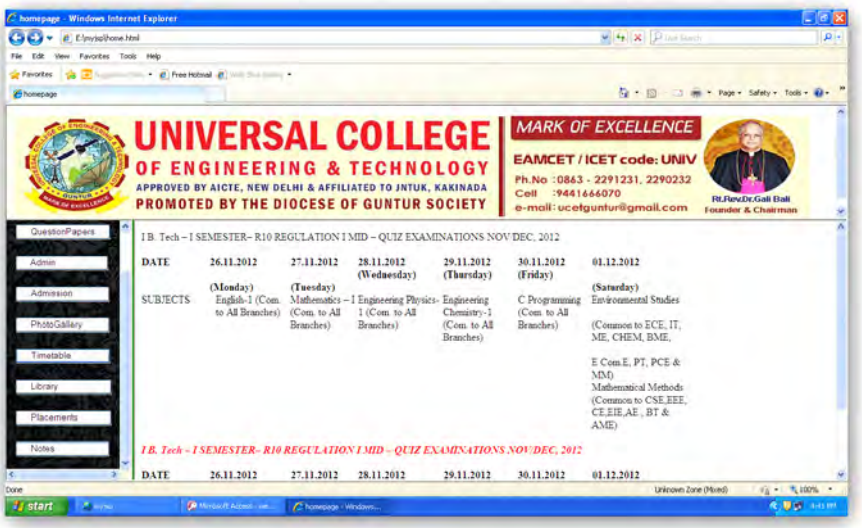
05	CIVIL	261	2212	06
06	MECH	81	381	06
07	MBA	267	1468	12



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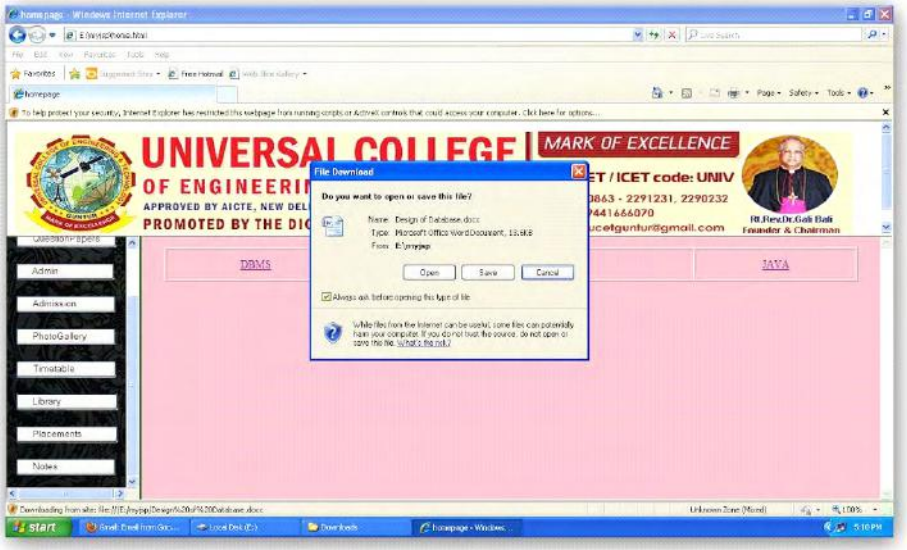
SUBJECTS	English-I (Com. to All Branches)	Mathematics – I (Com. to All Branches)	Engineering Physics-1 (Com. to All Branches)	Engineering Chemistry-1 (Com. to All Branches)	C Programming (Com. to All Branches)	Environmental Studies (Common to ECE, IT, ME, CHEM, BME, E Com.E, PT, PCE & MM) Mathematical Methods (Common to CSE,EEE, CE,EIE,AE , BT & AME)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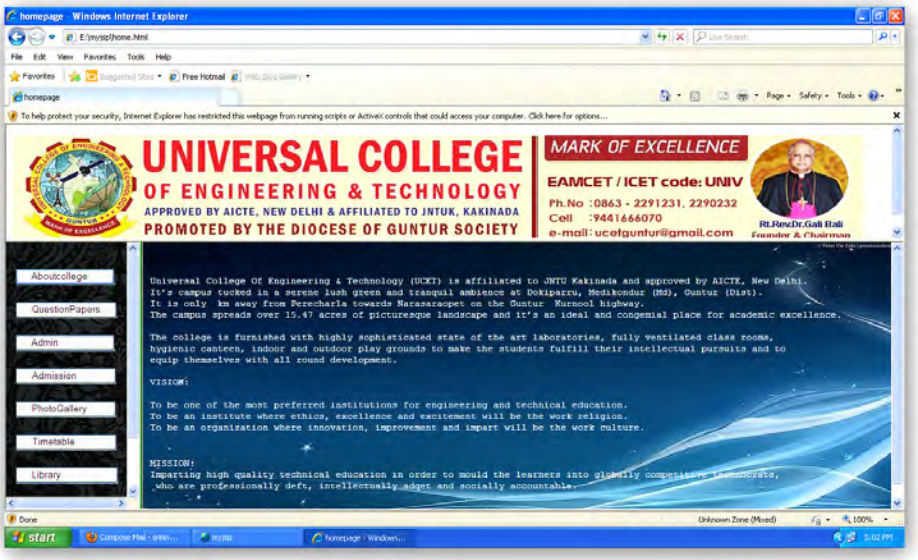
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Universal College Of Engineering & Technology (UCET) is affiliated to JNTU Kakinada and approved by AICTE, New Delhi.
It's campus tucked in a serene lush green and tranquil ambience at Dokiparru, Medikondur (Md), Guntur (Dist).
It is only km away from Perecharla towards Narasaraopet on the Guntur Nurnool highway.
The campus spreads over 15.47 acres of picturesque landscape and it's an ideal and congenial place for academic excellence.
The college is furnished with highly sophisticated state of the art laboratories, fully ventilated class rooms,
hygienic canteen, indoor and outdoor play grounds to make the students fulfill their intellectual pursuits and to
equip themselves with all round development.
VISION:
To be one of the most preferred institutions for engineering and technical education.
To be an institute where ethics, excellence and excitement will be the work religion.
To be an organization where innovation, improvement and impart will be the work culture.
MISSION:
Imparting high quality technical education in order to mould the learners into globally competitive technocrats,
who are professionally deft, intellectually adept and socially accountable.
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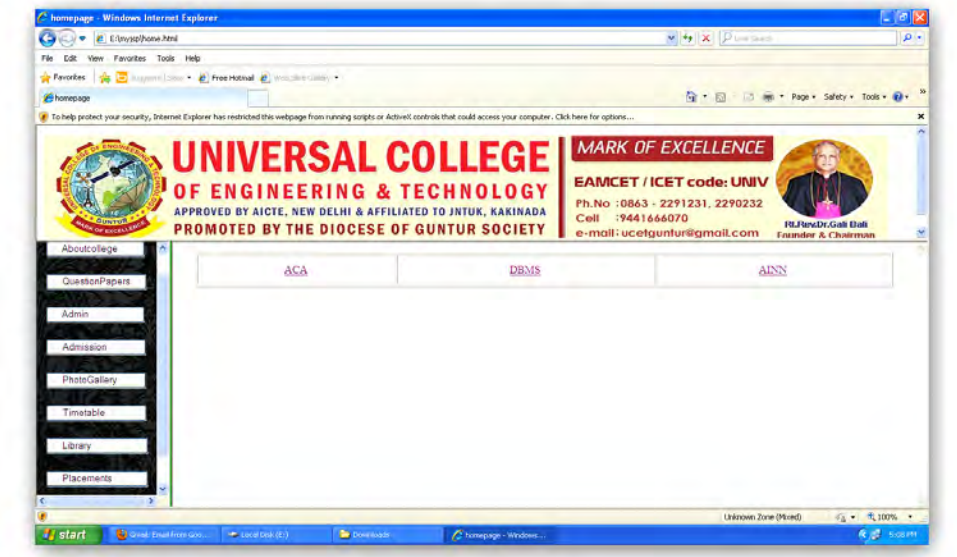

Conclusion:

In this system to provide the services to the students over the internet and helpful for the online education.

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2. HTML ,The Complete Reference (Osborne/McGraw-Hill, 2001)
3. HTML & XHTML ,The Definitive Guide (Chuck Musciano, Bill Kennedy)
4. Website Development Using HTML and CSS (Navneet Mehra (Author), Bunny Mehra (Author))

SOCIAL MEDIA TO SOCIAL MARKETING

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Sr. Assistant Professor
International School of Informatics and Management
Jaipur

The simplest definition of social media can be "a social instrument of communication".

Andreas Kaplan and Michael Haenlein define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content."

Social media is the social interface among people in which they create, share or exchange information and ideas in virtual communities and networks. Also, it depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content. They introduce substantial and persistent changes to communication between organizations, communities, and individuals.

Social media differs from traditional or industrial media in many ways, including quality, reach, frequency, usability, propinquity, and stability. There are many effects that stalk from internet usage. Social media technologies take on many various forms including magazines, Internet forums, weblogs, social logs, micro blogging, wikis, social networks, podcasts, photographs or pictures, video, rating and social bookmarking. Technologies include blogging, picture-sharing, v-logs, wall-posting, music-sharing, crowd sourcing and voice over IP, to name some of them.

Kaplan and Haenlein classified six different types of social media:

1. collaborative projects such as Wikipedia
2. blogs and microblogs such as Twitter and Tumblr
3. content communities such as YouTube and DailyMotion
4. social networking sites such as Facebook
5. virtual game-worlds such as *World of Warcraft*
6. virtual social worlds such as *Second Life*

However, the margins between the different types have become increasingly blurred. Twitter has been claimed as a combination of broadcasting service and social network, so classed as a "social broadcasting technolog

Mobile + Social Media = Potential Business

The Indian Smartphone user study shows India's youth are driven by the aspiration to stay connected, with almost 50% of the 40 million smartphones being used by people under the age of 25.

Nielsen has released the findings of the Indian Smartphone user study which says the country currently has 900 million mobile phones in use, out of which 40 million are smartphones. Further into these numbers, the survey reveals that 50% of those 40 million smartphones are with people under the age of 25.

The study also found that Smartphone users in India significantly prefer smartphones on the Android operating system. One of the reasons for this is the availability of Android handsets across various price options.

While traditional social media offer a diversity of opportunities for companies in a wide range of business sectors, economic sector, mobile social media makes use of the location- and time-sensitivity aspects of it

in order to engage into marketing research, communication, sales promotions/discounts, and relationship development/loyalty programs.

- **Marketing research**: Mobile social media applications offer data about offline consumer movements at a very detailed levels. Any firm can now know the exact time at which a customer entered any of its outlets, as well as comments made during the visit.
- **Communication**: Mobile social media communication takes two forms, the first one is company-to-consumer in which a company may establish a connection to a consumer based on its location and provide reviews about nearby locations. The second type of communication content is generated by the user. For example, McDonald's offered $5 and $10 gift cards to 100 randomly selected users amongst those checking in at one of the restaurants. This promotion increased check-ins by 33% (from 2,146 to 2,865), resulted in over 50 articles and blog posts, and prompted several hundreds of news feeds and Twitter messages.
- **Sales promotions and discounts**: While in the past customers had to use printed coupons, mobile social media allows companies to tailor promotions to customized users at customized times. For example, while launching its California-Cancun service, Virgin America offered its customers two tacos for $1 and two flights to Mexico for the price of one to those who checked in through Loopt at one of three designated Border Grill taco trucks in San Francisco and Los Angeles.
- **Relationship development and loyalty programs**: In order to build long-term relationships with customers, companies are able to create loyalty programs that allow customers who check-in regularly at a location to earn discounts or perks. For example, American Eagle Outfitters remunerates such

customers with a 10%, 15%, or 20% discount on their total purchase.

- **E-Commerce**: Mobile social media applications such as Amazon.com and Pinterest are influencing an ascending trend in the popularity and accessibility of e-commerce, or online purchases.

Best Social Media Campaigns of 2014

This year is filled with innovation and interesting notions when it comes to the social media campaigns till date. The brands ranging from FMCG to banking have chosen to innovate their social commitment levels. The year has begun with campaigns which are innovative and have also been successful in catching oconsumer's attention for being well-aligned to their goals and produce audience engagement.

Here's a collated list of a few campaigns which have worked out well in favor of the brands.

HDFC's Where I Belong

This campaign was based on the options selected, users are presented with a futuristic version of their own timeline which goes all the way from 2014 to 2018, complet pictures and videos of exciting travel experiences shared. The "Where I Belong" campaign has been beautifully planned and packaged.

It has fantastically kept the audience glued as they had to answer a set of questions which will then take them to where they belong. And since the HDFC Diners Club International Credit Card offers special privileges for travelers, the theme integrated it in an excellent way in the campaign.

Myntra's Shoppable Hangout

Asia's first shoppable hangout was starated by Myntra which allowed people to chat and shop simultaneously. Hrithik Roshan became the X factor for the fresh trend. Myntra had managed to get the trend viral by conducting contests in two parts, online and fifteen winners from first contest, enjoyed their personally autographed Hrithik's poster. Hrithik's brand HRX was the show stealer and the sales and 2500+ hangout users for this campaign posed as real stunners in response to the contest.

This definitely raised the bar for the competitors to MARKET their brand in an innovative way. Using this Hangout, designers or retailers could publicly relay a multi-person video chat about their products while customers simultaneously could browse through the exclusive catalogue.

#BestInternshipEver

This was a campaign to promote the idea of travelling. Zostel launched a website, for the BestInternshipEver contest. This website hosted a 6-round competitive contest, to earn points and make it to the leader board.

The campaign process was overwhelming in testing the various aspects of the participant's personality in order to choose their winners who shall travel across the country. A 50 days' sponsored tour across the country and a chance to win Rs. 50,000 is a lucrative prize to participate in this contest. The chain method of exited and motivated participants, made the campaign highly successful providing it the buzz on social media.

e-Treat by Government of Maharashtra

Have you ever put yourself in a position where you could get a fresh cupcake just with the help of your Facebook or Twitter account? For

that matter your 'Aadhar card?' Yes. This 'eTreat' campaign was sure to bring smiles on the people's faces with its free cupcakes. The vending machine emitting these cupcakes were circulated to various places in Maharashtra.

This initiative marks the progress in the excellence of MARKETING employed by our Government.

@ThatPepsiIntern

Ranbir Kapoor is the most-adorned celebrity today. Having said that, appointing him as an Intern for your brand is obviously going to get you the desired popularity and rejoinder. And also 4 lakh views for brand video within a span of just 10 days.

The campaign revolved around 'hiring' 3 interns who will be flown to UAE and 12 others will be taken to the matches in India. They were responsible for live tweeting their experience at the game and engaging with users online, giving them a minuscule view of celebrities, match updates using all sorts of social tools like Instagram, Twitter, Facebook, LinkedIn.

The brand was successful in creating long lasting relationships with its consumers. User generated content testifies loyalty and Pepsi just hit the spot.

TrulyMadly's: #BreakingStereotypes Campaign

This campaign was a great initiative to break down all the stereotypes that prevail in the society today. It was strong enough to put forth the message of breaking all the 'unimportant' stereotypes and move on. In today's world, what strikes the youth is what is on the top of the chart.

LG India's Knock Code Feature Campaign

Unique code for unique user. That must've required hell lot of efforts in implementation and great minds in keeping the expected integration

upto the mark. The knock code feature is an innovation by LG, which allows for over 80,000 lock combinations, using within two to eight taps for the knock code. There were also interesting videos on Vine and Youtube. After the process is completed, you stand a chance to win LG's KitKat OS based L90 or L70. This campaign definitely glued lot of people to it.

Berger Paint's: Easy Clean India Campaign

Berger, if not eradicating the society issues in reality, was successful in highlighting them and impress the audience in an interesting way.

Users were told to choose a problem they would like to eradicate, direct oneself towards their respective state on the map there and view the state-wise statistics for the same and have the freedom to share a message or a photo/video regarding the problem. This campaign was a big success in sync with the issues highlighted. The collaboration of social media and social issues was impeccably undertaken by the company.

Red Bull India's: #RedBullFlugTag

This was a one-of-a-kind campaign by Red Bull. The excitement was incited within the participants right from the registration which included answering some bizarre questions for School of Indian Physics. And this was to be part of the event in which competitors attempted to fly home-made, size and weight-limited, human-powered flying machines into the Sankey Tank, Bengaluru. Every element has been carefully picked to raise the creative levels of this integrated campaign.

Kingfisher's Beer Premier League campaign

As the IPL season progresses, Kingfisher organized BeerUps in every city that represented in the IPL. The Beer Premier League was an IPL

style competition with 10 cities being represented by their teams during the KFBeerUps.

Trying to pull the competitive spirit of teams & positioning itself as the common factor amongst them all, Kingfisher's campaigns about the IPL are well thought out and interesting. Kingfisher managed to keep the novelty factor up.

Wills Lifestyle's use of RFID Technology

The Wills Fashion Real Time campaign was set in motion to coincide with the Wills Lifestyle India Fashion Week AW'14. The WIFW visitors were provided a complimentary RFID wristband through which they could instantly share the real-time event with family and friends on Facebook and Twitter.

The concept of involving visitors to participate in promotion of the event is always a great idea, especially for a fashion event which has high visual content.

HCL Tech's CoolestInterviewEver

The maximum we could see was an exclusive Facebook tab or a Facebook page for careers, where repetitive job openings are being posted with a couple of feeds around the company's work culture. Breaking all the silos being followed by tech biggies in the country, HCL Tech, India's 4th largest software services firm has taken a revolutionary step in using 'Twitter' as a means to find new talents for the company.

This campaign certainly is one bold and brilliant attempt by HCL Technologies in positioning themselves as a trend-setter in social recruitment space. We can foresee many Indian companies who are open for innovation, to adapt this practice in the near future.

Philips' #MumbaiInANewLight

Philips carried out this campaign of lighting up "The Gateway of India" in different colors was Philips India's way of letting people know about their LED-lighting systems. The Gateway of India was lit in the tri-color of our national flag giving it a patriotic outlook on the eve of Republic Day.

The viewers connected very well with the campaign through twitter and the brand managed to create awareness amongst the masses. This campaign was one of the well-ideated campaign that deserves an appreciation.

Kingfisher's Kinglish campaign

Crowd-sourcing has become a style on Social Media and has been used by many brands as a part of their marketing strategy. People were encouraged to spill their drink and make alphabets out of it, individually. It's not everyday that a Bangalorean gets to be part of a fun activity by a brand or is made to be part of an entire campaign by a big brand. Kingfisher collected thousands of blotting coasters and took them back to the design studio.

Infosys' Trends 2014 Campaign

An integrated campaign, Trends 2014 is featured on the homepage of Infosys's website, anchored by a video that introduces the thirteen sectors of Business and Technology (Retail, Banking, Cloud, Big Data, to name a few) which have been assessed to forecast the trends relevant to the industry and the sectors that Infosys operates in.

Also, an audio version of the 'Tweetchat' in which the thought leader spoke in relation to all the trends discussed on Twitter was put on their website.

Standard Chartered's #SCMM14

The Standard Chartered Mumbai Marathon is already well-liked and a lot has been spoken about the diets and exercise regimes runners should follow. Thus, the brand wanted to do something different on Social Media this time. They collaborated with Mumbai Runners, a community of runners based in Mumbai for the promotion of the event. A few days back, folks from the brand also visited the Powai run and captured videos, images and spoke to the runners participating at Mumbai Marathon 2014. A Facebook app 'Mumbai Marathon Runners Speak' was also made.

Tanishq's Confession of a Bride Campaign

Through this integrated social media campaign, Tanishq tried to reach out to young girls and soon-to-be brides. The campaign was straight, with a somewhat overt picture, of a couple kissing under water (and perhaps swimming too at the same time), on its home page. All to be done is hit the 'Confess Now' button on the home page and make your confession.

The campaign is a highly smart way to engage with consumerist brides who are passionate about their weddings. It effectively communicates and reinforces the brand message to social media enthusiasts.

Conclusion:

Today is a technological era and entrepreneurs as well as marketers are required to keep up with the fast pace of change before they are outdated. It is virtually impossible to design a marketing strategy without considering social networks. Social media has become a very important ingredient in today's marketing mix in general and in promotion mix in particular. Adapting one or the other form of marketing online through social media is a key node for all businesses, especially in the industries where trends constantly change such as

fashion and handicrafts. The effectiveness of social media is evidently visible resulting in increase in sales and promotion.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

AMBEDKAR' CONTRIBUTION ON WOMEN EMPOWERMENT AND ITS RELEVANCE TODAY

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"I measure the progress of a community by the degree of progress which women have achieved"

- **Dr B R Ambedkar**

The gender equality was always an important issue for Ambedkar. He wanted woman to work in equal status. He raised his voice and started his movement in 1920. He Stated "We shall see better days soon and our progress will be greatly accelerated if male education is persuaded side by side with female education..."[1] According to Dr Ambedkar, women have been under the bondage of society. We must have become free but they are still not free to live and take breathe the way they want to take. Women today itself is perceived as the matter of amusement and procreation. It has also been mentioned in Hindu Shastras that women is the bond slave of her father when she is young to her husband when she is middle aged and to her son when she is mother.[2] The support of Dr Ambedkar to women to express brazenly can be seen when Radhabai Vadale addressed a press conference in 1931. She said "It is better to die a hundred times than live a life full of humiliation. We will sacrifice our lives but we will win our rights."[3] He openly confronted Muslims for treating their women unequal. He said a Purdah system is an injustice to women. He starts with the reference to mother India which created an impression throughout the world that while Hindus were groveling in the mud of social evils and conservative, the Muslims in India were free of them and as compared to the Hindus, were progressive people.[4] Mahad Satyagraha was the

best example where he invited women along with men participants. 3000 women participants turned up with men participants to take part in Satyagraha. Addressing another meeting of about 3000 women, he said, "I measure the progress of community by the degree of progress which women had achieved. Let every girl who marries stand by her husband, claim to be her husband"s friend and equal, and refuse to be his slave. I am sure if you follow this advice, you will bring honour and glory to yourselves."[5] He confronted that this Hindu religion and Manumriti has artificially tried to create gender difference. Women are no different and unequal to anybody else. 25,000 women attended the All India Dalit Mahila conference on 20th July 1942. Ambedkar was overwhelmed with joy on seeing this kind of development. He wrote to one of his friends, Meshram about this on 13th August. The All India Untouchable Women's Conference was held in Mumbai on 6th January 1945. Though he had a difference of opinions with Gandhiji, but for this movement their thoughts coincide with each other. His experience from the response of upper castes during his temple entry movement and his in depth study of Smritis and Shashtras crystallized his conclusions on Hindu philosophy and society.

Many women wrote on topics like Planning, Buddhist philosophy and such other topics by gaining inspiration and encouragement from Ambedkar. Women also wrote plays, autobiographies, and participated in Satyagrahas. "Tulsabai Bansode started a newspaper Chokhamela. This showed how Ambedkar created awareness among poor, illiterate women and inspired them to fight against the unjust social practices like child marriages and devdasi system."[6]

As Simone De Beauvoir observed, "Women are made, they are not born", Ambedkar also raised the question, "Why Manu degraded her (woman)?.[7] He said that Vedas, Chaturvarnya and Unpishads etc are misleading people. These are creating a gulf of gender inequality in

the society. Some principles defined by Manu regarding women are as follows[8]:

II. 213: It is the nature of women to seduce men in this (world). For that reason the wise are never unguarded in (the company of) females.
II. 214: For women are able to lead astray in (this) world not only a fool, but even a learned man, and (to make) him a slave of desire and anger.
IX. 16: Knowing their disposition, which the Lord of creatures laid in them at the creation to be such, (every) man should most strenuously exert himself to guard him.
IX. 17: (when creating them) Manu allotted to women (a love of their) seat and (of) ornament, impure desires, wrath, dishonesty, malice, and bad conduct.
IX. 2: Day and night women must be kept in dependence by the males (of) their (families), and if they attach themselves to sexual enjoyments, they must be kept under one's control.
IX. 3. Her father protects in childhood, her husband protects (her) in youth, and her sons protect (her) in old age; a woman is never for independence.
V. 147: By a girl, by a young woman, or even by an aged one, nothing must be done independently, even in her own house.
IX. 45: The husband is declared to be one with wife, which means that there could be no separation once a woman is married.
VIII. 209: A wife, a son, a slave, a pupil and a younger brother of the full blood, who have committed faults, may be beaten with a rope or a split bamboo.

Thus Manu deprived women from freedom. Thus Dr Ambedkar writes that anybody doubt that Manu was responsible for the degradation of women in India. Dr Ambedkar openly criticized Manu. He by codifying Hindi Code Bill tried to provide freedom to woman that was taken away by Manu. He discarded all these laws given by Manu. He gave women an equal and respectable status in India. Hindu Code Bill is the phenomenal work of Dr Ambedkar for women. The laws codified under the Bill were accepted by and large. The Bill codifies the laws of marriage, divorce and succession to restore the dignity and status of women in the society. It is needless to say that the Bill was a

part of social engineering via law, sharp criticism of this Bill in and outside parliament led many to belief that it might inflict heavy damages on the Hindu society.[9]

These are the ideas generated for the upliftment of women which helped a lot for the empowerment of women. These rights are like the wings given to fly freely and to explore the world of their talent. They give independent status to women and endow them with the right of adoption, succession and property, so completely denied by Manu.[10] He cursed Manu for not giving any place to women while dividing the Varnas according to the occupation but he himself worked as Modern Manu and tried to rectify the mistakes done by Manu while forming Varna system. It was an insult because after denying her the opportunity to acquire knowledge she was declared to be allowed to take to 'Sanyas' which was regarded as the path to attain the Brahmin. Not only she was denied the right to realize her spiritual potentiality by the Brahmins but she was also declared to be barren of any spiritual potentialities.[11] He wrote many books on women.

Key Features of Hindu Code Bill

Dr Ambedkar as a Chairman of drafting committee made certain changes in the draft to make it more compatible to the society and flexible. It includes eights Sections:

Part one delineated that Hindu Code apply to anyone who is not a Muslim, Parsi, Christian or Jew and who would be considered a Hindu and did away with the caste system. Significantly, he asserted that all Hindus would be governed under a uniform law. Part two of the bill contained the laws of marriages in details and full scope. Part three is all about adoption. Part four is regarding the guardianship. Part five delineated the policy on joint-family property, and was controversial for including the nontraditional allocation of property to women. Part six concerned policies for allowing women to be part of property. Parts

seven and eight established policies on the succession and maintenance. For the first time, Hindu law gave the permission of divorce which was not at all permitted anyhow in Hindu religion. . Finally, it allotted portions of inheritance to daughters, while giving widows complete property rights where they had previously been restricted.[12]

Those who practised Sikhism, Jainism, and Buddhism were considered to be Hindus under the jurisdiction of the Code Bill. Thus it was believed that Hinduism is the blend of different cultures and traditions. The word "Hindu" has broadened the definition of Hindu through the way of bill. "There was also significant controversy over what was established to be Hindu personal law. Sanctioned under Hinduism were a variety of practices and perspectives. Therefore, the administration had to arbitrate between these variations, legitimating some and disregarding or marginalising others."[13] The Hindu Code Bill was later snapped in to four Bills, and the same were put on the Statue Book by Parliament.

1 The Hindu Marriage Act, 1955;
2 The Hindu Succession Act, 1956;
3 The Hindu Minority and Guardianship Act, 1956
4 The Hindu Adoption and Maintenance Act, 1956

On September 17th 1951, a large demonstration of excited women took place around the Parliament House, when the long awaited Hindu Code Bill was supposed to be discussed and the police picketed all over to maintain law and order.[14] The Bill was discussed in detail. Suddenly certain member in the Parliament got angry from Dr Ambedkar for his criticism on the story of Ram and Sita in his speech. Due to unfavourable circumstances Nehru requested Dr Ambedkar to drop the Bill. Describing Nehru's state of mind at this juncture one Journalist quoted Johnson's famous remark on Goldsmith------

"He wrote like an Angel and spoke like poor Paul".[15] Dr Ambedkar felt embarrassment and disappointment. He resigned his seat from the

Cabinet on 27th September, 1951.[16] Dr Ambedkar in his resignation speech clearly mentioned that Hindu Code Bill was a step forward to equality. No legislation in past or future is likely to be passed. To leave inequality between class and class, sex and sex, which is the soul of Hindu Society untouched and to go on passing legislation relating to economic problems is to make a farce of our Constitution and to build a palace on a dung heap."[17] Dr Ambedkar was not convinced with the plea of Prime Minister to surrender bill due to lack of time and the strong opposition. A few months before the incident, Justice Gajendragadkar of Bombay High Court, a famous Jurist and Sanskrit Scholar in course of his speech on "Hindu Code Bill" before the students of the Karnataka University, had said[18]—

"if Dr Ambedkar gives up Hindu Code, his achievement would go down in history as a piece of poetic justice needed. Destiny, however, seemed unwilling to concede to the Law Minister of the full laurels of a modern Manu." Dr Ambedkar advised that marriage should be done only after a person becomes financially able. According to him, marriage is a liability. He said that producing too much children should be declared as a crime. Parents should look forward to giving the best opportunity to the child in this world instead of just giving birth to them. In contrast it hampers the health of mother too. Women are not a machine of giving birth to young ones. Family should look after the health of women first. Women should have friendly terms with husband and should openly discuss the family matters in every aspect. His arguments on the Maternity Benefit bill and on Bill Control were quite relevant to recognize the dignity of women was[19]----

"It is in the interest of the nation that mother ought to get a certain amount of rest during the pre-natal period and also subsequently, and the principle of the bill is based entirely on that principle……."

"That being so sir, I am bound to admit that the burden of this ought to be largely borne by the Government, I am prepared to admit this fact because the conservation of the people's welfare is primary concern of the Government. And in every country, therefore, where maternity benefit has been introduced, you will find that the Government has been subjected to a certain amount of charge with regard to maternity benefit." At the All India Depressed Classes Women's Conference held at Nagpur on 20th July 1940, Dr Ambedkar emphasized that there could not be any progress without women. He spoke, "I am a great believer in women's organization. I know what they can do to improve the condition of the society if they are convinced. In the eradication of social evils they have rendered great services".[20] Baba Ambedkar advised women to keep themselves clean and away from all the vices. They should inculcate good ideas among students. Women should instill high ambitions in their children. The sense of inferiority complex should be eliminated from their mind and heart. Dr Ambedkar at a meeting at the Damodar Theckersey Hall, Bombay in 1936 made an appeal to cast off evils practices and customs among certain sections of the depressed classes. Women belonging to the Devadasi, Patraje, Bhute, Aradhi and Jagiti Communities, and large number of men attended the meeting. Dr Ambedkar made a fervent appeal, especially to the women[21]---

"Whether you can change your religion along with us or not, it does not matter much to me. But I insist that if you want to be with the rest of us, you must marry and sttle down to a normal domestic life as women of other classes do. Don't continue to live under conditions, which inevitably drag you into prostitution." As Mansfield writes regarding the need for personal laws in India, "The spectacle of large political entities in different parts of the world collapsing and giving place to smaller entities based on ethnicity, religion or language or combinations of these factors, rather than strengthening the idea that a

powerfully centralised, culturally homogenous nation is essential for order and prosperity, may have confirmed for some the view that the pressing task for India is not to increase central power and cultural homogeneity, but to find an alternative to the 'nation-state' model, an alternative that will sustain unity through some form of 'pluralism'."[22]

Parliament served the purpose of modernizing the Hindu society with the creation of Hindu Code Bill. This is a move forward to help in innovating the society with a new angle. Many also heralded the bills' opportunity to implement greater rights for women, which were established to be necessary for India's development.[23] Manusmriti stipulated various injunctions which, iner alia, prohibited women from becoming nuns. In Buddhist order, women like Ambapali, Vishaka, Suppiyya, Kisa-Gautami, Mahaprajapati and Yashodara are nuns and had attained the stage of arhat. Buddhism gospel of egalitarian was disliked by Brahmins and Kshatriyas. King Prasenjit had also complained against Buddha for ordaining a Chandala as nun. Mukerjee writes, "The Buddha pacifies them by logic and liberal social outlook, and the King and the people are convinced how frail the claims of the Brahmin caste are. It is pointed out that such differences as exist among the different kinds of animals and plants, cannot be shown among the castes. Moreover, according to the theory of the transmigration of soul and Karma, there cannot be any castes, as everyone is reborn according to his actions."[24]

There were a number of controversies regarding this law. A number of thinkers created a lot of hurdle regarding the codification of law. Nivedita Menon a feminist argues that since all personal laws discriminate against women and since these personal laws cover matters of marriage, inheritance and guardianship of children and the tension within these laws is a contradiction between the rights of women as individual citizens and those of religious communities as collective units of the democracy." In her 1998 article "State, Gender,

Community: Citizenship in Contemporary India", she calls for more support and initiation for reform within all personal laws, more legislation in areas that are not covered by secular or personal laws—such as domestic violence. She also argues for the setting-up of a gender-equal framework of rights that covers the "public" domain of work (maternity benefits, equal wages) and is available to all Indian citizens (thus avoiding a direct confrontation with communities and communal politics)."[25]

There are certain rights framed for the women under the chairmanship of Dr Ambedkar in the Drafting Committee:

1. **Article 14**- Equal rights in all spheres whether it is social, political or economical sphere.
2. **Article 15**- Prohibition of discrimination on the grounds of sex.
3. **Article 15(3)-** enables affirmative discrimination in favour of women.
4. **Article 39**-Equal wages for equal work and Equal means of Livelihood.
5. **Article 42**- Maternity relief and humane conditions of work.
6. **Article 46**-To promote educational and economical interest of weaker sections including women with special care and to protect them from social injustice and all forms of exploitation.
7. **Article 47**- The state to raise the level of nutrition and standard of living of citizens including women and the improvement of public health.
8. **Article 51 (A) (C)** Fundamental duties to renounce the practices which are derogatory to the dignity of women.
9. **Article 243D (3), 243T (3) & 243R (4**) provides for allocation of seats in the Panchayati Raj System.

Ambedkar cites women like Vishakha, Amrapali of Visali, Gautami, Rani Mallika, queen of Prasenajith who approached Buddha, as evidences of Buddha's treatment of women as equals.[26] Dr Ambedkar understood that without empowering and educating women, India cannot get better position and condition. Women empowerment and

upliftment can lead to the upliftment of Indian society. He requested women to participate in every walk of life. So that they can create an impression of talents in people's mind. He worked to unite women and stood for their renunciation. A society where women, i.e., the half of the population, enjoy a low status of women in Indian society is primarily due to the fact that they have no control over material and social resources. This is further compounded by lack of participation opportunities in the decision making process of the family.[27] Dr Ambedkar reiterated the need of family planning. He himself wanted to present the resolution but due to inevitable circumstances he could not present the case. Dr. B. R. Ambedkar emphasized that some measures to control the population such as; ban on child marriage system, increasing age of marriage, economic empowerment of women are also limited, ineffective and impractical.[28] This scientific approach can decimate the problem of unemployment, population, poverty and inflation. Indirectly it would help to improve the problem of women and their status too. Many women become invalid for life and some even lose their lives by the birth of children in their diseased condition or in too rapid succession...Birth control is the only sovereign specific remedy that can do away with all these calamities. Wherever a woman is disinclined to bear a child for any reason whatsoever, she must be in a position to prevent conception and bringing forth progeny, which should be entirely dependent on the choice of women. Society would in no way profit by the addition of unwanted progeny.[29] Dr Ambedkar emphasized that there could not be any progress without women. He spoke, "I am a great believer in women's organization. I know what they can do to improve the condition of the society if they are convinced. In the eradication of social evils they have rendered great service".[30] Dr Ambedkar delivered a speech in Damodar Hall, while addressing Devdasis, Muralyas and Jogathinis, he called them to come out of their nasty occupation. In India, women and their characters are

respected like a Goddess. So, he requested them to get rid of this profession and try to get a respectable profession. Many Devdasis, Muralyas and Jogathinis were impressed and influenced by his speech. They requested that they can come out of it, if their marriages were arranged. He was not against the marriage system but he wanted every individual to stand on his feet. Before getting married, they should be capable enough to bear the burden of their family and parents as well.

He said so in his address in the All India Depressed Classes women's conference held at Nagapur on July 20, 1942. He identifies that marriage is a liability and says "let each girl who marries stand up to her husband claim to be her husband's friend equal and refuse to be his slave."[31] Thus, we can say that Dr Ambedkar worked from his head to toe to help women to achieve their lost status and respect in Indian society. It was his one of the prime motives of social welfare.

Ambedkar's works Relevance Today

A total of 2,44,270 incidents of crime against women (both under IPC and SLL) were reported in the country during the year 2012 as compared to 2,28,650 in the year 2011 recording an increase of 6.4% during the year 2012. These crimes have continuously increased during 2008 – 2012 with 1,95,856 cases in the year 2008, 2,03,804 cases in 2009 and 2,13,585 cases in 2010 and 2,28,650 cases in 2011 and 2,44,270 cases in the year 2012. West Bengal with 7.5% share of country's female population has accounted for nearly 12.7% of total crime against women by reporting 30,942 cases during the year 2012.[32] The Speaker of Lok Sabha and Leader of Opposition in Lok Sabha were women in 2001. However, women in India continue to face atrocities such as rape, acid throwing, dowry killings, and the forced prostitution of young girls.[33] According to a global poll conducted by Thomson Reuters, India is the "fourth most dangerous country" in the world for women,[34] and the worst country for women among the G20 countries.[35]

Challenges Against Gender Equality

There are several challenges that are currently plaguing the issues of women's rights in India. A few of these challenges are presented below.

Education- India besides achieving the higher economic rates is far less miles behind in maintaining the ration of education among girls and boys. While 82.14% of adult men are educated, only 65.46% of adult women are known to be literate in India.[36] Apart from this trauma, they are not even able to come out of atrocities committed by their own family member. Women are still struggling for their basic rights.

Poverty- Poverty alleviation is a big issue among the world. Due to this poverty only innocent girls of villages are coming under the trap of prostitution and sexual harassment. According to police estimates, a shocking 300,000 women and girls have been trafficked for exploitative sex work from Andhra Pradesh; of these just 3,000 have been rescued so far.

Health and Safety- UNICEF came up with astounding figures on the status of new mothers in India. The maternal mortality ratio of India stands at 301 per 1000, with as many as 78,000 women in India dying during delivery because of improper care. Today, due to the burgeoning population of the country, that number is sure to have multiplied considerably. The main causes of maternal mortality are[37]:-

- Haemorrhage: 30%
- Anaemia: 19%
- Sepsis: 16%
- Obstructed Labour: 10%
- Abortion: 8%
- Toxaemia: 8%

Every society runs on two aspects. One is bad aspects and another is good aspects. That should always be balanced. Same way, women empowerment has reached to a certain level and certain challenges have yet to be met. Indira Gandhi, who served as Prime Minister of

India for an aggregate period of fifteen years, is the world's longest serving woman Prime Minister.[38] Self-help groups and NGOs such as Self Employed Women's Association (SEWA) have played a major role in the advancement of women's rights in India. Many women have emerged as leaders of local movements; for example, Medha Patkar of the Narmada Bachao Andolan. Dr Ambedkar had given a strong base for the development of women. Just because of his efforts girls today are exploring and expanding their horizon in all the fields of life. Like in education field, arts and entertainment, sports, politics and literature, women are showing their talents and making our country proud too. Through the Panchayat Raj institutions, over a million women have actively entered political life in India.[39] Pre-Independence era women was ignored. They were deprived of their basic rights. But Dr Ambedkar laid stress on women rights and empowerment. Today, Government has made plans to empower women like Millennium Development Goals. United Nations Development Programme constituted eight goals for attaining peace and equity in world. The Third MDG is directly related to empowerment of women in India. The third MDG is centred towards promoting gender equality and empowering women: “Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education by no later than 2015”. Ambedkar had only helped women to get wings to fly high as much as they want. Women today have rights in the property, right to freedom only because of him. Most of the families have understood the need of education for women. Ladies like, Mrs. Pratibha Patil-former 12th President, Marry Kom-Gold medal winning Boxer, Sonia Gandhi-President UPA, Chanda Kochhar-CEO & MD of ICICI Bank, Arundhati Roy-Famous Author, Kiran Bedi-Ex-IPS Officer, Lata Mangeshkar-Reknown Singer, Priyanka Chopra-Former Miss World peagent 2000, Medha Patekar-Social Worker and Sania Nehwal-Badminton Player are the best examples showing the

empowerment of women in India in a very fast pace. Woman in India is not the weakness now but they are the strength of society. The proposal of 33% of women representation in Parliament is under discussion. Indian Parliament seems to accept this particular presentation. This step would strengthen women's position globally. Indian women are representing India in external affairs too. Gender equality should be ingrained in minds. Especially in urban areas, people have started giving equal status to their children no matter if it is a girl child or male child. Women are being given fair chances to grow and expand their horizon. Self Help Groups, Self Employed Women Association etc are running well in villages to inculcate entrepreneurship in women. To truly understand what women empowerment is, there needs to be a sea-change in the mind-set of the people in the country. Not just the women themselves, but the men have to wake up to a world that is moving towards equality and equity. It is better that this is embraced earlier rather than later, for our own good. The government of India has ratified various international conventions and human rights instruments committing to secure equal rights to women. These are CEDAW (1993), the Mexico Plan of Action (1975), the Nairobi Forward Looking Strategies (1985), the Beijing Declaration as well as the platform for Action (1995) and other such instruments.[40] The year 2001 was observed as the year of women empowerment. For the beneficiaries of the women, the government has adopted different schemes and programs i.e. the National Credit Fund for Women (1993), Food and Nutrition Board (FNB), Information and Mass Education (IMF) etc.

National Policy for the Empowerment of Women has tried to made tremendous changes in the position of India. Apart from granting equality of women, Constitution has empowered the State to measure of positive discrimination in favor of women. Fifth Five year plan (1974-1978)

Onwards, government has kept the woman welfare to development as a major motive. To safeguard the rights and legal entitlements of women, the National Commission for Women was set up by an Act of Parliament in 1990. 73rd and 74th Amendment in 1993 provided the reservation of seat for woman in Panchayati Raj and Municipalities which is good sign of ensuring woman participation at grass-roots level. Government kept particular goals and objectives in their mind while framing this policy especially keeping women empowerment in its mind. These are:

1. In economical, political and social life of nation, there should be an equal access to participation and decision making by women.
2. Equal access to women to health care, quality education at all levels, , occupational health and safety, social security, career and vocational guidance, employment, equal remuneration and public office etc.
3. To eliminate all the forms of discriminations with woman, legal system should be strengthened.
4. By active participation and involvement of both men and women, change in societal attitudes and community practices.
5. Emphasizing the gender perspective in all the developmental fields.
6. Elimination of violence against girl child and women.
7. Enable women them to realize their full potential through creating an environment through positive economic and social policies for full development of
8. In all spheres- political, economic, social, cultural and civil, the *de-jure* and *de-facto* enjoyment of all human rights and fundamental freedom by women on equal basis.
9. Building and strengthening partnerships with civil society, particularly women's organizations.

Swami Vivekananda once said "arise away and stop not until the goal is reached". Thus our country should thus be catapulted into the horizon of empowerment of women and revel in its glory.[41]

The Quote, **"Yater Nariasye pujante, Ramte tater devita"** clears the idea of positioning of women in Vedic Society. It means God resides

at places where women are worshipped. In fact for Ashwamegh yagya, Shri Ram had to place a statute of Sita for the completion of pooja. "The inseparability of caste and gender in Dr. Ambedkar's conceptualisation and his interpretations of history and the place and role of marriage in social construction of graded inequality, provided an important understanding of the issue of women's emancipation in the Indian context. As Ambedkar said, Caste is endogamy and endogamy is caste. He also brought out how the origin and reproduction of caste rested on gendered violence."[42] Through a single stroke a pen, Dr Ambedkar made to realize the importance of gender equality. The developed countries are today stressing the importance of gender equality in their Millennium Development Goals. His idea influences the enactment of women inclined acts viz the Equal Remuneration Act 1976, The Maternity Benefit Act 1961, The Child Marriage Restraint Act 1929, Dowry Prohibition Act 1961, Sati Prevention Act 1987, National Commission for Women Act 1990, Protection of Women from Domestic violence Act 2005 etc. daughter became co-equal sharer of her father's property; hitherto an exclusive right reserved for sons only in 2005 via an amendment in the Hindu Succession Act of 1956. Had Dr Ambedkar been alive, he would have ensured 50 % reservation for women.

Conclusion- In the concluding part, the idea is to appreciate the role of Dr B R Ambedkar fot the upliftment of society. He made certain Articles and Hindu Code Bill for the liberation of women. He was considered as Modern Manu. Due to his efforts only, women today are able to make us proud. Hindu Code Bill was the phenomenal work of Dr Ambedkar. Dr Ambedkar did his best through the way of drafting Constitution. By the means of Constitution, he helped all the stratas of society not only women. His idea of adopting Buddhism was also due to its egalitarian attitude. Buddhism accepted gender equality and practiced it too.

Suggestions-

1) In education field, women teachers or professors should guide and inspire the other women for progress and similarly in professional front, women should help other women to attain skills in life.
2) The knowledge of rights should be there in the curriculum only. Or else there should be extra classes in every session for the awareness of their rights
3) Women centric Business models should be adopted by governmental and private agencies. To make women independent in the field of life.
4) Three L's model of women empowerment should be launched i.e. Learning, Leadership and labour.
5) Skill training and capacity building programmes should be offered free of cost.
6) More and More women should get place in parliament. Women could look after the rights of women from parliament directly. To know and view the problems seriously, there should be enough representation of women.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

CAN TRADITIONAL, ALTERNATIVE, OR COMPLIMENTARY SYSTEMS OF HEALING SURVIVE IN A WORLD DOMINATED BY WESTERN MEDICINE? ETHNOGRAPHY STUDY OF SWAZILAND

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INTRODUCTION:

According to Medical anthropological dimension, in any society Medical Health care system is a combination of many subsystems like conventional biomedicine, heterodox medical systems and cultural or traditional practices ((Baer, et al., 2003). In many countries of the world traditional, alternative, or complimentary systems of medicine is a completely accepted and integrated form of health care in many areas of the world and is mainly focused on holistic health and well-being of humans. Complementary and Alternative systems (CAM) are also known as traditional medicine. Rayner, et al., (2009) described that Complementary and Alternative Medicine (CAM) includes a wide range of practices which promote health and wellbeing of affected individuals and also offer as a part of health care system.

Now a days, there is an increasing use of traditional medicine by the patients. It is due to a proactive approach for their own health; hence they are seeking various forms of self-care methods. Generally many consumers take natural traditional medicinal products and practice. They assume that “natural means safe”, as many herbal products and, medicines that are obtained from plants in traditional medicine. But this is not true in all cases. Many reports have revealed that incorrect usage of traditional medicines, overdose of medicines, and medication

by unqualified practitioners lead to many health complications in patients.

In many countries, TM/CAM medication and treatment are unregulated and are used as self-care treatments. Ernst (2001) Huang et al., (1997) and Ko (1998) reported many toxic substance concentrations of heavy metals, fumigation agents, microbial toxins and pharmaceutical substances in TM/CAM therapies may cause adverse effects on patients.

In traditional medicine, raw herb products collected in an uncontrolled way from nature and wrong identification of the plant, absence of standardization procedure for medicines, contamination, substitution, or adulteration of medicines may lead to health risks in the patients (Taylor ,1999). Ernst (2001); Huang et al., (1997) and Ko (1998) reported many toxic substance concentrations of heavy metals, fumigation agents, microbial toxins and pharmaceutical substances in TM/CAM therapies. TM/CAM healer are not fully trained and do not follow the professional code of ethics in many cases.

According to World Health Organization (2002), distribution of complementary, alternative, and traditional medicine in various countries of the world are presented in table 1.

Table No. 1

Distribution of complementary, alternative, and traditional medicine in various countries of the world (WHO, 2002)

S.NO	COUNTRY OR REGION	FREQUENCY AND DISTRIBUTION
1	Africa	They are used by 80 % of the population for primary health care.
2	Australia	They are used by 49 % of adults.
3	China	Around system 95 % of Chinese hospitals have Traditional Medicine (TM) units.

4	India	They are largely used in 2,869 hospitals provide Traditional Medicine (TM).
5	Indonesia	They are used by 40 % of the total population and 70 % of the rural population.
6	Japan	Around 72 % of physicians practice Traditional Medicine (TM).
7	Thailand	TM integrated into 1,120 health centers.
8	Vietnam	About they are integrated into the health care system and 30 % of the population is treated with Traditional Medicine (TM).
	Western countries	Complementary and alternative (CAM) and Traditional Medicine (TM) are not integrated into the health care system.
9	France	At least 75 % of the population has used CAM at least once.
10	Germany	Around 77 % of pain clinics provide acupuncture.
11	United States:	Around 29 to 42 % of the population use complementary and alternative (CAM).

DEFINITIONS:

There are slight differences in the Complementary and Alternative medicine (CAM) ,due to inclusion or exclusion of some modalities.

Complementary and Alternative medicine (CAM) can be defined as *"a broad domain of healing resources that encompasses all health systems, modalities, and practices and their accompanying theories and beliefs, other than those intrinsic to the politically dominant health system of a particular society or culture in a given historical period. CAM includes all such practices and ideas self-defined by their users as preventing or treating illness or promoting health or well-being. Boundaries within CAM and between the CAM domain and that of the dominant system are not always sharp or fixed" (as cited in* CAM Research Methodology Conference, April 1995; Medical Council of New Zealand, 2011, p. 1).

Eskinazi (1988) defined alternative medicine as "*a broad set of health care practices (i.e. already available to the public) not readily integrated into the dominant health care system model, because they pose challenges to diverse societal beliefs and practices (cultural, economic, scientific, medical and educational)"*. This definition emphasizes on the factors which may play a key role in acceptance or rejection of various alternative, complementary health-care practices in any society.

The National Centre for Complementary and Alternative Medicine (2011) described that alternative medicine can be used as health care system used in the place of conventional medicine (CONV) and also points out that complementary medicine can be used effectively with a combination of conventional medicine (CONV). The various categories of CAM therapies may not be differentiated and application by the Centre for Complementary and Alternative Medicine user (Low, 2001), nor does it explain what CAM therapies really represent (Coulter & Willis, 2007). Coulter & Willis,(2007) described that CAM therapies can be integrated by using a holistic, integrative health care model ,which can focus on self-healing and health by using intervention methods with nutritional, emotional and lifestyle factors.

Astin, (1998); Hyland, et al., (2003); Sirois & Gick, (2002) in various studies observed that CAM consumers believe in the validity of Complementary and Alternative Medicine therapies even though they lack scientific basis and also reported that Complementary and Alternative Medicine therapies to be more in harmony ,compatible with their own values. CAM consumers have more knowledge and awareness and active involvement on their health (Sirois & Gick, 2002). Sirois and Purc-Stephenson (2008) reported that CAM consumers prefer an egalitarian health care provider who can enable their personal responsibility, empowerment and self-determination in health care practices .

Types of Complementary and Alternative Medicine :

According to U.S. National Institutes of Health, complementary and alternative medicine (2002) is classified into five types:

Table no: 2
Types of Complementary and Alternative Medicine

S. no	Type	Examples
1	Biologically based practices or therapies: These therapies use naturally occurring substance like food, herbs and vitamins for the treatment of many diseases.	Diet,Vitamin and Mineral Supplements, Natural Products and herbal products , Unconventional Diets.
2	Manipulative and body-based approaches: It is based on manipulation and or on the movement of organs or parts of the body.	Acupressure, Alexander technique, Massage Therapy and Chiropractic Medicine.
3	Mind-body medicine: This uses different types of techniques to increase mind's capacity to affect the functioning of body systems. Mind-body medicine is used as cognitive-behavioral therapy.	Spiritual, Art therapy, Meditative, Dance therapy, Guided imagery Relaxation techniques and Humor therapy.
4	Energy medicine: it involves the use of energy fields. A bio electromagnetic-Based therapy uses unconventional electromagnetic fields.	Bioelectromagnetic-Based Interventions, Reiki,, Pulsed fields, magnetic fields.
5	Alternative medical systems .	Acupuncture, And Ayurveda Traditional Chinese Medicine, And Homeopathy,

Alternative medicine includes a wide range of therapeutic or preventive health care practices like Homeopathy, Ayurveda, Naturopathy, Chiropractic, and Herbal Medicine. Alternative or complimentary systems are alternatives to western medical practices. The Complementary and Alternative Medicine (CAM), Traditional medicine is oriented towards self-healing and promotion of health of an individual. They are focused on salutogenesis rather than pathogenesis of the disease, which enables these approaches for many chronic diseases and are affordable for affected individuals in many developing countries of the world. It is reported that two-thirds of the world's population seek Complementary and Alternative Medicine (CAM) from various practices other than western medicine.

Examples of traditional and complementary/alternative medicine:

Ayurveda:

Ayurveda medicine is also known as Ayurveda. It is one of the oldest complementary and alternative medical system of the world and originated in India. This medicine emphasizes on integration and balance of the body, mind, and spirit. Hence it is treated as a whole , way of living and Holistic medicine .Etymologically the word "Ayurveda" is derived from two Sanskrit words ayur (life) and veda (science or knowledge), which denotes the "the science of life." The Ayurvedic philosophy is related with Vedas. Vedas are sacred books of Hindu religion. .It enables the prevention of illness and enables the well being of affected individual. This approach uses different types of herbal products and procedures for cleansing the body , restoring equilibrium and balancing the body. This system is based on three Ayurvedic principles such as Kapha, Pitta and Vata, that enables the functioning of an individual. This system is practiced in many countries like Nepal, Pakistan and India.

Homeopathy.

It is a medical science developed by Dr. Samuel Hahnemann, based upon the principle that "like cures like". In precise any substance, that can produce symptoms in a healthy individual , can cure similar symptoms in a person who is having illness. It is also referred as "*Law of Similars*". For example: An onion pieces can cause watering of eyes and nose burn. For hay fever with symptoms like watering eyes and a burning nose, can be treated with homeopathic preparation made from onion can relieve it. Now a days, homeopathic readymade preparations are available for treating number of diseases with lower cost than allopathic medicine, and without any side effects. Because of low cost, maximum people are in favor of use of Homeopathy.

Acupuncture:

It is the one of the traditional Chinese medicine approach .According to National center for complementary and alternative medicine (NCCAM) ,Acupuncture can be referred as "*collection of procedures which involves the stimulation of points on the body using a variety of techniques, such as penetrating the skin with needles that are then manipulated manually or by electrical stimulation" .*This approach is very effective than placebos in the relief of certain types of pain and post-operative nausea (Vickers, et al.,2012; Lee ,2009; Ernst, et al., 2011)

Role of Complementary and Alternative Medicine in modern world:

The term Western medicine is also known as allopathic medicine, biomedicine, conventional medicine, mainstream medicine, and orthodox medicine, which is dominating the modern world (Xiaorui Zhang ,2001). During the last two centuries, western or scientific medical practices emerged as a main practice and the most socially prevalent health care system in industrialized countries.

Allopathic medicine is also known as conventional medicine (CONV). The Western health-care system has been developed and changed remarkably with a number of recent advanced diagnostic instrumentation and medical laboratory technology in understanding the nature and treatment of the disease. It became a mainstream and official medication system.

Even though many individuals are self-medicated with OTC drugs for many diseases, most of them ask or receive advises ,suggestions from Ayurveda medicine, Kampo medicine, Native American medicine Medicine, Traditional Chinese Medicine, Traditional Hawaiian Medicine, Unani Medicine, Latin American folk systems ., etc of traditional, indigenous systems of medicine.

In spite of diversity of cultures, languages, geographic locations of the world the health beliefs of the population about the origin of medical systems show common features like complex interventions for treating diseases, which involves multiple plant products, personalized diagnosis and treatment. They focus on enhancing the inherent healing ability of body. Many of these therapies are emphasized on physical, mental, and spiritual aspects of the affected patient. The healing philosophies, approaches and therapies of complementary and alternative medicine (CAM) are different from conventional western treatment.

Table no: 3
Efficacy of Selected CAM and TM Approaches (as cited in Debas et al., 2006)

CAM or TM approach	Potential use	Study outcome	Level of evidence
Artemisia annua	Treating drug-resistant malaria	Positive	A
Black cohosh	Controlling menopausal symptoms	Mixed	B

CAM or TM approach	Potential use	Study outcome	Level of evidence
Cranberry	Preventing urinary tract infection	Positive	B
Echinacea	Preventing or treating viral colds	Mixed	B
Garlic	Lowering blood cholesterol	Positive	C
Ginkgo biloba extract	Preventing or treating dementia	Mixed	B
Ginseng	Improving energy and immunity against infection	Mixed	C
Glucosamine	Relieving osteoarthritis	Positive	A
Hawthorn	Improving cardiac function	Mixed	B
Milk thistle	Improving liver function	Positive	C
St. John's wort	Treating moderate to severe depression	Negative	A
	Treating mild depression	Positive	B
Saw palmetto	Relieving symptoms of benign prostatic hypertrophy	Positive	B
Acupuncture	Relieving arthritis pain	Positive	B
	Relieving the pain of tooth extraction	Positive	B
	Treating hypertension	Mixed	C
	Relieving nausea from chemotherapy	Positive	A
	Relieving addiction withdrawal	Mixed	B
	Treating asthma	Negative	B
Meditation	Decreasing anxiety	Positive	B
	Decreasing blood pressure	Mixed	B
Biofeedback	Preventing migraine	Positive	B

CAM or TM approach	Potential use	Study outcome	Level of evidence
Homeopathy	Treating asthma	Mixed	B
	Treating gastroenteritis	Positive	C
Magnet therapy	Treating plantar fasciitis	Negative	B
Chiropractic	Treating lower back pain	Positive	B

The above table indicates the efficacy of Traditional and complementary/alternative medicine that is very useful in the treatment and prevention of many disease like mental and physical health diseases in the society. Clinical trials and evaluation of CAM medical systems are needed and has potential to meet the medical needs of the society.

Ethnography study of Swaziland in relation with The Integration of Modern and Traditional Health Sectors in Swaziland

Green (1985), conducted KAP survey in Swaziland and procured the information about the Traditional healers, Swazi health-related beliefs and attitudes by using interview, survey and discussion methods. Some major ethnography findings of the study are discussed. He observed that most of the Traditional healers are much interested in learning more about "Western allopathic biomedicine" and are working in collaboration with the doctors and nurses.

Some of the Traditional healers believed that some diseases have African origin and can be treated with African medicines and rituals only. whereas a few Traditional healers regard new diseases more effectively treatable with modern medicine. They advise patient with new diseases or foreign disease to modern clinics and hospitals in Swaziland. Basing on the findings with Swaziland Ministry of Health

(MOH), the World Health Organization (WHO) recommended that indigenous healers can be incorporated in health sector personnel.

There are about 5400 traditional healers in Swaziland, this is about one traditional healer for every 110 population, where as the physician: population ratio is about 1:10,000 in Swaziland. Fifty percent of traditional healers are herbalists, forty percent are diviner-healers, and 10 percent were Christian faith healers. Around Fifty percent of traditional healers are females and majority of the diviner-healers. Diviner-healers are more respected than herbalists, as ancestor spirits are believed to communicate directly through them.

Many patients in Swaziland are receiving treatment from both doctors and traditional healers for their health problem . The doctors were consulted for the prevention , treatment , eliminating symptoms or to know the cause of illness. Whereas, traditional healers believed in explaining the cause of the illness in culturally meaningful terms and eliminated its real cause. It is observed that there is cooperation present in traditional healers and the doctors of Modern medicine. In the survey, it is observed that more than 90 percent of the traditional healers reported that they commonly refer some of their patients to the clinics and hospitals in Swaziland. The survey also revealed that traditional healers claim that own rituals and medicines were superior to modern medicines in curing many diseases. Maximum traditional healers reported that modern medicine is good in treating diseases like cholera, tuberculosis, heart disease, venereal disease, and bilharzias. Traditional healers appreciate the modern medical technological capabilities and the medicines, various surgical practices and instruments, blood transfusions, and use of X-ray machines for diagnosis. Traditional diviners believed that they had the capacity to diagnose the cause of illness and can eliminate the agents of illness by performing the *femba* ceremony, which involves the developing relationship with spirits. Healers expressed that they can be treated as

equal as doctors in diagnosis of the diseases. Herbal medicines are effective in several ways like reducing of the stress through ritual and reassurance to the patient, family through explanation and shifting the patient from home to the therapeutic environment of the healer.

Even though Swaziland is a poor country, people are paying relatively high fees for traditional healers treatment. Patients are paying about $120 and $130 for treatment of condition like umtsebulo, or soul loss;Healers charging $130 for protecting homestead against mystical lightning strikes by enemies and $10 to $20 for "open the bag" (imaula silchwama) of medicines, which represents the starting of treatment. Registration of traditional healers in Swaziland during British colonial period is initial step in identification of healers and control over their activities by Ministry of Health. During 1983 diarrheal disease epidemic, Ministry of Health in Swaziland , widespread the use of ORT as a technique to reduce the morbidity and mortality from diarrheal diseases. The ORT technique is accepted by traditional healer to prevent the deaths from diarrheal diseases.

According to WHO medicines strategy (2002), recommended the Traditional Medicine Strategy focusing on major objectives like 1) Policy of integration of TM/CAM, 2) Safety , Efficacy and quality, 3) Access and 4) Rational use are discussed in the following table

Table no: 4
Traditional Medicine Strategy (as cited in http://www.gfmer.ch/TMCAM/WHO_Minelli/P3-3.htm)

Objectives	Components	Expected outcome
POLICY : INTEGRATE TM/CAM With national health care systems, as appropriate by developing and	Recognizing of TM/CAM help countries to develop national policies and programmes on TM/CAM. Protection and preservation of	Increased government support and recognition of TM/CAM through comprehensive national polices on TM/CAM.

implementing national TM/CAM policies and programmes.	indigenous TM knowledge relating to health. Help countries to develop strategies to protect their indigenous TM knowledge.	Relevant TM/CAM integrated into national health care system services. Increased recording and preservation of indigenous knowledge of TM, including development of digital TM libraries.
SAFETY , EFFICACY AND QUALITY: Promote the Safety , Efficacy And Quality of TM/CAM by expanding the knowledge base on TM/CAM and by providing guidance on regulatory and quality assurance standards.	**Evidence base for TM/CAM**. Increase access to and extent of knowledge of the safety , efficacy and quality of TM/CAM, with an emphasis on priority health problems such as malaria and HIV /AIDS. **Regulation of herbal medicines.** Support countries to establish effective regulatory systems for registration and quality assurance of herbal medicines. **Guidelines on safety , efficacy and quality** : develop and support implementation of technical quidenlines for ensuring the safety, efficacy and quality control the safety, efficacy and quality control of herbal medicines and other	Increase access to and extent of knowledge of TM/CAM, through networking and exchange of information. Technical reviews of research on use TM/CAM, for prevention , treatment and management of common diseases and conditions. Selective support for clincaol research into use of TM/CAM, for priority health problems such as malaria and HIV/AIDS and common diseases. National regulation of health medicines , including registration, established and

	TM/CAM products and therapies .	implemented. Safety monitoring of herbal medicines and other TM/CAM therapies. Technical guidelines and methodology for evaluating safety ,efficacy and quality of TM/CAM, Criteria for evidence based data on safety of TM/CAM therapies
ACCESS: Increase the availability and affordability of TM/CAM ,as appropriate , with an emphasis on access for poor populations.	**Recognition of role of TM/CAM** .Providers in health care .advocate recognition of TM/CAM providers in health care by encouraging interaction and dialogue between TM/CAM providers and allopathic practioners. **Protection of medicinal plant**s :promote sustainable use and cultivation of medicinal plants	Criteria and indicators,where possible to measure cost effectiveness and equitable access to TM/CAM. Increased provision of TM/CAM through national health issues. Increased number of national organizations of TM/CAM providers. Guidelines for good agriculture practice in relation to medicinal plants. Sustainable use of medicinal plant resources.
RATIONAL USE : promote therapeutically sound use of	Proper use of TM/CAM by health providers. Increase capacity of TM/CAM providers to	Basic training in common used TM/CAM therapies for aalopathic

appropriate TM/CAM by providers and consumers	make use of TM/CAM products and therapies. Proper use of TM/CAM by consumers. Increase capacity of consumers to make informed decisions about use of TM/CAM products and therapies.	practioners. Basic training in primary health care for TM practitioners. Reliable information for consumers on proper use of TM/CAM therapies. Improved communication between allopathic practitioners and their patients concerning use of TM/CAM.

WHO medicines strategy (2002), on TM/CAM enables many countries of the world in integration, formulation and implementation of traditional medicine into their national health care systems .This enhances the access and affordability of TM/CAM and rational use of traditional medicine.

Conclusion:

Maximum population of the world does not have access to modern western medicine, because of high healthcare costs (i.e. high cost drugs, diagnostic procedures, technological procedures and intervention). Low cost intervention therapies, complementary and alternative medicine (CAM), Traditional medicine supplement therapy, behavioural medicine, lifestyle changes, diet, can be used as a substitute for Western medicine in some cases.

The technological, economic, cultural and social trends in the society are major factors for the interest and growth and access to the complementary and alternative medicine. The combination of CAM with conventional medicine is working better than western medicine

alone in some diseases. They gain popularity among general population in developing countries because of their safety procedures, easy administration and low cost treatment of many diseases of third world countries. The main advantage of major alternative medicine systems approach are to induce the self-healing process of the affected individuals with minimum adverse effects , cost for intervention or treatment will be reduced. Swaziland is a poor country and all the population does not have access to medical facilities. But by Integration and cooperation of Modern and Traditional Healers help in prevention of illness in Swaziland. Despite of many scientific issues, validity, regulation of usage of CAM, still CAM has the potential to elevate and can be included in main healthcare system.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

ROLE OF KHADI AND VILLAGE INDUSTRIES COMMISSION (KVIC) AND RURAL INDUSTRIES-A REVIEW OF LITERATURE

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Introduction

The concept of entrepreneurship occupies a central position in the development of micro and small enterprises. Many studies have been undertaken on Micro enterprises at national, regional and district level, but most of the studies were mainly concentrated to investigate their problems and prospects. The problems basically related to raw materials, finance, marketing and technology. However, adequate attention has not been given to study Entrepreneurship Development with reference to the role of Khadi and Village Industries Commission (KVIC) or appropriate institutional support at national, regional, district or village level till now. The KVIC now a day plays dominant role for the overall development of Micro Enterprises through the Prime Minister's Employment Generation Programme (PMEGP) all over the country and the activities of the KVIC has expanded tremendously. It is in this context some of literatures pertaining to KVIC and micro enterprises are reviewed under the following heads. The reviewed literature covers the importance of KVIC in promoting rural enterprises for balanced regional development and removal of inequalities between income and wealth. It also includes the institutional role in augmenting income, employment and standard of living of the rural poor through the wide network coverage of micro enterprises.

The report of the KVIC (1968) observed that village industries could help in raising the living standard of the rural community provided continuous improvement in techniques and upgrading of skills were looked into key problem of these industries. It was suggested that the approach to the traditional industries should be development oriented and policies should be formulated in the perspective of economic growth and general employment situation in the economy

Jain (1980) opined the development of decentralized industries and discusses some policy and programme measures necessary for the overall development of industries .He presented the social and economic rationale for encouraging decentralization of industry and assisting the development of micro enterprises in Indian context. He supported the importance of various institutions like KVIC, District Industries Centre (DIC), Khadi and Village Industries Board (KVIB) etc. for the development of decentralized industries.

Singla S. K et al (1983) attempted to assess the impact of the effort of the State Government in the development and growth of village industries with special reference to Punjab Khadi and Village Industries (PKVI) Board. Seven industries were selected out of the list of village industries approved by KVIC, as they absorbed more than 80 per cent share of the total assistance from the board. Compound growth rate were obtained for production, employment and total assistance for these industries from 1973-74 to 1979-80. It is observed that growth rate were significant for all the industries for the three factors under study except for pottery in the case of employment and assistance and gur and khandsari in the case of production. The regression analysis was also used to study the impact of government assistance on production and employment in these industries using both linear and log linear functional forms. The study revealed that the impact was more focused on gur and khandsari, fibre and leather industries in terms of production, whereas in the case of employment, highly

significant regression coefficients were observed for neo soap, gur and khandsari and fibre industries. The study concludes that PKVIB has significantly helped the development and growth of these industries in the State.

Somayajulu et al (1983) studied the impact of institutional support on rural industrialization with respect to the assistance provided by the State KVIB through econometric analysis. They analyzed changes in the structure of KVI by way of comparative analysis of growth rates in development indicators and in structural ratios of individual industries in Andhra Pradesh during 1956-80. It was observed that decreasing returns to scale is a normal feature of all the 18 industries under investigation. Whereas sugarcane, gur, and khandsari are declining while lime manufacturing and forest plants and fruits for medical purposes are the most economically viable and processing of cereals and pulses, cottage matches and village pottery deserve complete redistribution.

Sinha and Sinha (1984) studied the role of KVIC regarding woollen textile production in the hill area development. Their study specified in the economy of the Kumanon hills of Uttar Pradesh and found that the promotion of industries based on local resources is a vital component of planning for employment and income distribution. In the context of local resources and needs on the one hand and poor infrastructural facilities on the other, woolen textile production in the cottage sector appear to be an important for hill area development and works as a home based economic activity for women.

Tyabji (1984) reviewed the small enterprises and the crisis in Indian development and viewed that regarding small enterprises, which is a traditional technological nature lies under the purview of KVIC. In its search to generate income earning opportunities on a large scale in rural area, the KVIC activities are particularly important in drawing

women of the rural schedule cast (SC) into regular paid employment. Although the KVIC has managed its programme to cover a negligible fraction of these sections, its scheme for the collection of indigenous seeds, for example, constitute efforts worthy of much greater public support. The programmes are not likely to make headway unless the activities of large foreign and indigenously owned enterprises are effectively curbed.

Vepa (1987) recognized micro enterprises as a vital component of the industrial development of the economy. His study based on exclusive field visit to as many as 20 States and discussions with a wide cross section of persons involved, it has been recommended to limit the scope of the Small Industry Development Organization (SIDO) to the larger, modern small units in the semi urban and metropolitan regions, leaving tiny sector to the re-constituted KVIC. He found that the problem of each region of the country were too diverse to be forced into a simple unique solution that would be valid for the whole country.

Jain (1988) analyzed the importance of village industry for solving the problem of unemployment and accepted the multidimensional role of KVIC. In the absence of an integral place in policy for the village industries in its charge, KVIC will have really no significant destination to go. So, he supported the active participation of the government in developing khadi and village industries (micro enterprise now) as well as well functioning of KVIC.

Taori and Singh (1991) evaluated about the marketing of rural industry product with experiments and experiences in Uttar Pradesh (UP). The onslaught of the modern, expensive advertising techniques especially on television has had a detrimental impact on already poor marketing structure and systems of KVI sector. In attempting to introduce a more sophisticated and modern marketing systems for the products of rural industry, the Khadi and Village Industry Board

(KVIB) plays a significant role. They examined the problems relating to marketing in the KVI sector and found that poor marketing structure was the major hurdle for growth and development of KVI sector rather than the problems of raw materials, credit, labour and capital.

Jaitly (1994) in his study concluded that the deteriorating condition of village industry due to the result of long neglect made worse by the recent economic reforms is an ominous sign. He observed that while the network of KVIC is vast, its employment potential immense, its marketing outlets for outnumbered outlets boasted of by multinational hamburger joints like MacDonalds, the outlays for the KVIC have dwindled over the various five year plans. In this connection the village industry is struggling to survive due to lack of finance, poor marketing support and high unit cost of production. It was also recognized that traditional village industry uses local resources, the depletion and regeneration of which is the immediate concern of the local inhabitant. It requires minimum infrastructure if cottage based, home based activity sustains the unity and integrity of the family unit and economies of scale are maintained. Therefore, the study believes that institutional support from KVIC is essential for overall development of village industries in the economy.

Mali and Deka (1998) observed the policy support for KVIs sector in Indian economy. They pointed out the advantages for the development of KVIs and argued that the KVIs sector provides tremendous scope for employment generation through non-farm activities and thereby strengthening the economic base of the rural area. They mentioned that for all support policies and back up services, decentralized KVI sector is often adversely affected by measures under the general drive for modernization. Therefore, the impact of every move towards modernization should be carefully assessed and whenever possible, steps should be taken to rehabilitate workers displaced from traditional industries through various measures.

Anandharajakumar, K (1999) studied the role of technology in social transformation for rural industries and analyzed the technological repercussion, technological demonstration effect, impediments in adoption in technology and transfer of technology in rural industries. The KVIC experience shows that the process of identification of improved technology for cottage and village industries is very slow and an unnecessary long time is taken to transfer improved technology to the users due to the slow pace in identifying an appropriate technology is purely psychological. There is a mistaken belief that KVIs mean only outmoded technology and slow pace of identification of improved technologies is the lack of adequate liaison between national laboratories and the field. He suggested to innovate right technology and to create favourable conditions leading to sustainable decentralized industrial development.

Pushpalata (1999) made empirical study on the role of KVIC in rural industrialization with special reference to promotion, employment generation, and income earned during the plan periods (first five year plan to eight five year plan) at all India level. She also identifies the problems faced by the KVIC in promoting rural development. She studied the rate of increase in the production by applying time series analysis and found an increasing trend but employment generated by KVI shows that, it is not that much significant and appreciable. Thus there is no much significant difference between the production made and the income earned. Regarding problems faced by KVIC, it has been found that there is a wide gap between the allocation and the fund availability. Another problem faced by KVIC is even in that less than 2 per cent of the allocation of KVIC was able to get full grants. It has to be from the fifth plan onwards, the funds disbursed dispersed by the by the Government to KVIC get reduced from 88 per cent to 32.6 per cent in fourth five year plan to eight five year plan respectively.

Murugesan (1999) reviewed the human resource development in KVI sector. The human resource development in KVI institutions is one of the emerging thrust areas as it provides employment to 20 lakh persons. There are many NGOs and voluntary agencies which undertake KVI activities in their income generating programme. For their success and self reliance, human resource development strategies will assume greater role in the years to come. Further, there is a need for establishing human resource development in every KVI institution for its sustainable growth.

Soundarapandian (1999) studied the development issues of rural industries in India and observed that although KVIC has undertaken number of project to step up rural industrialization; manufacturing enterprises in rural areas suffer from absolute disabilities of outmoded technology, marketing and finance.

Madasamy (1999) conducted a micro level study on the development of cottage match industry in Kamarajar district of Tamil Nadu with reference to the KVIB. He found that out of 424 sample units, a great majority of 398 sample units (93.87 percent) were not the member of KVIB and only a paltry number of 26 sample units (6.13 percent) were the member of the KVIB. The study has brought to limelight the reasons for not getting any assistance for the KVIB by 398 match units and the reasons were ignorance, no need to avail any assistance, cumbersome procedure to get assistance, delay in the provision of assistance and lack of interest of the entrepreneurs. It was found that cumbersome procedure to get assistance is the chief reason for not getting assistance by the sample units from KVIB.

Naidu and Naidu (2001) studied the trends in production, employment and labour productivity of Khadi and Village Industries and estimated the output elasticity of employment. They found that growth rate of labour productivity during 1956-85 in Khadi sector was

higher than the village industries. The study reveals that if this sector is properly developed through the support of banks and voluntary agencies then the KVIC/KVIB/DIC can very well demonstrate its potentialities to arrest the exodus of population from rural areas to urban areas and thereby reduce the social cost of transformation.

Roy (2001) evaluated the role of spice board for the marketing support and export promotion of spices processing sector. He point out that India has a predominant position in the world of spices trade with substantial production back up and availability of a wide range of spices. India's spices are exported to over 130 countries. He opined that the spices processing industry in the North East has bring prospect and expected for the implementation spices board-KVIC scheme in the North East region to encourage the growth of micro enterprises in spices processing sector in the region.

Sandee and Rietveld (2001) analyzed innovation adoption practices among traditional cluster enterprises specialized in roof tile using handpress technology. Logit regression analysis using both census and panel monitoring data obtained from 103 and 29 enterprises respectively indicated education, gender and social networks as important variables affecting the accessibility of small producers to information on new production processes, products and markets. Gender wise, compared to males, female producers lagged behind in information network and thus they were unable to procure formal credit from money lenders to finance adoption. To overcome this constraint, the study suggested improving accessibility of formal credit to producers and exposing producers to exhibition, production centres, clusters, markets, etc.

Nagayya (2001) elaborated the role of KVIC in the liberalization context for rural industrialization. He focused the role of KVIC's for cluster development, flow of institutional credit, margin money, capital

equipment grants, subsidy and rebate, joint responsibility role of NGO's, marketing, Research and Development (R&D) and training for the growth of micro entrepreneurship. He found that rural industrialization has brought future for widening the occupational base of rural and semi-urban areas. Greater degree of professionalism, and technical and management talent practice need to be injected into industries covered by decentralized sector, including KVI sector.

Nagayya (2001) evaluated small enterprises, rural industrialization and self-employment programmes with special reference to rural employment generation programme of KVIC. He examined the holistic programme of micro enterprises like Rural Employment Generation Programme (REGP) and Prime Minister Employment Generation Programme (PMEGP) covering all aspects of sustainable self employment in rural areas- organization of the poor and capacity through Self Help Groups (SHGs), training, credit cum subsidy, technology, infrastructure and marketing intervention and found that KVIC provided full support for implementation of all their programmes.

Das (2004) suggested that KVIB of Mizoram should initiate steps for promoting agro-based and forestry based activities to provide employment opportunities in non-farming sector during agricultural off season. This would help to check migration of people from rural to urban centers in search of employment.

Darmasamvartany et al (2004) made a pilot study regarding the role of KVIC in bio gas energy in Pondicherry region. They studied two types of bio gas plants-the Janath plants and the KVIC plants and analyzed the factors determining the installation of bio gas and the decision to choose the type of plant. The study found that the Janatha model showed higher ratio than KVIC model. When the operational rate of both the plants is considered KVIC was operating in higher ratio

than Janatha model. Thus in Pondicherry regions, half of the plants installed, had failed mainly due to technical reasons. To overcome the technical failures, the study suggested regular maintenance and repair of technical inputs so that the renewable and environmental friendly sources of energy are explored.

Parthasarathi, A (2005) examined the rural industrialization programme with reference to the KVIC and opined that KVIC had failed to effectively link up with research and development institutions as well as with technology suppliers involved in India's rural industrialization programme. He favoured the China's spark programme that promoted rural industrialization and the development by relying on the diffusion of science and technology in the towns and countryside. Thus he suggested the setting up of a rural industrialization development board that would co ordinate the network of agencies involved, and supervise, and guide them in refashioning and boosting rural industrialization programme in India.

Mohapatra (2009) conducted an empirical study on the recent performance of KVIC and found that KVIC had attained a growth rate of 12 per cent in its production in 1996-97. A search for eco-friendly pollution free technology he supported the village based enterprises, which gives employment to millions and millions of people with negligible investment. The study concluded that an eco-friendly pollution free technology, if used in the village based industries, it would provide employment to millions and millions of people with negligible investment.

Murugan and Manivel (2009) traced the performance of KVIC sector during the Indian five year plan periods. In their study, it was found that the growth rates of KVI sector in terms of production, employment, productivity were significant and the entire KVI sector had recorded the highest growth rate over the years, but improvement

of Khadi sector was diminishing gradually within the KVI sector. The scholar believes that the development of KVI sector is highly relevant today, so they argues that the Government support is highly essential to promote the KVI sector.

Bhaskaran, E (2010) examined the performance of Prime Minister Employment Generation programme (PMEGP) in India with the objectives to assess the State wise performance in India for the year 2008-09, the Group-wise, Range-wise, Category-wise and Bank-wise performance and compare the performance of PMEGP for the year 2008-09, 2009-10 and 2010-11. The study was based on secondary data collected from KVIC Annual Report 2008-09 and analyzed using Data Envelopment Analysis (DEA) of Charnes-Copper Rhodes (CCR) model by finding the technical efficiency. It was suggested that banks should come forward as a helping hand to micro enterprises as they are facing global financial crisis problems. Under micro small enterprises- cluster development programme, micro enterprises should form sector specific cluster, thereby interrelationship takes place between them and the overall cost of the finance and component will get reduced to compete in the global market successfully.

Barman, K and Das, B (2011) observed that during 2008-09, there were around 1467 (89.95 per cent) numbers of entrepreneur memorandum issued to micro, 153 (9.39 per cent) to small and 11 (0.66 per cent) to medium enterprises out of a total of 1631enterprises in Assam. There is a wide disparity regarding the number of entrepreneurs memorandum issued to MSMEs. The value of production for small enterprises in 2008-09 is more than twice than the value of production of micro enterprises in Assam. Conversely, its production value for medium enterprises is estimated at Rs. 1397.27 lakh against Rs. 12293.33 lakh estimated at micro enterprises and Rs. 35386.5 lakh in small enterprises. If employment generation and investment pattern is concerned, micro enterprises provide highest employment

opportunities and small enterprises show highest investment per month as compared to micro and medium enterprises. The medium enterprises in Assam are lagging behind than micro and small enterprises in regard to parameters like number of units, production, employment and investment in the State.

Barman, K and Das, B (2013) made a micro level study on micro enterprises in Hajo development block of Kamrup (rural) district of Assam. They surveyed 21 units in three different villages to examine the status and constraints faced by the micro enterprises. It is found that steel and grill making, brass metal industries and bakery industries are functioning well in respect of investment, employment of labour and use of technology. They identified that marketing of products and non-availability of funds is the main problems of entrepreneurs.

Barman and Das (2014) made empirical study on the performance of KVIs in India during the period 1994-2010 with respects to the performance variables like production, employment and sales. The statistical tools like percentage, compound growth rate and correlation coefficient has been used to study the association between the variables. Also, the projection has been made in respect of the performance variables through the use of least square principles. The study reveals that compound growth rate of employment, output and sales are 5.022 per cent, 11.023 per cent and 28.846 per cent respectively per annum. However, there are exists strong positive correlation between the performance variables. The projected growth of employment, output and sales for 2016 will be 195 lakh, Rs 22455.64 crore and Rs 29453.86 crore respectively. It reflects positive expectation and scope for further employment, output and sales to grow in future in the KVI sector.

Barman and Das (2014) review the problems and prospect of KVIC/KVIB assisted micro enterprises under REGP/PMEGP schemes of KVIC in Kamrup (rural) district of Assam. The problems basically found in the study area include problems related to support organisation and government, problems of manpower, problems of adequate infrastructure, problems of marketing and technology. Besides, some other problems like strike of workers for higher wages, lack of family supports, problems of partnership, lack of systematic planning, problem of demanding money by extremists, frequent bandhs, donations, high unit cost electricity, problems of internal law and order situation, political influence, taxation, etc. are quite common. Although, the KVIC/KVIB undertaken various measures but not able to benefit much to the entrepreneurs. Therefore, they supported systematic well planned government policy and active support and coordination from the KVIC/KVIB in the district.

Conclusion

The foregoing reviewed literature reveals that the development of rural enterprises can bring about a structural change in the rural economy. But interestingly, these industries have not been able to explore the rural resources to the fullest extent and thereby these rural industries have failed to make any substantial impact in generating employment and income of the rural poor. Most of the earlier studies include various issues of micro and small enterprises like the decentralization of industries (Jain 1980), emergence of entrepreneurship (Kanitkar 1994), data system of KVIs (Bishnoi 1991), role of KVIC in rural industrialization (Pushpalata 1999), human resource development in KVI sector (Muregesan 1999), rural industrialization and self employment Programmes of KVIC (Nagayya 2001), role of KVIC in biogas energy (Darmasamvartany 2004), growth of KVI sector (Murugan and Manivel 2009) technology support of KVIC (Mohapatra 2009), trend in production, employment and labour productivity in KVI

(Naidu and Naidu 2001). Most of these empirical studies found that micro enterprise was most vibrant and dynamic sector for well balanced development in an economy and, it worked as an engine of sustained and inclusive growth. It had brought about structural change in the rural economy. The area specific study relating to micro enterprises and KVIC, found that in the present era of liberalization KVIC has been performing multidimensional role in financing, training, supply of raw material, Research and Development (R&D) in KVI sector, promotion of sale and marketing of KVIs products and promotion, and encouraged for cooperative efforts. But the study reveals that there is immense scope for providing full support to the development of enterprises in rural areas. Earlier studies do not cover the promotional role in developing micro enterprises in national, state and district level. There are a gap regarding the growth and development of micro enterprises on the one hand and fund assisted by KVIC on the other hand for the promotion of such enterprises. Therefore, in this study an attempt has been made to make a micro level study regarding the organizational and operational role of KVIC with reference to Kamrup (Rural) district of Assam. Although very few studies have been done so far as KVIC's role is concerned, but they are macro level study covering only one aspect that is budgetary allocation to KVIC in different plan periods but no systematic micro level study of KVIC relating to small enterprises in a particular area has been done so far.

Till now, no systematic and specific study has been made to assess the performance of KVIC in socio-economic objectives and building up a strong rural community spirit. The State of Assam, burdened with the problem of poverty, unemployment, low level of agricultural productivity, lack of infrastructure and high growth of population has been lagging behind with the rest of the States. Considering the endowment of local resources, local skills and local manpower and

institutional support from the government, the KVIC can play a tremendous role in promoting micro enterprises in the State.

In the present study, an attempt has been made to focus the promotional and organizational role of KVIC in building up the base of rural industrialization. It is expected that this study will fill up the gap of the earlier studies which did not make any micro level studies covering various aspects of rural industries.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

EMBEDDED MEMORY TEST AND REPAIR

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1. INTRODUCTION

Due to the rapid progress in the Very Large Scale Integration (VLSI) technology, an enormous number of transistors are being fabricated onto a single silicon die. For example, a state-of-the-art 130 nm Complementary Metal-Oxide Semiconductor (CMOS) process technology can have up to eight metal layers, poly gate lengths as small as 80 nm and silicon densities of 200K-300K gates/mm^2. However, although million gates in the integrated circuits (ICs) can be manufactured, the increased chip complexity requires robust and sophisticated test methods. Memories are key components of typical system-on-chips (SOCs), occupying an increasingly larger portion of the die area. The yield of embedded memories significantly impacts the overall yield of the SOC. At the same time, as the bit density in the memory increases, the memory core is increasingly prone to defects and the shrinking technology had introduced parasitic capacitances, resistive opens and shorts causing more leakage power and adverse effects on performance. Apart from these parasitic effects, cross talk effects, transistor short channel effect, process variation impacts have created new fault models for embedded memory testing which includes read destructive fault, write disturb fault, coupling fault etc. These newly evolved faults can be detected using algorithms like March BLC [2] and March RAW [3] since they have better fault coverage. Memory

testing and repair will be driven by fault modeling, optimal test algorithm design, MBIST,MBISR[4].

2. MICROCODE MBIST CONTROLLER

As mentioned in the previous section, the importance of developing new fault models increases with the new memory technologies. In addition, the shrinking technology will be a source of previously unknown defects/faults [3]. In the late 1990's, experimental results based on DPM screening of a large number of tests applied to a large number of memory chips indicated that many detected faults could not be explained with the well known fault models, suggesting the existence of additional faults. This stimulated the introduction of new fault models, based on defect injection and SPICE simulation: Read Destructive Fault (RDF), Write Disturb Fault (WDF), Transition Coupling Fault (Cft), Deceptive Read Disturb Coupling Fault (Cfdrd) etc. [3] Another class of faults called Dynamic faults which require more than one operation to be performed sequentially in time in order to be sensitized have also been defined. [3] Traditional tests, like March C-, are thus becoming insufficient/inadequate for today's and the future high speed memories. Therefore, more appropriate test algorithms have been developed to deal with these new fault models. Examples of such tests are March BLC [2] and March RAW [3]. March BLC covers some of the new fault models like Deceptive Read Destructive fault, Write disturb fault, etc., whereas March RAW covers some of the Dynamic faults. These new test algorithms have as many as six or seven operations per march element, and thus some of the recently modeled and simulated architectures are inadequate to implement these test algorithms, as they have been developed to make space for only up to two test operations per March element [6]. This architecture is capable of implementing the newly developed March algorithms, because of its ability to execute algorithms with unlimited number of operations per March element. Thus many of the recently developed March algorithms

can be applied using this architecture. In this paper we present March BLC [2], an optimized test that detects all static faults in the presence of BL coupling using only the required CBs, with a test time complexity of 46n. Compared to March m-MSS (108n) [7], which applies all possible CBs, the test time is significantly reduced by over 50%.

March BLC = {↕ (w0); ME0

↑ (r0, r0,w0, r0,w1,w1, r1); ME1
↑ (r1, r1,w1, r1,w0,w1); ME2
↑ (r1, r1,w0,w0, r0); ME3
↑ (r0, r0,w0, r0,w1,w1,w0); ME4
↓ (r0, r0,w0,w1,w1, r1); ME5
↓ (r1, r1,w0,w1); ME6
↓ (r1, r1,w0,w0, r0); ME7
↓ (r0, r0,w1,w1,w0)} ME8

This has been illustrated in the present work by implementing March BLC algorithm. However, the same hardware can be used to implement other new March algorithms also by just changing the Instruction storage unit, or the instruction codes and sequence inside the instruction storage unit. The instruction storage unit is used to store predetermined test pattern.

A) Description of Architecture

In this paper we have used an existing optimal microcode MBIST [5] architecture for testing embedded memory and detecting faults. The algorithm used in this paper is March BLC which has better fault coverage over traditional algorithms like March B, MATS+, March C-. With this microcode MBIST architecture, four to seven operations per March element can be performed which is not possible with old architecture since they support test algorithms with two operations per March element [6] .The block diagram of microcode MBIST and MBISR architecture is depicted in Figure 1. The architecture consists of clock generator, instruction pointer, microcode instruction storage block (usually LUT), Instruction register, Pulse generator, Test collar (which

includes address generator, Data control unit and read/write control), Memory under test (MUT), Redundancy block (for fault diagnosis).

Clock Generator generates simulated clock waveforms Clock2, Clock3, Clock4, for the rest of the circuitry based on the input clock (named Clock1)

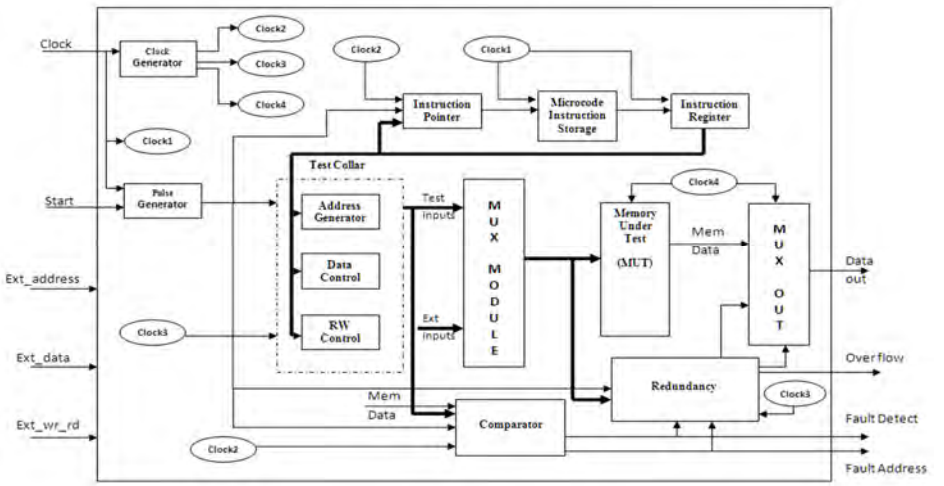

Fig 1- Microcode MBIST and MBISR Architecture

Pulse Generator generates a 'Start Pulse' at positive edge of the 'Start' signal which marks start of test cycle. If the start pulse is high, MUT is in test mode otherwise normal/repair mode. A high START signal initiates the test operation.

Instruction Pointer points to the next microword, that is the next march operation to be applied to the memory under test (MUT). Depending on the test algorithm, it is able to i) point at the same address, ii) point to the next address, or iii) jump back to a previous address.The flowchart in Fig. 2 precisely describes the functioning of the Instruction Pointer.

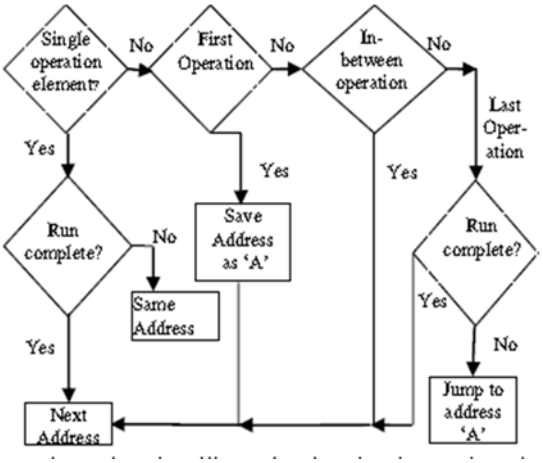

Fig. 2 Operation of Instruction Pointer

Here, 'Run complete' indicates that a particular march test operation has marched through the entire address space of MUT in increasing or decreasing order as dictated by the microcode[7].

Instruction register consists of microcodes. Based on the value of instruction pointer, the corresponding microcode, stored in the instruction register, is decoded.

Test collar comprises of three blocks: address generator, Data control, and R/W control.

Address generator generates the memory locations of

MUT to be tested with the test data. It can address the memory in either increasing or decreasing order, depending on relevant microcode [7] bits and it is given to input for MUX module. If the test address reaches the last value of the memory location at that time test collar produce the run complete value as '1' in increasing direction. If the test address reaches the initial value of the memory location at that time test collar produce the run complete value as '1' in decreasing direction.

Data control generates data which is to be written in the location specified by address generator or expected to be read from memory location.

R/W control generate read/write control signal based on microcode content.

Comparator generates fault detect signal whenever the value being read out of the memory does not match the expected read out value as asserted by Test

Collar and that location in memory is considered as faulty location.

Redundancy block is specialized for fault diagnosis.It consists of Redundancy locations which stores faulty locations of MUT and data buffers. Its function is explained in the next section

Mux out There is a 2x1 Mux that is implemented in the end of the architecture where inputs to this module are given from the RAM out and the another input is the redundancy out, that are both data buses. During the normal operation if any faultless address is accessed then the redundancy module will not be activated flag bit is reset. This flag bit is acts as the select line for the multiplexer. Hence it will select the RAM out to the output. If faulty address is being accessed then the faulty address, data and the flag bit are stored in buffers. This flag bit selects the redundancy data out from the multiplexer and the data from redundancy is given out. This data out is the correct data.

B) Microcode Instruction Format

Microcode is a binary instruction or code which specifies a particular operation in a March element. Thus number of operations in a March element equals the number of microcodes needed to define that element. Table 1 shows the format of 7-bit microcode. Fo (first operation), Io (Intermediate Operation), Lo (Last Operation) are used for multi-operation March element. I/D specifies increment/decrement

of memory locations of MUT. R/W specifies read/write operation for MUT.

Table1. Microcode format of 7-bit

#1	#2	#3	#4	#5	#6	#7
Valid	F0	I0	LO	I/D	R/ W	Data

Description of Fo, Io, Lo is depicted in Table 2. Bit #7 specifies the data which is to be written into or read from the memory location of MUT.

Table2. Multi operation bits

F0	I0	Lo	Description
0	0	0	A single operation element
1	0	0	First operation of a Multi-operation element
0	1	0	In-between Operation of a Multi-operation element
0	0	1	Last Operation of Multi-operation element

Table 3 Microcode instructions for March BLC algorithm

	#1 Valid	#2 F0	#3 I0	#4 L0	#5 I/D(0/1)	#6 R/W(0/1)	#7 Data(0/1)
ME0:↕w0	1	0	0	0	0	1	0
ME1:↑{R0	1	1	0	0	0	0	0
R0	1	0	1	0	0	0	0
W0	1	0	1	0	0	1	0
R0	1	0	1	0	0	0	0
W1	1	0	1	0	0	1	1
W1	1	0	1	0	0	1	1
R1	1	0	0	1	0	0	0
ME2:↑{R1	1	1	0	0	0	0	1
R1	1	0	1	0	0	0	1
W1	1	0	1	0	0	1	1
R1	1	0	1	0	0	0	1
W0	1	0	1	0	0	1	0
W1}	1	0	0	1	0	1	1
ME3:↑{R1	1	1	0	0	0	0	1
R1	1	0	1	0	0	0	1
W0	1	0	1	0	0	1	0
W0	1	0	1	0	0	1	0
R0}	1	0	0	1	0	0	0
ME4:↑{R0	1	1	0	0	0	0	0
R0	1	1	0	0	0	0	0
W0	1	0	1	0	0	1	0
R0	1	0	1	0	0	0	0
W1	1	0	1	0	0	1	1
W1	1	0	1	0	0	1	1
W0}	1	0	0	1	0	1	0
ME5:↓{R0	1	1	0	0	1	0	0
R0	1	0	1	0	1	0	0
W0	1	0	1	0	1	1	0
R0	1	0	1	0	1	0	0
W1	1	0	1	0	1	1	1
R1}	1	0	0	1	1	0	1
ME6:↓{R1	1	0	0	0	1	0	0
R1	1	0	1	0	1	0	1

W0	1	0	1	0	1	1	0
W1}	1	0	0	1	1	1	1
ME7:↓{R1	1	1	0	0	1	0	1
R1	1	0	1	0	1	0	1
W0	1	0	1	0	1	1	0
W0	1	0	1	0	1	1	0
R0}	1	0	0	1	1	0	0
ME8:↓{R0	1	1	0	0	1	0	0
R0	1	0	1	0	1	0	0
W1	1	0	1	0	1	1	1
W1	1	0	1	0	1	1	1
W0}	1	0	0	1	1	1	0
	0	X	X	X	X	X	X

3. METHOD FOR FAULT REPAIR

The faults detected by March BLC algorithm can be repaired using a method which is based on MBISR. The repair circuitry includes a redundancy logic block along with a comparator and a multiplexer. The redundancy logic block consists of memory which stores faulty addresses and data buffer which stores the correct data corresponding to the faulty addresses of MUT. Whenever START signal goes high, indicating the start of test process, the first March element ME0 of March BLC algorithm is executed which is a write operation. As this is a write operation, no values are read out from the memory to be compared with expected or correct values and hence the output FAULT DETECT signal of comparator remains at high impedance. With the initiation of read operation which is the first operation of March element ME1, the values from MUT are read out and compared with the expected read out values. If both are unequal FAULT- DETECT signal goes high and the corresponding address location in MUT is assumed to be faulty. This faulty address is then stored in the redundancy logic block. During testing mode of operation, redundancy block stores faulty addresses whenever FAULT-DETECT signal goes

high. While storing faulty addresses, redundancy logic initially checks whether the faulty address has already been stored or not and if it is already been stored it is ignored. If number of Faulty addresses detected exceeds the number of redundancy locations then OVERFLOW signal goes high indicating repair is not possible. During repair or normal mode of operation, external inputs i.e. data , address and write/read controls signals are fed to MUT as well as redundancy logic block. During write operation, the external addresses are continuously compared with the faulty addresses stored in redundancy logic block. If the external input address is matched with the faulty address stored, data is written into the data buffer corresponding to the faulty address located in the redundancy logic block. During read operation, whenever input external address is matched with the faulty address, the FLAG signal goes high and data is read from the data buffer located in the redundancy block. Hence with this method, correct data values can be read from MUT even in the presence of faults.

4. SIMULATION RESULTS

The simulation waveform for fault detection of a faulty memory is shown in Figure 3. The third location of 3-bit deep and 8-bit wide memory has a stuck-at fault. During write operation, the data written in the third location is 00010110. During read operation we expect 00010110 to be read out but due to stuck-at fault, we get some different value. The simulation waveform for fault repair of a faulty memory is shown in Figure 4. Here the faulty locations are second, fourth, sixth and seventh. These locations are stored in redundancy logic block. In normal mode, during external write operation 00010110, 00101100, 01000010, 01001101 are the data values written into second, fourth, sixth and seventh location respectively. During read operation, the fault is repaired by the redundancy block. Hence we get correct data values corresponding to each faulty location.

5. CONCLUSION AND FUTURE SCOPE

The algorithm used for testing is March BLC which consists of four to seven operations per March element. Other than this March BLC, new algorithms can be applicable without disturbing the existing hardware. The method for fault repair is used in repairing faults, detected by microcode MBIST for embedded memory. The extra hardware used for redundancy block can be reduced by utilizing some portion of embedded memory which is traded-off with reduced data storage

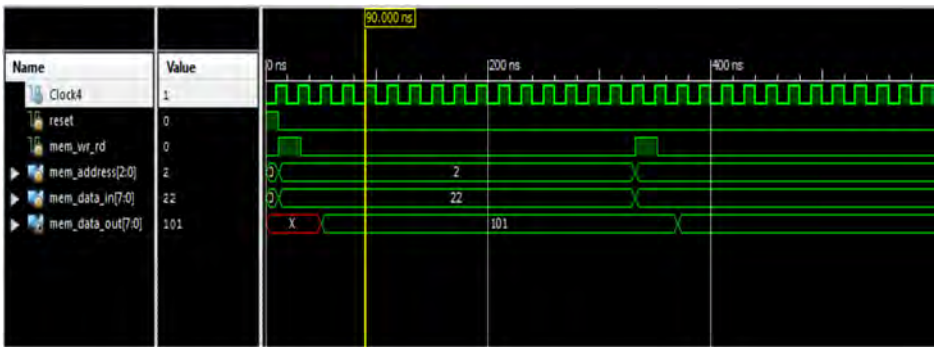

Figure 3.Simulated Waveform of a faulty memory (fault detection)

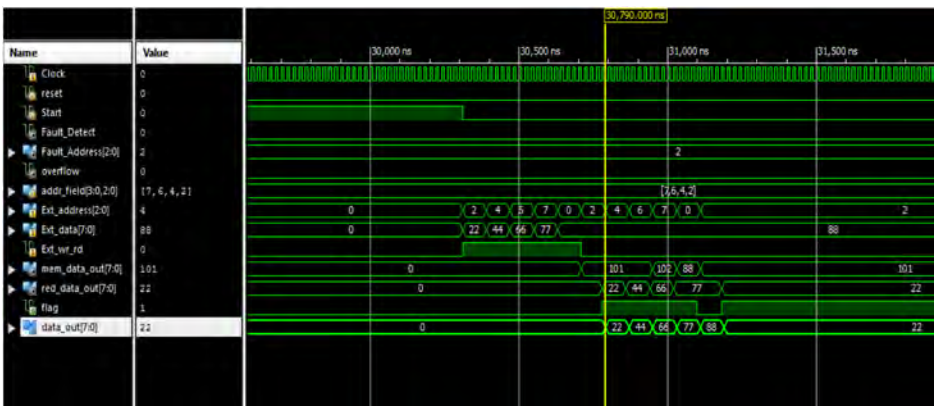

Figure 4.Simulated Waveform of a faulty memory (fault repair)

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

USE OF ICT IN HIGHER EDUCATION

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INTRODUCTION

The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. When such technologies are used for educational purposes, namely to support and improve the learning of students and to develop learning environments, ICT can be considered as a subfield of Educational Technology. ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment etc.

Information and Communication Technology or ICTs allow users to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. ICT tools can be used to find, explore, analyze, exchange and present information responsibly and without discrimination. ICT can be employed to give users quick access to ideas and experiences from a wide range of people, communities and cultures.

Education not only increases the productive skills of the individual but also his/her earning power. It gives them a sense of well being as well as capacity to absorb new ideas, increases their social

interaction, gives access to improved health and provides several more intangible benefits. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD ROMs have been used in education for different purposes (Bhattacharya and Sharma, 2007).

Change has been happening at an uneven pace in any growth-oriented industry, and the education sector is no exception. Rapid growth in the field of education has made governance in academic sector a very complex task. The 21st century has witnessed tremendous advancements in technology which has led to far-reaching developments in the administrative system. Cost-effective technology combined with the flexibility in learning and administrative activities is essential to enhance efficiency. Computers can be used extensively for educational administration.

Usage of ICT for Information Administration in Higher education Institutions:

A good higher education system is required for overall prosperity of a nation. A tremendous growth in the higher education sector had made the administration of higher education institutions complex. Many researches reveal that the integration of ICT helps to reduce the complexity and enhance the overall administration of higher education.

The following are some of the areas where computers can be used for effective educational administration

- General Administration
- Pay Roll and Financial Accounting
- Administration of Student Data
- Inventory Management

- Personnel Records Maintenance
- Library System

Information and Communication Technology (ICT) plays a vital role in supporting powerful, efficient management and administration in education sector. It is specified that technology can be used right from student administration to various resource administration in an education institution. ICT enhances day-to-day management of institutions and the various functional areas in which it could be used are specified below:

- Timetabling
- Student admission and Tracking
- Financial Management
- Medical services
- Procurement and Store management
- Data distribution and management

Information administration was identified as one of the important functional area in higher education institutions. Information administration consists of three main components namely

- Student administration
- Staff administration
- General administration

Student Administration:

- Usage of electronic media by students to apply for admissions
- Usage of computers for student registration / enrolment
- Availability of timetable / class schedule in electronic form
- Usage of computers for maintenance of attendance of students
- Communication of academic details of students to their parents / guardians through e-media
- Usage of e-media for notifications regarding hostel accommodation

Staff Administration:

- Usage of computers for recruitment and work allotment of staff in the institution
- Automation of attendance and leave management of staff members

in the institution

- Usage of electronic media for performance appraisal
- Communication with staff using e-media
- e-circulars from the institution regarding official matters

General Administration:

- Usage of e-media for scheduling / allocation of halls for examinations
- Usage of e-media by students to apply for university examinations
- Usage of e-media for the processing and display of results of students
- Facility for students to make fee payments electronically

In view of ICT, education can be classified in three main categories:

- E-learning
- Blended Learning, and
- Distance Learning

E-Learning or Electronic learning is a general term used to refer to computer-enhanced learning. It is commonly associated with the field of advanced learning technology (ALT), which deals with both the technologies and associated methodologies in learning using networked and/or multimedia technologies. It is also known as online learning.

E-learning has the following advantages:

- Eliminating time and geographical barriers in education for learners as well as teachers.
- Enhanced group collaboration made possible via ICT.

- New educational approaches can be used.
- It can provide speedy dissemination of education to target disadvantaged groups.
- It offers the combination of education while balancing family and work life.
- It enhances the international dimension of educational services.

Blended Learning is the combination of multiple approaches to learning. It is usually used to define a situation where different delivery methods are combined together to deliver a particular course.

These methods may include a mixture of

- face-to-face learning
- self-paced learning
- Online classrooms.

Face to face Learning refers to learning that occurs in a traditional classroom setting where a faculty member delivers instruction to a group of learners. This could include lectures, workshops, presentation, tutoring, conference and much more.

Self paced Learning provides the flexibility to learn according to the availability of learners' own time and pace, it occurs in a variety of ways such as : reading specific chapters from text book, studying course material presented through web-based or CD based course, attending pre-recorded classes or sessions, reading articles referred by faculty member, working on assignments & projects, and searching & browsing the internet.

Online Collaborative Learning involves interaction between learners and faculty members through the web; this interaction can occur in one of the following modes:

- Synchronous interaction.
- Asynchronous interaction.

Synchronous, means 'at the same time', it involves interacting with a faculty member and other learners via the web in real time using technologies such as virtual classrooms and / or chat rooms. On the other hand, Asynchronous means 'not at the same time'; it enables learners to interact with their colleagues and faculty member at their own convenience, such as interacting through email.

Distance Learning

It is a type of education, where students work on their own at home or at the office and communicate with faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, instant messaging and other forms of computer-based communication. It is also known as open learning. Most distance learning programs include a computer based training (CBT) system and communications tools to produce a vital classroom. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems.

ICT can be used as a tool in the process of education in the following ways:

- **Informative Tool:** It provides vast amount of data in various formats such as audio, video, documents.
- **Situating Tool:** It creates situations, which the student experiences in real life. Thus,

  Simulation and virtual reality is possible.
- **Constructive Tool:** To manipulate the data and generate analysis.
- **Communicative Tool:** It can be used to remove

communication barriers such as that of

space and time

The following mediums are used for the delivery and for conducting the education process:

- **Voice** – Instructional audio tools that include interactive technologies as well as the passive ones.
- **Video** - Instructional video tools that include still images, prerecorded moving images, and

  Real - time moving images combined with audio conferencing.
- **Print** – instructional print formats that include textbooks, study guides, workbooks and case studies.

(Bhattacharya and Sharma, 2007; National Programme on Technology Enhanced Learning,

2007).

BENEFITS OF ICT IN EDUCATION TO THE MAIN STAKEHOLDERS:

Benefits of ICT in Higher education to the main stakeholders are

- Students
- Employers
- Governments

Stake Holders	Benefit
Student	• Increased access • Flexibility of content and delivery • Combination of work and education • Learner- Centred approach • Higher quality of education and new ways of interaction

Employers	• High quality, cost effective professional development in the • workplace • Upgrading of employee skills, increased productivity • Development of a new learning culture • Sharing of costs and of training time with the employees • Increased portability of training
Governments	• Increase the capacity and cost effectiveness of education and training systems • To reach target groups with limited access to conventional education and training • To support and enhance the quality and relevance of existing educational structures • To ensure the connection of educational institutions and curricula to the emerging networks and information resources • To promote innovation and opportunities for lifelong learning

Notable initiatives of use of ICT in education in India include:

- Indira Gandhi National Open University (IGNOU) uses radio, television, and Internet technologies.
- National Programme on Technology Enhanced Learning: a concept similar to the open courseware initiative of MIT. It uses Internet and television technologies (National Programme on Technology Enhanced Learning, India, 2007).
- Eklavya initiative: Uses Internet and television to promote distance learning (EKLAVYA Technology Channel, India, 2007).
- IIT-Kanpur has developed Brihaspati, an open source e-learning platform (Bhattacharya and Sharma, 2007).
- Premier institutions like IIM-Calcutta have entered into a strategic alliance with NIIT for providing programmes through virtual classrooms.

- Jadavpur University is using a mobile-learning centre (Bhattacharya and Sharma, 2007).
- IIT-Bombay has started the program of CDEEP (Centre for Distance Engineering Education Program) as emulated classroom interaction through the use of real time interactive satellite technology (Centre for Distance Engineering Education Programme, India, 2007).
- One Laptop Per Child (OLPC) in Maharashtra (One Laptop Per Child, 2007).

CONCLUSION:

The adoption and use of ICTs in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of education and enable wider access to the same. In addition, it will increase flexibility so that learners can access the education regardless of time and geographical barriers. It can influence the way students are taught and how they learn. These possibilities can have an impact on student performance and achievement. Similarly wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching and improved academic achievement of students.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

TOWARDS GLOBAL HARMONY FROM A CULTURE OF VIOLENCE: A CASE FOR ECO-FEMINISM

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War is an institution that, virtually in all human cultures, has acted as one of the main organizing factors, determining economic practices, forms of education, social hierarchy and gender roles. Class is reflected in military hierarchies and in society with the hegemony resting with the more dominant and victorious agency. Interestingly war has been one of the main determinates of gender difference and the social value accorded to each sex. Traditionally men wage war and women have been providing the basic life supporting services for the society, reproducing and serving the warriors, caring for the wounded, mourning the dead and the defeats of their nations and passing on to their children the stories of their peoples experience of war, the heroic feats of the men in their lives, whether glorious or ignoble. This institution and gender division has been long nourished and maintained by a culture of war and violence. In the complex world of today the ever present and pervasive organization of war is neither so readily visible nor are the patriarchal foundations and the hegemonic dictates of the patriarchy. In fact in different spheres of life, in issues of war and peace or policy making for peace and security, changes occurring in gender relations and gender roles have had very little impact. The United Nations Security Council Resolution 1325 (2000) on women, peace and security acknowledges the significant role of women in prevention and resolution of conflict. Scholars believe that gender disparity, injustice and war are essentially so similar and integral to one another that a culture of peace depends as much on the

achievement of gender justice and equality between and men as it does on disarmament and demilitarization.

Peace actually is a set of conditions in which diverse people share a common planet, cultivate mutually enhancing relationships, respect the dignity and rights of all, appreciate and nurture the richness of the diversity while trying to live in perfect harmony. World peace implies provisions and conditions in which all disparity and violence would be overcome according to some basic international standards of human rights that assure the dignity, integrity and identity of all people and genders. The ways in which peace may be achieved and maintained alter with time and circumstances. In fact it has been said that peace is a process and not an end; there is no way to peace, but peace itself is the way. This reveals the very dynamic nature of the kind of peace that may provide a solid foundation for a sustainable culture of peace. Gender too is a very dynamic concept. Gender roles and definitions are socially constructed and culturally conditioned ideas that tend to prescribe what it means to be a woman or a man. Just as the culture of violence and the system of war are far more than rivalry – social or political, gender is much more than the sexual difference and the social role they perform. The values associated with each gender like tenderness, feminine affection, bravery, heroism, masculinity etc. are simply determined by culture and assigned by society. Concepts of masculinity and femininity vary widely among cultures as do ideas about appropriate roles and behaviours for men and women. How gender roles affect each sex and how each is differently affected by social conditions, public policies and global problems, seem to be fundamental to any enquiry into the modalities of achieving a culture of peace.

The environmental issues have long exercised profound influence on the women of the world. The implicit warfare or violence against nature, resulting in environmental degradation and disruption

of biodiversity has affected the women in a very interesting manner – an issue largely overlooked by the patriarchal hegemonic setup of traditional societies. This paper remains a humble attempt at exploring the profound impact of the manifestation of the culture of violence in form of degradation of biodiversity and conversion of forest lands for economic and mechanistic developmental projects upon the women of rural India. How identity of the Indian woman comes close to that of the nature and how human domination of nature for economic benefits reflect a crude and violent form of male domination of the female in lines of "gender apartheid"- a willful marginalization of women, remains an intriguing grey area to be explored. Carolyn Merchant (1980) in her historical study *The Death of Nature: Women, Ecology and the Scientific Revolution* reveals an essentially contradictory conceptual connection between women and nature. On one hand nature is conceived of as a nurturing mother who provides food and resources to the human kind, while on the other hand nature is perceived as a wild and uncontrollable agency that causes storms, floods and chaos and must be dominated, subjugated and controlled to yield and reproduce for the benefit of mankind. The scientific revolution and development of market-oriented culture in the sixteenth and seventeenth century further carved out a mechanistic world view that looked upon nature as an agency to be mastered and controlled, much like the women who must be controlled by patriarchal dictates for the benefit of the society and human civilization. Productivity in both cases was thus conceived of as a mechanical process to be controlled for a mechanical development and assigned a restricted definition. The very organic nature of dynamic nature and women who produce not on restricted lines of mechanical development but in ways that respond to a wide variety of factors and practically cause evolution – both biological and ideological, in the long run, was not taken cognizance of.

This is to say that violence against nature and women are both rooted in the very mode of perceiving both.

Ancient Indic tradition sanctioned a cosmological view of nature that entailed both the animate and the inanimate and nature was then the "Prakriti" or the mother who embodied "activity and diversity" as an expression of powerful "Shakti" or the feminine and creative principle which created the world in conjunction with the "Purusha" or the masculine principle. Interestingly, in the very mode of this perception, lies implicit an overt patriarchal categorization of the active and productive feminine identity that must nevertheless be subjugated to the higher transcendental Purusha for production and fulfillment. The Samkhya system classifies the universe into two categories – Purusha and Prakriti, the former being the passive consciousness that is absolute, independent and beyond the grasp of finite verbal cognition, while Prakriti is the ever-active imperceptible in which all material manifestations are implicitly embedded with immense potency. The Purusha is the 'Bhokta' - the passive observer and the enjoyer, while the Prakriti is the 'Bhogya' or the enjoyed. The Samkhya philosophy identifies each sentient being as a fusion of both. The Prakriti interacts with the Purusha in the same body and an evolutionary process is triggered causing the worldly manifestations. Both the Samkhya philosophy and the *Upanishads* recognize a cardinal purpose of such a process to be the enjoyment and liberation - the Purusha and Prakriti unite and evolve as an indivisible whole. In his essay titled 'Akhondota' in *Pawnchovut*, Nobel Laureate Rabindranath Tagore mentions the same analogy. His overt identification of the female with Prakriti is evident from his assertion -

> Women have only will power like prakriti. In the human body there are two parts-one is vast, passive, unconscious and the other is active, restless and in a flux. The latter is Prakriti...

In letter no. 64 of *Chhinnopotro* and letter no. 70 of *Chhinnopatraboli* Tagore described the state of yearning and active evolution with a fascinating metaphor of germinating life in the process of the union with the eternal and Absolute consciousness. He identified himself with the fertile earth – the productive potency of Prakriti, essentially female, infused with the rays of the autumn sun – the radiant 'purusha' that penetrates the earth:

> Ak somoy jokhon ami aei prithibir songe ak hoye chhilum, jokhon amar opor sobuj ghas uthto, sarat-er alo porto, surjokiron-e amar sudurbistrito shyamol onger protyek romkup theke joubon-er sugondhi uttap utthito hote thakto, ami kawto...desh deshantor-er jol sthol parbat byapto kore ujjol akash-er niche nistobdho shuye pore thaktum, tokhon sarat surjalok-e amar brihot sarbange je ekti anondoros, ekti jibonishokti ottyonto obyakto ardhachetan ebong ottyonto prokando brihotvabe sancharito hote thakto tai jyano khanikta mone pore – amar aei je mon-er vaab e jyano aei protiniyoto onkurito mukulito pulakito surjosnata adim prithibir vaab.
>
> [once when I was the same as the earth and green grass sprouted from me as the autumn sun rays brought out the fragrant heat of youth from every pore of my vast green body, I used to lie silent under the bright sky and the golden sun infused my body with a strange powerful bliss and life-force..my present state of mind is like that of the germinating, flowering, ancient earth bathed in the sun].

It is this identification and express act of gender subversion that in a sense reveals the philosophy behind the worship of the divine as a male or Purusha consciousness. The Vedas and the ancient Indian philosophy asserts that the female position of Prakriti is necessary to evolve towards that degree of self surrender that would lead to the ultimate communion – a harmonious blending of the finite and the transcendental, the word and the meaning, the rhythm and the melody. Nature then, if equated with "Prakriti", tantamounts to a position of surrender and subservience, a position that is somehow bolstered through a later mechanistic industrial/developmental model that sanctions human dominance over and plunder of nature. This severely disrupts the process of global peace and the very culture of peace at large. Like the victorious tribe that plunders resources and the women alike in a brutal form of war, nature and women are rendered alike in a position of subservience and commoditization in the culture of violence in form of deforestation, land policies, displacement and mechanical industrialization at the cost of nature in our nation. Peace is disrupted and the women, especially rural women participating in agriculture and drawing sustenance from nature , along with their indigenous knowledge about the nature passed on by their mothers and grandmothers over generations , suffer as a result of male migration. Modern reductionist science excludes such women as experts and violate both nature and women in terms of mechanical productivity and progress, undermining the natural productivity and evolution as economically 'unproductive". The price is to be paid by mankind in general and this war against nature in the garb of "development" reflects nothing but a culture of violence.

Modern reductionist science and allied developmental projects turn out to be overt patriarchal projects. They are seemingly structured by a predetermined gender based organization of production, reproduction and distribution. This leads to a struggle over resources

and implies grappling with dominant groups who possess the power, property and privileges to control resources. As a necessary corollary, these dominant sections plundering nature, control ideologies and visions of a nation through imposed changes in education, policies and the media. "Unproductive women" in patriarchal economic terms, reproduce, rear children, actively participate in agriculture, provide nutrition to the whole family through inherited knowledge of healthy food preparation from wild herbs or roots, heal with wild herbs, sustain and nurture bio-diversity with their reserve of indigenous knowledge inherited from their mothers and grandmothers and yet are denied access to the most critical productive resources in rural economy, agricultural land and occupational mobility. Physical characteristics and conditions like child birth and "labour" for household work are considered "handicaps" for mechanical "Productive" work and women are forced to live in dependency relationships with their male counterparts. Norms of female seclusion in terms of cash economy compels them to be victimized and leave behind their rich inheritance of indigenous knowledge and productivity with male migration. They are sucked into an economic parameter of production that rejects biological and natural productivity as "unproductive". Thus a rich forest land with a sweeping variety of bio-diversity would be tampered with for industrialization and reductionist notions "development" fuelled by cash economy, while a woman will be sucked into stereotyped manual or white-collar "job" against cash salary with all her natural productivity, healing powers, indigenous knowledge and crucial role in evolution rejected as "unproductive". This mind-set, engineered by a reductionist cash-driven philosophy generates violence in multiple forms that affects the health of the nation at large. There are indirect associations as well. Rural women collect fodder, fuel and water and depletion of forests with reduced access to woods and water stretch their labour-hours that remain "unproductive" in a cash economy. Crop

income and health are affected – a fact that is bound to affect national progress and development in the days to come. In an excerpt from an interview of a rural woman of the hills of north-western Uttar Pradesh, Sundarlal Bahuguna reflects this connection in "Women's Non-violent Power in the Chipko Movement". The woman says-

> When we were young, we used to go to the forest early in the morning without eating anything. There we would eat plenty of berries and wild fruits...drink the cold sweet water of the Banj (oak) roots...In a short while we would gather all the fodder and firewood we needed, rest under the shade of some huge tree and then go home. Now with the going of the trees, everything else has gone too. (p.132)

Rest, nutrition, energy, labour of the rural woman at home-front and in the agricultural fields–all interconnected with the forest land is risked. Kumar and Hotchkiss (1988) in "Consequences of Deforestation for Women's Time Allocation, Agricultural Production and Nutrition in Hill Areas of Nepal"- a Research Report of the International Food Policy Reasearch Institute, Washington, show that the increase in firewood collection time due to deforestation had significantly reduced women's crop cultivation time, leading to a drastic fall in production of maize, wheat and mustard which were primarily dependent on female labour. This led to allied problems and resultant violence and death.

Nature is plundered as is the woman by a cash-driven economy that brands them unproductive unless they yield "products" that have "market-value". The powerful and privileged few reaping the benefits of this cash-economy and mechanistic notion of productivity and development seem to be happily oblivious of the crisis. The policies and machinery seem to propagate the culture of violence and the inevitable resistances cropping up from indigenous communities in various parts

of the nation too fall into the whirlpool of violence in search of peace. Alternative models must be contemplated. Johnston(1969) in his "The Japanese Model of Agricultural Development: Its Relevance to Developing Nations", shows how the farmer's knowledge and innovative skills were incorporated in the broader body of scientific knowledge through a systematic interaction between the farmer, the village extension worker and the scientist in Meiji, Japan. The women of our nation, the prime participants in agro-based production and their knowledge base could be tapped in similar fashion. The very parameters of productivity need to be re-examined in a way free from patriarchal and economy-driven perspectives. A war is going on- a war without visible guns or missiles, but with far more deadly weapons against nature and woman alike. Peace in this situation would be a far cry, violence being implicit and ingrained in the very perception and philosophy. Violent subjugation of the female in form of rape, exploitation, denial of access or non-recognition of labour/productivity springs from the same perceptual profile that tries to dominate and "control" nature and violates nature in terms of deforestation, thoughtless industrialization at the cost of environmental degradation and assessment of nature in terms of cash and economic benefits. The culture of peace may be established through thoughtful re-examination of the basic parameters of productivity and a systematic reorganization of institutional and distribution paradigms.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

STYLE OF UNIFORM: ITS IMPACT ON THE WORKING EFFICIENCY ON FEMALE EMPLOYEES OF EDUCATIONAL INSTITUTES OF JAIPUR

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INTRODUCTION

Clothing is an intimate part of the life of most human beings, being well dressed gives a feeling of self-confidence. **Habert spencer** said, clothing is an extension of the body and acts as a 'second skin' in establishing the physical boundaries of the self. Clothing is a significant force in the enhancement of the self, and when used positively, it contributes to one's feeling of self-acceptance, self-respect and self-esteem.

Uniform gives a feeling of belongingness towards a particular group or an organization. A dictionary meaning of uniform is distinctive clothing worn by all members of an organization or a group **(Oxford Advanced Learner's Encyclopedic Dictionary, 1992)**. Uniforms can be according to the place and occasion. It can be applied strictly or a bit flexibly. Thus it can be classified as follows:-

1. Formal
2. Semi-formal
3. Casual

As per talking of the Educational institutions, uniform again plays a vital role. It is the attire apart from its distinctive appearance acts as an icon of identification. Thus people of educational institutions reflect an

immense discipline. Uniform, we can say, is the coin which has two sides Attitude and Perception.

1.1 Attitude

Attitude can be defined as a state of mind which people carry around in their heads. It is our feelings about something. **Traindis H.C.** has defined attitudes as 'an idea charged with emotion that predisposes a set of actions to a specific group of stimuli.

According to **Gibson, Ivancevich And Donnelly** " an attitude is a mental state of readiness, organized through experience, exerting a specific influence upon a person's response to people, objects, and situations with which it is related."

- **Attitudinal change**

People are constantly trying to change each other's attitude. Workers, higher authority and employees attempt to influence other's attitude in favors of their point of view. The management should create a work environment where employees can have positive attitudes about their jobs and work place.

- **Perception**

Perception denotes the process hereby people become aware of the outside and themselves. It is the process whereby people select, organize, and interpret sensory stimulations into meaningful thoughts about their work environment. Perception is the core of the individual behavior.

- **History of Uniform**

In 1878, when the Christian mission became in reality, the newly named Salvation Army, the familiar trappings of the great salvation war began to appear. According to the years of service, position level of responsibility in the organization, trimmings wore on the uniforms

indicated rank. Even without religion motivation, the wearing of military ceremonial uniforms was widely popular among the working class men in 19th century in Britain. The men however, continued for much longer to display individual preferment in headgear. Pith helmets, toppers derbies, sailor hats and discarded military band helmets, proudly appeared adorned with a Salvation Army hatband until 1891, when headquarters finally brought the troops under regulation caps- one hatband for officers, another's for soldiers. According to culture and climate different uniforms may be worn in different countries – white, grey, beige safari type with shorts or perhaps a sari with a Salvation Army sash. Not all Salvation Army members wear a uniform. It is a personal choice to do so, but the reason for wearing it remains unchanged.

- **Importance of Uniforms**

The importance of uniform is revealed in the following statements given by some noted people-

According to **Mohandas Gandhi,** the law of sacrifice is uniform throughout the world. To be effective it demands the sacrifice of the bravest and the most spotless.

High Shelton, says, I enjoy sharing in the dangers that we ask our men and women in uniform to share in almost every day. According to **Robert Baden-Powell** the uniform makes for brotherhood, since when universally adopted it covers up all differences of class and country.When we speak of "uniform", we immediately think of clothing of similar design, made of cloth of like construction and color worn by personnel of military as well as of some civilian and semi-civilian organization, such as the police department, fire department, postal department and fraternal orders.

Keeping all the above points in mind following were the objectives undertaken for the research: To study the working efficiency of the female employees of educational institutes having uniforms, to study the preferences of the female employees regarding dressing style/ pattern of the uniform, to find out the preference regarding color & print of the uniform and to find out the comfort level of employees in uniform.

METHODOLOGY

Research methodology is a way to systematical approach of solving a research problem. We can say that research methodology has many dimensions and research methods do constitute a part of the research methodology. We not only talk about research methods but also consider the logic behind the methods we use in context of our research study and explain why we are not using other so that research results are capable of being evaluated either by the researcher itself or by others **(Kothari, 2004).**

Following steps were undertaken for the study:-

- **Locale of the Study: -** It is always good procedure to determine the area of study because if the area of study is not determined the whole procedure becomes lengthy and affects the items setting of study. Therefore keeping in mind the time constraints and availability of the subject, I decided to conduct the study at Educational Institutions of Jaipur. Jaipur was selected as locale of the study due to easy accessibility of the respondents related to the topic.
- **Sample Selection: -** Selection of unit and respondents:-

➢ **Selection of unit:** - Five Educational Institutions having uniform for employees were selected on the random sampling technique from Jaipur i.e.

1. ICG (International College For Girls)
2. Poornima Engineering Institution
3. IIIM (International Institute Of Informatics and Management)
4. Staini Memorial P.G. College
5. Regional College for Education, Research and Technology

- **Selection of Respondents: -** According to my study which is limited to the female employees of educational institutes therefore female employees were selected on the basis of Random sampling Technique to avoid any form of biasness. Every institute having different number of female teachers therefore number of teachers from every institute is varying.
- **Employees: -** Respondents were the female employees of the selected institutions from the age group of 22- 50 and are from various departments i.e. Science, Arts, Fashion technology, Engineering etc.
- **Sample Size: -** A total of 150 employees were selected for the study that is 50 from ICG college, 40 from Poornima college, 20 from IIIM college, 20 from Staini college and 20 from Regional college.
- **Tools for data collection: -** A self-constructed questionnaire was developed comprising of 20 close ended questions, to collect the information from the employees of the educational institutions because questionnaire is easy to analyse as answers can be compared more easily.
- **Data collection: -** I visited all selected institutes to collect the data. The employees were given the self-constructed questionnaire to gather information about the impact of style of uniform on the working efficiency of the employees of educational institution.

- **Data Analysis: -** The objective of the analysis was above all to say, "Paint a picture" from the results of the questionnaire that were used in the research. Each question was analysed separately. The objective was to use the answers to the questions to form an image of the individual aspects of the impact of uniform.
- **Scoring: -** The answers to the questions have been inputted in an excel spreadsheet after which some general observations have been made. Response of each question of questionnaire was then evaluated on percentage basis.
- **Presentation: -** Presentation of response of each question was given in the form of Table and Pie diagram.

Results and conclusion:

Uniform with the passage of time is coming in scenario increasingly. The uniform is a set of standard clothing worn by members of an organization while participating in that organizations activity. Uniform has become an important part of educational institutions. It is considered as the reflection of values and ethics. It helps to maintain the decorum of the organization. It provides an identity to the organization and dignity to an individual. Some of the data is as follows:

Table No. 1

Compulsion For Dress Code	No. of Respondents	Percentage
Strongly Disagree	30	20%
Disagree	31	21%
Neutral	23	15%
Agree	**45**	**30%**
Strongly Agree	21	14%

Table No. 2		
Selection of style and color of uniform	**No. of Respondents**	**Percentage**
Strongly Disagree	2	1%
Disagree	37	25%
Neutral	24	16%
Agree	**57**	**38%**
Strongly Agree	30	20%

Table No. 3		
High Cost of Uniform	**No. of Respondents**	**Percentage**
Strongly Disagree	16	10%
Disagree	33	23%
Neutral	21	14%
Agree	**45**	**28%**
Strongly Agree	37	25%

The results of the study reveal that uniform is widely accepted by the educational institutions. Majority of the employees are in favor that the uniform should be essential because it keeps them in discipline & they feel proud in it, it makes their morning easier and uniform maintains the uniformity among the employees.

Majority of employees feel bored wearing same uniform in a week and they want weather there should be a non-uniform day or uniform should be limited for some occasion.

Most of employees accept it that there uniform is expensive and they are not satisfied with the fabric, color and style of their uniform as these are the obstacles in their working efficiency and they want a choice of fabric, color and style of uniform.

We overlook these results and come out with results that uniform should be introduced in every educational institute with a little modification in their uniform strategy according to employee's choice.

Uniform provide a code of conduct to the organization because it because it helps to maintain the uniformity among the employees and provides a feeling of healthy competitions.

Limitations:-

- The study was limited to Jaipur region.
- Limited to the females employees of the educational institutes.
- Sample size of 150 employees.

Suggestions for further research:-

- The research can be carry forward to observe the impact of uniform in corporate sector.
- One can do further research on males and females together or a comparison between them.
- The sample size can be increased.

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Appendix-I

QUESTIONNAIRE

Section I

Name -

Age -

Marital status - Single

Married

Monthly income -

Department -

Institute -

Section II

Key Points: Strongly Disagree -1 , Disagree -2 , Neutral -3 , Agree -4 , Strongly Agree -5

On a scale of 1 to 5 **please circle the number** that best reflect your feeling.

S. No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Do you think that uniform at workplace should be essential?	1	2	3	4	5
2.	Do You think that uniform keeps you in discipline?	1	2	3	4	5
3.	Do you feel proud in wearing your uniform?	1	2	3	4	5
4.	Do you feel sense of belongingness due to your uniforms?	1	2	3	4	5
5.	Is your uniform leveling the social status of yours?	1	2	3	4	5
6.	Do you think that because of your uniform you lose your individuality?	1	2	3	4	5
7.	Do you feel bored to wear same uniform in a week?	1	2	3	4	5

8.	Are you satisfied with the provided uniform?	1	2	3	4	5
S. No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	Do you think that your uniform affects the overall impression of yours?	1	2	3	4	5
10.	Do you think that uniforms save your money as it stops unnecessary expenditure on your clothes?	1	2	3	4	5
11.	Is your uniform expensive?	1	2	3	4	5
12.	Do you think that uniform at workplace make your morning difficult?	1	2	3	4	5
13.	Do you think there should be a non-uniform day?	1	2	3	4	5
14.	Do you think there should be specific day to wear uniform?	1	2	3	4	5
15.	Do you think you should be provided with a choice in regards to your uniform?	1	2	3	4	5
16.	Do you think it should be your choice to choose the style of uniform?	1	2	3	4	5
17.	Do you think you should have a choice of color for your uniform?	1	2	3	4	5
18.	Are you comfortable with the fabric of the uniform?	1	2	3	4	5
19.	Do you think you should have a choice of fabric for your uniform?	1	2	3	4	5
20.	Do you think that your uniform needs less wash and care?	1	2	3	4	5

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

EMPOWERMENT OF WOMEN THROUGH MGNREGA IN INDIA

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The National Rural Employment Generation Scheme **(NREGS)** is a recent employment scheme in India for providing 100 days guaranteed wage employment for all employment seekers above 18 years of age and willing to do work. The scheme came into force on 5 September 2005 in 199 districts in India and extended to another 130 districts later.

Implementation of NREGA has contributed to very high levels of women empowerment, particularly in the following aspects.• As the work is organized by women's groups, the gender perspective gets built in automatically.• As women are comfortable working along with their neighbourers, nearly 80% of the workers have been women.• For the first time equal wages are really paid and this has boosted the earnings of women.• As the wages are paid into Bank accounts the habit of thrift which was already incalculated through the Kudumbashree experiment has further been strengthened.• As the Bank deposits are increasing, the intra-household status of the woman has also been improving commensurately as she controls substantial cash resources and withdrawal can be only on her decision.

More women than men work under the national programme that guarantees employment to rural people. In the current fiscal till October, women availed of more than 50 per cent of employment created under the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). Their participation has been growing since the inception of the Act in 2006. This is remarkable given that only 28.7 per cent women form a part of the country's workforce,

according to the National Sample Survey Organisation data of 2004-05, the latest such data available for the country.

An employment guarantee act/ programme is likely to address effectively a number of barriers to equality for women. Along with promoting poverty alleviation of the households at the bottom, generating productive assets and facilitating pro-poor growth in the economy, an employment guarantee can reduce gender inequalities in multiple ways: It can guarantee employment at the legal minimum wages to men as well as to women, can generate assets that reduce drudgery of women, give ownership of assets to women also, and can empower women in many other ways by giving wages in their hands. An employment guarantee programme can also encourage mobilization of women, giving them collective strength to bargain for a better deal in the economy

In the past as well public wage programmes attractedmore than expected participation from women. Between 1970 and 2005, India implemented 17 major programmes with focus on employment or self-employment. By 2000, employment programmes— like the National Rural Employment Programme, Rural Landless Employment Guarantee Programme, Jawahar Rozgar Yojana and the Employment Assurance Scheme—saw women accounting for a fourth of the total employment created. Self-employment generation programmes, like the Integrated Rural Development Programme and the Training for Rural Youth in Self-employment, had more women beneficiaries; 45 per cent by 2000.

Women's participation in MGNREGA points at some unique and often contradicting aspects. First, states not known for women's participation in workforce are reporting a high number of women joining the programme. Take Kerala, where women account for about 15 per cent of the workforce. Under the Act they take up 79 per cent of

the employment created. Two other states, Tamil Nadu and Rajasthan, with low share of women in workforce have 82 per cent and 69 per cent women workers under MGNREGA, respectively. Second, poor states with greater casual labour potential, like Odisha, Uttar Pradesh and Bihar, report low women participation (22-33 per cent). This is contradictory to the assumption that poverty forces women to take up casual jobs. Third, it is believed that states with labour-intensive farming like paddy cultivation pull more women into workforce. The MGNREGA data shows the opposite in paddy-intensive Odisha and West Bengal.

Certain aspects of the Act must be contributing to the contradictory trends. Under the Act, a household is guaranteed 100 days of manual employment in a year. Adult members can share this guarantee and the wage is same for man and woman. This prompts household-level labour budgeting. While men migrate to towns and cities, women are left behind to work under MGNREGA. The Act increases household income since earlier women used to get less wages than men.

Women take up this opportunity as economic freedom. More than wage parity the Act focuses on water conservation. It allows members belonging to the Scheduled Caste and Scheduled Tribe communities to take up work in their own fields and get paid for that. Women participating in the programme are reviving their degraded farms or making provision for water through other works. In Tamil Nadu this trend is pronounced as several local studies have pointed out. In the drought-hit Bundelkhand districts of Uttar Pradesh and Madhya Pradesh, many households have adopted this strategy.

More than 90 per cent of woman workers are farm labourers or cultivators. A substantial part of their work is unpaid because they work in their farms. MGNREGA has changed this. Now parts of women's non-paid jobs, like land levelling and digging a pond in their

farms, are paid for. In drought-prone districts, like Warangal in Andhra Pradesh and Ahmednagar in Maharashtra, community members say this has attracted women to the programme.

In Kerala, Tamil Nadu and Rajasthan, history of women mobilisation for schemes and campaigns seems to have contributed to their higher participation. In Rajasthan, the campaign for social audits, in which women play a major role, has contributed to enhanced awareness and increased participation under MGNREGA. The state's MGNREGA work sites have good facilities for children and women. In Kerala, ma nagement of work sites and other logistics for implementation is placed in the hands of women self-help groups under the poverty eradication mission Kudumbashree. So most members of self-help groups have joined the programme.

Increasing women's participation in MGNREGA can be used for effective delivery of its core objective: local ecological revival. It is now mandatory to have 50 per cent woman panchayat representatives who have nodal roles in the programme's implementation, including preparing the village development plan. So if the supervisory roles in panchayats and the dominant presence as workers converge, it will be a win-win situation for the programme as well as villages Women from Mughalpura, Haryana have improved their earnings and opportunities due to the MGNREGA.

The Mahatma Gandhi National Rural Employment Guarantee Act was established in 2005 entitling both men and women to 100 days of guaranteed employment a year, with payment set at a rate of 128 rupees a day. The community of Mughalpura, Haryana has seen the benefits of MGNREGA scheme which has come alive with an active workforce making the most out of this opportunity.

The MGNREGA based work in Mughalpura involves maintenance of roads and canals as well as other construction roles in the village. In

the last three years, interest in the village for the scheme has nearly doubled. 2008 saw around 150 people enroll. Currently, the total number of people employed under the scheme stands at around 275.

For the MGNREGA scheme in Mughalpura, 75% of the participants are women. Before the scheme was implemented, a majority of women worked predominantly in agriculture, on local land. Their payment averaged around 50-60 rupees a day. Now under the scheme, they have been offered their full amount of entitled working days and are paid on time. The average earning of a days' work can reach 179 rupees.

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The Additional Block Program Officer, Shri Nivas Lamba states that conditions have been set in place to help support the women and their interests of working. For instance, childcare is provided for mothers with children under the age of five, enabling women to work the days they need to.

The women that now have their own source of income have also been assisted in setting up personal bank accounts. The pride that comes with this opportunity is highly valued. A sense of empowerment arises. They are now able to make decisions over how they spend their earnings.

By becoming breadwinners, the women are learning to be self sufficient. It gives them the confidence and a bigger say in the decision making process within the household. It may be a tiny space where these women are asserting themselves but the change, gradually, trickles beyond the four walls. For example, they are now able to provide for the education of their children.

The story of the women of Mughalpura illustrates that if schemes like MGNREGA are implemented correctly and with responsibility and

vision, it has the potential to be a small step in the right direction of a bigger change. It offers a picture of a healthy democracy, one where the structure seamlessly bridges the grassroots with policy.

The difference is the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) that was launched in Vimla's village in 2008.

Vimla, who is in her 20s, is not unique. She is an example of what is happening in her village and across the state.

Ruhi Tewari notes how apart from social and economic impact, MGNREGS is also ushering in what might well be a subtle yet crucial political shift

Read why Mint decided to run a series on MGNREGS

In Rajasthan, MGNREGA has altered not just economic but also social dynamics. At least two out of every three workers employed under the scheme in most parts of the state are women, and the job guarantee programme is contributing to their gradual, but steady, economic and social empowerment.

Changing mindsets

"Across Rajasthan, 80-90% of the workforce under MGNREGA comprises women. This has brought about a massive change in the mindsets of people here and has instilled new-found confidence in women," says Ram Karan, a social activist in Tilonia district associated with the Barefoot College—a non-governmental organization that provides basic services and solutions to problems in rural communities.

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In the shadow of Maoism (Part 2 of the series)

So much so that these women now open and manage their accounts in banks or post offices, and some of them are in the process of gaining a rudimentary education.

"The women, oppressed so far, have now become economically independent—earning their own living and also deciding how to spend it, unlike earlier, when the men would take all decisions. In fact, even their children's health is improving given that they can now choose to spend their money where it's needed," adds Karan, who is also the coordinator for MGNREGA in Tilonia and Harmara *panchayats.*

Fair share: (from top) In Phaloda village, of the 71 workers constructing a step-dam under MGNREGA, 63 are women; it's a similar story in Naya Gaon, where the majority of the wokers digging a water pond are women; in Harmara, a record of all workers under the scheme is maintained on the wall of the panchayat building. Priyanka Parashar / Mint

MGNREGA, launched in February 2005, is the flagship social development programme of the Congress-led United Progressive Alliance government (UPA) and has been widely credited with helping the alliance return to power at the Centre in the 2009 general election. It provides for 100 days of work for one member of each rural household at a minimum wage per day.

MGNREGA's design promises much for women's empowerment. Ignoring the reality of gender inequalities, it views men and women equally with respect to opportunities for gainful employment as well as wage rates. The Act stipulates the same wages for men and women and is committed to ensuring that at least 33% of the workers are women.

Rajasthan, has been one of the most obvious beneficiaries on this count, a significant achievement for a state where most women once didn't have a voice.

"Earlier, my family members would never let me step out to work but now, I earn my own living. I have also opened by own bank account and can also sign my name. And of course, unlike earlier when my husband controlled all household finances, now even I can decide how to spend the money. Why shouldn't I, now that I am also earning?" says Vimla, who uses only one name. She and 60 other workers are digging a water pond under the scheme in Naya Gaon village. And 52 of the 60 are women.

Most women—whose work hours are from 9am to 5pm every day—spend their incomes on crucial household items, their children's education and health. Sometimes, they also pamper themselves with some trinkets of jewellery.

Social change

The women have also learnt to challenge certain social norms.

Manphool, in her early 40s, is a widow with no children. She is one of the beneficiaries of the scheme and has thus far earned Rs9,500. "At least now, I have become economically independent. Earlier, I couldn't even go out to work and had very little money. Now I do not have to depend on anybody," she says.Economic empowerment doesn't just lead to social empowerment; it also leads to political aspirations. Norti Bai, who is in her 50s, is the first Dalit woman *sarpanch* of Harmara *panchayat*. She was elected last month with overwhelming support of women in her area; she attributes her win to growing awareness among women because of the employment guarantee programme.Of the 1,300 MGNREGA job cards issued in her *panchayat*, Norti Bai's was among the first. The numbers bear out the popularity of the scheme with women in the state. Women constitute 67% of the total 482.9 million people who have benefited from MGNREGA across the state. In Ajmer district, women constitute 73% of the MGNREGA workforce.

"Participation of women in MGNREGA across the state is almost two-thirds and this is making them financially empowered," says Tanmay Kumar, commissioner, MGNREGA in Rajasthan. "The fact that they are coming out of their homes to work and are making financial decisions shows they are breaking several social barriers. With work also comes an awareness of one's rights." Officials also say women's participation in the scheme has had a direct impact on education with more families now spending on their children's education.In Phaloda village under the Tilonia *panchayat*, 71 workers are constructing a step-dam under the scheme; 63 of these workers are women and they have similar stories to relate.

Most of them agree that the scheme has made them financially independent, more self-assured and aware, putting them on a social platform that had seemed unachievable earlier. "Earlier, even for little things like bangles, *bindis*, I was at the mercy of my husband, but now I can buy whatever I want to. I even have a post office account now and I manage to save money," says Hira of Phaloda village, adding that she can now afford to send her children to school. Hira's husband Kishorichand, who is visiting the site to pick up their child, insists that he is happy about his wife's new-found economic independence.

"It helps in many ways. Our family income has increased so we can give our children better education. My wife has not asked me for money to buy things for herself and the children since she started getting this income... It seems like she has become more confident of her own abilities and position," he says.

Still, the situation is far from perfect. Women workers face several problems such as having to travel long distances and work all day long, either leaving their children at home or keeping them with them in the heat. Delayed payments are another irritant. They also complain of the minimum wages being too low to cover their household expenses given

inflation and of work for 100 days a year being inadequate. Some are also not happy about having to maintain a minimum balance in MGNREGA bank accounts. Then, there are instances where husbands of women workers simply take away their money. Yet, the change is palpable. At Tilonia, a woman named Ganeshi walks into the local post office to withdraw money from her MGNREGA account. This is the first time she has stepped out her house to conduct a financial transaction. “We have around 3,500 accounts of MGNREGA workers in this post office and a majority of them belong to women. They mostly come alone to collect their payments and have learnt to manage their accounts on their own,” says Birdi Chand who is in charge of the post office.

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development, and the 'Rural Landless Employment Guarantee Programme' of focus on landless households.

4. The Rural Landless Employment Guarantee Programme (RLEGP) was launched in August 1983 to focus specially on landless households.

A SURVEY OF ENTRY LEVEL PERFORMANCE IN BASIC MATHEMATICS AND STATISTICS OF UNDERGRADUATE STUDENTS OF MANAGEMENT

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Objectives:

Every survey intends to find relations in quantifying form so that some new correlations can be derived from it. In this survey the students filled two types of forms. Firstly the basic information form, secondly the questionnaire which tests their basic skills in mathematics and statistics, which is objectives type of test.

From these observations following Objectives were set:

1. To measure the understanding of each student in mathematics and statistics separately and together, with respect to the curriculum of management studies.
2. To observe the effect of gender in the understanding of mathematics and statistics
3. To observe the effect of medium of instruction at school level, on the understanding mathematics and statistics

Methodology and tools used:

This was survey and co relational type of research.

(i) The information like entry level performance, gender, language of instruction up to school level (that is up to 10^{th} standard), knowledge of computers etc was obtained from

basic information form, filled by the students in the respective classes.

(ii) The understanding of mathematics and statistics was tested by objective type of test. Each aspect was tested by 10 brainstorming question and given one mark for each correct answer. Thus in all twenty questions carried twenty marks. The time duration for entire exercise was 45 minutes.

Test on mathematics and statistics:

This particular test was constructed by authors and its validity was checked by subject experts. It was composed of 20 multiple choice questions. Out of four responses given for each question only one response was designed to be correct. Students were expected to select one alternative. Each correct answer was given one mark.

The test particularly checks their knowledge, comprehension, ability of applying knowledge, analyzing ability, ability to solve problems, capacity of evaluation of certain basic concepts etc.

Following are the variables which were considered for finding co relations:

T1: marks obtained in the test of mathematics, T2: marks obtained in the test of statistics

Gender: F/M**. Entry level performance**: class obtained in mathematics at SSC

Selection of sample:

The survey was implemented for finding the co relations. The attempt was made for finding reasons for the poor response obtained by students of management studies at undergraduate level. Since basic mathematics and statistics are some of the important subjects, the test on it was selected as a probe to check the understanding of basic

concepts in these areas. The results were then compared with the gender, medium of instruction etc..For this project, the sample used was the undergraduate students of management studies at first year, of two colleges , C H M College, Ulhasnagar and Sonawane college, Kalyan, Maharashtra, India.

In all 178 students were examined.

Tools used:

1) Basic information form: With the help of this form, the information like gender, medium of instruction at school level, performance at H S C level, etc was obtained. This information was useful in forming co relations between these parameters with the conceptual understanding of mathematics.

2) The test on mathematics and statistics: This test was designed by the authors and is comprised of testing of conceptual understanding of mathematics as well as statistics. First 10 objective questions for 10 marks were testing conceptual understanding of mathematics of undergraduate students while later 10 questions for 10 marks were testing conceptual understanding of statistics. The said test was examined by subject experts.

3) T test: T test is used to test the significance of difference between two independent samples means drawn from the same population or from independent population. The starting point for applying the T test is to formulate the null hypothesis. The null hypothesis is the statement or assumption about the no difference. In other words it emphasizes that there exists no difference between two population means and the difference found between sample means is accidental and insignificant.

This test was used while finding the significant difference between the marks obtained by boys and girls, by students obtained first, and

second and third class, and by students having or not having English as their language of instructions at school level.

Analysis of response:

Analysis of the response of the conceptual test on Mathematics**:**

It was test of objective types of questions. There were 20 such questions each having four options and only one option was correct. Each correct answer was given one mark. As a result the maximum marks that can be obtained in this test were 20.

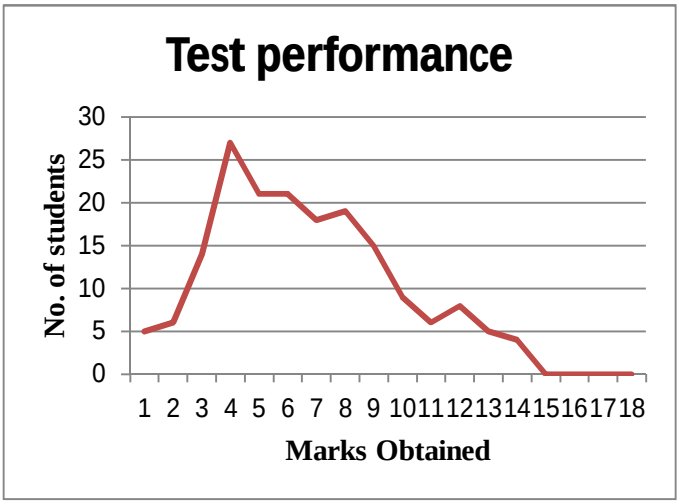
The total number of students=178

(1) Conceptual profile: Marks Vs number of students was as follows:

Marks	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Number of students	0	0	0	5	6	14	27	21	21	18	19
Marks	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	
Number of students	15	9	6	8	5	4	0	0	0	0	

Average marks: 8.65

Marks obtained	**No. of students**
0-4	5
4-7	47
7-10	60
10-14	49
14-20	17



It is observed that the **overall performance** of the students in the test was **poor**.

2) Further, Response obtained from students with respect to gender, Marks in mathematics as SSC level was found to be poor. Also T test showed that there was no significant difference in the marks obtained except for entry level performance, as shown.

Parameter 1: Gender: Null Hypothesis : $H_0 : \mu_1 = \mu_2$ alternative hypothesis: $H_1 : \mu_1 \neq \mu_2$

	Male	Female
Number of students	n1 = 70	n2 = 108
Average marks	$\overline{x_1}$ = 9.14	$\overline{x_2}$ = 8.33
Standard deviation	s_1 = 3.3025	s_2 = 2.9513
d*f*	176	
t (two tailed)	1.70	

Since, $t < t_{0.01,120} = 2.358$, we observe that there is no significant difference in the marks obtained by male and that of female.

Parameter 2: Marks in mathematics at SSC:

Null Hypothesis : $H_0 : \mu_1 = \mu_2$ and alternative hypothesis: $H_1 : \mu_1 > \mu_2$

	Marks ≥ 90	Marks < 90
Number of students	n1 = 107	n2 = 71
Average marks	$\overline{x_1}$ = 9.19	$\overline{x_2}$ = 7.83
Standard deviation	s_1 = 3.2197	s_2 = 2.7619
d*f*	176	
t (one tailed)	3.0203	

Since, $t > t_{0.01,120} = 2.358$, we conclude that there is significant difference in the marks obtained by students in the above two categories.

Parameter 3: Medium of instruction up to school level:

Null Hypothesis : $H_0 : \mu_1 = \mu_2$ and alternative hypothesis: $H_1 : \mu_1 > \mu_2$

	English	Non-English
Number of students	n1 = 108	n2 = 70
Average marks	$\overline{x_1}$ = 9.23	$\overline{x_2}$ = 7.75
Standard deviation	s_1 = 3.2914	s_2 = 2.5844
d*f*	176	
t (one tailed)	3.1669	

Since, $t > t_{0.01,120} = 2.358$, we conclude that the understanding of basic concepts in mathematics and statistics is also depends upon the medium of instruction up to SSC.

3) **Performance in Mathematics and statistics**:

The average performance in mathematics is 4.56 and that of in statistics is 4.08. hence, it is observed that students find both the topics difficult and need help to deal with.

Main findings:

1) The number of undergraduate students was 178, in which number of girl students were 108 while number of boys students were 70. The conceptual understanding of mathematics and statistics were analysed for both girls and boys and using T test it was found that there is no significant difference in the marks of conceptual test. This indicates that the conceptual understanding of mathematics and statistics is gender insensitive.

2) It is interesting to observe that the effect of medium of instruction was affecting the conceptual understanding of mathematics and statistics. This was very important finding. The T test showed that there is significant difference in the marks obtained by students having English as their language of instruction from the students having some other language of instruction.

3) There is significant difference between the students having first class or distinction and students having second or third class. The T test showed this difference to be important. This showed that the knowledge acquired at S S C level or at the entry level is important and it is reflecting in the conceptual test taken at undergraduate level. It is thus important to have good knowledge of mathematics at basic level.

4) The overall performance was lower than average. The maximum number of students got marks between 7 to 10, while very few (only 10% students) got above 14 out of twenty.

5) This showed that one has to revise the teaching methodology to improve the conceptual understanding of students. A bridge course involving the basic concepts required at undergraduate level, can be conducted for these student at entry level.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

ROLE OF JUDICIAL ACTIVISM WITH SPECIAL REFERENCE TO INDIA

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Sloka: *Yada yada Hi Dharmasya Glanirbhavathi Bharatha*
Abhyuttanam Adharmasya Tadaatmanaam Srujamyaham!

Paritranaya Sadhunaam Vinashayacha Dushkritaam
Dharma Samsthapanarthaya Sambhavaami yuge yuge!

Chapter4 of Bhagavathgeetha

Epitome:- Whenever there is decline of righteousness and rise of evil, for the sake of protection of righteous, destruction of wicked and establishment of Dharma, the Almighty Lord born in every age.

Like-wise whenever the legislature and Executive utterly fails in discharging their legitimate duties and responsibilities, then the judiciary will interferes in order to set right the same and safeguard the fundamental rights of the citizens besides maintains for good governance and administration.

INTRODUCTION:

From the recent past, '*Judicial activism'* became a burning issue besides gaining prominence. Judicial intervention has been gradually expanding through the device of Public Interest Litigation (PIL). The Judiciary has assiduously focused its attention on the fundamental rights of the citizens and taken itself the duty to enforce the basic rights of the down trodden and vulnerable sections of the

society by progressive interpretation and positive action. The Supreme Court (S.C) has developed new methods of dispensing justice to the masses through the PIL. Former CJI P.N. Bhagawati, under whose dynamic leadership, PIL attained a new dimension comments that "*the S.C. has developed several new commitments. It has carry forwarded participative Justice. It has laid just standards of procedure. It has made justice more accessible to citizens"*. In this connection it is apt to quote here the comment of former CJI, A.M. Ahmadi while delivering Dr. Zakir Hussain memorial Lecture that "*in recent years as the incumbents of parliament have become, less representative of the will of the people, there has been a growing sense of public frustration with the democratic process. This is the reason why the Supreme Court had to expand its jurisdiction by, at times, issuing novel directions to the executive". Judicial activism can be considered as "legislating from the bench". Raison d'etre,* former Attorney General of India, Soli Sorabjee rightly said that "*Judicial activism has contributed to the protection of fundamental human rights*".

Meaning and definition of Judicial activism:

The term '*Judicial activism'* is intended to refer to and cover the action of the Court in excess of and beyond the power of Judicial review. From one angle, it is said to be an act in excess of or without Jurisdiction. Albeit, the constitution does not confer any authority or Jurisdiction for '*activism*' as such on the court. It refers to the interference of the judiciary in the legislative and executive fields. It mainly occurs due to the non-activity of the other organs of the Government. It is a way through which relief is providing to the disadvantaged and aggrieved citizens. It is proving a base for policy making in competition with the legislature and executive. It is the rendering of decisions, which are in tune with the temper and tempo of the times. In a nut shell, *Judicial activism* means that instead of Judicial restraint, the S.C. and other lower courts become activists and

compel the authority to act and sometimes direct the Government regarding policies and also matters of administration.

***Necessity and Conspicuousness of Judicial activism*:**

Judicial activism will be arisen *mainly* due to the failure of the executive and legislatures to act. *Secondly* due to the fact that there is a doubt that the legislature and executive have failed to deliver the goods. *Thirdly*, it occurs that the entire system has been plagued by ineffectiveness and inactiveness. Furthermore, violation of basic human rights leads to Judicial activism. Eventually due to the misuse and abuse of some of the salient provisions of the constitution, Judicial activism has gained significance. Besides these reasons, some other factors that lead to Judicial activism are as cited beneath.

i. When the legislature fails to discharge its responsibilities.

ii. In the event of a hung parliament, where the Government is very weak and instable.

iii. When the Government fails to protect the basic rights of the citizens or provide an honest, efficient and just system of law and administration.

iv. When the party in power misuse the courts of law for ulterior motives as was done during the emergency period and

v. The court may on its own try to expand its jurisdiction and confer on themselves more functions and powers.

***Judicial review is sine qua non for judicial activism*:**

The main purpose of inclusion of '*Judicial review*' is to give effect to the individual and group rights guaranteed by the constitution *Raison d'eter*, Dr.B.R.Ambedkar described the same as the '*heart of the constitution'*. In most cases, the power of Judicial review is exercised to protect and enforce the fundamental rights guaranteed in part-III of

the constitution. Therefore the scope of Judicial review before Indian courts has evolved in three dimensions – firstly, to ensure fairness in administrative action, secondly, to protect the constitutionally guaranteed fundamental rights of citizens and thirdly, to rule on questions of legislative competence between the centre and the states. The power of the Supreme Court of India to enforce these fundamental rights is derived from Article 32 of the constitution in the form of Writs such as *Habeas Corpus, Mandamus, quowarrento, prohibition and Certiorari*. Besides the S.C, the High Courts located in various states are also designated as constitutional courts and Article 226 permits citizens to file similar writs before the High Courts with respect to the inherent value of a written constitution that also incorporates '*Judicial review*', it would be appropriate to refer to an observation made by Justice Aharon Barak "*to maintain real democracy and to ensure a delicate balance between its elements –a formal constitution is preferable. To operative effectively, a constitution should enjoy normative supremacy, should not be as easily amendable as a normal statute, and should give judges the power to review the constitutionality of legislation. With out a formal constitution, there is no legal limitation on legislative supremacy, and the supremacy of human rights can exist only by the grace of the majority's self-restraint. A constitution, however, imposes legal limitations on the legislature and guarantees that human rights are protected not only by the self-restraint of the majority, but also constitutional control over the majority. Hence, the need for a formal constitution"*.

Thus the role of the judiciary can be described as one of protecting the counter majoritarian safeguards enumerated in the constitution. It is an apt to refer the opinion bestowed by Justice. Robert Jackson, where it was held that citizens could not be compelled to salute the U.S. National flag, if the same offended their religious beliefs. He observed that " *the very purpose of the bill of rights was to*

withdraw certain subjects from the vicissitudes of political controversy, to place them beyond the reach of majorities and officials and to establish them as legal principles to be applied by the courts. One's right to life, liberty and prosperity to free speech, a free press, freedom of worship and assembly and other fundamental rights may not be submitted to vote: they depend on the outcome of no elections".

Public Interest Litigation(PIL), which ignited and rousted the Judicial Activism :

PIL means a suit filed in a court of law for the protection of Public Interest such as Pollution, terrorism, road safety etc. Judicial activism in India acquired predominance due to PIL. Albeit it was not defined in any statute or Act. It has been interpreted by Judges to consider the intent of Public at large. The court has to be satisfied that the person who has resorted to PIL has sufficient interest in the matter. After 25th amendment Act,1971, Primacy was given to Directive principles of State Policy by making them enforceable. PIL is filed for a variety of cases such as maintenance of ecological balance, making the authorities to comply with statutory obligations of provision of Civil amenities, Violation of fundamental rights etc. It has provided an opportunity to the citizens, social groups, consumer rights activists etc., easier access to law and introduced a Public Interest perspective. Justice P.N. Bhagawathi and V.R.Krishna Ayer have played a pivotal role in promoting the PIL. It has been considered a boon, as it is an inexpensive legal remedy involved in filing the litigation. It is an extradinary remedy available to the downtrodden at a cheaper cost as Justice P.N.Bhagawati observed in *Asiod workers case*. Now the time has come when the courts must become the courts for the poor and the struggling masses of the country.

Judicial Activism : some landmark Judgments

1. **A.K.Gopaln Vs State of Madras (AIR 1950 SC 27)** : The S.C had ruled that 'Preventive Detention' by state agencies was permissible as long as it provides for under a governmental measure and the court could not inquire in to the fairness of such a measure.
2. **Maneka Gandhi Vs Union of India,(AIR 1978 SC597):** It was held that Governmental restrains on ' *personal liberty*' should be collectively tested against the guarantees of fairness, non-arbitrariness and reasonableness that were prescribed U/A.14,19 and 21 of the constitution. In the words of Justice P.N. Bhagawati: "*We think that the right to life includes the right to live with human dignity and all that goes along with it, namely the bare necessities of life such as adequate nutrition, clothing and shelter over the head and facilities for reading, writing and expressing oneself in diverse forms"*.
3. **Keswananda Bharathi Vs Union of India(AIR1973 4 SCC 225):** Supreme Court held that the Directive principles of State policy and the Fundamental Rights are supplement to each other and aim at the same goal of bringing about a social revolution and the establishment of a welfare state, the objectives which are also enumerated in the preamble to the constitution.
4. **Unni Krishnan, J.P Vs State of AP(1993) 1SCC 645 :** In it, Justice Jeevan Reddy declared that "*the provisions of parts-III and IV are supplementary and complementary to each other and not exclusionary of each other and that the fundamental rights are but a means to achieve the goal indicated in part-IV*".
5. **Olga Tellis Vs Bombay Municipal Corporation(AIR 1985 SCC 2039):** In this case, a Journalist had filed a petition on behalf of hundreds of pavement dwellers, who were being displaced due to the construction activity of BMC. The court recognized the

right to livelihood and housing of the pavement –dwellers and issued an injection to halt their eviction.

6. **Paramanada Katara Vs Union of India(AIR 1989 SCC 2039):** The Supreme court held that no medical authority could refuse to provide immediate medical attention to a patient in need in an emergency case.
7. **M.C.Mehta Vs Union of India(1996) 4 SCC 750:** The Supreme Court ordered the relocation of hazardous industries located near residential areas in New Delhi by reckoning protection of life and liberty enumerated in Article 21 of the Constitution.
8. **Hussainara Khatoon (I) Vs State of Bihar (1980) I SCC 81** : A Writ petition was filed by an advocate drawing the court's attention to the deplorable plight of the prisoners. Among which, many have been jailed for longer periods than the maximum period of sentence of an offence. The S.C accepted the *locus standi* of the advocate to maintain the W.P. There after a series of cases followed in which the court gave directions through which the ' *right to speedy trial'* was deemed to be an integral and essential part of the protection of life and personal liberty.
9. **Upendra Baxi (Dr) Vs State of U.P (1983 2 SCC.308 :** Two Noted professors of Law filed W.P's in which included in human conditions prevailing in protective homes; long pendency of trials in court; trafficking of women, importation of children for homosexual purposes and the non-payment of wages to the bonded labourers among others. The S. C accepted their *locus standi* and passed guidelines and orders that greatly ameliorated the conditions of these people.

10. **Sheela Barse Vs State of Maharastra,(1983) 2 SCC.96 :** A Journalist, Ms. Sheela Barse brought to the notice of the S.C through a W.P about the Plight of women prisoners, who were confined in the police jails of Bombay. After thorough enquiries, the S.C issued directions that detection of female prisoners could be held only in a designated female lock-ups gaurded by the female constables and that accused females could be interrogated only in the presence of a female police official.

11. **S.P.Gupta Vs Union of India (1981) Supp.SCC 87 :** The judgment recognized the *locus standi* of Bar Association to file W.Ps by way of PIL. The Court opined that "*It must now be regarded as well – settled law where a person who has suffered a legal wrong or a legal injury or whose legal right or legally protected interest is violated, is unable to approach the court on account of some disability or it is not practicable for him to move the court for some other sufficient reasons, such as his socially or economically disadvantaged position, some other person can invoke the assistance of the court for the purpose of providing judicial redress to the person wronged or injured, so that the legal wrong or injury caused to such person does not go un redressed and justice is done to him".*

12. **Vishaka Vs State of Rajasthan (1997) 6 SCC.241 :** Supreme Court invoked the text of the convention for the elimination of all forms of discrimination against women (CEDAW) and framed guidelines for establishing redressal mechanism to tackle the sexual harassment of women at work places.

13. **Bhopal Gas Tragedy and the Jessica Lal Murder case :** In the beginning, money and muscle played a dominant role to win over the good. But subsequently, with judicial activism, the case came to at least one decision.

14. **The Golak Nath Case :** The Supreme Court by a majority of six against five laid down that the Fundamental Rights as enshrined in Part-III of the constitution are immutable and beyond the reach of the amendatory process.

15. **2G License Case :** The Supreme Court held that all Public resources and assets are a matter of public trust and they can only be disposed of in a transparent manner by a public auction to the highest bidder.

16. **Coalgate Scam Case :** On 25.08.2014 it was held by the Supreme Court that all the 218 Coal Block allocations made from 1993 to 2011 are illegal and arbitrary.

Intervention of the Legislature over Judiciary:

Both the Lok Sabha and Rajya Sabha have passed the NJAC Act, 2014 and the constitution (99th Amendment) Act, to give constitutional status to the NJAC to appoint Judges to the Supreme Court and High Court's. Consequently the age old Collegium system was annulled. Thus this became a burning issue and an argument is going on that the independence of the Judiciary is jeopardized by the creation of a NJAC, which is superficial. The President of India will appoint CJI and with his consultation, he will appoint the other Judges of the Court. It was only during the period of emergency, the earlier system was misused. In Australia and Canada, Judicial appointments of the superior Courts are made by the executive after wide consultation with the Judiciary. Against to the bunch of PILs that termed the six-membered NJAC a threat to Judicial Independence and a violation of the basic structure of the constitution, the Supreme Court Bench refused to entertain the same by viewing that they are premature and NJAC review will be held only after ratification as law.

Suggestions and Conclusion :

The Judicial Activism plays a pivotal role through PIL and Judicial review. Generally it emerges when the Government fails in discharging its legitimate responsibility; pressures from the aam aadmi to seek Justice; in order to make social reform and change; to bridge the legislative vacuum; in order to play a role of judiciary as guardian of the fundamental rights and situation demands for judiciary confidence. That is why S.C orders for banning the pasting of black film on automobile windows, and on its own, the court has taken notice of Baba Ramdev being forcibly evicted from the Ramlila grounds by the Delhi Administration and censured it. The court ordered the exclusion of tourists in the core area of the tiger reserves. All these Jurisdictional functions held by the S.C U/A 32 of the Constitution in order to see and maintain for good governance and administration. The court monitors/ regulates the functioning of all Investigating Agencies when they failed or neglected to investigate and prosecute ministeres and officials of the Government such as Jain Hawala case, the Foddar Scam and the Taj corridar. In fact, the Judiciary cant over ride the function of the executive. When the executive and legistive fails in discharging their legitimate duties, then only it involves for good governance in order to safeguard the fundamental rights of the citizens. The power of Judicial review is recognized as part of the basic structure of the Indian constitution. The activist role of the Judiciary is implicit in the said power. Judicial Activism is a *sine qua non* of the democracy because sans an alert and enlightened judiciary, the very purpose of democracy will be reduced to an empty shell. Judicial Activism in its totality can't be banned. It is oblivious under a constitution, a fundamental feature of which is the rule of law, there can't be any restraint upon judicial activism in matters in which the legality of executive orders and administrative actions are questioned. The Supreme Court has developed a new normative regime of rights and

insisted that a state cannot act arbitrarily but must act reasonably and in public interest on pain of its action being invalidated by judicial intervention. In the last few years , the S.C has, through intense Judicial activism, became a symbol of hope for the people of India. Before epilogue, it would be apt to quote here the buzz words of Justice Jackson of U.S that "*The Doctrine of Judicial Activism which justifies easy and constant readiness to set aside decisions of other branches of Governments is wholly incompatible with a faith in democracy and in so far it encourages a belief that judges should be left to correct the result of public indifference it is a vicious teaching".*

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

SOCIAL MOVEMENT IN ODISHA: AN UNDERSTANDING OF POSCO MOVEMENT

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INTRODUCTION

Odisha is rich in mineral resources. So different foreign companies such as Vedent, Bhusan, Uttam Steel, POSCO, BHP Billiton, Jindal Iron and Steel, Ispat Industries and so on, are trying to explore theses resources for productive purposes. This has resulted into a series of government measure which has boosted the process of industralisation in India. However, the nature of industrialisation causes inappropriate use of environmental assessment, huge displacement and loss of livelihood that provides a terrible picture. Apart from this, the forceful displacement of people from their original places for the establishment of the foreign industries added fuel to the people movement against POSCO project. The people are unwilling to leave their places despite compensation and this leads to various social movements in Odisha. Among them people's movement against POSCO project receives attention.

In 1850, the term "social movements" was introduced by a German Sociologist Lorenz von Stein in his book "History of the French Social Movement from 1789 to the Present" (1850). "Social movements are large informal groupings of individuals and/or organizations focused on specific political or social issues, in other words, on carrying out, resisting or undoing a social change" (Yadav, Y Prabhanjan Kumar). By social movement it is understood a collective action on the part of people in the society, which is characterized by some short of objectives,

leadership, ideology, plans and programmes and which also strives to bring about certain changes in their socio-political sphere influencing them, either through violent and non violent means (Shah 2002: 13-18).

A social movement is generally directed against a political decision, against a particular project and against a particular issue. In the same manner, the people's movement against POSCO has emerged in Odisha when the state administration started the land acquisition process without proper rehabilitations and resettlement of concerned people. The opposition from the people became rapid when the administration deployed additional forces in that place in the name of improving the law and order situation (Samu 2007). In 22 June 2005, South Korean company POSCO signed a Memorandum of Understanding (MOU) with India for establishment of a steel plant at Paradeep in the Jagatsinghpur district of Odisha. The total capacity of steel plant is 12 million tonnes per annum and it is Rs 52,000 crore project that constitutes the biggest foreign investment in India (16 June 2005, the Hindu). Despite job motives and industralisation enhancement, there arose mass demonstration against this project in Odisha. The refusal of local people for giving their land blocks the implementation of the project.

LOCATION OF POSCO PROJECT IN ODISHA

POSCO was trying to establish a steel plant in Kujang Tehsil of Jagatsinghpur district, Odisha. The POSCO project requires 4004 acres of land to establish this project. From this, 437.68 acres fall under private land, and 3566.32 acres fall under the government land. All land fall under eight villages of three Gram Panchayats. The eight villages are coming under Dhinkia, Gadakujang and Nuagaon Gram Panchayat. The eight villages are Dhinkia, Govindpur, Noliasahi, Bhuyanpal, Polanga and Bayanalakanda, Nuagaon and Jatadhar. The villages of Noliasahi and Patna would be fully displaced. So the families

of these villages need proper resettlement and rehabilitation (MS. Meena Gupta Committee report 2010: 5)

People resistance against POSCO steel plant has covered all the eight villages in the initial period. However, the intensity of the ongoing movement got a setback when people became aware that this project does not fall in all these villages but only affect Patna and Noliasahi and a small part of Gadakujang. Apart from Dhinkia, all these villages were divided between supporters and opponents of POSCO project. In Dhinkia, the resistance was so severe that people started to block the government officers to enter into the villages. An organization named POSCO Protirodh Sangram Samiti (PPSS) has been very active in Dhinkia against the POSCO Project (Ms. Meena Gupta Committee report 2010: 6).

POSCO PRATIRODH SANGRAM SAMITI

The rise of people's movement against POSCO project became more vigorous after the formation of POSCO Pratirodh Sangram Samiti (PPSS) on 11 July, 2005 and it is headed by Abhay Sahu (The Hindu, July 09, 2010). The headquarter of POSCO Pratirodh Sangram Samiti (PPSS) is in Dhinkia (Mishra and Senapati The Times of India, June 5, 2011). The PPSS convinced people about the disadvantages of POSCO project. It oganised meetings in different places of the affected area and convinced the people about the possible negative consequences of the proposed mega POSCO Project and created people resentment against project. In different places, there started tussle between the locals headed by the PPSS and the government personnal (The Hindu, July 09, 2010). The protest was so severe that the people burnt the copies of rehabilitation package of Rs 400 crore which was announced for displaced people by POSCO project (Indian Express, July12, 2010).

The main cause of people's movement against POSCO project in Odisha is the displacement of more than two thousand people in the site

chosen for the POSCO project. The villagers feared for displacement and losing their livelihood and for environmental destruction. So the people of three effected gram panchayat in Jagatsinghpur district had been objecting against the illegal occupation of their land occupation (Mishra 2010:8).

Even in course of time, various political parties have given their view relating to the POSCO Project. There was opposition from different political parities to the POSCO project. This project faced powerful opposition from CPI. The CPM did not oppose the project on the condition that Paradip port should be used by the project instead of establishing a separate captive port and the location should be shifted a little to some other places (The Hindu, 25 July 2005). The Congress party in Odisha opposed the sitting of POSCO. The opposition from other political parties is neither to industrialisation nor to POSCO project but their opposition is that the proposed location of POSCO is based on very fertile land and it can be shifted to other areas (Meena Gupta Committee Report 2010: 6). But the General Secretary of CPI (M), Prakash Karatand and General Secretary of CPI, A.B Bardhan were resisting against the decision of Odisha government, that Odisha government allowed the POSCO Company to export iron ore. Odisha government was criticized by Mr. Karat because of government's approach for increasing the process of industralisation without proper rehabilitation and resettlement. Observing that the price of industralisation is paid by tribal people, Mr. Karat said "no project should be allowed to come up before the completion of the rehabilitation and resettlement of the affected people". According to Mr. Bardhan, "the project should be opposed in the mining area as well as at Paradip where thousands of people would be displaced and their livelihood would be affected" (The Hindu, 25 July 2005).

It is also pointed out by Meena Gupta Report that several factors are responsible for people's reaction against POSCO project. Firstly, there

was absence of consultation among political parties regarding the establishment of proposed POSCO project. Secondly, the water of Jobra barrage is supplied to people of Cuttack, but the issue of supplying that water to POSCO project arose reaction among people. Thirdly, there was already a port there, but POSCO wanted to establish a captive port that created reaction among people (Meena Gupta Report 2010: 6).

Besides all these issues, the industralisation motive of Odisha government without holding talk with concerned people created severe resentment. Cases were registered in police station against those who opposed the project in the apprehension that such project would adversely affect their livelihood and settlemement (Das, 15 July, 2011, Frontline). Furthermore, several cases were registered against protesters and several of them have been jailed (The Hindu, 22 June 2012).

Another significant issue related to POSCO movement is the attempt to make the people's movements against the project as Maoist particularly in the Maoist belts. Five these types of Maoist were gunned down on January 1, 2011 in the district of Jajpur. A fourteen years old girl became a victim of that category (The Hindu, 22 June 2012).

This seems that people faces many false cases and oppression from the administration. If these kind of oppressive measures are adopted by government then real Maoist problem may be appeared and would cause the breakdown of law and order situation in the concern areas. So at this time it would be suggestive that, the government, instead of adopting repressive measures should adopt constructive measures for solving the ongoing problem. Fair consultation, proper rehabilitation and resettlement packages, adequate employment opportunities for the locals and other needs such as educational, medical, electricity facilities for the locals must be given priority for the successful realization of the mega still project.

Another aspect of this issue is that, the compensation package did not satisfy the affected people. POSCO Company offered highest compensation package for over 2,000 people. The Rehabilitation and Periphery Development Advisory Committee fixed the amount of compensation that Rs 17 lakh for private land, Rs 11.5 lakh per acre for betel vines and Rs 2,250 per month of unemployment allowances to landless labourers (Indian Express, July12, 2010). Despite huge compensation, public meetings were organised at the proposed site of POSCO project and blockade the officials from entering the area (Indian Express, July12, 2010). But without undertaking such type of restriction, people should consult the administration and convey their needs and demands. They should accept the appropriate compensation and after fulfillment of their demands they should peacefully shift to the other place. Even after declaration of compensation, protest continued by the people.

In these circumstances, PPSS questioned the justification of acquiring land by citing the "Forest Right Act" which provides that no land can be acquired which fall under the "other forest dwellers" category. Therefore, the PPSS after consultation with the local people called for blockades in several parts of the area. But on the other side, the government tries to suppress the agitation organized by the PPSS through its police forces. In November 2007, police attacked the protest rally of PPSS. A resolution was passed by five Gram Sabha to recognise the rights of villagers under the Forest Rights Act in March 2008. Subsequently, in December 2009, approval was given by the Forest Advisory Committee to establish POSCO steel plant. Further, the government of Odisha also refused to change the approved location of POSCO steel plant. The government asked the people "to reconsider the rehabilitation package" and shifted from the proposed project of POSCO (Mishra 2010: 8).

Despite of opposition from villagers for POSCO project, the government began the process of acquiring land for the project. This was also objected by the Joint Committee under the ministry of environment and forest, which is vested with the responsibilities of implementation of the Forest Right Act. According to the administration, two people from the gram panchayat of Gadakujang agreed with the compensation package. But PPSS spokesperson Prasant Paikray said, "it is a forcible land acquisition. We will fight the administration tooth and nail. Without settlement of any rights, they have all of a sudden started land acquisition. We condemn the action" (The Hindu, July 28, 2010). The protesters continued their opposition and government also continued its attack upon protesters in May 2010 (Mishra 2010:8).

When the matter went to the judiciary, the Odisha High Court rejected the recommendation of state government to acquire land. State government also appealed in the Supreme Court against the order of High Court (Das, 15 July, 2011, Frontline). Subsequently, the union ministry of environment and forest (MOEF) directed the government of Odisha to stop all the works of POSCO project such as acquisition of land because all these constitute the gross violation of Forest Rights Act (The Hindu, Aug 07, 2010).

Odisha government tried to defend its work related to POSCO plant and claimed before the central government that in the proposed area neither any tribal family inhabit nor any "other traditional forest dweller" live(OTFD) for more than 75 years. According to Forest Right Act, tribal residing on forest land or other Traditional Forest dweller (OTFD) "inhabiting on a forest over 75 years can make claim rights". The state government held that this rule is not applicable in Gram Panchayat because, the area where the project is going to establish was declared as forest land just before 49 years ago (The Hindu, August 16, 2010).

To solve the ongoing tussle between the affected people and the state government two committees from the centre named N.C. Saxena Committee (July 2010) and Meena Gupta Committee came to verify the situation related to POSCO project of Odisha. According to N.C. Saxena Committee, the POSCO project violates the rights of primitative tribals named Dongaria Kondh and Kutia Kondh Scheduled Tribes; and threatens their livelihood. The committee accused the Odisha Government of violating Forest Right Act by declining to honour the claims of traditional forest dwellers depending on generation of bettle leaf on the land (Choudhary 27 Aug 2010, The Indian Awaaz). It also violates the provision of Forest Conservation Rights Act and Environment Protection Act (EPA). There is deliberate disregard of the rights of tribal groups by district administration and Odisha Government. So, N C Saxena Committee suggested to MOEF to withdraw the Stage 1 clearance given to the affected area (N.C. Saxena Committee). But according to Meena Gupta Committee, the proposed area for the POSCO Project is not a scheduled area and very few tribal people reside there. The committee suggested to MOEF for implementation of full environmental impact for the entire project (Meena Gupta Committee Report 2010).

The MOEF issued to stop the work order given to the POSCO project on the proposed site. But Chief Minister of Odisha, Naveen Patnaik had met the Prime Minister, Dr Manmohan Singh in New Delhi urging early clearance of the POSCO project (The Indian Awaaz, 27 Aug 2010). According to Odisha Government, POSCO will establish the Greenfield mill after acquiring the green nod (The Economic Times 18 Nov 2010). It assured the MOEF that Forest Right Act (FRA) has been implemented in the proposed POSCO India project site in Jagatsinghpur paving the way for obtaining the final forest clearance for the project (The Financial Express 14th April 2011).

Finally, the POSCO integrated Steel Plant got the clearance from the Union Ministry of Environment and Forest on 31st January 2011 imposing sixty conditions (The Economic Times May 3, 2011). It too got the final clearance adding one last condition including 60 conditions of January 2011. Jairamram Ramesh had asked for an assurance from the state Government that no right of the people should be violated, existed on the land under the FRA (The Times of India May 3, 2011).

The POSCO Company welcomed the clearance from MOFF, "PPSS accused the minister of selling the livelihoods of 4,000 people" (The Hindu, 3 May 2011). PPSS raised its voice that this will displace people and destroy their livelihoods. Further, it alleged that Forest Right Act is not properly implemented in the three gram panchayats which were affected by POSCO project (Natarajan and Mandavilli , Feb 19, 2011, Economic and political weekly).

After getting clearance from the MOEF, Odisha Government started the land acquisition process. But people of Dhinkia Gram Panchayat severely resisted against land acquisition. The angry people of the villages prepared themselves to fight against the police and civil officers who tried to acquire their land for the project (Mishra and Senapati, The Times of India , 5 June 2011). A large number of people including women, children participated in this anti POSCO agitation. The agitation is so rapid that, a resident of Gobindpur, Dhiramani Jena said, "We are ready to give our lives but not leave an inch of land for POSCO. Village women have pledged near the village goddess not to give an inch of land" (Mishra and Senapati, The Times of India, June 5, 2011).

The children and women of Gobindpur village were laying on the land to prevent the police and officials from taking over their land for proposed POSCO steel plant in Jagatsinghpur district of Odisha. In the same way people including the children from Dhinikia gram Panchyat

protested against the project laying down at the site (Dixit, June 12, 2011, India Today). The villagers closed road with tree trunks to stop the plant work and obstruct the entry of the armed polices in Polanga village (Das, June 22, 2011,The Hindu).

The destruction and removal of betel vineyard creates a unique feature of POSCO movement in Odisha. Betel farmers of Dhinkia and Govinpur which are home of largest number of vineyard, resisted against the occupation of their land. In a year, they might harvest up to seven or eight lakh leaves, sometimes even 10 lakhs, from ten acres. In official count POSCO's project zone holds around 1,800 betel farms. But the farmers claimed that it is 2,500. A farmer, Sanatan Mohanty of Govindpur gets close to RS 2 lakhs a year from one-tenth of an acre betel (pan leaf) vineyard. When the Government was going to acquire these betel vineyards the villagers resisted (Sainath, July 14, 2011, the Hindu). The situation become tensed on June 2, 2011, "when seventeen persons, including Basudev Behera, Panchayat Samiti member of Gadakujang gram panchayat and vice president of the PPSS were beaten up and arrested for opposing the destruction of their betel gardens" (Das, 15 July, 2011, Frontline, Tactical retreat, page 131). The Samiti members continued their resistance with their three-tire human barricade with children at the front followed by women and men to block the entry of land acquisition officials and police to demolish their betel Vineyards to acquire land for the POSCO project (Das 20 Jun 2011 the Hindu).The participation of women and children in the opposition against POSCO movement has created a horrible condition because they were laying on the area opposing the entry of land acquisition official and police to demolish their betel Vineyards.

The school area was occupied by Government under POSCO project zone. The police occupied space in several schools. The school children joined in the protest with their parents against the forceful land acquisition. These children observed the police firing of rubber bullets

on their parents and destruction of their vineyards and their homes. This must create negative reaction among the students. An angry ten years old school student, Rakesh Bardhan in Govindpur, said "they teach us the story of Baji Rout". (Baji Rout is a thirteen years old boatman and legendry hero of Odisha who was shot dead by the British when he denied to ferry them across a river in pursuit of freedom fighters.) "They tell us, 'you should emulate Baji Rout and the way he stood up for his homeland'. But when we stand up for ours, they react badly" (Sainath, The Hindu OP-ED 19 July 2011).

Due to rapid protest from people, Odisha government suspended land acquisition for POSCO project indefinitely. On 9 September 2011, Odisha "High Court clarified that the status quo shall be maintained with regard to the stay of private land acquisition by the government under section 6(1) of Land Acquisition Act for the project" (The Hindu, 10 Sept 2011). By the circumstances on 31 March, 2012, the National Green Tribunal suspended the environment clearance to POSCO steel project in Odisha. It is told to the government that it has to conduct a fresh review of the project and such conditions are recommended which would properly comply with all rules and regulations (The Hindu, 31 March 2012).

AN APPRAISAL OF THE PROJECT

POSITIVE ASPECTS

As far as the positive aspects of this project are concerned, it is the largest industrial project of India. The POSCO project consists of three parts such as "a steel plant, captive iron ore mines and a private port". It is the biggest foreign investment in India by South Korean government and 13,000 jobs facilities would be created. This 12 million tone plan would supply 600 million tons of iron ore from captive mines (Gopalakrishnan, Dec. 24, 2007, The Economic Times).

It was proposed by the company to develop mining facilities in the proposed area. There would be development of road, rail and port infrastructure, an integrated township and water supply infrastructure (Ms. Meena Gupta committee Report 2010: 5).

All these are symbol of future industrialisation which would provide greater job opportunities to the people especially the locals and help in eradicating unemployment in Odisha in particular and India in general. Besides these, the government was giving compensation for the displacement to concerned people. Industrialisation creates employment opportunities and developments which can be judged form industrialisation process taking place in Gujurat. Above all, it would increase the prestige and honour of the Odisha government and our country.

NEGATIVE ASPECTS

The negative aspects of the project includes, about 22,000 people who have been depended on agriculture may lose their livelihood, and would be displaced, "unskilled" and "useless". Nearly 20,000-25,000 people from nearly 30 neighbouring gram panchayats as well as Keonjhar mining area would totally lose of their livelihoods. According to National Council for Applied Economic and Research, this project would create 8.7 lakh direct and indirect jobs. But according to PPSS "maximum of 17,000 direct and indirect jobs" for next 5-10 years will be produced by POSCO. Again there is violation of democratic process, human rights and environmental rights in the name of prosperity and fame of central as well as state government (Economic and political weekly, Feb 19, 2011).

Firstly, this project would lead to the displacement of the people, which would create the problem of housing, schooling and medical facilities. Again, the loss of fertile agricultural land and loss of betel vineyard would create heavy loss for the displaced people. Secondly, the forceful

displacement of people would create revengeful feelings against the government and the administration and would create Maoist problems in the state. The occupation of schools by police and army personnel hampered the proper functioning of schools which would create bad effects on the future citizens of the country. The children observed that their parents were being tortured by the police; they were forcefully evacuated from their ancestral places, their betel vineyards were destroying. This would create negative repercussions on the children's mind. The participation of the children in the blockade, the rude behaviour of administration against the people and deployment of police personnel on the concerned areas had identified violation of human rights. Thirdly, this project would cause environmental pollutions and create severe health problems in the area. All this indicates, if there is no reasonable, proper and justifiable settlement of this issue, it may lead to bloodbath.

CONCLUSION

Only compensating to the affected people is not sufficient but proper rehabilitation is necessary. If Schools, colleges, hospitals, water facilities, employment facilities will be provided to the people whose lands has been acquired by the government then we expect better result. Human right violation should not be occurred in that place. There must not be violation of forest Rights Act and there must be the proper implementation of environmental impact. Peaceful solution of a problem as far as possible is more beneficial than violent means. For this, negotiation, deliberation and persuasion are perfect means to solve complicated issues like anti- POSCO movement in Odisha. If the administration understands the needs and aspiration of the people then peaceful industialisation in Odisha may be possible. Furthermore, people should understand the need of industralisation of the country. After proper rehabilitation and resettlement, people should allow land acquisition for POSCO project. Nothing should be done against the

wishes of the people. After fulfilling their needs and settling them, the work of POSCO project should proceed. It is beneficial for the affected people, people of Odisha and the people of India as a whole and may lead to the solution of the opposition movement against POSCO in Odisha.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

CONTEXTUALIZING RACIAL DISCRIMINATION AND COLOURED CONSCIOUSNESS IN SOUTH AFRICA

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Introduction

The African writing represents the experiences of living life as well as the struggle of the marginal people who has conscious of the post-colonial world. Before and after the colonial period marginal people have same experiences of the war, ethnic conflict and racial discrimination. Racial discrimination is the essence of the writing in Africa. It adduces group's hierarchy produced racial discrimination and the number of people dies because of violence and killed because of racism. Likewise, there were reports against genocide. The parts of the conflict are class, ethnic and racial and all these are part of the exploitation that works directly or indirectly. It is pointed out that the emergence of African literature is often seen as an outcome of racism, gender discrimination and humiliation witnessed as bitter as gall experienced and expressed by African writers. It gives a legitimate outlet to their anguished, anxieties, sorrows and sufferings, along with other ideas. The role of racial discrimination is one of the predominant themes in African literature. Jordan Glenn and Weedon Chris (1995), "the racism makes certain about culture, history and intellectual - Who was they and who does not. That it makes certain claims about the body - about beauty, ugliness or sexuality. These beliefs, attitudes and feelings are not individual. They are the property of collectiveness, of groups and of society". However, discrimination in race interrogated to divide into people, groups or communities. This paper has an aim to

define, that the discrimination is not only divided racially but also economically, politically, culturally and socially separation system. In Apartheid regime, it brings boundary with rules and regulations - where to go? or not to go?. Gordimer expresses the frustration, anger and memories of historical incidents with the place, date and documentary. This demonstrates that her works addressing the need to understand the questions of how South African people are living with aggravate discrimination under apartheid act. Hence, her writing touches the post-colonial issues on the cross-racial relationship, exploitation of marginal people, identity struggle, and apartheid act.

In the interview of Gordimer answers on the subject of apartheid writing, she replied…

I am not a preacher or a politician. I am totally opposed to apartheid and all the cruel and ugly things it stands for and have been so all my life. But my writing does not deal with my personal convictions. It deals with the society I live and write in. My novels are anti-apartheid, not because of my personal abhorrence of apartheid, but because the society that is the very stuff of my work reveals itself. If you are writing honestly about life in South Africa, apartheid damns itself… (Bazin and Seymour, 2000).

Nancy Topping Bazin and Marilyn Dallman Seymour collected the interviews of Gordimer and asked different kinds of questions related to her fictionalized work and intention to write the novels on a particular subject (apartheid) with different themes. The interview Pat Schwartz in 1977 with South African writer Gordimer, she states for making links between social realism and politics. These aspects become the part of her writing. It demonstrates that her interest does not in politics, but her anger, wrath, frustration, experience, disappointment, and dissatisfaction for living in her own country and brutality of the apartheid. Therefore, it becomes the subject of her authorship. She

works on racially divided home country and also write on themes of love to break the cross-racial boundaries. It's particularly concerning race in South Africa, altercation of race - resistance and particular period of Apartheid. Gordimer explores her personal perspective and says:

"I discover I was only a European there, just like any other white person. I took that very hard, at least in South Africa, even if I get my throat cut, I'm an African" (Bazin and Seymour, 2000).

On the above statement by Nadine Gordimer, who belongs from white population group and experienced her home becomes 'Other' for her. She got a civilization of Africa yet annoy from being a white. Her literary works highly interprets the aspects of politics and moral psychological anxiety. The historical study reveals that African recorded the past located the different historical documentary from different regions. In every part of Africa, the exploitation is similar but the practices are in a different manner as the historical, racial, apartheid, migration history, white dominancy, slavery, trade and colonization. In the South African context, there is white power dominated, but traders entered and got well settled, as a reason is that the economic strangeness because the availability of diamonds and gold. Another one reason is that the history of the settlement of white/migrated people like Dutch, Portuguese and colonizer was strongly ruled over the South Africa and they form a mixed racial society in South Africa.

Apartheid as a Discriminatory Law

The South African Government system of racial "apartheid" meaning "apartness". It was a mode used to promote "separation". It used in South Africa for the policy initiated by the Nationalist Government after 1948. African people, Cape Coloured or Indian descent were forcibly removed from urban areas where they had lived for

generations. Further segregation was maintained by the use of pass laws, which required non-whites carry a pass that identified them (Ashcroft, et al., 2004). Under the Group Areas Act people were forcibly removed from urban areas where they existed for generations. The policy of segregation extended to every aspect of society with separate sections on public transport, public seats, beaches and many other facilities. It was stamped with a work a permit, restricted their access to white areas (Ashcroft, et al. 18). Thoroughly, it has a policy to aim to develop individually or sequester. Government distinguished people in living, sitting or other facilities so, the question of power and possessiveness arises under this act. It is also binding boundary between the communities. During this period Africa discriminated, segregated, separated, departed and hierarchy arises in these people. Everywhere people were discriminated under the racist system due to as an effective hunger, poverty and in the cheap labour system. This system is likewise confined restricted to black forcing them to live separately from white.

Therefore, it needs to study the representation of African identity through the process of revisiting African History. Apartheid is more effective fold of colonial ideological process to evil act, which contribute to inadequate treatment and disadvantaging to particular communities. This act gives rights distribution under the consideration of four groups as white, black, colour, and Asian. Under this act, limitations of rights decided by the race. If one is white, he/she can enjoy the best facilities and if one is black or 'coloured' then the same will have few facilities. It conveys by the white strategy that they require carrying passes, work hard with low wages and have limited representation in parliament. It gives origin to structural based on the hierarchical construction of groups. Therefore, it possesses a rule of exploitation and continuation disturbance to the system of political phenomena.

Noting with great apropos of this work investigates the role of apartheid history in the novels associate of apartheid writers. In Africa, Apartheid Act starts in 1948 and ended in 1994. Forcefully, it physically separated different residential areas for different races. Racial discrimination emerges within the society under the act of apartheid - black, white, 'coloured' and Asian because they got a pass of civilization. In some parts of South Africa, white farmers occupied land at their own option without any regard for the needs of the African population. Essentially, in the perspective of critic's apartheid is an unconscious displacement process of individuals and also the policy of segregation that give the separate development, therefore, it is construe an abortive law. They establish rule only for white advantages and hence this also defines white supremacy. Racism has existed through human history. It may be determined as the hatred of one person by another or the belief that another person is less than human because of skin colour, language, customs and place of birth or any factor. Thus, it has influenced on war, slavery also shown by giving inferior jobs for marginal (black and 'coloured') and the low/high labour market wage determine by race. Therefore, it necessitates the formation of the new states and country.

The short story is entitled "Country Lovers" by Nadine Gordimer. Her work highly dealt to the suffocation of black and coloured people. The story starts out:

"The farm children play together when they are small; but once the white children go away to school they don't play together any more, even in the holidays" (Gordimer, 1980).

The story woven around of South African servant girl Thebedi and a local white farm boy Paulus, who is white skinned, 15 years old adult. At the begins of this story the farm play children together when they are diminished, but once the white kids go off to school, they soon

do not play together any more, even on the holidays. But Thebedi and Paulus were friends, they were growing up in the apartheid act in the practice. Apartheid is very much present in Gordimer's writing in many substantial ways. One of the most crucial things is that white power still operates in the post-colonial world. Exploitation influences in apartheid regime and it exists currently. In the past and present, the continuation of power politics is obviously functioned and it is still functioning with white superiority. We are usually saying "the end of colonialism" but actually, it is not because some root points has related to the colonial ideology. As an instance, collapsed of economic, ethnic conflict, cultural difference, racial discrimination and apartheid struggle. All these complexities have been continuing indirectly in Africa. Sometimes, it has been relocated in displacement, discrimination and in violence.

Gordimer's in *My Son's Story* is the simplicity of the title contradicts the complexity of the concept of "story", which is not just physical or geographic but also personal and political. In this novel, Will explores the circumstances and effects of the act and says:

"What did matter that the seaside hotels, the beaches, pleasure-grounds with swimming pools were not for us? We could not afford hotels, anyway. A fun fair for the use of our kind came to area at Easter" (Gordimer, 1991).

Conventionally, that it has been meant the apartheid movement makes the situation complicated for black and 'coloured'. Whereas, the new apartheid regime has been designed for the merits of white, which is generally depicted in routine forms. The story of *My Son's Story* represents a political story, interprets Gordimer's life with fictionalized way. The present novel focuses on a broader question of racism and Government policy. Simply, it is celebrating diversity of humanity, culture and identity. The novel displays a strong social consciousness,

for example, Sonny asks the question of identity or place which he lost. Everyone belongs from somewhere so, he asks questions "where is my exact place and space?". Place and space are similar word, but place can take place on regional or national as well as space is related to identity. *Burger's Daughter* (1979) and *My Son's Story* (1990) both the novels set in the same place Johannesburg and record experiences of everyday lives in the apartheid era. In both the novels at the beginning of the narratives have the same age. Both Rosa Burger (*BD*) and Will (*MSS)* have the same age of 14 years-old. Rosa Burger, her father Lionel Burger (*BD*) and Hannah Plowman (*MSS*) these white characters were resisting to apartheid law, daughter analyses the relationship of daughter and father and another story is depicted the son and father relationship. Her mother-father also held back by the police similar in the case of Aila - Sonny. Rosa's mother has just been arrested like Aila (Will's mother). Individuality and a martyr of the anti-apartheid movement issues are also same. The located scene in Johannesburg is set in the same period of the Apartheid regime. These novels are written to make an end of suffering which was caused by the obstreperous apartheid regime. These novels also deal with the themes of displacement, alliances and alienation. Gordimer has tried to do something different with the novel; used some black-white couples, 'cloured'-white lovers, somewhere used 'coloured' central character to define the identity struggle and coloured consciousness.

The Lying Days novel, Helen Shaw grows up under the shadow of apartheid with the coloured consciousness and the white middle class family. The title itself means that everyone is living in a lie world. Her boyfriend Paul also struggles and demur the system. Gordimer writes,

At this stage, when all that was done to implement the plans for apartheid - carrying to the extreme of total segregation the division of the ordinary lives of white and black that had always existed, socially and economically devices, it was often the way in which such things

were done rather than the things which was so offensive...other people read of these things in the newspaper, but Paul came face to face with such a happening. He had temporarily taken over Colored Poor Relief...when a couple was arrested in Vrededrop, a slum suburb of racial confusion (Gordimer, 1953).

Her novels *July's People, The Lying Days,* and *Burger's Daughter* nominated a burgeoning reader interest in ethnic identity, family history, hard realities of the life and especially, spiritual and psychological self-realization. For apartheid act they suffered from this kind of attitude, so demands identity or own place in the society. Identity is a crucial thing for everyone because without identity, we cannot get honour in the society. In the political point of view, Government plays an important role and it should give place to live everyone independently because freedom is the right of every human being. The act of writing is also a function of the resistance against the rulers or evil systems. She traces how her novels capture the evidence in the midst of social-political and historical effect to disintegration of Africa during before the colonial times and after the apartheid movement. It needs to revisit colonial history to understand the present condition because it has a root or stand on this. Nevertheless, it takes a different turn and everyone is being exploited. Her fictionalizing way acknowledges the memories of the past with the living experience in order to draw attention of the reader. Gordimer writes for those who live in segregation in the apartheid ridden of the South African country. The interrogations of identity, regionalism and language conflict emerged in African literature. The requirements of the equal treat in own country and internationalized the national issue, which are sensitive and hazards to the politic body. She writes on historical periods in twentieth century African literature and their socio-political representations by writing back on resistance in the African world. These novels represent the issues of marginality, history, dispossession,

which would also be interrogated through post-colonial theoretical formation. That has been studies on different aspects on apartheid fictions, which establishes both historical as well as a critical overview of the issue of discrimination in relation to racial segregation.

Thebedi was farm children, and when she met Paulus in a wedding, which Paulus had attended with his parents on a nearby farm. He had let her in a locked storeroom as in the college life, they were lover but at the end of college life Paulus left her. Afterwards that, she gets married with Njabulo, who works on farm. Two months later, after her marriage, she gave birth to a 'coloured' daughter of Paulus. One day in Thebedi's house Paulus visit and suggested her to hand over the child to somebody, she denied it and as he leaves home the baby died. The case is reported to the police, Paulus is charged against murder, and the police carry the child. Thebedi desolate when the judge takes a decision -

The judge told the accused there was strong suspicion against him, but not enough proof that he had committed the crime. The Court could not accept the girl's evidence because it was clear she had committed perjury either at this trial or at the preparatory examination. There was the suggestion in the mind of the Court that she might be an accomplice in the crime; but, again, insufficient proof (Gordimer, 1980).

Racial discrimination is based on religion, skin colour, decent, biological differences, culture and so on. It was more often than viewed that closer examination of apartheid act organized political strategy devised by white, which distinguishes on the basis of race as well as the deconstruction of racial categories and it also involve individual displacement. Kamali writes, "the discrimination is also inherent in category systems, laws-regulations and institutional policies and practices. This is discernible with the police, schools, social welfare

offices, markets, private enterprises and political parties. Power that results in discrimination, exclusion and disadvantage" (p. 8).

Classification by race is not natural, but arbitrary. To understand racism, it requires to investigate its relationship with humankind, society and nature. Society as understand the relationship betwixt human disparity and human similarities that is what the meaning of race sets out to do. Racism is dividing humanity as well as geographical unit's under the skin colour. The inequality is the product of racial differences arises out of the persistence of social inequality. Racism is not much a product of the concept of race as the very reason for its being given by other. Race can be defined as unchangeable physical characteristic groups linked to maneuver.

Colette Guillaumin (1995) writes, race relations of exploitation, domination and violence are contradictory for the people. According to various criteria: Historical (length of time the group has been established in the country), Cultural (literates, illiterates) and Economics (considerations income and property) these are different types of race classification. There is a natural line of them. It is not a spontaneously given product of perception and experience.

Numerous voices arise - Race has not existed and has ended. Gordimer argues, although an imaginary formation and an ideological construct. It is a brutal and tangible reality and political realities. It would produce social relations of domination, which produced them and transformation, deconstruction and displacement have divided racial categories. The racism also evolved from elements like physical traits, social customs and linguistic peculiarities as a legal institution. These discriminatory apartheid, introductory and segregating laws, which touch practically all spheres of life, such as marriage, domicile, education and job etc. effect equally. The Immorality Act has effects on the people's mind and they have different racial relations. Gordimer's

work focuses on the cross-racial couples like, Helen - Paul, Maureen - July, Thebedi - Paulus and Sonny - Hannah. In every couple, 'coloured' and black marginal characters are struggling for identity.

Resistance and Apartheid Law

The resistance is the new expression to voice against anti - apartheid movement. The people of South Africa have not only rejected apartheid act, but go against this system. It has created the form of the freedom charter and constitutional guidelines adopted by the African National Congress. In its more than seventy five years of existence, the African National Congress has significant progress in its struggle for the creation of a non-racial, democratic and united South Africa based on the principle of one man and one vote. Nelson Mandela, Ahmed Kathrada, Walter Sicily and other political prisoners were fighting against the apartheid movement as well as ordinary workers, students and women are joining the apartheid movement for the supporting the equal rights. Not only have the characters seemed to be present in reality but also struggle against apartheid movement like Sonny, Baby, Aila, Hannah and Will. "They carried posters and slogans bearing message, such as 'We don't want this rubbish education apartheid slavery police get out of our schools'" (Gordimer, 1991). Children demonstrating out in the streets were shot dead by the police. The media and newspapers are begun too aware of the need for a resistance to the system. It becomes a symbol of suffering. The schoolmates had been killed, so the schoolchildren began to stay out of class and try to resist. Will narrates the story and says,

He may have succeeded in keeping stones out of their hands, not the same can be said about keeping petrol and matches out of their hands. A boycott of classes and demonstration of solidarity resulted in petrol bombs being used to set a property, especially vehicles on fire.

Frustration led to ugly incidents of destruction and the police reacted with the arrests of suspects (Gordimer, 1991).

Gordimer fictionalized past has also a long year gap, but acknowledges with the past memories, living experiences tries to make close awareness to the reader. The study is significant in the context to present time as enabling to perceive parallels in other projects in writing back resistance on the global map.

Furthermore, resistance is a component of the negotiation or protest, opposed to reform the police force, describes by the characters Aila, Will, Sonny, Hannah and Baby. They struggle with a bewail painful discovery of identity. Sonny struggled for an inadequate educational system so, eventually joins in a student protest march. However, Aila is African - Indian decent and Hannah is white. Sonny, who is 'coloured' fighting against the treatment of unequal justice. The resistance enables these two writers to voice against inequality and unjust system that had crippled the life of their people. *My Son's Story* woven around apartheid act, where issues of the identity conflict, segregation, separatism and struggle are negotiated. The resistance bigotry by the character Aila, Will, Sonny, Hannah and Baby. Therefore, the struggle with a painful discovery of identity, Sonny struggled for an unequal education system so, eventually joins in a student protest march. Some a bizarre incident also included in the novel like a protest march. Aila is (African - Indian decent), Hannah (white) and Sonny ('coloured') but yet fighting against the treatment of unequal. At the end of the story, Aila and Will join in the anti-apartheid organizations.

Conclusion

The majority of people are black and most of these people live in townships (communities) outside of the city center. It is a result of apartheid act and the innocent or marginal people become victims of

this politics because of cultural reflection of the society. This reflects to destruct the rights and consideration of racial based rights for constituting the ignorance of marginal rights and they do not have equivalent status like white. The changing contribution for strictly excluded to marginal people, who are not white. In contrast, it should grant more rights to the marginal people for development but failed to give equal rights. There is a need to rethink about the law for the development of marginal people, because the existing law is clearly against their development. Therefore, it needs to rethink and revisit to the system to build the democratic nation. There were reports that the many people suffered physically, mentally and emotionally from their experiences and left the country with great economic disparity. Some South Africans have a standard of living equal to that of the world's wealthiest nations yet millions more South Africans live in utmost poverty. The racial discrimination has also continued so, need to demands for the equality and justice to live all the human being equally also to give peaceful environment for the Africa. In addition, it also needs to solve their health problems and provide other basic facilities, which they are not having even in twenty-first century.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

RIGHT TO INFORMATION IN INDIA: HISTORICAL DIMENSION

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Access to information in the democratic form of government is essential and fundamental feature without which democracy would be meaningless. The Supreme Court of India in *S.P. Gupta v. Union of India,* [1] considered the value of dissemination of information about the government activities in democratic form of government and it could be manifestly perceived in its statement, as:

> "Now it is obvious from the Constitution that we have adopted democratic from of government where a society has chosen to accept democracy as it creedal faith, it is elementary that the citizens ought to know what their government doing. The citizens have a right to decide by whom and what rules they shall be governed and they are entitled to call on those govern on their behalf to account for their conduct. No democratic government can survive without accountability and the basic postulate of accountability is that the people should have information about the functioning of the government. It is only if people know how the government is functioning that they can fulfill the role which democracy assigns to them and make democracy a really effective participatory democracy."

All the public authorities should be made responsible directly to the people especially in democratic form of government. It is axiomatic that the public authorities are treated as agents of the government. These authorities mainly execute the government policies and functions. The public authorities are, therefore, part of the

government. They do not have separate and independent existence. They discharge all the public functions. They are, thus, accountable to the public for all the acts that have been made while executing the government functions[2]. As they entrusted with such powers to discharge the public functions, they cost a responsibility to answer each and every act that has been done. In order to bring the accountability in the public administration, the public authorities should be required to be assigned a duty under a substantial legislation. Another important principle to bring the public functions is the transparency. The principle of transparency can bring the public functions fair and justifiable. In order to obtain such transparency, it requires openness. This openness could be possible then only when the public functions are either disclosed proactively or made in ready to accessible easily whenever it is required. If the public functions are discharged in the veil of secrecy, it could not be possible to bring the transparency or openness in the administration. Bringing the transparency in the functioning of public authorities, dissemination of information regarding to such functions is quite essential in practical regime. In Judge's transfer case[3], the Supreme Court observed that the disclosure of information in regard to the functioning of the government must be the rule and secrecy on exception.

Maximum disclosure

In order to bring transparency in public administration, it needed maximum disclosure because the information that required cannot be obtained from other alternative source. The reason behind it is that the required information is in custody of the public authority. There has been no responsibility or obligation on the part of the public official to disclose the information made by a citizen on request. The evil practice that has been followed in public administration is that the public authorities are no way concerned to public accountability but to the superior of that particular authority even though in democratic

country like India. This deficiency of the public accountability can be set in order with the principle of maximum disclosure. It needs positive behaviour of public servant in dissemination of the information that is required. The joint declaration of the special mandates on freedom of expression contains a strong and\explicit statement on maximum disclosure:

> The right to access information held by public authorities is a fundamental human right which should be given effect at the national level through comprehensive legislation (for example Freedom of Information Acts) based on the principle of maximum disclosure, establishing a presumption that all information is accessible subject only to a narrow system of exceptions.

The public authorities do not restrict information sought for by applying only the 'obligation'[4] under the Right to Information Act, 2005. The public authorities should pursue the positive approach i.e. the 'Maximum Disclosure' to accomplish the object of the Act. In *Canara Bank v. Central Information commission, Delhi*[5], the Kerala High Court held that the information required to be supplied by a public authority to a citizen on request are not confined to the information mentioned in Section 4. That Section only casts certain obligations on public authorities. These obligations laid down under S 4 are to be compulsorily performed apart from the other liability on the part of the public authority to supply information available with them as defined under the Act.

Right to Information

The main objective of The Right to Information Act, 2005 is to establish a practical regime of free access to information. The Act also endeavors to bring transparency in working of public authorities and made the public authorities accountable to the public for their acts in

discharging public functions. One of the basic features of the Right to Information can be said to be pro-active disclosure. Under this head, all the public authorities should disclose basic and essential information to the public without insistence of any procedural compulsion under the Act. It can really save time of the requester in accessing the information and as well as time of the public authority in providing the required information instantly. It is a noble principle for success of any access to information laws. Strict implementation of this principle can really accomplish the objective of the right to information without any delay. The RTI Act requires all public authorities covered under the law to publish *suo moto* or proactively a wide range of information on their own, even if no one has specifically requested it. This is a key provision because it recognizes that some information is so useful and important to the community at large, that it should be given out regularly, without anyone specifically requesting it. More broadly, it recognizes that transparency is generally in the public interest and that public authorities should therefore strive to make as much information public as possible.[6]. This principle of pro-active disclosure needs sophisticated "Information and Communication" system in hand. The essential requirements of successful implementation of the principle of pro-active disclosure are obviously stated by then, President of India, Dr. A.P.J. Abdul Kalam, as:

> "Good governance is being recognized as an important goal by many countries across the world. They have taken up specific initiatives for open government. Freedom of Information is being redefined and supported by detailed guidelines. The Internet revolution has proved to be a powerful tool for good governance initiatives and the world is moving towards Internet governance…..... Can we provide good governance to our one billion people? Can the governance speed up the delivery system? Can this be done by e-governance at a cost affordable

by our nation? E-governance system is a means to an enc. We need enlightened citizens to realize the full benefits of the e-governance systems.....I inaugurate the National Convention on Right to Information and my best wishes to all the participants for success in the mission of promoting India as the most informed and participative society in the World".[7]

It is clearly said in Section 4(1)(a) of the Right to Information Act, 2005 that the public authorities shall computerize all the records in their respective departments and shall make all necessary arrangements to provide the public to access the information through the Internet countrywide subject to the availability of resources. It is also stated in the Act that under Section 4(1) (b) seventeen categories of the information should be provided to the public within 120 days from the date of the enactment of the Act.

Promotion of open government

Full Bench of the Central Information Commission in *Sandeep Unnithan v. Public Authority—Integrated HQ, Ministry of Defence (Navy,)*[8] recommended "that the Indian Navy and, in fact the Indian Armed Forces build up their storehouse of information, as mandated under Section 4(1) of the RTI Act, 2005 for disclosure at the appropriate time for the benefit of the students of India's defence and to enhance the people's security.

Another vital principle is of 'promotion of open government' or 'transparency' in the administration. The demand for openness is, now, increasing widely for the reason that people cannot remain in quiet after exercising their franchise but they are alert in watching the conduct of the government and implementation of the policies. To fulfill this role of the people in the democracy, there shall be full access to information in regard to the functioning of the government. The Supreme Court in *S.P. Gupta v. Union of India*[9], observed as:

> The demand for openness in the government is based principally on two reasons. It is now widely accepted that democracy does not consist merely in people exercising franchise once in five years to choose their rulers and, once the vote is cost, then retiring it passivity and not taking any interest in the government. Today it is common ground that democracy has a more positive content and its orchestration has to be continuous and pervasive. This means inter alia the people should not only cast intelligent and rational votes but should also exercise sound judgment on the conduct of the government and the merits of the public policies, so that democracy does not remain merely sporadic exercise in voting but becomes a continuous process of government—an attitude and habit of mind. But this important role people can fulfill in a democracy only if it open government where there is a full access to information in regard to the functioning of the government."

Right to know is implicit in the right to freedom of speech and expression guaranteed under Article 19 (1) (a).

> The concept of open government is the direct emanation from the right to know which seems to be implicit in the right of free speech and expression guaranteed under Article 16 (a). Therefore, disclosure of information in regarding to the functioning of the government must be the rule and secrecy on exception……"[10]

In most countries, there is a deep-rooted culture of secrecy within government, based on long-standing practices and attitudes. Ultimately, the right to information depends on changing this culture

since it is virtually impossible to force civil servants to be open, even with the most progressive legislation. Rather, longer-term success depends on convincing public officials that openness is not just an (unwelcome) obligation, but also a fundamental human right, and central to effective and appropriate governance.

Limited scope of exceptions

Most of the laws related to right to information recognise that there will be circumstances in which the government might not disclose information to the public. In line with the principle of maximum disclosure, these exceptional circumstances (commonly known as exemptions to disclosure) should be narrowly drawn up within the law and kept to an absolute minimum. They should all be written with one purpose in mind – that information should only be withheld when doing so is necessary to protect the larger public interest. The law should not allow room for withholding information on the basis of protecting the government from embarrassment, exposing wrongdoing or because the government considers that the public will not be able to understand the information.

In order to ensure 'Limited scope of exceptions', all exemptions should be subject to a blanket "public interest override," whereby each request for information which appears at first to fall under an exemption, should be subjected to further scrutiny to see whether disclosure might actually be in the public interest. Consistent with these principles, it is not good practice to exempt broad categories of information (for example all Cabinet documents), or provide blanket exemptions for specific offices, departments (for example, the President or the Department of Defence), or exemptions for all information held by certain bodies (for example, the Armed Forces or Intelligence Services).

Classification of information

It is axiomatic to classify all the information into different categories in order to speedily access to the information. All the public authorities should have in hand classified information. This instant classification of information can provide the information to the requester within a stipulated time and as well as the classification can also protect the confidential or personal information from the disclosure. According to M.P. Jain and S.N. Jain, "public documents or Government Paper" are divided into two categories, namely; (1) "Classified" and (2) Non-classified information[31].

1) Classified.

All the public documents that are to be accessed under the right to information can be divided into four categories; they can be enumerated, as;

1. Top Secrets
2. Secrets
3. Confidential and
4. Personal.

Top secrets: The top secret grading is given to information of a vital nature affecting national security such as military secrets, matters of high international policy, intelligence reports, etc.

*Secrets***:** The secret making is given to papers of information which is likely to endanger national security or cause injury to the interests or prestige of the nation or would cause serious embarrassment to the government either within the country or in its relations with foreign nations.

Confidential: The word "confidential" pertains to information whose disclosure would be prejudicial to the interest of the nation or given

advantage to a foreign nation of even cause administrative embarrassment.

Personal: "Personal—not for publication" is meant for cases where the information is fit for communication to the individual members of the public, but it is desired that the information given to an individual is not meant for publication. These are arbitrary divisions without having any legal sanction. What is marked, and how it is marked, are matters within the prerogative of the government. It is not clear whether there is any procedure to reconsider the classification of documents. So, the initial classification lingers on long after the document has ceased to be important.

2) Non-classified

In this category all the remaining information after having successfully completed the process of classification is called non-classified information. This category of information can be accessible only on the discretion of public authority or on public interest.

Right to Information: Merits

The major menace in the public law jurisprudence is how to bring the public authorities accountable for their abuse of the powers while discharging the public functions. The other important flaw is how to make the public authorities answerable to the public at large in contrast to the age-old practice that lower authorities are always accountable to the higher authority in a hierarchal way. Another important difficulty is how to provide the people to partake in the governance of the state. All these practical impediments in the public administration can be overcome by ensuring the people with the right to information. Enforcing the right to information, the people can find the misuse or abuse of the public authorities. Freedom of information laws is, thus, increasingly gaining importance in the recent years. The following are the merits.

a). Accountability

The Inter-American Commission on Human Rights was established by in 1997. It has frequently recognized the right to information as a fundamental right, which includes the right to access to information held by public bodies. In October 2000, in an important development, the Commission approved the Inter-American Declaration of Principles on Freedom of Expression, which is the most comprehensive official document to date on freedom of expression in the Inter-American system. The Preamble reaffirms the aforementioned statements on the right to information:

> CONVINCED that guaranteeing the right to access to information held by the State will ensure greater transparency and accountability of government activities and the strengthening of democratic institutions;[11] ...

In democratic form of government, a citizen has a right to know what the government is doing and it is, therefore, the responsibility of the government to be accountable to the governed for their acts.[12]

b). Participation

The right to participate in the affairs of the country is meaningless unless the citizens are well informed on all sides of the issues, in respect of which they are called upon to express their voices. One-sided information and non-information can equally create an uninformed citizenry which makes democracy a farce when medium of information is monopolized either by partisan central authority or by private individuals or oligarchy organizations.[13]

c). Transparency

The need for open government where there is an access to information in regard to the functioning of the government has been emphasized and the arguments in support of it have been ably and

succinctly summarized by Dr. Moheswari as follows: "Administrative India puts the greatest weight on keeping happening within it corridors secret, thereby denying the citizen's access to information about them.[39]

d). Prevention of corruption

This is consistent with the most people every day experiences. Corruption in India is rampant from the grass root level to the highest official for example regarding deals, fodder procurement and sugar prices. Although media attention tends to focus on mega scams, small-scale corruption is widespread and affects ordinary people, for whom it has become a routine social and financial burden. People even have to bribe to access basic information, such as their own electricity bills etc. the right to information is thus a potent tool for countering corruption and for exposing corruption.[14]

Protection of human rights

The Right to Information has been recognized universally. Universal recognition of a human right is not a mere sanction from majority state members. It is a consequence of incessant struggle of the concerned people.

> The history of human rights has been a struggle, often against the odds, by people who have stood firmly and courageously on the side of humanity and dared to resist the forces of oppression and domination."[15]

Precisely in a few simple words the source of attainment of the human value, can be understood as "*It is not that Humans have rights. It is rights which make human*"[16].The right to know or the freedom of information is a fundamental and essential right for human existence. Thus, the right to information is considered an important human right.

Human rights have been recognized in India even before they were incorporated in United Nation's Resolution. Some of them have taken their position as fundamental rights, some of the remaining stood as directive principles of state policy, some of the remaining considered as precedents and remaining have to be considered[17]. The Supreme Court of India has considered that right to information is included in the freedom of speech and expression under Article 19 of the Constitution. The Supreme Court has also emphasized that the right to information is also an essential right to lead rational life in a democratic way of life. The Supreme Court has, thus, interpreted the term 'life' in Article 21 of the Constitution of India to consider the fundamental importance of the right to information.

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[1] AIR 1982 SC 149, at p.232.

[2] State of Uttar Pradesh v. Raj Narain, AIR 1975 SC 865 at p. 360.

[3] S.P. Gupta v. Union of India, AIR 1982 SC 149, at p.232.

[4] The obligations of the public authorities are mention in Section 4 (1) and Section 4 (b) of the Right to Information Act, 2005.

[5] AIR 2007 Ker 225. at p. 228.

[6] Charmaine Rodrigues, Ed: "Your Guide to Using the Right to Information Act 2005", Commonwealth Human Rights Initiative (2006).

[7] This part of the Presidential Address was extracted from inaugural speech of A.P.J. Abdul Kalam on the occasion of National Convention on Right to Information on completion of one year of its enforcement, organized by the Central Information Commission in Delhi on Oct, 13-15, 2005.

[8] [CIC/WB/A/200701192, 31.12.2007]

[9] AIR 1982 SC 149 at pages 232-233.

[10] Quoted by P. Venkatarama Reddi, J. in Peoples Union for Civil Liberties (PUCL) v. Union of India, AIR 2003 SC 2363, at pages 2397.

[11] Toby Mendel: "Freedom of Information: A Comparative Legal Survey", Paris, UNESCO (2008)

[12] S.P. Gupta and Others v. Union of India and Others, AIR 1982 SC 149.

[13] Quoted in People's Union for Civil Liberties (PUCL) v. Union of India, AIR 2003 SC 2363 at. p. 2381.

[14] Ramesh Pratap Shukla: "Right to Know as Material Aspect of Speech and Expression and Emerging Trends", AIR 2008 Journal 120 at.p 134

[15] Prof: A. Lakshminath, "It is Rights That Make Human ", Andhra University Law Journal, Vol 4 (2003) at p.

[16] Id at p. 253.

[17] Dr. S.K. Kapoor: "International Law and Human Rights", Allhabad: Central Law Agncey, (2002). The author has, elaborately, discussed enumeration of Rights under Universal Declaration of Human Rights in Indian constitution in Chapter 66 of his book.

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

EFFECT OF ASANAS AND PRANAYAMA ON PEAK FLOW RATE OF MALES SCHOOL GOING CHILDREN

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Introduction

"Yoga is not an ancient myth buried in oblivion. It is the most valuable inheritance of the present. It is the essential need of today and the culture tomorrow."

Swami Satyananda Saraswati

The world yoga means 'unity' or 'oneness' and is derived from the Sanskrit word Yuj which means 'to join'. This unity or joining is described in spiritual terms as the union of the individual consciousness with the universal consciousness. On a more practical level, yoga is a means of balancing and harmonizing the body, mind and emotions. This is done through the practice of Asana, Pranayama, Mudra, Bandha, Shatkarma and Meditation, and must be achieved before union can take place with the higher reality (Swami Satyananda Saraswati, 2004). The restraint of the mind-stuff from taking various forms is yoga (Swami Vivekananda's translation) or Yoga is the control of thought-waves in the mind (as translated by Swami Prabhavananda of Sri Ramkrsana Math). The Maharsi further observes:-"thereafter the soul abides in it's real self". In other words, yoga lies in being one's real self.

"Yogas citta vrtti nirodhah" (Patanjali Yoga Sutra I:2)
Yoga happens when there is stilling (in the sense of continual and vigilant watchfulness) of the movement of thought without where which there is no movement. ***"Sa tu dirgha kala nairantarya satkara sevito drdhabhumih"*** (Patanjali Yoga Sutra I:14)

But, when is one said to be well grounded in practice? When this spontaneous awareness or cosmic consciousness continues without interruption, for a long time, and one is devoted to it with all one's being, in all sincerity and earnestness. "***Avidya smita raga dves bhinivesah klesah"*** (Patanjali Yoga Sutra II:3) The mind is results because of the many unresolved problems. The elements that disturb mental equilibrium and thus generate psychic distress are : ignorance of the truth concerning one's self or egotism which seems to be the obvious truth in ignorance, and the belief in the separative individuality, psychological and unnatural extension of attraction and repulsion which, as neurological phenomena are natural, and blind clinging to the present physical "life".

"Hathasya prathamaangatvaadaasanam poorvamuchyate. Kuryaattadaasanam sthairyamaarogyam chaangalaaghavam."

"Prior to everything, asana is spoken of as the first part of hatha yoga. Having done asana, one attain steadiness of body and mind,freedom from disease and lightness of the limbs."***(Hatha Yoga Pradipika)*** Asana means a state of being in which one can remain physically and mentally steady, calm, quiet and comfortable. In the Yoga Sutras of Patanjali there is a concise definition of yogasanas: "Sthiram sukham asanam", meaning that position which is comfortable and steady. So, we can see that yogasanas in this context are practiced to develop the practitioner's ability to sit comfortably in one position for an extending length of time, as is necessary during meditation(Swami Kuvalayananda).

"tasmin-sati svasa-prasvasa-yor-gati-vicchedah prana-yamah",(Patanjali Yoga Sutra II:49.)

tasmin- in that, **sati-** while being, **svasa-** inhalation, **prasvasa-** exhalation, **yoh (→r)-** 6th, possessive case suffix-dual of the two, **gati-**

motion, here rhythmic regular movement, **viccheda(h)-** cut, interruption, break, (is), **pranayama (h)-** pranayama(is). Two Sanskrit words are combined in the word 'Pranayama' Prana and Ayama. 'Prana' means life force i.e Breath. 'Ayama' means development or control. Therefore Pranayama is the control of breath .Breath is the life force that sustains life. Nobody can survive more than a few minutes without air. When the breath stops, life ends .In simple terms pranayama may be called the control of the breath. Its essence lies in the modification of our normal process of breathing (Dr. P.D. Sharma,2005).

"Children are the wealth of tomorrow- take care of them if you wish to have a strong India" (Pandit Jawaharlal Nehru)

The health of children has become a matter of great concern all over the world and the WHO, UNO as well as UNESCO have been stressing the importance of developing the potential that is there in our greatest resource-the children of the world. The art and science of Yoga has a lot to offer for the children in terms of their health as well as complete well being. Yoga offers us a tool by which we can provide a safe and healthy future for our beloved children. Yoga is both preventive as well as therapeutic for health problems that face children and is also rehabilitative in many situations. It is also important to understand the special needs of the children when teaching them Yoga and methods to create and interest in them for this great jewel of our cultural heritage. The application is yogic techniques is considered beneficial for health and cure of certain disease for Peak flow rate management and for improving general efficiency of individual is different fields, yoga is being utilized from the most fundamentally personal to the social and educational implication of the society as a whole. (J.C Singhal,2009).Children are a unique segment of our population and have very specific health needs. It is pitiable that more than 40% of deaths are seen in the child

population under the age of 5 years. Childhood is the age of both physical and mental growth and also has stressful periods such as puberty and adolescence that affect the health of the growing child and youth. Some of the important health problems facing the child population are, Growth and endocrine disorders, Infectious diseases, Handicaps (Physical ,Neurological ,Sensory, Social),Congenital disorders, Chronic diseases of the respiratory tract and heart , Neurological disorders, Liver and renal disorders, Psychological disorders, Skin diseases. Children also need also an outlet for their creativity and abundant energy and if this youthful energy isn't canalized properly it may result in various socially deviant behaviors such as truancy and juvenile delinquency. Yoga is appreciated and enjoyed by children of all ages, however a children's Yoga session is vastly different to an adult's class. The key to being successful when introducing Yoga to children is in the way it is presented to them.Child care professionals have discovered a new tool in helping calm a roomful of excited children. Introducing yoga benefits children's physical co-ordination, makes them stronger and helps concentration. Yoga is an ancient practice that helps create sense of union in body, mind and spirit. The classical techniques of Yoga date back more than 5,000 years. Yoga is a system of physical and mental exercise which has since spread throughout the world. The word Yoga means "to join or yoke together." Traditionally yoga was passed down from the teacher to the student without records. That is until the great sage Patanjali wrote the first detailed exposition of yoga called the sutras. Yoga is a whole system and is built on three main structures: exercise, breathing and meditation. Regular daily practice of these structures of Yoga produces a clear, bright mind and a strong, capable body. Children can safely practice meditation and simple breathing exercises as long as the breath is never held. These techniques can greatly help children learn to relax, concentrate, and

reduce impulsiveness. Children trained in these techniques are better able to manage emotional upsets and cope with stressful events. Yoga helps body awareness and alignment, improves focus and builds strength. The particular manner in which the techniques are taught and practiced today depends on the approach passed down in the line of teachers supporting the individual practitioner. As more people became known about the beneficial effects of Yoga, it gained acceptance and respect as a valuable method for helping in the management of stress and improving health and well-being. Many physicians now recommend Yoga practice to patients. These techniques can greatly help children learn to relax, concentrate and reduce impulsiveness. Prevention is better than cure: The practice of Yoga from early childhood helps prevent numerous disorders and even if the disorders or disease does occur at a later stage of life, the child would have the knowledge as well as the where with al to apply the practice necessary to control, limit or cure the health problem. Improved immunity is a well documented benefit of Yoga practice and this strengthened immunity in addition to the Yogic hygiene and cleanliness developed through practice of Yama and Niyama helps prevent numerous infections from settling down in the child's system. At the physical level Asanas, Kriyas, Mudras and Pranayama stabilize and balance the energies of the children and thus contribute to a proper usage of this energy. This is important as otherwise the energies of the child get used up in trivial and unhealthy pursuits of modern life. Yoga helps to develop all systems of the human body (cardiovascular, respiratory, digestive, eliminative, endocrine, nervous and musculoskeletal) thus strengthening, cleansing and purifying the body so that it is brought under our conscious will. Various disorders such as Asthma and diabetes can be controlled by a regular practice of Yoga. Children suffering from ATHD (attention deficit hyperactivity disorder) as well as mental retardation and other mental disabilities

can be helped by a practice of the asanas and Pranayamas that help develop better coordination, concentration, mental calmness as well as attention span. In children having epilepsy, Yoga helps to reduce the duration and frequency as well as the severity of the attack. In Yoga, all possible body positions are explored and the body is exercised standing, sitting, lying down (front, side and back) and even upside down! This creates an acute awareness of the entire body, strengthens the body systems and develops flexibility of the body. Yoga is isometric and internal. It is a contest between our inherent inertia and the power of the will. Parts of the body are pitted against one another and a unique harmony of body, mind and breath is developed. This internal struggle when handled successfully deepens the consciousness of not only the working of the body but also of the mind and emotions. Pressure created on the internal organs during various Asanas such as Pavanamuktasana, Karnapidasana and Ardha Matsyendrasana helps tone up the entire abdominal area and all organs therein. This helps in relieving functional abdominal pain, juvenile diabetes mellitus and other hepatic and renal disorders of childhood. Yoga seeks balance, which is lacking in most other sporting activity. A tennis player may develop the muscles of the dominant arm but the rest of the body is neglected. Through Yoga all aspects of the body are cultivated equally. Flexibility, balance, control, strength and endurance are all developed by the concept of Loma Viloma, which means to balance the opposites. For example, if we bend forward then we must bend backward also. If we perform a practice on the right side then we must balance it by performing it on the left side also. Children suffering handicaps benefit form these types of balanced practices that help them to improve and sometimes regain lost power and function of the affected body part. Polio affected limbs as well as paralysed limbs can be benefited immensely as Yoga is able to give a sense of direction in this regard. In the science of Yoga, body movement and breath must be

synchronized. The body is lifted on the incoming breath and lowered on the outgoing breath. Bhastrikas or the 'bellows breath' activate the solar plexus, which is an energy reservoir, as well as strengthen the diaphragm thus producing strength, vitality and endurance. Pranayamas such as Mukh Bhastrika stimulate the internal cleansing of toxins. Breath is directly related to the energy levels, life span, quality of emotions, state of mind and the clarity and subtlety of thoughts. This use of breath power with the body can bring about revolutionary effects on the performance of the child and improve their state of mind, emotions and all round health. Concentration, memory and attention span are all improved thus leading to improved academic performance in slow learners. Pranayama has been shown to improve lung function, heart function, cognition and helps develop an integrated personality. Pranayamas also help in improving memory and attention span as well as in reducing the stress levels. Children are prone to glandular imbalance and Yoga stimulates and strengthens the endocrine system and it counteracts the body stiffness, changes in skin tone and hair, which are common problems due to glandular imbalance. Proper and proportional growth and development are helped by the Yoga practise that utilised all body parts equally. Yoga has a homeostatic influence on the psycho-neuro-immuno-endocrine system and thus both the hypo as well as the hyper functioning of the system is controlled and equilibrium is attained. This fosters positive and anabolic growth in the children so that the genetic potential can be attained in fullness of time. Yoga has a lot to offer to children through the field of relaxation. In the real world, there is a lot of PUSH, PUSH and PUSH. There is very little room for relaxation in the arena. Yoga teaches us that there has to be balance. The concept is known as 'spanda-nishpanda' or 'exertion-relaxation-exertion-relaxation' in an alternating rhythm. The art of relaxation as taught in Yoga can provide a counterfoil to the extreme stress of

competitive pressures, fostering mental, emotional and physical health. Finally they may be unable to continue other sporting activities throughout their life but can definitely continue the practice of Yoga till a very ripe age that they will attain through living Yoga. Yoga engages the heart, mind and body through its unique blend of physical yoga, social skills games and counseling techniques. It helps children develop emotional intelligence, communication skills, trust and empathy. It nurtures teamwork and leadership. It provides for a calmer and more productive learning environment (Yoga Guru Omo, 2013).

Yogic practices, an ancient culture of Indian heritage, have led to ideal physical, mental, intellectual, and spiritual health. Yoga has a number of beneficial physiological effects on various systems in our body. Regular yogic practices have been shown to cause profound improvement(Subbalakshmi NK, Saxena SK, Urmimala, D'Souza UJA, 2005) in cardiorespiratory, thermoregulatory(Madanmohan, Sivasubramaniyan KM, Balakrishnan S, Gopalakrishnan M, Prakash ES, 2008) and psychologic functions in healthy individuals(Ray US, Mukhopadhyaya S, Purkayastha SS, Asnani V, Tomer OS, Prashad R,2001) . Yogic practices have been also found to be most useful in alleviating hypertension(Murugesan R, Govindarajulu N, Bera TK,2000), bronchial asthma (Sathyaprabha TN, Murthy H, Murthy BT,2001), diabetes mellitus(Telles S, Naveen KV,1997) and coronary artery disease(Manchanda SC, Narang R, Reddy KS, Sachdeva U, Prabhakaran D, Dharmanand S,2000) . A previous study has shown that there is significant increase in PEFR in pranayama practicing school children(Sivapriya DV, Subamalani S, Shyamala T.,2010). Combination of various type of Asanas, pranayama has also led to significant increase in hand grip strength , hand grip endurance , maximum expiratory pressure , maximum inspiratory pressure , forced expiratory volume, forced expiratory volume in first second and

peak flow rat(Madanmohan, Lakshmi J, Kaviraja U, Ananda BB,2003). Statistically significant increasing trend ($P<0.01$) in percentage predicted peak flow rate, forced expiratory volume in the first second, forced vital capacity, forced mid expiratory flow in 0.25–0.75 seconds (FEF25-75) and FEV1/FVC% in bronchial asthma patients practicing combination of pranayama(Candy S, Sheena S, Dandona PK,2009). Fifteen days regular practice of different types of pranayama(Ankad RB, Balachandra AS, Herur A, Patil S, Chinagudi S, Shashikala GV,2011) and practice of asanas, pranayamas & suryanamaskara(Makwana K, Khirwadkar N, Gupta HC,1988) has led to increase in the mean breath holding time significantly alone with other parameters.

There is a need to know the effect of Asanas and Pranayama training alone on respiratory system, so that benefits, if any, could be obtained by its practice and can be advised in non-ambulatory patients to strengthen respiratory muscles.

Objectives of the Study

- To study the effect of Asanas on Peak flow rate.
- To study the effect of Pranayama on Peak flow rate.
- To study the combination effect of Asana Pranayama on Peak flow rate
- To compare the effect of Asanas and Pranayama and their combination on Peak flow rate.
- To compare the three treatments and its effect on the Peak flow rate level.

Hypotheses

H1 There will be significant effect of Asanas Practice on **Peak flow rate** of school going children.

H2 There will be significant effect of Pranayama Practice on **Peak flow rate** of school going children.

H3 There will be significant effect of Asana Pranayama Practice on **Peak flow rate** of school going children.

H4 There will not be any significant different between three treatment groups.

Selection of subjects

One hundred twenty (120) school going boys were selected randomly as subjects in the age group of 8-10 years from Muni International School, A-2/16-18, Mohan Garden, Uttam Nagar New Delhi-110059, India. The subjects were divided into three treatment groups and one control group using random method. Group A was allotted Asanas treatment group consisted of 30 subjects, Group B was allotted Pranayama treatment group consisted of 30 subjects, Group C was allotted combination of Asana Pranayama treatment group consisted of 30 subjects and Group D control group consisted of 30 subjects. The study was confined to 12 weeks of training programme.

Experimental Protocol

A period of twelve weeks in the month of August to November 2012, the climate condition was rainy and atmospheric temperature was varying from 25^0 C to 38^0 C.

Experimental population of 90 subjects were assembled in Activity Hall at Muni International School, A-2/16-18, Mohan Garden, Uttam Nagar, New Delhi-110059, India. Experimental training was executed from 9:00 AM onwards for 45 minutes, for six days a week and Sunday has been observed as weekly off. Each subjects of the experimental group was ready to learn Asanas and Pranayamas. Group 'A' acts as Asanas Group, 'B' acts as Pranayama group, Group 'C' acts as Combination of Asana and Pranayama group and Group 'D' acts as control group which did not participate in the training programme. The subjects of experimental group 'A' practiced Asana (Surya Namaskar,

Sarvangasana, Matsyasana, Halasana, Bhujangasana, Shalvhasana, Dhanurasana, Chakrasana, Ardha Matsyendrasana, Paschimottanasana, Vajrasana, Yogamudra, Standing kati chakrasana, Tadasana and Shavasana) and group 'B' practiced Pranayama (Anuloma Vilom and Bhastrika) and group 'C' practiced combination of Asana and Pranayama (Surya Namaskar, Sarvangasana, Matsyasana, Halasana, Bhujangasana, Shalvhasana, Dhanurasana, Chakrasana, Ardha Matsyendrasana, Paschimottanasana, Vajrasana, Yogamudra, Standing kati chakrasana, Tadasana ,Shavasana, Anuloma Vilom pranayama and Bhastrika pranayama).

- **The pictures of all selected Asanas are as follow:-**

Count -1 Count -2 Count -3 Count -4 Count -5 Count -6

Count -7 Count -8 Count -9 Count -10 Count -11 Count -12

Surya Namaskar

Sarvangasana Matsyasana Halasana Bhujangasana Shalvhasana Dhanurasana

Chakrasana Matsyendrasana Paschimottanasana Vajrasana Yogamudra Standing Kati Chakrasana

Tadasana Shavasana

- **The pictures of all selected pranayama are as follow:-**

Anulom Viloma

Bhastrika pranayama

Preparation of Treatment Programme

For the purpose of the study "Effect of Asanas and Pranayama on Selected Anthropometric and Psycho-Physiological Variables of School Going Children" the training programme consisted of three experimental groups (one control group). Keeping in mind the basic philosophy behind practicing Yoga that is ***"Sthira Sukham***

Asanam" (Patanjali)**,** the deep rooted meaning that has been taken as a guide line while execution of a training no body has been forced to do on an above his capacity on the contrary it has been observed by research scholar improvement has taken place like students could able to attend better posture and sustain it. Even in case of pranayama the magnitude has been increased like retention and frequency of stroke.

Three experts Yoga trainer were involved to administer the training simultaneously to all three experimental groups. All the training groups were supervised by the scholar.

Tool Used

Pick flow rate was recorded to litter per minute with the help of peak flow meter.

Results

TABLE-1

DESCRIPTIVE STATISTICS OF THE DATA MEASURED PEAK FLOW RATE

Treatment Group	Mean (pre test)	Mean (post test)	Std. Deviation (pre test)	Std. Deviation (post test)	After adjustment with the initial difference (post test)			
					Mean	Std. Error	95% Confidence Interval	
							Lower Bound	Upper Bound
Asanas (N-30)	200.33	218.66	46.32	45.00	209.3[a]	3.827	201.75	216.91
Pranayama (N-30)	179	205.66	53.58	48.32	214.2[a]	3.823	206.65	221.80
Asana Pranayama (N-30)	186.5	212.33	48.9	42.96	214.6[a]	3.804	207.07	222.14
Control Group (N-30)	191	192.00	51.01	50.61	190.5[a]	3.803	182.96	198.03

a Covariates appearing in the model are evaluated at the following values: general peak flow rate scale for children pre test = 189.20.

TABLE-2
ANCOVA TABLE FOR THE POST-TEST DATA ON PEAK FLOW RATE

SOURCE	DF	MEAN SQUARE	F	SIG. (p-value)
Pre Peak flow rate Scale For Children	1	204542.77	471.50	0.00
Treatment Group	3	3868.69	8.91	0.00
Error	115	433.80		
Corrected Total	119			

Table no. 2 indicates the values test of difference between the subject effects, which shows that there was a significant difference in pre test values of physiological variable of peak flow rate for the four selected Groups, as the value was found to be 471.50, which proves to be the base of Analysis of Co-Variance. Also, a significant difference was found between the post test values of the experimental and Control Group as the value was found to be 8.91, which was significant at 0.05 level.

TABLE-3
POST HOC COMPARISON FOR THE GROUP MEANS IN POST-MEASUREMENT ADJUSTED WITH THE INITIAL DIFFERENCES PEAK FLOW RATE

(I) TREATMENT GROUP	(J) TREATMENT GROUP	MEAN DIFFERENCE (I-J)	SIG.[a] (p-value)
Asanas Group	Pranayama Group	-4.90	0.37
	Asana Pranayama Group	-5.27	0.33
	Control Group	18.83*	0.001
Pranayama Group	Asana Pranayama Group	-0.37	0.94
	Control Group	23.73*	0.00
Asana Pranayama Group	Control Group	24.10*	0.00

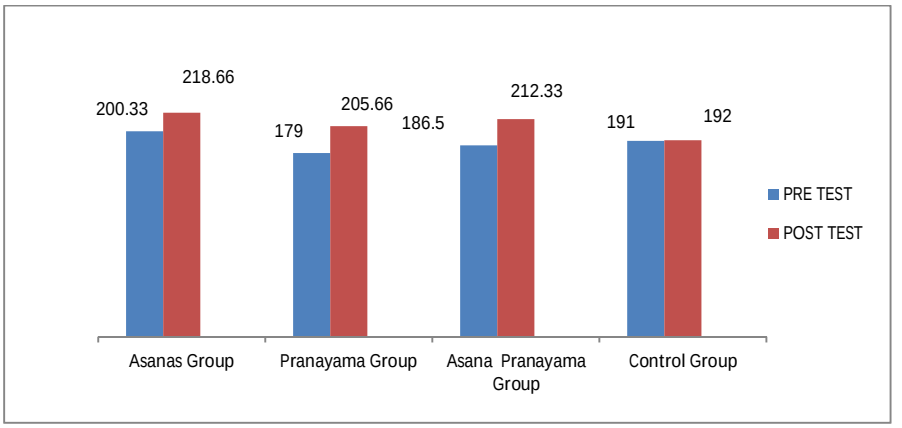
Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

*The mean difference is significant at the 0.05 level.

Table no. 3 indicates the values of post hoc test for the selected Groups for physiological variable of peak flow rate, which shows that a significant difference was found between the post test values of Asanas Group and the Control Group as the value was found to be 18.83 which was significant at 0.05 level, the post test values of Pranayama Group and the Control Group as the value was found to be 23.73 which was significant at 0.05 level, Asana Pranayama Group and the Control Group as the value was found to be 24.10 which was significant at 0.05 level.

FIGURE:-1



COMPARISON OF THE MEANS ON PEAK FLOW RATE OF THE CONTROL GROUP AND THREE EXPERIMENTAL GROUPS

Interpretation of Findings

Further, The values of the means, standard deviations for the data and adjusted means and standard deviation for the data on peak flow rate of different Groups during post testing have been shown in table 1. This may be noted that these values are different from that of the unadjusted values shown in table 1. The advantage of using the ANCOVA is that the differences in the post-testing means are compensated for the initial difference in the scores. In other words, it may be said that the effect of covariate is eliminated in comparing the effectiveness of the treatment Groups during post-test.Table 2 shows the F –value for comparing the adjusted means of the four treatment Groups (Asanas Group, Pranayama Group, Asana Parnayama Group and Control Group) during post-testing. Since p-value for the F-statistic is 0.00 which is less than 0.05, so of it is significant. Thus, the null hypothesis of no difference among the adjusted post-means for the data on peak flow rate in four treatment Groups may be rejected at 5%level. Since F-statistic is significant, post hoc comparison has been made for the adjusted means of the four treatment Groups which is shown in table 3. It may be noted here that p-value for the mean difference between Asanas Group and Control Group is 0.001, Pranayama Group and Control Group is 0.00, Asana Pranayama Group and Control Group is 0.00. All these p-values are less than 0.05 and hence they are significant at 5% level. Thus, the following conclusions can be drawn:

- There is a significant difference between the adjusted means of the Asanas Group and Control Group on the data of physiological variable peak flow rate during post-test.
- There is a significant difference between the adjusted means of the Pranayama Group and Control Group on the data of physiological variable peak flow rate during post-test.

- There is a significant difference between the adjusted means of the Asana Pranayama Group and Control Group on the data of physiological variable peak flow rate during post-test.

In order to find as to which treatment is best, one can see the adjusted means values of different treatment Groups during post-testing given in table 1. Clubbing these adjusted means with the three conclusions mentioned above.

Hence, it may be inferred that Asanas, Pranayama and Asana Pranayama are equally effective in increasing the peak flow rate among the subjects in comparison to that of the Control Group.

To Control peak flow rate all the treatments proved to be effective as among all the Groups after treatment peak flow rate has shown upwards trends but Pranayama was most effective as difference between pre and post test was 26.66, for experimental Group which induces Asana Pranayama together difference between pre and post test was 25.83 in case of experimental Group which was under gone Asanas training was less effective. Still difference between pre and post test was 18.33.Which can be seen clearly in graphical representation that is figure-1.

Discussion

Table 2 was referred back into the result section. It could be seen from the table that there was a significant difference in case of peak flow rate after administrating the different training programme namely Asana, Pranayama and combination of Asana Pranayama.

The post hoc test (Table 3) revealed that peak flow rate was significantly improved in Pranayama among the three experimental programme followed by Asana Pranayama programme and Asanas programme Groups.

The effectiveness of Pranayama to other training programme may be due to the reason that Pranayama practices produce physiological balance in different system of the body for their harmonious working. This provides the test organic vigour to the individual. Therefore, proposed hypothesis has been accepted in case of peak flow rate.

Yogic asanas and pranayama have shown to reduce the resting respiratory rate. Further, they increase the vital capacity, Peak flow rate, maximum voluntary ventilation, breath holding time and maximal inspiratory and expiratory pressures (Bijalani RL,2004). Respiration is regulated automatically by the neural mechanisms through the respiratory centres located in the medulla oblongata and pons. The cyclic waning of sensitivity of RC is determined by impulses from higher centres, afferent rhythmic discharges modified by pO2 and pCO2 in blood, and impulses from stretch receptors in lungs and thorax. Results of our study showed that practice of Asana and Pranayama is an effective way to develop the strength of respiratory muscles and to bring respiration under volition. Peak flow rate is the maximum flow rate attained during forced vital capacity manoeuvre measured in litres. Its measurement helps to assess the degree of opening of small airway passages. Pranayama involves using of lung spaces, which is not used up in normal shallow breathing. Therefore, the increased peak expiratory flow rate might be a consequence of small airway opening in lungs (Subbalakshmi NK, Saxena SK, Urmimala, D'Souza UJA,2005).

Conclusions

Significant improvement was found in Peak flow rate performance as a result of the experimental treatment in all the three experimental groups.

In the test group there is statistically significant increase in Peak flow rate after 12 weeks of practice when compared to control group. Asana and Pranayama training causes increase in lung and thorax compliance, respiratory muscle strength and tolerance of respiratory centres against higher pCO2 and therefore there is significant increase in Peak flow rate.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

TOP DOWN VERSUS BOTTOMS UP ACCOUNTABILITY: AN ANALYSIS FOR IMPLEMENTATION IN EDUCATIONAL INSTITUTION

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A system is called system because it produces an output which is different, superior and more valued than the input. But if does not happens we call it a failed system or no system. A system fails when it does not improve continuously. Feedback is the inbuilt tool of a system for continuous improvement. We may call it as internal accountability of the system. But internal accountability does not go beyond a certain limit for causing improvement. To take the system to next level we need to insert a system of external accountability which also serves as feedback for performance of the system. Thus external accountability or simply accountability is the key for improving quality of process as well as product. The present paper is aimed at focusing discussion on the issue of accountability, which has been wrongly understood and implemented in all forms of public and private systems, and education system is no exception to it.

Whenever question arises about accountability in any organization the onus is always placed on the worker at the lowest step of the ladder. The issue of accountability has always been misunderstood and misused as well. It is almost always used as a tool to harass and humiliate the low line employee by the up line officers (Frymier, 1996). This is also true with teaching as teacher is held accountable for all sort of teaching

learning activities besides assisting in school level administrative works. We may call it as top down accountability where top officials hold accountable the lower officials down the line. In education unfortunately it is always the teacher who is held accountable for all sorts of set targets. The accountability ladder starts with the top executives in the department and stops at teacher to bear the maximum load of performance. All other non-teaching staff, support staff and students are freed from any responsibility for performance accountability. Why students, their parents, community should not be held accountable for attainment of goals to be achieved by the school/college and students? How can society direct its agenda to be included in the educational objectives if it does not share its part of responsibility in terms of accountability? In Indian education system teacher is held responsible for bringing child to school, enrolment, retaining, teaching him, ensuring good results and learning as well. Do you believe that in a factory, a worker can be held responsible for both quantity and quality of the product and engineers are let go free who take hefty amounts at home at the end of every month. Then why this kind of attitude is being practiced in education department by our governments. In this paper author wants to analyze the problems of this top down accountability and suggests complementary form of accountability named as bottoms up accountability and finally system accountability.

What is Accountability?

The quality or state of being accountable; especially: an obligation or willingness to accept responsibility or to account for one's actions

http://www.merriam-webster.com/dictionary/accountability

In ethics and governance, accountability is answerability, blameworthiness, liability, and the expectation of account-giving. As an aspect of governance, it has been central to discussions related to problems in the public sector, nonprofit and private (corporate) worlds. In leadership roles, accountability is the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration, governance, and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences. In governance, accountability has expanded beyond the basic definition of "being called to account for one's actions". It is frequently described as an account-giving relationship between individuals, e.g. "A is accountable to B when A is obliged to inform B about A's (past or future) actions and decisions, to justify them, and to suffer punishment in the case of eventual misconduct". Accountability cannot exist without proper accounting practices; in other words, an absence of accounting means an absence of accountability.

http://en.wikipedia.org/wiki/Accountability

What is Educational Accountability?

A systematic method to assure stakeholders - educators, policymakers, and the public - that schools are producing desired results. Accountability includes common elements such as goals, indicators or progress toward meeting those goals, measures, analysis of data, reporting procedures, and consequences or sanctions.

http://www.cehd.umn.edu/NCEO/onlinepubs/archive/Framework/FrameworkText.

Accountability is the assignment of responsibility for conducting activities in a certain way or producing specific results. A primary motivation for increased accountability is to improve the system or aspects of it. To have a workable accountability system, there must be a desired goal (e.g., compliance with legal requirements, improved performance), ways to measure progress toward the goal (e.g., indicators of meeting legal requirements; indicators of performance), criteria for determining when the measures show that the goal has or has not been met, and consequences for meeting or not meeting the goal. Each of these aspects of an accountability system can vary in a number of ways

Newmann, King and Rigdon (1997) opine "accountability is a process by which school districts and states (or other constituents such as parents) attempt to ensure that schools and school systems meet their goals". They conclude that a complete school accountability system should include at least four parts: information about performance, standards for judging its success, significant consequences, and designation of an agent that does the judging and distribution of consequences

What is top down accountability?

Top own accountability stems from instinct of power possession in human beings prevailing in the organizations from time in memoire. It seems to be originated from the spirit of non-democratic institutions, in which people at lower ranks are considered incapable and unfit for

carrying out administrative responsibilities and ruling the system. Bur it is very much in practiced in so called democratic set ups as well. In top down accountability paradigm it is more of a tool to express and justifying authority rather than evaluating and critiquing the performance of the person in question. The basic spirit of accountability in this approach is like running a chariot by charioteer (who controls the horses) who in term is accountable to his master and master to super master and so on. The number of persons keeps on decreasing up the power ladder, but power increases enormously. The hierarchy is strict and power difference between levels is enormous which inhibits the reverse direction of 'why communication'. The load of accountability keeps on increasing down the ladder.

At present education system in most of the countries is being run by this approach of accountability. Teacher is at the lowest step of this power ladder and bears the maximum load of accountability. There are some inbuilt factors in the system which ensure that top down accountability must prevail. These factors are highlighted as follows:

1. **Power orientation:** as already pointed out it is designed to justify one's authority over the others. The greater difference in the power prevents building relation and faith hence breeds an environment of suspicion.
2. **Secrecy and suspicion:** as information flows from bottom to top and orders are pushed from top to bottom. The orders are framed without consultation of the real executers at the bottom and performance indicators are fixed arbitrarily, sometime not even disclosing beforehand. This is more of spying rather than

performance evaluation, hence defeats very purpose of accountability.

3. **Fear psychosis:** as pointed above power structure is deliberately built to cause fear among workers, hence supposed to perform better. In real sense the idea is to regulate things by fear so that accountability needs not to be undertaken.
4. **Absence of human concern:** the ultimate aim of accountability is to bring efficiency and effectiveness so that system should serve the people to bring happiness in their lives. What we will do with quality output if we lose relation in the process of obtaining this outcome. Top down approach of accountability misses this core purpose of making systems and organizations.
5. **Tendency of maintaining status quo:** maintaining status quo is beneficial for people operating the system. Top down accountability is operated easily when one maintains status quo. It requires no innovation or creativity and hence saves people from fear of failure.
6. **Easy to operate:** system is operated by top officials in the organization and top down accountability is much easy to operate as it does not call for reverse accountability.
7. **Symbolic:** it accountability for the sake of accountability as in real sense it is not operational, but seems to be working superficially. Rules and procedures are stereotype which leaves no scope for creativity.

8. **Rules and procedure ridden:** in top down accountability paradigm rules and procedures are seen as accountability rather than simply tools for implementing accountability..

Top down accountability operates in cyclic and spiral form. It must be noticed that it wastes lot of energy and information while reaching to the top. Also there is duplication of efforts and information when it cuts across the levels and higher officials directly deal with the people at the lowest step.

In case of education teacher faces the greatest stress for being accountable to everyone above him in the accountability ladder and also to the students and more importantly to the parents. Question is how he can be held responsible for each and everything related to learning outcomes. The worst part of the process is that he is not credited for the success of students, but held accountable for students' failure. One should understand if parents want a child to be accountable for what has been spent by parents on his education, then child always has a right to hold parents accountable for providing facilities, security, guidance and justice for his doings. This we can term as bottoms up accountability.

Actually spirit of democracy is bottoms up accountability where less number of persons should be accountable to more. It has exactly opposite characteristics to the top down accountability. As these are given below:

1. **Transparent but may affect privacy:** the system need be transparent in terms of information, policies, rules, procedures,

rights, duties, privileges and the like. A teacher must be able to question the decisions of the principal as we expect learner has right to question the answers of the teacher. Transparency enforces the honesty and inculcates values like punctuality, sincerity and industriousness as bye products. Transparency has some problems, as it increases risk of losing privacy. Once we make things transparent even people expect to reveal private things which may have emotional or personal concerns. Transparency may lead to dehumanizing of system which may turn at times cruel for someone.

2. **Power free orientation but may turn out to be chaotic:** for implementing bottoms up accountability, we need to let go the power based hierarchy. It should only be the difference of responsibility entrusted with different designations rather than power attached with it. Actually power is attached to a designation for running a system, but unfortunately person starts believing as one's own. An officer let be a principal after duty hours, in public should not exercise the power of designation. But power free orientation poses a danger of turning in to a system which lacks the leadership and hence direction stops progressing. A system needs a power structure for carrying it forward; losing power structure may set it stagnant.

3. **Matter of right but may miss duty:** we need to make bottoms up accountability as a matter of right rather than obligation or privilege offered by more powerful to the less powerful ones. If

we advocate a teacher should be evaluated by the learner then why a principal should not be evaluated by a teacher and other senior officers be evaluated by a principal and so on. But such establishment may be misunderstood as reversal of authority and teacher may forget his assigned duty. Duties can only be enforced by following an authority rather than acquiring and authority.

4. **Rule free but may cause lawlessness:** when it becomes matter of right then rules need to go which are essential in top down accountability. But this can create lawlessness due to lack of control in the system by virtue of abolishing power structure. It will look that now the more has possibility of committing excesses on less, as we have observed in India Right to Information Act (RTI 2005) is being misused at many instances by even commoners.

5. **Customer first but it may spoil service system:** learner is customer in the education system and bottoms up accountability calls for learner as supreme authority. Teacher is internal client of system so he also is authority in the system and asks for service from the system. It poses a problem that service provider is put to stress under the name of accountability. We can't endorse that demands of customer are always genuine. How can we expect a student who knows nothing about teaching be a genuine evaluator of a teacher? We can't review a book written on a subject which we never studies. Same can be said about

evaluating an administrator by a teacher when he has never been an administrator.

6. **Lesser should be accountable to more but may fail to agree on accountability framework:** it is true that bottoms up accountability advocates for lesser number of persons up line designates should be accountable to more number of persons who are customers/clients. But do we believe that more number of people can agree on what should be the elements of accountability for its defining and conceptualizing.

7. **Democratic but not truly democratic:** one may argue that a bottom up accountability is democratic in nature which serves wishes of the population rather than leaders/higher designates. But there is difference between true democracy and simply bottoms up accountability. In democracy voter is supreme who chooses a leader/ruler but ultimately it's the ruler who rules the voter. Means ruler draws power from the voter and then rules the voter, but still comes back to the voter for re approval. This basic element of democracy is missing in the concept of bottoms up accountability.

Does one way accountability work?

The discussion about top down and bottoms up accountability reveals that both systems have strengths and weaknesses. This implies that one-way accountability is impractical and is always counterproductive to the purpose of accountability. Actually accountability is a general term applicable to everyone irrespective of

designation. Everyone need to be accountable to the system and system needs to be accountable to people. In a way we understand it is not top down or bottoms up rather it is one's accountability to one's duties, responsibilities and public expectations. It may be in terms of fulfilling job requirements, honoring the agreed terms and conditions, role performance according to the designation and fulfilling promise of customer satisfaction. Thus one way accountability cannot be approved, it needs to be two-way, in fact reciprocal; we name it as Star accountability, whereas other two are triangular models. Figure 1 explains graphically three models of accountability.

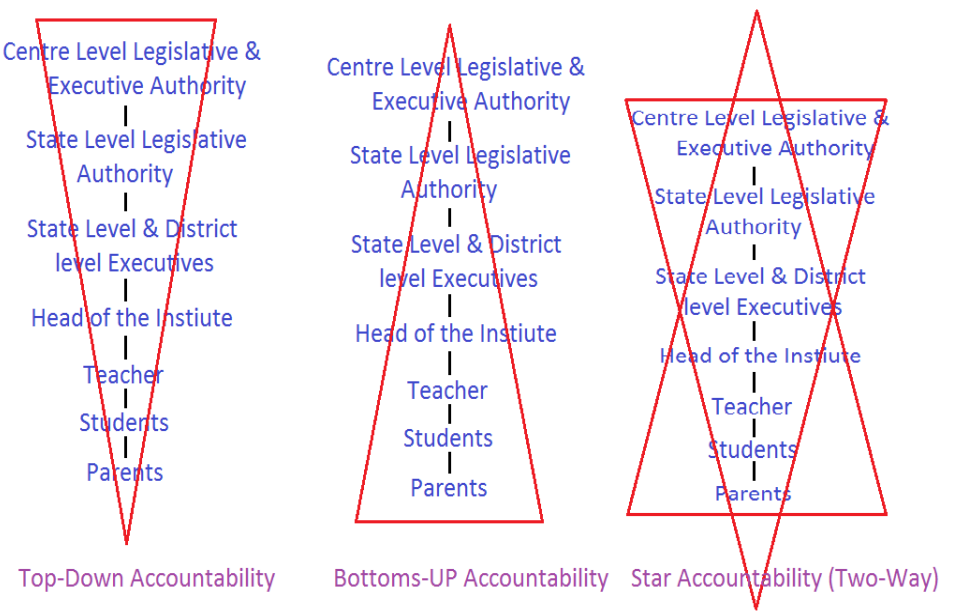

Figure 1: Comparative View of Accountability Models

How we can ensure two-way accountability?

As discussed above education system needs to adapt a two-way accountability system, we may call it as system accountability. Why teacher should be held accountable for students poor performance in practical exams, if authorities have not arranged for a good lab, equipment and human assistance. Similarly head of the institution can be held responsible for poor leaning outcomes when he has not done enough what was expected of him. It means in system everyone has one's specific responsibility and role to play and should only be held accountable for that. A system/star accountability mechanism must have below given features.

1. **Proactive transparency:** transparency should be inbuilt feature of the system. Information, rules, procedures and guiding principles of actions should be unbiased, objective and automated. One need not to ask for some information, rather it should be ready available whosoever may need it. With the introduction of interactive web technologies it has become rather easy.
2. **Shared vision and mission:** there is big problem that only top brass in the system know the vision and mission of the institution and hence remain concerned. The other persons in the organization just work mechanically to deliver the assigned work. Vision and mission are not only attained with formal curriculum only, it also requires a positive implicit agenda in the form of activities and programs. A teacher, students and even a peon in the institution must be aware of it for contributing what

is well with in his capacity. Once a person becomes a contributing member of the organization to achieve its mission and vision then where is the question of accountability.

3. **Defined powers and duties for a designation:** accountability becomes a problem when powers and duties for a designation are ill defined. Powers calls for more accountability towards both up line and down line designations. Well defined powers and duties prevent misuse of power and dereliction of duties.

4. **Dynamicity and responsiveness:** system must be quick enough to adjust to the demands of the present situation. In the present scenario the frame of accountability must include the concerns of the customer (students and parents). These concerns are bound to be accommodated, as education has become a professional activity in which institutions and teachers are paid heavily, and then customer has every right to ask for accountability. The procedure and indicators of accountability are also need to be adjusted with invent of technology and market demands.

5. **Introduction of technology for compliance:** technology is the easiest way to enforce accountability. Use of electronic mail for giving and receiving information, electronic or even online attendance, CCTV cameras, creating database, and use of interactive (web 2.0 technologies) are some of technology measures an institution should practice.

6. **Self-regulatory feedback mechanism:** with the introduction of technology feedback can be made self-regulatory. Feedback is actually a physics concept which is best implemented when there is maximum objectivity and minimum human involvement (subjectivity). It can be made automatic to remove biases and hence justified in implementing system accountability.

7. **Commitment, performance and competence among human resource:** if in an organization human resource is committed, competent and is enthusiastic to perform, accountability implementation is only a formality. They need to be motivated, made competent to new changes via in-service programs and allowed/made to perform in the institution in terms of measureable outcomes.

8. **Provision of punishment:** no model of accountability can work without the provision of punishment against erring persons. As we understand punishment should be justified, well defined and aimed at rescuing the person concerned from negative frame of mind. Humanistic models of punishment should be explored for aiming at positive outcomes.

9. **Discipline all around:** accountability can be achieved by single rule called discipline. Discipline in all activities of the institution and all levels. It may be in terms of punctuality, keeping promises, meeting time, dates, goals, objectives, requirements, etc. Discipline should be a visible policy of the institution and should not be sacrificed even in crisis situation. A disciplined

person is always accountable to himself, need nobody else for enforcing accountability, same is true for an institution.

10. **Human face of accountability:** replace obedience with responsibility although humans are subjective in actions, but still we are dealing with a system which deals with humans. In educational institutions we need to value human wisdom in dealing with human beings. While delivering a lesson teacher does not deliver a lesson exactly as he has planned as students can always ask questions to divert the lesson. Thus accountability is not to be achieved in terms of measures or numbers rather it need be in terms of outcomes and objectives, methods and means to achieve these can vary as human beings do vary. Emotions and sentiments do not always distract from focus, but can also be used to infuse fire to perform. Once a person is so motivated accountability matters little for achieving desired outcome.

Conclusion

Accountability is something which by nature needs to be dynamic and essentially two-way both top down and bottoms up. There can be a power centre or authority bigger than the system. It should be automated like internet everybody is participating in it without claiming honor ship. Everybody is contributing, and using it too, thereby it's growth both quantitative and qualitatively. In fact in an organization everybody needs to be accountable to the system, responsibilities attached with a designation and both internal and external customers. Accountability is not a compulsion rather a choice

mechanism which ensures progress of individual, coworkers, customer and the system itself. Education system and institutions are service organizations which unlike product industries do not have specific indicators of performance, hence difficult to hold people accountable for consequences. There need be rigorous research work at local level to develop mechanism for making accountability acceptable and finally automated. It is more of a matter of attitude rather than ability to perform as per parameters. Our personnel training in education department at pre-service, induction and in-service stage should deal with building attitudes for practicing both top down and bottoms up accountability to deliver best possible expected from it.

Research Support

In their work on reform in urban settings, Forsyth and Tallerico (1998) provide an enlightening metaphor for the complex and systemic nature of educational accountability by likening it to gardening. Gardeners are not solely preoccupied with the current harvest. They also apply all kinds of knowledge and skill with constant adjustments to enrich the environment of the garden and protect it from harm. Gardeners know that the harvest at hand is important, but that care for soil conditions, monitoring surrounding vegetation, and adequate water and fertilizer are just as important to provide optimum conditions for future harvests. The authors note that, just as a gardener will not be successful by focusing only on the harvest, a focus on outcomes alone—so prevalent in accountability programs—will not adequately serve the complexities of education. Fuhrman (1999) also differentiates newer accountability approaches from more traditional ones by citing

their characteristics. In addition to a focus on student performance, state accountability systems are focusing on continuous improvement strategies, new forms of inspection, reporting and consequences, and recognition of internal and external accountability. Similarly, Wong and Moulton (1998) comment that student outcomes may serve as a useful indicator, but accountability programs often fail to specify the critical link between a wide array of institutional actors and school performance. They expand the scope of those to be held accountable to everyone who has a role that affects the schools starting with the state governor. Newman, King, and Rigdon (1997) observe that external accountability alone will not ensure that a school faculty will have adequate organizational capacity to improve, and that highly prescriptive consequences mandated by external authorities deny school staff the necessary ownership of the change process to make it effective. Murphy & Doyle (1998) caution that standards must be understood as instrumental and not ends in themselves, and that the more significant challenge is measuring performance against the standards and identifying consequences for failure. Hargreaves (2008) suggests responsibility precedes accountability; in other words, accountability is the remainder that is left when responsibility is subtracted. Responsibility grows from trust. Institutional cultures based on trust also spread responsibility across their people. One may also note that when trust disappears, so does an individual's sense of accountability, or responsibility – and vice versa. Therefore, building trust within schools and especially among schools and their communities is a crucial step toward intelligent accountability and stronger mutual responsibility for our school systems. Unfortunately, in many schools, external policies

have replaced responsibility and trust with accountability, which has left them stuck in the middle when reaching out for their moral purpose and material rewards Political scientist Terry Moe has argued that "a combination of top-down and bottom-up approaches is likely to prove far more potent" than standards-based accountability alone. Chester E. Finn Jr. also argues for the benefits of both approaches simultaneously, calling for a "public policy pluralism" involving standards and choice.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

MSME ACT 2006 - OPPORTUNITIES AND PROBLEMS FACED BY THE SMALL SCALE SECTOR – AN ANALYSIS

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INTRODUCTION

Micro, small and medium enterprises (MSMEs), including khadi and village as well as rural enterprises, play a pivotal role in the overall industrial development of the country. They have been the significant contributor to the national income, with their huge involvement in country's industrial production, exports, etc. They not only help in providing employment opportunities to millions of people across the country, especially to the village artisans and rural people, but also check the problem of economic concentration in the hands of a few. They create a sound entrepreneurial base in the economy by developing and nurturing the talents, skills, etc. of small and medium scale entrepreneurs. The labour intensity in the MSME sector is estimated to be considerable higher than the large enterprises. Thus, this sector has been regarded a priority status by both the Central and the State Governments.

The conceptual and legal framework for small scale and ancillary industrial undertakings is derived from the Industries Development and Regulation Act, 1951. The Act provided me necessary powers to the Central Government to amend the provisions of this act from time to time so as to encourage small scale and ancillary undertakings. The Small and Medium Enterprises Development Bill 2005 which was enacted in June 2006 was renamed as “Micro, Small & Medium Enterprises Development Act, 2006” aims at facilitating the promotion and development of small and medium enterprises.

METHODOLGY

Definition of Micro, Small and Medium Enterprises is given by MSME Act, 2006 and summarized hereunder in a tabular form;

MANUFACTURE Investments in Plant & Machinery	**ENTERPRISES**	**SERVICE** Investment in Equipment
Upto `.25 Lakhs	MICRO	Upto `.10 Lakhs
More than `.25 Lakh Less than `.5 Crore	SMALL	More than `.10 Lakh Less than `.2 Crore
More than `.5 Crore Less than `.10 Crore	MEDIUM	More than `.2 Crore Less than `.5 Crore

REGISTRATION PROCEDURE IS HIGHLIGHTED HEREUNDER IN A TABULATED FORM

REGISTRATION TYPES	
Provisional Registration	**Permanent/ Final Registration**
Provisional registration is granted to a unit its pre-investment period to enable it to take necessary steps to apply for financial credit, land or an industrial set, water, power or telephone connections etc.	A provisionally registered industrial unit when it is about to go into production can apply for grant of Permanent/ Final Registration. An existing and functioning industrial unit is eligible to apply for Permanent/ Final Registration without going into provisional registration processes.

REGISTRATION PROCESS	
ENTREPRENEUR MEMORANDUM	
EM PART-I	**EM PART_II**
Any person who intends to establish a micro, small or medium enterprise engaged in providing or rendering of services may file or those who want to establish medium enterprise engaged in the production or manufacture of products shall file Part-I	It has to be filed with the Direct Industries Centre within two years from the date of starting production or from the date of providing or rendering services by the MSME

BENEFITS OF REGISTERING MSME UNDER MSME ACT 2006

(a) If a micro or small enterprise has filed a memorandum with DIC of its area, then it stands to gain as to timely payment in respect of supply of goods or rendering of services to any buyer.

(b) With the enactment of MSMED Act, 2006, the Interest on delayed payments to small scale and ancillary industrial undertakings act, 1993 is repealed w.e.f. 2nd October, 2006.

(c) Any Buyer who purchased any goods or availed any services from Micro or Small enterprises which has filed a memorandum with the authority, then the buyer shall make the payment on or before the date agreed upon between him and the supplier in writing or within a period of 15 days from the day the goods are delivered or services are rendered. However the period of credit cannot exceed more than 45 days from the date of delivering product or services.

OTHER BENEFITS OR REGISTRATION

1. Eligible for availing exemption under
   - Excise Scheme
   - Direct Tax Laws
2. Credit prescription (Priority sector lending), differential rates of interest etc.
3. Statutory support such as condition and the Interest on delayed Payments Act.

Inspite of this, the MSMEs continue to face several problems in their day-to-day operations, that is, in production and marketing of their products. They find it difficult to sell their output at remunerative prices and cannot spend much on advertising, marketing research, etc. They also face stiff competition from large firms. Inadequate infrastructural facilities and access to credit are other major problems. MSMEs are often unable to procure adequate financial resources for the purchase of machinery, equipment and raw materials as well as for meeting day-to-day expenses. Further, they find it difficult to recruit and motivate skilled managerial and technical personnel. They are mainly reluctant to adopt modern methods of organisation and management. The rpblems faced are discussed here under

1. **Market Structure Problems**:- The market structure means the general organization setup of the market and includes problems as regards

Market segmentation, **The Degree of Competition, The Intermediaries**

2. **Logistic Problems**:- Logistic covers supporting activities such as distribution, transportation, and warehousing.

The first rank is received by the storage problem and third rank is received by the distribution problem. Thus logistic problems are having a common significance for entrepreneurs.

3. **Managerial Problems**:- Management of SSIs marketing activities requires special skills. Success of market depends upon managerial skills. Management is getting things done through and with people. The major problem is created due to the differences in the outlooks of the entrepreneurs.

4. Economic Problems:- The marketing structure of SSIs suffers from a number of economic problems. Economic problems include problems related with the micro level and also at the Marco level and the economy as a whole.

5. Communication Problems:- Communication is one of the basic requirements of the market whether it is urban or rural. Communication establishes links between the seller and the buyers. A number of problems are connected with communication.

CONCLUSION

Although, the primary responsibility for promotion and development of MSMEs lies with the concerned State/ Union Territory (UT) Governments. But, the Central Government has always taken active interest in supplementing the efforts of State/UT Governments through its various regulations, as MSMEs have huge potential both in terms of creation of wealth and employment as well as for the proper growth of related sectors of the economy. In India, the Ministry of Micro, Small and Medium Enterprises is the main central authority which assist the States/UTs in their efforts to promote growth and development of MSMEs. It has been implementing several schemes/programmes and policies so as to enhance the global competitiveness of the MSMEs. These relate mainly to simplified

systems and procedures, easy access to capital, positioning the MSMEs in the global value chain by enhancing their productivity, technology upgradation, quality improvement, skill development, access to both domestic and international markets, etc

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

SELECTIVE DATA STREAM BLOCKING MECHANISM FOR NETWORKS

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EXISTING SYSTEM

In the existing system when transferring data from sender to receiver there may be chances of data loss. No user can be known whether the router is free after he sends data to the router. Also no intimation when the buffer at the router is full or busy or free. It causes retransmission of data to the router and hence redundant bandwidth usage and consumption of time

PROPOSED SYSTEM

The main objective of this project is to reduce the congestion when data transfers between source and destination. When data transfers between source and destination there may be chances of occurrence of congestion and also it monitor when congestion occurs. If so that has to be intimated or warned to the user. In this System, using several algorithms viz. Leaky bucket algorithm and Virtual scheduling algorithm congestion can be avoided.

Leaky Bucket Algorithm continuously receives and sends the data at the particular interval of time to avoid congestion or flooding of data. Virtual scheduling algorithm monitors the congestion occurrence, when congestion occurs it intimates or warns user and simultaneously intimates when the router is free and data transferred successfully to destination.

This system can be implemented in a real network to control the traffic occurred in a network. User can get to know the status of the router whether router is busy in controlling the inflow and outflow of data to transfer data to the destination.

HARDWARE REQUIREMENTS

The most common set of requirements defined by any operating system or software application is the physical computer resources, also known as hardware. The hardware requirements required for this project are:

- 20 GB of Hard disk
- 256 MB RAM
- Pentium 133 MHZ or above (Processor)
- PC's which are interconnected in LAN
- Network Adapter card configured with an IP address

SOFTWARE REQUIREMENTS

Software Requirements deal with defining software resource requirements and pre-requisites that need to be installed on a computer to provide optimal functioning of an application. These requirements or pre-requisites are generally not included in the software installation package and need to be installed separately before the software is installed. The software requirements that are required for this project are:

- Java 1.3 or more
- Windows 98 or more

MODULES

The project comprises of three modules as follows:

- Source Module.
- Router Module.
- Destination Module.

Source Module

The task of this Module is to divide the Message in the form of 48 Bytes and forward it into the Router. The allocated Bytes are called as Packets.

- The message is divided into fixed-sized packets called cells.
- The cells are appended with appropriate header information.
- The header contains the destination machine name.
- The total packet length is 53 bytes i.e. 48-byte data + 5-byte header
- The packets are forwarded to the router for further processing.

Router Module

The task of this Module is to accept the packet from the Source. Each and Every packet arrived in the router are send to Destination based on the GCRA algorithm. GCRA algorithm implements two algorithms.

Virtual Scheduling Algorithm

It continuously monitors the traffic inflow and it anticipate occurrence of congestion, it sends a warning message to the Source Machine to slow down the traffic and clear the buffer in the Router Machine.

Leaky Bucket Algorithm

It sends the cells to the corresponding Destination Machine at a regular interval (i.e. certain rate corresponding to a traffic cell rate parameter) message to the Source Machine to continue the cell transmission.

Intelligent Packet Filtering:

Router module determines the conformance of cell to the traffic contract with Intelligent Packet filtering. It is the operations the router Module performs such as:

- Blocking
- Listening
- Learning
- Switching
  - ✓ Discarding
  - ✓ Forwarding
  - ✓ Filtering

Destination Module

The task of this Module is to accept the packets from the router make all them into a message and stored in a file with the Destination machine.

- ✓ Accept the packet from the router.
- ✓ Create a text file with the name that of the destination machine's name.
- ✓ Append the contents to the file and save it.

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INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN : 2277-7881; IMPACT FACTOR - 2.972; IC VALUE:5.16
VOLUME 3, ISSUE 10(1), OCTOBER 2014

GENDER & DEVELOPMENT

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Abstract

All over the world, gender differences are mainly patriarchal, which means that they are male dominated, they favour men. Because gender differences are anti-women, girls face many obstacles, they experience discrimination and violence. This is the reason why girls cannot progress or develop their talents the way boys can. Within the same family we can see boys flowering, girls withering.

Such gender differences do not harm only girls; they harm the entire family, community and country. Several rigid roles, qualities and responsibilities are imposed upon boys as well. They too are prisoners and victims of gender.

Gender is social, created by all of us, we can change it by creating new definitions of girls and boys, women and men. We can create a society where being a girl does not mean inferior and weak, and being a boy does not mean being harsh, dominating or violent. The truth is that boys and girls can dress, play, study any way they want, and grow up as they choose. Having a girl's body does not teach you household work or caring for others; a boy's body does not ensure fearlessness, intelligence, strength. All these qualities are learnt. It is one's upbringing that determines how one grows, what one becomes.

Introduction to Gender

Gender and Sex

Gender refers to the socio-cultural definition of men and women, the way societies distinguish men and women and assign them social roles. Gender is social differences between men and women. Social differences vary with class, caste, ethnicity, religion, age, education, time, place etc. Women are subordinated by men due to socially constructed power relationship. Gender is a matter of culture, it refers to the social classification of men and women into masculine and feminine. It is a conceptual tool to highlight the various structural relationships of inequality between men and women as manifested in labour markets, political structures as well as in the households.

Sex refers to the biological differences between men and women and it is natural, constant and cannot be changed.

Difference between Sex and Gender

Sex	Gender
Sex is natural	Gender is socio-cultural and man-made
Sex is biological or physical construction. It refers to visible differences in genitalia and related differences in procreative function	Gender is socio-cultural and it refers to masculine and feminine qualities, behaviour patterns, roles and responsibilities, etc
Male and Female	Masculine and Feminine
Sex is constant. It remains the same everywhere.	Gender is variable. It changes from time to time, culture to culture, place to place, even family to family and person to person.
Sex is universal	Gender is not universal
Sex cannot be changed	Gender is subject to change whenever there is a change in socio-cultural perspective

It is gender which creates inequalities between girls and boys, women and men, It is society which decides that man is superior, women inferior, that the wages paid for men's work are higher, for women's work lower, that man is powerful, women is powerless. Nature does not create inequalities it only provides different organs for reproduction. Inequalities, hierarchies, customs are created by society which means by all of us. The discrimination between rich and poor, Brahmins and Shudras, Blacks and Whites, men and women has been created by society and not by nature or God.

Actually there is a man and woman in each one of us, but society does not allow the man in a girl or the woman in a boy to grow. Instead of encouraging similarities between girls and boys, societies and cultures have been emphasizing the differences. That is why girls and boys grow up so differently and their paths are so separate. It is these inequalities that have caused so many tensions and conflicts between men and women.

Gender Aspects

Gender Division of Labour

It refers to the allocation of different roles, responsibilities and tasks to women and men based on societal ideas of what men and women should do and are capable of doing. Gender division of labour leads to hierarchies and inequalities because men and women's labour is not equally valued and rewarded. The allocation of certain tasks to men and women in productive processes also leads to issues of command and control over resources and the products of labour. Man's employment is regarded as essential to the household and he is designated as sole bread winner. Women are delegated menial jobs which has less or no economic value. Women are supposedly employed in generating only supplementary incomes to family expenses. The state also shares the same views which are reflected in their

development programmes. Gender division of labour is divided into three categories; reproduction, production and community.

Reproductive Work involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work is, for most part manual-labour-intensive, and time consuming, it is almost always the responsibility of women and girls.

Productive Work involves the production of goods and services for consumption and trade (farming, fishing, manufacturing, employment and self-employment etc.) and especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to the gender division of labour. Women's productive work is often less visible and less valued than men's.

Community Work involves the collective organization of social events and services, ceremonies and celebrations, community improvement activities, participation in groups and organization local political activities, and so on. This type of work is seldom considered in economic analysis of communities. However it involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for community organization and self-determination. Both women and men engage in community activities, although gender division of labour also prevails here. However men get the visibility in community work whereas women become invisible.

In all the above three functions, gender division of labour is kept intact. Least skilled and least paid jobs like sweepers, typists, secretaries and teaching are given to women. Jobs live receptionists and

airhostesses are usually given to women and are advertised as requiring good physique and beauty apart from job skills. Since 90% of the travelers are men, it is for men's pleasures that women are employed in these jobs. Jobs like nursing and teaching are nothing but extensions of women's home activities.

Gendered Language

We continue to use the same words even if women occupy high positions. Such words are; Chairman, Sir, Manday, Manmade, Manhole, History, Postman, Policeman, Management, Salesman, Manpower, Mankind, One Man Army, Ombudsman, Men at Work, gentleman agreement, fraternity, etc. Efforts are now being made to make the language more gender sensitive and gender neutral.

Gender Relations

It is based on one's gender. For example if a boss instructs an employee, it is a professional relationship. If the boss ill-treats a woman employee, it is a gender relation. The boss smokes or plays cricket with his employees is gender relation. The women employer sometimes discusses with the maid about the family problems then it becomes gender relation. There are other kind of gendered relations. In a marriage ceremony, the groom's father is considered more superior than the bride's father though both are men and fathers. Gender relations are always hierarchical with men always in superior and women always in inferior positions.

Women's Rights are Human Rights

Constitutional Rights

The Constitution of India gave to women, the Fundamental Right to equality and the Right not to be discriminated against on grounds (religion, caste & sex).

Article 14: Guarantees the Right to Equality

Article 15: Prohibition of Discrimination on grounds of religion, race, caste, sex or Place of birth

Article 42: Provision for just and humane conditions of work and maternity relief to ensure safe and secure working environment in work places

Article 21: Guaranteed right to protection of life and liberty.

Realizing the secondary status of women and to undo the injustice done to them, the Constitution included a special provision in Article 15(3), permitting the State to positively discriminate in favour of women by enacting Laws/Provisions.

Development Approaches

"WID" and "GAD" approaches both aim to increase women's status, participation and benefits. Women in Development was developed in 1970s and Gender and Development in 1980s. The differences are given below:

	Women in Development (WID)	**Gender and Development (GAD)**
Approach	An approach which views women's lack of position as the problem	An approach to people centred development
Focus	Women	Relations between women and men
Problem	The exclusion of women from the development process	Unequal relations (between women and men, rich and poor) that prevents equitable development and

		women's full participation
Goal	More efficient, effective and development	Equitable, sustainable development with men and women sharing decision-making and power.
Solution	Integrate women into existing structures	Empower the disadvantaged and women transform unequal relations and structures
Strategies	Women only projects, components, integrated projects, increase women's productivity, increase women's income and ability to manage the household	Identify and address practical needs determined by women and men to improve their condition At the same time address strategic gender needs of women and men and address strategic needs of the poor through people centered development

Gender Concepts

Gender blindness is the failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies.

Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporates these into strategies and actions.

Gender Equality is the result of the absence of discrimination on the basis of person's sex in opportunities and the allocation of resources or benefits or in access to services.

Gender Mainstreaming was established as a global strategy for the promotion of gender equality in the Platform for Action adopted at the Fourth World Conference on Women (Beijing, 1995).

Gender Mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process and projects and programmes and policies. It should be promoted as a matter of equality and human rights since it provides an important means of ensuring that development goals are achieved in an effective, sustainable and people-centered manner.

Gender analysis is the methodology for collecting and processing information about gender. It provides disaggregated data by sex, and an understanding of the social construction of gender roles, how labour is divided and valued.

Gender planning refers to the process of planning development programmes and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women and men's practical needs, but also points for challenging unequal relations (strategic needs)

Sex disaggregated data – for a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.

Practical Gender Needs (PGN): They are the needs women identify in their socially accepted roles in society. They do not challenge, although they arise out of gender division of labour and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care, employment, housing, education, sanitation etc. These practical needs can be met and targets accomplished without disturbing or challenging gender equations existing in the communities.

Strategic Gender Needs (SGN): SGNs are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender division of labour, power and control, and may include issues such as legal rights, free from domestic violence, equal wages, and women's control over their bodies, property rights, political participation, free from any kind of violence, etc. Meeting SGNs assist women to achieve greater equality and change existing roles thereby challenging women's subordinate position. They are more long term and less visible than PGNs. These have the strong potential to change the gender relations in the society.

Conclusion :

The principle of gender equality is enshrined in the Indian Constitution, which not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women. The Committee on the Status of Women was created in 1971 to comprehensively examine all questions relating to the rights and status of women.

The Dept. of women and child development was established in 1985 under a Minister accountable to Parliament. The department formulates plans, policies and programmes; enacts and amends

legislation; guides and coordinates the efforts of governmental organizations and NGOs and implements innovative programmes. The Government of India has declared the year 2001 as Women's Empowerment year, with the purpose of ensuring that women take their rightful place in the mainstream of the nation's social, political and economic life which should lead to their improved well-being, equitable distribution of resources and a just social order.

If we so desire, we can create a society where roles, responsibilities, qualities and behaviour patterns are not determined and imposed by gender, caste, class or race, a society where everyone has the right and freedom to choose roles, develop talents and to have a life of one's choice.

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