

ISSN 2350-1456

EXPRESSION

A Journal of Social Science

A Refereed/ Juried International Journal

Oct 2016

Volume: 03

Issue: 01



Modern College of Professional Studies

Editor: jurnalsocialscience@gmail.com Website: www.moderncollege.ac

ISSN 2350-1456

EXPRESSION

A Journal of Social Science

A Refereed/ Juried International Journal

Oct 2016

Volume – 03

Issue - 01

Chief Editor

EXPRESSION- A Journal of Social Science

Modern College of Professional Studies

431, Anand Industrial Estate, Mohan Nagar, Ghaziabad (U.P.)- 201007

Telephone: +91-120-4900197, 2657167, 9711149573

E-Mail: journal.expression@gmail.com | Website: <http://www.moderncollege.org>

Dr. Subodh Kumar Gaur
Managing Editor: Dr. Swati Gupta *Kirish Joshi*
Editors: Mr. Pradip Kashyap | Ms. Sandhya Negi | Mrs. Nidhi Chauhan
Mr. Pradeep Kumar

Advisory Board

Prof. Mahesh Joshi
 RMIT University
 Australia

Prof. Raj Singh
 University of Riverside
 USA

Prof. Li Shengxiao
 Shaoxing University
 China

Prof. L.C. Singh
 Retired Professor
 NCERT

Dr. Umesh Dangarwala
 Head Dept. of Commerce &
 Business Management, The M.S.
 University Baroda, Vadodara

Prof. Jayanta Kumar Parida
 Former Head & Dean
 Faculty of Commerce &
 Management Studies
 Utkal University, Bhubaneswar,
 Odisha

Prof. Kulwant Singh Pathania
 Faculty of Commerce &
 Management Studies
 Himanchal Pradesh University
 Shimla 171 005

Prof. Deepti Bhargava
 Principal
 Shrinathji Institute of
 Biotechnology & Management,
 Nathdwara, Rajasthan

Proff. Awadhesh Kumar Tiwari
 Department of Commerce
 D.D.U. Gorakhpur University,
 Gorakhpur

Refereed Board

Prof. Ravi Sen
 Texas A and M University
 USA

Dr. Revti Raman
 Victoria University
 New Zealand

Prof. Jung Ha Kim
 University of South Korea

Prof. Keshav Sharma
 Business School, University
 of Jammu
 Jammu

Prof. Arvind Kumar
 Head Department of
 Commerce
 University of Lucknow

Prof. Atul Joshi
 Department of Commerce
 Kumaun University, D.S.B.
 Campus
 Nainital

Prof. J.K. Jain
 Chairman Board of Studies
 Chief Editor, Research
 Journal Madhya Bharti
 Dr. Harisingh Gour
 University, Sagar (MP)

Prof. G.P. Prasain
 Department of Commerce
 Manipur University,
 Canchipur
 Imphal- 795 003 Manipur

Dr. Vandana Goswami
 Associate Prof. Faculty of
 Education
 Banasthali University,
 Rajasthan

Editorial Board

Dr. Aruna Sharma
 Associate Prof. Ginni Dey Girls
 (PG) College
 Modinagar, Ghaziabad

Dr. Anurag Agnihotri
 College of Vocational Studies
 University of Delhi, Delhi

Dr. Aparna Mishra
 Asst. Prof. Department of
 Management BCIPS GGSIP
 University, Dwarika, Delhi

Dr. Poornima Gupta
 HOD Maharaja Surajmal
 Institute
 GGSIP University, Delhi

Dr. Vinod Kumar Sharma
 Associate Prof.
 RBS College, Agra

Dr. Suniti Chandiok
 Asst. Prof. Department of
 Management BCIPS GGSIP
 University, Dwarika, Delhi

Dr. Rajnish Kumar Singh
 Asst. Prof. & Head –
 Department of Education, J.R.
 Handicapped University
 Chitrakoot (U.P.)

Mrs. Neha Jain
 Asst. Professor
 Faculty of Education,
 Dayalbagh Educational
 Institute, Dayalbagh, Agra

From Chief Editor

Dear Readers

We draw immense pleasure in presenting Oct 2016 issue of our Journal "Expression- A Journal of Social Science". It continues to gain appreciation and accolades as it provides a platform that stimulates and guides the intellectual quest of scholar. Expression is a Refereed/ Juried International Journal that brings to the readers high quality research.

We would like to express our gratitude to our valued contributors for their scholarly contributions to the Journal. Appreciation is due to the editorial advisory Board, the panel of referees. The contributions of our team members are highly appreciated. On the behalf of EXPRESSION's Editorial Team, I would like to extend a very warm welcome to the readership of EXPRESSION, I take this opportunity to thank our authors, advisors, editors and reviewers, all of whom have volunteered to contribute to the success of the journal.

We wish to encourage contributions from the scholars to add value to the journal. We have tried our best to put together all the research papers/ articles. Coherently suggestions from our valued readers for adding further value to our journal are however solicited.

Dr. Nisha Singh

Principal

Modern College of Professional Studies
Affiliated to CCS University, Meerut

Chief Patron

Mr. Vineet Goel
Secretary, MCPS

Chief Editor

Dr. Nisha Singh
Principal, MCPS

Chief Advisor

Prof. Jitendra K Sharma
Faculty of Commerce &
Management Studies
Maharshi Dayanand, University
GGDSD-PG Research Center,
Palwal

MCPS Publications

431, Anand Industrial Estate
MCPS College
Mohan Nagar, Ghaziabad
Pin Code: 201007

S.No	Topic	Author	Page
1	Emerging Dimensions of Accounting	Ms. Soniya	01-09
2	Investment preferences of a Qualified Individual Investor Within The Taxation Boundaries	Ms. Rakhi Sharma	10-16
3	Validating And Implementing Security Patterns For Database Applications	Ms. Kalpna Tyagi Mr. Lalit Kumar	17-23
4	ICT–A Tool for Quality Teaching In B.Ed. Programme	Ms. Meenakshi Srivastava	24-29
5	Make In India And Skill Development: Role of Universities	Mr. Jitendera Kumar	30-37
6	Promoting School Education through Open and Distance Learning	Ms. Hetal L. Rohra Mr. Dignesh S. Panchasara Dr. Umesh R. Dangarwala	38-48
7	Personal Swot Analysis For Developing Self Managing Leadership	Dr. Neha Jain	49-53
8	Access to Justice for All: A Hallmark of Society	Mr. Saurav Das Shaloma Thakur	54-62
9	The Effect of Globalization on Higher Education	Mr. Dharmpal Singh	63-70
10	Gender Discrimination And Role of The Legislation In India	Mr. Ajay Kumar Ms Sybil Fernandez	71-77
11	Teacher Education In A Paradigm Shift of Information And Communication Technology(ICT)	Mrs. Aditi Sharma Mrs. Kiran Joshi	78-86

EMERGING DIMENSIONS OF ACCOUNTING IN INDIA

Ms. Sonia

Research Scholar

Faculty of Commerce and Management, M.D. University

E-Mail: jksharma2618@gmail.com

ABSTRACT

In this paper emerging issues of accounting education and research in India have been discussed keeping in view the changing economic environment of the Indian business and industry. The environment for accounting education has totally changed and certain new challenges have emerged in this regard. The WTO reforms call for restructuring of the service sector including the accounting services. Therefore accounting education needs to be given due attention in this emerging scenario. The Information technology and the Globalization of Markets are the two other major governing factors impacting various changes in the accounting education. It is also important to mention here that world regions and countries vary in terms of the stage of the development of the accounting education in tune with their economic systems. Hence a great deal of attention needs to be given to customizing the broad educational needs of the accountancy profession keeping in view this factor.

Accounting education in India is being imparted as a segment of Commerce stream at the senior secondary level in schools, at undergraduate level in colleges and at Postgraduate level in universities. But the professional status is not accorded to those passing out after having obtained the accounting education at this level. The universities and colleges basically act as feeding institutions for the professional institutions like ICAI, ICSI and ICWA. Hence there is a dire need for purposeful relationship between the universities and statutory Institutes like ICAI, ICSI and ICWA. These bodies should also take up the challenge of improvement of standard of accounting education, research and professional training of its members. The traditional classification of accounting into Financial Accounting, Management Accounting and Cost Accounting is no longer relevant due to the emergence of computerized Accounting Information system, DSS and other modern day systems meant for managerial decision making. The outmoded model of accounting teaching based on theoretical knowledge and numerical problems needs to be replaced by conceptual knowledge linked with the E-commerce and computer software.

The accountancy research at the doctoral level in India is quite scanty. There is also a lack of interface between the accounting researchers and the business and industry. The industry is not forthcoming in providing support for various research projects and making available the necessary data base for promoting the research activity. Hence in this context the accounting educators and accounting professionals should find out the ways and means of restructuring the accounting education so as to meet the challenges of change in the business and industry.

Key words: E-commerce, Accountancy, Business, Industry, Accounting

I. INTRODUCTION

In the liberalized economic scenario in India in particular and all over the world in general, the business and industry is exposed to many challenges like cut-throat competition, technological up gradation, quality and cost consciousness, outsourcing and new combinations of the means of production, etc. As a result of these challenges, the owners of business enterprises have lot of expectations from the accounting professionals and they are expected to be equipped with lot of skill and immense ability to perform accounting and managerial decision making jobs. The accountancy colleges and universities have also started realizing that there is an urgent need for updating the accountancy curriculum in tune with the present day requirements of business and industry.

Accounting education in certain developed countries has undergone a paradigm shift in tune with the changing global economic environment. The environment of accounting in the various developing economies has also changed and certain new challenges have emerged. Hence the accounting education and profession should not be neglected in this scenario. The Information technology and the Globalization of Markets are the primary factors requiring various changes in the accounting education and research. It is therefore important to mention here that world regions and professions vary in terms of the stage of the development of accounting education and the nature of their economic systems. In this paper the emerging issues of accounting education and research in a newly emerging market economy like India have been discussed. The study is based on the secondary data collected from various government publications, professional institutes, universities and colleges in the country. This paper has been divided into five sections. The first section deals with the introduction including the need for study. The second section covers an overview of accounting education in retrospect and the brief review of literature. The section three covers the position of accounting education in India and U.K. The section four deals with the state of accounting research in India. In section five, various policy implications of study have been discussed.

II. ACCOUNTING EDUCATION IN RETROSPECT

Accounting is an art of recording, classifying and summarizing in terms of money transactions or the events of a financial character and interpretation of the results thereof. The different economic systems have the tremendous influence on the accounting process. Therefore the evolution of accounting is a product of its socio-economic environment. The Special Committee of Research Program of the American Institute of Certified Public Accountants recognized the importance of environment from which the accounting postulates are derived. The Committee stated that accounting postulates necessarily are derived from the economic and political environment and from the modes of thoughts and customs of all segments of the business community. (AICPA, 1979). The different socio-economic environments in different countries of world have given birth to different Generally Accepted Accounting Principles (GAAP) at the national level thus creating barriers for the International harmonization of the accounting principles and standards. Recently the contemporary issues in accounting like social accounting, inflation accounting, environment accounting and human resource accounting have emerged and are getting due recognition in the business world.

The earliest treatise on accounting was given by Luca Pacioli who happens to be the first person to bring out a book on the double entry system of book keeping brought about 500

years back in 1494 in Italy. Like many other countries, the Indian system of accounting is also based on the double entry system of book keeping. (Batra, 1997). The Commerce and business education in India was started in the year 1886 with the establishment of the first commercial school in Madras by the trustees of Pachiappa's Charities. The Indian Government started School of Commerce in Calicut and Presidency College in Calcutta in 1895 and 1903 respectively. At University level, Commerce education had its beginning in 1913 when a College of Commerce and Economics was established in Bombay.

There were few colleges and universities on the eve of independence in 1947 to impart the commerce and business education. Now almost all the Universities in the country have their own Departments of Commerce (Agarwal, 1999). The Professional bodies like The Institute of Chartered Accountants of India, The Institute of Cost & Works Accountants of India and The Institute of Company Secretaries of India have much more important role to play in imparting accounting education in India on the professional front. The accounting system within a country influences the accounting education system.

The accounting education system enforces the principles and practices by evolving an education system for the accountants. In turn, the accounting graduates reinforce that accounting system through training and continuing education in the organizations in which they are employed, professional organizations of which they are members and follow the norms and practices of the society of which they are a part (Yunus, 1990b). Holland and Arrington (1987) examined issues that influence accounting faculty in the US to relocate. Cohen et al (1991) looked at the attitudinal factors affecting the coverage of international accounting courses in the undergraduate accounting curricula in the US. An analysis was conducted from department chairpersons and members of the international section of the American Accounting Association using an attitude model adopted from the psychology literature. Reed and Kratchman (1989) examined the differences in the perceptions of US accounting students and graduates concerning the importance of various job attributes. A similar study was conducted by Carcello et al (1991). Pabst and Talbott (1991) analyzed the perceptions of Certified Management Accountants (CMA) in the US regarding the present standard of CMA examinations.

Ferguson and Orpen (1991) looked at the perceptions of universities and college students to working with computers in Australia. Poe and Viator (1990) examined US university administrator's perceptions of the relative importance attached to research, teaching and other services in evaluating accounting faculties. Peel et al (1991) analyzed the perceptions of two groups of accounting students in a British university regarding the understanding of accounting concepts. McLanen (1990) examined practicing accountants and accounting academics in New Zealand regarding communication skills needed by accountants. A study by Rehman and Saha (1996) pointed out that the number of accounting researches in comparison to researches conducted in other allied areas of Commerce or business studies in India is far less.

III. OVERVIEW OF ACCOUNTING EDUCATION IN UK AND INDIA

In this section an attempt has been made to explain the broad highlights of the accounting education in U.K and India.

III(A) Accounting Education in U.K

The Indian parliamentary and local government system besides the education system, is largely based on the British system, hence it is of great interest to examine the accounting education system in UK. There are four professional institutes providing accounting education for various levels in U.K. These are:

- 1) Association of Book- Keepers
- 2) The Chartered Association of Certified Accountants (ACCA)
- 3) Association of Chartered Accountants (ACA) for auditors, and
- 4) Association of Cost and Management Accountants (ACMA) for cost accountants

The colleges and many private institutions in U.K. provide the necessary educational inputs to prepare students for various levels of examinations conducted by ACCA with due support of these institutes. The Universities also offer highly specialized courses in accounting at undergraduate and post graduate levels. This is done with the co-operation of ACCA and ACA who exempt these graduates from a number of papers of the examination, which they are supposed to qualify for a particular course. (Grover, 1998).

III(B) Accounting Education in India

Accounting education in India is imparted at senior secondary level in schools, a tuned graduate level in colleges and at Master level in universities as a segment of Commerce stream. But professional status is not being accorded to those passing out after obtaining the accounting education at this level. The colleges and universities act as feeding institutions for the professional institutes like ICWA, ICSI, ICAI and ICFAI. The professional accounting students who complete their final examination of ICAI and ICWA are only accorded the status of a professional accountant. The quality of professionals produced by these institutions is quite good but the number of students passing out is not good enough to meet the increasing requirements of Indian business and Industry. However the middle and lower level requirements of accounting professionals in the commerce and Industry are being met by various universities and colleges. Keeping in view the emerging challenges, there is a growing need for restructuring the accounting education and research to meet the present day needs of business in the liberalized economic environment. In the college cadre institutions in India, however B.Com. is a specialized program which provides commerce education at undergraduate level, whereas M Com education at the post graduate level is meant primarily for a teaching career. It is being felt that the present accounting education system in India has failed to keep pace with the requirements of the fast changing business world and to forge necessary linkages with the professional bodies in the field. The most Commerce graduates go in for professional qualification in accounting, financial management, company secretary, taxation and law. etc. and that those who do not, they usually seek accounting and finance jobs in business, industry and in the Public sector. The many universities in India have gone in for specialization in Accounting and Finance. At the post graduate level, M.Com. Program with specialisation in Accounting, Financial Management, Banking, Taxation and International Finance etc is largely being offered by various universities

A glance at the accounting education in India indicates that that the accounting education has suffered from ad-hocism, remained fragmented, lacks co-ordination between Industry and accountancy academia, lacks practical applicability and is in the dire need for updating its course curriculum.

The problems of accounting education discussed as above also affect the accounting research. Most of the researches in accounting are treated as applied in nature. However, there is hardly any practical application of the results of these researches. Hence the concerted efforts are required to streamline the accounting education and research system in the country.

IV. COURSE CURRICULUM AND TEACHING AIDS

The commerce colleges in India have been imparting commerce education over the past several years with very little changes and modifications in their course curriculum. The challenges before commerce education cannot be overcome at once. In order to know at firsthand the state of commerce and accounting education in India, an overview of course curriculum of B Com and M Com program of various universities and the professional accounting programs of ICAI, ICWA, ICSI and ICFAI besides the fellow program of the Indian Institute of Management has been given in this article as an Annexure I. The information provided in this annexure indicates that in the B Com and M Com programs, accountancy is being taught as one single course in the different terms along with other courses like economics, management, law and taxation. It is only in the case of professional institutes that the accountancy specialization is being offered in the various courses of study at the professional level.

Hence it is of great importance to bring the changes and restructure the accounting education course curriculum as per the emerging needs of the Industry and Commerce. At the same time, it is also significant to study the problems and the actual needs of business and industry on the basis of research in the accounting and commerce field. It is also desirable to forge linkages between the academia and industry in order to strengthen the accounting education in the country. There may be some barriers in implementing these changes but it would be possible to overcome these barriers with the concerted efforts of both industry and accounting academia.

As far as teaching aids and methodology is concerned, till date accounting education has been imparted through class room lectures and the numerical problems. To make the teaching of accounting more effective, it is better if the latest teaching aids like projectors, case studies, project and market surveys, role playing, group discussion and audio-video techniques are followed for teaching of accounting in various colleges and universities in the country.

V. STATE OF ACCOUNTING RESEARCH IN INDIA

According to Tricker, R.I., (1979) accounting research is "the search for answer to questions that widen and deepen existing knowledge in the subject". Research is however a systematic investigation carried out in order to expand the frontiers of human knowledge. Accounting research may also be viewed with a similar analogy and can be stated as an organised activity the purpose of which is to expand the horizons of knowledge in accounting theory and practice. The purpose of accounting is to generate and communicate useful information about the events of business enterprises. Accounting research however should serve a very useful purpose in determining that how accounting principles should be adjusted to suit the changing business environment. An attempt has, been made here to give an overview of the accounting research in India.

In some universities and the Institutes of Management there is a course work system before the dissertation is submitted by the scholar. The emphasis of course work is on developing and

sharpening the skills of a research scholar through business statistics, econometrics, and research methodology and core courses in the field of research. But in large number of universities there is a part time system of research, since for full time research no scholarships are made available to the researchers. The fellow program in Management offered by IIM's is equivalent to a Ph.D program and is one of the highly structured programs which prepare students for teaching and research careers. An overview of the fellow program in management (with the Accounting and Finance stream) has been given in the annexure I of this paper in order to understand the broad curriculum offered by these apex researches and teaching institutions in India.

A study by Rehman and Saha (1996) pointed out that the number of accounting researches in comparison to the research conducted in various allied areas of Commerce and management is quite less. This indicated that hardly 20% of the total Ph.D. degrees awarded by the Indian universities in commerce or business studies related to the field of accounting and the rest of 80% were from various allied areas of Commerce.

The number of researches in the field of working capital management have been conducted but the core areas of accounting theory and GAAP still remain unexplored (Gowda, 1996). The researches on accounting conducted in India however covered the following areas viz., Cash Flow Accounting, Financial Reporting, Harmonization of Accounting Standards, Inflation accounting, Social Accounting, Social Audit, Value added Accounting and financial statements etc. An illustrative list of research studies conducted in accounting field in India has been given in the annexure II.

The accounting researches at the doctoral level in India are still scanty on the whole. One of the reasons of this state of affair is the lack of interface between the accounting academia and industry, since the Industry is not forthcoming in supporting various research projects and other such research activities in the accounting area. On the research front it can be concluded that the doctoral research works in accounting field has covered very few areas whereas large number of emerging issues in accounting have remained unexplored. Hence efforts need to be made also on this front to improve the picture in this regard.

The importance of accounting has been well recognized in the conduct of economic activities globally. It also includes the advanced stage of internationalization of the accountancy profession. With the fall of the global accounting firm, Arthur Anderson on Enron issue, the credibility of the accounting professionals is also at the stake. Hence accounting educators, researchers and the professionals must find out the ways and means to meet this challenge. Contrary to the above, some researches in this regard point out that an effort should be made by the developing countries to develop the accounting education programs applicable to the country's unique environment after the accounting academics have been recruited carefully from an another developing country with the similar environment and the course curriculum has been adjusted accordingly. (Pok, Fabian and Patrick Hutchinson, 1995) It is suggested that the following steps should be taken to improve the state of accounting research and profession in India.

(a) Efforts should be made to create a conducive environment in which the interaction between the universities/academic institutions, professional institutes and industries could be possible.

- (b) There should be separate Accounting departments in the universities and colleges to promote the accounting research.
- (c) Accounting research should be made much more purposeful so as to meet the requirements of various professional institutions.
- (d) The teaching methodologies in accounting at the university and Institute level should be changed in order to strengthen the computational and conceptual skills of the scholars in the field.
- (e) The case study approach should be given due consideration so as to develop a problem solving approach among the scholars of accountancy.
- (f) The course curriculum of the colleges, universities and the professional institutes imparting accounting education should be restructured so as to enable the accounting students to expose themselves to the basics of research methodology and contemporary issues in accounting.

VI. IMPLICATIONS OF STUDY

The domain of accounting is though back seated in economics, statistics and law but of late it has emerged as a separate field of study. With the information technology revolution, it requires integration with computers and communication technology. The in-depth knowledge of financial services is also becoming important for the accounting professionals. The accounting specialists for the International market must gear themselves to gain an in-depth knowledge of econometrics, research methodology; International economics, International trade, International finance, and e-Commerce so as to sub serve the accounting profession more effectively. The accountants are also expected to play an effective role in the formulation of economic Policies, to forecast the changes and to help in establishing a proper system of financial and information technology. Hence it is utmost desirable that the accounting researchers and the professionals must gear themselves up to meet the challenges of change and come up to the expectations of the society.

The conventional classification of accounting into Financial Accounting, Management Accounting and Cost Accounting is no more relevant due to the emergence of computerized Accounting Information system, decision support system and other modern day systems meant for managerial decision making (Khandelwal, 2000). The outmoded model of Accounting teaching based on theoretical knowledge and numerical problems should be replaced by conceptual knowledge linked with the computer software. The accounting education therefore requires basic change in approach as to accounting teaching, training, research and practice. There is a need for purposeful relationship between universities and statutory professional Institutes like ICAI, ICSI and ICWA. These bodies should take the challenge of improvement of standard of accounting education and research and ensuring a code of conduct for its members so as to make accounting education more useful to meet the requirements of fast changing business world in this region.

The funding of Accounting Research should be a shared responsibility of the Professional Institutions, State Government, Industry and the University Grants Commission etc. The leading accounting firms and business houses should be more generous in providing funds for the chairs in Accounting at select temples of learning. The emerging challenge lies in globalization of our financial markets. The development of global accounting standards is another emerging issue in the present day accounting world. There is also an urgent need for the global curriculum in Accounting for various schools of accounting and commerce in the

country so as to pave the way for true globalization and liberalization of the economy. The problems of accounting education also affect the accounting research. Most of the researches in Accounting are applied in nature. However, there is hardly any practical application of the results of these researches. Hence the concerted efforts are required on the part of all concerned to streamline the accounting education and research system in the various emerging market economies with particular reference to India so as to bring a paradigm shift in the growth of business and industry in the region.

VII. REFERENCES

- i. Agarwal, N.C (1999), Commerce Education-Vision 21st Century, The Indian Journal of Commerce, Vol.52.No.4
- ii. AICPA(1979), Special Committee on Research Program, "Report to Council" quoted from: Maloo, M.C., "Accounting change Process- A Comparative Analysis between the United States and India", December p.311.
- iii. Batra, Gurdip Singh (1997), Developments in Accounting Theory since Pacioli Era, ed.Modern Trends in Accounting Research, Deep and Deep Publications, New Delhi
- iv. Carello, V. J. et al (1991), A Public Accounting Career: The Gap between Students' Expectations and Accounting Staff Experiences, Accounting Horizons, September, pp. 1-11.
- v. Cohen, J; R. et al (1991), An Empirical Investigation of Attitudinal Factors Affecting Educational Course Coverage of International topics, The International Journal of Accounting, pp. 286-301.
- vi. Ferguson, C. and Orpen, C. (1991), The Attitude of Accounting Students to Working with Computers: A Preliminary Study, Accounting and Finance, November, pp. 113-119.
- vii. Grover, R. K (1998) Accounting Education: Need for Professional Approach by Universities, Indian Journal of Commerce, Vol.51, No.1
- viii. Gowda, J Made (1996), Doctoral Research in Commerce and Management with special reference to Accounting Research-An analysis, Journal of Accounting and Finance, Vol.X No.2
- ix. Holland, G. R. and Arrington C. E. (1987), Issues Influencing the Decision of Accounting Faculty to Relocate, Issues in Accounting Education, Spring
- x. Khandelwal, N.M (2000), Accounting Education for New Millennium, Indian journal of Accounting, Vol.XXXI
- xi. McLanen, C. M. (1990), The Place of Communication Skills in the Training of Accountants in Zealand, Accounting and Finance, May, pp. 82-94.
- xii. Pabst, F. D. and Talbott C. J. (1991), The CMA: Past, Present and Future, Accounting Horizons, September, pp. 31-37.
- xiii. Peel, J. M. et al (1991), The Determinant of Students Financial Awareness
- xiv. Some British Evidence, British Accounting Review, March, pp. 23-48.
- xv. Poe, C. D. and Viator, E. R. (1990), MCSS Accounting Accreditation and Administrators' Attitudes Towards Criteria for the Evaluation of Faculty,
- xvi. Issues in Accounting Education, spring, pp. 59-77.
- xvii. Pok, Fabian& Patrick Hutchinson(1995), Accounting Education in Developing countries: Perceptions of Interested Parties and Cultural Influences-A Case Study of Papua New Guinea, Indian Journal of Accounting, Vol.XXVI
- xviii. Reed, A. S. and Kratchman, H. S. (1989), A Longitudinal and Cross Sectional Study
- xix. Students Perceptions of the Importance of Job attributes, Journal of Accounting Education, pp. 171-193.
- xxi. Rehman, A.R.M and Saha, A.B (2006), Accounting Research in Changing Environment and the Trend of Accounting Research in India-with special reference to North East India, Journal of Accounting and Finance, Vol.X, No.1

- xxii. Richardson, P., Parker, R.S., and Udell, G.G (1992), "Does Research Enhance or
- xxiii. Inhibit Teaching? An Exploratory Study", *Journal of Education for business*, Held ref Publications, Washington D.C. pp. 79-80.
- xxiv. Tricker, R.I., "Research in Accounting-Purpose, Process and Potential", *Accounting and Business Research*, The Institute of Chartered Accountants of England and Wales (ICAEW), London, Winter 1979,p.7.
- xxv. Yunus, H. (2012-13), *Provision of Continuing Professional Education in Accounting with the case in Indonesia*, Indonesian Institute of Accountants.

INVESTMENT PREFERENCES OF A QUALIFIED INDIVIDUAL INVESTOR WITH IN THE TAXATION BOUNDARIES

(ASSESSMENT YEAR -2016-17): THE STUDY OF NCR

Ms Rakhi Sharma

Assistant Professor

MCPS, Ghaziabad

E-Mail: rakhisharmaa@gmail.com

ABSTRACT

Portfolios are structured to not only to fetch a maximum return in this volatile world but to minimize our tax burden also. Portfolio components vary from individual to individual depending upon several factors i.e. nature, income, qualification, geographical background and the most commonly known age factor. The main factors I consider here are income and qualification. The higher qualified the person (the person, who is aware of financial market & the related Instruments/ Securities), the more exposed towards the volatile securities in his portfolio and construct it in such a way so that he can save his maximum income from tax by the way of tax planning or tax evasion. On the another hand, the person

$$\sum_{t=0}^{t=0} = t$$

earning higher or lower amount, up till a limit (₹ 80,000), $t = 0$ to Amount U/s 80 of Income Tax Act, 1961, India, for individual for FY 2016-17), he tries to have all the tax savings instruments in his portfolio but post limit he is free to include the security depending his nature (risk averter / lover).

The studies done up till date, focus on portfolio making based on the nature and age of investors. On the other head of coin, they show the taxation impact on their portfolio. This study bridges the gap between these two theorems. This paper establishes a positive correlation between income and qualification of an investor rather than the age factor.

Key words: Portfolio Components, Retail Investor, Qualified Investor, Taxation Boundary, CRAs

I. INTRODUCTION

Portfolios are framed to fetch maximum return in this volatile financial market and to minimize our tax burden as well. Although no one can predict what individual investment will do best in future, we believe the best strategy for long term success is to have a well-thought-out plan with an emphasis on balance & diversification and a focus on keeping cost low and maintaining discipline. A written investment plan that clearly documents the investor's goals, constraints and investment decision provides the framework for a well diversified portfolio. Constrains, can be either simple or complex, depending on the investor and the situation. One of the primary constraints in meeting any objectives is the investor's tolerance for risk.

A taxable investor's goal should be to maximize a portfolio's after tax returns without

$$\sum_{t=0}^{t=0} = t$$

exceeding a target level of risk. But after a limit (₹ 80,000), $t = 0$ to the amount U/s 80 of

Income Tax Act, 1961, India for individual for FY 2016-17) they are free to choose any of the risky assets to invest, because wherever they invest they are charged to tax until and unless the investment plan is under tax free scheme. In such a case, the tax is exempt on return only not on the invested money. And how many such tax saving scheme are there in the market? Very few!! Hence where ever they invest, they are charged either in form of tax or risk premium. Studies done up till now focus on age factor say, as the age increases, the investor moves towards the secured securities. If we follow these kind of theories, an investor must be investing in risky security only at the young age. But that's not the only factor affects the investment decision. if 80 years old person has a big amount in his hand, may be, with a small amount but he will obviously go for equity or other volatile securities, if he is ever exposed towards risky securities in his life at young age. Hence the age and nature is the secondary factors. As per the survey we have done here, we came to know that an investor, whether he is young or old he is always concern about the security of his money. In this survey, we found a very less number of investors are risk lover. All the others are balanced and risk & safety of money concerned. They invest in mutual funds containing max to max 30-40% equity. If we talk about the derivatives, a very few, even negligible, investors deal with derivatives (if he is not a trader). if they opt derivatives, they go for option only where they get the right to sale or purchase under put and call options respectively at a little cost of option premium. He always tries to prepare a balanced portfolio with maximum tax savings. Based on this, following hypothesis are framed.

II. HYPOTHESIS

H₀: Investors are never bothered for tax savings. Their investment behavior always remains same.

H₁: Up till the limit t , investors are bothered for tax saving instruments and become more exposed towards volatile securities afterwards.

III. OBJECTIVES

- i . To find out the limit beyond which an Investor feels free to invest in risky securities.
- ii . To analyze the behavior of investor after that limit towards the portfolio components.
- iii . To know the impact of taxation polices on the behavior of investor.
- iv . To find out the most favourable components of portfolio purchased by the investors in NCR.
- v . To establish a correlation between Income and Qualification of investor after all.

IV. ASSUMPTIONS

- i. Expenses (Household & all other) are to be 50% of their income.
- ii. Investors invest in tax free securities up to the fullest (Rs.1.5Lakh as per FY 2014-15)
- iii. Investor of any income group, keeps some money in his saving accounts with bank for liquidity. He is not always dependent on investment for liquidity.
- iv. All investments are subject to market risk including the possible loss of the money an investor invests.

V. RESEARCH METHODOLOGY

V (A) Primary Data: (through questionnaire & personal interview) Sample size: 100

- a. Bank Executives – Sales : 25
- b. NBFC Executives : 15

2. Individual Investors : 60

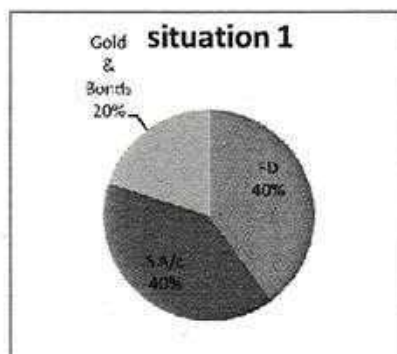
V (B) Secondary Data: Websites of banks/ NBFC, CRA's, SEBI, Business news channels etc.

VI. EQUATION DEVELOPMENT

Here we are taking people in income group of 5 Lakhs -20 Lakhs per annum in class interval of 5Lakhs. Income is denoted by 'I'. Their General Expenditures can't be ignored. We took it as 50% of his income and denoted by 'E'. Out of this, they have to invest the minimum amount to save maximum tax according to the respective financial year. Here the current financial year (FY 2016-17) is taken for further calculation. The limit is Rs.1,50,000 U/s 80C. Investor generally don't claim for full medical allowances, Hence, we took Rs.15,000 U/s 80D only. Than the total exemption or so called maximum amount to invest to save tax at fullest is Rs. 1,65,000 (Rs.1,50,000 + Rs. 15,000). This is called here as "Compulsory Investment" and denoted by 'C'. From the remaining income he has to pay tax for Previous year or for current year in form of TDS. Here, we took the tax amount for current year as TDS & this tax amount is denoted by 'T'. At last, what remains with him? A small amount only. That small amount is used to invest in the securities as per their own likes & dislikes, denoted as 'S' here. Hence, the equation is as....

$$I = E + C + T + S \quad \dots\dots\dots(i)$$

$$S = I - [E + C + T] \quad \dots\dots\dots(ii)$$



VII. DATA ANALYSIS & INTERPRETATION

The data is segregated into four situations based on their income class interval. All four situations are further classified into three categories as Normal (Age: up till 60 Years), Senior Citizen (Age: 61 - 85 Years) and Super Senior Citizen (Age: 85 years above). The above mentioned **equation: (ii)** is used to calculate the minimum amount 'S' for all the categories.

VII (A) Situation: 1 (If I = Rs. 5, 00,000/a)

Normal: $S = \text{Rs.}5,00,000 - (\text{Rs.}2,50,000 + \text{Rs.}1,65,000 + \text{Rs.}8753)$

Rs.76,245 (Apx.15.25% of I)

Senior Citizen: $S = \text{Rs.}5,00,000 - (\text{Rs.}2,50,000 + \text{Rs.}1,65,000 + \text{Rs.}3605)$

Rs.81,395 (Apx.16.28% of I)

Super Senior Citizen: $S = \text{Rs.}5,00,000$

Not applicable because up till Rs.5,00,000 there is not tax for super senior citizen. Hence, he doesn't need to plan his investment to save tax. He is free to invest anywhere.

Thus, (if we leave Super Senior Citizen as an exceptional case) they are left with a very small amount to invest in the securities they like to invest in. At this point of time, they have a big question, "Should I go for equity"? Absolutely Not! Out of this everybody keeps some amount in saving account also. At that time "security of money" is matters a lot. Section 80C under Income Tax Act, 1962, becomes compulsory, that's why they do it. Even Medical claims U/s Section 80D are not taken most of the time. This investor requires safety of money

and that's nowhere exists more than fixed deposits and savings accounts. He knows very well that he has to pay either tax or risk premium anyhow. Most of the time our big amount is kept idle in saving accounts which could be invested somewhere. It not only enhance our tax liability (after a limit of Rs10,000/Annum of Interest on Deposits) but we are also charged to maintain such accounts with bank. We know the multiple options are available in market to multiply our money but very often the situation is same. If they purchase even bonds, their income is charged for tax. So Fixed Deposits and saving accounts are the best options for them.

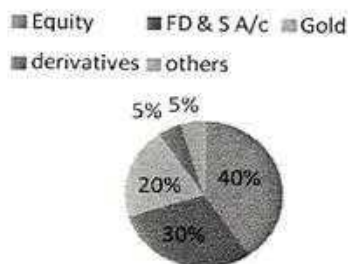
VII (B) Situation: 2 (If I = Rs. 10,00,000/a)

Normal Investor: $S = \text{Rs.}10,00,000 - (\text{Rs.}5,00,000 + \text{Rs.}1,65,000 + \text{Rs.}94,760)$
Rs.2,40,240 (Apx.24% of I)

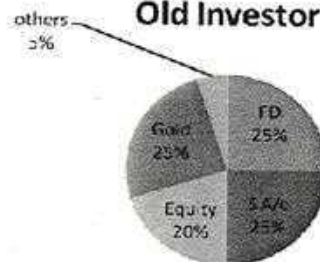
Senior Citizen: $S = \text{Rs.}10,00,000 - (\text{Rs.}5,00,000 + \text{Rs.}1,65,000 + \text{Rs.}89,610)$
Rs.2,45,390 (Apx.24.53% of I)

Super Senior Citizen: $S = \text{Rs.}10,00,000 - (\text{Rs.}5,00,000 + \text{Rs.}1,65,000 + \text{Rs.}69,010)$
Rs.2,65,990 (Apx.26.60% of I)

**Situation : 2
Young investor**



**Situation :2
Old Investor**



On an average, Approx 25% of income remains with investor at last here. Now he is psychologically li'l bit free to take risk. The investor of this group move to equity and if belongs to financial market, they deals a li'l bit but with derivatives also. Although they invest in options (Put & Call) only but like to multiply their money through such kind of securities also. When a person has a lakhs of rupees in his hand, he is free to invest anywhere as per his preferences, whether he is old or young. An old investor may keep some amount in FDs and saving accounts but not the whole. At this point of time, age and nature matter. The young investor go for risky securities.

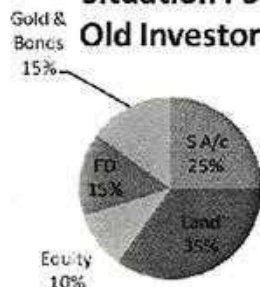
VII (C) Situation: 3 (If I = Rs.15,00,000/a)

Normal Investor: $S = \text{Rs.}15,00,000 - (\text{Rs.}7,50,000 + \text{Rs.}1,65,000 + \text{Rs.}2,32,265)$
⇒ Rs.3,52,735 (Apx.23.52% of I)

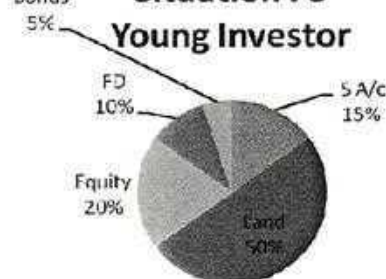
Senior Citizen: $S = \text{Rs.}15,00,000 - (\text{Rs.}7,50,000 + \text{Rs.}1,65,000 + \text{Rs.}2,27,115)$
⇒ Rs.3,57,885 (Apx.23.86% of I)

Super Senior Citizen: $S = \text{Rs.}15,00,000 - (\text{Rs.}7,50,000 + \text{Rs.}1,65,000 + \text{Rs.}2,06,515)$
⇒ Rs.3,78,485 (Apx.25.23% of I)

**Situation : 3
Old Investor**



**Situation : 3
Young Investor**



Approx 23-25% of income remains at last here in this income group. The percentage may seems lower but the amount is comparatively big. Here investors move towards the land or property options whether in form of installments or in full. The reason behind is, free short term capital gain. They keep some amount in fixed deposit and in savings accounts afterwards. If remains something they go for Equity. Old investor may go for equity through mutual funds and the young one may go directly.

VII (D) Situation: 4 (If I = Rs.20,00,000/a)

Normal Investor: $S = \text{Rs.}20,00,000 - (\text{Rs.}10,00,000 + \text{Rs.}1,65,000 + \text{Rs.}3,86,765)$

⇒ Rs.4,48,235 (Apx.22.41% of I)

Senior Citizen: $S = \text{Rs.}20,00,000 - (\text{Rs.}10,00,000 + \text{Rs.}1,65,000 + \text{Rs.}3,81,615)$

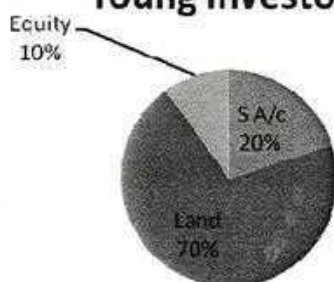
⇒ Rs.4,53,385 (Apx.22.67% of I)

⇒

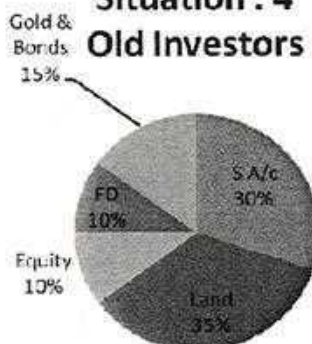
Super Senior Citizen: $S = \text{Rs.}20,00,000 - (\text{Rs.}10,00,000 + \text{Rs.}1,65,000 + \text{Rs.}3,61,015)$

⇒ Rs.4,73,985 (Apx.23.70% of I)

**Situation : 4
Young Investors**



**Situation : 4
Old Investors**



Here income remains in hand at last is apx. 23% of total income. It's a big amount. The investment distribution chart is almost same as situation 3. Here people move towards land/Property and gold (Either in full or installments). Each and every individual has saving accounts and fixed deposits. This income group investors are more concern towards equity and other volatile financial products. The more loose money they have, the more they invest in

such kind of securities where it could be multiplied soon as possible according to the secondary factor i.e. their age and nature. Here investor knows that either he has to pay tax if he keeps a big amount in bank or can fetch a good return if he invests in risky securities at the cost of risk premium. The opportunity cost is almost the same on both sides. Then, why shouldn't he go for equity or derivatives. Although, he invests very less in derivatives until he is not a trader. Here an old investor doesn't go for a long option with a big amount. He believes in getting a return soon as possible.

VII (E) Findings:

1. Investors are very finicky about tax savings. They try to adjust their maximum tax liability first.
2. After the limit, they invest their remaining (Apx. ¼) income according to their preference.
3. As per the survey, we came to know that however big amount we earn, we are left with apx. ¼ of our income at last.
4. Their preferences for investment are independent of their age and nature at primary stage. Income is the main concern.
5. Fixed deposits are the most preferable option to invest. Whether the investor is old or young or belongs to any income group.
6. No investor depends upon the return of short term security options for liquidity at the time of need. Everybody has the saving accounts and sometimes the big amount is kept idle.
7. Investors are more concerned towards ROI, Risk avoidance and last not the least, Liquidity.
8. Hardly 5% investors (not traders) deal with derivatives. Even those invest only in put & call options not other.
9. The percent income remains at last, increases up till second situation. It starts declining afterwards although the amount is big.
10. A qualified investor may keep a consistent watch on the market, hence he is not that afraid of investing in the share market.

VIII. CONCLUSION

This study concludes that whatever amount any person earns, he is left with almost a quarter of his income. Now it depends, this quarter is of what amount, 5 Lakhs or 20 Lakhs per annum? A person having ¼ th of 5 Lakhs would never go for equity. He needs safety. Age doesn't matter here. On the other hand, if a person has ¼ of 20 Lakhs, he definitely goes to risky securities to make money, if he ever took the risk in his young age, as stated by the studies favour age as the main factor in portfolio construction. Investors first try to save their maximum possible tax then they look how much amount he is left with and how much amount he needs in saving account for liquidity through out the year. What to do with remaining amount, he thinks afterwards. If a super senior citizen has a big loose money in his hand, he prefers to go for short term instruments not to long term as long as much as possible. It doesn't mean they can't bear risk. They also want to multiply their money soon as possible. Despite belonging to any category, fixed deposit is the most favourite instrument of investors and derivatives are the most risky component in their perception. With the increase in income,

tax becomes a tiny thing, after achieving it they start moving towards their own preferred securities. But first of all they start from investing to save maximum tax. Hence, the null hypothesis is rejected.

XI. REFERENCES

- i. La Porta, Rafael, Lopez-De-Silanes, Florencio, Shleifer, Andrei and Vishny, Robert, "Investor Protection and Corporate Valuation", *The Journal of Finance*, Vol. LXII, No. 3, June 2002.
- ii. Bell, Leonie and Jenkinson, Tim, "New Evidence of the impact of Dividend Taxation and on the Identity of the marginal investor." *The Journal of Finance*, Vol. LVII, No. 3, June 2002, pp. 1321-1345.
- iii. Kakati, M., "Risk perception of institutional investors", *Finance India*, Vol. XII, No. 4, Dec. 1998, pp. 997-1012.
- iv. Hartzell, C. Jay and Staeck, T. Laura, "Institutional investors and executive compensation," *The Journal of Finance*, Vol. LVIII, No. 6, Dec. 2003.
- v. Lynch, W. Anthony and Musto, David, K., "How investors interpret past fund return," *The Journal of Finance*, Vol. LVIII, No. 5, Oct. 2003, pp. 2033-2058.
- vi. Schneller, Meir I., "Mean-Variance portfolio composition when investor's revision Horizon is very long," *The Journal of Finance*, Vol. XXX, No. 5, Dec. 1975.
- vii. Copley, Philip L., "A multidimensional Analysis of institutional investor perception of risk," *The Journal of Finance*, Vol. XXXII, No. 1, March 1977.
- viii. Zweig, Martin E., "An investor expectations stock price predictive model using closed end fund premium", *The Journal of Finance*, Vol. 28, Issue 1, March 1973, pp. 67-78.
- ix. Bhatta H.S., Mahabaleswara, "Behavioural Finance – A discussion on individual investors Biases", *The Management Accountant*, Vol. 44, No. 2, Feb. 2009, pp. 138-141.
- x. Ofer, Aharon R., "Investors' expectations of earning growth, their accuracy and effects on the structure of realised rates of return," *The Journal of Finance*, Vol. XXX, No. 2, May 1975, pp. 509-523.
- xi. Hussain A. and Al Tamimi, "Factors influencing individual behaviour : An Empirical study of the UAE Financial Market", (2003).
- xii. Kadiyala, P. and Rau, R., "Investor reaction to corporate event announcement: under reaction or overreaction", *Journal of Business*, Vol. 77, 2004, pp. 357-386.
- xiii. Merilkas, A. and Prasad, D., "Factor influencing Greek investor behaviour on the Athens stock exchange" paper presented at the Annual Meeting of the Academy of Financial Service, Denver, Colorado, Oct. 8-9, 2003.
- xiv. Malmendies and Shanthikumar, D., "Are small investor naive? Stanford University working paper, 2003, p. 24.
- xv. Hodge, F.D., "Investors' perception of earning quality auditor independence and the usefulness of audited financial information", *Accounting Horizon*, Vol. 17, 2000, pp. 37-48.
- xvi. Sultana, Syed Tabassum, "Impact of demographics on Retail Investors' Risk tolerance", *The sustaining shareholder value : Role of Investor and Regulation*, 2010, pp. 149-158
- xvii. Vasantavalli, C., "Perceptual mapping of Risk Return Perception on IT Stocks : A Study on Investor Perceptions", *The sustaining shareholder value : Role of Investor and Regulation*, 2010, pp. 230-257.

VALIDATING AND IMPLEMENTING SECURITY PATTERNS FOR DATABASE APPLICATIONS

Ms. Kalpna Tyagi
Assistant Professor
Unique Institute of Management & Technology
E-Mail: kalpnatyagi49@gmail.com

Mr. Lalit Kumar
Ph.D Scholar
MJP Rohelkhand University
E-Mail: lalit4386@gmail.com

ABSTRACT

Security in general and database protection from unauthorized access in particular, are crucial to organizations. Security and authorization patterns encapsulate accumulated knowledge and best practices in this area. Correct application of security and authorization patterns will ensure effective access control to the database. For example, the Role-Based Access Control (RBAC) security pattern describes a general solution regarding who is authorized to access specific resources and which access privileges they have, based on user roles. Unfortunately, patterns alone do not provide concrete guidance for their application, and thus there is a need for validating and implementing security patterns for access control in database applications. This approach provides implementation guidelines to the designer of the application model, validation of the correct usage of the patterns, and automatic generation of secure database schemata.

Key words: Security patterns; Domain engineering; Database Access control; ADOM; UML.

1. INTRODUCTION

The most valuable asset for an organization is data, as its survival depends on the correct management, security, and confidentiality of the data [1], [2]. Most organizational data are stored and managed using database management systems; consequently, protecting the data that are stored in those databases against unauthorized access is crucial for organizations.

As security is just one of the many non-functional requirements that developers have to handle during software development, they might not have a solid security background. This is a huge problem since there are many security concerns to handle. To overcome the knowledge gaps among developers in different domains, the notion of *design patterns* was introduced. Patterns enable to capture expert knowledge and make it more generally available. The origins of *design patterns* lie in a work done by the architect Christopher Alexander during the late 1970s. Alexander noted that "each pattern describes a problem which occurs over and over again in our environment, and then describes the core of the solution to that problem, in such a way that you can use this solution a million times over, without ever doing it the same way twice" [3]. presents a well- proven solution to it. In this way, patterns help to promote good design practices. To assist developers to handle security concerns, security patterns were

proposed. These patterns capture extensive accumulated knowledge regarding security. In the past decade, many security patterns have been described; yet, in this paper we focus on authorization patterns such as the Role-Based Access Control (RBAC) [4]. Authorization patterns describe who is authorized to access specific resources in a system whose access has to be controlled.

Security patterns provide guidelines to be used in the early stages of the development lifecycle. Yet, to the best of our knowledge no work has been done on automatic validation of the correct application of these patterns. In addition, existing patterns do not provide concrete guidance for their application.

To address these limitations, we adopt a domain engineering approach called Application-Based Domain Modeling (ADOM), which enables specifying and modeling domain artifacts that capture the common knowledge and the allowed variability in specific areas, guiding the development of particular applications in the domain, and validating the correctness and completeness of applications with respect to their relevant domains [5], [6]. Regarding security patterns, the patterns are specified within a domain model, while the application model elements are classified by the domain model's elements (i.e., the pattern elements). In addition to the specification of patterns, we attach to patterns transformation rules that elaborate on the implementation of these patterns. The proposed approach enables the automatic validation of application models with respect to the relevant security patterns and the automatic generation of SQL scripts including the database scheme and the security constraints (in particular, authorization constraints) to be injected into the database.

The rest of this paper is structured as follows. Related work is presented in Section II. Section III sets the background for the presented approach: first, it provides an overview of the ADOM approach; then it presents the SQL privilege mechanism. Section IV describes the proposed approach. Finally, Section V concludes the paper, discusses the benefits and limitation of the proposed approach, and set the basis for future research direction.

I (A) Specification Techniques

Several specification techniques for representing different security policies in a model-driven software development process have been proposed. Secure UML [7] is a modeling language based on RBAC, used to formalize access control requirements and integrate them into application models. It is basically a RBAC language with authorization constraints that are expressed in Object Constraint Language (OCL).

I (B) Access Control Patterns

An alternative to refer security policies is by using *security patterns*. Security patterns accumulate extensive security knowledge and provide guidelines for secure system development and evaluation.

Access control is one of the core issues in systems and database security. In an environment with resources whose access has to be controlled, authorization patterns can be used to describe, for each entity, the resources it may have access to, and which access privileges it

has. Figure 1 describes the authorization pattern as defined in [8]. The Authorization rule association, together with the *Right* association class, defines the access privileges of the *Subject* to the related *Protection Object*. The *Right* association class includes the type of access allowed (e.g. read, write, execute), a predicate representing a condition that must be true for the authorization to hold, and a copy flag signifying a condition that indicates whether the right can be transferred or not. An operation *check Rights* can be used in throughout the development process.

I(C) Secure Software Development with Security Patterns

Security patterns alone are not sufficient for supporting the development lifecycle, since they do not provide systematic guidelines regarding to their application throughout the entire software lifecycle. In order to provide such information to the designers, several methodologies for developing secure software were proposed in the literature. Fernandez et al. [9] proposed a methodology for integrating security patterns into each one of the software development stages. Other methodologies present the use of the *aspect-oriented software design* approach to model security patterns as aspects and weave them into the functional model [10][11], or the use of *agent oriented security pattern language* together with the Tropos methodology to develop secure information systems [12][13].

I(D) Limitations of Existing Methods

Since information security is crucial to many organizations, and since software project are big and complex, there is a need to assure that the security policies of database design within organization are not neglected during the development process. However, none of the methods provide means for enforcing that a database design complies with particular organizational security specifications. Some of the methods provide means for checking models; however, they do not have the ability to validate the correct application of the security policies. The proposed approach in this paper deals with both enforcing and validating the database design with the use of security patterns: the patterns that are specified in an upper model layer enforce the designers to apply them in the application model, and enable the validation of the correct usage of the defined patterns.

II. BACKGROUND FOR THE PROPOSED APPROACH

To set the background for the proposed approach, in this section the ADOM approach and the fundamental SQL mechanism elaborated for enforcing security over a database.

II (A) The ADOM Approach The Application-based Domain Modeling (ADOM), [14] is rooted in the domain engineering discipline, which is concerned with building reusable assets on the one hand, and representing and managing knowledge in specific domains on the other hand. ADOM supports the representation of reference (domain) models, construction of enterprise-specific models, and validation of the enterprise-specific models against the relevant reference models. The architecture of ADOM is based on three layers:

II(B) The Language Layer comprises Meta models and specifications of the modeling languages. In this paper we use UML 2.0 class diagrams as the modeling language.

II(C) The Domain Layer holds the building elements of the domain and the relations among them. It consists of specifications of various domains; these specifications capture the knowledge gained in specific domains in the form of concepts, features, and constraints that express the commonality and the variability allowed among applications in the domain. The structure and the behavior of the domain layer are modeled using the modeling language defined in the language layer. In this paper we introduce the structure of each pattern in a domain model.

II(D) The application layer consists of domain-specific applications, including their structure and behavior. The application layer is modeled using the knowledge and constraints presented in the domain layer and the modeling constructs specified in the language layer. An application model uses a domain model as a validation template. All the static and dynamic constraints enforced by the domain model should be applied in any application model of that domain. In order to achieve this goal, any element in the application model is classified according to the elements declared in the domain model using UML built-in stereotype. In this paper the application model elements are classified by the patterns (domain) model elements.

II(E) Granting Privileges Using SQL While using SQL, users can access or manipulate data they do not own. To cope with this capability and enforce data security, SQL provides a mechanism of privilege access. This is done by specifying a set of access rules which define the required privileges. Syntactically, the access rules are defined using the GRANT statement; a short version of it is as follows: GRANT [*privileges*] ON [*table-name*] TO [*authorization-names*]. *Privileges* can be one of the following: SELECT, UPDATE, INSERT, and DELETE. *Authorization-names* refer to a list of users or roles. Naturally, creating roles and groups are also part of the security mechanism provided by SQL for managing databases.

III. THE PROPOSED APPROACH

In this paper proposed an approach for validating the usage of security patterns and utilizing the knowledge encapsulated in these patterns for generating secure database schemata. For this purpose, we adopt the ADOM approach in which the security patterns are defined within the domain layer, along with transformation rules of how to inject the specification into a database scheme. The patterns will be enforced in the application model. The following stages are part of the sought approach:

1. A domain model should be developed by a security expert and a domain engineer. That model consists of the security patterns specification, as well as rules for their transformation into a database scheme. In this paper, do not refer to this stage, and assume that the domain model containing the security patterns is correct. Yet, we refer to the stage outcomes.
2. An application model (in this paper, we refer to a class diagram based model) is specified by a developer.
3. The application model is classified according to the domain model (i.e., the security patterns) by a developer.

4. The classified application model is validated automatically against the domain model for the correct usage of the patterns and its fulfillment with respect to these patterns.
5. Having a valid classified application model, the model can be translated automatically into a database scheme.

In the following, we describe the domain model and the way according to which the security patterns are defined. Then, we discuss the procedure of applying the security patterns in a specific application, followed by an explanation of the validation algorithm of ADOM and its application in the context of the proposed approach. Finally, the transformation of the application specification into a database scheme is described and demonstrated.

III (A) The Domain Model

In Figure, the RBAC security pattern is specified using the terminology of ADOM. The *Role* is akin to external entity/user playing a specific function that needs an access to the database. In that case, it is required that in any application implementing or using the RBAC pattern, at least one role should be defined. The Protection Object is akin to a table in the database. The *Rights* association class determines the privileges of a *Role* with respect to a specific Protection Object. A class of that type within an application must include at least one privilege.

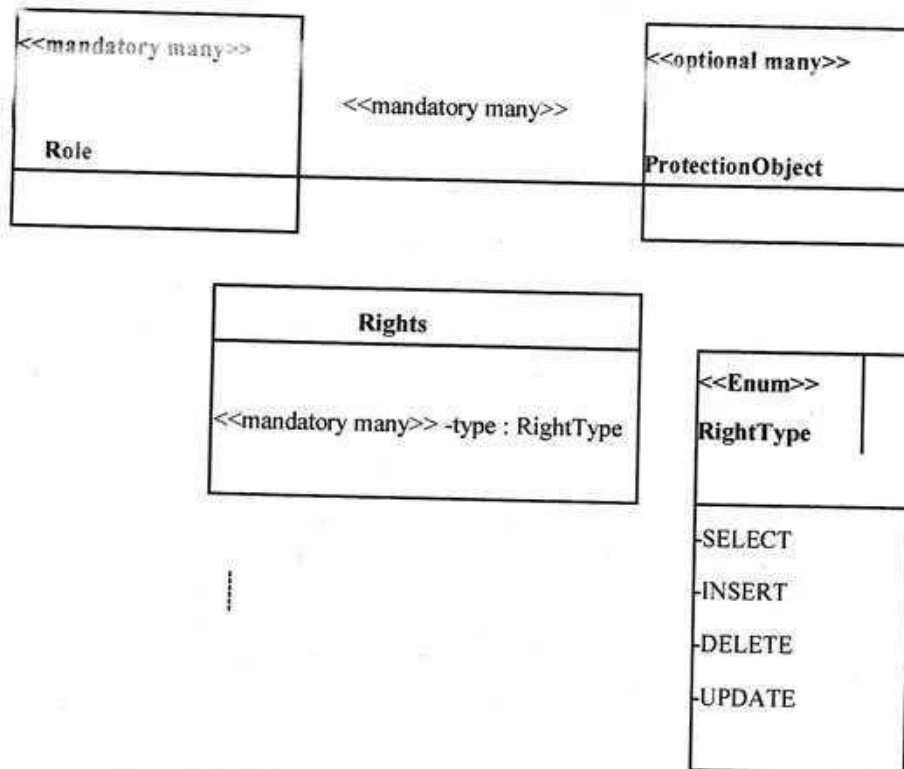


Figure 1. The RBAC security pattern residing within the domain layer.

III(B) Validating the Application Model

As noted before, the various elements that are relevant for the RBAC security pattern are classified (by stereotypes) with the pattern elements that are described in the domain model of the pattern. This enables the validation of the application specification with respect to the RBAC security pattern. The validation of an application against its domain model is performed in three steps: element reduction, element unification, and model matching. In the *element education* step, classes that are not stereotyped by elements of the domain model are neglected. In the case of the GRADA application the classes of Department and Lecturer are ignored. During the *element unification* step, classes having the same domain stereotyped are unified, leaving only one class in the resultant model. The multiplicity of that class denotes the number of distinct classes in the application model having the same stereotype. In the example of GRADA application, the resultant model consists of three classes: *Role* with multiplicity of 2, *Protection Object* with multiplicity of 3, and *Rights* with multiplicity of 5. In the *model matching* step, the resultant model of the previous step is matched against the domain model. In the case of the GRADA application the model adheres with the domain model (i.e., the RBAC pattern). In case there were classes classified as *Protection Object* with no association classes *Rights* to classes classified as *Role*, it would be a violation of the domain model.

IV CONCLUSION

In this paper here is proposed a novel approach that utilizes security patterns for enforcing security over database application design and for injecting security constraints to the database. The advantages of the proposed approach stems from the two layering approach which enable the enforcement of the security patterns.

The limitations of the proposed approach lie in lack of expressiveness of security constraints for low level elements such as attributes. A possible solution for this limitation can be the usage of the extension mechanisms of UML, similarly to [15]. However, this requires a thorough examination.

Future research directions include the enforcement of more complex security patterns on an application design, and the implementation of the approach on more powerful database security mechanisms such as Virtual Private Database and OLS [16] of Oracle.

V. REFERENCES

- i. G. Dhillon, "Information Security Management: Global challenges in the New Millennium," Idea Group Publishing, 2001.
- ii. Dhillon, and J. Backhouse, "Information System Security Management in the New Millennium," Communications of the ACM, vol. 43 (7), 2000, pp. 125-128.
- iii. C. Alexander, S. Ishikawa, M. Silverstein, M. Jacobson, I. Fiksdahl-King, and S. Angel, "A Pattern Language: Towns, Buildings, Construction," Oxford University Press, 1977
- iv. D. F. Ferraiolo, and D. R. Kuhn, "Role Based Access Control," 15th National Computer Security Conference, Baltimore, Maryland, Oct. 1992, pp. 554-563.
- v. I. Reinhartz-Berger, and A. Sturm, "Enhancing UML Models: A Domain Analysis Approach," Journal of Database Management (JDM), vol. 19 (1), 2007, pp. 74-94.
- vi. I. Reinhartz-Berger, and A. Sturm, "Utilizing Domain Models for Application Design and

- Validation," *Information & Software Technology*, vol. 51 (8), 2009, pp. 1275-1289.
- vii. T. Lodderstedt, D. A. Basin, and J. Doser, "SecureUML: A UML-Based Modeling Language for Model-Driven Security," *Proc. of the 5th international Conference on the Unified Modeling Language, Lecture Notes In Computer Science*, vol. 2460, J. Jézéquel, H. Hußmann, and S. Cook Eds. Springer-Verlag, London, Oct. 2002, pp. 426-441.
 - viii. M. Schumacher, E. B. Fernandez, D. Hybertson, F. Buschmann, and P. Sommerlad, "Security Patterns: Integrating Security and Systems Engineering," John Wiley & Sons, 2006.
 - ix. E.B. Fernandez, M.M. Larrondo-Petrie, T. Sorgente, and M. VanHilst, "A Methodology to Develop Secure Systems Using Patterns," *Integrating Security and Software Engineering: Advances and Future Vision*, H. Mouratidis and P. Giorgini Eds., IDEA Press, Ch. 5, 2006, pp. 107-126.
 - x. G. Georg, I. Ray, and R. France, "Using Aspects to Design a Secure System," *Proc. of the Eighth IEEE International Conference on Engineering of Complex Computer Systems, (ICECCS 2002)*, ACM Press, Greenbelt, MD, Dec. 2002, pp. 117- 126
 - xi. I. Ray, R. B. France, N. Li, and G. Georg, "An Aspect-Based Approach to Modeling Access Control Concerns," *Journal of Information and Software Technology*, vol. 46, no. 9, 2004, pp. 575-587.
 - xii. H. Mouratidis, and P. Giorgini, "Secure Tropos: A Security-Oriented Extension of the Tropos methodology," *International Journal of Software Engineering and Knowledge Engineering*, vol. 27, no.2, 2007, pp. 285-309.
 - xiii. H. Mouratidis, P. Giorgini, and G. Manson, "When Security Meets Software Engineering: A Case of Modeling Secure Information Systems," *Information Systems*, vol.30, no.8, 2005, pp. 609-629.
 - xiv. I. Reinhartz-Berger, and A. Sturm, "Utilizing Domain Models for Application Design and Validation," *Information & Software Technology*, vol. 51 (8), 2009, pp. 1275-1289.
 - xv. E. Fernández-Medina and M. Piattini, "Designing Secure Databases," *Information and Software Technology*, vol. 47 (7), 2005 , pp. 463-477.
 - xvi. J. Czaprynski, "Oracle 10g Security," Part 2 - Virtual Private Database, *The Database Journal* <http://www.databasejournal.com/>, 2006.

ICT-A TOOL FOR QUALITY TEACHING IN B.ED. PROGRAMME

Ms Meenakshi Srivastava

Assistant Professor

S.S.Khanna Girls Degree College

E-Mail: meenakshi387@gmail.com

ABSTRACT

In teaching B.Ed. trainees use teaching aids, like, charts, models – static & working, specimen, slides, because teachers are given training both in preparation and use of Audio-visual Aids. It is a known fact that majority of schools do not have appropriate teaching aids related to the school content. So teachers have no facility to use A – V Aids during teaching. The use of A – V Aids get further restricted due to unmotivated persons becoming teachers. Central Government realized the need of improving quality of education through the use of ICT. This helped in improving the quality of teaching in schools having no teacher to teach the subject, less competent teacher, schools having poor or no facility of teaching aids, The use of ICT in education lends itself to more student centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming More and more important and this importance will continue to grow and develop in the 21st century. . To keep pace with the changing world, teachers must have current knowledge and skills of educational technology.. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. This paper highlights-ICT-A Tool for quality teaching in B.Ed. Programme. The paper the population for the study consisted of all the 200 B.Ed. Students studying in the S.S.khanna Girls Degree Colleges of in the academic year 2014 and 2015 at Meerapur in Allahabad.

Key words: ICT, FDI, Government, Teaching, Harmonious

I. INTRODUCTION

Education is a unique investment in the present and future. Governments are adopting different policies and strategies for integrating ICT into education systems (Kozma, 2008). However, the potential of ICT in education is not yet been clearly realized (Moonen, 2008). . The use of ICT in education lends itself to more student centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. To keep pace with the changing world, teachers must have current knowledge and skills of educational technology.. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. This paper highlight-.ICT-A Tool for quality teaching in B.Ed. Programme The paper the population for the study consisted of all the 200 B.Ed. Students studying in the

S.S.khanna Girls Degree Colleges of in the academic year 2014 and 2015 at Meerapur in Allahabad.

Education brings all round and harmonious development of the personality of an individual such as physical, intellectual, aesthetic, social, economic, religious, cultural, spiritual and through such development of individual social needs can be realized. A man without education is equal to animal. Education is a unique investment in the present and future. Governments are adopting different policies and strategies for integrating ICT into education systems (Kozma, 2008). However, the potential of ICT in education is not yet been clearly realised (Moonen, 2008). One reason for this is that teaching professionals are often not adequately prepared for teaching with ICT (McDougall, 2008). Little focus is given to teacher education programmes, and preparing teacher educators. Consequently this remains an under-researched area (Koster, Brekelmans, Korthagen, & Wubbels, 2005 O.Sullivan, 2010). This is also true in regard to research about integrating ICT in education. A considerable number of studies can be found that focus on school teachers. Perspectives and classroom practice of using ICT in schools (Ertmer & Ottenbreit-Leftwich, 2010), but relatively few studies are found that focus on the teacher educators. Perspectives of using ICT in teacher education programs (Peeraer & Petegem, 2011), particularly in the context of a developing country (Shohel & Power, 2010).

To enhance the quality, some teachers use teaching aids, like, charts, models – static & working, specimen, slides, etc. because teachers are given training both in preparation and use of Audio-visual Aids. It is a known fact that majority of schools do not have appropriate teaching aids related to the school content. So teachers have no facility to use A – V Aids during teaching. The use of A – V Aids get further restricted due to unmotivated persons becoming teachers. Central Government realized the need of improving quality of education through the use of Television wherein most competent teacher teaches the topic with the help of most appropriate teaching aids. This helped in improving the quality of teaching in schools having no teacher to teach the subject, less competent teacher, schools having poor or no facility of teaching aids, etc. Programmes offered through television were produced by different State Institute of Educational Technology (SIET) in different languages. Even the Video Instructional Materials were produced and made available to teachers; still majority of schools did not make use of them. Some of the reasons were no facility of TV and VCR, no electricity, TV and VCR not in working condition, not incorporated in the time table, lack of initiation on the part of teacher and Principal, etc. Along with A – V Aids, the print media has to go a long way in improving the quality of teaching and learning. Format in which the textbooks were written was not beneficial for teachers and students. Researchers started thinking and using different Theories of Learning for developing Instructional Material. This gives birth to Programmed Learning Material based on Operant Conditioning Theory of Learning. Programmed Learning Materials were compared with that of Lecture Method or Conventional Method. Programmed Learning Material alone as well as in combination with other methods for teaching different subjects was found to be effective in terms of achievement of students PLM was found to be as effective as Structured Lecture Method in terms of achievement of students (Chandrakala, 1976; Govinda, 1976). Lecture Method was

found more effective than Demonstration Method and Programmed Learning Method (Gietiya, 1999).

II. INFORMATION AND COMMUNICATION TECHNOLOGY

IT was limited only to the textual mode of transmission of information with ease and fast. But the information not only in textual form but in audio, video or any other media is also to be transmitted to the users. Thus, the ICT = IT + Other media. It has opened new avenues, like, Online learning, e-learning, Virtual University, e-coaching, e-education, e-journal, etc. Third Generation Mobiles are also part of ICT. Mobile is being used in imparting information fast and cost effective. It provides e-mail facility also. One can access it anywhere. It will be cost effective. The ICT brings more rich material in the classrooms and libraries for the teachers and students. It has provided opportunity for the learner to use maximum senses to get the information. It has broken the monotony and provided variety in the teaching – learning situation. The ICT being latest, it can be used both at school and higher education levels.

III. CHANGING TEACHING THROUGH ICT

Teachers could give many different and specific examples of how technology had changed their work. A number of things were being done with Web sites, from giving students notes which one teacher described as a "low end thing," to getting students to create their own Web pages. One teacher was using a Web site to enhance an actual field trip. The Web site introduces students to the animals and tells them what they are going to be doing while on the field trip. It shows them techniques they can use to analyze the ecosystem and record the data. The prior preparation through the Web site helps students benefit from the actual field trip.

Several teachers mentioned that they used Power Point and other computer programs to improve their presentation of material to class. Teachers explained that technology enabled teachers to deliver more material to students and it also eliminated several basic problems such as; poor hand writing, poor artistic skill, contrast, lighting, and visibility. Another teacher makes extensive use of software programs to help teach physics. The students go into the laboratory and collect their data using the computer. Then they use word processing programs along with Excel to do graphs and presentations. The software allows the students to collect different kinds of data using various attachments that are plugged into the computer. Using computer technology, students have more time to explore beyond the mechanics of counting dots and setting up the experiment. It actually lets them look at it and understand the concepts better. Another teacher made the point that resource-based teaching or resource-based learning is almost becoming "seamless, almost natural" in everything that teachers do because information is becoming easier to access.

IV. ENHANCE THE QUALITY OF TEACHING THROUGH ICT

There is some improvement in teaching through ICT in B.Ed.programme

- Developing understanding and application of the concepts
- Developing expression power.
- Developing reasoning and thinking power.
- Development of judgment and decision making ability.
- Improving comprehension, speed and vocabulary.

- Developing self-concept and value clarification.
- Developing proper study habits.
- Developing tolerance and ambiguity, risk taking capacity, scientific temper.

V. OBJECTIVES OF THE STUDY

To enhance the quality of teaching through ICT in B.Ed. programme.

VI. METHOD OF STUDY

Normative Survey method has been adopted in this study.

VI (A) Sample

Random sampling technique was adopted for the study. The investigators have taken the sample as 100 B.Ed. students studying in B.Ed. colleges situated in Allahabad S. S. khanna girl's degree college, Allahabad India.

VII. TOOLS USED IN THE STUDY

The investigators have used Self constructed tool for ICT awareness (computer awareness) of B.Ed. Students in B.Ed. programme.

VIII. STATISTICAL TECHNIQUES USED IN THE STUDY

Percentage Analysis were used for this study.

IX. ANALYSIS AND INTERPRETATION OF THE DATA

Item	Percentage(%) - Yes	No
1	64.28	35.72
2	68.9	31.1
3	53.5	46.5
4	45.3	54.7
5	70.3	29.7
6	60.5	39.5
7	77.5	22.5
8	69.0	31.0
9	57.1	42.9
10	40.2	59.8
11	66.0	34.0
12	70.2	29.8
13	79.5	20.5
14	81.7	18.3

X. RESULT

- For item 1 Table shows that 64.28% B.Ed. students have their e-mail id.
- For item 2 table shows that 68.9% B.Ed. students have use internet.
- For item 3 table shows that 53.2% B.Ed. students have known the operation of MS-WORD.
- For item 4 table shows that 45.0% B.Ed. trainees have known the operation of MS-EXCEL.

- For item 5 table shows that 70.3% B.Ed. trainees have heard about Google search engine.
- For item 6 table shows that 60.5% B.Ed. trainees can make presentation on power point.
- For item 7 table shows that 77.5% B.Ed. trainees can send their e-mail id.
- For item 8 table shows that 69% B.Ed. trainees can open a website.
- For item 9 table shows that 57.1% B.Ed. trainees can download their files from web.
- For item 10 table shows that 40.0% B.Ed. trainee can install software on the computer.
- For item 11 table shows that 66.0% B.Ed. trainee can operate CD on a computer.
- For item 12 table shows that 70.2% B.Ed. trainees can operate a pen-drive on the computer.
- For item 13 table shows that 79.5% B.Ed. trainees have use internet on their mobile phone.
- For item 14 table shows that 81.7% B.Ed. trainees have ready to learn computer if opportunity were given

XI. RECOMMENDATION TO EDUCATIONAL ADMINISTRATOR

There is some recommendation given to educational administrators:

- Special care and extra coaching can be provided to the B.Ed. trainees regarding the awareness of ICT.
- Better attitude towards teaching profession may be developed among the B.Ed. trainees through guidance and counseling.
- Necessary physical facilities and infrastructure facilities may be created in B.Ed. colleges to
- Strengthen the ICT literacy of the B.Ed. trainees.
- Training and development opportunities should be flexible by allowing choice and guidance
- which are appropriate to the B.Ed. trainees who are at different stages of ICT literacy, and who are at different stages in their own career progression.
- Provision should be given to the B.Ed. trainees in processing the resources such as internet, E-mail and video conferencing in education.
- The teacher educators may advise the student-teachers to participate in co-curricular activities such as games, sports, and cultural events like music, dance, drama, art, painting, and clay modelling. These co-curricular activities have their own influence on the self-esteem of the student teachers.
- Teacher trainees may be encouraged to become digitally fluent rather than digitally literate.
- Provide an environment that will offer an excellent opportunity to improve self confidence and self-esteem of young people.
- Allow the teaching community to update its knowledge based on the development of advancements in information technology. Thus will lead to the benefit of increased

self-esteem and confidence in the teacher trainees and will help them in gaining better information about handling skills.

XII. CONCLUSION

The use of ICT is changing teaching in several ways. . With ICT, teachers are able to create their own material and thus have more control over the material used in the classroom than they have had in the past. Rather than deskilling teachers as some scholars claim, it seems that technology is requiring teachers to be more creative in customizing their own material. From the investigation we know that most of the B.Ed. trainees are in the average level in the knowledge of ICT. To change this status, the knowledge of computers should be important among the children from the grass root level. Hence the curriculum developers and educational planners can take full effort in providing ICT knowledge to the students. In order to implement these institutions can also give their support and suggestions. Theoretical as well as practical knowledge should be provided to the trainees. This will be done with the help of well trained and experts in the technology subject especially in the computer field. From the analysis of the level of the present study, it is inferred that most of the B.Ed. students having the average ICT awareness. To improve their level of awareness' parents and teachers can take necessary steps. Our present Indian education system more weightage is given to the percentage of marks obtained. But we have given the importance and much more weightage to students' interest towards life. oriented education and providing a proper learning environment for construct a bright full nation.

XIII. REFERENCES

- i. Kop, R., & Bouchard, P. (2011). The role of adult educators in the age of social media. In M. Thomas (Ed.) (2011), *Digital education opportunities for social collaboration*, New York: Palgrave Macmillan.
- ii. Davis, N., Preston, C., & Sahin, I. (2009). Training teachers to use new technologies impacts multiple ecologies: Evidence from a national initiative. *British Journal of Educational Technology*, 40(5), 861-878.
- iii. Dede, C. (2008). Theoretical perspectives influencing the use of information technology in teaching and learning. In J. Voogt, & G. Knezek (Eds.). *International handbook of information technology in primary and secondary education* (pp. 43-62). New York: Springer Science.
- iv. Rajasekar, S. & Vaiyapuri Raja, P. (2007). "Development of a test to measure Computer Knowledge of Higher Secondary Teachers" (CKT). *Experiments in Education* Vol. 35 No. 7, July
- v. Henry Garrett, E. (2005). *Statistics in psychology and education*. Paragon International Publishers, New Delhi
- vi. Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development*, 53(4), 25-39.
- vii. Henry Garrett, E. (2005). *Statistics in psychology and education*. Paragon International Publishers, New Delhi.
- viii. Murray, J., & Male, T. (2005). Becoming a teacher educator: evidence from the field. *Teaching and Teacher Education*, 21 (2), 125-142.

MAKE IN INDIA AND SKILL DEVELOPMENT: ROLE OF UNIVERSITIES

Mr. Jitendera Kumar

Faculty of Commerce & Management Studies,

Maharshi Dayanand University

E-Mail: jksharma2618@gmail.com

ABSTRACT

The Concept of "Make in India" is a natural development of the Swadeshi movement and later import substitution. The Swadeshi movement was primarily a political weapon and had only a small component of the economic growth. Import substitution was the child of technological isolation, to some extent self-imposed. In contrast to notable achievements in the strategic sectors, the technology developed in the other sectors was at best not competitive enough. Skill development as an essential component of economic growth through 'Make in India' has only recently become a national priority. In this talk I would like to focus on the role of Universities in skill development.

Prime Minister Narendra Modi, in his maiden Independence Day speech has articulated that domestic manufacturing will be the core and central tenet of his foreign investment policy as that puts jobs creation or employment generation at the top of the objective in inviting foreign investment to the country. This welcome emphasis in our foreign investment policy on efficient and competitive domestic manufacturing will serve multiple objectives. First and foremost, it will enhance job opportunities within the country; second, it will minimize the imports, third it will help our exports from the manufacturing sector and lastly it will help in bringing latest technologies into the country. The focus on world-class domestic manufacturing may also be the best way to cope with globalization and to maximize the possible benefits from it. The size of our domestic market and the abundant availability of skilled and technical manpower at low cost is a leverage that should induce foreign investors to make India a manufacturing hub in their operations. However, it is essential to have disciplined workers with skills at the global level.

Key words: Make in India, Global, Swadeshi movement, Globalization, Novelty

I. INTRODUCTION

The Concept of "Make in India" is a natural development of the Swadeshi movement and later import substitution. The Swadeshi movement was primarily a political weapon and had only a small component of the economic growth. Import substitution was the child of technological isolation, to some extent self-imposed. In contrast to notable achievements in the strategic sectors, the technology developed in the other sectors was at best not competitive enough. Skill development as an essential component of economic growth through 'Make in India' has only recently become a national priority. In this talk I would like to focus on the role of Universities in skill development.

Prime Minister Narendra Modi, in his maiden Independence Day speech has articulated that domestic manufacturing will be the core and central tenet of his foreign investment policy as that puts jobs creation or employment generation at the top of the objective in inviting foreign

investment to the country. This welcome emphasis in our foreign investment policy on efficient and competitive domestic manufacturing will serve multiple objectives. First and foremost, it will enhance job opportunities within the country; second, it will minimize the imports, third it will help our exports from the manufacturing sector and lastly it will help in bringing latest technologies into the country. The focus on world-class domestic manufacturing may also be the best way to cope with globalisation and to maximize the possible benefits from it. The size of our domestic market and the abundant availability of skilled and technical manpower at low cost is a leverage that should induce foreign investors to make India a manufacturing hub in their operations. However, it is essential to have disciplined workers with skills at the global level.

The focus of our foreign investment policy should be on the positive aspects of what is produced in India, with what kind of technology and skills, how efficiently and competitively it is produced, and whether it is of world-class standards, and not on negative aspects. The best way to ensure that foreign investment is of a high quality and yields value to the country is to have a policy framework that requires it to operate in an unprotected, open and competitive environment, and not behind high tariff walls or import restrictions, nor with the aid of subsidies or other giveaways. The importance of the protection of intellectual property rights (IRPs) in the scheme of attracting foreign investment and establishing high quality domestic manufacturing must not be overlooked.

After 'Make in India', the Government has launched another supporting programme. This one is a revised version of a programme launched earlier under the skill development policy. This new programme, called 'Skill India', is a multi-skill programme like all other programmes, 'Skill India' too is a dream project of PM and the work to launch this programme is being pursued.

The main goal is to create opportunities, space and scope for the development of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development and also to identify new sectors for skill development. The new programme aims at providing training and skill development to 500 million youth of our country by 2020, covering each and every village. The salient features of Skill India are

The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship. Provides training, support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, blacksmiths, masons, nurses, tailors, weavers etc.

More emphasis will be given on new areas like real estate, construction, transportation, textile, gem industry, jewellery designing, banking, tourism and various other sectors, where skill development inadequate. The training programmes would be on the lines of international level so that the youths of our country can not only meet the domestic demands but also of other countries like the US, Japan, China, Germany, Russia and those in the West Asia.

Another remarkable feature of the 'Skill India' programme would be to create a hallmark called 'Rural India Skill' so as to standardise and certify the training process.

Tailor-made, need-based programmes would be initiated for specific age groups which can be like language and communication skills, life and positive thinking skills, personality

development skills, management skills, behavioural skills, including job and employability skills.

The course methodology of 'Skill India' would be innovative, which would include games, group discussions, brainstorming sessions, practical experiences, case studies etc.

II. NOVELTY OF SKILL INDIA

Earlier, the emphasis was on traditional jobs. But this time, all kinds of jobs will be given equal emphasis. Earlier, the responsibility was divided among various ministries, but this time, these are being clubbed together. The ministry of skill development and entrepreneurship will be the principal ministry which is going to coordinate with other ministries and organizations.

Skill India won't be just a programme but a movement. Here, youth who are jobless, college and school dropouts, along with the educated ones, from rural and urban areas, all will be given value addition. The new ministry will be the certifying agency. Certificates will be issued to those who complete a particular skill or programme and this certificate has to be recognized by all public and private agencies and entities, including overseas organizations. Skill India is a programme for the entire nations.

The idea is to raise confidence, improve productivity and give direction through proper skill development. Skill development will enable the youths to get blue-collar jobs. Development of skills, at young age, right at the school level, is very essential to channelize them for proper job opportunities. There should be a balanced growth in all the sectors and all jobs should be given equal importance. Every job aspirant would be given training in soft skills to lead a proper and decent life. Skill development would reach the rural and remote areas also. Corporate educational institutions, non-government organizations, Government, academic institutions, and society would help in the development of skills of the youths so that better results are achieved in the shortest time possible.

As indicated earlier we should best consider the role of Universities in Make in India and skill development. Besides the usual role of R & D, consultancy and training technical cum management manpower the universities are in a position to provide desired soft skills, whose importance has been recognized by the "Skill India" programme. In the remaining time we propose to consider the desired soft skills and the role of universities in providing these.

There are many traits, skills, attitude, values and aspects of knowledge, which are necessary for success in life, entry in profession at a suitable level and professional progress, but are acquired to a limited extent, during conventional studies in a college or a university; such characteristics may be called Education plus. This aspect of education is of great relevance to disadvantaged sections of society and is a step towards equity. A partial list of characteristics, comprising Education Plus is as follows: Communication Skills, through Hindi, English and a regional language; Logical Skills; Numerical Skills; Creative Skills; Comprehension Skills; Creative Skills; General Awareness; Computer/Information Technology Skills; Entrepreneurial Skills; Stress Management and values, Ethics and Faith. The extent to which skills get acquired during studies depends on the quality of the educational institution, facilities and environment at home, knowledge/skills/attitudes in the family, friends and

neighborhood and availability of counseling and guidance by professionals, elders and peers. The difference between level of Education Plus in student, from metropolitan cities, other cities and the rural areas is too significant to be missed even by a casual observer.

Although there is no systematic study on the subject, it may be assumed that the environment around disadvantaged sections of the society (like Scheduled caste, Scheduled tribe, minority and other backward caste communities, poor people and those living in isolated areas) is not conducive to a healthy growth of characteristics, which comprise Education Plus.

Since Education Plus is essential for excellence in life and profession and is not normally acquired by those pursuing conventional education, it is essential that a conscious programme to raise the level on Education Plus among students (particularly the disadvantaged ones) is undertaken, as a part of curricular and extracurricular activities. Such a programme is also bound to raise the curricular scholastic level and the self-confidence of the participants and develop their personality.

III. APPRECIATION

The success of a programme of this nature requires and appreciation of the programme by the prospective participants(students) parents, leaders of community, teachers administrators, legislators, opinion leaders, mass media and public in general. The programme must be acceptable to the public at large particularly if significant state funding is called for; the opinion leaders and mass media can play a key role to this end. The effectiveness of the programme depends on the eagerness of participation by the youth, which implies a high degree of motivation. The teacher, undertaking the various components of the programme have also to be motivated enough, to take up this assignment, which may not be much in line on their specialization and current interest; this may be possible by emphasis on the challenges in the field and financial incentives (possibly by see financing or community/government support).

This mission viz., making opportunities available for development of an individual enabling the person to compete on equal terms for employment/entrepreneurship should find enthusiastic acceptance by all, particularly the disadvantaged sections of the society, if presented in an effective manner.

IV. THE DELIVERY SYSTEM

IV (A) Formal

Education Plus can be best given as an integral part of structured learning in universities/colleges and possibly schools on mandatory or voluntary basis. The foundation course at bachelor's level may be reorganised to include many components of Education Plus; communication and comprehension skills can substitute textual/grammatical Hindi/English curriculum, while general awareness can be made more contemporary. Readings from contemporary magazines/newspapers can substitute conventional texts and help comprehension skills as well as awareness. Encouraging students to engage in presentation of subjects of their choice and group discussion (extempore as well as after preparation) help the acquisition of communication skills as well as general awareness; teachers with different backgrounds can collaborate to this end. Certificate or non credit programmes for the other

skills/values/aptitude can also be launched. Possibly the UGC and/or state department of higher education/or Coordination Committee can induce a coordinated effort, to the advantage of all participating universities.

IV(B) Informal

For youth, who have finished college education accelerated time frame can be useful. The present practice of coaching by the private agencies and the government (of minorities, schedule caste, schedule tribes and other backward castes), aiming at a specific examination is of limited usefulness. The acquisition of Education plus should be a long term; if not life long process.

The informal program should be of modular nature, with counseling facilities. The participants can choose one or more modules of interest and pursue them at a pace of their choice. The modules may also be offered by the institution or private agencies for students, pursuing a degree course. The diploma in Computer Application, Information Technology or Communicative English, which may be finished in two years by students undergoing a bachelor's programme, is an example. Colleges may be empowered in terms of staff, study materials and equipment by the university (if needed) at a cost which is 75% of the fee (competitive with the private institutions).

IV(C) Financing

- i . I believe that the government will finance any reasonable request.
- ii . Community participation: The community in general is unlikely to financially support such a programme. However sections of community (like minorities, OBC) may be persuaded to support Education plus programme for youth belonging to that community. The sociology of such a practice needs to be studied.
- iii . Private Initiative: The youth and their parents are willing to pay high fees for any programme, which enhances their chances of employment at a level, considered satisfactory by the youth. Education Plus is a long term investment for the youth and good business for the entrepreneurs. Coaching for competitive examination is a small portion of the field of Education Plus.

IV (D) AID FROM ABROAD

There are some organizations of nonresident Indians, who may offer assistance on general community basis in terms of expertise and finance. The acceptance and utilization of this assistance has to be examined in the context that it should not make the programme, dependent on foreign aid.

V. SKILLS

V (A) Communication Skills

Good communication skills are essential for survival in self-employment, getting a job or retaining it or progress in the profession. The employer has a chance to explore the knowledge, talent and skills of a person only when a minimum level of communication gets established; higher the level of communication better is the basis for mutual association. Self-employment implies contacts with colleagues and the outside world (customers etc.); a

necessary condition for contacts to be fruitful is effective communication. In the same way the progress of an individual is to the great extent determined by his understanding of others, the impression he creates on others and his ability of persuasion; all these characteristics depend on the level of communication skills.

Communication skills are to a great extent learnt (inadvertently) by contact with peers, family and others, as well as by observation. However these skills can be improved by exposure to theoretical concepts (minimum) and practice (especially in a group). Conscious appreciation of dependence of communication on message and target audience can be cultivated; the changes necessary in the mode, language and accessories can also be appreciated by training.

The basic difficulties in good communication skills are a good knowledge of the language and a total block to start and continue talking (even with poor dictionary grammar and expression), particularly in English. The only ways to get over these difficulties are group discussions and conversation in a peer supervised group; lecturers if any have to be kept to a minimum.

V (B) Logical Skills

Logical skills are necessary for rational decision making and hence many employers may insist on an incumbent, possessing these in an adequate measure; for assessment of logical skills, tests are usually administered (particularly at executive level).

Every person has some inherent logical skills, which can be improved by training; the training can comprise of few lectures and many exercises (or tests). Training in logical skills can also take the fear of unknown from those, who are first exposed to tests in logical skills.

V (C) Numerical Skills

Appreciation of quantitative aspects of a situation and the ability to sort out the effect of change in one or more parameters is an essential requirement in decision making; hence the employers put a premium on the numerical skills at senior positions. The ability to see trends in a mass of data and select significant parameters is extremely desirable. Understanding of data presented graphically in a variety of ways and corresponding presentation is also an important aspect of numerical skills.

V (D) Comprehension Skills

The comprehension of a written document or an oral presentation or recognition of salient points is very important in any profession and hence the corresponding skills are useful to do well in any profession. Comprehension is helped by proficiency in language and the ability to acquire the necessary background by information search. Exercises help in the development of comprehension skills.

V (E) Creative Skills

Creativity is the ability to think non-conventionally and come up with new ideas, leading to new products, methodologies and correlation. A highly disciplined mind, dedicated to think and act according to the book is unlikely to be creative, unless so trained. In India a lot of original work has been published and methodology (to a significant extent indigenous) has been developed to set mind free for creativity.

VI. GENERAL AWARENESS

All professions are affected by the world around them and hence require that the professionals have general awareness and appreciation of the world around them; this also helps them to recognize or seek out opportunities for organizations and individuals.

General awareness is best acquired by observation, exposure and study over a long period of time and also by living in an enlightened environment hence it is natural to find a large variance in the level of awareness between the privileged class, characterized by access to a variety of sources of informal learning, an enlightened environment, a good school and bright friends and others, who do not have these facilities to a significant extent. Wherever required general awareness can be increased by structured, formal and guided as well as by frequent exposure to knowledgeable persons from different backgrounds; a habit of reading newspapers, magazines, selected audio visual programmes and travel/visits also help.

VII. COMPUTER AND INFORMATION TECHNOLOGY SKILLS

Computers have penetrated personal and professional life, to an extent that a professional is required to be not only a computer literate but rather proficient in use of computers; computer applications are too numerous, diverse and useful to be enumerated here. Suffice to say that not only professional but any student has to be soon proficient in computer, in the context of applications to his discipline and work.

Information technology has changed the style of our life, work business and education etc, and a working knowledge of I.T. is essential for efficient running of life and profession. I.T. is a great equalizer as it puts small enterprising company at par with a giant, as far as access to information and market is concerned. Hence I.T. (along with computers) is essential for our progress and leap frogging.

VIII. ENTREPRENEURIAL SKILLS

Enterprise is the most desirable characteristic which a nation, community or an individual needs for progress and development. Despite some individuals and communities, which have displayed some remarkable enterprise, as a nation we have failed to be entrepreneurial. Attitudes can be cultivated by study of success stories in enterprise, in India and abroad and developing entrepreneurs into role model for younger generation.

Entrepreneurial skills are to some extent inherent in an individual, but can be cultivated by text, simulated exercises and exposure to the real world. Entrepreneurial skills, specific to certain fields can be developed by study, observations and simulated exercise and real world experience; the learning can be delivered by networking the expertise of academic, business and technology worlds.

IX. STRESS MANAGEMENT

Any person engaged in a profession is subjected to varying amounts of stress due to professional activities, personal life and many a time due to combination of both. For success one has to learn to manage the stress so that it is not detrimental to personal or professional life. One has to develop a personality such that adversities and challenges are viewed as opportunities, which bring out the best in a person.

Various approaches to stress management have been advocated but probably the best for Indian psyche is yoga (both physical and mental). Practice of yoga has proved to be immensely helpful, in management/near elimination of stress.

On rare occasions, under extreme conditions medicine (administered by a doctor) is helpful.

X. VALUES ETHICS AND FAITHS

For a long term success and reputation in business, constant stress on practice of values and ethics is essential. Proper values and ethics are normally acquired by an individual in a society, which nurtures both. However, values and ethics are hard to acquire and practice in a society, which is obsessed with success, pleasure, power, wealth etc at any cost and by any method. In such a society it is the faith, which leads a person to proper values and ethics.

A study of values, ethics and faith, which incorporate carefully chosen exercises, requiring discretion is certainly helpful in acquiring practicing these. Religious rituals and study of religious work are powerful motivations to acquiring values and ethics, if care is taken that religion does not degenerate into fundamentalism. Faith also sustains an individual in adversity.

XI. ACTION PLAN

- i. The ordinances, syllabi and scheme of examination, at undergraduate level should be formulated with a view to incorporate as many features of Education plus as possible and include courses, corresponding to other feature on a noncredit optional basis.
- ii. Diploma and certificated on various aspects of Education Plus should be offered with the provision that these could be perused, part time by undergraduate students (taking twice the time, corresponding to that for full time students).
- iii. Participation by private agencies in the Education Plus programme should be welcome.
- iv. The support under skill India should be explored.

PROMOTING SCHOOL EDUCATION THROUGH OPEN AND DISTANCE LEARNING

Ms. Hetal L. Rohra

Assist. Professor

Maharaja Sayajirao University

E-Mail: urdangarwala@gmail.com

Mr. Dignesh S. Panchasara

Assist. Professor

Maharaja Sayajirao University

E-Mail: digneshpanchasa@gmail.com

Dr. Umesh R. Dangarwala

Assist. Professor

Maharaja Sayajirao University

E-Mail: hetzroh@gmail.com

ABSTRACT

Education for all is one of the criteria through which the developmental goals achievable in each of the countries of the World could be assessed and evaluated. The Open Schooling system has emerged as viable system for providing education to out of school groups for achieving Education for All. The successes of the National Literacy Missions programmes have opened educational opportunities for neo literates especially women. In order to provide a learning continuum from literacy to secondary education through open schooling, National Institute of Open Schooling has initiated the Open Basic Education Programme. It is the first programme using ODL methodology at a national level. This paper attempts to highlight the overview and working of National Institute of Open Schooling (NIOS). This paper therefore discusses how the ODL system of education can offer access to education at school level. This will also describe the effectiveness of NIOS and how much it succeeds in India.

Key words: Open Schooling system; National Institute of Open Schooling; developmental goals; neo literates; learning continuum

I. INTRODUCTION

While distance learning may seem like a relatively new phenomenon, given its increased popularity in the online format, in reality people have been taking courses offered by non-local instructors for hundreds of years. Some of the earliest distance learning on record dates back to 1728 and offered to teach students how to write in short hand through lessons sent to their home weekly. These simple, practical lessons were commonly taught through the mail throughout the 1700's and 1800's and allowed anyone to gain valuable job skills even if they lived well-away from major centres of education and commerce.

Students and instructors could now communicate with one another fairly rapidly and send materials back and forth with little difficulty. One of the first universities to offer a distance learning degree was the University of London which established an External Programme in 1858. It was soon to be followed in 1873 by the programs at the Society to Encourage Studies at Home in Boston and the University of Australia's Department of Correspondence Studies in 1911.

With the ever increasing accessibility of computers and the internet, little is known as to how online learning will evolve in the coming years. Given the growing popularity of this type of

learning one thing is for sure, however, that distance learning is a resource for students that will be around for years to come.

I (A) Open Distance Learning in India:

The open and distance learning system in India has emerged as an important mode for providing education to diverse sections of society. Besides, the changing dynamics of the Open Distance Learning system in the last six decades have been encouraging. The impressive number of Open Distance Learning institutions in the country bear testimony to the fact. Single-mode open universities have increased from four in number during the 8th Plan period to 14 in the 10th Plan period. The number of dual mode universities offering programmes through the distance mode has risen to more than 200. This is due to the fact that the growth in the infrastructure for face-to-face instruction is unable to match the educational demands of the ever-increasing number of aspiring students. At present nearly 25% students of higher education in the country are enrolled in the Open Distance Learning system.

I (B) What?

Today two terms that are being used almost inter-changeably are 'Open Learning' and 'Distance Education' and they are often combined to be known as Open and Distance Learning. Open learning is a philosophy and Distance Education is the mode used for translating it into reality as the two are complementary to each other.

Distance Education is an umbrella term which describes all the teaching learning arrangements in which the learner and the teacher are separated by space and time. In fact it is a mode of delivering education and instruction to learners who are not physically present in a traditional setting of a classroom. Transaction of the curriculum is effected by means of specially prepared materials (self-study (learning) materials) which are delivered to the learners at their doorstep through various media such as print, television, radio, satellite, audio/video tapes, CD-ROMs, Internet and World Wide Web etc. Also a technological medium replaces the inter-personal communication of conventional classroom based education that takes place between the teacher and the learners.

Open learning, which covers a wide range of innovations and reforms in the educational sector that advocates flexibility to the learner with regard to entry and exit; pace and place of study; method of study and also the choice and combination of courses; assessment and course completion. The Open learning system aims to redress social or educational inequality and to offer opportunities not provided by conventional colleges or universities. Educational opportunities are planned deliberately so that access to education is available to larger sections of the society. Thus, Open Distance Learning is a term which accepts the philosophy of "openness" and uses the "distance mode" of learning.

I (C) Why?

Open Distance Learning occupies a special place in the Indian higher education system because of its major contribution in enhancing the gross enrolment ratio and democratization of higher education to large segments of the Indian population particularly to reach out to the unreached and to meet the demands of lifelong learning which has become more of a necessity in the knowledge society.

The major objectives of Distance Education system are:

- To democratize higher education to large segments of the population, in particular the disadvantaged groups such as those living in remote and rural areas, working people, women etc.
- To provide an innovative system of university-level education which is both flexible and open in terms of methods and pace of learning; combination of courses, eligibility for enrolment, age of entry, conduct of examination and implementation of the programmes of study.
- To provide an opportunity for up-gradation of skills and qualifications.
- To develop education as a lifelong activity to enable persons to update their knowledge or acquire knowledge in new areas.

I (D) How?

Five decades ago policy-makers realized the imperative need of Distance Education in order to expand the base of higher education. With the expanding base at the elementary and secondary education levels, the demand for higher education had increased. The University Grants Commission suggested in its report for 1956-1960 that proposals for evening colleges, correspondence courses and award of external degrees should be considered. India has one of the largest Distance Education systems in the world, second only to China.

I (E) Quality School Education through Open Distance Learning:

In the last six decades the Open Distance Learning system has registered a phenomenal growth in the context of expansion and diversification of higher education. The Open and Distance Learning is a new paradigm with some elements of shift such as: From classroom to anywhere, from teacher centric to learner centric, from teacher as an instructor to teacher as a facilitator, from mainly oral instructions to technology aided instructions, from fixed time to anytime learning, from you learn what we offer to we offer what you want to learn, from education as one time activity to education as lifelong activity.

There are several reasons for adoption of 'open schooling' programmes. Some of these are: (1) Providing education to those who are unable to attend conventional schools for a variety of socio - economic reasons, as well as to those who, for similar reasons, missed opportunities to complete school education. (2) Providing wider choice of educational programmes to learners. (3) Providing a 'safety net' to school drop-outs so that they do not remain under-educated.

II. REVIEW OF LITERATURE

Moore and Kearsley (2005) guided the template analysis. This systems theory has different levels of complexity and is influenced by governments, national and international policies, and challenges. For the purpose of this template analysis, the following processes and elements of a distance education system were analyzed: strategic planning, administration, staffing and training, control and monitoring for quality, policy, organization and culture, course development, support structures, teaching and learning processes, and challenges (Moore & Kearsley, 2005). The final template was reconceptualised and simplified into four main codes, namely strategy, policy, systems, and challenges.

Gunawardena & McIsaac, (2004) suggested that academic planners of ODL need to think about the reasons for offering courses via ODL and whether it is possible to offer the course via ODL. Before any investments are made in distance education, a rigorous needs assessment of the educational institution may justify another option or other difficult decisions may need to be considered first.

Levy (2003), observed that the greatest challenge for education institutions in moving towards ODL is to adopt a singular vision, policies, and procedures for ODL implementation. In general, ODL planning is focused on budget and staffing issues and not on the critical pedagogical issues of ODL. However, ODL is so much more than just a teaching mode or method; it is a distinct and coherent field of education which is focused on new delivery methods with a pedagogical philosophy.

Watkins & Kaufman (2003), the promise of distance education remains unfulfilled in many education institutions. Despite many good intentions, education institutions are still failing to recognize particular key planning and implementing steps which could make the difference in successful and sustainable distance education initiatives. Historically, the growth and success of distance education were fuelled by the need to increase access to learning and the availability of technology for delivery. There are many more challenges affecting the planning of ODL, such as globalization, joint course development, material sharing, computer and information technology.

Peters' (2002), suggested that "the swift, unforeseen, unexpected and unbelievable achievements of information and communication technologies" will require "the design of new formats of learning and teaching and [will cause] powerful and far-reaching structural changes of the learning-teaching process". His views are well accepted, but there is also consensus that the most fruitful way of identifying elements of quality instruction may be to re-examine "first principles" of distance education and mediated instruction.

Hirumi (2000), identified a number of systems approaches but noted a concept common to all: that "a system is a set of interrelated components that work together to achieve a common purpose". He described a system that involved the efforts of faculty, staff, administrators, and students, and consisted of eight key components: curriculum, instruction, management and logistics, academic services, strategic alignment, professional development, research and development, and program evaluation.

Keegan, 1996; Eastmond, 1998; Locatis & Weisburg, 1997 described that distance education is teaching and learning that occurs asynchronously the learner(s) and instructor separated by time and space using a variety of technical media to support the teaching and learning. For the purpose of this review, distance education will refer only to this asynchronous, web-based, online format.

Moore (1990), described distance education as all arrangements for providing instruction through print or electronic communications media to persons engaged in planned learning in a place or time different from that of the instructor or instructors.

III. RESEARCH METHODOLOGY

III(A) Objectives

- To understand the effectiveness of NIOS in India.

- To analyze how NIOS works in India.
- To study the advantages of Open and Distance Learning.
- To know the overview of the NIOS in India.

III(B) Sources of Information

The research is based on the *Secondary Data*. The data has been collected from search engine, books, magazines, journals, websites and other relevant information.

III(C) Scope of the Study

This study provides the information of the Open and Distance Learning, an overview of the same. The study aims on NIOS, its workings and the effectiveness.

IV. ADVANTAGES AND BENEFITS OF OPEN AND DISTANCE LEARNING

Distance learning, also known as online education, is a viable option for many individuals of all ages who desire to get an education. It holds a number of pros and advantages over a traditional learning environment.

- **Choice:** An online education provides the opportunity to study more subjects and reach out to programs that are not available in the immediate area.
- **Flexible:** Distance learning is much more flexible than traditional styles of classroom education. Students who need to take other classes or work can do class work whenever they have a free moment instead of being restricted to a rigid schedule.
- **Networking:** Students who enrol in classes with online education obtain a wider range of networking opportunities. Instead of being limited to networking in the local area, distance learning enables students to make connections with a more diverse range of people.
- **Pace:** Online education enables students to work at their own pace in many circumstances. The requirements are not as strict and typically give a range of due dates when the work needs to be submitted.
- **Scheduling:** The schedules for distance learning are more open and allow for students, parents and professionals to take the classes whenever it fits into their schedule. This is beneficial over classroom education that requires students to schedule work and childcare around the class time.
- **Money:** Online classes typically cost less than an education in a classroom environment. There are less space limitations and materials required for each student and the savings are passed on from the educational institution to each student.
- **Travelling:** A huge advantage to getting an online education is that there is no need to travel to and from class every single day. Someone who doesn't drive or want to spend money on the costs of public transportation every single day will likely choose to get an online education over the traditional classroom.
- **Selection of Professors:** Distance learning enables students to learn from some of the most prestigious professors and guest speakers in each field.
- **No classroom sitting:** Sitting in the classroom is not the best way for every student to learn. A student may learn better at his own pace and in a different format than traditional schooling options offer.

- **Effective:** Online classes are just as, if not more, effective at teaching students than the traditional classroom style of learning. Distance learning may not be the ideal option for everyone but should be considered when looking at options for education.

V. NATIONAL INSTITUTE OF OPEN SCHOOLING-AN OVERVIEW

National Institute of Open Schooling board is constituted under the **ministry of Human Resource Development, Govt. of India**. It is the third largest board after CBSE & ICSE and has an equivalent weightage to that of CBSE & ICSE. With 2.2 millions enrolments it becomes **the world's largest open schooling system**. Its examination pattern and schedule also makes it quite popular among students. NIOS conducts its **main exams twice every year** hence becoming a boon especially for the failed students of other recognised boards who can **reappear in their board exams within 3 months of their result** and also gives a possibility of **carrying forward the marks of the passed subjects** from the failed mark sheet of the student. The main advantage of passing secondary (10th) or senior secondary (12th) through NIOS instead of reappearing in that same board exam which you failed earlier is that **it saves you a year** in your education.

Also it has another examination schedule under **STREAM 3 & 4** which gives candidates a chance to reappear, under these streams exams are conducted every month except in the month of October-November & March-April, hence conducting exams 8 times a year excluding the two main exams.

Another thing which makes NIOS more important is that all its documents have **Govt. of India printed on it**, which gives it more genuineness. If any university/institution objects in taking admission of a NIOS passed student then it is directly challenging the Ministry of Human Resource and development, government of India as the university is passed through a resolution (**No. F.5-24/90 Sch.3 dated 14 September 1990** published in the Gazette of India on 20 October 1990).

In the present PERCENTILE scenario of the Joint Entrance Examination (JEE) NIOS has the most competitive percentile score among national boards and provides a great benefit to the Aspirants of **IIT-JEE**. NIOS Board helps such students as are preparing simultaneously in different renowned coaching institutes of India for one and two years programme of various competitive exams like IIT, JEE, AIEEE, PMT (NEET), CA, CS, ICWA, CLAT and also other professional and academic courses. NIOS Passed students can seek admission in all India as well as state Medical, Engineering and other various competitive exams like IIT-JEE, AIEEE, PMT (NEET) and also other professional and academic courses in all universities, technical institutes across the country and abroad. They can also seek the government jobs whether central / state government.

VI. EFFECTIVENESS OF NIOS

Report of Summiya Yasmeen & Swati Roy says that the **105 million** children who drop out of school every year, **10 million** challenged children excluded from the mainstream education system and **240 million** adult illiterates denied access to secondary school and formal vocational education certification, it's vital that the National Institute of Open Schooling becomes a household name and national success.

Over the past 21 years NIOS has tutored and certified 931,290 students aged 14-years-plus as class X school leavers; 641,000 senior secondary (class XII) students and provided 111,220 with vocational education and training. Currently an estimated 1.90 million students are enrolled in its secondary and senior secondary distance learning programmes supported by 2,144 accredited institutions countrywide. Vocational education and training is supplemented by 1,106 study centres and open basic education programmes by 664 accredited agencies. In particular for the 105 million children who drop out of school before class VIII and for those unable to cope with the rigours of the formal K-12 education system for reasons of dyslexia, physical or mental disabilities, NIOS offers a flexible learning alternative through the ODL model.

Moreover NIOS is the only option for the country's 240 million adult illiterates to secure secondary school certification. Of the 371,625 learners enrolled in the open basic education (equivalent to classes III, V and VIII of the formal school system) and secondary school programmes, 88,621 24 percent are in the age group of 21 years and above.

Undoubtedly since its promotion by the Central government in 1989 with the stated objective of "providing education to those who are unable to attend school for a variety of socio-economic reasons and meeting the educational needs of differently abled children for creating an inclusive education system", NIOS has played a critical role in providing a second chance to school dropouts, challenged children and adults to resume, access and continue secondary education. Through a government resolution of September 14, 1990 published in the Gazette of India on October 20, 1990, NIOS was vested with the authority to register, examine and certify students up to pre-degree level programmes and given an initial grant of Rs.77.87 lakh by the HRD ministry. In 1991 NIOS' class X and XII certification was officially recognised by the Association of Indian Universities for admission into the country's 509 universities and 31,000 colleges.

"NIOS is the largest open school in the world with significant popularity in Commonwealth countries. Its biggest achievement is that it has enabled more than 1.5 million students over 14 years who couldn't attend formal schools to earn class X/ XII certification. Established as an alternative to the mainstream national and state exam boards, NIOS' main objective is to facilitate expansion, access and equity in the context of democratising school education in India. By creating a flexible open distance learning model specifically for delivery of school education, NIOS has been able to reach a large number of children and youth from disadvantaged groups who for whatever reason were unable to enrol in formal mainstream schools. Moreover by offering an alternative learning system to differently abled children, we have created an inclusive school education system. With the introduction of vocational education programmes in 1993, NIOS is now in the forefront of preparing youth without formal college degrees with skills for the workplace," says Sitansu S. Jena, chairman of NIOS. An alumnus of Kurukshetra University who earned a Ph D in education from the Institute of Social and Economic Change, Bangalore, Jena served with the Indira Gandhi National Open University (IGNOU) for over two decades before being appointed chairman of NIOS in November last year.

One of the major infirmities of the formal secondary schooling system dominated by the pan-India CISCE, CBSE and 34 state examination boards is its rigidity and curricular inflexibility, with students given no freedom to choose preferred subjects for study. Add to this the pervasive fear of the make-or-break examination system which takes an estimated annual toll of 4,000 student suicides. In the light of these factors, the unique selling proposition of NIOS, which traces its origin to a flexible secondary certification pilot project initiated by the CBSE in 1979, is the freedom of choice of subjects it offers students who write its secondary (class X) and senior secondary school (class XII) exams. For instance teenagers writing the class X exam are given the option to choose five from 27 subjects (including maths, social science, science, economics, business studies, painting, Indian heritage, psychology, etc) and two languages from 17 (including Hindi, English, Bengali, Marathi, Telugu, Urdu, Sanskrit, Arabic, etc). Students are required to obtain a minimum 33 percent in five subjects with at least one language or at most two languages, to receive the NIOS School leaving certificate. No subjects except any one language are compulsory.

Likewise students writing the class XII exam can select from a menu of 21 subjects, of which they need to clear five to be awarded NIOS' higher secondary school-leaving certificate. Moreover the board's much proclaimed flexibility is supported by provisions that mandate exams to be held twice a year in April and October and students have nine chances to clear the class X/XII exams during a liberal five-year period.

NIOS' secondary and senior secondary exams are written at its 2,144 affiliated study centres across the country a majority of them mainstream secondary schools affiliated with CBSE, CISCE and/or state examination boards. These affiliates also provide other services to NIOS students including counselling about courses and subjects offered, enrolment with the institute with some also offering supplementary classroom learning aid and advice. NIOS' hybrid open distance learning model combines postal tuition print packages, multimedia learning material, supplementary classroom programmes, and practical work sessions in affiliated study centres augmented by audio-video programmes aired on the Union government-owned Doordarshan and Gyandarshan television channels.

Structurally, NIOS' 2,144 study centres/accredited institutions country-wide are monitored by 11 regional centres for effective implementation of the institute's policies and programmes. However NIOS officials concede that the academic and administrative support provided by accredited study centres such as Don Bosco High School to its students is likely to be limited, as the first duty and commitment of accredited institutions is to their full-time students. Therefore in distance learning systems worldwide, the transaction of teaching and learning revolves around the learner, who is expected to be motivated and disciplined.

Mumbai-based Veer Mulraj, who dropped out of school in class VIII to pursue a passion for music and signed up with the NIOS board to complete class X and XII, confirms the vital importance of disciplined self-study for distance learners. "The great advantage of NIOS is that it enables every enrolled student to study at her own pace and choose subjects of her interest. But all students especially first generation learners don't have supportive home environments. Therefore NIOS needs to strengthen its study centres and staff them with well-

trained counsellors and teachers," says Mulraj, currently a first year B.Com student of HR College, Mumbai.

School dropouts such as Mulraj apart, among the prime target groups of the NIOS board are differently abled (aka challenged) children. India hosts an estimated 10 million physically and mentally challenged children with an estimated 80 percent suffering learning disabilities. Given the internal curricular rigidity of national and state boards, NIOS is an attractive alternative study and examinations option for them. Therefore unsurprisingly, an estimated 3,000 special schools countrywide are affiliated with the NIOS board.

While NIOS has undoubtedly contributed significantly towards facilitating access to secondary education of children and youth who for a multiplicity of reasons don't study in conventional schools, in the public perception and within academia as well, NIOS certification is widely accorded less weightage than of CBSE, CISCE and most state examination boards. Although nominally on a par with national and state exam boards and vested with the power to design its own syllabuses, curriculums and award secondary and higher secondary school-leaving certification, NIOS study programmes delivered through postal tuition packages are widely perceived as inferior to teacher-delivered curriculums of CBSE, CISCE and most state examinations in formal bricks-and-mortar schools.

Sensitive to charges that its curriculum and examinations are less than rigorous, NIOS managers claim to accord great emphasis to continuous curriculum development. Nevertheless although NIOS certification is officially on a par with CBSE, CISCE and state exam boards, its inclusive education mandate to admit all children who apply including challenged children, reduces its system-wide average scores. This prompts most colleges and universities to prefer school-leavers of CISCE, CSBE and state exam boards for admission.

Another focus area of the NIOS management is adult education programmes. Its Open Basic Education (OBE) programmes (equivalent to classes III, V and VIII of the formal school system) for the 14+ year's age group are offered by 664 accredited agencies across the country. Last year it certified 30,547 students, bringing the total number of students certified under the programme to 169,632 thus far. Moreover the institute's equivalency and vocational education programmes are integrated into the Sakshar Bharat Mission (National Literacy Mission). NIOS proposes to cover 70 million learners under this scheme by 2012 by setting up Adult Education Centres in village panchayats countrywide.

Likewise the NIOS management is aware of the need to up skill school dropouts and in-school children. Therefore vocational education and training (VET) is also a focus area for the institute. NIOS currently offers 86 VET courses through 1,106 accredited study centres. Since 2000, 78,645 learners have been certified and currently 61,811 learners are enrolled in its various VET programmes which are delivered through the hybrid distance learning model combining postal tuition packages with practical training in affiliated centres.

Yet if there is a perception that NIOS school-leavers are not academically on a par with students writing CISCE, CBSE and other board exams, it's perhaps because the institute's management has been tardy in utilising new information communication technologies which have revolutionised K-12 education. Unlike the Delhi-based IGNOU its counterpart in the

higher education space which since its promotion has morphed into the world's largest distance education university with an enrolment of 2.89 million students NIOS has been slow to embrace new ICTs to supplement its printed course material. While more than 95 percent of IGNOU's content is available digitally and over 1,600 video-based lessons are accessible on YouTube in addition to its e-Gyangosh website, an internet repository of all its learning resources, NIOS content is not yet accessible digitally.

Given that only 34.62 percent of the 196,882 students who wrote NIOS' class X, and 35.99 percent of 199,682 class XII students were awarded certification last year (cf. CBSE class X: 89.28 percent and class XII: 79.87 percent), it's obvious that instruction through traditional postal study materials and the occasional personal contact programmes is insufficient to improve learning outcomes. Therefore there's urgent need for NIOS to embrace new ICTs and internet technologies facilitating video-based lectures webcast on the internet and/or beamed through satellite; two-way video conferencing; and interactive multi-media CD-ROMs. Greater convergence of the ODL and conventional schooling systems is also required to improve student learning outcomes and pass percentages.

Addressing the 19th general body meeting of NIOS on February 15, Union HRD minister Kapil Sibal acknowledged that a more effective system is required to improve the learning outcomes of distance secondary and higher secondary learners. "Considering the fast pace at which the country is moving forward, NIOS should be regarded not as a poor alternative but as an effective empowering alternative by producing high quality delivery materials which need to be continuously evaluated by an outside agency. It should also evolve a policy through incentives to attract regular schools to embrace the open school concept to increase its credibility and improve its national acceptance. NIOS has to actively reach out to the 15 million learners who are out of school," said Sibal speaking on the occasion.

Certainly the aims and objectives of NIOS are unexceptionable and this low-profile institute/examination board is well-positioned to provide millions of children who drop out of the formal school system an opportunity to resume secondary and higher secondary education. With the institute having crossed the 21 years threshold and come of age, the mood on the 5.5 acre NIOS campus in Noida is of cautious optimism. "We are conscious of the need to reassess the educational needs of our diversified target groups, link education with vocational training, integrate open schooling with the conventional learning system and promote NIOS chapters in all states of the country. Therefore future plans include revision of the NIOS curriculum, integration of ICT and online technologies to improve learning outcomes and introducing industry relevant VET and adult education programmes. Moreover we intend to become actively involved with the government's secondary education for all goal by 2017 initiative, and in implementing the Right to Education Act by providing academic and professional qualifications to teachers. NIOS is poised for a great leap forward in the next decade and we intend to make this trans-formation happen sooner than later," says S. Jena, chairman of NIOS.

For the 105 million children who drop out of school every year, 10 million challenged children excluded from the mainstream education system and 240 million adult illiterates denied access to secondary school and formal vocational education certification, it's vital that

NIOS is strengthened and expanded to help them resume and complete secondary education. If India has to achieve its long cherished goal of quality education for all, NIOS has to become a household name and national success.

VII. CONCLUSION

Education is vital area to develop the skills and helps to achieve the goals, which helps to develop the country. From this study it is found that school drops students have another chance to learn and study with national institute of open schooling. NIOS has played a critical role in providing a second chance to school dropouts, challenged children and adults to resume access and continue secondary education. The private education sector also tries to start the open schooling system for the same.

VIII. REFERENCES

- i. Ansie Minnaar. (July 2013), Challenges for Successful Planning of Open and Distance Learning (ODL): A Template Analysis, The international review of research in open and distributed learning, Vol. 14, No. 3. <http://www.irrodl.org/index.php/irrodl/article/view/1387/2528>
- ii. <http://nbosindia.com/379-The-History-of-Distance-Learning.html>
- iii. <http://www.ugc.ac.in/deb/aboutDEB.html>
- iv. <http://www.irrodl.org/index.php/irrodl/article/view/1387/2528>
- v. <http://www.njvu.org/top-10-advantages-and-benefits-of-distance-learning/>
- vi. <http://www.westga.edu/~distance/ojdla/spring81/maguire81.htm>
- vii. <http://www.schoolofed.nova.edu/bpol/pdf/BestPracticesforOnlineInstruction.pdf>
- viii. <http://pustaka.ut.ac.id/pdfartikel/73-emerald.pdf>
- ix. <http://www.irrodl.org/index.php/irrodl/article/view/741/1433>
- x. <http://www.irrodl.org/index.php/irrodl/article/view/1387/2528>
- xi. https://wikieducator.org/images/3/3d/PID_178.pdf
- xii. <http://pcf4.dec.uwi.edu/viewpaper.php?id=274&print=1>

PERSONAL SWOT ANALYSIS FOR DEVELOPING SELF MANAGING LEADERSHIP

Dr. Neha Jain

Assistant Professor

Department of Pedagogical Sciences

E-Mail: neha.jain870@gmail.com

ABSTRACT

In the present challenging world of scientific and technological development, adjustment of man is becoming difficult day by day. To make a balance with these changes, individual have to develop his/her own qualities by analyzing inner self. Knowing our inner self requires a high level of introspection and self-awareness. Mindful consciousness gives rise to awareness and presence, and is the source of confidence in one's ability to get things done—even in the face of adversity. It is also true for any organization because it argues that there can be no planning, no productivity, no management or sunrise of universal wellbeing without the readiness of the people to work with a sense of common aims, a perceived sense of common direction and a converging feeling of total dedication and higher consciousness. The central idea — is Self and Self-management as an essential step to the new management era. This paper throws light on the importance and ways of developing self-managing leadership quality within the individual. A deep approach of personal SWOT analysis is also discussed to promote self-evaluation by individual to get success in daily work as well as in professional life.

Key words: Self managing leadership, personal SWOT analysis

I. INTRODUCTION

In the present world of highly scientific and technological pursuits, newer and bigger challenges are experienced everyday with cut-throat competition. Only well-balanced men and women, with sterling management qualities can escape the onslaught of such storm; otherwise the time-bomb of emotional stress and anxiety can be disastrous for the self. To know our inner self is to know our purpose, values, visions, motivations, goals and belief. Knowing our inner self requires a high level of introspection and self-awareness. If we have clarity to at least half of what is listed above, we probably hold quite a high level of self-awareness. The process of discovery never ends — it's a life-long journey so it's important to find our inner self because we are the owner of our own life. This life is not defined by our roles or identities but it is defined by individual. If we are not connected with who we really are, it means we are probably just living our life for completing others' goals, expectations and projections rather than what we really want. To know our inner self is the first step of living a conscious life of our making.

II. MAN +AGE+MEN+T

We always want to manage others, manage men, money, market, material, machines etc.... but always forget the man within and therefore it is said that the MAN is before the MEN. If I do not know how to manage myself, how can I manage others? The old traditional ways of

managing not longer work and will never work again. The old management practice has been erected on the assumption of human limitations as a basis for organizing.

It argues that there can be no planning, no productivity, no management or sunrise of universal wellbeing without the readiness of the people to work with a sense of common aims, a perceived sense of common direction and a converging feeling of total dedication and higher consciousness. The central idea – is **Self and Self-management** as an essential step to the new management era.

III. HOW DO WE MANAGE THE INNER MECHANISM?

The challenge to various organization is to provide a framework for people to understand their own journey through change so that they can best contribute to the organization. We cannot change the consciousness of the organization without changing the consciousness of the people working within the organization. Consciousness means the state of mind. To change the consciousness means to change our thinking process. Think in a different way for example- In Olympics, the difference between the first winner and second is marginal but the first is remembered and the second is forgotten. Consciousness takes real effort to locate the energy needed to pursue one's purpose at work consistently, every day. It's akin to the energy that entrepreneurs use to create entirely new enterprises out of ephemeral ideas. Mindful consciousness gives rise to awareness and presence, and is the source of confidence in one's ability to get things done—even in the face of adversity. It is resilience and the ability to focus, to be present in the moment and to execute with clarity and effectiveness. At its best, it is what performers and leaders of all kinds describe as being in the zone—a near-perfect state of focused awareness. We cannot expect others to change, circumstances, situations, government laws or structure. In present set up, we all would function in unpredictable manner. It is rightly said that the gateway from the old paradigm to the new is the individual and changes in the individual come from inside or from his inner conscious. Brahma Kumari's given a clear concept of process of effectiveness and change in individual which can be presented by the diagram given below:

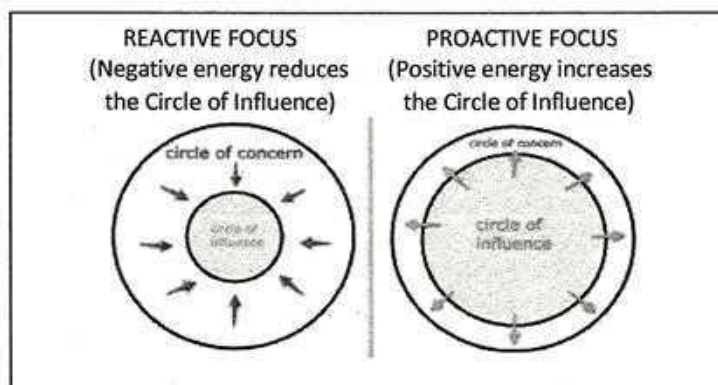


Fig showing the process energy transformation in circle of influence and concern

In this diagram there are two circles which affect an individual's life. The circle of Influence is concerned with all our dealings like our values, vision, beliefs, attitude, assumptions, thoughts etc. We have direct control on circle of influence but circle of concern is related to everything outside ourselves like economic condition, rules and regulation decided by authorities and

global competitions and we do not have control on it. If we want to change the external condition and become concerned about external circle, it means we are pressurizing our inner traits and generating a negative force i.e. reactive force. In this situation our inner circle contracts and produces negative energy in our mind which will reduce our effectiveness. However when we expand our inner circle of influence, the gap between both the circles gets reduced and produce positive energy waves. The result is that we do not get influenced by external force but are always optimistic and are able to bring about the changes in the way we want.

The Consciousness approach includes:

- Aspiration
- Concentration
- Introspection
- Within-to-without principle

III (A) Aspiration. All the decisions should be taken with intense aspiration, deepest devotion and perfect objectivity. The choice based on inner being will determine the externalities to achieve the goal.

III (B) Concentration. By concentration one can peep into oneself inner being and discover its fullness and beauty. To reach the right solution one must retire for a while in perfect peaceful silence when he can identify with the problems, search for alternatives and reach the solutions.

III (C) Self-Introspection. The main principle is: **SEARCH YOURSELF FIRST.** The best protection from conflicts and tense relationships with people is a sincere examination of your inner world. Consult your consciousness and apply objectivity to it. Develop the golden attitude: Others can be right and I can be wrong!

IV. SELF-MANAGING LEADERSHIP

As the external environment changes fast, the importance of Self-management increases. It is hardly possible to manage the external environment with the existing setup anymore. So the emphasis has shifted from external to the internal i.e. towards managing our inner environment that is, harnessing our inner resource. We can consciously create our future on the basis of guiding values and a focused vision at the future i.e. called the self-managing leadership.

Self-managing leadership is a practical self-development programme for people who are facing major challenges in their life. It provides individuals with the personal skills and confidence necessary to master change and lead others through the present day chaos of transformational change. The organization planning model is a road map that gives a direction to the people to determine the way they have to navigate and achieve their vision. Transformational Leadership model is a way to plan and reengineer change in one's own life is done on the basis of a model very identical to the corporate planning model that is used to reengineer the organization because planning of the individual is planning for the organization. Similarly self-management also provides a personal planning model for self-development. It includes the identical steps as the organizational planning model to develop a clear focus and reorganize from within. Three Steps to Management by Consciousness are-

I. Healthy attitude to work

2. Improving the organization
3. Interiorizing the management

IV (A) Healthy attitude to work- Before planning for the business and all its operations, individual should define his/her own attitude to business. The success of a business or organization depends on the attitude of the person who is dealing it. So he should ask from himself that, what kind of values prevail in his attitude to organization?

IV (B) Establishing healthy relationship in the organization- We are living in a changing, faster-paced, more perplexing world – one in which educational scenario, needs and attitudes to work have completely changed. Moulding the style that you work with people of your workplace and making a cooperative environment will take time, patience and commitment to make the shift that is needed in this key element of a new management model.

IV(C) Interiorizing the management- Modern management paradigm is an exercise in harmonizing men, material and methods towards the completion of goals leading to human development, social benefit and global welfare. So relationship between MAN and people is the base of successful management scheme. Man has high potential for excellent performance. Each of us is a complex entity. The difficulty arises because each part wants to affirm itself without regard to the claims of the others. To coordinate and harmonize different pulls in ourselves is a must for the enduring success. This is the essence of self-management.

The organization's direction is determined on the basis of facts obtained from organizational SWOT analysis so as to move in to the future. The insight help to redefine the mission and the values become fuel to reach out the vision but at the same time the barriers cannot be ignored in the key result areas or goal. The strategies adopted should be in alignment with the values and then action plan and an implementation process has to be developed.

Similarly self-management personal planning model becomes the road map for self-development and in leading a meaningful life of fulfillment and satisfaction. But it is important to have the right mental state. We should be free from all preconceived notions about the self and the things which are influencing us. The best mental position is that of a detached observer. We are able to see ourselves and the influences in the way of our life.

The organizational direction is determined on the basis of the facts obtained from the organizational SWOT analysis. The insight helps to redefine the purpose and vision. Values become fuel to reach out the vision but barriers cannot be ignored in achieving the goal. The strategies adopted should be in alignment with the values and then an action plan and an implementation process has to be developed.

V. Personal SWOT Analysis

Our personal strength are those aspect of life which are really good, weaknesses are those aspect of life which are not good and causing sorrow. Opportunities are those golden chances that may be right in front of us and threats are those things that we may worry about in the future. Thus being in the present moment we go in to the past time, recollect the memories from the past situations and events and finally find out our personal strength on which we can depend in future. Our old weaknesses and how they could be removed for

better future. If we are not able to do that then in future great risk or negative challenges or threats will come. What are the opportunities that we can see opening up in our own life.

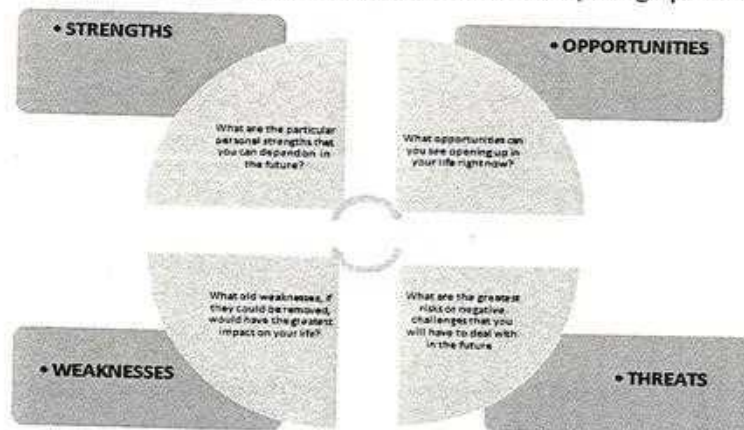


Figure showing personal SWOT analysis

VI. CONCLUSION

We need to harness our personal power to bridge the gap between what we have to do and what we are actually doing by overcoming our inner shortcomings. We should handle all the situations and apply right powers at right time to become efficient. Self-managing leadership helps us to have more control of our own thoughts, feeling and behaviour. It make better leader through better understanding and practical application of spiritual knowledge and principles.

VII. REFERENCES

- i. George, B. (2011). Leadership skills start with self-awareness. Retrived from <http://www.billgeorge.org/page/leadership-skills-start-with-self-awareness>
- ii. Jason A. Grissom , Susanna Loeb , Hajime Mitani , (2015) "Principal time management skills: Explaining patterns in principals' time use, job stress, and perceived effectiveness", Journal of Educational Administration, Vol. 53(6), 773 – 793.
- iii. Kumar, S., Vivek S. ,& Chauhan, C.(2014). Managing Self for Leadership. Indian J Community Medicine.vol.39(3).138-142.
- iv. Politis, J.D (2001) The Impact Of Self-Management Leadership On Organisational Creativity Retrieved from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwigx7y0yczOAhXKro8KHa_UAvsQFggcMAA&url=http%3A%2F%2Fwww2.warwick.ac.uk%2Ffac%2Fsoc%2Fwbs%2Fconf%2Folkc%2Farchive%2Foklc5%2Fpapers%2Fh-1_politis.pdf&usg=AFQjCNHflsx2CagixNnr_OAY9D3xRyg-BQ&sig2=fkMdtg7SebsR8ZYYj0JSBg&bvm=bv.129759880,d.c2l
- v. Politis, J.D.(2006). Self Leadership behavioural focused strategies and team performance: The mediating influence of job satisfaction. The Leadership ans Organizational Development Journal, vol 27(3).
- vi. Usha, B.K. (2003). Self Managing Leadership. Literature Department, Prajapati Brahm Kumaris Ishwariya Vishwa Vidyalaya, Mt. Abu.

ACCESS TO JUSTICE FOR ALL: A HALLMARK OF SOCIETY

Mr. Saurav Das
BBA, LL.B
Christ University
E-Mail: saurav.das@law.christuniversity.in

Shaloma Thakur
BBA, LL.B
Christ University

"Be you ever so high, the law is above you"

- Lord Denning

ABSTRACT

Laws are a set of principles that a community recognizes and abides by to maintain peace and render justice to all in case of any violations. Today, access to socio, economic and political justice is an essence and a hall mark of the society. Access to justice is a basic human right under the common law system and also a recognized principle in international law. We live in a State where the supremacy of law prevails and not of man. The principle of rule of law is upheld. The state is the protector of the rights of its citizens and a guardian of justice. One of the explicit features of Access to Justice is the right to access courts which covers free legal aid and a speedier trial. Right to access courts is a basic right that each individual possesses in order to get justice. It is an inalienable provision which has been in existence even before the Constitution. Right to Access courts is a basic human right and is covered under the blanket of Right to Life and Right to Equality which are Fundamental Rights under Article 14 and 21 of the Constitution respectively. Also, Article 22 which talks of right to consult a legal practitioner after arrest or detention is an important limb of access to justice. If a person is arrested it is his fundamental right to get a legal practitioner; right to be produced before a magistrate within twenty-four hours etc. Free legal aid under Article 39A of the Constitution, is a principle to achieve the right to access to courts and consequently a key for Access to Justice. State being given a duty of welfare function must provide free legal aid to the people who are not economically strong or are backward. Rule of law is parallel to access to justice and goes hand in hand.

Key Words: - Justice, Law, Economic, Human Right, Civilization

I. INTRODUCTION

Today, in a civilized state the issue pertaining to access to justice and rule of law is an important ingredient of the justice delivery system and rule of law. The judiciary goes hand in hand with proper rule of law and ensures that its benefit reaches to everyone across the length and breadth of the country. The part played by the three mechanisms in our state, that is, the Legislature, Executive and Judiciary is very important to keep checks and balances and implement the rule of law in the society. Law is a set of principles and rules that a civilized nation follows to govern itself. The principles of Rule of Law, equality and non-arbitrariness

is the essence of our Constitution. The Constitution of India is the basic document and the statute of the country that has more fundamental values than any other statute that we have. The scope of the Constitution is wide and covers all the rights that a person should be given, be it property, equality, liberty, life etc. One of the main facets of the rule of law is proper Justice. Justice is the first virtue of the preamble too. A theory however elegant and economical must be rejected or revised if untrue; likewise laws and institutions no matter how efficient and well-arranged must be reformed or abolished if they are unjustⁱ. Likewise basic access to justice is a facet of equality, life and also rule of law as per the jurisprudence of legal philosophy. Every individual is born free and has natural and human rights, access to justice is also one of them. When an individual is wronged by another member of the society, it is the responsibility of the state to bring justice to them. The state should provide all citizens with an equal opportunity to access the courts of law.

Like the Commonwealth countries the Indian Judiciary is also rooted with common law aspects and legal principles. Access to justice has a great importance in the life of humans. When we recall the words 'access to justice' the first expression that strikes our mind is the approaching the courts and the need to approach the court. But, the word access to justice should have a wider interpretation in law. Access to justice also means that a person has the right to be heard, to get justice, get a free legal aid if needed and also approach the Supreme Court with Public Interest Litigation for the interest of not only self but for the public and for the general interest of justice.

II. WHAT IS ACCESS TO JUSTICE?

'Access to Justice' is a basic human right conferred by law and exists unless it is taken away under any valid exercise of statutory or constitutional power by the legislatureⁱⁱ. In common understanding, the term 'access to justice' is termed and measured at par with the access to dispute resolutions provided by the State. In early years, the right to access justice meant a right to defend self in a litigation and defend a proper claimⁱⁱⁱ. The reasoning behind the claim was the understanding of the concept behind justice and the justice system and the underdevelopment of people and the influence of monarchy. This understanding changed as the civilization moved forward and the scope of access to justice was widened. Justice in the past was used in a narrow sense, though justice was still a natural right available to the people and the natural rights do not require affirmative state actions as the rights were already pre-existing and guaranteed by the state and such rights cannot be taken away by the state. But, laws are not static but are dynamic in nature and it changes fast with time and people. Law should be just, what is right and what the majority group wants, given that those wants are correct and at par with the rule of law. Thus, from the principle of narrow view the access to justice has become an effective right now for the people of this country. The right is not just only a claim but it is also a right to be able to access such forums, get an effective remedy, being judged by unbiased judges, claim effective remedies, access to justice even when not having sufficient resources like fees to a legal practitioner and many more. The term access to justice must not be restricted and not be termed with right to access to courts only. In a welfare state there is a right to be protected and the state's duty to protect citizens of the country. The

state police and other up keepers of law form an important part of this justice system and are the guardian of our rights. The guardians of the right to access to justice are also other state mechanisms like a government office. When a poor goes to the pension office after serving the state till sixty years, he expects a peaceful life and has the right to get pension if guaranteed.

III. HISTORY OF ACCESS TO JUSTICE IN INDIA

In ancient India, Kings were the ultimate authority to impart justice. The king resolved the disputes and his words were the ultimatum. In the Mahabharata, it was laid down, "The people should execute a king who does not protect them, but deprives them of their property and assets and who takes no advice or guidance from any one. Such a king is not a king but misfortune." These provisions indicate that sovereignty was based on an implied social contract and if the King violated the traditional pact, he forfeited his kingship.^{iv} After this, with the Islamic invasion came a different form of justice system. The establishment of the Muslim rule in India opened a new chapter in the judicial history of the country. The conquerors brought a new religion, a new civilization, a new social system which had a profound effect on the judicial system of the country. The prophet set the ideals for justice himself and the principles were considered the highest during the medieval times.

Eventually after the British invasion, the administration of the country went into the hands of the British. As followed in other commonwealth countries, the adversarial form of the legal system was followed where two advocates represent their parties' positions before an unbiased judge who attempt to determine the truth of the case. After the First War of Independence in 1857, the control of the company territories in India passed to the British Crown. This brought the next big shift in the Indian Legal System. Mayoral courts were replaced by the Supreme courts. During the British Raj, the Privy Council acted as the highest court of appeal in India. Cases before the council were adjudicated by the law lords of the House of the Lords. The state sued and was sued in the name of the British sovereign in her capacity as Empress of India.^v It wouldn't be wrong if we said that the justice system of that time gave preferential treatment to the British. British enjoyed various kinds of immunities from being prosecuted in criminal or civil cases. The East India Company established a system of courts in the three presidencies i.e., Bengal, Bombay and Madras. Later the crown replaced the company's administration and the judicial structure became more uniform. With time, Sir James Fitz James Stephen and Sir Henry Maine created a legislation structure regarding the various types of laws. The new system tried to incorporate the principle of rule of law in the justice system and succeeded up to an extent as all Indians were considered equal regardless of their caste and religion. But a flaw was present as Europeans had different courts and laws for governing them. Also, in criminal cases they could be tried only by a British judge which defeated the whole purpose of rule of law and equality before law.

IV. ACCESS TO JUSTICE IN INDIA AND ACCESS TO COURTS

In mythology, India was considered a land of battles and people were governed by the kings and queens who were the supreme authority. It was a polity with chaos and most of the times arbitrary. In Europe, the law was what the king and the Churches declared as they formed a

major part of the political union that governed and ruled the states. The courts were after words included in the Common Law system and the right to access courts in India became a part of our rights even before the Constitution of India was born.

In *Llewnya Evans vs. Unknown*^{vi}, the petitioner was arrested and was not allowed to meet or communicate his legal adviser until the police investigation was completely over. The executive had such power from Section 74 of City of Bombay Police Act, 1902. The Hon'ble High Court of Bombay said, "Steps were taken to lay down definitely that no obstruction should be put in the way of an unconvinced prisoner communicating with his legal adviser."

The end result of justice should be to have a fair and reasonable justice and the spirit of justice is fairness and non-arbitrariness and if we want to uphold the non-arbitrariness and fairness we should give other the parties in a case a right to be heard in an equal way, giving an equal opportunity before the court of law. The court in the *Llewnya case*^{vii} relied on the term 'preparation' which is an important facet for the access to justice and if made with a proper aid, skill and mind will give a great legal assistance to the people.

In *P.K. Tare vs. Emperor*^{viii}, eleven men were arrested for participating in the Quit India Movement of 1942. The executive detained the eleven protesters under the Defence of India Act, 1939. The eleven protesters challenged their detainment because they were not allowed to seek advice from their legal representatives and also were barred from approaching the court in person and represent themselves and put their contention before the court. The Government contended that the right to move to courts to access justice by the way of Habeas Corpus under section 491 of the Cr. PC of 1898 was also suspended by the Defense of India Act, 1939.

The Court rejected the defence that was brought out by the petitioners in the court of law, and referred to the judgment *Eshugbayi vs. Officer Administering the Government of Nigeria*^{ix}. Referring to this case it was decided that not allowing a person, the access to a lawyer is not correct in the eyes of law, and any such act must be justified and unmistakable. The court in the *P.K. Tare vs. Emperor*^x, finally held that the right to move to the High Court is intact and cannot be messed upon.

The above mentioned precedents were pre-constitutional, but after the draft of the constitution and its implementation, the right to access to justice, especially the right to consult a legal practitioner is mentioned as a fundamental right under Article 22(1) of the Indian Constitution.

The scope of Article 22 is wide enough and includes the right to consult a legal practitioner for upholding the person's right to access to justice. India is a welfare state and is duty bound to protect the rights of the individuals makes sure that the mechanisms i.e. Legislature, Executive and Judiciary is abiding by the Rule of Law by the way of proper checks and balances. A right is an interest and right to access to justice is one of the important aspects of that right and hence we find right to consult a legal practitioner in the form mentioned under Article 22(1) of the Constitution. The Hon'ble Supreme Court has also stated that an arrested person has a right to consult a legal practitioner, upon request, to have someone informed and also consult a lawyer privately. These rights are directly related to Article 21 and Article 22(2) of the Indian

Constitution^{xi}. The court has directed that these rights of the arrestee be recognised and scrupulously protected^{xii}.

In the case of *Keshav Singh*^{xiii}, the Supreme Court said that, The existence of judicial power in that behalf must necessarily and inevitably postulate the existence of a right in the citizen to move the court in that behalf."

V. ROLE OF PILs vis-a-vis ACCESS TO JUSTICE

Public Interest Litigation (PIL) is a form of litigation in the interest of a weaker section of the society or for the public at large in general. The general laws of our country mentioned that only the aggrieved party can knock the doors of the court to get justice. Prior to 1980s, only the aggrieved party could personally knock the doors of justice and seek remedy, and no other individual was allowed to file a case for some other person if the person is not directly being affected by some act and the access to courts for the access to justice was restricted by this. Each individual must have a *locus standi* before the court of law to present his /her case before the court and if a *locus standi* (standing required in law) is not proved, the person won't be allowed to present the matter. Consequently, we can establish that there was hardly any nexus between the courts and an individual who is unable to present his case due to unforeseen circumstances. India has a vast population of illiterates. As per the 2011 Census conducted by the Government of India, India has a total illiteracy rate of 74.04%^{xiv}. The figure seems promising, but the ground reality is far from better. In India today, 4% of our children never start school. 58% don't complete primary schools. And 90% don't complete school^{xv}. With this rate, India suffers majorly where the people are not aware of their rights and duties. These communities are thoroughly exploited by the people who want to make easy gains by deceiving them. These illiterate groups do not raise their voice with the fear of either being beaten up, kidnapped, raped as a revenge for raising their voice. This chaotic situation does not imply the principles that the framers of the Constitution though while drafting the Constitution of India. But, the reality shifted from what it was supposed to be. By the way of rigid judicial activism, we have derived and evolved the rule of filing Public Interest Litigation in the Supreme Court of India. PIL disregards the historical concept where the aggrieved party can only file a matter before the court. Justice Bhagwati stated on this point that "*A new dimension has been given to the doctrine of locus standi which has revolutionised the whole concept of access to justice in India*"^{xvi}

The Public Interest Litigation (PIL) under Article 32 of the Indian Constitution helps an individual of a public spirited citizen to file a PIL. Our current procedural jurisprudence is not of individualistic Anglo- Indian mould. It is broad-based and people-oriented, and envisions access to justice through 'class actions', 'public interest litigation', and 'representative proceedings'. Indeed, little Indians in large numbers seeking remedies in courts through collective proceedings, instead of being driven to an expensive plurality of litigations, is an affirmation of participative justice in our democracy^{xvii}. Also, the appointment of Amicus Curiae in these matters ensures objectivity in the proceedings. Judicial creativity of this kind has enabled realisation of the promise of socio-economic justice made in the Preamble to the Constitution of India^{xviii}.

VI. FREE LEGAL AID AND ACCESS TO JUSTICE

Legal aid, mentioned as a Directive Principle of State Policy, under Article 39-A of the Constitution of India. The Legal aid concept was propounded by the framers of the Constitution to reflect the welfare state principle, where there is no suffering due to low economic conditions of a human being and one should not be deprived of the rights if the individual does not have economic backing. Right of an individual is greater than economical facets and should not be considered at par with access to courts and judiciary must always consider rights of an individual at a greater footing than economic condition of the individual.

Legal aid is not only a subject which students of law should implement in their daily life but it is a spirit of rule of law reflecting equality and access to justice. Lord Denning in his words have described legal aid as, "The greatest revolution in the law since the post second World has been the evolution of the mechanism of the system for legal aid. It means that in many cases the lawyers' fees and expenses are paid for by the state and not by the party concerned. It is a subject of such importance that I venture to look at the law about costs as it was-as such it is-and as it should be".

Legal aid is a concept that we have derived from the concept of Magna Carta of England during the reign of King John of England. Magna Carta was the first document that mirrored equal justice and rule of law. But, saving all these, we will not be able to define the term legal aid. As per Section 2(1) (c) of the Legal Services Authority Act, 1987.

Section 2(1) (c): "Legal Service" includes the rendering of any service in the conduct of any case or other legal proceeding before any court or other authority or tribunal and the giving of advice on any legal matter."

If we go through the objective of the Legal Service Authority Act, 1987 we will come across a beautiful principle, which promises the right and the access to get a proper justice to each and every individual be it any one.

'An Act to constitute legal services authorities to provide free and competent legal services to the weaker sections of the society to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities and to organise Lok Adalats to secure that the operation of the legal system promotes justice on a basis of equal opportunity.'

The above objective mentioned in the Legal Service Authorities Act, 1987 reflects the thinking and the purpose of implementing this act.

It is a valid fact that a person needs money to survive, but it is also true justice has a greater footing than money. Imagining the gown of a lawyer that the lawyers wear now before approaching the Honourable Courts, we see, a stitched sack attached to the gown of the lawyers. Going back to history, when Charles II of England died in 1685, the entire legal fraternity was mourning and had designed the mourning gown. This was the origin of the robe that the lawyers still wear today. The robe still has a mysterious piece of triangular piece of

cloth, in twos, stitched on the side of the gown, it is believed that because the legal practitioners were not directly paid by their clients, hence, the clients used to pay ex-gratis amount to the lawyers who represented them in a case. One compartment was for gold and the other compartment of the gown was for silver coins. Alternatively, the barristers could not see what amount being paid to them by their clients, so that their quality of service is not affected in the court of law^{xx}. This was how the concept of charging a fee evolved in the legal fraternity but is now slowly becoming a chess board of money.

The inclusion of Article 39-A in the Constitution of India in Part IV of the Constitution, makes a reference to the State to ensure Justice on the basis of equality by providing a free legal air to the citizens of this country. Article 39-A, by the terms of the Constitution is not a fundamental right and hence is kept away from the part IV of the Constitution, but it is a well settled provision that speedy trial and justice and a right of representation oneself before the court of law is a well settled provision and has a nexus with Article 21 of the Constitution, i.e. Right to Life. It is the obligation and a duty of the Court to uphold the rights of the people as per the values mentioned in the Preamble.

In India the courts too have understood and expressed its need to give legal aid to the needy. In *Akhil Bandhu Saha vs. State of West Bengal and Others*^{xxi}, the court said that it is the embodiment of the will and the aspirations of the people of India that the State either by enacting laws or by framing schemes or in any other way ought to ensure easy access to justice to each and every citizen suffering from economic or other disability, on the basis of equal opportunity. In *Advocates Association of Western India vs. Union of India and Others*^{xxii}, the Bombay High Court specifically stated that, there is an imposed duty on the State to secure that the operation of the legal system promotes justice on a basis of equal opportunity and in particular, provides that the State shall provide free legal aid to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities. Access to justice is recognized as a fundamental right^{xxiii}.

Hence, access to justice is a limb of non-arbitrariness and a mirror of a welfare state principle adopted by the Constitution and the framers of the Constitution. Today free legal aid is a need in the Indian society where many people are oppressed of their rights and obligations merely because they are not aware of their rights because of acute illiteracy and poverty and also sometimes, due to fear of the high class. There are several atrocities that are being committed each day on men and woman who are not much educated, and those who do not have the economic standing and capacity to represent themselves in a case, if they want to because of lack of economic backing. Hence, it is important that we educate such people of their rights so that the rule of law and the principles and values of the Constitution and the Preamble are upheld.

VII. CONCLUSION

A functional democracy is essentially an embodiment of equality and justice. It is the duty of the state to safeguard the interests of its people and also provide them with appropriate remedy in case of any violation or infringement. Every individual has an equal right to approach the

court to address their interests in front of unbiased judges. It is the responsibility of the courts to see that the justice is done and the grievances are appropriately addressed. In India, Judiciary is the body that takes care of the rights of the individual. The Indian Judiciary has a clearly defined structure and hierarchy. At the lowest level are the district courts and at the highest there is the Supreme Court. All the courts have defined jurisdictions to avoid any clashes and confusions. The individual approaches the court as per the need and the violation. The judgment given by the court has to be adhered to but if the individual thinks that justice has not been done, the judiciary provides him with the ability to appeal to the higher courts. Also, since the state has the responsibility to see that everyone can access justice, it provides free legal aid to the people who cannot afford. The idea behind it being that everyone has equal access to justice regardless of his caste, religion, economic conditions etc. In a democratic society, it is important that the state follows the principle of justice, equality and liberty and by taking measures to give equal right to access justice to all citizens, the state moves forward in that direction.

VIII. REFERENCES

- i. John Rawls, '*The Theory of Justice*', The Belknap Press of Harvard University Press Cambridge, Massachusetts, Page Number 03
- ii. Prof. (Dr.) Ranbir Singh, 'Access to Justice and Legal Aid Services with special reference to Specific Justice needs of the Under Privileged People', *also available at* http://saarclaw.org/publicationFile/1023_Prof.%20Dr._%20Ranbir%20Singh%20-%20Access%20to%20Justice%20and%20, last accessed on October 15th, 2015, 21:50 PM.
- iii. Cappilietti, M. & Garth, 'Access to Justice', Vol. I, The Florence Access to Justice Project, Sijthoff and Noordoff, Milan Publication, 1978, Page 7
- iv. Mr. Justice S. S. Dhavan High Court Allahabad, *The Indian Judicial System A Historical Survey*
- v. The Bar Council of India, Brief History of Law in India, *also available at* <http://www.barcouncilofindia.org/about/about>, last seen October 19th, 2015, 11:32 AM
- vi. (1926) 28 BOMLR 1043; 97 Ind Cas 801
- vii. Supra.
- viii. AIR 1943 Nagpur 26
- ix. Appeal No. 42 of 1930, His Majesty's Privy Council
- x. Supra.
- xi. Jogendar Kumar vs. State of Uttar Pradesh (AIR 1956 All. 641)
- xii. M.P. Jain, *The Indian Constitutional Law*, 7th Edition, Lexis Nexis Publication, Page No. 1184
- xiii. AIR 1965 SC 745
- xiv. The Census of India, 2011 *also available at* http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf, last accessed on October 17th, 2015, 10:51 PM
- xv. India's Education Crisis, Teach for India *also available at* <http://www.teachforindia.org/about-us/india-education-crisis>, last accessed on October 18th, 2015, 11:38 AM
- xvi. People Union of Democratic Rights and Others vs. Union of India and Others (1982 AIR 1473; 1982 SCR (1) 456)
- xvii. Akhil Bahrtiya Soshil Karmachari (Railway) Sangha vs. Union of India and Others (1981 AIR 298; 1981 SCR (2) 185)

- xvii. Honourable Mr. Justice F.M. Ibrahim Kalifullah, 'The Role of Law and Access to Justice', Page No. 07, also available at <http://hcraj.nic.in/joc2014/16.pdf>, last accessed on October 18th 2015, 12:45 PM
- xix. Lord Denning, 'What's Next in the Law', London Buttersworths Publications, 1982
- xx. Western Australian Bar Association Review, 'Why do Barristers wear robes?', Issue – June 1, 2005, also available at http://archive.nswbar.asn.au/docs/about/what_is/gowns.pdf, last seen on October 14th, 2015, 00:05 AM
- xxi. Writ Petition 36440 (W) of 2014, Calcutta High Court
- xxii. Writ Petition 1927 of 2011, Bombay High Court
- xxiii. Advocates Association of Western India vs. Union of India and Others (Writ Petition 1927 of 2011, Bombay High Court)

THE EFFECT OF GLOBALIZATION ON HIGHER EDUCATION

Mr. Dharmpal Singh

Faculty of Commerce & Management Studies,

G.N.K College, Yamunanagar (Haryana)

E-Mail: selvi.gyk@gmail.com

ABSTRACT

Education has direct attribution over human development, one of the three indices on which Human Development Index is based. All over the world, there is a resurgence of interest in Education. 'Education is seen as the gateway to future economic prosperity, an instrument for combating unemployment, the driving force behind scientific and technological advancement, Prerequisite for the cultural vitality of the societies, the spearhead of social progress and equality, the safeguard of democratic value and the passport to individual success'. Above all it helps a State attain the 'civilized society status in the international law parlance. The benefit of education is not just confined to the trading partners but it is the source of development of an economy, society and the individual human being who is the center of all the development concerned.

The social benefits of having a large proportion of the population attaining higher education goes beyond the increase in GNP. The externalities include improvement in health, reduction in population growth, reduction in poverty, improvement in income distribution, reduction in crime, rapid adoption of new technologies, strengthening of democracy, ensuring of civil liberties etc.

Key word: Globalization, Technology, Human Rights, Private Sector, Export

I. INTRODUCTION

Traditionally, education is considered to be a public good, guaranteed by the State and accessed by everybody. 'Everyone has the right to education', 'education shall be directed to the full development of the human personality.., it shall promote understanding tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace'. The International Commission on the Development of Education, set up in 1971, put forward a vision called 'the learning society' and recommended as the guiding principle for educational policies 'that every individual must be in a position to keep on learning throughout his or her life', and that 'the idea of lifelong learning is the key stone of the learning society'. This was the time when only the elites sought and acquired higher education and most people in the world were illiterates and there was a need to promote education to all.

In the later years majority of young people in the world participated in formal education beyond the elementary and fundamental stages of education and there

was an ever increasing demand for higher education. There was a tremendous need for expansion of higher education. Since the 1980's the policy makers in different parts of the world have increasingly recognized that the traditional methods of educational finance and management are unable to deliver even quality basic education to all children and that radical changes are required. There was a demographic, economic and financial pressure on education due to increase in demand, and hence adjustment have to be made between the demand for education-which is linked to the population growth; and supply of education-which is linked to the resources available. This pressure was also due to increased interdependence of nations or the globalisation feature of the modern world, where mobility of students and personnel had risen considerably. By the end of the 1990s the idea of public financing beyond the period of compulsory education started fading-'the period which witnessed world-wide transition of policies in favour of market economy from planned and state regulated systems'. Educational institutions all over the world started facing slash in government funding, they were under pressure to adapt to rapidly changing social, technological, economic and political forces. Financing cutbacks have already placed many universities under financial crisis, and they are trying to increase revenue through increased tuition fees, royalties, downsizing, etc.

The question that arises here is, when education is a 'public good' or 'merit good and when is it a 'private good' who benefits from education? And who should pay for it? Economists argue about where exactly is the boundary between education as a public and private good lies, and tend to regard it as a quasi-public good. Education is a public good when its effects are consumed collectively by the society, and at the same time is a private good when it directly benefits an individual. The higher the level of education of an individual, the better are the prospects for their upward mobility in the labour market, remuneration and other social benefits, hence private returns to higher education are higher than the returns on basic education. But the Task Force on Higher Education believes that the social returns to investment are substantial and exceed private returns by a wider margin.

II. FORCES BEHIND THE GLOBAL TREND

Demographic change, income growth, urbanization, and growing importance of knowledge and skills have a combined effect on the expansion of higher education. The consequence of this expansion in higher education brought about creative responses whereby new types of institutions were born and new providers entered the sector. Private institutions joined the public ones to meet the need of the hour. Not all private institutions are for-profit institutions but there are also not-for profit philanthropic, non-profit organizations and religious entities. The expansion of both public and private higher educational institutions has been 'unbridled, unplanned and chaotic.'

The growth of private higher education institutions increased dramatically in many parts of the world from the 1980's but the exact scale of their expansion is difficult to determine. The enrolments in private higher education institutions were also expanding and this trend

- Maternity Benefits Act 1961
- Medical Termination of Pregnancy Act 1971
- Factories Amendment Act establishing crèches where 30 or more women are employed
- Equal Remuneration Act 1976
- Criminal Law Amendment Act 2013
- Prevention of Immoral Traffic Act 1986
- Commission of Sati (Prevention) Act 1987
- National Commission for Women Act 1990
- Pre-Natal Diagnostic Technique (Regulation and Prevention of Misuse) Act 1992
- 73rd and 74th Constitutional Amendment of 1992 added articles 243 D and 243 T to the Constitution which provided reservation of not less than one third of the total seats for women in the Constitution of the Panchayat and Municipalities respectively.
- Criminal Law Amendment Act, 1983 added Section 498 A in the Indian Penal Code to combat the menace of dowry deaths providing cruelty of husbands and his relatives against the women would be deemed to be an offence.
- Section 113 A in the Indian Evidence Act, 1872, provided for a presumption regarding abetment of suicide by a married woman within a period of seven years from the date of marriage by a husband or his relative. Piece-meal measures have also been taken by the state government to address specific problems faced by women. The State Government enacted a law against eve-teasing in 1998. The Government of Maharashtra issued a notification in 1994 exempting women from paying court-fees in case of maintenance, property disputes, violence and divorce.

Apart from these above mentioned laws, there are some enactments pertaining to industry which contain special provisions for women such as: The Workmen Compensation Act, 1926; Payment of Wages Act, 1936; Factories Act, 1948; Maternity Benefit Act, 1961; Minimum wages Act, 1948; Employees State Insurance Act 1948 and Pensions Act, 1987.

III. INDIAN JUDICIARY & WOMEN PROTECTION

In addition to this, the Constitution of India which is regarded as the Supreme Law of the land, too give women special protection.

The provision that deals with women's rights are as follows:

- Article 14 of the Constitution expresses that the State shall not deny any person the equality before the law and equal protection of laws within the territory.
- Article 14(1) of the Constitution prohibits the state to discriminate against any citizen on the basis of religion, race, caste, sex, ethnicity, etc. Article 15(3) permits the state to make special provisions for women and children.
- Article 16 of the Constitution provides that there should be equal opportunities for all citizens and they should not be discriminated on the bases of religion, race, caste or sex.

- Article 39(a) of the Constitution provides that the state in particular directs its policy in securing that male and female have equal and same rights to an adequate means of livelihood.
- Article 39(e) of the Constitution provides that the health and strength of male, female as well as the tender age of children are not abused and not forced by economic necessity to enter avocation not suited to their age or strength.
- Article 51(A) of the Constitution provides that it will be the duty of every citizen to pronounce practices derogatory to the dignity of women.

Further, Indian Penal Code, Criminal Procedure Code and Indian Evidence Act too have some provisions which provide protection and a sense of security to women. Recently the Government's 'piece-meal' approach to protect women has taken a step forward enacting a law providing protection to women from domestic violence. With the establishment of National and State Human Right Commissions and National Commission for Women, gender issues are now receiving greater attention.

The Indian Judicial System has independently and effectively intervened on the issues of women emancipation and has given a new meaning to the laws already passed and a clear direction which was earlier lacking in clarity.

For instance, in *C.B. Muthamma V. Union of India*, the validity of the Indian Foreign Service (Conduct and Discipline) Rules of 1961 was challenged which provided that a female employee could obtain a written permission from the government before her marriage is solemnized and any time after her marriage would be required to resign. The Supreme Court held that such provision is discriminatory against women and hence unconstitutional. The Supreme Court clarified that it does not mean to universalize or dogmatise that men and women are equal in all occupation and situations, and do not exclude the need to pragmatise where the requirements of particular employment, the sensitivities of sex or the peculiarities of societal sectors or the handicaps of either sex may compel selectivity, but save where the differentiation is demonstrated, the rule of equality must govern.

In *Air India V Nargesh Mirza*, The Supreme Court struck down the provision of rules which stipulated termination of service of an airhostess on her first pregnancy as it's arbitrary and abhorrent to the notions of a civilized society. In *Pratibha Rani V Suraj Kumar*, the Supreme Court held that the *ishtridhan* - property of married women has to be placed in her custody, and she has the benefit of having complete control over it. The mere fact that she is living with her husband and using the dowry items jointly does not make any difference and affect her right of absolute ownership over them. Another landmark judgement was given by the Apex Court in the case of *Gita Hariharan V Reserve Bank of India*. In this case, the court interpreted Section 6 of the Hindu Minority and Guardianship Act 1956 and held that the mother could act as the natural guardian of the minor during the father's lifetime if the father was not in charge of the affairs of the minor.

In *Vishakha and Ors vs. states of Rajasthan*, Supreme Court held that sexual harassment of women at her place of an employment amounts to violation of right of gender equality and right to life and liberty which is clear violation of article 14, 15 and 21 of the Indian

was continuing all over the world. Deregulation in many countries loosened the state's grip on the funding and operation of private institutions. Moreover after the decline of socialist and welfare state model, neo-liberal regimes have become hegemonic in many parts of the world. The notion that education was primarily a right of citizens and a social investment-which had been taken for granted for many decades-was being challenged by a neo-liberal agenda that placed extreme faith in the market.

As far as developed countries were concerned, the decade of the 1990's had seen consistent worldwide reform agenda for the finance and management of universities and other institutions of higher education. This reform agenda was consistent in all parts of the world with political-economic systems and higher education traditions, and different stages of industrial and technological development. This reform process was first started in the United States of America (USA). The institutionalized university restructuring in the USA was done through the "Business-Higher Education Forum", established in 1978 to link the efforts of corporations and universities in science and technology activities, for aligning higher education with the business corporate sector, and to gain an international competitive edge.

This forum inspired the establishment of "Canadian Corporate-Higher Education Forum" launched in 1983 to harmonize the activities of universities with the market. The Thatcher government in the United Kingdom (UK) during the 1980's reduced education budgets, redirected the education system further towards the needs of industry, promoted strong support to private universities and attempted to transform higher education into private profit seeking enterprises. The landmark of Thatcher's university policy was the Education Reform Act, which reduced financial support to higher education and increased accountability for the use of public funds. It required higher education institutions to become consumer friendly, providing the highest quality goods at the lowest price.

In the process, the United States became the leading exporter of education services in the world. Colleges and universities in the US generated a services trade surplus of \$6 billion in 1993. This represents about 19% of the total US. Services trade surplus. Education services (including training and testing) were the fifth largest traded service in the United States. Other major exporters included the United Kingdom, France, Germany and Australia. Since they had a major stake in education service they wanted to ensure that their interests in the industry are properly represented and negotiated in international negotiations, especially, in the GATS.

Now, as far as developing countries are concerned the demand for higher education is much stronger but the investment in education remained either constant or had even declined in many developing countries. China and India are the main market for the education business where the condition is such that the number of colleges and universities in these countries could cater to only 4 to 6 percent of the relevant age group. China was said to be educating 25 percent of the world's students on 1 percent of the world's budget. In the year 1997, China had 1020 regular colleges and universities with 3.17 million students, which constitute about 4 percent of the relevant age group where as in India there were around 220 universities and 8500 colleges catering only to the need of 6 percent of

the relevant age group of 16-23. This gave way for the growth of private universities in China- 'by 1998, the number of private (minban) colleges and universities was put at 1,800. The government identified over 1000 minbans enrolling close to one million (950,000) students. However, quality is a problem, and only 37 of these colleges and universities have approval to issue standard credentials. Of these 37, only 4 issued standard undergraduate degrees. The condition in India is also similar.

The other main reason is that in developing countries social and economic policies are regulated by the conditionalities expressed in Structural Adjustment Programmes (SAP) which are part of loans received from International Agencies such as International Monetary Fund (IMF) and World Bank. Under SAP the indebted states are unable to formulate a university policy compatible with the new economic paradigm. Mean while, the importance of World Bank in education has significantly increased. In the 1970s the dominant donors of multilateral official development assistance was the United Nations (UN) and its organs, but in the 1980s the World Bank's combined disbursement doubled that of the UN and its organs, not so much, however, due to a sizable increase in the World Bank funding in education but due to a significant decrease in the late eighties and early nineties of disbursement to education by the UN and its organs. Patterns of financing for technical co-operation had also changed dramatically over the same period and the World Bank has since become the most important single source of multilateral technical co-operation and the leading agency in setting the education and development agenda. The tremendous power of the World Bank in educational policy-making tends to be attributed to its capacity to mobilize funds and to impose conditions.

Moreover, enhanced mobility of students from the developing country to the developed countries also led to the growth of international trade in education. Not only the students but also programmes and providers started moving across the border to provide education through commercial establishments and franchises.

III. COMPONENTS OF GLOBALIZATION

There are two components in the globalization of education: 1) Internationalization of education and 2) Multinationalisation or Transnationalisation of education. Both these components are not synonymous; they are very different. Transnationalisation or the multinationalisation is the component which seeks to liberalize education.

III (A) Internationalization of Education

Internationalization includes specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments or institutions to cope with or exploit globalization. Basically it seeks to adopt the curriculum, course material and the syllabi that are of international standard and apply it in the local context. For example, the MBA degree originated in the US to prepare professionals for work in the multinational corporations or firms engaged in international commerce. This degree programme is copied in other countries with some modification to suit the local context, but the basic degree structure and curriculum remain

American.

III (B) Multinationalisation or Transnationalisation of Education

Transnational/multinational education is defined as academic programmes or institutions that go beyond national borders. The UNESCO/Council of Europe Working Party, in collaboration with the European National Centers for Academic Recognition and Mobility (ENICs), identified the main types of Transnational Education: franchises, branch-campuses, twinning degrees, international institutions, distance and virtual universities (UNESCO/ Council of Europe, Code of Good Practice in the Provision of Transnational Education, 2000). Franchising is defined as the process whereby a higher education institution from a certain country authorizes another institution or organization, from the same or another country, to provide educational services. The authorizing institution lends its name and curriculum, providing some supervision and quality control to the local academic institution. It is also referred to as 'McDonaldisation'. Branch campus-a "mother" higher education institution from one country establishes a branch campus in another country in order to offer its own educational programs and qualifications. This model could be applied to Open Universities as they seek to secure the right to award degrees and qualifications. Twinning degrees are inter-institutional arrangements whereby two or more institutions agree to set up a joint study programme with a credit transfer arrangement. International institutions offer "international" qualifications that are not part of a specific national educational system for instance, courses offered by the United Nations University, Tokyo, Japan or the one offered by the World Trade Organization. Off-shore establishments are autonomous institutions that belong to no one particular educational system and may not even have a campus in the country (or system) of its origin e.g., Madrasas.

III(C) Liberalization It is the process where cross-border trade is promoted through the removal of barriers to free trade so that the education providers could move freely across jurisdictional borders for commercial purpose or economic gain. The process of liberalization and globalisation in educational service is complex, contentious, inevitable and irreversible. We need to understand the facts and the phenomenon of these changes and get ready for them.

IV. VEHICLES OF GLOBALIZATION

IV (A) English Language: Use of English is central for communicating knowledge worldwide and it is a factor in globalisation. It facilitates cross border degree arrangement and other programmes, and large number of students go to universities in English speaking countries. English is the main medium of instruction in many prominent academic systems like in the United States, United Kingdom, Australia, Canada and New Zealand, Singapore, Malaysia, Ethiopia and much of Anglophone Africa uses English as the primary language of instruction. English functions as a medium of instruction in India, Pakistan, Bangladesh and Sri Lanka as well. International scholarly and research journals are largely published in English and it is at the pinnacle of scientific communication. It gives significant advantage to the United States, United Kingdom and other wealthy

English speaking countries as their authors are writing in their mother tongue and they are familiar with the academic norms-the language and the methodology of writing and editing-but others must communicate in a foreign language and conform to unfamiliar academic norms. English language products of all kinds dominate the international academic market place. Text books written from US or UK perspectives are sold worldwide, influencing students and academics in many countries and providing profits for publishers who function in English their products are priced to sell to American or European buyers and are thus extraordinarily expensive to users in developing countries. English is the predominant academic language of the current period worldwide.

IV (B). Communication and Information Technology (IT) IT and globalization go hand in hand. IT serves as the primary vehicle for globalization of knowledge and communications resulting in an unprecedented expansion of distance learning and the emergence of "virtual university campuses". Though distance education is not a new phenomenon IT has expanded distance education in the process contributing to the growth of distance education institutions. This revolution is fuelled by the spectacular development of the internet as it simplifies the obtaining of data and information for scholars and scientist at universities all over the world. Though it confers access to scholars/students in the developing world who otherwise lack good library facilities, it is still out of reach for many people in the developing countries as they have limited access to internet as compared to their counterparts in the developed countries. The internet and the databases on it are owned and dominated by the universities and multinationals of the developed countries. Internet functions mainly in English and the material carried on it is also in English.

V. THEORIES ON GLOBALISATION OF HIGHER EDUCATION

V (A) Neo-liberal Theory: Under the neo-liberal paradigm, state-run services, including education, should be turned over to competitive market forces. It advocates free international markets that will spur competition and economic growth, increase economic efficiency and consumer choice, create jobs, and lower prices. Neo-liberals call for the Fordist economies based on the principles of protected national markets, organized labour unions and bureaucratic hierarchical management to be replaced by 'neo-fordism'- in which global competition forces corporate downsizing, cost cutting and flexibility in labour organization, which reduces wages and shrinks the bargaining power of unions and facilitates an "enterprise culture" using part-time, temporary and contractual employees. Thus the neo-liberal ideologies legitimize globalisation. This theory appears to be contradicting itself, as it says that the global competition would create jobs, and at the same time it talks of downsizing and wage cutting.

Milton Friedman, an economist, espousing the neo-liberal ideology argues that schools should be cut free from public sector bureaucracies and allowed to sink or swim in a deregulated international market place; parents would receive tuition vouchers or scholarships to spend in the educational marketplace, and schools would be forced to respond to parents/individual demands or go out of business.

respond to parents/individual demands or go out of business.

V (B). Liberal Progressives (modernizers) Theory: Call for greater investment in educational systems to prepare next generation for high-skill, high wage economy. An updated educational system will not only spur economic growth but also further the goal of social justice, as governments commit to providing all students-not just the privileged few-with a challenging curriculum to prepare them for a lifetime of creative problem-solving, identifying and brokering.

Traditional school curricula, emphasizing rote learning must be altered to accommodate the flexible specialization required by new production techniques. They argue that global capitalism and transnational "stateless" corporations diminish the power of governments to make necessary investments in citizens' "brain power". 'The proper role of government in capitalistic societies in an era of manmade brain power industries, *is* to represent the interest of the future to the present, but today's governments are doing precisely the opposite. They are lowering investments in the future to raise consumption in the present.' They call upon policy makers to invest more heavily in the state-run educational system and to create higher, more challenging goals and standards.

V(C) Realists Theory: They *see* nation-states as playing a significant role in expansion of capitalism; this claim is based on the increasing salience of foreign trade and international flow of capital. The realists argue that the extent of globalization *is* exaggerated both by neoliberals and the liberal progressives because the global economy is not all that global; this view is grounded in the reading of the history of capitalism. They contend that even the most powerful multinational corporations are not truly "global". For instance, they found that two-thirds of these corporations are based in just 14 countries and both their operations and sale are fairly circumscribed to their region, and often home country. They trace the historic relationship between the nation building practices of states and their national education system; they maintain that national education systems have been the pre-eminent author and guardian of national identity and culture, forging principles of common purpose and values. They argue that the trend towards marketization and privatization may have led to the devolution of decision-making in education, but not to the end of state control; rather than full-scale globalisation of education evidence suggests a partial internationalization of educational systems and not the end of national education per se.

VI. CONCLUSION

Every sector is exposed to the market economy and the education sector is no exception. Since education helps in human resource development it should not be allowed to enter the domestic market's 'unbridled, unplanned and chaotic' manner. Free market tends to modify itself according to the demand which may not help proper and viable human resource development. For instance, there are many international institutions providing MBA courses, but whether so many MBA professionals are needed in an economy is not a concern of the institution; and at the same time there are shortages of technically qualified

personnel in many industrial sectors. Thus, the kind of education that people possess may not match with the kind of jobs that are available. Hence the State should intervene and channelize the private or multinational education providers to suit the specific economy that they are catering to.

VII. REFERENCES

- i. "GATS: Environmental Services" in Maharashtra Environment, vol.1, Issue 2 October 2006 (Quarterly Publication by Maharashtra Pollution Control Board (MPCB)).
- ii. "Environmental Law Prior to Stockholm Conference" in Maharashtra Environment, vol.1, Issue 3 January 2007.
- iii. "Environmental Services: Opportunities for Private Organisations" Journal of Services Research, vol.7, no. 1, April-September 2007.
- iv. "Law Relating to Urban Solid Waste Management" in Maharashtra Environment, vol.1, Issue 5 October 2007.
- v. "GATS: Educational Services" in Second International Law Conferences Proceedings organized by Indian Society of International Law, New Delhi. (Under Print).
- vi. Book Review of 'The Trade Game: Negotiation Trends at WTO and concerns of developing countries' by Bibek Debroy and Debashis. Published in PHD Chamber of Commerce & Industries Bulletin Vol. 26 (7) July 2008.

GENDER DISCRIMINATION AND ROLE OF THE LEGISLATION IN INDIA

Mr. Ajay Kumar
Assistant Professor
JIMS School of Law
E-Mail: kumar.ajay@jagannath.org

Ms. Sybil Fernandez
Assistant Professor
Talal Abu-Ghazalah
University, Bahrain

ABSTRACT

In India, discriminatory attitude towards men and women have existed for generations and affect the lives of both genders. Although the constitution of India has granted men and women equal rights, gender disparity still remains. Gender discrimination violates human rights. These are mostly seen in family land sharing among sisters and brothers.

There is specific research on gender discrimination mostly in favour of men over women. Women are perceived to be disadvantaged at work. Indian laws on Rape, Dowry and Adultery have women's safety at heart, but these highly discriminatory practices are still taking place at an alarming rate.

The Constitution of India not only removes inequalities but also provides special status to women and also provides various empowering provisions to bring up the dominated women in the society through various opportunities. Also there are many legislations in India which aim at not only removing the inequalities but also punish the offenders of discrimination under various instances. This paper analyses the laws relating to gender justice in India.

This paper is totally based on secondary sources such as books journals, Newspaper etc.

Key words:- Discrimination, Abolition, Judicial system, Remuneration, Gender

I. INTRODUCTION

As the old adage goes "The Hand that Rocks the Cradle Rules the world" Has this really been true in the case of females over the past years in India?

After all the exploitation, discrimination and oppression, the status of women is definitely undergoing a significant change in India. Slowly, but steadily women are triumphantly overcoming man-made subjugation and emancipation who are now facing the outside world with vigour and zeal, leaving far behind the age-old tradition of confinement and torture. Nevertheless, gender-based discrimination still persists and represents the ugly face of society by and large which is a harsh reality. It is a male dominated society where women are always seen as subordinate and inferior to men. The irony is that though a woman is worshipped as Shakti, the atrocities are committed against her in all the sections of life. Today, the women embody half of the world's population and though they put in two thirds of the world's working hours but earn just one tenth of the world's income which is a mockery of all canons

of social justice and equity. The subservient position of women is portrayed very clearly in this statistics. Discrimination still prevails in the rural and urban areas.

Women in the past were deprived of economic resources and were purely dependent on men for their living as they were denied all the privileges that men enjoyed, be it social or economic. They were confined to domestic spheres, had to accomplish all household chores which was never recognized nor were they paid for as they were made to realize that it was mandatory and were not doing any favour. In today's world, one can see women multitasking, balancing both house hold chores, family and their career in a very organised and professional manner leaving no stone unturned, who yet at times is not considered and first to be laid off if ever she is less productive than her counterpart. The status of women in the family, society and at work place has been low and unrecognised in the past, but over the years, this mind set is diminishing.

From the cradle to the grave and the womb to the tomb, females have been the real scape goats and in the clutches of innumerable evil acts of discrimination, oppression, violence, within the family, in the society and not forgetting the work places.

At a very tender age, females are made to believe that they are inferior whereas sons might be idolized and celebrated, daughters are made to feel they are unable to cope with life without the males, they have no significance and that makes a rule. She is made to feel that her existence is always dependent on a man and in no way she can handle things independently. During her childhood, she is under the supervision of her father, she is restricted from what she wishes to do but has to calmly adhere to the norms of her father, she could never voice her opinion, after she is married her husband takes over the right of dominating her and in her old age she is at the mercy of her sons. The patriarchal system has been a custom that are centuries old which are in the very crux of Indian society. Under this system, women have survived at the mercy of men who exercise unlimited powers over them. In order to meliorate the condition of women in India, the Indian Constitution has granted women equal rights to men.

II. SOME LEGISLATION

Many legislations were enacted in starting from the colonial period which is as follows:

- Abolition of Sati in 1829
- Widow Remarriage made Legal in 1856
- Female infanticide banned in 1870
- Inter caste, Intercommunity Marriages made Legal in 1872
- Age of Consent raised to 12 Years for Girls in 1891
- Women get the Rights to Vote in the Madras Province in 1921
- Child Marriage Restraint Act passed in 1929
- Women get Special Rights to Property in 1937
- Special Marriage Act was Passed in 1954
- Hindu Marriage Act was passed 1955
- Suppression of Immoral Traffic in Women and Girls Act passed 1956
- Dowry Prohibition Act passed 1961

- Maternity Benefits Act 1961
- Medical Termination of Pregnancy Act 1971
- Factories Amendment Act establishing crèches where 30 or more women are employed
- Equal Remuneration Act 1976
- Criminal Law Amendment Act 2013
- Prevention of Immoral Traffic Act 1986
- Commission of Sati (Prevention) Act 1987
- National Commission for Women Act 1990
- Pre-Natal Diagnostic Technique (Regulation and Prevention of Misuse) Act 1992
- 73rd and 74th Constitutional Amendment of 1992 added articles 243 D and 243 T to the Constitution which provided reservation of not less than one third of the total seats for women in the Constitution of the Panchayat and Municipalities respectively.
- Criminal Law Amendment Act, 1983 added Section 498 A in the Indian Penal Code to combat the menace of dowry deaths providing cruelty of husbands and his relatives against the women would be deemed to be an offence.
- Section 113 A in the Indian Evidence Act, 1872, provided for a presumption regarding abetment of suicide by a married woman within a period of seven years from the date of marriage by a husband or his relative. Piece-meal measures have also been taken by the state government to address specific problems faced by women. The State Government enacted a law against eve-teasing in 1998. The Government of Maharashtra issued a notification in 1994 exempting women from paying court-fees in case of maintenance, property disputes, violence and divorce.

Apart from these above mentioned laws, there are some enactments pertaining to industry which contain special provisions for women such as: The Workmen Compensation Act, 1992; Payment of Wages Act, 1936; Factories Act, 1948; Maternity Benefit Act, 1961; Minimum wages Act, 1948; Employees State Insurance Act 1948 and Pensions Act, 1987.

III. INDIAN JUDICIARY & WOMEN PROTECTION

In addition to this, the Constitution of India which is regarded as the Supreme Law of the land, too give women special protection.

The provision that deals with women's rights are as follows:

- Article 14 of the Constitution expresses that the State shall not deny any person the equality before the law and equal protection of laws within the territory.
- Article 14(1) of the Constitution prohibits the state to discriminate against any citizen on the basis of religion, race, caste, sex, ethnicity, etc. Article 15(3) permits the state to make special provisions for women and children.
- Article 16 of the Constitution provides that there should be equal opportunities for all citizens and they should not be discriminated on the bases of religion, race, caste or sex.

- Article 39(a) of the Constitution provides that the state in particular directs its policy in securing that male and female have equal and same rights to an adequate means of livelihood.
- Article 39(e) of the Constitution provides that the health and strength of male, female as well as the tender age of children are not abused and not forced by economic necessity to enter avocation not suited to their age or strength.
- Article 51(A) of the Constitution provides that it will be the duty of every citizen to pronounce practices derogatory to the dignity of women.

Further, Indian Penal Code, Criminal Procedure Code and Indian Evidence Act too have some provisions which provide protection and a sense of security to women. Recently the Government's 'piece-meal' approach to protect women has taken a step forward enacting a law providing protection to women from domestic violence. With the establishment of National and State Human Right Commissions and National Commission for Women, gender issues are now receiving greater attention.

The Indian Judicial System has independently and effectively intervened on the issues of women emancipation and has given a new meaning to the laws already passed and a clear direction which was earlier lacking in clarity.

For instance, in *C.B. Muthamma V. Union of India*, the validity of the Indian Foreign Service (Conduct and Discipline) Rules of 1961 was challenged which provided that a female employee could obtain a written permission from the government before her marriage is solemnized and any time after her marriage would be required to resign. The Supreme Court held that such provision is discriminatory against women and hence unconstitutional. The Supreme Court clarified that it does not mean to universalize or dogmatise that men and women are equal in all occupation and situations, and do not exclude the need to pragmatise where the requirements of particular employment, the sensitivities of sex or the peculiarities of societal sectors or the handicaps of either sex may compel selectivity, but save where the differentiation is demonstrated, the rule of equality must govern.

In *Air India V Nargesh Mirza*, The Supreme Court struck down the provision of rules which stipulated termination of service of an airhostess on her first pregnancy as it's arbitrary and abhorrent to the notions of a civilized society. In *Pratibha Rani V Suraj Kumar*, the Supreme Court held that the *ishtridhan* - property of married women has to be placed in her custody, and she has the benefit of having complete control over it. The mere fact that she is living with her husband and using the dowry items jointly does not make any difference and affect her right of absolute ownership over them. Another landmark judgement was given by the Apex Court in the case of *Gita Hariharan V Reserve Bank of India*. In this case, the court interpreted Section 6 of the Hindu Minority and Guardianship Act 1956 and held that the mother could act as the natural guardian of the minor during the father's lifetime if the father was not in charge of the affairs of the minor.

In *Vishakha and Ors vs. states of Rajasthan*, Supreme Court held that sexual harassment of women at her place of an employment amounts to violation of right of gender equality and right to life and liberty which is clear violation of article 14, 15 and 21 of the Indian

Constitution. The Court further observed that the meaning and content of the fundamental rights guaranteed in the constitution of India are of sufficient amplitude to encompass all the facts of gender quality including prevention of sexual harassment or abuse. Further Supreme Court in this case said that, there is no law relating to sexual harassment in India, Therefore the provision of International Conventions and norms are taken into consideration, and charted certain guidelines to be observed at all work places until a legislation is enacted for the purpose.

In *Apparel Export Promotion Council vs. A.K. Chopra*, the Hon'ble Supreme Court reiterated *Vishakha* ruling and said that attempts of sexual harassment of female results in violation of fundamental rights to gender equality enshrined under Article 14 and 21 of the Constitution. The Court further stated that international instrument such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Declaration casts obligation on the States to take appropriate measures to prevent gender inequalities and protect the honour and dignity of women.

Apart from these cases, there are many other cases in which the Apex Court had given the judgments, helping to give a dignified status to women and these include cases like *Madhu Kishtwar V State of Bihar*, *Gaurav Jain v. Union of India*, *Delhi Domestic Working Women Forum v. Union of India*, *Bodhisathwa Gautam v. Subhra Chakraborty*.

In spite of having so many enactments dealing with women and judgments of the Supreme Court protecting women, the downtrodden and poor conditions of women has not improved and she still faces atrocities, despite the efforts of the Legislature and Judiciary, who have, somehow, failed to provide respect to women in the Indian society.

After independence, the Founder Fathers of the nation wanted to reform the society and were keen to establish an egalitarian society. To achieve this end, they used Law as an instrument to check the gender discrimination and numbers of laws were enacted to meet this end but due to strong patriarchal mentality and unfavourable social environment, they failed to accomplish their goal. The social engineering through law was not fully achieved while some rights enshrined under the enactments were enjoyed and accepted by the society most of them remained only in papers due to lack of public support. Many evils are still practiced on women such as bigamy. Child marriages are still in practice, dowry demands are still on rise, and women are still harassed for dowry. Malnutrition and illiteracy is growing at an alarming rate, rape and molestation have become daily phenomenon, and moreover still we see women as commodity as one of the songs of the movie depicts her as "Tu cheez badi hai mast mast"

It is said that the Law without the public opinion is nothing but a bundle of papers. The gap between men and women cannot be bridged by just enacting laws without any public support and opinion as social engineering laws are different from penal laws which are just related to injuries and punishment and are deterrent in nature but social engineering laws enacted to uplift the norms of the society are progressive in nature and therefore it should be backed by the will of the people for whom it is enacted. It is also clear that centuries old practices cannot be eliminated overnight, it would take time. When laws are enacted to bring radical change in society and are not backed by the will of the people or laws are ahead of public opinion, it has

to face great resistance and opposition from the conservative thinking of the society and they are like dead laws, which have no effect on society.

IV. CONCLUSION

In India, majority of the laws were not effective as they were ahead of public opinion and willingness of the people to change the society and give the women the status of equality in society too lacked. So in order to give women their respective position in the society, strong public opinion should be created through awareness, education, advocacy and capacity building, seminars and by taking the help of various other instruments of the society such as Media, NGO, INGO and Civil society etc, so that the people of the society should come forward to be part of this movement of bringing change in their centuries old thinking and willingly implement the laws enacted for the emancipation for women.

To improve the status of the women in the society, the need of the hour is that Laws should be enacted but they should be backed by strong public willingness and public opinion because so long as conservative social thinking remain deep rooted in the society, Laws will not be able to achieve their end. It must be asserted that social reforms is in social thinking and the behaviour and law would be effective only if they are backed by major section of the society.

Wendell Phillips has rightly said: Law is nothing unless close behind it stands a warm living public opinion.

These are some of the areas where legislation has still much to do in bringing about equality between men and women to fulfil the obligation not only of the International Conventions but also at the Constitution of India. Let us not think that the Law can remedy the inequalities and bring about justice, development and empowerment. It can act as a springboard no doubt but much executive initiative, change in social mindset and involvement of all sections of society is required to achieve the end. When will commodification of women end? How long will they be exploited in the name of virtue and honour?

Justice S. Rajendra Babu in one of his speeches commenting upon society's attitude to women said.

"Sita was not born, but found, and after marriage, exile agnipariksha and abandonment was her lot. Yet there is not a single temple of Sita, and Rama is adored as the ideal Man- Maryada Purushottama Adarsha Purusha."

V. REFERENCES

- i. Bengal Sati Regulation, 1829
- ii. Hindu Widows Remarriage Act was enacted on July 26, 1856
- iii. Female Infanticide Prevention Act came into force on March 18, 1870
- iv. Special Marriage Act, 1872 came into force on 18/07/1872
- v. Age of Consent Act came in force on March 19, 1891
- vi. Travancore-Cochin was the first province in India to give voting rights to women in India in 1920
- vii. Child Marriage Restraint Act was passed on September 28, 1929
- viii. Special Marriage Act was passed on October 9, 1954
- ix. Hindu Marriage Act was passed on May 18, 1955
- x. Suppression of Immoral Traffic Act 1956 was passed on 30/12/1956.
- xi. Dowry Prohibition Act was passed on 20/05/1961
- xii. Maternity Benefit Act came into force on 12/12/1961
- xiii. The Medical Termination of Pregnancy Act came into force on April 7, 1976
- xiv. Factories (Amendment) Act, 2015
- xv. Equal Remuneration Act came into force on January 24, 1976
- xvi. Criminal Law Amendment Act came into force on 03/04/2014.
- xvii. The Immoral Traffic (Prevention) Act or ITPA is a 1986 amendment of legislation passed in 1956 as a result of the signing by India of the United Nations' Declaration in 1950 in New York on the suppression of trafficking
- xviii. The Commission of Sati (Prevention) Act, 1987 was first notified by State of Rajasthan
- xix. The First National Commission for Women was established on 31/01/1992 with Mrs Jayanti Patnaik as Chairperson.
- xx. C.B. Muthamma V. Union of India AIR 1979 SCC 1868
- xxi. Air India V Nargesh Mirza AIR 1981 SC 1829
- xxii. Pratibha Rani V Suraj Kumar (1985) SC 628
- xxiii. Gita Hariharan V Reserve Bank of India (1999) 2 SCC 228
- xxiv. Vishakha and other V states of Rajasthan 1997 6 SCC 241
- xxv. Apparel Export Promotion Council V A.K. Chopra (1999) 1 SCC 759
- xxvi. Madhu Kishtwar V State of Bihar, (1996) 5 SCC 125
- xxvii. Working Women Forum V Union of India, Bodhisathwa Gautam v. Subhra Chakraborty (1996) 1 SCC 490

TEACHER EDUCATION IN A PARADIGM SHIFT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Mrs. Aditi Sharma

Faculty of Education Department
Modern College Of Professional Studies
E-Mail: as.aditisharma120@gmail.com

Mrs. Kiran Joshi

Faculty of Education Department
Modern College Of Professional Studies
E-Mail: phdkiranyadav@gmail.com

ABSTRACT

Information and Communication Technology (ICT) is used for collecting, storing, editing and passing on information in various forms. Increasingly rapid advances in ICT will have profound impact on way teachers teach and how learners learn in near future. The integration of computers and communications offer unprecedented opportunities to the education system with its capacity to integrate and interact with each other over a wide geographic distance in a meaningful way to achieve the instructional objectives.

Paradigm shifts in education in recent years, ICT integration with pedagogy in Teacher Education Programme. Implementing the pedagogy-technology integration in teacher education and managing the changes are highly complex and possibly one of the most challenging tasks for any teacher education institution. ICT has to be infused into pedagogy in such a way that its uses can improve learning. These broad stages have been termed as Emerging, Applying, Infusing and Transforming stages of ICT development (UNESCO, 2005). The model is then mapped on the basis of: (a) stages of ICT usage and (b) pedagogical usages of ICT. At the heart of good teaching with technology there are three core components: content, pedagogy, and technology, along with the relationships among and between them.

This paper illustrates ICT development in education as a continuum approach along which an educational system or institution can be mapped depending on the stages of ICT development. These broad stages have been termed as Emerging, Applying, Infusing and Transforming stages of ICT development.

Key words: Information, Communication Technology, Paradigm, Teacher Education

1. INTRODUCTION

21st century is the age of Information and Communication Technology. All over the globe, there is a trend to use ICT in the teaching learning process. The teacher and learner must gain access to technology for improving learning outcomes. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The Use of ICT in education lends itself to more student-centered learning settings. But with the World moving rapidly into **Digital Media** and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

Educational reforms include successful designing and implementation of ICT in teaching learning process, which is the key to success. It involves use of computers, software and other devices to store, convert and process, retrieve and transmit information and includes the services and application associated with them. ICT is an acronym that stands for:

- **Information-** it covers the topics such as meaning and value of information; how information is controlled; the limitations of ICT; legal considerations; how data is captured, verified and stored for effective use; the manipulation, processing and distribution of information; keeping information secure and designing networks to share information.
- **Communication-** networks of sending and receiving equipment, wires and satellite links. (a) Internal networks-Local Area Network (LAN) (b) external networks-Wide Area Network (WAN).
- **Technology-** collection of techniques, knowledge of how to combine resources to produce desired products, to solve problems, fulfill the needs or satisfies wants; it includes technical methods, skills, processes, techniques, tools and raw materials.

The institutions responsible for educating our children are locked in the classroom. Knowledge is presented to them in a linear, didactic manner that differs dramatically from the children's previous experience outside the school. *The National Curriculum Framework 2005* is an attempt to minimize the estrangement between the school and community. The challenge confronting our educational systems is how to transform the curriculum and teaching-learning process to provide students with the skills to function effectively in this dynamic, information-rich, and continuously changing environment.

The UNESCO Information and Communication Technologies in Teacher Education (2002) notes that the technology-based global economy also poses challenges to countries as national economies become more internationalized, with the increasing flow of information, technology, products, capital, and people between nations. These trends pose new challenges to educational systems to prepare students with the knowledge and skills needed to thrive in a new and dynamic environment of continuous technological change and accelerating growth in knowledge production.

In the modern society one of the major changes in education can be described as a general shift from teaching to learning. The teacher's role is increasingly to assist students to become good learners. At the same time, teachers must help create stronger relationships between the subjects of study and concrete reality, putting them in a more relevant context for students.

Paradigm shifts in education in recent years envisions a new type of learning culture that demands ICT integration with pedagogy. Implementing the pedagogy-technology integration in teacher development and managing the changes are highly complex and possibly one of the most challenging tasks for any teacher education institution.

II. ICT IN TEACHER EDUCATION

Teacher education Curriculum needs to update this knowledge and skills as the school curriculum change. The teachers need to learn to teach with digital technologies. The aim of teacher training in this regard can be either teacher education in ICTs or teacher education through ICTs. A teacher's professional development is central to the overall change process in education. They are unsure of how to make most effective use of ICT as a powerful and diverse resource and one which can potentially alter traditional teacher-student relationships.

III. STAGES OF ICT DEVELOPMENT

ICT has to be infused into pedagogy in such a way that its uses can improve learning. The proposed model is derived from international and national studies on ICT development that have identified a series of broad stages that educational system and institutions typically proceed through in the adoption and the use of ICT. These broad stages have been termed as Emerging, Applying, Infusing and Transforming stages of ICT development (UNESCO, 2005). The model is then mapped on the basis of: (a) stages of ICT usage and (b) pedagogical usages of ICT.

III (A) Emerging Stage

In this initial phase, administrators and teachers just start to explore the possibilities and consequences of using ICT for school management and adding ICT to the curriculum. In the emerging approach to ICT development, the focus is on the technical functions and uses of ICT and on the need for some knowledge and representation of the impacts of ICT on the system as a whole.

This approach often involves teachers' personal use of ICT, such as, the use of word processing to prepare documents and spreadsheet to prepare a database, locating information on CD-ROMs or on the Internet, or communicating with friends and family by e-mail.

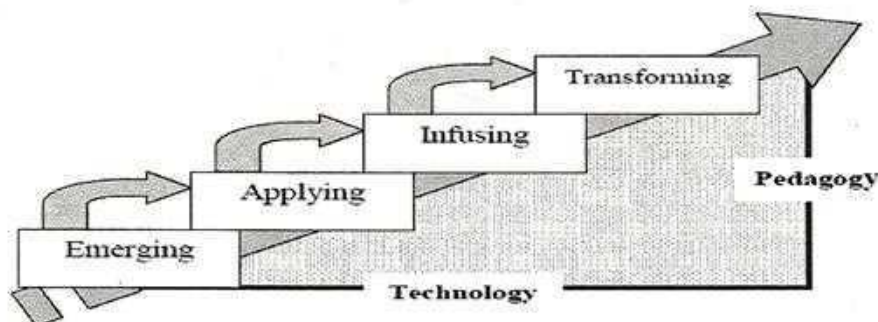


Figure 1: Stages of ICT development

III(B) Applying Stage

In this secondary phase, administrators and teachers use ICT for tasks already carried out in school management and in the curriculum. Teachers largely dominate the learning environment.

In this stage, teachers use ICT for professional purposes, focusing on improving their subject teaching in order to enrich how they teach with a range of ICT applications. Teachers gain confidence in a number of ICT tools that can be applied to the teaching of their subject area. The opportunity to apply ICT in all their teaching is often limited only by a lack of ready access to ICT facilities and resources.

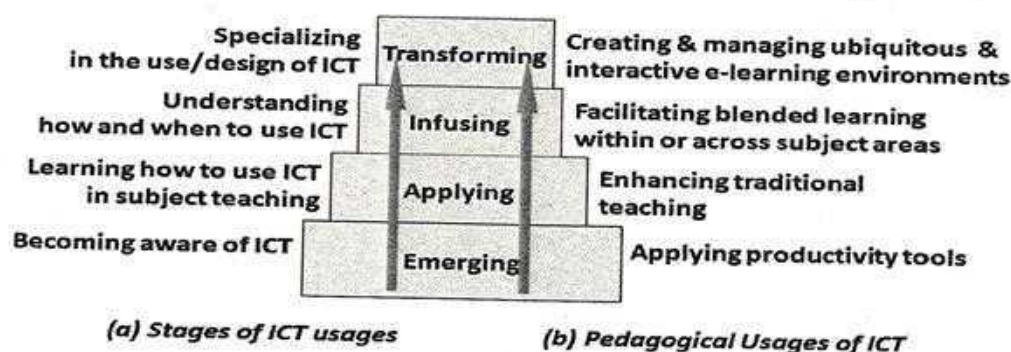
III(C) Infusing Stage

At the third stage, the curriculum begins to merge subject areas to reflect real-world applications.

It involves integrating or embedding ICT across the curriculum, institutions provides computer-based technologies in laboratories, classrooms, and administrative offices. Teachers explore new ways which changes their personal productivity and professional practice. The curriculum begins to merge subject areas to reflect real-world applications. In this approach, teachers fully integrate ICT in all aspects of their professional lives to improve their own learning, as well as, the learning of their students.

III (D) Transforming Stage

Schools that use ICT to rethink and renew school organization in creative ways are at the transforming approach. ICT becomes an integral though invisible part of daily personal productivity and professional practice. The focus of the curriculum is now learner-centered that integrates subject areas in real-world applications. In this stage, ICT becomes an integral, though invisible, part of daily personal productivity and professional practice. The focus of the curriculum is now learner-centered that integrates subject areas in real-world applications.



(SOURCE: UNESCO, 2005)

IV. STAGES OF ICT USAGES

Studies of teaching and learning in schools around the world identify four broad stages in the way that teachers and students learn about and gain confidence in the use of ICT. These four stages give rise to the mapping depicted in terms of awareness, learning how, understanding

how and when, and specializing in the use of ICT tools according to the stages of the proposed model.

IV(A) Becoming aware of ICT

In the initial phase, teachers and learners become aware of ICT tools and their general functions and uses. In this stage, there is usually an emphasis on ICT literacy and basic skills. This stage of discovering ICT tools is linked with the *emerging stage* in ICT development.

IV (B) Learning how to use ICT

Following on and from the first stage comes the stage of learning how to use ICT tools, and beginning to make use of them in different disciplines. This stage involves the use of general or particular applications of ICT, and is linked with the *applying stage* in the ICT development model.

IV (C) Understanding how and when to use ICT

The next stage is understanding how and when to use ICT tools to achieve a particular purpose, such as in completing a given project. This stage implies the ability to recognize situations where

ICT will be helpful, choosing the most appropriate tools for a particular task, and using these tools in combination to solve real problems. This stage is linked with the *infusing stage* in the ICT development model.

IV (D) specializing in the use of ICT

The fourth and the last stage involves specializing in the use of ICT tools which occurs when one enters more deeply into the learning environment that creates and transforms the learning situation with the help of ICT. This is a new way of approaching teaching and learning situation with specialized ICT tools and is linked with the *transforming stage* in the ICT development model.

V. PEDAGOGICAL USAGES OF ICT

Adoption of ICT in the classroom generally proceeds in four broad stages in the way the teachers and learners use ICT as a support to teaching and learning. These four stages give rise to the mapping that have been broadly classified as supporting work performance, enhancing traditional teaching, facilitating learning and creating innovative learning environments, according to the stages of the proposed model.

V (A) Supporting work performance

In the initial phase, teachers use productivity tools such as word processor, visual presentation software, spreadsheet, database, email etc., to support their daily work performance. During this stage, there is usually an emphasis on basic operations of electronic office software. This stage of using productivity tools for teaching and learning is linked with the *emerging stage* in ICT development.

V (B) Enhancing traditional teaching

From the productivity software, comes the stage of learning how to use and develop computer-assisted learning software in different disciplines. This stage involves the technique of integrating computer-based learning in the traditional instructional process, and is linked with the applying stage in the ICT development model.

V (C) Facilitating learning

The next stage involves using various types of ICT tools to facilitate student learning. The key point is that the teachers need to learn how to choose the most appropriate tools for a particular task, and using these tools in combination to solve real life problems. This stage implies the ability to recognize situations where various multimedia and specialized software can be utilized

for teaching and learning. This stage is linked with the infusing stage in the ICT development model.

V (D) Creating innovative learning environments

The fourth and last stage involves specializing in the use of ICT to create an innovative learning environment that transforms the learning situation. This is possible by incorporating emerging trends in pedagogy and learning principles in teaching and learning. For this purpose, specialized software including modeling and simulation, expert systems, semantic networking etc., are employed to support pedagogical innovation. It helps to develop, deliver and manage open and flexible learning programme. This stage is linked with the transforming stage in the ICT continuum model.

VI. A PARADIGM SHIFT: FROM TEACHING TO LEARNING

A shift from teacher-centered instruction to learner-centered instruction is needed to enable students to acquire the new 21st century knowledge and skills.

VI (A) The traditional view of the learning process

The UNESCO Information and Communication Technologies in Teacher Education (2002) notes that the traditional educational paradigm is often characterized by the following views of learning:

- Learning is hard
- Learning is based on a deficit model of the student
- Learning is a process of information transfer and reception
- Learning is an individual/solitary process
- Learning is facilitated by breaking content/instruction into small isolated units.
- Learning is a linear process.

VI (B) New paradigm of the learning process

The UNESCO Information and Communication Technologies in Teacher Education (2002) notes that in contrast to the traditional teaching-learning paradigm, a new paradigm of the teaching-learning process is emerging based on three decades of research in human learning that encompasses the following views of the human learning process:

- Learning is a natural process.
- Learning is a social process
- Learning is an active and not a passive process
- Learning may either be linear or non-linear
- Learning is integrative and contextualized
- Learning is based on a strength model of student abilities, interest, and culture.
- Learning is assessed through task completion, products, and real problem solving of both individual and group efforts

VI (C) Teacher-Centered and Learner-Centered Learning Environments

	Teacher Centered learning environments	Learner centered learning environment
Classroom activity	Teacher-centered, Didactic	Learner-centered, Interactive
Teacher role	Fact teller, Always expert	Collaborator, Sometimes learner
Instructional emphasis	Facts' memorization	Relationships, Inquiry and invention
Concepts of knowledge	Accumulation of facts, Quantity	Transformation of facts
Demonstration of success	Norm referenced	Quality of understanding
Assessment	Multiple choice items	Criterion referenced, Portfolios and performances
Technology use	Drill and practice	Communication, access, collaboration, expression

VI (D) Changes in Learner-Centered Environments

Changes in Teacher Role	
<i>A shift from:</i>	<i>A shift to:</i>
Knowledge transmitter, primary source of information, content expert, and source of all answers	Learning facilitator, collaborator, coach, mentor, knowledge navigator, and co-learner
Teacher controls and directs all aspects of	Teacher gives students more options and

learning	responsibilities for their own learning
Changes in Student Role	
<i>A shift from:</i>	<i>A shift to:</i>
Passive recipient of information	Active participant in the learning process
Reproducing knowledge	Producing and sharing knowledge, participating at times as expert
Learning as a solitary activity	Learning collaboratively with others
Changes in Curricula & Delivery	
<i>A shift from:</i>	<i>A shift to:</i>
Memorizing facts	Inquiry Based
Artificial Teaching Exercise	Authentic Learning
Fixed Time and Space	Open & Flexible Delivery
Single Path Progression	Multi Path Progression
Changes in Media Applications	
<i>A shift from:</i>	<i>A shift to:</i>
Single Sense	Multi Sensory Stimulation
Single Media Application	Multimedia Application
Delivery Of Information	Stimulation Exchange Of Information
Monologue Communication	Dialogue & Collaborative
Analogue Resources	Digital Resources

All these changes taking place in learning and teaching, demand a new learning environment to effectively harness the power of ICT to improve learning. ICT has the potential to transform the nature of education: where, when, how and the way learning takes place. ICTs – especially computers and Internet technologies – enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from teacher centered pedagogy – in its worst form characterized by memorization and rote learning – to one that is learner centered.

Changes to pedagogical practices in classrooms require that teachers should have access to infrastructure. Policy-makers, administrators, and teachers are using a variety of tools and strategies to improve access to learning opportunities, improve the teaching and learning experience for teachers and students, and make effective use of limited resources.

A. Basic Computer/Technology Operations and Concepts

B. Personal and Professional Use of Technology

C. Application of Technology in Instruction

VII. CONCLUSION

Rapid changes in technology will ensure that ICT will dramatically change in the classroom. It is predicted that there will be many benefits for both the learner and the teacher, including the promotion of shared working space and resources, better access to information, the promotion of collaborative learning and radical new ways of teaching and learning. ICT will also require a modification of the role of the teacher, who in addition to classroom teaching will have other skills and responsibilities. Teacher training institutions, professional development schools, societies and public educational agencies must continue to identify study and disseminate examples of effective technology integration that answer professional development needs. The use of ICT will enhance the learning experiences for children, helping them to think and communicate creatively. ICT will also prepare our children for successful lives and careers in an increasingly technological world.

VIII. REFERENCES

- i. Bhattacharya, I. & Sharma, K. (2007), 'India in the knowledge economy – an electronic paradigm', *International Journal of Educational Management* Vol. 21 No. 6, pp. 543-568.
- ii. Chandra, S. & Patkar, V. (2007), 'ICTS: A catalyst for enriching the learning process and library services in India', *The International Information & Library Review* 39(1), 1-11.
- iii. Chhabra, A (2014) Information and Communication Technology (ICT): A Paradigm shift in Teacher Education, Vol. -I, ISSUE-III www.srjis.com APRIL-MAY, 2014 308
- iv. Majumdar, S. (2004). *Integrating ICT in Teaching & Learning: A Functional Approach* Presented at the UNESCO-APEID Writing Workshop for a Guideline and Competency Based Standards for Teachers' Pedagogy-Technology Integration, Hua Hin, Thailand. March 28-31.
- v. Neelam Yadav (2003). *A Hand book of Educational Technology*. New Delhi: Anmol Publications Pvt.Ltd.
- vi. Shukla, C.(2008). *Essentials of educational technology and management*. New Delhi: Dhanpatrai Publications
- vii. UNESCO (2002). *Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher Development* (Eds J. Anderson and T. van Weert). UNESCO, Paris.
- viii. UNESCO (2005). *Regional Guidelines on Teacher Development for Pedagogy-Technology Integration [Working Draft]* (Ed S. Majumdar). UNESCO, Bangkok.
- ix. UNESCO (2008). *ICT Competency Standards for Teachers*. UNESCO.
- x. UNESCO, (2005). *UNESCO Report: How ICT Can Create New, Open Learning Environments Information And Communication Technologies In Schools A Handbook For Teachers*, Division of Higher Education, UNESCO.

Subscription Form

I/ We wish to subscribe to "EXPRESSION-A Journal of social science" for one year. A Bank Demand Draft Bearing No. Dated..... for Rs..... drawn in favor of, towards subscription is enclosed.

Name:

Designation:

Qualification:

Subscription Type:

Individual ☐

Institutional ☐

Corporate ☐

Delivery Address:

.....

.....Contact No.....

.....Email.....

Annual Subscription Rates

Subscriber	Cost(Rs.)	Overseas
Individual	Rs. 600.00	\$ 60.00
Institutional	Rs. 1200.00	\$ 100.00
Corporate	Rs. 1500.00	\$ 120.00

The subscription and all related correspondence should be addressed:

Chief Editor

"EXPRESSION-A journal for social science"

431, Anand Industrial Estate

Modern college of professional studies

Mohan Nagar, Ghaziabad, Pin Code: 201007

EXPRESSION

A Journal of Social Science

A Refereed/ Juried International Journal

Anand Industrial Estate, Mohan Nagar Ghaziabad

Tel: +91-120-4900197, 9711149573

E-Mail: journal.expression@gmail.com

Website: <http://www.moderncollege.org>



Fine Mediaz, Noida +9999895561