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EDITORIAL

With the joy of Christmas, the new yearand never ending the research time, it gives me immense pleasure to convey my best festival season wishes with this December issue. Since last four years we have got a lot to do with research and I am happy to acknowledge the researchers have been striving hard to come up with their findings. Whereas Triple Talak, education system, Impact of demonetization and GST, Mob Lynching, Reservation, Make in India, Start up India, New India, Cow Slaughtering, Government interference in prime institution, issues related to farmers, MSP, race of building statues vs, employability, privatization in education and the accessibility gap, education system, semester system, four years integrated B.Ed., swachchta mission, pollution, corruption, banking, bilateral relations and neighbouring diplomacy are still hot and need neutral research, the potential researchers find the new and hot issue of snooping. The impact of caste and religion on democracy also needs to be studied. Apart of these issues, the other related topics are equally important. The current issue comes up with absenteeism and school climate, parental attitude and girl's education, secondary teacher education, job satisfaction, pre-colonial education, competency of teachers, higher education and national knowledge commission, qualitative research approach, divyang and the indian constitution, appropriation of myth, india-china relations, the corporate image, demographic variables on patients' perception, blockchain, cloud accounting, sustainable soft skill development, IFRS and consumer protection law and practice as well review of famous books.

In the area of education and psychology Srivastava correlates presents the factors causing student absenteeism and school climate Manitombi Devi focuses on parental attitude towards girl's education; Tomba Singh highlights problems and prospects of secondary teacher education; Dave presents job satisfaction of women employees; Basanti Devi talks of pre-colonial education; Surendra Singhdeermines the self-esteem and classroom performance competency of teachers; Sinha presents problems & prospects of higher education in the context of national knowledge commission; Mondal describes qualitative research approach; Singh talks of divyang and the Indian constitution; whereas Indira Devi represents the appropriation of myth in lajja. To add to the oneness and togetherness Chenrui focuses on India-China Relations . To enhance the horizons of management and entrepreneurship Asanbekova and Maksüdünov reveals the corporate image to attractprospective employees; Singh and Kishor evaluates the impact of demographic variables on patients' perception towards doctors and supportive staff of specialty hospitals; Thakker talks of Blockchain; Masterspeaks about Cloud Accounting; Gopikaand Sharma discusses about sustainable soft skill development for self-reliance as an effective tool for management students; whereas Tripathi represents the need of adoption and implementation of IFRS for SMEs. Amidst all these ideas Goel presents the review of Consumer Protection Law and Practice whereas Jha presents major themes, styles & techniques in salmanrushdie's novel.

I am sure this variety of research and articles are likely to draw attention of the noble hearts and the discussion above will attract the potential researchers in the areas cited above.

Regards,
Avdhesh S. Jha
Chief Editor

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FACTORS CAUSING STUDENT ABSENTEEISM ACCORDING SCHOOL CLIMATE

Meenakshi Srivastava
Assistant Professor, S.S.Khanna Girls' Degree College, Allahabad

Abstract

The study of absenteeism is very important for any school/college. The word absenteeism means the absence of student from class when he is scheduled to be present at school/college. When teacher has no information in advance, that the student will not reputed for class if he has taken leave to which he/she is entitled or on ground of sickness or in case of accident. Thus absence may authorized or unauthorized wilful or caused by circumstance beyond teacher's control.There are many factors involved in motivating students to attend school. Students, who are not motivated, hence will usually decide not to be present in school. Based on several researches conducted, the rate of absenteeism among students increases annually. As a result, this problem will more or less adversely affect the school's reputation. Thus, this study is conducted to identify factors that cause students absenteeism according school climate.This paper is an attempt to investigate the absenteeism of the students according to school climate. For this purpose a survey was carried out using questionnaire tool for student's absenteeism.
Keywords: *absenteeism, school, school climate, TLP, education*

Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism is a truant behavior that negatively affects the performance among students. During the stage in the growth of a teen, there is a lot of fear developed as a result of physical changes of the body. This scares teens away from school. The approach used by teachers may not be understood by the students and this could lead them to lose interest in school. The students who get excessive pocket money from their families are most likely to absent themselves from school since they need time to spend the money. Lack of infrastructure facilities like libraries, playground, laboratories etc. is a hindrance to attendance of school among students. Most of the students are doing private coaching for their entrance examinations such as medical engineering or are preparing for their board exams through private coaching and Lack of allied activities like no sports program, no fresher or farewell parties, no annual day celebration etc. also causes the absenteeism in schools. Excess of homework and sometimes fear from examination keep away students from school/college. Preparation for the participation in TV shows in dance musical or acting, G.K. contest programs also increase the absenteeism. Too much socialization causes absenteeism. It mostly happens during teen age when forms the group and go away from the school to have fun getting activities.There are many factors involved in motivating students to attend school. Students who are not motivated, hence, will usually decide not to be present in school. Based on several researches conducted, the rate of absenteeism among students increases annually. As a result, this problem will more or less adversely affect the school's reputation. A study at Lincoln University in 1992 (Fleming, 1992) found that the major reasons given by students for non-attendance at lectures were competing assessment pressures (24% of reasons given), poor lecturing (23%), timing of the lecture (16%) and poor quality of the lecture content (9%). Students, Fleming surmised, choose to miss a class in order to work on an assignment because they think they will gain more (marks) from doing the assignment. A 1995 replicating study at Lincoln University (Fleming, 1995) found that 40% of the reasons offered for non-attendance at lectures involved "the pressure of other learning tasks". No comment was made on the absence of any significant reference to poor lecturing and/or lecture content compared to the earlier survey.The issue is students who stay away from school without permission will not only be left behind in thelearning process, but worse still they will probably end up in drug abuse, gangsterism, alcohol consumption,free sex, gambling and loitering. Certainly, playing truant is a discipline problem, and where do these truants goto and what they do during the time of their absence from school are related concerns.There are many factors why children stay away from school without permission. In Malaysia, thesefactors include influence of peers (Mohd. Shubari, 2000; Suseladevy, 2004), fear of being bullied, fear ofteachers, dislike of certain subjects, thinking that they will fail (Thi, 1994; Supramaniam, 1986), noencouragement from parents or family problems (Mohamad Yatim, 1999), and the school factor (Hussein,1993; Zainol, 2002; Tan, 2006). All of these factors have resulted in students having no motivation to learn,therefore they turn their attention to hang around at other places or loitering. Research findings have also shownthat students who do not support and participate in any school programs or activities are those who are notinterested to be in school (She, 2002).This study has attempted to identify factors contributin

Objective of the Study

In general, the objective of this study is to examine the phenomenon of truancy among secondary school students; however, specifically the objective is to identify the factors that cause students to be absent from classes according to the school climate.

Research Design

The population of this research consists of form 100 students (aged 16 years) of Ranjeet Pandit inter college in Naini. Therandam sampling technique Used to obtain samples representing one school in a district in

Allahabad(Naini). Data were collected through a questionnaire. The questionnaire contains 12 questions related to factors that cause pupils to be absent from school.Percentage analysis were used for this study.The investigators have used Self constructed tool for factors causing students absenteeism according to school climate.

Findings and Discussions

School Climate Factor: The school climate or environment factor has also influenced students to be absent from school Foziah Ab Rahman (1996) who found that unattractive school climate or environment has made students unhappy and lazy to go to school. Omardin (1996) also points out that one of the factors that determines the success of students is the school climate and culture. A harmonious school environment can lift the spirit of students who would then have the attitude of "love their school". Hence, this will reduce misconduct among students such as skipping school. Other items related to school environment are "school rules are too strict" and "extra classes arranged by the school are a burden to students .canteen food is not delicious yet expensive" followed by "the relationship between students and teachers in the classroom is good" and "the school provides adequate facilities for students"

item	1	2	3	4	5	6	7	8	9	10	11	12
yes	74	68	78	56	68	57	62	65	72	77	62	72
no	26	32	22	44	32	43	38	35	28	23	38	28

- For item 1Table shows that 74% students said that chair and table in the classroom was not comfortable.
- For item 2Table shows that 68% students said that they disrupted the focus on the teaching learning process.
- For item 3Table shows that 78% students said that the relationship between students and teacher in the classroom is good.
- For item 4Table shows that 56% students said that the school put pressure on him/her to pass with flying colors.
- For item 5Table shows that 68% students said that the school regularly organize meeting with parents.
- For item 6Table shows that 57% students did not like the atmosphere in the classroom.
- For item 7Table shows that 62% students said that the school provides adequate places for rest.
- For item 8Table shows that 65% students feel comfortable with the school environment.
- For item 9Table shows that 72% students said that Extra classes arranged by the school are a burden to students.
- For item 10Table shows that 77% students said that school rules are too strict.
- For item 11Table shows that 62% students said that the school provide adequate facilities (equipment's and materials).
- For item 12Table shows that 72% students said that canteen food is not delicious yet expensive.

Conclusion

Though factors related to the school (such as teachers, peers and students themselves) are relatively not very strong in causing students to be absent from school, the school's authority must still address that improving the school environment (such as class size and reasonable school rules) so that it is condusive for learning should be given priority in addressing the truancy problem. Expansion of the guidance and counseling services and promotion of activities that will bring truant students to like schooling must also be considered in the attempt to minimize this truancy problem.Besides, this truancy problem will lead to other social ills. It is therefore not only a school problem but also a problem for society. To reiterate, in addressing this problem many parties and authorities must cooperate to address this problem of truancy among students.

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PARENTAL ATTITUDE TOWARDS GIRL'S EDUCATION IN HILLY DISTRICT OF MANIPUR

K. Manitombi Devi

Associate Professor, Dept. of Education, Mayai Lambi College, Imphal

Abstract

Status of girl's education has been a positive impact on their outlook and helps them in the society. The world cannot exist without women. They have every right as men but the traditional society has been blinded by the false notion by considering women as beneath the men in all the sphere of life. As a result, it has become very important to remove this particular notion and assigned the women her rightful position i.e. on the same platform as men. This can only be achieved when girls are educated and they realized their true position. Therefore, education of girls have become very important. The other way of removing these atrocities is by erasing the traditional attitude of parents towards education of the girls into a favorable and supportive attitude. It has particularly important in hill districts since it has the lowest girls literacy rate. It is important for the parents to truly and honestly develop a favorable attitude towards the education of girls. In terms of literacy, Manipur (79.21%) is higher than All India (72.99%) average. Among the North Eastern States of India, Mizoram ranks first and Manipur fifth as per 2011 census. As recorded in 2011 census, Imphal West District ranked first among the districts of Manipur with 86.08 percent literates which are followed by Churachandpur District with 82.7 % and Chandel with 70.05% Dept of Education as of least literate district in Manipur. Thus, education is a powerful weapon we can use to change the world. As such necessary step can be taken up to further cause of education. The area of hilly districts in the whole of Manipur is the most backward in the area of women's education.

Keywords: *Girl education, parental attitude, education*

Education is very important for every child whether boys or girls. It is sad that some communities still discriminate against the education of the girl child. Women and girls in the developing country are often denied opportunities for education. Lack of education limits prospects, decrease family income, reduce health, put women and girls at risk of trafficking and exploitation and limit the economic advancement of the entire countries. About two century back, education was merely informative. The child was considered as a pitcher into which the teacher poured "gallon of empirical facts/' The child was made to remain quiet and receptive. But today the world is passing through rapid changes. For a country which has accepted the goal of democratic egalitarian society, promotion and development of women's education is foregone commitment. Indeed in the overall development of a country, women's education is greatly needed and it is also the key to unlock the door to modernization. World education believes that education for girls and women is the single most effective way to improve the lives of individual families as well as to bring economic development to poor communities worldwide. The girl child of today is tomorrow's woman. If tomorrow's woman is to become equal partner with man, there is a great need to accord the girl child her rightful share of dignity and opportunity. The system of that of Urban is 13.77%. Average literary rate of Chandel were 70.1%, out of which male and female literacy were 76.7%and 63.7% respectively.

Justification of the Study

Girl's education has a positive impact on their outlook which helps them to improve their status. Education spread their outlook in different sectors and their outlook broadened. They become thriftily independent and thus elevate their standard of living. Home is the first school and mother is the first teacher. And therefore a society cannot function effectively when the women are uneducated and ignorant. Thus women's education is very important and essential for the development of the society or the nation. A common view that spending money on girls is useless or that it's an extravagant things to educate them as they will be married off to another family hinders their education. Though other areas are important, girls getting education through schools is the single most effective way of tackling poverty. It increases life expectancy, reduces family size, improved child survival, raises productivity and enable women to demand a voice in both private and public life. "Education of boys is education of one person, but education of a girl is the education of the entire family," said Jawaharlal Nehru, while underlying the importance of girls' education. Therefore in order to bring upliftment of the society and development education of girls is the priority step to be taken up. In term of literacy, Manipur (79.21%) is higher than the All-India (72.99%) average. Among the North Eastern States of India, Mizoram ranks first and Manipur fifth as per 2011 census. As recorded in 2011 census, Imphal West District ranked first among the districts of Manipur with 86.08 percent literates which are followed by Churachandpur District with 82.78 percent and Chandel with 70.05 percent as the least literate district in Manipur. Table-1 presents the districts wise literacy rate of Manipur. If the overall development of a country is to be sought for, the first step is education. In a progressing country like India, it is important to have educated people. The present study on the attitude of the parents towards the education of girls will throw light as to their viewpoint. As such necessary step can be taken up to further the cause of education. The area of Chandel has been

taken up as it is the most backward district in the whole of Manipur in the area of women's education.

Table 1, District wise literacy rate of Manipur (2011 census)

District	Male	Female	Total
Senapati	80	68.1	74.1
Chandel	76.7	63.7*	70.1*
Churachanpur	87	78.5	82.8
Bishnupur	85.1	66.7	75.9
Thoubal	85	64.1	74.5
Imphal West	92.2	80.2	86.1
Imphal East	88	75.3	81.9
Ukhrul	85.5	76.9	81.4
Chandel	77.8	64	71.1
Manipur	86.1	72.4	79.2

Therefore, it is considered justified to do the study in this particular district. Chandel district has been taken up as the investigator finds it convenient to cover the sampling given the limited time factor of the research. Finding of the present study will be of immense help for policy makers, programs framers and in improving the parental attitude towards girl education. Little research work on the current area of research has been done. The present study also attempt to fill up the gap in this area of research. Since the research is to be conducted within a limited period, the research will be delimited to the following: The present study will be conducted on parental attitude towards girl's education in Chandel district. The present study will be confined in the rural and urban areas parental (mothers and fathers) attitude towards girl's education in Chandel Districts. Since the research is to be conducted within a limited period, the research will be delimited to the following: The present study will be conducted on parental attitude towards girl's education in Chandel district. The present study will be confined in the rural and urban areas parental (mothers and fathers) attitude towards girl's education in Chandel Districts. Kekde P.S-Patil (1988) in his analytical of the present role of educated women as against the role expectations by the protagonist of women's education in the modern period, found that education can not only help women's progress, develop professional ability, skills and mental ability, but it also enables women to become responsible mothers and to rear their children in a scientific way. G.K. Ghosh and Sukla Ghose (1997) in their book entitled "women of Manipur" dealt with women belonging to various groups, sub groups, their joy and sorrow impact of various races, their contribution to the society at large and action plan have to develop from various angle, social, political, economic. The book dealt women and education and working women. It would be useful for planners, social scientists, tourist and various scholars who have interest on the study relating to Manipur and development of all sections of women. Boutros Ghali (1997), the former General Secretary of United Nations remarked, without progress in the situation of women, there could be no true social development. Human rights were not worthy of the name if they excluded the female half of humanity. The struggle for women's equality was part of the struggle for a better world for all human beings and all societies Singh (2012) conducted a study to find out the relationship

between academic achievement and parental involvement among higher secondary school students. The required data was collected from random sample of 400 higher secondary school students (200 male students and 200 female students) taken from Bathinda and Mansa District in Punjab by administering Parental Encouragement Scale. The study revealed a significant positive relationship between academic achievement and parental involvement.

Objectives of the Study

The objectives comprised to find out the attitude of the parents of different educational level towards education of girls; to find out the attitude of parents towards the education of girls with different level of income; to find out the attitude of parents towards the education of girls with different occupation; to find out the attitude of the parents from rural and urban areas towards the education of girls. to find out whether the lack of education of parents has influence towards the education of girls and to find out whether the cultural lag of parents has effect on the education of girls.

Hypotheses

In the light of the objectives of the study- following hypothesis has been found: There is no significant difference in the attitude of the parents of different education level towards the education of girls; there is no significant difference in the attitude of the parents of different income level towards the education of girls; there is no significant difference in the attitude of the parents of different occupations towards the education of girls; there is no significant difference in the attitude of the parents from rural and urban areas towards the education of girls; there is no significant difference in the lack of education of the parents over the education of girls and there is no significant difference in the cultural lag of the parents on the education of girls.

Research Design

For the present research study, "Parental Attitude towards Girl's Education", descriptive or normative survey method was adopted. The population for the present study was confined to the parents of a girl's child in the Chandel District. The samples for the present study consist of 100 parents, out of which 50 will be from urban area and 50 from rural areas of the Chandel District. The Simple Random Sampling method is applied for the present study. For the completion of the present study, the researcher chose to use a self developed questionnaire. For the present study entitled, "A Study on Parental Attitude towards Girls[7] Education in the Chandel District", the major tool used was a questionnaire as it was thought to be an appropriate tool for collecting the necessary data. For the construction of the questionnaire, the investigator made- 40 questions for the parents of the Chandel District. After considering the questions with the research Supervisor, the investigator selected only 26 questions which are more appropriate for the research. The information for the present study has been collected by the investigator from the responses of the parents in the form of structured questionnaire. The subject were also informed that there were no

right or wrong answers and requested them to be co operative and to be true to themselves and mark their answers honestly.The time schedule taken up for filling up the questionnaires varies from individual to individual. The literate parents took less time to fill up the questionnaire but in the case of the illiterate parents, the investigator had to write down their responses and as a result, the time consume for completion of the questionnaire is much more. So, usually parents took 15 to 30 minutes to complete all items prescribed in the questionnaire. For the present research, the investigator has adopted percentages to assess the significant differences in parental attitude towards girl's education.

Analysis and Interpretation

Table 2 Educational Background of the Parents

Qualification	Numbers	Percentage
Illiterates	17	17%
Under matriculate	26	26%
Matriculation	16	16%
+2	21	21%
Graduate	20	20%

From the above table it shows that 17% of the parents were illiterate and 26% were under matriculate. Only 16 % were matriculate. It also shows that 21% of the parents were +2 and 20% were graduates. Thus it can be concluded that educational levels of the parents have huge influence on the girl's education. Parents with higher educational qualification have more understanding and awareness towards the education of girls than the parents with less educational qualification.

Table 3 Economic Background of the Parents

Income of the parents per month	Number	Percentage
Rs.5,000-10,000	32	32%
Rs. 10,000- 20,000	31	31%
Rs.20,000-30,000	14	14%
Rs.30,000-40,000	15	15%
Rs.40,000 and above	8	8%

The economic background of the parents reveals that majority of the students belong to the lowest two income group i.e. 32% were earning between Rs. (5000-10000) and 31% earned between Rs. (10000-20000). Out of the remaining students parents 14% were earning between Rs. (20000-30000) and 15% of them earned between Rs 30000- 40000. Only 8% of the parents were earning Rs.(40000 and above). Thus it can be concluded that parents from the higher income group have more understanding and lower income group have less understanding toward the necessity of girls' education. Therefore, parents with higher income have more awareness towards the education of girls.

Table 4 Occupational Level of the Parents

Occupation	Numbers	Percentage
Cultivator	45	45%
Business	17	17%
Government employees	27	27%
Private employees	11	11%

The above table shows that 45% of the parents were cultivators, 17% were business doer, and 27% were government employees and 11% works in the private organization. Thus it can be concluded that the occupation of the parents have a great influence on their attitude towards girls education. The cultivator parents constitute the highest percentage of occupation i.e. 47%, therefore it can be interpreted that occupation also influence on the perception of the parents towards girl's education. Thus, occupation like government employees and businessmen hold more awareness towards girl's education.

Findings

The key findings of the present study include: Rural parents are more insecure about their daughter's life as compared with the urban parents. They like to have all the rights to decide on their daughter life whether it may be education or career, they want to be the sole decision maker and don't want to give these rights to their daughters. Rural parents feel that education makes girls lazy. It prevents them from learning household chores which is the most essential criteria for getting married for a girl. They feel that marriages are more important for girls than education. Rural parents have higher level of discrimination of gender as compared with the urban parents. They feel that girls alone are not capable of doing anything. Girls always need the support of their parents, brothers or husband and that they are the weaker genders who always need somebody to lean on. Urban parents are more responsible when it comes to girl's education. They take their daughter as their pride which is not the case for rural parents. Rural parents feel that girls will one day get married off to another family so knowing how to read and write is enough for them and that it is better to educated sons than daughters. Rural parents even prefer their daughter dropping out of school than their sons dropping out. Urban parents have more knowledge about the necessity of girl's education and have more understanding about the education and its impact on social development. They have an idea that no society can develop when the female gender are uneducated. It is they who are going to be the source of development for the children. So their education is a must if the societies are to develop. Urban parents have more understanding about the necessity of education and its impact on being a good citizen than the rural parents. They knew that educated girls have more understanding about their rights and duties towards the nation which is not so in the case of the uneducated girls. And these uneducated girls with no knowledge of their rights and duties create problems in their own lives as well as for the society as a whole. It is also found that most of the rural parents are either illiterate or less educated as compared with the urban parents. And this educational level of parents have huge influence on the girl's education as parents with higher educational qualification have more understanding and positive attitude towards the education of girls than the parents with less educational qualification. The economic backgrounds of the parents also have huge influence on the education of girls. It is found that parents from higher income level have more understanding towards the necessity of girl's education and they give more freedom to regulate their choice of education and career than the lower income level group of parents. It

is also found during the investigation that occupational levels of the parents have influence on the perception of the parents towards girl's education. Occupation like government employees and businessmen hold more positive attitude towards girl's education. In short, it can be said that education of the parents highly influence on their attitude towards girl's education. Those parents from urban who have attained better education have more understanding towards the necessity of girl's education and have more positive attitude towards the education of girls than those parents from rural who are less educated. And on the other hand no matter how develop and educated the peoples are, their cultural lag still prevent them from broadening their mindset towards girls and girls education. And the discrimination of gender prevail in the society, it still exist in different form and in different degree. Both the parents from rural and urban show some level of discrimination as they prefer their sons than their daughters in every angle. Therefore though education of the parents give positive attitude, cultural lag of the parents on the hand give negative attitude towards girl's education.

Conclusion

This paper is focus on Chandel District in Manipur . Chandel is a small town, district headquarter of Chandel district in the state of Manipur. The town is located in the southern part of the state. A person of Anal & Maring communities dominantly lives in this district. Maring and Anal language is dominantly spoken in and around the district. Chandel lies in the hilltop that descends the Moreh & Neighbouring country Myanmar south & east. The main inhabitant or main tribes are Anal & Maring. According to 2011census, Chandel had population of 1.68 lakhs of which male and female were 74,579 and 69,603 respectively. It is about 64 km away from Capital Imphal National Highway No.39 passes through this district.

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PROBLEMS AND PROSPECTS OF SECONDARY TEACHER EDUCATION IN MANIPUR

Ch. Tomba Singh

Assistant Professor, D.M. College of Teacher Education,Imphal

Abstract

In the 21ˢᵗ Century and if we look back at the evolution of developments indications, it is easy to note that these are truly phenomenal. The priority agenda today is to prepare teachers for tomorrow, tomorrow's Manipur in a national perspective. Teachers have crucial roles to play in preparing young people not only to face the future with confidence but also to build it with purpose and responsibility. Teachers are instrumental in the development of positive attitudes to learning. The importance of the role of the teachers as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century. The present paper is to focus on the importance of teacher education in general and need of such education in the state of Manipur in particular, and to highlight the developmental trends to secondary teachers education programmes in Manipur and also to focus some specific general problems and prospects of teacher education imparted in the state in the 21ˢᵗ century.

Keywords: *teacher education, secondary education, education, secondary teacher education*

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies an honorable position in the society.

Teaching can regain its earlier noble status in case the quality of teacher education in our country is improved. It is probably for this reason that the education commission recommends the introduction of "a sound programme of professional education of teachers."The commission further remarks that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teacher and this trends to perpetuate the traditional methods of teaching in a situation like the present when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle in progress. He can be modified only by effective professional education, which will initiate the teacher to the needed revolution in teaching and lay the foundations for their future professional growth. Teacher is a person who is engaged in the profession of teaching in any field of disciplines. According to Dictionary meaning – one who teaches knowledge or skill. Teacher education means professional preparation of teacher. Earlier it had narrow connotation. It meant only training of teachers. But now a new concept of teacher - training has developed. It is now more than that. The concept of teacher education is undergoing a rapid change or re-orientation throughout the world. It is now based on the need of the pupils and the society at large. It has now been realized that teacher education is something deeper than mere teacher training. The emphasis is now gradually shifting from training to education. Teacher education simply means the acquisition of that type of knowledge of information, skill and ability, which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of teacher.

The education is becoming increasingly important today, as the teacher is to face the challenges of the new educational technology. It is a fact that the teacher builds the Nation by educating the future citizen and takes a major part in the assigned responsibilities of National building and also to be a friend of philosopher and guide to the students, the teacher are to equip themselves which is of utmost importance. To enable the teacher to develop the ability to change the behavior of the people in the desirable way and to make them adjust in the ever changing society it is essential that teachers themselves are fully trained in all the sphere of life. Thus, there can be no question regarding the necessity of teacher education without education and knowledge of modern teaching techniques teachers would remain incomplete. Educational and skilled teachers are required who will master new approaches and techniques.

Development of Secondary Teacher Education in Manipur

As early as in 1906, the need for giving training to the teachers was felt in Manipur. During that time, the Department of Education organised a training course for teachers, which was of 4 months duration for the improvement of the method of teaching. Twenty primary school teachers attended the course. This was the beginning of teacher education in Manipur. Imparting training to secondary school teacher began in the year 1928, when one of the teachers of Johnstone High School, Imphal was deputed to undergo B.T. Training outside the state. This marked the beginning of the training programme for secondary school teachers. After the 1947, the State Government looksfor a keen interest in teacher training programmes. A humble beginning of training the primary and middle school teachers in Manipur was made in 1952-53 by starting Normal Training Institute at Imphal. The Normal Training School was substituted by Basic Training Institute in 1956. Since then, the Basic Training Institute (BTI) was giving training to elementary school teachers in the state. By 1958-59 there was one Junior Basic Training Institute and one Hindi Training Institute in the state with 80 enrolments in Basic Training and 10 in Hindi Training Institute.

The training of Secondary School teachers was done by opening a B.T. Section in the D.M. College in 1959. The B.T. course was intended for graduate teacher and Certificate in Training (CT) course was for the undergraduate teachers. The B.T. section at D.M. College was converted into full-fledged training college and named as P.G.T. (Post Graduate Training) College, which was affiliated to Guwahati University on 15th September 1972. Subsequently on 17th January 1997, the PGT College was converted as D.M. College of Teacher Education as a member College of Dhanamanjuri Group of Colleges, which is affiliated to Manipur University. After the implementation of National Policy of Education 1986, District Institute of Education Training (DIET) has been established in every district of the state to provide pre-service and in-service training to primary school teachers. Currently, the state having eleven (11) B.Ed. Colleges including Government Hindi Training College for providing secondary teacher education both the pre-service and in-service teachers. The list of Teacher Education Colleges are given below:

Sl. No.	Name of the College	Address	Types
1	D.M. College of Teacher Education	Imphal	Government College
2	Government Hindi Teacher Training College	Imphal	Government College
3	Kanan Devi Memorial College of Education	Pangei	Permanently Affiliated private college
4	R.K. Sanatombi Devi College of Education	North A.O.C. Imphal	Permanently Affiliated private college
5	Th. Ibotombi Institute of Teacher Education and Training	Bishnupur	Private Affiliated College
6	Trinity teacher Training College	Koirengei	Private Affiliated College
7	Institute of Rural Education (IRE)	Wangjing	Private Affiliated College
8	Slope Land College of Teacher Education	Khongjom	Private Affiliated College
9	Ibotombi Institute of Education	Canchipur, Imphal	Private Affiliated College
10	Department of Teacher Education, Manipur University	Canchipur	University Department
11	S. Kula Women's College, Department of B.Ed.	Nambol	Private Affiliated College

Source: Directorate of University & Higher Education, Government of Manipur,2016.

NAAC Accredited Teacher Education Colleges in Manipur: In Manipur, the total number of NAAC accredited teacher Education colleges in two (2) out of 11 colleges. It is very low percentage of NAAC accreditation colleges in the state, which may creates the problem of quality teacher education in the state of Manipur.1). D.M. College of Teacher Education, Imphal, (Status- Grade-B) and 2).R.K. Sanatombi Devi College of Education, Imphal (Status- Grade-B)

Problems of Secondary Teachers Education in Manipur: The problems of secondary teachers education in Manipur include 1) Lack of proper administration: Administration of Teacher Education in Manipur lack direction and vision. Quite a few teacher education colleges were not found to be having duly constituted administrative academic, financial bodies and wherever these exist, were not functioning properly. 2) Heavy and Overloaded Curriculum:The teacher educators and student-teachers felt that teacher education curriculum is very heavy and overloaded. The emphasis is on academic and theoretical rather than practical side and does not address the local issues and problems faced by the school students of the state and handle them in classroom situation.3) Defective

Examination and Evaluation System:Due to poor standard of examining of paper by the experience teacher and also insincere authority, there is still defective of examination and evaluation system. There is no standardized technique of paper setting and evaluation.4) Lack of Infrastructure Facilities:Teacher education institutions, particularly most of the private colleges were severely lacking in most of the infrastructural facilities, relating to building, equipment, library services, laboratories, hostels and sanitary services. All these facilities were inadequate in quantity and whichever facilities existed were very poorly maintained.5) Lack of Interest of Student-Teachers in Studying and Learning: The student-teachers aim at getting a degree by any means and subsequently get a job. Majority of the students lack interest in studying and learning.6) Lack of Accountability, Commitment, Competency and Performance: There is lack of accountability of teacher education in the state due to lack of commitment, competency and performance.7) Defective Methods of Teaching: The methods of teaching adopted in teacher education are lecture methods, dictation method, material method whether relevant or irrelevant, Xerox copying method etc. There are poor audio-visual teaching aids facilities in the teacher education institutions. Use of any ICT facility in classroom transaction was rare, though teacher educators try to give context specific examples for better understanding of students.8) Ineffective Practice Teaching or Internship:The practice of teaching conducted by the students-teacherin the practicing school is not so satisfactory and just a routine and namesake.9) Competition of Giving Highest Marks of Internal Assessment:The competition of giving highest marks of internal assessment among the teacher education colleges. The internal assessment conducted in the colleges of teacher education is also ineffective, improper and partiality affected by bias attitude.10) Poor attendance of Student-Teachers in Private Colleges: The student-teachers admitted to private colleges are mostly for certificate and not for reading for professional development of teaching. Due to this, poor attendance is there in the private colleges.11) Lack of Service Condition of Teacher Educators of the Private Colleges:The society considered the teacher-educators working in the private colleges have low status due to low payment of salary and poor condition of the services.12) Lack of Library Facility:The quantity and quality of the textbooks, journals, and reference books available in the colleges' library are not satisfied by the student teachers and teacher educators.

Suggestion for Improvements

Administration of teacher education in Manipur needs vision and direction.Sound, constructive, clear cut and definite policies and implementation strategies are needed.Reform of heavy and overloaded curriculum is urgently needed and it should be updated from time to time. As we are living in the 21st century, we need to know all the latest knowledge. The examination system needs modifications. Good question-setter and paper examiners need to be appointed to improve the quality

of examination or to make it more reliable. Transparency in evaluation system is required. Infrastructural facilities like, building, equipment, library, laboratories, and hostels available in the teacher education colleges need immediate attention. Making teacher education be available in the entire district will raise the standard of education in Manipur. Innovative programmes of teaching method should be developed. Mock-classroom for simulated teaching and micro-teaching should be provided in very institution. Teacher education colleges should organize workshop, seminar, orientation programmes, conferences and refresher course from time to time as supplement of teaching and the teacher should be given freedom to attend such thing in order to promote their professional growth. The number of textbook, journals, reference books must be expanded and separate reading room must be kept in the library. The State Government should provide some kind of special assistance to the teacher education colleges, which are not assessed by NAAC. On the basis of strength and weak areas of the college, college can improve the quality of education.

Conclusion

Past is experience, present is experiment and future is expectation. Hence use your experience in your experiments to achieve your expectations in future in Teacher Education Programme. Quality school education cannot be thought up without quality teacher education programme. It is the teachers who in the end will change the nation of school by understanding it. Hence personal vision, institutional vision, shared vision, team learning and system thinking are the need of the hour in the Teacher Education Programme.

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JOB SATISFACTION OF WOMEN EMPLOYEES IN EDUCATION SECTOR

Parul C. Dave
Asst.Professor, Gujarat Commerce College, Ahmedabad (Gujarat)

Abstract

Job satisfaction is a term related to Psychology, Human Resource Management and Organizationalbehavior. Many researchers in various fieldswere conducted on job satisfaction and by each research new knowledge is generated in this area. As we believe that teaching is a field where high motivation is always needed and job satisfaction is a major factor which affects motivation. With all these views here researcher tried to measure the level of job satisfaction among women teachers working at different level of education.The present study was a survey type study in which the teachers were given job satisfaction scale made by researcher along with necessary instructions. The opinions collected on the scale were transferred in to score. With the help of SPSS program F-Value and t-value were calculated to compare the three groups.The analysis showed that there was a significant difference in the job satisfaction of these three groups as the f-value and t-value were significant at 0.05 level.The major finding of the present study shows that among these three groups the higher educators were having lowest job satisfaction while no significant difference was found between the job satisfaction of primary teachers and higher secondary teachers.This study helps the authority of higher education to take necessary steps to increase the level of job satisfaction and also helps the higher educators to find out the reasons for lower job satisfaction by self-evaluation.

Keywords: *Job Satisfaction, Women Employees, Women, Education, Education Sector*

Intoday's eraHuman Resource Management is very necessary for all type of institutions. And if we think about the education sector human resource management is the most important part for the authorities. Human Resource Management deal with the various issues related to the human resources like recruitment, training, promotion, wages etc. It also takes care about the mental health of the employees which is closely connected with motivation and job satisfaction. Job satisfaction is a debatable issue in the field of organizational behavior and many researches were conducted to know the effect of job satisfaction in various fields. In education teacher's job satisfaction plays a major role in improving his/her efficiency. So here researcher tries to measure the job satisfaction of women teachers working at the different level of education.

Objective of the study
To study the job satisfaction of women employees of education sector working at the different level.

Hypothesis of the study
There will be no significant difference in the job satisfaction of women employees of education sector working in primary, higher secondary and higher education.

Research Design
In the present study data was collected by a researcher made tool which was not standardized and thus turns to be the limitation of the study. 1542 teachers from the various districts of Gujarat were included in the sample whowere working at different level of education'Job Satisfaction Scale' constructed by the researcher by Likert methodwas used as the tool. There were 41 sentences with five opinions like strongly agree, agree, neutral, disagree and strongly disagree in the scale. The teacher has to mark (√) for any on option from the given five for her opinion. On the front page of the scale the teacher has to fill necessary personal information.

Data Collection: The teachers were given some necessary instruction to fill up the scale. There was no time limit to return the scale. On and average in forty minutes teachers filled the scale. Necessary permission for data collection was taken from the principals of various institutions. Here the researcher took help of trained people to collect the data.

Analysis and Interpretation
The main objective of the study was to compare the job satisfaction of women employees in education sector working at three different levels. So F-Value was found. SPSS program was used to analyze the collected data. The analysis is given in table-1

Table 1 - Analysis of Job satisfaction Score of Women Employees in Education Sector with Reference to Teaching Level

Source of Variance	SS	df	Mss	F	Level of Signature
Between the groups	4571.32	2	2285.57	5.714	0.01
Withinthe groups	615622.9	1539	400.01		
Total	620194.0	1541			

Significant Differences of Means

Group	Mean	Differences of Means	Level of Significance
Primary and Higher Secondary	165.25 & 166.97	1.72	--
Primary and Higher Education	165.25 & 162.54	2.71	0.05
Higher Secondary and Higher Education	166.97 & 162.54	4.43	0.01

In the first part of table-1 the F-Value found for the significance difference between the job satisfaction score of women employees in education sector working at primary, higher secondary and higher education is given. F-value was 5.71 and it was significant at 0.01 level. So to know which two groups were having significant difference t-value was calcuted and the comparison of means was given in the second part of table-1.

The difference between the means of job satisfaction score of primary teachers and higher secondary teachers was 1.72 which is not significant. The difference between the means of job satisfaction score of primary teachers and higher educators was 2.71 which is significant at 0.05 level where as the difference of means between the job satisfaction score of higher secondary teachers and higher educators was 4.43 which is significant at 0.01 level. So the hypothesis of the study was not accepted. It means the three groups of educators working at the different level of education were different in the job satisfaction.

Finding of the study

On the basis of analysis it can be said that there was a meaningful difference in the job satisfaction of women employees in education sector according to the level of their teaching. In these three groups primary teachers and higher secondary teachers were more satisfied than the higher educators.

Conclusion

The result of present study is alarming for higher education authorities. We all believe that higher education shapes the future of nation and it able the young generation for their carriers. If the people working in the higher education are not satisfied with their work it will be decently affect and harm their motivation, efficiency and productivity. So, the authority must find out the reasons behind the low job satisfaction of higher educator and also take necessary steps to increase the level of job satisfaction by better policy decisions.

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PRE-COLONIAL EDUCATION IN MANIPUR - A FOCUS ON INDIGENOUS EDUCATION SYSTEM SINCE 33A.D. (A RETROSPECT)

L. Basanti Devi
Associate Professor,Standard College, Kongba, Manipur

Abstract

Education in the traditional sense means imparting knowledge and skill as well as controlling or disciplining the behaviour of an individual. The history and civilization of a nation is reflected by its education. It also tells the advancement of a race in the matter of experience, knowledge, wisdom, aptitude, skills, and other human values from time to time. The way of conservation of knowledge and skills and the methods of its transmission was regarded as the education of the native people of Manipur in the early period. The present paper is to focus a retrospective historical background of the growth of education in Manipur since 33 A.D. upto 1891.
Keywords: *pre-colonial education in manipur - a focus on indigenous education*

Manipur lies between 93.03E and 94^0.78E Longitude and 23^0.83N and 25^0.68 N Latitude with an area of 22.327sq.km. It is bounded on the North by Nagaland, on the South by Mizoram and the Chin Hills of Burma (Mayanmar), on the East by Burma and on the West by the Cachar District of Assam. Topographically it has valley area and hills areas. The Meities who predominantly resides in the valley of Manipur are the largest ethnic group of the state. Other communities such as the Meitei Pangals or Muslims Mayangs, Chakpas and other also settled in the valley. The people of various other tribes dwell in the hills surrounding the valley. The recorded history of Manipur begins in the first half of the Christian era.CheitharolKumbaba, the Royal Chronicle of Manipur recorded that the first historical king of Manipur was NongdaLairenPakhangba who ascended the throne of Manipur in 33A.D. Manipur was formerly an independent kingdom and subsequently in merged into the Indian Dominion on 15th October, 1949. Manipur has its own script. According to Linguistic survey of India the Manipuri (Meitei) belong to the kuki chin group of Tibeto-Burman family and its languages. However due to the limited number of transcibed books and other written materials, in the earlier days, education was mainly confined to the oral type of education relating to the ethical, moral spiritual and the way to attain perfect living of a person throughout his lifetime. Over and above this it relates to the imparting of skills of military training, Martial arts, vocational training, indigenous games and sports, the arts of weaving, embroidery etc. Later on many books on history religion, medicine, fine arts, fighting, philosophy of life, astrology etc. were written. These books written with Manipuri script popularly known Meitei Mayek. Written records and other literary accounts highlighted something about the early system of education in Manipur before the advent of modern (western) system of education that started since 1883. The scholars of Maichous of Manipur have written books on the leaves of Palm, Agarbak and Meitei Che which is an indigenously manufactured paper. They used local made ink made out of lac, lamp and rice etc.In earlier times education in Manipur was under the supervision of an institution known as YoirelLoishang (Yoirel-Loishang-Department). During the reign of king Charairongba (1697-1709) the said YoirelLoishang came to be known as PanditLoishang. Under this department there are four sub-departments[4]viz (1) YoirelMaichouLoishang (Scholar), (2) AmaibaLoishang (Priest), (3) AsheibaLoishang (Songster/Singer), (4) LairikYengbaLoishang (Writer/reader).

The head of the YoirelMaichou Department was the overall head of the PanditLoishang. Under this PanditLoishang there were some such posts like the Pakhanglakpa (composed by three officials) and Nahalakpa (composed of three officials). Both of them were important functionaries of education, who impart education to the younger group of people. Under the supervision of these instructors the pupils were expected to achieve a perfect physical and mental strength, courage and obedience. Besides providing physical strength and courage to the pupils education aimed at inculcating virtues like truthfulness obedience, fortitude, sincerity and politeness. Moral education was also an inalienable part of general education. One who attains knowledge in fine art such as dance and music and also in the traditional martial arts with the armed (Thang-Ta) and unarmed (Sarit-Sarat) was regarded as the mark of the educated person. And, the knowledge and skill in the art of weaving and embroidery was regarded as the hallmark of girl's education. However, this kind of knowledge was obtained from their elder womenfolk at their respective homes. This shows that ancient Manipuris emphasized all round development of the personality through education. CharairongbaKhongul a book which deals with moral lessons, statecraft etc. enshrined that a person who was devoid of learning was considered useless and a good-for-nothing fellow. The text reads thus "Bidyalairikheitrabadithawaiarembane Wakhalmatouleitabapungdileibakamangbane. Bidyalairiknattanapathouamaleite"

Other educational institutions known as Pakhangfal&Leishafal were already prevailed both hills and plains areas in order to ducat the boys and girls. They were the centres where ethical education was taught by the elders before their couple lives. These

centres are still retained in the hill regions.Another book called SakokLamlen written in Archaic Manipuri throws light on the way how the students learnt from their teachers.The Education in Manipur may be divided into three types-i) Gurukul system (Teacher and Student tradition). ii) To impart training the children by hiring experts. iii) To teach the children by the parents and elders in their home and to the house of the elders (learning through family tradition).

Some of the reknownPandits (Scholars) of the earlier days were AshangbamLaiba who lived in the court of King Naophangba (428-512 A.D.), Apoimacha, LangolLukhoi, KonokThengra, Salam Sana, YumnamTomba, KhaidemTomba in the court of King Khagemba (1597-1652A.D.). Among Gopi, NungangbamGobindaram in the court of Garibniwaj (1709-1748A.D.), WangkheiPanditGopiram, MadhobWahengba in the court of Bhagyachandra (1763-1798A.D.). ChaobatonPandit, KhumujambaPandit in the court of Chandrakriti (1850-1886A.D.). They left behind many books and the valuable documents about the development of education in Manipur.

Early system of education in Manipur is depicted in the book NaothingkhongPhambalkaba-as Naothingkhong (663-763) was sent of the Chief of LuwangNingthouPunshiba who was supposed to have an exceptionally longer life. Naothingkhong was given training in teacher and student tradition on history moral code, rites and rituals, statecraft and in different arts. During the time of King Loiyamba (1078-1112A.D.) Lallup system was introduced in Manipur. (Lal-war, Lup-organisation) Lallup system was based on the military service which later extended to civil and economic activities of the state. Under this system every able male from 16-60 years will render their service to the state for ten (10) days in every 40 days. During the days of their service they also learned varieties of industrial works and military education. King Mongyamba (1562-1597) game military education to king Khagemba. During king Khagemba's (1597-1652) time many Meitei books were written. He established LairikYengbaLoishang. As there were no proper system of education the learning, writing and reading was confined to a few section of people especially royal family, relatives and countries. During the reign of King Garibniwaj (1709-1748) Hinduism became the state religion of Manipur. His reign was a turning point in the history of Manipur. Under the investigation of santa Das Gosai a Hindu missionary from West Bengal more than 120 books better known as Puya (an authoritative holy book of Meetei) written on different subjects were burn down. This incident was known as PuyaMeithaba. Every year on 10th October people of Manipur mourn for this lost. Bengali script was introduced in Manipur which affected to the growth of indigenous education system in the state. Even after the introduction of Bengali script formal education was not imparted to all common people. It seems that a compulsory education was imposed to immigrant Brahmins for the religious

performance. But common people were ignorant of the benefit of the reading and writing.

Since Manipur is situated in a strategic point and always threatened by external aggression from the neighboring countries like Burma, China etc. and by inter-tribal or inter-communal tends, physical education and martial art rather than literary education were vigorously encouraged. The person who could show his merit in sports, hunting and fighting were highly honoured and respected. The physical education imparted education through physical activities was very popular. This systematic way of education existed since the days of king Pakhangba (33A.D.) It consisted learning of military techniques, physical exercises, use of arambai, sword, spear and riding of ponies. Martial arts may be regarded an important art of education among the Manipuries. It is also believed that before learning this martial arts education there existed a system of oath taking as the student should stand on a plate of big stone by saying with this art he would dedicate himself for the country. The technical education like carpentry, dyeing, smithy, metallurgy, weaving etc. also imparted in the early days. This system was vividly shown in the book LoiyumbaShinyen a royal edict of King Loiyumba. In the field of Medicine Maibas (Male healer) and Maibis (Female healer) prepared a wide range of medicines from the herbs, shrubs trees and other animal organ as well minerals. The book Hidaklon (Hidak-Medicne, lon-study) shows the knowledge of preparing medicine by medical experts of those early days. Not only the medicines they also use some words called in Manipuri Laiwa (Chanting of hymns) (Lai-God-Wa-Word) in the treatment of the patient. Another form of education starting from the ancient period was through several art form. The family is considered to be starting point of education. The children used to learn the preliminary art of dancing from their mother and other member of the family. The most important form of art among Manipuries is Jagoi (dance). Manipuri Laiharaoba (worship of Sylvian deities) and Manipur Ras Lila well known creative form of dance. In the Laiharaoba shows the ideas of creation of earth, household ethics, physical education such as Mukna (wrestling). Yubilakpi (Manipuri Rugby) Kangjei (Hockey) etc.

As mentioned above Manipuri lies in a strategic point and always disturbed by the external pressure Manipuries were taught to the patriotic, love and sacrifice for the country. To preserve the freedom and independence the Manipuries were trained to become soldiers by developing sentiment of patriotism. As the child grows up he was expected, to learn the skill of self defence and attack which is known as sharitsharat (defence and attack) of satjal (Martial arts).Since the very early days women have been playing an important role in the socio-economic and political affairs of the state. They learn the art of dance, music weaving, embroidery moral ethics as well as martial arts. Weaving is done in every family, rich or poor. One loom for one female is compulsory to weave cloths for the family members. So, the training for proper

weaving is essential. In early days in selecting a good bride, the knowledge of weaving was asked and weaving equipment were regarded as an essential items of the brides wealth. The women who learnt how to cook deliciously were also regarded as "Goddess of Wealth".

A new system of education emerged in Manipur with the contact of the English (British). After the first Anglo Burmese war 1826, a British political Agent office was opened 1835 in Manipur. The British officers were very sock to the ignorance of the Manipur masses. So to give the light of western education for bringing good governance in the state and to impart western scientific knowledge expert were made to introduce western education from 1835 upto 1891 ceaselessly without much success. In 1872, Major General W.E. Nuthal the Political Agent opened a school at Imphal with English language as the medium of instruction. The People of the land did not appreciate or encourage to the establishment of English School and parents did not sent their children to that school. The people of Manipur also thought that if they learned English, they will be compelled to adopt Christian religion, the same way Hindusm was imposed in Manipur during the time of king Garibniwaz. Consequently the attendance in the school was very poor. They refused to take any kind of assistance given by the Englishmen to start English education. The boy who attended the English School was treated as an untouchable and not allowed to enter into the house with school dress. They should changed their school dress. As a result no further English School could established for a long time. "The question of education may be dismissed in a very few words. There were no schools or any wish for them on the part of the authorities. About a year ago I had an offer of assistance in forming a school in Manipur but the offer was declined by the Manipuries who said they preferred remaining ignorant. So illiterate they that some of the highest officials can neither read nor write and are not a with ashamed of their want of knowledge".

Slowly many changes have comes. The feeling of untouchability has gone in society. In 1885 a middle English school was opened by the then Political Agent of Manipur Sir James Johnstone with the permission of the king of Manipur. Sir Chandrakriti Singh K.C.S.I. He allotted a plot of land for the school building Maharaja Johnstone as Johnstone Middle English School. The school have a poor number of student. "The number of boys attending to Johnstone School fell off during the year, as there were 100 at the close of March 1889 and in March 1890 there were only 78 or a decrease of 22". With the establishment of this school there was a progress in the education in Manipur. Upto 1891, the prevailing system of education was existed in Manipur. In 1891 the Anglo Manipur war was broke out in Manipur. Manipur was defeated and lost its independence into the hands of British. After this was under the colonial rule many changes were brought in Manipur in all respect.

Conclusion

To conclude, Manipur, an independent sovereign state had her own system of education. Before, the advent of writing the education system it was mainly based on oral teaching. Manipuri practiced many forms of education, physical, martial art technical, art form of education etc. with the traditional ways of education. An individual aimed at over all development. Political, Socio-religious changes reflected to the development of the education system of the state. With the coming of the Hindusm the Education system was changed with Bengali script from Meitei Mayek (the original script of Manipur). Again with the coming of the European mainly Britishers the western education or English education was introduced in Manipur. Therefore, the development or the history of education in Manipur may be discussed in many stages. Lastly, the Manipuri mainly the Meities perceived their traditional education on games and sports, dance music, weaving technology, through their ancient literature, etc which can be shown in their achievement all over the world.

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SELF-ESTEEM AND CLASSROOM PERFORMANCE COMPETENCY OF TEACHERS OF HIGH SCHOOLS WITHIN URBAN AREA OF IMPHAL EAST DISTRICT

TaoremSurendra Singh
Asst. Professor, D. M. College of Teacher Education, Imphal (Manipur)

Abstract

The teacher is the central point in the process of education. For a teacher, self-esteem and classroom performance competency may be considered to be important qualities. The loss caused by the deficiencies in the teacher component can't be restored by any amount of inputs. The poor performance of teachers certainly affects the tone of school. If teachers are incompetent, dissatisfied with their job and not guided by proper values, the entire edifice of education system will be in danger.Effective teaching requires good and competent teachers. An effective teacher is one who is able to bring out intended learning outcomes. This ability to bring out intended learning outcomes is concerned with teacher competencies. The successful teacher tends to be warm, understanding, friendly, responsible, systematic, imaginative and enthusiastic.Considering the notion that personality of a teacher has an effect on his/ her competency. Self-esteem is an important personality characteristics of an individual. Therefore this study will analyze the effect of self-esteem of the teacher on his/her classroom performance competency among teachers working in High Schools of Imphal Area.
Keywords: *Self-esteem of the teacher, Classroom Performance Competency, High School Teachers, and Imphal Area.*

The teacher is the central point in the process of education. Fora teacher, self-esteem and classroom performance competency may be considered to be important qualities. The loss caused by the deficiencies in the teacher component can't be restored by any amount of inputs. The poor performance of teachers certainly affects the tone of school. If teachers are incompetent, dissatisfied with their job and not guided by proper values, the entire edifice of education system will be in danger.Effective teaching requires good and competent teachers. An effective teacher is one who is able to bring out intended learning outcomes. This ability to bring out intended learning outcomes is concerned with teacher competencies. As mentioned earlier Ryans (1960) made an extensive investigation into teacher personality and its relationship to teacher effectiveness. He found that the successful teacher tends to be warm, understanding, friendly, responsible, systematic, imaginative and enthusiastic.Again, as mentioned earlier, Cortis (1973) found that those teachers who showed most career satisfaction and seemed to be making the best professional progress appeared able to put school before self and to submerge minor differences with colleagues in the interests of establishing within the school those coherent, consistent policies that enable children to feel secure and confident. By contrast, Cortis found unsuccessful teachers tended to be more self-oriented and to be more dominant, suspicious and aggressive.Considering the notion that personality of a teacher has an effect on his/ her competency, there proposes to study the effect of self-esteem of the teacheron his/her classroom performance competency, Self-esteem is an important personality characteristics of an individual.

Ganihar, Noorjahan (2000) : The relation between cognitive style and personality variables and preference for teacher behaviour of secondary school students. In his finding it was concluded that cognitive style and personality were associated. Students with cognitive styles and personality styles prefer different types of teacher behaviour in the classroom.Singh (1979) a Lecturer in the Department of Teacher Education, New Delhi makes a study of Creativity in School Teachers as Measured by Mehdi's Test in Relation to their Self-concept, Attitude towards Teaching and classroom Verbal Interaction.Important findings of the study:(i) There is a positive and significant relationship between verbal creativity in teachers and their self-concept. (ii) There is no significant relationship between verbal creativity in teachers and their attitude towards teaching. (iii) Men and Women teachers do not differ significantly in their verbal creativity. (iv) There is a positive and significant relationship between teachers' self concept and their divergent questions.Malhotra, (1976) makes a study to investigate teacher classroom behaviour in relation to presage variables of teacher attitude and adjustment, and product variables of student's liking and perceived behaviour by peers, principals and self.*Major findings of the study* :(i) Younger teachers are more indirect in their classroom behaviour than older teachers. There is negative relationship between the age of the teachers and indirect/direct behaviour. (ii) The male and female teachers have more or less similar behaviour pertaining 7to indirectness and directness. (iii) The teachers with bachelor's degree were more indirect in their classroom behaviour than teachers with master's degree. George and Joseph (1978) study the Effect of Microteaching on General Teaching Competence and Teacher Attitude of the B.Ed. Trainees. *Major findings* : (i) There was no significant difference in the teacher attitude scores of the B.Ed, trainees before and alter exposure to the technique of microteaching. (ii) The students' reactions to the microteaching approach were positive and favourable generally.Jain (1982) Studied Classroom Behaviour Patterns of Teachers in Relation to their Attitude Towards Profession, Morale and Value. *Major findings* : (i) Male Teachers devoted more time in asking questions than did female teachers. (ii) Pupils interacted differently in the classes of married, unmarried or deserted teachers.Passi and Sharma (1982) made a study of Teaching Competency of Secondary School Teachers, in the Dept. of Edu.

Indore University.*Major findings*:(i) The male and the female language teachers do not differ in their competency. (ii) There is a significant negative correlation between the self-perception of the language teachers teaching at the secondary level and teaching competency. (iii) There is significant positive relationship between the teacher's teaching competency, the liking of their pupils of their teaching behaviour and the academic achievement of the pupils of Grade IX in Hindi.Verman (1998) studies the development of teaching competency when microteaching is used among student teachers. It is found that student teacher receiving microteaching experience show better competencies in skills like skill of reinforcement, the skill of probing questioning, the skill of stimulus variation, the skill of illustration with examples and the skill of explaining.

After analysing the above-mentioned studies the present investigator can high light some of them directly or indirectly falling in the area of teachers' self-esteem and classroom performance. Teachers' characteristics, especially interest, attitudes and needs along with certain personality variables etc. have been attracting the attention of researchers. Self-esteem is an important personality variable which may affect the Classroom Performance Competence of Teachers, and to the knowledge of the present investigation, no study worth to mention has been done to study the effect of self-esteem upon the classroom competence of teachers So, it is considered to investigate the effect of self- esteem on teacher classroom performance competencies.

Self-Esteem:Self-esteem refers to the self evaluation made be an individual and one's attitudes toward oneself along a positive-negative dimension. It is concerned with self-regard, self-respect, self-concept.Teacher Classroom Performance:Ryans defines teacher performance as the behaviour or activities of persons as they go about doing whatever is required of teachers, particularly those who are concerned with the guidance or direction of the learning of others." It also refers to the behavior of a teacher while teaching a class (both inside and outside the classroom.)Teacher Competency:A competent teacher is one who: (a) has the skill of accurate perception of the classroom situation and the changes that occur within the classroom. (b) is aware of a teacher's role which is appropriate to the situation.

Objectives of the study:The objectives comprised – to find out the differences between the male and female teachers in their self-esteem level; to find out the difference between the male and female teachers in their classroom performance competency level; to find out the difference between the high and low self-esteem male teachers in the effect of self-esteem on the classroom performance competency level; to find out the difference between the high and low self-esteem female teachers in the effect of self-esteem on the classroom performance competency level; and to find out the overall differences between the teachers of high and low self-esteem teachers of high schools on classroom performance competency level.

Hypotheses:There may not be a difference between the male and the female teachers in their self-esteem; there is no difference between the male and the female teachers in their classroom performance competency; there is no difference between the high and low self-esteem male teachers in the effect of self-esteem on the classroom performance competency; there is no difference between the high and low self-esteem female teachers in the effect of self-esteem on the classroom performance competency and teachers is no difference the overall level of class room performance competency among the teachers of high and low self-esteem of high schools.

Research Design

Survey method was used as the most appropriate one for the present field of study. Therefore, a descriptive survey method of researching was used just to obtain relevant and correct data for the given proposed field of study.For the present study, the investigator selected 160 teachers working in high schools, 80 of them males and the remaining 80 are females from Imphal East District, Manipur. In getting these sample, the randomized method was adopted.

High Self-Esteem Teachers		Low Self-Esteem Teachers	
Male Teachers	Female Teachers	Male Teachers	Female Teachers
40	40	40	40

The following tools were employed to gather new data in connection with self esteemed and Classroom Performance Competency Scale: The Self-Esteem Scale: The Self-esteem scale used in the present study to measure self-esteem isthe Texas Social BehaviourInventory : Form A(TSBIA). It is a 16-item short version of the 32-item of the Helmreich, Stapp and Ervin's (1974) Texas Social Behaviour Inventory (TSBI), a validated, objective measure of self-esteem or social competence (Helmreich and Stapp, 1974) and generally described as a measure os social self-esteem (Spence, Helmreich and Stapp, 1975). Each item has five response alternatives ranging from "not at all characteristic of me" to "very characteristic of me". The items are keyed in both the directions.The TSBI has been found orthogonal to social desirability lor males and having a modest correlation only for females (Helmreich and Stapp, 1974), and related to intelligence (Stapp, 1974). As the items appear pan-cultural in nature, they are used in their original form. Singh, Sahoo, and Rout (1989) used theTSBIA, earlier, in the Indian situation to measure the self-esteem. Classroom Teaching Competence Scale:The rating scale used in the present study for observation and rating the classroom performance competency of teachers is the Classroom Teaching Competence Scale (CTCS) of Mukhopadhyay (2005).The scale has 18 statements. The classroom teaching competence of a teacher is to be rated on a five point scale for each of the 18 items. The rater needs to study the indicators given in the ground rules related to 0,1,2,3 and 4 for each of the items prior to rating a lecture. Please check against any of the numbers against each item in its column. All items must be rated.The scale has ground rules for class room observation. The study has two

distinct phases : testing phase, i.e., selection of participants, (teachers) for the observation, and observational phase, in which selected participants are being observed as to their teaching performance.In the testing phase, the participants are administered the TSBIA individually, and scores are analysed for male and female teachers separately. Using the 30th percentile and the 70th percentile as cut-off points, they are categorised into two extreme groups for each sex group. The 30th and the 70th percentiles of the scores for male teachers are 36.54 and 43.54 respectively, and that for female teachers are 35.2 and 41.904 respectively. Twenty male teachers and twenty female teachers were selected from each of the respective extreme groups for the observation.In the observation phase, a participant (teacher) is his/her normal duty of teaching his/her class. The classroom performance competency of the teacher was observed and assessed with the help of the Classroom Performance Competency Scale. In this way, for each of the selected teachers, the classroom performance competency was observed and assessed.In the present study 't' test is applied to study the difference between high self-esteem teachers and low self-esteem teachers in their classroom performance competency.The study is to be conducted under some limitations. Because of the limitation of time and resources, the investigator used only one personality variable, namely, self-esteem.

Analysis and Interpretation

There may not be a difference between the male and the female teachers in their self-esteem:

Table 1 - t-ratio for Male and Female Teachers on Self-esteem Scores.

Teacher	N	M	SD	SE	df	't-Ratio
Male	40	39.8	8.986	03.51	78	00.63
Female	40	37.6	7.723			

As shown in the above table No: 1, the mean values of self-esteem scores of male and female teachers are 39.8 and 37.6 respectively and the values of standard deviation are 8.986 and 7.723, respectively. The value of standard error is 03.51. The 't' ratio is found to be 00.63 which is below the t-ratio value of significant at 0.05 level.It is found that, there is no significant difference between Male and Female teachers of high schools on Self-esteem.

There is no difference between the male and the female teachers in their classroom performance competency.

Table 2 - t-ratio from Male and Female Teachers in their Classroom Performance Competency Scores.

Teacher	N	M	SD	SE	df	't' ratio
Male	40	41.4	8.679	1.74	78	0.2
Female	40	41.05	6.735			

As shown in the Table No: 2, the mean values of male and female teachers in their classroom performance competency are 41.40 and 41.05 respectively and the values of standard deviation are 09.679 and 06.753 respectively. The value of standard error is 1.74. The T-ratio is found to be 0.2 which is not significant at even 0.05 level. It is found that, there is no significant difference between Male and Female teachers in their Classroom Performance Competency level.

There is no difference between the high and low self-esteem male teachers in the effect of self-esteem on the classroom performance competency.

Table 3 - t-ratio from High and Low Self-esteem Male Teachers in their Classroom Performance Competency Scores

Teacher	N	M	SD	SE	df	't' ratio
High self-esteem male	40	47.45	8.885	2.39	38	5.06
Low self-esteem male	40	35.35	5.935			

As shown in the Table-3, the mean values of high and low male self- esteem teachers in their Classroom Performance Competency are 47.45 and 35.35 respectively and the values of standard deviation are 8.85 and 5.935 respectively. The value of standard error is 2.39. The 't' ratio is found to be 5.06 which is well above the value of T-Ratio at 0.05 and 0.01 level.It is found that, there is high significantly difference between the teachers of high and low self-esteem of high schools on Classroom Performance Competency.

There is no difference between the high and low self-esteem female teachers in the effect of self-esteem on the classroom performance competency.

Table 4 - t-ratio from High and Low Self-esteem Female Teachers in their Classroom Performance Competency Scores

Teacher	N	M	SD	SE	df	T-ratio
High self-esteem female	40	44.80	06.925	01.78	38	04.21
Low self-esteem female	40	37.30	03.887			

As shown in the Table-4, the mean values of high and low self-esteem female teachers in their Classroom Performance Competency are 44.80 and 37.30 respectively and the values of standard deviation are 06.925 and 03.887 respectively. The value of standard error is 01.78. The 't' ratio is found to be 04.21 which is above the value of T-Ratio at 0.05 and 0.01 levels.It is found that, there is highly significant difference between high and low self-esteem male teachers in their means scores on Classroom Performance Competency.

There is no difference between the overall level of classroom performance competency among the teachers of high and low self-esteem teachers of high schools.

Table 5 - t-ratio from overall High and Low Self-esteem Female Teachers in their Classroom Performance Competency Scores

Teacher	N	M	SD	SE	df	't' ratio
High self-esteem Teachers	40	46.12	7.91	02.17	78	04.52
Low self-esteem Teachers	40	36.33	4.91			

As shown in the above table No: 5, the mean values of high and low self-esteem teachers in their Classroom Performance Competency are 46.12 and 36.33 respectively and the values of standard deviation are 07.91 and 04.91 respectively. The value of standard error is 02.17. The 't' ratio is found to be 04.52 which is above the value of T-Ratio at 0.05 and 0.01 levels.It is found that, there is highly significant difference between the overall level of classroom performance competency among the teachers of high and low self-esteem teachers of high as the high Self-esteemed teachers are performing far better than low self-esteem teachers of high schools on Classroom Performance Competency level.

Findings

It is found that, there is no significant difference between Male and Female teachers on Self-esteem.It is found that, there is no significant difference between Male and Female teachers in their Classroom Performance Competency level.It is found that, there is high significantly difference between the teachers of high and low self- esteem of high schools on Classroom Performance Competency.It is found that, there is highly significant difference between the high and low self-esteem male teachers in their means scores on Classroom Performance Competency.It is found that, there is highly significant difference between the overall level of classroom performance competency among the teachers of high and low self-esteem teachers of high as the high Self-esteemed teachers are performing far better than low self-esteem teachers of high schools on Classroom Performance Competency level.

Discussion

The effect of self-esteem upon the classroom performance competency of the male and the female teachers is studied in a natural classroom situation in which a teacher takes his/her class. The teachers with high self-esteem are expected to have higher Classroom Performance Competency when compared with the teachers with low self-esteem, for both male and female teachers.Persons who perceive themselves as belonging to a high level of self-actualization are directed more by internal than by external reinforcements in comparison with those who perceive themselves as belonging to a low level of self-actualization. It is also reported that persons belonging to a high level of self-actualization are more flexible and less rigid in their behaviour than those belonging to a low level of self-actualization. These findings may be said to be consistent with the finding of the present study that self- esteem of the teachers affects their teaching competency.The findings, reported by Bhagoliwal (1982) in a study on personality characteristics associated with teaching effectiveness as seen through Rorschach technique, may also be cited as having high significance to the findings of the present study. Bhagoliwal has reported that the more effective teachers are characterized by having more of creative potential indicated by imaginable resources reflected in object and person relations whereas the less effective teachers lack productive resources. Further, it is also reported that the more effective

teachers handle their anxiety in a comparatively more introspective manner whereas the less effective ones reveal either excessive control or over-indulgent behaviour.Joshi and Parija (2000) who have made a study of the personality correlates of teaching competency, have found that teachers possessing personality traits, like boldness, confidence, experimentation, imagination, high self-concept and relaxed have higher teaching competency than their counterparts. This is consistent with the finding of the present study that high self-esteem teachers show greater teaching competency than low self-esteem teachers.

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PROBLEMS & PROSPECTS OF HIGHER EDUCATION IN INDIA INTHE CONTEXT OF NATIONAL KNOWLEDGE COMMISSION

Th. Asha Sinha
Deptt.of Education, G.P.Women's College, Imphal, Manipur.

Abstract

Knowledge makes a man complete. He thinks better act better and experiences better. Through knowledge the communication and the exchange of ideas and experiences is possible. Knowledge breaks up the mind as real maintain the body. Real knowledge is something else. It cultivate certain qualities in man which enable him to act properly. It implies certain values which must be cultivated through education. The article focusses on Knowledge as the main instrument through which other aims can be achieved, because it awakens the brain of the individual.

Keywords*: problems & prospects of higher education, higher education, national knowledge commission, knowledge commission, education*

The aim of National Knowledge Commission is to transform India into a vibrant knowledge – based society. In pursuit of this aim the commission identified five key areas of the knowledge viz.- Knowledge Concepts, Access to Knowledge, Knowledge Creation, Knowledge Development and Development of better knowledge service. The Communication has also developed three tier recommendation system. The recommendations already submitted cover Library, Translation, Language, Knowledge Network, Right to Education, Vocational Education, Higher Education, National Science and Social Science Foundation and E-governance. Most of the areas of knowledge so far covered by distinct working groups for specific recommendations are connected with Library, whatever may be its form.India has a long tradition of learning Higher Education provides people an opportunity to reflect on the critical, social, economic, cultural and spiritual issues facing humanity. Higher education has provided wisdom and expertise which equips young people for their future roles and social leaders. Higher education is now regarded as an institution not only for developing knowledge and training young minds, but also for disseminating and applying much knowledge.

Table 1 - Growth in Higher Education in India

Institutions	Year			
	1950-51	1990-91	1996-97	2001-20
Universities(incl. Deemed)	30	117	214	248
Colleges	750	7346	9703	12342
Enrolment(000s)	263	4925	6755	8000
Teachers(000s)	24	272-7	321	396

Source: (UGC annual reports 1996-97, 2001-2002)

Table 2 - Some Basic Statistics on Higher Education in India

Sl. No.	Year	
	1947	2005-06
1. Universities	18	335
2. Colleges	500	17625
3. Students	228804	4.72 lakh
4. Teachers	10.24	4.72 lakh
5. Doctoral degree holders	Na	16,602

Sources: Kale R.K. (2006:2) GOI: MHRD (Annual Report 2005-06:19)

Table 3 - Students Enrolment in Higher Education in India (for age 19-24), given in %

Year	1993	2002
Total gross enrollment ratios	5.3	9
Male	6.8	10.3
Female	3.6	7.5

Source: Wu, Kin Bing; and Others (2008: 30)

Table 4Provision of Education in 5 years plans

Plan	Year	% of the total outlay
i	1951-56	6.79
ii	1956-61	4.50
iii	1961-66	4.87
Holiday	1966-69	
iv	1969-74	5.21
v	1974-79	3.26
vi	1980-85	2.59
vii	1985-90	3.55
Holiday		
viii	1992-97	4.91
ix	1997-2002	4.25
x	2002-2007	N.a.

Source: Kanti Biswas (2002)

Table 5 - Share of higher education in total expenditure on Education in five years plan in India

Plan	Year	% of the total outlay
i	1951-56	9
ii	1956-61	18
iii	1961-66	15
Holiday	1966-69	24
iv	1969-74	25
v	1974-79	22
vi	1980-85	22
vii	1985-90	16
Holiday	1990-92	12
viii	1992-2002	10

Source: Government of India (1995), Budgetary Resources for Education (1951-52 to 1993-94), Ministry of Human Resource Development, New Delhi

Table 6 - Share of expenditure of higher, technical and university Education in the tenth five-year plan (2002-07)

University and higher education	6516.00
As % of total plan outlay	2.32%
Technical education	1776.50
As % of total plan	0.63%
Higher and technical education as	
% of total plan outlay	2.95%

Source

Change the system of regulations for higher education: The establishment of an (IRAHE) will allow for a uniform of regulation for higher education in the country. But again this according would create more problems than it could solve.

Establish 50 National Universities: It will enhance the choice of courses in different streams for the students. Along with professional subjects, it should include humanities and social sciences. Increasing the varieties of discipline will enhance its quality.

Reform existing Universities: Universities will definitely increase the quality and effectiveness of higher education. Individuals opting for higher education must do so to improve their performance

rather than to just increase the number of certificates and degrees.

To promote and enhanced the quality:Enhancement in quality is very essential in higher education for positive growth and development of the society. Evaluation process must be taken very sportingly as this will encourage individuals to enhance his/her quality and performance.

Access to knowledge

Language: An inclusive society is the foundation for a knowledge society. Language is a store house of emotional communication. Language is significant, not only as a medium of instruction or a means of communication but also as a determinant of access. Therefore understanding and command of the English Language is most important determinant of access to higher education, for employment possibilities and social opportunities.

Libraries: Provides widespread of knowledge and serve as a local centre of information and knowledge, and to be a legal gateway to national and global knowledge. In order to achieve this goal, existing libraries must modernize then collections, services and facilities.

Teacher to be evaluated by students: The teacher, while imparting education should view his/her role differently. He should focus on students learning, rather than his own teaching. Teacher should not consider himself to be the source of all information and ideas. He should assist guide and help. Information and ideas should be supplied by the students.This is a new approach to both teaching and learning. If we can apply this approach to other areas of teaching, the entire school system can be revolutionized.Proposal by NKC for reforming right to education, Bill by a Central Legislation (right to education is one's fundamental rights). Education at grass root level should be healthy enough in order to bring quality in Higher Education. And steps taken for the economically, historically, socially underprivileged student to ensure access to education in a more effective manner is a good point. Lastly, the commission generate an opportunity to think and work to the path of a better knowledge society.

Comments

The NKC recommends a systemic reform in higher education. The reform supports neo liberal agenda to reduce state control without going into the root cause of the crisis. Some of the recommendations are bound to have far reaching implications and need systematic understanding. The idea of an Independent Regulatory Authority for Higher Education (IRAHE) to accord degree granting power to institutions will not only centralize the decision making, it will also go against the spirit of federal character of democracy as legislative control of state to establish university will become unnecessary. The norm-based approach to grant license is likely to support the expansion of private higher education causing a big departure from the need based approach to establish universities.

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RESEARCH METHODOLOGY IN SOCIAL SCIENCES: QUALITATIVE RESEARCH APPROACH

Mintu Mondal Ph. D.
Assistant Professor of Political Science, Panchthupi Haripada Gouribala College,
University of Kalyani, West Bengal

Abstract

We tried to understand how qualitative research approach functions in the social sciences research field? Explain the main theme of our study we mention some attributes of the qualitative research approach. We use a German word Geisteswissenschaften for decodes attributes of the qualitative research approach in terms of humanity. The main findings of our study is no research work will viable or publicly accepts without humanness or Menschlichkeit and we suggest that a researcher have ethical values for doing a research work. Here we put a research design for making a good qualitative research. The design lies in Narrative or Grand Narrative, Phenomenology, Grounded theory and Case Study and follows some methods like participant observations, in-depth interviews and open ended discussions.

Keywords: *Geisteswissenschaften, Narrative or Grand Narrative, Phenomenology, Grounded theory and Case Study.*

What is research? Research refers to the inquiry, new information and critical explanations of a research problem through the logical and systematic ways, using a suitable methodology in a specific field of knowledge. A researcher chooses a research problem and frames a set of research questions from a context or perspective. Context refers to interrelated conditions in which something exists or occurs and researcher has to choose a specific research problem from here. He or she collects data for addressing research problem as well as analyses, interprets the data for meeting, disposing research problem and produces result and draw a conclusion with some suggestions. The complications of a research work arises from the wrapped up of a research work. Why it occurs? Because a research work is an inquiry or treatise which completes in a systematic manner, through the proper techniques but many of time it is done by scattered methods. As a result the whole research work becomes in vain. This type of complications of research work is seen in social sciences field. Research works in social sciences is critical because major parts of the social sciences research are storytelling which makes narratives and shows a real picture of a society. The data which are collected from respondent are basically subjective and value laden in the social sciences research. A researcher telling a story as a narrative form on a set of research questions resulting the narratives have inconsistent in many a time. We prescribe the qualitative research approach for meeting the difficulties and analyses critically in the research of social sciences field. Why? Because a researcher's storytelling and narratives should qualify whereas his or her story telling is based on value laden so, the techniques of the qualitative research approach brings the researcher's work in a right track. We use the qualitative research approach for doing a research work in a systematic manner in social sciences. Human society not runs in mathematical calculations. So every event of the society cannot analyse in the quantitative fashions, so qualitative research approach will important tool in the social sciences research field.

Qualitative research approach is very important tools to understanding the socio-cultural reality in our society. The values of a society make country prosperous and there are need to understand the values of a society critically. It analyses, manifests by using the methods of qualitative research approach in social sciences research. In this backdrop we may suggest the qualitative research approach for carry forwards the social sciences research in very systematic ways. So, our humble endeavour to discuss critically on the qualitative research approach as the tool of social science research in a research paper and it will our primary objective.

Review of Literature

There are large volumes of literature available in the social sciences research field. Here some literature basically of qualitative research approach will be reviewed out of the large volume of texts in social sciences research field. It has two reasons: a) we will gather a holistic knowledge of the qualitative research approach as a tool of the social sciences research; b) we will find a research gap in the field of the social sciences research through the literature surveys. The analysis of research approach is essential for better understanding of the research inquiries in social sciences research field. There are two basic approaches to the study of research works: a) the quantitative approach and b) the qualitative approach. The former involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. But the qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher's insights and impressions[1] (Kothari, 1985). Human activities cannot understand through the mathematical calculations in every time but their attitudes on a specific event should qualify in systematic manner and draw a general theory. It will be appropriate to made it clear the notion of research methods and research methodology. Research methods may be understood as all those methods/techniques that are used for conduction of research. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically[2] (Kothari, 1985). We have gained knowledge on research methods and methodologies from the writings of

Kothari but mention one observation that is methodology refers to way of thinking.

Recent years have witnessed a significantly increased interest internationally in applying qualitative research methods to the study of social and cultural processes[3] (Jensen, 1991). The qualitative research approach may be fruitful to manifest the socio-cultural flavours of a given society. In the words of Carey, the field thus has entered into a process of making large claims from small matters: studying particular rituals, poems, plays, conversations, songs, dances, theories, and myths and gingerly reaching out to the full relations within a culture or a total way of life[4] (Carey, 1989). We can mention the human behaviour on a particular event can be elaborated in a logical manner and draw an image of social reality through the qualitative research approach in the social sciences research fields.

We will see the event of qualitative research approach turn into the most important research tool in the social sciences research field. The two different sets of historical circumstances have interacted to produce the qualitative turn:a) the growth in qualitative approaches is a product of factors internally in the scientific community. Many scholars and institutions have come to question the explanatory power of conventional empirical approaches within the social sciences. There appears to be an emerging consensus that a great many central research issues cannot be adequately examined through the kinds of questions that are posed by hypothetic-deductive methods and addressed with quantifiable answers[5].b) The qualitative turn is the product of factors of social history that are external to science. If one accepts the lesson of history that scientific developments are, to a degree, interdependent with changes in the broader socioeconomic context, then qualitative approaches may be seen as a scientific means of coping with a new form of social reality, what has variously been called the post-industrial society, the postmodern age and the information society[6] (Jensen, 1991). It indicates the qualitative research approach is one of the main tools of social sciences research field.

Rationale behind the Study

We gained knowledge on qualitative research approach in the field of the social sciences research from the brief literature survey. A researcher conducting and publishing qualitative research in the social science research requires the principal skills as used in the quantitative research. There may be special challenges for qualitative researchers because he or she considers and uses some techniques in a logical and systematic process for better understanding the socio-cultural phenomena in a given society. They may have to overcome prejudice and communication barriers within the scientific community[7] (Stenius, Mäkelä, Miovský and Gabrhelík, 2017). We find a void place in the social sciences research from the study of existing literature on qualitative research approach. For this reason, there is ample opportunity of a researcher for addressing the qualitative research process as a tool socio-cultural research.

Research Design

A research work needs a unique research design through which a research problem will analyses, interprets and draws a report by scientific fashion. The qualitative research approach is not exception from this rule of action. We suggest here a research design of qualitative research approach for making of research activities carry forward properly. The design should lie in such a manner: a)Narrative or Grand Narrative, b) Phenomenology, c) Grounded theory and d) Case Study[8].The first one refers to storytelling technique. A researcher telling a story of a specific social group though collection of data and draw an image of socio-cultural picture from a narrative. The activities should qualify is scientific manner though this work mainly subjective in nature. Phenomenology refers to studies of conscious experience as experienced from the subjective or first person point of view[9]. So, a researcher's experience is very much fruitful for doing a research work in subjective manner. The third one is Grounded theory. It is a research tool which enables you to seek out and conceptualise the latent social patterns and structures of your area of interest through the process of constant comparison[10] and the fourth research techniques is case study, which refers to choose a specific problem as a case of research which will be addressed and qualified in a proper civility. We put some methods of qualitative research work: participant observations, in-depth interviews and open ended discussions.

What is Qualitative Research Approach?

Qualitative research approach is the way of thinking of specific socio-cultural research activities through which a researcher makes his or her philosophical understanding of a particular research problem and stages a set of research questions which is properly addressed. It seeks to tell the story of a particular group's experiences in their own words, and is therefore focused on narrative[11]. A researcher goes out for asking and answering research questions and getting some data from using different types of methods and techniques. The three most common qualitative methods, are participant observations, in-depth interviews, and open ended discussions which have been played critical role to gets data from the study area. Each method is particularly suited for obtaining a specific type of data. a) Participant observations appropriate for collecting data on naturally occurring behaviours in their usual contexts; b) In-depth interviews are optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. c) Open ended discussions of the respondents unfold the barriers of the collecting data and this method brings plenty of opportunity for a researcher to gather data from the study area. d) Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented[12].

Qualitative Research and Quantitative Research

We have to compare two traditional research approach namely the qualitative and quantitative research

approach. Here we take two parameters for comparison in between two approaches although there are many other different parameters we have: a) conceptual and b) methodological. Conceptually the qualitative research approach concerned with understanding the human behaviour from the respondents perspective. Here predicts a dynamic and negotiable reality that's why the qualitative research is highly subjective. Positivism is the theoretical base of quantitative research approach, only sensory observation should be granted for formulating a research problem. Here the research work concerned with discovering facts about social attributes and assumes a fixed and measurable reality. From the methodological point of view a researcher collects the data and information through participant observations and interviews method in the qualitative research. Data analyses by themes from descriptions by informants and makes a report in the language of respondents. The quantitative researcher collects the data through measuring things and sensory objects. He or she analyses data through numerical comparisons and statistical inferences and prepares a report, dissertation or thesis through statistical analyses[13]. Human activities cannot measure through mathematical calculations and numerical estimations in all times. It is not possible to quantify the human value on different socio-cultural issues, because of that a researcher's very duty to observes the respondents' activities on the basis of his or her own cognitive convictions. Maybe it is highly earthy and fictile but it should be rational and methodical. Here, a real or tremendous challenge for a researcher who is doing research work in the using of qualitative research methods.

Attributes of Qualitative Research Approach

We begin to explore the attributes of qualitative research approach by looking into the knowledge gaining system in the social sciences research activities. Quantitative analysis would focus on the concrete, delimited products of the media's meaning production, qualitative approaches examine meaning production as a process which is contextualized and inextricably integrated with wider social and cultural practices. We invoke the classical German word *Geisteswissenschaften* or *Menschlichkeit* refers to humanity or humanness for exploring attributes of the qualitative research approach. The said German words is mentioning and decoding the real attributes of qualitative research approach to our better understanding of as to how an event will qualifies. The attributes of the qualitative research approach are: a) meaning, b) internal, c) occurrence, d) experience, e) *esegesi*, f) process[14]. A researcher should follows, precepts and appreciates of the actual meaning of the research problem rather than pay attention to the information. Through this work he or she can show competence of doing research work in a qualitative research expedient. A qualitative research work tries access to internal corner and penetrates the danger zones of a specific research problem. So, it is the second attributes of qualitative research approach. Qualitative analysis focuses on the occurrence of its analytical objects in a particular context, as opposed to

the recurrence of formally similar elements in different contexts[15]. One of the main attributes of the research approach is experience rather than experiments, that's why participatory observation is the important part of qualitative research approach. The fifth attributes of qualitative research approach is *esegesi*. It is an Italian a term, means an event should explains religiously because human understanding cannot measures geometrically in every time of our life. And the last attributes is all about process of a research work. The process in a research work should maintain contextualise paradigm with socio-cultural practices and it follows a holistic approach of a research activities.

Ethics and Qualitative Research

No research work can be viable without ethical value. Here is much more importance of qualitative research method because it deals with respondents behavioural patterns of livelihood and a researcher depends upon respondents won voice to collects data. A researcher must have ethical value for doing a research work using the tools of qualitative research approach. Whenever we conduct research on people, the well-being of research participants must be our top priority. The research question is always of secondary importance. This means that if a choice must be made between doing harm to a participant and doing harm to the research, it is the research that is sacrificed. Fortunately, choices of that magnitude rarely need to be made in qualitative research. But the principle must not be dismissed as irrelevant, or we can find ourselves making decisions that eventually bring us to the point where our work threatens to disrupt the lives of the people we are researching. A researcher has professional ethics also. Professional ethics deals with additional issues such as collaborative relationships among researchers, mentoring relationships, intellectual property, fabrication of data and plagiarism, among others. While we do not explicitly discuss professional ethics here, they are obviously as important for qualitative research as for any other endeavour. Most professional organizations have developed broad statements of professional ethics that are easily accessible via the Internet[16].

Analysis and Interpretation

The qualitative research approach brings an opportunity to the researcher doing his or research activities as the subjective mode of interpretation and addressing the research problem scientifically in the social sciences research field. Interpretation refers to the task of drawing inferences from the collected facts after an experimental study. In fact, it is a search for broader meaning of research findings. The task of interpretation has two major aspects: a) the effort to establish continuity in research through linking the results of a given study with those of another and b) the establishment of some explanatory concepts[17] (Kothari, 1985). The two things conjointly plays vital role in the interpretation works of a research activities. In one sense, interpretation is concerned with relationships within the collected data, partially overlapping analysis. Interpretation also extends beyond the data of the study to include the results of other research, theory

and hypotheses[18] (Emory, 1976). Thus, interpretation is the device through which the factors that seem to explain what has been observed by researcher in the course of the study can be better understood and it also provides a theoretical conception which can serve as a guide for further researches.

Findings

We have tried to understand what qualitative research approach actually is and how qualitative research approach influences to the research activities in the social sciences research field? The qualitative research approach tends to excavate the core research area of social sciences subjectively but scientific manner in terms of logical and systematic observation of a research problem. The study has found different aspects of qualitative research approach which are depends each other: a)Qualitative research basically based on researchers own cognitive convictions. b)Qualitative research challenges to the researcher, because it tends to narrate a specific social research problem but he or she is not confined into the small periphery. c)Qualitative research wants to make a holistic philosophy on a particular social research problem. d)Social reality is not a single one so, researcher's perception varies to pursue social reality in qualitative research. e)The ethical questions are the most important part of qualitative research approach to the study of social sciences research forasmuch the researcher's interpretation of a social research problem is highly subjective. This finding tends to lead and better appreciation for the further research activities in the social sciences research fields on the way of qualitative research approach.

Suggestions and Conclusion

The qualitative research approach brings a general trend to carry forwards the social sciences research in terms of researcher's personal thinking instead of mere quantitative and numerical understanding of a specific social issue. It is open ended, that's why the researcher and respondents' own view and prudence conjointly shapes another conceptual framework of a social problem. Here we suggests some different things for the social research work to be better parleyed: a) the qualitative research works should logical and catenary; b) it requires pilot mode of studies, because, the pilot mode of studies works in small scale manner which will helps gradually completes the whole research work; c) it needs to develop the qualitative research techniques and skills; d) qualitative research work is time consuming, therefore time management is very essential for completion of social sciences research in the qualitative research process, e) qualitative research approach requires random sampling model as a tool of data collections because there are ample chance for biasness of social research. These suggestions will be fulfil the void places of the qualitative research approach to the study of social sciences research fields. We have great challenge in terms of as to what would be the best research approach to study of social sciences research. The positivist school of thought says only sensory perception should be viable to formulate a research problem and address the problem in that

methodological tool. A researcher of the social sciences has exhausted from the positivist way of thinking which is followed by quantitative research approach. They consider a research work will be spoiled which does not follow the positivist way of thinking or numerical measurements. But qualitative research approach has shifted the paradigm in the social sciences research work in terms of they ask how will be quantify the human values and which scale will measured self or group perceptions?

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DIVYANG AND THE INDIAN CONSTITUTION: AN ANALYSIS OF THE BENEFICIAL PROVISIONS

Lalima Singh
Principal, S. S. Khanna Girls' Degree College, Allahabad

Abstract

In the present paper an endeavour has been made to analyse the provisions of the Indian Constitution for the SpeciallyAbledpersons (Divyangs). It is a modest attempt to scrutinize the beneficiary provisions for Divyangs from the point of view of social, economic and political justice. In this paper various Constitutional provisions and Acts related to theDivyangs have been outlined. The present paper alsotries to bring into light the fact that the State is committed towards safeguarding and providing welfare measures for theSpecially Abled persons. Moreover, this paper also encompasses and deals with various laws, provisions and legislations that have been enacted for protecting the rights of theDivyangs. This paper is largely based on secondary data collected from various sources such as books, journals, articles, newspapers, etc.

Keywords: *Divyang, Indian Constitution, Beneficial Provisions*

As per the Census 2011, it has been reported that in India there are about 2.67 crore persons with special abilities and out of these, about 1.50 crore are males while 1.18 crore are females[1].They constitute almost 2.21 per cent of the total population of the country. There are persons with various kinds of disabilities such as persons with visual, hearing and speech impairment, loco-motor disability, mental illness, mental retardation and other disabilities. In the Indian Constitution an inclusive policy has been adopted for the welfare and protection of the rights of speciallyabled persons. Similarly, the parliamentary provisions have also been made in order to ensure and maintain the dignity of *Divyangs*. Several important legislative acts have been enforced for preventing speciallyabled persons from all kinds of discrimination. It is the duty of the State to formulate and implement improved policies for protecting and safeguarding the rights of the speciallyabled persons. In Indian Constitution several articles have been specified which assures that every citizen of India including the disabled persons should be ensured life which is free from exploitation, and provisions have also been made to protect their rights. It is constitutional obligation to protect the violation of their rights. Apart from the Constitutional rights, privileges also play an important role in providing an equal footing to the speciallyabled persons. There are number of issues that have been identified as problems and these problems are usually related with discrimination and violation of constitutional rights. Now, it is being considered as one of the critical concerns for the speciallyabled persons in the country. Being a challenged person does not mean that he or she is disqualified from having access to the different aspects of life. In common parlance, disability simply means lack or deficiency of physical, psychical or mental aspect in a person. On 3rd December, 2015, the Prime Minister of India Narendra Modi for the first time suggested the use of the term "*Divyang*" (divine body) for the person with disabilities (physically handicapped people) in place of "Viklang" (disabilities)"[2]. Further on 27th December, 2015 during his *Mann Ki Baat* he suggested that "We see a person's disability within our eyes. But when we interact and converse with that person then we got to know that he or she has an extra power. It was then I thought that in our country, instead of using the word "*Viklang*" we should use the term "*Divyang*"[3]. These people have a limb or several limbs with divine powers which normal peopleusually do not have." However, he also suggested that change in nomenclature sparked a debate among social activists, consultants and government functionaries and some of them expressed their reservations on the proposed shift in the terminology. In line with the Prime Minister's call to call the disabled as '*Divyang*' instead of '*Viklang*', the Centre has renamed the Department of Empowerment of Persons with Disabilities to incorporate the word '*Divyang*' in its Hindi as well as English nomenclature. The Department so far known as the '*ViklangjanSashaktikaranVibhag*' in Hindinow be known as '*DivyangjanSashaktikaranVibhag*' as per a change in the Government of India (Allocation of Business) rules approved by the then President. In the English nomenclature too, the word '*Divyanjan*' has been suffixed now to the original name and the Department now known as the 'Department of Empowerment of Persons with Disabilities (*Divyanjan*)'.

Constitutional Beneficial Provisions for Divyangs
The India Constitution provides Right to Equality to every citizen including the specially abled persons. The Preamble of the Indian Constitution seeks to ensure that"every citizen has the right to socio-economic and political justice; liberty of thoughts, expression, belief, faith and worship; equality of status and opportunity; and fraternity; assuring the dignity of the individual and the unity and integrity of the nation"[4].Likewise, the fundamental rights are also equally given to each and every citizen of India. These fundamental rights have been specified in the Part III of the Indian Constitution. All these rights and privileges are applicable not only to normal persons but also to the persons with disabilities. However, there has been no

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[1] www.indiatvnews.com dated 12th September 2017
[2] Ibid
[3] Ibid
[4] J. N. Pandey, Constituted Law of India, Central Law Agency, 44th Edition 2007, Allahabad, pp.29

specific mention of such persons either inthe Preamble or Part - III of the Indian Constitution.The framers of the Indian Constitution were also conscious about the problems of the depressed and marginalised sections of the society including the disabled ones. Therefore, apart from social, economic equality and justice, it was also required that the constitutional provision should also be made for the physically and mentally challenged persons.Under the Indian Constitution there are certain rights and provisions which are also applicable to the specially abled persons namely; Article 15(1) is applicable on the ground that "the State has prohibited discrimination of any citizen on the pretext of religion, race, sex, caste or place of birth or any of them"[5]. Similarly, in Article 15(2) it has been declared that no citizen including the specially abled persons "shall be subjected to any kind of disability, liability, restriction or condition with regards to:(a) access to shops, public restaurants, hotels and places of public entertainment; or (b) the use of wells, tanks, bathing Ghats, roads and places public resort maintained wholly or partly out of state funds or dedicated to the use of the general public"[6]. Article 15(3) also stated that "nothing shall prevent the State from making any special provision for women and children including disable person"[7]. However, under article 15(4) it has been specified that those who are belonging to any socially and educationally backward classes or the Scheduled Castes and Tribes can be given the benefit of special provisions for the advancement which is also applicable to the disabled persons.

Similarly, under article 16(4) the "State has been empowered to make special provision for the reservation of postin government sector in favour of any backward class"[8]which also includethe disabled persons. In the case of Dr. Jagdish Saran & Others v. Union of India (1980 2 SCC 768), Justice Krishna Iyer clarified that "even apart from Articles 15 (3) and (4), equality is not degraded or neglected where special provisions are geared to the larger goal of the disabled getting over their disablement consistently with the general good and individual merit"[9]. Hence the fourth clause which was added made provisions for the protection of the rights and interests of the backward classes including the disable persons. Therefore,an exception has been made to the article 15 and 29 (2) of the Indian constitution.

Similarly, under article 16(1) it has been stated "there shall be equality of opportunity for all citizens in matters relating to the employment or appointment to any post under the State"[10]including the disabled persons. Clause (2) asserted that "no citizen on ground of religious, race, caste, sex, descent, place of birth, residence or any of them, is ineligible for or discriminated against in respect of, any employment or office under the state"[11]. In another case of Indra Sawhney v. Union of India (1992 Supp (3) SCC), the Supreme Court examined the legality of reservation in favour of the disabled persons who are not clearly covered under the Article 16 of the Indian Constitution. The Court also pointed out the fact that the mere formal declaration of the rights would not be going to make unequal's equal. It is also essential to take positive measures towards equipping the disadvantaged sections of the society including the handicapped in order to bring them at equal playing field with the advantaged sections.

Under Article 21 of the Indian Constitution the right to life and personal liberty has been guaranteed to every person including the disabled. "Trafficking of human beings and beggar and any other formof forced labour is prohibited"[12] which is also providing protection to disabled and the same is made punishable in accordance within the law under Article 23. Article 24 of the Indian constitution is also applicableand provides protection to them. Under article 24 of the constitution "the employment of children below age of 14 years has been prohibited in any factory or mine or in any other hazardous employment"[13]. Under Article 25 every citizen has been guaranteed the right to freedom of religion including the disabled persons. Disabled personslike the non disabledones have the "freedom of conscience and the right to practice and propagate their religion"[14]. Moreover, no disabled person can be compelled or forced to pay any taxes for the promotion and maintenance of any particular religion or religious group. Even the disable people also have the right to be protected from deprivation of their "language, script or culture". Article 32(1) guarantees"every citizen the right to move to the Supreme Court through appropriate proceedings for the enforcement of the fundamental rights"[15] conferred by Part II of the Indian Constitution and the same is also applicable to every disabled person.Although the right to property is not a fundamental right, no disabled person owing property like the non disabled can be deprived of his property except by the authority of law. Any unauthorized deprivation of property can be challenged by suit for relief. Every disabled person like the non disabled becomes eligible for inclusion of his name in the general electoral roll for the territorial constituency to which he belongs on attainment of 18 years of age.In the Constitution of India at two places the term handicapped and mentally retarded has been mentioned, firstly in the Eleventh schedule article 243G deals with the social welfare includingthe handicapped and mentally retarded. Secondly, in the Twelfth scheduled article 243-W deals with

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[5] Ibid at 123
[6] Ibid at 124
[7] Ibid at 125
[8] Ibid at 145
[9]National Human Rights Commission, Rights of persons with Disabilities, 2010, published by National Human Rights Commission Faridkot House, New Delhi at 6
[10]supra Note 8 at 135

[11]supra Note 10 at 136
[12]supra Note11 at 299
[13]supra Note 13 at 300
[14]supra Note 14 at 307
[15]supra Note 16 at 350

safeguarding the interests of weaker sections of society including the handicapped and mentally retarded.

Beneficial Provisions for Divyangs under Various Laws in India

In India various laws related to marriage have been enacted by the Parliamentary Legislative for different communities. All these laws' are also equally applicable to the speciallyabled persons. Most of these acts have been passed by the Parliament, and it has been provided to the disable person under the following circumstances at the time of undertaking a marriage. According to the Acts, either party is an idiot or lunatic which is unable to give a valid consent due to unsoundness of mind or suffering from a mental disorderto such an extent that the party is unfit for marriage to procreation of children. In the Indian Family Laws, there are certain rights and duties of the parties in marriage in respect to the disabled or non-disabled persons. In India the Family laws are governed by the specific provisions mentioned in different Marriage Acts such as the Hindu Marriage Act 1955, the Christian Marriage Act 1872, the Parsi Marriage and Divorce Act 1935. Whereas, there are other marriage acts which also exist in India such as the Special Marriage Act 1954 and the Foreign Marriage Act 1959. Here it is pertinent to note that the special Marriage Act also exist for spouses of different religions and Foreign Marriage Act, for marriage outside India. The Child Marriage Restraint Act 1929 also applies to the disabled person. This Act was amended by the Parliament in 1978 in order to prevent the solemnization of child marriages in India[16]. Similarly, it also specified that the disabled person cannot act as a guardian of a minor under the Guardian and Wards Act 1890. The same position was taken by the Hindu Minority and Guardianship Act, 1956 which has also covered under the Muslim Law[17]. In the connection under the Hindu Succession Act 1956 which applies only to Hindus, it has been also specifically provided that physical disability or physical deformity would not disentitle a person from inheriting ancestral property. Hence, the Indian Succession Act 1925 applies in the case of intestate and testamentary succession. There is no provisionwhich deprives the disabled persons from inheriting their ancestral property[18].

There are several provisions which have been specified in the income Tax law especially for disabled person. Under section 80 DD[19] a provision of deduction is provided in respect of the expenditure incurred by an individual or Hindu Undivided Family resident in India on the medical treatment (including nursing), training and rehabilitation etc. of handicapped dependents. For officiating the increased cost of such maintenance, the limit of the deduction has been raised from 75,000 to 1,25,000. The tax benefitis given only to individual

ssuffering from disability[20]as well as any dependent family member of the individual is suffering from a disability"[21]. Similarly, a new section 80V" [40] has been introduced to ensure that the parent in whose hands income of a permanently disabled minor has been clubbed under Section 64, is allowed to claim a deduction up to 20,000 in terms of Section 80 V. It also provides for an additional rebate from the net tax payable by a resident individual who has attained the age of 65 years which was specified under Section 88B" [22]of income tax,. It has been amended to increase the rebate from 10 per cent to 20 per cent in the cases where the gross total income does not exceed 75,000 (as against a limit of 50,000 specified earlier).

Legislative Enactment : India has passed various laws in order to protect the rights and interests of the Disable person in order to fulfill the constitutional provisions related to them. These include: 1). Indian Lunacy Act, 1912, 2). Mental Health Act 1987, 3). Rehabilitation Council of India Act1992, 4). The Persons with Disability Act 1995, 5). National Trust Act 1999, 6). Right to Education Act 2010

Divyangs in Uttar Pradesh: As per Census 2011 Uttar Pradesh has 4,157,514 persons with disabilities. Disability is one of the most important issues in the contemporary society. The Stigmatization of the people with disabilities contributed towards the formation of biases and prejudice which has put them into the disadvantageous position in comparison to other sections of the society. The major concern is to eliminate the biases and prejudices against the *divyangs*for providing them better quality of life.

Table 1 - Population of Divyangs in Uttar Pradesh as per 2011 Census

S.No.	Types of Disabilities in Uttar Pradesh	Total No. of
1.	Visually Impaired	763,988
2.	Hearing Impaired	1,027,835
3.	Speech Impaired	266,586
4.	Movement Disability	677,713
5.	Mental Retardation	181,342
6.	Mental Illness	76,603
7.	Any Other	946436
8.	Multiple Disability	217,011
9.	Total	4,157,514

Conclusion

It is the duty of the states to oblige the constitutional norms in order to provide the equal opportunities to *divyangs*and protecting their rights, because majority of speciallyabled persons can lead a better quality of life in the society. However, the Constitution of India also ensures the equality, freedom, justice and dignity to every individual including persons with disabilities. It also essential that special attention should be given to *divyang*women in order to provide themprotection against exploitation and abuse in the society. Keeping this in view, there is need to develop special programmes for women with disabilities in the arena of education, employment and other rehabilitation services. Moreover, the state should also take an

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[16]www.vikaspedia.in/education/parents...for...disabilities/legal-rights-of-thedisabled-in-india, dated 12 October 2017.
[17] Ibid
[18] Ibid
[19]ncome tax Axt,1961, https://www.hrblock.in/.../section-80dd-taxdeduction-on-medical-expenses-of-disabl...dated 21/10/201

[20]Section 80U Under Income Tax Act 1961
[21]section 80DDB under Income Tax Act 1961
[22]Income tax Act, 1961, https://www.hrblock.in/.../section-80dd-taxdeduction-on-medical-expenses-of-disabl...dated 21/10/2017.

initiative for prevention of disabilities and it should organize the various programmes for prevention of diseases. Another important thing that needs special attention is that the children with disabilities is the most vulnerable group. The states should strive to ensure right to development as well as recognition of special need, care, protection and security for such children. It should be ensured that such children should be provided with the right to development with dignity and equality and an enabling environment should be created for them. Special health vocational training programmes should be organized along with specialized rehabilitation services for specially abled children. Every state must ensure that the persons with disabilities should obtain the disability certificates without any difficulty in the shortest period of time and the procedure for obtaining the special ability certificates must be simple. Additional expenditure should be provided for facilitating activities such as daily care, medical care, transportation, assistive devices, etc to*divyangs*. Sometime families and care givers of*divyangs*cannot afford to give better treatment to them. Therefore, the Central Government as well as the state governments should develop a comprehensive social security policy for persons with special abilities. Apart from this, NGOs'can play a very important role in providing affordable services and complementing the endeavours of the Government as well as the provisions of services for persons with disabilities. The states also have a very pertinent role in policy formulation, planning, implementation, monitoring and also seeking advice on various issues relatedwith *divyangs.*The government should strive to improve the quality of life of*divyangs*. The government should take steps to establish the research centres for*divyangs*for improving their socio-economic status and quality of life. Further, the state should take necessary steps to provide them opportunities for participation in various sports, recreational and cultural activities. In the few decades, the Central Government has passed very important acts for the Persons with Special Abilities. It is necessary to formulate various developments programmes for *divyangs*and makes certain amendments to the disabilities Act which has become the need of the hour.

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TO BE OR NOT TO BE SITA: READING THE APPROPRIATION OF MYTH IN *LAJJA*

Rajkumari Indira Devi
Associate Professor,Mahajara Bodhchandra College, Palace Compound, Imphal

Abstract

Myths are believed to be stories - stories that are more often sacred and whose origins are not known. There are myths of creations; there are myths of gods and goddesses, and there are myths that explain various natural processes. Myths offer explanation for the unknown. Myths could also be taken as beliefs - beliefs that still explain tradition and custom. The Hindus still considers the Ganges to be holy because it descended from Lord Shiva's hair. It is arguable whether myths are true stories or not - members of a society that are closely bound by common beliefs believe myths to be true. Its ability to articulate the existential need for identity endows myth with such pervasive power that makes them still relevant to us today. This paper with special focus on movie Lajja, focusses on reading the appropriation of myth in Lajja.
Keywords: *Sita, Lajja, Hindi movie, cinema, Lajja movie, myth*

Myth has remained a guiding ideology for many cultures to this day. There are various myths which still find relevance in contemporary times. *Lajja* (2001)*,* a film directed by Rajkumar Santoshi, is a film whose narrative centres on the plight of women in patriarchal societies of India. The exemplary characters in the movie are – Vaidehi (Manisha Koirala), Maithali (played by Mahiman Chaudhury), Janaki (played by Madhuri Dixit), and Ramdulhari (Rekha). The names of all the four character are variants of Sita, the epitome of virtue. This movie challenges the stereotypes of women constructed by patriarchal societies. Societies establish ideals by propagation and perpetuation of certain social constructs. And myth becomes one of the vehicles to justify such perpetuation of social ideals. Thus tradition continues.In the movie *Lajja,* all four women are depicted to be exercising freedom of will at one point of time or the other. Vaidehi no longer is happy with her abusive and unfaithful husband. She rejects remaining the doll wife anymore. When she rebels against her husband she is sent away by her husband. Maithali refuses to get married to her long time sweetheart when her father was harassed for dowry. She banishes her husband-to-be from the marriage hall. Janaki is another character who is not fettered by traditional norms. Undeterred by the social stigma attached to theatre and dance, Janaki is a popular theatre actress. She is an object of desire, constantly under the lustful gaze of Puroshottam, the theatre director. When she refuses to be his sex object, Puroshottam schemes for ways to ensnare her. Ramdulhari is an educated midwife. She fights against oppressive male characters like Virendra (played by Gulshan Grover) and Gajendra (Danny Denzongpa). These two male characters represent patriarchal forces of feudal society in India. Though this movie was not successful commercially, it remains one of the critically acclaimed movies for its focus on women oppression. The four female characters refuse to conform themselves to the ideal image of Sita. It is the image of the enduring, loyal, and chaste Sita that still haunts the women of India. Every parent grooms their daughter to be like Sita. So, what is it like to be Sita? Sita has an overpowering presence in Literature, relevant across time and space as the herald of the Hindu culture. Aspects of her character has been emphasised to influence Indian womanhood. Among other mythological figures, the overbearing image of Sita and its significance in society still remains persistent in the psyche of Indian society. Indian culture has appropriated the myth of Sita and her ordeals to their advantage: to keep women bound by various norms and ideologies. However, there is a binary view regarding the portrayal of Sita–Sita as the demure, restrained and submissive wife; and the other, Sita as a fierce woman with a sense of pride and duty who rejects life with Ram after her banishment.

Sita is often idealised as the embodiment of virtues – a *pati vrata*. She is portrayed as the ideal wife - enduring, loyal, and obedient, an example to be emulated by all Hindu women. Sita obediently followed her husband into exile, upheld her chastity when abducted by Ravana and unquestioningly underwent the "Agnipariksha" when doubts were raised regarding her chastity.So what it means to be an ideal wife – accommodating, chaste, obedient – is to be powerless. Men, in contrast, prove their mettle by showing their power-especially in their relation with women. Ravana seeks revenge against Rama by abducting his wife. There are subtle hints in the story that tends reader to think that "Sita spelled her own doom." Sita erred by crossing the Lakshman Rekha, an act that left her tainted. Had she stayed within the bounds set by her male protectors, she would have been safe.

In generic terms, Ramayana's fundamental theme is the glorious win of good over evil, where the righteous, benevolent, kind-hearted Rama braves all odds to destroy Ravana, the demon. However, beneath this idealism, are embedded narratives spurned by power politics and gender relations. Sita was required to prove her chastity while assigning no reciprocal obligations from the male counterparts. Dashrata married multiple times in the mythology; also Rama who stayed separated from his wife was never questioned to prove his purity. In one version of the myth, it is said that Ravana was present at Sita's Swayamvar, where he was cheated of his chance to marry Sita. His abduction of Sita is not revenge against her, but Rama. It is a battle of power-men against men, the woman being the pawn. In this sense, Sita's experiences render her body a battlefield for men.[1] Critics have given their opinions regarding the status of Sita in Ramayana. Uma Chakravati in her article, "The Development of Sita myth: A case study of Women in Myth and Literature, "states that mythology and classified texts have been the preserve of men and that they have projected through these myths and myths, the stereotype of the ideal women as they see her."But how often have we heard of the empowered Sita, who rejected Rama's demand for a second "Agnipriksha," and chose her abode inside the realm of her Mother Earth. This act of rejection has been interpreted as the ultimate mark of dignity, which shatters the image of Sita as a compliant, meek wife.[2]She is shown as a woman who is liberated and independent. She brings up her two sons-Luv and Kusha-without the Father's name. She remains persevering and did not go back to her husband.Sita reached this level of consciousness because she never saw herself as the victim.[3] Although unhappy and heart-broken, Sita certainly was not a

[1]Aditi Razdan,Sita's story: the Ramayana's iconographic influence on Hindu womanhood.
[2]ibid
[3]Anju Bhargava, Sitayanam: A woman's Journey of Strength.

docile character. She understood Rama's predicament as a husband and a king, and rove above the situation. When her two sons were accepted as the future heirs, she had won. Without undergoing a second "Agnipariksha," she proved herself publicly.

Various episodes in the lives of the four women in the movie *Lajja* could be aligned with various episodes of Sita's life. Vaidehi's self choice of marriage parallels to Sita who makes a choice of Rama. Ramdulhari who was raped and burnt by the patriarchs of the village for standing up against them parallels the fire ordeal that Sita had to go through to prove her single-mindedness and chastity. Janaki was abandoned by Manish (her beloved) for his mind was poisoned by Purushottam that it is not his child. This incident is similar to the suspicion that was aroused in the mind of Rama by his people. And finally, the abandonment of Vaidehi by her husband Raghuveer is similar to the banishment of Sita on a second exile by Rama. But all the four women in this movie refused to conform to the virtues like endurance, obedience, and chastity that were highly glorified by Indian culture to align women images to that of Sita.

What is of interesting significance in this movie is the refusal by Janaki to go undergo the fire ordeal-Agni pariksha-while enacting the role of Sita on stage. Janaki's act of defiance could be seen as an articulation of the repressed voices that ask "Why only Sita?" In an inebriated state she challenges the Agni pariksha that chastises Sita. She questions the normative custom of society why woman and her chastity is always the subject of question; and why women should always be the vehicle of chastity, and by extension, culture. In this way the movie, through Janaki, challenges how patriarchy appropriates the myth of Sita's ordeal to their advantage to keep women in suppression. The myth of Sita has continually been used to justify the creation of ideal images of women.

As is uncommon of any society wherein images of deviant (nonconforming) women are reconfigured as devils, evils, or witches, Indian culture is no exception. In Indian context is the myth of Churail, an evil spirit that is transposed from the soul of women who died at child birth. According to this myth, Churail often haunts pregnant women and even infants. Therefore there is a tendency in India to associate deviant and rebellious women with Churail. Such stigmatization is one way of distancing the deviant women from the so-called ideal women. Thus such name-branding serves as one way of alienating and ostracizing women who are deviant so that they could be redeemed. In *Lajja*, Janaki was pregnant with Manish's child, and the fact that she outright refused to take the 'Agni pariksha' on stage was used as a symptom of her malicious nature – thus her association with Churail. Her refusal to be like Sita ensues a public condemnation. She chose not to Be Sita therefore she was condemned by the society and her character was vandalised. Her image was ossified as that of a Churail. A mob literally pounced on her and branded her as mentally deranged. She was assaulted physically as though she were a witch, and outside the theatre was a scene of witch hunting going on. This scene sends outs the social message: what deadly consequence awaits those who dare.

The Victorian myths of 'the angel in the house' and 'the devil in the flesh'[4] were the two extremes of the predicament that governed women's role in Victorian society. A woman was incorporated in the patriarchal set-up, if she identified with authority. If she had tried to deviate from the path laid down for her by patriarchy, she was labeled as 'mad'. Her degradation was sheltered with security and secrecy by

locking her up in the attic. Since Janaki has refused to be the 'angel', 'the ideal Sita ', she has become a bad example of womanhood, her presence in the mainstream can corrupt other women. She has to be marginalized and cut off from the society on the ground that her rebellion is an act of madness. This is a strategy that the age old patriarchy uses to maintain the hierarchal system which confines women as the 'other' under the protection of men. If we go a step back in the history of England to the Elizabeth era, the system was such that it made sure the women were dependent on men in every epoch of their lives. Few women, belonging to noble families were allowed the privilege of an education; however they were never allowed to go to the Universities or to go for professional career like law, medicine or politics. Their education was limited to the study of languages-Latin, Greek which were taught by a private tutor. Women of common families never received formal education, but were rather educated to run their own home. All Elizabethans women were expected to be married, with few rights, they were expected to serve and obey men. Family titles were always passed on to sons, as was any woman or land. Poor women could only hope to be protected by men.

Belief in witches and witchcraft were at its height during the Elizabethan period. People blamed unpleasant events such as the BLACK DEATH, crop failures, bad harvests and death of animals to be the handiworks of witches. And these witches were those women who deviated from the paradigm of femininity constructed by men to be precise, "witches" were those poor helpless women who were not under the protection of men, single women or widows who had an independent identity. The deviation was seen as an act of disobedience and since disobedience was thought of by society as a crime against religion, these unfortunate women were hunted and burdened as heretics. The immolation of Ramdulari in the movie can be read as a metaphorical representation of the ostracized women as witches. In 15th century Europe, the Catholic Church included in its definition of witchcraft, women with knowledge of herbs for medical purpose. However farfetched it may seem, Ramdulari's profession as mid-wife makes the parallel implicit. The parallel is strengthened by her stand as a feminist and her goal to change women's role in society. Her quest is extraordinary but it is as vulnerable, her society in which female infanticide is still a prominent practice is no less bias than the Elizabethan society, in which the life and death of women is decided by the men. Her efforts to cross the 'lakshman rekha 'of patriarchy is finally halted, her punishment comes in the form of her rape and immolation, overtly a consequence of her son's audacity to cross class barriers.

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INDIA-CHINA RELATIONS: PAST, PRESENT AND FUTURE

Cao Chenrui
HoD, School of South Asian Languages and Culture, YMU, China

Abstract

India and China are naturally a pair of sister countries. Their similarities and their association are great, numerous and intimate with every aspect and from every standard of observation and judgment. Looking over the geography and history of all the nations in the world, it is observed that there are no other two nations that can be compared to these two countries. The two countries, both situated in the bright and glorious continent of Asia; India to the south-west and China to the north-east, spread out lordly in different direction but yet are linked up at the main line, just like the two wheels of the carriage or the wings of a bird, and the two hands and feet or the two ears and eyes of a person. More than 2,000 years ago, the southern silk road from Yunnan became the link of trade, culture exchanges between China and South and Southeast Asian countries. Yunnan has historically shared a border with India for a long time. The state in the western part of Yunnan was connected with the ancient state of India which still adds to the better relationship of the two countries. With this background the article stress on the similarity of the two countries and highlights the avenues yet to be achieved by the counties.
Keywords: *emerging trends, India, China, India and China, developing countries*

The history of the exchanges of Yunnan-India goes back to more than 2,000 years, which makes it a major channel connecting the two thematic cultures and the mainstream economy of China and India. Yunnan has played a significant role in promoting the development of Yunnan's economy, science, technology and culture, thus making Yunnan to become the first important region in China for direct Sino-India exchange. In ancient times, through this channel, the communication between China and India was realized in the aspects of rice planting culture, building technology, smelting technology, tea cultivation, silkworm cultivation, astronomical and calendar measurement. In the modern times, this channel has become active again, forming a trading circle of Yunnan, Burma, India and Tibet, where commodities such as Yunnan's tea, medicine, gold, silver and India's cotton and cloth were circulated. In recent years, under the framework of India-China strategic and cooperative partnership which has been driven by cooperation mechanisms such as BCIM regional economic cooperation forum, the relations between India and Yunnan have witnessed substantial development. The two sides have increasingly frequent interactions, which has strengthened contact and cooperation in the areas of economy & trade, culture, education and tourism. Yunnan and the eastern areas of India, including west Bengal, developed their relations from neighbor to partner, and now are good friends.

What is special and similar between the two countries?

Speaking about similarities between China and India, what first comes to the thought is population. Both China and India are the most populous countries in the world. Their combined population is about 2.3 billion, accounting for two-fifths of humanity. Coincidently, the development of ancient philosophical thinking in both China and India was thriving in the 6th century B.C. Almost at the same time, Confucius founded Confucianism in China and Siddhartha Gautama established Buddhism in India. It is again a historical coincidence that around the 3rd century B.C., after years of wars, the first united dynasty was established by Qin Shihuang, the First Emperor of China, as was in the sub-continent, by Mauryan Emperors. China and India are great civilizations and historically both were the centers of the related civilization circles in Asia. In Northeast Asia and some Southeast Asian countries, the historical influence of Chinese culture could be easily

detected. Similarly, Indian culture could be traced in many South and Southeast Asian countries, even as far as in Indonesia. Such cultural influences reveal the great contribution made by China and India to the world. In their long history, both China and India were frequently invaded by alien tribes but despite repeated foreign cultural onslaught, the backbone of the two ancient cultures, namely Confucianism in China and Hinduism in India, vigorously sustained. The vitality and continuity of both Chinese and Indian civilizations are exceptional in the world.

In modern times, both countries lagged behind the West in economic and social development and suffered tremendously from the invasion of Western powers. Coincidently, once again almost at the same time, China and India were reborn. In 1949, after the liberation war, new China was established, while in 1947, India won its independence. Afterwards, although different in political system, China and India took similar paths of planned economy but both found it difficult to achieve their goals. Today, the similarities between China and India have become even more striking. Both countries have been pursuing policies of reform and opening-up, and both are now the fastest growing economies in the world, drawing great universal attention. Indeed, development of China and India over the next decades will have great impact on the whole world.

Buddhism as a common link and bonding between India and China

Like democracy, most people in the world believe that China has no religion and gods and thus no belief in religion, gods, reincarnation etc. But the fact is different. Many Chinese people are pure vegetarian and have strong belief in Buddhism. Buddhism, which originated from India, has greatly enriched Chinese culture. Between China and India there lie the greatest mountain ranges of the world, insurmountable obstructions in ancient times. Inspired by Buddhism, dedicated monks of the two countries overcame all conceivable perils and hardships and succeeded in linking the two civilizations for one thousand years since the time of Christ. After its introduction in China, Buddhism was embraced and localized, becoming an integrated part of Chinese civilization. The great value of Buddhism in Chinese civilization can never be overemphasized. Before Buddhism spread in China, there were indigenous

Confucianism and Taoism in that land. However, Confucianism could not be regarded as a religion in its true sense, and the influence of Taoism was rather limited. The introduction of Buddhism enabled common people in China with a new religious faith and the ideas of Karma and Reincarnation enriched Chinese people's spiritual life and spiritualism in China. Buddhism ushered in a profound and pervasive revolution in Chinese culture. A series of new philosophical concepts for understanding of the universe and individual soul were brought into China by Buddhism. Today few Chinese people are aware of the fact that actually many words in the Chinese vocabulary originated from the translation of Buddhist scriptures into Chinese more than one thousand years ago.

In ancient times, the Chinese had no knowledge of phonology. It was through the translation of Buddhist scriptures and under the influence of ancient Sanskrit phonology, that the Chinese phonetic notation and Chinese phonology were created. This, in turn, pushed forward the development of Lvshi, one form of Chinese poetry which has a strict tonal pattern and rhyme scheme. China's early literature was restricted to realism. It is because of Buddhism that the power of imagination of Chinese literature became invigorated. Since Tang Dynasty, from the 7th century A.D., romanticism became more popular in Chinese literature. Journey to the West, a novel well-known to every household in China, is a good example. It is about the pilgrimage of Xuanzang, a learned monk in Tang Dynasty, who travelled from China to India to study Buddhism. The most popular figure in the novel, Monkey King, is believed to be based on Hanuman, the revered figure of Indian mythology.

In ancient China, the art of stone-carving was underdeveloped. The spring-up religious caves and stone sculptures in China were a direct result of the spread of Buddhist culture. Additionally, Buddhism has exerted a profound influence on Chinese painting, music and dance. Apart from that, the development of ancient printing in China is also closely related to the spread of Buddhism, which was driven by the increasing demand for Buddhist figures and scriptures.

During the mutual exchanges between the two civilizations in the past, although certain Chinese technologies and inventions contributed to Indian civilization, in general, especially in spiritual terms, it was mainly China that learned from India. In one thousand years or so, India was China's teacher. Chinese people will never forget that. Today, the Chinese people's admiration of Indian culture remains undiminished as it was in the past. In the year 2000, to commemorate the 140th birth anniversary of Rabindranath Tagore, The Complete Works of Tagore was published in 24 volumes in China. As far as I know, Chinese is the language which has done the most for Tagore's publications, second only to Indian languages and English.

An Overview of India-China Relations during 2014-2017

The past year saw generally steady progress in the bilateral relations, frequent high-level interactions, more pragmatic business cooperation and enhanced cultural and people-to-people exchanges. However, the complexity of the relationship was highlighted. Against the backdrop of major changes in international landscape and profound adjustment of the international system, China-India

relations are at a new historical starting point. Thanks to the joint efforts, the two governments worked to comprehensively implement the strategic agreement between their leaders, enrich the strategic partnership, and promote bilateral relations.

1. Close Bilateral Interactions: During the State Visit of Chinese President Mr. Xi Jinping to India from 17 to 19 September 2014, a total of 16 agreements were signed in various sectors including, commerce & trade, railways, space -cooperation, pharmaceuticals, audio-visual co-production, culture, establishment of industrial parks, sister-city arrangements etc. The Chinese side agreed to establish two Chinese Industrial Parks in India and expressed their intention to enhance Chinese investment in India.

Prime Minister Narendra Modi visited China from May 14-16, 2015. Besides meeting with the Chinese leadership, Prime Minister Modi and Premier Li also addressed the opening session of the First State/Provincial Leaders' Forum in Beijing. There were 24 agreements signed on the government-to-government side, 26 MoUs on the business-to-business side and two joint statements, including one on climate change. Prime Minister also announced the extension of the e-visa facility to Chinese nationals wishing to travel to India.

The momentum of meetings at the leadership level continued in 2016 too. President Pranab Mukherjee made a state visit to China from May 24 to 27, 2016. He visited Guangdong and Beijing where he met with the Chinese leadership. President also delivered a keynote address at the Peking University and attended a Round Table between Vice Chancellors and Heads of institutions of higher learning of the two countries. Ten MoUs providing for enhanced faculty and student exchanges as well as collaboration in research and innovation were concluded between the higher education institutions of the two countries. Prime Minister Narendra Modi visited China in September 2016 to participate in the G20 Summit in Hangzhou and September 2017 to participate in the BRICS Summit in Xiamen, where he also held bilateral talks with President Xi Jinping. President Xi Jinping visited India in October 2016 to participate in the BRICS Summit in Goa.

2. Renewed Dynamism in Bilateral Business Ties: In 2016, India's top exports to China included diamonds, cotton yarn, iron ore, copper and organic chemicals. Indian exports of diamonds grew 28.48% and amounted to US$ 2.47 billion. India was the second largest exporter of diamonds (worked/not worked) to China (with a share of 31.81%). India's cotton (including yarn and woven fabric) exports to China showed a decline of 44.1% to reach US$ 1.27 billion, although India was the second largest exporter of cotton to China with 16.43% market share. In 2016, Indian exports of iron ore registered an increase of over 700% to reach US$ 844 million.

In 2016, China exports of electrical machinery and equipment saw an increase of 26.83% to US$ 16.98 billion. India was the largest export destination of Fertilizers exports from China. China exported 23.48% of its total Fertilizers (worth US$ 1.54 billion) to India. India was the largest export destination for Chinese Antibiotics worth US$ 711 million in 2016, with a share of 23.55%. India was the second largest export destination for Chinese organic chemicals, worth US$ 5.68 billion in 2016.

Some of the other institutionalized dialogue mechanisms between the two countries include the Joint Working Group (JWG) on Trade, JWG on Collaboration in Skill Development and Vocational Education, Joint Working Group on Information and Communication Technology & High-Technology, Joint Study Group and Joint Task Force on Regional Trading Agreement (RTA), India-China Joint Working Group on Agriculture, India-China Joint Working Group on Cooperation in Energy and the Joint Study Group on BCIM Economic Corridor.

3. Unprecedented Cultural and People-to-People Exchanges: Indian Bollywood movies were popular in China in the 1960s and 1970s and the popularity is being rekindled in recent times again. India and China have entered into an agreement on co-production of movies, the first of which based on the life of the monk Xuan Zang hit the theaters in 2016.

Yoga is becoming increasingly popular in China. China was one of the co-sponsors to the UN resolution designating June 21 as the International Day of Yoga. During the visit of Prime Minister Narendra Modi to China in May 2015, a Yoga-Taichi performance in the world heritage site of Temple of Heaven was witnessed by Premier Li Keqiang and the Prime Minister. During the same visit, an agreement was signed to establish a Yoga College in Kunming, Yunnan Minzu University, Yunnan Province. Colors of India Festival showcasing a unique blend of Indian performing arts, Bollywood movies and Indian photography was held from 15-26 May, 2017 at Beijing and Nanjing.

India and China signed Education Exchange Programme (EEP) in 2006, which is an umbrella agreement for educational cooperation between the two countries. Under this agreement, government scholarships are awarded to 25 students, by both sides, in recognized institutions of higher learning in each other's country. The 25 scholarships awarded by India are offered by Indian Council for Cultural Relations (ICCR). During the visit of Prime Minister Narendra Modi to China, both the countries have signed fresh Education Exchange Programme (EEP) on May 15, 2015. The same provides for enhanced cooperation between institutions in the field of vocational education; collaboration between Institutes of higher learning etc. 25 Chinese students have been selected to join Hindi language course for the academic year 2017-18 under EEP scholarship awarded by ICCR. Apart from this, Chinese students are also annually awarded scholarships to study Hindi at the Kendriya Hindi Sansthan, Agra to learn Hindi. For the year 2017-18, 5 Chinese students have been selected to study in Agra under this scheme.

Measures to develop better China-India Relations: Undoubtedly, the development of the China-India relations during these 3 years encountered a host of problems. Some were political, some were economic, some were cultural and some had something to do with the public opinion which demands the two countries to address trade imbalance at top priority; enhance strategic mutual trust between the two countries; as well posits that bilateral relations need stronger popular support.

Future China-India Relations: Future progress in strategic cooperation between China and India in the next decade or beyond will be determined by the will, and more importantly, concerted efforts of the two countries. Chinese and Indian leaders are devoted to developing healthy and stable China-India relations on the basis of equality and mutual benefit, enriching strategic cooperation and expanding the convergence of interests. This demands the two countries to 1) Vigorously explore new thinking and model for the development of bilateral ties; 2) Pay attention to the effectiveness of strategic communication and constantly build strategic mutual trust; 3) Seek ways to resolve bilateral issues with a pragmatic attitude; 4)Further step up cooperation on global issues and 5) Reinforce economic and cultural basis and popular support for bilateral ties.

Cultural exchanges and cooperation is the basis, core and key of the bilateral relationship. India and China have rich resources of cultural exchanges and strong cooperation potentiality. The think-tanks can extend their strengthened research and find the best overlapping point to further expand the scale of exchange of teachers, exchange of students and art groups, and deepen the cooperation in educational institutions, medical institutions and art institutions so as to work together. Actually, working on this step; Yunnan Minzu University has highly valued the communication and cooperation with Indian Universities, scientific research institutions, and other sectors of society in India. Every year the students from YMU come to India to study Hindi. Through this program for students, it promotes its students to let them to know more about India, its culture, history, politics, education, and economics. The YMU built the India-China cultural exchange center through the K2K forum in November 2014. On15th May, 2015, in witness of prime minister Narendra Modi Ji and prime minister Li Keqiang, India's government decided to set up the first India-China yoga college at YMU.

Conclusion

Education is the foundation of all communication and co-operation. When communication and cooperation in the educational field is carried out, when the language and culture of associated states is studied, and when people with ability in regional cooperation are cultivated, then further communication and mutual understanding will be achieved. Only through full understanding and trust can deeper communication and cooperation of regional humanity be carried out.

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THE CORPORATE IMAGE AS A WEAPON IN THE ATTRACTION OF PROSPECTIVE EMPLOYEES

MeerimAsanbekova
Master Student, Kyrgyz Turkish Manas University, Graduate School of Social Sciences
Azamat Maksüdünov
Assistant Professor, Kyrgyz Turkish Manas University, Faculty of Economics and Administrative Sciences

Abstract

Understanding the role of corporate image as an employer in the process of attraction stage is important for effective selection and recruitment of an organization. There is a good reason to expect that firms with better image attract larger and higher-quality applicants. This research aims to analyze the impact of perceived corporate image on prospective workers' intention to apply for a job. The empirical data were obtained from a sample of 90 undergraduate students studying at Faculty of Economics and Administrative Sciences of Kyrgyz-Turkish Manas University (KTMU). Apart of descriptive statistics,Factor Analysis, Pearson's Correlation and Linear Regression analyses were used to test hypotheses. The results revealed that there is a positive and significant relationship between perceived corporate image and intention to apply for a job. The results invite HR-managers to focus more on the employer image of an organization in order to target talented workers.

Keywords: *Corporate image, intention to apply, Prospective Workers, Job Decision.*

In an economy where capital is abundant, ideas are developed quickly, and people are willing to change jobs often, the most valuable organizational resource is human capital, or the talent of an organization's workforce (Cable & Turban, 2003). Human Capital is believed as a crucial factor that can determine the overall performance and also the future of a company. One of the best ways to attract the best talents to join the company is by selling their corporate image (Leosaputro&Leosaputro, 2014). The concept of corporate image is significant to the recruitment of employees and has captured the attention of practitioners and scholars from various organizational fields. Most of researchers cited many advantages a good image can bring to organization. One of those advantages is that organization with a better image or reputation can benefit from attracting better job applicants (Wei et al, 2016; Chapman et al, 2005). Organizations are looking for new ways to attract highly qualified employees and are now becoming increasingly aware of the importance of their image (Lemmink et al, 2003). Attracting high-performing applicants is a critical component of personnel selection and overall organizational success (Chapman et.al, 2005). Based on this statement, it seems very likely that image perceptions will influence applicants' intentions to pursue employment opportunities at a particular organization.This research suggests that a given job is more attractive to job seekers when the job is offered by an organization with a positive image. Therefore, this study aims to examine the linkage between corporate image and intention to apply for the job. We also purpose to find out is the process that leads to intentions to apply to a job vacancy stronger in situations of positive organizational image.

Review of Literature

Lemmink et al. (2003) investigated the influence of the corporate image (CI) and the company employment image (CEI) on the application intentions. The study surveyed a total of 54 graduate business students at the Maastricht University in the Netherlands. The CI consisted oftwodimensions which are organizational management and short-term experience.The CEI dimensions included job characteristics and organizational extra benefits. The findings showed that both types of images have independent significant positive effects on the intentions to apply. Moreover, CI appeared to have a stronger relationship with application intentions than CEI.

The study by Wei et al. (2016) applied person-organization fit to examine the relationship between an organization's corporate image and a job seeker's intention to apply. The authors further explored how recruitment messages affect the relationship between corporate image and person-organization fit. The target population consisted of fresh graduates from the Institute of Human Resource Management in Taiwan and human resources graduate students who graduated in 2010. The information of real job openings from 28 companies was used as the research data. The results revealed that corporate image relates positively to both intention to apply and person-organization fit and comprehensive recruitment messages strengthen the positive relationship between corporate image and person-organization fit.

Afroze (2016) examined how job advertisement and other recruitment methods develop corporateimage and then how developed corporate image influence talented candidates to apply for the job. The study surveyed fresh graduates, final year students, and new employees through the in-depth interview. The study found the positive corporate image influence the potential candidate's intention to apply for a job. Most of the candidates prefer multinational companies as well as reputed local organization to join because of their positive images. Moreover, the information about the company from different job advertisement influences the candidate's intention for applying in the organizations.

Agrawal & Swaroop (2009) analyzed the effect of employer brand image on the application intentions ofbusiness school undergraduates. The research data was collected from 125 students from five different business schools located across India. The dimensions of employer brand image consisted of attitudes and job attributes.

The prior work experience was used as moderating variable. The research analysis of job attributes resulted in a 16-items scale with four major components which are 'responsibility and empowerment', 'compensation and location', 'learning and advancement', 'social and cultural factors'. According to the findings, the attitudes of the prospective candidate about an organization were an important predictor of intent to apply. Amongst the job attributes, the students' application intentions were influenced by their perceptions of the responsibility and empowerment inherent in the job, as well as on compensation and locational considerations. Moreover, the results showed that the prior work experience moderates the relationship between the responsibility and empowerment dimension of employer brand image and application intentions.

Leosaputro&Leosaputro(2014) conducted causal-explanatory study to investigatethe relationship between corporate image of PT XYZ (one of the biggest manufacturing companies in Indonesia) and their job applicant attraction. The research data was gathered by distributing questionnaires to 109 respondents in Surabaya. In this research, the corporate image was represented by the three out of four dimensions of corporate image which are employer image, market image, and CSR image. The results revealed that corporate image has significant impact towards the job applicant attraction. Furthermore, employer image and CSR image were found to have significant impact towards job applicant attraction. On theother hand, the findings showed that the market image has no significant impact on job applicant attraction.

Based on the existing literature, we formulated the following hypothesis:

H1: There is a significant correlation between the corporate image and intention to apply

H2: There is a significantimpact of corporate image on intention to apply

Research Design

Sample and data

The organizational sample is restricted to one industry, the banking industry in Kyrgyzstan and the bank 'X' was chosen as the object of the analysis. Data for the study were collected by the use of questionnaire. The convenience sample included 90 undergraduate students studying at the Faculty of Economics and Administrative Sciences of theKTMU.Detailed demographic features of respondents are given in table 1 below.

Table1 - Demographic characteristics of sample

Gender	%	N
Male	32.2	29
Female	67.8	61
GPA	**%**	**N**
0.00-3.00	25.5	23
3.01-3.50	33.3	30
3.51-4.00	28.9	26
Department	%	N
Management	37.8	34
Finance and Banking	37.8	34
Economics	22.2	20

The questionnaires were distributed both in English and Kyrgyz languages. 26 of 90 questionnaires were filled via online survey; others were delivered and collected at the university. The questionnaire contained three sections: (1) questions that assessed the participants' perception of the image of the organization, (2) questions that evaluated the participants' intentions to apply to the company, (3) questions regarding participants' demographic information.Respondents were asked to give specific grading to each of the questions using a 7-point likert scale ranging from: strongly disagree (1), disagree (2), slightly disagree (3), neither agree nor disagree (4), slightly agree (5), agree (6) and strongly agree (7).

Measures

Perceived organizational image. To measure the perceived organizational image, items evaluating organizational image dimensions were adapted. An example items is: "Good reputation of the company amongst people". Respondents rated these items on a 7-point rating scale ranging from 1 (strongly disagree) to 7 (strongly agree). The Cronbach's α for this scale was 0.912. *Intention to apply for a job.* The study measured the students' intentions to apply with following questions like: "If I were searching for a job, I would apply to this organization", "I would attempt to gain an interview with this company". Participants responded using a 7-point Likert scale (1=strongly disagree; 7=strongly agree). The scale shows good reliability (Cronbach's α was) at 0.899.

Results

In order to confirmthe dimensionality of the questionnaire and to guarantee that each variable constitutes an independent construct for this sample an exploratory factor analysis (EFA) with varimax rotation was conducted including all the items measuring the variables of our model. Some items from the original scales were deleted as they presented distribution problems. Table 2 shows the results of the EFA performed, with the imposition of a two factor structure, which corresponded to the study variables (one factor for corporate image and one for intention to apply for a job). The two factor accounted for 69.38 percent of the cumulative variance.

Table 2 - Factor analysis of the variables included in the study (varimax rotation)

Items loaded	Factor1	Factor2
The corporate image		
Competent co-workers	0.843	
Positive working environment	0.839	
Good reputation of the company amongst people	0.824	
High quality of service	0.810	
Stimulating and challenging work	0.740	
Good employer brand to have on the resume	0.719	
Stability and safety	0.662	
Intention to apply for a job		
This company would be the first choice as an employer		0.855
I find this company a very attractive company to work for		0.825
I would attempt to gain an interview with this company		0.810
If I were searching for a job, I would apply to this company		0.790
If this company organizes "career day" event at campus, I will go to this event		0.789

As a result, our firsthypothesis was supported and we verified that there is a significant and positive correaltion between the corporate image and intention to apply for a job (r = 0.540, p<0.05).

Table 3 - Descriptive Statistics and Correlations

Variables	Mean	S.D.	1	2
1.Corporate image	5.18	1.26	1	0.540**
2.Intention to apply for a job	5.45	1.05	0.540**	1

Notes: p**<0.05

None of the control variables (GPA, department) related significantly to intention to apply for a job (GPA (r = -0.25, p >0.05); department (r = 0.137, p >0.05)) and to the perceived corporate image (GPA (r = 0.055, p >0.05); department (r = 0.011, p >0.05)).

Table 4 - Regression Model Analysis

		β	Std.Error	t	p
Intention to apply for a job	← Corporate image	0.540	0.108	6.012	.000

In addition, the regression analysis revealed that there is also a significant and positive relationship between the corporate image and intention to apply for a job (β=0.540, p<0.01, Adjusted R-squared = 0.283). It can be said that, 28.3 percent of the intention to apply for a job (dependent factor) is explained by the corporate image (independent factor). So, our second hypothesis also was supported and we verified that the corporate image influence prospective workers' intention to apply for a job.

Conclusion

Findings of the research suggest that the corporate image play an important role in explaining the process that leads applicant's intentions to apply for a job.The study results clearly show the importance of perceptions of corporate image to understanding the attraction stage of the recruitment process. Consequently, the job applicants are more likely to apply for a job vacancy at firms with positive images. Organizations, with an objective to attract more talented candidates, should know that corporate image positively affect the job choice decisions and make concerted effort to improve on this factor. From a practical point of view, this study has implications for improving employee recruitment activities through increasing applicant attraction.HR-managers should enhance corporate image of the company by use of internal marketing practices to target high-qualitative and talented employees.

Future research should seek to replicate these findings in other contexts and populations, including professions other than administrative sciences.

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IMPACT OF DEMOGRAPHIC VARIABLES ON PATIENTS' PERCEPTION TOWARDS DOCTORS AND SUPPORTIVE STAFF OF SPECIALTY HOSPITALS IN RAJASTHAN

Maithili R.P. Singh
Professor and Head, Department of Management, Central University of Rajasthan
Jugal Kishor
Assistant Professor, Department of Management, Central University of Rajasthan

Abstract

This study examines the impact of demographic variables on perception of patients towards the doctors and supporting staff of the specialty hospitals. In contrast, high-quality healthcare is a need of every patient. Certainly, if healthcare services experienced to be good, it will result in patients' satisfaction, and this will builta healthy relationship between patients and the healthcare service providers. Recently, it is obligatory to pay devotion to the factors that influence both healthcare quality and patients' satisfaction. Furthermore, the hospital can only be succeeded in the industry if the human force of the hospital is able to recognize the patient's hierarchy of preferences towards the hospital services and the administration takes decisions based on the patient's needs.

Keywords: *Healthcare Services, Patients' Perception, Demographic Variables.*

The healthcare structure in India is as longstanding as Indian evolution. However, thebeginning of the western organization of medicine, each system had its ownoriginal medicine system, which presented medical facility to their inhabitant. Both structures expanded the trait of independency of each other. Each structure of the medical system offered its ownunique way of treatment. The evidence of Ayurveda in India is most likely evident to the era of the Indus valley civilization. Jivaka, Charka, Susrata, Vaghbhata, Dhanvantri were considered to be some of the medical specialists of ancient time in India. India was the first country in the time that offered to the world's first hospital service around 320 B.C., when the great ruler Ashoka built the first hospital. It was specially planned to treat some kind of diseases (Parsad, 1992). Post-independence India confrontedthe challenge of huge human migration from Pakistan. India inherited a devastated economy. It took a long time to recuperate from this situation (Mukherjee, 1998). After independence in 1947, democracy was established with a written constitution. The Central Government had chosen the path of a mixed economy in which both the public and private sectors could do extremely well. Planning was the essential method through which health administration was being done. Since the method of planning was commenced in India, there have been numerous five-year plans that led the health care programmes of the different state governments from time to time. The modern system of Medicine in India was introduced in the 17th Century with the arrival of European Christian missionaries in South India. In the 17th Century, the East India Company established its first hospital in 1664 at Chennai for its soldiers and in 1668 for a civilian. Medical training was initiated with the first medical college opening in Calcutta in 1835, followed by Mumbai in 1845 and in Chennai in 1850 (Khan & Khan, 2005). In the last two decadeshospitals have been equipped with world class infrastructure, latest sophisticated technology, andworld-class surgeons to undertake high-end procedures, Indian need not go abroad for treatment. Multimodality comprehensive treatment of cancer, heart, bone-marrow transplant, organ transplant, and treatment of almost all kind of other diseases are available with the advance diagnostic facility. Increase in the strength of the trained nursing staff, keeping pace with the changing need of the patients, more infrastructure and finance, continuous up-gradation of technology, and national or more particularly international accreditation is required for further improvement in the quality of healthcare services. Hospitals assess their services from patients' perspective collect feedback information from patients and their relatives for further enhancement in quality. Many specialty hospitals are known for their quality of treatment and forhigh-end procedures like cardiac, cancer, organ transplant, orthopedic and neurosurgery. Patients inflow is increasing more and more. However, if the existing capacity is increased they can treat more number of patients. Since patients' inflow is increasing extra space, infrastructure, accommodation, and more equipment are needed, and hence more finance is required.

Private and charitable hospitals advertise their services and are spending an average of 5 percent of their budget on promotion/advertisement of services, while government hospitals are not spending on advertisement because they are not provided any fund for advertisement by the government. With the entry of big business houses in the healthcare sector, large corporate hospitals are being set up giving new light to the existing competition. Marketing is the business functions that identifies unfulfilled needs and wants, defines and measures their magnitude, decide which identified markets the organizations can better serve, decides products, services, and programmes to serve these markets. Marketing consists of social and managerial processes by which people can exchange the products and its value to fulfill their needs and desires (Kotler, 1990). The assimilation of marketing in the field of health care, starting with the 50's, was accompanied by a sequence of controversies produced by the ethical and moral aspects that this type of services implies, as well as by the difficulty in determining exactly the demand. The unequal access to information of participants, the regulated mechanism for the establishment of prices &rates and the intervention of the third party payer,etc. (Radulescu, Cetina& Orzan, 2009). Hospital marketing is a specialized field that deals with connecting patients, physicians, and hospitals. Nowadays, hospital marketing is considered necessary than ever before to ensure the long-term viability of hospitals on the local level and to make available the high quality of individual healthcare. We in India are in infancy regarding hospital marketing. Hospitals considered marketing as a byword for sales rather than as a means for creating awareness amid the communities for the services offered by them (Nagar, 2007). The ultimate customer of the healthcare delivery organization is the patient. Patients

demand quality care in this decade has changed the entire scenario. Due to patients' expectations and increased demand for services, more numbers of hospitals are coming up in the same geographical area; which has amplified the requirement for marketing by individual hospitals. With increasingly new healthcare providers, the gap has been reduced at least for some people who have the ability to pay (Nagar, 2007)

Malhotra (1986) envisaged that important economic, demographic and regulatory shifts during the recent years transforming the health care phenomenon. This transformation urges many hospitals in the industry to adopt marketing activities to survive in the industry. Stieber (1986) studied the budget allocation scenario for marketing activities in the hospital industry. In the nascentstage, every hospital requiresa good fraction of awareness in the market and its specialty area of treatments, which further require a great bunch of promotion of the hospital to be heard in the market. The authorsuggests that enough amount should be allocated to every promotion activities to upsurge the reach of the hospital. Flora June A, Lefebvre R (1988) revealed that nurturing a good relationship with outsourced doctors in the form of delivering good facilities to them in exchange of quality services to the patients emerged as a key strategy to serve the existing patients of the hospitals. Sturn (1989) also recommend the growing rate of spending budget on the marketing activities in the hospital industry. Author recommend that the optimized use of marketing activities in hospital upheld the hospital to escalate the reach of the hospital in the society which ultimately result in up surged market share. De Jaegher K, Jegers M (2000) proposed that asymmetric information avoid people to cross verifythe quality of service provided by the hospital. The author suggests that the advertising may influence the awareness of the hospital in the market which may result in attracting many patients. Agnes jarlier & Suzanecharvert- protat (2000) in this observational study researchers explained the lane of marketing activities to promote the hospital and healthcare services offering by the hospital. The study reveals that the majority of the hospital engaged in marketing practices in the hospital in the form of aggressive marketing activities viz corporate tie-ups, and trade tie-up etc. Montefiori (2008) study carried out by the author recommends that social optimal quality level of the hospital is manageable at the cost of advertising and price estimation. Furthermore, the objective of advertising deals with providing the quality under the provision.

Alrubaiee, Laith and Feras Alkaa'ida (2011) demonstrate that the quality of healthcare services considered being a vital determinant of patient satisfaction and trusting as well. The study reveals that the SERVQUAL model could be helping instrument to identify many variables that may be responsible for patients' satisfaction for rendering services. Gangopadhyay, S., & Bandopadhyay, P. (2012) reveal the importance of marketing practices in the hospital in a current vibrant environment. The hospital industry in India is beinga priority every passes of time due to versatile motives hence the competitive opportunity in this sector is also flourishing as per the time. Hence marketing practices of the hospital also altering their direction. Kevin D Dayaratna, (2013) portrayed that healthcare industry tends to provide the best quality of services to the patients at optimized prices. The health

benefit offering by the hospital must reach the expected patients using the best promotion practices within the rim of the capacity of the hospital. Bobeica Ana Amaria(2013) described in this research work regarding the impact of marketing practices executed in the hospital on the hospital reach in the market. Further, research findings suggest that marketing practices incorporated assure customer satisfaction concerning the services rendered by the patients. Rajabipoor-Meybodiet al., (2009) described in their study regarding patient satisfaction toward the services offered by the hospital. They analyzed that patient satisfaction is a crucial element for the hospital to survive, and hospital administration understand the scenario that their progress in accomplishing vison proportional to the patient satisfaction. Gronroos (2007) investigated the importance of service quality factors which make services reliable and standardize. Since in developing countries service providing sectors are supposed to compete on more service quality and less on price. Therefore, it becomes the critical scenario for hospital administrators to comprehend all factors that urge to improve the quality of service. Bjorngaardet al., (2007) authors in this study described the distinctive approaches of patients as well as administrators of the hospital to perceive the service quality. Based on data evidence researchers recommend that patients and administrators opinions are equally important to evaluate service quality thoroughly.Douglas and Judge(2001) recommended in their study that as a healthcare provider all hospital must apply recent efficient and scientific management technique in all fields of operations to offer quality services to cure and restore patient health. Along with the same line practicing innovative management methods in hospital technical as well as human facet bring the patient satisfaction.Cheng Lim and Tang, (2000) describe that a hospital can only be succeeded in the industry if the human force of the hospital is able torecognize the patients' hierarchy of preferences towards the hospital services and the administration takes decisions based on the patient's needs. It has been estimated that patients are the most central customers of the hospital. Administrators of the hospital could recognize potential improvement departments by analyzing the hierarchy of patient's preferences and customizing the services accordingly. Harrison et al., (2014) the authors represent the variegated management methods used in hospital functioning to assess and identify the priority of the patients about the services offered by the hospital. Consequently, these techniques found to be helpful to the administration in policy making and updating services. Mina Bahrampour., etall (2018) in their study elucidated the many variables responsible for delivering and measuring the hospital service quality. Based on the data evidence they recommended that physical examination estimated to be a key attribute to patient satisfaction and preferable element, followed by cleanliness, followed by training after discharge, followed by medical staff attention, followed by waiting for admission, and staff attitude toward the patient.

Research Design

The objective of the study is to explore the impact of demographic variables on patients' perception regarding the doctors and supportive staff of specialty hospitals in Rajasthan, India. On the ground of review of literature author proposed the following hypotheses: $H_0 1$: There is no significant difference in perception of patients towards

doctors' attributes on the basis of gender, hospital type, and age. $H_0 2$: There is no significant difference in perception of patients towards supporting staffs' attributes on the basis of gender, hospital type, and age. The current study was conducted on the specialty hospitals of the Rajasthan using stratified random sampling technique. The study covers total twenty-five hospitals (government and private). The current research was conducted on a total of 500 patients (20 patients from each of the hospital). The current research is nurtured on the primary data, which was collected using a structured questionnaire. The statistical tools, independent t-test and ANOVA were incorporated at 5% significance level to test the proposed hypotheses.

Result and Discussions

The table (Table-1) below represent the patients' gender composition in the study, which reveals that 73% of male patients and 27% of female patients were included in this study.

Table 1 - Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	365	73.0	73.0	73.0
Female	135	27.0	27.0	100.0
Total	500	100.0	100.0	

Source: Primary data

The table (Table-2) below represent the types of hospital with regard to patient. Table below shows that the number of patients included in this study from govt. hospital were 24% and patients included in this study from private hospital were 76%.

Table 2 - Hospital type

	Frequency	Percent	Valid Percent	Cumulative Percent
Govt.	120	24.0	24.0	24.0
Private	380	76.0	75.8	99.8
Total	500	100.0	100.0	

Source: Primary data

The table (Table-3) below describes the age profile of the patients in years. Data reveal that majority of the patients were from the age group of 45 to 60years followed by 24% of the patients were from 30 to 45 years, followed by 14.6% of the patients were from the age group of 15 to 30 years, followed by 12.8% of the patients were from more than 60 years, followed by 4.2% from less than 15 years.

Table 3 - Patients' Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 15 years	21	4.2	4.2	4.2
Between 15 and 30 years	73	14.6	14.6	18.8
Between 30 to 45 years	120	24.0	24.0	42.8
Between 45 to 60 years	222	44.4	44.4	87.2
More than 60 years	64	12.8	12.8	100.0
Total	500	100.0	100.0	

Source: Primary data

Hypotheses testing

Hypothesis one was framed to investigate the patients' degree of differences in their opinion based on gender regarding doctors' behavior and attitude towards patients. The test result showed (table-4) that p-value observed to be less than the significance level which directs to reject the null hypothesis. Based on data analysis relevant to patients' opinion regarding doctors' attitude trait one can interpret that male and female patient had a different point of view to assess the attitude of doctors toward the patients.

Table 4 - Independent T-test-Gender

Test value	d. f.	p-value
2.139	498	.033

Source: Primary data

Furthermore, the hypothesis one was also framed to investigate the patients' degree of differences in their opinion based on hospital type regarding doctors' behavior and attitude towards patients. The test result showed (table-5) that p-value (.125) observed to be greater than the significance level which directs not to reject the null hypothesis. Based on data analysis relevant to patients' opinion regarding doctors' attitude trait one can interpret that patients had a different point of view to assess the attitude of doctors toward the patients based on hospital type.

Table 5 - Independent T-test-Hospital type

Test value	d. f.	p-value
1.538	498	.125

Source: Primary data

Furthermore, hypothesis one was framed to check the difference of opinion of patients regarding the doctors' attributes viz supportiveness, politeness, attentiveness, and communication to the patients. Finally, to test this hypothesis ANOVA was applied to investigate the opinion differences of patients based on their age. Test outcome (Table-6) represent that data results (p=.023) was enough to reject the proposed null hypothesis. On the ground of data analysis, one can interpret that there were opinion differences among the patients based on their age regarding the doctors' attitude and behavior towards the patients.

Table 6 - ANOVA-Age wise

	Sum of squares	d.f.	Mean square	F-statistic	p-value
Between groups	.081	4	.020	2.875	.023
Within groups	3.501	495	.007		
Total	3.582	499			

Source: Primary data

Hypothesis two was derived to inspect the patients' degree of perception regarding supporive staffs' attitude and behavior toward patients based on their gender. The data evidence (Table-7) depicts that the p-value (.014) was observed to be less than the significance level. It urges to reject the null hypothesis on the ground of data evidence. Therefore, one can interpret on the basis of data evidence that male and female patients had varied perception regarding the staff's attitude and behavior toward the patients.

Table 7 - Independent T-test-Gender

Test value	d. f.	p-value
2.473	498	.014

Source: Primary data

Furthermore, hypothesis two was derived to inspect the patients' degree of perception regarding supportive staffs' attitude and behavior toward patients based on hospital type. The data evidence (Table-8) depicts that the p-value (.00) was observed to be less than the significance level. It urges to reject the null hypothesis on the ground of data evidence. Therefore, one can interpret on the basis of data evidence that patients had varied perception regarding the staff's attitude and behavior toward the patients based on hospital type.

Table 8 - Independent T-test-Hospital type

Test value	d. f.	p-value
7.209	498	.000

Source: Primary data

Furthermore, hypothesis two was framed to check the difference of opinion of patients regarding the supportive staffs' attributes viz supportiveness, politeness, attentiveness, and communication to the patients. Finally,

to test this hypothesis ANOVA was applied to investigate the opinion differences of patients based on their age. Test outcome (Table-9) represent that data results (p=.220) was enough to reject the proposed null hypothesis. On the ground of data analysis, one can interpret that there were opinion differences among the patients based on their age regarding the supportive staff' attitude and behavior towards the patients.

Table 9 - ANOVA-Age wise

	Sum of squares	d. f.	Mean square	F-statistic	p-value
Between groups	1.305	4	.326	1.438	.220
Within groups	112.315	495	.227		
Total	113.621	499			

Source: Primary data

Conclusion

The purpose of this section is to highlight the results of the study, analyzed by the application of the statistical techniques to test the proposed hypotheses. A great spectrum of work encompasses to healthcare services make the available upright quality of theoretical and practical school of thoughts into this potential developing healthcare industry. Conversely, patients are still suffering froma lack of appropriate services in this industry especially in the cities included in this study. The inclusion of numbers of private healthcare services in this medical profession brought up the need for understanding the need of patients in this expanding necessity industry. This study is focused on this need and its outcome will contribute a significant input for both private and government hospital to optimize their services according to the patients' need. As it is evident from the study that there is significant impact of all the demographic variables, gender, hospital type, and age on the patients' perception, of healthcare services of specialty hospitals of selected cities in Rajasthan; healthcare service providers are suggested to develop an effective pricing strategy and promotion techniques of their services keeping in view the demographic variables of the patients. Furthermore, findings of the study frame a foundation to help the healthcare service provider to strive at a constant pace to achieve better patients' satisfaction and nurture a better relationship with the patients that will lead to delighted patients.

Further Research

Although the study expands the knowledge of healthcare services provided by specialty hospitals in Rajasthan, India, viable prospects for future research still remains.Future research efforts may concentrate in carrying out the study on all India basis, so it may give clearer picture of impact of demographic variables on the patients' perception towards doctors and supporting staff of healthcare services providers in other parts of the country, as well as a comparative study between India and developed countries can be carried out.

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BLOCKCHAIN: A FOUNDATIONAL CHANGE IN FINANCIAL RECORDS

Mahesh Thakker
Principal, Kumkum School, Kumkum Campus, Ahmedabad

Abstract

Blockchain is a foundational change in how financial records are created, kept, and updated. Rather than having one single owner, blockchain records are distributed among all their users. The genius of the blockchain approach is in using a complex system of consensus and verification to ensure that, even with no central owner and with time lags between all the users, nevertheless a single, agreed-upon version of the truth propagates to all users as part of a permanent record. This creates a kind of 'universal entry bookkeeping', where a single entry is shared identically and permanently with every participant. This paper describes the technology and its likely impact on business, and in particular on the accounting profession.

Keywords: *blockchain, finance, accounting, book keeping*

Blockchain has the potential to increase the efficiency of the process of accounting for transactions and assets, operating as a system of universal entry bookkeeping. This would create certainty over rights and obligations and provenance, which in turn would empower the accountancy profession to expand its scope to record more types of activity than before, and to drill down closer to the economic reality underpinning the transactions recorded.

The Accounting Perspective: The Potential of Blockchain: Blockchain is an accounting technology. It is concerned with the transfer of ownership of assets, and maintaining a ledger of accurate financial information. The accounting profession is broadly concerned with the measurement and communication of financial information, and the analysis of said information. Much of the profession is concerned with ascertaining or measuring rights and obligations over property, or planning how to best allocate financial resources. For accountants, using blockchain provides clarity over ownership of assets and existence of obligations, and could dramatically improve efficiency.

Blockchain has the potential to enhance the accounting profession by reducing the costs of maintaining and reconciling ledgers, and providing absolute certainty over the ownership and history of assets. Blockchain could help accountants gain clarity over the available resources and obligations of their organisations, and also free up resources to concentrate on planning and valuation, rather than recordkeeping. Alongside other automation trends such as machine learning, blockchain will lead to more and more transactional-level accounting being done – but not by accountants. Instead, successful accountants will be those that work on assessing the real economic interpretation of blockchain records, marrying the record to economic reality and valuation. For example, blockchain might make the existence of a debtor certain, but its recoverable value and economic worth are still debateable. And an asset's ownership might be verifiable by blockchain records, but its condition, location and true worth will still need to be assured. By eliminating reconciliations and providing certainty over transaction history, blockchain could also allow for increases in the scope of accounting, bringing more areas into consideration that are presently deemed too difficult or unreliable to measure, such as the value of

the data that a company holds. Blockchain is a replacement for bookkeeping and reconciliation work. This could threaten the work of accountants in those areas, while adding strength to those focused on providing value elsewhere. For example, in due diligence in mergers and acquisitions, distributed consensus over key figures allows more time to be spent on judgemental areas and advice, and an overall faster process.

The Accounting Perspective: Implications for Auditors- Blockchain has applications in external audit. Performing confirmations of a company's financial status would be less necessary if some or all of the transactions that underlie that status are visible on blockchains. This proposal would mean a profound change in the way that audits work. A blockchain solution, when combined with appropriate data analytics, could help with the transactional level assertions involved in an audit, and the auditor's skills would be better spent considering higher-level questions.For example, auditing is not just checking the detail of whom a transaction was between and the monetary amount, but also how it is recorded and classified. If a transaction credits cash, is this outflow due to cost of sales or expenses, or is it paying a creditor, or creating an asset?These judgemental elements often require context that is not available to the general public, but instead require knowledge of the business, and with blockchain in place, the auditor will have more time to focus on these questions.

The Accounting Perspective: How the Profession can Lead- The move to a financial system with a significant blockchain element offers many opportunities for the accountancy profession. Accountants are seen as experts in record keeping, application of complex rules, business logic and standards setting. They have the opportunity to guide and influence how blockchain is embedded and used in the future, and to develop blockchain-led solutions and services. To become truly an integral part of the financial system, blockchain must be developed, standardised and optimised. This process is likely to take many years – it has already been nine years since bitcoin began operating and there is much work still to be done. There are many blockchain applications and start-ups in this field, but there are very few that are beyond the proof of concept or pilot study stage. Accountants are already

participating in the research, but there is more for the profession to do. Crafting regulation and standards to cover blockchain will be no small challenge, and leading accountancy firms and bodies can bring their expertise to that work. Accountants can also work as advisers to companies considering joining blockchains themselves, providing advice on weighing the costs and advantages of the new system. Accountants' mix of business and financial nous will position them as key advisers to companies approaching these new technologies looking for opportunity.

The Accounting Perspective: Skills for the Future-The parts of accounting concerned with transactional assurance and carrying out transfer of property rights will be transformed by blockchain and smart contract approaches. The reduction in the need for reconciliation and dispute management, combined with the increased certainty around rights and obligations, will allow greater focus on how to account for and consider the transactions, and enable an expansion in what areas can be accounted for. Many current-day accounting department processes can be optimised through blockchain and other modern technologies, such as data analytics or machine learning; this will increase the efficiency and value of the accounting function. As a result of the above, the spectrum of skills represented in accounting will change. Some work such as reconciliations and provenance assurance will be reduced or eliminated, while other areas such as technology, advisory, and other value-adding activities will expand. To properly audit a company with significant blockchain-based transactions, the focus of the auditor will shift. There is little need to confirm the accuracy or existence of blockchain transactions with external sources, but there is still plenty of attention to pay to how those transactions are recorded and recognised in the financial statements, and how judgemental elements such as valuations are decided. In the long term, more and more records could move onto blockchains, and auditors and regulators with access would be able to check transactions in real time and with certainty over the provenance of those transactions. Accountants will not need to be engineers with detailed knowledge of how blockchain works. But they will need to know how to advise on blockchain adoption and consider the impact of blockchain on their businesses and clients. They also need to be able to act as the bridge, having informed conversations with both technologists and business stakeholders. Accountants' skills will need to expand to include an understanding of the principle

features and functions of blockchain – for example, blockchain already appears on the syllabus for ICAEW's ACA qualification.

Conclusion

Ultimately, blockchain is likely to be a foundational technology. It will take years – perhaps even decades – for it to be fully developed, standardised and embedded in the architecture of the internet and the financial system. It will also need to work quicker, more efficiently and have lower operating costs. But the rewards are trustworthy records and reduced reconciliations. So we can expect that if not blockchain, then some implementation of distributed ledger systems will emerge as a key business technology.

Accounting will be more efficient due to the increased trust in the information available and the reduced time spent in reconciling and disputing records with other parties. This will lead to greater focus on the ultimate aims of accountancy – interpreting the economic meaning of transactions, and providing information to support better decisions.

Glossary

The name blockchain is inherently descriptive of how the technology works – new transactions are gathered together into a block and added to a chain of all previous transactions, by a cryptographic process that is complex to perform, but which makes it easy to confirm that the history of all transactions is genuine. A hash is a sort of digital signature or summary of a block that is used to authenticate it and its place in the chain. Blockchain works through a process of consensus– all nodes will be able to identify the longest and most up-to-date ledger and agree on what it is.

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CLOUD ACCOUNTING – THE GAME CHANGER IN DIGITAL ECONOMY

Sneha Master
Assistant Professor, Department of Commerce, GLS University, Ahmedabad

Abstract

Internet has brought technological innovations at a rapidpace. As an aid to the accounting firms and professional service organizations Cloud Accounting has brought about unquestionable benefits to various industries across the globe . Cloud Accounting enhances the velocity with which applications are deployed, brings out innovation, lowers cost and also makes the business agile. Many companies likeFacebook,Google& Amazon have implemented this technology in their business module which enables the organizations to manage their perfect portfolio. The main aim of this paper is to examine and analyze the pros and cons of this technology, its operational module and its benefits for the purpose of accounting and financial reports.
Key words: *Cloud, Cloud Computing , Cloud Accounting*

Businesses have always run with the aim of making profit and maximizing shareholders' value. The pursuance of this has since time immemorial moved business from one form of records keeping to the other. Form manual accounting to computerised accounting. a lot of packages with diverse costs and benefits have been exploited by several business and hence the thought that new ideas and methods may produce better results with the growing acceptance of innovative technologies. This is what has seen cloud computing become the biggest buzzword is gaining a great deal of momentum. Working on the cloud will give you the opportunity to reduce the amount of time you spend working on tedious, time-consuming tasks, allowing you to concentrate on what you do best: growing your business. You can also be confident that you will have greater access to real-time data for your business-no matter where you are-as business information is accessible any time, any place, on any device that has internet access (much like internet banking). This paper guide will give a brief introduction to cloud accounting, the benefits & limitations for small businesses and will focus on difference between.

What is cloud accounting? Cloud accounting is the use of online accounting software where your data and software are stored on the internet, rather than on your computer hard drive. It can be accessed at any time in any place from any device that has internet access. A cloud-based accounting system provides you with up-to-date and current financial information which helps you to respond to business changes quickly. It offers you total mobility – Which allows you to access your live financial data from anywhere, anytime.

Traditional Accounting Vs. Cloud Accounting: The key practical differences between traditional computing environments and cloud computing are discussed in the table below

Character istic	Cloud Accounting	Traditional	Comments
Time before Service can be Accessed	Minutes / Hours	Days/ Weeks	Once the cloud computing environment is set up initially, you can gain access faster than in traditional environments where lead time is needed for installation, set-up and configuration.
Capital Expenditure (CAPEX)	Pay-as-you-go, Variable	Upfront cost. Fixed	The pay-as-you-go model for cloud computing reduces or eliminates the large upfront costs incurred in procuring hardware and software and standing up traditional environments.
Economies of scale	Yes for all Organizations	For large Organizations only	Cloud computing not only provides cost advantages in procurement of hardware and software, it also provides cost advantages from improved productivity. Traditionally, lessons learned from one environment must be duplicated in other environments but, with cloud computing, once the best practices are applied they benefit all consumers.
Multi-tenancy	Yes	Generally no, but can be found in application hosting	Multi-tenancy properly applied to cloud computing services allows providers to host multiple consumers effectively across shared resources. While it is more readily enabled in Iaas through the use of virtualization, Pass and SaaS providers may need to undertake significant re-architecting of their platforms or applications to apply multi-tenancy to these elements as well as to infrastructure. Where this has not been undertaken, consumers may find that their platforms and applications are not as elastic or cost-effective as anticipated.
Scalability	Elastic and Automatic	Manual	Cloud computing resources can often be scaled up or down automatically, whereas human intervention is usually needed to add hardware and software in traditional environments.
Virtualized	Usually	Sometimes	Cloud computing environments are usually virtualized, whereas traditional environments include a mix of physical and virtualized infrastructure.

The Advantages and Cloud Accounting: Undoubtedly ease of access is the prime advantage of cloud accounting. Online accounting means just that – it is online! You or your employees can access your businesses financial data from anywhere worldwide, at any time without having to download and install anything on their desktop. All you need is an Internet connection! This ability to take care of your bookkeeping on the go means that business owners are not stuck in one location but can spend more time travelling, gaining new clients and taking care of other important business matters without having to be in the office. Price is always important and another advantage of cloud

accounting is that it can be the cheapest way to go. Firstly, there is no need to pay upfront for all of the cost as you would with a desktop accounting package – because you pay monthly. Secondly, unlike buying an accounting software package, it requires absolutely no updates as they are automatically included in the price. Paying monthly obviously makes it easier to manage your cashflow, but also you can reduce your computer costs because all the normal costs like maintenance, version upgrades, system administration costs and server failures are no longer your problem because they are all managed by your cloud accounting service provider. Low total cost of ownership or TCO – cloud accounting applications are mainly subscription based and can scale up depending on your business' needs. Also, you normally don't need any major up-front investment in hardware and software. Businesses with cloud accounting technology benefit from better cash flow and don't need as much of an IT presence or staff. Upgrades are also managed seamlessly by the provider meaning you automatically enjoy the new features that come along. What's better – all this is at absolutely no extra cost! Real time financial information– when managed properly cloud accounting will give you and your business up-to-date and current financial information (most packages have a financial dashboard which helps this). Which helps you to respond to business change by giving you financial information at your fingertips. Your team can easily access data wherever they are! Smartphone and tablet apps give you information on the move, wherever you are, because software housed in the cloud can be easily accessed anywhere there is a connection, anytime and from pretty much any device! Cloud accounting supports those businesses which have mobile personnel like service and sales teams. Backup and data security are a breeze! Generally your cloud accounting provider offers data security which is compliant with the Payment Card Industry Data Security Standard. The PCI standard can be too costly to achieve for a small firm, especially if it is to have its on-site application certified. The level of availability and security, backup and disaster recovery offered by a software-as-a-service supplier greatly exceeds the level which a company can provide if the application is housed on-site. You don't need to pay extra for online backups because they are done for you and you don't need any special servers or desktop configurations – just an internet enabled device to use it.

Limitations of Cloud Accounting: Higher cost for small businesses: If you are a small business then you might pay more for a decent online accounting package than for a desktop accounting package…over several years. You normally only need to buy software updates every 4 or 5 years and if you don't want a online backup service then cost can be a disadvantage. Privacy/ Security Issues :Having your information in the cloud means that you don't have control over where in the world it is. It could be on a server in the UK, in Asia, America… pretty much anywhere! For some people this is a real problem, for others less so. But the point is some other entities or governments may well get to review, audit, or just look through your

businesses' data, depending upon the rules in force in the jurisdiction where your data is located. Restricted Approach: There will always be restrictions in the applications, operating systems, and infrastructure options that are open to you – there will be things the cloud accounting package won't do. Because the cloud accounting provider can only offer what they already have…and the updates they are going to introduce in future. So it might not do exactly what you want and you can't configure and change it as easily as desktop software. Backup issues: Most cloud accounting software don't have the facility for you to take a backup of your data and export it or save it to your own computer, merely to printout selected reports. So changing to another package or just keeping a long-term record without having to keep paying the monthly subscription presents a problem. Remember that under UK rules you need to keep your data for quite a few years after your business has ceased!

SWOT Analysis of cloud computing and mobile technologies and its Impact

Technologies	Impact			
	Strengths	Weaknesses	Opportunities	Threats
Cloud computing and Mobile Applications	Scalability, Costs reduction, Collaborative Environment (with customers and employees), Global approach (without borders), Data back-up and recovery	Service Agreement (Contract), Internet Connection, A lack of standards between cloud providers (inter-operability), Integration with existing Architecture, Data migration	ERP-SaaS, Mobile automated Accounting (documents),data gathering Mobility, Security Improvement	Accounting and financial data loss, Privacy breaches, Systems Availability, Dissatisfaction with Offerings/performance/ pricing from vendors, Legal and regulatory

Conclusion

In the context of mobile and cloud technology development, more and more companies adopt such technologies as infrastructure support for their activities. Migration to these technologies has a significant impact on the accounting system of business. We have tried to identify and present the main areas of impact in using cloud and mobile technologies. Most papers and studies highlight the positive role of using cloud and mobile technologies in business development. These technologies provide scalability, mobility and reduced maintenance costs. These solutions will be used more and more both in SME as well as in Big Companies mainly due to the low cost and high scalability considering stable and permanent Internet connections. From a global perspective, cloud and mobile technologies will lead to a reorganization of the business architecture with significant impact on business strategy.

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SUSTAINABLE SOFT SKILL DEVELOPMENT: STUDY OF SELF-RELIANCE AS AN EFFECTIVE TOOL FOR MANAGEMENT STUDENTS

Gopika Kumar
Assistant Professor, Jagannath International Management School, Kalkaji, New Delhi
Vaishali Sharma
Head of Department, Jagannath University, Chaksu Campus, Jaipur

Abstract

The education industry is rapidly changing and as time has progressed the distinction between hard and soft skills has come forth and today both occupy an important role as compared to yester years. Soft skills has gained importance in the recent few years but in spite of that many management colleges have overlooked the same and not included many skills to be imparted as a part of the course curriculum. Education in the sector of sustainable development for enabling students who are vigilant, sensitized and analytical is the approach the institutions need to adopt for the future. In Soft Skills, Self Reliance is the major component for imparting training to achieve a sustainable development of management students is to be embedded in the curriculum. The purpose of the study is to estimate the impact of development of self-reliance skill in management students as a result of soft skills training programs. Methodology used for the study is Experimental and Control Group designs have been used over a sample of 150 students using a structured questionnaire method. As per the findings of study, the impact of self-reliance skills training has revealed that there are significant differences and with such training sessions, skills necessary for sustainable development can be enhanced. Hence, Educational institutions, government and corporates must embed self-reliance as an indispensible tool for sustainable skill development.

Keywords: *Self Reliance, sustainability, soft skills training program, skill development*

The education industry is rapidly changing and as time has progressed the distinction between hard and soft skills has come forth and today both occupy an important role as compared to yester years.Soft skills has gained importance in the recent few years but in spite of that many management colleges have overlooked the same and not included many skills to be imparted as a part of the course curriculum. Through various studies it has been indicated that self-reliance skill can develop self-awareness and self-initiativeof students to achieve sustainability as a skill required for employability. This research paper is empirical evidence to the fact that the management colleges need to incorporate self-reliance skill as a part of their soft skill curriculum and is the only way to ensure sustainable development for successful placement opportunities. This paper is based on a comparison between those students given the opportunity to learn and absorb self-reliance skills sessions in the form of soft skill sessions and those who have yet not experienced the same.

According to Hewitt Sean (2008) soft skills are "non-technical, intangible, personality specific skills" which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator". Soft Skills classified as the non-technical skills in the stream of self-reliance which propagates self-initiative and self-directed action and decision making forms the basis for sustainable development. Education in the sector of sustainable development for enabling students who are vigilant, sensitized and analytical is the approach the institutions need to adopt for the future .(Barth, M., Godemann, J., Rieckmann, M., & Stoltenberg, U. 2007). In Soft Skills Self Reliance is the major component for imparting training for sustainability. Self-Reliance as defined as the ability to decide and take action without the influence of others independently. Self-Reliance covers up all areas of self-awareness, self-directed learning, proactive approach and a decision maker. This is the only skill vital and important for the students to become sensitized and socially aware and critical. Education system is responsible for fulfilling the requirement of responsible citizens who can take their own self-directed decisions. (Salih, M. 2008).

Need of Developing Self Reliance Soft Skills and Research Evidences: There are many job seekers who possess excellent academic records and well qualified, but so many of them lack the ability to be proactive and take self-directedactions .To advance in soft skills educationand to learn the aspects of self-reliance among many other skills is the edge that the students can develop if it is a part of their curriculum which can help them to achieve a confident personality ready to face the industry. Majority of the literature review has been able to identify the importance of embedding sustainable education in the curriculum. (Nyerere, J. K. (1967).There are limited studies aimed at developing self-reliance soft skill for achieving the same. There are some studies which have discussed sustainability tools. (Tilbury, D. (1995); (Stephens, J. C., Hernandez, M. E., Román, M., Graham, A. C., & Scholz, R. W. 2008).There are some authors who have explained about self-reliant individuals for self-reliance. (Hmelo-Silver, C. E. 2004); (Barrows, H. S. 1983). There are limited studies aimed at developing a holistic approach to achieving maximum effectiveness for sustainability in the curriculum of a management institution.

This paper targets to find out how self-reliance soft skill training once included as an integral part of the curriculum of a management college can impact on the improvement of the self-reliant development and bring forth a realization to the importance of the training.This will be measured through a study on the students by comparing their personalities within a period of two years from the start till the end of their enrollment in a post graduate degree.

Objective

To estimate the impact of development of self-reliance skill in management students as a result of soft skills training programs.

Research Design

The research design used for the study was 'post test' experimental design. For this study two groups were researched upon who were exposed and not exposed to the self-reliance soft skill training.One experimental group was exposed to the skills trainings and in their second year of post-graduation and another control group who were not exposed to the training and in their first year of study. In this study students were selected who were homogenous with demographic factors like education qualification, age , gender and economic background.It is also assumed at the same time that all other extraneous variables like culture, parenting and environmental background make their own impacts to both the groups Out of 360 post graduate management students in one management college in South Delhi, 180 are in their first year and yet not exposed to soft skills training and 180 are in the second year that are exposed to soft skills training. The research was conducted on both the groups within the age group of 21-24. This constituted the universe of the study. The total sample size taken into consideration was 150 students. 75 students were from first year and 75 more from the second year, using simple random sampling method. Tools for data collection was a structured questionnaire comprising of questions related to different soft skill components among self-reliance as a key component.

Discussion and Analysis

The study has taken into consideration that both the groups experimental and control group are homogenous at the time of constitution, and any significant differences found between the two groups on the paradigm of self-reliance skill is primarily due to the training given in the area of self-reliance skill. The four areas for self-reliance skill assessed are self-awareness, proactive approach, willingness to learn and planning action approach of students under experimental group and control group.

Table 1.1

		Control Group			
	Self reliance parameters	Frequency	Percent	Valid Percent	Cumulative Percent
Lowest	Self Awarness				
Moderate low					
Average		19	24.1	24.1	24.1
Moderately High		37	46.8	46.8	70.9
Maximum		23	29.1	29.1	100
Total		79	100	100	
Lowest	Proactive approach	1	1.3	1.3	25.3
Moderate Low		1	1.3	1.3	100
Average		19	24.1	24.1	24.1
Moderate High		42	53.2	53.2	98.7
Maximum		16	20.3	20.3	45.6
Total		79	100	100	
Lowest	Willingness to learn	1	1.3	1.3	1.3
Moderate Low		2	2.5	2.5	3.8
Average		15	19	19	22.8
Moderate High		38	48.1	48.1	70.9
Maximum		23	29.1	29.1	100
Total		79	100	100	
Lowest	Planning action				
Moderate Low					
Average		7	8.9	8.9	8.9
Moderate High		53	67.1	67.1	75.9
Maximum		19	24.1	24.1	100
Total					
Experimental Group					
Lowest	Self awareness	4	5.1	5.1	5.1
Moderate low		19	24.1	24.1	29.1
Average		30	38	38	67.1
Moderately High		26	32.9	32.9	100
Maximum					
Total		79	100	100	
Lowest	Proactive approach	3	3.8	3.8	32.9
Moderate Low		4	5.1	5.1	100
Average		23	29.1	29.1	29.1
Moderate High		30	38	38	94.9
Maximum		19	24.1	24.1	57
Total		79	100	100	
Lowest	Willinness to learn	1	1.3	1.3	30.4
Moderate Low		3	3.8	3.8	100
Average		23	29.1	29.1	29.1
Moderate High		29	36.7	36.7	96.2
Maximum		23	29.1	29.1	59.5
Total		79	100	100	
Lowest	Planning action	1	1.3	1.3	32.9
Moderate Low		6	7.6	7.6	100
Average		25	31.6	31.6	31.6
Moderate High		33	41.8	41.8	92.4
Maximum		14	17.7	17.7	50.6
Total		79	100	100	

The nature of impact of self-reliance skill training is calculated using 'chi square' test and SPSS 17 version is used for the same analysis. The result of the same holds the hypothesis validity.

Table 1.2

Chi Square Test For Experimental Group And Control Group				
Self Relaince Parameters		Value	Df	Asymp. Sig. (2-sided)
Self Awareness	Pearson Chi-Square	6.639[a]	6	0.355
	Likelihood Ratio	7.618	6	0.267
	N of Valid Cases	79		
	4 cells (33.3%) have expected count less than 5. The minimum expected count is .96.			
		Value	Df	Asymp. Sig. (2-sided)
Proactive Approach	Pearson Chi-Square	17.666[a]	8	0.024
	Likelihood Ratio	12.978	8	0.113
	N of Valid Cases	79		
	10 cells (66.7%) have expected count less than 5. The minimum expected count is .09.			
		Value	Df	Asymp. Sig. (2-sided)
Willingness To Learn	Pearson Chi-Square	8.496[a]	16	0.933
	Likelihood Ratio	9.809	16	0.876
	N of Valid Cases	79		
	18 cells (72.0%) have expected count less than 5. The minimum expected count is .01.			
		Value	df	Asymp. Sig. (2-sided)
Planning Action	Pearson Chi-Square	14.582[a]	16	0.555
	Likelihood Ratio	16.754	16	0.402
	N of Valid Cases	79		
	19 cells (76.0%) have expected count less than 5. The minimum expected count is .04.			

The data has been collected at the same time to avoid any transfer of biased responses from the respondents, students in the experimental group in their second year and given a comprehensive training for a year and

students in the control group at the same time in their first month of first year and with no exposure to training.

Findings: As per the objective the impact of self-reliance skills training to the management students in the experimental group was deduced using the analysis of the impact factor which was calculated as the difference between scores of both the groups experimental and control group .The 'chi square' test which has been performed is to find out the significant difference between the two groups.The analysis of the 'chi square' test proves the validity of the observation. The impact of self-reliance skills training has revealed that there are significant differences and with such training sessions, skills necessary for sustainable development can be enhanced.

Managerial Implications: Educational institutions must incorporate in the curriculum and pedagogy of the various categories of programs.Government Organizations andbusiness corporates must embed self-reliance as an indispensible tool for sustainable skill development in the learning and development departments of the organizations.

Scope for future work: Further studies on components of self-reliance and relative effectiveness of each can be undertaken. The four components studied here can be assessed individually to estimate the impact on self-reliance in different business organizations .More components of self-reliance can be derived to understand the impact and to derive the right mix of components of self-reliance training which can be prove to be the most effective in the future to gain a sustainable development of students for employability.

Limitations: Extraneous variables like maturity, placement related training sessions play an important role in self-reliance soft skill development of an individual and are not taken into consideration. Internship programme experience and the impact of the same into self-reliance skill development has not been taken into consideration. No control over daily life experiences and their individual personality traits are not taken into consideration as have no control over the same.

Conclusion

This analysis brings us the clarity to understand that soft skills are required to be integrated in the curriculum as much as any technical skills .The effectiveness to be proactive, have an approach to self-directed learning, self-initiative and self-awareness through self-reliance training is only possible when management colleges impart the right soft skills training and include it as a part of the curriculum. This paper proves that by regularly exposing the students to such training sessions, we can enhance the self-reliance skills of management students for sustainability and thereby these students have an edge over employability

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ADOPTION AND IMPLEMENTATION OF IFRS: AN IMPERATIVE NEED FOR SMEs IN INDIA

Rashmi Tripathi
Assistant Professor at Amity Business School, Amity University, Lucknow Campus

Abstract

Small and medium enterprises (SMEs) have made noteworthy participation towards industrial growth, manufacturing, export and employment creation particularly at the low-skill level. SMEs Employing close to 40% of India's workforce and contributing 45% to India's manufacturing output Although they employ 40% of India's workforce, they only contribute 17% to the Indian GDP., SMEs play a critical role in generating millions of jobs, especially at the low-skill level. The country's 1.3 million SMEs account for 40% of India's total exports. The movement to IFRS being the global benchmark in accounting standards in gaining momentum with about 100 countries already moving to IFRS as the standard (or at least have converged very close to IFRS). In EU, IFRS is mandatory since 2005. In 2007 China adopted IFRS within 1 year of announcing the changeover. The International Financial Reporting Standards (IFRS) for Small and Medium Scale enterprises is a adaptation and generalization of full international financing reporting standards aimed at meeting the needs of Small and Medium scale enterprises financing reporting and to simplify the financial reporting. The adoption of IFRS across the country is taking place rapidly to bring about accounting quality improvement through a single set of standards for financial reporting. The International Financial Reporting Standards (IFRS) was issued by International Accounting Standards Board (IASB). All major economies have established timelines to converge with, or adopt the IFRS. The adoption of the International Financial Reporting Standards surely will ensure uniformity, comparability and reliability of the financial reporting across the world. The intent of the study is to investigate features of adoption of IFRS and to address issue and challenges while adopting IFRS for small and medium scale enterprises in India and the context of IFRS in Indian Scenario. The paper also identifies benefits for small and medium scale enterprises through adoption of IFRS and to make comparison between India GAAP framework with IFRS for small and medium enterprises.

Keywords: *IFRS, Financial Statements, Accounting Principles, Small and Medium Enterprises, Financial Reporting*

Accounting is the life blood of the business world. It was started for the development of business, trade and commerce. The theory of assets, liabilities, and income and the need to merge these areas is still the basis for all accounting functions today. Accounting gives the overall financial view of the business in order to make various decisions about the current status or future of business. Every business needs to keep record of basic accounting information. To determine the performance of business organizations, one of the factors is effective use of accounting and financial management reports. It has been identified from the beginning that appropriate accounting information is important for a successful management of a business whether it is large or small. Accounting legislation is used for listed companies, i.e. the International Accounting Standards or International Financial Reporting Standards and for non-listed limited liability companies; the Accounting Directives are being used. No accounting legislation is applicable to those enterprises which are not listed or are not limited liability companies; in most of the cases small enterprises are referred. However, the applications of these techniques are limited in Small and Medium Enterprises (SMEs) in India. There is a wide gap between theory of accounting and financial management and actual practices by the manufacturing SMEs. Accounting information is used to measure and communicate financial information of the enterprise that is needed by management in decision making. Accounting information exerts an important influence on the success of MSMEs, therefore it is important that accounting practice of MSMEs could provide complete and relevant financial information needed by entrepreneurs in decision making. In order to enhance the profitability of MSMEs and their continuity, there is need for adequate record keeping which will help the owners to keep track of the performance of these enterprises. There is a saying that "Money makes the world go around". This is also true in the case of every business enterprises. An accounting system is the basis of financial management as all the financial data is first of all recorded according to the rules of accounting in the business books of accounts. In order to survive, MSME owners need updated, accurate and timely accounting information.

Objectives of the Study

The objectives comprised to understand the better knowledge on IFRS in Indian Context., to discuss the benefit of adoption and challenges for adoption of IFRS, to compare framework of IFRS for small and medium enterprises with Indian GAAP, to know the features of International Financial Reporting Standards for Small and Medium Enterprises and to study the issues and challenges faced by SMEs in the process of adoption of IFRS in India.

Research Methodology

The study is primarily qualitative in nature and do not use any quantitative tool to analyze the data. It has been conducted mainly on the basis of literature survey and secondary Information. Various journals, newspaper and magazines articles have been referred to in writing this paper.

Need of the study: IASB follows a thorough and transparent due process in developing IFRS as a high quality, globally accepted accounting standards. These standards are not only vigorous but also tend to gain a wide and ready acceptability among the users of financial statements, promote transparency and provide a suitable standard for accounting practices in general. It is beneficial for Indian companies to adopt a standard which provides such credibility to their financial statements and helps them to integrate with the global economy. The International Financial Reporting Standards are progressively replacing the many different accounting standards in the world. Hence in this context there is a need to study the

adoption procedure of IFRS in India and the issues and challenges faced by the Indian SMEs.

Beneficiaries of IFRS: Different countries have different definitions of SME. But for the purpose of the standard, any entity that does not have public accountability, and publishes general purpose financial statements for external users is considered to be an SME. An entity has public accountability if its debt or equity instruments are traded in a public market or it is in the process of issuing such instruments for trading in a public market. This broadly means that any listed company, and in most cases, banks, insurance companies, securities brokers/dealers, unit trusts and investment banks do not meet the conditions to use IFRS for SME. This also means that any private entity can use this standard irrespective of the size, as long as its securities are not listed.

Need of IFRS for SMEs: The International Accounting Standards Board (IASB) has launched International financial reporting standards for the benefits of small and medium sized entities (SMEs), which are estimated to present more than 95 % of all the companies. The standard has been designed to meet the needs and capabilities of SMEs worldwide. The disclosures requirements have been significantly reduced. In Indian context, this standard has great implications. IFRS for SMEs is based on the fundamental principles of full IFRS, but in many cases, it has been simplified to make the accounting requirements less complex and to reduce the cost and effort required to produce the financial statements. Few topics addressed in full IFRS but omitted from IFRS for SMEs because they were not relevant to SMEs such as earning per share, interim financial reporting, segment reporting and special account for assets held for sale. In India, various regulatory authorities have defined Small and medium-sized entities, standard define SMEs are entities that do not have public accountability, and publish general purpose financial statements for external users. A global financial reporting language will bring the following benefits to SMEs. a) Understanding the global financial reporting language for companies from different jurisdictions around the world to explore the possibility of cross border acquisitions and simplifying inbound and outbound investments. b) Global recognision will improve both transparency and comparability to SMEs c) SMEs will have an opportunity to attract talented finance people.

Salient Features of IFRS for SMEs

a. Presentation of Financial statements - Under the IFRS for SME, if the change in equity is only a result of profit or loss, payment of dividends, correction of prior period errors or due to changes in accounting policies, a combined statement of income and retained earnings can be presented instead of a separate Income statement and Statement of changes in equity. b. Financial Instruments- The financial instruments recognition and disclosure policies under IFRS for SME have been simplified considerably. Under full IFRS, IAS 39 distinguishes four measurement categories of financial instruments them being;

financial assets/liabilities at fair value through profit or loss, held to maturity investments, loans and receivables, available for sale financial assets. c. Property, Plant & Equipment and Investment Property- Under the full IFRS, entities may opt to use the revaluation model for Property Plant and Equipment (PPE) where assets are carried at fair value, or using the cost model, depending on the accounting policy adopted. Performing such revaluations regularly is costly in terms of time, money and skill. Taking this into consideration, the IFRS for SME recognizes assets at cost less accumulated depreciation. The revaluation model is not permitted. d. Borrowing Costs- Under the IFRS for SME, all borrowing costs are charged to the income statement, during the year in which they are incurred, even if it is directly attributable to the acquisition, construction or production of the asset in concern. The IFRS for SMEs does not allow for the capitalization of borrowing costs, unlike the full IFRS. e. Intangible Assets- As per the full IFRS, all research costs are written off, but development costs incurred after the project is deemed commercially viable can be capitalized. However in IFRS for SMEs, all research and development costs both are written off in the period in which they are incurred. Further, under the full IFRS, intangible assets that are considered to have indefinite useful lives are not amortized and are subject to mandatory detailed annual impairment testing. But, under IFRS for SME, intangible assets including goodwill are considered to have finite lives, and are amortized over their useful lives. If the useful life cannot be estimated, the lifespan is presumed to have a maximum amortization period of 10 years.

Process of Adoption of IFRS for SMEs: Based on the recommendation made by the Task Force and on the basis of outcome of discussions and public opinions on IFRS adoption procedure, a three step process was laid down by the Accounting Professionals in India. This three steps IFRS adoption procedure can be summarized as Step I: IFRS impact assessment -In the first step, the firm will begin with the assessment of the impact of IFRS adoption on Accounting and Reporting Issues, on systems and processes, and on Business of the firm. The firm will then identify the key conversion dates and accordingly an IFRS training plan will be laid down. Once the training plan is in place, the firm will have to identify the key Financial Reporting Standards that will apply to the firm and also the differences among current financial reporting standards being followed by the firm and IFRS. The firm will also identify the loopholes in the existing systems and processes. Step II: Preparations for IFRS implementation- This step will carry out the activities required for IFRS implementation process. It will begin with documentation of IFRS Accounting Manual. The firm will than revamp the internal reporting systems and processes. IFRS 1 which deals with the first time adoption of IFRS will be followed to guide through the first time IFRS adoption procedure. To make the convergence process smooth, some exemptions are available under IFRS 1.These exemptions are identified and applied. To ensure that

the IFRS are applied correctly and consistently, control systems are designed and put in place. Step III: Implementation- The third step involves actual implementation of IFRS. The first activity carried out in this phase is to prepare an opening Balance Sheet at the date of transition to IFRS.A proper understanding of the impact of the transition from Indian Accounting Standards to IFRS is to be developed. This will follow the complete application of IFRS as and when required. First time implementation of IFRS requires lot of training and some difficulties may also be experienced. To ensure a smooth transition from Indian Accounting Standards to IFRS, Continuous training to staff and addressing all the difficulties that would be experienced while carrying out the implementation is also required.

Benefits of IFRS for SMEs adoption in India:1. IFRS for SMEs will improve the financial reporting overall. 2. IFRS facilitates better decision making and efficient functioning of the firm. 3. IFRS for SMEs ensures creditability and comparability of financial statements. 4. IFRS for SMEs will improve access to international capital markets. 5. IFRS for SMEs will enhanced brand value and Easier Global Comparability. 6. IFRS for SME is a globally recognized standard, and when applied correctly would allow financiers to better assess the company's performance and risk, as well as provide better confidence regarding the company, reducing barriers to access to finance. 7.Implementation of IFRS in India would result into the reduction in cost of compliance.**8.**IFRS for SMEs is very simple to understand and adopt. the IFRS for SME is a simplified version of the full IFRS. However there are some key differences between the IFRS for SME and the full IFRS, which the company would want to consider prior to implementing the standard.

Insight into IFRS for SME

High level comparison of full IFRS and IFRS for SME		
Topic/area	Full IFRS	IFRS for SMEs
Scope	Applicable by all entities.	(Section 1)Applicable only for entities that are not publicly accountable, and publish general purpose financial statements.
Financial statements	(IAS 1) Full set of statements must be prepared, including Income Statement, Balance Sheet, Statement of Changes in Equity and Cash flow Statement	(Section 3)A combined statement of income and retained earnings can be prepared, and the statement of changes in equity can be avoided if certain conditions are met.
Financial instruments	(IAS 39) Four measurement categories; being financial assets/liabilities, held to maturity investments, loans & receivables and available for sale financial assets.	(Section 11, 12)Two basic sections, one for basic instruments (receivable, payables and other basic instruments) and another for complex financial instruments
Property, plant and equipment	(IAS 16) Can be valued at cost-less-accumulated depreciation model, or revaluation model.	(Section 17)Revaluation model not permitted. Valued at cost-less-accumulated depreciation model.
Investment property	(IAS 40) Can recognise at either cost or fair value.	(Section 16)Can be carried at fair value if fair value can be measured without undue cost or effort to the

		management. Otherwise treated as regular PP&E.
Borrowing costs	(IAS 23) Borrowing Costs can be capitalised if they meet certain criteria	(Section 25)Borrowing costs cannot be capitalised and have to be charged to the income statement in the period they are incurred.
R&D costs	(IAS 38) Development costs after the project is deemed commercially viable can be capitalized	(Section 18)All research and development costs have to be written off in the period in which they are incurred
Employee benefits	(IAS 19) Actuarial gains/losses can be amortised over the expected remaining working years of the employee. Use of actuarial benefit valuation is required	(Section 28) Simplifications can be made if actuarial valuation cannot be made without undue cost or effort to the management Actuarial gains/losses have to be charged to the income statement in the year in which they arise

Relationship between IFRS for SMEs with GAAP: A number of significant difference and minor difference between IFRS for SMEs and Indian GAAP exist with regard to recognition. Some important difference are 1) Frame work of IFRS for SMEs is very simplified, structure and make accounting requirement less complex and reduce the cost effort required while producing financial statements when compare to Indian GAAP. 2) IFRS for SMEs has few and less disclosure requirements compare to Indian GAAP. 3) IFRS for SMEs is silent about the concepts of capital maintenance and its impact on financial statements of SMEs whereas under Indian GAAP certain concepts of capital maintenance, revaluation or restatement of assets and liabilities giving rise to increase/decrease in equity. 4) Section 3 of IFRS for SMEs Financial Statement Presentations presumes that fair presentation of financial statements whereas Indian GAAP frame work speaks about true and fair presentation and 5) Finally the IFRS for SMEs are simplifier than those in Indian GAAP and simplification might make the standard more attractive to financial statement preparer.

Challenges in IFRS implementation in SMEs in India: In India the availability of accounting profession is rare in nature. Population having degree of the chartered accountant and other professional are less knowledgeable and also charge higher fees for that. So, it is a costly affair for the SMEs in India. Other challenges are: 1) Standard setter has adopted national GAAP for SMEs - Most of the standard setter decided that existence Indian GAAP is perfect for the SMEs so there is less chance for the adoption of new IFRS and mostly it depends on regulatory body if they have adopted then it's very difficult to accept and adopt. 2) IFRS for SMEs are under study -The standards for SMEs by IFRS are not still ready for implementation as there is high requirement for training. IFRS has taken step and provide enough training session for the IFRS aspect, but still this is not enough as SMEs have less experienced people and resources for the adoption of IFRS in India. 3) Work at local market - The SMEs which are working at local market why the will go for the IFRS adoption as they are raising fund from India

only and only Indian investors are investing in that local level SMEs so no need to prepare the books of account as per the IFRS. 4) Cost aspect - Most of the companies are prepared their report on time by hard and tough working if they want to adopt IFRS then there is requirement of Initial high cost, change in the process, people and technical aspect. It requires both the cost time cost and financial cost.

Recommendations and Suggestions: IFRS must complete the criteria for the SMEs perfectly. The balance sheets prepared under IFRS tends to be more useful due to its layout and the consistency, and the level of complexity compared to GAAP that tended to be more detailed. Need to educate chartered accountants. IFRS should be implemented in SMEs in India in different phases with flawless instruction in form of "Help center" as training provided by them is not enough.

Way forward: There are many benefits to entities that are entitled to use the standard, if they opt to do so. However they should perform a comprehensive Gap Analysis Study to assess the quantitative impact on the Financial Statements and the impact on disclosures. There are many positive developments in the IFRS for SME, when compared to the full set of IFRS in the perspective of a small or medium sized enterprise. An IFRS for SMEs has clear benefits for investors, lenders and those seeking to raise finance through the transparency afforded by a consistently applied global set of financial reporting standards. It will also ease transition to full IFRS for growing entities once they become publicly accountable. Since most SMEs aspire to eventually grow into large entities, it would be prudent to comply with the IFRS requirement that is unique to SMEs. In doing so, they can establish sound practices in financial reporting that adheres to global standards. In the long run, this will ease their transition from being a small or medium sized enterprise to a large player in any industry.

Conclusion

IFRS are emerging as the primary accounting language of the world. India is joining a league of 100 plus countries by announcing the convergence of Indian GAAP with IFRS with effect from April 2011. The use of IFRS in India would have significant impact on key stakeholders by presenting both benefits as well as costs. The cost of implementing IFRS should be taken as challenges or opportunities in order to encounter them in the right spirit to ensure smooth convergence with IFRS. Adoption of IFRSs by Indian companies is going to affect a number of items of their financial statements including their profitability and financial strength. Adoption of IFRS process will have a clear impact on financial position indicators of a company. More so the impact will reflect relatively more on those items where fair valuation concept of IFRSs is applicable. Adoption of IFRS by Indian companies is also going to have a favorable impact on the confidence of the investors. They could be able to analyze the financial position of the companies much more accurately due the strict reporting and disclosure requirements of IFRSs. The financial information delivered by the statements prepared under IFRS is considered to be of the highest quality therefore it is also going to have a favorable impact on the confidence level of the users of the financial statments whether they are investors, auditors, students, stake holders, institutions, accountants, legal firms or any academicians; all accept the reliability of the financial statements prepared under IFRSs. Thus the good will of the reporting entity would also increase. Compared to full IFRS and current Indian GAAP, the IFRS for SMEs is a real gem.

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CONSUMER PROTECTION LAW AND PRACTICE – A BOOK REVIEW

M.M. Goel
Vice Chancellor, JaganNath University, Jaipur

Consumer Protection Law and Practice (2016) by Professor (Dr.) V.K. Agarwal, published by Bharat Law House, New Delhi ISBN: 978-81-8274-322-9

Consumerism in Indian economy means the growing wants and needs of an individual for goods and services. However, Consumer Protection Act (CPA) 1986 with all amendments therein is most important legislation given birth to 'consumer activism' as a process by which activists seek to influence the way in which goods or services are produced and delivered in India . It provides simple, speedy and inexpensive justice to the consumer who stands defined as any person who buys any goods and services for a consideration which has been paid or promised or partly paid and partly promised or under any system of deferred payment and includes any user with the approval of the buyer. The consumer under CPA does not include a person who obtains such goods and services for resale and commercial purposes.

The 7th edition of the book (first edition was published in 1992) is a running commentary on the CPA with systematic up-to-date along with central rules and regulations and state rules by a renowned scholar of law Professor V.K. Agarwal who is my predecessor at the JaganNath University, Jaipur which has made a name with many healthy practices under his leadership is a matter of record.

The provisions of the CPA have been subjected to intensive and comprehensive analysis in the light of the cases decided by the Supreme Court, National Commission and the State Commissions falls in the domain of the new edition to be understood, analysed and interpreted by the stakeholders. The simple and lucid style of the established writer is a known reality and attracted me to read and reread the book which is interesting for me as an economist who considers consumer as a hero of the present times of consumerism with goods and services as heroine. All those who create problems for the hero (consumer) are the villains.

Every effort has been made by the scholar known to me personally for three decades has emerged as an authority for the consumers to understand the CPA in totality. The consumers can no longer become victim by the marketers, sellers and advertisers for want of latest developments. The contents of the book include introduction with international developments, section-wise commentary with case -law , categories of unfair trade practices, kinds of restrictive trade practices, contemporary legislations and case law of USA,UK and Australia , model forms of complaint and appeal duly appended with UN Guidelines on Comsumer Protection (1985), The consumer Protection Act, 1987 (UK), The Consumer Regulations, 2005, The Central and State Rules, The Jammu and Kashmir Consumer Protection Act,1987, The MRTP (Recognition of Consumers Association) Rules 1987, The Consumer Welfare Funds Rules and extracts of other relevant legislations are very informative for the stakeholders including consumers, professional advisers, CAs and Company Secretaries , economists, students and researchers of law , commerce, economics and business management. The book deserves to be kept by the women consumers also who many times become victims of the special promotional sales during festivals. There is a strong case for studying the implications of CPA on other performance indicators of the Indian economy including inflation by the researchers. Let India become consumer friendly with consumer activism through knowledge of the CPA relevant for all times to come and is the objective of the book of this kind in simple style and language. The book deserves to be translated in other Languages of the great country with diversity.

MAJOR THEMES, STYLES & TECHNIQUES IN SALMAN RUSHDIE'S NOVEL, "MIDNIGHT'S CHILDREN"

Vivekanand Jha
Chief Editor, Verbal Art&Phenomenal Literature

Abstract

Salman Rushdie's novel, 'Midnight's Children (1981)' remains an Indian novel in ethos, essence and substance as the author explored deeply into Indian sense and sensibility and digs out incalculablemines of ancient indigenous resources like epic, folklore, oral myth and rituals. Rushdie's novel has been substantiated and appropriated by both post-modernism and post-colonialism because it articulates their common and intersecting interests. This paper focusses the major themes, styles & techniques in this novel.

Keywords: *salmanrushdie, midnight's children, rushdie, children*

Rushdie's 'Midnight's Children' pumped up new mode and fashion of fiction writing in the theme, style and technique of Indian English novelists. There have been over 25 novels since the publication and disproportionate success of Midnight's Children, wherein the life of the individual travels parallel with the life of the nation. The remarks of renowned critics in this regard areconceivable:

"The 1981 publication of Salman Rushdie's Midnight's Children was a watershed in the post-independence development of the Indian English novel, so much so that the term "post-Rushdie" has come to refer to the decade or so afterwards in which a wave of novels appeared by established as well as by young writers that were clearly influenced by Midnight's Children."(Josna E. Rege)

The novel seems to be passionate accounts and life story of Rushdie. There is direct and indirect allusion of many facets of his biography and close resemblance between him and the protagonist of the novel, Saleem Sinai. Ahmad Salman Rushdie was born around the time of India's Independence. Whereas Saleem enters the world on that exact day 15 August 1947, Rushdie was born two months earlier, on June 19, 1947, in Bombay. Members of his family were cutting joke that British only left two months after his arrival. Like Saleem, Salman had a nanny called Marry, who had previously worked at the hospital where he was born. Rushdie's father was so angry about the character of 'Ahmed Sinai' that both were not on speaking terms for many months but at last both forgo their egos and natural relationship has been restored. Rushdie had been more worried about his mother's reaction to the novel, but she soon reconciled and sees through the situation and immediately understood that it was "just a story—Saleem isn't Rushdie, herself isn't Amina, they're all just characters."

Parents of Rushdie have migrated to Karachi of Pakistan and so even he had opportunity to dwell in Karachi. He couldn't perpetuate there for long period of time as he found peerless comparison between Mumbai and Karachi because of the latter being accumulated and stinking with filth, debris and refuge. He expressed his anguished through the expression of Saleem. Saleem "never forget the Karachi for not being Mumbai" the only things smellshere are the negative aspects of economic class and religion:

"I breathed in the fatalistic hopelessness of the slum dwellers and the smug defensiveness of the rich; I was sucked along the small-trails of dispossession and also fanaticism."(The Hindu)

Even the houses seem havocked, plagued and diseased here:

"It was full of deformed houses . . . a wild proliferation of mad houses whose inadequacies as living quarters were exceeded only by their quite exceptional ugliness."(Midnight's Children, p. 352)

The novel narrates the story of India through the suffering of Saleem, whose story is inextricably attached to India and the countries in the vicinity. For this reason Saleem has some special powers, like all the children born on that particular hour of that glorious and auspicious day. For example, he can communicate telepathically with all the other "Midnight's Children" and has an extraordinary and prominent nose that can smell danger. In an interview Rushdie explain the reason for Saleem's big nose:

"One day I was looking at the map of India, and all of a sudden for me it resembled a large nose hanging into the sea, with a drip off the end of it, which was Sri Lanka. Then I thought well, you know, if Saleem is going to be the twin of the country, he may as well be the identical twin and so he sprouted this enormous nose."(Midnight's Children, p. 354)

Though Rushdie was born to Muslim parents, yet he didn't create a pure Muslim character that reads the Koran daily or visits the mosque. He adores the homogeneous intermingling of heterogeneous castes, creeds and sexes which constitute the India. His main character Saleem, is partly Hindu, partly Goan, partly Kashmiri, partly Muslim, partly British, suggesting thereby the amalgamation of different races and beliefs.The novel begins with Saleem Sinai, revealing the accident of his birth:

"I was born in the city of Bombay ... once upon a time. No, that won't do, there's no getting away from the date: I was born in Doctor Narlikar's Nursing Home on August 15th, 1947. And the time? The time matters, too. Well then: at night. No, it's important to be more ... On the stroke of midnight, as a matter of fact. Clock-hands joined palms in respectful greeting as I came. Oh, spell it out, spell it out: at the precise instant of India's arrival at independence, I tumbled forth into the world."(Midnight's Children, p. 3)

Midnight's Children is the first-person narrative of Saleem Sinai, who writes the fantastic story of his life, reading it aloud each night and getting feedback, critical appreciation and depreciation from his beloved

and would be wife named Padma. Right from the moment of his birth, Saleem projected himself as:

"Mysteriously hand-cuffed to history, my destinies indissolubly chained to those of my country. For the next three decades, there was no escape." (Midnight's Children, p. 9)

Universality of novel is further substantiated and corroborated by the fact that Rushdie has incorporated and exposed various evils of society and perennial problems pertaining to the nation and the world. There is instance early in the novel when the reverend mother even has a racist attitude toward her own daughter:

"Mumtaz, the blackie whom she has never been able to love because of her skin of a South Indian fisherwoman." (Midnight's Children, p. 58)

Rushdie keeps drawing the parallels between the life of ordinary individual and major historical events through the 31 chapters of the novel. At the same time he tried to translate the superstition into action. For example,Saleem's grandparents Aziz and Naseem Sinai on their way from Kashmir to Agra, stopover in Amritsar where Aziz experiences the JallianwallahBagh massacre. The massacre itself is heralded by an itch in his nose:

"As the fifty one men march down to the alley way (to the JallianwallahBagh) a tickle replaces the itch in my Grandfather's nose. The fifty one men enter the compound and take up positions, twenty- five to Dyer's right and twenty-five to his left . . . as Brigadier Dyer issues a command the sneeze hits my grandfather full in the face. 'Yaaaahh-thooo!He sneezes and falls forward . . . there by saving his life . . . red stuff stains his shirts. There are screams now and sobs now and the strange chattering continues. More and more people seem to have stumbled and fallen on top of my grandfather." (Midnight's Children, p. 36)

In Midnight's Children, for the first time, Rushdie acknowledges the millions of common people and diverse group that make up the India. He does this by recording the various voices and perspectives that are almost never mentioned in most narratives and historical novels. As Saleem says,

"To understand just one life, you have to swallow the whole world."(Midnight's Children, p. 126)

Saleem, who represents the new born Indian nation is actually a changeling, the son of an Englishman and Indian woman; Saleem is born with unblinking eye and has to be taught to shut them, "for nobody can face the world with his eye open all the time" and out of the 1001, a figure which clearly seeks allusion from The Arabian Nights, children born on the midnight of 15 Aug 1947, exactly 420 die characterizes the notorious number of section of the Indian panel code dealing with cheating and fraud.

The individual since the 20th century has become a feeble, puppet and powerless being because governments have become very oppressive and powerful. This postmodern insight can be clearlysighted in midnight's children. Saleem, is the centre of attention at the time of birth – the then prime minister of India , Jawaharlal Nehru writes to his parents ; newspaperspublish his pictures, celebrate his arrival and award him for being first midnight child of independent India. But as he grows older, he begins to lose his prestige and position, first in Sinai household and then in the country itself. So much so that Saleem feels completely drained out and impotent having been forcibly castrated during the Emergency.

Fragmentation, migrancy and memory are almost central theme not only to Midnight's Children but all of Rushdie's novels. The novel is classified in a category of fiction that goes by the name of magic realism. Today whenever one thinks of magic realism straight way Rushdie's name comes to mind.

*Midnight's Children*is considered a masterful blend of fiction, politics, and magic. Critics credit Rushdie for making the worldwide literary audience aware of the transitions that India had to undergo in the wake of long awaited freedom from British enslavement. With his adept control of the English language and his ability to produce even the minutest events in full, vivid details, Rushdie takes readers on an imaginative flight that makes them see his native country in a way that they never did before.Showering lavish praise onRushdie's Midnight's Children, M.K. Naik and Shymalal A. Narayan writes:

"It is multi-faceted narrative, which is at once an autobiographical bildungsroman, a picaresque fiction, a political allegory, a topical satire, a comic extravaganza, a surrealist fantasy, and daring experiment in form and style." (Naik, M. K. & Narayan, Shyamala A, p. 39)

Its highly imaginative and creative quality, its unconventional word play, the disarranged syntax and spirited metaphors, its stunning fusion of oral narrative, history, fiction, nonfiction, journalism, Hindi film songs, fantasy, realism, the stream of consciousness make one works hard to understand what the novel is about. So, this rich, multilayered, complex, episodic, loose and meandering novel well qualifies as a great and exemplary work of art.

Saleem Sinai complains aboutfor not having a listener to whom he can narrate his story or a scribe who can copy down a story. Saleem has grand illusion about writing a magnum opus equal to that of Valmiki. But he has his facts all mixed up. For it was Ved Vyas not Valmiki who dictated the epic Mahabharata toGanesha.Rushdie has to face a lot of flak and criticism for his ignorant but fatal error. Mahatma Gandhi figures in Midnight's Children too but so faint is the historical memory of independent India that even the date of his assassination is incorrectly recorded by Saleem. The lapse only reminds the reader of the distance between the modern day Indian and Gandhian ideals.

The use of the first person narrator often makes the author vulnerable to the critics that are really directed at the narrator. Rushdie was blamed for all Saleem's mistakes and opinions. His careless error set off a volley of objections so much so that Rushdie had come out with a rescue measure and had to publish, "Errata: Or, Unreliable Narration in Midnight's Children." While he confessed some of the unintentional errors he made in the novel and at the

same time he warned the readers that "Saleem Sinai is an unreliable narrator". And that Midnight's Children is far from being an authoritative and definitive guide to the history of post-independence India."

It is a recurring technique in the novel that rivets and spells bound readers:

"Baby Saleem fell ill. As if incapable of assimilating so many goings-on, he closed his eyes and became red and flushed. While Amina awaited the results of Ismail's case against the State authorities; while the Brass Monkey [Saleem's sister] grew in her womb; while Mary entered a state of shock [. . .]; while umbilical cord hung in pickle-jar and Mary's chutneys filled our dreams with pointing fingers; while Reverend Mother ran the kitchens, my grandfather examined me and said, 'I'm afraid there is no doubt; the poor lad has typhoid."(Midnight's Children, p. 174)

Rushdie uses the cluster and series of metaphors to describe the growth of child during the pregnancy of its mother:

"What had been (at the beginning) no bigger than a full stop had expanded into comma, a word, a sentence, a paragraph, a chapter; now it was bursting into more complex developments, becoming one might say, a book – perhaps an encyclopedia even a whole language." (Midnight's Children, p. 115)

One should not have any doubt on the talent and skill of Rushdie as a novelist but the courage and intrepidity which Rushdie has mustered in coming out with fact and truth has never been done before by any authors in the history of Indian English Literature in general and Indian English fiction in particular. This has been key and secret weapon of Rushdie's success as a novelist. Had he not been in confinement, controversy and adversity, he may not have been blessed with opportunity.

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