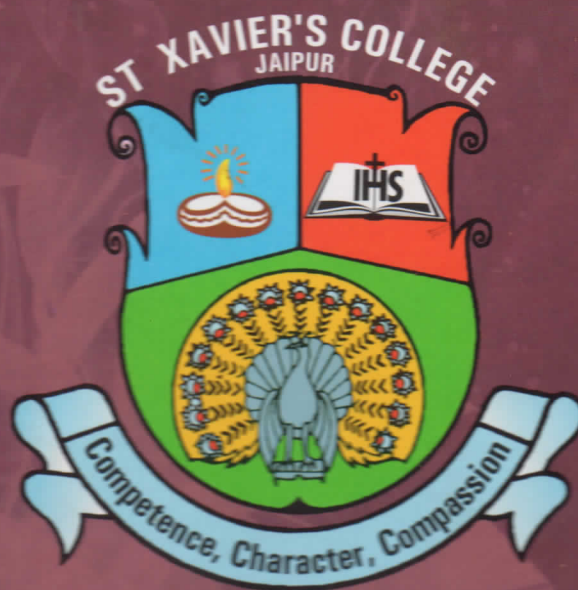


ISSN 2278-0254

Volume III • August 2014

IMPETUS

Xavier's Interdisciplinary Research Journal



St. Xavier's College, Jaipur

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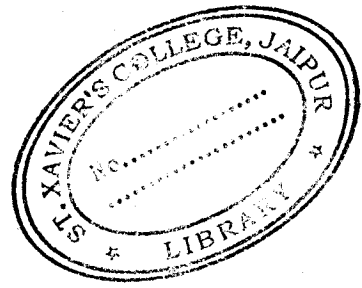
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FOREWORD

Sound education leading to meaningful employment is instrumental in social amelioration. A country like India, which is on the road to development, can emerge on the world map if it looks into this crucial area. For an educational institution it becomes a serious issue to ponder upon whether our educational set-up is in keeping with the requirements of the employers. The government in its policy making process has raised serious concerns about the dwindling number of students enrolling for higher education. The second challenge is however far more grave. Are the students who have graduated employable?

In order to bridge the gap between education and employment, we at St. Xavier's College, Jaipur, collaborated as educators and employers to dwell upon our existing education system and suggest improvements that are needed and the ways in which this system can be upgraded to accrue meaningful employment.

Dr Shreya Chatterji
Chief Editor

August 2014

ISSN 2278-0254

Publisher

Rev Fr Sebastian Anand, SJ
Principal
St Xavier's College
Jaipur

Editor

Dr Shreya Chatterji
St Xavier's College
Jaipur

Subscription

Impetus is published once a year
Annual subscription: Rs 500/-

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Printed at

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COMMERCE

EMPLOYABILITY ENHANCEMENT THROUGH SKILL FORMATION FOR GLOBAL BUSINESS CORPORATIONS

Ekta¹

Abstract

Globalization has brought tremendous changes in almost all the aspects of human life. Human resources can be considered as a source of competitive advantage in the era of globalization. It has created various opportunities in the country, but there is a wide gap between the input demand of global corporation and output product of educational institutions. The business corporations want such as category of people who are at the top end of employability scale. As a result of globalization the qualities to be expected of manpower will be the same all over the world. Educational Institutions have to generate manpower not only for the local market but also for the national and international market as well. So, students require skills of effective communication, thinking, ability, team work, optimistic attitude, good behavior, facing responsibilities, creativeness and adaptability. There are so many people in the job market but their skills are not able to meet the requirements of the current market scenario. Developing employability skills is an effort to overcome these problems. Skill development can be viewed as a tool to improve the efficiency and role of workforce. Skill development can also be seen as a means to empower the individual and improve his/her employability. Skills are considered an essential growth driver in globalised economy.

Demographic Dividend and Employability

Demographic dividend means increase in the share of working age of people in the population. This phenomenon arises due to declining of birth rate and the resulting shift in the age composition of the population towards an adult working age. It is also generally known as the Demographic window. India has an exclusive 20-30 year window of opportunity known as 'demographic dividend'. In the next three decades India will add about quarter of the global youth population. This would make India the leading single supplier to the incremental global labor force over the next three decades. Global economy is expected to face a skilled manpower shortage to the extent of around 56 million by 2020 (Poornima Jain, 2013). Employability enhancement is the way to reap the benefit of this dividend. The concept of employability enhancement has been gaining the attention of various policy makers, academics and researchers from developing and developed nations. Therefore, the concept of Employability enhancement has increasingly been known as a significant approach, to build up a nation, to develop one's learning capability, power and knowledge. According to Hillage and Pollar, "Employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment." "Employability is the continuous process of fulfilling, gaining or creating of work through the use of competences in best possible manner. These competences refer to an individual's knowledge, skills, and abilities needed to adequately perform various tasks and carry

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responsibilities within a job and to their adaptability to changes in the internal and external labor market. According to Dr. Peter Hawkins "To be employed is to be at risk, to be employable is to be secure." This indicates that in this competitive economic environment, business corporations are becoming progressively more alert on what they need as human capital - being employed alone is not enough, one must be employable throughout one's career.

Role of Education and Skills

Education is the process of acquiring knowledge, skills and understanding various concepts. It is concerned with generating, accumulating and keeping human capital. Human capital is related with individual knowledge, skills and competencies which are used in employment. Education is a major element of human resource development and human capital formation. It has a natural link with job market conditions, mainly because education is considered as a means of improving skills required by jobs in the labour market. Skills concerned with any job have two components: Generic skill and specific skill. Generic skill is cognitive and theoretical knowledge, which helps in finding employment, and provides a base for acquiring higher skills particular to the job. It is likely to be stable over a long period of time. On the other hand, specific skill is technology specific. It is expected to change with the change in technology. So, the life span of a specific skill is closely related to the shelf life of any technology. Generic skills can be acquired largely through formal education and training system. It is not always possible to acquire specific skill through formal education system. These skills are mostly acquired through on- the- job training and formal/informal training. Employability skills are not only required for early phase of entrance into the job but also to be sustained and development throughout the career.

Skill Development Practices in India

(i) Skill Development Initiatives by the Government

Government of India has considered skill development as a national priority. There are more than 17 ministries/ departments of GOI providing and funding formal/non-formal vocational educational training. For creating an institutional base for skill development at national level, "Coordinated Action on Skill Development" has been developed.

There is three-tier institutional structure:

- (a) P.M.'s National Council
- (b) National Skill Development Coordination Board
- (c) National Skill Development Corporation

(ii) Skill Development Initiatives by Industry Association

Federation of Indian Chambers of Commerce and Industry (FICCI) performs like a "Skills Aggregator" to complement Government of India's vision of training of 500 million people by 2022. Confederation of Indian Industry (CII) has tied up with Brazil for technical education skill development and technology dissemination with Korea, to develop an E-learning module for Industrial control and The Swiss-Indian Chamber of Commerce to enhance cooperation in skill development.

(iii) Industry Initiatives

The private sector has been taking a variety of initiatives on its own and in association with the government and international entities to improve in-house training facilities and also to provide training to potential employees to make them job ready. Many large corporations like Larsen and Toubro, Bharti Group, Hero Group, Maruti, ITC, Infrastructure Leasing and Finance Services Ltd. etc. have established training facilities that offer world class training programs that create an environment of e-learning and innovation.

Problems

Despite various skills-development initiatives in India there are some issues:

- **Improper Structure of Formal Education**

Indian Education system is not appropriate. The percentage of students going for vocational training is even less since most students favor the general academic stream with a view to going in for higher general education. As a result admission in general courses (General studies, humanities, etc.) is too high.

- **Education System Does Not Put Emphasis on Quality and Relevance**

Quality education means an education system which is associated with the requirement of job market. Quality of education is under constraint due to deficient physical infrastructure, shortage of qualified faculty and weak industry interaction.

- **Shortage of Teacher**

There is severe and protracted shortage of teachers and trainers. Comparatively low status related with the teaching work has been an influential factor in meeting with teacher shortages.

- **Ignorance for Training and Retraining**

Training is not considered important. There are no specific measures for imparting practical training during or after formal education. On-the-job training in Business corporations is not a general aspect because it is not recognized as important due to cost considerations.

- **Obsolescence and Less Elasticity of Skills Supply**

Obsolescence of technologies renders skills non current and immaterial. However, skill constraints in the implementation of new technologies from the side of skill accessibility are of a short-term nature and can be overcome by retraining of workers. Retraining may become complex when the basic educational level of the workforce is low.

- **Lack of Dependability and Integrity**

Dependability and integrity among the workforce is very less. Due to this they are not finding suitable and better jobs.

- **Lack of Concern for Developing Skills, Knowledge and Abilities**

There is a lack of interest among individuals to develop their skills and abilities. The main reason for this is, people are not motivated enough to improve their knowledge and skills. People are well educated but still they are not competent to find gainful employment.

Suggestions

Taking into consideration the problems, we can make some recommendations:

- Evolution of versatile education and training systems to confirm quality and relevance.
- Ensure balance between psychological aspects and artful aspects of education.
- Reduction of mismatch and underutilization of workforce by strengthening mechanism for continued education and different training methods.
- Giving major importance to training teachers, training of trainers and development in working and living conditions of teachers and trainers.
- Continuous and appropriate changes in the curriculum and training methods.
- Ensuring labor elasticity to adjust to fast changes in technologies, structure style and work ethics.
- Regulation and control of an undesirable expansion in skill development corporations.
- Use of Information and Communication Technology (ICT) like e-learning, mobile-learning, basic audio-visuals as a means for skills training. Online job portals, mobile job services, freelancing platforms and social networks are some of the ICTs that help in finding employment.

Conclusion

India has a demographic dividend which can provide services to not only our country but also can meet the requirement of the global economy. A demographic dividend does not indicate just people; it means skillful, knowledgeable and working people. Education system should be framed in such a way that students should be able to face challenges of globalization successfully. Education institutions should not consider students as their clients. They must be guided by the strong belief that students are the products of institutions and require molding. The challenges of the globalised business corporations must be addressed by creating a tech-savvy education and research system. For making people employable, educational planners must ensure practical experience along with employable skills. It is the time to work on Soft skills, Personality Development, Communication Skills, Research Methodology and Short Term Industrial Training Programs etc. For imparting employable skills and competencies, efforts should be made to augment general competencies and ethical values in the course. The employable skills must be directed towards eradication of gender disparities and also to significantly decrease urban-rural, inter-regional and inter-social group disparities. For growth and sustainability of corporate sector, innovative skills and attitude formation need a distinctive viewpoint.

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THE ROLE OF MULTICULTURAL EDUCATION IN THE CURRENT SCENARIO

Dr. Nitasha Khatri¹

Abstract

Multicultural education is an emerging discipline in our education system. The focus is on creating a common platform for educating the students from varied ethnicity, races, social classes and cultural backgrounds. The main objective of multicultural education is to equip the students with knowledge and certain skill sets which would help them interact and negotiate with people from diverse groups, and which would also create a civic and moral community that works for the common good. Education with a multicultural perspective encourages a deeper understanding of diverse cultures among the graduates, which opens up the door to endless opportunities in a global environment. However, the challenge for educators is to present an effective multicultural educational foundation through which students can learn to have an acceptance for each other. Today's highly competitive global economy demands a focus on students and their employability in a global environment. It has been commonly observed that students with an international travel experience are more comfortable and flexible while working in a multicultural global environment. In a global economy, these skills and competencies are increasingly sought by employers, and hence increases the employability of the students. Building a competency in a foreign language and regularly updating the skill sets would surely enhance the employability of individuals and help them explore more opportunities across the globe. Thus a multicultural education system can be directly correlated to better employability and overall personal development of an individual. The research objective of this study is to determine the emerging role of multicultural education in the current scenario to enhance employability.

1. Introduction

Unlike most cultures, Indian Society is formed by the coming together of diverse cultures. Indian society thus gets an edge over other societies which are monocultures because its diversity brings in its wake the features of adaptability and ready absorption. One very integral part of the Indian Society is the Indian education system. If we retrace our steps back to the ancient times we arrive at the "gurukul paddhati" where students from diverse background would collect for holistic education. From the days of yore to the present we see that a comprehensive education system helps in all round development. In our society we are looking at the building of a person as a part of larger and much complex structure called the global world. Contemporary education theorists in India support the principle of Internationalism. Indian education system dates back to the *Upanishads* which align with transcendentalism which rises above all disparities for the larger cause of knowledge and enlightenment. So one could surmise that the *Vedanta* philosophy advocates internationalism in the present system of education.

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If one were to sift through the pages of history one could see travelers such as Hieun-Tsang and Fa Hien who were Chinese explorers who traveled all the way to India to study the Indian educational system, administration and societal set-up, and wrote extensive tracks. We must aspire for such curiosity and endeavor towards the attainment of knowledge. Such a process would promote peace, comprehensive knowledge, comparative education and a holistic perspective.

1.1 Meaning of Multi-Society

Multi-society incorporates worldwide skill, worldwide citizenship, cross-social capability, global fitness, intercultural viability, and intercultural affectability and so on. Sympathy, adaptability and cross-social cognizance are the components of intercultural fitness.

1.2 Meaning of Multicultural Education

Multicultural education is an accelerating methodology for converting education that comprehensively investigates and addresses current deficiencies, failings, and oppressive practices in training. It is grounded in beliefs of social equity, educational value, and a commitment to encourage instructive encounters in which all students achieve their full potential as learners and as socially cognizant in an international environment. Multicultural education recognizes that schools are vital to establish the framework for the change of social order and the end of mistreatment. The underlying objective of multicultural training is to influence social change. The pathway to this objective joins three strands of change: the conversion of self; the change of schools and educating; and the change of social order (Ford and Quinn 2010).

In that capacity multicultural competency is not an after effect of something, yet a continuous, singular interior methodology. A multi-culture enabled individual shows an expanded sensibility full of feeling, behavioral, adaptability and individual-focused correspondence. Accordingly, multicultural competency might be characterized as a development process where a distinctive technique regularly employed, information is enhanced to intercultural learning, demeanor and conduct.

2. Literature Survey

Educators are adjudged on the parameters of their qualification. However, such a premise is erroneous. The right approach would be to analyze their modes of instruction. This creates room for one quintessential question, namely, the students being given important, compelling chance to learn by adapting the ideal way of instructions/education. In the seeking of an answer to such a question, the instructor/educators/teacher must begin with self-analyses and introspection. He/She must understand the intricacies of the educational programs that he or she undertakes to teach. It is an educator's moral duty to initiate the students into the right attitude to approach their choice of discipline.

Dunn et al. (2009), give a couple of recommendations. They say, "It is imperative for educational projects to keep on exploring creative approaches to implant intercultural analysis into instructor, readiness to expand, the understudy, instructors' encounters with differences." They happen to make a proposal. They suggest that "staffs of education mean to guarantee that all instructor hopefuls join in field encounters that include **working** in neighborhoods with various populaces." Teachers must suggest, important steps to **better themselves as** instructors in multicultural training settings.

This view is consistent with Riskowski and Olbricht (2010), who wrote, with the changing face of today's classrooms, both in K-12 and higher education, there is a pressing requirement to address multiculturalism difference cognizance in the India." This is not something that will be simple or that will happen overnight.

Multicultural written works might be utilized as a device to expand a scholars's thinking ability. It serves to fortify a comprehension of assorted qualities in the classroom and to manufacture a comprehension of and admiration for individuals from different societies. Likewise, multicultural expositive expression might be utilized to analyze bigotry (Gretchen and Jacqueline). Written works are a capable instrument to debilitate and break up prejudice.

3. Objectives

The objectives of this study are as follow:

- To understand the scenario of multicultural education in India
- To assess the principles and advantages for successful implementation of multicultural education
- To draw meaningful conclusions and offer necessary suggestions to implement multicultural education

4. Research Methodology

The research methodology that has been adopted for the purpose of the study is basically dependent on secondary research. Sources of secondary data would primarily be Internet journals, newspapers, database available in library, catalogues, and presentations.

5. Findings

5.1 Role of Multicultural Education

In a global world it is inconceivable to function effectively in a complex world-wide economy with a mono-cultural and mono-lingual base. Global movement and portability are attributes required of an individual and is symptomatic of the age we are living in. Government, business and group pioneers recognize the necessity of intercultural proficiency, competency in English and professional capabilities.

The plan of multicultural educational module is to append constructive sentiments for multicultural encounters so that every individual feels integrated and esteemed, and is benevolent and deferential to individuals from other ethnic and social gatherings (Deardorff).

5.2 Merits of Multicultural Education

- A great thought and comprehension of oneself
- The capability to discern and comprehend different, at times clashing, social and national interpretations of different occasions, qualities, and conduct
- The capability to settle on choices dependent upon a multicultural investigation and combination
- An open mind in the addressal of issues
- Understanding the procedure of stereotyping, a low level of stereotypical consideration, pride in self and admiration for all groups of people

5.3 Purpose of Multicultural Education

- To improve a multicultural view in students and upgrade their employability
- Understanding of the procedure of stereotyping, a low level of stereotypical considering, pride in self and admiration for all groups of people.
- Areas in an instructive setting in which multicultural education is actualized in books and educational materials, educational module and direction, educator conduct, and school atmosphere (Higbee, Schultz, and Goff, 2010).

Multicultural education helps learners distinguish mistreatment and segregation. Students learn about their roles as agents of social change. Such a classification might overlap and teachers will have to negotiate their methodology in accordance.

5.4 Lessons from Multicultural Education Research

This research recognizes five key elements in the training of a multicultural populace: Teachers' convictions about students, educational programme substance and materials, instructional methodologies, instructive settings, and educator instruction. However, most establishments are not yet ready to actualize multicultural education in their classrooms. Educators must be cognizant and, responsive to the various convictions, points of view and encounters. They must be ready to address issues of contention. These issues, however are not restricted to prejudice, sexism, religious narrow mindedness, classism, ageism, and so forth.

Educating with multicultural viewpoint advertises youngsters' feeling of uniqueness of their own society, which they herald as a positive trademark and empower them to acknowledge the uniqueness of other societies.

5.5 The Worldwide Perspective of Multicultural Training

Underneath are the objectives of the worldwide viewpoint of multicultural education :

Goal 1: To improve core values

- Responsibility to the neighborhood around the globe
- Reverence to the earth
- Acceptance and valuation of socially different qualities
- Respect for human nobility

Goal 2: To improve different but authentic points of view

Goal 3: To bring about social cognizance and intercultural fitness

Goal 4: To battle prejudice, sexism, different manifestations of bias and separation; furthermore, to construct social activity aptitudes

Goal 5: To build cognizance of the state of the planet and worldwide mobility.

5.6 Hurdles in Implementation of Multicultural Education

The present training framework displays a few setbacks to the execution of multicultural education, for example :

- Multicultural training is not a significant part of the general educational program.
- Teachers and instructors do not have an estimate of the importance of multicultural training.

6. Suggestions

- Few of private institutions are offering add-on courses which help trainees in learning different languages, and it ought to be obligatory in the main curriculum.
- Professional improvement projects might help educators comprehend the intricate features of distinctive assemblies of youngsters in a social order and how race, ethnicity, dialect, and social class impact the conduct of the trainees.
- Educational organizations must guarantee an evenhanded chance to all people to take in and to meet elevated expectations.
- The educational program must help people comprehend that learning is a socially built-in factor and reflects the social, political, and monetary settings in which an individual lives and works.
- Educational frameworks should energize support of people in additional curricular exercises that advance learning, aptitudes, and disposition that expand scholastic accomplishment and encourage constructive inter-racial relationships.
- Institutes may as well make cross-cutting assembly participations keeping in mind the end goal to enhance intergroup relations.
- Teachers can utilize numerous socially delicate systems to survey complex cognitive and social aptitudes.

7. Conclusion

Multicultural education is a methodology to discover and showcase equitable qualities which certify social pluralism inside a socially associated planet. This rule permits the worldwide viewpoint of multicultural education to amplify past value teaching method as the best way to balance issues that have been raised by the absorption point of view.

Today we live in a seamless world, and a consciousness of a collaborative effort to address global issues of environment, atomic weapons, terrorism, human rights, and rare national assets, organizations of a higher education requirement to grasp the significance of multicultural training has been raised. This reinforces the need for a multicultural education program that brings about a deference. It is perhaps the need of the hour to understand global diversity in order to sustain the world.

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EMERGING TRENDS OF COMMERCE TRAINING IN EDUCATION

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Abstract

Education is an important investment in building human capital which act as a driver for technological innovation and economic growth. Commerce is one of the oldest disciplines of Indian education system. In India, education in commerce started in 1886, over a hundred and twenty years ago. Since then it has experienced tremendous growth and commerce as a faculty was established in many universities. It is totally different from other disciplines of education. Training in commerce is one such area of education which develops the required knowledge, skill and attitude for the successful handling of trade, commerce and industry. The output of commerce training should be multidimensional and with full global competitiveness. Commerce training provides an in-depth knowledge of trade and aids to trade. It also helps train the people to work in different functional areas of business. It is regarded as the base for many streams of education such as management, accounting, insurance, banking, taxation, finance, marketing and business law in India. With trade and commerce assuming innovative dimensions in the context of growing international business, there is a need to transform the conventional system and practices of education in commerce and to provide a global edge to commerce students by adopting specialized, industry-oriented, technology-supported, practical-based, multifaceted, problem-posing or knowledge-centric education in commerce. The present study focuses on the emerging trends in commerce and the relevance of training in trade and commerce in education; it also goes on to some innovative practices in commerce training for the improvement of its content and quality.

Introduction

Education is an important tool of building human capital and economic growth. Commerce is one of the three fundamental academic streams of education, the other two being science and humanities. It is totally different from other disciplines. In the present day, almost every human activity is related with economy whether trade or commerce or industry. Commerce is that area of education which provides training and develops the required knowledge and skills for the handling of trade and commerce.

Education in Commerce

Education in commerce provides detailed knowledge of commerce and trade and helps it thrive. It also trains the people to work in different functional areas of business. According to Fredrik G. Nichols "Commerce education is a type of training which, while playing its part in the achievement of the general aims of education of any given level, has for its primary objective the preparation of people to enter upon a business career or having entered upon such a career, to render more efficient service there in and to advance from their present

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levels of employment to higher levels." According to Paul S. Lomax "Commerce education is fundamentally a programme of economic education that has to do with the acquirement, conservation and spending of wealth."

The many streams of education such as finance and accounting, management, insurance and banking, taxation, marketing and company and business laws in India are based on commerce education. A number of subjects can be studied under disciplines of commerce like: finance, accountancy, economics, business, tax, etc.

Commerce Education in India

Commerce education is one of the oldest branches of Indian education system. In India commerce education was started in 1886. Since then it has experienced tremendous growth, and many commerce faculties have been established in many universities of India. Since independence many Education Commissions have been constituted in India to explore higher education and they have undoubtedly held that commerce education is primarily meant for providing students the knowledge of various functional areas of commerce or trade so as to prepare the people required by the community for the purposes of trade and commerce.

Post independence enrolment in commerce has increased from thirty-six thousand in 1950-51 to twenty-six lakhs in 2009-10. According to the annual report 2012-13 of Department of School Education and Literacy Department of Higher Education, the share of enrolment in commerce and management has increased by 70.75% in the period 2006-07 and 2011-2012. Compared to that arts and science has recorded an increase of 43.86% and 59.59% respectively.

Components of Commerce Training

In the initial stages, the teaching of commerce started with book-keeping, short-hand and typing. But now commerce offers a foundation for many professional careers. A number of subjects can be studied under the discipline of commerce. A person who is interested in accounting, finance, marketing, trading, management, etc. generally will choose commerce. Most universities and colleges include the following subjects in commerce:

Book-keeping and accounting: This subject looks at the concepts of accounting, the knowledge of recording business transactions, final accounts of company, Indian and international standards, etc.

Cost accounting: This subject includes the knowledge of elements of cost, costing of overheads, process, job, operating and contract costing, marginal and standard costing, budgetary control, etc.

Taxation: This subject includes lessons on direct and indirect tax, the nature and basis of charging tax, tax deductions, tax liability, tax planning, etc.

Management and financial management: This subject includes the scope of financial analysis, components of capital structure, management of working capital, cash, inventories, etc.

Business and company laws: This subject brings into perspective various laws in India like **Company Acts**, Consumer Protection Act, Sales and Promotion Act, etc.

Auditing: This subject informs the students about the aspects of finance, cost and management auditing which includes vouching, valuation and verification of business finance, cost transactions, records, assets and liabilities.

Marketing: This subject is an initiation into concepts such as of products, pricing, promotion, distribution, marking of product, logistics, etc.

Economics: This subject initiates the student into principals of business economics like law of demand and supply, elasticity of demand, theory of pricing under different markets, law of return, etc.

E-commerce: This subject helps the students learn about modern communication instruments like the Internet, fax, E-payment, money transfer system, etc.

In addition, other subjects can also be studied under the discipline of commerce, like human resource management, banking and finance, management information system, security analysis, statistics, mathematics, etc.

Opportunities in Commerce Training

Rapid changes in technology and the trends in globalization have made it difficult for organizations or a person to survive in the competitive world. As a result, the importance of commerce training has increased many folds. In comparison with other disciplines of education, opportunities in commerce education are many and varied. Science is proving to generate limited jobs for the students and humanities are also not very promising from the perspective of the job market.

Commerce is considered as one of the most popular career options in India. This kind of education places stress on developing people and making effective use of available resources. It covers a wide area of business and society. It helps us understand how business can bring about development in society and build the individual as the primary unit. It provides the following opportunities:

- Commerce students can join any private or government organization as a specialist in any of the commerce streams.
- Commerce students can also pursue professional courses such as company secretary, chartered accountancy, cost and work accountancy.
- Commerce students can opt for careers in financial services; for example, they can go on to be financial consultants, stock brokers, merchant bankers, budget consultants, financial portfolio managers, tax consultants, etc.
- Careers in management are also available for commerce students in the various fields of management like personnel management, production management, financial management, marketing management, material management, hotel management, hospital management, tourism management, event management, export and import management, etc.
- Commerce graduates and postgraduates with specialization in banking or insurance can join banks or insurance companies.
- Industrial segments are also in need of commerce graduates and postgraduates with specialization in accounting skill and computer technology.

Conclusion

Commerce training plays an essential role in today's dynamic, business environment. It is that area of education which develops the required knowledge and skills for the successful handling of trade, commerce and industry. It covers professional courses for jobs like company secretary, chartered accountant, cost and work accountant, accounting, marketing, taxation, management, etc. Together they offer maximum employment opportunities to youth.

But if there prevails a general feeling commerce graduates and postgraduates lack the right kind of skills which are needed, the reasons behind it are exclusive classroom teaching, lack of practical or work skills, lack of access to communication skills, lack of access to information technology, etc. Now the time has come to change the existing commerce training system to cope with the needs of a dynamic world. In the light of changing business requirements, the curriculum in commerce stream should be revised and it should be revised by experienced academicians as well as professional experts who hail from the various fields of commerce and trade. Practical knowledge through industrial training or internship should be introduced to increase the employability of commerce students, and student should get more practical exposure to industry during their course period. Institutions and industries need to collaborate more closely in order to bring commerce education close to reality.

Commerce education provides training in various fields and offers many courses that offer good careers like chartered accountant, company secretary, cost accountant, finance executive, bank or insurance administrator, etc. making it seem like a lucrative option for the future. Commerce education must train the students not only in the technical aspects of business but also in professional ethics. It provides skill-oriented education to students and society. Commerce education played a very important role and proved to be effective in the changing the business world; but still some changes are required in the curriculum of commerce to bring it in tandem with the changing business requirement.

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SPECIAL EMPHASIS ON ACCOUNTING PROFESSION IN THE PRESENT SCENARIO

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Abstract

Accounting and accountability are the core of the accounting profession. The challenge lies in using the core competencies are the profession to act not only as an accountant and auditor, but also as an analyst, consultant, manager and reformist.

The profession should take initiatives, among other areas, in institutional reforms of shifting the focus from inputs to outputs and outcomes leading to better utilization of resources, and accountability at all levels.

With the average rate of economic growth in the developing countries being twice that of the world economy, there would be enormous demand for accountants and the accounting services world over of the magnitude never witnessed before.

The forces of globalization might create pressures for opening up of the market for accountancy services in India. There has to be a greater realisation at the level of accounting firms and the accountants, of the possible competitive scenario, and based on that, adoption of firm-level strategies for upgradation and diversification of skills, increase in size and capabilities through networking or otherwise, and for developing a reach for global market.

There is an urgent need for a paradigm shift in the thinking and vision of the accounting profession by using a post mortem approach to a position of leadership, guiding decision making process at every stage of development, i.e., planning, policy making investment, implementation and evaluation.

Introduction

An accounting professional was earlier either an auditor or a segment contributor. As an auditor, he knew how to put his head down and use color pencils for ticking vouchers. As a tax practitioner, he used to handle annual returns. As an employee, he would contribute long hours of duty to tally the trial balance. He was regarded by society as a conservative person having no major interest in what is around him. But, the future is to be much different. Gone are the days of tradition. Ahead are the days of revolution, mobility and changes. The future will belong to those who can cope with changes.

The speed of this change would be far greater than the change which has taken place over the last century. Two very important macro level changes are – globalisation and information technology.

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Globalisation

The world trade order has completely changed trade of goods between countries. Goods freely move from one country to other without entry barriers. The world has also seen capital flow from one country to other in a more liberalized environment. The opening up of ownership of companies from cross border is rapidly changing the control of businesses. The listing of securities in a foreign country is the order of the day. Mergers and acquisitions both within the country as well as across the border are rapidly taking place. The investors of a country are investing in companies of other countries across the world. This trend would only accelerate in future.

With such large cross-border transactions taking place, there would be a complete transformation of the services rendered by accounting professionals. As regards the service sector, the openings are now taking place. Sectors like Information Technology have seen huge volumes of cross-border rendition of services. The profession of accountants has yet to see full-scale opening up. In my opinion, this would happen in the near future. Traditionally, the accountancy profession world over has developed in their jurisdiction and there has been small amount of cross-border rendering of services. The way forward for the accountancy profession world-wide is to open up and thereby there would be free movement of both professionals across the globe as well as rendering of service by a professional from one country to another.

Information Technology

In every sphere of life, information technology has made sweeping changes and is continuing to rapidly change the way we work. Talking of the accountancy sector, the traditional books of account has given way to books being maintained on computers. With more and more digitization of data, the way in which businesses are run has dramatically changed and will continue to change because of large volumes of business being done electronically.

The skill set for rendering services in this new digitized environment would need sweeping changes in the way the accountancy profession renders services. A competent accountant will have to work with information technology to render any kind of service, e.g. audits would be needed to be done on the computer rather than around the computers. This opens a tremendous opportunity to render service. The location of an accountant is no longer relevant in view of the Internet. A day would come, not in the distant future, when an accountant from any part of India would be auditing a company situated in any corner of the world.

History of Accountants in India

The profession of accountancy was unregulated in India before 1925 and there were many different people who used to be accountants, auditors, advisers, etc. There were a few accounting institutes in the UK which had been granted the Royal Charter by the King and so their members could call themselves "Chartered Accountants." Many Indians acquired this membership and also called themselves Chartered Accountants. At the same time, in India, there were accountants who qualified the examination of the Accountancy Board set up by the government and worked as registered accountants. It was widely perceived and admitted that the examinations and training standards of the UK institutes were much more rigorous though both Registered Accountants and Chartered Accountants had the same right to audit and practice in India. There was a very strong political move leading to a very heated debate in March, 1936 in the Legislative Assembly seeking to grant the right to the RAs to use the designation of CA. The RAs used arguments in their petition alleging

racial discrimination and evoking national sentiments. Parliamentarians of eminence like Sir Abdur Rahim, Sir Nripendra Sircar, Pandit Govind Ballav Pant, Pandit Krishnakant Malaviya, Sir Cowasji Hehangir, Sir H. P. Modi and Mohammad Ali Jinnah had heated debates for a number of days on this very issue.

Present Global Scenario

With Enron in the USA, Parmalat in Europe Satyam in India and other scams that have hit the headlines, the confidence of the world on the accountancy profession has been waning. It has taken stringent legislation (in the form of Sarbanes Oxley Act in the US and the Corporate Governance Code in India) to restore some of this confidence.

Since 2002, the international accountancy profession is also undergoing a major upheaval. As a result of the Norwalk Agreement signed by the US Financial Accounting Standards Board (FASB) and International Accounting Standards Board (IASB), FASB and IASB have agreed to converge the US accounting standards and those issued by IASB and develop high quality compatible accounting standards (to be called International Financial Reporting Standards – IFRS) that could be used for both domestic and cross-border financial reporting. The FASB and IASB seek to ensure adherence to high quality professional standards and are committed to the establishment of transparent accounting and financial systems. This alone will ensure that the confidence of the end users of the services of the accountancy profession is not lost in an era where globalization is leading to a smaller and flatter world.

Developments in India

The developments and trends taking place in the fields of accounting and auditing in India in the last 10 years also reflect the international trends and developments. As the forces of globalization prompted India to open its doors to foreign investment and as the Indian companies expanded across borders, both the public and private sectors increasingly recognized the benefits of having a commonly understood financial reporting framework supported by strong globally accepted auditing standards.

Though India had been lagging behind in issuing accounting standards, the ICAI has, in recent times, promulgated a spate of new accounting standards. The fast pace at which the ICAI has worked in order to keep abreast with the rest of the world can be seen from the fact that only 15 accounting standards were issued from 1982 (when the Accounting Standards Boards was established) to 2000, whereas since 2001, 14 more accounting standards have already been effected and another 7 are in the pipeline.

Some of the recent accounting standards are quite complex and involve new concepts like deferred taxes, recognition principles for intangible assets, etc. There is a chance that these concepts may not be uniformly interpreted and followed. To reduce ambiguities, ICAI has also issued 29 Accounting Standard Interpretations (ASIs).

In addition to the formulation of the accounting standards, ICAI has also been active in issuing Auditing and Assurance Standards (AAS). AAS (or SAPs as they were earlier called) are mandatory for auditors to follow while giving their opinion on the "truth and fairness" of financial statements. The AAS issued by the Auditing and Assurance Standards Board of ICAI follow the international standards on auditing (ISAs) issued by IFAC. Till date, ICAI has issued 34 AAS.

Emerging opportunities Challenges

Opportunities

The rapid globalization, liberalization and deregulation of the economy have provided not only many challenges but lots of opportunities also to the profession. The accountants are providing more and more IT and E-enabled services and support to their clients. Many professionals have become experts in their respective areas. The thrust now is on specialization and finding the niche market. A refined professional renders multifarious services to his clients. The important amongst them are as follows:

- (i) Taxation, a major traditional area of professional practice. Direct and indirect taxation, International taxation.
- (ii) Stockbrokership, investment banking, technical research analysis, asset management, etc.
- (iii) Consultant in the area of venture capital funding.
- (iv) Arbitration and other methods of alternate dispute resolution.
- (v) Management Consultancy Services.
- (vi) Audit, Statutory Audit, Tax Audit, Internal Audit, Environmental Audit, Information System Audit, Carbon Credit Audit, etc.
- (vii) Project Evaluation, Financial and Profitability Evaluation.
- (viii) Foreign Collaborations.
- (ix) Structuring of a Transaction.
- (x) Mergers, Acquisitions and Takeovers.
- (xi) Winding up and Voluntary Liquidation.
- (xii) Cost Control and MIS.
- (xiii) Arrangement for the Sources of Finance.
- (xiv) Pricing of Issues
- (xv) Business Valuation

In the recent past, we have seen that more Indian companies have tapped the US capital market and some more are expected to tap the US capital market in the near future. These companies are required to present their accounts as per GAAP and this need to be certified by international firms registered with Securities' Exchange Commission of the United States. There are many other corporates who want to publish their accounts as per US GAAP or IFRS as an additional disclosure. This has opened a new window for professionals who can extend their services and advise the clients in preparation of accounts as per GAAP or IFRS.

Challenges

In earlier times the marketing of services was considered to be the biggest challenge before professionals. This is no longer the case. All across the globe, the biggest challenges before accountants around the world are:

- Hiring and retaining talent
- Compliance with standards
- Technology advancement
- Ensuring quality in assignments
- Succession planning
- Investment in research
- Marketing of services
- Competition from non-qualified accountants and other services providers

In the above context it is relevant to refer to Wong's report "Challenges and Successes in Implementing International Standards: Convergence to IFRSs and ISAs" based on an international study commissioned by the Board of the International Federation of Accountants. The study indicated that, while there are compelling reasons for international convergence of auditing standards, challenges to the convergence are formidable. The study identified the following challenges, amongst others, which are also relevant to accountants.

- Length and complexity of the international standards
- Cost of compliance with IFRSs versus benefits obtained
- Inconsistent application of the international standards and
- Lack of sufficient professional representation on the international standard-setting boards.

In addition, the report states, "Virtually all participants raised issues concerning the relevancy and appropriateness of the international standards to accounting firms."

Conclusion

With the dawn of the 21st Century the accountants become an all rounder in finance functions and poised for taking top managerial positions in the higher echelons of hierarchy. All accounting professionals have, by necessity, to strengthen themselves through consolidation and networking and train specialists in different disciplines. All valuable advice on business could be had under one roof, for which the infrastructure should be in place.

The opportunities can be well utilized and challenges met confidently, if the accountants attune and prepare themselves to work in harmony with professionals from other disciplines. It is clear that with the fast pace of globalisation, the traditional role of accounting professionals have undergone a sea change. There is an imperative need to change the perceptions and attitudes of professionals so as to meet the challenges of the new millennium. The future will belong to those who can cope with the changes.

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MANAGEMENT

STUDY OF AN INDIVIDUAL'S ENTREPRENEURIAL INTENTION: EVIDENCES FROM TELECOM INDUSTRY IN JAIPUR CITY

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Abstract

Entrepreneurs have been regarded as the key drivers in the progress and development of a nation. Entrepreneurs are persons undertaking innovation, finance and business acumen in order to transform these innovations into economic goods. Risk taking, opportunity seeking and speculation are normally considered as characteristics of entrepreneurs in various researches. The study explored the factors required by managers intending to become an entrepreneur. This study focussed on the relationship between individual motivational factors critical to entrepreneurial business success. Factors behind the motivational levels of individuals who intend to become entrepreneurs such as opportunity recognition, trigger event, need for achievement, innovation, self-efficacy and propensity for proactive behaviour were chosen as the main variables and a questionnaire was designed. The questionnaire was sent to 40 local managers and employees of telecom industry and 25 valid responses were received. A correlation coefficient was determined among all the above variables. Similarly, the correlation study suggests a positive correlation between triggering event and need for achievement and propensity for proactive behaviour (512, 573). A low positive correlation was found between need for achievement and innovation (345). The results suggest that incubation practices and training could enhance the entrepreneurial capabilities among the employees. Entrepreneurship is a process and could be nurtured by thorough programs that promote entrepreneurial attitude and help potential entrepreneurs engage in entrepreneurial activities.

Introduction

Entrepreneurship is a triggering factor for economic growth of any nation. The European Union has widely accepted the idea that its future prosperity is rooted in the creation of entrepreneurial ventures (Garavan and O'Connell, 1994). In fact, for most nations, entrepreneurship is the major catalyst for economic growth (Gorman, Hanlon, and King, 1997). Ultimately, new firms are formed by individuals who perform the entrepreneurial activity necessary to create a new business. Each individual brings an accumulation of unique combinations of factors resulting from background and disposition that either encourage or discourage entrepreneurial activity (Naffziger, Hornsby, and Kuratko, 1994). In recent times the competition intensity in telecommunication industry in India has increased (Salwan et al., 2010). This has resulted in a sharp decline of profits for this industry. It has simultaneously placed a lot of pressure on the employees working in these organisations. It has been suggested that a person's career goes through five life stages: exploration, establishment, mid-career, late career, and decline (Maanen and Schein, 1987). In each of these stages, an individual faces significant events that lead to important career decisions. During the mid-career stage, the

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individual assesses his or her success which may lead to a decision to either change careers or continue to develop the present career. The creation of a new business is an example of planned entrepreneurial behavior that is the result of careful thought and action over a period or time (Carland and Carland, 2001; Bird, 1988; Katz and Gartner, 1988). Therefore, individuals in their mid or late career are primary targets for entrepreneurship.

Exploratory Model and Hypothesis

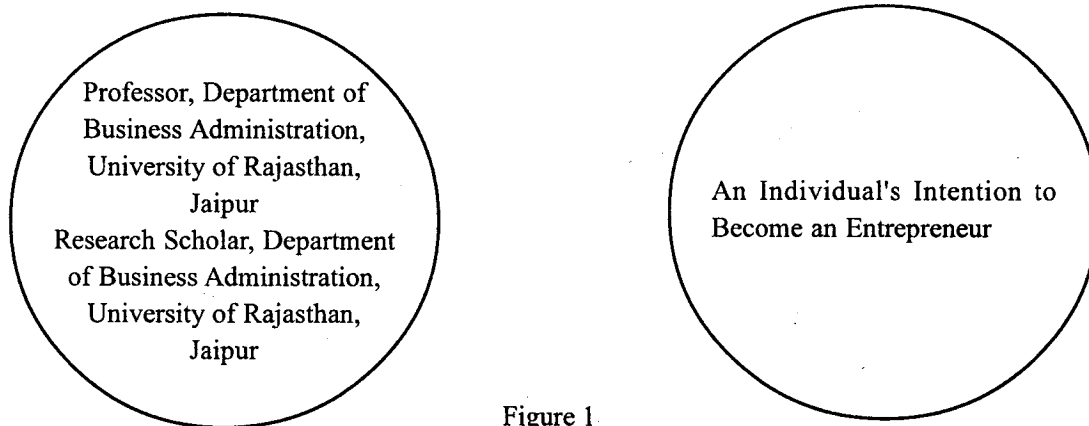


Figure 1

- H01 Self-efficacy has a positive relationship with the intention to become an entrepreneur.
- H02 Need for achievement has a positive relationship with the intention to become an entrepreneur.
- H03 Opportunity recognition has a positive relationship with the intention to become an entrepreneur.
- H04 Trigger event has a positive relationship with the intention to become an entrepreneur.
- H05 Innovation has a positive relationship with the intention to become an entrepreneur.
- H06 Propensity for proactive behaviour has a positive relationship with the intention to become an entrepreneur.
- H07 All the above factors in combination have a positive relationship with the intention to become an entrepreneur.

Research Methodology

The first step in the research was to establish whether the individual has the intention to become an entrepreneur and how there exist various factors which are responsible for this intention. An exploratory study was undertaken to determine the above objectives. A random sample was collected from the middle level managers of telecom companies. Data were collected through self-administered questionnaires. Entrepreneurial intention was assessed using a 6-item likert scale. Independent and dependent variables were operationalised using indicators for each variable in the questionnaire. The questionnaire was administered to middle level managers in the major telecom companies of Jaipur city. Thirty-five questionnaires were sent and 25 valid responses were received. Data was analysed using Pearson correlation among the various variables and hypothesis test was carried out.

Data Analysis Table:1

Descriptive Statistics

N	Minimum	Maximum	Mean	Std. Deviation	
SE	25	4.00	6.00	5.3600	.56862
AC	25	1.00	3.00	1.9600	.88882
OR	25	5.00	6.00	5.4400	.50662
TE	25	5.00	6.00	5.7600	.43589
IN	25	3.00	5.00	3.5200	.58595
PB	25	4.00	6.00	5.2800	.61373
Intention	25	4.00	6.00	5.4000	.57735
Valid N (listwise)	25				

The descriptive statistics analysis of the variables suggests a mean of 5.4 for the Intention of becoming an entrepreneur. Similarly, mean values were greater than 5 for opportunity recognition, triggering event and propensity for proactive behaviour. Similarly the correlation study suggests a positive correlation between triggering event and need for achievement and propensity for proactive behaviour (.512, .573). A low positive correlation was found between the need for achievement and innovation (.345). A positive correlation was also found between innovation and intention (.345). A negative relationship was found between opportunity recognition and intention to become an entrepreneur.

Correlation

		SE	AC	OR	TE	IN	PB	Intention
SE	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	25						
AC	Pearson Correlation	.030	1					
	Sig. (2-tailed)	.888						
	N	25	25					
OR	Pearson Correlation	.295	-.144	1				
	Sig. (2-tailed)	.152	.491					
	N	25	25	25				
TE	Pearson Correlation	-.309	.512**	-.445*	1			
	Sig. (2-tailed)	.132	.009	.026				
	N	25	25	25	25			
IN	Pearson Correlation	-.335	-.358	-.241	.020	1		
	Sig. (2-tailed)	.101	.079	.245	.926			
	N	25	25	25	25	25		
PB	Pearson Correlation	-.181	.021	-.547**	.573**	.042	1	
	Sig. (2-tailed)	.385	.919	.005	.003	.843		
	N	25	25	25	25	25	25	
Intention	Pearson Correlation	.178	-.130	-.484*	-.099	.345	-.094	1
	Sig. (2-tailed)	.395	.536	.014	.637	.091	.655	
	N	25	25	25	25	25	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The R² value for the predictors' opportunity recognition, propensity for proactive behaviour, self-efficacy and innovation was found to be .782 which explains a great deal of variance in the dependent variable. The t test for hypothesis test suggests that at 95% confidence interval need for achievement and innovation factors which had values between +_ 2.492 (.5931 and 1.3269. and 2.278 and 2.235 were accepted. The remaining hypotheses were rejected:

Table 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.484a	.235	.201	.51598
2	.647b	.418	.365	.45993
3	.724c	.524	.456	.42592
4	.782d	.611	.533	.39454

a. Predictors: (Constant), OR

b. Predictors: (Constant), OR, PB

c. Predictors: (Constant), OR, PB, SE

d. Predictors: (Constant), OR, PB, SE, IN

Table 3

One-Sample Test

Test Value = 1

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
SE	38.338	24	.000	4.36000	4.1253	4.5947
AC	5.400	24	.000	.96000	.5931	1.3269
OR	43.820	24	.000	4.44000	4.2309	4.6491
TE	54.601	24	.000	4.76000	4.5801	4.9399
PB	34.869	24	.000	4.28000	4.0267	4.5333
IN	21.504	24	.000	2.52000	2.2781	2.7619
Intention	38.105	24	.000	4.40000	4.1617	4.6383

Discussion and Conclusions

The study was exploratory in nature with a purpose to investigate the objective whether managers or employees could become entrepreneurs. The sample selected was from the telecommunication sector. The model tested the relationship between the various motivational factors for intention to become an entrepreneur.

The data clearly suggests that the need for achievement and innovation were considered the primary variables for intention to become an entrepreneur. The need for achievement could play an important role in explaining entrepreneurial activity (Shane et al., 2003). The remaining variables as opportunity recognition, propensity for proactive behaviour and self-efficacy were also contributing to the intention to become an entrepreneur although the contribution was moderate. The mid career stage was also recognized as a factor contributing to

entrepreneurial intention. If an individual is discouraged or dissatisfied with his or her current career prospects entrepreneurship provides a viable alternative. Various training and incubation activities can be provided by the government to encourage these entrepreneurs at the mid career stage. In case of triggering event it was found that negative events have more impact on entrepreneurial decisions. This finding is in accordance with the findings of Summer (2000). Entrepreneurship is a process and could be nurtured through programs that promote entrepreneurial attitude and help potential entrepreneurs engage in entrepreneurial activities.

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PRIVATE VS GOVERNMENT UNIVERSITIES: EDUCATION AND EMPLOYABILITY

Dr. Shikha Arora Bakshi¹

Abstract

The journey from education to employment is a complicated one, there are multiple routes but a youth gets lost along the way. There are multiple questions that arise in the mind like education from where? Which universities – private, public, autonomous, deemed, distance, foreign universities, etc. – are better? How to get a good job? Which degree? What skills? What does an employer want? What works in moving young people from educational institutions to employment? These are some crucial questions to which every student wants a clear answer and this paper is an attempt in proposing one.

Introduction

In the current economic environment one of the biggest problems Generation Y is facing is of rising unemployment or underemployment. At the global level two kinds of crisis prevail—that of joblessness and shortage of skills. The youth today is in search of better education which can be a support factor in bridging the gap between their degrees and employability.

In the present education system the numbers of private, autonomous and deemed universities are increasing. It has triggered a debate upon whether education from private universities is more valuable than education from public sector. The confusion that arises in the mind of most students is of making a choice between a private university and a government university for value education and acquiring professional degrees. The Indian education system is still unable to help people match their educational preparation with their career ambition.

This paper is an attempt to make a comparison between quality education provided by private and government universities. For general comparison, a selected group of top universities in Jaipur is studied in order to find an answer to the question: whether private universities are putting in more efforts to ensure employability or government universities. Although it can never be a clearcut decision as to whether a university is good or bad, if one wants to judge any university the best way would be to check its richness in terms of faculty profile, infrastructure, laboratory, library, career profile of graduated students, the contribution of the university in research and development, meaningful seminars, and opportunities given to students to improve themselves so that they attain international viability post their qualification.

The gross enrolment ratio in higher studies in Rajasthan has touched 22.4%, which is higher than the national average; but employability percentage is far below many states. Therefore, the second part of the paper revolves around finding answers to what an employer wants from fresh candidates and raises the question whether we can develop a system of education which is closer to the work environment. This paper endeavors to bring into focus research bodies that can help design a system which can bridge the gap between education and employability and reveal some authentic data that could help the youth in making a sound choice.

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Main Text and Findings

The prime motive of this paper is to enable a student in making a choice of a university, for acquiring meaningful degrees. This comparative study brought to light certain facts that reveals fact are presented in the following table below highlighting prominent features of private universities and government universities.

Private Universities

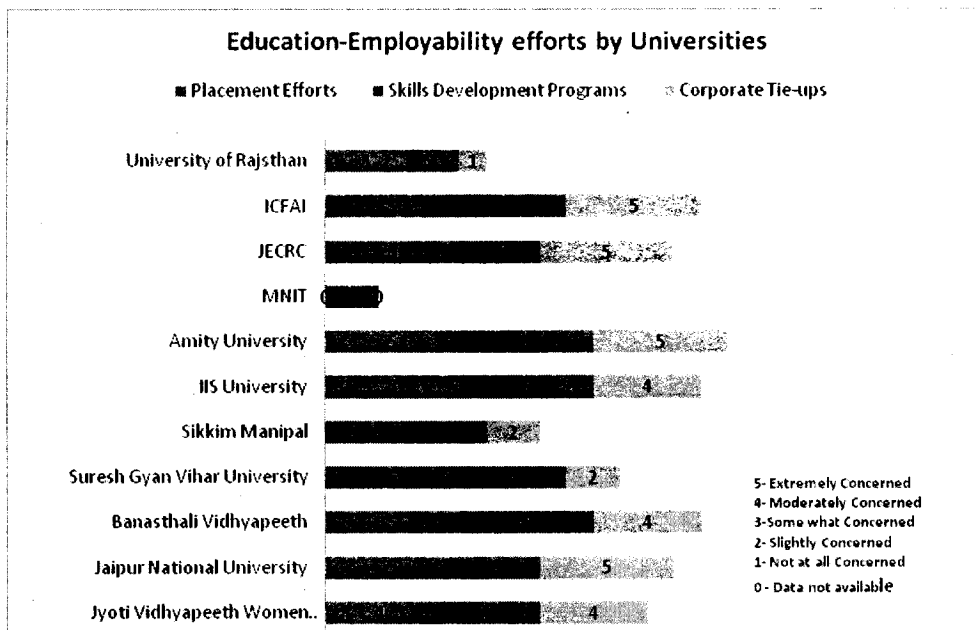
- They are better in terms of aids and facilities like infrastructure, libraries, IT orientations, etc.
- Maintain standards for recognition like better teachers, updated syllabus, regular examination pattern, etc.
- Fee is high but facilities are also better.
- Time to graduate is lesser and results are on time. Another important area of focus is ranking lists and the validation of degree by recognized bodies like UGC, AICTE, etc.

Government Universities

- Enjoys higher reputation and public trust.
- They are less capable of responding to crisis and are always in search of aid and grants.
- Fee is less, therefore they are always facing a shortage of resources.
- Degrees are never questioned for validity. Time to graduate in comparison to private university is longer. Result declaration is generally delayed. Teachers are less conscientious about lecture delivery.

The graph enlisted below tries to highlight the special efforts made by the top 10 universities of Jaipur. The comparative study of the facts and figures available on the web sites of various universities of Jaipur city (as shown in the graph1 below), clearly indicate that private universities are far better in comparison to government universities when it comes to placements and skills development of their students. The graph also highlights the kind of efforts put in by private universities, to help their students get better job opportunities. One interesting finding of this study was that the University of Rajasthan which has around 700 colleges under its umbrella does not delineate any such steps undertaken by it.

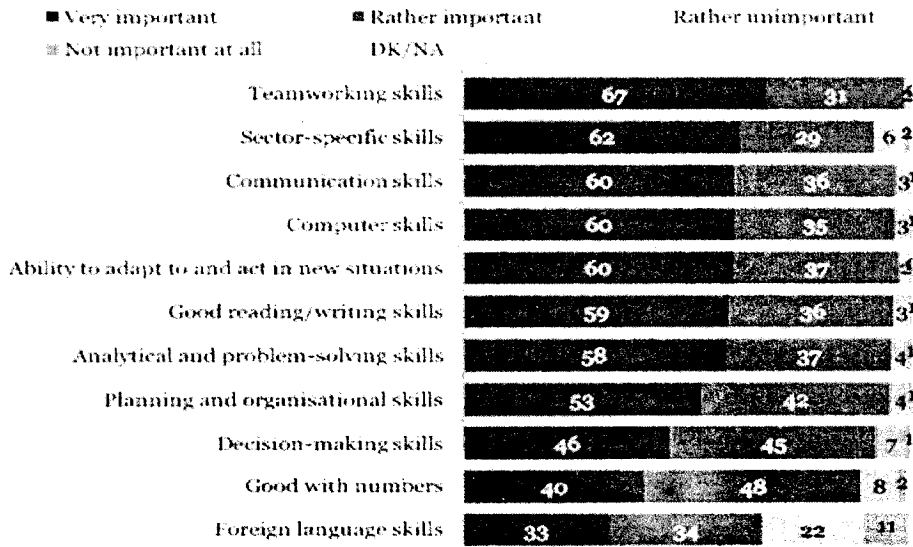
Graph 1:



Having highlighted the prominent features of public and private universities, we now turn to the employers' perspective. The secondary data (as shown in the graph 2 below) helps in deriving the importance level of multiple skills required by employers at the time of recruiting.

Graph 2:

Importance of various skills and capabilities when recruiting higher education graduates – TOTAL



Graph 2 offers a clear derivation to educators to incorporate some additional programmes related to skill development and upgrading of education system, to bridge the gap of education and employability. The graph incorporates employer perspective and the universities can be advised to develop course plans in accordance. Apart from the traditional degree courses the need of the hour is to develop people by polishing their communication skills, team work, analytical and investigating skills, leadership, self-motivation, negotiation, persuasion, decision-making, creativity, etc. Employers need to work along with education providers so that students learn the skills they can apply at work, and government could play critical role in this. A few such initiatives have already been taken up: for example ICICI bank has a tie-up with Banasthali Vidhyapeeth for banking education.

Secure Future

On the basis of the analysis of the present scenario a few suggestions could be made to the education sector to facilitate employability:

- Develop course plans which would be an ideal combination of academic and vocational trainings and secondly impart a specialized knowledge which is based upon skill development.
- Map competencies of individual students and customize skill development as per the need to ensure overall grooming.

- Adapt alternate system of education by making use of technology in imparting education, for instance online courses from foreign universities.
- Introduce a compulsory foundation course for all students covering areas like soft skills, industrial orientation, general and current awareness, group discussions, exchange programmes, overcoming theory-practice gap, etc.
- Introduce private and public partnership to boost education industry.
- Develop university-industry-linkage projects, etc.

Conclusion

Opportunities in education industry are enormous but students are facing threats of being unemployable, though educated. The scenario is getting scary day by day due to the rising problems of unemployment and underemployment. Thus heads and hands should be put together and measures should be taken in a proactive manner to secure the future of young India.

This paper concludes with suggestions of a few means to upgrade the system of education by bridging the gap between education and employability. Most universities differ in their concern level towards employability. Another area of focus is the skill requirement of employers. The best way of progress would be private-public partnership focusing more on vocational skills than academic growth with a special stress on University-Industry-Linkages. Thus this paper focuses on skill development and a need for special attention to mechanisms that connect education to employment.

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KNOWLEDGE MANAGEMENT: AN INTELLECTUAL TOOL TO MANAGE PERFORMANCE IN TODAY'S ORGANIZATIONAL WORLD

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Abstract

In the present day it is an ever-changing environment. Everyone is earnest to achieve competitive advantage and we begin to expect high-trust institutional forms like communities of practice, creation of informal organizations, shifting of enterprise from product-centric to a knowledge centric view. So during this crucial time period, a company cannot afford to underinvest in using, reusing and losing knowledge possess by the employees. The ability of companies to exploit their intangible assets has become far more decisive than their ability to invest and manage their physical assets (Davenport and Prusak, 1998). By managing its knowledge assets, an enterprise can improve its competitiveness and adaptability and increase its chances of success. Organizations are discovering that they need to do a better job of capturing, distributing and sharing. Many of the organizations believe that introducing information technology is sufficient for imparting data but it should be continuously backed up by knowledge management practices. Knowledge is information that changes something or somebody—either by creating grounds for action, or by making an individual (or an institution) capable of different or more effective action. (Drucker 1989). Knowledge asset is the only intangible factor contributing to work performance but managing knowledge is not enough, it should also be accompanied by motivational and energy factors. Many Indian business houses have started implementing knowledge management programs in their organization.

So, in this context, this paper focuses upon improving the organization performance by continuously strengthening the knowledge management practices as Information technology is successful only if knowledge management is continuously backed up by changes in people, organizational climate and organizational processes. It is becoming more popular as a discourse and more acceptable practice among development workers and learning organizations.

Introduction

The mindset of people should definitely change from "my knowledge" to "our knowledge". People should not be dogmatic. Today is an era of globalization where there is an emerging need of raising awareness of the importance of knowledge to development work and its contested nature in a learning corporate environment. Indeed, knowledge and information are understood to be as important factors for organizational success as physical and financial capital used to be in the past. Many knowledge management practices undertaken by various business houses include partner meetings, collecting best practices, building a repository, intranet, reflection days, monitoring and evaluating projects and programs, yellow pages for staff and experts, culture

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change process, internal staff-exchange programs, reality checks, expertise locators, implementation of collaboration tools like wikis, forums, etc. knowledge audits, communities of practice (CoP) and knowledge networks, learning partnerships, restructuring of the organization, office restructuring, knowledge services for partners, (e-magazine, inter-organizational CoPs, policy networks, knowledge centres, action research, thematic portals, open access conferences, think tanks, help desks and advisory services, etc. Interaction, transfer and sharing of knowledge are very much critical to the success of any organization. In order to keep an organization moving along smoothly, it is essential to make sure that people in the organization have a place to store the knowledge that they have garnered, and for others to be able to access it easily. For example, McDonald's restaurant's operating manual, captures almost every aspect of the restaurant management, including cooking, nutrition, hygiene, marketing, food production, and accounting which creates value addition to the working environment and satisfaction to the customers.

Relevance of Knowledge Management in the B-schools in India

There has been indeed a paradigm shift in management education in India. The new breed of management professionals need to be efficient to tackle problems from cross functional, cultural and ethical perspectives and equipped with skills, talents and strengths to be benchmarks for global leadership positions. There has been a crying need to strive to form a quality environment and to standardize the same in keeping with world standards. We have made an attempt to support our framework by analyzing one of the knowledge management tools that was implemented in India's Test Institute of Management (TIM), (a pseudonym is given to mask the institution's name) for suitability. Business schools (B-schools) use information technology (IT) based tools for admissions, registrations, timetable processing and performance evaluations of their faculty, students, staff and administrations to discuss the role and implementation of knowledge portals in digital workspace. The institutes have been making substantial investments in knowledge management practices and information technology to meet their goals to increase the effectiveness of operations and information systems. All institutes are using the information about their students to gain insights into bigger issues like students' performance, placements, student admissions (termed as rating). There is an increased adoption of new applications that include ranking the management institutes, assessing the quality of lecture delivery, assessing the programs and courses, measuring the performance of students and faculty, tracking research and development and enhancing faculty development. Any management institute will look forward to be abreast and maintain a strategic position in its continuous ratings by news papers and business magazines for competitive advantage. Sharing knowledge among faculty, staff, students and managing programs, placements and administration is usually done in all management institutes by administrators and accounts managers to access and develop online resources to enhance learning and teaching. For example, students post a query for marks, both subject-wise or program-wise in a term, submit faculty feedback, select the elective courses for various terms or take online quiz, submit assignments online to their faculty directly or submit to academic program office, verify attendance records for any course or program, access timetables term to term, handbook, timetable and course outlines are available through this interface in the intranet server. Faculty assign marks and award grades to students, build question banks to design and conduct online quizzes, quiz is evaluated automatically and marks are submitted, notices regarding schedule of quizzes are mentioned, faculties check the feedback for their respective courses, students and faculty. The claim, that management institutes possess state-of-the-art modern information infrastructure may be true locally. However, the recording of computer usages by students at labs, security control systems at main entrance for incoming/outgoing of vehicles, registration forms for various courses, salary slip generation for faculty and staff and intra and inter department circulars and notices are based on paper documents with very little Information Technology (IT) support.

Knowledge Sharing Practices

1. Social-Return on Investment (SROI)

A Social-Return-on-Investment (SROI) analysis is a process of understanding, measuring and reporting on the social, environmental and economic values created by companies and organizations. It includes monetizing this value. It was designed by the REDF in the USA and comprises four stages: planning, implementation, reporting and embedding information.

2. Communities of Practice

An organization might use Communities of Practice (CoPs) to support knowledge sharing between professionals with the aim to better use the knowledge available in the organization.

3. Quantifying the Knowledge Figures or Trends

In figures can also be a good signal, for instance the number of people who voluntarily attend network meetings, the number of times documents are downloaded, the number of comments that a weblog receives, do say something about the value perceived by the professionals who participated.

Role of Social Media in Knowledge Sharing

Social media like You Tube, Facebook, blogs, etc. play a very important role in knowledge sharing. Facebook is more popular among all so that whatever is written on the blog can be used only among a group of classmates. For example, classmates can keep in touch with the batch mates through Facebook and know and learn more about a particular thing. It is found to be a productive platform for knowledge capturing compared to blogs. It is a medium promoting high degree of engagement in reflecting knowledge, experience and permits knowledge transfer. It supports the informal expression of social supports among users. We can draw conclusions of its popularity on the basis of the following results:

- 83% of US office workers used office resources to access social media
- 42% of UK office workers admitted to discussing work-related issues via social media applications.
- 40.8% of IT and business decision-makers indicated that they believed that social media is relevant in today's corporate environment
- Only 11.1% of IT and business leaders were already making use of social media in their businesses.

Technology

Description

Blogging (Web Blog)

Blogs are a self publishing tool that resembles online journals where an owner can periodically post messages. Readers can subscribe to a blog, link to it, share links, post comments in an interactive format and indicate their social relationship to other bloggers who read the particular blog.

Wikis

A wiki is a Website that allows online collaboration by allowing multiple users to add, remove or edit content and change content. It also allows linking among any number of pages.

Barriers Associated With Knowledge-Sharing Practices

Knowledge has always existed inside the organization, but identifying its existence, finding it, and leveraging it has remained problematic (Cranfield University, 1998). So, knowledge sharing is a major concern which contains many barriers like:

1. Lack of top management support towards creation of a learning environment
2. Attitude of the employees of withholding personal information/expertise
3. Lack of employee time to contribute to knowledge to knowledge sharing
4. Lack of reward sharing by employers
5. Not investing sufficient time in sharing, teaching and mentoring others
6. Greater likelihood of knowledge misuse, i.e., knowledge being misapplied to a different context simply because the search costs would be too high to find a new and better solution

Suggestions for Effective Knowledge Management

There are several ways of managing and sharing knowledge in an organization They are:

1. Effective use of information and technology in a learning environment
2. Effective use of human resource strategies like recruitment and selection, training and development should be introduced
3. Introducing reward sharing facilities into a learning environment
4. Introducing round-the-clock knowledge centres

Conclusions

We will label knowing what does not work as 'obverse knowledge.' Ignorance of obverse knowledge can result in repeating mistakes, costly rework, wasting resources, and destroying value. This is the first type of ignorance. The expected benefit of obverse knowledge is the avoided cost multiplied by the probability of doing what does not work in the absence of obverse knowledge. Individuals learn from their own mistakes and do not repeat them, so the cost from the first type of ignorance is shouldered by organizations; it arises from individuals' unwillingness to acknowledge and share what does not work for other users in the organization. So, that successful KM is 10% systems and IT and 90% people and culture, so there should be spirit of managing and sharing knowledge in an organization. The essence of teaching lies an implanting or incubating an insatiable love for knowledge in the students, a love for knowledge that will not die when they leave educational institutions, but will continue to influence them till the end of their lives, so there will be an urge of conversion of tacit knowledge to explicit knowledge.

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CONTEXTUAL EDUCATION AND EMPLOYABILITY IN PHARMACEUTICAL SECTOR

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Abstract

The aim of the article is to find out the present situation of contextual education and employability in the pharmaceutical sector and to suggest ways to improve it, especially in the areas of recruitment and selection. Research design for the article is exploratory; employees of reputed pharmaceutical companies were interviewed for the research. Indian pharmaceutical industry is one of the largest industries in the world in terms of volume. The growth rate of Indian pharmaceutical industry is approximately 13% per year. Recruitment and selection of employees in pharmaceutical industry is a tough task for HR as it is a long process. It is also very challenging as it takes various steps like cross checking the background of the applicants. Education system is outdated and nonpractical; thus there is a lot of scope to strengthen the education system in pharmaceutical sector as the current situation is not satisfactory. Various steps can be taken to improve education which will definitely improve the scope of the employability. Freedom of expressing the problems and ideas should be given to the students and a more practical approach towards pharmacy education will help students become key growth partners for the pharmaceutical industry. Presentation and seminar participation will help the students to be more practical and confident.

Objective

Pharmaceutical industry is a major industry in India and it contributes to the Indian economy in a big way. The growth in this industry is very fast. It is a science-based industry and need talented young professionals to further contribute in increasing its worth.

Aim of the article is to find out the present situation of the pharmaceutical sector, and assess how education system can be to improved upon. Pharmaceutical marketing is different from other industry marketing. This article deals with topics such as various pharmacy education programs, status of current education system of pharmacy in India, how it affects employability, weakness of current pharmacy education system and how it can be improved upon.

Importance of Pharmaceutical Industry

Indian pharmaceutical industry is worth 6 billion US dollar (Its growth rate is 13%). As of now there are 300 large, medium and small companies in India providing a total of estimated 24% generic drugs to the world. This gives it a leading position in producing active pharmaceutical ingredients. (National Conclave, 2012)

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According to an article published in *The Economic Times* Indian pharmaceutical industry has been consistently registering double digit growth i.e.14% since last five years and it will continue to grow in 2014. This is the reason why multinational corporations are keen on operating their business in India. This will surely create more jobs in India. In the present day pharmaceutical company employs approximate 4,50,000 people.

The new generation is more skilled and talented due to a strong education system and now companies have to provide various benefits and high remuneration to match their expectations so that young talent can be hired. Companies have to build a strong market image so that they can attract new young talent.(Dictmar)

Pharmaceutical companies need medical sales representatives to promote their products to health care professionals (doctors, nursing staff) and for that they hire qualified people who have basic qualification in pharmacy. After that they train them by providing product knowledge and required selling skills.

Job Profile of a Pharmaceutical Sales Team

1. Taking prior appointment from health care professionals to discuss product
2. Daily planning of calls to be made to doctors
3. Arranging CME, conducting patient-related activities in clinics, hospitals; providing latest knowledge of drugs by literature, studies provided by the company, free sample
4. Convincing health care professional towards viability of company's product and influencing them to prescribe their product
5. Medical representative should have competitor brands knowledge and information of promotional activities undertaken by them
6. Regular monitoring of the area of sales and achieving quarter and annual targets assigned to them
7. Understanding and convincing targeted customer to prescribe products. Medical representative should collect all information related to customer and set the stage
8. Implementing strategies of company whether product related or policy related
9. Generating prescriptions of assigned products so that targets can be achieved
10. Building healthy relations with health care professionals and building a good image of company

Recruitment and selection of employees in the pharmaceutical industry is a tough task for HR, as it is a long and challenging process. It takes various steps like cross checking criminal background of applicants, employee classification as prescribed by Jacobson in *Xpert HR*.

This makes the Recruitment and selection in pharmaceutical industry is a challenge. (National Conclave, 2012)

Expectations of Candidates

The candidates who apply for a job in any pharmaceutical company would expect the following from the organizations and to fulfill their expectations remains a challenge. The following steps could be undertaken to attract more applicants:

1. Leadership and high reputation of the organization
2. Good remunerations, well-planned career path, and a learning environment
3. Motivation of young professionals not just by a provision of financial benefits but a conscious recognition of innovation in their work
4. Clarity of vision and strategies of organization

Education System in Pharmaceutical Industry

Educational programs in India are as follows:

- Diploma in Pharmacy (DPharm): 2 years coursework,
- Bachelor of Pharmacy (BPharm): 4 years of coursework,
- Master of Pharmacy (MPharm),
- Master of Science in Pharmacy [MS(Pharm)]
- Master of Technology in Pharmacy [MTech (Pharm)],
- Doctor of Pharmacy (PharmD),
- Doctor of Philosophy in Pharmacy (PhD).

Education System in Pharmaceutical Industry Needs Improvement

In India, the education system of pharmaceuticals needs improvement. The curriculum, course work are outdated and there is a need for change according to the present scenario. The theoretical part is predominantly stronger than the practicals. Teachers of Indian universities are not imparting a practical perspective due to burgeoning student strength. Students are complacent and interested only in passing the exams and getting a degree. Curriculum should match international standard. If education system gets updated then students will also take more interest and perform better. Thus chances of employment will increase.

Employability in Pharmaceutical Industry

After completing graduation in pharmacy, joining pharmaceutical industry and remaining there is a big challenge, Pharmaceutical industry is a knowledge-based industry and is different from other industries because here the sales team has to convince doctors to prescribe their product. For that they should have complete knowledge. They cannot (directly) contact or influence consumer to consume their product. Thus they need special training and skills so that they can convince health-care professionals.

Findings

1. It is clear from the article that the pharmaceutical industry can be a good career option for new comers because pharmaceutical industry is growing very fast and Indian pharmaceutical industry is world's third largest in terms of volume.
2. Pharmacy education system in India is outdated so there is a need to redesign. Some changes as per the need of pharmaceutical industry can be made.. There should be some additional sessions in the curriculum of pharmacy study in which practical and basic knowledge should be provided to the students. Also clarity upon various job profiles, so that they can better decide in which area of the pharmaceutical sector they can apply and get promising results.

3. Pharmaceutical industry needs talented marketing and sales team but getting them is a big challenge. Various challenges are faced by the HR of pharmaceutical industry in recruitment and selection, The main hurdle is how they can attract and retain young professionals. Hence there is a need to rethink and implement better strategy.
4. Marketing and sales team puts a lot of hard work in attracting the targeted customers. Special skills and training is required because customer are busy professional who are not interested in meeting the sales team. It is a challenge for the pharmaceutical industry to educate and train a sales team that is different and effective in their dealings with health-care professionals.

Conclusion

Pharmaceutical industry is one of the major industries in India, and it contributes to the Indian economy in a big way. Pharmaceutical industry is growing very fast and there is a lot of scope for new job openings in the future. Industry needs new talent and for that companies should provide better remuneration. But in India, in the present day the pharmacy education system is redundant and requires a facelift by augmenting a practical approach. Pan India, pharmacy colleges and universities have to revamp their curriculum by making it more practical in its orientation. Also, skill training has to be an integral part of the curriculum so that pharmacy students are better equipped for their career.

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FACILITATORS OF PRO-ENVIRONMENTAL BEHAVIOR AMONG CITIZENS

Prama Soloman¹

Abstract

The problem of environmental pollution, natural resource depletion, climate change, waste management, etc. seems to be never ending. In spite of numerous efforts made to safeguard the environment (which include conferences, meetings and framing of laws related to environmental protection) both at the national and the international level not much improvement in the current state of environment is perceptible. Most of the environmental problems arise due to human nature and the manner in which we behave (Zelezny and Schultz, 2000; Vlek and Steg, 2009; Nordlund and Garvill, 2002). If there was to be a change in the human behavior, improvement in the state of the environment would follow naturally.

Education plays an important role in modifying human behavior and in turn reforming society and directing it towards a more civilized path. But education, which aims only at increasing awareness level, is of little potential in bringing about a transformation in human behavior. The objectives of environmental education as stated in the Tbilisi Inter-governmental Conference on Environmental Education (1977) also focuses on developing a more environmentally responsible behavior among the citizens. Chapter 36 of Agenda 21, accepted in Rio in 1992 during the Earth Summit I, accentuated that education is vital to develop a capacity among people to tackle environment and development issues. So, there is a need to supplement the current system of environmental education with such aids that could prove to be effective in performing the task of behaviour change. The current work would thus try to explore the role of art, literature and media in creating environmentally responsible behaviour.

Environmentally Significant Behavior, Proenvironmental Behavior and Environmentalism

According to Stern (2000), environmentally significant behavior or environmental behavior includes all types of behaviors that change the availability of materials or energy from the environment or alters the structure and dynamics of ecosystems or the biosphere, regardless of whether people are aware of, or consider environmental impacts of specific behavior when making decisions. Certain behaviors directly lead to environmental change; for example, throwing garbage in the neighborhood, cutting of the forests, etc. (Stern, 2000). Other behaviors have indirect effect on the environment, by influencing the ability of people in which they make decisions that might directly affect the environment (Rosa and Dietz, 1998). For example, behaviors that affect international development policies. National environmental and related policies can have greater environmental impact indirectly than behaviors that directly change the environment (Stern, 2000).

While environmentally significant behavior can have both positive as well as negative impact on the environment, pro-environmental behaviour refers to behaviour that has least harmful impact on the environment, or may have beneficial impact.

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The term “environmentalism” is used to broadly refer to the processes related to the actions intended to lessen the impact of human behavior on the natural environment. Within the concept of environmentalism we include a variety of psychological constructs like behavior, intentions, motives, attitudes, beliefs and values and actions to lessen the impact on the environment such as activism, public policy and environmental justice (Zelezny and Schultz, 2000). To bring about a change in behavior it is important firstly to select the behaviours to be changed, secondly to find out reasons behind those behaviours, thirdly to apply ways to change related behaviours and their background, and lastly to evaluate the effects of such efforts (Geller, 2002; Steg and Vlek, 2009).

Factors Affecting Environmental Behavior

According to Stern (2000), environmental concerns rarely affect behavior. Mostly, environmental behavior may follow from various non-environmental concerns, for example, electricity or petrol consumption might be reduced to save money. Many researchers state clearly according to goal-framing theory that behavior is an outcome of multiple motives (Stern, 2000). Three goal-frames are distinguished: a hedonic goal frame is related to one's pleasure at the moment, a gain goal-frame is related to protect and improve one's resources, and a normative goal-frame is related to act appropriately or to act in an environmentally sound way. Thus the factors that might affect environmental behavior include:

1. *Cost and benefits*—People tend to opt for alternatives with highest benefits against lowest costs (e.g., in terms of money or effort). In environmental psychology it is known as the gain-goal frame that makes people very sensitive towards change in their personal resources. The time duration of such goal frames is middle or long term. For example, people will choose cheaper products over expensive ones even if they have harmful impact on the environment. Hence the goals that are related to the increment of the resources especially the monetary resources will be easily triggered as compared to the sub goals that are related to ethics and morals. Behavior is strongly influenced by economic motives, thus highlighting the economic advantages of engaging in a specific activity (Mohr, 2000).
2. *Moral and normative concerns*—Many studies have highlighted the role of moral and normative concerns behind environmental behaviour. Studies have shown that if people are selfless and adopt good values that do not aim at fulfilling their personal interests then there is more likelihood that they will have a pro-environmental behavior (Poortinga, Steg, and Vlek, 2004). Ethics and morals if inculcated in a child from the very beginning influence behavior and encourage acting pro-environmentally. According to Lindenberg and Steg normative goal frame is related with right behavior (such as contributing to a clean and safe environment). It makes people responsive to what is right. For example, a person in a normative goal frame takes trouble to act in an environmentally sound way because this is the "correct" thing to do.
3. *Social customs*—Social norms and customs also influence one's behaviour. According to the theory of normative conduct (Cialdini, Kallgren, and Reno, 1991) social norms are of two types (Injunctive norms) firstly the behaviour that is commonly approved or disapproved for example, peer pressure may make some action accepted among the youth and might even result in their rejection and (Descriptive norms) extent to which behaviour is perceived as common, i.e. observation of actions of people around us (Steg and Vlek, 2009). The teachings of the Indian society during the Vedic period laid emphasis upon bringing the students close to nature and upon developing respect for the environment through customs like *bhumi poojan*, *yagya* lessons delivered under the trees etc.

4. *Method of information presentation*—As argued by Pichert and Katsikopoulos, (2007) if information is displayed lightly then there will be less possibility of its acceptance, but if the same information has some element that increases its impact will make that product or action more accepted.
5. *Reinforcement theory*—Positive reinforcement would lead to stabilization of a specific behavior.

Role of Media in Inducing Pro-environmental Behavior

Several research studies have proved that mass media has a great potential for influencing knowledge gain, public attitude and behavior. Mass media both electronic and print media apart from creating environmental awareness, can play effective role in influencing the behavior of people also. They prove to be more effective than the personal contact. The printed media such as books, magazines, newspapers and brochures target the literate section of the society whereas electronic media such as radio, television and websites (and social media) help in dissemination of information at a fast speed both among the illiterates and among the students. Mass media can be used to deliver well-defined, behaviorally-focused messages to large number of people repeatedly (Melanie A Wakefield, Barbara Loken, Robert C Hornik, 2009). It can be used as a medium to influence the gain-goal frame of people in which sustainable actions are treated as "product" to be sold (Costanzo et al., 1986). Advertising, awareness campaigns eg. (Haryalo Rajasthan) and photo journalism (used by the United Nation Environmental Programme, UNEP) are some ways to influence behaviour.

Art as a Facilitator of Pro-environmental Behaviour

Art forms, both visual and performing, can touch our emotions and can arouse feelings of concern about the environment, develop a connection with the environment, encourage people to think over environmental issues, provide them with new ways to solve them and compel us to change our habits. Art forms display the delicate relationship of human society and the natural world (Wallen, 2003). It can be used to communicate complex scientific concepts and to deliver unpleasant and urgent messages to the general public (Curtis, Reid and Ballard, 2012; Sandrine, 2006). Stern (2000), talks about 'private sphere' and 'public sphere' environmentalism and focuses on the importance of collective efforts to save environment. Theatre, street plays and dramas related to environmental themes promote students to work collectively and this is necessary for public sphere environmentalism where people can even pressurize the government to change policies.

Eco-art or ecological art is a multidisciplinary, emotionally loaded, holistic approach of providing a practical form of problem-solving environmental management model. Studies show that it has helped in improving people's understanding and awareness of environmental issues and problems and also initiate new policies and practical projects (Sandrine, 2006). Ecological artists, through landscape painting and photographs have been able to sensitively shake public, both by portraying the beauty of nature and the damage of the environment. In China and Europe, landscape painting evolved along with growth of cities, the shrinking landscapes developed respect and appreciation for nature and reconnected people to the land. Similarly, artists in their art forms expressed their distress for our mechanistic approach towards nature during the industrial revolution. For example, photographer Ansel Adams in Yosemite Valley through his landscape paintings played an essential role in the 'conservation movement' and creation of national parks in the USA and elsewhere (Sandrine, 2006).

Role of Literature

Words have power. Through stories, poetry and other forms of literature artists have helped people learn about the environment. Poems and prose can (Pratham Rashmi by Sumitra Nandan Pant) present nature in a very astonishing way and could be used to arouse the interest of the people in the issues related to the environment.

Ecocriticism—Ecocriticism is an ecological outgrowth of post-structural criticism that studies human representations of nature. Ecocritics reread canonical texts from earth-centered approaches and promote teaching and research of environmental non-fiction. Ecocritics are interested in how discursive conventions enable and constrain our contact with environment and place, how much does place inform representations, and how do the means of representations inform our sense of place. Ecocritics also speak for human minorities whose exploitation is often closely interlinked with exploitation of nature. The fact that is often concealed in hegemonic systems.

Examples related to environmentally significant behavior

1. Rubber plant
2. Chipko Movement
3. Silent Valley
4. Narmada Bachao
5. Green Peace

Obstacles

- Electronic mass media is not available to large number of people especially in the developing nations.
- High illiteracy percentage, lack of electricity and new electronic media devices in rural and remote areas prohibit dissemination of information.
- Print media is not relevant to illiterate people and is inaccessible to most people.
- Art forms are not perceptible to all the people.
- Literature will be able to influence only a particular section of society.
- Large amount of money is needed for advertisement.

Suggestions

The aim of environmental education should be to not only increase the awareness level of the students and the citizens but also develop the desired behaviour. By targeting the gain-goal frame as well as the normative frame of the people such result could be achieved. The goal-gain frame could be targeted for the general public and the illiterate section of the society. Art forms and electronic media could be used to arouse specific behavior among such people. The students can be targeted by influencing the normative frame of the students. This can be done by making changes in the education system.

Education system should be value based—The current education system is focused on the development of the employable skills of the students. Along with the skill formation, value system should also be targeted. Using examples from and introducing the concept of environmental art, ecocriticism, environmental plays, theatre, street plays could arouse such pro-environmental behavior among the people. Making environmental education one of the mainstream subjects is necessary to induce behavior change. If environmental education is sidelined then all the efforts to induce environmentally significant behaviour would be futile. Serious consideration should be given to the issues of the environment; then only effective outcomes would be perceptible.

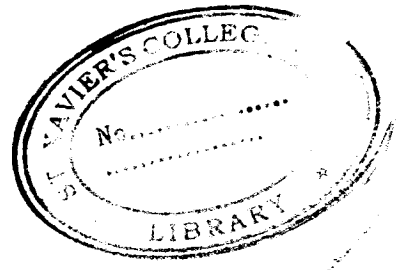
Conclusions

It can be concluded from the above discussion that the issues of environment cannot be ignored and sidelined. There is an urgent need for inculcating such behavior among the citizens that would help the planet combat environmental problems. Such change is possible only when we try to move a step ahead of the awareness level and work to induce a change in the behavior. This could be achieved by enhancing the environmental education system with art, literature and media that would target the youth. Such aids prove to be more effective than the primitive methods of imparting education. It is necessary to create a relation between the citizens and the environment and only then effective outcomes would become perceptible.

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COMPUTER APPLICATION

CYBER SECURITY AWARENESS THROUGH EDUCATION: PROBLEMS AND PROSPECTS

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Abstract

The internet has become a critical framework for both public and private sectors and has brought new levels of productivity, convenience, and efficiency. The increasing threats to internet attacks represent how vulnerable the information systems of any organization are. The threats can be intentional or unintentional, targeted or non-targeted, and can originate from a variety of sources, such as intervention of foreign nations in espionage and information warfare, delinquents, hackers, virus content writers, discontented employees and stakeholders working within an organization. Moreover, these groups and individuals have a variety of attacking skills at their disposal, and misuse of cyber security activity has grown more sophisticated, more targeted and more serious. Adopting a secure and enhanced software development process will reduce the number of exploitable faults and weakness in any organization. Further, the governance and management of these security policies and practices are more effective when they are systemic, that is, woven into the culture and fabric of organizational behaviours and actions. The aim of our research paper is to discuss the problems associated with cyber security awareness and further generalize the prospects of cyber security. Our paper will do a comparative study of available problems faced in establishing the awareness of cyber security. Further, it will also analyze the policies made and undertaken by the government.

Introduction

Over the past decade, organizations have sought to become more efficient and productive by adopting information and communication technologies. Many organizations relied heavily on technological innovations for the security of their information system. They deployed new security policies to lock down network resources, by creating a safe boundary for efficient working of business. Besides this, an organization also has a goal of educating end users on the importance of security awareness as it is indeed somewhat like the "holy grail" of security.

When used correctly, these techniques drastically reduce security incidents within the enterprise. Along with the organizations, the educational institutions worldwide also struggled to secure their computers and networks (Saluja). While technology plays a pivotal role in doing so, end user education is vital to secure the system communications. However, as successful and sophisticated these technologies have become, technical methodologies alone are not sufficient to solve security problems for the simple reason that information security isn't merely a technical problem but it is also a social and organizational responsibility.

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It is also highly difficult to detect and prevent Internet crimes in widely scattered networking environment. For example, cyber-attacks on the Federal Government alone increased 680% from 2006 to 2011. Also, the breach of the Sony PlayStation network in 2011 resulted in a leak of the private information of over 70 million customers. Incidents like these reinforce the risks that exist in cyberspace and their potential impact in the real world. In this regard Indian government strives towards preventing the cybercrimes by enacting Information Technology Act, 2000.

Education will make ready the cyber security workforce of tomorrow; and can keep today's cyber security professionals at the leading edge of the latest technology and mitigation strategies. The number of cyber security-related educational programs around the world has increased significantly over the past decade. One reason for this progress is the very strong demand from industry and government for trained professionals as both groups are facing a significant skills gap. In fact, over half of industry respondents in a current survey said that they had very few information security workers on staff.

Many universities are recognizing the need to produce graduates well-versed in information technology and security. There is a rapid growth of degree-granting programs in information technology as the need for security professionals grows in the workplace. Not only this, the National Security Agency promotes the degree-granting certification programs through their National Centers of Academic Excellence in Information Assurance Education (CAEIAE) program. The focus of our paper is mainly identifying the problem which are faced by the IT industry in handling cyber security issues due to lack of proper education about the importance and awareness of cyber security.

Limitation of Previous Work

The defense of cyberspace necessarily involves the forging of effective partnerships between the public organizations and government departments, banks, infrastructure, manufacturing and service enterprises and individual citizens. The defense of cyberspace has a special feature, i.e., the national territory or space that is being defended by the land, sea and air forces. Outer space and cyberspace are different. They are inherently international even from the perspective of national interest.

This report argues that government and the private sector give cyber security some priority in their security and risk management plans, and do this jointly. Being a report that is addressed to the security community in the widest sense and intended to stimulate public discussion, it relies on publicly available information.

One of the first decisions that will need to be made before any organization or institution is the actual deployment of any security awareness project and who will undertake this task of developing and delivering the training. Specifically, will it be developed and delivered by internal company personnel (and if so, will it be done by the IT department, the HR department, or someone else?) or will the organization contact with any educational institution that impart such training. If it is developed by the organization itself then time to develop and cost are the basic two factors to be considered. Instructors often expend as many or more hours outside the classroom. What is the hourly value of the time at the pay grade of the employees who will be doing this extra work?

Going with any educational institution may allow the organization to benefit from economies of scale; the curriculum will likely already be developed and in place and the development costs are spread among many

employees. This also means that the organization will probably be able to put the training program in place much more quickly. However, it may also mean that the training is more of a "canned" package that's not specifically tailored to the organization and the individuals who work there.

It is important to think not only as to which department but also as to who in that department will undergo the training. Some people are very knowledgeable about a topic but are not good at conveying that knowledge to others, so ensure you have staff members who are experienced and competent teachers. This can be a stumbling block for any organization with limited personnel resources to draw on. Even if qualified instructors are assigned the job, do they have the time to devote to this effort along with whatever other duties they may have? An instructor who is overloaded and/or just doesn't want to be there is almost worse than inexperienced and untrained one. Several other issues are also there which are not yet clarified, like the inability to map cyber security issues learnt online to actual issues in the real-life job. Managing people is part of good cyber security; but handling them correctly is difficult.

Proposed Architecture

The increasing online population has proved a happy hunting ground for cyber criminals, with losses due to cybercrime being in billions of dollars worldwide. This paper proposes an architecture that will function with the help and coordination of government and educational institutions. Education plays a very important and vital role in preparing today's workforce to face upcoming challenges, but at the same time cybercrime is becoming an upcoming and important challenge faced by the internet users.

This architecture, if properly implemented by the organization and the educational institution, can help in minimizing the cyber-criminal activities to a wide extent.

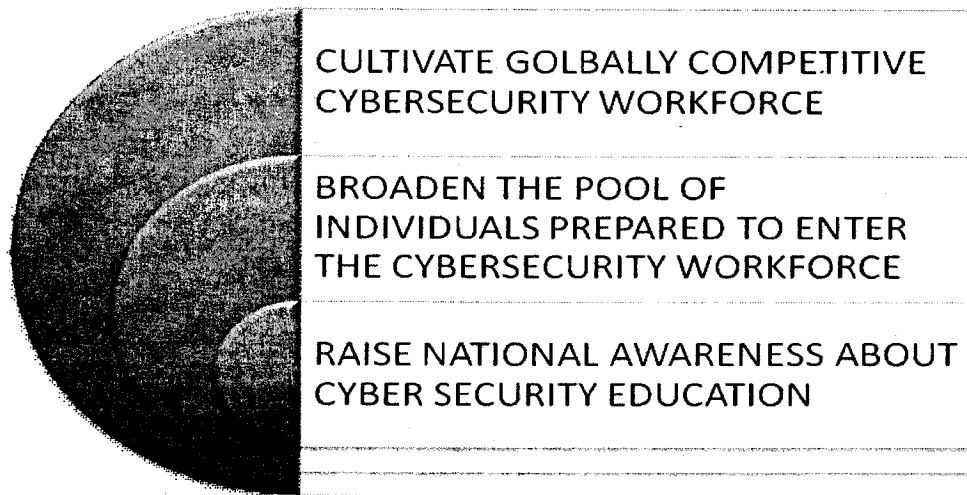


Figure-1. Architecture of Cyber Security Awareness through Education

Awareness about the internet is extending through the education sector though there is still illiteracy of cyber education related to security. A large number of youth are getting exposed to the latest technology. The exposure is making the youth to become technology savvy and as such they are using the internet for a variety of tasks, though this also puts them at risk. Among the youths in the range of 13-14 years old many are frequent online surfers and most often these children have very little education at schools pertaining to

the right conduct in cyberspace. The students are not given the crucial guidelines of the internet and how to stay safe while surfing it. The same age group is constantly exposed to increasing dangers on the net. 15% of online surfers reported online harassment, 33% reported interaction with unknown people and 18% reported cyber maltreatment but none of these children knew where to go for help or what to do. Currently, none of the education boards in India have any form of cyber safety education until the 11th grade while the majority of youth internet users comprises 9th graders unknowingly putting themselves at risk.

A change is needed in the global scenario to cultivate well-secured educational society which will curtail the cyber security crimes on private and public sector in their earlier stages of development.

The central and state governments need to take a stand regarding the cyber security awareness through institutions, colleges, schools, etc. Educational sectors act as the pillars to cultivate globally competitive cyber security workforce among the virtual world.

Conclusion

Internet access is gaining pace in the information society. It also allows the criminals to commit crimes in the virtual environment. Cybercrime is emerging as a serious threat. The governments, police departments and intelligence units have started to react to prevent this crime. Initiatives have been taken by the government departments to prevent the cybercrime and raise awareness. For this, various cyber cells in the metropolitan cities of India have been established. They are actively involved in educating the people. Present day academic libraries along with the public libraries need to be conscious in this regard. Sources of the cybercrimes should be known and this information should be transferred to the public especially the students and teachers who spent huge amount of time over the Internet.

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THE ROLE OF ARTIFICIAL INTELLIGENCE AND WEB INTELLIGENCE IN EDUCATION: CURRENT DEVELOPMENT AND FUTURE PROSPECTS

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Abstract

'Artificial Intelligence' (AI) is a term which is variously interpreted. Some of us may relate it to robotics while some others to science-fiction; again some may associate the term generally to anything that deals with computers and machinery. Over the years, researchers have introduced artificial intelligence as a branch of computer science dealing with the reproduction of intelligent behavior in computers. But at the same time, new research questions and issues are simultaneously generated. Two of the most prominent of issues are how artificial intelligence is related to education and what the new ways to encourage students with their learning through the use of artificial intelligence applications. This paper, aims to highlight the past and present trends in the application of AI in education. The research is undertaken with respect to AI techniques and focuses on the key application of AI in education: intelligent tutoring system. The paper also includes some general reflections on the current state of the art and some speculations on possible future directions for AI in education.

Introduction

The constant growth in technology has significantly transformed the world during the past decades and developed computing command in every important phase of our life. One of the most important objectives of computer science was the mission to understand and imitate human intelligence in all forms. This mission had attracted large number of researchers to develop the field of AI (Sharma, 2013). Various researchers defined that AI is a method and design of expert systems in a modest form, which are able to identify their environment and take action to increase the possibility of success.

Research and study empower and enable many areas where machine has an observable advantage, and education is also a part of them. One of the fields of research communities of artificial intelligence deals with the intersection of AI and education. The previous literature proposed that traditional teaching is not always an efficient way for students. Therefore, the vast majority of researchers and scientists seem to support the idea that AI techniques can successfully contribute in different areas of education. Recently, some barriers have been raised in this area such as special emphasis on educating children according to their needs and ensuring the efficiency of learning tools etc. Therefore, AI technology provides a useful tool to overcome these barriers.

To achieve this end, this paper will focus on important aspects of web intelligence (WI) in the context of AI in education. It will also highlight other similar problems related to the field of education. Further, this paper will provide the key ideas for future research in the direction of education using artificial intelligence.

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Contribution of WI and AI in Education

Previous studies reveal that AI and WI have contributed to the research community that is concerned with the connection of artificial intelligence, web intelligence, education and research (Clancey, 1986). This community has already made progress to study a number of issues generally relevant to WI such as in the perspective of learning and teaching theories and systems, which aimed at sustaining human learning by communicating with students and authors and by collaborating with other similar agents, in the context of interactive learning environment (Beck, 2005). Therefore, AI provides the strongest base for knowledge representation by providing various methods. We now look at some specific applications, which are used by educators to make possible efficient learning.

1. Intelligent Tutoring System

It is a program that provides immediate and pre-developed instructions designed specifically for students or learners to help them with a task. Intelligent tutoring systems or ITS therefore replaces a human tutor with a machine. One of the greatest benefits of personalized tutoring through ITS is that the students can learn at their own pace. Intelligent learning environment is a program in which the student is placed in a problem-solving situation. However, ITS programs involve intensive designing that is complex and time consuming (Aleven, 2009).

2. Adaptive Hypertext Systems

This is a method used by educators to enhance education, which is alternatively known as adaptive hypermedia. It is deployed in many distance learning and e-learning courses (Carr, 1977). It is a system that channelizes the student to the right links or content. Adaptive hypermedia is similar to web personalization (Woolf, 1992). If used in a proper way, this program will give students an influential set of approaches and guidelines to assist in their learning.

3. Web-based Intelligent System

Web-based intelligent system plays an important role in education. One of the major issues in education is personalization of learning. Therefore, to work over this area, web intelligence provides a tool in the context of AI in terms of web-based intelligence system, which is able to personalize interactions with each learner by keeping track of his recent activities and relating the topics he learns and the sites he accesses during different learning sessions (Woolf, 1992). Additionally, web-intelligent educational server actively helps the learner to interact during the execution of task.

4. Intelligent Learning Environment

Intelligent learning environment is an educational method used to enhance learning through social interaction with the help of a computer or connectivity of internet. One of the major issues for educators is to monitor their students' learning, which is time consuming, and to provide review and grade (Sasikumar, 2012). Therefore, the learning environment provides a base for educators to assist and improve their students learning.

Future Scope of Web-Based AI in Education

AI systems and programs are heading towards redefining the education system of the future. To justify this point, we shall discuss the ever-increasing demand for designing AI systems vis-a-vis the smart ways in which AI is proceeding to revolutionize the education experience of the next generation. The key ideas are summarized below:

1. Automated Support to Students

Intelligent computer system provides a way to transform interaction between the college and students by developing proper perspectives with the help of information gathering. The best example to demonstrate this concept is the recruitment of students. AI is often deployed to help the students to choose the best discipline of study (Teachthought, 2014). However, it is essential to modernize intelligent computer systems further in order to make it more efficient and satisfy every facet of imparting knowledge in the field of higher education.

2. Designing Advance Courses

According to research studies, the prominent issues in the education system are the structure of educational materials, which may sometime create doubt about certain topics and lack of awareness about the new advance courses. Research studies reveal that Artificial Intelligence has been found good solutions to overcome these issues by providing online course provider websites and e-updates. There are various online websites available on the internet market based on this concept such as Coursera, a well-known open online course provider. However, making this area more advanced the future work can formulate a framework incorporating AI techniques in education, where students can ask their multiple query and system may generate immediate alerts to students to provide correct answers to their query (Teachthought, 2014).

3. Adapting Learning

Various researchers have found that Adaptive Learning has a significant impression on education in this scenario. And with the advancement of AI, the coming years will improve and expand the adaptive programs up to certain extent. The future work can be mechanized education based on AI techniques to help the students at different stages to work together in one place, and to provide support when they are needed (Daniel, 2009).

4. Automated Progress Tool

AI is a field of mechanism and advancement of techniques which provide help to students and professors to get information about new courses according to their needs. But at the same time, it can also provide an automated progress tool for students where students can get support to find major areas to get success and struggle (Daniel, 2009). Additionally, it can also provide the performance alert to students and to professors in certain concepts where they need to improve.

5. Mechanized Algorithm Methods

The foundation of web intelligence is efficient ways to represent appropriate knowledge and efficient algorithms to make use of that knowledge for solving problems. The algorithms are usually dependent on the area of interest. This algorithm method, which follows certain rules provides a system support to help students to learn and way to deal with trial and error. It could offer students a way to experiment and learn (Daniel, 2009).

6. Personalized Intelligent Tutor

AI techniques can further propose a personalized intelligent tutor where students can enhance their learning skills using AI system. AI tutor can offer solution for improvement and guidance to work in error-free environment (Wiley and Sons, 2008).

7. Model Expertise

The major role of AI in education is the prospect to model expertise. The system is well-informed in the field to be skilled. Model expertise enables the system to execute interactions that could not be conducted if the system worked with pre-stored solutions. In that the system is able to answer the problems in the place of learner. But at the same time, it is essential that AI techniques should support expert-learner communications during the session of problem solving. So future work can be to increase the quality of AI techniques and increase support for interaction (Daniel, 2009).

A pictorial representation of the aforementioned research directions is given as follows in Fig.1:

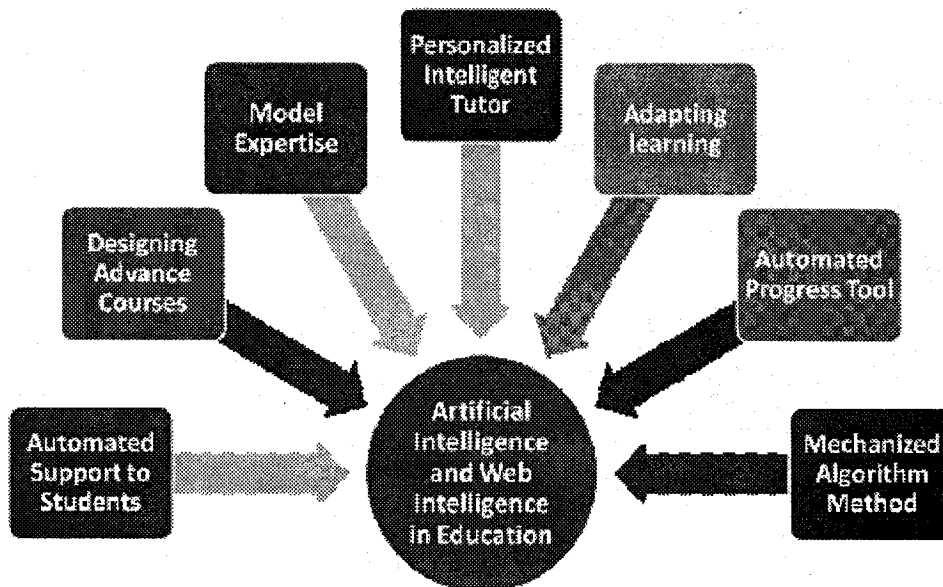


Fig.1: Future Research Scope

Conclusion

Research studies reveal that web intelligence in context of AI has a great impact on education. In the current scenario, the demand to formulate a framework, based on integration of AI techniques, ontologies, knowledge-based matrices and others techniques/tools in education have increased dramatically. Accordingly, the paper presented a systematic discussion on existing application of AI. Additionally, it focused on key ideas providing/delineating future scope of AI in education. The paper will provide a significant support to the entry-level researchers in the related area/s to get the direction/s for future work. To formulate a framework for integrating AI techniques in the education may be one of the prominent areas of further research.

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EMPLOYABILITY VALUATION THROUGH FUZZIFICATION

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Abstract

Employability is a person's potential for maintain and ahead employment. Employability depends on the education, personal development and understanding power. Employability is the ability to achieve initial employment, to maintain it and to acquire new one, if required. Employability skills defined as the convenient skills desired by human beings to make them employable. Along with superior technical appreciative and subject awareness, employers frequently sketch out a set of skills that they would like from an employee. The most employability skills which employers look for in potential employees are communication, teamwork, problem solving, positive attitude, self-management, learning, IT knowledge, numeracy, planning and organization skills. Employability depends on a persons' skills and attitudes that boost the persons' ability. The paper represents a framework in regards to employability assessment through fuzzification. The scope and purpose is to examine the fuzzified optimal assessment for employability skills. The research comprises three employability skills (education, personal development and understanding power) as an input which will result in future finding towards a new, crisp range for fuzzified employability which represents the capability of employee.

Introduction

The two highest concerns of employers are finding good workers and preparing them. The skill gap is a gap between the skills desired on the job and those possessed by applicants. Companies would prefer to appoint people who are trained and prepared to go to work. They are generally willing to deliver the job-specific training which is essential for those lacking such skills. Most negotiation concerning workforce ultimately turn to employability skills. Employability skills are the elementary skills essential for receiving, observing, and doing well on a job. These are the skills, attitudes and activities that allow workers to acquire the skill needed to make sound and precarious decisions. Employability skills are generally divided into three skill sets: first is basic academic skills (education), the second is higher-order thinking skills (understanding power) and the third is personal qualities (personal development). Case study integrating Essential Employability Skills in Community-Based Trade-Training Programs proposed by Holland College. Case study integrating Essential Employability Skills into Applied/Professional Degree Programs proposed by Kwantlen University and Mount Royal College. Case study Integrating Essential Employability Skills College-Wide: The Generic/Employability Skills Initiative at Humber College proposed by George Brown College. Case study How Colleges and Institutes Support Essential Employability Skills Development for Aboriginal Students proposed by Saskatchewan Institute of Applied Science and Technology. Case study The Development of Essential Employability Skills in Technical Training Programs in Québec: An Integrated Institution/Industry Approach proposed by Cegep de Sorel-Tracy. Case study Assessment and Evaluation of Essential

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Employability Skills proposed by Bow Valley College. Case study expediting the Transition of Immigrants to the Canadian Workplace proposed by George Brown College [1]. Case study Provision for young people not in education employment or training, Education and training a college-based young apprenticeship programmed for 14-16 year olds which allows able and well-motivated pupils to gain experience of real work and a work-based Apprenticeship in Business Administration course proposed by Jim Neilson Director, South West Regional Skills Partnership [2].

Employability

Skills involving the choosing of a career, receiving and keeping a job, making job and career changes and career progression constitute to employability skills. A set of accomplishing, understandings and personal qualities make individuals more likely to expand employment and to be successful in their chosen career.

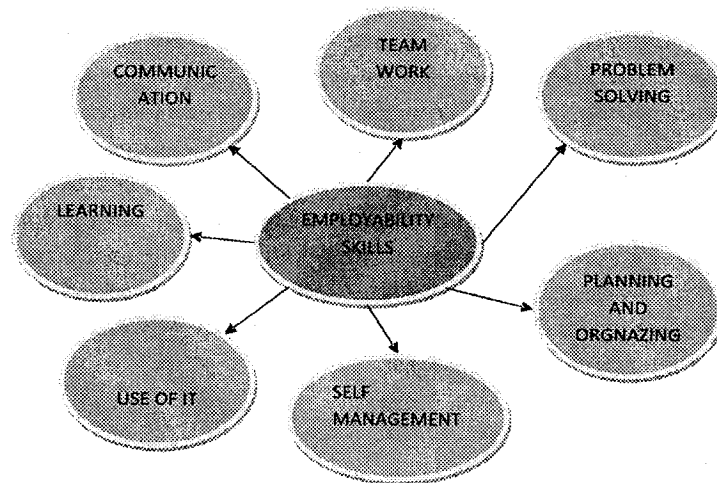


Figure 1. Employability Skills

Employability skills which employers look for in potential employees are as follows:-

1. **Teamwork:** The method of working together with a collection of people in order to achieve a precise goal. Being able to prove that you can work collaboratively with others from a wide range of environment is a key requirement in most careers and it is very essential when applying for a graduate job. Employers see the skill to work as a member of a team as a crucial skill, and you need to be able to exhibit credibly that you have satisfactory skill in team working.
2. **Planning and Organizing:** Planning and organizing involves the ability to recognize what is essential in a specified situation and to manage persons and resources efficiently to succeed results. It also includes being able to manage time powerfully and prioritize what tasks are essential to be completed to achieve an inclusive goal. Effective Planning and organizing skills are established by managing time and priorities, allocating people and further resources to tasks, establishing clear project goals and deliverables, collecting, analyzing and organizing information and managing time.
3. **Self-Management:** Self-management skills refer to the ability to set your own schedules, life direction and goals and successfully complete them. It includes setting practicable goals and using your time and resources successfully to achieve them. Effective self-management skills are established by taking

responsibility, expressing one's ideas, planning and clarifying a personal vision and goals and estimating and observing one's own performance.

4. **Communication:** Communication is one of the most sought after skills by most employers and include fundamentals such as being an attentive listener, explaining things to persons from different circumstances and presenting a perfect case. Effective self-management skills are established by negotiating, writing and speaking in various languages.
5. **Problem Solving and Creativity:** Problem solving and creativity involves being able to propose an explanation to a problem by examining a situation and figuring how to reach a satisfactory outcome. It often includes making optimal use of accessible resources and motivating others to achieve an outcome. Effective self-management skills are established by solving problems in groups, applying a variety of approaches to problem solving and determining customer complaints satisfactorily.
6. **Learning:** Learning skills refer to one's ability to achieve one's own learning and contribute to ongoing improvement and expansion in one's own knowledge and skill set. This also denotes one's ability to learn workplace skills and rise to the expectations specific to one's organization. Effective self-management skills are established by contributing to the knowledge community at the workstation, being open to innovative thoughts and techniques and being prepared to spend time and make effort learn innovative skills
7. **Use of Information Technology:** Information technology involves being able to keep abreast of present technology and apply it to enhance productivity. It also includes the capability to embrace life-long learning in the field of technology. It is established by being prepared to acquire new IT skills, selecting the suitable technology for a specified task and having a variety of basic IT skills.

Fuzzy Logic

Fuzzy logic can synchronize these two systems of knowledge in a logical technique. It deals with reasoning that is approximate rather than accurately gathered from classical predicate logic. The theory of Fuzzy Logic was founded by Lotfi Zadeh, a professor of computer science at the University of California. Fuzzy Logic is a problem-solving controller system approach that provides itself to implementation in systems ranging from small, simple, multi-channel PC, networked, or workstation-based data acquisition and control systems. It provides a modest way to reach at a definite assumption based upon ambiguous, vague, noisy, imprecise, or missing input material. It can be applied in software, hardware or a combination of both. It includes a modest, rule-based IF X AND Y THEN Z methodology to a solving control problem rather than trying to model a system mathematically. This model is empirically-based, trusting on an operator's knowledge rather than their technical appreciation of the system. It involves some numerical constraints in order to activate such as what is measured significant error and significant rate-of-change-of-error. It is considered as an enhanced technique for organizing and handling data but has verified to be an outstanding choice for various control system applications meanwhile it simulates human control logic. A fuzzy set is a set that allows its members to have different degree of membership, called membership function. The interval of membership function is $[0, 1]$.

Proposed Work

This paper introduced an innovative expert system for the valuation of employability with the help of some fuzzy rules. These rules are basically used to examine the optimal assessment for employability. This employability deals with some fuzzy rules and these rules are based on employability skills. This work is

proposed to compute the employability skills for any employee with the help of Mamdani-type inference. This paper uses suitable linguistic variables as input and output for computing a crisp value for employability skills. Education (E), Personal Development (PD) and Understanding Power (UP) are measured as Low, Medium and High. Employability Skills (ES) are measured as Very Low, Low, Medium, High and Very High. The proposed skills are a collection of linguistic fuzzy rules which describe the relationship between defined input variables (E, PD and UP) and output (EP).

Structure of Proposed Model

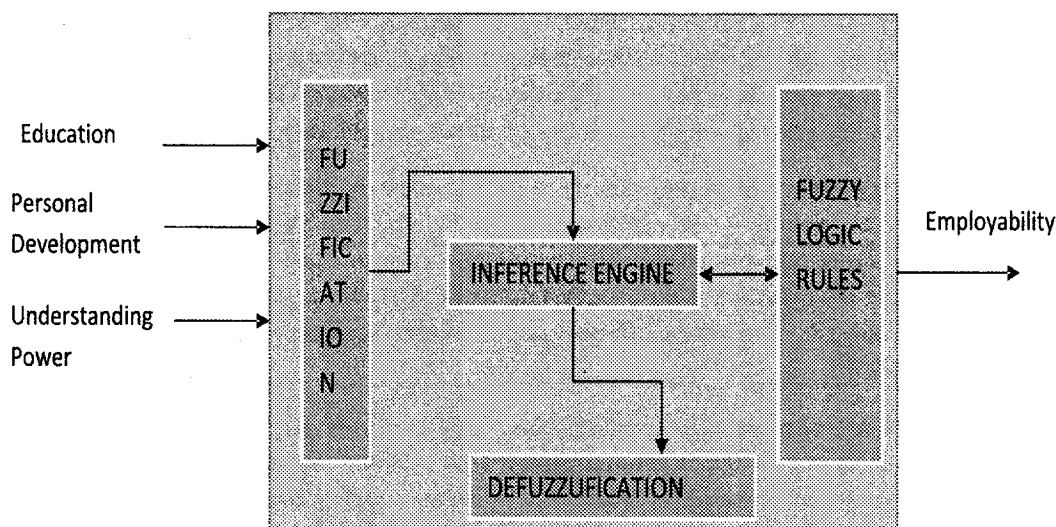


Figure 7 : Architecture of the proposed system

Conclusion

This paper anticipated a fuzzified expert system for employability assessment. The apprehension research finds the capability or level of any employee with the help of three employability skills. The proposed expert system is useful for organizations to calculate employability level for individuals in a simple manner. With the help of the proposed expert system employers can easily filter the most suitable candidates based on their education, personal development and understanding power. This system manipulates the above mentioned three inputs based on fuzzy rules and calculates employability.

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SECURITY IN CLOUD EDUCATION

Vaishali Singh¹

Abstract

The demand of cloud services in various sectors have been significantly affected with the exponential growth in cloud. From new researches to IT cloud recruiters, all have indicated that technological professionals are unsure of how to get skilled in the growing discipline and opportunities. Significant increase in the educational budget and simultaneous growth in the demand of institutions info-tech services have led to an adaptation of cloud computing strategies to meet the needs in education sector. Still there are challenges with the cloud educational model but the potential benefits appear to be more overweighed. Once the available IT resources are grasped, the education system must know how to effectively use them. The education for associated staff, contractors and other stakeholders needs to obtain the support of cloud computing adoption benefits. Some of the major issues faced were in organizational education, change management, technology transition and organizational transformation, majority security and trust, service level and performance perceptions. This paper relates to the concerned issues and challenges for adopting a new type of cloud educational environment and IT educational workforce working on cloud.

Introduction

Cloud computing in emerging countries creates a way of teaching children who would not generally have access to education. ICT has explained a flexible delivery model through cloud computing which has powerful networks and systems with elevated transfer rates (ExcellGroup). It provides distributed resources through software and hardware as well as multi-tenant platforms that have a high degree of scalability (ExcellGroup).

Cloud campus in colleges, universities and other institutions create a low cost option that uses a high concept of computing. Without the use of paper which is costly to the environment, students and teachers share their work virtually on cloud (ExcellGroup). Cloud provider takes care of IT security management, licensing issues and software updates. This removes the load of IT administrators and allows the educational staff to concentrate on the core area and on more productivity (ExcellGroup).

The rising demand for cost-effective and secured software applications to transport services for knowledge and administration has limited the progress of education system. Systems are not capable of being scaled and demand huge capital fund, security issues and technological staff to establish or strengthen as with new evidence or facts in the system. The cloud model has appeared as the most favourable solution to meet the requirements of cost-efficient and scalable systems.

Despite of these benefits, cloud computing has several issues and challenges too—particularly relating to cloud security, which decreases its adoption rate. There should be a bond of trust and privacy between the cloud service provider and the education sector. Security must be viewed as a continuous process to meet the changing needs of a highly-volatile computing environment.

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Security is an active area of research under the concern of cloud computing and cloud education environment. A Cloud enabled system should adapt right security practices to overcome these problems relating to adoption of cloud education so that the users can fully enjoy the benefits of cloud services.

Cloud Education Environment

Cloud computing has been one of the most popular technologies. In the field of education, cloud has been seen as somewhat beneficial. Modern-day education will not be able to keep up with the vitality of the world if it does not exploit of the most up-to-date advancements in the internet and digital technology which includes cloud computing. A responsible education sector will educate the young generation to be well-cultured and be citizens with a progressive outlook.

Cloud computing is the latest innovation used in the education sector. This technology allows the education sector to work more efficiently. The learners under cloud keep themselves updated with the current scenario and technology. It provides the learners access to the most latest technology provided by modern internet amenities. With this, learners learn at a pace unimagined before. Cloud use in an educational sector can help to collate the overall data which increases the performance and help the educators evaluate trends in a classroom and work consequently.

Aravind Sitaraman, president, Inclusive Growth at Cisco says, "The cloud brings a lot of advantages ... " It lowers costs, provides a degree of scalability and keeps the complexity in a central location" (Nandagopal). An integrated hardware-software cloud solution for education, called Cisco Education-Enabled Development (CEED) 2700 code-named *Dwara* was developed, which reduces the cost of implementing cloud solutions to a dollar per child per month (Nandagopal).

NIIT cloud campus has one of the largest implementation records over 150 centres in India. The chief executive of NIIT, G. Raghavan, says that their cloud campus basically addresses the need for flexibility and learning on demand (Nandagopal). "Flexibility will be in terms of when, what and how to learn. This will be different for each person, so we have to get an optimal mix of pedagogy to get learning effectiveness" (Nandagopal).

Cloud computing can be a pillar for Indian education, but adoption is hampered by security issues. Institutions do not accept the cloud technology due to its vulnerabilities related to cloud such as session riding and hijacking, virtual machine escape, insecure cryptography, data protection and portability, auditing and logging, authentication, and authorization.

Secure Cloud Educational Environment

In order to ensure quality in education, the Educator-Learner relationship and cloud technology, with in-built security will play a major role. Cloud security will play an important role in the development of strong educator-learner relationships which helps the learners to progress and raise their standards. The educator-learner bond with the use of secure cloud technology makes it easy to develop the concept of online participation actively.

After undergoing the prior research work of analyzing the cloud prospects and problems through revisiting the cloud issues and challenges one can find the basic cloud security related threats

- Revisiting Cloud Security Issues and Challenges
- Research in Cloud Security: Problems and Prospects
- Cloud Security Related Threats.

Conclusion

The secure cloud educational environment with strong collaboration and enduring partnership provides advantages like reduction in e-learning implementation costs, increased competitive advantages, increased security at lower costs, market flexibility, increased return on investment, high performance, broad network access and high resources pooling. In this context, the paper argues that cloud educational institutions as well as others should recognize the importance of security. There should be a link of reliance and confidentiality between the service provider and the client. Security has to be a constant process to congregate the changing requirements of a highly impulsive computing atmosphere. Cloud education has issues and challenges too, predominantly recitation to cloud security, which decreases its adoption rate. Cloud should adopt right security practices to prevail over the problems relating to acceptance of cloud so that the users can completely enjoy the benefits of cloud education.

Currently researchers are undertaking investigations on the different known threats faced by cloud and on possible solutions for the same. In spite of these investigations there is an imperative need to further investigate in these areas to come up with the new ideas related to the countermeasures.

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ECONOMICS

HIGHER EDUCATION IN INDIA : ISSUES AND CHALLENGES

Yashwardhan Singh¹

Abstract

Education plays a vital role in human resource development and it is the backbone of the growth of any country. Higher education is the key to India's aspiration of presenting itself as a knowledge-driven economy. But the picture is not that bright, as the education system in India contains many systemic deficiencies at present, like financing, access, equity, quality and relevance to the present demand of industry, which will prove to be a hindrance in building a knowledge-based information society in the 21st century. The global competitiveness of Indian industry depends on the availability of required skills and trained personnel; for example, the requirement of soft skills for the human capital, which is missing from our system. Also, over the past years we have ignored the importance of the study of humanities in the development of our human resource because of its lack of employment potential. In the present scenario, if India aims to become a super power, it will have to work assiduously on its higher education because of two reasons. Firstly, it will have the largest population in the world in a decade and hence it has to capitalize on its demographic dividend. Secondly, due to expansion of industry and service sector as its driving force, it will require a well-trained workforce. One of the solutions could be to corporatize the higher education, with emphasis on introduction of soft skills to enhance the employment potential and to improve the governance in public as well as private institutions. This paper aims to highlight the issues in higher education system in India and suggest remedies for increasing its effectiveness to meet the employment challenges.

Introduction

In 2007, the then Prime Minister Manmohan Singh made an observation about the abysmal state of the state of education in India. Our university system, he said, is in a state of disrepair. In almost half the districts in the country, higher education enrolments are abysmally low. To add to it, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters. In many states, university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations. There are credible complaints of favouritism and corruption.

India has one of the largest higher education systems in the world, with 25.9 million students enrolled in more than 45,000 degree and diploma institutions in the country. It has witnessed particularly high growth in the last decade, with enrolment of students increasing at a Compound Annual Growth Rate (CAGR) of 10.8% and institutions at a CAGR of 9%. Moreover, the government intends to achieve enrolment of 35.9 million students in higher education institutions, with a Gross Enrolment Ratio (GER) of 25.2%, by the end of the Twelfth Five-Year Plan period through the co-existence of multiple types of institutions including research-centric, teaching and vocational ones. The private sector can be expected to play an instrumental

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role in the achievement of these outcomes through the creation of knowledge networks, research and innovation centers, corporate-backed institutions, and support for faculty development (Twelfth Five-Year Plan Document, 2012).

Economic Survey, 2011-12 presents some valuable statistics on the education sector:

During the Eleventh Five-Year plan, education sector witnessed one of the biggest expansions of university education. This expansion comprises 30 central universities, 8 Indian Institute of Technology (IIT), 8 Indian Institute of Management (IIM), 10 National Institute of Technology (NIT), 20 Indian Institute of Information Technology (IIIT), 374 model colleges, 98 private state universities, 17 private deemed universities, 7,818 private colleges and 3,581 private diploma institutions. (*Economic Survey*, 2011-12).

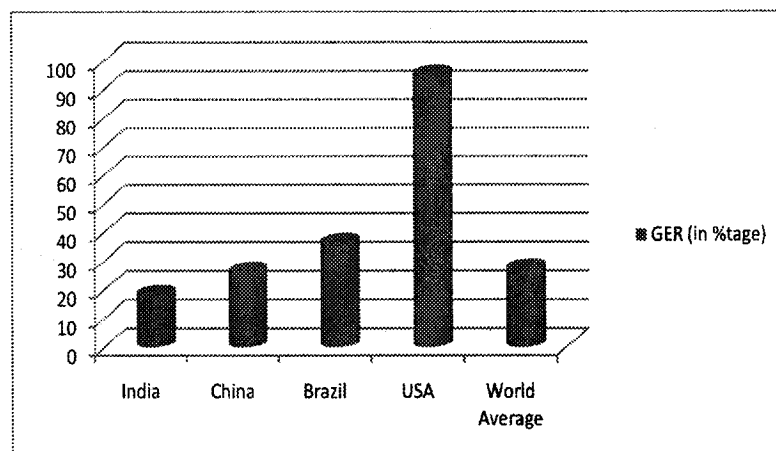
It needs to be recalled that India's Education Policy Document, 1986 and Action Plan, 1992 for higher education have been governed by five broad goals. These included enhancement of the enrolment rate; provision for equal access to all, specifically educationally backward classes; enhancing quality education and promotion of relevant education. The present educational structure, regrettably, lacks access, quality, equity, exposure and job-orientation. This will certainly have a repercussion on the demographic dividend, which India aims to reap in the long run. Even the National Knowledge Commission has suggested that India cannot sustain its impressive rates of economic growth without fundamental reforms in its system of higher education.

Systemic Deficiencies in Our Higher Education System

According to the London Times Higher Education (2009)-Quacquarelli Symonds (QS) World University Rankings, no Indian university features among the first 200 (Singh, 2008). On the other hand, Indian higher education system is the largest in the world in terms of the number of institutions, with 646 universities and more than 33,000 degree colleges; third largest in terms of enrolment, just behind China and US (*Business Standard*, 2012). In spite of all this, the state of education in our country remains disappointing, mainly due to the following factors.

Expansion

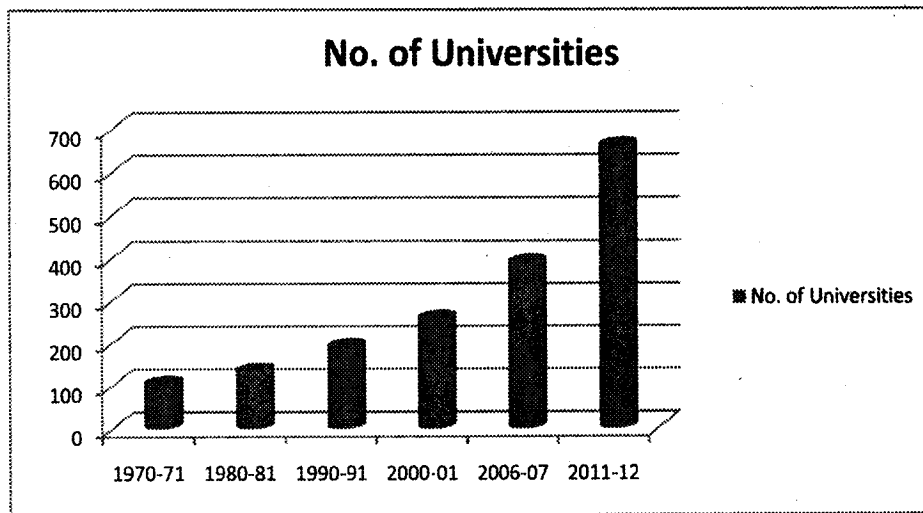
It refers to the availability of suitable number of institutions across regions. The GER indicates the capacity of education system to enroll students of a particular age group. A higher GER indicates higher participation and a low GER shows poor accommodation of specific-age population in the system. (UNESCO, 2009). In terms of GER, India (18%) stands much



Source: Twelfth Five Year Plan Document, 2012

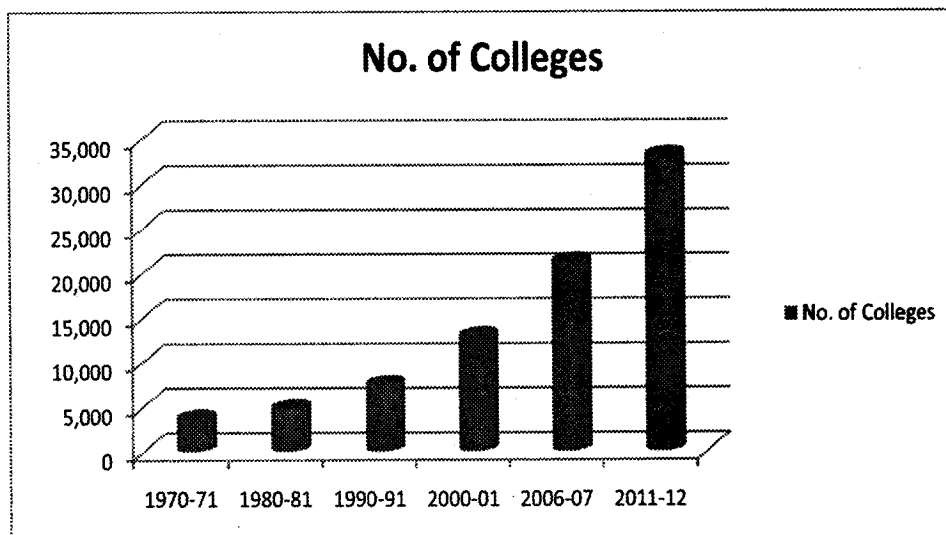
below the world average (27%), as well as in comparison to USA (95%) and other emerging economies such as China (26%) and Brazil (36%) in 2010. Here, it is important to note that the 12th Five- Year Plan aims at increasing the GER to 25 percent by 2017.

The number of universities has grown more than six times in the last four decades (from 103 in 1970-71 to 659 in 2011-12) at a CAGR of 4.6 percent.



Source: Twelfth Five Year Plan Document, 2012

India has more than 33,000 colleges, one-third of which was setup in the last five years. It grew at a CAGR of 5.6 percent from 3,604 colleges in 1970-71 to 33,023 in 2011-12. (Higher Education in India: Twelfth Five-Year Plan and Beyond, 2012)



Source: Twelfth Five Year Plan Document, 2012

Excellence

It refers to the provision of suitable infrastructure, trained faculty and effective teaching style in higher education institutions. This has been a real problem in our education system. We rank second in the world after China in terms of enrolment of students in higher education institutions. But, the standard of education is very low in comparison to other developed or emerging countries. Leaving apart IITs, IIMs, and few central universities, our higher education institutions are extremely incompetent and backward. The majority of the state universities and colleges are incapable of producing skilled labour force. We are lacking in quality, as indicated by low-citation impact, mainly due to faculty shortage and lack of accredited institutions. There is 40% and 35% shortage of faculty in state and central universities, respectively. India's citation impact is half the world average. The emphasis on quantity has had a deplorable effect on the quality because resources are spread too thinly. In comparison to several Asian countries, the most funded universities or research institutes in India receive no more than a fraction of the funds available to their counterparts (Times of India, 2010).

Equity

Access to higher education is another major issue in India, considering its large and growing population. Equity implies equal opportunity for all sections of society to participate in higher education. Rural India lacks access to higher educational institutions and this increases the burden on urban infrastructure. Also, there is a wide disparity in the GER of higher education across states and in the Gross Attendance Ratio (GAR) in urban and rural areas. Disparity is noticeable also in the areas of gender and community. There is a 30 percent to 11.1 percent urban-rural divide respectively. Differences across communities are also prominent, with GAR of 14.8 % for OBCs, 11.6% for SCs, 7.7% for STs and 9.6% for Muslims. Gender bias in favour of males is high with 19% GAR for males and 15.2% for females. This data shows that there is still inequity in access and delivery of higher education. This implies that we need to work a lot on the inclusivity of education as well.

Financing

Resource crunch is a serious obstacle in higher education. According to NSS data, the share of the government expenditure (both state and central) increased from 49 percent in 1950-51 to 80 percent in 1983, but came down to 67 percent in 1999, while private expenditure on education has risen 10.8 times in the last 16 years. At present, India is spending 3 percent of its GDP on higher education, of which 1.2 percent is from public and 1.8 percent from private sources. The 12th FYP target is to increase the public spending to 1.5 percent of GDP. Other sources of financing, besides the government, have to be developed so that the massive expenditure required for expanding, improving and bringing it to world standards, could be carried out. There is a dire need for the government to redefine its role within sharper contours and hence keeping it to manageable proportions. For example, the government should use its resources by prioritizing on foundational areas, like liberal arts, languages and humanities as well as basic sciences, where it is difficult for students to find a job. On the other hand, professional courses are more popular because of their employment potential. Another problem in public funding is that, under the Millennium Development Goals, India is committed to provide universal primary education. This is a gigantic task which requires huge funding. This will prove to be an obstacle in increasing its budgetary outlay for higher education.

Employability and Higher Education Mismatch

There exists a dichotomy in our system. On the one hand, our educational infrastructure is inadequate to cater to the demand for higher education; on the other hand, from our middle and lower level institutions, we are churning out many more graduates who cannot find suitable employment. The main factor behind this is that the opportunities for viable employment are limited and there is a mismatch between the degrees available and the demand for employment. Thus, there is a chronic over-supply of graduates but a shortage of skilled labour force, resulting in unemployment of graduates in conventional areas. Hence, employability requires imparting of soft skills which includes the skill of articulation. But, how can this be achieved when we do not have sufficient resources, co-relation between industry requirement and course structure, or qualified faculties. According to NASSCOM-Mc-Kinsey Report 2005, not more than 15 percent of graduates of general education and 25-30 percent of technical education are fit for employment, on account of the lack of skilled teachers (Jaypee Business School, 2008). Hence, there is a dire need to align the higher education curriculum with the industry needs and global practices, and to make it more inclusive. Making education, industry relevant and practical will be the way forward in order to ensure a highly employable talent pool.

Industrial sector should be encouraged to collaborate with educational institutions in order to develop dedicated human resource. This could happen in the areas of creating infrastructure, faculty development and direct support with funds. This will give the much needed support to the industry specific demand. Hence, there is a need to make our education system more demand driven to meet the emerging needs of the economy and to keep its highly qualified human resource within the country.

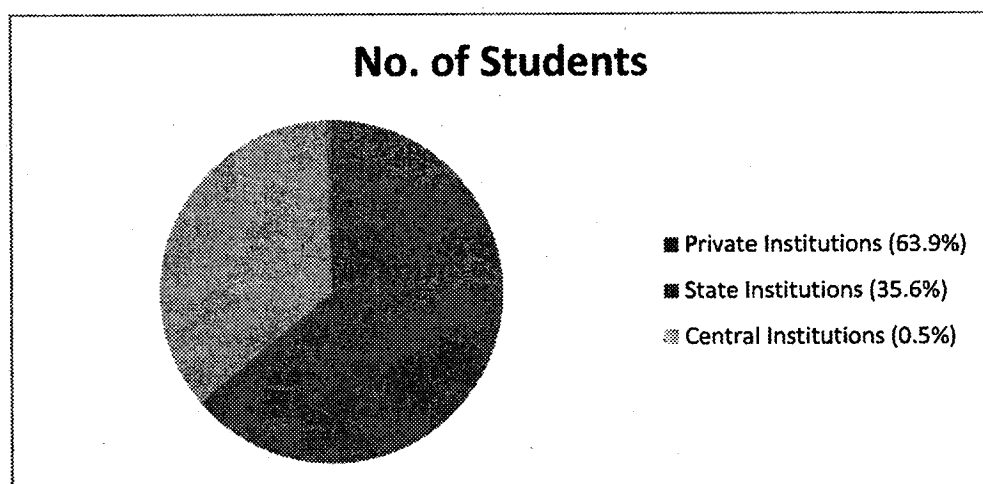
How to Strengthen the Higher Education System?

Privatization in Higher Education

The present condition of government colleges is extremely poor. Teachers are being involved in all sorts of activities, except teaching. On the other hand, because of handsome salary and job security there is no interest among the teachers to perform their duties. The standard of education is very low in state universities and government colleges; hence, they are reduced to degree-providing institutions. There is no creation of skilled or employable man-power for the country. This increases the burden on the few privately-owned quality institutions and central universities.

A partial privatization of government colleges can be a solution to improve the standard of education in India. The government colleges in urban areas should be given to private institutions/trusts with full administrative and functional autonomy, while being affiliated to state or central university. This will lead to better education delivery as the institutions will work with full efficiency to maintain its brand image while seeking profit. Here, the students who belong to economically backward class should be financially assisted by the government through loans and grants. This will reduce the burden on the government of running colleges in urban areas, and help in shifting the much-needed resources to rural areas where there is an acute shortage in quality institutions.

Private universities like Azim Premji University or established institutions/societies like Xavier's, for example, can be given preference while handing over the existing government colleges in both urban and rural areas. As of now, our majority higher education institutions are privately owned with a minor chunk owned by the government. Consequently, the private sector has the largest student enrolment.



There is a fear that excess of privatization will lead to commercialization of education, which is happening in the field of professional courses, such as management, medicine and engineering. This might lead to reduction in the quality of education, because the private institutions might become a factory of mass-producing graduates of poor quality, while focusing on minting money. This will be more harmful. Hence, government needs to think about the regulatory aspect here. Close monitoring by the government is the key to achieve inclusive and qualitative education.

Internationalization of Education

Policy makers need to align our education system with that of the global institutions, so that our students can compete with the foreign students and this will enhance the standard of our education as well. This can be done by aligning the curriculum, faculty exchanges, etc. An initiative of Karnataka government requires a mention here. Under the Azim Premji University Act, 2010 University of Bangalore will offer post-graduate and post-doctoral programmes (Masters in Education Policy, Masters in Assessment Methods, Masters in Philosophy of Education and M. Phil in Philosophy of Education) to create experts who can design educational policy and can join the government or District Institute of Education and Training (DIET) or universities or NGOs.

Research Environment

India has an unimpressive research environment in all the streams of education. There is no motivation for the scholars to devote their precious time to research in India. The scenario is different in the developed nations like the United States, Germany, France, etc. There, the scholars are very well paid and supported with a proper infrastructure for research. This has been one of the main reasons for the brain-drain also. Government should provide adequate funds for research and create adequate means for the practical application of research, in order to create an environment for research in India and to motivate the scholars. Kaushik Basu recently pointed out that the majority of the university toppers of late are unwilling to enter the arena of research because it is underpaid in India. Hence, students of average merit engage in research because they have nothing else to do. This has further contributed to the deterioration the level of research.

Inclusive Expansion

Our focus should be on promoting education in low GER states like Rajasthan, Bihar, Chattisgarh, Orissa, Haryana, Mizoram, and Sikkim. Also, the government must try to reduce the rural-urban disparity by opening colleges in rural areas. Government should focus more on rural areas, by giving preference to vocational courses. Also, there is an urgent need to reduce the disparity among different communities so that the access to education is enhanced.

Conclusion

Education, being a public good, is one of the major responsibilities of the government. But, regrettably, the government has failed in it miserably. The government colleges and state universities are in shambles and this has compelled the government to seek the help of private sector in this area. A two-member committee on higher education, comprising two leading industrialists - Mr. Kumarmangalam Birla and Mr. Mukesh Ambani - strongly argued that the government should handover much of the higher education to the private sector and confine itself to primary and secondary education. In this direction, the Twelfth Plan has chosen an approach that will promote private capital in higher education with an eye on profit generation - a stance contradicting present policy. According to the University Grants Commission (UGC), India needs 1500 more universities with adequate research facilities by the end of the year 2015 in order to compete in the global market. Also, the National Knowledge Commission (NKC) report highlighted the need for setting up of 50 National Universities with augmented resources leading to capacity enhancement. The private universities' bill, which allows establishment of self-financing universities, is in the pipeline too. (Pethe, 2008). Singapore, China and the Gulf nations are examples of countries where private institutions have been allowed and the higher education sector is flourishing.

We should look at the US as an example. The US has been the undisputed economic leader since the Second World War. Its education system has been the backbone of its economic growth, with special focus on higher education and research. For example, Columbia University is credited with 47 Nobel prizes. Companies like Microsoft, Hewlett-Packard (pioneer of Silicon Valley), Yahoo and Google were started by university students. Venture capital was another pioneering initiative that started in the US. This emphasizes, need to think out-of-box to establish our country as one of the global power. There is no magic wand and no easy solution to our problems. But, it is the duty of the government, along with the private sector, to carve out a roadmap that benefits the ever-growing population, so that it does not become a burden. Hence, the government needs to be the facilitator rather than a doer.

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PROSPECTS AND CHALLENGES OF HIGHER EDUCATION IN INDIA

Sapna Newar¹

Abstract

India is regarded as a country of high demographic dividend and if the dividend is not managed properly, it may lead to disaster. So, to keep the momentum of GDP growth rate intact or to make it better, India needs to invest in its human capital by investing in education. Moreover, this investment is also required to change the socio-economic structure of a vast majority of population who do not have access to higher education. Nevertheless in spite of various measures taken by the government there exists many problems like wide disparity with respect to gender equality, interstate disparities, and disparities among various ethnic groups. Moreover, there also exist disparities in employer's needs vis-a-vis supply made by the education sector. The paper aims to emphasize the need to coalesce the employers' expectations in the education sector to meet the challenges of employability crisis in the youth and also suggests various measures. The measures include a need to introduce semester system at graduation level, an advocacy for the initiation of a four-year degree course with special emphasis on research and focus on research to enable the education sector to anticipate and face newer challenges raised by globalization.

Introduction

India is regarded as a country of high demographic dividend and if the dividend is not managed properly, it may lead to disaster. So, to keep the momentum of GDP growth rate intact or to improve it, India needs to invest in its human capital through an investment in education. Moreover, this investment is also required to change the socio-economic structure of a vast majority of population who do not have an access to higher education. Since Independence, India has witnessed a tremendous increase in higher education, but with GER (Gross Enrollment Ratio) of 17.9% in higher education, India still lags behind the world average. India now needs both better economic growth and higher education to sustain its demographic dividend; otherwise this demographic dividend will become a rebound for India. Pratibha Patil, President of India, rightly stated in her speech at Indian School of Business at Hyderabad (4th July 2011). "Its a worrying sign that even though the 3rd largest number of graduates in the world every year is produced in India, only 15 percent of our boys and girls passing out of college have the skills required to become employable! This brings in concerns that students are getting degrees, but not getting employable hands-on skills".

A close study of the history of the developed nations would reveal that there exists a direct relationship between higher education and nation building. In the next few decades, India is expected to have the world's largest set of young people with more than half of the population under the age group of 25, but this working-age population can be an asset only if its potential employability is brought to fruition. Conversely, if the state does not harness the endowment, this demographic group can turn out to be a heavy burden on the economy, thus hindering the growth of the nation as well.

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This paper shows that in spite of various measures taken by the government, there exists wide disparity with respect to gender, ethnic groups and interstate differences. Moreover, there is also imbalance in employer's needs and, what is supplied by the education sector. The paper seeks to establish that there is a need to address the employers expectations in the education sector and to meet the challenges of employability crisis among the youth. It suggests various measures for the same. There is, for example, a need to introduce semester system at the graduation level, to advocate for the initiation of a four-year degree course with special emphasis on research, to focus on research to enable the education sector, to anticipate and face newer challenges raised by globalization.

India's higher education system now needs to be better aligned to industry and global practices, to be more inclusive and transparent, and supported by enabling regulations.

An Overview of Higher Education System (HES) in India

The critical moments in higher education in India, at present can be traced back in history when India followed the Washington Consensus model, without examining the suitability of such a model for our nation. At that time probably our nation was ready to adapt this model. During the last decade India implemented higher educational reform as a response to globalization and competitive knowledge based global economy. After confronting years of ineffective quality control in India's education system, the University Grants Commission (UGC), in 1994 established an autonomous entity called the National Assessment and Accreditation Council (NAAC), as a mechanism to control the quality of higher education in India. India's higher education system is the third largest in the world, next to United States and China (World Bank, 2012). The statistics of the year 2011, shows that India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance (UGC, 2012). There are 33,000 colleges as government degree colleges and private degree colleges. Out of them, 1800 colleges are exclusively for women, functioning under these universities and institutions as reported by the UGC in 2012. Currently, 14.6 million students are enrolled in higher education. An additional capacity of about 25 million seats will be required over the next decade to meet the increased demand. This requires huge investments.

"The investment required in higher education is more than Rs lakh crore if we want to achieve 30% GER (target of twelfth Five Year Plan). This includes the cost of setting up more institutes, infrastructure and salaries". According to an estimate of the National University of Educational Planning and Administration.

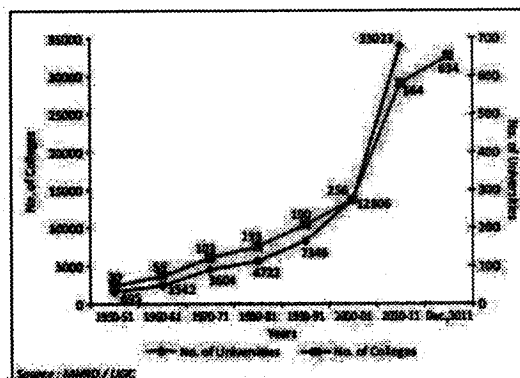


Figure 1: Growth of Higher Education in India
(Source: Ministry of Human Resource Development / UGC)

Figure 1, shows the number of universities and colleges established in India over a period from 1950-2011 and the growth figure shows that growth has been fast from 2006-07 onwards. In terms of number of universities and colleges, India has done well over the past few decades as it has created thousands of higher educational institutes which number more than five times that of China; whereas in terms of universities, China has more. China has primarily grown its higher education with the help of universities, numbering more than 2300, whereas in India, there are only 600 universities having more than 33000 affiliated colleges under them. This is the largest number of affiliated colleges in the world, and is 10 times more than that of China. The majority of these universities and colleges in India are private and do not receive financial support from the Indian government.

The University Grants Commission has taken initiatives to rectify the fundamental lapses in the Indian higher education system. This seems to have positive impact on the education system in India. The plan mandates that those autonomous colleges that show promise will be identified as "colleges with potential for excellence" (CPE) and upgraded into universities. To this end, the UGC has allotted over Rs1, 84,740 crore. The guiding idea is to ease the load of universities which are typically over burdened in terms of limited budget and administration of more colleges and students than is adequate. Parallel to the idea is the goal of greater autonomy to existing colleges and universities. It does so in very concrete terms: universities are not to have more than fifty affiliated colleges; further, the total enrollment is not to exceed 50,000 students.

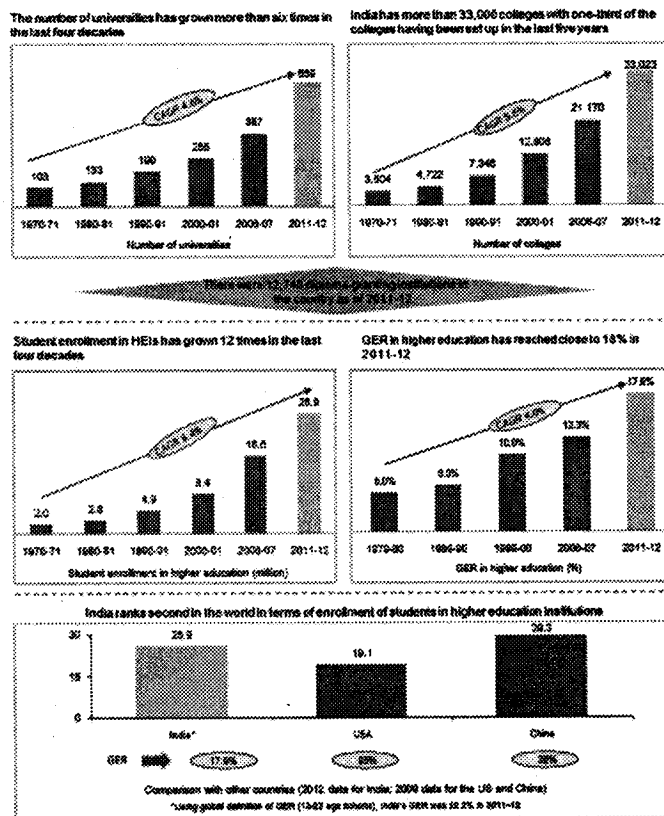
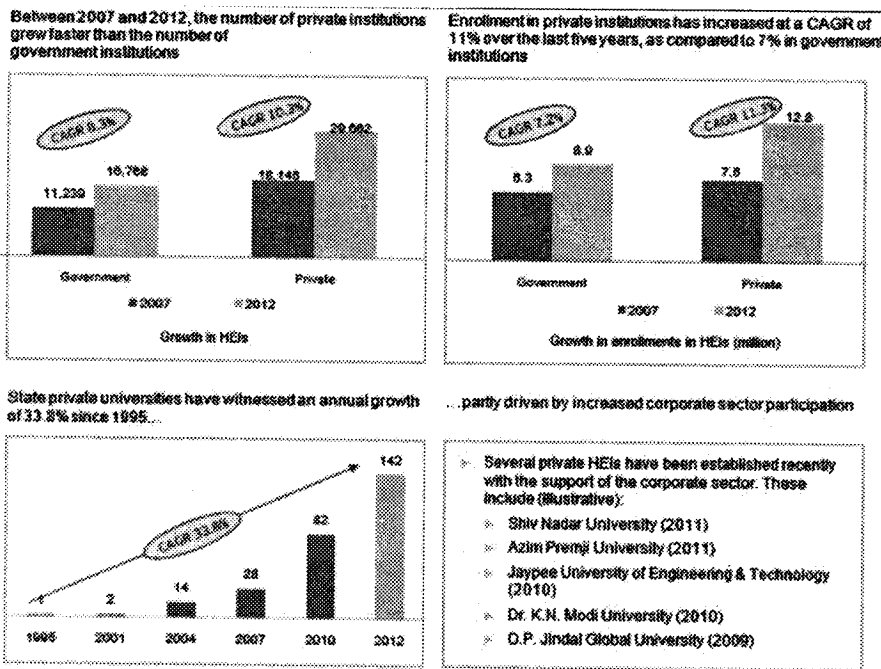


Figure-2 Twelfth Five Year Plan

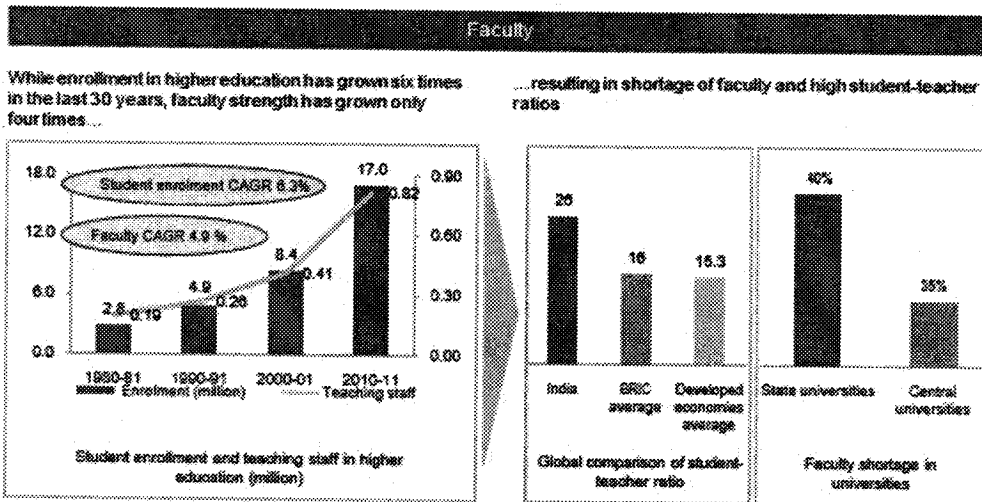
Source: MoE of India, Twelfth Five Year Plan: Chapter on HE, UNESCO: Global Education Digest 2011. National Center for Education Statistics USA)

Figure 2 shows the growth in the number of universities and colleges from 1970-2012. The growth has been faster since 2006-07.



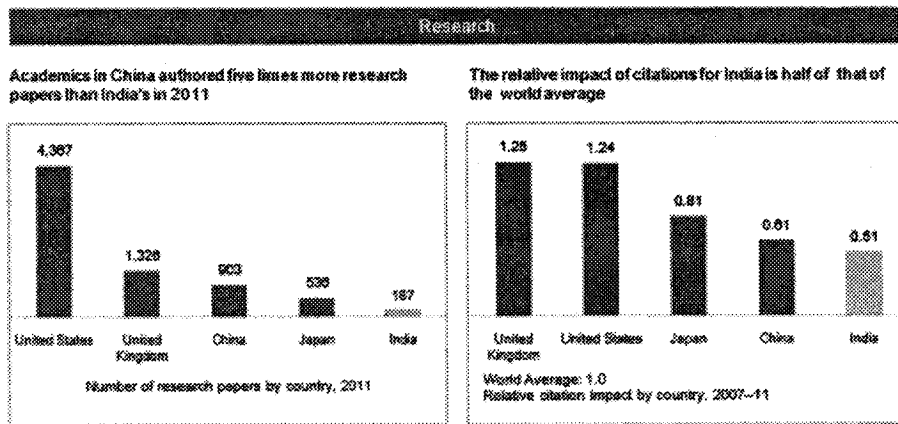
Source: Twelfth Five year plan: Chapter on higher education: UGC

Faculty shortage – According to the twelfth Five Year Plan there is 40% and 35% shortage of faculty in state and central universities, respectively. Moreover, a recent task force of the HRD ministry said the lecturer-to-student ratio in the country is 1:20.9, against 1:13.5 recommended by the University Grants Commission, at 1:12 for postgraduate students and 1:15 for undergraduates. The shortage of faculty stands at 3 lakh at present.



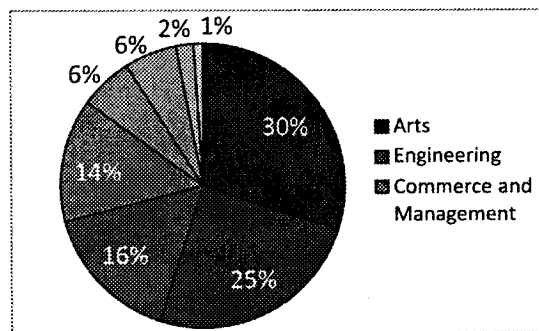
According to twelfth five year plan research universities that are able to participate in research and teaching in multiple disciplines will be promoted. A legislative framework for setting up "Universities for Research

and Innovation" is being considered. The government intends to have 20 such universities, which are either created or converted, by the end of the Twelfth Plan.



Faculty-wise Student Enrollment in Higher Education – 2011-12

Around 30% of the population pursue their graduation in Arts, followed by 25% in engineering, 16% in Commerce and Management and so on. The study found that, poor graduates—lack skills for employability only 10% of graduates and 25% of engineering graduates are directly employable. Infosys, an IT giant, last year sorted through 1.3 million applicants only to find that around two percent were qualified for jobs. Moreover, increasing number of students are going abroad for higher education due to lack of opportunities in India, which is a drain on foreign exchange resources. While countries like Brazil, Japan, UK and US moved away from liberal education in favor of technical and professional education earlier on, India rose to the possibilities far later. Powar (2012) states that in the year 2007-08, Humanities/Social Sciences accounted for 45% of the student population, engineering and technology only 7% and Medicine a meager 3%.



*2009-10 statistics ** Excludes enrollment in 'other' courses

Source – Twelfth five year plan

Recommendations

The chief aim of higher education is to enhance employability. The government had planned an expenditure of INR 1,107 billion on higher education during the Twelfth Five-Year Plan, 1.3 times higher than the planned expenditure in the eleventh plan. However, expenditure always does not ensure efficiency. What we need in addition is to make certain changes in the education system, some of which are suggested below:

- Scaling up capacity in existing institutes rather than adding new institutes.
- All Indian universities should be encouraged to shift from the current annual examination system to semesters with choice-based credit system (CBCS), comprehensive and continuous evaluation and regular revision of curricula to ensure its relevant to changing time.updated and relevant curricula.
- Four-year undergraduate courses (in place of three-year courses) should promoted, to provide holistic education and opportunities for intellectual exploration. It should include hands-on research, experiential learning, as well as ethical and leadership education, community service, creative thinking, education on acquiring.
- A globally compatible academic credit system and internationally recognized curricula and processes should introduced.
- Public-Private Partnerships (PPP) should be explored and developed to meet the future demands.
- There is a need to coalesce the employer's expectations in the education sector to meet the challenges of employability crisis in the youth

Conclusion

Earlier, the development of a nation was measured in terms of high GDP, possession of nuclear weapons, or national income. But now as per World Bank statistic, higher education (HE) enrolment is the principal indicator of economic growth. Increase of economic growth of a nation can be measured by the number of university students it educates with high quality standards. So there is a need for reforms in the education sector so that it meets the employment challenges in the competitive era of globalization. It is not a quantity, but quality-based education system which empowers youth for self-sustainability by inculcating in them employment skills. This is the need of the hour. Better employment opportunities to the educated unemployed will not only help in using demographic dividend effectively, but will also help in fighting with the problem of poverty. A mere graduation degree will not help the youth in fetching a job. What is more essential is, skill building. Knowledge augmented by skill will help in ensuring a job, to these graduates.

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ROLE OF HIGHER-QUALITY EDUCATION IN ECONOMIC GROWTH AND DEVELOPMENT OF INDIA

Dr. Shivali Sharma¹

Abstract

Governments everywhere in the world have assumed a significant role in educating their citizens and providing education for all. A variety of motivation guide societies provide strong support for education. Economic growth determines how much development will take place in the overall standard of living of society. Specifically, a more educated society may lead to higher rates of innovation and invention, make everybody more productive by helping firms introduce new and better production methods, and lead to more rapid introduction of new technologies and in this way economic development can be speeded up. This paper reviews the role of higher quality education in fostering economic growth and development of our country. It aims to study how educational quality affects economic growth with special focus on the role of higher educational quality. The purpose of this research is to examine the effect of quality education on economic growth in developing economies. The economic benefits of education to improve growth rates emerge to be very large. A more educated society contributes to higher rates of economic growth and thus enables the government to lessen poverty.

Introduction

Higher education is very important sector for the growth and development of human resource which in turn leads to the social, economic and scientific development of the country. Education is considered to have a strong connection with social and economic development. In contemporary times when the focus is on the knowledge economy, the role of education becomes all the more important in the development of human capital. After all, a society of literate and skilled citizens has more chances of development at the economic and social levels. Education can reduce poverty and social injustice by providing the underprivileged resources and opportunities for upward social mobility and social inclusion. Education in every sense is one of the basic factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and provides greater social benefits to individuals and society. Education enhances productivity and creativity and promotes entrepreneurship and technological advancement. In addition, it plays a very crucial role in securing economic and social progress and in improving income distribution.

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Importance of Women's Education in India

Women's education plays a crucial role in the development of India. It has helped in the development of almost half of the population of our country. It has also improved the living standard of the families. Educated women support women's education and give better education to their children. Educated women help in reducing the mortality rate of infants in India. They handle their family in a better way than illiterate women. So, we shouldn't forget the importance of women's education in India.

Quality and Relevance of Higher Education

- Expansion of the University System
- Increasing the Relevance of Courses
- Parallel Field Placements of Students
- Increasing Options—A Cafeteria Approach for Undergraduates
- Interdisciplinary Courses at the Postgraduate Level
- Emerging Areas Such as Environment Education, Human Rights, Gender Issues, etc.

Qualitative Development of Education

The Role of UGC: The UGC has been entrusted with the qualitative development of higher education. The introduction of the National Eligibility Test (NET) by the UGC is in keeping with the attempt to establish higher standards of teaching. Academic Staff Colleges (ASC), Curriculum Development Centers, UGC panels on subject areas and examination reforms are other areas through which the UGC is trying to enhance the quality of education.

Enriching the Quality of Education: Higher education, both teaching and research can be enriched, through the electronic networking of libraries. Through the internet the goal of bringing information and knowledge to researchers and teachers located in the remotest parts of our country can be achieved.

The State of Higher Education

India's Higher Education System Faces Challenges on Three Fronts. According to this report, the Twelfth Five-Year Plan's recommendations on higher education from the perspective private sector of the suggests strategies for quality improvement in higher education. The three major challenges faced by India's Higher Education System are expansion, excellence and equity (Report of Higher Education in India Twelfth Five Year Plan (2012-2017) and beyond).

Only 10% of Students Have Access to Higher Education in Our Country

According to the finding of a report "Intergenerational and Regional Differentials in Higher Education in India", authored by development economist, Abusaleh Shariff of the Delhi-based Centre for Research and Debates in Development Policy and Amit Sharma, research analyst of the National Council of Applied Economic Research, a huge disparity exist—as far as access to higher education is concerned—across gender, socio-economic religious groups and geographical regions. The report also compares India's low 10% access to higher education with China's 22% enrolment and the 28% enrolment in the US. Since the early 1990s, China's post-secondary

school enrolments grew from 5 million to 27 million, while India's expanded from 5 million to just 13 million, says the report. The report also emphasizes that higher education has the potential to enhance productivity and economic value both at the individual and national levels (Nagarajan).

Recommendations

- In order to increase quality teaching, learning modules should be developed.
- Sufficient training programmes for faculty members should be conducted to adopt new skills.
- Academic freedom, both for teachers and students should be provided to realize academic excellence.
- Research environment should be created among faculty members.
- If lectures are supported with the use of technology, teaching will certainly be more effective.
- Focus should be on internationalizing higher education, higher education should be collaborated with business. Students should be guided by teachers as they navigate their way through different types of providers to identify the right course and institution for them. Graduates, should be nurtured in such a way that contributed to the human capital in a productive manner because human capital is the primary indicator of economic growth. (“Higher Education Network”)
- Government should encourage foreign universities to come to India to set up independent operations or collaborate with existing Indian institutions. (Gupta)
- Good salary packages and benefits should be provided to the faculty members so that good teachers are drawn to this profession. (Journal of Education and Practice)
- Teachers should not be on contract basis.

Conclusion

Higher education system is essential for national, social and economic development of the country. Higher education in our country has expanded very rapidly. The major problem which we are facing today is how to increase the relevance of education, so that it enables the country to grow and develop as it enters a very competitive global environment. India has an agrarian economy, and as it faces a more prosperous global, industrial community in the 21st century, it urgently needs to focus on the quality of higher education it imparts to the youth.

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RIGHT TO EDUCATION: ISSUES AND CHALLENGES

Vandana Pareek¹ Rashid Hussain Sheik² and Habib Zafar³

Abstract

Education is a key for socio-economic progress of the nation. Education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs, and values from one generation to another. It is the essence of life. The existence of life without education is very difficult. Education is regarded as the engine of economic growth and social change of nation's economic development.

Education is one of the single-most important means for children to improve their personal endowments, build capability levels and overcome constraints and in the process, helps to enlarge their available set of opportunities and choices, resulting in a sustained improvement in their well-being. Education builds the platform for the citizens of a nation to enjoy good standard of living and a healthy meaningful life. No nation can dream of development without the spreading of education among its citizens.

"Education for all" declares that everyone has a right to education. Its aim is to give everyone a chance to learn and benefit from basic education—not as an accident of circumstances, or as a privilege, but as a right. Education is a fundamental right of every child and government should ensure that this right is delivered efficiently to children.

The right to education has been universally recognized since the universal declaration of human rights, 1948 and has since been enshrined in various international conventions, national constitutions and development plans. The passing of the right of children to free and compulsory education, i.e. RTE Act, 2009 marks a historic moment for the children of India. But mere passing of the act will not ensure that the goals laid down will be achieved. The challenges we are facing are many and multifaceted. They vary from our social behavior to perception, from priority to commitment, from will to compulsion and from service for the society to job opportunity.

There is an important interrelation between education and child labour. Child labour is a curse to society and it can be only eradicated by means of education. As an empowerment right, education is the primary vehicle through which economically, socially, and emotionally marginalized children can lift themselves out of poverty and obtain the means to participate fully in the communities. It is observed that the nation which has low literacy rate has high child labour so that literacy rate gets elevated and child labour is automatically lowered. The governmental policies should be designed in such a way that education reaches every doorstep of each house and no child is left without education.

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Mahatma Gandhi, writing in his selected works, said that "the school must be an extension of home; there must be concordance between the impressions which a child gathers at home and at school, if the best result are to be obtained".

Position of Education at a Glance

During the British period, progress of education was rather tardy. Literacy rates in British India rose from 3.2 per cent in 1881 to 7.2 per cent in 1931 and 12.2 per cent in 1947. The Indian literacy rate grew to 74.04% in 2011, yet this level is well below the world average literacy rate of 84%. In 1990, study projected that it would take until 2060 for India to achieve universal literacy at the current rate.

About 35% of the world's illiterate population is Indian. The NSSO (National Sample Survey Organization) and NFHS (National Health Survey) collected data that revealed that in India the percentage of children completing primary school is only 36.8 % and 37.7%. In 2005, Prime Minister said only 47 out 100 children enrolled in class I reach class VIII, which implies that the dropout rate is 52.78%.

Reason for the Low Literacy Rate in India

Illiteracy is not caused by a lack of intelligence. It is often a result of outside factors or disabilities that can be addressed. A major cause of illiteracy is the economic condition of the people. Those living in poverty cannot afford to go to school and most of the children are put to work at a young age. Some undeveloped countries simply do not have the funds to invest in schooling.

A less known cause of illiteracy is cultural influences. Children learn a lot from their environment at a young age and are known to mimic the behavior of the people around them. This is why parents are encouraged to read to their children. It sets an example, showing how reading can be enjoyable. This can be applied to any educational activity. Parents with little desire to read or those that lack appropriate reading/learning skills themselves are more likely to subconsciously pass this trait onto their children.

Some people have argued that ignorance and unwillingness are causes of illiteracy for some people. There are people who believe that a child has no need for schooling and would benefit more from learning a trade. Some forms of severe dyslexia can sometimes lead to a person becoming illiterate although this can almost always be evaluated and improved.

The absence of adequate school infrastructure like improper facilities and inefficient teaching staff is one of the main factors affecting literacy in India. There was a shortage of six lakh classrooms, to accommodate all the students in 2006-2007.

In addition, there is no proper sanitation in most schools. A study conducted on 188 government-run primary schools in central and northern India revealed that 59% of the schools had no drinking water facility and 89% had no toilets. A Public Report on Basic Education (PROBE) team conducted surveys and reported that India had very poor infrastructure in 1999 and it was found that 25% of teachers were absent from school on any particular day in 2005.

In 600,000 villages and urban slum habitats, 'free and compulsory education' is dispensed by barely qualified 'para teachers'. The average pupil-teacher ratio across India is 1:42, implying teacher shortage. Such inadequacies resulted in a non-standardized school system where literacy rates may differ.

Furthermore, the expenditure allocated to education was never above 4.3% of the GDP from 1951-2002 despite the target of 6% by the Kothari Commission. This further complicates the literacy problem in India.

Severe caste disparities also exist. Discrimination against lower castes has resulted in high dropout rates and low enrolment rates. The National Sample Survey Organization and the National Family Health Survey collected data in India on the percentage of children completing primary school said that only 36.8% and 37.7% respectively had completed primary school.

On 21 February, 2005, the Prime Minister of India said that he was pained to note that "only 47 out of 100 children enrolled in class I reach class VIII, putting the dropout rate at 52.79 per cent." It is estimated that at least 35 million, and possibly as many as 60 million, children aged between 6-14 years are not going to school.

Absolute poverty in India has also deterred the pursuit of formal education. Education is not deemed as the highest priority among the poor who strive hard to meet other basic necessities of life. The MRP-based (mixed recall period) poverty revealed of about 22% of poverty in 2004-05 which translated to 22 out of per 100 people are unable to meet their basic needs, so that it is impossible for this section to pursue education. The large proportion of illiterate females is another reason for low literacy in India. Inequality based on gender differences resulted in female literacy rates being lower at 65.46% than that of their male counterparts at 82.14%.

In 1944, the Government of British India presented a plan, called the Sergeant Scheme for the educational reconstruction of India, with a goal of producing 100% literacy in the country within 40 years, i.e. by 1984. Although the 40-year time-frame was derided at the time by leaders of the Indian independence movement as being too long a period to achieve universal literacy, India had only just crossed the 74% level by the 2011 census.

The absence of adequate school infrastructure like improper facilities and inefficient teaching staff is one of the main factors affecting literacy in India. In addition, there is no proper sanitation in most schools. Many schools have no drinking water facility and most of them have no toilets. The average pupil-teacher ratio across India is 1:42, implying a teacher shortage.

During recent years, Rajasthan has made significant progress in the area of education. The state government has been making sustained efforts to improve the educational standard, on account of which the literacy rate of Rajasthan has increased significantly.

In 1991, the state's literacy rate was only 38.55% (54.99% male and 20.44% female). In 2001, the literacy rate increased to 60.41% (75.70% male and 43.85% female). At the Census 2011, Rajasthan had a literacy rate of 67.06% (80.51% male and 52.66% female). Although Rajasthan's literacy rate is below the national average of 74.04% and although its female literacy rate is the lowest in the country, the state has been praised for its efforts and achievements in raising both male and female literacy rates.

Recommendations for Literacy and School Education

To achieve the targets of elementary and secondary education, we need to take the following steps:

1. Optimal upgradation of primary schools to elementary level and secondary schools to senior secondary level: Special strategies like the Education Guarantee Scheme (EGS) should be envisaged for the remote areas without accessibility to basic primary education. The focus should be now on achieving universalized accessibility at the elementary level and easy accessibility at the secondary level, by optimally merging the number of schools under two categories instead of four, i.e., one at the elementary level and the other at the secondary level.
2. Rationalization and redistribution of staff : At present, a major chunk of the expenditure on education is on salaries/state liabilities, leaving very little for actual development in education. The state government should try to utilize optimally the expenditure. It is very important to upgrade the primary schools to middle level, so that the shortage of teachers at the former is compensated by the excess at the latter, the teacher-pupil ratio being lower at the middle level than at the primary level.
3. Focus on pre-service/in-service teachers' training: The government should enhance the competency and skills of the teachers by promoting pre-service and in-service training for them.
4. Focus on teacher empowerment :The critical role of teachers in the entire education set-up must be realized. Emphasis should be made to address their professional development needs. Processes should be set up to initiate a participative mode for the teachers in the development of curriculum, text-book, teaching-learning material and methodologies.
5. Setting up an academic council: There is need for an autonomous academic authority, with multiple members to undertake sample studies to collect data about the functioning of institutions and learning capabilities of students.
6. Revamping the curriculum: There should be a special thrust to make education at elementary level useful and relevant for children.
7. Provision of infrastructure/optimum utilization of the existing infrastructure: Efforts should be made to bridge the infrastructural gaps. Schools should raise resources through voluntary organizations and panchayats, with the state government providing matching grants.
8. Changing the mindset of parents: As far as the social and cultural handicaps of enrollment and retention of girls in schools is concerned, the NGOs and PRIs need to be associated effectively to initiate an attitudinal change in the parents of the girl child.
9. Enhance incentives to all children in government schools: The various incentives being provided by the government should be for all children, irrespective of caste criteria (as is being adopted today) to achieve the goal of universalization of education.
10. Promoting free lunch: The mid-day meal scheme is not achieving the desired results. It is felt that some sort of packed, cooked and nutritious food should be supplied to children to attract them and retain them in the schools.
11. Village as unit of planning: To initiate a community-based approach, village should be the lowest unit for planning education. Village plans should converge to form the district educational plans.

12. Decentralization and community participation: It is essential that control of schools and teachers should be transferred to local bodies, which have a direct interest in teachers' performance. Decentralization will actually be achieved only when the panchayats, VEDCs and UEDCs become fully autonomous, with full financial powers to plan, manage and control the school affairs.
13. Increased allocation/resource mobilization for education: The state should substantially increase public investment and encourage private investments in education.
14. Private initiatives have to be facilitated: In recent times, a tendency has developed in people to send their children to private schools. There is need to facilitate and encourage private bodies to share the responsibility with government. It is, however, very important to ensure that the minimum standard and quality of education are maintained in the private schools.

About Right to Education Act

The RTE act is not an innovative law. Universal adult franchise was opposed since most of the population was illiterate. Article 45 in the Constitution of India was set up as an act: "The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years."

The education minister, M. C. Chagla, memorably said: "Our Constitution fathers did not intend that we just set up hovels, put students there, give untrained teachers, give them bad text books, no playgrounds, and say, we have complied with Article 45 and primary education is expanding They meant that real education should be given to our children between the ages of 6 and 14 (Chagla, 1964)".

In the 1990s, with the financial aid of World Bank a number of measures were taken to set up schools within easy reach of rural communities. This effort was consolidated in the Sarva Shiksha Abhiyan model in the 1990s. RTE takes the process further, and makes the enrollment of children in schools a state prerogative.

The present Act was drafted as a part of the Indian Constitution at the time of Independence, but more specifically, it was part of the Constitutional Amendment that included Article 21A in the Indian Constitution, making education a fundamental right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of a separate education bill.

The bill was approved by the cabinet on 2 July 2009. The Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009. It received the President's approval and was notified as law on 26 August 2009 as The Children's Right to Free and Compulsory Education Act. The law came to be in the whole of India except the state of Jammu and Kashmir from 1 April 2010.

The Act ensured that education becomes the fundamental right of every child between the ages of 6 and 14. It specified the minimum norms to be followed in elementary schools. It required all private schools to reserve 25% of seats to children from poor families (to be reimbursed by the state as part of the public-private partnership plan).

It also prohibited all unrecognized schools, prohibited donation or capitation fees and the interview of the child or parent for admission. The Act also stated that no child should be held back, expelled, or required to pass a board examination until the completion of elementary education. It also made a provision for special training of school drop-outs to bring them at par with students of the same age.

The Act provided for a special organization, the National Commission for the Protection of Child Rights, an autonomous body set up in 2007, to monitor the implementation of the act together with the commissions to be set up by the states.

The salient features of the Right to Education Bill are:

1. Free and compulsory education to all children of India in the age group of 6-14 years.
2. No child shall be held back, expelled, or required to pass a board examination until the completion of elementary education.
3. A child who completes elementary education (up to class 8) shall be awarded a certificate.
4. Calls for a fixed student-teacher ratio.
5. Will be followed all over India except Jammu and Kashmir.
6. Provides for 25 percent reservation in class one for economically backward children in all private schools.
7. Mandates improvement in the quality of education.
8. School teachers will require adequate professional degree within five years or else they will lose job.
9. School infrastructure (where there is problem) to be improved in three years, otherwise recognition will be cancelled.
10. Financial burden will be shared by the state and central government.

Challenges to Implementing RTE Act: The historic Right to Education (RTE) act that promises to provide every child compulsory elementary education is set to face many hurdles. The following are the key challenges to implementing this historic fundamental right:

1. In the first year of implementation, the act is likely to face a shortage of Rs. 7,000 crore (Rs. 70 billion).
2. India needs at least 500,000 more teachers and without them the act will not be able to see success.
3. The number of untrained teachers in the country ranges from 10-40 percent of the total strength.
4. There are still many states that are not very eager to implement the act in true spirit mainly because of paucity of funds.
5. Hundreds and thousands of schools still don't have adequate infrastructure. Can they catch up with time or face a ban? Both ways, its a loss for the country.
6. There is no clear road map on how the government wants to help 8.1 million out of school children back to classroom.

7. Will there be a proper monitoring system to see its execution? If not Else it will fail and both state and the central government will blame each other for its failure.

Other challenges in implementing the RTE Act are:

According to the 2001 census, 8.5 crore children are out of school in India. However, the latest figures given by the Human Resource Development Ministry, is 80 lakh. This disparity is because the government has been trying to divide children into two categories.

According to the National Crime Records Bureau, every year around 65,000 children fall victim to trafficking. Only 10% of such cases are registered with the police. Officially, therefore, only 6,500 children are trafficking victims. Besides this, around 1.20 crore children who are involved in child labour (2001 census), cannot go to school.

One of the sections into which the government has tried to divide out-of-school children is by placing those who have never enrolled in school into one group. But here the question arises: if these children have never been enrolled in school, how have they been counted? By which agency? And what was the methodology adopted?

The second section includes children who have dropped out of school. Children who do not attend school for three months are considered to have dropped out. In some states the period is 15 days; in others it is one month.

Taking these two sections together, the total number of out-of-school children is around 80 lakh. Nevertheless, the disparity between the figures stated by the two departments reveals a drop from around 8 crore to 80 lakh, which is surprising! And even if the 80 lakh figure is correct, it is still a huge number and the children are not out of school because of choice. To believe that the RTE Act will magically put all such kids into classrooms would be naive.

Some states have claimed that there has been a jump of 120% in school admissions. This has to be taken with a pinch of salt. The 2011 census will make the picture clearer.

A recent survey under the Sarva Shiksha Abhiyan programme in Rajasthan found that 12 lakh children were out of school. Of these, 7.13 lakh children were girls and the rest were boys. Other states must carry out similar studies.

The Current State of Education in India in Comparison to Other Developing Countries?

India's state of education is not effective enough to give basic literacy skills to the population. It has been observed that "the overall condition of the education system can be a powerful influence on the supply of child labour". The 1991 Census of India showed that 64% of males and 39% of females were literate.

India's primary school completion rate of 38.0% was also lower than China's rate of 70% and Sri Lanka's rate of 90.8%. Few students are reaching fifth or sixth grade, and dropout rates support this conclusion. Rates measured by the Department of Education show that 3.5% of males and 39% of females drop out.

One possible reason given by Nangia (1987) is that the family needs money and thinks school is a waste of time. This causes parents to take children from school and place them in the labour force. In this case, poverty and the inadequacy of the school system play significant roles in causing child labour, and also affect each other. Poverty leads to high dropout rates, and so no matter how good schools are, school completion rates and literacy rates will still remain low.

Compulsory Education

The concept of compulsory education, where all school-aged children are required to attend school, fights the poverty that pulls children out of school. Policies relating to compulsory education not only force children to attend school, but also contribute funds to the primary education system, instead of higher education.

An example of a country where compulsory education has worked to reduce child labour is Sri Lanka. The Sri Lankan government decided to enforce compulsory education in the 1920s and 1930s. With this compulsory education policy, school participation rates rose from 58 percent in 1946 to 74 percent in 1963. The literacy rate also increased from 58 percent in 1946 to 86 percent in 1984 (Weiner 1991, 172). The corresponding result has been that the employment rate of children between the age group of ten to fourteen has declined substantially, and currently stands at 5.3% for males and 4.6% for females.

The state of Kerala distinguishes itself from the rest of India with its educational system. Kerala spends more money on school-level education than colleges and universities. Kerala's emphasis on primary education led to a dropout rate of close to 0%, a literacy rate of 94% for males and 86% for females, and a low child work participation rate of just 1.9% in 1971.

This is much lower than the Indian average of 7.1% in 1971. Weiner 1991 also points out that "The Kerala government has made no special effort to end child labour. It is the expansion of the school system rather than the enforcement of labour legislation that has reduced the amount of child labour."

Article 45 of the Constitution of India states that "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years." This goal has not yet been reached.

Conclusion

Child labour is a significant problem in India. Its prevalence is evident from the child work participation rates which are higher in India than in other developing countries. The major cause of child labour is poverty. Even though children are paid less than adults are, whatever they earn is of benefit to poor families.

In addition to poverty, the lack of adequate and accessible sources of credit, forces poor parents to use their children as bonded child labourers. Some parents also feel that a formal education is not useful, and that children learn work skills through working. Another factor is poor access to education. In some areas, education is not affordable, or is found to be inadequate. With no other alternatives, children inevitably spend their time working.

The Constitution of India clearly states that child labour is wrong and that measures should be taken to end it. The government of India has set a minimum age of employment. This Act does state that all types of child labour are illegal. But, despite policies, enforcement is a problem. If child labour is to be eliminated in India, the government and those responsible for its enforcement need to start doing their jobs. Policies without enforcement are useless.

Education in India also needs to be improved. High illiteracy and dropout rates reflect the low quality of the education system. Poverty plays a role in the ineffectiveness of the educational system. Dropout rates are high because children are forced to work in order to support their families. The attitudes of the parents also contribute to the lack of enrollment. Compulsory education may help to tackle these issues. The examples of Sri Lanka and Kerala show that compulsory education has worked in those areas. Hopefully, in the future progress will be made towards imparting universal education, and stopping child labour.

Child labour cannot be eliminated by focusing on one cause, for example, education, or by strict enforcement of child labour laws. The government of India must ensure that the needs of the poor are fulfilled before attacking child labour. If poverty is addressed, the need for child labour will automatically be reduced.

Children grow up illiterate because they work when they should be attending school. A cycle of poverty generates child labour constant from one generation to the next. India needs to deal with the underlying causes of child labour and the enforcement of laws. Only then will India succeed in the fight against child labour.

KNOWLEDGE ECONOMY AND GLOBALIZATION: AN ANALYTICAL PERSPECTIVE

Mikku Dave¹ and Dr. Meenu Dave²

Abstract

The growth of any country economically depends on many factors that changes from time to time. The dominant factors in the last century were mainly based on agriculture or manufacturing/industry or both. With eventual change and rapid increase in technological advancements, the shift in the success of the economy moved to the service-based era. The service-sector-based economy has laid out new requirements and any economy in the world which needs to succeed today is acknowledging the significance of well-educated and competent workforce. The role of education is multifaceted. On one hand, it aids in increased productivity, and on the other hand, it is education only which boosts the technological advancements in any economy. Moreover, globalization is having both positive and negative impacts on knowledge-based economies. As a service-based economy does not depend on geographical boundaries for its growth, the imbalance created due to high-skill and low-cost availability may result in increased struggle for the available employment opportunities. In this context this research paper deals with multiple aspects like the change in the working organization of the service-based structure, significance of higher education with reference to the knowledge economy, impact of globalization on the knowledge economy, challenges posed by increase in higher education, and future prospects of knowledge economy.

Introduction

The twenty-first century economy may be best acknowledged as knowledge economy where the wisest investment is in the development of human capital, since it is the most efficient way for gaining competitive edge and prosperity. Previous economies laid stress on physical assets and manual labour, whereas knowledge economy has knowledge, innovative ideas and technology at its core for growth.

The phrase 'knowledge economy' was first of all mentioned by Peter Drucker in 1969. According to Drucker, the knowledge economy has three main characteristics:

- Borderlessness, because knowledge travels even more effortlessly than money.
- Upward mobility, available to everyone through universally available formal education.
- The potential for failure as well as success. Anyone can acquire the "means of production," i.e., the knowledge required for the job, but not everyone can win. (Drucker)

In all the different types of capital used in the economy, i.e. natural capital, manufactured capital, financial capital, human capital and social capital, one more aspect is added and it is gaining momentum day by day—that is knowledge capital.

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The traditional barriers between products and services are blurring. A product is now a package of services combined together. For instance, a telephone is no longer used just for making or receiving calls, it is becoming smart—which tuning several applications at the same time. Similarly, other devices such as cameras or photocopy machines or washing machines, etc. are all performing multi-functions at the same time by making use of knowledge-based applications.

Even the financial markets are evolving where the financial functions are not restricted to just depositing or issuing credit are also includes dealing with several innovative financial products which are in fact a bunch of specialised financial services. These again are knowledge centric.

Even in the field of sports, it is no longer just the honing of skills that are encouraged but usage of smart-knowledge-based technology for the overall development of the sportsperson and sports gear. Detailed analysis of strategies and game-related moves are also utterly essential for overall advancement.

Knowledge-an all pervasive concept-means no boundary, it is turning into a very powerful mechanism in the wake of globalisation.

Change in Working Organization of Service-based Structure

With the change in the sectoral composition of the economies, the nature of the assets required also changes. Earlier the economies were based on agriculture and therefore, the requirement was of more land and labour. Then, with the shift towards the manufacturing sector, the requirement of manufactured capital increased. Now the economies are service sector based. As a result, the requirement is for the creation, accumulation and usage of knowledge assets or knowledge capital.

The Information Age moves the basis of economic value from goods to intellectual assets, information, and the talent that develops them. It is now widely acknowledged that intangible assets, which largely consist of know-how, unique intellectual property, and patent rights, drive more than 80 percent of the valuations of publicly-traded companies [Wilkin].

Figure 1. Picture of last 4 decades for Determining Company Valuations-Intangible Knowledge-based Assets overtook Tangible Assets.

Source: Wilkins, D. (2012)

As revealed in the above figure 1, the percentage share of the intangible assets i.e. the knowledge assets, is rapidly increasing in the overall assets as the economies are gradually moving towards the development of more and more services which are both simple and complex in nature.

Industries are expanding in terms of services. The future of knowledge-based economies on the global scale will be largely dependent on the expansion of services related to the following sectors:

- Arts and Design
- Business Operations
- Banking and Financial Services
- Community and Social Service Occupations
- Consultancy Services

- Construction and Architecture
- Education, Training, and Library Occupations
- Entertainment and Media
- Healthcare Support Occupations
- Hospitality
- Information and Communication Technology
- Legal Services
- Life and Physical Sciences and Mathematics
- Medical Practitioners and Technical Occupations
- Management
- Office and Administrative Support Occupations
- Personal Care and Service Occupations
- Pharmaceuticals
- Sales and Related Occupations
- Security Services
- Sports

Impact of Globalization on Knowledge Economy

Although the quality of education is likely to vary in countries experiencing rapid expansion of educational provision, it is nevertheless the case that Asia is producing more engineers and physical scientists than Europe and North America combined. Asia is already producing twice as many engineers as America and Europe together. In the US, approximately half of those gaining a doctoral degree in Engineering, Mathematics and Computer Science are foreign students [3] (Brown).

Globalisation has led to the multinational and transnational companies to offshore the work related to marketing, designing and even research and development. This has increased the demand for high-skilled labour force which is well versed in the functioning of the knowledge tools and techniques. Earlier the supply of manpower for high-end jobs was through the developed economies only, but today this scenario is changing rapidly.

Asia in general and India and China specifically are becoming huge source of highly-skilled workforce. And the further advantage is that these countries are providing such knowledgeable labour force at a comparatively lower cost, thus making the MNCs going for the cost advantage. These companies have developed a web of skilled work and labour according to those jobs which are global in nature thus making the supply from diversified geographical sources and reaping the benefits of the growing knowledge economy.

Knowledge Economy and Globalization with Reference to India

India lags far behind in imparting skill training as compared to other countries. Only 10% of the total workforce in the country receive some kind of skill training (2% with formal training and 8% with informal training). Further, 80% of the entrants into the workforce do not have the opportunity for skill training [4].

For India, the difficulty to fill up the jobs is 48%, which was above the global standard of 34% in 2012. The lack of available applicants, shortage of hard skills and shortage of suitable employability including soft skills, are some of the key reasons in finding a suitable candidate for available jobs in the country [5].

As compared to western economies where there is a burden of an ageing population, India has a unique 20-25 years window of opportunity called the "demographic dividend". This "demographic dividend" means that as compared to other large developing and developed countries, India has a higher proportion of working age population vis-à-vis its entire population." The result is low dependency ratio, which can provide a comparative cost advantage and competitiveness to the economy [6]. Further, it is expected that the ageing economy phenomenon will globally create a skilled manpower shortage of about 56.7 million by 2020 [7].

India has the world's youngest work force with a median age way below that of China and OECD countries. Half the population of India was younger than 25 in 2010. It will change to half the population being under 28 in 2030, making India a very young country for the next 20 years. With the rising trend of outsourcing work globally, India has the opportunity to become a global reservoir of skilled human potential, accounting for 28% of the graduate talent pool among 28 of the world's lowest-cost economies [5].

The Indian government doubled the allocation of funds for skill development under the National Skill Development Fund (NSDF) by INR 10 billion in the Union Budget 2012-13. The total corpus of funds was also increased to INR 25 billion [8].

Challenges Posed by Increase in Higher Education

Inadequate Quality Education: Higher education is increasing in quantity but not in quality. Eventually such a workforce is rejected by the industry. The end result of imparting skill-less or low quality education is increase in higher education statistics, jobless youth and industries deprived of skilled work force.

Outsourcing of Jobs: With increased technology, advent of the web, step towards globalization, and the outsourcing concept, the youth of any geographical region might be highly skilled; yet deprived of sufficient job opportunities due to outsourcing of jobs, because industries are generally looking out for high level skills but with relatively low costs.

Increased Frustration due to Unemployment or Underemployment: Augmented cases of depression are another problem of a knowledge economy. Whether the reason is outsourcing or under employment or unemployment, the lack of sufficient employment options leads to despair. The educated youth thus even opt for wrong means. This growing frustration in youth is neither a good sign for the industry nor for the growth of society.

Future Prospects of Knowledge Economy

Knowledge economy cannot flourish with the help of solid education base and dynamic and state-of-the-art information infrastructure alone. The world is transforming into a smaller and smaller village day by day as the information technology is improving. Distances are reducing. Globalization is diffusing the boundaries where knowledge is concerned. There are many other development issues which should be keenly taken care of, if a country wishes to lead as a knowledge world leader. Some of the important ones which should be addressed with long-term planning are:

- Economic integration and diversification
- Effectual innovative structure
- Promotion to entrepreneurship

- Reforms in education and training systems as per the region's requirement
- Equality based on identity, gender and language
- Political will power to carry out the reforms

In addition to the aforesaid issues, the following concerns will also play an important role in the progress of a knowledge economy:

- **Structural Unemployment:** It is a particularly difficult scenario in which certain skills are no longer required, not just within a particular company, but within an entire sector. Structural unemployment may be the result of cyclical boom and bust cycles, offshoring of particular industries, or the demise of certain sectors due to technology or culture change. Whatever the cause, the result is an uneven distribution of talent relative to the available jobs [2].
- **Environmental Sustainability:** Environmental and Socio-economic carelessness have already created huge natural imbalances. Knowledge economies are largely dependent on the technological advancements and use of electronic and electrical devices like computers, smart phones, etc. whose manufacturing till now comprises toxic and non-biodegradable elements. Besides, commercial data stores, i.e. 'data centers' consume large amounts of energy and are one of the principal contributors to environmental hazards like global warming, emission of green house gases, etc. For planning, design, manufacturing, operations, maintenance and disposal also, of tools and equipments for knowledge-based economy, environmentally sustainable measures should be stringently followed.
- **Digital Work and Knowledge-Work Gap:** Knowledge economy will create a clear gap between the jobs. Jobs with fixed rules, regulations and routines are already moving towards automation and in future more and more jobs will be encompassed under this section. On the other hand, a routine work which requires lots of inter-personal communication/interaction, critical analysis and judgemental skills, will use knowledge empowerment for decision support. This will further open new avenues for specialized services. A structural approach is required to handle this gap.

Conclusion

Knowledge-based economies are mainly dependent on four aspects of knowledge—generation or production, storage, usage and dissemination. All the four aspects should be working in coordination and that too on global scale for achieving the best results for healthy development of any economy. The upcoming knowledge economies have crossed the age of infancy and are somewhere in the adolescent phase, and are struggling with the problems of adolescence. The future of the knowledge economy depends mainly on structuring the essential areas that have already been identified, and resolving the issues related to the future prospects.

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ROLE OF QUALITY EDUCATION IN ECONOMIC GROWTH

Sonia Bajaj¹

Abstract

It is quality level of education that is most important as this creates the difference between the developed countries and developing countries. Therefore, improving the quality of education is one of the most important strategies, framed by the government for the development of the country. But merely attaining many is not sufficient, as it will not serve the purpose for the individual. Our country's economic development depends upon income contribution in the GDP by the nationals in a sustainable manner. Education quality should be such that it brings employment opportunities as well as helps in building entrepreneurial skills. The cognitive skills of the population play an important role in improving the living standard as well as in the economic growth of the country. Qualitative education develops the children creatively, which further helps in the acquiring of skills, knowledge and development of values and attitudes. All these help in making active, responsible and productive citizenship. This paper intends to bring insight regarding the importance of quality education and recommends major changes in the education system which can increase the employability of the nationals.

Introduction

It is seen that the level of education creates an impact on the development of countries. It can enable the youth to be fully independent. Quality education helps the youth to take responsible decisions and act as a responsible citizens. It is education that brings the consciousness among the youth that they are part of nation. They realize that they are members of the society and understand their surroundings.

Most of the advanced countries adopt productive development strategy so that the level of education in the school is raised, and this is also the central element of the millennium development goals.

India has faced prompt change and expansion in the education sector. Increase in the number of enrollments has been one of the initiatives taken by government of our country. In addition, the government is planning to have major changes in higher education which includes making arrangements for more participation to improve the quality of education.

Meaning of Quality Education

In all aspects of the school and its surroundings, the rights of all children to survival, protection, development and participation are at the center. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes, which create for children, and helps them create for themselves and others, places of safety, security and health. (Bernard, 1999)

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Quality Education Includes

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities.
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools.
- Effective assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. (Defining Quality in Education A publication of UNICEF).

The Current Scenario

It has been observed, that there has been an expansion in the supply of education by the government and participation has increased at the primary level. The importance of elementary education has increased due to the Right of Children to Free and Compulsory Education (RTE) Act. This Act was introduced in 2001 Suva Shiksha Abhiyan was a central government program and its aim was universal enrollment and retention at the elementary level by 2010. The government has also aimed to enhance enrollment in lower secondary schools (Rashtriya Madhyamik Shiksha Abhiyan) as well as aimed to lift the tertiary enrollment rate to 30% by 2020. Even in higher education the rapid growth was seen and VET (vocational education and training) has grown considerably. Besides this reducing gender disparity in education has also been given due importance by the government. Efforts were also made to raise the attendance level of the students by the initiative Midday Meal Scheme (MDMS). (Hill and Chalaux, 2011). However, the quality of education in school learning and higher education remains too low. The level of attainment of education and skills is still lower than the international standard. Educated workers have been increased only in numbers, but the cognitive skills are lacking. This is responsible for the increase in earning potential and the contribution of an individual to the economic growth of the country (Hanushek and Woessmann, 2008). Enrollment and participation have increased, but development of learning and cognitive skills should be the main concern. The literacy rate has increased but many test and research studies show that the quality of education is still very low. One of the tests undertaken by the National Council of Educational Research and Training shows that one out of five students failed the basic language test and one in three a basic Mathematics test (NCERT, 2009) across the nation. Many surveys have shown that the quality of VET and tertiary education in India is also very low as workers trained in the VET are ill occupied. Also, this has created an impact on the poor employability of many Indian graduates (Hill and Chalaux 2011). Private sector also creates opportunities for improvement in access and quality. It has been seen that the private sector has raised its share in higher education. And many parents demand private school education as they find dissatisfaction in public school education. They believe that private schools offer better quality of education. One research study showed that another reason for sending children to the private schools is the perception of parents that their teachers are less absent and more committed (Desai et al., 2008).

Quality Education Boosts Economic Growth

Economic growth means improvement in the standard of living of society. Small differences in the GDP of the economy have a huge implication for society. An educated society, with qualitative education can help in bringing innovation and inventions which further help in bringing new and better production methods. Many studies have been done which shows that good quality of education boosts the economic growth. Dennis Kimko and Hanushek have found from one study that there was international differences in Mathematics and Science knowledge that has created an impact on differences in economic growth (Hanushek, 2005). Increase in soft skills and vocational skills also creates employment opportunities for society.

Recommendations

To improve the poor quality of education the performance of schools should be improved. This can be achieved through resources and some reforms such as:

1. Accountability from and incentives for teachers should be introduced. Teaching effectiveness should be improved as it plays an important role in lifting the overall quality of education. Apart from this, it has been seen that there is a lot of absenteeism among teachers which can be improved by better attendance monitoring as well as by providing the financial incentives for good performance and penalties for poor performance. By involving teachers in the management accountability can also be strengthened. Many initiatives have been taken earlier also, like the formation of the school management committees (SMC) under the *Surva Shiksha Abhiyan*, which includes parents, teachers and village leaders.
2. Diagnostic Testing can help teachers to focus on their efforts this test identifies the weakness in the student's learning as well as it helps in increasing the motivation of the teachers as the students' performance is improved. (Hill and Chalaux, 2011)
3. Working conditions of the teachers should be improved as it affects their ability to provide quality education such as infrastructure, availability of textbooks and learning materials and class sizes. All this influences the teacher's experience as an educator (Defining Quality in Education). ;`
4. Teacher's competence can be improved by arranging faculty development programmes and providing them training for using new instructional method. "The quality of a school and the quality of teaching of the individual teacher is [sic] higher in schools that are able (and willing) to make more efficient use of the available time of its teachers and its pupils" (Verwimp, 1999).
5. Programmes should be arranged specifically for those students, who are not achieving low performance.
6. Content and study material should be improved. Along with this, manual for teachers and supervisors should be arranged.

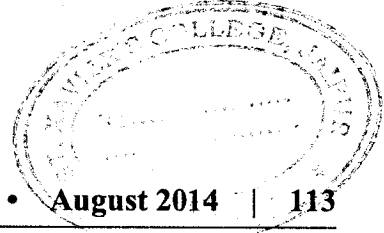
Conclusion

This paper concludes that there has been rapid expansion in the education system, but considerable importance should be given to the quality of education as well. Funding arrangement should be done in a better manner by the government to improve the education system. Teachers should be imparted training, and development programmes should be arranged for them, so as to increase the quality of education. The quality of education has substantial impact on economic growth of the country. As efforts are made to increase the quality of education, it will lead to increased expenditure on education, but in the end, it will further increase the growth of the economy.

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LITERATURE



EDUCATION: FROM VISION TO VENTURE

Dr. Mini Nanda¹

Abstract

This paper looks at education as a meaningful tool to empower the individual and society as a whole. This paper traces the legacy of great thinkers who have helped the institution of education to evolve. It pans the entire educational system across the globe beginning from Maria Montessori to political leaders and thinkers such as Mahatma Gandhi and Rabindranath Tagore to the philosophy and pedagogical thoughts of Paulo Freire.

Education must empower both the individual and society, to deeper growth and higher level of consciousness. Education that stems from an inclusive holistic vision can venture into greater scope for an egalitarian, humane society.

The challenges to this goal are many. Sometimes we lose sight of the path and education gets mired in mere rote, insipid learning, effete and indifferent curriculum and many more pitfalls. T.S. Eliot bemoans this loss, when he says:

Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?
The cycles of Heaven in twenty centuries
Bring us farther from God and nearer to dust.

We have to incorporate our ancient knowledge systems, which include indigenous cultures and aspirations. Our syllabus needs regular upgrading and remoulding, it cannot be static for decades. Knowledge is dynamic, it grows, it has to incorporate the demographic and social compositions, the language and the location. Education has to make our society and the world at large livable, free from inherent biases and prejudices, and tethered to caste and class. All these dehumanize the social system and create a culture of oppression and domination. Milton had rightly sought this vision, when the blind poet said, "Illumine what in me is dark, what is low, raise and support".

Today we have a vast majority of youth, educated but unemployable. According to the National Skill Report 2014, the study which made an assessment of one lac students, found only 34% employable. In early 2006 the state-run National Knowledge Commission had highlighted this silent crisis in higher education.

A report by the UN education agency had said that 250 million children of the world's 650 million children are unable to read, 54 million are not attending school. This global learning crisis is mainly caused by a lack of well trained teachers. In India the employment rate of youth in rural areas is highest in Kerala, Assam and Uttarakhand. For urban India, the highest unemployment rate is in Jammu & Kashmir, Kerala and Assam. As was stated earlier, the challenges are many, but as the British playwright Tom Stoppard has rightly observed, every exit is an entry somewhere else. We have to create conditions, through vision, policy plan and

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determination to reverse the situation. Turn this vast force into a productive, creative, skilled one. Political leaders, with visionary insight are already talking about investing from their constituency development fund into the welfare of these young people: training them, paying for their training, equipping them for jobs and consequent better lives.

Remember the American folk musician and activist who died recently—Pete Seeger. He said that the key to the future of the world is finding optimistic stories and letting them be known. Some extraordinary individuals who strove to change the world are Maria Montessori. Maria Montessori, born on 31st August 1870, led a life of such brilliance that it illumined the lives of innumerable children all over the world and continues to do so. In the end of the 19th century, she was the first woman to gain entry into a Medical College in Rome, when such an education was unthinkable for a girl not only in Italy, where she was born, but in the whole of Europe. Overcoming unimaginable odds both at home and in college, she qualified as a medical doctor in 1896. This was not the end but the beginning of a new life for her. Working in Rome's psychiatrist clinic, she saw little children along with adults, kept in prison-like, inhuman conditions, subjected to cruelty and utter neglect. The more Maria studied these mentally challenged children, the more she disagreed with their treatment. She developed new techniques to teach these children to bring them back to the mainstream society, infusing confidence, trust and dignity in them. For this she developed a dedicated team of teachers and trained them. In fact she gave up her medical practice and travelled to London and Paris to study the condition and treatment of such children. From here she cast a wider net and focused on general education for all children. She enrolled as a student yet again in 1901, the beginning of the 20th century, to study Philosophy and Psychology. She observed that a teacher's task is not to test the student but to assist so that mental activities do not tire you, they fulfill you. Her mission was to create a conducive atmosphere for a holistic development of all children, to create compassion and inculcate moral values, self-respect and respect of the others. In 1939 she came to India to train around 300 teachers from the country in Chennai. When the Second World War broke out, she continued with her work and met the Mahatma, Tagore and Nehru here. In 1944 she also travelled to Sri Lanka and trained teachers. The encounter with a simple woman, who almost gave up her medical studies because of ostracism at home, society and college and an infant beggar boy playing in the dirt, happily and unconcerned proved to be a moment of reckoning for her.

All these takes us to the sage words of the Mahatma, who said that real education consists in drawing the best out of oneself and there can be no better book than the book of humanity? Gandhi believed that education can play an effective role in developing a wholesome human personality, capable of resisting war, violence, injustice and oppression and build a social order wherein humans can live in peace and harmony with others. Gandhi set up the Phoenix Settlement in Natal in 1904, inspired by a single reading of John Ruskin's *Unto This Last*, a work that extolled the virtues of a simple life of love, labour and dignity of human beings. The second experiment in community living was the establishment of the Tolstoy farm between 1908-1914. Both settlements propelled by the energy of the Satyagrah philosophy. It served as a heterogeneous microcosm of men, women and children, which was the training ground for the macrocosm movement in India, which led to the liberation of the motherland and started the legacy of an ideology of Truth and non-violence that continues to inspire and create ripples in political and academic circles in the world today.

The anthems of India and Bangladesh resound in the subcontinent and they too are a micro intercultural legacy of Rabindra Nath Tagore, the poet. While a subcontinental and regional celebration of his contribution to a free India takes on the status of veneration, it is his unique imagination as an artist and educationist that endures in his intercultural relationships, personal and public.

In 1890, Tagore moved from Jorasanko, the heritage mansion at Calcutta to the vast estate in Shialdah, a region now part of Bangladesh. His wife and children joined him in 1895. He travelled by barge throughout the rural region among the Padma River's sandy estuaries, collecting rents from tenants, learning the villagers' ways, working in the rice fields, watching the fishermen with their nest, visiting school children. Tagore had an organic capacity of bridging the gulf between imagination and the workshop where art could be manifested, in a triumph of collective and individual self expression. He established first the school at Shanti Niketan in 1901 and later in 1908 the Vishwa Bharati University and Shri Niketan for self-reliance and other artistic accomplishments.

Martha C. Nussbaum writes eloquently that Tagore, in addition to being a Noble Laureate in 1913, also had world class gifts as a composer, choreographer, visual artist, philosopher and pioneer in education. Tagore did not like any school he attended as he detested rote learning. Tagore's ethos was to attain fullness as human beings. Knowledge makes us powerful, but one attains fullness only by sympathy. The education of sympathy is not only systematically ignored in schools, but is severely repressed. Tagore's Shanti Niketan School set out to change all that. He described his pedagogy as Socratic. Particularly keen to empower women, he focused on dance as an avenue of expression. Among the most gifted of the student dancers was Amita Sen, Amartya Sen's mother Amartya Sen himself studied there. Amita Sen has written glowingly about the liberating effect Tagore's deeply emotional choreography had on hearts and moods of timid, shy girls. He gave each student not just free education but a life-long lesson in self-reliance and the power of one in his songs "Eklo Cholo Re". "Walk Alone."

If no one says a thing, Oh you unlucky soul,
If faces are turned away if all go on fearing-
Then open up your heart,
You speak up what's on your mind, you speak up alone.

Nussbaum says that within of children growing up on that song, one can see a spirit of dissent and challenge that strengthens the backbone of India's democracy even to the present day. Tagore's university, now run by the state, has become like every other university; the school is rejected by ambitious parents, turning it into a museum of Tagorenama, while now the glory of a parent is the admission of a child to one of the institutes of technology and management. Let us follow Tagore, Nussbaum writes, and open up our hearts, educating not for herdlike conformity, but for sympathy and reasoned argument.

These very qualities of empathy and inclusiveness were learnt by Paulo Freire (1921-1997) the Brazilian educator and philosopher in his early life. Coming from a deprived background, he experienced hunger and poverty which severely affected his ability to learn, not his will or intelligence. His early life of playing football with other poor children shaped his concerns for the underprivileged and helped to construct his critical pedagogy for the significant application of his theories. He got the first opportunity in 1962 when 300 sugarcane workers were taught to read and write in just 45 days. Freire's *Pedagogy of the Oppressed*, first published in Portuguese in 1965 was later published in 1970 in English and Spanish, vastly expanding its reach. In many ways Freire's *Pedagogy of the Oppressed* may be read as an extension of Frantz Fanon's *Wretched of the Earth* (1961), where Fanon emphasized the need for education which was simultaneously new and modern and anti-colonial. Freire wanted pedagogy to liberate the oppressed and restore their humanity back to them. He said, "The oppressed must be their own example in the struggle for redemption".

Freire attacked "The Banking Concept" of education where the student is viewed as an empty account to be filled by the teacher, which he felt controlled thinking and action and inhibited their creative potential. The basic critique was not new, Rousseau's conception of child as an active learner was already a step away from *Tabula Rasa*, basically the same as banking concept.

Thinkers like John Dewey, who in turn could have known about Tagore's initiatives, Dewey was strongly critical of transmission of mere facts as education. Dewey strove for education as a mechanism for social change. Freire upgraded the system to critical pedagogy.

According to Freire, the system of dominant structures creates a culture of silence that instills a negative, suppressed self-image into the oppressed. The learner must develop a critical consciousness in order to recognize that this culture of silence is created to oppress the weak, and eliminate the possibility of developing a language of critique.

Education must give voice back to the silent, create equal opportunity of learning and instill values, which will counter the forces of evil in the world. This vision must be followed by the venture. It is not enough to stare up the stairs, we must also step up the stairs.

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MYTHS AND CONTEMPORARY RETELLING : AN EXPLORATION OF FEMALE IDENTITY

Dr. Shreya Chatterji¹

Abstract

Bruce Lincoln defines myth as "ideology in narrative form". What kind of ideas would then be disseminated from a myth? Could it perhaps define a code of conduct for an ideal society, ideal man or an ideal woman? What would the attributes be of an ideal man or a woman? In this paper I have tried to look at a few characters from Indian myths and how they are presented in a much evolved form in contemporary retelling. In the light of feminist studies and women's movements, a new train of thought can be traced in contemporary women's writing. Modern women writers are trying to carve out a parallel narrative by mind mapping the heroines of yore. Now the hypothesis that emerges is that if a myth is presenting the good woman vis-à-vis a fallen woman to set an example for society, can there be an "ideal woman"? Or is such an absolute example in itself a myth? Aren't such extreme examples of a heroine and anti-heroine exaggerations? Is such a tenor of thought conducive to harmony within society? This paper examines these and such questions.

The most significant body of myths prevalent in the Indian subcontinent culminate into the Sanskrit Mahakavyas or the epics, namely, The Ramayana and The Mahabharata. They are not only an embodiment of our cultural ideology but an integral part of our existence. Their validity stems from our religious faith and has withstood the test of time to be integrated as a cultural legacy and a code of conduct in our day-to-day life. They are stories of gods and goddesses, valiant heroes and great queens, of impossible feats and extraordinary sacrifices. Indian mythology is perhaps the only one of its kind because of its everyday relevance and can be called a living mythology. These myths have been told and retold either in the oral tradition or have devolved through the generations in the form of scriptures. In the Indian context these stories are both educational and recreational and the retelling goes on thus to impart values pertaining to our culture to forthcoming generations. They are intended to convey subtle facts, rules and maxims to posterity to cast them into the desired behavioural mould. The term ideally used in this case is *sanskari*. Indian society prides itself for its devotion to tradition. Such a legacy of adherence to cultural codes is conveyed by myths.

More than 300 versions of The Ramayana exist with the oldest being the Sanskrit version written by Sage Valmiki. Similarly, The Mahabharata has been available in many versions and the original version is attributed to Sage Vyasa. The wide spectrum of these versions in which the same story refracts depending upon the socio-cultural ethos and the regional nuances have facilitated contemporary retellings. Two celebrated examples came about simultaneously in the year 2008, namely, *Sita Sings the Blues*, an animated film which was written, directed and produced by an American artist Nina Paley, and Chitra Divakurni Banerjee's *The Palace of Illusions*.

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Sita Sings the Blues is an animated film adaptation of The Ramayana which retains most of the original structure of the epic but takes a sympathetic stance for Sita. The director calls it a poignant tale of truth and justice for Sita, the female archetype with the exhortations of equal rights for women. The inspiration for this tale comes from the director's abandonment by her husband and she narrates the contemporary tale of Sita conceived from her own personal experience and modern predicament. *Palace of Illusions*, an adaptation of The Mahabharata, is a story told by Draupadi, the female protagonist who is trying to locate herself in a patriarchal world. Renuka Narayanan in her article in the *Hindustan Times* dated April 13, 2008 critiques the book: So it's really intriguing to find a book that deals differently with Draupadi—not a Manushi article or a Gender Studies tract on 'Mythical Women and Agency', but a proper story, like Vyasa's epic where Draupadi begins.

It appears that there has never been a complete definition of an ideal woman. To substantiate, in a popular Sanskrit quote from the Manusmriti are the following lines:

*Triya charitram, Purushasya bhagyam
Devo na janati, Kuto Manushya?*

It means it is very difficult to gauge the mind and character of a woman and to know the destiny of a man. Even gods do not know of such things and human assessment is of no merit. This ancient code, generated in the Vedic Age, is a statement of a prevailing view that no definition of an ideal woman is complete. This view provides the philosophical justification for periodic revision of the archetype of an ideal woman, and it is in the light of this awareness that the definition of an ideal woman is today under revision. The question that arises in this context is: is this revision also complete or is it wanting?

There might be many modern stories of both Sita and Draupadi, the female archetypes, but to study and compare the concept of a heroine and an anti-heroine this paper takes up two contemporary renditions: *Yajnaseni* by Pratibha Ray, an Oriya author who retells the story of Draupadi, published in 1995 and translated by Pradip Bhattacharya, and *Karna's Wife: The Outcast's Queen* (2013) by Kavita Kane. Kane's novel has references of Sita and Draupadi from popular retellings such as Nina Paley's *Sita Sings the Blues*, Namita Gokhale and Malashri Lal's *In Search of Sita: Revisiting Mythology* and Chitra Divakurni Banerjee's *The Palace of Illusions*.

Before we set out to locate the anti-heroine characterisation in the texts let us inquire into what is intended by the word "archetype". The online *Merriam Webster Dictionary* describes it as "an original pattern or model of which all things of the same type are representations or copies." Character in literature and other narrative works becomes a subtext to such a model. A character who stands as a representative of a certain class or group then becomes a type. Contemporary retellings ensure through characterisation that the archetype retains its powerful rendition and is not reduced to a stereotype.

In order to substantiate the above claim, we begin with the example of Draupadi as an archetype. In traditional storytelling she features as a Kritiya, that is, someone who brings doom to her clan. She is the fire-born princess of Panchal, unsolicited right from birth. Nobody names their daughter Draupadi for having married five men, she disqualifies to be a model for others. Her long tresses have made popular the belief, '*Ati keshi pati naasha*'; i.e. "A woman with long hair brings destruction for her husband." Her beauty, her long tresses and her intellect, which would otherwise be desirable traits, bring Draupadi unprecedented ruin. There are

other issues that remain unstated; for instance, with five husbands who is she really devoted to? Is Draupadi responsible for the greatest and gruesome 18-day-long war at Kurukshetra? Traditional portraiture constantly oscillates in its depiction of Draupadi between Devi and Dasi. Hence Draupadi is reduced to a stereotype who is unacknowledged and indiscernible in the beginning of the tale and later misinterpreted and blamed for politics much larger than her. Even in her ascent upon heaven she is left behind while a dog accompanies Yudhishtira. She has no voice in the most seminal aspects of life, yet defines the traditional and cultural boundaries of a patriarchal world. She is born out of fire—a symbol of sacrifice (and of destruction?). Sita also undergoes the testimony of fire but she is over obedient and eternally suffering. Draupadi is a rebel and a militant expressing her opinion at her swayamvara thus committing the greatest folly of expressing desire. Her marriage to five men make her worse than a *swarini*—a wanton woman who gives her body to four men. She is labelled a *kulta*—a whore.

Pratibha Ray's *Yajnaseni* and Kavita Kane's *Karna's Wife: The Outcast's Queen* create a parallel narrative. Instead of the impersonal third person they give their stories an autobiographical structure. Both these novels are in the first person. *Yajnaseni* begins in the epistolary mode with Krishna a (one of the many names of Draupadi) narrating the story of her life in a letter to her Sakha Krishna and the remaining pages are coloured with the pourings of her heart. In Kane's book it is Uruvi, Karna's wife, who tells the same story from her vantage point and creates a lateral view of Draupadi.

Yajnaseni begins with a very vivid description of Draupadi's ethereal beauty. Her beauty is not symmetrical with the traditional ideas of Indian parameters of physical excellence. She is not fair to begin with. Chitra Divakurni Banerjee's version describes her complexion likewise and mentions how Draupadi is trained into the art of seduction to overcome the lacuna of fair skin. In *Yajnaseni* Draupadi describes herself thus:

People said of me—exquisitely beautiful! Amazing! Complexion like the petals of the blue lotus! Thick hair like the waves of the ocean, and large entrancing blue lotus-like eyes radiant with intelligence! Like an image sculpted by the world's greatest sculptor, with unblemished beauty of face and matching loveliness of figure. Tall, well-formed breasts, narrow waist, plantain-stalk-like rounded firm thighs, fingers and toes like champak petals, palms and soles like red lotuses, pearl-like teeth, a smile that shamed even lightning, moon-like nails. The lotus-fragrance of the body deluded even bees. The serpentine loveliness of my hair would imprison even the breeze into stillness. Poets described my beauty as depriving even sages of their senses. (*Yajnaseni* 7)

The entire description is an assertion of Draupadi's independent bent of mind. She is not apologetic of her beauty. She takes pride in her nubile sexuality and intelligent mind. She is the woman who writes poetry. She discusses dharma with Yudhishtira, cooks delicious food for Bhim, recites poetry for Arjun, tends to pets with Nakul and is the quiet companion to the philosophical Sahdev. What Ray's retelling contrives to do is, in effective strokes add the dimensions of an ideal woman to Draupadi's character.

In Chitra Divakurni Banerjee's *The Palace of Illusions* Draupadi calls herself the offspring of Vengeance or the Unexpected One. Her Dhai Ma or the governess calls her instead the Girl Who Wasn't Invited. From her very birth begins her struggle for a sense of belonging and anchor. She makes sure that she claws her way into her Father's heart and in her alliance with her brother she gets a preferential treatment and an education.

Chapter 8 of the book is titled "Sorceress," referring to a sorceress, sent to Draupadi to train her. Such a mention never occurs in the original epic. This fictitious character is sent to train Draupadi perhaps in a bit of sorcery to cast a spell upon her suitors. Draupadi was taught contradictions: to adorn and at the same time to be ordinary, to lie through her teeth and to tell the truth. She is taught the art of seduction.

Draupadi is taught to use her beauty to her advantage but she is also an intelligent and wise woman. Her beauty is complimented by her wisdom but it makes men resentful towards her. In *Yajnaseni* when Dushasan drags her into the courtroom Shakuni says to Karna:

The greatest offence a woman commits is to try to be learned. It is because she became wise and scholarly that her condition is thus! If she had grovelled at our feet and begged, perhaps she might have escaped such a gross insult. Just as knowledge and power enhance a man's attraction, similarly, ignorance and helplessness increase the charm of a woman. However, Draupadi, strengthened by pride in her learning and wisdom, is like a burning tongue of flame. Can anyone have pity on her? (Ray 238)

Modern insight into the woman's plight is pretty evident. An intelligent woman is far from desirable. Any woman who is endowed with intellect and thinking prowess is a threat to patriarchy. The outrage she faces in the court is perpetrated by her own brothers-in-law in front of her valiant husbands who sit quietly through the act. All her cries for empathy and justice fall upon deaf ears. Aren't the passive men, be it her husbands or the elderly forefathers, as worthy of incrimination as the perpetrators?

Let us now analyse Kunti as another stock character undergoing a similar kind of ignominy. Kunti is married to Pandu who is cursed and can never consummate his marriage. The whole world hence calls her a whore when she becomes the mother of the Pandavas. Duryodhana never allows her son the right to the throne on account of their illegitimacy. It is only at her husband's behest that she follows the custom of *Niyoga*—the practice of offering of one's body to another man with the husband's consent. In Kunti's own words to Uruvi:

Oh, yes, it happens. It happens in most royal families though it's kept as the best-known family secret.... It happened with me and before me, with the two queens of King Vichitravirya, who was an impotent husband—Ambika and Ambalika... they had to offer themselves to Sage Vyasa, under the orders of the queen mother Satyawati... Sage Vyasa, her illegitimate son, whom she had conceived through Sage Parashara. (Kane 155)

Niyoga as prescribed by the scriptures is allowed only with three men. A woman offering herself for the fourth time is a wanton woman and labelled a *swarini* and *kulta* is a woman who accepts as many as five men. Ironically, the Puranas give instances of women such as Jatila who marries seven times for upholding dharma. Hence the rules of patriarchy devise dharma too which seems like an arbitrary code. This arbitrariness of the code becomes evident only in the contemporary version that is rewritten from a woman's perspective.

Uruvi, Karna's wife, is a non-conformist too. She is brought up by a liberal father who allows her to break free of norms while it is her mother who insists upon conventions. Uruvi refuses to be hidden away as is intended of girls from good families. She sings and dances with her male cousins, rides horses with the Pandava's and the Kauravas, and climbs trees with Bhima and Vikarna. She is charmingly obstinate and

rejects all her suitors. In her *swamyara* rather than choosing Arjuna as her husband, she makes the astonishing choice of marrying Karna who is an outcast. It is the instance of a Pratiloma marriage—a woman of an upper caste marrying a man of a lower caste. Such a subversion of rules and roles brings to light a new emerging consciousness.

Myths, religion and patriarchy have contrived to keep the image of woman as devi alive. A devi is someone like Sita who undergoes immense suffering and sacrifice and yet remains dignified in her silence. Gandhari in such a likeness has been painted as a woman who makes a tremendous sacrifice. Feminist perspective affords another side to this choice. As in *The Palace of Illusions* Dhairya Ma tells Draupadi that perhaps Gandhari blindfolds herself as an act of disgust and protest. Kavita Kane also narrates a similar incident relating to Gandhari's life that indicate her marriage as an incident of fear and not choice:

Bhishm Pitamaha's intentions had been noble. Realising that Prince Dhritarashtra had lost out on his throne because of his blindness, the grand uncle decided to compensate by marrying off the older prince early hoping that the first child would be the heir to the Kuru crown. That was why he had hurried King Subala of Gandhar and forced him to give his daughter, the beautiful Gandhari, in marriage to prince Dhritarashtra. (Kane 89)

Draupadi, Kunti, Uruvi and Gandhari are thus established as archetypes in normative storytelling. They are instances of women who have suffered greatly. Draupadi changes the course of history and Uruvi, Kunti and Gandhari play their part even though their roles are hardly one made out of conscious choice. How are these women anti-heroines then? They indeed exhibit character and behaviour contrary to the traditional heroine. But is this divergence significant enough to establish the extrapolation?

Sita is perhaps the most celebrated among traditional heroines. She is revered as an ideal wife, but new critical opinion indicate the lack of choice in the decisions of her own life. Her *agni pariksha*, for instance, is never an option for her but an act to fulfill her husband's expectations. Sita is called 'the Ideal Woman' and Ram 'the Ideal Man' and yet the ideal woman is exiled in a progressed state of pregnancy to the Dandaka forest. It seems that even the *agni-pariksha* cannot uphold her chastity in the face of societal pressure. Rama is Maryada Purushottam and yet societal ownership means more to him than filial duty. Contemporary literature attempts to revisit this ancient mythology and look at Sita from a fresh perspective. For example, Nina Paley's *Sita Sings the Blues*, Namita Gokhale and Malashri Lal's *In Search of Sita* revisit mythology to debate Sita's birth, her days of exile, her abduction, the fire test, Sita's renunciation by Ram and the birth of her sons.

How different is Draupadi, the anti-heroine, from Sita, the traditional heroine? Ray's *Yajnaseni* draws several parallels. She is born out of fire and hence meant as an oblation for the sake of dharma. Sita and Draupadi hence establish a sisterhood over 'Stree-Dharma'. Sita, Kunti and Draupadi are royal princesses and yet exile and servitude remain their lot. Sita's abduction and Draupadi's outrage are profound examples of shame in the annals of history and war ensues in order to avenge the wrong and instil the cause of righteousness. Then how is Sita upheld as blameless for the destruction of Lanka? Why is Draupadi culpable for the ruin of the entire Kuru clan? Kunti's, Draupadi's and Uruvi's husbands have several wives and yet the allowance that patriarchs make for men are not made for women.

Thus contemporary retellings of myths have questioned the polarised view of a woman. They have tried to render a more humanised version of women where virtues and vices are featured accurately in a person's being irrespective of gender. Women writers have questioned the 'Devi' and 'Dasi' roles accorded to women. They have, to a great extent, analysed female identity in their exegeses.

Contemporary storytelling is however an outcome of feminist critique that has extended the metaphor of myth. Stories are now fraught with gender politics. Political assumptions have always been an instrument of male hegemony that deny women not only equality but also choice. The feminist movement brought about identity politics. Initially it began with a victimized identity where special cultural and ideological groups asserted a collective struggle for rights, status and privilege. Feminism like any other progressive social movement was impacted by identity politics. Thus identity politics has diverged into difference or essential feminism and victim feminism. Difference feminism looks at the unique identity of women as a group. It celebrates the unique identity attributed to a woman due to her female characteristics. Difference feminism allows to vent out anger upon atrocities of men and male hegemony without the loss of femininity. These two versions of identity exploration, whether that of woman as a victim or woman as an empowered entity, features distinctively in modern retelling. But the question that it raises is that though retellings shed light on a woman's plight, it does distance from vision an egalitarian society, even though it sets out to do just that.

Identity politics in education is divisive. Such instruction runs the risk of dividing students into various demographic levels. Regardless of its merit that it prompts lateral thought and self-awareness, it divides people rather than integrating them. Women have a right to self-esteem and self-determination, but they also have obligations to society. Selfhood and self-esteem should not become ends unto themselves. If they do, then they become a handicap by making women turn inwards and be a captive of gendered roles. A new dialogue must emerge in the quest of feminist politics which is inclusive and thoughtful. This must also be incorporated into instruction and gender sensitization.

In the Indian context gender disparities are indeed debilitating factors in the progress of the nation. Emancipation and empowerment are problematic ideas and far from realisation. The Devi has been given a humanised version in contemporary accounts and that is perhaps far more real than the ideal and hence more acceptable. Education becomes a contextual process with a number of inputs. It should promote lateral and democratic thought and at the same time contribute to bringing about tolerance in spite of difference. Hence educational institutions must strive to preserve singularity of thought and yet integrate students to find common cause on the path to evolution.

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WHEN LITERATURE MEETS CINEMA

Poulomi Mitra

Abstract

To make the study of literature more "contextual" it is important to take into consideration the dialogue and negotiation that takes place at all times not only between one text and another but also between literature and other disciplines. In the late nineteenth century, the birth of cinema enabled the extension of the frontiers of literature. This paper intends to establish that if the study of literature is combined with that of films based on literary texts, it would not only become more interesting but also more relevant and effective.

What literature and cinema share above all is the capacity to narrate stories, though their methods of representation are different. World cinema is replete with movies based on literary works, from the BBC series of the complete works of Shakespeare to the latest film *The Life of Pi*, based on Yann Martel's novel of the same name. *Boi* or book is a Bengali synonym for film which suggests, that a symbiotic relation has existed between literature and cinema ever since the advent of the motion picture. While literature holds an irresistible charm for filmmakers, cinema also provides new insights and exposes literary texts to a larger audience. The paper briefly discusses the merits and limitations of each medium and finally the benefits and drawbacks of the confluence.

From here the paper proceeds to discuss how both Rabindranath Tagore's writings, with their delicate interplay of relationships, and his music, Rabindra Sangeet have been a constant inspiration for the two most talented directors of Bengali cinema, Satyajit Ray and Rituporno Ghosh. Through their cinematic adaptations, Ray and Ghosh have tremendously advanced the humanist legacy of Tagore to suit the present times. Thus not only is the understanding of Tagore literature enriched when studied in conjunction with the adaptations, such a pedagogical approach also widens the entire scope of creativity by merging script and screen.

Ever since its advent, cinema has heavily relied upon literature because of that essential ingredient on which the narrative is based—the story. The novel preceded the motion picture by more than a thousand years but technology gave it a new language in the form of cinematic adaptations and its colossal impact cannot be overlooked. However, the notion of hierarchy is embedded in the very definition of adaptation because it presupposes an already existing original work of art. Those who go to the theatre having read the original text, often expect a word-for-word translation to follow but when their expectations fail, they feel disappointed and betrayed. Several writers like D. H. Lawrence and E. M. Forster deplored cinema and saw its relation to literature as entirely a parasitical one. Virginia Woolf, for example, asserted the power of the rhetoric over the limitations of cinema when she stated, "Even the simplest image: my love's like a red, red rose, that's newly sprung in June, presents us with impressions of moisture and warmth and the flow of crimson and the softness of petals inextricably mixed and strung upon the lift of a rhythm which is itself the voice of the passion and the hesitation of love" (Woolf 1926: 309).

A very different statement was made by Joseph Conrad who aspired towards the condition of cinema in his endeavour to make experience more lifelike to his readers:

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"My task which I am trying to achieve is by the power of the written word to make you hear, to make you feel—it is before all to make you see." Even before the coming of the motion picture, writers like Dickens, Emily Bronte and Hardy were inadvertently fashioning their narratives in a cinematic manner that fascinated filmmakers. In India, Tagore welcomed the new medium and called it *ruper chalotprobaho* (the movement of beautiful forms). But like every new art form, cinema also had to encounter resistance in the beginning. An overwhelming majority of people were spellbound by the motion picture yet adaptations continued to be treated as inferior to the source literary texts.

The coming of the motion picture certainly heralded the greatest age of adaptation. However, the practice of ferrying a text from one genre to another started in the days of antiquity and has been taking place in every age. Adaptation has been a convention in theatrical writing since the time of Aeschylus, Sophocles and Euripides. These playwrights crafted their drama out of existing myths and often reversed the viewer's expectations in their treatment of familiar myths. In the Middle English period, the Miracle and Mystery plays were adapting biblical stories. And above all, Shakespeare was indebted to *Holinshed's Chronicles* and *Plutarch's Lives*. However, we dare not brand Shakespeare's plays as adaptations. But we can certainly conclude that all art is gleaned from other art. All artists, whether writers or filmmakers, are first and foremost, readers. The 'stolen fruit' therefore should not be scorned as Eliot had stated in *In Tradition* and the *Individual Talent*: "Not only the best but the most individual part of his work (a text) may be those in which the dead poets... assert their immortality most vigorously." The history of adaptation tells us what was later stated so emphatically by Roland Barthes in his 1964 essay "The Death of the Author" that the reader is an active interpreter and not a passive consumer. Nahum Tate's happy ending to Shakespeare's *King Lear*, Jean Rhys' post-colonial take on Charlotte Bronte's *Jane Eyre* and more recently Alice Randall's re-writing of *Gone With the Wind*, prove that texts do not exist in a void but stand in relation to other texts as well as to the culture at large. The term "intertextuality", that Julia Kristeva coined in the 1960s for such a dynamic reciprocation is now widely known. If a text is not something concrete, but "a multidimensional space, in which a variety of writings blend and clash", then the source text is no longer sacrosanct. This entirely defeats fidelity criticism which had adverse effects on adaptation studies. If adaptations had only involved a simple re-telling of the novel through the silver screen, it would be somewhat unnecessary. Cinematic adaptation is then an intertextual and cultural negotiation in which each text can be enriched, modified or subverted.

At its very best, a film adaptation is by no means a lesser work of art than its source. To justify this claim we take into consideration the renditions of Tagore, the great Bard of Bengal, by two master filmmakers Satyajit Ray and Rituparno Ghosh. Ray and Ghosh were both perceptive readers of Tagore and both took Indian cinema to the international level. Satyajit Ray grew up in the Tagorean world, immersed in literature, inheriting it not only from father Sukumar Ray, but also his grandfather, Upendrakishore. Being himself, both author and film maker, Ray was uniquely equipped to marry the two forms. The question is why did these two great film makers repeatedly recycle Tagore?

Reasons are many. The era of Bengal Renaissance featuring in Tagorean texts, the colonial encounter, the painful moment of transition from tradition to modernity and above all its impact on women and their liberation fascinated both the film makers. Tagore is known for depicting women who have great inner strength but to whom subjectivity/agency is denied by society. Both Ray and Ghosh picked up precisely those Tagorean texts which have strong women characters, and through the predicament of such women characters they interpreted

the East-West encounter. Another aspect of Tagore that engaged the creative minds of the two directors is his music. Since Tagore's poetry and music covers the entire gamut of human experience, it can be used to the advantage of cinema. Both Ray and Ghosh deploy Rabindrasangeet to depict a wide range of moods as well as to portray the inner workings of the characters' mind and emotions at key moments in their cinema.

Most often than not Ray and Ghosh deviate from the original Tagore texts in their re-telling. An example of this is Ray's *Charulata/The Lonely Wife* (1964) which is the adaptation of Tagore's novel *Nastoneerh / The Broken Nest* (1901). The critic Ashok Rudra severely stated that Ray totally distorted the original. Indeed, the plot of Tagore's novel was of very little significance to Ray who made changes at all levels of the narration and there is practically no adherence to Tagore's dialogue in the film, yet Tagore's *Nastoneerh* is often remembered through Ray's *Charulata*. It is so because the film captures the spirit of Tagore's work through the portrayal of interpersonal relationships of its main characters against the backdrop of Bengal Renaissance in which the novel is set. The film follows the basic outline of the story by tracing the love triangle between Bhupati, Charu and Amal. But Tagore's is unambiguously a male text which opens with an elaborate exposition of the character of Bhupati, Charulata's husband, the prototype of the enlightened Bengali *bhadrolok*, engrossed in publishing a political newspaper in English in colonial Bengal. Ray, however, introduces us to the eponymous heroine of his film at the very outset. The opening scene, a piece of brilliant cinematic compression, underlines the loneliness of the young and educated Charulata, in Bhupati's opulent mansion. Amal, Bhupati's cousin brother and also a poet, who engages in refining the literary talents of Charu at Bhupati's behest, already lives in Bhupati's home in the Tagore story, whereas in Ray's visual rendition, Amal enters from the world outside. His arrival as well as his departure from Charu's life is dramatically preceded by a storm that defines the turbulence in Charu's life on both occasions. Like Tagore, Ray refrains from descriptive passages spread over several scenes to emphasize the emptiness and boredom in Charu's life. He captures Charu's loneliness, within the unforgettable seven minutes of dialogue-free opening scene. Charulata is seen confined in a large lavishly furnished mansion/her 'nest', engaged in embroidering and then in the library, searching for a Bankim's *Kapalkundala* and finally, playfully peeping into the street outside, through every possible window shutter with opera glasses. As Bhupati passes her by, he is too engrossed in leafing through a book to even notice Charu who can only bring him closer through the apparatus of the opera glasses.

Ray takes the Tagore symbolism a notch higher by using recurring symbols in his film text of which the most pertinent ones are: Bankim, the opera glasses and the swing. It was Bankim Chandra Chattopadhyay's essay "Prachina O Nobina" ("Women, Old and New", 1879) which initiated the debate/controversy about the 'women's question' during the Bengal Renaissance. Bankim's new woman, as Mainak Biswas has rightly pointed out, is modern in a traditional way, a 'nabin prachina' or 'a new old woman', educated and refined, but not a 'memsahib'. Charulata is an educated woman with a modern sensibility. The story is about the expression of her latent creative talent, her transgressive desire for her brother-in-law, Amal, and finally her painful journey towards acquiring self-knowledge. So the Bankim motif is a strategic departure that enables Ray to put the entire context of the novel's history in perspective. As Charu's favourite novelist, Bankim features repeatedly when she engages in literary discussions with Amal. In Tagore's text, Charu continuously oscillates between the *prachina* and *nabina*, she is never quite one or the other. In fact, her work is 'secretly' published by Amal because for her, writing is a very private affair. In this she is somewhat a *prachina*. However, in Ray's film Charu is more of a *nabina* as it is she who secretly gets her work published and manages to win fulsome praise for her unadorned, simple prose as against Amal's flowery style. Both Bhupati and Amol are astonished and somewhat chagrined. They do not know how to deal with Charu's entry into the public space. Meanwhile, Charu weeps miserably in front of Amal expressing regret at having allowed the public domain

to infiltrate her privacy. The confusing signals sent out by such a scene can only be explained by Ray's own postcolonial, hybrid perspective that valorizes the female, but also retreats carefully in order to adhere to the historicity of his material. It is also a critique of the new patriarchy claiming liberation for women.

The opera glass is another device used by Ray to empower Charulata albeit within the confines of the inner chambers of the home. Cinema as Mulvey argues, hinges upon the woman as the object of the male gaze. Ray, however, gives Charulata the privilege of gazing in the film right from the start and sometimes we feel that it is her gaze that is controlling the action. In the swing scene it is Charu's gaze that prevails, and Amal is the object of her desire as he lies on the grass. Charu's growing attraction for Amal is symbolically conveyed through this scene. The lift of the swing marks her transgression and imaginative entry into the forbidden world of love outside marriage. On the swing Charu revels in her new-found freedom. But again, the agency, through the gaze, is given to Charu temporarily. Her position on the swing anticipates a fall but Ray never allows the fall to be accompanied by guilt.

As the film draws to an end, Ray gradually restores the male gaze. It begins when Charu regretfully weeps (a regress) and Amal starts withdrawing from Charu in the aftermath of the success of her publication. Ray is using his film text to consciously critique the duplicities of the Bengal Renaissance. When Umapada's betrayal finally ruins Bhupati and his newspaper fails, Amal develops a male bonding with him, through which he is further distanced from Charu. Amal's departure leaves Charu broken and by the time Bhupati finally turns to her for consolation, she has already shut him out of her life. The final objectification of Charu happens when Amal's letter makes her weep in an unrestrained manner and Bhupati catches her in the act. Her most private moment is subjected to the male gaze, which is itself, by now, shattered by the surfacing of the truth. Shell shocked, Bhupati leaves in his carriage. But when he returns from his wanderings, Charu, aware of the knowledge between them, opens the door for him. She extends her hand and invites him in, Bhupati too extends his hand hesitatingly. But before their hands meet ... the freeze. The perfect home is now left as a "broken nest". Ray inscribes the final long shot with the title of Tagore's novel: *Noshto Neerh*.

Ray's ending is a departure from Tagore. In fact the text and its film version move in opposite directions in their handling of the female agency. Ray chooses to leave his text open ended. Though the extending of the hands may suggest an impetus towards rebuilding upon the ruins of their marriage, we can never be sure because he pauses the action.

Going in the opposite direction, the Tagore's novel begins as a purely "male" text. Tagore maintains a leash on female ambitions in that his Charulata resists the idea of stepping out of the home and hearth and protests when made to do so via the agency of Amal. However, as the text draws towards its closure, Tagore begins to negotiate with the female agency. After Umapada's betrayal of Bhupati, Amal receives a marriage proposal and decides to accept it in order to prevent Charu from further transgression. After Amal's departure Charu is shattered, totally distanced from Bhupati, she builds an altar to the memory of Amal and retreats into this private space where she can be truly herself, silently suffering. Finally, when she sends a letter to Amal after pawning her jewels, she is past caring for restrictive social norms. This reduces Bhupati's world to naught. He decides to leave for the south alone. Charu is alarmed to discover that she will be left alone and pleads him to take her along, but Bhupati declines. His refusal leaves Charu pale and bloodless. As the colour drains from her face, Bhupati softens and invites Charu to join him. But now it is Charu who withdraws. Her "Na Thak" (Let it be) is a moment of awakening as also a feminist refusal. It is Charu's refusal of the easy way

toward mending her marriage which makes the Tagore ending very different from that of Ray's. However, in spite of the liberties he takes, Ray beautifully taps the spirit of the text, and in a way the novel and the film complement each other so that the film becomes an extension and an expansion of the novel.

Tagore, like Charu, oscillates from one pole to another vis-à-vis the female agency. Perhaps this is so because Tagore was writing from within the social reality that he portrayed; so, his text is less objective in terms of depicting the historicity of his day. Ray's genius on the other hand lies in his restraint; he never commits himself to just one historical frame but subtly balances his own with that of Tagore.

We can conclude from this analysis that a cinematic adaptation is not always a lesser work of art. It is often an interpretive act and the passage of time between the publication of a text and its cinematic adaptation enables a dialogue and cultural negotiation between them. Another example of this is Rituparno Ghosh's portrayal of Tagore's character Binodini in his film *Chokher Bali*, based on the novel of the same name. Both Tagore and Ghosh depict Binodini not as a helpless widow resigned to her fate but as a rebellious woman who interrogates all the injustices that mar and scar life in its youth. As the educated, young, beautiful and intelligent widow Binodini comes to live with her friend Ashalata and her husband Mahendra. The possibility of a romance begins to develop between Mahendra and Binodini during the wife's absence from home. In the second half of the novel, Tagore depicts Binodini as rejecting Mahendra's advances and deeply in love with his friend Bihari. After the family discovers Mahendra's growing attraction for the widow, she has to leave, but is compelled to travel with him. However, she remains faithful to Bihari and when he proposes marriage, she accepts his love, but spares him the social censure of marrying a widow.

Being a twenty-first century director, Ghosh, unlike Tagore, unhesitatingly explores the dimensions of passion in Binodini's life. He introduces several scenes of erotic love between Mahendra and Binodini. He also changes the ending by making Binodini leave for an unknown destination though he retains her romantic interest in Behari. Ghosh's perspective is clear, he wishes to invest in women's autonomy without any ambiguities. Ghosh even goes to the extent of depicting a defiant and malevolent Binodini who refrains from pouring water to help Asha wash the soap and excess sindoor off her face. As Asha pleads for water with closed eyes, we see a smile over Binodini's face which indicates that she is deriving pleasure from Asha's discomfort. The gesture is an attempt to draw the pampered wife into the unredeemed zone of deprivation occupied by the widow. Though Asha, the privileged wife, occupies the centre frame, our gaze is focused on Binodini who is positioned by her side, on the margins. The reinvented Binodini is also unapologetic about manipulating her widowhood to her advantage; she leaves for Kalighat by falsely stating that it is her husband's death day.

In *Chokher Bali*, Ghosh not only uses Tagore's novel as his source text, he also uses key motifs and echoes from Ray's film *Charulata* to unfold the themes in his own film. The swing scene in *Chokher Bali* is a strategic reminder of Charu's emotional transgression through the lift of the swing, her feet leaving the solid ground. Ghosh takes the theme of transgression a step ahead through the unreserved exploration of Binodini's passion. He does this by borrowing another symbol from Ray: that of the opera glasses that Binodini uses at her window to search for signs of intimacy in Asha and Mahendra's room. Ghosh's use of the device not only underlines the crippling limitations of the widow's existence but also makes it evident that Bengali cinema has moved to a point where a serious addressing of Binodini's repressed sexuality is certainly possible, something that was difficult to imagine in Tagore's day and even perhaps in Ray's.

The analysis suggests that intertextuality is the key to the study of texts, whether literary or cinematic because at all levels a dynamic cultural/ideological negotiation happens, not just between a literary text and film text but with other cinematic texts as well. The final freeze frame in *Charulata* reminds us of Michaelangelo's The Creation of Adam with God's hand extending towards Adam and Adam's towards God. But there's a crack in the fresco and the hands do not meet. This shows how there is a constant give and take between different genres at all times. Creative minds can explore various possibilities if the study of texts include not just books but films, painting, music, etc. Ray and Ghosh repeatedly use the songs of Tagore to accentuate emotions and moods in their films. For example, in the popular T.V. serial *Ganer Opore* Ghosh established the relevance of Tagore's music in the contemporary context. The serial depicted the love story of Pupe and Gora with several references to Tagore's songs. In the serial, Pupe hails from an orthodox family that believes Tagore cannot be experimented with. Through her voice a traditional Rabindrasangeet is delivered. Gora, who represents the younger generation, believes Tagore is timeless; so there is always room for experimentation. Through him Ray delivers an unplugged band version of Tagore. Indeed we have Rabindrasangeet for all occasions, emotions and seasons, and the Bengali consciousness even today, both in India and abroad is steeped in the songs of Tagore.

In the age of media and technology, the possibility of creative exchange is not shrinking, but ever expanding. Therefore, a conservative approach to the study of literature would be crippling. The idea of literature as a hallowed and sacred form of textuality is a romantic and outdated notion today. This being an age of increasing linguistic and cultural diversity, it is time to redesign the teaching of English literature. Textual studies need to be pushed beyond the borders of the printed page into socio-cultural practices that can themselves be usefully treated as texts. Perhaps we should stop teaching literature and start teaching texts, in the broader definition of the term.

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DIGITAL ERA AS A FACILITATOR FOR CREATIVE EXPRESSION AND EMPLOYABILITY

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Abstract

Technology and language are at the intersection of interaction with the advent of new digital era in progression. It portrays diverse dimensions and avenues to humanities which are leading to creative expressions and employability. Humanities have enjoyed immense cultural authority and interest everywhere, but in the digital age, they have to update and keep abreast with the latest according to the need of the hour and scenario. Digital technologies act as a catalyst for change and digital humanists are exploring methods for next-generation platforms that integrate public engagement impeccably. Digital media is a resource for new aesthetic and intellectual experiences. New media channel provide us with new thoughts that has a great penetration in the way we perceive, feel, experience and at the same time has a definite impact in our perception, aesthetic experiences and knowledge acquisition process. This paper interprets the concept by eliciting the diverse perspectives of digital era in humanities which has an obvious impact on the employability scenario. With the infusion of new media, the interpretation levels and depth of understanding has also seen a dynamic phase. This paper concludes that, while technologies are being positioned as driving forces behind academic innovations, it has become imperative to understand the cultural, social and political reach of new media and the way they are said to be professed and used by scholars of humanities.

1. Introduction

Creativity itself indicates the originality of ideas in the field of different art forms such as music, dance, drawing, painting, etc. and digital era means the use of technology such as computers, internet, cell phones, etc. As the faith in God knows no bounds similarly an artist has no limitations of nationality, caste, creed, culture or religion. Therefore, anything that is creative has a universal appeal; it touches the heart of a person in a different way.

Digitization can also affect a person emotionally through its aesthetic appeal and serve the purpose of a healing touch. It depends upon the artistic creation itself and how it is presented to the receivers. Thus presentation helps a lot to give and to receive creativity through technological advancement. In this digital era of today we can do it in an easier and quicker way than it was in earlier times. Digital era provides a wide range of opportunities to budding creative artists.

Computer and internet serves the purpose of eyes and ears of millions of people around the world where a person can't reach physically but creativity can reach there. He can update the process of learning by exploring the websites which provides a healthy supplement to creativity. It also helps to prepare the presentation effectively in a short span of time.

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Digitization makes it simpler to share ideas, store and even send creativity to other people in or outside the country. In other words, it promotes globalisation of creativity. Digitalization also helps an artist in exploring creative ideas. Creativity can be executed at the social level through social sites which can in turn help us to judge the acceptability of a creative piece in the society and quick feedback can be received for further improvement.

Digital humanities focuses on how humanists' training and skills are translating and being used in today's digital society. Thus, it gives name and fame to a person. It gives satisfaction and financial stability by raising the confidence levels of a person/artist by providing employability in a much easier manner by making a person self-dependent. Thus, it opens the pathway to success in one's life. The creative excellence of rural areas can also reach its peak just because of digital help. There are many examples of such achievements in today's world. Tilonia, a village where people, especially women from different countries work together to earn their livelihood through the making of assorted variety of unique artistic things that may be used in daily life, toys for children, etc. is a true example of this.

2. Objective of the Study

The study is an attempt to analyze the impact of digitalization on creative expression and how it enhances employability. This paper endeavours to achieve the following objectives:

- To understand and evaluate the extent to which digitalization fosters creative expressions
- To understand and examine whether there has been any significant difference in creative expression before and after digitalization
- To analyze the key constraints for creativity before digitalization
- To assess the innovative practices adopted by artists of different fields to enhance their creativity through digitalization
- To investigate the positive and negative aspects of creative expressions through digitalization and its effect on employability

3. Research Methodology

The views shared by faculties, parents, students related to different fields will be studied critically for the proposed research paper. The basic aspects of the usage of digital era for creative expression shall be explored and analysed from different perspectives of digitalization and its effect on employability.

4. Findings

4.1 Enhanced Artistic Collaboration in the Digital Age

Digital era has brought about a celebration of diversity, that is; diversity of creative thinking of cultures, of techniques, and styles. The internet has opened newer ways of expression for the creative art community. Today, the geographical boundaries, for artists from around the globe, have fallen down in the face of World Wide Web. Now they can freely interact with each other, share knowledge, exchange experiences and creative ideas at the click of a button. The Digital Era has truly stormed a creative genesis where anyone can practically

avail his chance to create and present whatever he likes. These self-fashioned artists can now attempt, explore, express, learn, invent and re-invent themselves at their will and pace much faster than ever before. Through the internet anyone can have access to a sea of information and create something special and innovative, no matter where she/he is located: sky is the limit.

In the present age we are witnessing a new phase of a digital revolution in almost every aspect of life. Most of the teaching and learning methodologies have moved online. Computational techniques and graphic methodologies have transformed even research practices in many disciplines, leading to innovative techniques and tools. New interdisciplinary fields and dimensions exploiting the digital technology, such as human cognition, digital humanities and bioinformatics, are bringing faculties together in entirely novel ways.

4.2 Diverse Influences of Digitization

- (a) Major performing arts events are being digitally broadcasted to regional TV channels and public screens across country and around the globe.
- (b) All round support to innovation, extensive research and residency projects of artists for producing material for digital platforms like virtual videos world and video gaming.
- (c) Simplified research on the impact of the arts, including book -publishing, performing arts, and the music.
- (d) Helped to raise the capability and capacity of the art community through wider collaborations with the broad based digital content industry.

4.3 Adding New Audience, Thus Promoting Accessibility to Art

Accessibility of the creative arts content is changing dramatically due to the advent of digital media gadgets like cell phones and portable I-Pad and I-Pod, and improved digital communication protocols and faster and secured services such as broadband, 3G, 4G and wireless telephony. Arts content can now be just as enjoyable on the move or as it is at home or in theatre room. Digital Era enables communicating content across digital world locally, regionally and internationally.

4.4 Evolve Art Content and Practice It in the New Domain

By employing new technologies, artists not only invite audience to move beyond their boundaries of viewing or listening to the art contents but to participate by stepping inside and contributing to their creations. Traditional artists are still struggling with these new art practices, audience-artist relationship and different creative forms. These artists are looking forward for aid as they navigate in their new domains of creativity. The aim of digitalization is to raise the profile of emerging new art forms and support artists to evolve art practice in this new domain.

4.5 Link between Creativity and Employability Because of Digitalization

In the digital era, creativity has to compete in a wider global market. But on the other hand, it helps to give artists wider acclaim in the world. Before digitalization the audience went to the theatre primarily because they wanted to see a live performance but now they use TV, computers, mobile phones for entertainment. In the digital era all creative expressions get recognition. Employability has increased. Technology, by breaking

boundaries of medium, provides a wider scope to artists for expressing their creative talents. Sherry Shahani, a student of St. Xavier's College, Jaipur became famous by digitizing her art which was exhibited at the New York Art Gallery. It also opened new avenues of earning for the student.

4.6 Preserving Different Forms of Artefacts Through Digitalization

Before the advent of digitalization, the artist's creation went in vain but through digitalization they can now preserve their artefacts as more and more digital archives are evolving.

4.7 Boon of Digitalization

- Interactive, learning-enhanced, question-answer session can be held in real time through mass media, internet, etc.
- Real-time meeting of minds and discussions through video conferencing such as interview for prospective clients.
- Teaching classes of arts like ART ATTACK craft classes, dance classes by Saroj ji, a famous film choreographer and by Madhuri Dixit.
- Providing Online tutorials, study materials, question banks even e-books for membership fees. Thus generating income.
- More realistic experience of art through 3-D viewing like remake of the movie *Sholay* in 3-D.
- Animation films provide new directions to creative art and imagination, we have, for example, children's films like *Hanuman*, popular on TV as well as in theatres.
- Videos can be seen in slow motion to enhance understanding, can be repeated for multiple viewing at viewers' ease and can be recorded and played any time.
- Video caricatures can be humourously used to critique social and political situations.
- Mothers, pregnant women, the sick and disabled, can now work from home because the outsourcing of specialised work is now possible.

5. Conclusion

Digital era can help our arts and culture sector to understand the big picture of the changing environment. It will also ensure taking informed decisions and quick responses to the impact of social changes and amusement driven by the creative art.

The 21st century is certainly the heyday of digital technology. With the advent of computer technology, the digital era had its true efflorescence. The contemporary age is not the time of hard work rather it is the time of smart work. All the creative expression has been swept over by digital technology. To keep pace, one should be wise enough to adapt to situations. Adaptation makes the person fit for society. Survival of the fittest is a natural law, and it equally applies to the use of digital technology in creative expression. A musical composition is no doubt a creative expression but the expression with the help of digital technology makes it much more sonorous, rhythmic and melodious. Similarly, in the field of photography digital technology has

allowed not only perfect but also largely creative and time saving factors. There is no doubt that digital technology has increased the speed and the perfect way to adopt the present developments. It increases the avenues for better employability. Nowadays digital technology has increased the speed of accomplishing tasks so that the demands of the customer are quickly fulfilled. Digital era brings about unlimited scope of new creation so people will surely show their interest and in turn it will prove to be a good source of employability also.

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POETRY: A VEHICLE OF RELIGION AND SPIRITUALITY

Shilpashree N.¹

Abstract

Poetry comes from the Greek word poiesis which means "making". It is a form of literary art which uses aesthetic and rhythmic qualities of language. It is a collection of emotions or flow of thoughts, expressed imaginatively through language. Wordsworth defines poetry as "the spontaneous overflow of powerful feelings". Like the beads of a necklace words are put together and these beads comprise images, conceits, metaphors, which are used to decorate the poem. They are expressed by the poet independently in all languages. For example, E. E. Cummings, in his poem, "Thank You God" took the poetic license of using the first the letter 'i' in small case to impress the reader and for greater impact. Poetry also plays a vital role in the cleansing of emotions leading to "catharsis". Many poets have used it as a vehicle of religion and spirituality. Since antiquity, poetry has imparted moral values to the society. However, in the present age, poetry is also used to satirize social evils. The paper discusses how poetry serves as a vehicle of religion and spirituality by looking at Basavanna's Vachanas and Tagore's Gitanjali simultaneously.

Poetry paves way for catharsis by depicting emotions, thoughts and feeling. Emotions are imaginatively put into words which resemble the beads of a necklace which is the poem. Poetry is a form of literary art in which language is used for its aesthetic and evocative qualities in addition to its apparent meaning. The two major themes explored in poetry since antiquity are: religion and spirituality.

In the past, poetry was a vehicle of religion and spirituality and in the present, it is a vehicle of satire on the society. The paper discusses the function of poetry by studying Basavanna's *Vachanas* and Tagore's *Gitanjali*. *Vachanas* in Kannada language, hails from the middle Kannada period. It also gave birth to many genres in Kannada literature.

The Kannada *Vachanas* were the first-hand written narrative of *sharanas* and (were also seasoned by the saints) They were also important texts of Veerashaiva/Lingayat movement, as it dealt with "Ideas of caste, creed and religion which combine to operate as worship and the path to spirituality." The poetic form associated with Veerashaivism was first practiced by Jedara Dasimayya and later *Vachanakaras* revised and popularized this form. A. K. Ramanujan, a bilingual poet, linguist and an able translator has been one of the pioneering scholars to render *Vachanas* into English in the *Speaking of Shiva*.

Though the word 'Vachana' literally means 'whatever spoken' it has been used in the *vachana* literature in several senses. *Vachana* as a form of literature means prose, but prose which has the flow and spirit of poetry. Those who write poems have to observe the rules of prosody, but the *Vachanas* are interestingly, free from the rules of poetry such as metrical form or stanzas. They are believed to be the utterances of mystics and saints.

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Mr. Chidananda Murti shows that the Vachanas are metreless and have a *tripadi* base. Tripadi is a popular three-line form of the oral tradition which is used both in folk song and in folk epigram. It contains representation of phrases and ideas.

Vachanas form the backbone of the path of Guru Basavanna. They were primarily targeted at the common person and sought to demystify God as large sections of society had been deprived of access to the texts. The Jangamas played a central role in the propagation of the Vachanas. Basavanna, also known as Guru Basavanna or Basaveshwara, was a philosopher and a social reformer. He is also called 'Vishwa Guru' and Bhakthi Bhandari. His Guru was Jaataveda Muni. He spread social awareness through his poetry known as Vachanas.

He made the Veerashaivas to be identified as wearing the image of the Lingam either in silver or brass around the neck, irrespective of caste, sex or age. It symbolized the oneness of all who worshipped Shiva as the *Ishtadevata* by recognizing all as equal in front Shiva *lingam*. He used the *Ishtalinga* to eradicate untouchability and establish equality among all human beings and as a means to attain spiritual enlightenment and established Anubhava Mantapa to lay down the foundation of social democracy.

Tagore's Gitanjali comprises the devotional hymns of a dedicated soul whose ultimate aim was the realization of the divine. The relation between God and human is the apparent core of all songs. His meditations on God, human being and nature in the *Gitanjali* not only echo the vedantic awareness of the absolute but also transmit the fervor of a Vaishnava *bhakta's* love for God.

K. R. Srinivasa Iyengar points out that The Gitanjali songs are mainly poems of bhakti in the great Indian tradition. The current core of India's devotional poetry is melted and minted anew by Rabindranath, but the pure gold shines as brightly as ever, even though the inscription on the coin is in English. The imagery, the conceits, the basic experience, the longing, the trial, the promise, the realization all have the quaintly unique Indian flavor and taste.

It also represents the journey from the finite to the infinite. The songs in *Gitanjali* embrace the whole gamut of tender human feelings such as love, humility, detachment, devotion, affection, dejection and gratitude. Tagore's lyrics are a rare combination of simplicity with sublimity uttered with intensity and spontaneity. He exhales a lyric as spontaneity and naturally as a flower exhales fragrance. Another important characteristic of the lyrics is music and melody.

According to Tagore, spirituality is nothing but the oneness of God and the poor and downtrodden and hence advises the devotee of God:

Come out of thy meditations and leave aside thy
Flowers and incense ! What harm is there if thy
Clothes become tattered and stained ? Meet Him
And stand by Him in toil and in sweat of thy brow

Conclusion

Basava's Vachanas and Tagore's *Gitanjali* demonstrate how poetry can be a vehicle of religion and spirituality. Both the Vachanas and *Gitanjali* focus on the oneness of God and man. While the Vachanas demystify God for common people the *Gitanjali* talks about the unity between the divine and the poor and the downtrodden. In the present age of strife and violence we need to fall back on such great works of poetry as are discussed in the paper to once again find harmony amidst the endless chaos of modern life.

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BOOKS AND FILMS: A MARRIAGE MADE FOR CONTEMPORARY TIMES

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Abstract

Literature has been a tool of expression and reformation of society from times immemorial. It has actively functioned to maintain the social norms and as a moral instructor. Over the years, literature has evolved as a subject and a mode of communication, thus expanding its role of changing the society. Books are the greatest source of reading literature, but with changing times, developing technology and lack of time have replaced books with films on the same subject/story. With the onset and spread of information and communication technology and its biggest boon, the worldwide web, it has become easier to seek and access books and literature of times bygone. This facility is contributing immensely in reviving the dying art of reading, especially through e-books.

In ancient times, plays and stories were one of the few ways of amusement, imparting knowledge and conveying morals at the same time. This was the practice for several centuries until the industrial revolution happened and man began experimenting with everything that was constructive. The twentieth century witnessed an almost superhuman way of entertainment called "cinema". It served the same purpose as that of plays and stories but in a more enhanced way of pleasing the senses.

The postmodern era stretched its limit and experimented further with cinema by adapting the stories of the novels and plays, in short, giving life, body and expression to the texts. These adaptations once again did the magic of revisiting the books, which were long buried, but never forgotten. The paper shall look at adaptations of literature texts into movies in contemporary times and their relevance by focusing on a few popular works and their re-adaptations. It shall also elaborate on the avenues of employability that these "script-to-screen" versions offer to people with creative inclinations.

The renowned Hollywood director of Australian origin, Baz Luhrmann said, "What I think is extraordinary, apart from the inherent values of the ideas, is that we were experiencing ourselves a historic moment in the life of the Internet, an example of how massive publishing power is in the hands of anyone with access to a PC." This comment coming from a film director of such acclaim suggests the significance of books even in the age of the Internet and technology, of which we are a part. In the current world of globalization and such advanced technology, there is hardly any room left for creating any piece of art independently. Internet contributes immensely in simplifying the method of creation for an artist, be it painting, sculpture, architecture or literature. Internet is now the way of life, and mass media a way of thinking. It helps in increasing our awareness quotient and keeping us abreast with the changes taking place around us. As Luhrmann said, internet has led to 'massive publishing power'. The point in focus here is that given the current scenario of information and communication technology being functioning as an imperialistic force, how many of us

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read books? The present generation of young people is highly Internet oriented, and social media is their portal to the world and its aspects. It is a tool that they use in order to stay connected with the world, to stay updated and also to communicate. In this world of hi-tech communication, books have nothing much to offer and readers have been forced to shift their loyalty to Internet because of lack of time.

Literature has functioned as a medium of communication ever since human civilization. In the ancient times, plays were performed in order to entertain the royalty and various sports were played to amuse the masses. The Greeks propagated the theatre, whereas the Romans promoted sports. The ancient classics depicted life in its most realistic form in order to convey the set of societal norms that were expected to be followed. Literature has been the moral instructor of mankind for ages now. It has played a significant role in refining the perception of human race and helping it decipher the symbols of nature. It has also been one of the most artistic mediums of expression of the various emotions and thoughts of mankind. Before the industrial revolution, it was difficult to document it. It was only with the invention of printing press that the writers, poets and playwrights began to record it. And with the advent of the newspapers and journals, the written word yielded as much power as the performatory word. We notice that in the sixteenth and seventeenth century literature played a vital role to bring out revolutions that changed the face of the English and the European history. Every aspect of the society was depicted in the literature of those times and moving towards the eighteenth and the twentieth century, we see that it spread awareness about various social evils that were practiced in England then. Writers like Jane Austen, Charles Dickens, George Eliot, were a few of the many popular writers that conveyed the flaws and conventions prevalent in the English society. It contributed immensely to the bringing about of significant changes in the social and political scenario of England.

But with the advent of the twentieth century, writers began to experiment with literature. Since industrial revolution was spreading rapidly far and wide, the artists found their art to be getting created and preserved. It did prove to be a boon to the artisans, especially the ones who were associated with the performing arts. They could now experiment with several effects in their act and the advent of photography, camera and motion picture in 1890, revolutionized this art. It proved to be a greater blessing than preservation of the contemporary art as it revived the lost one by adapting it in various forms of entertainment, and not limiting only to theatre. So if the sixteenth and seventeenth centuries elevated and fostered theatre and plays, the later nineteenth and early twentieth century took literature to another level of cinema, thus preserving the classics for a prolonged period of time. Although the first movie adaptation of a novel happened only in 1924 by the Austrian director Erich von Stroheim who tried to adapt Frank Norris's *McTeague* into a motion film, which was not such a successful attempt. But he did pioneer the concept of adaptation of a book into a film, popularly known as "script-to-screen" in the postmodern era. The main objective behind such an experiment was to give a face, body, expressions and voice to the characters of the novel and a physical setting to the story, in order to please the senses and consequently entertain the audience. After 1924, it became a research activity to go back to the best works of English literature and reproduce them as films so as to acquaint the audience with the creative faculties of the writers of a particular time. It also led to the audience's inclination towards reading the book that was adapted in order to compare the film with the book and stress the similarities and differences. By doing so, the audience also adopted a creative bent of mind through discourse on the book that was made into a film. Not only this, it also led to reinterpretation of a particular text with relation to the times in which it was produced as a movie. It questioned the relevance of it in those times and also noticed the sustainability that the movie had, as compared to the book it was based on. The movies were also

a departure from reality for the audience. It was too harsh to survive the two World Wars and come out of it unaffected. Hence, in order to redeem their faith in life and existence, the classics were reproduced in films and released for the audience to reorient them towards the concepts of humanity and society.

The adaptations and re-adaptations of book into a film differ from era to era, but what remains the same is the core of the story and the purpose behind writing the book. Books are considered as critics of society, adaptations of them into films enhance that criticism to the level of virtuality. But one aspect to notice here is that the director of the movie may not have the same sense of aesthetics as that of the writer whose book is being made into a film. Such a disparity may or may not affect the adaptation, but the director does keep in mind the audience that he is catering to. The instance taken into consideration here is Jane Austen's *Pride and Prejudice* which was published in 1813 and was first adapted into a film in 1940 with Laurence Olivier as Mr. Darcy and Greer Garrison as Elizabeth Bennet, and directed by Richard Leonard. It was the closest adaptations that any director could have made with the impacting performance of Olivier. It proved to be a refreshing experience for the English audience who were struggling hard to survive the Second World War. It gave them a reason to believe in love, humanity, affection and life on the whole. Society is usually the common backdrop of every literary work. An Austenian society exemplary in its depiction of how a society should be and the conventions that it should follow. This production encouraged the audience to convert into readers too and they went back to the book in order to fill in the missing gaps, if any.

In the years 1967, 1980 and 1995 respectively, *Pride and Prejudice* was telecast as TV series by the British Broadcasting Corporation. This kind of an adaption took place in order to reach out to a more expansive group of audience, because by 1967, almost all European and American households had a television. The fact that this work of Austen was made into a TV series at different points of time in the twentieth century goes on to prove the agelessness and the significance of the work. That it still worked as a moral instructor and a guide to establishing a healthy and happy society, is an evidence of the artistic perception that Jane Austen had of life.

Books have the power to direct us and anchor our thoughts. The current generation is the byproduct of technology and progress, hence it does not have much time to seek concrete pleasure, the experience of which is everlasting, as compared to the instant gratification that the internet provides them, unlike reading. But with the knowledge boom that they are experiencing, it becomes important that they are well versed with the course that they pursue. Contemporary literature is an amalgamation of popular fiction, travel writing, non-fiction writings, gender studies, magic and supernaturalism in fiction, etc. The variety offered to the youth today is expansive, yet, we see that they are not inclined towards reading, as the competition that they face keeps them occupied to perform better in whichever field they are. That is where the internet features as a boon as it offers reading of classics online. Information and communication technology has simplified life so much that one can find time to watch a movie but reading is now luxury. Hence, we notice that almost all the American and British classics are being made into films, in order to promote art and culture in the cotemporary times, thus reviving the long-buried texts of morals and ideologies. These adaptations vary from audience to audience. The 2004 version by Gurinder Chaddha of *Pride and Prejudice* is a highly Indianised version of the English classic (titled *Bride and Prejudice*, echoing the same theme that the book carries), but in a very Indianised manner. The entertainment value of the film was such that it inspired the non-English speakers to read the novel in Hindi. Once again the visual effects, the actors, the dialogues and the comedy of expressions elevated the stature of the novel. Jane Austen relived in the twenty-first century

India! The movie was embellished with songs and colours and music, which are not the features of a Hollywood film, but what adds to the awe of the audience is the fact that the film was in English with just two or three American actors in it, the rest were all Indians.

Such script-to-screen adaptations help the current student fraternity to go back to the book after they have seen the film, thus reviving the art of reading and polishing their creative perception, which is being rusted by over use and abuse of the internet. The reading activity functions as moral and social guide for the contemporary generation which feels highly alienated in the current society due to the generation gaps that it faces. Difference in ideas and understanding isolates the young individual, who has no better company than a book, and it is in this companionship, that the young individual finds himself.

Film industry, both national and international, is so extensive that there is no dearth of employment in it. The education system today across the globe is such that it equips the individual according to the need of the industry that the individual wishes to join and grow in. The number of film and acting schools has augmented evidently, both on the national and the international platform. Even if one fails to be an actor, one can be trained enough to be an assistant director, a music composer, lyricist, art director, cinematographer, etc. The number of jobs that a film industry offers is endless. So the kind of education that we give to our students endows them with special skills to not only survive but also to excel in this creative field of film production and promotion. The concept of globalization and the onset of the internet has definitely shrunk the world to an extent where we are not strangers to a lot of people. The World Wide Web has empowered us to carry the entire world in our smart phones, laptops and PCs. Life is much easier with the various apps that the Internet has to offer, so much so that one can order food, clothing and shelter online. And if there is too much clutter, we upload it all on the Web and sell things that are discarded. So the Internet is a way of life now. With the expansion of the social media as one of the most popular ways of communication, it has become easier to reach out to a huge number of people at the same time and convey one's thoughts or opinion. Amidst all this advancement and virtuality of being, what is being left behind is the 'real', the original. We are departing from our true selves and morphing into somebody we are not, tailoring ourselves according to the requirements of the society that we live in. This is where education features. The current education system is holistic in nature, offering something significant and helpful to students from all strata of society. It preserves their creativity, which is otherwise marred, owing to the mild corruption that the Internet spreads. Students now specialize in courses which are practical in nature. The establishment of several universities and colleges has made it simpler for the students to choose an area of study of their choice and pursue it, keeping in cognizance the needs of the current employing sector. Human resource being the most valuable resource of present times, it is being tailored according to the need of the organization that is hiring it. The most significant additions to the education system of the twenty-first century are the incorporation of applied arts and study of culture. The awareness quotient of the present youth is so heightened that it is opting for courses that bring it closest to the reality of the world and its people. The social media being the recent imperialistic force, our students are studying various branches of mass communication and as facilitators of education and trainers of the present youth, it becomes our moral and social responsibility to equip them with knowledge that will help them fend for themselves.

Literature and movie adaptation help these students to apply their knowledge in their respective field of work, thus enriching them and bringing them back to their roots, their values and morality.

NO MORE *INKAAR*: THE RELEVANCE OF GENDER-SENSITIVE EDUCATION TO INCREASED EMPLOYABILITY

Sudeshna Chakravorty¹

Abstract

With more women moving out of the confines of the home and hearth and joining the workforce, the need for a new grammar to define working relations between the genders has emerged! Many cases of sexual harassment or plain gender insensitivity (some alleged, some proved) at the work place have made news in the recent past. And as this conference's keynote speech has aptly put it, knowledge has to 'evolve and customise itself to the needs of the time'.

The point I am trying to make is that if greater emphasis is laid on channelling the various theories of gender equality towards imparting practical gender sensitive education in school and colleges, it could create a generation of young men and women who, in being more at ease with each other, will work with far greater efficiency and in a much more pleasant atmosphere. Such contextual education will thus ultimately translate into better work culture and productivity. Thus apart from moving towards the greater goal of a more egalitarian society; even from the purely practical point of employability, gender sensitisation training in school and college education has a lot going for it.

In this paper, I intend to focus on areas where such gender egalitarianism is lacking as of now in our formal education system and point out how some small practical steps can go a long way in correcting that.

Introduction

At one point it was taken for granted that men would be chauvinistic, and women who dared to live a life even remotely deviant from the one traditionally expected of them, would have to live with constant jibes and often, direct harassment from them. But as this conference's keynote speaker has aptly put it, knowledge has to 'evolve and customise itself to the needs of the time'.

In *Sexual/Textual Politics* Toril Moi states that the "principal objective of feminist criticism has always been political: it seeks to expose, not to perpetuate, patriarchal practices". One of the most enduring of these patriarchal practices is the confinement of women to unpaid labour, mostly the household work. But as more and more women join the workforce, throwing off the yoke of home and hearth, the need for a new grammar to define the relations between the genders has emerged, now more than ever!

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Although there is a crying need to redefine the relations between the genders the present scenario is quite dismal. A study of several textbooks reveals that they reinforce the stereotypical image that men dominate the public sphere and women the private sphere. Most women are shown in unpaid jobs like sweeping, cooking, washing, packing, fetching water, making tea and looking after children. In the public sphere of paid labour too, the stereotypes continue. Illustrations of nurses and teachers in the textbooks are consistently of women, while doctors, police officers, pilots, drivers, carpenters and soldiers are all men. Further, these textbooks seem to be subtly sending out messages about the 'glass ceiling'. In one textbook used in Tamil Nadu, for instance, of the twelve teachers portrayed, all ten were women. But the headmaster is quite tellingly a male (Mani 5). The message is clear—women are hardly ever qualified enough to achieve upward mobility in their jobs, even if they manage to get one in the first place. A mathematics problem asks about how long a piece of work that takes three women and two men five days to complete, would take a different combination of men and women. The moot point being that women have less output than men. Science textbooks almost always feature men as scientists.

Again most of these textbooks show boys participating in boisterous, outdoor games like cricket, football, or 'mind games' like chess. Girls, on the other hand, are shown as either lounging about with dolls or paint brushes, or even when outside, playing traditional games like 'hop skotch' or 'pebble games' (Mani 9-10). Again most illustrations in science textbooks show boys performing experiments or handling sophisticated equipment like computers (Noopur 28). The implications of such portrayals run deep—women are not good with complex machines or calculations.

Even curricula at the college level is not totally free from such biases. Till just a few years earlier, the University of Calcutta used to regularly set questions on the 'masculine qualities' of the English language for its students majoring in the language at the graduation level. Even today, a story like Bhabani Bhattacharya's 'Moment of Eternity' is part of the syllabus for B.A., general students, which shows that for a woman whose husband has expired, the only way out is to commit suicide.

It is precisely conceptions like this that, I feel, need to be expunged from the texts being fed to impressionable minds, because men and women who grow up believing in the inferiority of one sex as opposed to another will always generate a skewed gender equation at the work place.

Conclusion

In spite of several recommendations in the past about the need to gender sensitize our textbooks; there is still ample scope for improvement. Anita Rampal, former dean of the education department in Delhi University and an expert associated with the last revised preparation of NCERT textbooks for elementary classes in 2006-7, said last year that the texts on social science and literature give "examples to explain concepts of gender, self-dignity and values", but they "do not deal with such issues explicitly" (qtd. Mohanty). But several recent events seem to have brought this issue into sharp focus. Many leading newspapers carried articles about the PMO push to the MHRD to introduce gender studies in school curricula after the 'Nirbhaya' gang rape tragedy shook the nation in December 2012 (Kasturi, Dhawan, Mohanty, Vishnoi). Recently, the Central Board of Secondary Education (CBSE) has even brought out a handbook on value education for teachers, which urges them to impart values through innovative means including the use of meaningful cinema and books. The board has also made counselling service compulsory in its affiliated schools and is collecting data to broad-base and streamline services.

The NCERT and text book framers of boards in many other Indian states are also making deliberate attempts to include information about women achievers in 'non-traditional' fields to provide a more balanced view to the students. Thus along with the customary (and necessary) information about Sister Nivedita, Helen Keller or Florence Nightingale, we now get to know that "it was a woman who invented the bulletproof jacket. Or that the first "spiritual leader" in recorded history was a woman called Vak, one of several women believed to have written the Vedas?" Again from the 7th grade onwards, textbooks have woven gender into the mainstream framework of day-to-day life. Through narratives, comic strips among other forms, they try to depict where women stand in relation to India's constitution, its media, minority populations, dalits, etc.

However, the good work done now needs to be reinforced. Monobina Gupta has pointed out how the gender sensitive curriculum is not being properly disseminated to the students because many teachers are not trained enough to do justice to the revamped syllabi. Rampal, too, has accepted that there is a big gap between the outdated B.Ed. training being imparted to the majority of teachers and the new syllabus they are expected to teach (*oneworld.net*).

It is only by correcting such obvious lacunae and through constant vigilance and upgradation of our curriculum and syllabi at the school, college and university level, can we hope to create generations of young men and women who genuinely believe in gender equity. And in that land of freedom, gender insensitivity or sexual harassment at the work place will, hopefully, be a thing of the past.

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THE INDIAN STEREOTYPE: REPRESENTATION OF INDIA AND INDIANS IN AMERICAN TELEVISION CARTOON SHOWS FROM 1960 ONWARDS

Tiyasha Sengupta¹

Abstract

Despite the Orient occupying an integral position in several European and American narratives, the relationship between the Occident and the Orient has remained one of domination, power and hegemony of the Occident. The Orient has become synonymous with barbarity and cruelty and at the same time, with magic and mysticism. Such presumptions have led to stereotyping and prejudices. The advancement of technology and media-helped re-establishing such preconceived ideas. Since the beginning of the Golden Age of American Animation, the Orient and its people have appeared in American cartoon shows.

This paper analyses the stereotyping of India and Indians in American television cartoons from the 1960s to the present time and how such stereotypes have changed over the last five decades.

Introduction

"I remember that India is like Wonderland. In this other universe everyone seems mad and everything is upside down, back to front and infuriatingly bizarre" (MacDonald 15). Sarah MacDonald's lines are evincive of the Western fixation with the Orient. Over the ages, Eurocentric narratives have chiselled the image of the East as a sphere of subverted social orders and practices. Kipling calls its "sullen" natives "[h]alf-devil and half-child". Conrad and Forster are more subtle in their respective approaches (Kipling 334). Nevertheless, the Orient has become the "deepest and most recurring images of the Other" in the Western canon (Said 1). This paper focuses on the portrayal of India and Indian stereotypes in American television cartoons from 1960 onwards.

The Emergence and Propagation of Television Animation in America

American animation reached the pinnacle of glory during the late 1930s, marking the Golden Age of American Animation. The birth of cable television in America, brought about prominent changes in "specific facets of storytelling" and "episodic and serial forms", which enabled animators to venture into creating shows exclusively for the small screen (Mittel 29). Companies like Disney, MGM and the Warner Brothers began investing in this sector. Theatrical clips like the Looney Tunes and Tom and Jerry were adapted for television viewing. In 1957, William Hanna and Joseph Barbara established Hanna-Barbara Productions, which refined, defined and dominated the television animation scene for the next four decades.

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The Indian Stereotype in American Television Animation over the Years

In *Orientalism*, Said asserts how "the electronic, postmodern world" has fuelled a "reinforcement of the stereotypes by which the Orient is viewed", having intensified the hold of the nineteenth-century academic and imaginative demonology of "the mysterious Orient" (27). Lippman, in *Public Opinion*, elucidates how "[i]n the great blooming, buzzing confusion of the outer world" one tends to "pick out" what one's "culture has already defined" (81) --- how "we tend to perceive that which we have picked out in the form stereotyped for us by our culture" (81). India, like the rest of Asia, falls into this pattern. It has been the premise of the adventures of the protagonists of a few shows, often depicted as a peregrine, utopian realm of sorcery and mysticism. India emerges as the "contrasting image" of the modern and flourishing America (Said, 2). It at once becomes "a place of romance, exotic beings, haunting memories and landscapes, remarkable experiences" and barbarity and chaos (2) "Orient is an idea that has a history and a tradition of thought, imagery, and vocabulary that have given it reality and presence in and for the West" (Said 5).

There is a deliberate use of spatio-temporal distortions to amplify incongruities. While the protagonists belong to the era the cartoon has been produced, they seldom bear a resemblance to the contemporary India. Anthony D. King quotes Hamadeh who affirms that the "dichotomy between tradition and modernity [is] a derivative of the dichotomy between East and West" (71).

On September 1964, *Jonny Quest* went on air. This popular animated science fiction series revolves around the eponymous eleven-year-old protagonist and his adventures with his scientist father and his bodyguard Race. In the seventh episode, "The Calcutta Adventure", they embark on a mission to Calcutta, where they first get acquainted with Hadji, who becomes a permanent member of their team. The first thing that would catch the eye of any Indian is the depiction of the city of Calcutta. Hadji appears sitting right outside the gate of Calcutta University, engrossed in snake charming! The renowned first multidisciplinary university in South East Asia does not bear its usual British architecture but appears to be a structure from the sultanate era with domes and minarets. Moreover, the busy College Street, amidst which the university is located, resembles a medieval oriental bazaar.

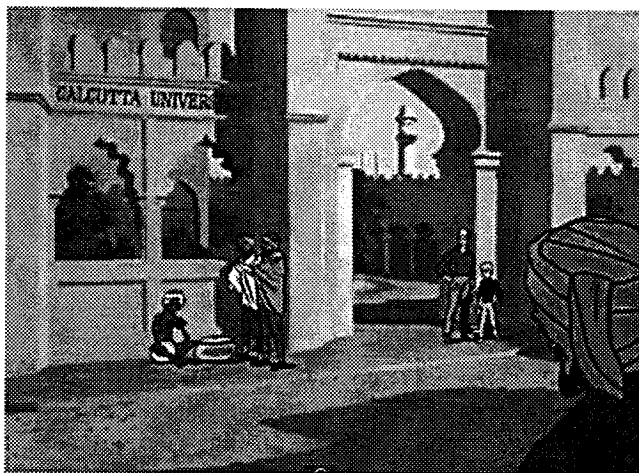


Figure 1 – Hadji charming snakes in front of Calcutta University

In "Bloodlines" of the *Real Adventures of Jonny Quest*, telecast in December 1996, Hadji and his friends go

back to India to meet his guardian Pasha the Peddler. In this episode however, Calcutta is somewhat, if not completely, a similitude of its actual self.



Figure 2 – The city of Calcutta as shown in "Bloodlines"

The cardinal justification in the arrant discrepancies between the two simulations is, undeniably, enhanced awareness due to increased immigration. Since 1965, the revised immigration laws of the United States resulted in an inundation of immigrants from the Asian and Latin American countries. The Indian community augmented from a paltry five thousand in 1960 to three million in 2010 (Gottschlich 283).

The vignettes of Calcutta in Laff-a-Lympics, which ran from 1977 to 1979, are much similar to the 1964 version of *Jonny Quest*. The series parodies the Olympic Games, with three teams of popular Hanna-Barbera cartoon characters competing for the gold medal in indigenous and exotic locations. The first part of episode 10 takes place in India. The elephant race commences from "downtown Calcutta" lined with sultanate style palaces ("India and Isreal").

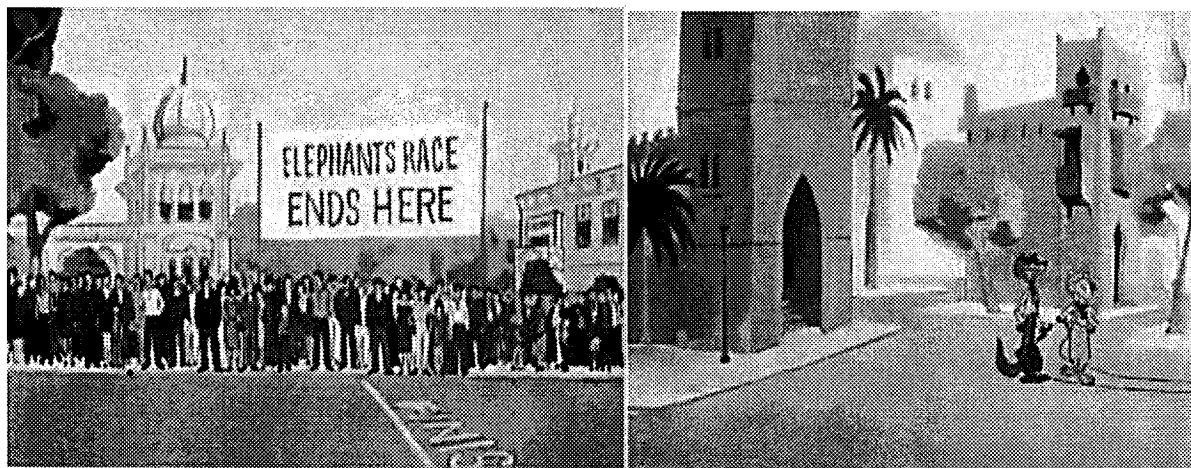


Figure 3 – The streets of Calcutta in Laff-a-Lympics

Another Indian city that has been caricatured is Bombay. The 1970s animated show *Josie and the Pussycats* follows the members of the band The Pussycats and their entourage performing gigs around the world. In "The Secret Six Secret", the Pussycats' schedule brings them to Bombay, where they successfully thwart the plan of a sinister group to overthrow an Indian leader. Bombay faintly resembles a modern metropolis. Yet the stereotype is conspicuous – the gateway of the Bombay airport resembles a medieval sultanate building!

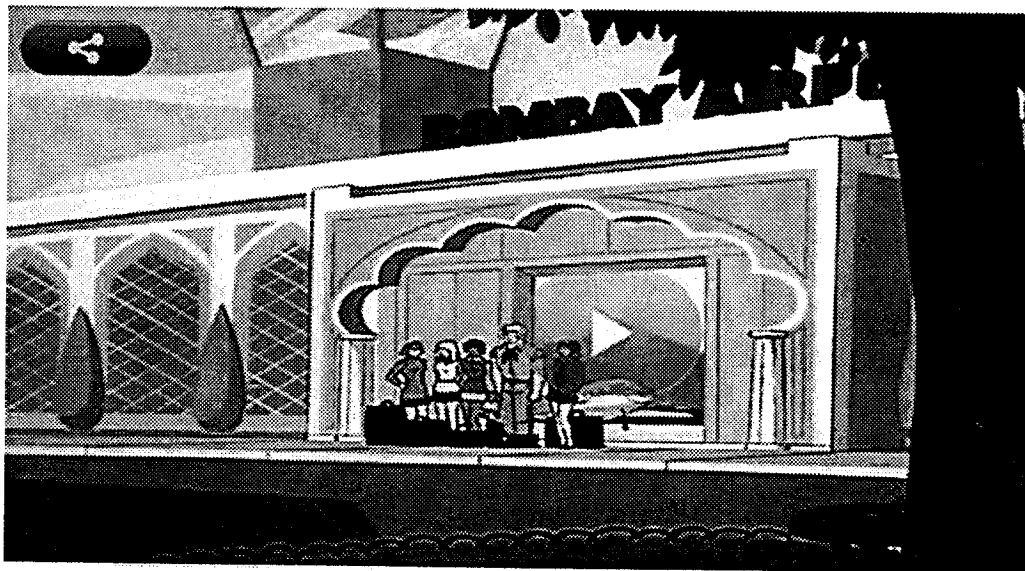


Figure 4 – Bombay Airport as showcased in "The Secret Six Secret"

In the scene where Alexandra and Alan board a taxi, their co-passengers include two locals, a cow, a goat and a hen.



Figure 5 – The taxi ride in "The Secret Six Secret"

Such "downward social comparisons", as Srividya Ramasubramanian avows, corroborate the ostensible primitiveness of Indian culture and "boost[s] the self-image of Western audiences" (259).

In the context of characterization, Hadji of *Jonny Quest* bears a great cultural significance being the very first Indian character to be included in an American show. He is shown to be endowed with the mystical gifts of telepathy and telekinesis. In "Bloodlines" it is revealed that he has inherited these gifts from his mother. Additionally, he is adept in hypnotism, possesses ability to communicate with animals and performs rope tricks.



Figure 6 – Hadji and his many mystical powers—telekinesis, snake charming and rope tricks

The "standardization and cultural stereotyping", as Said asserts, "have intensified the hold of the nineteenth-century academic and imaginative demonology of 'the mysterious Orient'" (Said 26).

Clothing is an important marker of a given culture. It, as Pierre Gottschlich suggests, "become[s] projections for a pre-constructed set of character" (279). Hadji's heritage is evident in his attire—a kurta, a pajama, a Nehru jacket and the ever-present turban.

Interestingly, the turban has been used as an insignia of cultural identity. In *Recess*, a series telecast in the Disney Channel in the 1990s, a peripheral character called the Guru Kid is seen using his shirt as a turban and engaging in meditation.

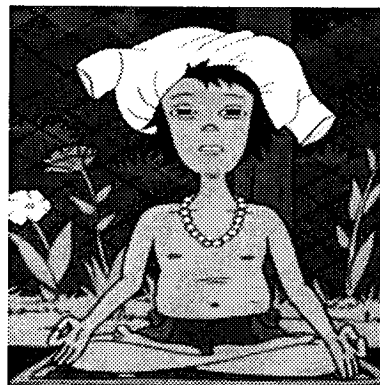


Figure 8 – Guru Kid, a character in *Recess*

In *Laff-a-Lympics* and all the *Jonny Quest* series, the entire Indian male populace is seen wearing turbans!

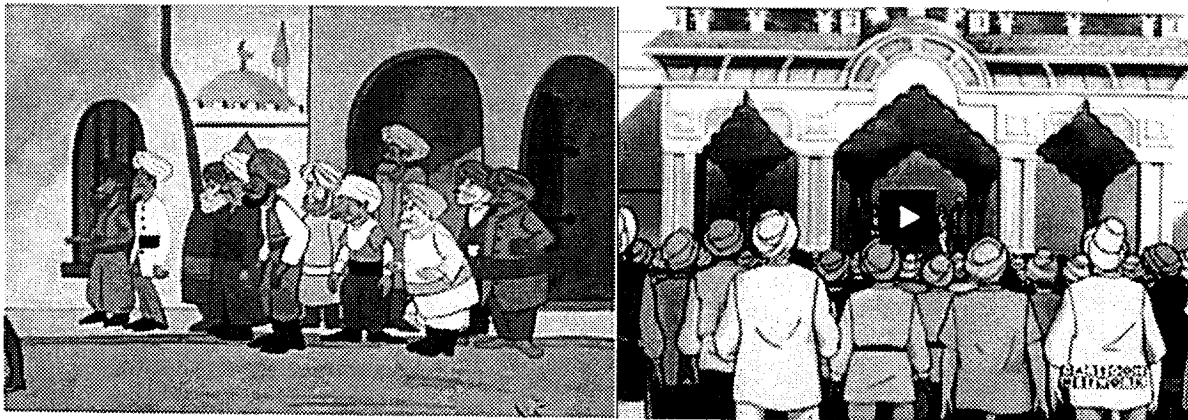


Figure 7 – All Indian men are seen wearing turbans in *Laff-A-Lympics* (left) and *The Real Adventures of Jonny Quest* (right)

Likewise, Indian women like Manjula Nahasapeemapetilon of *The Simpsons*, are perpetually shown wearing a bindi.

However, Baljeet Tjinder of *Phineas and Ferb* dresses like an average American child.

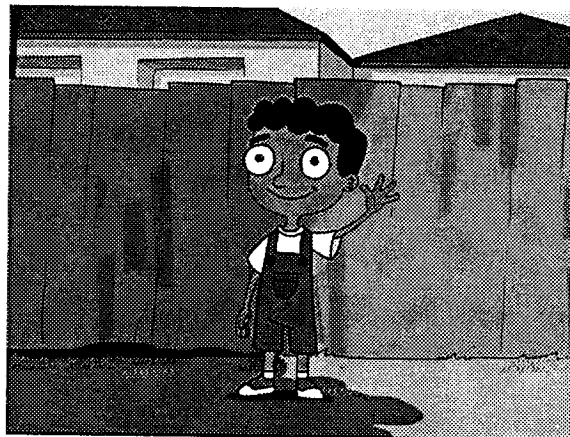


Figure 9 – Baljeet, a character in *Phineas and Ferb*

Mild mannered, shy and docile like other portrayals of Asian children, Baljeet is somewhat a caricature in that, like most other Asian stereotypes, he fixates over good academic scores. To a pedantic and assiduous Baljeet, an A is the "worst grade of his life" ("Unfair Science Fair"), and getting an "F" is the most terrifying thing known to him ("The Baljeatles"). He is adept in trivia and is a mathematics wizard, spending most of his spare hours "doing math" ("The Baljeatles"). Another interesting reminder of Baljeet's Indian heritage is his house—amidst a busy American city, Baljeet dwells in a flat-roofed mud house, but with ornate decorations like stone statues and fountains.

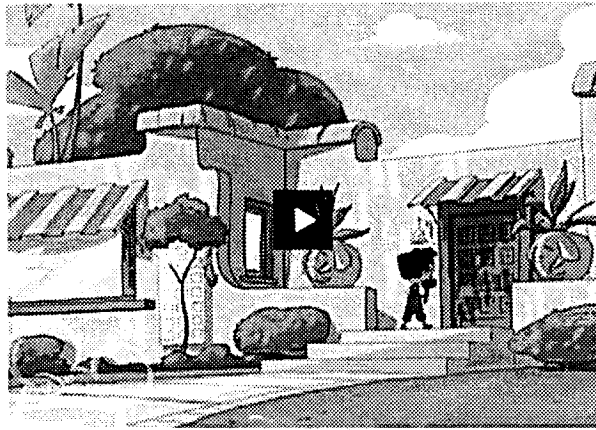


Figure 10 – Baljeet's house

Apu, whom Shilpa Davé rightly identifies as "a cultural and spiritual spokesperson for India", encapsulates notions prevalent about Indian immigrants in America (323). He is highly educated, with a Computer Science degree from CalTech or Calcutta Technical Institute. Apu is accepted for a doctoral programme in the United States. His exact heritage is somehow disputed due to discernible inconsistencies in the facts provided in the show. He is often seen conversing in Hindi, indicating that he belongs to a North Indian community. However, in *22 Short Films About Springfield*, Apu is explicitly referred to as "the jolly Bengali". Interestingly, a few aspects of his marriage ceremony, like Manjula's bridal trousseau and ornaments indicate them belonging to a South Indian community. Yet, in the context of cultural prejudices, he is a double-edged weapon. In *Planet Simpsons*, Chris Turner expounds the dual use of Apu's character:

Apu is a mixed blessing. On the one hand, he is a broad stereotype with a cartoonishly thick accent [...] reinforcing any number of prejudices about South Asians. On the other hand, Apu is a bona fide pioneer: he was the only recurring South Asian character on a major American sitcom [...] he remains the most prominent South Asian on primetime TV, an iconic part of one of America's most important cultural institutions—strong evidence that South Asians have become a significant segment of the social fabric of the West. (345-46)

The character of Apu is an embodiment of aspects that baffles the Western, specifically the Anglo-American consciousness. Firstly, in *The Two Mrs. Nahasapeemepetilon*, Apu recapitulates the arrangement of his and Manjula's marriage back in India. Both are shown to be eight-year old children, bereft of the faintest idea regarding the gravity of the proceedings. Here, the Western conjecture concerning arranged marriages and dowry negotiations come to play, as the two parties are shown bargaining over "electric fans" and "textile [factories]" (*"The Two Mrs. Nahasapeemepetilon"*). While initially, evasive Apu tries to wriggle out of the premeditated marriage, he later falls in love with his bride and proceeds with the nuptials.



Figure 11 – Apu and Manjula Nahasapeemepetilon

Apu and Manjula's conjugation is a blissful one. Despite being overtly sedulous with his business, he is a caring husband and a doting father and brother—"Close family bonds are a very common stereotype about Indian immigrants, and Apu fulfils this cliché as well..." (Gottschlich 289).

Secondly, Apu serves as a commentary on the overpopulation of his homeland. Earlier in the episode, Apu remarks, "I have noticed this country is dangerously under populated" ("Eight Misbehavin"). Later in the episode, Manjula delivers eight babies after an overdose of fertility pills, much to the fascination of the residents of Springfield, who call them "the eight wonders of the third world" ("Eight Misbehavin"). Apu is however, anything but a flat character. Multilayered and intriguing, Apu is not without faults. He at times fits into the mould of the greedy and unethical Indian shopkeeper by selling products of inferior quality to make a profit.

In order to understand Apu's role in the gamut of American society, one must acknowledge the trials and tribulations he encountered in the episode "Much Apu About Nothing". Upon the expiry of his student visa, Apu is reduced to the status of an illegal immigrant. His fear of deportation compels him to purchase forged documents from the local mafia. In a desperate effort to ensconce his true identity, he disencumbers himself of all his ethnic indicators. Yet, in the end, his conscience gets the better of him as he repents: "I have brought shame to my parents, to my homeland, and to myself. I cannot deny my roots..." ("Much Apu About Nothing").

He identifies himself with either nation. "His story", as Pierre Gottschlich establishes, "is about integration, not assimilation" (289). Apu simultaneously serves as an attack on American orthodoxy and ignorance, epitomized by Reverend Lovejoy, as well as "a vehicle to introduce current views and debates about minorities in the United States" (Davé 323).

The extent of racial typecasting, to quote Dobrow and Gidney, depends on the various "facets" including "visual representations, behaviour, and linguistic representations" (107). Discernibly, all Indian characters are shown to have brown skin and other distinct physical differences. Baljeet is petite with a shrill effeminate voice. The most prominent indicator of ethnicity is unequivocally, language. Thus, foreign dialects and indigenous dictions are frequently and immaculately used in the media ventures. All the aforementioned characters bear the trademark Indian accent. Interestingly, only Baljeet is voiced by an Indian artist. "The use of dialects in children's animated television", to agree with Dobrow and Gidney, "reflects commonly held American attitudes toward dialects and foreign accents" (117). The phonetic aberrations at once accentuate the minority status of the characters and set them apart from the rest of their respective circles.

Role of Visual Media in Minimising Stereotyping

Not all stereotypes are negative. Hadji is an assertive and astute individual. Baljeet is academically endowed. Apu, though more complex, is the epitome of "model minority" and a travesty of Indian stereotype (Davé 323). However, such earmarking is a threat to one's identity, as he or she is scarcely judged outside the gamut of the predefined postulates.

The ethnic stereotype is however, in a state of flux. With the emergence of globalisation, augmented immigration and outsourcing, the idea of the stereotype has changed. That is quite visible between Hadji and Baljeet. Apu, being on air for nearly three decades, has evolved from a flat racial cliché to a multidimensional character.

The behavioral, linguistic and verbal stereotypes are problematic due to the exiguousness of images to impugn them. Despite their widespread acceptance of such notions, they can be effectively bridled by "expanding interests" and promoting "complex pro-social ideas" (Johnston and Ettema 239). The ethnicity and customs of the characters must not dispose their personal identities but become an integral part of it. This can be achieved by extensive research by the respective production teams in clarifying the misconceptions about other locations and cultures and the active participation of members of minority communities in "reclaim[ing] and reconstruct[ing] their own histories" (Ramasubramanian 260).

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PARIAH POPULACE: THE TOSSED-ASIDE WORKFORCE IN MULK RAJ ANAND'S UNTOUCHABLE

Karan Vig¹

Abstract

*Today our countrymen, either talk about India as a nation that is still underdeveloped, or they believe India to be one among the developed nations of the world. The transition from the agrarian to the industrial age has been one of tremendous and rapid flux in terms of India's economic growth and human resource development. The great bounty which India possesses its workforce, but again the adverse fate which we as Indians face is also workforce. But, that workforce which on one hand is underutilized, working under seasonal employment or disguised unemployment and on the other hand are pariah or marginalized, is the subject matter to ponder upon. Looking at the demographics of India, we see the population growth as 1.21 billion Indians out of which most of the population is "able and willing to work" but are marginalized on the basis of caste or creed, on which the poor populace has no control, otherwise who would not wish to be born with a golden spoon in their mouth? The gulf between the rich and the poor, or to be precise, the touchable and untouchables would be bridged only by educating the masses. The ignorance of the exploited is bliss for the exploiters. This paper tries to answer what will happen if Bakha the protagonist of *Untouchable*, and many of his kind will get job opportunities, which as the novel suggests is by introducing a flush system which backward areas still do not have and also by bringing about a change in the mentality of the people that they belong to us - that they belong to the same God to whom you worship...that they are Harijans.*

"There were no black or white people, no yellow or brown people, not even French and German, English and Hindustanis and Chinese and Japanese but there were only two races and two religions in the world, the rich and the poor."

– *The Sword and the Sickle, Mulk Raj Anand*

"Why are we always abused? ... They (Hindus) always abuse us. Because we are sweepers. Because we touch dung. They hate dung. I hate it too ... For them I am a sweeper, sweeper-untouchable! Untouchable! Untouchable! That's the word! Untouchable! I am an Untouchable" (43)

These are the words which an eighteen-year old untouchable boy named Bakha who is the central character of the novel *Untouchable* asks himself "in the soundless speech of cells receiving and transmitting emotions, which was his usual way of communicating with himself" (43). Bakha is a strong and able-bodied boy who is destined to do manual scavenging work since the age of six. Throughout the reading of the novel we always get an idea that there is not an iota of willingness in Bakha to do such a menial job, though he is willing to study and become a "sahib". "Several times he had felt the impulse to study on his own. Life at the

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Tommie's barracks had fired his imagination. And he often sat in his spare time and tried to feel how it felt to read" (31). Bakha is on a constant hunt to study some way or the other. He first purchases a primer of English, "but his self-education hadn't proceeded beyond the alphabet. Today as he stood in the sun looking at the eager little boy dragging his brother to school, a sudden impulse came on him to ask the babu's son to teach him" (31). Bakha deeply longs to study. Being a poor boy, he is ready to pay an *anna* per lesson, and feels elated at the prospect of the lesson he was to take in the afternoon from the babu's son.

Such a devotion towards study is not very profound in the babu's son who is literally "dragged" by his brother to go to school. Like Bakha, many other marginalized children, vest enough strength in themselves who can be brought to the forefront but who are tossed aside even today. Given the opportunity to be educated, these marginalized children could prove to be assets to the nation. The novel is a faithful recording and a transcription of the pathetic plight of Untouchables who are subjected to immitigable social indignities "only because of their lowly birth" on which they had no control. Denial of education to the outcast is a part of social exploitation. Bakha aspires for education and as a child wishes to go to school. He weeps and cries to be allowed to go to school "but then his father had told him that the schools were meant for the babus, not for *bhangis*. He hadn't quite understood the reason for that then" (30). His father's words make no sense to Bakha who does not know what it means to be born into the marginalia. When he comes to know about his actual state later in the novel after a series of insults which he has to go through, he is utterly dejected and shouts his arrival by saying "Posh Posh sweeper coming" (57). These words weigh heavy with the emotions which are deep inside the heart of an eighteen-year old child. Even later he realizes that he would not be allowed to sit with other children who are the babus' sons who it is believed would be contaminated by the touch of the sweepers' sons.

The practice of removal of night-soil which the Dalits had to do unwillingly as part of their destiny, is owing to the absence of modern flush system in most parts of India even today. Though in the 1970s, Kerala had passed a law to ban manual scavenging, and the Employment of Manual Scavengers and Construction of Latrines (Prohibition) Act, 1993, declared the employment of the scavengers or the construction of dry latrines (non-flush latrines) as a punishable offence with imprisonment up to one year and/or a fine of Rs 2000, in Travancore. Even today there are people who are barred from the temples and also from the roads leading to the temples.

Tagging these people as the lowest in the cast hierarchy means that a lot of workforce which can be utilized as skilled, semi-skilled and unskilled labor are discounted. A bit of government intervention by passing the same law which operates in Kerala, could remove untouchability and enable education first and eventually employment to a larger workforce.

Untouchability is one of the greatest evils of our country since the early ages. The untouchables have been bearing the brunt of social persecution since time immemorial. In the *Manusmriti*, the law book of Hindu social code and domestic life, we see the pathetic plight of the Untouchable, who are deprived of gaining knowledge particularly the Vedic knowledge. An untouchable, this book says, has no right to go to the temples, no liberty to listen to the incantations of the Vedas or the other great scriptures. They are also deprived of the right of reading and studying the language. Mahama Gandhi, Dr. B.R. Ambedkar, Gurudev Rabindranath Tagore, Swami Vivekananda and Maharshi Dayananda—all have vehemently attacked the casteist mentality of India. Mahatma Gandhi even went to the extent of calling the untouchable "the Harijan"; that is, the man of God. The caste division is mentioned in the Vedas (Purusha-Sukta: Sukta 90:12) and in the

Srimad Bhagavad Gita (IV, 13) when Krishna says: "According to the three modes of material nature and the work ascribed to them, the four divisions of human society were created by Me. And, although I am the creator of this system, you should know that I am yet the non-doer, being unchangeable."

It was not to create breaches among various castes but to run the society easily and smoothly. The internal divisions which are made in the society act as hurdles in the development process as Rabindranath Tagore rightly puts in his poem:

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls

We want that perfection where the world is not broken up into fragments by parochial walls which always impedes the collective growth of a nation, in which the marginalized societies are always cornered. If even after 66 years of Independence, the plight of the pariah populace is still the same where there is a:

- Prohibition from eating with other caste members
- Provision of separate glasses for Dalits in village tea stalls
- Discriminatory seating arrangements and separate utensils in restaurants
- Segregation in seating and food arrangements in village functions and festivals
- Prohibition from entering into village temples
- Prohibition from wearing sandals or holding umbrellas in front of higher caste members
- Prohibition from entering homes belonging to the superior caste
- Prohibition from riding a bicycle inside the village
- Prohibition from using common village path
- Separate burial grounds
- Ban on access to village's common/public properties and resources (wells, ponds, temples, etc.)
- Segregation (separate seating area) of Dalit children in schools
- Sub-standard wages
- Bonded labor
- Social boycotts by other castes for refusing to perform their "duties"
- *Made Snana*: The abominable ritual of rolling over the food leftover by Brahmins inside the temple town of Kukke Subrahmanya in Karnataka based on the superstition that it would work as an elixir to cure diseases because Brahmins were second only to God.

Then, what course has India taken when we say that India is "developed"? We agree to the fact that India has an increasing GDP, it also has the required infrastructure, but what about the mindset of the Indian population which is still deep-rooted with the clearly-carved margins of castes which do not wish to leap beyond their stereotypical approach of judging people on the basis of their second name. In 1970, Dr. Bindeshwar Pathak introduced his 'Sulabh' concept of building and managing toilets, which was a step taken to provide relief to the Dalit society which could now leave the menial job of removing human excreta, and do other jobs which fetch them good income and ensure a high standard of living.

If we want our nation to have an inclusive growth structure today, we need to remove the concept of a person being a Dalit, and this is possible when the Dalits come out of their basic monotonous job of manual scavenging which can be abolished by the 'induction' of the flush system in the backward areas where still the innovation has not been introduced.

In the novel *Iqbal Nath Sarshar*, a young poet brings in the concept of flush system when he says: When the sweepers change their profession, they will no longer remain Untouchables. And they can do that soon, for the first thing we will do when we accept the machine, will be to introduce the machine which clears dung without anyone having to handle it—the flush system. Then the sweepers can be free from the stigma of untouchability and assume the dignity of status that is their right as useful members of a casteless and classless society... no catchwords and cheap phrases. The change will be organic not mechanical (146).

When Bakha overhears what the poet was telling about the flush system, he wished to ask what it is like.

This is the ultimate change which can wipe off the age-old concept of untouchability. Also, it can be said that with the increased studies in humanities there can be a gargantuan metamorphosis in the mindset of people as at the end even Bakha turns to the poet who brings a relief to the paroxysm of his mind. In like manner, great novelists like Mulk Raj Anand, have always created social awareness through art by giving respectability to the downtrodden minority of which Bakha is an embodiment.

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REPRESENTATION OF WOMEN IN MODERN FICTION: A STUDY OF *LADIES COUPE*

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Abstract

The contemporary Indian fictions speak volumes of the gender equality, rights of women, spread of education and the consequent awareness among women. However, it is penned down in a well-defined manner by the female writers. Anita Nair's Ladies Coupe depicts the conscious desire of Akhila to search for her identity against the mechanical life. Compelled by her impulses, she takes a defiant step to travel a long distance to take a pregnant pause for soul-searching. Apart from this, her novel gives a panoramic view of the contemporary society and gives a taste of diverse cultural and social backgrounds of a few other women stretched on a giant canvas of a ladies' compartment. This way, Akhila comes across the women who help her to overpower her inhibitions and take charge of her life in order to change the face of her destiny. Thereafter, analyzing her life, she emerges as a rebel by redefining her boundaries.

In a patriarchal society, women are made to submit their free will and transform themselves to meet the expectations of their family. Nevertheless, the protagonist here learns the art of self-expression and assertion. Desai has documented the ill treatment inflicted on the women and thereafter the ways devised by them to sail through it. The object of the present paper, thus, is to reveal the status of women and their survival strategies. It also brings to the light, their woes, like exploitation, suppression of desire and most importantly, the vulnerability of women in the life's hard knocks.

Fictional narrative by women is a phenomenon that has faced many challenges and has been drawing attention of the critics and theorists particularly in India. The position of women has undergone tremendous change in the recent decades. Women, as a subject matter plays an important role in the Indian writing in English to represent any form of transformation in the society. Women's writing in particular has figured the woes of women and their resilience in a male-dominated world. Along with the socio-cultural developments in society, the approach of the writers have transformed and they concentrate on the representation of a wide variety of issues related to women and the society that has been significant in shaping up of the various images of women. Unlike the stereotyped image of women, i.e. submissive, victimized, fecund and muted by patriarchy, contemporary women are educated and progressive; they are aware of their exploitation and thus, have become conscious of their rights, identity and role in society. However, society is still not devoid of such conventional norms that act as a trap to woman's individuality and leave her with no choices whether she is married or not. Subsequently, the woman either emerges as a rebel or is thoroughly defeated for mere survival.

Women writers instinctively realize that the changing status of women has only fanned the possibility of conflicts in the families; and resistance is the only panacea. The archetypal image of women portrayed in the contemporary novels has consciously and smoothly shifted from 'invisible' to 'visible'. The writers' urge to express women empowerment triggered by the influence of other women and resistance to the patriarchy in the fictional form carry a didactic motive. Anita Nair's *Ladies Coupe* is a paradigm of women empowerment. It strongly depicts how a self-respecting and self-sacrificing woman Akhila, turns into a rebel in a patriarchal society. The realization of injustice inflicted upon her makes her feel isolated. She is the victim of gender discrimination and exploitation. Thus, it raises her voice to assert her identity, to liberate herself from the fetters of the opportunistic and egocentric family.

Another predominant aspect is denial of womanhood, in Akhila's case, by other women who are none other than her own mother and sister. None of them looked at her as a woman, disregarded her desires and moreover, considered her as the 'man' of the family. Later, after the death of her mother, Padma shifted to live with her sister Akhila as she believed that a single woman should not be left alone without even realizing that she wanted to live alone. For years, her sacrifice was never acknowledged and she quietly bore the twinge to become the 'man' until she decided to withdraw herself and set out to travel to Kanyakumari in search of answers to many questions that puzzled her. The insensitive and egocentric image of these women at the time of crisis plays a significant role in inciting hatred in Akhila. Gradually, she becomes unresponsive and seeks reclusion. This reflects the female consciousness and the justifiable transformation in woman from being voiceless and docile to vocal and assertive.

The novel also deals with various other images of women. In Indian society the women are so dependent on men that they become sufferers and incapacitated in the deceitful world and end up compromising. Shanti, who is survived by two daughters after the demise of her husband, faces economic hardships and being unable to cope up with the appalling circumstances, ends up forcing her daughter to prostitution. She did not have a grown up and educated daughter like Akhila to replace the earning male member of the family. Thus, she is unprotected and exposed to the perpetual darkness until hell freezes over.

Anita Nair has consciously portrayed the existence of the women as individuals through varied experiences shared by five women who happen to be the co-passengers of Akhila. Breaking the tradition, redefining identity and realization of the self is common in the contemporary women characters like Janki, Margaret, Sheela, Prabha Devi and Marikolanthu of *Ladies Coupe*. Janaki got married at an early age. She was pampered by her husband but was in some way dispirited and pretends to be contented. She grew up learning to accept life as it comes but always felt unsettled. The responsibilities of a wife and her husband's control over her life irritated her. Janaki therefore is disgusted by the thought of her dependence on her husband and son and retaliates in front of her son while seeking solace by her husband's side. Thus, she learns to value the man-woman relationship. As Beena Agarwal states, "Nair admits that social conventions and their strong hold on consciousness makes a woman weak and helpless. It is through Janaki that Anita Nair expresses her own contempt for the traditional identity of women." In the male-dominated world, a woman like Janaki is perceived to be a feeble and indistinct creature, whose survival is difficult by herself but she is no longer willing to live a life of subjugation which is assertively expressed in the novel.

Janaki's life reminds Akhila of her docile and submissive mother who spent her life happily under the control of her husband. Her Amma's life changed entirely after the death of her Appa as she believed that the survival of a widow in a society is possible only by living up to its expectations. Akhila could visualize her future in

her mother's image. On the other hand, Nair has drawn the sketch of a young character Sheela who rejected the conventional ways of society by applying cosmetic to her widow grandmother's dead body despite her parents' disapproval. In Sheela, Akhila finds her own reflection and remembers when she too despised the dress of widowhood and had protested against the orthodox norms set by the society for the widows. Thereafter, she realized what it is to be a woman.

Nair delves deeply into the plights of domesticated women. She examines the tortures and torments inflicted on the female psyche by the crippling forces around her. Nair justifies it by holding man responsible for a woman's streak of retaliation, as represented in the case of Margaret who fiercely encounters emotional crisis and impending emptiness after getting married to Paulraj. Margaret called herself water as it is a universal solvent that can easily be destroyed. Her life was dictated by Paulraj in every aspect and she was forced to terminate her first child. In such circumstances she developed a contemptuous feeling for Paulraj and felt suffocated in the hostile environment; thereafter she tried to overpower his domination by taking revenge in a subtle manner through his craving for food. In the end, Margaret liberates herself from the shackles of her husband's control over her desires. Margaret's disclosure about the agonies of her personal life made Akhila realize her existence as an individual and her right to take decisions. Akhila's chance meeting with another aspect of man-woman relationship makes her aware of the fact that dependence on man leads to subjugation of a woman.

While adequately reflecting the lives of different women, Nair significantly throws light on yet another dimension of women's struggle in the man-made world, i.e. identity crisis. Prabha Devi, a woman in her forties tries to break away from the grip of conventional norms simply by fulfilling her desire to stay afloat and overpower her inhibitions. She has a confident bearing, is conscious of how beautiful and desirable she is and feels fortunate to be herself. Just like Akhila, she too is locked within the traps of identity crisis. She was never allowed by her family to take decisions for herself, not even about her pregnancy, and contemplates, "Am I not a person by myself? Am I to be treated as a mere extension of someone else's personality?" (180) Prabha Devi's narration about how she conquered life reinforced Akhila's will to recreate her new identity. Akhila too interrogates, "Did anyone of you think of me as a woman? Someone who has needs and longings just like you do" (206).

Akhila, through her endurance and passive suffering learnt the true meaning of her existence in the male chauvinistic world. The company of these women in ladies coupe not only enlightened her soul but also awakened it to the core. Later, she mused, "If Prabha Devi could triumph over her innate timidity and rise above traditions to afloat, she could do the same...I must learn to move on with the tide of life rather than be cast on its banks" (206).

The last co-passenger Mariakondu who belonged to a poor family, is a victim of child-abuse, and was always deprived of the protected and pampered life. She had so much to learn from her appalling circumstances and unlike Prabha Devi, she had to take all the decisions alone in her life with nobody to bother about the consequences. As a child she was raped by one of the relatives of the Chettiar family while she was taking care of the grandson of the Chettiar. The child's mother Sujata Akka too was helpless, as a result of which she gave birth to a male child and was eventually deserted at the hands of destiny. This woman had shown Akhila the cruelties of society to which she belonged and had offered her a precious source of motivation i.e. her lessons from her experiences. Akhila could never forget what she said, "I am telling you that **women are weak. Women are strong. Women can do everything as well as men. Women can do much more. But a woman has to seek that vein of strength in herself. It does not show itself naturally**" (210).

To cut the story short, we can say that Nair's novel thus offers a vivid panorama of women's struggle against the destructive social threats. Through these images it is justified that suppression and exploitation of women leads to disintegration of personality. Akhila's life is thus, on one hand, surrounded by women who inflicted pain on her and on the other hand women who inspired and enlightened her. Hence, unlike such women, Akhila urges to emancipate herself from the reproaches of her family by refusing to be mere extension of someone else's identity; and her desire to carve a new identity gives a new dimension to her life and eventually she emerges as a new woman.

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FEMALE CHARACTERS OF R. K. NARAYAN: PROVIDING NEW DIMENSIONS TO WOMEN EMPOWERMENT IN INDIA

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Abstract

R. K. Narayan is one of the three pillars of Indian English fiction. Through the female characters in his novels he provides new dimensions to the issue of women empowerment in India. When social evils like female foeticide, female infanticide, low female literacy rate, female exploitation, child marriages, dowry and purdah system were the hallmark of the age, R. K. Narayan dared to choose unconventional female characters from the middle class. These women instead of compromising with the situation, strive and struggle with the odds of life. His heroines break the age old image of Indian women who are supposed to be weak, meek, helpless, submissive and powerless and who are puppets in the hands of male members of the family. He creates a new image of progressive women in the traditional orthodox society. His female characters are educated, confident, self-reliant, independent and empowered and women of radical thinking. They have their individual identity independent of the male members of the family. It is pleasing to see such strong women in the hidebound traditional orthodox society. Rosie in The Guide, Bharti in Waiting for Mahatma and Daisy in The Painter of Signs are strong women who have their individual identity in a male-centered, patriarchal society. They are harbingers of a new dawn of women empowerment who dare to challenge the male constraints forcefully imposed on women.

R. K. Narayan is one of the three pillars of Indian English fiction. Through the female characters in his novels he provides new dimensions to the issue of women empowerment in India. When social evils like female foeticide, female infanticide, low female literacy rate, female exploitation, child marriages, dowry and purdah system were the hallmark of the age, R. K. Narayan dared to choose unconventional female characters from middle class. These women, instead of compromising with the situation, strive and struggle with the odds of life. His heroines break the age-old image of Indian women who are supposed to be weak, meek, helpless, submissive and powerless and who are puppets in the hands of the male members of the family. Thus he creates a new image of progressive women in the traditional orthodox society. His female characters are educated, confident, self-reliant, independent and empowered and women of radical thinking. They have their individual identity independent of the male members of the family.

R. K. Narayan has captured the realistic picture of south India through the canvass of his Malgudi novels. He has dexterously painted the men and women of Malgudi with a fine sense of an artist. He portrays his males and females with equal ease. If his males delight us, his females are not inferior or less pleasing. He has a wide variety of female portraits to his credit and all of them are so realistic and lifelike that we feel as if we know them personally or we often see them in the society. It is interesting to see that his females are not

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prototypes. All of them are different from each other and have their individuality. His spectrum is so wide that we find women of every kind here—highly religious and God-fearing women, superstitious women, women of conventional and orthodox thinking, modern and westernized women, simple, homely, domesticated women, devdasis of temples as well as women of iconoclastic and revolutionary ideas. There is a gradual growth and development in the female characters of Narayan as he himself grows as a novelist. The females in his early novels like *Dark Room* (1938) and *The English Teacher* (1945), which were written before the Independence of India (1947), are conventional, traditional, God-fearing, homely and orthodox women who are ready to sacrifice themselves for the sake of their family. The females in his later novels are more rational and daring. They come out of the narrow boundaries of their domestic life and dare to challenge the conventions of society. Finally, there comes a phase when he chooses exceptionally bold females as his protagonist. Novels like *Mr. Sampath* (1948), *The Financial Expert* (1952), *Waiting for the Mahatma* (1955), *The Guide* (1958), *The Man-Eater of Malgudi* (1961), *The Vendor of Sweets* (1967), *The Painter of Signs* (1977), *A Tiger for Malgudi* (1983), and *The World of Nagaraj* (1990) fall under the category of post-Independence novels with bold and strong females.

Narayan is sensitive towards the issues and problems faced by women outside and inside the boundaries of home. In his memoirs *My Days* he talks about emancipation of women and he names it Women's Lib Movement:

I was somehow obsessed with a philosophy of Woman as opposed to Man, her constant oppressor. This must have been an early testament of the "Women's Lib" movement. Man assigned her a secondary place and kept her there with such subtlety and cunning that she herself began to lose all notions of her independence, her individuality, stature and strength. A wife in an orthodox milieu of Indian society was an ideal victim of such circumstances (119).

Rosie is the protagonist of *The Guide*. She is postgraduate in Economics and is a daughter of a *devdasi*. Instead of becoming a *devdasi* herself as was the tradition, she not only completes her masters degree but also chooses to live her life according to her own standards. She frees herself from the age-old shackles of tradition and rewrites her destiny, thus giving a new meaning to her life and existence. She raises her voice against the patriarchic culture of India and dares to break her unhappy marital bond with Marco who fails to understand her sentiments. Unlike other Indian women, she complains whenever she is dissatisfied or unhappy. In spite of her husband's disapproval, she pursues her interest in classical dance. Her separation with Marco and her union with Raju initially brings joy to her life when she rejuvenates her passion for classical dance and fulfills her dream of becoming a dancer. But soon the relationship sours as Raju starts treating her as a money-making machine. Disappointed and dejected, she deserts him too because she refuses to be a puppet in the hands of men. Raju says, "Neither Marco nor I had had any place in her life, which had its own sustaining vitality and which she herself had underestimated" (223).

Daisy is the heroine of *The Painter of Signs*. She is a revolutionary woman of progressive ideas and she takes all decisions herself. She deserts her family and her home to become a social worker. She propagates the message of small families as a family planning activist. She is a woman of iron will, strong self-confidence and firm determination. Daisy dares to challenge the Hindu marital system and refuses to be treated as a doll or a showpiece. She says, "And then they seated me like a doll and I had to wait for the arrival of the eminent personage with his parents." (131). She refuses to marry Raman at the cost of her independence.

Bharti in *The Waiting for the Mahatma* is a strong, cultured and patriotic woman. Narayan's females apart from being empowered, are dedicated towards their duties as mothers, wives and daughters. It is pleasing to see such strong women in the hidebound traditional orthodox society. Rosie in *The Guide*, Bharti in *Waiting for the Mahatma* and Daisy in *The Painter of Signs* are the strong women who have their individual identity in the male centered, patriarchal society. They are harbingers of a new dawn of women empowerment who dare to challenge the male constraints forcefully imposed on women.

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TENNESSEE WILLIAMS AND HIS NEW TALENT IN *CAT ON A HOT TIN ROOF*

Tanuja Yadav¹

Abstract

Tennessee Williams is one of the most exciting writers of the contemporary American theatre. His plays deal with the agony and frustrations of modern people. It was his good fortune to have lived during the renaissance of American drama. He has brought a unique lyrical power and beauty to the American stage. Writing was an act of faith for him and he brought a new understanding and respect for the human heart in his plays. His plays are based on facts, present the individual world of a small group of people. He selects rather than invents his cases of the atrocious in human nature.

*Cat on a Hot Tin Roof came as a relief to Williams's fans who had begun to fear that his talent was limited to the portrayal of psychopathic Southern belles. This play does not reserve sympathy and love for the doomed misfits. Williams excels in the portrayal of sensitive women characters. He identifies and sympathizes with women characters in their struggle to survive in a hostile male-dominated society. The clash between their illusions and the harsh reality of modern materialistic society gives them a unique heroism. In *Cat on a Hot Tin Roof* Williams, ventured in new directions with renewed energy. His empathy for his characters does not lead him to deflect their inevitable and disastrous courses. In this paper we are going to discover his creative talent in the treatment of the characters especially in the role of Big Mama.*

Cat on a Hot Tin Roof was the most controversial play of the 1954-55 Broadway season. The play also carried off two of the top playwriting awards of the year: Pulitzer Prize and the Drama Critics' Circle Award. The play once again turned to Deep South for its characters. The story is unorthodox and portrays the psychological wounds of the family of Big Daddy Pollitt. Williams selected the generally taboo subject of homosexuality. This subject has been portrayed through the unnatural affection of Brick for his friend Skipper.

Cat on a Hot Tin Roof was "something of an emotional bombshell in its honest yet sensitive handling of homosexuality, its grasp of human greed, desire and frustration" (Gould 245). Williams' works have the richness of a compassionate and creative artist. He could hold an audience enthralled with the throb of human emotion. Jean Gould comments on his genius and says: "And whether he is successful or not, he has the sensitivity of the poet, combined with the theatricality of the dramatist and the dedication of the artist, to place him among the foremost of modern American playwrights" (246).

His portraits of mother figures show his deep insight into their character. Big Mama, the mother in the play *Cat on a Hot Tin Roof*, is a shadowy figure in comparison to Amanda of *The Glass Menagerie*. She plays a subservient role to her dominating husband Big Daddy though she possesses all the motherly qualities of love and cares for her sons and their wives. She wants them to live happily and peacefully. At a moment of crisis, she tries to comfort them.

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Some critics agree with Big Daddy in being critical of Big Mama. Nelson says "Big Mama is a foolish old woman, who talks too much, laughs too loudly and seems to say the wrong things all the time" (212) others like Tischler are kinder to her and say: "Big Mama, like Williams' good-hearted, simple-minded, ample-bosomed, loving sensual woman, has given a lifetime of devotion to Big Daddy, laughing at herself for it and smilingly condoning his hatefulness" (200).

Big Mama was deeply attached to her younger son Brick and disliked the wicked intentions and selfishness of her elder son Gooper and his wife Mae. In spite of having five children Gooper and Mae fail to win the approval of Big Mama.

Brick had fallen into the despicable habit of drinking all the time and of being indifferent to his parents and even to his wife Margaret. Big Mama was very sad about Brick's condition and asked Margaret to help her son give up drinking. She was also worried about the future happiness of Brick and Margaret as they were childless and Brick did not do anything to earn a living. Gooper is a lawyer and feels responsible for Big Daddy's property.

Mae, the wife of Gooper, had given Big Mama the information (by peeping through their room) that Brick did not sleep with his wife and that their relationship was mysterious. Big Mama feels that if Brick has a child he will be saved. She was very upset at Brick's strange behavior of hating his wife and avoiding her company.

Big Mama is unhappy with Margaret and asks her, "Fair or not fair I want to ask you a question, one question: D'you make Brick happy in bed?" (Cat 20). Being very simple hearted she realizes that the death of Skipper, another football star and a close friend of Brick, has resulted in his giving up all interest in life. Big Daddy had never shown any love for Big Mama. He always speaks to her in a harsh manner and tells Brick: "I slept with Big Mama till, let's see, five years ago, till I was sixty and she was fifty eight, and never even liked her, never did!" (Cat, 49).

Even though they had slept with each other for forty years Big Daddy was never convinced that Big Mama loved him. This lifelong frustration of Big Mama finds an outlet in her love for her favourite son, Brick. She found much of Big Daddy's charm in him, though Brick was unable to respond to her sincere love and devotion. He shrank from all bonds of human affection and felt that neither his parents nor his wife Maggie loved him.

Big Mama had loved Big Daddy all her life though he had always disliked her. She loved her son Brick who was indifferent to her. The pain of this unfulfilled love makes her play practical jokes and indulge in boisterous behavior. Sometimes the rude remarks of her husband hurt her deeply and she cries, but only in secret. Being a simple-hearted, passive character she never dares to speak harshly to her husband or her son.

Maggie, Brick's wife was the only member of the family who understood her suffering. She loved her husband but he failed to respond to her. Brick hates Maggie because he suspects that she had tried to expose the homosexual relations between him and Skipper. When Maggie hinted about it to Skipper, he committed suicide. Brick holds his wife responsible for his friend's death.

Big Mama's love for Big Daddy becomes evident when she is overjoyed to hear the medical report which said that he is not suffering from any serious ailment. She wants to share this happy news with Brick, who in turn knows the sad truth about the medical report and fails to be excited about it. Big Mama feels let down and hurt at Brick's indifference.

Big Mama had the habit of interfering in the private lives of her sons. When she calls out to Brick loudly and he does not come down she goes to his room and even though the door was locked from inside, she knocks at it continuously and when it was not opened by the couple, Big Mama comes inside the room from the other door. In the same way, at the end of the play also, Big Mama enters their room even though it is dark inside. She constantly interferes in the private talk between Big Daddy and Brick for which she is scolded by Big Daddy. Though Big Daddy had told her strictly not to disturb them, she disturbs them twice or thrice during their private conversation.

Big Mama blames Margaret for the downfall of Brick. According to her something was wrong between them because Brick had started drinking only after his marriage. Brick's rejection of intimacy with Maggie was due to his close-relationship with his friend, Skipper. He wanted to punish Maggie for her disclosure of that intimacy. "For his rejection of sex is not only a symptom of illness, of one kind or another, but also, as we have seen, a punishment of her; and punishing her is his means of declaring that the guilt is hers, and of keeping his eyes off his own guilt" (Heilman 74).

Throughout the play, Brick appears as a depressed selfish boy for whom Skipper and the football game were the only worthy things in life. After the loss of both, he had given himself up to drinks and tried to forget everything in life which could prove to be meaningful. Even though Margaret, Big Mama and Big Daddy give him as much of love as possible, he never shows any sign of gratitude or love for them. He does not give his parents the kind of respect they expect from him. When Big Daddy tells him that Skipper, his friend has committed suicide because of the homosexual relationship between them, Brick becomes furious and without caring for his father, hints to him the shattering truth about the medical report and tells him that he was suffering from cancer and was soon going to die. The truth of the report shocks Big Daddy and he is unable to accept it.

On the other hand, Gooper and Mae, the elder son and his wife along with their five children fail to win the love of Big Mama and Big Daddy inspite of all their tricks, as their love for Big Mama and Big Daddy was based on greed and selfishness. Big Mama loves her husband very much and never rebels against his dominance. Big Mama tells Margaret that the medical report was a strain on Big Daddy as he, too was afraid of having a serious disease. This shows her deep love for him. Big Mama tells Margaret: "Big Daddy tried to hide how much of a load that news took off his mind, but didn't fool me. He was mighty close to crying about it himself!" (Cat 18)

Due to her real affection for Big Daddy she is capable of reading his face and knowing how he felt at heart. Even then Big Daddy always blames Big Mama, who in her turn is always affectionate and devoted to him. "And Big Daddy, certain now that he will live for years, accuses Big Mama of trying to take over the plantation during his illness" (Tischler 203).

She never finds anything objectionable in the behaviour of Big Daddy. For her whatever Big Daddy thinks or does is always perfect. She regards him as an agreeable, caring husband.

Big Mama was the only member in the family whose love for Big Daddy was pure and selfless. At the opening of the play we find her enjoying the birthday party of Big Daddy. Her happiness regarding Big Daddy's health was genuine and she was happy that he was not suffering from any fatal disease. Big Daddy, on the other hand, gives her no sign of gratefulness and love for the birthday celebration. He never encourages her for her good actions and only tries to run her down with his painful comments. She had a long-lasting thirst and wish for his admiration and affection. His comments hurt her much and she sobs secretly without disturbing or letting anyone know about it. Everytime the bitter remarks are passed by Big Daddy she pretends that whatever Big Daddy says is not true and he is only joking. She tries to ignore the seriousness behind the sarcastic remarks of Big Daddy. Several times she tells Big Daddy. "Big Daddy? Big Daddy? Oh, Big Daddy! You didn't mean those things you said to me; did you? ... Sweetheart? Sweetheart? Big Daddy? You didn't mean those awful thing you said to me?—I know you didn't. I know you didn't mean those things in your heart."

Big Daddy was unable to understand and cooperate with Big Mama who was simple at heart and loved everyone at home. Big Daddy had never loved her and had never tried to understand her love for him. She loved him for all his goodness as well as for all his weaknesses. Big Daddy had never cared for her throughout his life. Big Mama says:

In all these years you never believed that I loved you?
And I did, I did so much, I did love you!
I even loved your hate and your hardness, Big Daddy! (Cat 40)

She was a very affectionate and simple woman. She could understand and read the expressions on his face. Every act of Big Daddy enables her to know about him without being told of it by Big Daddy. She says: "Did you all notice the food he ate at that table? Did you all notice the supper he put away? Why, he ate like a hawss!" (Cat 71).

Big Mama cannot hear a word against Big Daddy or Brick. In the opening scene of the play, Big Mama had shown herself as a simple woman without any ambition. The only desires she had in her heart were for the well-being of her younger son, Brick and his wife and the wish for a long life for Big Daddy. Later in the play she attains dignity and maturity.

The celebration of the Birthday Party ends with the most pathetic news for Big Mama and Big Daddy. They were not aware of the true medical report about the disease and were happy at the false medical report. When Big Mama knows the real condition of Big Daddy, she felt very sad and depressed. She was unable to bear it. She blames everyone for lying and joking to her about the false medical report of her husband.

Her shattering misery at losing this huge, vulgar, hateful man reveals "the history of her forty-five years with Big Daddy, her great, almost embarrassingly true-hearted and simple-minded devotion to Big Daddy, who must have had something Brick has, who made himself loved so much by the 'simple expedient' of not loving enough to disturb his charming detachment, also once coupled, like Brick's, with virile male beauty. (Tischler 205).

She cannot withstand this unavoidable and pathetic truth about Big Daddy's fatal disease all alone and therefore needs the help of Big Daddy's loving son, Brick. The sympathy of Brick alone could satisfy Big Mama and make her accept the truth of the report.

In her misery, Big Mama calls for the only other person she loves, telling Brick he must take over the plantation for Big Daddy (Tischler 206).

Big Mama and Big Daddy were partial towards Brick and had never shown a bit of admiration or love for Gooper and his wife who were more responsible than Brick. They never cared for him. They only cared for Brick and wanted to make him give up drinking and smoking.

Big Mama had more faith in Margaret than in Mae because she knows that Mae and Gooper are greedy and are proud of being the parents of five children while Margaret and Brick are childless. Big Mama also hates Gooper and Mae for making fun of Margaret and Brick for having no child. Even though Big Mama dislikes Brick's habit of drinking and smoking, she always favours Brick when Mae and Gooper taunt her sarcastically for his drinking. They want to bring down the reputation of Brick in the eyes of Big Mama.

Margaret knew the taunts and selfishness of Gooper and Mae. As Gooper and Mae knew the real condition of Big Daddy, they had already made arrangements to get the sole inheritance of the large plantation and the money which would be left over by Big Daddy after his death. Margaret was aware of these tricks of Gooper and Mae but she could not do anything about it without Brick's help. While Margaret herself felt sorry for Big Daddy, she was afraid of being poor once again as she had spent the early years of her life in poverty. She feels proud of Big Daddy because he was the man who had risen with his hard labour and had built the biggest and finest plantation in the Delta. This fear of being kicked out of Big Daddy's estate after his death by Gooper and Mae made her tell a lie that she is expecting a baby. This lie is supported by Big Mama and Brick by their silence.

Big Mama and Big Daddy were always aware of the greediness of their elder son and his wife. When Gooper and Mae tried to get the signature of Big Mama on the legal documents about inheritance, she felt very sad because she could not accept the fact that Big Daddy was soon going to die. She was also very angry at the selfish attitude of her elder son Gooper who had already started making preparations for the death of Big Daddy. At this moment Big Mama displayed true courage and refused to sign the papers. She shows unexpected foresight and composure to withstand their greed.

She also knows that Gooper is talented and has a good law practice and can easily earn his livelihood but Brick who is just wasting his life had no talent and needs the help of the others to survive. She boldly refuses to sign the papers and comes out as a new woman with bold and intelligent decisions.

Although Big Mama is foolish she is not a fool. Beneath her giddiness and prating she is a great deal wiser and understanding than most of the characters in the play credit her with being (Nelson 213-214).

At the end of the play she is a totally different person from the earlier one who was simple and foolish. At the moment of crisis she showed her true mettle.

Tennessee Williams delineates the psychology of female characters in a convincing manner. The portrayal of the mother in *Cat on a Hot Tin Roof* is impressive and life like. The wish for all the happiness and good fortune for their children is a basic characteristic of all mothers and Williams has portrayed it vividly in his plays. He also shows how well-meaning mothers can become tyrannical towards their children by nagging.

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विजय रणनीति : महाभारत से

रचयिता- स्वाति शर्मा¹

रूपरेखा

वेदव्यास द्वारा रचित महाभारत विश्व के महान्तम ग्रंथों में से एक है इसमें कोई संदेह नहीं। रणनीति की हर एक समझ लिए हुए यह ग्रन्थ आज भी उतना ही प्रासंगिक है जितना कि द्रापद युग में। यह ग्रन्थ उन सभी समस्याओं का उल्लेख करता है जिनसे हम किसी न किसी रूप में घिरे हुए हैं, साथ ही उन समस्याओं के समाधान भी इस ग्रन्थ में दिए हुए हैं। इस महान गाथा की शुरुआत होती है एक युद्ध से, जो कौरवों और पाण्डवों के मध्य लड़ा गया। प्रश्न यह है कि क्यों पाण्डव पाँच होने के बाद भी जीत गये और कौरव सौ होने के बाद भी हार गये? इसका कारण यह रहा कि पाण्डवों के पास एक निश्चित ध्येय था, एक-दूसरे पर भरोसा साथ ही महान नेतृत्व। उनके पास कृष्ण जैसा एक महान गुरु था, जिसने कभी उन्हें मार्ग से भटकने नहीं दिया। ये सब कौरवों की हार के कारण बने। इस ग्रन्थ की मान्यताएँ शिक्षा में भी लागू होती हैं।

भूमिका

इस धरती पर ऐसा कोई मानव मात्र नहीं है जो कि महाभारत की काव्यात्मकता पर प्रश्न-चिह्न लगा सके। लगभग 1,10,000 श्लोकों में लिखा गया यह ग्रन्थ इतिहास की एक शाखा है। सबसे दिलचस्प बात यह है कि हालांकि यह ग्रन्थ 3000 ई. पू. लिखा गया, परन्तु इस ग्रन्थ में उठाये गये प्रश्न आज भी प्रासंगिक हैं। इस ग्रन्थ के प्रथम पर्व में उल्लेखित एक श्लोक के अनुसार-

“जो यहाँ (महाभारत) में है, वह आपको संसार में कहीं न कहीं अवश्य मिल जायेगा, परन्तु जो यहाँ नहीं है, वह आपको संसार में अन्यत्र कहीं नहीं मिलेगा।”

उद्देश्य

यह ग्रन्थ निश्चित रूप से भारतीय समाज की भावी पीढ़ियों के लिए एक सबक है, परन्तु दुर्भाग्य से आज भी हम इस महान काव्य को परखने में नाकाम रहे हैं। इस शोध कार्य का प्रमुख उद्देश्य उस रणनीति को समझना रहा है, जो कि पाण्डवों की विजय की नीति बनी। असफलता से घिरे हताश व्यक्ति के लिए यह ग्रन्थ निःसंदेह ही एक मार्गदर्शक साबित होगा जो कि सफलता का मार्ग दिखायेगा।

साहित्य समीक्षा

The Alchemy of Desire 2006: तरुण तेजपाल के अनुसार “महाभारत कलाकार के जीवन में खुशी का गीत है जो कि निरंकुश बातों के खिलाफ़ रोष प्रकट करता है”।

Mahabharat 1965: कमला सुब्रह्मण्यम के अनुसार “महाभारत एकमात्र महाकाव्य नहीं बल्कि अपने आप में एक संपन्न साहित्य है”।

Mahabharata the Greatest Spiritual Epic of All Time 2005: इस पुस्तक में लेखक ने महाभारत की जटिल कहानी के तथ्यों के साथ पूरा न्याय किया है।

शोध कार्य

महाभारत कौरवों और पाण्डवों के मध्य 18 दिनों तक चल रहे लगातार युद्ध का परिणाम था, जिसका अंत पाण्डवों की विजय से हुआ। जहाँ अर्जुन, भीम, युधिष्ठिर, अभिमन्यु, पाण्डवों की तरफ़ से लड़े, वहीं भीष्म, द्रोण, कर्ण कौरवों के लिए लड़े। पाण्डवों की विजय की रणनीति ने ही उनकी विजय की कहानी लिखी। उसी तरह इस संसार में कुछ ऐसे लोग भी हैं जो इस नीति की पगडंडी से सफलता के पार चलते चले गये।

समूह-भावना

कौरवों में समूह भावना का अभाव था। वे सभी व्यक्तिगत लड़ाई लड़ रहे थे। भीष्म हस्तिनापुर के लिए, तो कर्ण अर्जुन से अपनी शीर्षता साबित करने के लिए लड़ा। वहीं पाण्डवों का पूरा दल कृष्ण के नेतृत्व में कार्यरत था। उन सभी के लिए वह एक सामूहिक लड़ाई थी। समूह भावना किस तरह मददगार साबित होती है इसका उदाहरण कैलिफ़ोर्निया में देखने को मिला। विकासशील राष्ट्रों में डायरिया से मरने वाले बच्चों की संख्या लगातार बढ़ती जा रही है। टूटी पाइप लाइन में से जल का वितरण इस बीमारी का प्रमुख कारण है। EPA 2012-13 पुरस्कार से सम्मानित स्टैनफोर्ड यूनिवर्सिटी की तीन विद्यार्थियों के समूह ने कम बजट में एक ऐसा यंत्र बनाया है, जो कि बिना बिजली के उन टूटी पाइप लाइन में लग कर ना केवल क्लोरीन की मात्रा रोकेगा बल्कि शुद्ध पेयजल भी देगा। अतः जहाँ व्यक्तिगत प्रयास निरर्थक साबित होते हैं, वहाँ समूह भावना हमेशा सार्थक रहती है।

योजना

जहाँ एक तरफ़ कर्ण विभिन्न राज्यों से युद्ध कर अपने लिए शत्रुओं की संख्या बढ़ा रहा था, वहीं दूसरी ओर युधिष्ठिर पहले जिस द्यूत क्रीड़ा में अपना सर्वस्व लुटा चुका था, उसी को गन्धर्व छत्रसेन से सीख कर उसने फिर कौरवों को ललकारा। अर्जुन भी दिव्यास्त्र की खोज में निकल गया। एक ऐसी ही योजना ने अमेरिका में अपनी सफलता की कहानी लिखी। आकाश में उड़ते हुए पक्षी को देखकर इन्सान को उड़ते हुए सोचने का विचार शायद पहले कभी किसी को आया होगा, परन्तु ऐसे ही एक विचार ने राइट ब्रदर्स को विश्व का सबसे सफल और पहला हवाई जहाज बनाने की राह दिखायी। ऑरविल और विलबर ने संसार की सबसे पहली मानवीय उड़ान भरी। अपनी कमजोरियों को अपनी ताकत में बदलने की योजना हमेशा फलीभूत होती है।

उद्देश्य

दुर्योधन का निजी स्वार्थ ही इस भयावह युद्ध का कारण बना। कौरवों का उद्देश्य केवल पाण्डवों को नीचा दिखाना था जबकि पांडव धर्म की स्थापना के लिए लड़ रहे थे। अपने अधिकार के लिए वे एक अस्त्र की तरह लड़े। पांडवों के जैसे एक पाकिस्तानी लड़की भी अपने उद्देश्य में सफल हुई। पाकिस्तान की स्वात घाटी में तालिबान द्वारा लड़कियों की स्कूली शिक्षा के खिलाफ आवाज़ उठाने वाली पाकिस्तानी लड़की मलाला युसुफ़ज़ई हालांकि इस आतंक की कई बार शिकार बनी, लेकिन अंत में वह विजयी रही। उसके हौसले को सम्मानित करते हुए मलाला को अंतरराष्ट्रीय बाल शांति पुरस्कार 2013 और राष्ट्र संघ के मानवाधिकार पुरस्कार 2013 से सम्मानित किया गया। सही उद्देश्य को लेकर किया गया कार्य हमेशा सफल परिणाम देने वाला होता है।

कर्म प्रधान

कर्म को प्रधान मानते हुए कृष्ण ने कहा, “बिना फल की इच्छा के, भाग्य के अधीन न रहते हुए निष्काम कर्म करो”। कर्म का एक पाठ राजपुर में भी पढ़ा गया। अपने हाथ में भाग्य रेखा ना होने पर गुरु द्वारा एक बच्चे को गुरुकुल से निकल दिया गया। पास ही के कुएँ में से रस्सी से पत्थर पर पड़े निशान को देख कर उस बच्चे को समझ आया कि बार-बार अभ्यास किये जाने पर ऐसा कोई कार्य नहीं जो मुश्किल हो। रामचरितमानस का वह प्रकांड विद्वान तुलसीदास कहलाया। भाग्य के सोचे बिना अगर कर्म किया जाये तो सफलता के मार्ग को कोई अवरुद्ध नहीं कर सकता।

पृष्ठभूमि

जहाँ 13 साल वनवास भोग रहे पांडव आर्थिक रूप से कमजोर थे वहीं इंद्रप्रस्थ से लेकर हस्तिनापुर के शक्ति समाहित किये कौरव शक्ति-संपन्न थे। शक्तिहीन होने के बाद भी पांडव अंत तक लड़े। ऐसी ही पृष्ठभूमि वाले एक बालक ने इतिहास लिख दिया। एक बच्चा अपने पिता के साथ खेत पर काम करता रहा। एक साल भी विद्यालय ना जाने के कारण उसने खुद ही पढ़ना-लिखना सीखा। काफी संघर्ष के बाद वह एक सफल वकील बना और धीरे-धीरे राजनीति में आया। 1809 में जन्मा वह बच्चा संयुक्त राज्य अमेरिका का राष्ट्रपति अब्राहम लिंकन के रूप में विख्यात हुआ। पृष्ठभूमि भले ही कैसी हो अगर विजय की सोच मन में हर पल हो तो सफलता आपसे दूर नहीं जा सकती।

आदर्श गुरु

अर्जुन का द्रोण के प्रति सम्मान और एकलव्य की भक्ति जगजाहिर है। गुरु द्रोण ने पांडवों और कौरवों को शास्त्र ज्ञान के साथ व्यावहारिक ज्ञान भी दिया। ईसाइयों के जीसस क्राइस्ट ने बाइबल में संसार को प्रेम का मार्ग दिखाया:-

"...Let My joy remain in you, and let your joy be full! This is My commandment, that you love one another as I have loved you!" (John 15 : 11-12)

"... You shall love your neighbor as yourself ..." (Matt. 22 : 39)

वहीं गीता में कृष्ण ने कर्म का मार्ग दिखाया :-

कर्मण्येवाधिकारस्ते मा फलेषु कदाचन।

मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि। (भगवत- गीता)

बिना किसी आदर्श गुरु के पथ की पहचान और सही ज्ञान प्राप्त नहीं किया जा सकता।

खोज

- जहाँ व्यक्तिगत प्रयास निरर्थक साबित होते हैं, वहाँ समूह भावना हमेशा सार्थक रहती है।
- अपनी कमजोरियों को अपनी ताकत में बदलने की योजना हमेशा फलीभूत होती है।
- सही उद्देश्य को लेकर किया गया कार्य हमेशा सफल परिणाम देने वाला होता है।
- भाग्य के सोचे बिना अगर कर्म किया जाये तो सफलता के मार्ग को कोई अवरुद्ध नहीं कर सकता।
- पृष्ठभूमि भले ही कैसी हो अगर विजय की सोच मन में हर पल हो तो सफलता आपसे दूर नहीं जा सकती।
- बिना किसी आदर्श गुरु के पथ की पहचान और सही ज्ञान प्राप्त नहीं किया जा सकता।

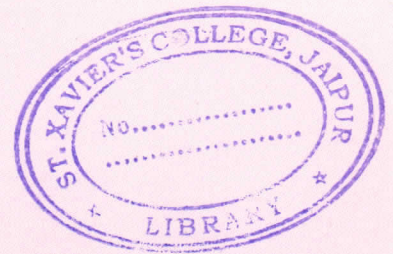
निष्कर्ष

वेदव्यास द्वारा लिखी महाभारत में पुरुषार्थ की जितनी व्याख्या हुई वह अन्यत्र देखने को नहीं मिली। दुर्भाग्य से आज का युवा महाभारत को केवल पुराने वर्ग से जोड़ता है। यदि वे इसके छिपे हुए रहस्यों की वास्तविकता को जान लें और इसके सिद्धांतों को व्यावहारिक जीवन में उतार लें तो वे स्वयं को ना केवल एक अच्छे मनुष्य के रूप में देख पाएंगे, बल्कि सफलता के सर्वोच्च शिखर को छू लेंगे। धैर्य, सहिष्णुता से गुंथी महाभारत की एक महान कड़ी भगवत-गीता है जो ज्ञान का सागर है। भगवान कृष्ण ने गीता में अर्जुन के जरिए ऐसे बहुत से कर्तव्य विद्यार्थियों को बताये हैं, जिनकी प्रासंगिकता आज भी बनी हुई है कि किस तरह अपनी इंद्रियों पर नियंत्रण रख कर अपने उद्देश्य को प्राप्त किया जा सकता है, यही गीता है।

उम्मीद है हमारी भावी पीढ़ी इस महान ग्रन्थ के सही मायने और गहराई समझ पायेगी।

संदर्भ

- 1) महाभारत : हिंदी अनुवाद : रामनारायणदत्त शास्त्री पाण्डेय।
- 2) भगवत-गीता (महाभारत से)।
- 3) बाइबिल : Vladimir Antonov, Translated from Russian by Michail Nikolenko : "New Atlanteans", Lakefield 2008.



GUIDELINES FOR CONTRIBUTORS

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SUBMISSION TO THE EDITOR

Impetus – Xavier's Interdisciplinary Research Journal

St Xavier's College, Jaipur

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St Xavier's College, Jaipur

About the College

Jesuits came to Jaipur in 1941, the 400th anniversary year of St Francis Xavier's arrival to India, at the invitation of the Ajmer Bishop and Mirza Ismail, the then prime minister of Jaipur, to start a school. The school started in 1945 is today known as St Xavier's School. The Jaipur Xavier Educational Association (JXEA), a trust managed by the Jesuits, was established in 1950 to give organizational support to the school. To carry forward the venture of promoting education and training in Rajasthan, in 2006 the Xavier Vocational Institute (XVI) was started in Jaipur. Its aim was to give vocational training to the economically poorer sections of society. The next step in this direction was the launching of the Higher Education Program. In 2010, the JXEA, in collaboration with the Xavier Alumni and the well wishers of Jaipur, started the St Xavier's College, Jaipur, affiliated to the University of Rajasthan. It is established and maintained by the members of the Delhi Province of the Society of Jesus.

St Xavier's College envisions the formation of the whole person. It aims to train young men and women who would grow up as creative leaders and responsible citizens, committed to the service of the people. Every effort is made to see that the students become intellectually equipped, morally upright, socially committed and spiritually awakened to God's presence in the world.

St Xavier's College reaches out to all without any distinction of caste or creed. Situated in an ancient city, rooted in tradition and resistant to any radical change in the existing socio-cultural structures, it feels called to work for the transformation of society so as to bring about a cultural emancipation of the youth by means of higher education. The college's vision prompts it to enter into a creative dialogue with the local culture in order to bring about social and cultural liberation. It seeks to form young men and women who are committed to the establishment of a just and caring social order.

About the Journal

This journal is dedicated to the cause of research that is interdisciplinary in nature. All knowledge needs to contribute to a confluence of new and innovative thought. A multi-disciplinary approach has many advantages as it offers a holistic view and together all disciplines facilitate a more comprehensive understanding. *Impetus* is an endeavor to develop such a composite image.

Published at :

St Xavier's College, Hathroi Fort Road, Jaipur, Rajasthan, India