

CONTENT

NO.	TOPIC	DOWNLOAD
1.	Open Source Course Management System <i>Dr. Amitkumar R. Mali</i>	1 – 5
2.	Growth and Development of Public Library Scenario in India <i>Jitendrakumar Mohanlal Agrawal</i>	6 – 14
3.	Sense of Hollowness, Emptiness and Void in Anita Desai's Voices in the City <i>Amrit Lal</i>	15 – 18
4.	Exploratory Study on Life Skills Education through Theatre Activities among High School Students <i>Chaluvarajaswamy K. T & Dr. Y. N. Sridhar</i>	19 – 21
5.	E-Government in India: Opportunities and Challenges <i>Chauhan Lalitkumar Rajnikant</i>	22 – 26
6.	Reservation in Services in India <i>Dilip Choudhary</i>	27 – 30
7.	Uses and Gratification of Social Media with the Special Reference to Higher Education in India <i>Malak Singh</i>	31 – 37
8.	Material Requirement Planning (MRP1) in Production Planning and Controlling <i>Meera</i>	38 – 40

CONTENT

NO.	TOPIC	DOWNLOAD
9	Segment Reporting - As A New and Growing Concept of Accounting Standard <i>Kalola Rimaben A.</i>	41 – 46
10.	Religious Orientation and Academic Stress among University Students <i>Suhail Ahmad Bhat</i>	47 – 53



OPEN SOURCE COURSE MANAGEMENT SYSTEM

Dr. Amitkumar R. Mali
Adhyapak Sahayak
L.N.K. College of Education (C.T.E.), Patan

ABSTRACT

Course Management System enables educators to share learning content, to provide interactive learning activities, to monitor student activities and to perform some administrative tasks like enrolling, fee collection and record keeping without requirement of any website programming skill. Open Source course management systems are free educational software that is maintained by users who implement, even modify, and ultimately support their system to meet local, specific needs. The purpose of this research is to explore learning tools and administrative features of three open source CMS. This research is a qualitative research. This narrative review attempts to answer the questions: (1) what are the learning tools available in selected open source CMS? (2) What are the administrative features available in selected open source CMS? Common and unique learning tools like assignment, chat, forum, wiki, assessment tools, and administrative features of Moodle, eFront and Claroline are discussed in this paper. This research will help teachers to select a CMS on the bases of learning tools and administrative features.

KEYWORDS: Open Source Softwares, Course management system, Narrative Research, Qualitative Research

INTRODUCTION

Information is the most significant element of the present world. In recent years, the Internet has become a global communication tool in this information age. As the coverage of internet and advancement in web based communication tools (E-mail, chat, forum, etc.) increased, in the late 90s educationalists figured out the potential of the internet to create a virtual environment similar to a traditional classroom. At that time major hurdle for an educator to deliver WBI was to have some technological and website programming knowledge. Course Management System (CMS) was the solution given by the computer programmers to the educators. Course management systems are software systems designed to manage course content and course activities. These tools integrate technological and pedagogical features into a web-based system that allows instructors, even those who are unfamiliar with web-based technologies, to design, deliver, and manage an online course. CMS enables educators to share learning content, to provide interactive learning activities, to monitor student activities and to perform some administrative tasks like enrolling, fee collection and record keeping without requirement of any website programming skill.

There are two types of CMS: (1) Proprietary CMS and (2) Open Source CMS. Proprietary, single vendor systems are software products that are purchased or licensed from one vendor. These systems are installed and used by the school, college, or university. Blackboard, Desire2Learn,

WebCT (now owned by Blackboard) and eCollege, are some well known proprietary CMS. Open Source course management systems are free educational software that is maintained by users who implement, even modify, and ultimately support their system to meet local, specific needs.

FOCUS OF THE REVIEW

This narrative review attempts to answer following questions: (1) what are the learning tools available in selected open source CMS? (2) What are the administrative features available in selected open source CMS?

RESEARCH METHOD

This narrative review is a qualitative research. There are a number of open source CMS available over internet at present. Initial search over internet resulted lists of open source CMS. UNESCO Free Software Portal has 21 open source CMS (<http://www.unesco-ci.org/cgi-bin/portals/foss/page.cgi?d=1&g=18>). Oppenheimer (n.d.) listed forty five open source CMS. Thirteen open source CMS were listed in Wikipedia (“List of learning management systems”, 2013). Sourceforge lists 78 open source CMS out of which 18 are actively updating CMS (<http://sourceforge.net/>). Hart (2013) founded the Centre for Learning and Performance Technologies (C4LPT) in 2005 to provide independent advice and consultancy on the use of technologies for learning and performance. C4LPT website hosts a number of major resources, including a Directory of Learning & Performance Tools that contains over 2,000 tools out of which 27 are open source CMS.

Hart (2013) has conducted an online survey to prepare a list of top 100 tools for learning since 2007. List of top 100 tools for learning for the year 2012 was prepared on the bases of responses given by 582 learning professionals worldwide. Only two open source CMS Moodle and eFront are included in the list of top 100 tools for learning for year 2012 (Hart, 2012).

Sourceforge is the leading resource for open source software development and distribution. With the tools provided by sourceforge, 3.4 million developers create powerful software in over 3,24,000 projects. Sourceforge connects more than 46 million consumers with these open source projects and serves more than 40,00,000 downloads a day. Researcher browsed sourceforge to find out most downloaded open source CMS. The researcher found Moodle, eFront, and Claroline most downloaded open source CMS on sourceforge. Weekly downloads of Moodle, eFront and Claroline were 23288 , 846 and 776.

The researcher selected three open source CMS Moodle (<http://moodle.org/>) , eFront (<http://www.efrontlearning.net/open-source>) and Claroline (<http://www.claroline.net>) for this research. These CMSs can be installed on the web server, intranet as well as computer having any operation system (Windows, Linux or Mac). Learning tools and administrative features of selected CMSs have been studied in this research by examining documentation available on CMS websites, being members of CMS websites and using demo programs.

DISCUSSION

OPEN SOURCE

Open source generally refers to computer software that allows users to access, modify, use, and redistribute the source code without paying royalties or fees. The term may also be used to describe an open computing philosophy that stresses interoperability, transparency, and flexibility in information and communications technology system building (“Open Source Technology”, 2010).

Open source refers to a program in which the source code is available to the general public for use and/or modification from its original design free of charge, i.e., open. Open source code is typically created as a collaborative effort in which programmers improve upon the code and share the changes within the community. Open source sprouted in the technological community as a response to proprietary software owned by corporations (“open source”, n.d.).

Open Source Initiative (OSI) defined standards for open source software (<http://opensource.org>). OSI dictates that in order to be considered "OSI Certified" a product must

meet the following criteria: The author or holder of the license of the source code cannot collect royalties on the distribution of the program. The distributed program must make the source code accessible to the user. The author must allow modifications and derivations of the work under the program's original name. No person, group or field of endeavor can be denied access to the program. The rights attached to the program must not depend on the program's being part of a particular software distribution. The licensed software cannot place restrictions on other software that is distributed with it.

COURSE MANAGEMENT SYSTEM

Simonson (2007) defined CMS as Internet- based software that manages student enrollment, tracks student performance, and creates and distributes course content. Course management systems are software systems designed to assist in the management of educational courses for students, especially by helping teachers and learners with course administration. The systems can often track the learners' progress. While usually thought of as primarily tools for distance education, they are also used to support the face-to-face classroom.

Gibbons (2005) described CMS as an integration of teaching technologies into a powerful set of tools that make it easy for faculty to use technology in instruction.

According to Gibbons (2005), CMS has several synonyms like virtual learning environment (VLE), course-management software packages (CMSP), learning-management systems (LMS), course-management software (CMS), e-Courseware, e-Learning courseware, Managed Learning Environment (MLE).

LEARNING TOOLS AVAILABLE IN MOODLE, EFRONT AND CLAROLINE

Common learning tools available in Moodle, eFront and Claroline are discussed below.

Assignments: Online as well as offline assignments can be set for learner. Teachers can give grades and comments on uploaded files and assignments created on and off line. Grades and feedbacks are stored in database for individual students as well as for particular courses. Grades and feedbacks can be sent to students via e-mail.

Chat: Allows participants (teacher and students) to have a real-time synchronous text based discussion. Use of emoticons, sound alert, avatar, file sharing, rating enhance communication. Basically these CMSs provide text based chat but as they are open source, several small modules developed by users and developer community added audio and video chat to the CMSs.

Forum: Allows participants to have asynchronous discussions. Participants can share images and files to support their discussion. Using forum students and teachers can exchange ideas by posting comments. Forum posts can be graded by the teacher or other students.

Assessment: Assessment is included in Moodle as Quiz, in eFront as Tests and in Claroline as Exercise. These CMSs allows the teacher to design and build assessment activities consisting of a large variety of question types, including multiple choice, true-false, and short answer questions. These questions are kept in the Question bank and can be re-used in different assessments. Multimedia (image, audio, video, animations) can be used in quizzes. Grades and scores are stored in the database for each student. Moodle provides item analysis feature. eFront offers more interactive drag and drop exercise.

Wiki: A wiki is a collection of collaboratively authored web documents. Basically, a wiki page is a web page everyone can create together, right in the browser, without needing to know HTML. A wiki starts with one front page. Each author can add other pages to the wiki by simply creating a link to a page that doesn't exist yet. All these CMSs provides a WYSIWYG editor to create attractive editable web pages.

Moodle and eFront has glossary tool which is not available in claroline.

Glossary: The glossary activity module allows participants to create and maintain a list of definitions, like a dictionary. Glossary can be used in many ways. The entries can be searched or browsed in different formats. A glossary can be a collaborative activity or be restricted to entries made by the teacher. Entries can be put in categories. The auto-linking feature will highlight any word in the course which is located in the glossary.

Moodle has following tools which are not available in other CMSs selected for this study.

Choice: The teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent.

Workshop: Workshop is a peer assessment activity with many options. Students submit their work via an online text tool and attachments. There are two grades for a student: their own work and their peer assessments of other students' work.

eFront has a Workbook tool which is not available in other two CMSs.

Workbook: Workbooks are usually filled with practice problems, where the answers can be written directly in the book. Workbooks can be viewed as customized interactive manuals which are used to help provide structure to an otherwise complex problem.

Claroline has a learning path tool which is not available in other two CMSs.

Learning path: The learning path tool of Claroline allows teacher to create a complete sequence of learning steps or activities that learners can follow. The main idea is that the teacher can suggest (or force) their students to read some documents, pass exercises or follow any learning activity that teachers in a determined sequence

ADMINISTRATIVE FEATURES AVAILABLE IN MOODLE, EFRONT AND CLAROLINE

Teacher (Administrator) can create both linear and nonlinear learning sequences, organized hierarchically by course, lesson, or topic.

The teacher can selectively release materials based on previous course activity or specific start and end dates using the calendar facility. The teacher can set up specific course content that is released on a specific date and that students must complete before they continue with the course. Students can self-register. The teacher can also add students to a course.

The teacher can assign students with limited access to instructional tools based on pre-defined roles or permissions.

Unauthorized access can be prevented by the use of username and password for each user.

Different groups can be formed and group activities can be assigned.

The teacher can get a report showing the duration of time each student or all students spent on course content.

CONCLUSION

Course Management System typically offers a wide variety of tools to make a course more effective: an easy way to upload and share materials, hold online discussions and chats, give quizzes, gather and review assignments, and record grades. CMS also allows a teacher to decide the flow of instruction, track student activities and record keeping of grades and feedbacks. Open source CMS is free to use, distribute, and modify. It has lower costs, and in most cases this is only a fraction of the cost of their proprietary counterparts. Open source CMS is a product of collaborative efforts of brains working to make things better and available to all at low cost and less constrain. Use of open source CMS like Moodle, eFront and Claroline can improve the quality and reduce the cost of education.

REFERENCES

1. Gibbons, S. (2005). Course Management System. *Library Technology Reports*, 41(3), 7-11. Retrieved from <http://iproxy.inflibnet.ac.in:2066/ehost/pdfviewer/pdfviewer?sid=39c56d92-e716-4b09-8ca4-1113ae60b8f9%40sessionmgr10&vid=1&hid=17>
2. Hart, J. (2012). Top 100 Tools for Learning 2012. Retrieved from <http://c4lpt.co.uk/top100tools/>
3. Hart, J. (2013). Centre for Learning and Performance Technologies. Retrieved from <http://c4lpt.co.uk/>
4. List of learning management systems. (2013). Retrieved February 10, 2013, from Wikipedia: http://en.wikipedia.org/wiki/List_of_learning_management_systems
5. Open Source Technology. (2010). In Education Resources Information Center Thesaurus. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/thesaurus/thesaurus.jsp>
6. Open Source. (n.d.). In Webopedia. Retrieved from <http://www.webopedia.com/>
7. Oppenheimer, D. (n.d.). The Complete(?) list of Open Source Learning Management Systems [Web log post]. Retrieved from <http://www.gilfuseducationgroup.com/open-source-learning-management-systems-the-complete-list>
8. Simonson, M. (2007). Course Management System. *The Quarterly Review of Distance Education*, 8(1), vii-ix. Retrieved from <http://iproxy.inflibnet.ac.in:2066/ehost/pdfviewer/pdfviewer?sid=fd8f536c-1ba0-4276-a19d-f646bcb358de%40sessionmgr15&vid=1&hid=17>



RESEARCH PAPER



GROWTH AND DEVELOPMENT OF PUBLIC LIBRARY SCENARIO IN INDIA

Jitendrakumar Mohanlal Agrawal
Asst. Professor
Dept. of Library and Information Science
Veer Narmad South Gujarat University, Surat

ABSTRACT

The article states the nature of public library and brings out history and system of public library in India. It mentions the support and contribution of Raja Ram Mohan Roy Library Foundation (RRRLF), Government Organizations and Education Programmes for the development of public library. It also highlights the salient features of Library Advisory committees and National Policy on library and information system. It also reflects on activities the development of public libraries in India. The growth and development of public library system in India may be studied by categorizing it broadly into three groups:

1. Ancient libraries; 2. Medieval libraries: and 3. Modern libraries.

KEYWORDS : Library, Advisory committee, RRFL, National policy on library.

INTRODUCTION

Public libraries arose worldwide along with growth in education, literacy, and publications. Every country has its own public library history with influential leaders. Monarchs, wealthy people, and philanthropists have all made a contribution to society in the form of public library development.

India is no exception. Libraries were established in ancient India mainly by the patronage extended by emperors, major capitalists, and scholars. Indian emperors and kings were supported scholars and scholarship. There is evidence of well-developed libraries even in the sixth century A.D. The famous Nalanda University in Bihar had its own magnificent library with a massive collection of manuscripts covering the universe of knowledge. Admission to library was restricted to scholars. Other ancient universities, such as Taxila and Vikramashila, also had valuable libraries. Muslim influence in India during the 13th century A.D. marked the dawn of another era of learning and scholarship. The Mughal period gave a further stimulus to the growth of libraries. Mughal rulers attached considerable importance to libraries and appointed scholars as librarians. The Mughal emperors were patrons of art and literature. In the period of Emperor Babur, Humayun, and Akbar many new libraries were established and existing ones further developed. Mughal libraries featured magnificent buildings, rare manuscripts, and scholar librarians. The names of Maharaja Sawai Man Singh of Jaipur and Maharaja Ranjit Singh of Punjab will be remembered with appreciation in the history of library services in India. The Maharaja of Tanjavar started the famous Saraswati Mahal Library in 17th century A.D. It remains a unique institution in its nature of collection and services.

In 1808, the Government of Bombay proposed to register libraries, which were to be given copies of books published from the “funds for the encouragement of literature” (Dutta, 1970, p. 100). According to the “Sinha Committee”, this was the beginning of the first phase of public library development in India. During the first half of the 19th century, the three presidency towns of Bombay,

Calcutta, and Madras had public libraries (Jagdish, 1979, p. 19). These libraries were mostly financed by Europeans residing in these towns. Of these, the establishment of the public library at Calcutta in 1835 was the most significant. This was the library which later developed into the National Library of India. Almost simultaneous, subscription libraries were started in many Indian cities. These were, of course, not public libraries in the true sense of the term, and did not provide free books for all. Founded in imitation of their western counterparts, the use of these libraries was confined to small, affluent portion of society.

The first three decades of the 20th century can be looked on as the golden age of the Indian library system. On January 31, 1902, the Imperial Library Act was passed and Lord Curzon transformed the Calcutta Public Library into the Imperial Library in 1906.

Developments in Baroda were also notable.

The development of public libraries in Baroda was unique. Baroda developed a network of public libraries to serve the entire Princely State. Maharaja Sayaji Rao Gaekwad III of Baroda who traveled all over the world was deeply impressed by the role played by public libraries in the promotion of education in the United States and thought of extending such benefits to his own subjects. In 1910 he invited an American expert, William Alson Borden to organize the public library system for his state. The public library movement that flourished in Baroda was a glorious one. But that was not a general trend of that period because in no other part of India, a parallel development occurred.

Yet another development during the period was the organization of a host of conferences such as:

- The first conference of library workers and persons interested in the library movement was held at Beswada, Andhra in 1914.
- The first All India Library Conference of Librarians was held in 1918 at Lahore.
- The first All India Library Conference was held at Calcutta in 1933.
- The first All India Public Library Conference was held at Madras in 1934.

AFTER INDEPENDENCE

After independence, the growth of libraries in general has been remarkable, although not as remarkable as that of academic and special libraries. At the time of independence, India was facing a host of challenges. Those in the rural population, 88 percent of the total, were nearly all illiterate. Transportation was poor and mass media merely nominal. Nevertheless, the public library scene in India improved considerably during the post independence period, though it is still lacking on several fronts. According to Verma & Agrawal that to compare our public libraries with those of the developed nations on equal footing, we have to go a long way.

The 1951 census, the first conducted after independence, found 2,843 local governments in the urban and rural areas in India, of which 320 were rural district boards. Only about one third of local governments maintained public libraries, about 950. In addition, there were about 1,500 subscription libraries. So-called public libraries were primarily reading rooms with a few hundred books for reading on the premises.

The Delhi public library deserves special mention. It was founded in 1951 as the first UNESCO Public Library Pilot Project under the joint auspices of UNESCO and Government of India. The purpose of the library was to adapt “modern techniques to Indian conditions” and to serve as a model public library for. The establishment of Delhi Public Library, the involvement of union government in the public library movement, and the enactment of public library legislation in some states are the main factors which contributed to the improvement of public libraries after independence. Although the government of India allotted funds for public library development in its five-year plans, this funding was not connected to effective planning.

ADVISORY COMMITTEE FOR LIBRARIES

The Government of India appointed a committee in 1957 to report on the status of public library development in the country. It is also called the Sinha Committee, after its chair, the late Dr. A.P. Sinha, who was at that time Director of Public Instruction in Bihar.

The Sinha Committee's charge included:

- Determining present reading needs, how they are met, and what part existing library systems play in meeting the needs;
- Determining reading tastes, what agencies provide suitable literature, and how reading taste can be improved;
- Recommending future library structure in India;
- Recommending areas of cooperation between libraries and education systems;
- Considering the training of librarians and the conditions of their service;
- Recommending the administrative and financial measures necessary to support public libraries in India (Ministry of Education, India, 1961, p. 126).

The committee submitted its report to Dr. K.L. Shrimali, who was Minister for Education, on the 12th of November, 1958. The Committee described the situation as dismal and called libraries in most cases, “a stagnant pool of books,” because new books were not added regularly. The committee at the same time observed that wherever large collections did exist, they were not fully used because of rigid rules. Library users were not trusted and were required to deposit large sums of money as a kind of insurance, which lower income people could not afford. According to the report, as of March 1954 there were 32,000 libraries in India, with a little more than 7,100,000 books and a total circulation of about 37,700,000. The report observed that genuine public library service was rarity, and that public library service throughout the country was unsatisfactory. The committee recommended creating state library networks based on uniform library legislation.

The chief recommendations of the report were:

- Library service should be made free to every citizen of India ;
- The hierarchy of public library service in the country should begin with National Library, and proceed to State Central Library, District Library, Block Library, and Panchayat Library;
- An independent Director of Social Education and Libraries should be set up in every state, with a fulltime senior class-1 officer of the rank of Deputy Director of Education to plan, organize, and administer library services;
- An All India Library Advisory Council should be constituted as a central agency to review and assess the work done at the state level;
- Library Associations should actively assist the development of libraries in the country;
- University libraries should cooperate with public library systems by allowing selected public readers to use their collection;
- State governments should accept responsibility for public library services in their states;
- Librarians and social education workers should cooperate to promote literacy;
- A library cess (tax or fee) of six paise for each rupee of property tax should be levied with the permission of local bodies.
- The Government of India should match the amount collected in the states. State governments should also give matching grants to local bodies over the succeeding 25 years, their contribution should be raised to three times the cess collected.
- State and national governments should enact comprehensive state library laws incorporating the right of every citizen to have free access to libraries. The Government of India should provide necessary financial assistance to the state governments for this purpose.

RAJA RAM MOHAN ROY LIBRARY FOUNDATION

Another positive step taken by the Central Government was the establishment of the Raja Ram Mohan Roy Library Foundation (RRRLF) at Calcutta on May 22, 1972, as a part of the bicentenary celebrations of the birth of Raja Ram Mohan Roy, a social reformer of the early 19th century. Its objectives are library development in general and rural library development in particular.

It provides financial assistance to public libraries in the form of matching grants. It assists State Central Libraries and District Central Libraries, which has helped many states and Union Territories develop rural public library services.

MAIN OBJECTIVES OF RRRLF

The main objectives of RRRLF are:

- Promotion of the library movement in India;
- The adoption of a national library policy by the central and state governments;
- Development of a National Library System by integrating the services of National Libraries, State Central Libraries, District Libraries, and other types of libraries through an interlibrary lending system;
- Propagation and adoption of library legislation in the country;
- Provision of financial and technical assistance to libraries;
- Provision of financial assistance to voluntary organizations and library associations for the promotion of library development;
- Periodic publication of reports on library development;
- To act as a clearing house for ideas and information on library development in India and abroad;
- To advise the Government of India library development;
- Promotion of research in problems of library development

The primary objective of RRRLF is the promotion of the library movement. The rest are subsidiary objectives. RRRLF is the first government-sponsored body specifically created for this purpose. The foundation also has a programme of assistance to libraries for workshops, conferences, and exhibits. The foundation has taken the major initiative for the formulation of a national policy on library and information systems by the Government of India. The current programmes of assistance are:

- Collection building;
- Rural libraries and mobile library service for rural areas;
- Seminars, workshops, conferences, training courses, and exhibits;
- Facilities and equipment for storage and display of materials;
- Public library buildings;
- Television and VCR equipment for educational purposes;
- Assistance to voluntary organisations providing public library services;
- Assistance to children's libraries or children's sections of general public libraries .

During the last three decades, the foundation has assisted more than 500 libraries, including many in rural areas.

NATIONAL POLICY ON LIBRARY & INFORMATION SYSTEM (NAPLIS)

In 1985, a committee was set up under the chairmanship of Prof. D.P. Chattopadhyay to formulate a National Policy on Library & Information System (NAPLIS) (Chatoopadhyay, 1998). The Committee submitted its report in May 1986. Following that, another committee looked at implications of the report and created an action plan for its implementation (Bhattacharjee 1999, p. 19-20). The Empowerment Committee submitted its report in April 1988 and an Implementation Cell was formed to implement its recommendations within a period of six months (p. 20). Yet another Working Group, under the Joint Secretary to the Government of India in the Department of Culture, was constituted to examine its recommendations for implementation. The Working Group submitted its report in July 1993 and suggested implementing only 29 of 60 recommendations made by the NAPLIS.

The following are some of the recommendations of NAPLIS related to public libraries:

- Proposals for maintenance and development of public libraries should preferably come from State Legislative Enactment. The Central Government may revise the Model Public Library Bill. Funds for library development should come from each state, either from general revenue or from local taxation. Central Government agencies may provide funds under Plan Expenditure.
- Efforts should emphasize rural public libraries. A village or a cluster of villages with an adequate population should have a community library/rural community centre, which will also serve as an information centre. Resources from various agencies engaged in the public health, adult education, State and central government, etc., should be used to build up and maintain this centre.
- The central government increase its assistance to state governments in the development of public libraries. The RRRLF, as the national agency for coordinating and assisting the development of public libraries, should be suitably strengthened in order to do this.
- Standards and guidelines for library service should be created.
- There should be a system of national libraries consisting of National Library, Calcutta (Now Kolkatta) as the National Library of India, National Depository libraries in Delhi, Bombay (Now Mumbai), Madras (now Chennai), National Subject Libraries, and others. These national libraries should form part of one integrated system.
- A National Commission on Libraries and Information System or National Commission on Informatics and Documentation may be constituted by an Act of Parliament to serve under the Ministry of Human Resource Development. The Commission will have representation from appropriate central and state agencies and could provide guidance and coordinate library development programmes in all sectors. This body will have the primary responsibility for the implementation of NAPLIS programmes.
- National Depository libraries; Connemara Public library, Chennai; Central Library (Asiatic Society), Bombay; and Delhi Public Library, Delhi should concentrate on development of collections and preservation of Indian culture produced in the languages of their regions, supplementing and complementing the efforts of the Indian National Library.
- The Indian National Bibliography should have a comprehensive coverage of the national output of documents and should be updated regularly. This responsibility should be vested in the National Library.
- Government should create a national awareness of the need to preserve the nation's cultural heritage. National libraries should be responsible, with preservation facilities created there. Links between libraries, archives, and museums should be established for the purpose of national preservation.
- The Ministry of Rural Development has a plan for one community centre in every Panchayat Centre. The Department of Culture and the Ministry of Rural Development have agreed to provide library services at each of these Rural Community Centres.
- An important link should be established between community centre library and primary schools. If the schools do not have libraries of their own, the community centre library should provide children with adequate services.
- A community centre library should have an important role in adult education programmes.
- A district library should provide facilities and recreation for the disabled and low-income people, e.g., literature in Braille.
- Libraries should be built in areas of tribal concentration and in minority communities to help in developing and sustaining their distinctive cultures.
- Libraries should be equipped with relevant resources, such as publications covering Open University and vocational educational courses, for their role in support of distance education.
- All public libraries within a state should form a part of a network extending from village library through community centre library, district library, and state network, and should be linked to the national information grid (Sahib, 2003).

1951-1956

The first five-year plan for educational development included a proposal for “Improvement of Library Service.” This proposal envisioned a network of libraries throughout the country, coordinated by National Central Library at New Delhi (Planning Commission of India, (a), 1952)

During the first five-year plan, nine state governments, i.e. Assam, Madhya Pradesh, West Bengal, Punjab, PEPSU, Rajasthan, Savarashtra, Bhopal, and Vindhya Pradesh, decided to set up State Central Libraries

1956-1961

At this time, the government allocated funds to set up a national network of libraries in its 320 districts. As a result, most states established State Central Libraries and District Libraries as the main distributing centers (Planning Commission India, 1956, p. 522)

1961-1966

During this period, the system of central government assistance to the states was changed, and funding for libraries was kept to a minimum. It was up to the individual states to take initiative and develop their public libraries. The programme to assist state governments in establishing state central libraries, district central libraries, and block development libraries was abandoned. The decision was a major setback to the development of public libraries. During this period four national libraries were established at Delhi, Calcutta, Bombay, and Madras.

A Working Group on libraries was appointed by the Planning Commission in 1964 to take a stock of library development. The working group submitted its report on 7th September 1965 with following recommendations:

- The central and state governments should share responsibility for providing adequate public library service. New government agencies in the central government under the Minister of Education, a directorate of libraries and a state library advisory council in each state should be set up to execute the programmes effectively.
- State central libraries should be established in four states: Madhya Pradesh, Mysore, Nagaland, and Orissa.
- States which do not possess adequate functional buildings for their state central libraries should be provided with library buildings.
- The state central library must have a children's section.
- There should be 335 District Libraries for the 327 districts in the country, i.e., in large and
- populous districts, two district libraries may be provided.
- New buildings should be constructed for the existing 100 district libraries.
- Block libraries are the chief feeding centre for the rural reading public, and therefore, 2,500 new block libraries, covering 75% of blocks in the country should be constructed.
- A sum of 10 million rupees shall be provided for distribution of grant in aid to such libraries of urban and rural areas which depend on subscription and donations.
- Three public libraries on model of Delhi Public Library should be set up
- The Institute of Library Science established by the Ministry of Education at Delhi University in 1958-59, and then closed in 1962, should be reopened. Such institutes should be established at the state levels also to train graduate and undergraduate librarians to meet future requirements.
- A sum of Rs.10,000 shall be allocated as financial assistance to all national level and state level library associations to create library consciousness in the country by organizing seminars, conducting surveys, and producing library literature.
- A programme of book production should be undertaken.
- A draft of the Library Act should be produced (Panda, 1993, p. 35-36)

1969-1974

This plan proposed a substantial sum for the social education programme. A much lower sum was allocated (Thomas 1997, p. 30). Of this, only a very small amount was available for the development of libraries in the country.

1974-1979

This plan included measures to strengthen the buildings, collections, and staff of the central and state libraries, as well as strengthening the district, block, and village libraries. During this period, attempts were made to develop a district-level library system, so that district library could act as a leader for the smaller libraries in the district. The adult education programme was the hallmark of this plan. The programme was to be supported by a network of libraries at the village and block levels and various community centers. Thus steps were taken to strengthen not only the village and block libraries, but also the central, state libraries and the district libraries

1980-85

This plan emphasized establishing a network of rural public libraries to sustain literacy and disseminate information to rural areas. It discussed the necessity of integrating school and college libraries with the system of public libraries. During this period, 26 states or union territories out of 31 (in 1982) had established state central libraries and 291 district libraries

1985-90

During this period, the Commission's objective was to address the needs of 90 million people in the Adult Education Programme. The network of libraries was to play a role in the development of literature for neo-literates. Library systems were to be strengthened, with specific attention given to improvement of facilities at national level institutions. An important development was the 1986 adoption of National Literacy Mission, which emphasised the education of women and the establishment of rural libraries. In addition, the RRRLF set up an Integrated Research Cell-cum-Computer Unit for promoting research in librarianship and database of public libraries in the country (Planning Commission India 1991, p. 258) There were two annual plans for the years 1990-91 and 1991-92.

1992-97

During this period it was proposed to reorganize the Central Reference Library into the National Bibliographical and Documentation Centre, which would also have a computer centre. The Delhi Public Library set up two new libraries in its service area. RRRLF created programmes to help state central libraries purchase reprographic equipment, to help libraries process rare books, and to give special assistance to networks of public libraries that were at least 100 years old (Planning Commission India, 1992).

1997-2002

During the 9th five year plan, the National Library, Kolkatta, undertook several major initiatives to upgrade and modernize its collection building programme, reader services, and conservation of library material. The major activities completed during the period were automation of the circulation system in the lending section, setting up of a local area network, improved reader services, and more efficient collection management. The conservation activities in the library got a major advance with the purchase of modern equipment to preserve rare books and other materials. The Central Reference Library, Kolkatta computerised various functions during the Ninth Plan. As a result, the publication of the Indian National Bibliography is now up to date, with records available online.

Funds were provided to the Delhi Public Library and Central Secretariat Library, Delhi, for acquisition of new material in different languages and media as well as for modernizing their

infrastructure. The benefits of these efforts can be seen in improved reader services, networking, and resource sharing. The Central Secretariat Library organized a number of computer training programmes for resource sharing, standardization of cataloguing formats, and co-operative acquisition.

Funds for modernizing and computerization were also provided from central grants to the Connemara Library, Chennai, Thanjavur Maharaja Serovji Sarasvati Mahal Library, Thanjavur and the State Central Library, Mumbai. Besides these, the RRRLF provided assistance to public libraries across the country for collections and storage, construction, and seminars and workshops (Planning Commission India 1997).

TENTH FIVE-YEAR PLAN (ACTION PLAN)

The Planning Commission proposed further modernization of central and public libraries during the Tenth Plan. A national bibliographic database would be developed to encourage resource sharing, networking, and to improve reader services. The Commission resolved to strengthen public library infrastructure through the RRRLF. The Tenth Plan focused on upgrading existing libraries, including private collections, and widening the programme for bibliographic control and documentation. To make readers services more comprehensive and effective, the National Library is expected to act as the ultimate referral centre for various subjects. To keep pace with the latest developments in information technology in public libraries, the upgrading and networking of central and state libraries was also planned (Planning Commission India 2002)

PRESENT STATUS

The current status of the public library system in India is hard to ascertain and describe, because a consolidated picture is not available. There are twenty-eight states and seven union territories in India. All have their own public library systems, structure, and pattern of financial assistance. Twelve of the states have enacted library legislation and the rest are providing public library service without legislation. The states that have enacted library legislation are:

S. No.	State Name	Year
1.	Tamil Nadu Tamil Nadu (formerly Madras) Public Libraries Act.	1948
2.	Andhra Pradesh Andhra Pradesh Public Libraries Act.	1960
3.	Karnataka Karnataka Public Library Act	1965
4.	Maharashtra Maharashtra Public Libraries Act	1967
5.	West Bengal West Bengal Public Libraries Act	1979
6.	Manipur Manipur Public Libraries Act	1988
7.	Kerala Kerala Public Libraries Act	1989
8.	Haryana Haryana Public Libraries Act	1989
9.	Mizoram Mizoram Public Libraries Act	1993
10.	Goa Goa Public Libraries Act	1993
11.	Gujarat Gujarat Public Libraries Act	2002
12.	Orissa Orissa Public Library Act	2002

Among the states enumerated, the provision of the respective Acts are more or less fully operative in the states listed under 1-5. In the rest of the states, although an Act has been passed, full operation is still pending. In the Acts of Andhra Pradesh, Haryana, Karnataka, and Tamil Nadu, provision for levying library cess has been made among other sources of finance, whereas there is no provision for collecting library cess in other states.

CONCLUSION

Public libraries have always been the door to learning for a great majority of the populations that they serve. They are knowledge centers and contribute to lifelong learning. For India, there are bumps in the road that leads to the goal of having an institution to serve the masses, which is even more imperative in the present information society, in a nation where 40 percent of the population is living below the poverty line. A massive investment in public libraries is needed to make them true information resource centers for the layman

REFERENCES

- Barua, B. P. (1994). Raja Ram Mohan Roy Library Foundation and Library Movement in India. Presented at 39th All India Library Conference. Delhi: Indian Library Association.
- Bhattacharjee, R. (1999). Role of Raja Rammohan Roy Library Foundation in the promotion of public library movement in India. *Herald of Library Science* 38 (1-2).
- Chatoopadhyay, D. P. (1998). Chattopadhyay Committee on NPLIS. *CLIS Observer* 15(1-2), 12.
- Dutta, Bimal Kumar (1970). *Libraries and librarianship of Ancient and Medieval India*. Delhi: Atma Ram.
- Espranza, S. M. (1999). *Public Libraries and Academic Libraries*. Jaipur: Printwell.
- India. Ministry of Education (1961). *Report of Advisory Committee for Libraries*. New Delhi: Manager.
- Jagdish, M. (1979). *Histories of Libraries and Librarianship in Modern India since 1850*. Delhi: Atma Ram.
- Kumbar, B. D. (2005). *Growth and Development of Public Library System in India with Special Reference to Karnataka*. Retrieved Nov 19, 2005 from <http://www.nigd.org/libraries/mumbai/reports/article-4.pdf>.
- Panda, B D. (1993). *Handbook of Public Library System*. New Delhi: Anmol.
- Planning Commission India (1952). *The First Five year Plan*. New Delhi: Planning Commission.
- Planning Commission India (1956). *Second Five Year Plan*. New Delhi: Planning Commission.
- Planning Commission India (1991). *7th Five Year Plan*. New Delhi: Planning Commission.
- Planning Commission India (1992). *8th Five Year Plan*. Retrieved Oct. 12, 2005 from www.planningcommission.nic.in
- Planning Commission India (1997). *9th Five Year Plan*. Retrieved Oct. 12, 2006 from www.planningcommission.nic.in
- Planning Commission India (2002). *10th Five Year Plan*. Retrieved Oct. 12, 2006 from www.planningcommission.nic.in
- Sahib, S. (2003). *Library and Literacy Movement for National Development*. New Delhi: Concept.
- Sathikumar, C. S. (1993). *Public Library Development in India*. In Raman. Nair, R. (Ed.), *Public Library Development*. New Delhi: Ess Ess.
- Sharma, J. S. (1965). *The Substance of Library Science*. Bombay: Asia Publishing.
- Sharma, S. K. Pandey. 1996. *Public Libraries in India: Trends and Status*. In *Public Libraries in Developing Countries: Status and Trends*. Ed. P.K. Mahapatra, 121-127. New Delhi: Vikas Publishing House.
- Thomas, V.K. (1997). *Public Libraries in India: Development & Finance*. New Delhi: Vikas.
- Verma, I.N., & Agarawal, U.K. (Eds.) (1994). *Public Library Services in India*. Udaipur: Himanshu.



SENSE OF HOLLOWNESS, EMPTINESS AND VOID IN ANITA DESAI'S VOICES IN THE CITY

Amrit Lal
Haryana (India)
Email : amrit_soft@yahoo.com

Anita Desai was born in Delhi to a German mother and a Bengali father. She grew up speaking German at home and Bengali, Urdu, Hindi and English at school. She is considered the writer who introduced the psychological novel in the tradition of Virginia Woolf to India. The well known *Art Guardian*, London wrote about her: "Anita Desai is one of the best known and highly regarded novelists working in English in the sub-continent. The style she has evolved is lucid, tight, undramatic her imagistic prose acquires an ambiguous and terrible power-the words hold down the events forcibly".

Anita Desai's *Voices in the city* is based on the life of the middle class intellectuals of Calcutta. The novel describes the corrosive effects of city life upon an Indian family. This book describes the unforgettable story of a bohemian brother and his two sisters caught in the crosscurrents of changing social values. Though it appears a realistic novel, but meticulously deals with "the ferocious assaults of existence." The novel describes the hollowness and emptiness within in metro city Calcutta. The novel has three major characters. All three characters are constantly haunted by meaninglessness and hollow existence. Desai very aptly delves deep into human consciousness and describes it very artistically.

The famous writer K.R. Srinivas Iyengar says that "In Anita Desai's novels, the inner climate, the climate of sensibility that lours or clears or rumbles like thunder or suddenly blazes forth like lightening is more compelling than the outer weather, the physical geography or the visible action. Her forte, in other words, is the exploration of sensibility. The particular kind of modern Indian sensibility that is ill at ease among the barbarians and philistines, the anarchists and amoralityists". Anita Desai presents the monotonous life in metro cities. Although we have all the luxury in the city but there is emptiness within and without. In the novel *voices in the city*, there are four parts. Each part is named after a character. These characters symbolically show the hollowness of existence. The first part "Nirode" deals with the central hero. He is the dominant character. He is a typical Bengali character, who finds everything bitter around him. He does not express himself. He never discuss with anyone. In the start of the novel he compares his failures with the 'bright' successes of his brother, Arun and wants to live in "shadow-silence, stillness". The "anonymous and shabby clerk in a newspaper" he craves for three drinks and a room a princedom.

Voices in the city is a pessimistic novel like *cry the peacock*. The protagonists' of this novel are detached, self-centered and remain aloof from others just as Maya in *cry the peacock*, who alienates herself from the rest. What they always wanted was shadows, silence and stillness and that was what they were left with Nirode. The main character is an editor of a newspaper. The novel begins with the scene at the station when Nirode comes to see his brother off. When the train departs he starts introspecting, compares his capabilities and achievements with Arun's. He broods over the way he has grown up with his shortcomings and laidback attitude. Here we see the bitter effects of the urban

living upon an Indian family. Brought up in luxury and magnificence by an over indulgent mother Nirode settles down in Calcutta and becomes engrossed in its bohemian life.

Nirode writes a play, which as he himself and others as well feel, is doomed to flop. Later on, he opens a book-shop in a dirty place. Living in the bohemian world of Calcutta with his friends, Sonny, Jit nair, Dharma and David Gunney who all gravitate to the coffee house, the “notorious gathering-place of the displaced and dangerous literates of Bengal-to Indulge in intellectual discussions against corruption and other issues. Nirode is, in reality, a roofless drifter without any aim in life. In the beginning, he shouts in a rebellious spirit at the hollow city, “I will have it.....I will have it-you will see how I get it”. Nirode never stays on any aim. He keeps changing his thinking. He changes his targets, one after the other. He, in fact obsessed by failure, as perhaps, achieving success in life creates an emptiness and hollowness in life. Nirode does not accept this. He says: “I want to fail-quickly. Then I want to see if I have the spirit to start moving again, towards my next failure. I want to move from failure to failure, step by step to rock-bottom. I want to explore that depth. When you climb a ladder, all you find at the top is space; all you can do is leap off- fall to the bottom. I want to get there without that meaningless climbing. I want to descend quickly”. Nirode says on absurd existence “In default of Inexhaustible” happiness, eternal suffering at least would give us a destiny. But we do not have even that consolation and our worst agonies come to an end on day”. Then he says, “Happiness, suffering- I want to be done with them, disregard them, see beyond them to the very end”.

Nirode is fed up with his life. He does not like the surroundings. He thinks that we come in world for nothing. Nirode feels the emptiness and hollowness of life at every step. Nirode keeps experimenting with failures in quest of an abiding meaning in life, although he achieves nothing-but only a couple of realization in the end. The quest of Nirode shows an intellectual inevitability endangered by emptiness in our modern complex society, which gives us very little but fetches all our moral, spiritual and emotional virtue. We become just bankrupt and completely hollow. Desai herself shows Nirode’s internal saying that: “He was wearied by his own unsureness in which he swept back and forth like a long weed undulating under water, a weed that could live only in aqueous gloom, would never rise and sprout into clear daylight. He was proud to the point of being a fanatic, he was intense enough to be capable of whole hearted dedication-yet he drifted, a shadowy cipher and his life consisted of one rejection following another.

He loathed the world that could offer him no crusade, no pilgrimage, and he loathed himself for not having the true, unwavering spirit of either within him. There was only this endless waiting, hollowed out by an intrinsic knowledge that there was nothing to wait for”. Nirode does not like to share feelings with others. He is also very sensitive. He can see the brutality and ugliness of metro city Calcutta. He feels his life to be very boring in the loud noise of city. His sister Amla often sees Nirode’s detachment from the world. She describes his mental agony in a satirist manner. “.....In his state of purely detached acceptance of a world not worth realizing, nothing could matter enough to trouble him.....One day it would break on the shore and with it, he would sink quickly, silently into the sand”.

In the second part of the book, the writer describes the touching account of the shattered life of Nirode’s married sister Monisha. Her miserable life is also ascribable to emptiness within as well as without. The writer with the help of diary adds pathos to the miserably empty married life of monisha. She is married to Indian, who is quiet well off. But her relationship with Jiban is marked “only by loneliness”. They have lack of communication monisha lives in the world as an alien in the world. Due to lack of communication with her husband, her life has become miserable. She tries to find the real meaning of her life. Monisha constantly feels the emptiness and hollowness of world. Monisha is fed-up with daily routine. Her married life is also very tragic. She never enjoys it rather she finds herself in trap. She spends day and day without any meaning and cause. She feels frustrated at every step of life. She finds nothing to sustain her. “.....If I had religious faith, I could easily enough renounce all this. But I have no faith, no alternate to my confused despair, there is nothing- I can give myself to and so I must stay. The family here and their surroundings, tell me such a life can not be lived- a life dedicated to nothing, that this husk is a protection from death. Ah yes, yes then it is a choice between death and mean existence and that, surely, is not a difficult choice”.

Monisha feels mental agony increasing day by day. She feels it is hard to survive there in such a dreary situation. Her frustration leads to her suffering. She feels more and more tortured. “.....I shall brood over forever with passion and pain never to arrive at a solution? Only a conundrum is that, then life”. She finds that it is the absence of the element of love that has made both brother and sister. “Such object rebels, such craven tragedians.” She cannot tolerate the cacophony of overcrowded city. She finds this big city Calcutta as apathetic to her. She cannot breathe freely. She feels lack of privacy in the chaotic world around her. It tormented her that she has no capacity to bear a child.

Her completely incommunication with her husband adds to her adversity. She feels no love in her life. She is constantly haunted by loneliness within. Even her in-laws look on her as a thief. All these things as a whole constantly tortured her. She herself said, “There is no escape from it” and makes her feel the futility of her hollow existence. She could not bear all these sufferings. She finds herself to be in great trouble. She could not rescue from this mental agony, ultimately she drives herself to suicide. The third segment of the book deals with Anita. She is very lively and cheerful. Anita is a career girl. She comes to Calcutta, after having had her training in Bombay. She worked there as a commercial artist with a local firm. On the very first meeting with Monisha, Amla notices, “some change” in monisha brought about by this monster city. She emotionally feels that something had laid its hands upon monisha, scarred and altered her till she bore only the faintest resemblance to quite subtly uncaring elder sister Amla had remembered”.

Although Amla enjoys her life but she to some extent feels the emptiness of life. She unlike Nirode and Monisha decides to lead a cheerful life. She attends cocktail parties, dinner etc. She has some soft feelings with painter Dharma. However she enjoys life but she complains to Nirode that “this city, this city of yours, it conspires against all who wish to enjoy it, doesn’t it?” This statement of Amla shows that she is helplessly showing herself cheerful. She is also frustrated. The big metro crowd constantly reminds her absurd existence in the world. She feels loneliness within also. Anita Desai shows her emptiness artistically: “.....new experience, new occupations, new acquaintances and the mild sweet winter air, this sense of hollowness and futility persisted. Daily it pursued her to the office, hid quietly under the black mouthpiece of her telephone, shook-ever so slightly- the tip of her pencil as she traced the severe lines of a well-draped sari.....” It is her frustrating experiences that make her exclaim “why ever did I come to Calcutta? Why didn’t I stay away in Bombay, or go home to kalingpong.”

She is irritated by the boring routine of life. She finds it difficult to enjoy life. The pomp and show cannot give her happiness constantly. Amla wants to live freely. She wants to enjoy every moment of life. But even the first monsoon shower gives her happiness due to inner darkness: “For a brief moment drawn taut and glistening with primeval joy, Amla, who was cutting pinched, half-wild roses from a tangle of thorny bushes.....” She enjoys rain in her cousin’s room and with this she also feels “that she had not enjoyed herself so much since she came to Calcutta.”

She could not enjoy life completely. Amla’s emotional relationship with Dharma manifests her most shattering experience. Dharma is, in fact, a puzzle associated with Calcutta. His rejections and acceptance of Calcutta reveals the duality of existence. The last part of the novel is “mother” it is the shortest part of this novel. Here we can feel the touching soliloquy of monisha is presented prior to her “cloistered tragedy. There is unsuccessful attempt to forge a reunion between long alienated mother and her daughter and son is made. In this novel we see that the main characters are having emotional rises constantly. They cannot seek relief in physical realities and events. All the major characters feel hollowness, around them. The big metro city seems sordid to them. Nirode describes the nocturnal Calcutta as “this dark pandemonium”. He also feels mortally scared of Calcutta. He feels the suffocating pressure of the city on all sides. Monisha also loves loneliness and longs earnestly for privacy in the face of the cacophonous welter of noises. But all she gets is” this mindless, meaningless monotony of empty sound that jars terribly on her nerves.

She feels that “this haunting burbling” life of this city has been contrived solely to drive me mad. She is forced to realize helplessly like one trapped in the house of her in-laws, as she finds herself exposed all the time to their scrutiny. The suffocating crowd of Calcutta dashes her desire to find a peaceful place to take refuge in. Amla calls Calcutta, “the monster city that lived no normal,

healthy, red-blooded life” and very intensely feels the monstrosity of this city. We see that the innermost psyche of her protagonist is revealed to us through their interaction with those who are emotionally related to them on the basis of kinship.

Here Desai depicts the disintegration of Nirode’s Monisha’s and Amla’s lives caused by imbalances in familial ties. Loneliness is not something unique but is in fact a characteristic of the society of our time. The inner yearning of the lonely one for understanding and affection a recurrent theme in poetry and fiction occurs here also. The moving description of loneliness leaves a lasting impression on the reader’s mind. The main characters Nirode, Monisha, Amla all suffer from a sense of isolation that is not merely physical but also psychic. Their respective personality traits and attitudes also determine the mental and emotional effect on their isolation.

This estrangement from which they suffer is, in fact the consequence of the absence of desired relationships rather than the absence of contacts, the lack is not of company but of companionship. They find themselves alone and anxious in a world in which they are unable to establish emotionally satisfying social affinities. In succinct we can say that the story is based on the life of the middle class Intellectuals of Calcutta. They feel emptiness in their life. This novel is an unforgettable story of a Bohemian brother and his two sisters caught in the counter currents of changing social values. In many ways the story reflects a vivid picture of India’s social transition. Anita Desai being the winner the Sahitya Academy award wrote the fascinating novel and describes the corrosive effects of city life upon an Indian family.

REFERENCE

- 1 Desai, Anita, *Voices in the city*, London, Peter owen, 1965; Delhi: Orient paperbacks, 1965.
- 2 Dhawan, R.K. (ed), *The Fiction of Anita Desai*, New Delhi: Bahi Publications, 1989.
- 3 Gopal, N.R., *A critical study of novels of Anita Desai*, New Delhi: Atlantic Publishers, 1995.
- 4 Prasad, Madhusudan (ed), *Anita Desai; Indian English Novelists*, New Delhi: Sterling Publishers, 1982
- 5 Iyengar, K.R.Srinivasan, *Indian writing in English*, New Delhi: Sterling Publishers, Pvt. Ltd, 1962, 1988.
- 6 Rao, B.Ramachandra, *The Novels of Mrs Anita Desai: A study*, New Delhi: Kalyani Publishers, 1977.



EXPLORATORY STUDY ON LIFE SKILLS EDUCATION THROUGH THEATRE ACTIVITIES AMONG HIGH SCHOOL STUDENTS

Chaluvarajaswamy K. T* & Dr. Y. N. Sridhar**

*Research Scholar in Education, Department of Studies in Education, University of Mysore, Mysore

** Professor of Emeritus, Department of Studies in Education, University of Mysore, Mysore

ABSTRACT

The teaching of life skills through theatre activities, builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. But now a day's life skills education programmer gives only information about life skills. In life skills education through theatre education activates, students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, theatre games and debates.

INTRODUCTION

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability.

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as "*thinking skills*"; and skills related to dealing with others termed as "*social skills*". While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. "*Emotional*" can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

LIFE SKILLS EDUCATION THROUGH THEATRE ACTIVITIES

Drama is a collaborative group art form, where people transform, act and reflect upon human conditions' (Taylor, 2000: p. 1). In life skills education through theatre education activates, students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, theatre games and debates. A life skills lesson starts with a researcher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used. The students asked to discuss the issues raised in more detail in small groups or with a partner. They engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations - actual practice of skills is a vital component of life skills education. Finally, the researcher was assign homework to encourage the students to further discuss and practice the skills with their families and friends. Slade 1954, 2001; Jackson, 1993; Bolton, 1998; Taylor, 2000 observes that "Practitioners of educational drama highlight the effectiveness of drama in enhancing the psychosocial aspect of a child's growth and suggest that drama can play an important role in life skills enhancement. This makes drama a suitable approach for delivering a competent life skills curriculum".

NEED FOR THE STUDY

The teaching of life skills through theatre activities, builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. This is described in the Social Learning Theory developed by Bandura (1977). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences. But now a day's life skills education programmer gives only information about life skills. They teach only what is a life skill? How it is helps to lead good life etc. but through theatre it will be more effect from other programmed. Blatner and Blatner, 1997; Henry, 2000 says "Perceive drama as a natural vehicle for active and experiential learning as it is an extension of the imaginative, pretend play of childhood". With this background the researcher made an attempt to teach life skills through Theatre Activities. Hence the researcher thought the study as important and essential.

DATA COLLECTION

In the present study is qualitative research study. For the duration of 15days, the researcher was selected 20 out of 20 9th standard high school students in government high school Kukkaralli, Mysore, Karnataka, India. A convenience sample technique was employed. To collect the relevant data the researcher applied Role play and theatre games to teach life skills. A transcript of Role play was given as follow.

EXAMPLE: INTERVENTION PROGRAM 1

Component: self-knowledge

Objective: to impart the message that a person should make a self-assessment before attempting decision-making.

Strategies Proposed: brain storming and then Role-play, each followed by discussion.

Issue for brain storming: "what factors should be considered while choosing one's career?"

CONTEXT, ESSENCE AND BACKGROUND OF THE ROLE PLAY

Mehrunnisa's father is a famous Surgeon and mother is a gynecologist. Her only brother is studying to become a neurosurgeon. Her family wants her to enter the medical profession. However she would like to study commercial arts and take up a career in advertising. She has flair for drawing and has won many prizes in various painting competitions. She hates touching animals and cannot see others suffer due to ill health or serious injuries. After passing 10th standard with distinction she convinces her parents about her likes and dislikes and gets admitted to a Fine Arts College.

DISCUSSION QUESTIONS

1. Why should we know about our own strengths and weaknesses?
2. What is likely to happen if we don't know ourselves?

QUALITATIVE DATA ANALYSIS BY THE RESEARCHER

Since the current study is qualitative study. The researcher has collected the data through observation. Prior to starting intervention program researcher carried a small interaction with those children. Consequently found out that those children were toughed life skills and following that examinations were conducted. They had information about life skills but lacked knowledge of it.

Following these findings the researcher started intervention program in life skills teaching through real experiences. The researcher facilitated role plays and theatre games for children. Later discussion was done with them, through this method the children's knowledge regularly increased not only in life skills but also in other educational and social areas. After intervention program Children are very expressive and on the discussion they get very innovative suggestions from peer group.

CONCLUSION

The overflow of information in the present education system is putting the children to book reading and rote learning. And information is mistaken for knowledge. High marks are considered as opening up of opportunities for high earning. This is how modern education system has made the society to think. If the children were put through real learning for experiential learning they would not have gone for suicides. Even teaching life skills has become mechanical. They have to experience the life skills through skills that are to be practiced throughout the life. Adopting theatre activities in process of teaching and learning will enable to experience the reality.

REFERENCES

- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Caplan; M., Weissberg, R.P., Grober, J.S., Jacoby, C. (1992). Social competence promotion with inner city and suburban young adolescents: effects on social adjustment and alcohol use. *Journal of Consulting and Clinical Psychology*.
- Errecart, M.T., Walberg. H.J., Ross. J.G., Gold, R.S., Fielder, J.F. Kolbe, L.J. (1991). Effectiveness of Teenage Health Teaching Modules. *Journal of School Health*.
- http://www.asksourc.info/pdf/31181_lifeskillsed_1994.pdf
- http://files.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf
- http://whqlibdoc.who.int/hq/1994/who_mnh_psf_93.7a_rev.2.pdf
- http://castle.eiu.edu/speebp/ppt/LifeSkills--_Role_Play_PPT.ppt



E-GOVERNMENT IN INDIA: OPPORTUNITIES AND CHALLENGES

Chauhan Lalitkumar Rajnikant
[M.com., M.Phil. , Gslet., NET)
Assistant Professor
Shri M.P.Shah Muni.College of Commerce
Jamnagar (India)

ABSTRACT

Public administration, governed by bureaucratic structures built on rationale principles, that dominated the twentieth century, has failed to respond to the changing requirements of the present times. E-governance, which is a paradigm shift over the traditional approaches in public administration, means rendering of government services and information to the public using electronic means. This new paradigm has brought about a revolution in the quality of service delivered to the citizens. It has ushered in transparency in the governing process; saving of time due to provision of services through single window; simplification of procedures; better office and record management; reduction in corruption; and improved attitude, behavior and job handling capacity of the dealing personnel. The present study substantiates these theoretical assumptions about e-governance by analyzing some experiences at the local, state and federal levels of government in India.

INTRODUCTION

In the past, service delivery mechanisms of the government departments left much to be desired in India. Cramped spaces; shabby ambience; discourteous dealing personnel and their chronic absenteeism; demands of gratification; inefficiency in work; long queues; procrastinating officials; procedural complexities; etc., were some of the undesirable features of the working of the government departments. Consequently, a visit to government department by a citizen to make use of any service used to be a harrowing experience. With the rising awareness amongst the citizens and their better experiences with the private sector – the demand for better services on the part of government departments became more pronounced. The infusion of Information and Communication Technology (ICT) has played a prominent role in strengthening such a demand. The metamorphosis in the quality of delivery of services to the citizens by the government has been more pronounced in recent years with the advent of e-governance.

E-governance, which is a paradigm shift over the traditional approaches in Public Administration, means rendering of government services and information to the public using electronic means. This new paradigm has brought about a revolution in the quality of service delivered to the citizens. It has ushered in transparency in the governing process; saving of time due to provision of services through single window; simplification of procedures; better office and record management; reduction in corruption; and improved attitude, behavior and job handling capacity of the dealing personnel. The present study substantiates these theoretical assumptions about e-governance by analyzing some experiences at the Union as well as State Government Level in India.

Public Administration, governed by bureaucratic structures built on rationale principles, that dominated the twentieth century, has failed to respond to the changing requirements of the present times. It is so because it tended to be rigid, laid too much emphasis on red-tapism; sap creativity; thwarted initiative; wore out dynamism and denied justice as of resultant delays. In addition the focus was more on following procedures and keeping records. Consequently the government moved at snails pace, that too, after guzzling scarce public resources. This criticism seems to be harsh and overstated, but it brings the sordid and murky picture of the system to light. The clarion call is revamp the government and the archaic governance system.

Most of the advanced countries including United Kingdom (UK), Australia, Canada, Newzeland, and United States of America (USA) have adopted series of measures under a new model based on market principles. This new model has several names such as: 'managerialism', 'new public management'; 'market based public administration'; 'the post bureaucratic paradigm'; or 'entrepreneurial government' (Huges, 1998). Though these appear to be different terms yet they convey the same message i.e. replace the traditional bureaucratic model with a new model. Have faith in market principles: cut costs; reduce budgets; improve public managements, simplify rules and procedures; check corruption; inject transparency; and strengthen market forces by minimizing the role of the state. To make the new system more effective and ensure efficacy, the use of information technology in the governance process is emphasized.

No doubt, India has introduced these global trends/ measures in 1990, but no sincere exercise has been undertaken in the corresponding 15 years to examine the effects of these reformative measures, especially the role of the information technology, in the governance process. The present paper is an attempt to fill this gap in the existing literature.

The term governance needs to be understood before we move on to e-government and egovernance. Governance is not the exclusive preserve of the government. It extends to civil society and the private sector. It covers every institution and organization from family to the state. It involves exercise of political, economic and administrative authority to manage the affairs in, and "the manner in which power is exercised in the management of a country's economic and social resources for development". It can be better understood as, "the complex mechanisms, processes, relationships and institutions through which citizens and groups articulate their interests, exercise their rights and obligations and mediate their differences".

The two terms- e-government and e-governance are independent of each other, but are at times used alternatively, there by the major distinction between e-government and e governance is missed out. E-government is understood as the use of Information and Communication Technology (ICT) to promote more efficient and cost effective government, facilitate more convenient government services and allow greater public access to information, and make government more accountable to citizens, where as governance is a wider term which covers the state's institutional arrangements, decision making processes, implementation capacity and the relationship between government officials and the public. Egovernance is the use of ICT by the government, civil society and political institutions to engage citizens through dialogue and feedback to promote their greater participation in the process of governance of these institutions. Thus, e-government can be viewed as a subset of e-governance, and its focus is largely on improving administrative efficiency and reducing administrative corruption.

SCOPE OF E-GOVERNMENT

"E-Government" refers to the use by government agencies of information technologies (such as Wide Area Networks, the Internet, and mobile computing) that have the ability to transform relations with citizens, businesses, and other arms of government. These technologies can serve a variety of different ends: better delivery of government services to citizens, improved interactions

with business and industry, citizen empowerment through access to information, or more efficient government management. The resulting benefits can be less corruption, increased transparency, greater convenience, revenue growth, and/or cost reductions.

Traditionally, the interaction between a citizen or business and a government agency took place in a government office. With emerging information and communication technologies it is possible to locate service centers closer to the clients. Such centers may consist of an unattended kiosk in the government agency, a service kiosk located close to the client, or the use of a personal computer in the home or office. Analogous to e-commerce, which allows businesses to transact with each other more efficiently (B2B) and brings customers closer to businesses (B2C), e-government aims to make the interaction between government and citizens (G2C), government and business enterprises (G2B), and inter-agency relationships (G2G) more friendly, convenient, transparent, and inexpensive.

While e-government encompasses a wide range of activities, we can identify three distinct areas. These include government-to-government (G to G), government-to-citizens (G to C), and government to business (G to B). Each of these represents a different combination of motivating forces. However, some common goals include improving the efficiency, reliability, and quality of services for the respective groups.

- **THE GOVERNMENT TO GOVERNMENT (G TO G)** sector represents the backbone of e-government. It is felt that governments at the union, state and local level must enhance and update their own internal systems and procedures before electronic transactions with citizens and business are introduced. Government to government e-government involves sharing data and conducting electronic exchanges between various governmental agencies. There are number of advantages with government-to-government initiatives. One benefit with this is cost savings, which is achieved by increasing the speed of the transactions, reduction in the number of personnel necessary to complete a task, and improving the consistency of outcomes. Another advantage, which flows from this, is improvement in the management of public resources.
- **GOVERNMENT TO CITIZEN (G TO C)** facilitates citizen interaction with government, which is primary goal of e-government. This attempts to make transactions, such as payment of taxes, renewing licenses and applying for certain benefits, less time consuming and easy to carry out. Government to citizen initiatives also strives to enhance access to public information through the use of websites and kiosks. Further, one of the main goals of implementing these initiatives has been to create a “single window” where citizens can carry out variety of tasks, especially those that involve multiple government departments, without requiring the citizen to initiate contacts with each government department individually. Thus, the G to C initiatives is driven by an urge to provide “better government” through improved efficiency and more reliable outcomes.
- **GOVERNMENT TO BUSINESS (G TO B)** sector includes both the procurement of goods and services by the government as well as the sale of surplus government goods to the public on line. There are two motivating forces behind G to B. Currently; the business community prefers to carry out its activities such as sales, procurement, and hiring through electronic means. There are large numbers of software companies, which are producing number of products focusing on performing routine business activities on line. Thus, many companies like to extend the cost savings realized through Business to Business (B to B) transactions to their business with union, state and local level governments. The second reason for the growth of G to B is the demand for cost cutting and efficient procurements in the government. Developing countries, where there is great pressure to minimize costs due to shortage of funds, G to B are being encouraged by the governmental agencies.

E-GOVERNMENT INITIATIVES IN INDIA: AN OVERVIEW

The Government of India kick started the use of IT in the government in the right earnest by launching number of initiatives. First the Government approved the National E-Governance Action plan for implementation during the year 2003-2007. The plan is an attempt to lay the foundation and provide impetus for long-term growth of e-governance within the country.

It proposed to create the right governance and institutional mechanisms at the enter, state and local levels to provide a citizen centric and business centric environment for governance. The Government has given approval in-principle to the plan and overall programme content; implementation approach and governance structure. While endorsing the plan, it was observed that: weight age must be given for quality and speed of implementation in procurement procedures for IT services; suitable system of motivating the states for quick adoption be incorporated; provision of delivery of services to the citizens through a single window should be encouraged; Out sourcing of services wherever and whenever feasible; efforts be made to promote and develop public private partnerships to utilize the full potential of private sector investments; and connectivity should be improved and extended up to the block level in the states. Apart from the action plan, the following measures have also been introduced:

- Adoption of “Information Technology (IT) Act, 2000 by the Government of India to provide legal framework to facilitate electronic transactions. The major aims of this act are to: recognize electronic contracts, prevents computer crimes, and make electronic filing possible. The Act came into force on 17 October, 2000;
- Establishment of the National Taskforce of Information Technology and Software Development in May 1998;
- Creation of Centre for e-governance to disseminate the best practices in the area of e- governance for the use by the Central and State Governments and act as a nodal enter to provide general information on e-governance, national and international initiatives, and IT policies of the government(s);
- Developing e-office solutions to enable various ministries and departments to do their work electronically. Modules such as Workflow for Drafts for Approvals, e-file, encodings, submission of reports, integrated personal information and financial accounting systems have been developed;
- Setting up of a High Powered Committee (HPC) with Cabinet Secretary as its Chairman to improve administrative efficiency by using Information Technology in government;
- Designating a Joint Secretary level officer as IT manager in every Ministry/ Department; and
- Instituting websites by almost all Ministries and Departments and providing information on aspects such as their objectives, policies and decisions, contact persons, etc. Some of them have started their electronic newsletter for giving publicity to their activities on wider scale; and identifying departments, which have frequent inter-face with the citizens, and computerizing them on priority basis.

Thus, it can be inferred from the above that a good beginning has been made to make government a reality in India, but still a lot needs to be done. Sincere efforts are required on sustained basis in future also to maintain the momentum.

CHALLENGES FOR E-GOVERNMENT IN INDIA

The governments both –the Union and the states must make earnest efforts to complete the daunting, but formidable task of quicker and effective E-government programs by:

- Making a policy choice in favor of computerization to overcome radically the even if it requires huge investments for the purchase of hardware and software; serious efforts would be required to mobilize resources for this arduous job.

- One way to deal with the situation could be that governments enter into arrangements for leasing of computers. This would reduce initial heavy capital investments. There are a large number of agencies which would like to fund the leasing to the departments. Ministry of Finance can be asked to provide concessions to these agencies; establishing complete connectivity between various ministries and departments so that transfer of files and papers could be done through Internet thereby choosing efficacious speed as an alternative to manual labour.
- To make this really effective, there is a need to make databases of various departments compatible with one another. Thus, interoperability of e- governance projects is of vital importance if the citizens are to feel the benefit of IT in day to day life; supplying information to the public in a language that they understand and are comfortable with, and generally, it is the local language.
- As, technology is available by which transliteration from English into other languages can be made. Therefore, the problem is manageable provided there is enough motivation to do this onerous task; changing the mindset of the government employees who are used to working only in the manual mode.
- This is a big task and needs patience and careful planning. Workshops, seminars, and training programmes are required to be organized to spread awareness among the employees at all levels; making cyber laws available to the public as early as possible so that the IT systems and information documents stored in the systems has the same legal validity as the documents stored today on paper.

CONCLUSION

Public administration, governed by bureaucratic structures built on rationale principles, that dominated the twentieth century, has failed to respond to the changing requirements of the present times. E-governance, which is a paradigm shift over the traditional approaches in public administration, means rendering of government services and information to the public using electronic means. This new paradigm has brought about a revolution in the quality of service delivered to the citizens. It has ushered in transparency in the governing process; saving of time due to provision of services through single window; simplification of procedures; better office and record management; reduction in corruption; and improved attitude, behavior and job handling capacity of the dealing personnel. The present study substantiates these theoretical assumptions about e-governance by analyzing some experiences at the local, state and federal levels of government in India.

REFERENCES

- www.edevexchange.org/eGov/sfoverview.htm
- www.egov4dev.org/egodefn.htm
- www.pacificcouncil.org
- www.unpan.org/dpepa-kmb-eg-egovran ready. asp
- www.worldbank.org/publicsector/egov/index.htm



RESERVATION IN SERVICES IN INDIA

Dilip Choudhary
L.L. M., Research Scholar &
Inspector of Central Excise, Customs and Service Tax
Department of Revenue, Ministry of Finance
Government of India

Social and political equality is imperative for realizing the democratic norms in any country, and is fundamental to the acceleration of economic equality and dignity. After independence, the SCs and the STs, alike the others, acquired equal rights under the Constitution of free India; despite that they were denied the right to social equality among other rights, a situation, which has more or less maintained a status quo. Ambedkar in his address to the Constituent Assembly on the 26th of November 1950 observed:

“On 26th January 1950 we are entering into a world of contradictions. In politics, we will have equality and in society inequality. In politics, we will be recognizing the principle of one man, one vote and one vote, one value. On the social plane, we have a society based on the principle of group inequality, which means the elevation for some and degradation for others. On the economic plane, we have a society in which there are some who have immense wealth as against many who live in abject poverty. In our social and economic life, we shall, by reason of our social and economic structures continue to deny the principle of one man, one value. How long shall we continue to live this life of contradictions? We must remove this contradiction at the earliest possible moment or else those who suffer from inequality will blow up the structure of political democracy which this Assembly has so laboriously built up.”³

After independence, India committed itself to a socially just and an egalitarian social order. The Constitution, promulgated in 1950, recognized the SCs and the STs as two of the most marginalized social groups needing special protections. A number of provisions, therefore, were specifically incorporated for the two social groups with a view to abolish all forms of discrimination, untouchability, and social exclusion emanating from the caste system and to alleviate the peripheral position of these social groups.

The Government in recognition to the peripheral status of the marginalized social communities has consistently promulgated various legislations and statutes, which are influenced by two main considerations, namely:

- a. to overcome the multiple deprivations of the marginalized social groups inherited from exclusion in the past, and to the extent possible bring them at par with the others; and
- b. to provide protection against exclusion and discrimination in the present by encouraging their effective participation in the general economic, social and political processes of the country.

Towards these ends, the Government of India had utilized two-fold strategies, which include:

- i) anti-discriminatory and protective measures; and
- ii) development and empowering measures.

The extension of the reservation policy in India to the marginalized social groups is primarily drawn from such considerations and is only applicable to the public domain. As such, the vast private sector, which comprises of a sizable section of the marginalized social groups, remains outside the purview of the reservation policy.

Reservation in India is a form of affirmative action designed to improve the well-being of perceived backward and under-represented communities defined primarily by their 'caste' (quota-system based on 'gender' or 'religion') is a phenomenon that commenced with the coming into force of the Indian Constitution (the Constitution initially provided reservation to Christians, with the proviso that it would automatically reduce gradually with the efflux of time) – however, lately preferential treatment on regional basis has either been non-statutorily introduced in the educational institutes (e.g. eligibility conditions for candidates from outside the State are 5% higher than that for the 'locals', as per local rules prescribed by certain Universities) or is being advocated in both jobs and lowly professions like auto-rickshaw-drivers).

Reservations alone are not enough to mainstream the SCs and the STs to the levels of the other sections of the society. The system of reservations meant to uplift the weaker sections, has in fact, succeeded in the creation of creamy layers within the marginalized social groups to the extent that the percolation of the benefits have been marginal and differentially accessed. The vision of Ambedkar, Phule, Periyar, and Sahuji Maharaj, as initially envisioned under the aegis of the reservation policy and reforms in the structure of governance was to completely negate the deleterious impacts of caste-based discrimination and exclusion. The idea was to create fissures in the hegemonic hold of the immutable status of the higher castes over public services. Therefore, the historicity of reservations included firstly, the amelioration in the relative position of the lower castes, and two, restructuring of the institutionalized social relationships in the Indian society on democratic lines.

Thus, the Indian Government's approach towards these social groups has been primarily shaped by the provisions in the Constitution, which guarantee equality before the law, and empowers the State to make special provisions for the promotion of the educational, social, political and economic interests of the SCs/STs, and to further, protect them from any form of discrimination and exclusion.

These are laws (both Constitutional and statutory) or merely local rules/ regulations/ practices (not derived from any Act passed by the Parliament or State-Legislature) wherein a certain percentage of total available vacancies in educational institutes and government jobs are set aside for people from backward communities and others. Scheduled Castes (SC), Scheduled Tribes (ST) and Other Backward Classes (OBC) are the primary beneficiaries of the reservation policies under the Constitution with the object of ensuring a level playing field (without defining the bench-mark that determines which particular individual player has reached the said 'level'; the Supreme Court's recent concept of 'creamy layer' requires a case-by-case determination as to who has ceased to deserve protection of these Laws).

The reservation system has been a matter of contention ever since it was first introduced in the British occupied India and remains a point of conflict, a form of protectionism [placing a 'handicap' upon certain communities] was introduced by the Mughals who levied 'jazia' tax against the Hindu traders.

Many citizens who come from the upper classes find the reservation policy of the government biased and oppose it—because they feel that it takes away their rights to equality. Moreso, not everyone who comes from the underprivileged communities, supports the system because he/she says that it makes one feel disadvantaged. Thus the reservation system is controversial.

The main objective of the Indian reservation system is to increase the opportunities for enhanced social and educational status (in the sense better than the previous until it becomes equal to that enjoyed by an average member of other communities) of the underprivileged communities and, thus, enable them to take their rightful place in the mainstream of Indian society. The reservation system exists to provide opportunities for the members of the SCs and STs to increase their representation in the state Legislative, the Executive Organ of the Union (Centre) and States, the labour force, schools, colleges, and other 'public' institutions.

The Constitution of India states in Article 15(4): "All citizens shall have equal opportunities of receiving education. Nothing herein contained shall preclude the State from providing special facilities for educationally backward sections (not "communities") of the population." [Emphasis and parentheses added.] It also states that "The State shall promote with special care the educational and economic interests of the weaker sections of society (in particular, of the scheduled castes and aboriginal tribes), and shall protect them from social injustice and all forms of exploitation." The Article further states that nothing in Article 15(4) will prevent the nation from helping SCs and STs for their betterment ['betterment' up to the level enjoyed by the average member of other communities].

Article 16(4 A) states that: "Nothing in this article shall prevent the State from making any provisions for reservation in the matter of promotion to any class or classes of posts in the services under the State in favour of SCs and STs which in the opinion of the State are not adequately represented under the State"(Constitutional 77th Amendment, - Act, 1995).

Article 16 (4 B) states that: "Nothing in this article shall prevent the State from considering any unfilled vacancies of a year which are reserved for being filled up in that year in accordance with any provision for reservation made under clause (4) or clause (4A) as a separate class of vacancies to be filled up in any succeeding year or years and such class of vacancies shall not be considered together with the vacancies of the year in which they are being filled up for determining the ceiling of fifty percent reservation on total number of vacancies of that year" (Constitutional 81st Amendment, - Act, 2000).

In 1982, the Constitution specified 15% and 7.5% of vacancies in public sector and government-aided educational institutes as a quota reserved for the SC and ST candidates respectively for a period of five years, after which the quota system would be reviewed. This period was routinely extended by the succeeding governments. The Supreme Court of India ruled that reservations cannot exceed 50% (which it judged would violate equal access guaranteed by the Constitution) and put a cap on reservations. [The basis for laying down a particular percentage would not pass the acid-test of rationality if it were to mean not more than 50% of the 'vacancies' – even if the total number of competing candidates from the 'weaker sections' formed 70% proportion of the total number of competing applicants!] However, there are state laws that exceed this 50% limit and these are under litigation in the Supreme Court. For example, the caste-based reservation stands at 69% and the same is applicable to about 87% of the population in the State of Tamil Nadu. In 1990, Prime Minister V.P. Singh announced that 27% of government positions would be set aside for OBC's in addition to the 22.5% already set aside for the SCs and STs.

Reservations alone are not enough to mainstream the downtrodden to the levels of the other sections of the society. The system of reservations meant to uplift the weaker sections, has in fact, succeeded in the creation of creamy layers within the marginalized social groups to the extent that the percolation of the benefits have been marginal and differentially accessed. The vision of Ambedkar, Phule, Periyar, and Sahuji Maharaj, as initially envisioned under the aegis of the reservation policy and reforms in the structure of governance was to completely negate the deleterious impacts of caste-based discrimination and exclusion. The idea was to create fissures in the hegemonic hold of the immutable status of the higher castes over public services. Therefore, the historicity of reservations included firstly, the amelioration in the relative position of the lower castes, and two, restructuring of the institutionalized social relationships in the Indian society on democratic lines.

The analysis sufficiently establishes that there has been a remarkable increase in the numbers of SC/ ST Government employees over the years. In 1960, the absolute numbers of the SC Government employees stood at 228 thousand, which increased to 590 thousands in 1990, and further to 540 thousand in 2003. The percentage share of the SC employees to the total Government employees was 12.24 percent in 1960, which increased to about 17 percent in 2003; fairly close to their percentage share in the population. In the case of the STs, their absolute numbers increased from 37 thousand in 1960 to 211 thousand in 2003 with a corresponding increase in their percentage share from 2 percent in 1960 to 6.46 percent in 2003.

Similarly, the absolute numbers of the SC employees in the PSUs increased from 40 thousand in 1971 to 236 thousand in 2004 and from 12 thousand to 114 thousand for the STs. The absolute numbers of the SC employees in nationalized banks increased from 55 thousand in 1978 (10 percent) to 143 thousand in 2004 (17.6 percent) and from 8 thousand (1.56 percent) to 43 thousand (5.72 percent) for the STs. The data mentioned above does not include Government spheres like education and it is hoped that with the inclusion of these sectors, the absolute numbers of SC/ST employees under reservation will further increase.

Though, the data clearly elucidates a marked improvement in the absolute numbers of the SCs and the SCs in Government employment, however, there are considerable variations among different Groups of jobs. Generally, reservations are close to the stipulated quotas in Group C and Group D jobs, but were less in the case of Group A and Group B categories of jobs.

Employment gained through reservations tends to be clustered in certain services, departments and Groups of jobs. For instance in 2003, almost ninety five percent of the SC/STs were coalesced in Group C and Group D jobs. Interestingly, in the case of Group C and Group D jobs, the percentage share of both, the SCs and the STs stood at 16 and 7.5 percentage points respectively, which was close to the stipulated quota. Conversely, the percentage shares of the SC/STs were much below the stipulated quotas in Group A and Groups B categories. It seems that the implementation of the reservation policy is resisted in various ways; delays in making provisions, in filling up the posts, and in litigations.



RESEARCH PAPER



**USES AND GRATIFICATION OF SOCIAL MEDIA WITH THE SPECIAL REFERENCE
TO HIGHER EDUCATION IN INDIA**

Malak Singh
Research Scholar
Makhanlal Chaturvedi University of Journalism and Communication
Bhopal, Madhya Pradesh, India

ABSTRACT

Social media has become a growing phenomenon with many and varied definitions in public and academic use. For our purposes, the term social media technology refers to web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication. Despite the widespread use of SMT, little is known about the benefits of its uses and gratifications in postsecondary contexts and for specific purposes (e.g., marketing, recruitment, learning, and/or student engagement). It is critical to begin to examine if and how higher education institutions are incorporating the use of SMT. This review of existing literature on the use of SMT in higher education will provide a baseline sense of current uses nationally, providing a descriptive overview of the phenomenon. Within the last few years social media has become more integral in the lives of students: now, more than ever, it is vital for higher education to get social.

KEYWORDS : Social Media, Higher Education, Uses and Gratification, Technology, University.

INTRODUCTION

“Social Learning” tools is a phrase that reflects main goal of using social networking functionality in the education setting. One simple way to define a social networking platform might be, “a tool that lets students, parents, and educators collaborate online”. The innovative use of social media doesn’t stop here; the students also use it for making blogs, making professional links, announcing and making class announcements, sharing information with students, parents and educators, etc.

OVERVIEW OF SOCIAL MEDIA

Social Media is the future of communication, a countless array of internet based tools and platforms that increase and enhance the sharing of information. This new form of media makes the transfer of text, photos, audio, video, and information in general increasingly fluid among internet users. Social Media has relevance not only for regular internet users, but business as well.

WHAT SOCIAL MEDIA MEANS

Social media refers to interaction among people in which they create, share, and exchange information and ideas in virtual communities and networks. Andreas Kaplan and Michael Heinlein define social media as "a group of Internet-based applications that build on the ideological and

technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content." Furthermore, social media depend on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content. They introduce substantial and pervasive changes to communication between organizations, communities, and individuals.

SIXDEGREES.COM AND FRIENDSTER

Earlier social media networks included SixDegrees.com, Friendster, and many others. When SixDegrees.com debuted in 1997, registered users inputted contact information of friends, family members and acquaintances so that invitations would be sent to them to join the network. The idea for this site was derived from the six degrees of separation concept which holds that essentially every human being on the face of the earth can be connected to another by approximately a chain of six degrees or levels. Due to this concept of connectivity, one could only join through an invitation by another person who was already a user of the network. Sixdegrees.com basically allowed users to share information and post messages through a bulletin board. As Boyd and Ellison (2008) point out, several shortcomings plagued the site. First, it was unable to provide much activity for friends, family members and acquaintances after they were connected to one another other than posting information on bulletin boards. Second, during its time, people had not developed the confidence and interest of meeting strangers online. Third, the Web 2.0 technologies that currently allow users to generate and share content as well as download and upload information seamlessly were not easily accessible. Above all, the idea of infusing advertising with online activities was at its infancy. Therefore, SixDegrees.com closed in 2000, giving way to newer networking sites such as Friendster (2002), MySpace (2003), LinkedIn (2003), Facebook (2004), Twitter (2006), and a plethora of others that burgeon so frequently that it is almost impossible for one to utilize all available social media networks.

- **LinkedIn**

Among the four SMNSs that are the focus of this study, LinkedIn was among the oldest, albeit still very unpopular among younger generations. LinkedIn is a strictly professional site that focuses on business and professional relationships. Its mission statement attests to a commitment to “connect the world’s professionals to make them more productive and successful” (LinkedIn, 2012). *International Journal of Business and Social Science Vol. 4 No. 5; May 2013* 29 Its creators, Reid Hoffman, Allen Blue, Jean-Luc Vaillant, Eric Ly, and Konstantin Guericke had a vision of providing an online forum for better professional networking.

- **MySpace**

MySpace’s founder, Tom Anderson, capitalized on a rumor that Friendster networks (social networking sites that helped people maintain their offline relationship online and provided a dating forum as well) might be asking for a fee. Andersen lured Friendster users to this new site with an offer for free membership. At the same time, the Indie-rock band from Los Angeles was expelled from Friendster for violation of some regulation and MySpace extended a welcoming hand to them as well. They found their new home on MySpace site (Boyd & Ellison, 2008; Newman, 2008). Certain features such as the ability to build one’s front page and profile, advertising, a forum for interaction between bands and their fans, and complying with user-demands—especially requests for personalizing pages including background designs, and uploading information links—were great advantages of and for MySpace (Boyd & Ellison, 2008). MySpace reached its peak in popularity when it attracted News Corp. to pay \$580 million in 2005 for its acquisition (BusinessWeek, 2005). Ironically, as soon as News Corp. acquired MySpace (which was considered the summit of its existence), the site met a downward spiral in terms of popularity, revenue, and membership due to incidences of sexual predators and abusers. This was a serious issue that compelled Connecticut Attorney General, Richard Blumenthal to call for more stringent control and regulations on MySpace (Oser, 2006).

- **Facebook**

Facebook, on the other hand, had a humble beginning from the Harvard University campus. The founders, Harvard students Mark Zuckerberg, Dustin Moskovitz, Chris Hughes, and Eduardo Saverin (Facebook, 2012) had developed the network exclusively for Harvard Students but it gradually permeated to other universities around the Boston area and beyond allowing only people with a university e-mail address ending with (.edu) to join. Facebook broke the record of SMNs membership in July 2010 when it announced its 500 millionth member (Wauters, 2010). By the end of December 2011, Facebook documented 845 million monthly active users and to date, it is available in more than 70 languages (Facebook.com). Its mission statement says that Facebook exists “to make the world more open and connected” (Facebook.com).

- **Twitter**

The simplest way of explaining the Twitter network would be an online version of text-messaging with the capability of sending the same message to several thousand people all at once. Twitter was invented in 2006 by Jack Dorsey, Evan Williams, and Biz Stone as a faster means of staying in touch (Beaumont, 2008 as cited in Sauerbier, 2010). Twitter’s unique feature is the concept of 140 words and characters limit. Twitter was initially utilized for a journalistic effort, serving as an outlet for breaking a news story; but celebrities later popularized it by using it to tweet events of their daily lives. Also, the Austin Texas’ South by South-west (SXSW) festival made Twitter even more prominent (Sauerbier, 2010).

WHAT IS HIGHER EDUCATION ?

To start with the definition of the term-Higher Education- In fact, There is no simple definition of higher education. The international definition of tertiary (post school) education divides it into two parts. Type A (Higher Education) and Type B (Further Education). A higher education qualification at degree level takes a minimum of three years to complete, more typically four. It will have a theoretical underpinning, it will be at a level which would qualify someone to work in a professional field and it will usually be taught in an environment which also includes advanced research activity. Shortly, Higher education mainly and generally means university level education. It offers a number of qualifications ranging from Higher National Diplomas and Foundation Degrees to Honours Degrees and as further step, Postgraduate programmes such as Masters Degrees and Doctorates. These are recognized throughout the world as representing specialist expertise supported by a wide range of skills that employers find very useful. Further education is generally includes those post graduate studies in where you can gain your Master and Doctorate degrees..

REVIEW OF LITERATURE

Bellarmino A. Ezumah (2013)

Some interesting results emerged from this study although there are no major surprises as to the uses for which college students apply social media in comparison to previous studies. In fact, the results of this study synchronized with those by Raacke and Bonds-Raacke (2008) and Bonds-Raacke and Raacke (2010). The same purposes of keeping in touch with old friends, current friends and family members emerged as the highest use of social media. However, it is interesting to note that participants in the current study spend more hours (5 hours) on SMNSs than the Raacke and Bonds-Raacke study in 2008, where the equivalent time was 1.5 hours. There is a possibility that emergent technologies, especially mobile devices, might contribute to this increase especially since most cellular phones and cellular phone providers offer a bundle of Talk, Text, and Web for a reasonable price. This is supported by participant’s indication of method of accessing social media. As high as 94% of the participants access the sites through portable devices such as laptop computers, 78% through cellular phones and 14% through iPad.

Philip R. Johnson (2009)

The purpose of our uses and gratifications study of Twitter was three-fold. First, we investigated motives of Twitter users and found two factors for both gratifications sought and gratifications obtained—social motives, and information motives. Social motives included: have fun; be entertained; relax; see what others are up to; pass the time; express myself freely; keep in touch with friends or family; communicate more easily; and communicate with many people at the same time. Information motives included: get information (facts, links, news, knowledge, ideas); give or receive advice; learn interesting things; meet new people; and share information with others (facts, links, news, knowledge, ideas). Although it may seem strange that “meet new people” was an information motive, but when you meet a new person on Twitter and follow them, that user becomes an additional information source.

Second, we measured the extent to which users are satisfied with Twitter by comparing the differences between gratifications sought and gratifications obtained.

OBJECTIVES OF THE STUDY

RQ1: To evaluate the relevance of the social media.

RQ 2: To what use do college students employ Facebook, MySpace, Twitter, and LinkedIn?

RQ 3: To study social media as an educational tool for higher education.

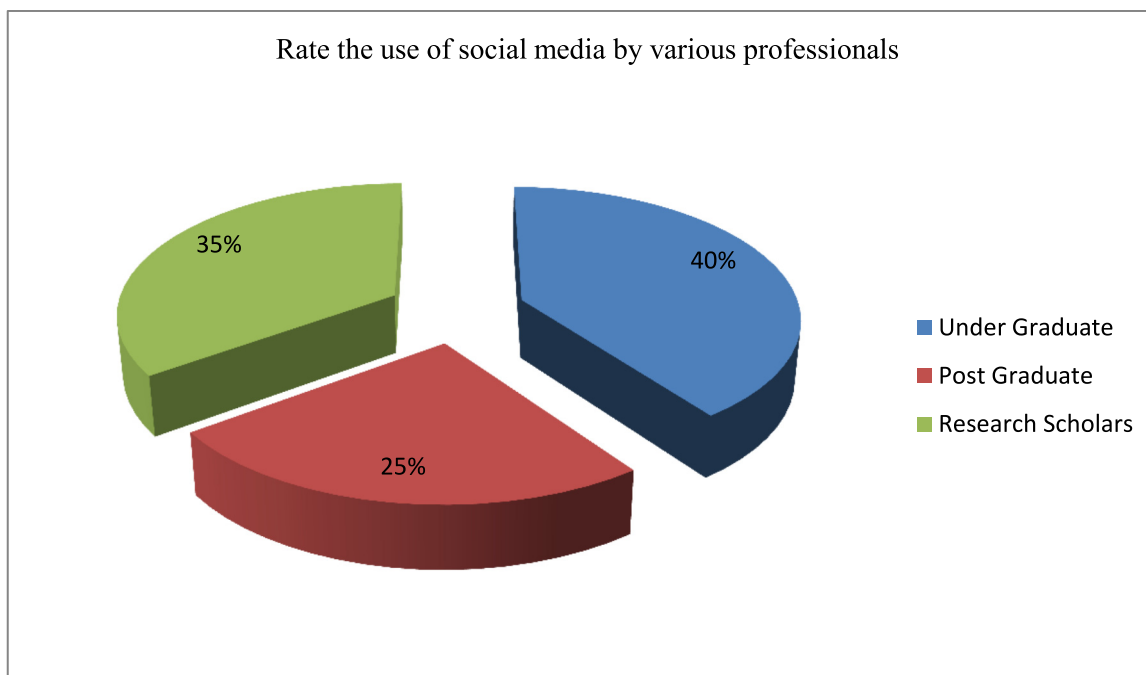
RESEARCH METHODOLOGY

The primary data was collected from newspaper, magazine, online journals etc. The secondary data was collected through survey among the youth within the age group of 20-30 years to understand their perception of using the social media as a higher educational tool. For this, questionnaire was used as a tool and was filled by 100 respondents which were picked up randomly.

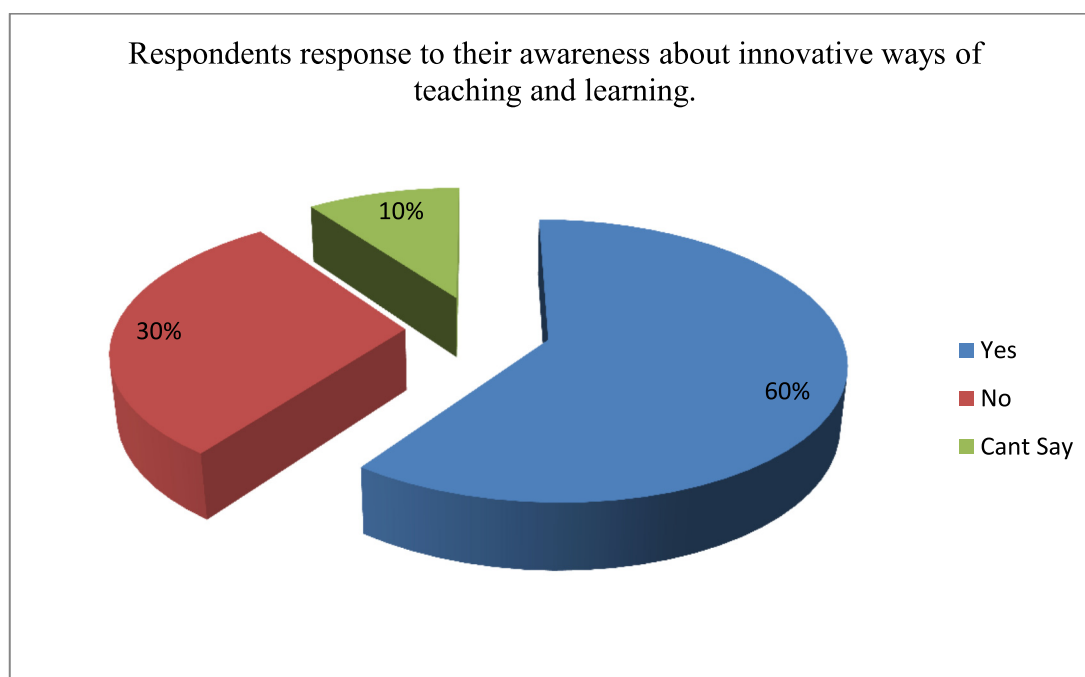
DATA ANALYSIS

The data collected from the survey has been graphically represented below. Results can be summarized in terms of answers to the following questions:

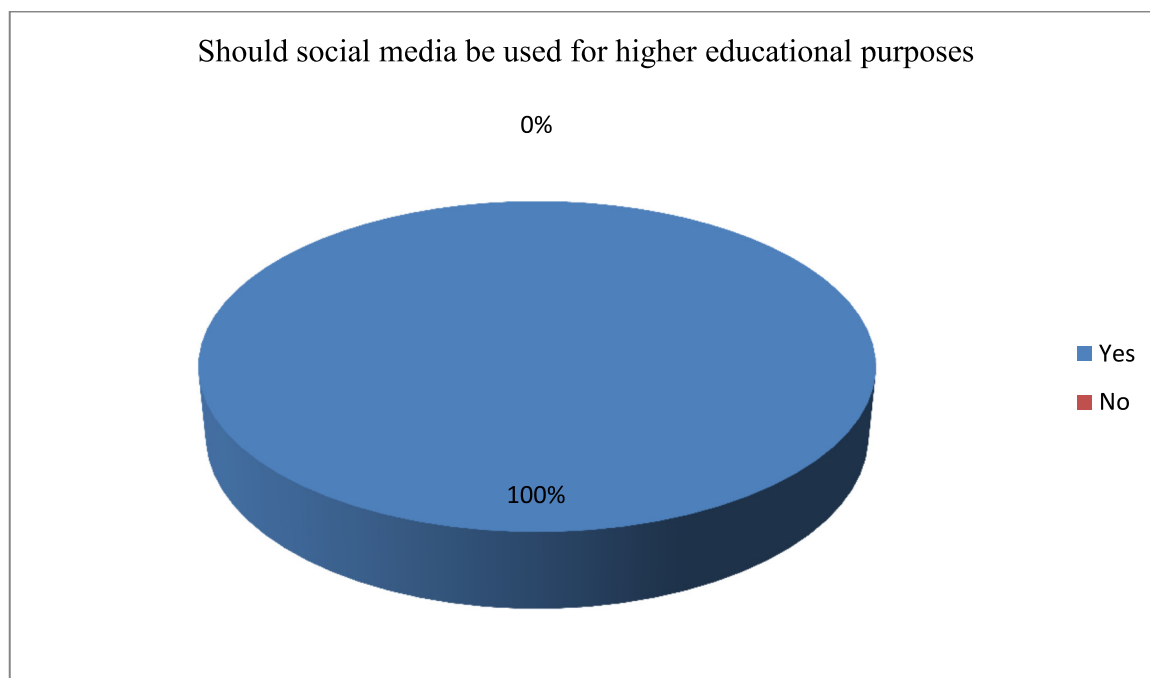
In the question *“Rate the use of social media by various level of studies”* asked to the representatives the following data has been collected which is shown graphically in pie chart No.1.



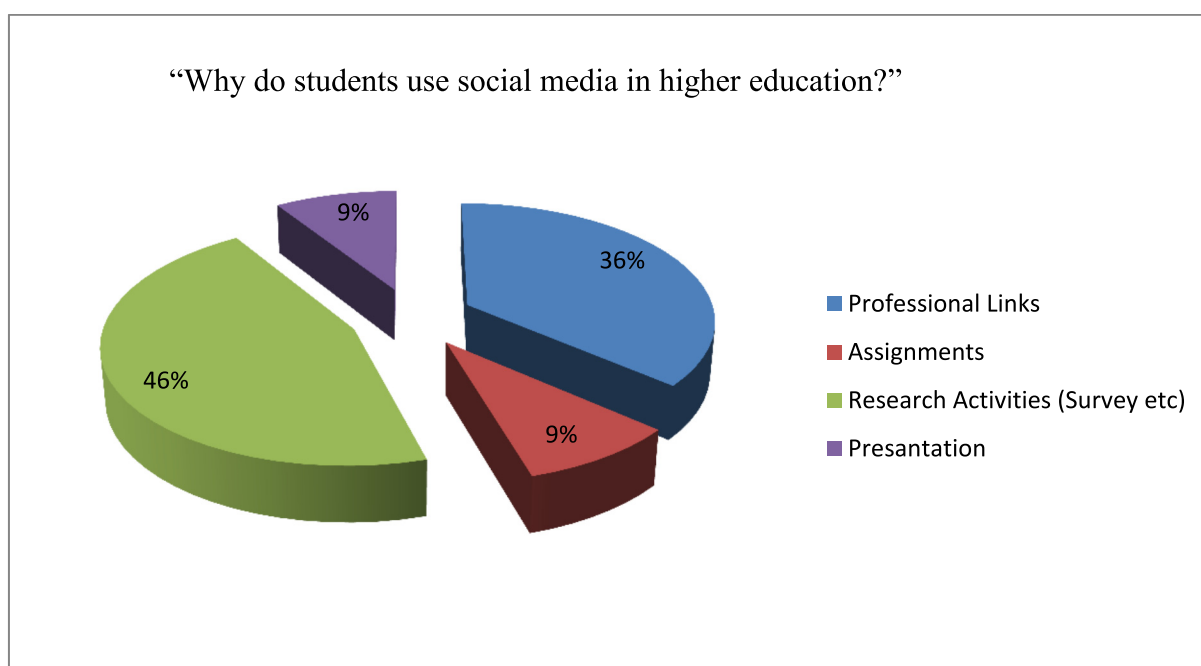
In the question *“Are you aware of the innovative ways of teaching”* asked to the representatives the following data has been collected which is shown graphically in pie chart No.2



In the question “*Do you think that social media should be used for the higher educational purposes?*” asked to the representatives the following data has been collected which is shown graphically in pie chart No.3



In the question “*Why do students use social media?*” asked to the representatives, the following data has been collected which is shown graphically in pie chart No.4



CONCLUSION

- Majority of under graduate students use that social media then the research scholars and then last post graduate students use social media.
- Most of the respondents are aware about innovative way of teaching and learning.
- All the respondents believe that there should be change in the existing education system and more innovative methods like social media should be used for education purposes.
- The use of social media for conducting survey was found to be the first priority among students then making professional links then making assignments and presentation.

REFERENCES

1. Ranjit, Singh (1993) Communication Technology for Rural Development.
2. Kewal.J. Kumar, (1994) Mass Communication Critical analysis.
3. Baran, S. J. & Davis, D. K. (2012). Mass communication theory: Foundations, ferment, and future. Boston, MA: Wadsworth Cengage Learning.
4. Beaumont, C. (2008, November 25). Team behind Twitter: Jack Dorsey, Biz Stone and Evan Williams, Telegraph
5. BusinessWeek. (2005, July 29). MySpace: WhoseSpace?. BusinessWeek. Retrieved February 18, 2011 from http://www.businessweek.com/technology/content/jul2005/tc20050729_0719_tc057.htm.
6. Ellison, N. B., Steinfeld, C., & Lampe, C. (2007). The benefits of Facebook “friends”: Social capital and college students’ use of online social network sites.
7. EMarketer Digital Intelligence. (2012, February 24). Total worldwide social network ad revenues continue strong growth. Retrieved March 1, 2012 from
8. Jayme, Waddington (2011); University of Colorado. ‘Social Networking: The Unharnessed Educational Tool’. Undergraduate Research Journal, Vol 4.1
9. Angela Hausman, a Ph.D scholar and Associate Professor of Marketing at Howard University on ‘How to use social media as an educational tool’
10. Kessler Sarah, a feature write at Marshable contributed ‘The case for social media in schools’.



MATERIAL REQUIREMENT PLANNING (MRP1) IN PRODUCTION PLANNING AND CONTROLLING

Meera
M.Phil. Scholar
Department of Commerce
M.D.U. Rohtak

ABSTRACT

MRP is not only limited to collection of material quantity to be ordered by the firm. It is a new method of production planning and controlling. MRP is a computerized and automatic system through which we can obtain information regarding inventory management. It is also called MRP-1 system. MRP uses computer software for the purpose of data set and keep records of raw material and other component required in production process. The main objective of this is to reduce lead time and manufacturing time, increasing efficiency because resources of productions are effectively utilized through it. A firm can earn a very good amount of profit other implementing this software system. Now a days, there is a stiff competition in the market, it is necessary for the business firm to adopt this system for the purpose of reducing cost, and improving profits. A firm can compete its competitors also after adopting this software package. Prior to MRP system software EOQ has been adopted by the firms for the purpose of manufacturing and inventory management. In 1964, Joseph orlicky developed MRP a response to Toyota manufacturing program. First of all MRP used by Black & decker in 1964. After this Oliver Wight developed MRP-1 into MRP-2. Manufacturing resources planning at present times, most of manufacturing firms are using MRP software system.

FILES AND COMMUNICATION SYSTEM REQUIRED FOR MRP IMPLEMENTATION:

In order to important MRP system, different files and communication system have to designed One of the major file among this is **master production schedule** (MPS) and other important files are (**bill of material file BOM**), inventory status file, routing file and master part file. Difference computer software are used for the purpose or maintaining of transaction.

MPS (MASTER PRODUCTION SCHEDULE)

The main inputs to MPS are market requirement, production plans and resource available. MPS gives information about total units to be produced of finished products or total quantity of production will be produced, total of units required for the fulfillment of market demand in future time period required to produce the finished goods. All other file and success of MRP is totally depends on MPS. While preparing MPS the firm should consider aggregate of materials and other component, lead time, re-order time should be co-ordination properly. The main reason behind this is that the product may be supplied on proper time or when it required.

ROUTING FILE & BOM FILES

BOM file is also known as product structure file. BOM file indicates how to produce different products this file gives information about such component which are used in finished product and considered as series of levels. Routing file represents detailed information finished goods and leads of production process.

INVENTORY STATUS FILE & MASTER TYPE FILE

Inventory status file gives up to data about material. On the basis of this data, estimation can be made regarding present inventory levels, gross material requirement, lead time, safety stock, EOQ.

Master part file include data about such tools and components which are to be produced within the firms itself or the firm has enough time for production of these tools. This files also contains lead time of these tools also.

Material requirement planning is such a basic system used to manage manufacturing processes. Under which quantity of raw material and other component required for production are estimated. This estimation is based on the demand of finished products in the market. It is a very complex task to estimate proper requirement of materials. The main reason of this is that quantity of material required is based on demand of the finished products in market.

TRADITIONAL INVENTORY CONTROL TECHNIQUE V/S MRP SYSTEM

MRP is an important over traditional inventory control technique. In traditional inventory control technique requirement of material is based on the basis of different inventory level like reorder level, minimum level, maximum level etc. immediate order is placed for that materials unit which is on or below the reorder level. But on the basis of MRP-1, quantity of raw material, kinds of raw material and components required for production, time at which raw materials are required. In MRP material required is estimated on the basis of estimated demand of finished goods and co-ordination is also maintained between material requirement and estimated demand.

PRE-REQUISITES FOR OPERATION OF INVENTORY MANAGEMENT

The first step of MRP is to look at the MPS and then decide how many and when materials used components are needed to meet MPS. This process is known as MRP explosion. Then MRP used network representation of product assembly called BOM. For the successful operation of inventory management, effective management system. MIS create positive effect of accurate and timely available information on managerial decisions. The firm employees who are going to use this software system should know how to use it. It become necessary to give proper education and training to all concerned employees for its usage.

MRP SYSTEM IN INVENTORY MANAGEMENT

In inventory management, MRP produced finished goods for stock on the basis of estimated current and future demand of the product in market. In MRP the management of raw material and finished goods is like a challenge. Cost accountant can make more MRP successful in inventory measurement by presenting accurate records and cost. In inventory form management **MRP is a diversified of EOQ**. Economic order quantity is a technique of inventory management and control. It represent economic quantity material. Which help to reduce both carrying cost and ordering cost. Just like EOQ technique MRP model is also on push system of traditional inventory system. MRP system also considered future demand of products lead time and order time etc.

CHALLENGES IN USING MRP SYSTEM

When a firm adopting MRP model it attains a large number of benefits, but it is not an easy task to implement such as a complex system. A firm has to face a number a problems during implementation of MRP system.

ASSUMPTION OF MRP SYSTEM

While implementing MRP, it is necessary to follow some assumption. The main assumptions involve information provided by accounting records must be accurate, accurate measures for annual requirements of materials, ordering cost, lead time and bill of material also accurate. But these assumptions are impractical and difficult to implement such assumption. The major problem for the firm has face is that if all these assumption is not implemented properly leads to MPS results are also not reliable.

MAINTAIN ACCURATE BOM & MPS FILES

Master production schedule is the basis of MRP model success because all other bills and schedules are too depend on it. MPS consists estimation regarding production on the basis of future demand. But due to continuously changing in environment, it is not possible to prepare accurate and reliable MPS. MPS also largely affects MRP system. BOM file estimated, through which stage of production process, final products should be passed and it keeps record of each stage which type of materials and other tools are demanded. For the successful implementation of MRP, it is compulsory to prepare bill of materials files with complete accuracy, but in practice, the firms has to face difficulties to do adjustment in BOM files due to change in the quantity of materials, lead time etc.

MANAGING & DESIGNING MRP SYSTEM

Proper implementation of this system is necessary for the success of MRP, but many obstacles have to face by the firm like: - improper selection of software used in MRP, delay of required information. A firm who is going to adopt this system, it has face many problem in managing MRP system. There must be proper planning for inventory and controlling of good quality of product. Inefficient communication system and leadership also create hurdle in its implementation and management.

METHOD OF OPERATION OF MRP

The information provided by a mrp system include gross requirement, schedule receipts, projected balance available is equal to opening balance plus receipts minus issues. The demand for the components or assembly, comprising firm customers' orders and forecasts. Scheduled Receipts- The expected delivery dates and quantities of shop or purchase orders already put in hand. Planned Order Release-The order quantities required to ensure that the projected available balance does not drop below zero at any preset safety level.

CONCLUSION

MRP is highly beneficial to any types of firm producing a product made of multiple components require a significant co-ordination to ensure that components parts are available when they are required for production. The purpose of this is to schedule orders for end users item and the components of those end items. Proper implementation and use of MRP can effectively produce and track products, manage Resources and information so as to meet increasingly strict standards.

REFERENCES

1. www.adti.Pt/docs/inneregio.
2. Cost and management Accounting M.B.Shukla, Himalaya publication, First edition,2012.
3. Cost and management S Accounting , Ravi M. Kishore , Fifth edition
4. www.oracle.com
5. www.slideshare.net
6. www.inventorysolution.org
7. www.inc.com/encyclopedia
8. www.springer.com



SEGMENT REPORTING - AS A NEW AND GROWING CONCEPT OF ACCOUNTING STANDARD

Kalola Rimaben A.
(M.Com., M.Phil., GSET)
Assistant Professor
R.C. College of Commerce
Ahemdabad, Gujarat (India)

ABSTRACT

In today's competitive market a businessman does not deal in any particular product or market but it want to serve in multiple products / services and operates in different geographical areas. So it can cover wide area and face cut-thought competition when a business firm function in multiple products / service and in different market it need to properly anticipate and analyze risks and opportunities. All these information must be recorded in proper reports, which is known as segment reporting. The main aim of segment reporting is to properly identify & analyze business opportunities and risks. For the fulfillment of basic need of business reporting institute of charters accountant of India gives status as accounting standard. Accounting as a language of business communicates the financial results of an enterprise to various interested parties by means of financial statements which exhibit a 'True & Fair' picture of it's state of affairs. A business firm deals with various transaction with various persons so it need to follow proper standards which everyone know any understand it. For that ICAI provides accounting standards. These accounting standards are written documents, statements and guidelines relating to all business transactions like establishment, reorganization, measurement, analyzes of all business transactions. Accounting standards are use as one of the main compulsory regulatory mechanisms for preparation and external audit of general – purpose of financial reports in all countries in the world. Today business operations are not up to boundaries of a one country but it cross the boundaries of one country and function globally / internationally. For that business does not fulfill all standards of one country but they has to fulfill all standards of different countries in which it function. There is always big conflict arise in applicability of internationalized accounting standards should all enterprises large or small in all countries of a given economy subject to the same standards? Similarly, should highly develops countries be subject to the same accounting standards as less develops or developing countries? So for all these questions internationalization of accounting standards is best solution among all conflicts. If business firm follows all internationalization accounting standard it can anticipate business opportunities and harmonize its business transactions with other economy transactions. So for the achievement of overall business goals and to reduce government interaction each & every business firm needs proper system of reporting transaction with well define accounting standards.

KEYWORDS: Segment Reporting, Business Segment ,Geographical Segment

INTRODUCTION

Accounting standards 17, 'Segment Reporting', issued by the council of the Institute of chartered Accountants of India. This standard comes into effect in respect of accounting periods commencing on or after 1.4.2001 and is mandatory in nature, from that date, in respect of the following:

- (i) Enterprises whose equity or debt securities are listed on a recognized stock exchange in India and enterprises that are in the process of issuing equity or debt securities that will be listed on a recognized stock exchange in India as evidenced by the board of director's resolution in this regard.
- (ii) All other commercial, industrial and business reporting enterprises, whose turnover for the accounting period exceeds Rs. 50 crores.

APPLICABILITY OF ACCOUNTING STANDARD

Applicable to Level I Enterprises. Not applicable to Level II and Level III enterprises in their entirety.

➤ List of Level I Enterprises:

1. Enterprises whose equity or debt securities are listed whether in India or outside India.
2. Enterprises which are in the process of listing their equity or debt securities as evidenced by the Board resolution in this regard.
3. Banks including co-operative banks.
4. Financial institutions
5. Enterprises carrying insurance business
6. Enterprises whose turnover exceeds Rs. 50 crores.
7. Enterprises having borrowings in excess of Rs. 10 crores at any time during the accounting period.
8. Holding companies and subsidiaries of enterprises falling under any one of the categories mentioned above.

➤ List of Level II Enterprises:

1. Enterprises whose turnover exceeds Rs. 40 lakhs but does not exceed Rs. 50 crores.
2. Enterprises having borrowings in excess of Rs. 1 crore but not in excess of Rs. 10 crores at any time during the accounting period.
3. Holding companies and subsidiaries of enterprises falling under any one of the categories mentioned above.

➤ List of Level III Enterprises:

Enterprises which are not covered under Level I, and Level II.

BENEFIT OF AS-17

Allocation of Resources:

Segment information, if disclosed to parties outside the enterprise, would play an important role in improving the allocation of scarce resources in an economy. The disclosure of information removes the imperfection in the investment market and causes the market to function properly.

INVESTMENT AND CREDIT DECISIONS

It is widely recognized by authors in accounting and finance, accountants and accounting bodies that segment information has great usefulness in investment and credit decisions. Segment information enhances investor's ability to understand a diversified company and to make accurate and useful forecast about the profitability of segments as well as the company as a whole.

EQUILIBRIUM IN SHARE PRICES

The segment disclosures would tend to adjust the prices of company shares according to information released.

TRUE AND FAIR VIEW

An important provision of the companies Act in India is to reveal a true and fair view of the results of operation and financial position. Segment disclosures may be greatly required in terms of the "true and fair" criterion established in the companies Act.

1) KEY DEFINITIONS:

❑ **Business Segment:**

A business segment is a distinguishable component of an enterprise that is engaged in providing an individual product or service or a group of related products or services and that is subject to risks and returns that are different from those of other business segment. Factors that should be considered in determining whether products or services are related include:

- The nature of the product or services,
- The nature of the production process,
- The type or class of customers for the product or services
- The methods used to distribute the products or provide the services, and
- It applicable, the nature of the regulatory environment, for example, banking, insurance or public utilities.

❑ **Geographical Segment:**

A geographical segment is a distinguishable component of an enterprise that is engaged in providing products or services within a particular economic environment and that is subject to risks and returns that are different from those of components operating in other economic environments. Factors that should be considered in identifying geographical segments include:

- Similarity of economic and political conditions,
- Relationships between operations in different geographical area,
- Proximity of operation
- Special risks associated with operations in a particular area;
- Exchange control regulations, and
- The underlying currency risks.

❑ **Reportable Segment:**

A reportable segment is a business segment or a geographical segment identified on the basis of forgoing definitions for which segment information is required to be disclosed by this statement.

❑ **Enterprise Revenue:**

Enterprise revenue from sales to external customers as reported in the statements of profit and loss.

❑ **Segment Revenue:**

Segment revenue is the aggregate of

- The portion of enterprise revenue that is directly attributable to a segment.
- The relevant portion of enterprise revenue that can be allocated on a reasonable basis to a segment, and
- Revenue from transactions with other segments of the enterprise.

❑ **Segment Expenses:**

Segment expenses include the following:

- The expenses resulting from the operating activities of a segment that is directly attributable to the segment.
- The relevant portion of enterprise expenses that can be allocated on a reasonable basis to the segment.
- It includes expenses relating to transactions with other segments of the enterprise.

A segment expense does not include the following:

- Extraordinary items as defined in As-5 revised
- Interest expenses
- Interest incurred on advances from other segments.
- Loss on sale of investments.
- Loss on write-off of bad debts.
- Income-tax
- General administration and Head office expenses
- Other expenses at enterprise level

❑ **Segment Assets:**

- Segment assets are those operating assets that are employed by a segment in its operating activities and that either are directly attributable to the segment or can be allocated to the segments on a reasonable basis.
- If the segment result of a segment includes interest or dividend income, its segment assets include the related receivable, loans, investments or other interest or dividend generating assets.
- Segment assets do not include income tax assets.
- Segment assets are determined after deducting related allowances / provisions that are reported as direct offsets in the balance sheet of the enterprise.

❑ **Segment Liabilities:**

Segment liabilities are those operating liabilities that either are directly attributable to the segment or can be allocated to the segments on a reasonable basis. If the segment result of a segment includes interest expenses, its segment liabilities include the related interest – bearing liabilities.

❑ **Segment Result:**

Segment result is segment revenue less segment expenses.

2) **LIMITATIONS OF SEGMENT REPORTING:**

The segmental reporting is criticized due to the following factors.

- ❑ The AS 17 requires common costs to be apportioned to various segments on what the company's management believes is a reasonable basis. In practice, there can be many

categories of common costs the standard requires not to apportion such common costs if their apportionment is misleading. There is a small cause in making an artificial apportionment of such costs.

- ❑ It is very difficult to determine segment assets in the enterprise. Some assets are required for general purposes and are used by different segments. It is preferable to disclose them as a separate asset in the balance sheet of the concern and a footnote of this fact that several segments use these assets commonly may also be furnished.
- ❑ The segmental results are dependent on the transfer price fixed for inter segmental sales, which are always logically determined and established. The use of various transfer pricing methods will make the segmental information not comparable with similar disclosures by other enterprises.
- ❑ The standard requires disseminating the information about the segments, which may not be desirable from the view that divulgence of strategic information of the organization may be total and sometimes causing threat to survival of the enterprise.

3) DIFFICULTIES IN SEGMENT REPORTING

The difficulties involved in segment reporting are, truly speaking, and the problems of implementation. Some problems in implementing segment-reporting proposal are listed below:

❑ **Basis of Segmentation:**

How a diversified company should be fractionalized for reporting purpose is a problem in segment reporting. Basically there are three questions involved in this vital problem. The greatest problem in segmenting a diversified enterprise lies in the fact that diversification may exist in different forms such as industry, product lines individuals products market and geographical areas.

❑ **Allocation of Common Costs:**

Common costs for the purpose of preparing segments reports need to be apportioned between different products. In some cases, common costs are apportioned on a basis, which may be classified as reasonable and reliable. If common cost were apportioned on a basis, which does not reflect a rational relationship, the basis being totally unjustified would produce inaccurate and unreliable segment figures.

❑ **Pricing of Inter-segment Transactions:**

The segments in a diversified company may or may not have substantial amounts of inter-segment transaction. A diversified company having disparate segments may have very few inter-segment transactions. The market price for pricing inters – segment transactions may be more useful for external users as it provides accurate revenue data based on the transactions approach and the realization concept.

❑ **Degree of Integration in Segment Activities:**

A more significant argument against segmental reporting can be made where a firm is highly integrated. In the case of a vertically – integrated firm, the recognition of external market for intermediate goods may not always be warranted.

❑ **Management Conservatism:**

Another argument is that, where there is no regulatory provision to disclose segmental reports, voluntary disclosures are likely to be perceived by managements to be beneficial only in certain instances, for example, where management believes that the company's attractiveness to investors will be enhanced and the costs of finance reduced.

4) SEGMENT DISCLOSURES IN INDIA

In Indian companies Act, 1956 has provision for disclosures of some segmental information in published annual reports such as sales, production, stocks, and purchases. Besides, information about licensed capacity and installed capacity for every product is also to be given in the annual reports. It has been found that many diversified Indian companies develop segment information of their managerial planning control and decision making such as income statements, sales or other gross revenue, cost of goods sold, gross margin on sales, segmented contribution margin, selling expenses, administrative expenses, segmented not profit before tax, segmented balance sheet.

Accounting Standard 17 is mandatory in respect of companies who are listed on the stock exchange or who are in process of issuing equity or debt securities and will be accordingly listed on the stock exchange in India. Therefore, Indian companies are giving segmental information in compliances with AS 17 Segment Reporting issued by ICAI.

5) CONCLUSION :

In today's business world we need to record, analyze and report proper information about all day-to-day transaction. If we do not maintain all records properly so it is possible that we lost many opportunities so it is necessary that we should record all transactions and so we need proper system of "Business Reporting." Business reporting provides valuable any vital market news, information and technical data relating to industry.

A report of recent business events such as business and environment, trade, technology, manufacturing, stock market, commodity markets, market funds, banking and other financial institutions, merger & acquisitions, human resources, trade unions, employee-employer relationship, technology & technological developments, consumers affairs and consumer protection, real estate business and corporate laws, international business etc, keeping in minds and the impact of all these on timeliness, prominence, novelty, conflict, proximity may be termed as Business Reporting.

In today's competitive market a businessman does not deal in any particular product or market but it want to serve in multiple products / services and operates in different geographical areas. So it can cover wide area and face cut-thought competition when a business firm function in multiple products / service and in different market it need to properly anticipate and analyze risks and opportunities. All these information must be recorded in proper reports, which is known as segment reporting.

REFERENCES

1. "Business Journalism", D. D. ARORA, Saloni Publishing House, New Delhi, First Edition 2003.
2. FREDERICK D.S. CHOL & GERHARD G MUELLER, Prentice – Hall, Inc. Englewood cliffs, New Jersey. International Accounting.
3. "Corporate Financial Reporting Theory and Practice", PROF. JAWAHARLAL, Taxmann Allied Services (P.) Ltd., New Delhi, Second Edition July 2005.
4. "Indian Accounting Standards", D. S. RAWAT, Taxmann Allied services(P.) Ltd., New Delhi, Second Edition 2005.
5. "Indian GAAP & GAAS ", D.S. RAWAT, Taxmann Allied services (P)Ltd., New Delhi, second edition 2004.
6. "Accounting Vol. 1", C.R.T. Varma, Board of studies, ICAI, Noida.



RESEARCH PAPER



**RELIGIOUS ORIENTATION AND ACADEMIC STRESS AMONG
UNIVERSITY STUDENTS**

Suhail Ahmad Bhat
Research Scholar
Department of Psychology
University of Kashmir
Srinagar, J&K (India)

ABSTRACT

The present study examined the extent to which religiosity, operationalized as intrinsic and extrinsic religious orientation was related to academic stress in self-report measures among 100 (40 male and 60 female) students from Kashmir University. Pearson's product method was used to find the results. The results indicated that intrinsic religious orientation has a significant negative relation with facets of academic stress such as group study stress, time management stress and stress due to peers. In other words it can be said that more intrinsic the person is lesser the amount of academic stress he faced. Similarly a positive correlation was found between extrinsic religious orientation and five of the seven facets of academic stress namely, Result Stress, Group Study Stress, Peer Stress, Time Management Stress and Self Inflicted Stress. In other words it means that more an individual is extrinsic higher the scores are in academic stress facets mentioned above

KEYWORDS: Academic Stress , Religiosity, Religious Orientation.

INTRODUCTION

In this century, mental pressure and stress are one of the main fields of research in many disciplines and surveying its effects on our life is one of the widest research fields of modern age. Stress, solicitedness and finding remedies are a prevalent part of our quotidian life. Facing with stressful situation is not recherche transpiring in our life. Causes like customary stressful events or disastrous events which transpire in some occasions differ from one person to another.

Stress can be considered as “any factor, acting internally or externally, which makes adaptation to environment difficult and which induces increased effort on the part of the individual to maintain a state of equilibrium between himself and herself and the external environment” (Humphrey, Yow, & Bowden, 2000,). Additionally, “stress is a physical and mental response to everyday demands, particularly those associated with change” (Richlin-Klonsky & Hoe, 2003,).

ACADEMIC STRESS

One form of stress that is constantly being experienced by college and university students is stress in relation to academic concerns. “Academic stress is the product of a combination of academic-related demands that exceed the adaptive resources available to an individual” (Wilks, 2008,). Academic stress is a concern that must not be taken for granted because it adversely affects the overall adjustment of students (Hussain, Kumar, & Husain, 2008) and several studies have already

documented the effect of stress on students (e.g. Agolla & Ongori, 2009; Hussain et al., 2008; Masih & Gulrez, 2006; Shaikh et al., 2004; Sulaiman, Hassan, Sopian, & Abdullah, 2009). In 2005, Kumar and Jejurkar “found that academic factors were responsible for higher level of stress” among undergraduate students.

It is important to the society that students should learn and acquire the necessary knowledge and skills that will in turn make them contribute positively to the development of the general economy of any nation. However, the intricate academic environment sometimes poses great medical problems to the students’ lives (Danna and Griffin, 1999; Dyck, 2001; Grawitch et al., 2007; Ongori, 2008) that tend to negate the positive gains that one would expect after completion of University. These assertions need attention if the needed stress management in university has to be effective. Students’ expectations vary with respect to personality and their backgrounds which influences on how individual perceive the environment around him/her. Students at the university have different expectations, goals, and values that they want to fulfill at the university, which is only possible if the students’ expectations, goals, and values are integrated with that of the university (Goodman, 1993).

COMPONENTS OF ACADEMIC STRESS: Many factors contribute to the stress being experienced by students but specifically, the following are associated with academic stress based on literature: time management issues, financial burdens, interactions with teachers, personal goals, social activities, adjustment to the campus environment, self inflicted stress, group work stress, lack of support networks (Wilks, 2008), admission procedures, high standards of parents, curriculum being highly concept laden, inappropriate school timings, high student-teacher ratio, non-conducive physical environment of classrooms, the absence of healthy teacher-student interaction, irrational rules of discipline, physical punishment, excessive or unbalanced school-work, teaching methodology, indifferent attitudes of teachers, overemphasis on weaknesses rather than strengths (Masih & Gulrez, 2006), expectations of students themselves, expectations of parents, and expectations of teachers (Ang & Huan, 2006). Additionally, the following were recognized to be associated to academic stress based on studies: academic workload, attending lectures (Agolla & Ongori, 2009), examinations, school curriculum (Shah, Hasan, Malik, & Sreeramareddy, 2010), inadequate learning materials (Agolla & Ongori, 2009; Shah et al., 2010), performance in academic work, academic difficulties (Agolla & Ongori, 2009; Johnson, 2009), overcrowded classrooms (Agolla & Ongori, 2009), subject-related projects (Conner, Pope, & Galloway, 2010), uncertainty in getting a job after graduation/ worrying about the future (Agolla & Ongori, 2009; Shah et al., 2010), self-expectations (Misra & Castillo, 2004), expectations of peers, expectations of friends (Agolla & Ongori, 2009), expectations of family members/parents (Agolla & Ongori, 2009; Shah et al., 2010), financial limitations (Johnson, 2009), and admission procedures (Conner et al., 2010) frustrations, financial problems, conflicts, pressures, changes, and self expectations (Busari 2011).

RELIGIOUS ORIENTATION

In society today, individuals have a vast number of religions to choose from, many of which appear to reflect radically different beliefs and values. Further, there are many different motives for being religious. Religious orientation” is the term employed by psychologists to refer to the way in which a person practices or lives out his or her religious beliefs and values (Batson & Ventis, 1982). The two most cited aspects of religious orientation are intrinsic and extrinsic propounded by Allport & Ross in 1969, (Hovemyr 1998).

An intrinsically oriented person considers religion as an ultimate end in itself; it is a master motive in life. Religious values and beliefs are internalized “without reservations,” and other needs and goals are accommodated, reorganized, and brought in harmony with these religious contexts. Importantly, an intrinsic religious orientation “floods the whole life with Motivation and meaning” (Allport 1966:455). Thus intrinsic dimension refers the deeply internalized and genuine religious faith that is central motivational force in an individual’s life.

Extrinsically oriented individual approaches religion in a utilitarian or instrumental fashion; it helps to attain self-centered ends, such as safety, solace or sociability. Furthermore, religion is lightly held, over simplified, not reflected upon, and not well integrated in the deeper life of the subject

(Allport 1950:59). Thus the extrinsic oriented person treats religion merely as a means to achieve other ends, such as safety and social status. In the present study, religious orientation will also be defined in terms of Allport & Ross (1967) model i.e., intrinsic and extrinsic dimension. In the present study, the religious orientation will be studied in terms of Allport & Ross (1967) model of religious orientation.

RELIGIOSITY ORIENTATIONS AND STRESS

Since the present study investigates the role of religious orientation in direct academic stress among students, the focus will be that individuals may use religion as a defense process to reduce the level of academic stress. According to Pargament (1985) religion has three roles in the coping process. Religion can serve (i) as a part of the elements of coping, (ii) as a contributor to coping, and (iii) as a product of coping. Islamic view point sees religion as faith “*Iman*”, action “*Amal*”, and worship “*Ibadah*” triple mandate. Similarly adjustment to difficult circumstances appeared to be better predicted by religious orientation. For instance, religious sources and skills (religiosity values, praying, and reading Quran) were significantly related to the academic stress for students. Students with these skills were able to control their academic stressor during their study times at university (Bataineh, 2013). Studies have also proved that students with internal religious orientation are able to use problem-based coping way in a higher degree as compared to the external-oriented ones who use emotion based coping (Jafari, 2011). An intrinsic orientation has been positively associated with good mental health and freedom from worry or guilt (Batson & Ventis, 1982).. Intrinsic religiosity has also predicted low levels of depression (Genia & Shaw, 1991, as cited in McFarland & Warren, 1992). In addition, two other studies cited by McFarland and Warren (1992) indicate that an intrinsic orientation is negatively related to depression, while an extrinsic orientation is positively related to depression. Moreover, religious coping strategies have showed differential relationships to the outcomes of various stressful situations Zwingmann, C., & Murken, S. (2000). More specifically, whether religious coping is helpful or harmful depends upon the particular type of religious coping strategy being employed. Thus, religious coping would appear to be an ambivalent phenomenon which does not automatically entail beneficial outcomes. Higher order factor analyses have revealed that particular religious coping methods can be classified into two broad overarching patterns: positive and negative religious coping Pargament, K. I., Smith, B. W., Koenig, H. G., & Perez, L. M. (1998). In general, positive religious coping strategies, which reflect a confident and constructive turning to religion for support, tend to be beneficial for people undergoing stressful life events Ano, G. G., & Vasconcelles, E. B. (2005). In contrast, negative religious coping strategies, those which reflect an engaging in religious struggle and doubt are generally more maladaptive Ano, G. G., & Vasconcelles, E. B. (2005).

Keeping in view the both theoretical and empirical aspects of religious orientation and academic stress, the present study was carried to study the influence of religious orientation on academic stress among the Kashmir university students with following objectives:

- 1) To assess the level of stress among Kashmir University Students.
- 2) To study the relationship between religious orientation and academic stress among the Kashmir University Students.

On the basis of the objectives framed above, the following hypotheses have been formulated:

H₁: There will be a significant relationship between academic stress and religious orientation among the Kashmir University Students.

METHODOLOGY:

PARTICIPANTS:

The sample in the study consisted of 100 (60 Females & 40 Males) students from Kashmir university randomly drawn from different departments namely, Department of Psychology, Sociology, Commerce, Pharmacy, History, Education, Physics, Management and Economics. The age of the subjects ranged from 21-23 years.

TOOLS USED

To collect the desired data for the present study, two standardised psychological tests were used.

(1) Age Universal Religious Orientation Scale.

(2) Academic Stress Inventory.

Age Universal Religious Orientation Scale by Gorsuch & Venable (1983). This scale contains 20 items, 8 of which are meant to characterize a person as intrinsic and rests of the 12 items are meant for measuring the extrinsic orientation.

Academic Stress Inventory by Lin, M.L. & Chen, F.S. (2009). The inventory contains 34 items which are aimed to measure the stress levels of the students originating from different academic sources. The items in the scale measure seven types of academic stress issues namely, Stress from teachers, Stress from results, Stress from tests, Studying in group stress, Peer stress, Time management stress and Self-inflicted stress.

PROCEDURE

These two measures were in printed form and were administered on each randomly selected subject by assuring them that information provided by them will be kept strictly confidential. Having obtained the data from the subjects, the data were tabulated for giving statistical treatment for obtaining the results.

STATISTICAL ANALYSIS

The analysis of data was carried out by using appropriate statistical tools: Frequency Method, Pearson's correlation coefficient.

RESULTS AND INTERPRETATION

Frequency distribution of intrinsic and extrinsic religiosity among Kashmir University students (n = 100).

Table-1

Intrinsic Religiosity			Extrinsic Religiosity		
Level	Freq.	%age	Level	Freq.	%age
Low	0	0%	Low	0	0%
Average	1	1%	Average	61	61%
High	99	99%	High	39	39%

From the above data, it is evident that 0% of the total sample of the study comes under the low levels of intrinsic religiosity while only 99% of the total sample comes under the high levels of intrinsic religiosity. Similarly, 0% of the total sample comes under the low levels of extrinsic religiosity while 39% of the total sample comes under the low levels of extrinsic religiosity.

Table-2

Frequency distribution of the different dimensions of academic stress among the Kashmir university students.

Academic Stress Facets	Low		Average		High	
	Freq.	%age	Freq.	%age	Freq.	%age
Teachers Stress	1	1%	48	48%	51	51%
Exam Stress	2	2%	70	70%	28	28%

Result Stress	4	4%	76	76%	20	20%
Group Study Stress	3	3%	71	71%	26	26%
Peer Stress	1	1%	67	67%	32	32%
Time Management Stress	7	7%	46	46%	47	47%
Self Inflicted Stress	3	3%	56	56%	41	41%

The information presented in the table-2 reveals that 1% of the total sample showed low level of teachers stress while 51% of the total sample showed the high level of teachers stress. On the Exam Stress dimension of mental health, a low percentage that is, 2% of the total sample population have low level of stress while as 28% fall in the high level of Exam Stress dimension. In terms of Result Stress 4% fall in the low level while 20% fall in the high level.

Similarly on the Group Study Stress dimension of the Academic Stress, 3% fall in the low level while 26% of the sample population falls in the high level. On the dimension of the Peer Stress, 1% falls in the low level while 32% of the total sample population falls in the high level. In terms of Time Management Stress 7% of the total sample falls in the low levels while 47% fall in the high levels. On the dimension of Self-inflicted Stress 3% of the sample fall in the low levels while 41% fall in the high levels of self inflicted stress.

TABLE-3

Correlation between dimensions of religiosity and academic stress among university students (n = 100).

Academic Stress Dimensions	Intrinsic Religiosity	Extrinsic Religiosity
Teachers Stress	.066 ^{NS}	.130 ^{NS}
Exam Stress	.027 ^{NS}	.138 ^{NS}
Result Stress	.022 ^{NS}	.288 ^{**}
Group Study Stress	-.007 ^{**}	.273 ^{**}
Peer Stress	-.020 ^{**}	.215 [*]
Time Management Stress	-.007 ^{**}	.232 [*]
Self Inflicted Stress	.060 ^{NS}	.378 ^{**}

**=Highly Significant at 0.01 level.

*=Significant at 0.05 level.

The table-3 shows the correlation between religious orientation and academic stress among university students. The table reveals a significant negative correlation between intrinsic religiosity and three of the seven dimensions of the academic stress: namely, group study stress ($r = -.007$, $p < .01$), peer stress ($r = -.020$, $p < .01$) and time management stress ($r = -.007$, $p < .01$) where as other sub components of academic stress namely, teachers stress ($r = .066$, $p > .01$), exam stress ($r = .027$, $p > .01$), result stress ($r = .022$, $p > .01$) and self inflicted stress ($r = .060$, $p > .01$) displayed an insignificant

correlation. On the other hand a significant positive correlation was found between extrinsic religiosity and five of the seven dimensions of academic stress namely, result stress ($r = .228, p < .05$), group study stress ($r = .273, p < .05$), peer stress ($r = .215, p < .01$), time management stress ($r = .0232, p < .01$) and self inflicted stress ($r = .378, p < .05$) while no significant correlation was found between two of seven dimensions of academic stress and extrinsic religiosity namely, teachers stress ($r = .130, p > .01, .05$) and exam stress ($r = .138, p > .01, .05$).

DISCUSSION

The purpose of this study was to empirically explore the extent to which religiosity relates to academic stress. Religiosity was divided into intrinsic and extrinsic dimensions. The findings of the study indicated that intrinsic religious orientation has a significant negative relation with facets of academic stress such as group study stress, time management stress and stress due to peers. In other words it can be said that more intrinsic the person is lesser the amount of academic stress he faced. Similarly a positive correlation was found between extrinsic religious orientation and five of the seven facets of academic stress namely, Result Stress, Group Study Stress, Peer Stress, Time Management Stress and Self Inflicted Stress. In other words it means that more an individual is extrinsic higher the scores are in academic stress facets mentioned above. These results are in line with the findings of Alireza Jafari (2011) that intrinsically religious people felt lower levels of stress and use problem focused coping to a higher degree as compared to extrinsically oriented people. The results are further consistent with the findings of Baqutayan (2011) that religious orientation serves as a coping mechanism among the students in times of stress. Thus it can be said that intrinsic religious orientation relates to adaptive emotional traits in times of stress while extrinsic religious orientation relates inversely. It can also be said that the study highlights the importance of inculcation of moral and religious beliefs among the students along with academics so that they can cope with the stresses that emerge from the academics. With respect to frequency distribution of academic stress it was found that maximum student's fall in the moderate range of stress. However, one thing that is worthy to note from the study is that among all the factors of academic stress, 51% the subjects scored higher in one factor namely, teachers stress. This highlights that students are not comfortable with the way they are handled at the university. Therefore, the teachers should deal in an effective and friendly manner with the students. A cordial and student-friendly environment should be provided to them so that they can flourish and develop their abilities to the fullest. These findings should be taken into consideration while fashioning out intervention programmes for university students experiencing academic stress.

REFERENCES

- Agolla, J. E. & Ongori, H. (2009).** An Assessment of Academic Stress among Undergraduate Students: The Case of University of Botswana. *Educational Research and Review*, 4(2), 63-70.
- Ang, R. P. & Huan, V. S. (2006).** Relationship between Academic Stress and Suicidal Ideation: Testing for Depression as a Mediator using Multiple Regression. *Child Psychiatry and Human Development*, 37(2), 133-143.
- Ano, G. G., & Vasconcelles, E. B. (2005).** Religious coping and psychological adjustment to stress: A Meta analysis. *Journal of Clinical Psychology*, 61: 1–20.
- Baqutayan, S. M. S. (2011).** The Importance of Religious Orientation in Managing Stress. *International Journal of Psychological Studies*, Vol. 3, No. 1; June 2011.
- Bataineh, M.Z. (2013).** Academic Stress among Undergraduate Students: The Case Of Education Faculty At King Saud University. *International Interdisciplinary Journal of Education – January 2013, Volume 2, Issue 1, PP. 82-88.*
- Batson, c. D., & Ventis, W. L. (1982)** The Religious Experience. New York, NY: Oxford University Press.
- Busari, A. O. (2011).** “Stress Inoculation Techniques in Fostering Adjustment to Academic Stress among undergraduate Students. *British Journal of Humanities and Social Sciences*, 2(1): 229 – 243.

- Conner, J., Pope, D., & Galloway, M. (2010).** Success with Less Stress. *Health and Learning*, 67(4), 54-58.
- Danna K, Griffin, R.W. (1999).** Health and well being in the workplace: a review and synthesis of the literature, *Journal of Management*, (25) 357.
- Gorsuch, R.L. & Venable, G.D. (1983).** Development of an "Age Universal" I-E Scale. *Journal for the Scientific Study of Religion*, Vol. 22, No. 2 (Jun., 1983), pp. 181-187.
- Hovemyr, M. (1998).** The Attribution of Success and Failure as Related to Different Patterns of Religious Orientation. *International Journal for the Psychology of Religion*, 8 (2), 107-124.
- Humphrey, J. H., Yow, D. A., & Bowden, W. W. (2000).** Stress in College Athletes: Causes, Consequences, Coping. Binghamton, NY: The Haworth Half-Court Press. An imprint of the Haworth Press, Inc.
- Hussain, A., Kumar, A., & Husain, A. (2008).** Academic Stress and Adjustment among High School Students. *Journal of the Indian Academy of Applied Psychology*, 34(special issue), 70-73.
- Jafari, A. (2011).** Relationship between Religious Orientations (Internal-External) With Methods of Overcoming Stress in Students of Islamic Azad University of Abhar. *Psychology Research*, October 2011, Vol. 1, No. 4, 239-243.
- Johnson, M. (2009).** Community College Students' Perception of Stress. *Journal of Biology of Exercise*, 5(1), 15- 28.
- Kumar, S. & Jejurkar, K. (2005).** Study of Stress Level in Occupational Therapy Students during their Academic Curriculum. *The Indian Journal of Occupational Therapy*, 37 (1), 5-14.
- Lin, M.L. & Chen, F.S. (2009).** Academic stress inventory of students at universities and colleges of technology. *World Transactions on Engineering and Technology Education*. Vol.7, No.2, pp. 157-162. 2009.
- Masih, P. P. & Gulrez, N. K. (2006).** Age and Gender Differences on Stress. In Husain, A. & Khan, M. I. (eds.). *Recent Trends in Human Stress Management* (97-104). New Delhi, India: Global Mission Publishing House.
- McFarland, S. G., & Warren, J. C., Jr. (1992).** Religious Orientations and Selective Exposure among Fundamentalists Christians. *Journal for the Scientific Study of Religion*, 31 (2), 169-174.
- Misra, R. & Castillo, L. G. (2004).** Academic Stress among College Students: Comparison of American and International Students. *International Journal of Stress Management*, 11 (2), 132-148.
- Pargament, K. I. (1985).** God help me: Toward a theoretical frame work of coping for the psychology of Religion. *Journal for the Scientific Study of Religion*, 2, 195- 224.
- Pargament, K. I., Smith, B. W., Koenig, H. G., & Perez, L. M. (1998).** Patterns of positive and negative religious coping with major life stressors. *Journal for Scientific Study of Religion*. 37: 710–724.
- Richlin-Klonsky, J. & Hoe, R. (2003).** Sources and Levels of Stress among UCLA Students. Student Affairs Briefing, 2.
- Shah, M., Hasan, S., Malik, S., & Sreeramareddy, C. T. (2010).** Perceived Stress, Sources and Severity of Stress among Medical Undergraduates in a Pakistani Medical School. *BMC Medical Education*, 10(2), 1-8.
- Shaikh, B. T., Kahloon, A., Kazmi, M., Khalid, H., Nawaz, K., Khan, K. A., & Khan, S. (2004).** Students, Stress and Coping Strategies: A case of Pakistani Medical School. *Education for Health*, 17(3), 346-353.
- Sulaiman, T., Hassan, A., Sapian, V. M., & Abdullah, S. K. (2009).** The Level of Stress among Students in Urban and Rural Secondary Schools in Malaysia. *European Journal of Social Sciences*, 10(2), 179-184.
- Wilks, S. E. (2008).** Resilience amid Academic Stress: The Moderating Impact of Social Support among Social Work Students. *Advances in Social Work*, 9(2), 106-125.
- Zwingmann, C., & Murken, S. (2000).** Coping with an uncertain future: Religiosity and millenarianism. *Archiv für Religionspsychologie*, 23: 11–28.