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HEART OF DARKNESS: JOSEPH CONRAD'S ANTI-IMPERIALISTIC PERSPECTIVE THROUGH RACISM, PESSIMISM AND IMPRESSIONISM

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ABSTRACT

Imperialism in Conrad's Heart of Darkness is one of the chief focal aspects of critical controversy and debate in the fields of literary theory and literary criticism. The aim of the study is to examine the ideological background to viewing Conrad as anti-imperialist in 'Heart of Darkness', while dealing also with the presentation of imperialism and racism. The study reveals that Conrad was consciously anti-imperialist but he unconsciously or carelessly employed racist terminology. The novel is a moving record of White imperialism in the Belgian Congo and of the intense suffering of the Africans. It conveys Conrad's nihilistic impression of the Whites who exercised unpardonable authority over natives. As Conrad sets up Africa as a foil to Europe and a place of negation and cannibalism, many contemporary critics viewed the text as a racist work. But in writing about the diabolical practice of White imperialism in Africa, can Conrad be seen as an extremist in terms of racism? Does he support the dehumanization of natives which is practiced by the Whites in the name of a civilizing role? The study scrupulously examines these controversial elements in the text and concludes that Conrad's impressionistic narrative technique, incorporating a pessimistic viewpoint, along with his disillusioned emotions over what seems to be White cannibalism in the Congo, and the excessively grim nature of the novel Heart of Darkness, all serve Conrad's anti-imperialistic perspective effectively. Conrad's anti-imperialistic ideology employed in Heart of Darkness provides then a tremendous attack on inhuman, brutalized White imperialism. The absence of joys, success and optimism that strengthen the impression of extreme negation throughout the novel is evidence of Conrad's deeply anti-imperialistic perspective.

KEYWORDS: *Heart Of Darkness, Imperialism, Racism, Pessimism.*

INTRODUCTION

BACKGROUND OF THE STUDY

As the British Empire became the great empire upon which the sun never set, the contemporary issues of the far flung lands under Queen Victoria's dominion inspired writers and poets create tales of adventure in the name of Crown and country. These forms of fiction and poetry readily owned a unique genre of Scientific Romance Literature with its own archetypes and stereotypes. This was Imperialist Adventure.

From the perspective of Imperialist Adventure, the novelist Joseph Conrad can be considered as a world recognized writer drawing the attention of the readers into controversial aspects of imperialism that took place in late nineteenth and early twentieth century Europe. This period in the study of imperialism marks a crucial development in Conrad's experience and outlook. He started to see colonialism closer up. With this sentiment, his works trace the distinctive moment of this imperialist situation from the loosely administered, ad hoc arrangement in Malaya, to the



intensified scramble for land in Africa, to the financial dependencies established in South America.

Profound studies of Conrad's fiction, *Heart of Darkness* could be highly deemed for its complexity, contradictory notions being a tale full of paradoxes. It is a well-known fact in the Imperialist Adventure genre of literature that Conrad's *Heart of Darkness* is strongly attacked as a racist text. But the novella has manifold themes including pessimism, moral nihilism, and hypocrisy of imperialism that can be even used to deny this common belief. Thus my interest on these complexities in *Heart of Darkness* immensely increased in terms of examining to what extent we can find evidence to deny the common misinterpretation of deeming Conrad as a racist.

Being a Sri Lankan, I was deeply touched when I first read *Heart of Darkness* because Sri Lanka too was once a victim of European colonialism; the effects of this are haunting us even today though it had come to an end. The tremendous physical and mental torture inflicted on native Africans by imperialists moved me to recollect the historical records of the negative experience of Sri Lankans under Portuguese, Dutch and British imperialist rules. Thus my objective of this literary study is to reconsider the past agony of African natives through eyes of the imperialist Belgium and to promote racial harmony, kindness and love towards each human being irrespective of race, language and other differences.

The methodology of the study is based on content analysis of the text while identifying views of critics in relation to racism and imperialism.

JOSEPH CONRAD AND HEART OF DARKNESS

Surprised though the Polish-born „Joseph Conrad“ may have been to become a published English author in 1895 at the age of thirty seven, it should come as no surprise, because the extraordinary varied and cosmopolitan influences at work on him made him the novelist of paradox and riddle. Being Polish, he started his career as a sailor in French ships, but the year 1878 marks yet another sharp change in his life since it signals the moment to stop serving in French ships when Conrad made his first contact with the British Merchant Service and would soon come to seek the English identity in its traditions. Conrad's passage into English life, still a momentous event, has a history to recount in detail. His later autobiographies tend to glamorize and mythologize his entry into English life as a case of instant adoption by the country and its language as of a fellow spirit.

Joys of life and triumphs of men in the world are seldom addressed by Conrad whose general trend of thinking is pessimistic; thereby, almost all of his novels and stories lay stress on human suffering and mystery of fate. Conrad's first two novels are *Almayer's Folly* and *An Outcast of the Islands*. The *Nigger of the „Narcissus“* (1897) represents an important landmark at the beginning of Conrad's major phase. The major fruits of the years from 1898-1902 what Conrad would come to call his „Blackwood's“ period represents another important stage in his struggle to negotiate with his English cultural identity and audience. These years are linked with the emergence of his famous narrator Marlow, who would determine the experimental nature of his three turn-of-the-century works, „*Youth*“, „*Heart of Darkness*“ and „*Lord Jim*“.(Stape, „Joseph Conrad":p.13)

A crucial turning point in his later sea career was a traumatic visit to the Belgian Congo in 1890 which later inspired Conrad to write a moving record of his own experience of Whites who exercised their authority over natives in Congo and his impressions of the African savages. By the time of Conrad's visit to Congo, it was under the rule of Belgian king Leopold II which was established in the name of civilizing native Africans but mainly to gather ivory. Ivory was the

chief commodity which the agents of the Belgian trading companies collected on behalf of their employers. Conrad himself worked only as the captain of a steam-boat and didn't participate in any trading activity. But Conrad got the opportunity to study the kind of life which the savages were leading under this imperialistic rule. During this period, Conrad noted evidence of atrocities, exploitation, inefficiency and hypocrisy, and it fully convinced him of the disparity between imperialism's rhetoric and the harsh reality of „the vilest scramble for loot that ever disfigured the history of conscience“ (ibid: p.48)

Heart of Darkness is a story of a journey into „darkest Africa“. Max Nordau (author of Degeneration) claimed that civilization was being corrupted by the influence of people who were morally degenerate, and his account of the „highly- gifted degenerate“, the charismatic yet depraved genius, may have influenced Conrad's depiction of Mr. Kurtz. (Watts, Cedric, Heart of Darkness: p.46)

The demonic figure Mr. Kurtz, a White, is the central character in the novel who leads a primitive life style in Africa while practicing cannibalism on poor natives in the role of civilizing the natives. He is further described as one who is „hollow at the core“ having an immense lust for ivory and finally dies saying “horror, horror”.

RACIST TERMINOLOGY EMPLOYED IN HEART OF DARKNESS

The critical postcolonial approach to „Heart of Darkness“ as a racist text was first pointed out by the Nigerian writer, Chinua Achebe in a lecture at the university of Massachusetts in 1995. In Achebe's point of view, “...Heart of Darkness projects the image of Africa as „the other world“ the antithesis of Europe and therefore of civilization”(Achebe:783). It is countered by the contention of Ezekiel Mphahlele, South African writer, that Conrad was one of the few

„outstanding White novelists who portray competently characters belonging to cultural groups outside their own“ (The African Image: p.125). Yet another opposite notion comes from D.C.R.A. Goonetilleke, a Sri Lankan critic, placing Conrad with „a distinguished minority of radical contemporary critics of imperialism such as Mark Twain, Roger Casement and E.D. Morel (Developing Countries: p.1). These critics had reasons to have their own beliefs to view Conrad's vision in Heart of Darkness as to state whether he is a racist or anti- imperialist. In referring to these controversial statements, it is noteworthy to measure first the evidence supporting Conrad's racist attitudes.

CONRAD'S STRESS ON CANNIBALISM OF AFRICANS

There is one incident in the novel in which during the attack by the tribesmen on the ship sailing to the Congo, the helmsman, a Black, was injured by a spear and fell dead. When Marlow (the narrator) dropped the dead body into the river, black members of the ship's crew felt unhappy because they would have liked to have eaten the human flesh of the helmsman.

Conrad's emphasis on cannibalism and barbarism of Africans goes to the extent of dehumanizing even the civilized Whites. In Marlow's medical examination prior to his journey to Africa, the doctor's peculiar statement over the psyche of Europeans entering Africa prompts further investigation. Why is the doctor interested in knowing the psychological changes taking place in Whites who go into the heart of the dark continent? Why does he say so? Later on, Marlow comes to know about Mr. Kurtz, a White man who is living like a barbarian in Congo. How does a White man, the so-called civilized one become a diabolical character? Conrad reveals that

it is the reason of Kurtz's prolonged stay in Congo implying what the environment of savagery and primitivism can do even to the highly developed mind of a Western man. This notion in the novel is supported by the first British governor in Central Africa, Sir. Harry H. Johnston;

I have been increasingly struck with the rapidity with which such members of the White race as are not of the best class, can throw over the restraints of civilization and develop into savages of unbridled lust and abominable cruelty (Whitfield, 2006)

In this light Achebe is right to call Conrad's portrayal of Africans as racist. His version of evil-the form taken by Kurtz's satanic behavior is „going native“. In other words, evil is African in Conrad's story; if it is also European that's because some White men in the heart of darkness behave like Africans.

MARLOW'S EMOTIONS OVER THE JOURNEY TO AFRICA

Marlow's emotions over the journey to Africa and its natives confirm the wildest fantasies and myths of Africans and the superior status of Whites. The journey to Congo seemed to Marlow that his steamer was sailing deeper into the heart of darkness. He watched the coast as the steamer sailed onwards.

We were wanderers on a prehistoric earth, on an earth that wore the aspect of an unknown planet. We could have fancied ourselves the first of men taking possession of an accursed inheritance, to be subdued at the cost of profound anguish and of excessive toil. The steamer toiled along slowly on the edge of the black and incomprehensible frenzy. The prehistoric man was cursing us, pray to us welcoming us. Who could tell? We were cut off from the comprehension of our surroundings; we glided past like phantoms, wandering secretly appalled, as sane men would be before an enthusiastic outbreak in a madhouse... (Heart of Darkness, p.52)

Emphasizing Marlow's emotions in this journey, Conrad creates the image as if Marlow is travelling back to the earliest beginning of the world, when vegetation grew on the earth in great abundance, and when the big trees were the kings of the jungle. The forests on both sides of the Congo river were so thick as to be impenetrable.

Yet another issue supporting Conrad's racism is the absence of African voice in the novel. An implicit nature of characterization of the native Africans extends as to describe them as „faceless, ugly, rudimentary souls“. The African characters are present as absent figures. They do not speak or think. They do not behave like normal human beings. Whenever they are given any kind of presence, it is only as foils for another European character as when the African woman who was the savage is allowed speech at all, it was „a violent babble of uncouth sounds“.

Furthermore, Heart of Darkness makes negative statements about Africans referring to them as nigger, „savages“, „prehistoric man“. They are described as generally miserable and unhealthy, far from friends, family and familiar food and comforting beliefs. In the novel, Marlow tries to dramatize this aspect of colonial brutality to his listeners by describing his overland tramp to the company's Central Station on the Congo; he reports „a solitude, nobody, not a hut“:

The population had cleared out a long time ago. Well, if a lot of mysterious niggers armed with all kinds of fearful weapons suddenly took to travelling on the road between Deal and Gravesend, catching the yokels right and left to carry heavy loads for them, I fancy every farm and cottage thereabouts would get empty very soon. (Heart of Darkness, p.160)

Thus, „Heart of Darkness“ prompts a lot of discussions and harsh criticisms with regard to racism because this aspect is very often controversial as some critics view it as racist and others view it as anti- imperialist.

ANTI-IMPERIALISM IN HEART OF DARKNESS

Switching the focus from racist terminology to the anti- imperialistic vision used by Conrad, it is imperative to notice the great pains taken by the writer to distance himself from and „set up layers of insulation between himself and the moral- universe of his story“ through the framework of a „narrator behind the narrator“(Marlow being the narrator of Heart of Darkness)

Through his actual experience of the Congo region, he saw the actual conditions of colonized and colonizer. They struck him as neither grand nor progressive but as absurd. The image of „the White man in the tropics“ described in official pronouncements and in the day’s abundant travel writing and adventure fiction was not to be found. Instead of the efficient, benevolent bearers of civilization’s torch, he saw men cut off from and nostalgic for Europe, and drunk on power, their presumed racial superiority, and alcohol. (Najder, Joseph Conrad: A Chronicle, p.99)

At the very outset of Marlow’s narration, his referring to the ancient Roman conquest of Britain draws light on Conrad’s disapproval of any kind of invasion. The ancient Romans, says Marlow, grabbed what they could get. Their conquest of Britain was “robbery with violence”.

The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much.(Heart of Darkness,p.9)

Through Marlow’s narration, Conrad doesn’t try to justify or support White imperialism but stresses such a conquest is unpardonable.

Conrad’s continuous emphasis on imperialist greed and commercial mentality for ivory which dominate thoughts and feelings of most of the White people in Congo is presented from a satirical point of view. Ivory has become an obsession with Mr. Kurtz representing all Whites whose sole motive is to get profits from the ruled country. Marlow once described White imperialists as „faithless pilgrims“.

On what basis can one say that Conrad is supporting racism or imperialism if he, being a European himself condemns the sadistic behavior and callousness of White imperialists towards the natives? The

way Marlow is depressed on seeing a lot of Black natives mostly naked chained to one another who have violated the laws and being punished by the White rulers implies Conrad’s criticism of imperialism and his deepest sympathy for the native figures who are suffering from starvation, disease and confusion. The apparent sympathy in the following passage simply represents Conrad’s severe criticism of his own race for creating such a chaos in Congo.

They were all dying slowly, it was very clear. They were not enemies, they were not criminals, and they were nothing earthly now-nothing but black shadows of diseases and starvation lying confusedly in greenish gloom... (Heart of Darkness.p.7)

Though Achebe says that Heart of Darkness marginalizes the Africans, Marlow gives them prominence when he describes with vividness, the plight of the chain- gang and of the exploited workers dying in the grave. What the Europeans choose to ignore is given prominence by Conrad’s narrative.

The portrayal of Mr. Kurtz's satanic behavior is yet another factor which justifies Conrad's protest against any kind of imperialism in the world. Recalling an incident in the novel, when Marlow visits Kurtz's house, a peculiar and an extraordinary sight surprised Marlow. He was astonished to see a number of wooden posts around the building with the heads and skulls of human beings hanging from the tops of each post. The Russian, who accompanied Marlow, explained that these heads and skulls were those of the men who had rebelled against Mr. Kurtz's authority. This clearly demonstrates how Kurtz dominates native savages in an inhuman manner. But the irony of this character is evoked, even when he is ill and is to be sent to Europe, he strongly resists leaving the natives. He has already become a native-like, and participated in all the activities and customs of Africans even at midnight rituals. But on the other hand, nothing took place to uplift the natives though Kurtz had written down the following words conveying an opposite message; "Exterminate all the brutes".

Thus, Conrad doesn't seem to be justifying this malicious behavior especially from a White as they have a high esteem for culture and refinements. My argument has to do with the fact that if Conrad is in favor of the dehumanizing practice of the Belgian imperialist, he definitely would have omitted all the negative incidents caused by the Whites and have admired a false development pretended by them as a worthy incident.

Though radical critical attacks on *Heart of Darkness* developed in the 1970s due to Conrad's controversial narrative style as to whether he is supportive of imperialism or not, the anti-imperialism of *Heart of Darkness* too was a subject among few critics.

Hunt Hawkins (1979) argues that Conrad's fiction challenges one of the dominant theories of the day that worked to justify imperial intrusions, that, natives thought of the European as a god, a super-being upon whom they became dependent. Hawkins remarks that while Frantz Fanon would investigate colonial psychology in his „*Black Skin, White Masks*“ (1952), Conrad similarly questioned the theory of native dependency (*Psychology of Colonialism*, p.86-7).

As a member of a disrupted culture, Peter Nazareth, a Guyanese Ugandan writer, speaks of the profound influence Conrad's work exercised on his own „writing back“ as well as on that of Kenyan writer, Ngugi WaThiongo. Nazareth contends that Conrad was the first to provide some criticism of imperialism. (Stape, p. 197). In *Conrad and Imperialism* (1983), Benita Parry argues that “by revealing the disjunctions between high sounding rhetoric and sordid ambitions and indicating the purposes and goals of a civilization dedicated to global... hegemony, Conrad's writings(are) more destructive of imperialism's ideological premises than (are) the polemics of his contemporary opponents of empire.” (10).

Europeans generally based their claims to rule „primitive“ people on the basis of their own superiority, both technological and moral, and the English were no exception. „The White man must rule“, Lord Milner told the Municipal Congress in Johannesburg in 1903 „because he is elevated by many; many steps above the black man“ (Bennet, *The Concept of Europe*, 343). This view is harshly criticized by Conrad creating a pessimistic viewpoint of everything related to White imperialism. During Marlow's journey to Africa, the sight of the French warship firing its guns into the jungle purposelessly and the sight of a rock being blasted are described pessimistically. The sight of the knitting women is yet another pessimistic image created by Conrad. The depressing portrayal of the White men working in Congo further enhances the absence of optimistic view of the writer. The manager at the station inspires neither love, fear, nor

respect but „uneasiness“ and the White agents are described by Marlow as idlers and faithless pilgrims in a sarcastic manner.

Towards the closure of the novel, it is inevitable that we would be filled with horror and disgust with the spiritual emptiness of imperialists and their agents in the Belgian Congo. Despite the blind belief of Europeans that they are superior and civilized in all aspects, there is no any difference between Europeans who are the so-called civilized group and the Africans. Patrick Brantlinger (1988) claims that Conrad paints Kurtz representing all White imperialists and native Africans with the same tar brush. Conrad portrays the moral bankruptcy of imperialism by showing that European motives and actions to be no better than African fetishism and savagery.

In a passage of the autobiographical work, „A Personal Record“ (1924) that offers reflections on his own aims as an author, Conrad says;

In that interior world where his thought and his emotions go seeking for the experience of imagined adventures, there are no policemen, no law, no pressure of circumstance or dread of opinion to keep him within bounds... (p.xviii)

ANTI-IMPERIALISTIC PERSPECTIVE AND CONRAD'S NARRATIVE STYLE

Conrad is simultaneously a critic of imperialist adventure and its romantic fiction and one of the greatest writers of such fictions. The greatness lays behind his complexity of style- his impressionism.

What is impressionism? A literary style characterized by the use of details and mental associations to evoke subjective and sensory impressions rather than the recreation of objective reality (The American Heritage dictionary of the English Language: 2000)

Conrad's impressionism is a controversial issue. It is, for some critics his most praiseworthy quality but for others it allows him to mask his nihilism. In Conrad's *Heart of Darkness* we move into the heart of Africa through the eyes of Marlow who views the outer world within his closed consciousness. Very descriptive pattern of writing produces a new kind of conception on self identity. Marlow's narration is more focused on inner consciousness than on the outward phenomenon. This new type of self- identity created by Conrad can be associated with his impressionist style.

In *The Political Unconscious*, Fredric Jameson argues that Conrad's stories (Lord Jim is his main example) betray a symptomatic split between a modernist „will to style“, leading to an elaborate but essentially hollow “impressionism”. *Heart of Darkness* too betrays the same split but this split between a modernist „will to style“ and „impressionism“ corresponds to the contradictions of an anti- imperialist novel which is also racist.

David Hume is a renowned critic who is opposed to impressionism; according to Hume, there are two distinct kinds of human perceptions as impressions and ideas. Impressions are those with the greatest force and violence and our ideas are those of lively perceptions. In *Heart of Darkness*, Marlow's narrations rely a lot on his impressions of Congo. Before beginning his tale, Marlow affirms that the most he can talk about are his inner impressions. Thus readers will never be allowed to ponder outside Marlow's consciousness. Supporting this view, Ian Watt assures the inappropriateness of this narration by calling it „delayed decoding“. Readers do not get what the general meaning of an event is because Marlow can only decode his impressions. Watt says that it is a slow process; a delayed meaning is less aware of reality and more aware of Marlow's impressions.

On the contrary, my study on the anti-imperialistic perspective of Joseph Conrad is acutely enhanced through this impressionistic writing. What I would like to argue is that the innermost thoughts or impressions do have a strong reliance on outer reality. When Marlow sees suffering natives along with the cannibalism of Kurtz, he has developed negative and pessimistic impressions of the Belgian imperialistic rule in Congo. Apart from this fact, Marlow projects Conrad himself that Conrad's agonizing Congo experiences in 1890 were reinterpreted through his sensitive narrator „Marlow“. Patrick Brantlinger (1988) is of the view that “Conrad is simultaneously a critic of the imperialist adventure and its romantic fictions and one of his critical irony and partly from the complexity of his style- his „impressionism“”. He further claims that as a social criticism, its anti-imperialist message is undercut both by its racism and by its impressionism.

CONCLUSION

Achebe's diatribe has provoked a number of vigorous defenses of *Heart of Darkness* which predictably stress Conrad's critical stance toward imperialism and also the wide acceptance of racist language. The study on anti-imperialistic perspective of Conrad's *Heart of Darkness* concludes that the absence of any hint of optimism in the Belgian imperialistic rule denotes sadism and brutality of the imperialists and the pathos of helpless African natives. The pessimistic viewpoint of Conrad in the novel conveys his deep protest at imperialism and racism.

Can one write a novel on anti-imperialism without referring to racism? The truest nature of inhuman imperialists in the Belgian Congo would have been concealed if the writer was in favor of that culture. Marlow's depressing words over the starving natives would not have been prioritized; instead Conrad might have admired the negligence and the ignorance of imperialists towards the predicament of African natives who suffer from starvation in the hellish environment. The way African natives being brutally dehumanized by the whites prompts further investigation of Conrad's sarcastic viewpoint towards the so-called civilized Europeans. Especially the portrayal of Mr. Kurtz who is obsessed with ivory denotes the cruelty and inhumanity of Whites representing all imperialists. Conrad's absence of humor in the narrative is yet another evidence of his strong protest at greedy imperialists.

Throughout the novel a gloomy and a dark atmosphere with starving and dying natives creates not humor but excessive pathos. Belgian imperialists' sheer expectation of gaining profits from ivory is severely criticized. If Conrad supports colonization, he could depict the exact opposite situation as natives being civilized by the Whites. Thus, I would disagree with Achebe's accusation at Conrad as a racist because *Heart of Darkness* is a novel with an extremely nihilistic impression with respect to colonialism and its disastrous effects on helpless African natives.

Conrad being a European himself seemed to be a revolutionary novelist in bringing out the defects of his own race through a moving and a disheartening record of the Belgian Congo amidst all the accusations continuously imposed on him as a racist.

Heart of Darkness is a social criticism with regard to power lust. Thus, in the political satire *Heart of Darkness*, Conrad's anti-imperialistic message is undercut through a range of factors including racism, pessimism and furthermore by impressionism.

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STRESS MANAGEMENT - AN ANALYSIS OF STRESS AT WORKPLACE**Prof. Darshana D Kadwadkar*; Prof. Usha V Bhandare****

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ABSTRACT

Some stress is necessary in that it assists us in achieving both work and personal goals. However, too much stress can make those goals harder to achieve. People respond differently to stress. Some people function well under significant stress while others do not. A worker's ability to cope with increasing workplace stress is also affected by the amount of stress they are subjected to from stressors outside of the workplace. Trouble at may reduce their ability to cope with pressure at work. It's there, everywhere. At home, at school, at the work place-everywhere. Everyone is under stress. It's nothing bad, neither does it always hamper you performance. Look at the people who drive the heavy locomotives, dive deep in the sea, the coal miners, the mountaineers, who live with stress all the time.

OBJECTIVE

1. To study the major causes of stress relating to the workplace.
2. To understand the effects of stress on health.
3. To know the points which is responsible for stress out

RESEARCH METHODOLOGY COVERAGE OF THE STUDY

This research covers the Government servant, Private office staff, Bank staff, Education field employees, etc. Stress at different workplace.

SOURCES OF DATA

Data and information were gathered from primary source by means of field survey using structured questionnaires covering Government servant, Private office staff, Bank staff, Education field employees, etc. Secondary sources included books, journals, newspapers, websites, and research studies.

KEYWORDS: *Stress, Job Satisfaction, Healthy And Safety Hazards.*

INTRODUCTION

Stress is a way of life and it is a common place for many people. It is a state of mind. It is a mind body reaction to fight or fight against a situation. It is a feeling that is created when we react to a particular event. It's the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness.



Workplace stress is a serious health and safety hazard that can have devastating effects. Stress can lead to psychosocial illnesses, such as anxiety and depression. Stress can also contribute directly to physical illness; for example, tense muscles can worsen ergonomic injuries. Stress makes workers more susceptible to hazards, injury and disease. While it is true that there are sources of stress other than the workplace, this does not mean that workplace stress is not a hazard or that it is the product of a worker's imagination.

We know when we feel stress or stressed. It might seem the concept doesn't need to be defined. It is also true that stress can affect people differently. But part of the hurdle of addressing stress as a health and safety issue is to define the hazard: Stress is a combination of physical and psychological reactions to events that challenge or threaten us. In normal circumstances, the stress

Response is a powerful protective mechanism that allows us to deal with sudden changes, dangers or immediate demands. In abnormal (i.e., highly stressful and/or prolonged stress) circumstances, stress overwhelms our protective mechanisms, leading to serious negative health outcomes. This definition makes a key point that stress is often a result of combined factors – both physical and psychological. Similarly, the European Commission's official definition of work-related stress is: A pattern of emotional, cognitive, behavioral and physiological reactions to adverse and noxious aspects of work content, work organization and work environment. Stress is caused by a poor match between us and our work, by conflicts between our roles at work and outside it and by not having a reasonable degree of control over our own work. According to this definition, stress occurs when there is a poor match between workplace demands and a worker's degree of control. We feel stress as a result of demands that are placed upon the mind and the body. Our reaction is called the Generalized Stress Response. Factors that cause this response and make us experience stress are called stressors.

RATIONALE OF THE STUDY

The rationale of the present study is to find out different causes of stress at workplace and also to search for the solutions from which the person can feel stress out.

OBJECTIVES OF THE STUDY

1. To study the major causes of stress relating to the workplace.
2. To understand the effects of stress on health.
3. To know the points which is responsible for stress out

LITERATURE REVIEW

Many Indian and Foreign researcher had done study on this guideline – written by CUPE's National Health and Safety Branch – is part of our union's broader efforts to eliminate workplace stress. It is largely based on ideas developed by members who attended CUPE's 8th National Health and Safety Conference, and participated in the workshop Enough Workplace Stress:

Organizing for Change. The guideline is designed for use by CUPE members across Canada to help address and solve workplace stress problems as health and safety hazards.

Mr. P.S. Rao has don study on workplace stress and management support to employees. This paper deals with the meaning of stress, causes of stress, physical and psychological effects.

It's importance on the organization and the measures to overcome the stress.

WHY STRESS HAPPENS?

- Lack of training and direction.
- Too many demands at one time.
- Deadline pressures.
- Uncertainty.
- Office politics and hostile management.
- Stale air, either too hot or too cold.
- Lack of windows and natural lighting.
- Violence, threats and bullying.
- Too many bosses.
- Surveillance cameras.
- Working alone.
- Low morale among workers.
- Risk of injury and disease.

WHAT ARE THE EFFECTS OF STRESS?

Stress can cause many negative health outcomes.

- Headaches and tension.
- Chest and stomach pains.
- Joint and muscle pains; arthritis.
- Increased use of alcohol and drugs.
- Lower interest in sex.
- Feeling angry and aggressive more often.
- Weight gain and weight loss.
- Feeling anti-social and idle.

RESEARCH METHODOLOGY COVERAGE OF THE STUDY

This research covers the Government servant, Private office staff, Bank staff, Education field employees, etc. Stress at different workplace.

SOURCES OF DATA

Data and information were gathered from primary source by means of field survey using structured questionnaires covering Government servant, Private office staff, Bank staff, Education field employees, etc. Secondary sources included books, journals, newspapers, websites, and research studies.

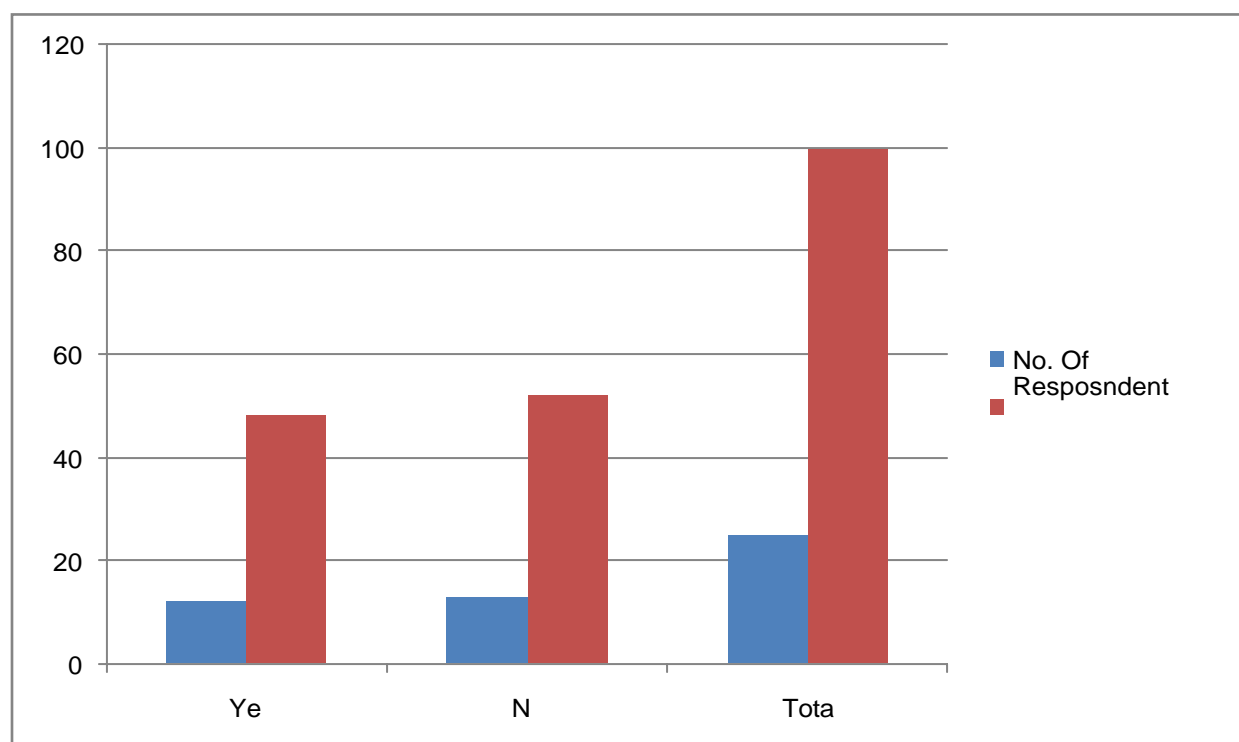
SAMPLE SIZE

Sample size was 25 employees working at different workplace. Separate questionnaires were prepared keeping the objectives of the study in mind.

DATA ANALYSIS

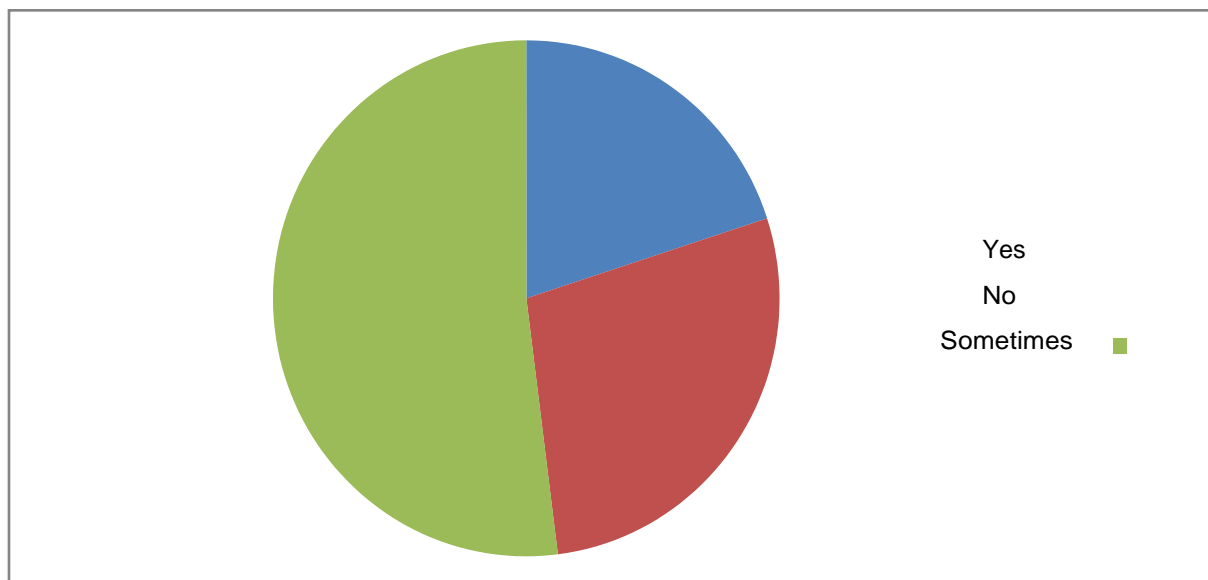
Critical analysis of the data and information collected from primary sources as well as from published sources were made keeping the objectives of the study in mind.

1) Do you feel you are under stress	No. Of Respondent	Percentage
Yes	12	48
No	13	52
Total	25	100



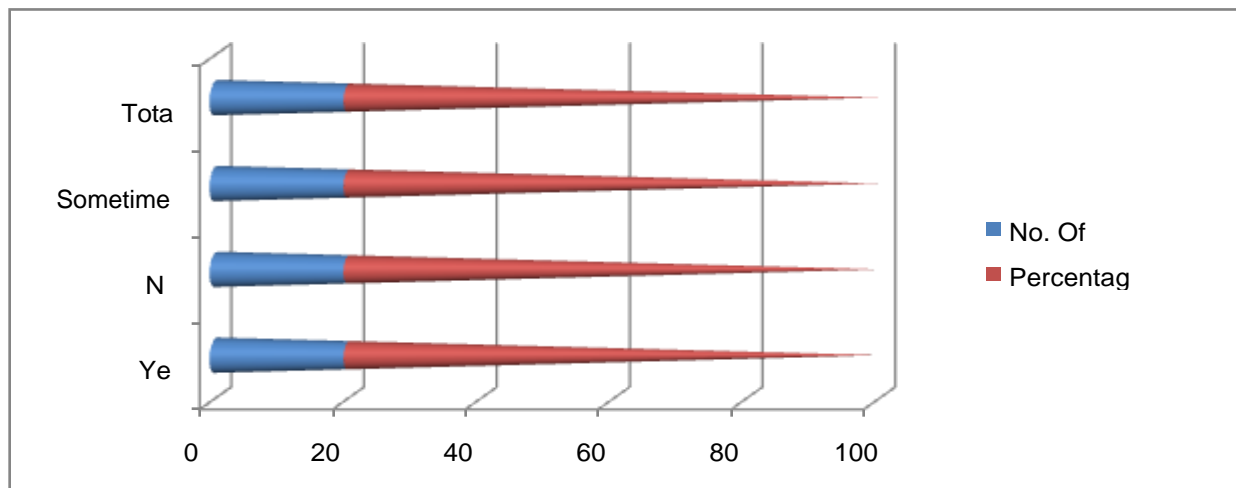
There is no more or less feeling towards stress. 52% says no but there are some employees who says yes there are going through the stress process.

2) In your opinion has the quality of your work suffered because of workplace stress?	No. Of Respondent	Percentage
Yes	5	20
No	7	28
Sometimes	13	52
Total	25	100



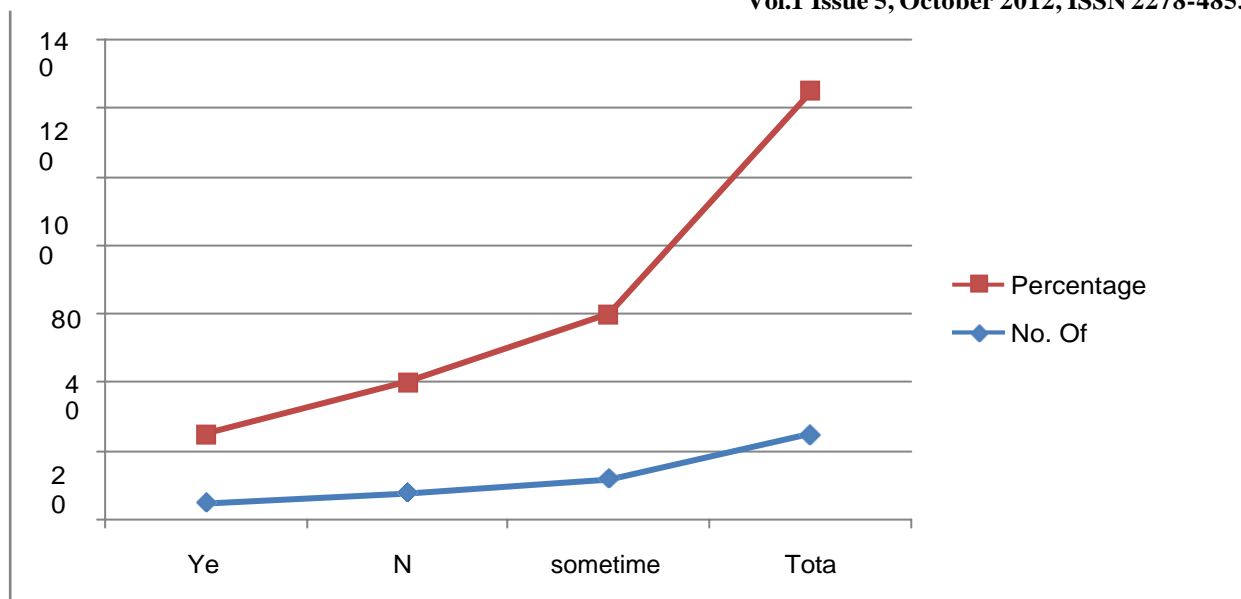
Majority says sometimes stress affects the quality of work.

3) Job satisfaction declined because of workplace stress	No. Of Respondent	Percentage
Yes	5	20
No	11	44
Sometimes	9	36
Total	25	100



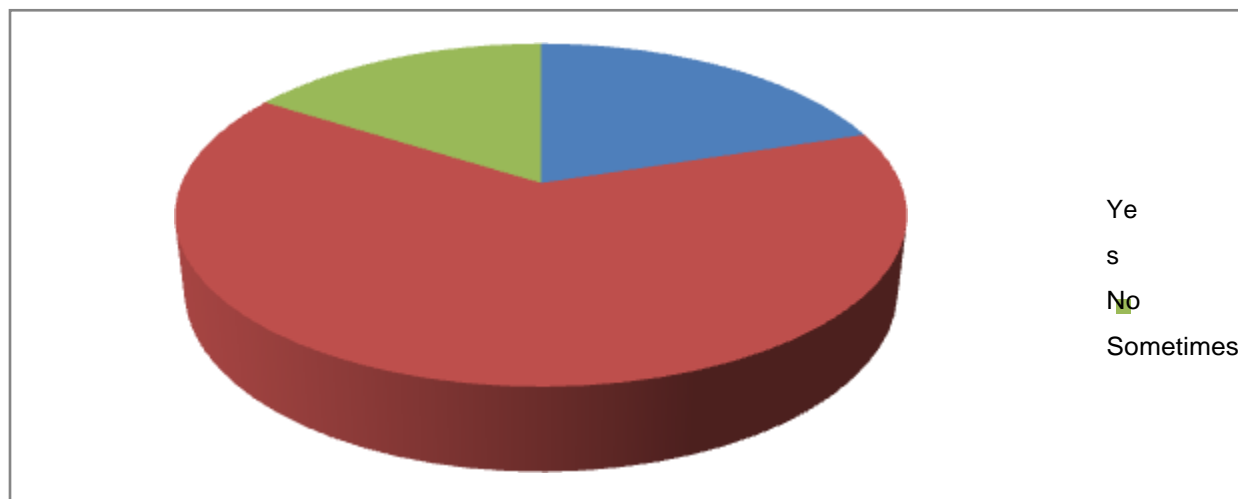
Majority says no there is no decline in the job satisfaction but most of the people agree also sometimes it is affecting.

5) Ever stay late or come in early to complete work	No. Of Respondent	Percentage
Yes	5	20
No	8	32
sometimes	12	48
Total	25	100



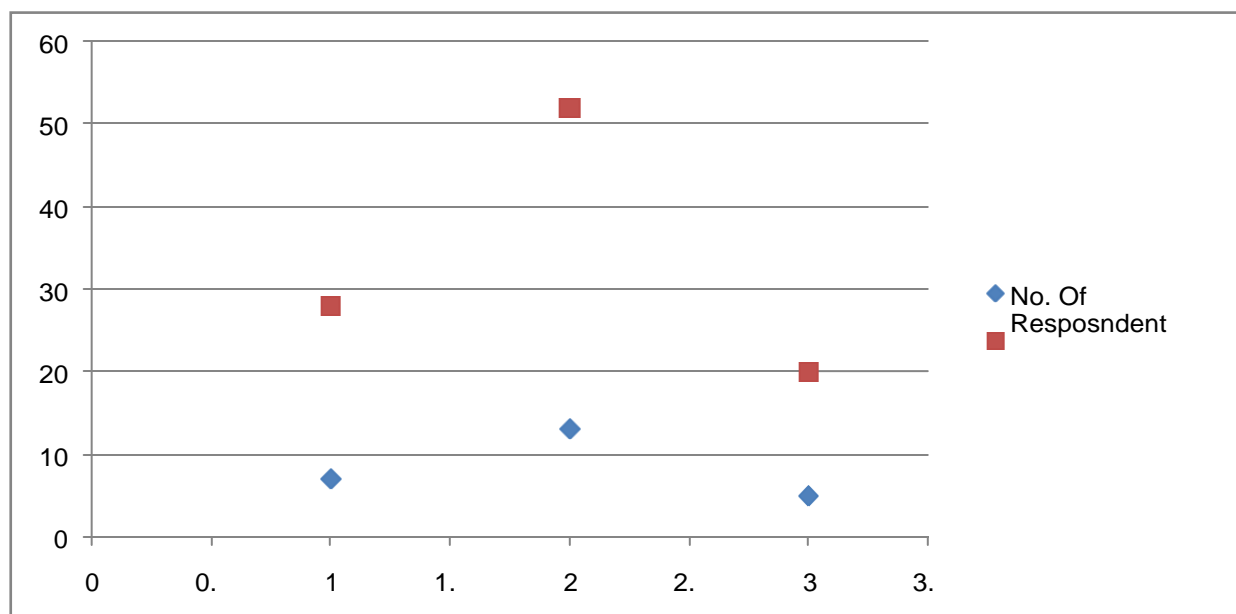
Majority says sometimes stay late or come in early to complete work.

6) Stress a healthy and safety hazards/ problems in your workplace	No. Of Respondent	Percentage
Yes	5	20
No	16	64
Sometimes	4	16
Total	25	100



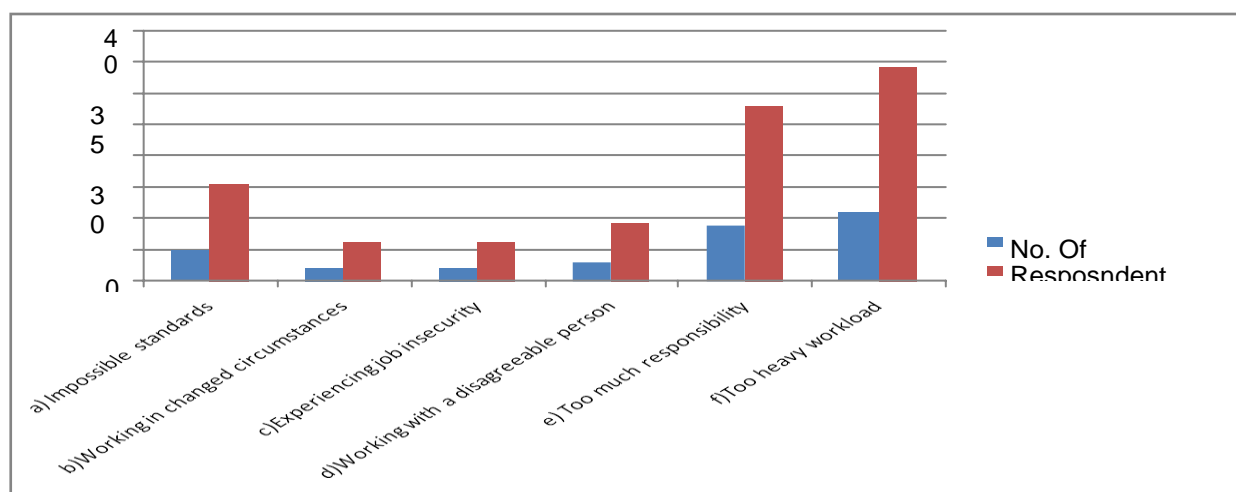
Majority says no there is no problem at workplace but some people says sometimes it affects.

7) Workplace have a stress policy	No. Of Resposndent	Percentage
Yes	7	28
No	13	52
Don't Know	5	20
Total	25	100



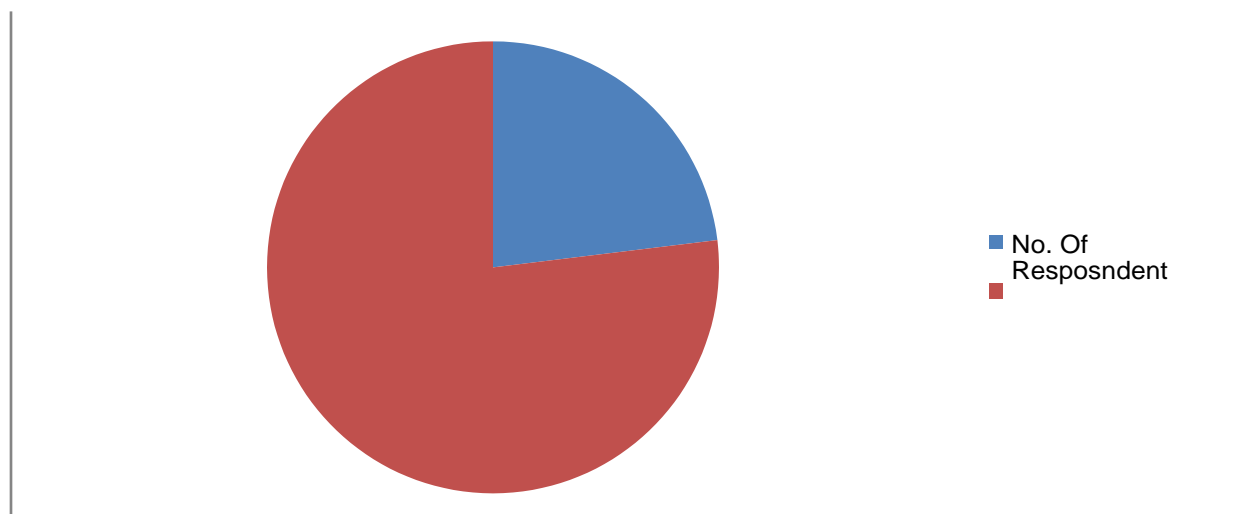
Most of the respondent says that there is no any stress policy at their workplace.

8) Factors causing you to be stress out	No. Of Respondent	Percentage
a) Impossible standards	5	15.625
b) Working in changed circumstances	2	6.25
c) Experiencing job insecurity	2	6.25
d) Working with a disagreeable person	3	9.375
e) Too much responsibility	9	28.125
f) Too heavy workload	11	34.375
Total	32	100



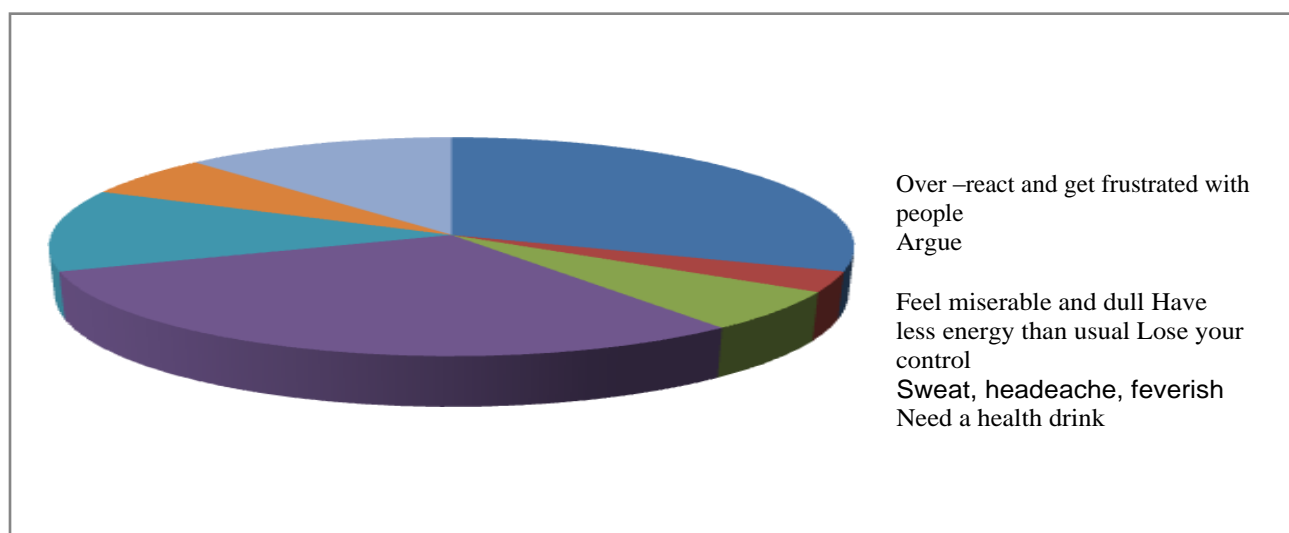
From the above analysis most of the respondent says that because of the too heavy workload, too much responsibilities are causing for the stress.

9) Effects of stress on you	No. Of Respondent	Percentage
Mentally	21	70
Physically	9	30
Total	30	100



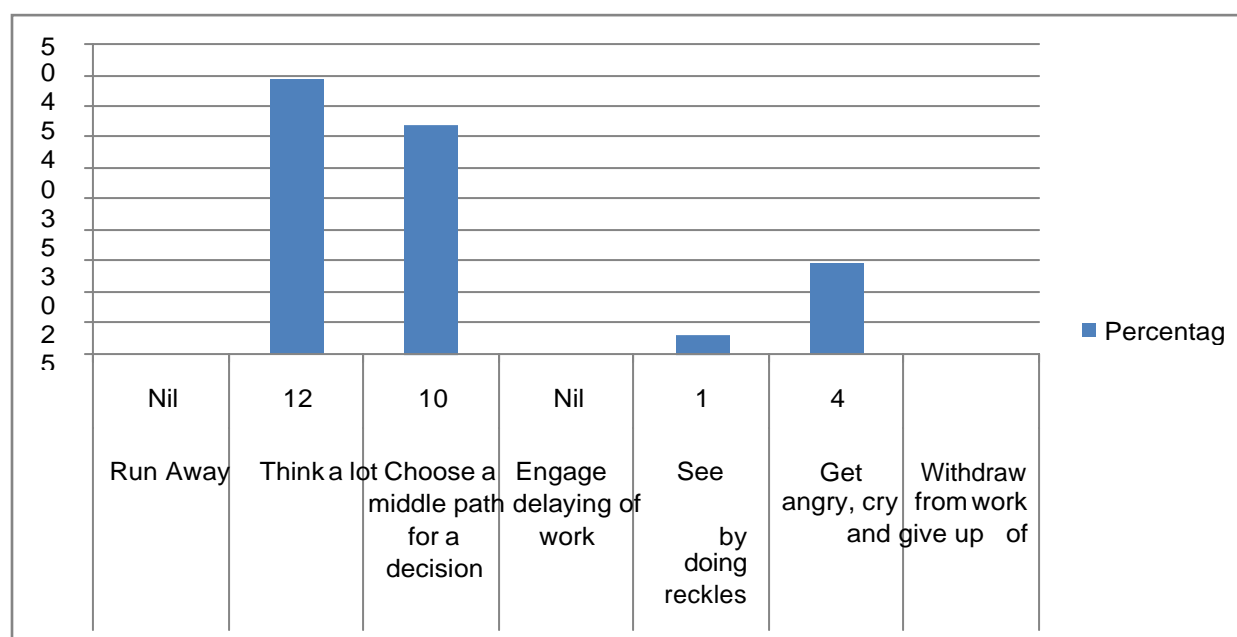
Most of the respondent says stress affect mentally.

10) How do you recognized that you are stressed out?	No. Of Respondent	Percentage
Over –react and get frustrated with people	10	30.30
Argue	1	3.03
Feel miserable and dull	2	6.06
Have less energy than usual	10	30.03
Lose your control	4	12.12
Sweat, headache, feverish	2	6.06
Need a health drink	4	12.12
Total	33	100



Majority says by over-react and get frustrated with people as well as have less energy than usual.

11) What are the strategy for stressed out?	No. Of Respondent	Percentage
Run Away	Nil	00
Think a lot	12	44.44
Choose a middle path for a decision	10	37.03
Engage in delaying of work	Nil	00
Seek excitement by doing reckless things	1	3.07
Get angry, cry and give up	4	14.81
Withdraw from work of Interest	Nil	00
Total	27	100



From this it will conclude that majority of the respondent think that by thinking a lot on the same factor as well as choose middle path for a decision.

MAJOR FINDINGS OF THE STUDY

- 1) Stress is a known cause of many psychological diseases and disorders, as well as many social and behavioral changes, such as:
 - Depression, feelings of apathy and low self-worth, crying spells.
 - Anxiety, increased tension, fearfulness.
 - Changes in eating habits.
 - Sleep disorders, insomnia, fatigue and exhaustion. Stress can also make workers vulnerable to other diseases, including:
 - High blood pressure.
 - Headaches and migraines.

- Impaired digestion – due to a decrease in intestinal movement.
- Menstrual disorders – there is some evidence of an association with stress.
- Ulcers – from lowered blood flow.
- Irritable bowel syndrome – there is some evidence of a link with stress.
- Diabetes – from excessive levels of fats and glucose released into the bloodstream.
- Various illnesses – from lowered immune function due to stress

The following organizational changes will help prevent and eliminate stress

- Measures should be put in place to increase workers' real control. Examples include giving workers more autonomy, more participation in decision-making, more opportunity for self-directed work, and more opportunity to use and develop their work skills.
- Workers should have the right to refuse overtime and overtime should be capped.
- Workloads must be decreased and made more manageable for workers and sufficient staff levels must be set.
- Sufficient rest times and breaks must be provided.
- Job designs must be reviewed to lower stress hazards, for example, working alone should be eliminated, and work tasks should be assigned in an appropriate manner according to experience and competence. Any job redesign must have meaningful worker input.
- Monotonous work should be avoided or eliminated where possible and more variety of work tasks should be incorporated into workers' jobs.
- Regard stress as a health and safety hazard.
- Evaluate the stress hazards in your workplace using the survey and/ or mapping techniques described in this guideline.
- Take your breaks and full meal break allotments to give your body and mind time to recover from the rigors of work.
- Start work on time and leave work on time.
- Refuse unsafe stressful work situations.
- Report stress hazards.
- Put stress on the agenda at joint health and safety committee meetings in your workplace.
- Recommend work organization changes at joint health and safety committee meetings to eliminate stress hazards.
- Recommend workplace stress policies be put in place through joint health and safety committee meetings.
- Bargain contract language that aims to eliminate workplace stress.
- File compensation claims for stress-related injuries and illnesses.

DON'T

- Suffer in silence.
- Become isolated from your union Sisters and Brothers.
- Tolerate stress hazards in any form.
- Work beyond your means.
- Work through your breaks.
- Work at an accelerated pace.
- Work unpaid overtime.
- Ignore the health and safety effects of stress.
- Leave solutions to stress up to your employer.
- Let stress issues fall off the table at joint health and safety committee meetings.

CONCLUSION

Stress is caused by many different sources, several of which centre on work organization issues. Stress can cause numerous negative health outcomes, such as increased incidence of WRMDs, elevated rates of heart disease, burnout, depression, and other conditions. More and more we are realizing that the way our work is organized can be harmful to our health and safety. Stress is the perfect example of a negative health outcome that results from poor work organization. When workers do not have control and lack decision-making freedom at work, they will suffer from stress. Workers must have input into how their jobs are performed to give meaning, value and purpose to their work and to prevent and eliminate stress hazards.

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ENHANCING PADDY PRODUCTIVITY THROUGH IMPROVED AGRICULTURAL PRACTICES AND WATER MANAGEMENT - A CASE STUDY OF KISHANPUR MINOR

Dr. Alpana Srivastava*

ABSTRACT

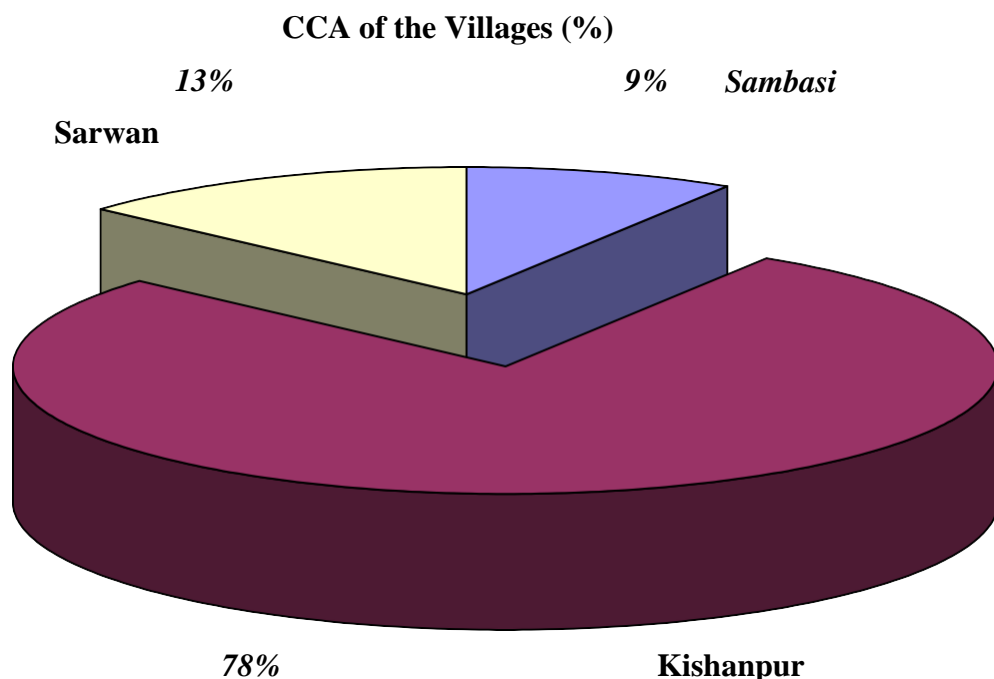
The study area is a small minor called Kishanpur with total Culturable Command Area (CCA) of 268 ha. It suffers from drainage congestion leading to water logging (0-3 m bgl,) at the head reach while depletion of water table at the tail end (7-8 m bgl). The cropping intensity in the canal area of Kishanpur Minor before project intervention was only 108.49%¹. Only 64% of the culturable command was sown during Kharif where as only 48.7% of the culturable area was being cultivated during Rabi Season. As such the project decided to do intervention during Kharif by intensification of Paddy production through proper water and agri-input management in the command. To promote conjunctive use of water through improved agriculture packages of practices the paddy intensification activity was undertaken. In this direction four varieties of paddy were given namely Pro-agro 6444 (40.70 ha), Narendra-359 (32.75 ha), MPU-7029 (13.50 ha), and Sarju-52 (3.50 ha) in the minor. Among the marginal farmers given pro-agro-6444 the highest yield recorded was 83.30 qs/ha and achieved by three farmers having land holding 0.75 ha, 0.25 ha and 0.14 ha. Similarly the lowest yield record of the same variety was 67 qs/ha and achieved by five farmers 0.50 ha (2 farmers), 0.38 ha, 0.18 ha and 0.15 ha of land. The story for other variety is also nearly same. Hence it could be concluded that the with small intervention, agricultural intensification can be done and effective water management could lead to water conservation ensuring environmental sustainability.

KEYWORDS: *Agriculture intensification, Conjunctive water use, Culturable Command, Diversification, environmental sustainability.*

INTRODUCTION

A pilot sub project demonstration for Kishanpur micro sub basin in district Raebareli of Uttar Pradesh has been launched for intensification and diversification of agriculture in Kharif-season. The area lies in the command of Dih Dy and Kishanpur minor. The minor off takes at km 23.716 right bank of Dih Dy, a sub system of Jaunpur branch and has a total Culturable Command Area (CCA) of 268 ha. To intensify agriculture through conjunctive use of ground & canal (surface) water Paddy, Pigeon Pea (Arhar) and Til demonstration has been conducted in the minor. The development objectives of UPWSRP project were behind the designing of these demonstrations.





BRIEF BACKGROUND

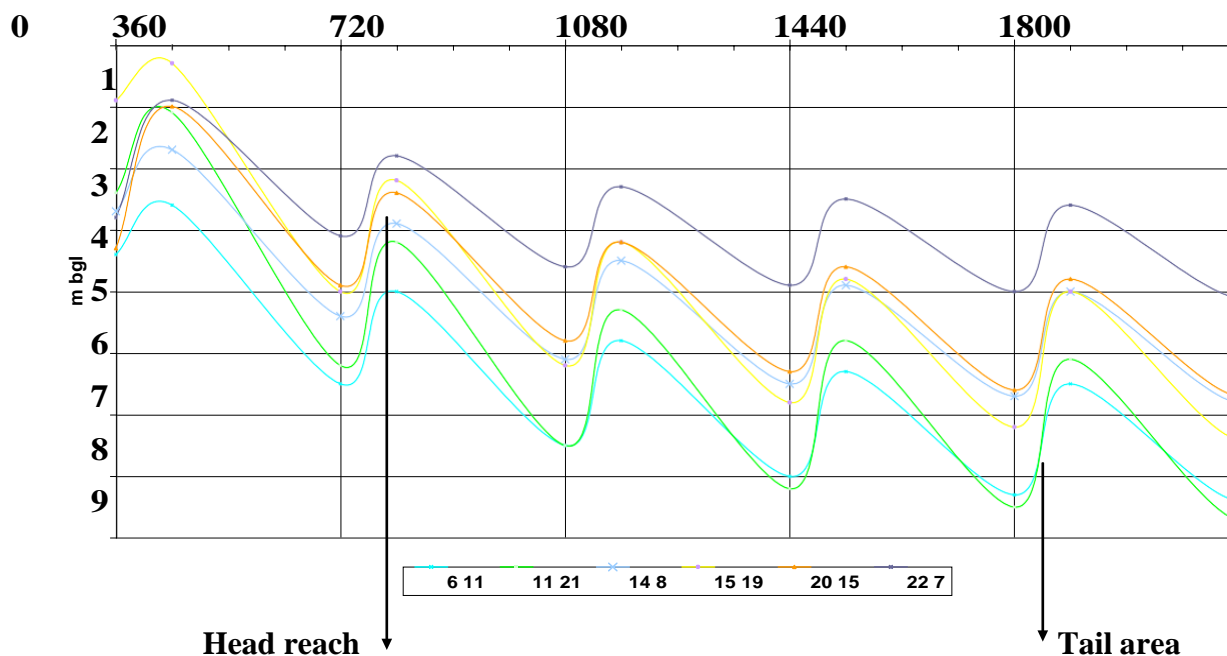
The ground water level in the entire command varies from 0 to 8 m bgl. in different areas and during different periods. The quality of ground water is generally good, suitable for irrigation and drinking use except in the head reach where the quality of dug well water is alkaline with pH varying from 7.50 to 8.20 and electric conductivity (EC) 500 to 1000 ms/cm. Total quantity of ground water which is required to be extracted for lowering of ground water has been assessed using Modflow software. The total ground water potential is 2.556 MCM, out of which net draft available for irrigation is 2.172 MCM after keeping 15 % reserve for non agricultural use. The detail of ground water potential and extraction units is presented in the table below:

Kishanpur Minor									
Canal Operation									
G C A	C C A		Total GW Recharge	GW Potential	Net Draft for Irrigation		Gross Draft for Irrigation		
	Ha	Ha	MCM/yr	MCM/yr	MCM/yr	MCM/yr	M ³ /day	*Tube wells required	
	1	2	3	4	5	6	7	8	
Minor's Outlets			1.280	1.216	1.034	1.292	3589	30	
Dy outlets			1.218	1.157	0.984	1.229	3415	27	
Other area			0.192	0.182	0.155	0.194	538	5	
Total			2.690	2.556	2.172	2.715	7542	62 No.	

The total extraction of ground water in Kishanpur area would be 2.10 MCM against net required draft of 2.172 MCM. 62 nos tube wells of 40-50 m³/hr pumping capacity running for 1000 hrs/ year will be require for the proposed extraction. The water table is expected to be lowered to the levels as shown below:

KISHANPUR MINOR-DEPTH TO WATER TABLE HYDROGRAPHS

Days



The cropping intensity in the canal area of Kishanpur Minor before project intervention was only 108.49%². Only 64% of the culturable command was sown during Kharif where as only 48.7% of the culturable area was being cultivated during Rabi Season. Paddy was the predominant crop during Kharif which covers 87% of the cultivated area during the season and accounts for 56.2 % of the culturable command. As such the project decided to do intervention during Kharif-06 by intensification of Paddy production through proper water and agri- input management in the command. To promote conjunctive use of water through improved agriculture packages of practices the paddy intensification activity was undertaken. In this direction four varieties of paddy were given namely Pro-agro 6444 (40.70 ha), Narendra-359 (32.75 ha), MPU-7029 (13.50 ha), and Sarju-52 (3.50 ha) in the minor command of Kishunpur covering three villages.

CRITERIA FOR SELECTION OF FARMERS

Around 212 beneficiaries were selected in the area of 90.45 ha. This is nearly 36.74 % of the total CCA. Following criteria was adopted for the selection of farmers in the focused minor for carrying the demonstration activities:

- Member of the water user association.
- He should be farmer and owe land.
- Farmer should be progressive in nature and ready to adopt the practices in future.
- Should be ready to adopt modern practices.
- Should be able to give irrigation through tube-well also.

WUAS PARTICIPATION

The Awareness meetings and later training to the farmers were organized by WUAs and Culaba samitis.

The input distribution was done culaba-wise under the umbrella of culaba-adhaksha and WUA chairman. The signatures of the beneficiaries receiving input were taken on the register by the WUAs- chairman. The inputs were procured from the Agriculture department Raebareilly. The whole exercise was facilitated by SSK-45 of irrigation department, NGO and Experts at PACT.

TECHNOLOGY DEMONSTRATION

Use and application of nutrients / fertilizers / Bio- fertilizer based on the soil testing results, for which soils would be pre tested and recommended dose of fertilizer would be used, in the recommended phases.

The Packages of practices were:

1. Timely sowing.
2. Use of quality seeds.
3. Balanced use of fertilizer.
4. Row Transplantation.
5. Assured and just irrigation according to the growth stages.
6. Timely Pest management

MAIN FINDINGS

The main findings of the control plots and the demo plots are summarized below:

Varieties	Average Yield (qs/ha)	Minimum Yield (qs/ha)	Maximum Yield (qs/ha)	C. V.
Control	28	32	22	2.9
Pro-agro 6444	74.11	83.3	67	3.31
MTU-7029	69.28	79	60	7.08
NDR-359	44.57	57	39	5.69
Sarju-52	39.6	48	30	8.16

Though the CV of the Control variety is minimum still the variety could not be recommended for use because the average yield of control is less than all other varieties used for demonstration purpose. Amongst the four varieties used for the demonstration purpose Pro agro-6444 has the highest yield records as well as the lowest CV and hence can be recommended to the farmers for future.

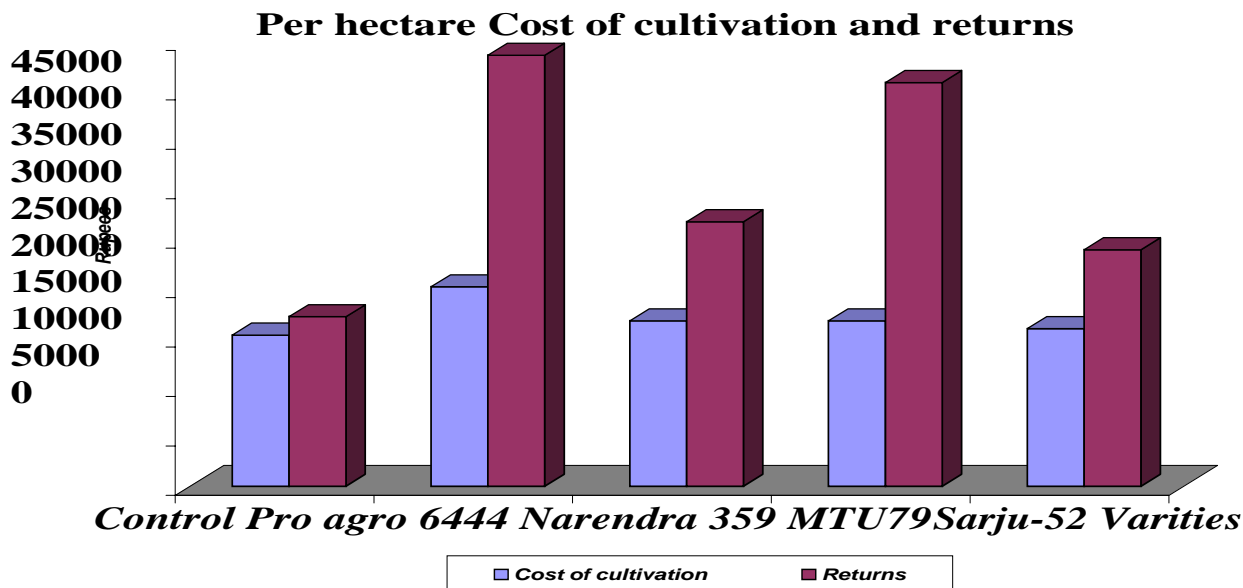
YIELD PATTERN ACCORDING TO THE SIZE OF HOLDINGS

Land holding pattern	Pro-agro				MUTE-7029				NDR-359				Sarju-52			
	no	Ave r Yield	Min yield	Max yield	no	Ave r Yield	Min yield	Max yield	no	Ave r Yield	Min yield	Max yield	no	Ave r Yield	Min yield	Max yield
Marginal (0-1 ha)	126	74.15	83.3	67	32	69.48	60	79	103	44.57	39	57	8	39.6	30	48
Small (1-2 ha)	3	72.73	75.4	68.3	1	60	60	60	0	0	0	0	0	0	0	0
Large (2 & above)	0	0	0	0	1	79	79	79	0	0	0	0	0	0	0	0

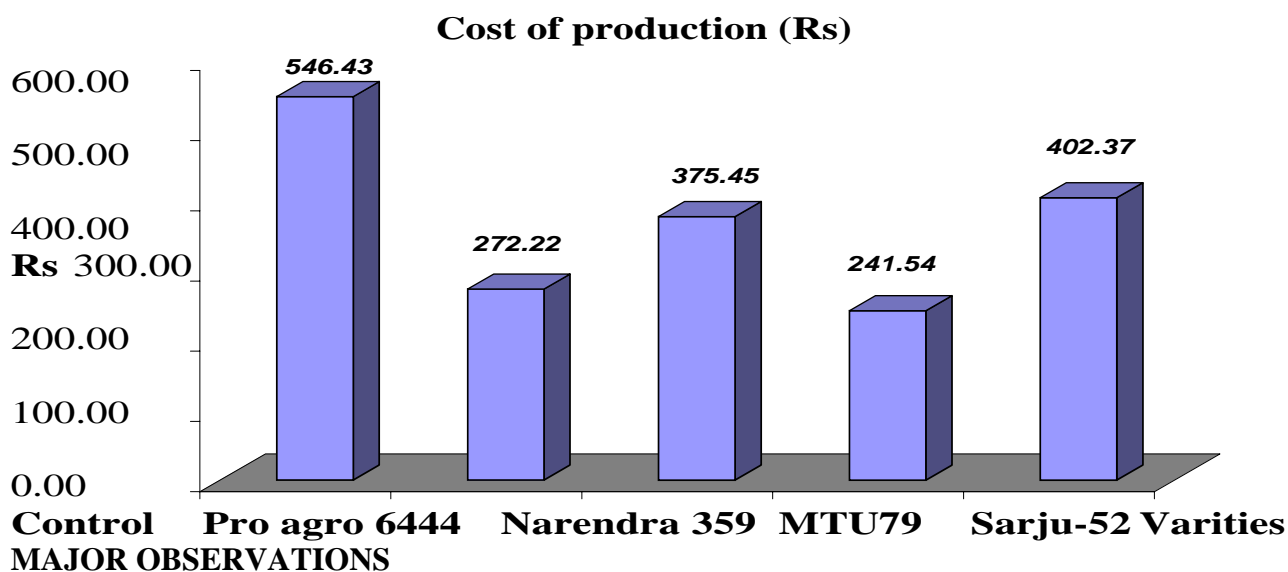
Response of different varieties on the size of the holding could not be assessed as the sample size for small and large farmers is not adequate. Among the marginal farmers given pro-agro-6444 the highest yield recorded was 83.30 qs/ha and achieved by three farmers having land holding 0.75 ha, 0.25 ha and 0.14 ha. Similarly the lowest yield record of the same variety was 67 qs/ha and achieved by five

farmers 0.50 ha (2 farmers), 0.38 ha, 0.18 ha and 0.15 ha of land. The story for other variety is also nearly same. Hence it could be concluded that the farmer skill is the important parameter reflecting efficiency.

The graph below shows the per hectare average cost of cultivation and the profits for the different varieties used in the demonstration.



The cost of cultivation of Pro-agro-6444 is slightly higher than all the other varieties including control but the profit received from this variety is very high. MTU-7029 is the variety whose Cost of cultivation is lower than pro-agro-6444 but profit is higher than all other varieties. The Cost of production (shown in graph below) for the varieties grown by the farmers before intervention was very high and for the MTU-79 it was very low showing that this variety was highly efficient to grow.



One villager named Dal Bhadur Singh did Paddy demonstration in 1.25 ha of land for the variety pro-agro 6444. He was given 25 kg of the seed. He used total of seven irrigations one from his private

tube-well and six from the canal. His yield was 94.25 quintals were as his per hectare productivity was only 75.4 qs/ha. His Cost of cultivation was Rs 24193.29 and his gross profit was Rs 31216.71.

Ram Manohar (demo area 0.75ha), Shiv Kumar (demo area 0.14 ha) and Santram (demo area 0.25 ha) were three villagers whose per hectare productivity was highest that is 83.3 qs/ha.

After the demonstration was complete the farmers were asked whether they will adopt the same package of practices. The answer of about a sample of 40 farmers was affirmative. The only hitch was input management in time. The expected adoption rate worked out for Kharif-07 was 65%.

SUGGESTIONS

1. Timely management of input should be assured.
2. Large area for demonstration purposes should not be taken.
3. Motivation of farmers towards Conjunctive use of water to be done in effective manner.
4. WUAs to be strengthen more for Decision takings on Crop planning and water use.
5. Timely sowing would be adhered.
6. All the sowing / transplanting would be systematic in lines.
7. The irrigation would be done at appropriate time for which appropriate basins should be prepared.

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“INDIAN OVERSEAS BANK-AN ANALYSIS OF THE FINANCIAL POSITION”

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ABSTRACT

Indian Overseas Bank provides customer and commercial Banking services extending their aims to obtain a radical change that can cause reinforcement in economy. It inculcates in every one to buy or sell or transfer money conferring to diverse facts and figures. The overseas Bank ensures a good way of tackling the intensification evolving currency. Imagining the world without paper notes adds more simplicity in conduct adhered to it that makes it lucid for people round the corner with good user interface and other amenities such that it can outfit them in a first-rate craze. This paper deals with the key financial factor, the growth rate of IOB, comparison of total deposits and advances with All Scheduled Commercial Banks and the corresponding profitability ratios.

KEYWORDS: Profitability, Total deposits and advances, Credit deposit ratio, Investment deposit ratio and Growth Analysis.

INTRODUCTION

INDIAN BANKING SYSTEM

The Banking sector in India has always been one of the most preferred avenues of employment. In the current decade, this has emerged as a resurgent sector in the Indian economy. As per the McKinsey report „India Banking 2010“, the banking sector index has grown at a compounded annual rate of over 51 per cent since the year 2001, as compared to a 27 per cent growth in the market index during the same period. It is projected that the sector has the potential to account for over 7.7 per cent of GDP with over Rs.7, 500 billion in market cap, and to provide over 1.5 million jobs.

Today, banks have diversified their activities and are getting into new products and services that include opportunities in credit cards, customer finance, wealth management, life and general insurance, investment banking, mutual funds, pension fund regulation, stock broking services, custodian services, private equity, etc. Further, most of the leading Indian banks are going global, setting up offices in foreign countries, by themselves or through subsidiaries.



RESEARCH METHODOLOGY

Research Methodology is a way to systematically solve the Research problem. In order to analyze the financial status, growth rate of the bank was manipulated and the subsequent ratios in relevance with deposits and advances were computed and some details were collected from internet and books. In regards with growth rate the data included for computation was taken from the financial year 2005-06 to 2010-11.

OBJECTIVES OF THE STUDY

- To measure the growth rate and the subsequent productivity level.
- To analyze the financial position of Indian Overseas Bank.
- To offer suggestion for improve performance.

LIMITATIONS OF THE STUDY

- The study is based fully on the secondary data.i.e., on the quantitative data obtained from the Annual Reports of IOB.
- Financial performance of the bank is not compared with any other bank.
- The study covers a period between the years 2007-2008 and 2011-2012 only.

FUND GENERATION

There are two main categories of sources that generate funds for a commercial bank 1.Non -Deposit Sources of Funds these include Service fees, Cash handling charges, Penalties and Interests etc.

2. Deposit Sources of Funds these include Current accounts, saving accounts and Term deposits etc.

LONG-TERM SOURCES

1. Tier one and Tier two Capitals in the form of equity/subordinate debts/debentures/preference shares.
2. Internal accrual generated out of profits.
3. Long-term fixed deposits generated from public and corporate clients, financial institutions, and mutual funds, etc.
4. Long-term borrowings from financial institutions like NABARD/SIDBI.

SHORT-TERM SOURCES

1. Call money market, i.e., funds generated among inter banking transactions where there is online trading of money between bankers.
2. Fixed deposits generated from public and corporate clients, FIs, and MFs, etc.
3. Market- linked borrowings from RBI.
4. Sale of liquid certificate deposits in the open market.
5. Borrowing from RBI under Repo (Repurchase option).
6. Short and medium- term fixed deposits generated from public and corporate clients, mutual funds, and financial institutions, etc.
7. Floating in current and saving accounts.

8. Short-term borrowings from FIIs by way of rated papers placed, etc.

CONTEMPORARY BANKING SYSTEM SCENARIO

It is true that banks in India are facing difficulty in getting deposits. There are many reasons behind this problem. People were looking for more alternatives like mutual funds, different insurance schemes, stock market, etc. People were moving to these products with higher return expectations. These instruments also have higher risk and increased income level people who deposit high amounts of money into banks were ready to take these high-risk alternatives. But now the situation will be slightly better for banking system in India because investors are losing a lot of wealth in stock markets and mutual funds. People will realize the importance of safer investment vehicle and will start diversifying their portfolio with increased exposure to safer instruments like bank deposits.

IOB PROFILE

Indian Overseas Bank (IOB) (BSE: 532388) is a major bank with 2555 domestic branches and six branches overseas. Indian Overseas Bank has an ISO certified in house Information Technology department, which has urbanized the software to provide online banking to customers. The bank has achieved 100% networking status as well as 100% CBS status of branches with its branches and 6 Extension Counters. IOB also has a network of about 1300 ATMs all over India and IOB's International VISA Debit Card is accepted at all ATMs belonging to the Cash Tree and NFS networks. IOB offers internet Banking (E-See Banking) and is one of the banks that the Govt. of India has approved for online payment of taxes. The bank's business more than doubled in the last four years.

HISTORY OF IOB 1937 Shri.M. Ct. M. Chidambaram Chettyar establishes the Indian Overseas Bank (IOB) to encourage overseas banking and foreign exchange operations. IOB started up simultaneously at three branches, one each in Karaikudi, Madras (Chennai) and Rangoon (Yangon). It then quickly opened a branch in Penang and another in Singapore.

1960 The banking sector in India was consolidating by the merger of weak private sector banks with the stronger ones; IOB absorbed five banks, including Kulitali Bank (est. 1933).

1969 The Government of India nationalized IOB. At one point, probably before nationalization, IOB had twenty of its eighty branches located overseas. After nationalization it, like all the nationalized banks, turned inward, emphasizing the opening of branches in rural India.

1988 IOB acquired Bank of Tamil Nadu in a rescue.

2000 IOB engaged in an initial public offering (IPO) that brought the government's share in the bank's equity down to 75%.

2009 IOB took over Shree Suvarna Sahakari Bank, which was founded in 1969 and had its head office in Pune. In 2001 it had acquired the Mumbai-based Adarsha Janata Sahakari Bank, which gave it a branch in Mumbai. Shree Suvarna Sahakari Bank has been in administration since 2006. It has nine branches in Pune, two in Mumbai and one in Shirpur. The total employee strength is estimated to be little over 100.

2010 Malaysia awarded a commercial banking license to a locally incorporated bank to be jointly owned by Bank of Baroda, Indian Overseas Bank and Andhra Bank. The new bank, India International Bank (Malaysia), will reside in Kuala Lumpur, which has a large population of

Indians. Andhra Bank will hold a 25% stake in the joint-venture; Bank of Baroda will own 40% and IOB the remaining 35%.

RECENT DEVELOPMENTS 23-DEC-11

Ashok Leyland John Deere Construction Equipment Banks and Indian Overseas Bank have entered into an agreement through which the bank offers finance to Leyland Deere's customers across India.

05-DEC-11

Indian Overseas Bank has approved the increase of the Benchmark Prime Lending Rate (BPLR) of the Bank by 50 basis points from existing 15% to 15.5% with effect from Dec. 05, 2011.

31-OCT-11

Indian Overseas Bank (IOB) has posted a net profit of Rs 2.07 billion for the quarter ended Sept. 30, 2011 as compared to Rs 2.06 billion for the quarter ended Sept. 30, 2010, registering an increase of 1 times.

12-SEP-11

Following directions from the Union Ministry of Finance to help borrowers in retail and MSME (micro, small and medium enterprises) segments to tide over the problem of rising interest rates, Indian Overseas Bank has decided to increase the repayment period for these borrowers.

28-JUL-11

Indian Overseas Bank (IOB) has posted a net profit of Rs 2.06 billion for the quarter ended June 30, 2011 as compared to Rs 2 billion for the quarter ended June 30, 2010 representing rise of 3%.

FUTURE PLANS OF IOB

- IOB will invest Rs 500 million in IOB Financial Services which would provide services such as stock broking, depository participant, wealth management, distribution of third-party financial products and, at a later stage, investment banking.
- Include stepping up revenues from fee-based businesses such as mutual funds, A. Ramaswamy, IOB's Country Head, said.

ANALYSIS AND INTERPRETATION

A ratio is a way of concisely showing the relationship between two quantities of something. In layman terms a ratio represents the simple concept of "for every amount of one thing, how much there is of another thing". For this analysis few ratios were incorporated to assess the financial performance of IOB.

DEBT COVERAGE RATIOS

A ratio used to determine how easily a bank can pay interest on outstanding debt. The interest coverage ratio is calculated by dividing banks' earnings before interest and taxes (EBIT) of one period by the banks' interest expenses of the same period

- Credit Deposit Ratio The proportion of loan-assets created by banks from the deposits received.
- Investment Deposit Ratio Investment-deposit ratio represent total investments including investments in non-approved securities Cash Deposit Ratio Total value of cash and marketable

securities divided by current liabilities.

- Total Debt to Owners Fund A measurement of a banks' financial leverage, calculated as the banks' debt divided by its total capital. Debt includes all short-term and long-term obligations. Total capital includes the banks' debt and shareholders' equity, which includes common stock, preferred stock, minority interest and net debt.
- Financial Charges Coverage Ratio A ratio that indicates a firm's ability to satisfy fixed financing expenses, such as interest and leases

TABLE 1 FINANCIAL CHARGES COVERAGE RATIO POST TAX

Year	Credit Deposit Ratio	Investment Deposit Ratio	Cash Deposit Ratio	Total Debt to Owners Fund	Financial Charges Coverage Ratio	Financial Charges Coverage Ratio Post Tax
2007-08	68.6	35.99	6.51	17.75	1.43	1.33
2008-09	70.22	34.27	9.02	17.78	0.34	1.24
2009-10	73.36	32.36	8.17	16.85	0.32	1.21
2010-11	72.96	32.65	6.45	17.45	0.16	1.12
2011-12	74.54	33.69	6.9	17.79	0.24	1.15
Mean	71.94	33.79	7.41	17.52	0.5	1.21
Standard Deviation	2.45	1.45	1.14	0.4	0.53	0.08
Variance	5.98	2.11	1.29	0.16	0.28	0.01

Source: Annual Reports - IOB

From the table 1 the financial charges coverage ratio has turned down in the year 2008-09 and there was a slight hike in 2010-11 comparing to previous years. With reference to the post tax the financial charges ratio remains constant and the credit and cash deposit ratio and also the investment deposit ratio remains unchanged. On comparing the standard deviation of credit deposit ratio and total debt to owner's fund, the SD of credit deposit ratio sounds higher. Consistent Mean was seen for financial charges coverage ratio post tax and its variance was in lower order.

BALANCE SHEET RATIOS

The important ratios that arise from the Balance Sheet include working capital, liquidity, and net worth, debtor's turnover, return on assets and return on investment. This ratio is also known as "the current ratio", and is one of the best-known measures of financial Strength.

- Capital Adequacy Ratio A measure of a bank's capital. It is expressed as a percentage of a bank's risk weighted credit exposures.

Capital Adequacy ratio= (Tier one capital + tier two capital)/Risk Weighted Assets

TABLE 2 ADVANCES / LOANS FUNDS

Year	Capital Adequacy Ratio	Advances / Loans Funds (%)
2007-08	13.27	76.58
2008-09	11.96	74.45
2009-10	12.7	75.89
2010-11	14.26	69.78
2011-12	14.55	78.66

Mean	13.35	75.07
Standard Deviation	1.08	3.32
Variance	1.16	11.05

Source: Annual Reports – IOB

The Capital adequacy ratio remained low for the year 2008-09 and for the year 2009-10 the ratio of advances to loan funds was found to be down trodden. The standard deviation of capital adequacy ratio was one third as that of advances/loans %. The variance of the two terminologies on comparison resulted in a drastic hike for advances/loans in relevance to capital adequacy ratio.

LEVERAGE RATIOS

Any ratio used to calculate the financial leverage of banks to get an idea of the banks' methods of financing or to measure its ability to meet financial obligations. There are several different ratios, but the main factors looked at include debt, equity, assets and interest expenses.

Current Ratio A liquidity ratio that measures a banks' ability to pay short-term obligations.

The Current Ratio formula is

Current Ratio= Current Assets/Current liabilities

Also known as "liquidity ratio", "cash asset ratio" and "cash ratio". Quick Ratio is an indicator of a banks' short-term liquidity. The quick ratio measures a banks' ability to meet its short-term obligations with its most liquid assets. The higher the quick ratio better is the position of the banks.

The quick ratio is calculated as:

Quick Ratio= Current Assets- inventories/ Current liabilities Also known as the "acid-test ratio" or the "quick assets ratio".

TABLE 3 QUICK ASSETS RATIO

Year	Current Ratio	Quick Ratio
2007-08	0.020	8.070
2008-09	0.020	11.320
2009-10	0.020	11.460
2010-11	0.030	23.610
2011-12	0.030	25.940
Mean	0.024	16.080
Standard Deviation	0.005	8.094
Variance	0.000	65.521

Source: Annual Reports – IOB

The Quick ratio has dwindled in the year 2007-08 and 2008-09 on comparing to the year 2011-12. Variance was found negligible for current ratio and was at its peak for quick ratio, the corresponding standard deviation was found very low for current ratio that forms the key factor of quick assets ratio.

PROFIT AND LOSS ACCOUNT RATIOS

Profit and Loss account ratio refers to a trading system's ability to generate profits over losses. The profit/loss ratio is the average profit on winning trades divided by the average loss on losing trades over a specified time period.

- Interest Expended / Interest Earned This ratio represents the expenses over the earnings.
- Other Income / Total Income This ratio represents the expenses with respect to the total earnings.

TABLE 4 PROFIT AND LOSS ACCOUNT RATIOS

Year	Interest Expended/ Interest Earned	Other Income/Total Income	Operating Expense / Total Income	Selling Distribution Cost Composition
2007-08	56.09	2.39	24.77	0.22
2008-09	66.37	3.08	17.81	0.14
2009-10	70.24	2.30	19.76	0.24
2010-11	69.08	1.72	28.45	0.31
2011-12	65.23	2.42	26.28	0.17
Mean	65.40	2.38	23.41	0.22
Standard Deviation	5.58	0.48	4.48	0.07
Variance	31.15	0.23	20.04	0.00

Source: Annual Reports – IOB.

The selling distribution cost composition has declined for the year 2010-11. There was a marginal increase in other income/total income and there was a subsequent decrease in operating expense to total income for the year 2007-08. For the variance concern the other income/total income and selling distribution cost composition was out of the mark which were in line up with other ratios such as interests expended /interest earned and operating expense /total income, same also was in the case for standard deviation.

PROFITABILITY RATIOS

Profitability ratios show banks' overall efficiency and performance. We can divide profitability ratios into two types, margins and returns. Ratios that show margins represent the firm's ability to translate sales dollars into profits at various stages of measurement. Ratios that show returns represent the firm's ability to measure the overall efficiency of the firm in generating returns for its shareholders.

Operating margin (%) A ratio used to measure banks' pricing strategy and operating efficiency.

Calculated as

Operating margin = Operating income/ Net sales

Operating margin is a measurement of what proportion of a banks' revenue is left over after paying for variable costs of production such as wages, raw materials, etc.

Gross profit margin (%) A financial metric used to assess a firm's financial health by revealing the proportion of money left over from revenues after accounting for the cost of goods sold.

Calculated as

Gross profit margin = (Revenue - COGS)/Revenue

Net profit margin (%) The profit margin tells how much profit a banks makes for every \$1 it generates in revenue or sales.

Calculated as

Net profit margin= (Net Income after Taxes ÷ Revenue)

Interest Spread is the excess of total interest earned over total interest expended.

Adjusted return on net worth (%): Calculated as The ratio of after –tax income to net worth.

Reported return on net worth A measure of a corporation's profitability; Return on Equity ROE reveals how much profit a banks generates with the money shareholders have invested. Also known as return on net worth (RONW)

TABLE 5 RETURN ON LONG-TERM FUNDS

Year	Operating margin (%)	Gross profit margin (%)	Net profit margin (%)	Adjusted cash margin (%)	Adjusted return on net worth (%)	Reported return on net worth (%)	Return on long term funds (%)
2007-08	20.83	19.83	16.18	17.12	25.97	26.04	119.88
2008-09	18.35	17.45	13.94	14.79	25.31	25.35	146.37
2009-10	17.71	16.78	11.87	12.16	21.16	22.31	145.71
2010-11	8.46	7.47	6.14	7.10	11.10	11.13	126.87
2011-12	12.36	11.55	8.04	8.82	13.12	13.13	116.16
Mean	15.54	14.62	11.23	12.00	19.33	19.59	131.00
Standard Deviation	5.02	5.01	4.13	4.13	6.88	6.99	14.26
Variance	25.21	25.09	17.09	17.04	47.37	48.87	203.39

Source: Annual Reports – IOB

From the table it can be observed that for the year 2010-11, the return on long term fund has shorted down and for the year 2009-10, the gross profit margin, net profit margin, Operating margin and adjusted cash margin have also brought aback. For the operating margin standard deviation was accounted to be the same. The net profit margin's SD and Adjusted Cash Margin's SD was also equal, implying that the deviation was uniformly distributed .Same was the criteria for reported return on net worth and adjusted return on net worth. Considering variance the net profit margin and adjusted cash margin stood at the same line of fit.

TABLE 6 PROFITABILITY RATIOS

Year	Interest Spread	Adjusted Cash Margin (%)	Net Profit Margin	Return on Long Term Fund (%)	Return on Net Worth (%)	Adjusted Return on Net Worth (%)	Return on Assets Excluding Revaluations	Return on Assets Including Revaluations
2007-08	3.89	8.82	8.04	116.16	13.13	13.12	131.96	150.71
2008-09	4.79	17.12	16.18	119.88	29.11	25.97	71.08	73.24
2009-10	4.26	14.79	13.94	146.37	25.35	25.31	87.05	89.15
2010-11	4.29	12.16	11.87	145.71	22.31	21.16	109.06	131.26
2011-12	4.69	7.1	6.14	126.87	11.13	11.1	116.54	138.12
Mean	4.38	12	11.23	131	20.21	19.33	103.14	116.5
Standard Deviation	0.32	3.73	3.7	52.03	7.48	6.16	21.63	22.82
Variance	0.11	13.95	13.67	2707.32	55.91	37.9	467.72	520.79

Source: Annual Reports - IOB

From the table it was found out that the interest spread was less for the year 2010-11 and for the year 2009-10 the adjusted cash margin, Net profit margin, Return on net worth, adjusted return on net worth had been dwindled. The standard deviation and variance of interests spread in the profitability ratio table was less on relating with other ratios such as adjusted cash margin, net profit margin, return on long term fund, return on net worth, return on assets excluding revaluations and including revaluations.

GROWTH ANALYSIS WHAT IS GROWTH?

- Development from a lower or simpler to a higher or more complex form.
- The growth of units largely depends on their proper financial management

FORMULA

previous year deposits)/ previous year deposits }*100

Percentage growth = {(current advances –previous year advances)/ previous year advances}*100

Percentage growth = { (current deposits

TABLE 7 TOTAL DEPOSITS OF IOB AS A WHOLE (Rs. in Cr)

Year	Total deposits	Absolute growth over the previous year	Percentage growth (%)
2005-06	50529	NA	NA
2006-07	68740	18211	36.04
2007-08	84326	15586	22.67
2008-09	100116	15790	18.72
2009-10	110795	10679	10.67
2010-11	145229	34434	31.08

Source: Annual Reports – IOB

It was observed from the table that the total deposits were on its way showing an increasing trend and a downfall in percentage growth was occurred during the year 2009-10, which soon regained its position for the financial year 2010-11.

FIGURE 1 DEPOSIT TOTAL OF IOB AS A WHOLE

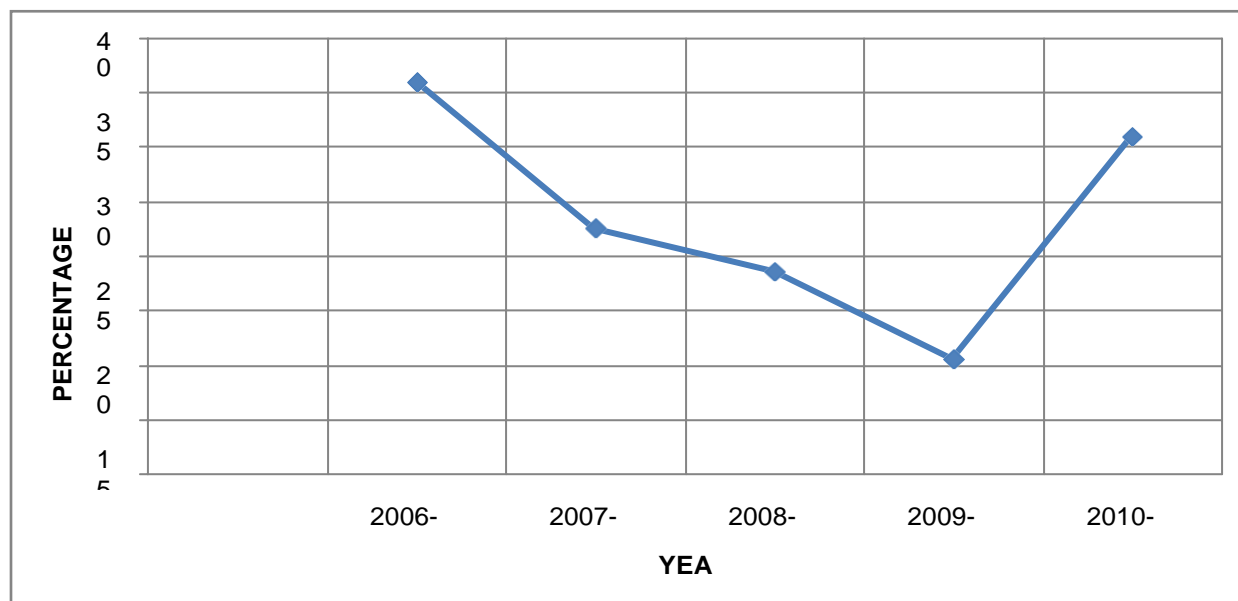
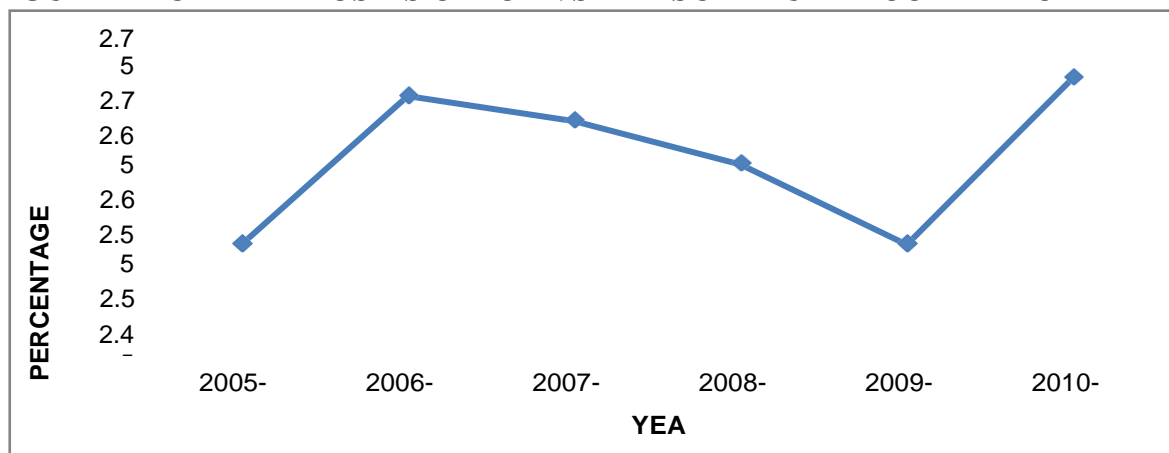


TABLE 8 TOTAL DEPOSITS OF IOB VS ALL SCHEDULED COMMERCIAL BANKS (Rs. in Cr)

Year	Total deposits of IOB	Total Deposits of ASCB	Percentage Share of IOB (%)
2005-06	50529	2093041	2.41
2006-07	68740	2598823	2.65
2007-08	84326	3228818	2.61
2008-09	100116	3937335	2.54
2009-10	110795	4601926	2.41
2010-11	145229	5426510	2.68

Source: Annual Reports – IOB

In this table, the total deposits of IOB on comparing with All Scheduled Commercial Banks resulted in a financial drop- in emulating the contribution of deposits to ASCB fixing to be on a race in an increasing speed. The percentage share of IOB were also found to pick up but remained the same as before (2005-06) accounting for the financial year 2009-10

FIGURE 2 TOTAL DEPOSITS OF IOB VS ALL SCHEDULED COMMERCIAL BANKS**TABLE 9 TOTAL ADVANCES OF IOB AS A WHOLE**

Year	Total Advances (Rs)	Absolute growth over the previous year (Rs)	Percentage Growth (%)
2005-06	34756	NA	NA
2006-07	47060	12304	35.4
2007-08	60402	13342	28.35
2008-09	74885	14483	23.98
2009-10	78999	4114	5.49
2010-11	111833	32834	41.56

Source: Annual Reports - IOB

The Total Advances of IOB on figuring out for five years emerged in the trend of linear increase but for the financial year 2009-10 the percentage growth was very low reflecting the financial down drop the crisis that took place at that period. The advances evolved its fly d using the year 2010-11 and there was subsequent increase in the percentage growth.

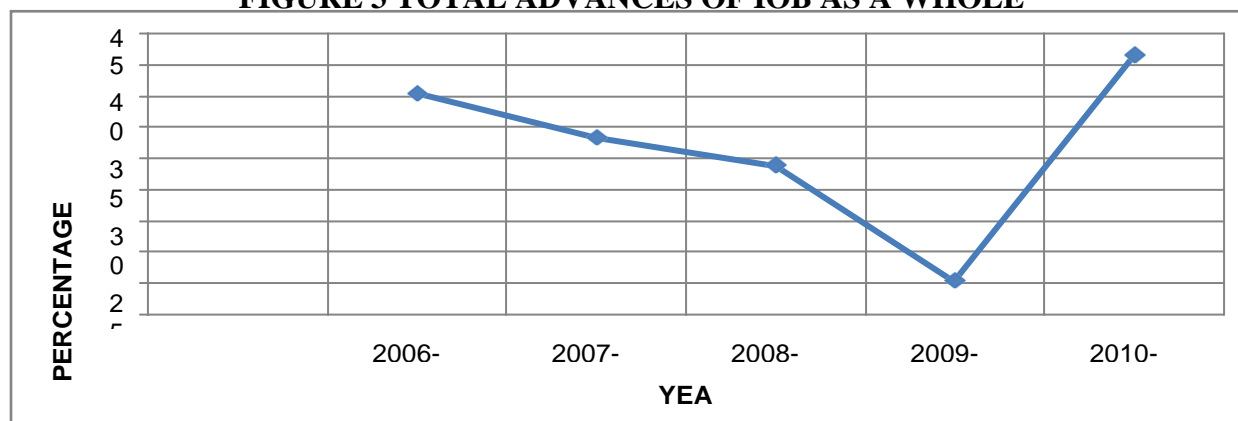
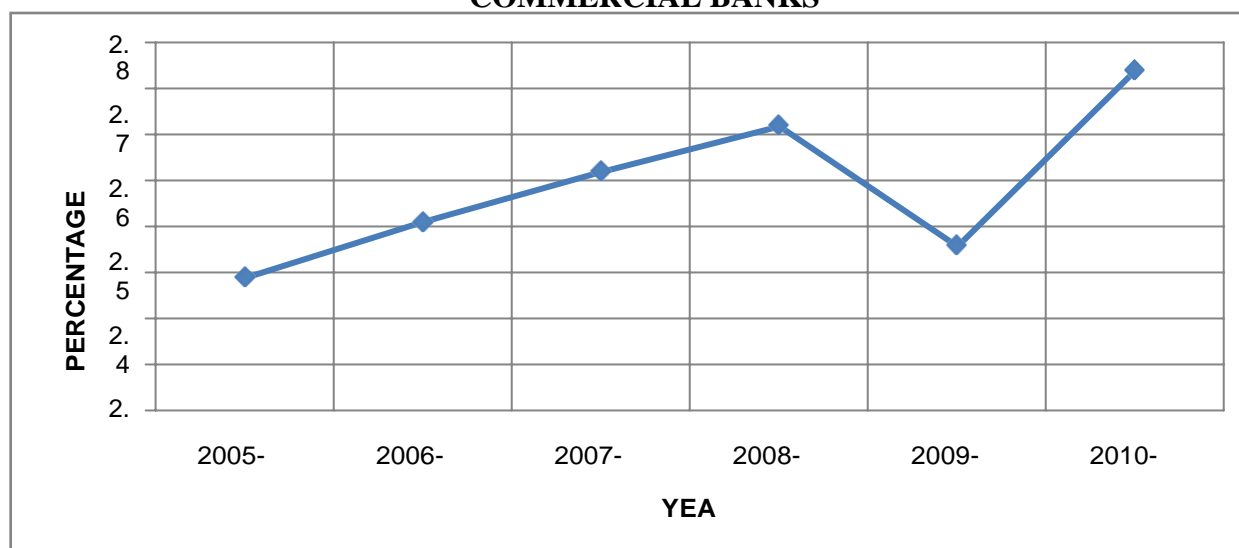
FIGURE 3 TOTAL ADVANCES OF IOB AS A WHOLE

TABLE 10 TOTAL ADVANCES OF IOB AS A WHOLE VS ALL SCHEDULED COMMERCIAL BANKS (Rs. In Cr)

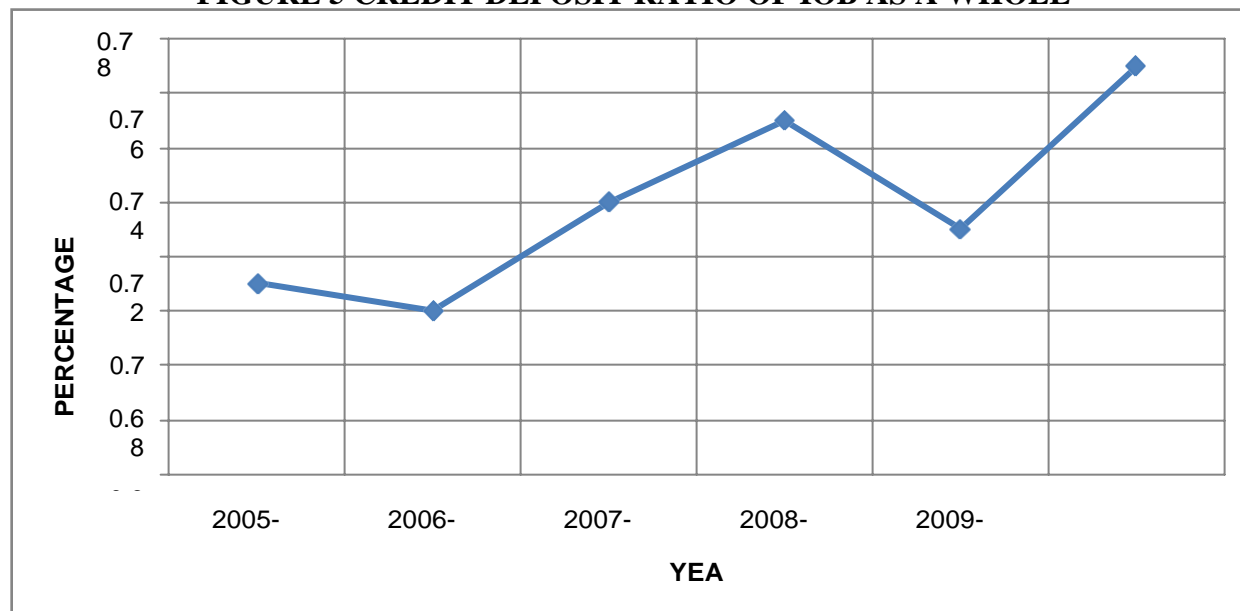
Year	Total Advances of IOB (Rs)	Total Advances of ASCB (Rs)	Percentage Share of IOB (%)
2005-06	34756	1517497	2.29
2006-07	47060	1949567	2.41
2007-08	60402	2394565	2.52
2008-09	74885	2857525	2.62
2009-10	78999	3345619	2.36
2010-11	111833	4076868	2.74

It was keenly observed from the table that the contribution of Total advances of IOB to the ASCB was on its ladder up indicating that there was a good coherence between Advances and Deposits. For the financial Year 2009-10 the percentage share of IOB declined and there was a trod up in the next financial year.

FIGURE 4 TOTAL ADVANCES OF IOB AS A WHOLE VS ALL SCHEDULED COMMERCIAL BANKS**TABLE 11 CREDIT DEPOSIT RATIO OF IOB AS A WHOLE (Rs. In Cr)**

Year	Total advances (Rs)	Total deposits (Rs)	Ratio in Percentage (%)
2005-06	34756	50529	0.69
2006-07	47060	68740	0.68
2007-08	60402	84326	0.72
2008-09	74885	100116	0.75
2009-10	78999	110795	0.71
2010-11	111833	145229	0.77

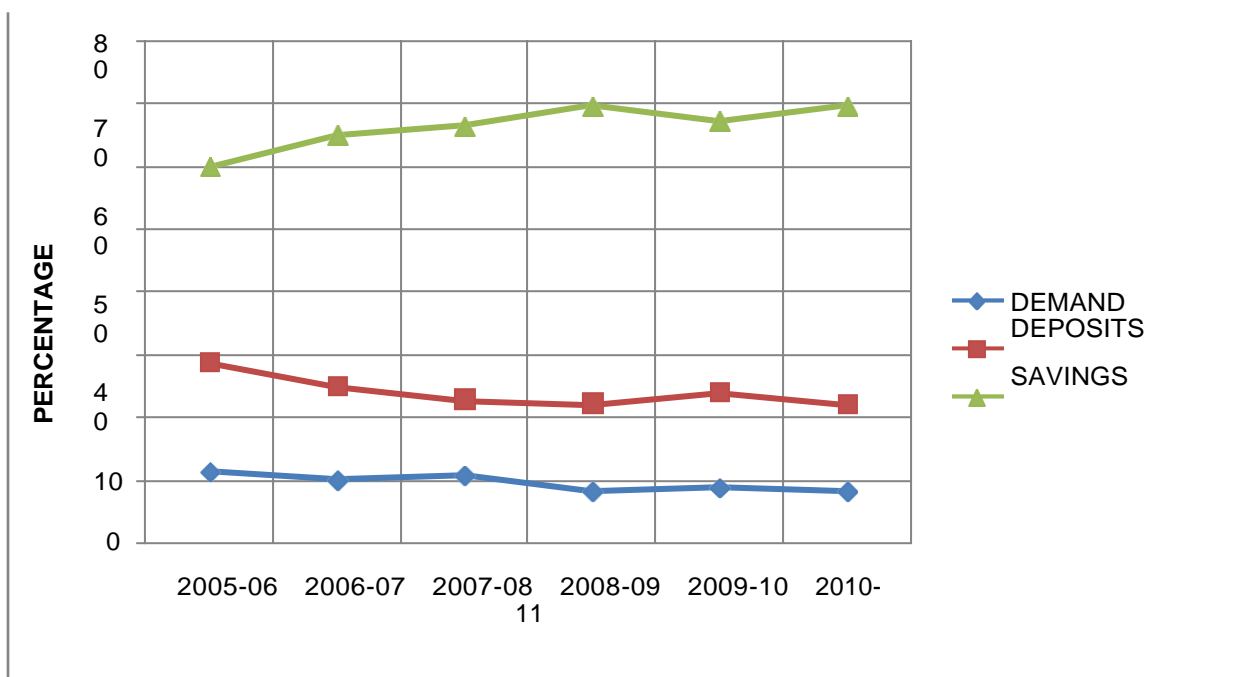
The Credit Deposit Ratio was accounted to be low for the year 2009-2010 which had a financial back through instead of a forward break up. The details in correspondence to advances and deposits were seem to be in a proportion except for the financial year 20090-10.

FIGURE 5 CREDIT DEPOSIT RATIO OF IOB AS A WHOLE**TABLE 12 SHARE OF EACH KIND OF DEPOSITS TO TOTAL DEPOSITS OF IOB AS A WHOLE (Rs. In Cr)**

Year	Demand deposits		Savings Deposit		Term Deposits		Total Deposits (Rs)
	Amount (Rs)	% share	Amount (Rs)	% share	Amount (Rs)	% share	
2005-06	5700	11.28	14468	28.63	30361	60.09	50529
2006-07	6815	9.91	17145	24.94	44780	65.14	68740
2007-08	8998	10.67	19211	22.78	56117	66.55	84326
2008-09	8131	8.12	22156	22.13	69829	69.75	100116
2009-10	9606	8.67	26451	23.87	74733	67.45	110795
2010-11	11806	8.13	32056	22.07	101368	69.8	145229

Source: Annual Reports – IOB

The Demand deposits, Savings deposit and term Deposits were lined up in the table and the corresponding percentage share were obtained. The percentage share for all the parameterized deposits were on its upward look except for the financial year 2009-10 that suffered left down give ups.

FIGURE 6 SHARE OF EACH KIND OF DEPOSITS TO TOTAL DEPOSITS OF IOB AS A WHOLE

CONCLUSION

Indian Overseas Bank has its own internal development Scenario and does not rely upon external sources for its enrichment. It extends its services from small scale to large scale firms rendering super quality necessities and hyper benefits to all those that have incurred in this bank. It also maintains consistent relationship between Deposits and advances and the ratios pertaining to profitability is tends to pronounce high. On the account of Investing and obtaining relevancies out of it IOB is seated up and the financial performance was found good under the study period.

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MANAGEMENT OF STRESS AND STRAINS AMONG THE EDUCATORS AND THE LEARNERS

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ABSTRACT

Our body releases certain chemicals like adrenaline and other things to cope better with the stress situation. This stress situation in the body is due to a number of reasons, being it is a part of life. . This will cause the manifestations like pounding heart, perspiration, flushed-reddened face etc. in our body. Insignificant amounts of stress are actually considered to be beneficial and productive towards work culture, but chronic stress may disturb the normal physical and mental functioning of the body and may lead to break down of certain bodily mechanisms, strong responses towards stress are harmful to the body. So we have to follow some of the needful elucidations or with stress relieving activities and keep our mind and body in a better and balanced condition. Present day stress is considered as a necessary evil in the life, so one has to come across definitely and develop immunity against that. In the educational processes need of flexibility in evaluation that helps to reduce the stress and strains, teacher's duty is only to facilitate the students for their learning and learners are only to learn there is no test and examination inside the educational system. The role of teachers/facilitators in managing the stress is much important aspect for themselves and also to the learners.

KEYWORDS: Adrenaline, Chronic stress, Examination, Facilitator, Stress and Strain management.

INTRODUCTION

There are various sources which create stress and strains to our body. It is to know what is known as stress and strain. Stress is defined as the inconvenience or a kind of reaction in the body against a number of reasons. The environmental factors which make us hard to live are called as stress. There are different levels in stress; first level of stress is experienced as irritation or discomfort, later in the advanced level it is explained as the „anticipation of harm“, leading to strains. Physical pain in our body due to stress is known as strains. Here in this paper we will discuss about the various reasons for stress and how to overcome or ways and means to manage that stress and strains. In addition the role of teacher in the stress management is discussed.

SIGNIFICANCE OF THIS STUDY

Stress is common in everyone's life is the unwritten truth. It is an inevitable event in the modern complex social life. So it is necessary to get aware and learn to continue our works with these stressful situations. Everyone should follow some of the methods and techniques to reduce the stress.

OBJECTIVES

This research article is to convey the messages to the learners as below: to develop awareness about stress and strain; to find out the stress causing factors in the learners life; to recognise its harmfulness

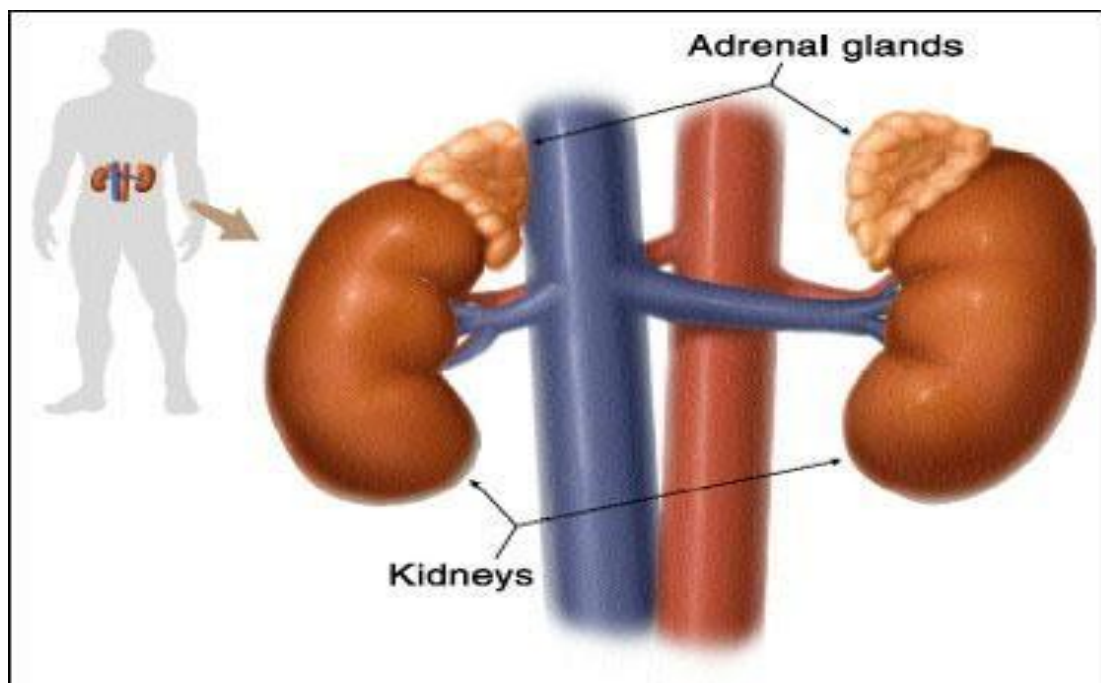


in the social life; to list out the various types of stress; to find out the various stress and strain management practices in life; to recognise the role of teacher (facilitator) in stress management on learners;

MEANING OF STRESS AND STRAIN

Stress is the result of undue expectations or desire on us. Stress is a feeling, experienced when a person perceives that demands exceeds from the available resources. Stress is a feeling of loss of control. Number of times stress described as a negative feelings and reactions. The stress studies (Walter B. Cannon, Hans Selye; 1896) on human behaviour lead to define the stress and strain as a wear and tear in the body. Unpleasant and harmful stress is known as distress. More over all stress reactions are not negative in nature, there are positive stress also existing, it is called as eustress, it enhance the quality of work culture.

The adrenal glands are endocrine glands in our body that sit on the top of Kidneys in humans. They are chiefly responsible for releasing hormones in response to stress. The adrenal glands are roughly 7.62 cm in length. Adrenaline is one of several hormones produced by these glands along with other group of hormones released in response to stress. These hormones react with various body tissues, preparing the body to react physically to the stress causing situation (Richard, 1973).



REASONS FOR STRESS AND STRAINS ON LEARNERS

Our society has lot more competition than it was before. Parents are increasingly trying for the better chances of their wards. Present day students started from sixth standard, they enrolled themselves for coaching their subject contents to enter inside the IIT, PMT and other higher studies concerned entrance examinations. Now a days every child has tuitions and it is starting from class first (one). Children are busy in their school and then to dance tuition, tennis class, fine arts class and so on. All children want to be well in sports, well in creative arts, as a good speaker, good writer, socially skilled and well-mannered along with well academic performance. This type of multi activities in one mind leads to high competition stress in their lives. Parental pressure is concerned with good

intentions, but the desire and wishes of the children are also important to consider. These are because of importance towards the materialistic comfort in the world, there is no value based education is given importance and it is not taking place with the learners. Hence the inner strength of body and mind is not able to achieve. Ultimately stress is caused and that bring into the strain.

Loneliness is causing stress and strain. So find some friends, family members who can offer support and companion to us. Insufficient sleep leads to restless and become one of the reasons for stress.

TEACHER AND STUDENT UNDER STRESS

Solving the student's problem is not an easy task. It needs to take a big risk on the part of teacher. Teacher is meant for teaching or facilitating purpose in the school atmosphere. But the extra workload of problem solving process and other related activities create large amount of stress on teacher apart from their actual service of teaching.

It is not only the teacher; students in the school and classroom are also facing number of problems other than their actual learning process. Learners are meant for learning, but number of learning related activities such as sitting for long hours for the preparation of competition examinations to achieve scholarships, getting seats for higher studies etc. All these things are not possible to go in a smooth way. Students get mental tensions and physical illness. They are experiencing stress to achieve the after learning benefits. These are very few reasons we have discussed here about the sources.

HAZARDOUS EFFECT OF STRESS AND STRAINS

The adverse effect of stress and strains on the health and fitness of learners and facilitators are required to take care with in the appropriate time (Chauhan, 1988). Otherwise the stress and strain flow in the person in various forms. Usually irritation, muscular tension, less concentration, less physical activity, tiredness, restlessness, unhappiness, impatience, anger, acceleration in the heart beat, frustration, conflicts, phobia, feelings of guilty, the state of anxiety and depression ultimately destroy the health and creates stress and strain. These are harm to the life ambitions, relationships and total health. In the other hand prolonged and heightened levels of the adrenaline hormone can put enormous pressure on the heart muscle and in some cases it cause heart failure. Additionally high levels of adrenaline in the blood may lead to insomnia and jittery nerves, and are often an indicator of chronic stress (Richard, 1973).

TYPES OF STRESS

Stress is body's response to the situation. On the basis of different characteristics of stress, it is classified in to positive stress and negative stress.

MANAGEMENT STRESS AND STRAINS

Now it is the time to reduce these stress and strains. How is it to be done? What are the other side-effects due to stress and strains in the human? Practicing yoga is the best and it is to be cultivated as a hobby, as an exercise and as a meditation to secure us from this evil; it is also good to listen classical music and watch classical dances; curl up with a good book; we involve ourselves with the under privileged people of the society by providing help to them; connect with good friends; domesticating the pets also give stress free conditions.

Social Adjustments is one of the factors which help us to get relax from the stress. Everybody knows what is an adjustment? For example we are standing in long line to get water from the municipality water source, to get seat in the local bus and train we request for adjustment. Some time we face



problem in making adjustment with others. But it is more important for every situation; it maintains the personal as well as social peace and harmony. It helps for the existence of peace and harmony at home, school, Nation and the world. Where the peace and harmony is present then there will not be stress and strains in that place. Adjustment is well known as „getting along with members of the society as best as one can“.

Mind is the functioning of the brain. It processes the information and proceeds the action in a control way (Farthing, 1992). Mind is an active system in our body. The mental creative process permits to remember, take decisions and plan towards the aim (Hunt and Ellis, 2004). Consciousness is a kind of awareness towards events happening externally and sensing that internally as experience (Santrock, 2006). There is controlled and automatic process in bringing consciousness (Trainor, et al. 2002). Controlled process of consciousness needs complete alertness towards the goal (Cooper, et al. 2002). Number of times our mind may process the information without having any kind of awareness about that (Csikszentmihalyi, 1996). So mind plays an important role in managing the stress and strain.

Stress buster is the right kind of diet, which can take care of our mood. Focusing on energy giving food will drive away the stress and strains to some extent. Keeping ourselves energetic by means of healthy life styles, that leads to management of stress and strains. Some wonder full diet that will also help us to relax from stress. Eating nutritious and well balanced diet along with more liquid intake keeps our body well hydrated and doing light exercise will help us to stay relaxed from stress. For a stronger heart one must go for doing physical activity for few minutes every day. It is also good for the heart by taking well deserved break from daily demands. Intake of vitamins and minerals in a proper ratio will reduce the stress. Taking hot water bath relieves stress in a considerable manner.

AYURVEDA

In our day to day life we come across many critical situations, which will cause strain to our body and the resulting pain might last for a few hours, few days or often for a longer period of time. The causes of body strains may include several reasons like irregularities in life style, insufficient rest or chronic pain causing diseases like arthritis and other joint pains etc. Ayurveda believes that the cause of strain or pain in one's body is related to energy imbalances, which are aggravated by several factors like dietary habits, lack of exercises and improper routines etc. There are number of recommendations made by Ayurveda to deal with stress and strain related situations.

A message from Ayurveda said that application of oils from herbal sources in the affected part is greatly helpful in dissolving the impurities in the tissues and wash them in the blood flow, eventually eliminating the pain. Managing your stress is also related with management of strained situations. Ayurveda recommends warm oil massages and certain yoga, postures for good stress management. The proper food supplements to the body will help everybody from the adverse effect of stress. The food would be in a balanced manner consisting of fibre rich, cholesterol free, much watery fluidity, with all micro nutrients in an appropriate ratio. A herb named Ashwagandha improves mental and physical performance and relaxes brain waves. Another one namely Ginkgo biloba improves circulation of blood and brain activity. Licorice increases energy and immune system and protect against damaging effects of stress.

ROLE OF TEACHERS IN STRESS MANAGEMENT

Teacher is the centre or most important figure in the school and classroom. Teacher influences the behaviour of students both directly and indirectly. Students are getting advice to form groups and



break up their groups if it is formed on the wrong basis. Teacher's role in group dynamics with the students of the classroom and school system helps to solve many problems. Ultimately it brings the stress free environment in the classroom and school. Teachers' role is important in stress management because we teachers have to train our students to face personal, social and economic problems in their life. Students must learn for adjustment with the society, school, overall environment in which they live. Social adjustment (Kundu and Tutoo, 1985) is one of the important factors which play its role in reducing the stress and strains in the part of teacher and learners. Teacher may advise their learners to avoid late night sleeping, not to consume caffeine rich drinks and eatables etc. Teacher can improve the learner's attitudes by promoting positive thoughts in the form of their sayings such as "I can do this", "I like this" etc. Teaching in the class room must be participatory and responsive and raising questions but not providing the clear cut answer to the learners, allow pupils to find new ways for relating their ideas (Boler and Aggleton, 2005).

VARIOUS OTHER WAYS OF MANAGING THE STRESS

Practicing yoga is the best and it is to be cultivated as a hobby, as an exercise and as a meditation to secure us from this stress evil; meditation are natural ways of resting and it filling the mind with freshness; practicing asana helps in overcoming many physical deformities and ailments, asana helpful in preventing diseases and promotion of health; it is also good to listen classical music, watching comedy movies, serials and classical dances; we involve ourselves with the under privileged people of the society by providing help to them; domesticating the pets also give stress free conditions (Parikh, 2012). Talking to others about our fear or mistakes will give the solutions and makes us to feel satisfactory. Faith in God entrust everyone.

CONCLUSION

Stress is a part of everybody's life and everybody has to overcome this process. Everybody try to solve the stressful situation. This situation helps human being to put forth themselves to resolve stress in a best manner. It is important to think over one or the other alternatives to save our life from the stress and strains. Stress management is said to be a responsibility upon our thought, emotions, surroundings, etc. that lead to our dealings with the problem. Yogic exercises dispel the darkness of negative thought and lead to have a balanced mind. Key to mental health is positive attitude and thought. Teachers must recognize and improve their capacity in recognizing the learner's mental stress. Students need to understand the realities of life; teachers' primary role is to prepare them to face the same with confidence. Systematic management of mind saves a lot of time and eliminates stress. It helps in creating self-esteem, confidence and peacefulness. On the other hand present day stress is considered as a part of life one has to come across definitely and need to develop immunity against that. Stress is so called necessary evil.

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A STUDY ON PERFORMANCE EVALUATION OF DEBT AND EQUITY FUND IN COIMBATORE CAPITAL LIMITED

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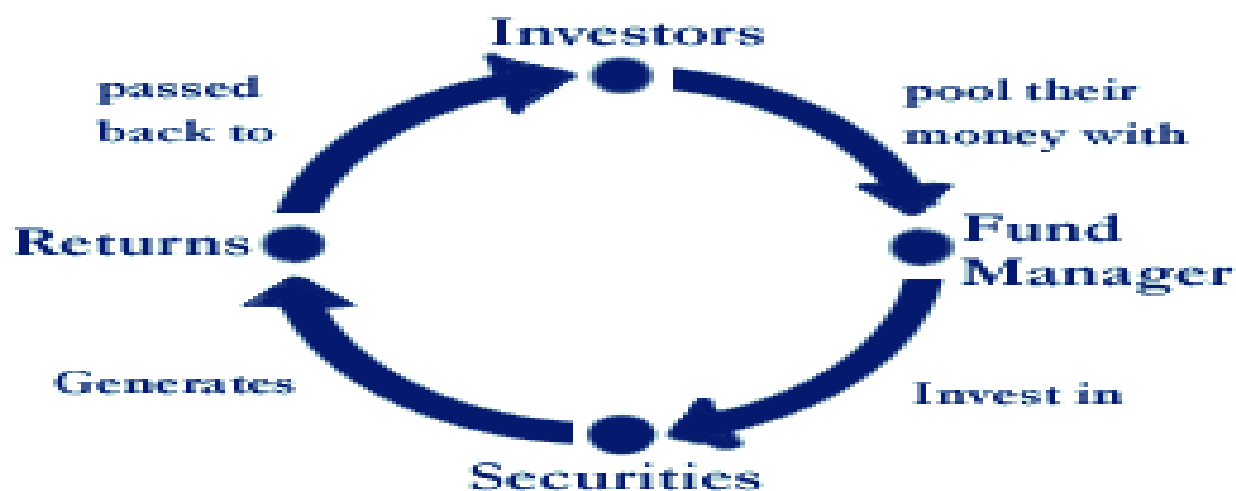
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ABSTRACT

Mutual Fund is a trust that pools the savings of investors who share a common financial goal. Mutual Fund is of enormous interest not only to researchers all over the world, but also to investors. There are different types in mutual funds like Equity Fund, Money Market or Liquid Fund, Hybrid Fund, Debt or Income Fund, Gilt Fund, etc., But this study is focused on Equity Funds and Debt Funds. The study is focused to analyze the performance of various schemes in Equity Fund and Debt Fund of the share trading firm and gives suggestion based on outcome of the results with regard to the best investment scheme. The tools used for this study are standard deviation, beta and performance measures are done with the help of Treynor Measure, Sharpe Measure, and Jensen Measure. This study covers only five years of fund value and it is fully based on secondary data only.

INTRODUCTION

Mutual Fund is a trust that pools the savings of a number of investors who share a common financial goal. The money thus collected is then invested in capital market instruments such as shares, debentures and other securities. The income earned through these investments and the capital appreciation realized is shared by its unit holders in proportion to the number of units owned by them. Thus a Mutual Fund is the most suitable investment for the common man as it offers an opportunity to invest in a diversified, professionally managed basket of securities at a relatively low cost. The flow chart below describes broadly the working of a mutual fund.



MUTUAL FUND OPERATION FLOW CHART

TYPES OF MUTUAL FUND SCHEMES

- open ended schemes
- close ended schemes
- interval schemes

BY INVESTMENT OBJECTIVES

- Growth schemes
- Income
- Balanced
- Money market

OTHER SCHEMES

- Tax saving
- Special
- Index
- Sector specific

In this study, 5 schemes of equity fund and 5 schemes of debt fund has been taken into consideration.

EQUITY FUNDS

1. HDFC TOP 200 FUND
2. HDFC EQUITY FUND
3. RELIANCE BANKING FUND
4. UTI OPPORTUNITIES FUND
5. UTI DIVIDEND YIELD FUND

DEBT FUNDS

1. HDFC INCOME PLAN
2. RELIANCE INCOME FUND
3. FORTIS MONEY PLUS FUND
4. ICICI PRUDENTIAL INCOME FUND
5. FRANKLIN TEMPLETON FUND

INDUSTRY PROFILE**INTRODUCTION TO STOCK EXCHANGES**

India Stock Exchanges are a structured marketplace for the proper conduct of trading in company stocks and other securities. There are 23 recognized stock exchanges in India, including the Over the Counter Exchange of India for providing trading access to small and new companies. The

main service of the India Stock Exchanges all over the country is to provide nation-wide services to investors and to facilitate the issue and redemption of securities and other financial instruments.

A stock market (also known as a stock exchange) is intricately interwoven in the fabric of a nation's economic life. Without a stock exchange the savings of the community, the signs of the economic progress and productive efficiency would remain underutilized. The stock exchange means anybody of individuals, whether incorporated or not, constituted for purpose of regulating or controlling the business of buying, selling or dealing in securities. The securities include

- a) Shares, scrips, stocks, bonds, debentures stock or other marketable securities of a like nature in or of any incorporated company or other body corporate.
- b) Government securities.
- c) Rights or interests in securities.

The Exchange makes buying and selling easy. You do not have to actually travel to the Stock Exchange; rather, you can call a stock broker who does business with the Exchange, and he or she will go there on your behalf to buy or sell your stock. With an Exchange in place, you can buy and sell shares instantly.

The Stock Exchange has an interesting side effect. Because all the buying and selling is concentrated in one place, it allows the price of a stock to be known every second of the day. Therefore, investors can watch as a stock's price fluctuates based on news from the company, media reports, economic news and a range of other factors. Smart buyers and sellers take all of these factors into account before making decisions.

NSE (NATIONAL STOCK EXCHANGE)

The National Stock Exchange of India Limited has genesis in the report of the High Powered Study Group on Establishment of New Stock Exchanges. It recommended promotion of a National Stock Exchange by financial institutions (FIs) to provide access to investors from all across the country on an equal footing. Based on the recommendations, NSE was promoted by leading Financial Institutions at the behest of the Government of India and was incorporated in November 1992 as a tax-paying company unlike other stock exchanges in the country.

August 2008 saw introduction of Currency derivatives in India with the launch of Currency Futures in USD INR by NSE. Interest Rate Futures was introduced for the first time in India by NSE on 31st August 2009, exactly after one year of the launch of Currency Futures.

BSE (BOMBAY STOCK EXCHANGE)

BSE is the first stock exchange in the country which obtained permanent recognition (in 1956) from the Government of India under the Securities Contracts (Regulation) Act (SCRA) 1956. BSE's pivotal and pre-eminent role in the development of the Indian capital market is widely recognised. It migrated from the open out-cry system to an online screen-based order driven trading system in 1995. Earlier an Association Of Persons (AOP), BSE is now a corporatized and demutualised entity incorporated under the provisions of the Companies Act, 1956, pursuant to the BSE (Corporatisation and Demutualisation) Scheme, 2005 notified by the Securities and Exchange Board of India (SEBI).

OBJECTIVES OF THE STUDY**PRIMARY OBJECTIVE**

To analyze the performance of various schemes of Equity fund and Debt fund distributed by COIMBATORE CAPITAL LIMITED.

SECONDARY OBJECTIVES

- To study and understand the equity funds and debt funds distributed by the firm.
- To compare the performance of equity funds and debt funds for last 5 years and give suggestions regarding the best investment funds to investors.

SCOPE OF THE STUDY

This study has been focused on equity funds and debt funds only. By knowing the performance of these two funds, it helps to choose the fund for making investment. Risk and Return of various scheme is found, which will be useful for the investors to choose the scheme. This study covers only for five years (2007 – 2011).

LIMITATION OF THE STUDY

- The whole study is based on secondary data only.
- The study covers only 5 years of fund value.
- It is based on ONLY monetary information NOT ON non-monetary factors.
- In this study, Treynor model, Sharpe model, Jensen model is used but apart from this model, various other models can also be used to know the performance.
- The entire scheme present in the equity funds and debt funds is not considered for study.

REVIEW OF LITERATURE

- El.Khoury, (1993) Study on Risk Return Relationship of Mutual Funds The study was done whether debt and equity are correlated to return. It was found that debt equity ratio appears to be insignificantly correlated to required return.
- Greg N. Gregoriou, Fabrice Rouah, Komlan Sedzro, (1994) Performance Evaluation of Hedge funds - The study was to analyse the performance of hedge funds. From the study it was found that most of the hedge funds are not good market timers. It was found evidence of superior market timing within the short selling styles.
- Wemers, (2000) Mutual Funds performance - The objective was to find out how much percent funds hold stock outperform by market. It was found that funds hold stocks that outperform by market 1.3 %per year but their net results underperform by one percent. Out of this 1.6 percent is due to expense and transaction.
- Malkiel and Radisich, (2001) Performance of Index Funds - The study was done to find whether index funds have regularly produced return. From the study it was found that index funds have regularly produced rates of return exceeding those of active funds by 100 to 200 basis points per annum and there were two reasons for the excess performance by passive funds. One is the management fee and the other is the trading costs

- S.M Aamir Shah and Syed Thair Huazi, (2002) Performance Evaluation of Mutual Funds - The study was done to find funds performance in the market. He concluded that mutual funds underperform the market by the amount of expenses they charge the investors.
- Otten and Bams, (2002) Performance of Mutual Funds - The study was done to find whether portfolio underperform or over perform market indices. Results suggest that mutual funds especially small capitalization funds are able to add value. If the management fee is added, it significantly outperforms.
- Sharad Panwar and Dr. R. Madhumathi, (2005) Characteristics and Performance Evaluation of selected Mutual Fund in India - The study has been done investigate the difference in characteristics of assets held portfolio diversification and variable effects of diversification on investment performance. From the study it was found that public sector sponsored funds do not differ significantly from private sector sponsored funds in terms of mean returns. However there is a significant difference between public sector sponsored mutual funds and private sector sponsored mutual funds in terms of average variance and average coefficient of variance.
- Soumya Guha Deb, (2005) Performance Evaluation of Equity Mutual Funds in India - The study is to know the performance of equity mutual funds with respect to eight conventional performance measures. We found that the equity funds not only done poorly with respect to all the performance measures during the bear phase, they were also outperformed by their benchmarks during the bear phase with respect to these measures, which should be a considerable worrying factor for the ordinary investor.

RESEARCH METHODOLOGY

Research methodology is one of the main aspects of every research. The approach briefs the method or the outline followed for the fulfilment of the study. It is a systematic search for pertinent information on a specific topic.

INTRODUCTION

Research Methodology is a way to systematically show the research problem. It may be understood as a science of studying how research is done scientifically. It consists of different steps that are generally adopted by the researcher to study the research problem along with some logical steps.

3.1 TYPE OF RESEARCH

This study is mainly based on ANALYTICAL RESEARCH. Analytical Research means the researcher has to use facts or information already available and analyze these to make a critical evaluation of the material with the help of statistical tools.

3.2 DATA COLLECTION

Secondary data has been collected for the study. Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process.

3.3 TOOLS USED FOR ANALYSIS

For evaluating the performance of mutual funds, the key dimensions are as follows: (Accounting tools)

- (a) Rate of Return
- (b) Risk
 - Beta (Systematic risk)
 - Standard Deviation (Unsystematic risk)
- (c) Measures:
 - Treynor model
 - Sharpe model
 - Jensen model
- (d) Mean
- (e) Range
- (f) Co-efficient of variation

The statistical tests applied for analysis include: (Statistical tool)

- T- Test

A) RATE OF RETURN

The rate of return from a portfolio for a given period is measured as follows:

$$\text{Rate of Return} = \frac{\text{Terminal value} - \text{Initial value}}{\text{Initial value}}$$

B) RISK

The risk of a portfolio can be measured in various ways. The two most commonly used measures of risk are:

- Standard Deviation (Unsystematic Risk).
- Beta (Systematic Risk).

STANDARD DEVIATION

Standard deviation is a measure of total risks of a fund. In other words it measures the volatility of returns of a fund. It indicates the tendency of the fund's NAV to rise and fall in a short period. It is also called as 'mean error deviation'.

$$SD = \sqrt{\frac{\sum (R_i - \bar{R})^2}{n - 1}}$$

where,

SD = Standard Deviation

\bar{R} = Arithmetic return = $\Sigma R/n$

R_i = Return from stock

n = Number of periods

BETA

A measure of risk commonly advocated is beta. The beta of a portfolio is computed the way the beta of an individual security is computed. To calculate the beta of a portfolio, regress the rate of return of the portfolio on the rate of return of a market index.

$$\beta = \frac{n \sum xy - (\sum x)(\sum y)}{n \sum x^2 - (\sum x)^2}$$

where,

x – Market return

y – Stock returns (NAV)

n – Number of periods.

C) PERFORMANCE MEASURES

For evaluation the performance of a portfolio, it is necessary to consider both risk and return. This is what the Treynor measures, the Sharpe measure, the Jensen measure – the three popularly employed portfolio performance measures – precisely do.

TREYNOR MEASURE

According to Jack Treynor, systematic risk or beta is the appropriate measure of risk, as suggested by the capital asset pricing model. The Treynor measure of portfolio performance relates the excess return on a portfolio to the portfolio beta.

$$\text{Treynor Measure} = \frac{\text{Excess return on portfolio}}{\text{Beta of portfolio}}$$

$$= \frac{\text{Average rate of return on portfolio} - \text{Average rate of risk-free investment}}{\text{Beta of portfolio}}$$

The numerator of the Treynor measure is the risk premium earned by the portfolio. The denominator is systematic risk (beta). Hence, the Treynor measure reflects the excess return earned per unit of risk. As systematic risk is the measure of risk, the Treynor measure implicitly assumes that the portfolio is well diversified.

SHARPE MEASURE

The Sharpe measure is similar to the Treynor measure except that it employs standard deviation, not beta, as the measure of risk.

Average rate of return on portfolio – Average rate of risk-free investment

Sharpe Measure = -----

Standard deviation of portfolio

Hence, the Sharpe measure reflects the excess return earned on a portfolio per unit of its total risk (standard deviation).

JENSEN MEASURE

Like the Treynor measure, the Jensen measure or Jensen's Alpha is based on the capital asset pricing model. It reflects the difference between the return actually earned on a portfolio and the return the portfolio was supposed to earn, given its beta as per the capital asset pricing model.

Jensen measure = Average return on portfolio – (Risk-free return + Beta (Average return on market portfolio – Risk-free return))

DATA ANALYSIS AND INTERPRETATION

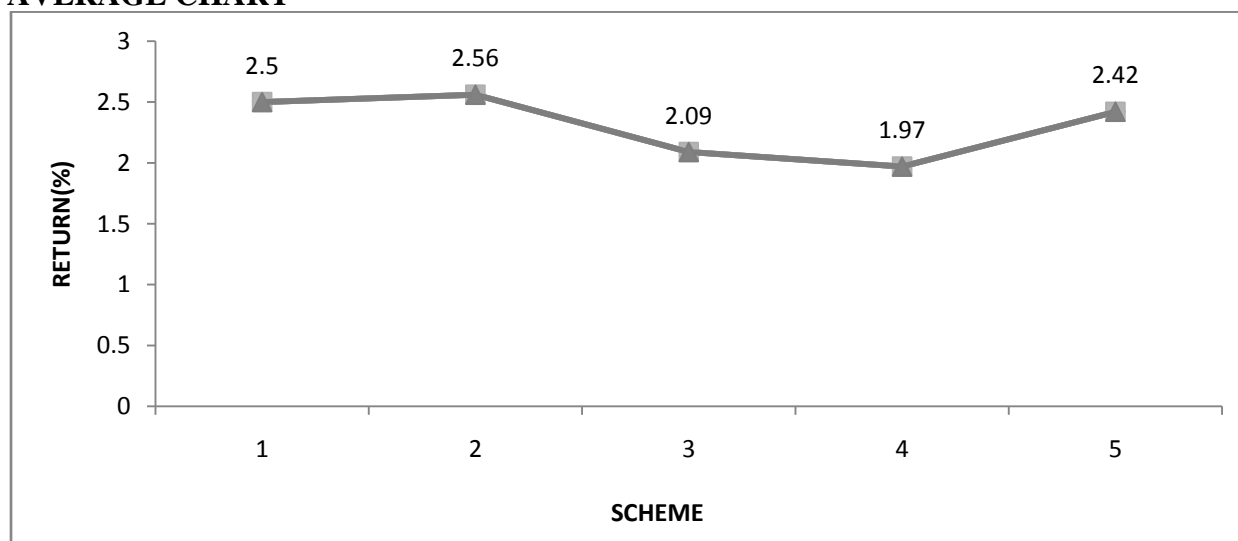
RATE OF RETURN ON EQUITY FUNDS (2007 - 2011)

YEARS	HDFC TOP 200 FUND	HDFC EQUITY FUND	RELIANCE BANKING FUND	UTI OPPORTUNITIES FUND	UTI DIVIDEND YIELD FUND
2007	2.61	2.55	-0.21	0.41	1.46
2008	3.82	3.56	3.48	4.79	4.58
2009	-3.52	-4.06	-3.23	-4.33	-2.98
2010	7.06	7.95	6.54	6.73	5.99
2011	2.55	2.80	3.87	2.25	2.48
Average	2.50	2.56	2.09	1.97	2.42

Source: secondary data.

INTERPRETATION

Among all the schemes in the equity fund, HDFC EQUITY FUND and HDFC TOP 200 FUND has shown the highest return. This is because many investors have preferred to invest in these two schemes and the portfolio in which the investment is made has increased.

RATE OF RETURN ON EQUITY FUNDS (2007 – 2011)**AVERAGE CHART**

In above chart, X-axis indicates scheme of equity fund.

1 – HDFC TOP 200 FUND

2 – HDFC EQUITY FUND

3 – RELIANCE BANKING FUND

4 – UTI OPPORTUNITIES FUND

5 – UTI DIVIDEND YIELD FUND

STATISTICAL TESTS**T-TEST (ONE SAMPLE)****AVERAGE RATE OF RETURN ON EQUITY FUNDS**

YEARS	RETURN (%)
2007	2.50
2008	2.56
2009	2.09
2010	1.97
2011	2.42

Test	Calculated value	Table value	Decision
T-TEST	15.51	2.132	Reject H_0

INTERPRETATION

The calculated T-VALUE 15.51 is more than the table value 2.132, which indicates there is significant difference in performance of equity fund during last five year.

FINDINGS

- Among all the schemes in the equity fund, HDFC EQUITY FUND and HDFC TOP 200 FUND has shown the highest rate of return. Because these two schemes are invested in consumer durables about more than 4%. The rests are invested in shipping, pharmacy, etc...
- Among all the schemes in the debt fund, HDFC INCOME PLAN and FORTIS MONEY PLUS FUND have shown the highest return. Because these scheme hold government securities as assets about 35.5%
- Among all the schemes in the equity fund, HDFC EQUITY FUND and HDFC TOP 200 FUND has shown the high risk. As we known if we get high return means there will be high risk. These schemes have invested in consumer durables.
- RELIANCE BANKING FUND, UTI OPPORTUNITIES FUND and UTI DIVIDEND YIELD FUND have shown the moderate risk. Because they are invested in miscellaneous like power, metals, housings, etc...
- All the schemes except FRANKLIN TEMPLETON FUND in the debt fund have shown low risk. Because they are invested in government securities.
- Most of the schemes in Equity and Debt category show less volatile in the market. Because they have beta which is less than one.
- All the schemes in equity category have shown negative measures indicating that the schemes are not well diversified.
- All the schemes in debt category have shown negative measures indicating that the schemes are not well diversified.
- All the schemes in equity category have shown negative measures indicating that the schemes are not well diversified.
- All the schemes in debt category have shown negative measures indicating that the schemes are not well diversified. Because almost all the schemes are invested in government securities as major portion.
- Among all the schemes except UTI OPPORTUNITIES FUND all the schemes have shown positive sign. This indicates the return actually earned by other four schemes is in excess than what it was supposed to earn. Therefore except the UTI OPPORTUNITIES SCHEME is considered to be good risk-adjusted performance.

SUGGESTIONS

- Among all the Equity funds, HDFC EQUITY FUND and HDFC TOP 200 FUND shows high risk and return. This scheme can be recommended to high risk takers.
- RELIANCE BANKING FUND, UTI OPPORTUNITIES FUND and UTI DIVIDEND YIELD FUND have shown the moderate risk. This scheme can be recommended for neutral investors.
- The entire schemes in Debt category have shown the low risk. These are recommended to risk averse investors.
- Awareness program should be considered to the common investors, as there is a lack of knowledge among the investor's about mutual fund.

CONCLUSION

Personal investment is affected by the level of knowledge an individual investors possesses about different investment opportunities. The knowledge of the relationship between risk and return along with the knowledge of industrial sectors, economic indicators, companies' performance analysis techniques, portfolio management techniques, investment decisions will have to be taken by the individuals before investing in any mutual fund.

This study gives a broad outlook on the various analysis of Equity Funds and Debt Funds to find out highest return yielding fund. It is clear that among all the funds in Equity fund category and Debt fund category, HDFC TOP 200 FUND and HDFC EQUITY FUND have shown high risk and high return. This indicates the above schemes are performed well in the market.



SOCIAL AUDIT IN NREGA: ENSURING SOCIAL JUSTICE AND TRANSPARENCY

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INTRODUCTION

Since independence, free India has laid a strong foundation of legal framework in the country by enacting many laws and Acts to promote socio-economic condition of the people in general and rural poor in particular. However, the greatest development in the legal history of the country has been earmarked with enactment of the Right to Information (RTI) Act, 2005 and the National Rural Employment Guarantee Act (NREGA), 2005. Keeping in view of making every public authority accountable and bringing transparency in their functions, the UPA Government enacted the RTI Act 2005 on June 15, 2005 which came into force on October 12, 2005. The Act extends to the whole of India except the state of Jammu and Kashmir. In its true spirit, this Act aims at setting up a practical regime for citizens to secure information from public authorities, in order to promote openness, transparency, accountability, making public works people centric and building a sound infrastructure in rural areas. At the same time, NREGA is a pioneering legislature and a flagship legal brain child of Manmohan Singh's led UPA Government. Notified on September 7, 2005 the ambitious Act aims at providing a strong social and economic security net to the rural poor by providing 100 days of guaranteed wages employment to each rural house hold whose adult members volunteer to do unskilled manual work. Despite many dissimilarities, one thing is common to them i.e. the empowerment of the rural poor. To bring transparency in the implementation of the NREGS works, the RTI Act has made provision for the use of RTI in the form of social audit.

Section 4 of the NREGA Act concerns about proactive disclosure of information at all levels including the district, block and panchayat level. The Act provides for strict compliance of clause 8 of the RTI Act of not refusing any information sought and directs the public authority to supply any information within 7 days from the date application.

SOCIAL AUDIT

An unique feature of NREGA is that, it gives a central role to social audit, as a means of continuous public vigilance and monitoring. Social audit is a mechanism that ensures the beneficiaries to have their say in the projects or works undertaken for their benefits. It is a process of empowering common people to express their views, inspect the implementation of the various projects and make the public authorities accountable. Social audit has many perspectives and peculiarities. It gives the people at the bottom of social pyramid the access to the various rural development schemes. From social perspective, it promotes a democratic style of functioning of socio-economic projects through participation in their planning and implementation process. The scope of social audit is quite large as it covers financial audit, performance audit among others. Social audit goes beyond the financial aspects of the project. It gives emphasis on the quality of the work, performance evaluation, objectivity of the project, the impact study, present sustainability of the project and the future prospects. Apart from this, social audit process promotes the private-public partnership (PPP) model bringing the

beneficiaries and the public authorities to a common platform. In addition to this, it checks corruption at the ground level and improves ethical values as well. It is a way of understanding, measuring, reporting and ultimately improving an organization's social and ethical performance (Biren N, Actinaid India, 2007).

The common form of social audit is public assembly where all the details of a project are scrutinized. In broader sense, it is an ongoing process of public vigilance. Periodical assemblies convened by the Gram Sabha as part of the social audit. The basic objective of social audit is to ensure public accountabilities in the implementation of projects, laws and policies. It provides a platform to all the stakeholders and beneficiaries of the project in every stage starting from the planning of the project to its implementation, monitoring and evaluation. It ensures that projects and activities are designed and implemented in the manners most suited to the need of the locality and local conditions, appropriately reflects the priorities and preferences of those affected by it, and most effectively serves public interests.

Social audit then can be termed as an effective tool of promoting the following aspects of general public interests.

1. **TRANSPARENCY:** Complete transparency in administration and decision making with obligation to government to suo motto give people access to all the information.
2. **PARTICIPATION:** An entitlement for the all the affected people to participate in the decision making process and validation.
3. **CONSULTATION AND CONTROL:** In case where options are predetermined out of necessary, the right of the affected persons to give consent, as a group or as individuals as appropriate.
4. **ACCOUNTABILITY:** The elected representatives and government functionaries to answer questions and provide explanations about relevant action and inaction to concerned and affected persons.
5. **REDRESSALS:** A set of norms through which the finding of social audits and other public investigations, receive official sanction, have necessary outcomes and reported back to the people, along with information on action taken in response to complaints.

SOCIAL AUDIT AND NREGA

The NREGA guarantees every rural household 100 days employment of manual work in a year at minimum wage within a radius of five kilometers. A failure to which, the applicant is eligible to get daily unemployment allowance in cash. The Act is a paradigm shift from all earlier and existing wage employment programmes as it makes right to work as a legal right. The Act ensures transparency, accountability and social audit through institutional mechanism at all levels. Social audit in developmental processes in general and NREGS in particular aims at bringing about the transparency in the implementation of NREGS and to provide meaningful employment for rural people.

Now the concern is that how proper implementation of the scheme would be ensured without leakages and corruption. Provision for transparency and the use of RTI are the two means both for the workers and for the implementing agencies. Social audit is thus a right answer to the problem of corruption and slow progress of the government programmes. Since inception of this concept in 1950 as a part of corporate management, social audit has its way to NGOs,

development agencies and now playing crucial role in the implementation of different government sponsored development schemes.

In the present knowledge where knowledge and information are dominating factors, the people must adequately be informed and empowered. The NREGA has specific provision for improving transparency and accountability in public authorities, people's access to records and social audit. The Act provides specific guidelines for proactive disclosure, getting copies of documents on demand and social audit.

PROACTIVE DISCLOSURE OF INFORMATION

Within the meaning of RTI Act, emphasis has been given for proactive disclosure of information to the people by the implementing agencies without waiting for application by the beneficiaries. Proactive disclosure of information in NREGA includes display of information through printed boards at important points, job websites, etc.

ACCESS TO RECORDS

Beside proactive disclosure of information, NREGA provides for the use of RTI to seek more information. Beneficiaries have right of access to all records for inspection and right to receive certified copies of the documents on demand. The NREGA guidelines state that people should know how to apply for information and how to gain access to records. Fees charged for copies of NREGA related documents should not exceed photocopying costs. Requesting for copies of NREGA documents submitted under NREGA should be complied within seven days.

The third pillar of the people's right to information is the use of the platform for people's participation facilitated by social audit. In this context it must be remembered that social audit or public audit is a continuous process, through which a worker or group of workers can participate in the monitoring and implementing process of NREGA. It gives any citizen the legitimate right not just to seek information, but also record complaints, evaluation and use of non written mode, and it mandates demystification of documents.

The NREGA guidelines provides for compulsory social audit (chapter-II). The guidelines state that, "An innovative feature of the NREGA is that it gives a central role to social audit as a means of continuous public vigilance (section 17). One simple form of social audit is a public assembly where all the details of a project are scrutinized. However, social audit can also be understood in a broader sense, as a continuous process of public vigilance. The chapter lists eleven stages of the programme where an individual or a group can intervene to ensure public vigilance. The last stage is the mandatory six months social audit forum where the gram sabha is to come together to look at a mandatory set of questions related to all the work carried out in the preceding period.

TABLE- 1 : SOCIAL AUDIT REPORT(ODISHA)

Year	Total Districts	No. of Districts started Social Audit	No.of Districts covered	Total GPs	No of GPs covered	% of GPs covered	No of Social Audit
2010-11	30	30	100	6252	6231	99.66	11650
2011-12	30	30	100	6252	6140	98.21	10245

Source: www.nrega.nic.in

NEED OF SOCIAL AUDIT

Vastness is the unique feature of Indian economy with 30 crore odd work force contributing about 60 per cent of the GDP and 40 per cent of export basket of the country. Despite this, the earning of the unorganized sector is less than one-third of the earning of the organized sector with no access to social security. Moreover, the unorganized sector is deprived of the benefits of the high growth story of the economy of the country and unable to take advantage of the growth opportunities. Much is needed to strengthen the socio-economy profile of the rural poor through proper implementation of the rural development programmes.

Corruption in public life is an important issue dominating the agenda of governmental and social forums across the world. It has been considered to be a barrier in the process of socio-economic development. India continues to be one among the highly corrupt nation of the world, with Transparency International's Corruption Perception Index (CPI) ranking 87th position out of 178 nations in 2010. It was the then prime minister of India Late Rajeeb Gandhi in the floor of parliament once confessed that only 15 per cent of the plan outlay of the rural development projects reaches to the real beneficiaries and a large proportion of the funds goes to the pocket of the corrupt officials, political leaders and contractors. His words are equally true today.

TABLE- 2 : CORRUPTION PERCEPTION INDEX(CPI) AS OF 2010

State	Rank	Year								
	87 th	2010	2009	2008	2007	2006	2005	2004	2003	2002
CPI Value		3.3	3.4	3.4	3.5	3.3	2.9	2.8	2.8	

Sources: Transparency International

Since beginning of the economic planning, Independent India has formulated many targeted plans, enacted numerous legislations and spent huge financial resources to combat rural poverty and bringing the rural poor to the social mainstream. Improvements have been made, but not to the desired extent. Still a large proportion of the rural people are officially poor and deprived of the basic amenities of life. India ranks very poor in terms of Human Development and even worse than many of its neighboring nations. Similarly, India occupies 96th position in Global Hunger Index, 2007 among 117 developing countries according to International Food Policy Research Institute (IFPRI), Washington.

TABLE-3: HUMAN DEVELOPMENT INDICATORS (INDIA)

(Between 1990 and 2005)

Sl. No.	Indicators	Unit	1995		2005	
			HDI	Position	HDI	Position
1.	Life Expectancy	in years at birth	59.1	6	63.7	5
2.	Infant Mortality	per000'life birth	90	5	56	7
3.	Child Malnutrition	%under yrs. who are underweight	63	4	47	6
4.	Maternal Mortality	per000'life birth	550	6	450	6
5.	Adult Literacy	% above 15 yrs.	48.2	6	61	5
5.	Per Capita Real	who can read	1072	6	3452	6

6.	GDP HDI Index Score	in PPP Dollar	0.521	6	0.619	6
7.	Change in HDI Index	-	-	.19	3	3

Source: World Human Development Report, 2007.

Some of the key factors contributing rural poverty and poor human development is the corruption in public authorities, lack of accountability and slow progress in the implementation of the development projects. A study conducted by Prof. Adrian White of University of Leicester on the happiness among the people across the globe reveals that Indians are among the least happiest people in the world, occupying 125th position. According to him, happiness is closely associated with health, wealth and education. Indians lag behind others in all these three key indicators.

TABLE-4: SOCIAL REPORT 2011-12(ORISSA)

S.No	District name	Total GP	No. of Panchayat Covered	No. of Social Audit	Issue Raised and action taken	Verification of Documents	Grievance Submitted and action taken	Minutes of meeting
1	ANGUL	209	208	399	89	163	54	167
2	BALESHWAR	289	289	506	96	264	16	238
3	BARGARH	249	248	406	68	253	1	255
4	BHADRAK	195	193	317	21	93	24	121
5	BOLANGIR	285	284	249	151	144	2	180
6	BOUDH	63	63	126	39	62	0	62
7	CUTTACK	342	342	698	16	362	14	381
8	DEOGARH	60	58	96	38	38	18	38
9	DHENKANAL	200	199	399	189	188	102	190
10	GAJAPATI	129	129	200	92	68	9	71
11	GANJAM	475	475	930	298	412	9	474
12	JAGATSINGHAPUR	194	194	420	62	192	64	193
13	JAJPUR	281	280	561	37	267	138	276
14	JHARSUGUDA	78	78	69	29	33	0	30
15	KALAHANDI	273	273	548	119	212	76	190
16	KANDHAMAL	153	153	268	31	82	82	82

17	KENDRAPARA	232	230	251	133	159	14	141
18	KENDUJHAR	286	286	543	275	227	120	261
19	KHORDHA	168	168	352	69	110	42	88
20	KORAPUT	226	226	422	171	214	15	206
21	MALKANGIRI	108	106	105	3	1	0	1
22	MAYURBHANJ	382	382	583	294	363	236	360
23	NABARANGAPUR	169	169	223	99	106	27	131
24	NAYAGARH	179	179	351	46	173	161	173
25	NUAPADA	109	109	218	28	81	7	92
26	PURI	230	230	326	47	110	0	84
27	RAYAGADA	171	171	211	102	100	26	87
28	SAMBALPUR	148	135	155	79	48	9	79
29	SONEPUR	96	96	191	41	68	2	93
30	SUNDARGARH	262	234	302	86	101	12	101
Total		6241	6187	10425	2848	4694	1280	4845

BACK DROP OF THE STUDY

Since implementation of NREGA in the country(including in the state of Odisha) since February 02,2006, instances of large scale corruptions and gross irregularities have been major causes of concern for the policy makers, beneficiaries, social thinkers and others. Several studies and investigations have been done at micro as well at macro level by the Government and non-government agencies to highlight the progress of the world's largest employment guarantee scheme. From the promised 100 days of guaranteed work in a year, it has provided only 38 days of work for each rural household in 2007-08 and 45 days of work in 2006-07. Only 3.3.per cent of the families were given work for 100 days mandatory work which was 10 per cent in 2006-07

Study on NREGA by the Centre for Environment and Food Security(CEFS), a New Delhi based NGO under the leadership of its director Parsuram Rai in six back ward KBK districts of Odisha reveals a major irregularities of funds in the implementation of this flagship programme. The study has reported that out of Rs 733 crore of the NREGA fund spent during 2006-07 in the state, a lion's share of Rs 500 crore(75%) has been illegally pocketed by Babus. The study again reflects that on an average one family has got only 5 days employment in 19 districts against the Governments claim of 57 days of employment. Less than 25 per cent of the funds have reached the targeted beneficiaries Moreover, the progress is quite miserable, there exist gross irregularities in maintaining records.

Similarly, a sample survey on NREGA works in ODISHA was conducted by the students of K.C.pant Institute of Social Science, Allahabad University under the leadership of Prof.Jean

Dreze covering a total of 30 Gram Panchyats(GPs), 5GPs each from 6 blocks of three KBK districts (Kalahandi,Bolangiri and Boudh). The survey report highlighted the major distorters that marred the operationalisation of the NREGA and identified ten loopholes including faulty design of the job cards, erratic maintenance of job cards, adjustments in muster rolls and job cards, lack of transparency in muster rolls among others.

Among others major surveys conducted include the performance audit by C & AG, Government of India(2007), Pilot Social Audit on Nrega in Odisha by NIRD in November 2007 and Sample Survey on Status of NREGA in Odisha by PRIA, New Delhi. All these surveys have noticed many deficiencies in the implementation and suggested the measures to improve the effectiveness of the programme.

A work shop on social audit was in 2007 conducted in Gosani block of Gajapati district of the state by AID Rural Technology Centre, Orissa. The following observations were made.

- Job cards were not issued to several families.
- People do not know how to apply for job.
- those with job cards do not know that they had to further apply to Gram Panchyat for work stating the period for which they seek job.
- many people who applied for work didn't get job in time. Moreover, they do not have the idea of right to work within 15 days of applying for job.
- discrimination in the payment of wages to women.

Government of Orissa had recently conducted a study on the implementation of NREGS in the state by the National Institution of Rural Development (NIRD), Hyderabad. In its report, NIRD observed that a large chunk of money of NREGS in the state which is expected to improve the rural infrastructure including the roads, wells and check dams has gone into black hole. The study found the presence of a large proportion of Ghost workers, Ghost man days and Ghost wages.

TABLE- 5: GHOST SCHEME

Year	Ghost Workers	Ghost Man days	Ghost Wages
2006-07	31%	53%	58%
2007-08	8.6%	23%	38%

Source: A Study in Orissa by NIRD, Hyderabad.

SCOPE, METHODOLOGY AND OBJECTIVE OF THE STUDY

Keeping in view the role of Social Audit ensuring transparency and effectiveness the progress of NREGA, the present work is a micro level study covering Dasarathpur Block of Jajpur district of Odisha. Out of 27 GPs, three sample GPs are selected at random, namely, Palatpur, Kanikapada and Nuagaon.

For the present study, data are collected both from primary and secondary sources. Primary data are collected from the sample beneficiaries, Government officials engaged in planning, implementation and monitoring, people's representatives among others. Secondary date is collected from various Government publications, websites, unpublished records, etc.

The broad objectives of the present study are as follow:

1. To study the working of NREGA in the state of Odisha, in Jajpur district and in Dasarathpur.
2. To investigate the transparency in the process of working of the NREGA in the sample block.
3. To analyse the implementation of the provision of NREGA in proactive disclosure and social audit.
4. To evaluate the impact of social audit in ensuring transparency in the working of the NREGA projects.

DASARATHPUR BLOCK: A BIRDS EYE VIEW

Located in the eastern part of Jajpur District, Dasarathpur is one among the poorest block of the state with 181707 people (90792 male and 90915 female) living in 37788 households as per 2001 Census. The total workers of the block are estimated to be 46903 out of which 33181 are main workers are 13722 marginal workers. The primary occupation of the people of the block is agriculture. However, agriculture in the block is affected with poor infrastructure, inadequate irrigation facilities, continuous natural calamities including flood and drought, old and outdated methods of farming, single crop, etc. There has been wide scale migration of workers from the region to far cities for employment including Kolkata, Surat and many others. The Block has been lagging behind in all socio-economic indicators, say literacy, health, and poverty among others. The people of the block barely need meaningful full time employment for their all round socio-economic development.

TABLE-6: EMPLOYMENT GENERATED IN DASARATHPUR BLOCK UNDER NREGA(AS OF OCTOBER 27, 2011)

	Cumulative HHs demanded employment	Cumulative HHs provided employment	HHs issued job cards(Cumulative)	Persondays Generated(Cumulative)	HHs completed 100 days employment
SC			12795	230367	
ST			653	11297	
OTHER S			23815	104488	
TOTAL	14839	13268	37263	557623	360

Source: DRDA, Jajpur.

FINDINGS OF SOCIAL AUDIT OF NREGS IN DASARATHPUR BLOCK OF JAJPUR DISTRICT

It is noteworthy that, there is no work during the present financial work starting from 1st April 2011 till date. The observations have been made from the social audits which are held during 2010-2011.

(1) The common villagers are not quite aware of the NREGA. In most cases even the Gram Pradhans are not aware about the legal rights of the people under this Act.

- (2) Even if the Sarpanch, Village Development Officer or the Gram Sanjojaks are aware about the Act, they do not educate the people. For example, they do not encourage people to apply for the Job Cards or for seeking work.
- (3) Most of the workers do not possess the Job Cards. In many cases, these are normally with the Sarpanch or the Village Development Officers.
- (4) The photographs on Job Cards have been invariably affixed with people's own money even though the cost was to be borne by the government.
- (5) In a number of Panchayats, Job Cards have been issued to only families close to the village elites. Often these families do not require work under the NREGS. Genuine job seekers are not given Job Cards. As a result there is no official demand for work.
- (6) The number of days mentioned on Muster Rolls, as can be seen from detailed reports from social audits in village panchayats, are often exaggerated, siphoning off wages in the name of ignorant and unsuspecting people by putting their fake thumb impressions. Muster Rolls are hidden from the people in violation of the NREGA. Similarly, the payment of wages is not done at the work site in violation of the law.
- (7) There is clear gender bias in allotment of work. The names of adult female members of the family desirous of doing work are not mentioned on the Job Cards nor do they get work even if they demand it.
- (8) Similarly, the physically and mentally challenged individuals were also being discriminated against allotment of work.
- (9) Minimum wage is a major issue affecting the progress of work in the entire district. As reported by the block officials, people are not ready to work at the present minimum wage of Rs.90 per day as they can get an average of Rs. 140-150 in private works. Therefore, the workers are in many cases are compensated with piece rate wage.
- (10) According to the law the works should be chosen keeping in mind the developmental requirements and need for providing employment to the people. However, in reality, it is the people's representatives and government employees who arbitrarily decide the priorities to suit their vested interests and people have little say in the decision making process.
- (11) In a number of cases, old works were shown as new performed under NREGS.
- (12) Common people do not dare to speak anything against the corrupt practices of the people's representatives in the social audit at their presence.
- (13) Drinking water, shade and first aid medical facilities were missing at most of the work sites. So were the boards describing the work at site?
- (14) Contractors are still playing an important role in the execution of works even though the NREGA has prohibited them.
- (15) In most of the cases works are performed by the machines. When asked about the use of machines, block officials take the clue that machines are used due to non-availability of workers and for facilitating speed of work.
- (16) No transparency is being observed in implementation of this scheme. Important issues related to transparency are as follows:

1. No boards are put at worksites displaying the work details or sanctioned amounts.
2. Muster rolls are not present at work sites.
3. No information of Job Cards is publicly available.
4. No information on selected projects is available publicly.
5. Social Audits are not done by the Gram Panchayats.

(17) Some Gram Panchayats were discovered where the actual Sarpanch is not in charge and the Panchayat is being controlled by some other powerful person of the village. In case of women sarpanch, the husband acts as a defacto sarpanch.

SUMMARY

The benefits of all development schemes irrespective of their very nature must reach to the true beneficiaries. This is possible only through proper implementation of the schemes. However, it is evident from the fact that a large proportion of the funds allocated under different development projects are derailed on the way of their implementation process and go to the pocket of the corrupt bureaucrats, politicians, and the contractors. NREGS, the flagship scheme of the UPA Government is not an exception to it. Since its implementation, the scheme has failed to meet the much talked goal of providing 100 days guaranteed manual work to each poor rural household.

Social audit the sample Dasarathpur block of Odisha has been doing wonderful work in identifying the weaknesses in the process of NREGA works, checking irregularities, promoting transparency in the system and making the people more empowered in getting their basic rights.

Keeping in view of implementing NREGA in its true spirit and bringing transparency, provisions have been made in the NREGA for the use of Right to Information (RTI) Act. NREGA has provided for the specific guidelines for the proactive disclosure of information including information at the work sites, to provide the beneficiaries the access to information, records and documents and social audit. No doubt, NREGA is an improvement over all the previous poverty alleviation programmes in many ways. In true sense, NREGA to a great extent has managed to increase the people's right to know and to make the right to work as a legal right. Moreover, the people must be more informed to take advantages of the benefits. From different surveys conducted all over the country in general and in the state of Orissa in particular, it has been experienced that the true beneficiaries are not aware of the various provisions of NREGS including the registration, issue of job cards, application for work, allowance for not getting work within stipulated time limit, extra wages for work beyond limited area etc. The need is therefore to make the people more informative and empowered, so that rural distressed rural poor will get the true benefits of the different targeted programmes including NREGS.

To conclude Social audit is an effective tool for social change and an useful means of empowerment.

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ROLE OF ICT IN THE DEVELOPMENT OF TEACHERS**Mr. Sachin Sinduria****Lecturer,
College of Professional Education,
Meerut, INDIA**ABSTRACT**

The most conspicuous development in the globalization context has been the Information and communications technology (ICT) influx. It seems to have turned the world into a global village. Endless connectivity, interactive organizations, information sharing and infinite access have all become the new ICT buzz words. ICT has emerged as a key instrument for influencing the process of governance in various ways and in varying degrees from improving the current service delivery strategies to bringing about innovations in the mechanisms and nature of service. With the emerging new technologies, the teaching profession is evolving from an emphasis on teacher-centered, lecture-based instruction to student centered, interactive learning environments. Designing and implementing successful ICT-enabled teacher education programmes is the key to fundamental, wide-ranging educational reform. Teacher education institutions may either assume a leadership role in the transformation of education or be left behind in the swirl of rapid technological change. For education to reap the full benefits of ICTs in learning, it is essential that pre- and in-service teachers are able to effectively use these new tools for learning. They must also provide leadership in determining how the new technologies can best be used in the context of the culture, needs, and economic conditions within their country. Teacher education institutions also need to develop strategies and plans to enhance the teaching-learning process within teacher education programmes and to assure that all future teachers are well prepared to use the new tools for learning.

INTRODUCTION

The most conspicuous development in the globalization context has been the Information and communications technology (ICT) influx. It seems to have turned the world into a global village. Endless connectivity, interactive organizations, information sharing and infinite access have all become the new ICT buzz words. ICT has emerged as a key instrument for influencing the process of governance in various ways and in varying degrees from improving the current service delivery strategies to bringing about innovations in the mechanisms and nature of service. Information and communication technology, usually called ICT, is often used as a synonym for information technology (IT) but is usually a more general term that stresses the role of telecommunications (telephone lines and wireless signals) in modern information technology. ICT consists of all technical means used to handle information and aid communication, including computer and network hardware as well as necessary software. In other words, ICT consists of IT as well as telephony, broadcast media, and all types of audio and video processing and transmission. The expression was first used in 1997 in a report by Dennis Stevenson to the UK government and promoted by the new National Curriculum documents for the UK in 2000. ICT is often used in the context of "ICT roadmap" to indicate the path that an organization will take with their ICT needs.

The term ICT is now also used to refer to the merging (convergence) of telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to elimination of the telephone network) to merge the telephone network with the computer network system. This in turn has spurred the growth of organizations with the term ICT in their names to indicate their specialization in the process of merging the two network systems.

Improving the quality of education through the diversification of contents and methods and promoting experimentation, innovation, the diffusion and sharing of information and best practices as well as policy dialogue are UNESCO's strategic objectives in education.

Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century. The 1998 UNESCO World Education Report, Teachers and Teaching in a Changing World, describes the radical implications ICTs have for conventional teaching and learning. It predicts the transformation of the teaching-learning process and the way teachers and learners gain access to knowledge and information.

With the emerging new technologies, the teaching profession is evolving from an emphasis on teacher-centered, lecture-based instruction to student centered, interactive learning environments. Designing and implementing successful ICT-enabled teacher education programmes is the key to fundamental, wide-ranging educational reforms.

Teacher education institutions may either assume a leadership role in the transformation of education or be left behind in the swirl of rapid technological change. For education to reap the full benefits of ICTs in learning, it is essential that pre- and in-service teachers are able to effectively use these new tools for learning. They must also provide leadership in determining how the new technologies can best be used in the context of the culture, needs, and economic conditions within their country. Teacher education institutions also need to develop strategies and plans to enhance the teaching-learning process within teacher education programmes and to assure that all future teachers are well prepared to use the new tools for learning.

THE TRADITIONAL VIEW OF THE LEARNING PROCES

The existing view of the learning process emerged out of the factory model of education at the turn of the 20th century and was highly effective in preparing large numbers of individuals with skills needed for low-skilled positions in industry and agriculture. The innovation of classrooms with 20- 30 students was created along with the concept of standardized instruction for everyone. It is largely a 'broadcast' model of learning where the teacher serves as the repository and transmitter of knowledge to the students. The traditional educational paradigm is often characterized by the following views of learning:

- Learning is hard. Many view learning as a difficult and often tedious process. According to this view, if students are having fun or enjoying what they are doing in a learning activity, they probably are not learning.
- Learning is a process of information transfer and reception. Much of our present learning enterprise remains "information-oriented," emphasizing students reproducing knowledge rather than producing their own knowledge. It also remains teacher-centered. Many still see the role of the teacher as a dispenser of information and the role of the student as a passive receiver, storer and repeater of the transmitted information.

- Learning is an individual/solitary process. In a study of schools in the United States, the National Assessment of Educational Progress noted that most students spend long hours working alone at their desks completing worksheets or repetitive tasks. A London Times survey of English school children indicated that students almost unanimously rejected this daily ordeal of dull and ritualistically solitary classroom activity and called for a broader and more exciting curriculum. Above all, they wanted more work allowing them to think for themselves. They wanted to design and make things, to experiment and to engage in first-hand observation. The Times reported, however, that there was little evidence of changes in the curriculum that would respond to the students' wishes. (Resta, 1996).

- Learning is facilitated by breaking content/instruction into small isolated units. The educational system is often geared more to categorizing and analyzing patches of knowledge than to sewing them together. Bruer (1993) notes that the technology of mass education is quite adept at "breaking knowledge and skills into thousands of little standardized, decontextualized pieces, which could be taught and tested one at a time."

Neil Postman in his book, *Teaching as a Subversive Activity*, states that our educational systems break knowledge and experience into "subjects, relentlessly turning wholes into parts, history into events without restoring continuity." (Postman, 1969).

- Learning is a linear process. Frequently, the textbook or teacher provides only one linear path through a narrowly bounded content area or sequence of standardized instructional units. For example, in a mathematics text only one correct problem solution trail may be offered for a specific subclass of problems. However, the problems encountered in daily life (or in mathematics) seldom have only one solution path or sequence.

In contrast to the traditional teaching-learning paradigm, a new paradigm of the teaching-learning process is emerging, based on three decades of research in human learning, that encompasses the following views of the human learning process

CHANGES IN VIEWS OF THE LEARNING PROCESS

- Learning is a natural process. The natural state of the brain is to learn, however, not everyone learns in the same way. There are different learning, perceptual and personality styles that must be considered in the design of learning experiences for the individual student. Given interesting

and rich learning environments, and supportive and stimulating teachers, students will learn. Teachers have often noted that children who appear disruptive or to have short attention spans when confronted with typical classroom instruction, may spend long periods engaged in meaningful and interesting computer-related activities.

- Learning is a social process. The communal context of knowledge and learning is beginning to be rediscovered, as evidenced by the rapid growth of quality circles and computer-supported collaborative work in business, government, medicine, and higher education. As Vygotsky (1978) noted long ago, students learn best in collaboration with peers, teachers, parents, and others when they are actively engaged in meaningful, interesting tasks. ICTs provide opportunities for teachers and students to collaborate with others across the country and across the globe. They also provide new tools to support this collaborative learning in the classroom and online.

- Learning is an active and not a passive process. In most fields, people are faced with the challenge of producing knowledge rather than simply reproducing knowledge. To allow students

to move toward competence, they must be actively engaged in the learning process, in activities such as solving real problems, producing original writing, completing scientific research projects (rather than simply studying about science), dialoguing with others on important issues, providing artistic and musical performances, and constructing physical objects. The traditional curriculum asks students only to recall and describe what others have accomplished or produced. While all production of knowledge must be based on an understanding of prior knowledge, the mere reproduction of knowledge, without its connection to the production of knowledge, is largely a passive activity that neither fully engages nor challenges the student.

- Learning may either be linear or non-linear. Much of what now happens in schools appears based on the notion that the mind works like a serial processor that is designed to process only one piece of information at a time in sequential order. But the mind is a wonderful parallel processor that may attend to and process many different types of information simultaneously. Cognitive theory and research sees learning as a reorganization of knowledge structures. The knowledge structures are stored in semantic memory as schema or cognitive maps. Students

"Learn" by augmenting, combining, and rearranging a collection of cognitive maps, many of which overlap or are interconnected through a complex network of associations. There are many ways that students may acquire and process information and assimilate it into their existing knowledge structures. Although some knowledge domains, such as mathematics, may perhaps lend themselves to a linear approach, not all learning can or should occur linearly.

- Learning is integrative and contextualized. Pribram's holistic brain theory suggests that information presented globally is more easily assimilated than information presented only in a sequence of information elements (Pribram, 1991). It is also easier for students to see relations and to make connections. Jacob Bronowski (1990), in *Science and Human Values*, made the point that to discover the connection between what had seemed two isolated facts of existence is a creative act, whether the field is art or science. He calls it an act of unifying. This is not something that can be done for learners; these connections cannot be made in learners' minds. Information can be given, the connection can even be stated. But even if the information is repeated, it cannot be assumed it is really known. The learners must discover it for themselves. That is not to say that learners must discover everything unaided. The teacher's role is to help them in several ways to make connections and to integrate knowledge.

- Learning is based on a strength model of student abilities, interest, and culture. Based on the work of Howard Gardner and others, schools are beginning to consider the specific strengths and interests that students bring to the learning environment, and are designing learning activities that build on student strengths rather than focusing only upon remediating weaknesses. In addition, schools increasingly recognize diversity as a resource rather than a problem in the classroom.

In contrast to the remedial and standardized concept of instruction, diversity and individual differences are valued and the learning process is designed to build on the strengths and assets brought by the learner to the classroom.

- Learning is assessed through task completion, products, and real problem solving of both individual and group efforts. Rather than simply evaluating students through paper and pencil tests, assessments are made using portfolios of actual performances and work in both collaborative and individual learning tasks.

The traditional view of the learning process is typically teacher-centered, with teachers doing most of the talking and intellectual work, while students are passive receptacles of the information provided. This is not to indicate that the traditional lecture method is without value, as it allows the teacher to quickly convey lots of information to students and is a useful Strategy for recall or rote learning. However, it is not the most effective way to help students develop and use higher order cognitive skills to solve complex real world problems. As noted by Driscoll (1994), we no longer can view learners as "empty vessels waiting to be filled, but rather as active organisms seeking meaning."

Don Tapscott, in his book *Growing Up Digital: The Rise of the Net Generation* (1998), notes that we are entering a new era of digital learning in which we are in the process of transitioning from "broadcast" learning to "interactive" learning. Today's students no longer want to be passive recipients in the information transfer model of learning. Rather they want to be active participants in the learning process. There is growing recognition that today's world requires that students be able to work collaboratively with others, think critically and creatively, and reflect on their own learning process.

A SHIFT FROM TEACHING TO LEARNING

As technology has created change in all aspects of society, it is also changing our expectations of what students must learn in order to function in the new world economy. Students will have to learn to navigate through large amounts of information, to analyze and make decisions, and to master new knowledge domains in an increasingly technological society. They will need to be lifelong learners, collaborating with others in accomplishing complex tasks, and effectively using different systems for representing and communicating knowledge to others. A shift from teacher-centered instruction to learner-centered instruction is needed to enable students to acquire the new 21st century knowledge and skills. The following table (Sandholtz, Ringstaff, and Dwyer, 1997) identifies the shift that will take place in changing from a focus on teaching to a focus on learning.

TABLE 1.1 TEACHER-CENTERED AND LEARNER-CENTERED LEARNING ENVIRONMENTS

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

CONCLUSION

The distance between the traditional view of the learning process and modern view of learning process can be traveled at a rapid rate by emphasizing the use of ICT in the teaching-learning environment. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. This new environment also involves a change in the role of teachers. That's why in present scenario knowledge of ICT is must for teachers in pre service and in service as well. In the Pre service training course (B.Ed) and their curriculum should be equipped with adequate e-learning component and there must be provision for equipping prospective teachers in the use of technology resource in classroom teaching. Multiple mechanisms such as face to face workshop, self learning and distance learning may be used at this level. Radio, T.V can be used for both teacher training and delivery of lessons. And in service teachers should be introduced to technology tools and motivated to adopt and integrate more and more ICT in their classroom research so that creativity, innovation and research which are the important tools of life long learning may become an inseparable part of the personality of the learners. Inclusion of ICT will itself lead to the creation of such an environment which ultimately open the horizon of learning.

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ROLE OF PRE SERVICE AND IN-SERVICE EDUCATIONAL TRAINING IN DEVELOPING TEACHING SKILLS

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ABSTRACT

Effective teaching skills are a precondition for translating theory into practice. Implementation of teaching principles in the classroom is facilitated with certain skills acquired by teachers through education and training. Farooq & Shahzadi (2006) revealed that students of trained teachers are better performers than students of untrained teachers. The importance of an effective teacher training programme in inculcating skills among teachers cannot deny. Pre service training modules facilitate teachers in understanding various theories of teaching/learning, subject matter, principles of curriculum construction, students' development and application of knowledge. Pre-service training programmes employ various approaches like simulation techniques, demonstration, interaction analysis and more notably, micro teaching to build up teaching skills among student teachers. These learned skills are reinforced during a teaching practice session while preparing lesson plans or teaching in the class room.

KEYWORDS: *Pre service, In-service, Skills, Training, Interaction.*

INTRODUCTION

Teaching skills are imperative for teachers as the means to fulfill the ultimate aim of bringing positive and desired change in the cognitive and affective domain of the students. All the teaching skills are interrelated and influence one another. The ways teaching skills are learned and practiced in teacher training institutes remain different from the style in which teachers use them every day in the classroom. The difference between the two needs to be minimized. Effectiveness of a teacher's teaching behavior is determined not by number of skills she uses in the class, but depends on how these skills are interwoven, adjusted and refashioned to make pedagogy an effective tool in putting students in the mould of active learners, explorers and thinkers. Updated pre service and in service programs can act as suitable vehicles to achieve the desired goal.

EFFECTIVE STRATEGIES DURING TEACHING LEARNING PROCESS

Set induction can be based not only on what has been taught but also on what has to be taught. This can help teachers to distinguish between students as self learners and dependent learners.

Student teachers are given theoretical and practical knowledge of teaching skills in teacher training programmes. During teaching practice session, they apply these skills in the same sequence and style as demonstrated by the teacher educator. As a result, the whole process becomes very mechanical, monotonous and takes place in laboratory-like conditions. While instructing student teacher about various skills, the approach must be flexible. During teaching practice, skills should be practiced by the student teacher as required in real classroom settings.

Teachers whether trained by regular or distance mode make various improvisations in using teaching skills. This is a practical aspect of classroom teaching. Due to heavy workloads, compulsion of covering the syllabus within a given time limit and overcrowded classes, teachers tend to combine certain skills like evaluation and recapitulation or overlook some skills like use of teaching aids. Experimentation, creativity and innovation do not find priority in the teaching practice of most of the teachers.

Recapitulation and evaluation are integral part of teaching behaviour in the class. If, in a given period, teacher is unable to use these skills, in the next class these can be used as a set induction to introduce a new topic.

Science and math teachers use the blackboard for drawing diagrams, writing formulae or solving problems. In language or social science classes, a picture, scene or mood related to content matter drawn on blackboard can be used to capture interest, stimulate thought process and promote divergent thinking.

As per Ur (1996): Classroom discipline refers to a state where both teacher and students accept and follow a code of conduct to facilitate smooth, efficient teaching and learning in the class. 'A well-prepared content matter with interesting examples is the foremost condition for managing class well' is the view point of the majority of teachers. Some teachers use questioning skills to keep students attentive in the class. Seating arrangement (i.e. not allowing all the impish students to sit together), is another way to maintain discipline in the class. Using easy language, involving students in various activities like group work, using teaching aids, written assignments and giving every one chance to speak or answer in the class help in effective classroom management.

RELEVANCE OF TEACHING SKILLS

Effective teaching skills are a precondition for translating theory into practice. Implementation of teaching principles in the classroom is facilitated with certain skills acquired by teachers through education and training. Farooq & Shahzadi (2006) revealed that students of trained teachers are better performers than students of untrained teachers.

Set induction, stimulus variation, questioning, illustration with example and closure are the essential teaching skills listed by Allen & Ryan (1969). Passi (1976) identified the following skills essential for a successful teaching: writing instructional objectives, introducing a lesson, questioning, explaining, illustration with example, stimulus variation, reinforcement, using blackboard, closure etc.

Verbal & non verbal expressions of a teacher (body language, facial expressions, and gestures) to facilitate learning are called Teaching Skills. These skills can be observed and measured in terms of a student's change in behaviour (objectives realized). This implies that teaching skills are instructional techniques and procedures put to use by teachers to make teaching learning feasible by initiating two way communications between teacher and student. An insight of when and where to apply relevant and different teaching skills, is the yardstick for a teacher's performance.

ROLE OF PRE SERVICE EDUCATIONAL TRAINING IN DEVELOPING TEACHING SKILLS

Anderson (1989) stressed the importance of an effective teacher training programme in inculcating skills among teachers. Pre service training modules facilitate teachers in understanding various theories of teaching/learning, subject matter, principles of curriculum

construction, students' development and application of knowledge (Cooper, 2003; Moore, 2003 & Aggarwal, 1999).

Pre-service training programmes employ various approaches like simulation techniques, demonstration, interaction analysis and more notably, micro teaching to build up teaching skills among student teachers. These learned skills are reinforced during a teaching practice session while preparing lesson plans or teaching in the class room. Much value is attached to proper use & sequence of teaching skills. As a consequence of this constant drill, a student teacher makes headway in the class with set induction and reaches the closure by giving home assignments. This practice is adopted by both regular and distance mode teacher training programmes.

Microteaching is a skill oriented programme (where content takes a back stage). Intrinsic skills can be mastered by microteaching. Allen (1966) described microteaching as scaled down teaching in terms of content, class size and time.

In regular teacher training institutes to develop teaching skills, one skill is demonstrated at a time by a teacher educator and later on practiced by student teachers in reduced class size and time. Immediate feedback received from teacher and peer group help teachers to effectively adapt these skills. A re-teaching session, which is held after a time interval of an hour, strengthens the rectified behaviour. The integrated skill approach followed during teaching practice session later on becomes an irreplaceable part of teacher's behaviour in the classroom. Sachs (1999) put forth microteaching as an efficacious means to bridge the gap between theory and practice as more progressive and reflective approaches are adopted in teacher education.

Distance education teacher training programmes also lay emphasis on skill development among student teachers. For this, workshops are held during contact programmes. In such sessions, attendance of students is made mandatory. Teacher educators from a local college or experts from Distance University demonstrate various skills, this is followed by practice and preparation of micro lesson plans based on specific skills by student teachers. Instructions regarding steps followed in lesson plan are also imparted. These academic skills are acquired, sharpened and updated to make teaching learning more competitive Murthy (2008).

IN-SERVICE TRAINING: TEACHER-CENTERED TRAINING FOR CHILD-FRIENDLY SCHOOLS

In Ethiopia and Kenya, a five-day in-service teacher training programme was developed with unique organizational, methodological and content features. Additionally, the programme set out to improve quality by varying the customary training hierarchy with questions of 'who trains?' and 'how will the training be conducted?' This innovative training was based on the following principles:

- The training programme must be stimulating, inspiring, motivating and exciting for teachers and trainers;
- For maximum impact, the training programme preferably should be residential, with minimum distractions;
- The training should bring about a change in teachers' perceptions and orientation in a way that Enables them to put what they have learned into immediate practice;
- Teachers should be given 'take-away' resource packs that they can use in their classrooms;

- Teachers should be given suggested, rather than prescriptive, guidelines that can subsequently be adapted to their classroom and school situations and supported through continuous training at the cluster level;
- The training programme should be activity-based and highly participatory, as well as helpful and friendly (non-threatening), so that teachers feel confident enough to share experiences, learn from mistakes, express doubts and voice shortcomings without fear of ridicule;
- The training process should involve some behavioural objectives, including self-discipline, role modeling, respecting each others' views, punctuality, cooperation, equitable treatment and gender sensitivity;
- The training programme should use enthusiasm as 'shock therapy' to help teachers rapidly replace any inertia, cynicism or 'non action syndrome' that might defeat promising innovations;
- Teachers should finish the course feeling confident and satisfied not only that they have learned a great deal, but that it is feasible to put what they have learned into practice in their classrooms;
- Trainers should include experienced, practicing teachers who are familiar with a variety of teacher training techniques and are able to articulate how these techniques can be made effective in schools;
- Trainers should be enthusiastic about child-friendly school models and capable of generating excitement and interest in the teacher trainees, who need to observe and hear inspiring trainers to be motivated.

LEADERSHIP GUIDELINES FOR CHILD-FRIENDLY SCHOOLS

School leadership should focus on the rights of children, the best interest of teachers and the expectations of parents and the community. The key objective of school leadership is to raise the learning achievement level of each child and the collective achievement of the student body. The head should be a qualified teacher, a professional with relevant knowledge, skills, vision and versatility to inspire, lead and adapt to change. Leadership functions can be distributed among senior staff to engender a sense of participation and motivate staff to commit to the process of change. Wider skill sets should be developed, such as expertise in finance, human resources, children's rights and programme management. School heads need to adopt a democratic style of authority to win the support and commitment of teachers, pupils and the local community. School heads must lead by example, as problem solvers, trusted confidants to teachers and the main public relations officer who projects the school's image. School heads need to be able to identify areas of practice requiring improvement and those where positive trends can be capitalized on.

LEARNING AND TEACHING METHODS

In many countries, classrooms are dominated by teachers engaged in 'rote learning' education methods and 'teacher-centered' approaches, which are antithetical to child-friendly principles. Part of the challenge of training teachers is to win them over to child-centered approaches characterized by inquiry, discovery, mastery and the application of such concepts as students' acquisition of knowledge. Reform should move schools away from strongly 'didactic' teaching methods to methods that are more interactive and 'learner-friendly'.

Child-centered, interactive methodologies make learning enjoyable and exciting to students and improve their retention, participation and performance. These approaches create open learning environments characterized by group cooperation and positive competition among learners. This new methodology changes the role of the teacher from the 'fountain of all knowledge' and a feared authority figure to a 'facilitator of learning' and one who listens to students. Teachers encourage learners to take responsibility for their own learning so the motivation to learn comes from within rather than being imposed from outside. Teachers are expected to work jointly with learners to create a scholarly environment beneficial to both.

Activity-based learning makes classroom control easier and improves discipline. Teachers can be trained to prepare learner-friendly lessons with thematic approaches for more holistic learning. Teachers who utilize learner-friendly approaches increasingly report a new sense of job satisfaction and talk about the 'joy of teaching'. These approaches have also boosted teacher attendance and punctuality, encouraged greater attentiveness, interest and responsiveness, and inspired greater participation of children, especially girls, in learning activities. This in turn has increased children's motivation, resulting in behaviour change and the 'joy of learning'. School reforms based on child friendly principles still have room for improvement, although there is little doubt that classroom interaction by all children, especially girls, has greatly improved. Children are acknowledged by name and given personal value in this interactive process. In some schools, children wear name tags and girls are classroom monitors. Where schools have adopted such innovations and their benefits have been noted, communities have felt more involved in their children's education.

In some areas in Ethiopia, parents came to observe and saw their children's names written on the blackboards, and this improved teaching-learning processes. With increased practical support for the schools, the communities built cluster resource centres to ensure a sustainable teacher support system. Parents also became active in school management, with more women involved in school activities. If child-friendly schools are to succeed as part of general school reform, they must embrace other innovations that are critical for success. One of these is multi grade teaching to make small schools (especially in rural, remote areas) viable for extending quality education to all children.

Research has shown that full participation in small rural or isolated communities occurs when schools are located close to the community in both geographical and cultural terms. In practice, however, the population of children may be too small to sustain the number of teachers required to serve each grade over the full primary cycle. If schools cannot afford a teacher for each grade, they need multi grade teaching in which one teacher can facilitate learning for children at different grade levels within the same classroom or school space.

CONCLUSION

Pre-service training programmes employ various approaches like simulation techniques, demonstration, interaction analysis and more notably, micro teaching to build up teaching skills among student teachers. This innovative training was based on the following principles: The training programme should be activity-based and highly participatory, as well as helpful and friendly (non-threatening), so that teachers feel confident enough to share experiences, learn from mistakes, express doubts and voice shortcomings without fear of ridicule; The training process should involve some behavioural objectives, including self-discipline, role modeling, respecting each others' views, punctuality, cooperation, equitable treatment and gender

sensitivity; The training programme should use enthusiasm as ‘shock therapy’ to help teachers rapidly replace any inertia, cynicism or ‘non action syndrome’ that might defeat promising innovations; Trainers should be enthusiastic about child-friendly school models and capable of generating excitement and interest in the teacher trainees, who need to observe and hear inspiring trainers to be motivated.

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FAMILY ORIENTATION AND MUSEUM MARKETING**Wasif Raza****Freelance Museologist,
Amroha**ABSTRACT**

With the advent of time, museums are emerging as potential organizations which require them to adapt themselves in order to compete other available resources of enjoyment and entertainment. They are no more a treasure house of some old collections but an emerging industry which has to do its every bit to sustain itself in the times of cut throat competition of survival. They have to adapt the suitable marketing techniques to woo its consumers (Museum consumers are its visitors) and attract new ones. Families form a potential consumer base for almost every industry in the world. Different industries use different marketing techniques to expand their consumer portfolio. Families, in case of museums, are the most important consumer section because it is them who can co-relate themselves to the collections of the museums and enjoy and cherish the memories of past. Therefore, it is necessary for the museums to design and use marketing techniques that make more and more families visit the museums and help museums' survival as an industry. Different factors affect the footfall in the museum such as age, sex, ethnicity, and religion. However, it is family orientation towards museums that may affect the footfall of visitors in museums as it is this orientation which one gets from his family that to some extent shapes one's interests in something or other. That is why museums need to take care of the family orientation in museum marketing and should design and imply the marketing strategy accordingly.

KEYWORDS: Museums, family orientation, marketing.**INTRODUCTION**

Orientation is a state of mind which is related to one's awareness or learning of something and it may involve the awareness of time, place, person or thing. Orientation may also refer to a person's sense of personal and social identity and is exhibited by the way he leads his life that is through his life-style patterns. These life style patterns distinguish him or his family from other individuals or families and give an idea of this particular person's or family's personality and their social identity. Orientation starts in the family itself right from the child's birth and may be said to be a lifelong process. A child's initial orientation depends on the family's life-style and the actions that are the products of this particular life-style. These actions, to some extent, are mirror images of an individual's or families' certain characteristics some of which are given below -

- Experiences
- Thoughts
- Beliefs
- Values

- Attitude
- Action/Behavior
- Interests
- Socio-economic condition

All these characteristics are co-related to each other in one way or another and give an idea about a certain individual or his family. These characteristics also shape ones motivations and aspirations.

In this high competition environment, museums need to develop ideas that give them a competitive advantage on other resources of education, enjoyment and entertainment. The museum should not only be a house full of collections and specimens in glass cases rather it should be a house full of ideas, arranged in systematic way. Museums need to manage themselves in a way that they are able to create higher and superior values to museum visitors. Family orientation is the aspect of museum marketing that needs to be taken care of and the families should be considered as the primary target audiences. The goal of museum marketing should be to assist the museum in helping it build community partnerships and relationships. Thus, museums may help community to preserve their heritage.

LINKING FAMILY ORIENTATION TO MUSEUM MARKETING

For the purposes of marketing its services of education, enjoyment and entertainment, museums need to be very particular about their audiences and their orientations. They should treat families as a whole rather than the individuals of certain age groups, sex, or ethnicity. Museums should know how to co-relate family orientation with its marketing strategy as this linkage will later on help museum to successfully market its services. Therefore, museums should take following points into consideration for linking the marketing of their services to the family orientation-

- **FAMILY CHOICE:** Museums should know the available resources of education, enjoyment and entertainment in their surroundings and preferences given to them by the neighboring families as it is the choice of child and family that would be a definitive factor affecting the footfall in the museum.
- **CULTURAL VALUES:** How do the families value their culture and heritage? This is a decisive question that museums must answer before making any marketing strategy.
- **LIFE-STYLES:** Neighboring families' life-styles and their resultant attitude and actions may affect the museum visits by these families. Life-style may help in classifying the museum visitors into an identifiable market segment on the basis of the assessment of AIO's (Activities, Interests and Opinions). Therefore, museums try to reach out to the people of different life-styles.
- **SOCIAL CHANGES:** Museums should be aware of the social changes which are taking place in the society and families and the resulting impact on the families. How did they perceive certain things initially and how do they perceive them now is also a factor that will decide the final footfall of visitors in the museum.
- **MOTIVATION:** Museums should try to assess different factors that may act as the motivational factors for the families to visit the museums and accordingly and efficiently use them in museum marketing.

RESEARCHING THE MUSEUM COMPETITORS

Families may face increasingly complex choices over what they may do during their leisure time and what are the available resources for their enjoyment and entertainment in their vicinity. Museum should carry out research and observations to get the valuable data of the industries that may possibly be competitor or threat to the museum as an industry. They should look at the services and facilities being offered by them and also try to find out the quality of those services and facilities. Museum should also try to know whether other museums may become a threat to a particular museum in these times of cut-throat competition and what services are these museums offering to the visitors.

GUIDING PRINCIPALS FOR MUSEUM MARKETING BASED UPON FAMILY ORIENTATION

It is the duty of marketing manager that while marketing the museum services to the common people, he should ascertain to act upon the following points-

- Set up meetings in the neighboring communities and localities
- Ensure people are well informed about the timing and the place of these meetings. The timing and location of the meetings should be such that the majority of the people are able to attend these meetings.
- Ensure to let the people know about-
 - ❖ The type of museum it is – general museum, natural history museum, art museum, geology museum, ethnography museum or other
 - ❖ The life-styles and cultural values the museum cater its services for
 - ❖ The location of museum
 - ❖ Transport availability to the museum, its cost and type of available transport
 - ❖ Signage
 - ❖ How to recognize the museum building
 - ❖ Museum opening days and timing – whether the museum is open on Sundays or other public holidays and till what time does the museum remain open
 - ❖ Museum pricing policy – cost of ticket, parking, cloakroom and other services. Are these charges affordable to the common visitor?
 - ❖ Range of available services and facilities and their quality
 - ❖ Museum accessibility – physical and intellectual and also for the disables
 - ❖ Opportunities available for participation in museum activities
 - ❖ Events and programs being conducted at the museum and future programs and events
 - ❖ Activities of the museum to reach beyond its walls through outreach services, educational services like school loan services etc or through its website
- Ensure that the people have the opportunity to ask any question related to the museum visits and services during the meetings and those queries are satisfactorily answered

CONCLUSION

Museums provide educational, enjoyment and entertainment services to the museum visitors and through the different outreach programs. Museums are the emerging market in the world and are determined to make their mark by responding to the actual market demands by identifying their market through research and analysis. By determining the different family orientations through the study of the life-styles of the families, their attitudes and activities, museums may be able to successfully identify a particular consumer segment (museum visitor), design their marketing strategy accordingly and apply them through different marketing and advertising techniques. They also need to ponder upon the museum's current and future events and programs and their quality and successfully organize them.

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CASE STUDIES IN MARKETING MANAGEMENT**S. Ramesh Kumar*; Dr. Jyoti Joshi****

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INTRODUCTION

Not Only the economies, industries and markets are evolving in the Indian subcontinent but also there is an increase in the streamline scholastic concept evolution for market trends. 'The Indian emerging context is one of the diversity in terms of its demographics, lifestyles, spending patterns and cultural aspects' and this reflection becomes the bottom line behind the book. Each of the given case explores the very nature of Indian Market. Since it's a developing country conceptual building becomes the forte for the theorist as well as executers. Until there is a transparent picture and clear vision of the happenings and their impact on the world economy it is very difficult to keep going in the correct direction. These cases facilitate the peep into core nature and increase our vision of Indian Market trends.

The HyundaiCard's Marketing Strategy a case by Chan Soo Park and Ronald D Camp ,ITC in Rural India by Sushil Vachani are some of the good readings from the book. Case in chapter eight "Shoppers Stop Targeting the Young' helps us understand how Shoppers Stop identifies the customer segment and targeted the group. Another Case Air Miles Canada: Rebranding the Air Miles Reward Program by R. Chandrasekhar defines the rebranding methodology.

Kids Market Consulting, The Wii Nintendo's Video Game Revolution, Sask Tel, Hanson Production Pricing For Opening Day are some of the noteworthy cases from the selected cases.

The editor through these cases shows that significant change has grown tremendously in Indian Market during the past decades due to the shrinking global boundaries and the leaders were also pushed to change the way they used to work to remain more effective. The cases expertly and successfully create an idea of leadership of accountability and shows how to apply the market change strategy to help companies energize their operations.

Certainly it is one of those books that causes us to pause and think about the shift in the meaning and nature of market trends with very simple cases. The book is a must read for anyone to explore the hidden potential of emerging economies. Examining from as many relevant perspective as possible the book has more than one reader friendly messages.

'There are not too many Indian cases as the academic context in India is just emerging .There was a need to strike a balance between cases that reflect the Indian context and the western context based cases chosen with a view to reflect the Indian context and the western context based cases chosen with a view to reflect the Indian context 's issues' This book of cases will be useful both to the students of marketing and the faculty members teaching the basic marketing course in Indian universities.' The book is surely a worthy reading.



THE ALIENATED HEROINES IN THE SELECT NOVELS OF TONI MORRISON

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ABSTRACT

How a writer should be? Always remembered, a wonderful teller of stories, wholeheartedly in love with her people, creating memorable heroines and heroes and making them breathe. Toni Morrison justifies the above said qualities and she deserves to be called as one of the most prolific contemporary black writers. She has always been concerned about the unique positions of black women in American life and literature. Morrison deals with varied themes and this paper deals with one particular theme; alienation. The heroines are usually alienated from their family, friends, and society and even from their own self. This alienation turns the heroines either to madness or death. Morrison clearly depicts this in all of her novels. This particular paper deals with the two memorable heroines of Morrison: Pecola of The Bluest Eye and Sula of Sula. This also elucidates how both the heroines travel their journey of life and meet their tragic end after a strong and long struggle from people.

KEYWORDS: Writer, Themes, Alienation, Toni Morrison, Madness, Tragedy.

INTRODUCTION

Toni Morrison has distinguished herself as an author, editor and critic who has transformed the American Literary landscape with her presence in the Afro American Literary tradition. In her novels she established herself as one of Americans leading fiction writer, gifted and popular story teller. Her novels have attracted both popular and critical attention for their inventive blend of realism, Social analysis, passionate and philosophical concerns. The characters in her novel struggle to expose the fault lines of a society built on racial prejudice. In her characterization she accentuates initially the extreme difference in Afro American culture.

In all the novels of Toni Morrison, one can feel the overwhelming power of the writer as a teller of stories. Toni Morrison attracts, impresses the reader by her depiction of relationships between women. No major writer has dealt with this theme. Here Morrison feels that:

Relationships between women were always written about as though they were subordinate to some other roles they're playing. This is not true of men (Tate 1983:118).

Morrison deals with the themes of love, quest for identity, beauty, ugliness, friendships alienation and deaths. This paper deals with the theme of alienation. Alienation confirms devastating for black women in white America. Migrated from their motherland, caught in the iron chains of slavery, black women were reduced to the roles of breeder, maid and domestic and

other such menial roles. Thus, they have suffered the most brutal form of racism and sexism which results in their distinctive excruciating alienation. The black women writers struggled to overcome from the shackles of the white society. Their critical condition made them to write. Morrison proves, “Black women writers write primarily for themselves, as a means of understanding their experiences and observations, and as a means of discovering deeply hidden truths about themselves as well as others”(Tate 1984:60)

This paper deals with the two prominent heroines of Morrison: Pecola from *The Bluest Eye* and Sula from the novel *Sula*.

Pecola of *The Bluest Eye* is alienated in many ways. To acquire ‘Blue Eyes’ she undergoes many worst hurdles. Very few acknowledged her: her three friendly prostitutes, China, Poland and Miss Marie, who live in the upstairs apartment, and by benevolent Claudia and her sister Frieda. No one in Lorain motivates or reassures Pecola of her self worth. Instead, whomever she interrelates with, serves only to strengthen her self-image of insignificance. Hence, she is alienated from her parents, classmates as well as the Lorain people because of her negative self-image.

Pauline Breedlove, Pecola’s mother also experiences alienation. Pauline works as a housemaid in a wealthy lakeshore home. Her own kinky hair and decayed tooth makes her to feel isolated at work. Neither in her childhood nor at this age, she felt at home and experienced a sense of belonging to any place. Her persistent general feeling was that of “separateness” and “unworthiness”. Even though she worked with white people, she didn’t love like them. This tragic alienation of Pauline Breedlove has a dire influence on her role as a mother. Toni Morrison clearly states that Pauline never loves or tries to acquire a positive relationship with her daughter, instead she nurtures love to her employer’s child. It can be said that she is compassionate and showers gentleness and love to her employer’s child and rains aggression and derision on her own. Pecola addresses her own mother as Mrs. Breedlove, which is the very formal way of addressing one’s mother and thus Pecola is alienated from her own mother, Pauline. It is clearly seen that the intimate feeling of mother-daughter relationship is lacking between Pauline and Pecola in the novel. Pecola seclusion from other members of her family and her friends at school is increased by problem of appearance and self-image.

Toni Morrison’s *The Bluest Eye* is about the quest for obtaining a positive identity as a black person separate from the confusion that white is what is beautiful. The story is about Pecola, the black girl who longs to have a bluest dye. She is abused and unloved. She is raped by her own father and beaten. Her whole identity is tarnished by the thought that in order for her to have beauty she has to be white. She wishes she had blue eyes like white girls. Her idea of beauty is also exacerbated by the kids at school who refer to the light skin girl in her school as being the most beautiful black girl. She creates an imaginary friend with blue eyes. Contrasted against Pecola’s feelings of inadequacy for being black is Claudia. Claudia has a loving mother who helps her to have a feeling of self worth. She does not want to succumb to the idea of White as being the only beauty and she demonstrates this by destroying her white dolls. Here Pecola is alienated even from her self beauty.

Whatever Pecola expects, ends in vain. She desperately wants to be liked, to be accepted. Being a black girl in a society where white-skinned, blue-eyed beauties are idolized, Pecola things she is ugly. She hates herself so much that she stares at herself in the mirror trying to figure out where her ugliness comes from. The novel suggests that Pecola’s yearning for beauty is a result

of her feeling that people do not see her. She is amendable to everything. But, then, no one even her friends started disliking her after the terrible incident where she was raped by her own father. The sympathetic friendly pair of sisters is distanced from her. Frieda and Claudia see Pecola sometimes after Pecola lapses into madness:

After the baby came too soon and died She was so sad to see.
Grown people looked away; children, those who were not
frightened by her, laughed outright.(Morrison 1970:158)

Pecola's alienation is complete when she retreats into her own world of madness in which she imagines that she was not raped by her own drunken father, and creates her own imaginary friend who is the sole reassurance for her. This newly-won friend assures that Pecola has a beautiful blue eyes. Pecola's deranged nerves say a lot about the socio-economic and political oppression of little black girls as they get alienated from black and white America. Like Pecola, Sula is also alienated in many ways. Sula and Nel are good friends. Toni Morrison illustrates the friendship between Sula and Nel in this novel. They are

solitary little girls whose loneliness was so profound it intoxicated
them and sent them stumbling into techni-colored visions that
always included a presence, a someone, who, quite like the
dreamer, shared the delight of the dream(Morrison 1982:51)

Hannah, Sula's mother never pays attention to her only daughter's yield for emotional nurture. Hannah simply refuses to live without the support of man. After her husband's death, she takes a steady sequence of lovers. Sula once hears Hannah saying, "I love Sula. I just don't like her. That's the difference"(Morrison 1986: 57). This makes Sula, a daughter of an inaccessible mother and turns her attention to Nel. Helene Sabat, Nel's mother is class conscious and precise about her manners. She manoeuvres her daughter and husband. She grows Nel as an obedient and sincere daughter crushing all her imagination into pieces. Both the mothers Pauline in "The Bluest Eye" and Helene in "Sula" mangles their daughter's imagination into dull glow. Thus Sula and Nel are alienated from their own mothers.

Both Sula and Nel are single children to their parents. Sula's father is dead and Nel's father, Wiley Wright's presence is hardly felt in the family. This affects Nel's growth severely. All these situations depicts that Sula and Nel are sailing in the same boat, complementing and resembling each other in their emotional isolation from other people. Though Sula and Nel belong to different backgrounds, yet something alike in them made them to become closer to their hearts:

Each had discovered years before that they were neither white nor
male, and that all freedom and triumph was forbidden to them,
they had set about creating something else to be. Their meeting
was fortunate, for it let them use each other to grown on ... they
found in each other's eyes the intimacy they were looking for
(ibidem:52)

Once again Sula's emotions are tested. She suffers extreme isolation after the accidental drowning of her playmate, Chicken Little. Sula is obsessed with guilty conscious after that incident throughout her life which does not permit her a relief.

Sula learns that: “there was no other that you could count on;...” and “...there was no self to count on either”(Morrison 1982:118-119) from the two important experiences, Hannah’s remark and Chicken Little death. She is not like other common girl who has ambition, affection, desires, and property. Hence her isolation is deeper. She is kept aside by the black women of Bottom as she refuses to marry a man and to beget children.

Both Sula and Nel develop a spiritual bond with each other as no one cares or gives time to these girls’ emotional needs. But their friendship does not last long. Sula “had clung to Nel as the closest thing to both as other and a self” (Morrison 1986:108) but she and Nel are not same and one thing. When Sula hears of Nel marriage to Jude Green, she is alienated from her. Nel becomes the third person or another person in the society to Sula. After her marriage, Sula leaves Medallion. Her alienation is more psychological than existential. But for Nel, her marriage is greater than her friendship and she possesses the new feeling that she is wanted by someone who is able to see her singly. Sula feels the loneliness after her friend’s marriage but Nel becomes more self-conscious when Sula leaves.

Sula is delighted to come back to Medallion after 10 years. Though Nel loves married life, she also loves Sula’s presence. Sula made love with Jude, Nel’s husband and succeeds in seducing him. Thus Jude leaves Nel. /she can envision the future to be devoid of happiness without Jude. Though Sula had sex with Jude, she treasures her friendship with Nel. To her sex is though “pleasant and frequent” is “unremarkable”, unlike her remarkable friendship with Nel. What is important for Sula is the friendship she had nurtured and developed with Nel in the midst of a world that promised separation.

Sula never lead a successful life, but to her she has an independent life, proceeds in her own path of freedom. In this course of freedom, she achieves nothing, yet destroyed herself but created a picture that she is a rare woman among the black woman community who have set of morals to follow to be a black woman. Thus, Sula is a heroine who realizes the dire consequences of alienation.

One of the most critically acclaimed living writers, Morrison has been a major architect in creating a literary language for Afro-/Americans. Her use of shifting perspective, fragmentary narrative, and a narrative voice extremely close to the consciousness of her characters reveals the influence of writers like Virginia Woolf and William Faulkner: two writers that Morrison, not coincidentally, studied extensively while a college student. All of her works also show the influence of African –American folklore, songs and women’s gossip. In her attempts to map these oral art forms onto literary modes of representation, Morrison has created a body of work informed by a distinctly black sensibility while drawing a reading audience form across racial boundaries.

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ISSUES & IMPORTANCE OF ACCOUNTING STANDARDS IN ACCOUNTING PRACTICES

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INTRODUCTION

Accounting is the art of recording transactions in the best manner possible, so as to enable the reader to arrive at judgments/come to conclusions, and in this regard it is utmost necessary that there are set guidelines. These guidelines are generally called accounting policies. The intricacies of accounting policies permitted Companies to alter their accounting principles for their benefit. This made it impossible to make comparisons. In order to avoid the above and to have a harmonised accounting principle, Standards needed to be set by recognised accounting bodies. This paved the way for Accounting Standards to come into existence.

ACCOUNTING STANDARDS

Accounting Standards are the statements of code of practice of the regulatory accounting bodies that are to be observed in the preparation and presentation of financial statements. In layman terms, accounting standards are the written documents issued by the expert institutes or other regulatory bodies covering various aspects of measurement, treatment, presentation and disclosure of accounting transactions.

Accounting Standards in India are issued By the Institute of Chartered Accountants of India (ICAI). At present there are 32 Accounting Standards issued by ICAI.

ISSUE OF ACCOUNTING STANDARDS

The Institute of Chartered Accountants of India (ICAI) recognizing the need to harmonize the diverse accounting policies and practices at present in use in India constituted Accounting Standards Board (ASB) on April 21, 1977. The main role of ASB is to formulate Accounting Standards from time to time.

Accounting Standards Issued by the Institute of Chartered Accountants of India are as below:

- Disclosure of accounting policies
- Valuation Of Inventories
- Cash Flow Statements
- Contingencies and events Occurring after the Balance sheet Date
- Net Profit or loss For the period, Prior period items and Changes in accounting Policies.
- Depreciation accounting.
- Construction Contracts
- Revenue Recognition

- Accounting For Fixed Assets
- The Effect of Changes In Foreign Exchange Rates
- Accounting For Government Grants
- Accounting For Investments
- Accounting For Amalgamation
- Employee Benefits
- Borrowing Cost
- Segment Reporting
- Related Party Disclosures
- Accounting For Leases
- Earning Per Share
- Consolidated Financial Statement
- Accounting For Taxes on Income
- Accounting for Investment in associates in Consolidated Financial Statement
- Discontinuing Operation
- Interim Financial Reporting
- Intangible assets
- Financial Reporting on Interest in joint Ventures
- Impairment of assets
- Provisions, Contingent, liabilities and Contingent assets
- Financial instrument
- Financial Instrument: presentation
- Financial Instruments, Disclosures and Limited revision to accounting standards

DISCLOSURE OF ACCOUNTING POLICIES: Accounting Policies refer to specific accounting principles and the method of applying those principles adopted by the enterprises in preparation and presentation of the financial statements.

VALUATION OF INVENTORIES: The objective of this standard is to formulate the method of computation of cost of inventories / stock, determine the value of closing stock / inventory at which the inventory is to be shown in balance sheet till it is not sold and recognized as revenue.

CASH FLOW STATEMENTS: Cash flow statement is additional information to user of financial statement. This statement exhibits the flow of incoming and outgoing cash. This statement assesses the ability of the enterprise to generate cash and to utilize the cash. This statement is one of the tools for assessing the liquidity and solvency of the enterprise.

CONTINGENCIES AND EVENTS OCCURING AFTER THE BALANCE SHEET DATE:

In preparing financial statement of a particular enterprise, accounting is done by following accrual basis of accounting and prudent accounting policies to calculate the profit or loss for the year and to recognize assets and liabilities in balance sheet. While following the prudent accounting policies, the provision is made for all known liabilities and losses even for those liabilities / events, which are probable. Professional judgement is required to classify the likelihood of the future events occurring and, therefore, the question of contingencies and their accounting arises.

Objective of this standard is to prescribe the accounting of contingencies and the events, which take place after the balance sheet date but before approval of balance sheet by Board of Directors. The Accounting Standard deals with Contingencies and Events occurring after the balance sheet date.

NET PROFIT OR LOSS FOR THE PERIOD, PRIOR PERIOD ITEMS AND CHANGE IN ACCOUNTING POLICIES:

The objective of this accounting standard is to prescribe the criteria for certain items in the profit and loss account so that comparability of the financial statement can be enhanced. Profit and loss account being a period statement covers the items of the income and expenditure of the particular period. This accounting standard also deals with change in accounting policy, accounting estimates and extraordinary items.

DEPRECIATION ACCOUNTING : It is a measure of wearing out, consumption or other loss of value of a depreciable asset arising from use, passage of time. Depreciation is nothing but distribution of total cost of asset over its useful life.

CONSTRUCTION CONTRACTS : Accounting for long term construction contracts involves question as to when revenue should be recognized and how to measure the revenue in the books of contractor. As the period of construction contract is long, work of construction starts in one year and is completed in another year or after 4-5 years or so. Therefore question arises how the profit or loss of construction contract by contractor should be determined. There may be following two ways to determine profit or loss: On year-to-year basis based on percentage of completion or On completion of the contract.

REVENUE RECOGNITION : The standard explains as to when the revenue should be recognized in profit and loss account and also states the circumstances in which revenue recognition can be postponed. Revenue means gross inflow of cash, receivable or other consideration arising in the course of ordinary activities of an enterprise such as:- The sale of goods, Rendering of Services, and Use of enterprises resources by other yielding interest, dividend and royalties. In other words, revenue is a charge made to customers / clients for goods supplied and services rendered.

ACCOUNTING FOR FIXED ASSETS : It is an asset, which is:- Held with intention of being used for the purpose of producing or providing goods and services. Not held for sale in the normal course of business. Expected to be used for more than one accounting period.

THE EFFECTS OF CHANGES IN FOREIGN EXCHANGE RATES : Effect of Changes in Foreign Exchange Rate shall be applicable in Respect of Accounting Period commencing on or after 01-04-2004 and is mandatory in nature. This accounting Standard applicable to accounting for transaction in Foreign currencies in translating in the Financial Statement Of foreign

operation Integral as well as non- integral and also accounting for For forward exchange.Effect of Changes in Foreign Exchange Rate, an enterprises should disclose following aspects:

- Amount Exchange Difference included in Net profit or Loss;
- Amount accumulated in foreign exchange translation reserve;
- Reconciliation of opening and closing balance of Foreign Exchange translation reserve;

ACCOUNTING FOR GOVERNMENT GRANTS : Governement Grants are assistance by the Govt. in the form of cash or kind to an enterprise in return for past or future compliance with certain conditions. Government assistance, which cannot be valued reasonably, is excluded from Govt. grants,. Those transactions with Governement, which cannot be distinguished from the normal trading transactions of the enterprise, are not considered as Government grants.

ACCOUNTING FOR INVESTMENTS : It is the assets held for earning income by way of dividend, interest and rentals, for capital appreciation or for other benefits.

ACCOUNTING FOR AMALGAMATION : This accounting standard deals with accounting to be made in books of Transferee company in case of amalgamtion. This accounting standard is not applicable to cases of acquisition of shares when one company acquires / purchahses the share of another company and the acquired company is not dissolved and its seperate entity continues to exist. The standard is applicable when acquired company is dissolved and seperate entity ceased exist and purchasing company continues with the business of acquired company

EMPLOYEE BENEFITS : Accounting Standard has been revised by ICAI and is applicable in respect of accounting periods commencing on or after 1st April 2006. the scope of the accounting standard has been enlarged, to include accounting for short-term employee benefits and termination benefits.

BORROWING COSTS : Enterprises are borrowing the funds to acquire, build and install the fixed assets and other assets, these assets take time to make them useable or saleable, therefore the enterprises incur the interest (cost on borrowing) to acquire and build these assets. The objective of the Accounting Standard is to prescribe the treatment of borrowing cost (interest + other cost) in accounting, whether the cost of borrowing should be included in the cost of assets or not.

SEGMENT REPORTING : An enterprise needs in multiple products/services and operates in different geographical areas. Multiple products / services and their operations in different geographical areas are exposed to different risks and returns. Information about multiple products / services and their operation in different geographical areas are called segment information. Such information is used to assess the risk and return of multiple products/services and their operation in different geographical areas. Disclosure of such information is called segment reporting.

RELATED PATY DISCLOSURE : Sometimes business transactions between related parties lose the feature and character of the arms length transactions. Related party relationship affects the volume and decision of business of one enterprise for the benefit of the other enterprise. Hence disclosure of related party transaction is essential for proper understanding of financial performance and financial position of enterprise.

ACCOUNTING FOR LEASES : Lease is an arrangement by which the lesser gives the right to use an asset for given period of time to the lessee on rent. It involves two parties, a lessor and a

lessee and an asset which is to be leased. The lessor who owns the asset agrees to allow the lessee to use it for a specified period of time in return of periodic rent payments.

EARNING PER SHARE : Earning per share (EPS) is a financial ratio that gives the information regarding earning available to each equity share. It is very important financial ratio for assessing the state of market price of share. This accounting standard gives computational methodology for the determination and presentation of earning per share, which will improve the comparison of EPS. The statement is applicable to the enterprise whose equity shares or potential equity shares are listed in stock exchange.

CONSOLIDATED FINANCIAL STATEMENTS : The objective of this statement is to present financial statements of a parent and its subsidiary (ies) as a single economic entity. In other words the holding company and its subsidiary (ies) are treated as one entity for the preparation of these consolidated financial statements. Consolidated profit/loss account and consolidated balance sheet are prepared for disclosing the total profit/loss of the group and total assets and liabilities of the group. As per this accounting standard, the consolidated balance sheet if prepared should be prepared in the manner prescribed by this statement.

ACCOUNTING FOR TAXES ON INCOME : This accounting standard prescribes the accounting treatment for taxes on income. Traditionally, amount of tax payable is determined on the profit/loss computed as per income tax laws. According to this accounting standard, tax on income is determined on the principle of accrual concept. According to this concept, tax should be accounted in the period in which corresponding revenue and expenses are accounted. In simple words tax shall be accounted on accrual basis; not on liability to pay basis.

ACCOUNTING FOR INVESTMENTS IN ASSOCIATES IN CONSOLIDATED FINANCIAL STATEMENTS : The accounting standard was formulated with the objective to set out the principles and procedures for recognizing the investment in associates in the consolidated financial statements of the investor, so that the effect of investment in associates on the financial position of the group is indicated.

DISCONTINUING OPERATIONS : The objective of this standard is to establish principles for reporting information about discontinuing operations. This standard covers "discontinuing operations" rather than "discontinued operation". The focus of the disclosure of the Information is about the operations which the enterprise plans to discontinue rather than disclosing on the operations which are already discontinued. However, the disclosure about discontinued operation is also covered by this standard.

INTERIM FINANCIAL REPORTING (IFR) : Interim financial reporting is the reporting for periods of less than a year generally for a period of 3 months. As per clause 41 of listing agreement the companies are required to publish the financial results on a quarterly basis.

INTANGIBLE ASSETS : An Intangible Asset is an Identifiable non-monetary Asset without physical substance held for use in the production or supplying of goods or services for rentals to others or for administrative purpose.

FINANCIAL REPORTING OF INTEREST IN JOINT VENTURES : Joint Venture is defined as a contractual arrangement whereby two or more parties carry on an economic activity under 'joint control'. Control is the power to govern the financial and operating policies of an economic activity so as to obtain benefit from it. 'Joint control' is the contractually agreed sharing of control over economic activity.

IMPAIRMENT OF ASSETS : The dictionary meaning of 'impairment of asset' is weakening in value of asset. In other words when the value of asset decreases, it may be called impairment of an asset. As per AS-28 asset is said to be impaired when carrying amount of asset is more than its recoverable amount.

PROVISIONS, CONTINGENT LIABILITIES AND CONTINGENT ASSETS : Objective of this standard is to prescribe the accounting for Provisions, Contingent Liabilities, Contingent Assets, Provision for restructuring cost.

Provision: It is a liability, which can be measured only by using a substantial degree of estimation.

LIABILITY: A liability is present obligation of the enterprise arising from past events the settlement of which is expected to result in an outflow from the enterprise of resources embodying economic benefits.

FINANCIAL INSTRUMENT: Recognition and Measurement, issued by The Council of the Institute of Chartered Accountants of India, comes into effect in respect of Accounting periods commencing on or after 1-4-2009 and will be recommendatory in nature for An initial period of two years. This Accounting Standard will become mandatory in respect of Accounting periods commencing on or after 1-4-2011 for all commercial, industrial and business Entities except to a Small and Medium-sized Entity. The objective of this Standard is to establish principles for recognizing and measuring Financial assets, financial liabilities and some contracts to buy or sell non-financial items. Requirements for presenting information about financial instruments are in Accounting Standard.

FINANCIAL INSTRUMENT: PRESENTATION : The objective of this Standard is to establish principles for presenting financial instruments as liabilities or equity and for offsetting financial assets and financial liabilities. It applies to the classification of financial instruments, from the perspective of the issuer, into financial assets, financial liabilities and equity instruments; the classification of related interest, dividends, losses and gains; and the circumstances in which financial assets and financial liabilities should be offset. The principles in this Standard complement the principles for recognising and measuring financial assets and financial liabilities in Accounting Standard Financial Instruments:

FINANCIAL INSTRUMENTS, DISCLOSURES AND LIMITED REVISION TO ACCOUNTING STANDARDS: The objective of this Standard is to require entities to provide disclosures in their financial statements that enable users to evaluate:

- the significance of financial instruments for the entity's financial position and performance; and
- the nature and extent of risks arising from financial instruments to which the entity is exposed during the period and at the reporting date, and how the entity manages those risks.

IMPLEMENTATION OF ACCOUNTING STANDARDS

LEVEL I COMPANY

Enterprises, which fall in any one or more of the following categories, at any time during the accounting period, are classified as Level I enterprises:

- i) Enterprises whose equity or debt securities are listed whether in India or outside India.

- ii) Enterprises, which are in the process of listing their equity or debt securities as evidenced by the board of directors' resolution in this regard.
- iii) Banks including co-operative banks.
- iv) Financial Institutions
- v) Enterprises carrying on insurance business.
- vi) All commercial, industrial and business reporting enterprises, whose turnover for the immediately preceding accounting period on the basis of audited financial statements exceeds Rs. 500 million. Turnover does not include 'other income'.
- vii) All commercial, industrial and business reporting enterprises having borrowings, including public deposits, in excess of Rs. 100 million at any time during the accounting period.
- viii) Holding and subsidiary enterprises of any one of the above at any time during the accounting period.

LEVEL II COMPANY

Enterprises, which are, not Level I enterprises but fall in any one or more of the following categories are classified as Level II enterprises;

- i) All commercial, industrial and business reporting enterprises, whose turnover for the immediately preceding accounting period on the basis of audited financial statements exceeds Rs. 4 million, but does not exceed Rs. 500 million. Turnover does not include 'other income'.
- ii) All commercial, industrial and business reporting enterprises having borrowing, including public deposits, in excess of Rs. 10 million but not in excess of Rs. 100 million at any time during the accounting period.
- iii) Holding and subsidiary enterprises of any one of the above at any time during the accounting period.

LEVEL III COMPANY

Enterprises, which are not covered under Level I and Level II are considered as Level III enterprises.

APPLICABILITY

Level II and Level III enterprises are considered as SMEs

Level I enterprises are required to comply fully with all the accounting standards.

INTERNATIONAL HARMONISATION OF ACCOUNTING STANDARDS

Recognising the need for international harmonisation of accounting standards, in 1973, the International Accounting Standards Committee (IASC) was established. It may be mentioned here that the IASC has been reconstituted as the International Accounting Standards Board (IASB). The objectives of IASC included promotion of the International Accounting Standards for worldwide acceptance and observance so that the accounting standards in different countries are harmonised. In recent years, need for international harmonisation of Accounting Standards followed in different countries has grown considerably as the cross-border transfers of capital are becoming increasingly common.

ACCOUNTING STANDARDS-SETTING PROCESS

The accounting standard setting, by its very nature, involves reaching an optimal balance of the requirements of financial information for various interest-groups having a stake in financial reporting. With a view to reach consensus, to the extent possible, as to the requirements of the relevant interest-groups and thereby bringing about general acceptance of the Accounting Standards among such groups, considerable research, consultations and discussions with the representatives of the relevant interest-groups at different stages of standard formulation becomes necessary. The standard-setting procedure of the ASB, as briefly outlined below, is designed in such a way so as to ensure such consultation and discussions:

- Identification of the broad areas by the ASB for formulating the Accounting Standards.
- Constitution of the study groups by the ASB for preparing the preliminary drafts of the proposed Accounting Standards.
- Consideration of the preliminary draft prepared by the study group by the ASB and revision, if any, of the draft on the basis of deliberations at the ASB.
- Circulation of the draft, so revised, among the Council members of the ICAI and 12 specified outside bodies such as Standing Conference of Public Enterprises (SCOPE), Indian Banks' Association, Confederation of Indian Industry (CII), Securities and Exchange Board of India (SEBI), Comptroller and Auditor General of India (C& AG), and Department of Company Affairs, for comments.
- Meeting with the representatives of specified outside bodies to ascertain their views on the draft of the proposed Accounting Standard.
- Finalisation of the Exposure Draft of the proposed Accounting Standard on the basis of comments received and discussion with the representatives of specified outside bodies.
- Issuance of the Exposure Draft inviting public comments.
- Consideration of the comments received on the Exposure Draft and finalisation of the draft Accounting Standard by the ASB for submission to the Council of the ICAI for its consideration and approval for issuance.
- Consideration of the draft Accounting Standard by the Council of the Institute, and if found necessary, modification of the draft in consultation with the ASB.
- The Accounting Standard, so finalised, is issued under the authority of the Council.

RATIONALE OF ACCOUNTING STANDARDS

Accounting Standards are formulated with a view to harmonise different accounting policies and practices in use in a country. The objective of Accounting Standards is, therefore, to reduce the accounting alternatives in the preparation of financial statements within the bounds of rationality, thereby ensuring comparability of financial statements of different enterprises with a view to provide meaningful information to various users of financial statements to enable them to make informed economic decisions.

The Companies Act, 1956, as well as many other statutes in India require that the financial statements of an enterprise should give a true and fair view of its financial position and working results. This requirement is implicit even in the absence of a specific statutory provision to this

effect. The Accounting Standards are issued with a view to describe the accounting principles and the methods of applying these principles in the preparation and presentation of financial statements so that they give a true and fair view. The Accounting Standards not only prescribe appropriate accounting treatment of complex business transactions but also foster greater transparency and market discipline. Accounting Standards also helps the regulatory agencies in benchmarking the accounting accuracy.

COMPLIANCE WITH ACCOUNTING STANDARDS

Accounting Standards issued by the ICAI have legal recognition through the Companies Act, 1956, whereby every company is required to comply with the Accounting Standards and the statutory auditors of every company are required to report whether the Accounting Standards have been complied with or not. Also, the Insurance Regulatory and Development Authority (IRDA) (Preparation of Financial Statements and Auditor's Report of Insurance Companies) Regulations, 2000 requires insurance companies to follow the Accounting Standards issued by the ICAI. The Securities and Exchange Board of India (SEBI) and the Reserve Bank of India also require compliance with the Accounting Standards issued by the ICAI from time to time.

Section 211 of the Companies Act, 1956, deals with the form and contents of balance sheet and profit and loss account. The Companies (Amendment) Act, 1999 has inserted new sub-sections 3A, 3B and 3C to Section 211, with a view to ensure that the financial statements are prepared in accordance with the Accounting Standards. The new sub-sections as inserted are reproduced below:

Section 211 (3A): ' Every profit and loss account and balance sheet of the company shall comply with the accounting standards'

Section 211 (3B): ' Where the profit and loss account and the balance sheet of the company do not comply with the accounting standards, such companies shall disclose in its profit and loss account and balance sheet, the following, namely:-

- a) the deviation from the accounting standards;
- b) the reasons for such deviation; and
- c) the financial effect, if any, arising due to such deviation.

CHALLENGES

Accounting Standards are the policy documents (authoritative statements of best accounting practice) issued by recognized expert accountancy bodies relating to various aspects of measurement, treatment and disclosure of accounting transactions and events. As relate to the codification of Generally Accepted Accounting Principles (GAAP). These are stated to be norms of accounting policies and practices by way of codes or guidelines to direct as to how the items, which go to make up the financial statements should be dealt with in accounts and presented in the annual accounts. The aim of setting standards is to bring about uniformity in financial reporting and to ensure consistency and comparability in the data published by enterprises. This in result enhance value of the enterprise as stakeholders & users of Financial Statement can take appropriate decision & view about affairs of the enterprise. In modern business context, Accounting Standard & Good Corporate Governance practice has gained more importance than ever. It brings synergy, as managers are motivated to practice better corporate governance linking it with remuneration of managers. Due to invasion technology, political compulsion &

increased social expectation globe is a small village for business enterprise. In the circumstances, implementing universal Accounting Standard & Corporate Governance has brought new challenges in place.

CONCLUSION

The companies have shown high degree of compliance with disclosure requirements of Accounting Standards, irrespective of size, profitability, leverage and age.

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MANAGING INFORMATION SECURITY CHALLENGES DURING MERGER AND ACQUISITIONS

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ABSTRACT

Merger and Acquisitions are widely preferred growth drivers in Competitive Markets & Economies & Organizations perceive Merger and Acquisitions as explicit means to increase their stronghold in domestic or foreign markets. Merging entities have disparities in information security policies. Information Technology (IT) infrastructure, Network Audit & Compliance issues are imperative in current scenario. IT & its facets were never really considered important or was not given due importance during Due Diligence in Merger & Acquisitions process. Companies realized the loss only when data loss or leakage became pre-dominant for the failure of Merger and Acquisition. The Organizations should take this Area of study strategically to avoid pitfalls due to pilferage. This paper focuses on the approach adapted by the organization in achieving Information Technology integration in Merger and Acquisitions process. But Mergers and Acquisitions face challenges in the form of cultural, technical and regulatory issues.

KEYWORDS: *Information Security, Merger and Acquisitions, SOX.*

INTRODUCTION

In good times and bad, it seems as though mergers and acquisitions are supposed to create new, stronger organizations. There are many good reasons for growing the business through an acquisition or merger. These include:

- **BETTER INDUSTRY KNOW-HOW** :Access to good management and know-how enhances better prospects for acquirer
- **CUSTOMER BASE AND INCREASING YOUR MARKET SHARE:** Target business may have distribution channels for better market connectivity
- **DIVERSIFICATION OF THE PRODUCTS, SERVICES AND LONG-TERM PROSPECTS OF YOUR BUSINESS:** A target business may be able to offer you products or services which you can sell through your own distribution channels.
- **REDUCING COSTS AND OVERHEADS:** increased purchasing power and lower costs.
- **REDUCING COMPETITION:** Purchasing new intellectual property, products or services increase revenues through Research and Development.

- **ORGANIC GROWTH:** Businesses in the same sector can combine resources to trim down costs, eliminate duplicated facilities or departments and increase revenue.

Acquiring a small player in foreign market leverages access to greater market share. Smaller companies achieve higher returns on their brand management activities.

For an organization, decision to merge is an easy part. The real challenges come into foray after the acquisition of the new entity and the needed changes in people management process technology systems and compliance. The current paper focuses on information technology challenges in mergers and acquisitions.

Any cross border merger and acquisition involves uphill tasks as the merged organization would have disparate systems, different IT infrastructure, different hardware, different protocols, and different technical architecture. Hence, the challenge lies in the integrating and consolidating IT. However, this paper focuses on the approach adapted by the organization in achieving IT integration in merger and acquisition process.

CHALLENGES IN M&A

The challenges can be generally categorized into Cultural, Technical and Compliance.

(A) CULTURAL CHALLENGES IN M&A

In a recent survey by McKinsey and the Conference Board, 50 percent said that “cultural fit” lies at the heart of a value enhancing merger, and 25 percent called its absence the key reason a merger had failed. But 80 percent also admitted that culture is hard to define. The cultural due diligence on various dimensions like environmental values, innovation, motivation co-ordination control accountability should happen during the deal process giving executives more time to design the merger in a way that builds cultural assets and mitigates risk. Cultural due diligence signals management approach of companies to world through its corporate websites, annual reports, speeches, news articles, blogs, stock market filings, recruiting, and mission statements etc. The analysis of the publicly available information should be surveyed and could be kept confidential before the merger deal.

(B) TECHNICAL CHALLENGES IN M&A

Mergers bring about the revamp of technology infrastructure and processes. Employees prefer to get back to normal. This could be easier if employees can continue using the technological tools of one or more of the merged firms or if at least one of the firms used virtual environments before the merger. In this case document management systems helps the newly created entity to access the shared information of acquirer and acquiree. In this context corporate managers should be aware of treating risks in IT as high priority. The common regime of transfer of technologies and process should be establish to operate.

(C) REGULATORY CHALLENGES IN M & A

An organization's compliance mandates are often driven by the industry in which it operates. Financial companies are required to meet the provisions of the Sarbanes-Oxley Act (SOX) and Gramm-Leach-Bliley Act (GLBA). Health Insurance Portability and Accountability Act (HIPAA) for healthcare verticals, and banking service verticals have to meet the Payment Card Industry (PCI) Data Security Standard.

The commonly applicable regulations are the most critical issues to consider are access management, information security policies, protection of customer data and monitoring and testing. M & A should comply with the new regulations that may require additional understanding and implementation.

MAKING MERGERS WORK

When merged or acquired the organization need to:

- Inform end users of both about the impact and necessity of merger.
- Implement change management process and communicate to employees.
- Integrate systems and implement new policies and procedures that leverage best practices

(I) SAFEGUARDING INFORMATION SECURITY

Merging entities have discrepancy in information security policies. These policies have to be reviewed combined aligned, later perform a gap analysis, assessing both organizations against the new policy. Generate a roadmap that states which procedural and technological changes will be needed for both companies to comply.

Information security consolidation is the best approach and involves:

- Aligning information security policies
- Implementing a strict information security regime
- Investing in information security sensors
- Creating roadmap technological changes.

The consolidation of policies, technical areas must be addressed at once, to shore up an organization and prepare it for attacks because as soon as the merger process begins, an organization could be vulnerable.

WIRELESS LAN DEPLOYMENT

If one entity relies heavily on Wi-Fi but the other does not, there may be a considerable distinction in their vulnerability profiles. Rather than ripping wireless out of the organization, check the security settings of their wireless infrastructure. If it lacks encryption or has weak authentication, boosting it with improved technology, such as WPA2.

USBs

To lower internal data security breaches and other insider threats, companies may choose to disable USB devices on laptops. Before choosing this route though, it's important to consider the political and functional ramifications of such a move.

MALWARE AND IDS TOOLS

Invest in healthy anti-malware and anti-spyware that regularly reinvents itself and provides regular and critical patches..

FIREWALLS AND IDS TOOLS

After the merger is complete, the security team should monitor for large amounts of data being transferred outbound across the Internet. Depending on employees' "normal" Internet usage

patterns, companies may want to set up a scan for any FTP or HTTP transfer of a file greater than a certain scale. Any violation could be a sign of data exfiltration. Monitor Web proxy logs as well to determine if attack tools are being downloaded and used inside either company.

Successful execution of the above strategy can help merging entities significantly lower their exposure

(II) CONSOLIDATION OF NETWORK ARCHITECTURE

Organizations should spend substantial time documenting the network architecture showing Internet and business partner connections for the merged organizations.. Ensure both companies are capable of monitoring their DMZs and vital internal networks, specifically with intrusion detection system (IDS) sensors. During merger deploy supplementary sensors in both companies. Tune them to look for the most likely attacks, focusing on Windows issues, Web application attacks or other types of threats common to a given environment. Assign information security personnel and system administrators from both companies to analyze the IDS alerts to determine if systems have been compromised.

(III) DISASTER RECOVERY MANAGEMENT

In the merger process, an organization's proprietary data & IT infrastructure are among the most valuable assets. It is important to ensure that these assets are restored. The potential loss of important assets such as data, hardware, and software is too great a risk to ignore. With the added cost of downtime and loss of assets, the results can be staggering.

(IV) NETWORK AUDIT

Network infrastructure plays an vital role hence network audit is to be conducted to categorize loopholes or recommended improvements in your IT infrastructure.

(V) COMPLIANCE ISSUES IN M & A

From a merger perspective, SOX auditors and regulators will look for reports on access management controls. Before the auditors arrive though, there are some key questions security pros should ask to ensure both companies are on a level playing field:

- What types of access management systems do the two companies use?
- Are they both on Active Directory, or is one using LDAP while the other uses something else?
- What's the current state of audits of accounts at both companies?

GLBA has similar provisions to SOX, but it's more focused on protecting customer data rather than access management. GLBA calls for:

- Encryption of confidential data
- Use of strong passwords for accessing systems, limiting employee access to customer data, and physical security for customer records.

As with SOX, in an M&A situation, the security teams should compare each organization's:

- Encryption methods

- Customer data-handling procedures and overall adherence to their respective information security policies.
- Policies and procedures, which will need to be adjusted to common standards for both organizations.

In an effort to make the entire process easier, merged entities must create compliance, for the melded entity. People from both entities should work out a plan to achieve compliance harmony.

CONCLUSION

Mergers and acquisitions are common headlines in today's information security world, and that's great news for malicious hackers and data thieves. When companies join forces, they often leave themselves open to attack. Hence integrating Information technology and consolidation becomes strong business driver for the success of Merger and acquisition. In order to get the expected benefits from the merger, however, the new organization would have to rationalize its technical architecture, standardizing systems and applications platforms. Hence a strategic approach should be adopted by organizations to meet the objectives of the M&A.

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FINANCIAL INCLUSION IN INDIA: AN OVERVIEW**Swapan Kumar Roy****Assistant Professor in Commerce,
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Bethuadahari, Nadia, INDIA**ABSTRACT**

The banking industry in India has undergone dramatic changes. Previously the banks would target the rich customers. As a result, the have-nots or the bottom-line customers of the pyramid were ignored. They belonged to low-income group and had to take resort of moneylenders or informal lenders for taking advance/loan at exorbitant rate of interest. This situation cannot uplift the poor people and makes them destitute in the long run. Access to finance, especially by the poor and vulnerable groups, is an essential requisite for employment, economic growth, poverty alleviation and social upliftment. Here lies the importance of financial inclusion. Financial inclusion or inclusive financing is the delivery of financial services at affordable costs to sections of disadvantaged and low-income segments of the society. The Government of India has taken a number of initiatives so that the banks can serve the poor in a hassle-free manner. In this article, an attempt has been made to highlight the pros and cons of financial inclusion in India.

KEYWORDS: *Economic growth, Informal lenders, Poverty alleviation, Vulnerable groups.*

INTRODUCTION

A financial inclusion is a buzzword now and has attracted the global attention in the recent past. In India, it is a new concept. More than 70% of our population lives in the rural areas. Financial inclusion is a necessity for a country where a large chunk of the world's poor resides. Access to finance by the poor and vulnerable groups is a prerequisite for poverty reduction and social cohesion. Providing access to finance is a form of empowerment of the vulnerable groups. The central theme of the Millennium Development Goals (MDGs) is reduction of poverty in all its forms. Beginning with the nationalization of banks in 1969, efforts were made to take the banking system closer to the people. Despite the spread of banking facilities, there were concerns that banks had not been able to include vast segments of the population, especially the disadvantaged sections of the society, into the fold of basic banking services. Keeping in view of the interests of the poor people, the Government of India has taken a number of measures so that the underprivileged sections of the society can reap the benefits of the banking services.

OBJECTIVES OF THE STUDY

The study has been made:

1. To discuss about the conceptual aspect of 'Financial Inclusion';
2. To highlight the reasons for providing access of formal financial services to the underprivileged sections of the society;
3. To point out the reasons for financial exclusion;

4. To evaluate the role of banks towards “Financial Inclusion”;
5. To assess the Banking Service facilities for financially excluded people; and
6. To make concluding remarks.

METHODOLOGY

The entire gamut of discussion has been made on the basis of secondary sources. The different books, journals, newspapers and related websites have been consulted in this regard.

DEFINING “FINANCIAL INCLUSION”

In common parlance, financial inclusion is the delivery of financial/banking facilities to all people in a fair, transparent and equitable manner at an affordable cost. According to Leeladhar (2006), financial inclusion means “The delivery of banking services at an affordable cost to the vast sections of the disadvantaged and low income groups”. Usha Thorat (2006) has defined the term as “Provision of affordable financial services viz., access to payments and remittance facilities, savings, loans and insurance services by the formal financial system to those who tend to be excluded”. A committee on Financial Inclusion was formed under the chairmanship of C. Rangarajan and that committee defined the term as “The process of access to financial services, and timely and adequate credit needed by vulnerable groups such as weaker sections and low income groups at an affordable cost”. In brief, financial inclusion means taking banking services to the rank and file. It is a mantra that envisages bringing everyone irrespective of financial status into the banking fold.

WHY FINANCIAL INCLUSION

India is a country where a sizeable amount of population lives in rural areas. They are engaged in agriculture and allied activities. Most of the people living in rural areas are poor. They do not have any access to the banks. The access of the poor to the banking services is important for the alleviation of the poverty. Their access to the banking services will contribute a lot to the growth and development of our country's economy. The objective of financial inclusion is to extend the scope of activities of the organized financial system to include within its ambit people with low incomes. Bank nationalization in India marked a paradigm shift in the focus of banking as it was intended to shift the focus from class banking to mass banking. The rationale for creating Regional Rural Banks was also to take the banking services to poor people. Financial inclusion helps to bring excluded groups to finance. It yields uniform economic development, both spatially and temporally, and ushers in greater economic and social equity. It aims at reducing poverty and brings greater equity in the country. No-frills account encourages the savings habit of the masses. It helps bring a large section of the underprivileged people into the banking net. It encourages bringing un-banked customers into financial mainstream. All this results in escalating/accelerating the economic development of the country.

SERVICES EXTENDED THROUGH ‘FINANCIAL INCLUSION’

Financial products and services provided to the people through financial inclusion are:

1. Service facility
2. Overdraft facility
3. Payment and remittance services

4. Low cost financial services
5. Cheque facility
6. All kinds of commercial loan
7. Electronic fund transfer
8. Credit and Debit Cards access
9. Access to financial markets
10. Financial advice
11. Insurance (Medical insurance)
12. Micro credit during emergency
13. Entrepreneurial credit

REASONS FOR “FINANCIAL EXCLUSION”

Financial exclusion is a serious concern among the low-income households as well as small businesses, mainly located in semi-urban and rural areas. It is the unavailability of banking services to people living in poverty. According to K. C. Chakraborty “Financial Exclusion” is the lack of access by certain consumers to appropriate, low cost, fair and safe financial products and services from mainstream providers”. There are 3 types of exclusions: (a) people who do not have any access to a regulated financial system; (b) people who have limited access to banks and other financial services; and (c) individuals who have inappropriate products.

Financial exclusion can make poor people vulnerable to loan sharks. It breeds poverty and hinders overall development of a country. It not only widens the “Rich-Poor divide”, it also leads to “Social exclusion”. There are a variety of reasons for financial exclusion. The reasons are:

1. Lack of banking facility in the locality (i.e. geographical exclusion including a rural-urban divide);
2. Financial illiteracy;
3. Nonchalant attitude of the staff;
4. Cumbersome documentation and procedures;
5. Unsuitable products;
6. Language;
7. Feeling uncomfortable by a section of population in visiting a bank branch;
8. Lack of awareness and initial inhibitions in approaching a formal institution;
9. Low incomes/assets;
10. Distance from branch and branch timing;
11. Fear of refusal.

WHO ARE FINANCIALLY EXCLUDED

The financially excluded sections generally are:

1. Marginal farmers;
2. Landless labourers;
3. Oral lessees;
4. Urban slum dwellers;
5. Migrants;
6. Self-employed and unorganized sector enterprises;
7. Ethnic minorities and socially excluded groups;
8. Senior citizens and women.

ROLE OF BANKS TOWARDS “FINANCIAL INCLUSION”

Banks in India are an integral part of financial system in India. The well-developed Indian banking system plays an important role in economic development of our country. The nationalization of banks, establishing of new banks with better reforms and policies and introduction of the numerous facilities and amenities of the Indian banks are significant features of the banking services of India. Technology and financial inclusion are the popular coinage in banking parlays in the country. Financial inclusion is a major agenda for the RBI. Without financial inclusion, banks cannot reach the unbanked. It is also a major step towards increasing savings and achieving balanced growth.

In rural areas, where accessibility is a problem, banks are using the micro finance network and business correspondents and facilitators to bring more people under the ambit of banking services. The whole process of financial inclusion will not be possible without the contribution of banks. Banks are the key players of India's financial system.

The nationalization of 14 banks in India took place in 1969 by Mrs. Indira Gandhi, the then Prime Minister. The banks are: Central Bank of India, Bank of Maharashtra, Dena Bank, Punjab National Bank, Syndicate Bank, Canara Bank, Indian Bank, Indian Overseas Bank, Bank of Baroda, Union bank, Allahabad Bank, United Bank of India, UCO bank, and Bank of India. The State Bank of India was nationalized in 1955. Nationalization of seven State Banks of India (formed subsidiary) took place in 1959. Seven more banks were nationalized in 1980 with deposits over 200 crores. Financial inclusion is now a common objective for many central banks. The banking sector takes a lead role in promoting financial inclusion. So for the last decades India's banking system has several outstanding achievements to its credit. The banks have reached even to the remote corners of the country.

The period 1969 to 1991 saw a huge increase in the branch outreach in India as the average population covered by a bank branch fell from 64,000 to 13,711. The branches of commercial banks and the RRBs have increased from 8321 in the year 1969 to 68282 branches as at the end of March 2005. At the end of March, 2009, it has increased to 79442.

BANKING SERVICE FACILITIES FOR “ FINANCIAL INCLUSION”

The RBI set up a commission (Khan Commission) in 2004 to look into financial inclusion and the recommendations of the commission were incorporated into the mid-term review of the policy (2005-06). In the report RBI exhorted the banks with a view of achieving greater financial inclusion to make available a basic “no-frills” banking account. In India, Financial Inclusion first

featured in 2005, when it was introduced, that, too, from a pilot project in UT of Pondicherry, by K. C. Chakraborty, the chairman of Indian Bank. Mangalam Village became the first village in India where all households were provided banking facilities. The RBI, in its annual policy statement of 2005-06, recognized the concerns in regard to the banking practices that tend to exclude rather than attract vast sections of the population, and urged banks to review their existing practices to align them with the objective of financial inclusion. As a result, efforts are being made by the Reserve Bank of India and the Government of India to increase the banking penetration in the country. Some of them are:

1. A large number of people, especially in rural areas, do not have bank accounts. Banks have been encouraged to make available “no-frills” bank accounts with “nil” or very low minimum balances making such accounts accessible to public at large. The Regional Rural Banks (RRBs) have also been advised to allow limited overdraft facilities in “no-frill” accounts without any collateral.
2. In order to ensure that people belonging to the low-income groups, both in urban and rural areas, do not encounter difficulties in opening bank accounts, the KYC procedure for opening accounts was simplified.
3. Banks are required to make available all the printed material used by retail customers in English, Hindi and the concerned regional language.
4. All the State Level Bankers’ Committee (SLBC) convener banks have been advised to initiate action for identifying at least one district in their State /Union Territories for 100% financial inclusion. To extend hassle-free credit to bank customers in rural areas, the guidelines on General Credit Card (GCC) schemes were simplified to enable customers’ access credit on simplified terms and conditions, without insistence on security, purpose or end-use of credit.
5. Guidelines have been issued to banks to enhance their outreach by utilizing the services of civil society organizations, farmers’ club, NGOs/SHGs, Micro Finance Institutions etc as Business Facilitators and Business Correspondents (BC). The BC model ensures a closer relationship between poor people and the organized financial system.
6. Banks have been urged to make effective use of information and communications technology (ICT), to provide doorstep banking services through the BC model where the accounts can be operated by even illiterate customers by using biometrics, thus ensuring the security of transactions and enhancing confidence in the banking system.
7. Banks have been advised to implement Electronic Benefit Transfer (EBT) by leveraging ICT-based banking through BCs to transfer social benefits electronically to the bank account of the beneficiary and deliver government benefits to the doorstep of the beneficiary, thus reducing dependence on cash and lowering transaction costs.
8. The new branch authorization policy issued by the RBI has been announced to encourage banks to open branches in those under banked States and the under banked areas in other States. The new policy places a lot of emphasis on the efforts made by the bank to achieve, inter alia, financial inclusion and other policy objectives.
9. The Finance Minister had announced in Budget 2010-11 that, “To reach the benefits of banking services to the ‘Aam Aadmi (common man), the RBI had set up a high-level committee on the lead bank scheme.”

CONCLUDING REMARKS

As already mentioned that nearly 70% of people in India live in villages. The majority of people living in rural areas remain excluded from the purview of the financial institutions even after 64 years of independence. Reaching out to the hitherto unreached segment of population and providing basic financial services is the need of the hour. To bring a large segment of the society under the umbrella of financial inclusion, banks have set up their branches in remote corners of the country. The rules and regulations have been simplified. It goes without saying that the banking industry has shown tremendous growth in volume during the last few decades. India's fastest growing economies have become possible through financial inclusion. In spite of that, still there are large segments of the society outside the financial system.

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INDIAN SPORTS POLICY**Dr. Satish Bhardwaj****Associate Professor,
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Govt. P.G. College, Ambala Cantt., INDIA**ABSTRACT**

“Indian Sports Policy” is a burning issue in India. Sports Bill was passed by the Upper & Lower Houses on 21-08-1984 with the intention of raising the standard of sports in India. The Sports Policy of India emphasizes the development of sports persons in the academic institutions and the rural & urban spheres of life. It is hoped that it will work wonder in the long run.

INTRODUCTION

Sports bill was passed by the upper and lower houses on 21-08-1984. This bill was passed with the intention to raise the standard of sports. It was further stated that the sport policy would be revised every 5 years on the basis of evaluation of sport activities and the suggestion would be incorporated accordingly. But after 1984 it was felt that 1984 sport policy is good but more needs to be done in this direction. A modified sport policy came into effect in 2001 in which Centre Govt., State Govts., Indian Olympic Association & National Sport Tasks resolved to increase the popularity and achievement orientation at national and international levels. Distt and State organizations also started their work effectively in this direction.

OBJECTIVES OF NATIONAL SPORTS POLICY**A BROAD BASING OF SPORTS**

1. All the schools, colleges, Gram Panchayat, Govt. System, Sports Association, Industries & Youth Clubs will include Sports as their important priority.
2. Sports & Physical Education will be integrated in the Academic curriculum. Sports as a subject will be a compulsory subject up to Middle School. Health Fitness Programmes will be initiated.
3. Priority will be given to the rural sports so that the rural youth may develop themselves along the desirable lines of action.
4. Sports facilities will be made available across the nation.
5. More importance will be given to the media generating interest in sports. All the Print media, Private channels and national channels will be encouraged to create the sport culture in the country.

ACHIEVING EXCELLENCE AT THE NATIONAL AND INTERNATIONAL LEVELS IN SPORTS

1. Attention will be focused on the attainment of sport superiority at national & international levels & the games will be given importance on the basis of their show and sport skills.
2. There will be competition & sports meet at different levels, e.g. state level, district level, Block level, etc. The competitions & meets will be held annually.

3. The games showing desirable performance will be allowed to take part at international level e.g. Olympics, Asian games, Commonwealth level.
4. Sports will take the help of scientists. There will be exchange knowledge between the theoretical & applied fields. The sport persons will be assisted by scientists. e.g. psychologist, diet experts, physician, etc.
5. Good sport items e.g. balls, bats etc., will be made available to sport persons.
6. Players will be given the financial security during and after their sport career.
7. Scientific education will be tendered to the players, coaches, judges etc.
8. Sport persons will be given monetary reward and employment opportunities.
9. The revenue generated from the sports' telecast will be distributed between the sports authority and the media according to the agreement reached.
10. The central Govt. and State Govt. will allocate the sufficient amount of money in their budget so that sports may not suffer due to the shortage of required funds.
11. National sport policy will be regularly evaluated and revamped after a gap of some time. This evaluation will be conducted by the committee of cabinet ministers headed by the Honorable Chief Minister of the state concerned.

To conclude we can say that the Indian Sports National Policy is a charming dream which can be realized if and only if our government puts in efforts honesty in this field as a result of which hidden potential will unfold and our youth will shine like the pole star at the block, state, national & international levels. It is hoped that our sportspersons will actualize their capacities and perform to their potentials.