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MATERNAL AND CHILD HEALTH – A CHALLENGE OF THE MILLENNIUM DEVELOPMENT GOALS

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ABSTRACT

Since about 1980, the Indian economy has grown, in terms of its gross domestic product (GDP), at over 6 per cent per annum compound, as against an average for the period 1950 to 1980 of around 3 to 3.5 percent. More recently, between 2003-04 and 2007-08, the rate of growth of India's GDP even breached the 8 per cent barrier, giving rise to breathless celebrations in sections of the media about India being rapidly on its way to being a "superpower" or at the very least an economic powerhouse. While the current global economic crisis has led to some muting of the rhetoric, it is important not to lose sight of some basic and disturbing features of our track record of development even through these years of rapid GDP growth. This paper is an attempt to understand the millennium development goals in a very descriptive and an interesting manner.

KEYWORDS: *Development Goals, Deprivation, Decades, Significant Progress.*

INTRODUCTION

The scale of mass deprivation remains immense despite years of high growth and has even worsened in some respects. Perhaps the most disturbing aspect of the nature of India's development over the past two decades, especially since the start of neoliberal economic reforms in 1991, has been a rise in inequality in all indicators of development and well-being. We shall focus here on one key feature of this record, namely the dismal state of health and nutrition of the mass of Indian population.

Since independence, India has made significant progress in many fields, and these include some of the key indicators of health. Thus, the infant mortality rate (IMR), defined as the number of infants dying before reaching the age of one year per 1,000 live births, a key and sensitive indicator or the state of health in any society, declined from around 150 at the end of colonial rule (a grim reminder of how terrible the colonial dispensation was) to 53 for the year 2008.

Similarly, the expectation of life at birth was 32 years at the time of India attaining independence, but was close to a little over 63 years for the period 2002-06.

India has built up, over the decades, a large infrastructure in terms of health facilities in the public sector. Thus, as of March 2008, there were 1,46,036 health subentries (HSCs) and 23,458 primary health centers (PHCs) as against 84,376 and 9,115 respectively at the end of the sixth Five-year Plan in March 1985. Similarly, the number of community health center (CHCs) rose over the same period from 761 to 4,276. There were 1,813 first referral units (FRUs) – district and sub-district hospitals – as of March 2008.

There has also been progress in immunization of children and pregnant mothers and in provision of ante-natal care as compared with the situation at the time of independence through in recent years, under the neoliberal regime, there have been some setbacks. India's record in areas such as control of malaria has been rather mixed, through, and the recent resurgence of infectious diseases across the developing world has found the country relatively unprepared.

HEALTH CARE AND HEALTH SERVICES

The progress in the public provision of health as well as the health status of the citizens has been extremely modest. On the eve of Independence, the Bhore Committee made a comprehensive set of recommendations for a health policy with a clear focus on public health and rooted in the emphasis on preventive care. Over the years, India has consistently failed to implement those recommendations through official rhetoric continued to pay lip service to the crucial importance of public health and preventive medicine.

Even as late as 1983, the National Health Policy document echoed many of the Bhore Committee recommendations and its rhetoric was consistent with the famous Alma Ata declaration of 1978 of Health for All by 2000. A few years earlier, the Jaisukhalal Hathi Committee had called for a rational drug policy and price control on a large number of drugs and pharmaceuticals to prevent profiteering by multinational drug companies and ensure affordable prices of essential drugs for common people. The Indian Patents Act, which was passed in 1970, provided space for the growth of the Indian pharmaceutical industry by ensuring that patenting did not lead to the monopoly of transnational pharmaceutical giants in the market for drugs and chemicals.

But by the mid-1980s, with the promulgation of the New Economic Policy and the New Drug Policy by the Rajiv Gandhi government (along with several other “New” policies announced for education, textiles, and so on), the course of even the rhetoric of policy changed. By 1991, when the economic reform policies of liberalization, privatization and globalization (LPG policies, as they are popularly known) were accelerated under the tutelage of the World Bank and the international Monetary Fund (IMF), the nation was set on a course entirely different from what had originally been envisaged. It would no longer be the case that the government was obliged to ensure the health of the citizens. Instead, health was to become a commodity like any other, and its provision was to be determined increasingly by market forces.

Over the period of reforms, public provision of health care and health services has been undermined both at the level of practice and at the level of ideology and policy. Provision of health through public sector institutions has been impacted negatively by budgetary cuts driven by the presumed need to rein in the fiscal deficit. The State governments, which bear the main

burden of public provision, have been hamstrung by a fiscal regime that increasingly deprives them of access to adequate resources. Besides, most of them have also happily gone along with the neoliberal policy regime. The corporate private sector in health care has boomed, even as India is being sold as a favorite destination for “medical tourism”. With increasing commercialization for health care, the access of ordinary people to health care has become more difficult. The weakening of the public health system has left the country very poorly equipped to handle public health emergencies.

LOW PUBLIC SPENDING

It is a well – known scandal that India is practically at the bottom of a list of more than 170 countries in terms of the proportion of total health expenditure that is financed by government. Public spending on health in India was around 1.05 per cent of the GDP during the mid-1980s and is currently at 1.35 to 1.4 per cent of the GDP. The commitment given in the Common Minimum Programme (CMP) of the United Progressive Alliance (UPA) government in 2004 that the total expenditure on health by the Centre and State governments combined would be raised to between 2 and 3 per cent has remained unfulfilled. While there is a substantial rise in the outlay on health and family welfare in the 11th Plan to Rs. 1,40,135 crore from Rs. 58,920 crore in the 10th plan, it still remains way below the levels required to meet the CMP commitment. Now that the second UPA dispensation is not dependent on the support of the Left parties for its survival, the prospect of a rise in government expenditure to the level promised in the CMP in 2004 seems bleak.

While government spending on health remained at about 1 per cent of the GDP in 2001-02, the total of health and health-related expenditures amounted to 5.2 per cent of the GDP at factor cost. The share of the government in total health expenditure has been less than one-fifth. What is worse is that the reform policies have led to greater commercialization of health, and health expenditure has risen at 14 per cent per annum. A conservative estimate of the rise in the poverty ratio on account of rising health expenditure of households, even when calculated using the disputed official methodology, is around 3.6 percentage points for rural areas and 2.9 percentage points in urban areas. It is also known that rising health and education costs have forced poor households to cut back expenditure on food to meet these costs, something that could worsen an already scandalous nutrition situation.

There are of course, large inter-State variations in the public and private provision of health care services and in health care services and in health outcomes. For instance, at one end we have a State like Kerala with an IMR of 12 (urban 10, rural 12) and at the other Madhya Pradesh with an IMR of 70 (urban 48, rural 75). Policy needs to address these disparities, with a far greater focus on the poorly performing States. However, it needs to be emphasized that health and nutrition outcomes across the country have worsened during the reform period. This is shown dramatically by the data on nutritional outcomes from the National Family Health Survey (NFHS). The third of these surveys, relating to 2005-06, after more than a decade of neoliberal reforms, tells us that in urban India between 1998-99 and 2005-06

- The percentage of women with anemia rose from 45.7 per cent to 50.9 per cent.

- The percentage of women with chronic energy deficiency (CED) rose from 22.1 per cent to 25 per cent.
- The percentage of children in the age group of 6 to 36 months who are stunted rose from 35.6 per cent to 39.6 per cent.

The situation in rural area is equally alarming, though it shows some improvement between 1998-99 and 2005-06 in respect of both child stunting and women with CED, The percentage of women with CED declined marginally from 40.6 per cent to 40.7 per cent, but still an unconscionably high level. However, the percentage of women with anemia in rural India actually increased between 1998-99 and 2005-06 from 53.9 per cent.

CAN INDIA PREVENT 200 CHILDREN DYING EVERY HOUR?

It is estimated that India lost 1.8 million children under five in 2008. That is more than 200 child deaths every hour, each day, or more than three deaths every minute. Out of about 25 million babies born every year in India, one million die. Most who survive do not get to grow up and develop well. About 48 per cent are stunted (sub-normal height) and 43 per cent are under-weight. Additionally, about one-third of babies are born with a low birth weight of less than 2,500 gram.

MDG TARGET

In South-East Asia, the Maldives, Sri Lanka and Thailand have reduced newborn and childhood mortality significantly. India has also demonstrated steady progress. Under-five mortality decreased from about 150 per 1,000 live births in 2005-06. But at this rate of decline, India will not be able to achieve the Millennium Development Goal 4 (MDG) target of 50 under-five deaths per 1,000 live births by 2015. Moreover, progress has been uneven in various States in the country.

CAUSES

The causes of death among children are well understood in India. Newborn mortality (death within the first 28 days of life) contributes to more than half of under-five mortality. In newborns they are asphyxia (inability to breathe at the time of delivery), infections and prematurity. After 28 days of life, they are the result of acute respiratory infections (pneumonia) and diarrhea. Undernutrition contributes to 35 per cent of deaths. In addition to these, immediate causes of childhood deaths, there are several socio-cultural factors including poverty, poor water and sanitation facilities, illiteracy (especially among women), the inferior status of women in society and pregnancy during adolescence (that can be attributed to early marriage). Child mortality rates are also higher among rural populations when compared to their urban counterparts.

We know what needs to be done to save these precious lives. Newborn deaths can be prevented by ensuring nutrition of adolescent girls, delaying pregnancy beyond 20 years of age and ensuring a gap of three-five years of age and ensuring a gap of three-five years between pregnancies, skilled care during pregnancy, childbirth and post-natal care, and improved newborn care practices that include early and exclusive breastfeeding, preventing low body temperature and infections, and early detection of sickness and prompt treatment. Childhood deaths can be

prevented by exclusive breastfeeding for six months and complementary feeding from six months of age with continued breastfeeding for two years, immunization, and timely treatment of pneumonia, diarrhea and malaria. In addition, it is important for the mother and other caretakers at home to invest in appropriate child caring practices, right from birth to support early childhood development and lay a foundation to maximize human potential.

India needs to provide these life saving interventions to most, if not all, newborn and children who need them. However, their (interventions) coverage has been quite low. For example, in 2005-06 (the national family health Survey- NFHS 3 report), the rate of initiation of breastfeeding within an hour of birth was only 26 per cent and exclusive breastfeeding at six months was just 46 per cent. Yet these two interventions have the potential to prevent 19 per cent of deaths. The use of oral dehydration salts in cases of diarrhea, the most recommended treatment, was just 43 per cent and only 13 per cent cases of suspected pneumonia received antibiotics. Immunization coverage has been relatively better, suggesting that high coverage is achievable.

INTERVENTION

The main causes of poor coverage of interventions include ineffective planning and implementation, mainly due to weakened health system. To address the systemic challenges, India launched a flagship programme, the National Rural Health Mission in 2005-06 to strengthen the health system in rural areas. Commendable initiatives have been put in place such as training about 8,00,000 village level health volunteers (Accredited Social Health Activist, or ASHA), hiring additional staff, strengthening the infrastructure of health facilities, augmenting programme management capacity at State and district levels, and enhancing community participation. However, much more needs to be done to minimize health inequities that exist among different subpopulations in the country.

Public health expenditure in India has remained at a low – about one per cent of GDP – for quite some time. This needs to be scaled up. Considering that about 70 per cent of health care is accessed from the private sector in the country, better regulation and participation of private health service providers must be ensured. Synergy between the health and nutrition sectors must be fostered through better coordination between the Ministry of Health and the ministry of women and Child development, which are responsible for the ICDS (Integrated Child Development Services) programme.

To reach undetached newborns and children, there is a strong case for providing home-based management of non-severe pneumonia and diarrhea in children by trained ASHAs and other community health workers. This initiative needs to be supported by provision of incentives, necessary drug supplies, close supervision and appropriate referral linkages. At the same time, the quality of health services at first-level health facilities and referral hospitals must continue to be strengthened.

Fortunately, there is renewed commitment at the global and national levels towards achievement of MDG 4. To save newborns and children, national governments, development agencies, civil society and other stakeholders must work in close collaboration.

India's cricket World Cup victory followed by Anna Hazare's indefinite fast on the Lokpal bill virtually knocked out of the news arenas some really bad news. Just days before all these media-

grabbing events, the Census office released preliminary figures for 2011. The most shocking of them is that in the 0-6 year age group, the number of girls to every 1,000 boys is just 914, even lower than the 927 of the 2001 census.

How has this happened even as the adult sex ratio has gradually crept up from 933 women to 1000 men in 2001 to 940 women to 1000 men today? Why has this happened even as women's literacy rate has gone up and the gap between male and female literacy rates has shrunk? Why has this happened even when there are laws in place to ensure that sex-selection does not lead to the elimination of girls?

Perhaps a coincidence, but just a few days after the disturbing census results were made public, a group of activities met in Mumbai to mark 25 years since they launched a campaign against the use of medical technology for sex detection and selection. Their campaign had culminated in the first law against sex-selective abortions being passed by the Maharashtra government on January 1, 1987.

MISUSE OF TECHNOLOGY

In those days, the popular method of sex detection was amniocentesis. It was an invasive procedure involving amniotic fluid being extracted from the womb for testing. The technology had been devised to detect fetal abnormality. Instead, in India it began to be used to detect the sex of the fetus. Women risked an abortion if they got to know at a later stage of pregnancy.

In the absence of a law or any restraining regulation, those conducting these tests were openly advertising them. Advertisements like "Better 500 now than 50,000 later" were common, suggesting that Rs. 500 on a test to confirm the fetus today was better than spending many times more for a dowry later.

There are several aspects of how this first legislation came about that are pertinent in the context of the recently-concluded agitation by Anna Hazare and his supporters for a Jan Lokpal Bill to check corruption. The Maharashtra law banning sex selection came about through a push from below by the activists and a response from above. The activists tried to gather together as much evidence and data that they could about something that was just below the surface. It was not virtually impossible to prove as the mother, nor the doctor, would admit that test had been used for such a purpose. Ironically, they had stumbled upon this issue when a multinational company, concerned about the mounting medical claims from its women employees who had sought abortion, asked women activists to speak to them.

Through a verity of techniques, including sending in decoys to doctors suspected of conducting such tests, the activists assembled some proof. They were lucky to find at least one sympathetic senior bureaucrat, the Maharashtra Health Secretary. Without any dharma or fasts and little media coverage – there were no private TV channels those days – the government and activists spoke to each other, argued over the provisions in the bill and ensured that it was finally passed. That law was the precursor to the central law banning sex-determination tests passed in 1994 and amended in 2003 – the Preconception and Pre-natal diagnostic Techniques (Prohibition of Sex-selection) Act 2003.

LOOPHOLES

Even after the 1994 Central Act was passed, the activists were not happy. They pointed out that not a single doctor had been convicted under the Act. Also the law made women who undertook the test culpable for the crime. Furthermore, sex reselection techniques did not come under the test capable for the crime. Furthermore, sex pre-selection techniques did not come under the ambit of the Act. After advocacy and dialogue had failed to get the law amended, the activist turned to the courts and presented their case. It was at the interventions of the Supreme Court that the government was compelled to amend the law to make it more watertight.

But given the latest Census figures, it is evident that the law even today is not strong enough. So the question that must be asked is whether making it any stronger will make a difference if the mindset of families remains firmly set against girls. Can laws really deal with what is essentially a social problem in India? The other question that needs to be raised and discussed is whether high economic growth and women's status in society are necessarily linked. As India becomes economically stronger, will the value and worth of its women also become higher? In 2001, this was disproved as the lowest sex ratio existed in districts that were the most prosperous.

Today, there is an additional and more worrying phenomenon. Like a virus, the declining child sex ratio is spreading to districts that till now had not been affected. More research will reveal why this had happened but could this be one of the negative fallouts of economic growth? For, has increased prosperity actually resulted in easier access to technology that assists sex selection? Sonography, the technology currently most popular in sex selection does not come free although it is for cheaper today than when first introduced. Portable sonography machines can be loaded in the back of a car and taken to even smaller towns or large villages. But even this would not have made difference had there been no demand for the technology. That a growing demand exists is evident from the census figures.

GETTING MORE CONSERVATIVE

Also, is the availability of more money actually having the opposite effect? Is it reinforcing regressive attitudes? Instead of bringing in more enlightened and liberal attitudes, is it making people more conservative, getting them to hold on to beliefs that should find no place in a modern India? How else can one explain the story of India's disappearing girls?

Apart from the law, a great deal of work has been done to create awareness about the value of the girl child. There have been campaigns, state governments offer incentives for girls' education, and even the media and the advertising fraternity has been sensitized to the issue. But all this seems to be of no avail. So while India shines on the cricket field and in other arenas, the darker, uglier side of our society continues to stare us in the face. Dealing with this is at least as challenging as rooting out corruption. But will people come out and demonstrate for what someone called this 'invisible constituency'? Going by the trend that has come to the fore with the release of latest Census data, Oriya youths may find it difficult to get bride for them 20 years from now. The fear stems from the fact that the child sex ratio has fallen by 19 points from 953 girls per 1,000 boys in 2001 to 934 girls per 1,000 boys in 2011.

According to provisional figure of census 2011, total population of children in the age group 0 to 6 is 50,35,650. Of this 26,03,208 are boys and 24,32,442 are girls. The total child population is

12 per cent of the State's total population. In 2001, the total child population in Orissa was 53, 58,810 with composition of 27, 44,552 boys and 26, 14,258 girls.

There has been a fall of 32, 3,000 children in the age group of 0 to 6 in 2011 compared to 2001. However, the difference between number of boys and girls in 2011 has widened to 1, 70,766 in 2001. The State has 11th lowest child population among different states.

"The drop in child sex ratio is a very disturbing trend. Downward trend in child sex ratio indicates that problem lies in feeder source. Female foeticide could be one of the major reasons behind falling number of girl child," said S. B. Agnihotri, Orissa-cadre IAS officer and a renowned researchers on child sex ratio.

Mr. Agnihotri said in 2001 in some parts of Nayagarh the child sex ratio had even gone down below 900. In many developed regions of Orissa, the in child sex ratio was cause of concern, he said.

CHILD SEX RATIO OF ORISSA (DISTRICT WISE FIGURE)

Districts having alarming situation	2001	Districts of Orissa	2011	Districts of
Alarming situation	2011 Child sex ratio			
Nabrangapur 988	Kalahandi 947	Cuttack	913	
Malakangiri 979	Subarnapur 947	Khurda	910	
Bouda 975	Baragada 946	Ganjam	899	
Nuapada 971	Balasore 941	Anugul	884	
Koraput 970	Jharasuguda 938	Dhenkanal	870	
Gajapati 964	Sundargarh 937	Nayagarh	851	
Khandamala 960	Sambalpur 931			
Keonjhar 957	Bhadrak 931			
Rayagada 955	Jagatsinghpur 929			
Mayurbhanj 952	Puri 924			
Bolingir 951	Jajpur 921			
	Kendrapada 921			
	Debagada 917			

The planning Commission has constituted a high level expert group to develop a framework to provide universal health coverage to the people in the 12th Five Year Plan. Constituted two months ago, the group has already held two constitutions – one each at Nagpur and Delhi – and is expected to submit its interim report in January next year, which should set the ambitious plan in motion.

“I expect to see Universal Health Coverage (UHC) featuring prominently in public debate and policymaking in 2011,” believes Dr. Srinath Reddy, president of the Public Health Foundation of India, which has been entrusted with the work of developing a broad framework for the exercise.

“Political alignment around UHC will increase as leaders recognize that responding to the moral imperative of providing financial protection against catastrophic health expenditure and reducing out-of-pocket spending by citizens also has an electoral appeal.”

Universal health coverage will also require investment in health intrastate, especially a massive scale-up of public sector services at all levels, a vast expansion of the health workforce, safeguarding of India's generic drug industry to ensure availability of inexpensive drugs, empowerment of communities through health promotion and action on determinants of health like water, sanitation, nutrition and environment.

Another important positive trend will be the transformational impact of the national Rural Health mission that could be extended to the urban poor is extended to the urban poor through the National Urban Health Mission. This has been in the pipeline for a while now.

HELPING HAND

The public health foundation of India will contribute to these efforts by initiating debates on UHC; assist in strengthening the health system through its health systems Support Unit and Training Division; promoting health literacy; and creating a large pool of public health professionals who will contribute to policy development as well as programme design, delivery and evaluation.

The four diploma programmes, which are presently delivered from its campuses in Delhi, Hyderabad, Gandhi Nagar and Bhubaneswar, will be complemented in 2011 by distance education diploma courses in Public Health nutrition, Epidemiology, Health Promotion and Maternal and Child Health. To address the acute shortage of healthcare workers in the country, the Ministry of Health and Family Welfare will finalize the modalities for introducing a three-and-a-half year course in Bachelor in Rural Health Care in consultation with the Medical Council of India.

Reiterating its commitment to provide healthcare facilities to the people, the Ministry of Health and Family Welfare will go ahead with its proposal to upgrade the national Centre for Disease Control (NCDC) at Delhi at an estimated cost of Rs. 382.41 crore to be completed by April, 2013. This includes improvement of infrastructures, installation of state-of-art equipment, creation of new divisions and up scaling existing ones. The NCDC will, thus, be in a much better position to investigate disease out-breaks and respond adequately to public health emergencies of international concern.

LIVING WITH HIV AIDS

Accessing care, support and treatment will also be easier for HIV/AIDS patients as the national AIDS Control organization (NACO) will implement its decentralization policy. Anti Retroviral (ART) centers with high patient load and requisite infrastructure are being upgraded as ART Plus centers. Second line and alternative line ART is now being made available at 7 ART Plus Centers.

The scheme of Link ART Centers (LAC) initiated in 2008 for distribution of Anti Retro Viral drugs and monitoring of drug adherence in stabilized patients will also handle the enrolment of People Living with HIV/AIDS into HIV care, sample collection for CD4 count, refer eligible patients to nodal centers for art initiation, follow up of pre-ART patients, screening of HIV-TV co-infection, and treatment of minors. This has been done considering the gap between case detected at integrated Counseling and Testing Center and those registered at ART centers. The NACO has taken a giant step forward in the area of HIV diagnosis for infants and children by formulating technical and operational guidelines on “Care of HIV exposed infants and children below 18 months of age”. The EID programme is being rolled-out in a phased manner through 767 ICTCS and 179 ART cents in the country.

CONCLUSION

The dismal health and nutrition situation, implying a poor state of food and nutrition security in both rural and urban India, needs to be addressed on a war footing. But one finds little sense of urgency on the part of a government firmly anchored in a neoliberal mindset to address India’s permanent state of nutritional emergency even after more than two decades of a compound annual growth rate of GDP exceeding 6 per cent. Instead, a completely unregulated, commercial private sector in health is allowed to run riot, even hijacking medical education in the process and playing with the lives of millions of poor people.

The slogan of “public-private partnership”, in most instances a euphemism for “partnership for private profit”, has become the mantra of the government to implement all programs. The enormous mess in urban health, on top of a dismal rural health care situation, cries for urgent attention, but unless health is seen and provided as a basic human right little will change. That does not seem to be on the agenda of the government, now or in the foreseeable future.

While it is true that the issue is not merely one of enhancing outlays but also one of improving health delivery systems to obtain desired health outcomes, outlays constitute the basic prerequisite. A government that is able to provide largesse of nearly Rs. 5 lakh crore per annum over the past two years to the corporate sector in the name of fiscal stimulus has no excuse for not raising health funding to the levels required to address the country’s health crisis. Where there is a will, there is a way.

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TAGORE AND SCIENCE: A CRITICAL REVIEW

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ABSTRACT

Tagore is one of the most important figures that has dominated the Indian imagination for almost the whole century. The first Nobel laureate of Asia was not only a writer, but a philosopher, educationist and a precursor of scientific temper in India. He was the man who had the guts of criticizing Gandhi for being unscientific. Tagore's convictions flowed from his training in western liberal traditions like Enlightenment and Transcendentalism. He was impressed by Darwin, but like Darwin he was not a precursor of an atheistic philosophy of life, rather he believed deeply in God. The current paper is a study of Tagore and his beliefs.

KEYWORDS: Tagore, Transcendentalism, Scientific Temper, Goodness, Philosophy.

INTRODUCTION

The present paper discusses Rabindranath Tagore's affiliations to Western intellectual movements like European Enlightenment, Orientalism and American Transcendentalism reflected in the pre-independence era in two disparate Indian movements namely, swadesi and Brahmo samaj. Though the Enlightenment emphasis on reason and science finds support in him, Tagore does not relinquish the solace or sanctuary offered by faith in God. Similarly, Tagore is unconfined by Swadesi or Brahmo Samaj and shows the critical acumen to stay free from absolute subscription to anyone line of thought. Tagore's scientific temper was evident in his criticism of Gandhi. It was Tagore only who could criticize Gandhi for terming earthquake in Bihar as a retribution of God for the mistreatment of Dalits. Tagore criticised Gandhi for his unscientific remarks. The courage Tagore showed was extraordinary considering he was criticizing the Mahatma, the larger than life figure in India. But Tagore's courage emanated from his conviction in the scientific advancement and he wanted all his countrymen to imbibe scientific temper in their lives.

Rabindranath Tagore (1861-1941) was living in times which were crucial to India as the nation known as India was taking birth at that time. Tagore not only contributed to this formation through his writings which won him the first Nobel Prize in Asia, but also laid a solid foundation for the scientific temper by spreading the western scientific ideas. He was a writer, social reformer, educationist, thinker and revolutionary rolled into one. In fact, he participated in an agitation against the Sedition Bill of 1898 and read an article 'kantha- rodh' in protest against the arrest of Bal Gangadhar Tilak whose clarion-call was 'swaraj' or self-rule (Radice:1995.17-39). He also spearheaded the agitation against partition of Bengal in 1905 which was seen as a ploy of the British to create and aggravate the religious divide between the Bengalis of Hindu and Muslim communities. But gradually he drifted to a more inclusive position, especially when the movement tended to become violent. This was also natural since Tagore would have always

sensed an opposite pull in the Brahmo Samaj founded in 1828 by Raja Rammohan Roy that leaned towards Western education and emulation of Western thinking. Tagore was born in 1861 in a prominent Bengali family. His father Debendranath Tagore was the doyen of Brahmo Samaj, a reform movement inspired by Enlightenment and belief in reason. The British Crown had taken over the government of India in 1858 following the mutiny of 1857 and the native intellectuals were keen on building a constructive relationship with the foreign imperialist now. This alienated the Brahmo Samaj from the more orthodox Hindu society that clung rigidly to its many crushing and dehumanizing traditions. However, after the Jallianwallah massacre Tagore returned the knighthood bestowed to him by the British government in 1915. He was identified as the conscience-keeper of India and hailed as the 'Great Sentinel' by Mahatama Gandhi as also lovingly called 'Gurudev' or spiritual master by the general public. It is said that in 1914, after he won the Nobel Prize, Tagore visited the St Stephen's College at Delhi and spoke on 'Nationality and Western Development of Social Existence'. In his exposition he may have suggested a solution to the problem of the unity of India. In 1920 Tagore visited England and America. In 1921 Visva-Bharati, his university at Shantiniketan was inaugurated.

Tagore was interested in concepts of logic, law, science and mystery as they underwent redefinition in the Enlightenment of the eighteenth century. Though the Western philosophers were influenced by Charles Darwin and prone to doubting the idea of God altogether, Tagore was not at all dismissive of the idea. He exposes the limits of such thinking in the essay "The Realization in Love": 'Curiously enough, there are men who lose the feeling of mystery, which is at the root of all our delights, when they discover the uniformity of law among the diversity of nature. As if gravitation I not more of a mystery than the fall of an apple, as if the evolution from one scale of being to the other is not something which is even more shy of explanation than a succession of creation. The trouble is that we very often stop at such a law as if it were the final end of our search, and then we find that it does not even begin to emancipate our spirit. It only gives satisfaction to our intellect, and as it does not appeal to our whole being it only deadens in us the sense of infinite' (TO IV. 2005.136).

Showing the shortcomings of shallow reasoning and extreme allegiance to the vogue of reason and complete reliance on mathematics and scientific data in "The Problem of Evil" Tagore remarks: 'As it is, man does not really believe in evil, just as he cannot believe that violin strings have been purposely made to create the exquisite torture of discordant notes, though by the aid of statistics it can be mathematically proved that the probability of discord is far greater than that of harmony, and for one who can play the violin there are thousands who cannot. The potentiality of perfection outweighs actual contradictions' (Tagore Omnibus IV.2005.107).

At the same time, Tagore reinforces the positive potential of science by relating it to progress. In "The Problem of Evil" he points out to an antithesis: 'To go through the history of the development of science is to go through the maze of mistakes it made current at different times. Yet no one really believes that science is the one perfect mode of disseminating mistakes. The progressive ascertainment of truth is the important thing to remember in the history of science, not its innumerable mistakes. Error, by its nature, cannot be stationary; it cannot remain with truth; like a tramp, it must quit its lodging as soon as it fails to pay its score to the full' (Tagore Omnibus IV.2005.104).

He re-locates the Western idea of science by looking at it through the framework provided by the Upanishadic idea of knowledge and pseudo- knowledge. Tagore embarks on a discussion of value of words, and nature of truth and appearance. As discussed in Tagore's essays in Sadhana, for Tagore 'words' are Maya or appearance. They may be misleading as appearances are deceptive. One should look for the spirit or the idea behind the words and that is truth. The words together contribute to this comprehensive idea but it can be perceived only if one goes beyond appearances. Tagore was an erudite scholar and well- versed in Upanishads. Here is an excerpt from "The Problem of Self" to illustrate the point: 'Everything has this dualism of maya and satyam, appearance and truth. Words are maya when they are merely sounds and finite, they are satyam where they are ideas and infinite. Our self is maya where it is merely individual and finite, where it considers its separateness as absolute; it is satyam where it recognizes its essence in the universal and infinite, in the supreme self, in parmatman' (Tagore Omnibus IV. 2005.129).

The error of regarding avidya as 'knowledge' is common and Tagore warns against it. Avidya is not to be mistaken for Knowledge. In Sadhana, Tagore conveys the meaning through this example discussed in "The Problem of Self": 'Imagine some savage who, in his ignorance, thinks that it is the paper of the banknote that has the magic, by virtue of which the possessor of it gets all he wants. He piles up the papers, hides them, handles them in all sorts of absurd ways, and then at last, wearied by his efforts, comes to the sad conclusion that they are absolutely worthless; only fit to be thrown into the fire. But the wise man knows that the banknote is all maya, and until it is given up to the bank it is futile. It is only avidya, our ignorance, that makes us believe that the separateness of our self like the paper of the banknote is precious in itself, and by acting on this belief our self is rendered valueless. It is only when the avidya is removed that this very self comes to us with a wealth which is priceless' (Tagore Omnibus IV.2005.125).

The nineteenth century American Transcendentalism was an off-shoot of the eighteenth century interest in the East. It was influenced by Kant but also by the thought and philosophies of the East, predominantly Indian. Orientalism also indirectly inspired the American transcendentalism associated with people like Emerson and Thoreau. It is a great example of mutual appreciation that lead Thoreau to influence nationalist leaders of India like Gandhi and Emerson to influence Tagore while these Western counterparts praised highly Indian epics and treatises like Bhagvad Geeta and Upanisads.

In Gora, Paresh Babu is found reading Emerson by his daughters who reads it to them Emerson was a well-known American transcendentalist and a popular author in the nineteenth century. This is to be juxtaposed with the grand plan of Abhinash to present Gora with 'a fine edition of Max Muller's book on the Rig Veda, bound in the most expensive morocco cover' - a Western commentary on Hindu religious text (2002). Tagore spoke on the Western reception of India: 'For western scholars the great religious scriptures of India seem to possess merely a retrospective and archaeological interest; but to us they are of living importance, and we cannot help thinking that they lose their significance when exhibited in labeled cases-mummified specimens of human thought and aspiration, preserved for all time in the wrappings of erudition' (Tagore Omnibus IV.2005. 73-74). Here seems to be a deliberate contrast between the Transcendentalist and the Orientalist approaches to India; Emerson appeals to Paresh Babu and Max Muller on Rig Veda to Abhinash showing the difference in the breadth of vision not only of the author but of the readers as well.

Tagore like Emerson, his American counterpart, affirmed the goodness of man in his own way. Like Emerson, Tagore maintained a dichotomy between individuality and selfishness in his essay published as part of Sadhana called "The Problem of Self": 'We are absolutely bankrupt if we are deprived of this specialty, this individuality, which is the only thing we can call our own; and which, if lost, is also a loss to the whole world'(TO IV.2005.117). For Tagore exercise of individual will is essential for attainment of Nirvana or freedom from worldly bonds. As expressed in "The Problem of Self: 'The Gita says action we must have, for only in action do we manifest our nature. But this manifestation is not perfect so long as our action is not free. In fact; our nature is obscured by work done by the compulsion of want or fear. The mother reveals herself in the service of her children, so our true freedom is not the freedom from action but freedom in action, which can only be attained in the work of love' (TO IV.2005.123).

He remembers to speak of love in an essay called "The Realization in Love" featuring within the essay anthology Sadhana. The term 'love' in this verse poem is not profane. It is the love for humanity but it is even greater- it is a manifestation of Brahma. Tagore asserts: 'In love all the contradictions of existence merge themselves and are lost. Only in love are unity and duality not at variance. Love must be one and two at the same time'(TO IV.2005.148). Drawing an analogy with the artist's love for his creation, Tagore asserts in "The Problem of Self": 'The artist who has a joy in the fullness of his artistic idea objectifies it and thus gains it more fully by holding it afar. It is joy which detaches ourselves from us, and then gives it form in creations of love in order to make it more perfectly our own. Hence there must be this separation, not a separation of repulsion but a separation of love. Repulsion has only the one element, the element of severance. But love has two, the element of severance, which is only an appearance, and the element of union which is the ultimate truth. Just as when the father tosses his child up from his arms it has the appearance of rejection but its truth is quite the reverse '(Tagore Omnibus IV.2005.124).

To understand how the idea of enlightenment blended with swadesi and Brahmo and then escalated to a transcendental realm one may draw on Gitanjali. The Bengali Gitanjali, an anthology of religious verses was published in 1910. In 1912 Tagore visited England where WB Yeats praised the English translation of those lyrics. Tagore won the Nobel Prize for Literature in 1913 for Gitanjali which was then published by Mc Milan and when speaking of Tagore where better to start a discussion on Tagore's idea of freedom and liberty than from 'where the mind is without fear'. Tagore's verse is to be read in the framework of the colonial ignominy that evoked the National pride and the consequent Swadesi movement and National struggle for freedom. Here is an excerpt from the aforementioned anthology:

Where the clear stream of reason has not lost its way

Into the dreary desert sand of habit;

Where the mind is led forward by thee into ever-widening

Thought and action-

Into that heaven of freedom, my Father, let my country awake.

Possibly, the prayer is rendered to Brahma as the Father in these verses may refer to Brahma, the creator in the Hindu scriptures. The poem indicates the moral and intellectual impoverishment that had seeped into the Indian society during the colonial rule. It is an effect of subjugation of

the natives by a foreign race. This state of mind materializes as a 'dreary desert of dead habit'. The alliterative phrase evokes an image of a vast arid desert where wanderers are prone to losing their way. The 'desert' here, however, is emphatically not a landscape but a mindset and the metaphor refers to unquestioning submission to habit and tradition. It highlights the irrationality of following the conventions blindly.

The 'clear stream of reason' offers a contrast to the dreary desert through which it goes and which can engulf it, if habit is allowed to supercede inquisitiveness natural in man. 'Reason' is implicitly compared to a stream. The metaphor of 'stream' that connotes movement, progress and fecundity highlights the possibility of life in a 'dead' zone. The epithet 'dead' for habit seems to be a transferred epithet. This is because it deadens the senses of those it afflicts. People who are trapped in routine are callous and insensitive- almost dead. It is the vivacity in the people that dies and not the habit.

Tagore had moved beyond swadesi and even Brahmo samaj that had its flaws. One was afflicted by superstitions and the other was affected by extreme and absolute belief in reason. He refused to be circumscribed by the 'narrow domestic walls' and his continual endeavour was to piece together the 'broken fragments' somehow so that the lost global appeal of his country and its philosophy could be revived. The relevance of Indian philosophy in Tagore's contemporary context needed to be explored. He was in quest of that part of ancient thought that had not been vitiated by mercenaries or hijacked by fanatics. He was eager to salvage that which could be saved, but he agreed that certain traditions needed to be buried for the nation to be rejuvenated.

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THE BANDHUVARMAN HOUSE OF AULIKARAS

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ABSTRACT

Fourth century to the middle of the sixth century CE, used to neglect the study of the lesser known dynasties giving much preference to the Guptas, except for the little notices of their existence, grouping them with the imperial Guptas. But with the coming of new trend of micro studies, the lesser known dynasties are given importance. Now we are able to make out the importance of these dynasties in the Indian history. Among the lesser known dynasties, the Aulikaras of the western Mālwa is one. The Aulikaras were the contemporaries of the Guptas.

KEYWORDS: *existence, grouping, neglect,*

INTRODUCTION

Earlier, scholars dealing with the period i.e., the fourth century to the middle of the sixth century CE, used to neglect the study of the lesser known dynasties giving much preference to the Guptas, except for the little notices of their existence, grouping them with the imperial Guptas. But with the coming of new trend of micro studies, the lesser known dynasties are given importance. Now we are able to make out the importance of these dynasties in the Indian history. Among the lesser known dynasties, the Aulikaras of the western Mālwa is one. The Aulikaras were the contemporaries of the Guptas. They played an important part in the Indian history during this period, both as feudatories of the Guptas as well as an independent power.

The only source of information about the Aulikaras is their inscriptions. It is unfortunate that no other forms of archaeological evidence has been found to supplement these inscriptions that form the only source of information about this ruling family. Even in the vast ocean of ancient Indian literature, the name of this ruling dynasty, 'the Aulikaras' is nowhere mentioned, except that of its capital 'Daśapura', in contemporary works like Kalidśaa's Meghadūta,¹ in the Pādatāditakam of Śyāmilaka² and Kadambarī of Bānābhṭṭa.³ Varāhamihira also mentioned Daśapura as a Janapada in the southern division.⁴ The Amarakośa narrates about the forests of Daśapura where the Cyprus rotundus trees were found. Skanda Purāṇa also refers about the forest of Daśapura and the Markaṇḍeya Purāṇa mentions Daśapura along with the places of Ābhira, Avanti and Ākara. As of now, we have not come across any coin of the Aulikara rulers of Daśapura. However, it is encouraging that the dozen inscriptions which as been discovered so far, supplied us valuable information about the history of the Aulikaras as well as that of Daśapura from the 4th to 6th centuries CE.

The inscriptions fail to provide the information about their ethnic affiliations. The information we can derive from the inscriptions of the Aulikaras is that they called themselves 'Olikara' in

the Bihar Kotra inscription, which is an inaccurate form of 'Aulikara' as pointed out by several scholars. It is also noticed from the inscription that they prefer to use the era of the Mālavas, which is the same as the Vikrama Samvat having reckoning in 57 BC. The term Aulikara was first noticed by Fleet in the Mandsaur stone inscription of Yaśodharman Vishṇuvarddhana. Since he could not understand its exact meaning and he took it to be the emblem of the Aulikaras depicting either the Sun or the Moon in the same sense as Garuḍa for the Guptas. Stretching this point further, C.B. Trivedi tried to trace the lineage of the Aulikaras to the solar or the lunar race. He has gone to the extent to say that the inscriptions refer to them as Sūryavaṁśī and Ikshvākuvaṁśī. He further said that this family started from the forty-first generation of Ikshvāku, the legendary king of this race.⁵ But from a dozen inscriptions, there is not a slightest reference of them belonging to solar or lunar race. Besides, the Purāṇas are absolutely silent about this dynasty. Thus Trivedi's theory has to be dismissed as merely gratuitous to J.F. Fleet. D.V. Chauhan⁶ tried to relate the ruling family of the Aulikaras with Iranians on the basis of linguistics, deriving the word aulikara from aurnika meaning coarse woollen garments. His theory has to be refuted, as there is no merit in the argument. N.K. Ojha⁷ states that there is not even remotest connection of the Aulikaras with the term aurnika or any means to trace their ancestry to Iran. And his attempt to connect Aurnavabha of the Vedic texts with the Aulikaras is equally untenable in the absence of any evidence.

D.C. Sircar suggests that the Aulikaras were connected with the Mālavas. He came to this conclusion after observing all the Aulikara inscriptions in which they prefer to use the Mālava Samvat in stead of the Gupta era, in spite of the fact that they were feudatories of the Guptas, at least in the time of Bandhuvarman. He further pointed out, "after the extinction of the Śakas, the Aulikaras, apparently a Mālava dynasty like the Sogins and the Maukharis flourished at Daśapura under the vassalage of the Gupta emperors, used the Kṛita-era (then also called the era of the Mālava people or the Mālava Republic) in preference to the era of the Guptas starting from 319 A.D."⁸ It may be observed that the territory of the Aulikaras was contiguous to that of the Mālavas who are known to have occupied southern Rajasthan in the early centuries of Christian era, as revealed by thousands of their coins discovered in the region. Further, it seems that the region came to be known as Malwa after the name of these people. In the present state of our knowledge, D.C. Sircar's identification of the Aulikaras as a branch of the Mālavas appears to be quite tenable. K.K. Dasgupta,⁹ K.C. Jain,¹⁰ N.K. Ojha,¹¹ and others have endorsed his view.

The Mālavas were tribal republicans, who were known as Malloi to the Greeks and lived in the land lying north of the confluence of the Ravi and the Chenab, when Greeks invaded the north-western regions of India in the fourth century BCE. They were probably confederated with the Kshudrakas (known as Oxydrakoi to the Greek writers) inhabiting the Montgomery region of the Punjab.¹² The Mālavas and their neighbours, the Kshudrakas were known as Kshatriya Janapadas on account of their military organisation. They are mentioned in Patañjali's Mahābhāṣya and the commentary Kāśika on the Ashtadhyāyī of Paṇini. They are said to have given a stiff resistance to the Greeks on their return journey. From Punjab, the Mālavas or at least a large section of their tribe migrated to Rajasthan like other tribes under the pressure from outsiders. These freedom-loving people may have begun their movement during the Indo-Greek occupation of the Punjab and it appears to have continued down to the time of the Scythians and

Parthians. They swarmed that part of the country and stayed for some time in the Jaipur region. The Nasik cave inscription of Rishabhādāta, states that the Mālavas reside in the south-east of Rajasthan in the second century BCE. Their capital was probably Nagara, which was earlier known as Mālvānagara. Numismatic and epigraphic evidence also supports their occupation of this part of Rajasthan from second century BCE to fourth century CE. Later, at the close of the fourth century CE, they moved still further southward and occupied the territory round Mandsaur which was earlier held by the western Kshatrapas. The Aulikaras seem to be responsible for the name Mālava being applied to the territory from about the fifth century CE. It was previously known as Ākarāvanti, which occurs in early inscriptions, Ākara being eastern Mālava and Avanti being the western Mālava. This part of Mālava has been one of the most important centres of Indian history from the ancient times and its influence on Indian culture has been profound. It is the main passageway from north India to the Deccan. According to K.C. Jain, Mālava was physically, culturally and politically a strategic area and he called it the 'Heart of India'.¹³

Mandsaur, presently a district headquarters in Madhya Pradesh, was the capital city of the Aulikaras and was known as Daśapura at least up to the thirteenth century CE. The term Daśapura is also found mentioned as a place of pilgrimage in an inscription of the second century CE.¹⁴ It is still popular as 'Daśor' or 'Daśaur' amongst the local populace. It is situated on the bank of the river Śivana, a tributary of the Śipra, and on the Ajmer-Khandwa branch of the western Railway. The local explanation of the name of the city of Daśapura is that the place was originally a city of the Purāṇic king Daśaratha. If this view has to be believed, the modern name should be Daśrathor. J.F. Fleet rightly suggests that in ancient times, when it was originally constituted, Daśapura included exactly ten (daśa) helmets (pura). It is for this reason that the town acquired its name Daśapura.¹⁵ Why Daśapura in the latter period came to be known, as Mandsaur is a great enigma to the scholars. Various scholars have put forth their own opinions on this topic. D.R. Bhandarkar says that a learned Brahmana told him that there was originally a village by name 'Man' close to 'Daśor', and the combination of these two villages led to the town acquiring the name Mandsaur.¹⁶ There is no evidence to support the explanation. Raghubir Singh is of the view that since it is located near the Tropic of Cancer where the rays of the sun diminish during its dakshinayan position, it came to be known as Mandsaur.¹⁷ The explanation, however, is not appealing since there is no evidence to support such a view nor do we know of any instance during the medieval period where such scientific facts led to the naming of the cities. Equally untenable is the explanation that the place was so known because of the famous Sun Temple of Daśapura.¹⁸ Manda cannot be equated with the Madha or Maṭha and the latter was not used to denote a temple, it usually denoted a monastery. BhagwanlalIndraji on the other hand is of the view that after the muslim conquest of the place, which led to the loss of its glory it has become popular as Manda-Daśapura, i.e. distressed or afflicted Daśapura and with the passage of time it became Mandsaur in commemoration of the takeover of the town, and the destruction of the Hindu temples in it by the Musalmans. Even today, the Brahmans of Mandsaur will not drink the water of that place, because of the oppression formally practised on them by the Musalmans in the past.¹⁹ Due to lack of convincing evidence of others explanation, at present BhagwanlalIndraji's explanation seems to be more plausible and we can follow his explanations. This flourishing city was of great importance during the Aulikara–Gupta period which is evident both from epigraphic and literary evidence.

The inscriptions have brought to light two royal houses of Mālava. Both the ruling house called themselves as 'Aulikaras'. The present ruling house is popularly known as the house of Bandhuvarman after the name of the last and the best-known ruler of this family. On the other hand, V.V.Mirashi calls this ruling house as the Varman branch²⁰ of the ruling Aulikaras as the names of all the kings of this family end in 'varman'.

Jayavarman is the progenitor of the first ruling house of the Aulikaras. It is unfortunate that we do not come across any inscription, coin or any other form of information of his time that could give some idea about his achievements. He must be a great king since he had founded a new ruling house by seizing the territory in and around Mandsaur from Śakas during the troubled years between 351 and 384 CE during the reign of Mahākshatrapa Rudrasena III.²¹ It is difficult to come to a definite conclusion, whether Jayavarman started his career as an independent ruler or as a subordinate to an overlord, in the absence of any evidence. It is generally believed that the early Aulikaras were feudatories of the Guptas, but there is no solid evidence of it. Like the Vākāṭaka rulers, he assumed the simple title of Narendra i.e. king, as it is given in the Mandsaur stone inscription of Mālava Saṃvat 461 of the time of his grandson Naravarman.²² The simple title of Narendra does not mean that he was a dependent ruler. Moreover, in the Allahabad inscription of Samudragupta, the Aulikaras are nowhere mentioned as vassal. It is likely Jayavarman started his career as an independent ruler. The Aulikaras more or less gave up their republican traditions and assumed the monarchical form of government when he started to rule from Daśapura. N.K. Ojha is of the view that he must have come to power sometime in the third quarter of the fourth century CE²³ after calculating the years of the reign of Naravarman who ruled at least up to the Mālava Saṃvat 474.²⁴

Simhavarman succeeded his father Jayavarman most probably in the last quarter of the fourth century CE.²⁵ He seems to be a contemporary of Chandragupta II of the imperial Guptas. Like his predecessor, we have no information of his achievements and he is simply described as Kshitṣa, i.e. king, in the inscription of his son. Some scholars have tried to identify this ruler with Simhavarman, the father of Chandravarman of the Susunia rock inscription,²⁶ comparing the palaeography of the two inscriptions. This whole confusion seems to have been created by H.P. Sastri's confusing identification of Chandravarman of this inscription with the king Chandra of the Mehrauli iron pillar inscription and the Pushkarṇa mentioned in the Susunia rock inscription with Pushkarṇa or Pokhran in Rajasthan.²⁷ H.C. Raychaudhuri has rightly identified Pushkarṇa with a sand hill, 12 miles to the north-west of Bankura in West Bengal.²⁸ The former identification become simply untenable as Chandravarman was a local ruler in the Bankura district of West Bengal. His father Simhavarman could not have ruled over a territory stretching from west Mālava to Bengal.

Naravarman, son of Simhavarman and a grandson of Jayavarman succeeded his father probably in c. 400 CE as his earliest known date is from the Mandsaur inscription of the year 461²⁹ corresponding to 404 CE. He is known from the Bihar-Kotra inscription of the year 474³⁰ and the Gangadhar inscription of the year 480,³¹ of his son Viśvavarman. It is difficult to draw a list of his achievements as the inscriptions do not mention any specific exploits except of the excavation of wells and donations to temples by him. He has been equated with Devandra, the king of gods in valour, in the Mandsaur inscription.³² His excellent achievements on the battlefield are referred to in the Gangadhar inscription³³ but we fail to get any instance of a battle

fought by him from any other source. From the find spot of Bihar- Kotra inscription, situated at a distance of two hundred forty one kilometres from Mandsaur, we can assume that the places in between were probably brought under his empire by the prowess of arms.

In the Mandsaur inscription of 461, Naravarman is given the epithet *Simhavikrāntagāmini*.e ‘having the powerful gait of a lion’. This epithet led D.R. Bhandarkar to assume that Naravarman was a feudatory of Chandragupta II, as he translated the epithet as ‘the follower of *Simhavikrama*’, and which was a title of Chandragupta II.³⁴ But *Simhavikranta* and *Simhavikrama* do not have the same meaning. Jagannath Agrawal has pointed out that the expression means ‘One who moves with the stride of a lion’ and has compared this expression with *Kālidāsa*’s line *tatomṛigendrasayamṛigendragāmī* in the *Raghuvamśa*, where *mṛigendragāmī* means ‘having the gait of a lion.’ He further explains that, “in order to obtain the sense of ‘follower’ we need a word like *anugāmī*. *Vikrānta* as a noun means ‘hero’ but as an adjective it means ‘powerful’. It is derived from the root *Kramu* (*padavikshepa*). So the meaning stride is the only proper one, when it is accompanied by the word *gami*.”³⁵ In the light of this explanation Bhandarkar’s translation has to be rejected especially when we know that none of the Aulikara rules, except Naravarman’s grandson Bandhuvarman, specifically refers to their allegiance to the imperial Guptas.

There is no doubt regarding Naravarman being a contemporary of Chandragupta II as the latter was the reigning Gupta sovereign from 380 to 412 CE. He cannot be taken as a feudatory merely because of his title *Mahārāja* as we have discussed above. We know from the Bihar-Kotra inscription that he was ruling in the year 417 CE and by 423 CE his son *Viśvavarman* of the Gangadhar inscription was ruling in *Daśapura*, which means that his rule had already come to an end before this date, thus his end should probably be placed around 420 CE.

The fourth ruler of the Varman line is *Viśvavarman*. He is known to us from the Gangadhar inscription dated *Mālava Samvat* 480 and from the Mandsaur inscription of his son *Bandhuvarman*. He must have ascended the throne c. 420 CE when his father *Naravarman* expired. C.B. Trivedi is of the view that *Viśvavarman* was a contemporary of *Chandragupta II*,³⁶ which is impossible as *Viśvavarman*’s father *Naravarman* was ruling till 417 CE, while *Chandragupta II*’s rule ended before 415 CE. We know from the *Bilsad pillar* inscription of the Gupta year 96 (415 CE)³⁷ that *Kumāragupta I* was ruling in that year. Therefore he was a contemporary of *Kumāragupta I* and not of the latter’s father, *Chandragupta II*. He seems to be an independent ruler since name of any of the Gupta sovereign is not given nor the Gupta era is used in the *Gangadhar* inscription. His rule must have come to an end by 436 CE as his son *Bandhuvarman*, whom we know from the Mandsaur inscription dated 493, was ruling in that year.

The *Gangadhar* inscription describes his power and glory in glowing terms. He has been described as the bravest among kings and said to have excelled over the lord of gods, *Indra*, in valour. Even the oceans are said to have bowed before his armies, on whose march the earth sank. According to this inscription, he could not be gazed upon when he grasped weapons and the frightened faces of the lovely women of his enemies, which were devoid of ornaments and make up, with tears clinging to their cheeks, paid obeisance to him. His countenance was like that of the full moon and he was like *Rama* and *Bhagiratha* in behaviour. In the Mandsaur

inscription of his son Bandhuvarman, he has been compared with Brīhaspati and Śukra in intellect and with Pārtha (Arjuna) in valorous deeds in war. The inscription further says that when that exalted one was ruling, there was no addiction to unrighteous acts or to vices, and there was none that may be bereft of happiness. He is said to be a friend to his subjects and the very tree of plenty to suppliants. It is a picture of a strong and efficient rule, which was conducive to the welfare of the subjects.

The last and the most popular ruler, Bandhuvarman was brought to the knowledge of scholars for the first time when Fleet published the Mandsaur stone inscription of the Mālava years 493 and 529 in the Indian Antiquary in the year 1886. He was the son of Viśvavarman. He is known from this inscription only. The poet, Vatsabhaṭṭi, who composed this inscription, has addressed him as the Governor of Daśapura. The poet not only describes the personality of Bandhuvarman, but also tells us about the city of Daśapura, which was prosperous with several lofty temples and other buildings. The prevailing peace and the prosperity of the state of Daśapura can be attested by the migration of an entire group of silk-weavers from the reign of Lāṭtas in Surāshṭra to settle down there, and speaks volumes about Bandhuvarman being an able ruler. These silk-weavers not only prospered there but also received public recognition and indulged in the philanthropic activities like giving in charity and construction of magnificent temples such as the Sun Temple mentioned in this record.

This is the only record that mentions the acknowledgment of the suzerainty of the imperial Guptas by the first ruling house of the Aulikaras, popularly known as the house of Bandhuvarman. V.V. Mirashi is of the view that the entire Varman branch of the ruling Aulikaras was politically independent. He further said that there was no clear indication of Bandhuvarman acknowledging the suzerainty of Kumāragupta I, the latter name is mentioned probably to mark the time of their migration, as the Gupta kings were famous in those days. But his view cannot be accepted after thoroughly going through the thirteenth line of this inscription³⁸ in which Kumāragupta has been described as reigning over the whole of earth bounded by the four oceans and by the mountains of the Himalayas and the Vindhya in the north and the south respectively. This Kumāragupta is none other than the well-known Kumāragupta I of the imperial Gupta dynasty. But when did the Guptas establish their supremacy over the Aulikaras is not certain. It must have been sometime between 423 and 436 CE.³⁹

We are not sure what happened to the house of Bandhuvarman after him. It is anybody's guess for we do not have any record of this ruling house after him. Even in the Mandsaur inscription of the year 493 and 529, the poet Vatsabhaṭṭi referred to the territory of Daśapura being ruled by other kings with reference to the time when repairs were carried out to the Sun Temple in Mālava Sainvat 529 avoiding any reference either to the house of Bandhuvarman or to the suzerainty of the Guptas over Daśapura.

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HEDGING INSTRUMENTS FOR FOREIGN CURRENCY RISK

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ABSTRACT

With increasing globalization, domestic companies have started trading with a variety of businesses in other countries. The increase in the depth of global economy presents the corporations with a major issue regarding the management of their operations i.e. the management of risk associated with foreign currency exposure. In particular, many companies implement a risk management structure to insulate themselves against foreign currency exposure utilizing a concept known as Hedging. The process of hedging foreign currency risks involves protecting the business from various losses due to a change in the exchange rate. This paper aims at explaining various types of foreign currency risk, its measurement, various hedging techniques and rules regarding the effect of change in foreign exchange rate and use of forward contract as hedging instrument as per Accounting Standard 11.

KEYWORDS: *Transaction Risk Exposure, Hedging, Forward Contract, Options, Swaps, Accounting Standard 11.*

INTRODUCTION

“The increased globalization of trades and services and volatility in financial market requires to be aware of the risk associated with currency fluctuations. The significant changes in the international and political scenario results in uncertainty regarding the direction of foreign exchange rate that in turn leads to the emergence of an effective vehicle to hedge foreign currency risk”.

Risk is the possibility of actual outcome being different from the expected outcome it includes both downside potential i.e. the possibility of actual result being adverse compared to expected result and upside potential i.e. the possibility of actual result being better than the expected result.

Foreign currency exchange risk is the change in the domestic currency value of asset and liabilities to the change in the exchange rate. Currency exchange risk or transaction risk is the economic consequences of the fluctuations of the exchange rates. It is a form of risk that arises from the change in price of one currency against another. Foreign exchange rate risk exposure is common to virtually all who conduct international business. Buying and selling of goods or services in terms foreign currencies can immediately expose a person to foreign exchange rate risk.

Simply, Exchange risk is a potential gain or loss that occurs as a result of an exchange rate change. Foreign exchange risk can be measured by the variance of the domestic currency value of asset, liability or an operating income which can be related to unexpected change in the exchange rate. Currency exchange rates are affected by politics, inflation, the state of import and export markets, capital flow, consumer confidence, and many other economic and social factors. These factors result in exposure to three main types of risk for a Financial Risk manager:-

- Translation exposure
- Transaction exposure
- Economic exposure

Translation exposure is the balance sheet exchange rate risk that is related to the exchange rate movement to the valuation of a foreign subsidiary and, in turn, to the consolidation of a foreign subsidiary to the parent company's balance sheet. Translation risk for a foreign subsidiary is usually measured by the exposure of net assets to potential exchange rate moves. It is the risk that exchange rate changes will diminish a company's income, assets, equity or liabilities. It is the change in accounting income and balance sheet statement.

Transaction exposure is cash flow risk that deals with the effect of exchange rate movements on transactional account exposure related to receivables, payables and repatriation of dividends. It is the gain or loss that might occur during settlement of foreign exchange transaction. Such a transaction could be the sale or purchase of product or services lending or borrowing of money or any other transaction involving mergers and acquisitions etc.

Economic exposure is the risk which reflects the firm's present value of future operating cash flows from exchange rate movements. Basically, economic risk is concerned with the effect of exchange rate changes on revenues both earned from domestic sales and exports and operating expenses that is the cost of domestic inputs as well as imports. It can be said that it is the change in value of a company due to unanticipated change in the exchange rates. The unanticipated comes as an unforeseen risk.

MEASUREMENT OF FOREIGN CURRENCY RISK

After defining the types of exchange rate risk that a firm is exposed to the next step is to decide about the crucial aspect of a firm's exchange rate risk i.e. measurement of foreign currency exchange rate risks. Identification of the various types of currency risk along with their measurement is essential to develop a strategy for managing currency risk. For this, a firm needs to decide whether or not to hedge these risks. Hedging is a risk management technique primarily done to protect the foreign exchange exposure against the volatility of exchange rate by taking off setting position against the underlying asset by using various hedging techniques.

Hedging process involves the following:

- Identification of foreign exchange exposures and its value
- Creation of off setting position through derivatives
- Measurement of hedging ratio and degree of risk acceptable to management

➤ Expectation regarding future movement of exchange rates

Simply, Hedging means making an investment to reduce the risk of adverse price movement in an asset. Normally it consists of taking an offsetting position in a related security. Generally corporates used various currency risk management strategies depending upon the prevalence of a certain type of risk and the size of the firm.

Translation risk often referred as accounting risk is the risk occurs because each business is required to keep its accounting records in its functional currency and that currency may be different from the reporting currency. This risk is hedged very infrequently and non-systematically to avoid the impact of possible abrupt currency shocks on net assets. This risk involves mainly long-term foreign exposures, such as the firm's valuation of subsidiaries, its debt structure and international investments.

It is standard practice to hedge the net balance sheet exposures that is the net assets i.e. gross assets less liabilities of the subsidiary that might be affected by an adverse exchange rate movement. To reduce the impact of exchange rates on the volatility of earnings, the firm may use an optimization model to devise an optimal set of hedging strategies to manage its currency risk. A firm may use tactical hedging, in addition to optimization, to reduce the residual currency risk. Moreover, if exchange rates do not move in the anticipated direction, translation risk hedging may cause either cash flow or earnings volatility. Therefore, hedging translation risk often involves careful weighing of the costs of hedging against the potential cost of not hedging.

Transaction risk is often hedged tactically by companies to hedge their transaction currency risk relating to short-term receivable and payable transactions and also hedged strategically for longer-period transactions depending on the firm's view on the future movements of the currencies involved. Also some firms use passive hedging which involves the maintenance of the same hedging structure and execution over regular hedging periods irrespective of currency.

Economic risk is difficult to measure as it reflects the potential impact of exchange rate movement on the present value of future cash flows. This may require measuring the potential impact of an exchange rate deviation from the benchmark rate used to forecast a firm's revenue and cost for a given period of time. The firm could best hedge its economic exposure by creating payables in the currency in which the firm's subsidiary experiences the higher cost of inflation. Also some corporates are developing efficient frontiers of hedging strategies as a more integrated approach to hedge currency risk than buying strategy hedge to cover certain foreign exchange. In effect, an efficient frontier measures the cost of the hedge against the degree of risk hedged. Thus, an efficient frontier determines the most efficient hedging strategy as that which is the cheapest for the most risk hedged.

HEDGING TECHNIQUES FOR FOREIGN CURRENCY RISK

A foreign currency hedge is placed when a trader enters the foreign currency market with the specific intent of protecting anticipated or unanticipated physical market exposure from an adverse movement in foreign currency rate. Both speculators and foreign currency hedgers can get benefit by knowing way to properly utilize foreign currency hedge. While retail forex traders typically use foreign currency options as a hedging vehicle, Banks and commercials are more likely to use options, swaps, swaptions and other more complex derivatives to meet their specific

hedging needs. On this basis a variety of hedging instruments are available at varying costs to the company that wants to eliminate foreign currency risk exposure. The following are some of the most common types of foreign currency hedging vehicles used in today's markets as a foreign currency hedge:

- Spot Contracts
- Forward Contracts
- Future contract
- Foreign Currency Options contract
- Foreign Currency Swaps contract
- Interest Rate Options contract
- Interest Rate Swaps contract

SPOT CONTRACTS: Spot contract is a foreign currency contract to buy or sell at the current foreign currency rate having settlement period of two days. Foreign currency spot contracts are more commonly used in combination with other types of foreign currency hedging vehicles as it is very risky to use it alone due to having shorter settlement period. The spot contract is more often a part of the reason to hedge foreign currency risk exposure rather than the foreign currency hedging solution.

FORWARD CONTRACTS: A foreign currency contract is a contract to buy or sell a foreign currency at a fixed rate for delivery on a specified future date or period. In forward contract the depreciation of the receivable currency is hedged against by selling a currency forward. If the risk is that of a currency appreciation it can hedge by buying the currency forward. Foreign currency forward contracts are used as a foreign currency hedge when an investor has an obligation to either make or take a foreign currency payment at some point in the future. If the date of the foreign currency payment and the last trading date of the foreign currency forwards contract are matched up, the investor has in effect "locked in" the exchange rate payment amount. The main advantage of a forward is that it can be tailored to the specific needs of the firm and an exact hedge can be obtained. On the downside, these contracts are not marketable, they can't be sold to another party when they are no longer required.

FOREIGN CURRENCY FUTURE CONTRACT: Currency futures are exchange-traded contracts specifying a standard volume of a particular currency to be exchanged on a specific settlement date. They are similar to forward contracts in a manner that they allow a firm to fix the price to be paid for a given currency at a future point in time. As opposed to currency forward the size of the contract and the delivery date to currency futures contracts are standardized and guaranteed by some organized exchange. The price of a futures contract changes over time to reflect the market's anticipation of the future spot rate. If a firm holding a currency futures contract decides before the settlement date that it no longer wants to maintain such a position, it can close out its position by selling an identical futures contract.

FOREIGN CURRENCY OPTIONS: A foreign currency option is same as stock option except that in foreign currency option the underlying asset is foreign exchange. The basic premises

remain the same that the buyer of option has the right but no obligation to enter into a contract for purchase and sale a specific foreign currency at a specific price on or before a specific date with the seller. Therefore the buyer of a currency option has the right, to his advantage, to enter into the specified contract. A foreign currency option can be used as a foreign currency hedge for an open position in the foreign currency spot market. Foreign currency options can also be used in combination with other foreign currency spot and options contracts to create more complex foreign currency hedging strategies. There are many different foreign currency option strategies available to both commercial and retail investors.

FOREIGN CURRENCY SWAPS: A swap is an agreement in which two parties repay each other's original loan amounts that swapped. After a certain specified period of time. In its simplest form currency swap involve exchanging repayment of two fixed interest rate loan denominated by different currency. The important thing in foreign currency swap is that the buyer and seller exchange fixed or floating rate interest payments in there respective swapped currencies over the term of the contract. At the time of maturity the principal amount is effectively re-swapped at a predetermined exchange rate so that the parties end up with their original currencies. Foreign currency swaps are mostly used by retail forex traders as a foreign currency hedging vehicle.

INTEREST RATE OPTIONS: Interest rate option markets are amongst the largest and most liquid option markets which are widely used both for hedging as well as speculation against changes in interest rates. Financial interest rate contract are those contract which gives the buyer the right, but not the obligation, to purchase or sell a specific interest rate contract at the strike price on or before a specific date i.e. the expiration date. The amount the interest rate option buyer pays to the interest rate option seller for the foreign currency option contract rights is called the option "premium". Interest rate option contracts are more often used by interest rate speculators, commercials and banks as a foreign currency-hedging vehicle.

INTEREST RATE SWAPS: Interest rate swaps are the financial interest rate contracts whereby the buyer and seller swap interest rate exposure over the term of the contract. The most common swap contract is the fixed-to-float swap whereby the swap buyer receives a floating rate from the swap seller, and the swap seller receives a fixed rate from the swap buyer. Other types of swap include fixed-to-fixed and float-to-float. Interest rate swaps are more often utilized by commercials as a hedging mechanism to re-allocate interest rate risk exposure.

REGULATORY GUIDELINES RELATING TO FOREIGN CURRENCY EXCHANGE RISK

The Effects of Changes in Foreign Exchange Rates is given in Accounting Standard (AS) 11 which is issued by the Council of the Institute of Chartered Accountants of India (ICAI). It came into effect from and after 1-4-2004 and is mandatory in nature. It was originally issued in the year 1989 and revised in 1994 and again revised in the year 2003.

The principal issues in accounting for foreign currency transactions and foreign operations are to decide which exchange rate to use and how to recognize in the financial statements the financial effect of changes in exchange rates. This Statement also deals with accounting for foreign currency transactions in the nature of forward exchange contracts.

This Standard does not specify the currency in which an enterprise presents its financial statements. However, an enterprise normally uses the currency of the country in which it is domiciled. If it uses a different currency, it requires disclosure of the reason for using that currency. This Statement also does not deal with exchange differences arising from foreign currency borrowings to the extent that they are regarded as an adjustment to interest costs.

As per the accounting standard 11, an enterprise may enter into a forward exchange contract or another financial instrument to establish the amount of the reporting currency required or available at the settlement date of a transaction. Exchange differences on such a contract should be recognized in the statement of profit and loss in the reporting period in which the exchange rates change. Any profit or loss arising on cancellation or renewal of such a forward exchange contract should be recognized as income or as expense for the period.

The risks associated with changes in exchange rates may be mitigated by entering into forward exchange contracts. Exchange difference on a forward exchange contract is the difference between the foreign currency amount of the contract translated at the exchange rate at the reporting date, or the settlement date where the transaction is settled during the reporting period,

On the basis of a decision of the Council at its meeting held on June 24-26, 2004, an Announcement titled ‘Applicability of Accounting Standard (AS) 11 (revised 2003), The Effects of Changes in Foreign Exchange Rates in respect of exchange differences arising on a forward exchange contract entered into to hedge the foreign currency risk of a firm commitment or a highly probable forecast transaction’ has been issued. The Announcement clarifies that AS 11 (revised 2003) does not deal with the accounting of exchange differences arising on a forward exchange contract entered into to hedge the foreign currency risk of a firm commitment or a highly probable forecast transaction.

CONCLUSION

Hedging involves structuring business transactions and activities to reduce any associated risks. While dealing with foreign currency risks a business is always faced with the prospect of being adversely affected by currency exchange rates. Measuring and managing currency risk exposure are important functions as it saves a firm from major exchange rate movements. These vulnerabilities mainly arise from a firm’s involvement in international operations and investments.

In managing currency risk, different firm either big or small uses different hedging strategies depending on the specific type of currency risk as greater demand for hedging protection against these risks has emerged. These strategies have become increasingly complicated as they try to address simultaneously transaction, translation and economic risks.

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A STUDY ON THE LEVEL OF STRESS AMONG NURSES IN THE GOVT MEDICAL COLLEGE HOSPITAL AT NAGERCOIL

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ABSTRACT

The Research entitled "A STUDY ON THE LEVEL OF STRESS AMONG NURSES IN THE GOVT MEDICAL COLLEGE HOSPITAL AT NAGERCOIL". The Govt. Medical College Hospital at Nagercoil is the multi speciality hospital in Kanyakumari District which offers quality medical care to the patients. The hospital has the bed strength of 700 and it is fully equipped with the necessary equipment, Operation Theaters and Intensive surgical wards, cared by dedicated team of doctors and nurses. The study was conducted from March to April. Sampling design and descriptive in nature sampling are used. Random sample is selected from the list of 250 nurses working in the hospital. Questionnaire is used to collect primary data from nurses selected for this research. The Analysis of the study is done by SPSS (Statistical Package for Social Service) with the aid of various tools which fix to the objectives of the study. The outcomes are noted and suggestions are pointed. If the stress causing factors are prevented, the efficiency and productivity of the professionals will be more.

KEYWORDS: *Intensive, Causing Factors, Suggestions, Prevented, Suggestions, Efficiency, Questionnaire.*

INTRODUCTION

The twentieth century has been called the age of anxiety and the century of stress. It is universal that every individual suffers from stress .If there were a machine to measure stress, 80 percent of the people in a city would score more than 80 percent. One of the paradoxes of modern medicine is that while it improves health technology and living condition, it increases the demand for medical services. Unfortunately one cannot buy good health. It is sad that most people are unaware of the excessive burden of stress they carry with them

Stress is everyone's problem. We live in times where there is much pain and suffering. Work place stress costs businesses billions of rupees every year, absenteeism in staff turnover, errors, accidents, and corporate frauds.

Stress, on human beings, is like a rubber band. We stretch to meet the environment around us, the demands of life- style, and the pressures that we put on ourselves. If pulled too far, stress manifests itself in real conditions mentally, physically, emotionally, and spiritually. Stress appears to be a new age killer

Excessive work pressure, increasing needs, family problems, time constraints, loan to repay, sickness and etc are gradually taking their toll on a person's health and happiness. Hence it becomes the urgent to evolve as victor of stress and not become victims of stress

WHAT IS STRESS?

The word 'stress' has everyday usage in our vocabulary and it is increasingly becoming a topic for discussion. Yet a clear cut definition for this phenomenon remains elusive. When problems presented by everyday life exceed the resources for coping with them, you feel stressed. stress is a demand made upon the adaptive capacities of the mind and body

According to the World Health Organization, stress, anxiety and depression will become the leading causes of disability in the workplace in the next 20 years. The Japanese government has reported 10,000 cases a year of managers, executives and engineers who have died out of stress. Stress as an epidemic, has become the number one killer in today's time. Stress is a reality like love or electricity-We can experience it but it is hard to define.

Stress is different to different people. To a mountaineer, it is the challenge of pushing physical resources to the limit by striving to achieve a demanding goal. To a motorist, it can be a hassles of heavy traffic and obnoxious fumes. To a student it can be exam pressure.

DEFINITION FOR STRESS

According to Dr. Hans selye, Stress is the inability to cope with real or imagined threat to one's mental, physical, emotional and spiritual well-being which results in a series of physiological responses and adaptation.

Stress, according to physicist is a force or pressure implying exposure to excessive demands or environmental conditions that cause emotional upset and tension. Psychologists think that stress is the psychological homeostatic process.

For Anthropologists, stress brings adversity and coercion between people, or between the environment and humans, or between history and human kind.

To Endocrinologists. Stress is the non-specific response of the body to any demand made on it.

"Stress, according to Morgan, is an internal state which can be caused by physical demands on the body or by environment and social situation which are evaluated as potentially harmful, uncontrollable or exceeding our resources for copying"

According to Freud, stress involves the interaction between problems people face and their resources for dealing with them. They emphasize physiological responses, environmental circumstances, personal coping skills and personal characteristic or some combination of these factors.

According to S. palmer (1999) stress occurs when pressure exceeds your perceived quality to cope.

Thus this term, stress refers to any reaction to a physical, mental or emotional stimulus that upsets today's natural balance.

OBJECTIVES OF THE STUDY

The main objectives of the present study are mentioned below

- To assess and measure the level of stress among nurses
- To study and identify the causes of stress among the nurses
- To measure the attitudes of nurses towards their work environment, emotional exhaustion, and disturbing/ difficult patients.
- To understand the impact of stress among the nurses.
- To give possible suggestions and recommendations to manage stress if any among nurses.

SCOPE OF THE STUDY

The Study will bring the facts about the causing factors of stress among the nurses in hospitals and can develop the remedial measures to reduce the stress

STATEMENT OF THE PROBLEM

Dealing with patients is a difficult task to the nursing community. In order to handle the patients smoothly the nurses must have free mind and free from stress .But in the practice of dealing and caring the patients, the nurses face several difficulties and problems Hence a study is done on this topic to know the level of stress among the nurses.

RESEARCH METHODOLOGY

It is an empirical study based on survey method. Primary data has been collected from respondents directly by using the instrument of structured questionnaire. Secondary data has been collected from the sum of books, journals, websites and reports. The total population of the community in the hospital is around 250 ,100 samples are taken for this study based random sampling method. The collected data are analyzed with the statistical tools of percentage, tabulation, classification chi-square test, one way ANOVA, factor analysis,.

REVIEW OF LITERATURE

Gelsema et al (2006) did "A Longitudinal Study of Stress In The Nursing Profession Causes and Consequences." Design was a complete, two wave panel design, and sample size was 250 hospital nurses in, different wards. The results of this study consistent with tranctional models of stress that indicate that stress and stress outcome mutually influence each other to prevent from a negative spiral.

Mackenzie CS et al (2006) did "A Brief Mindfulness-based stress reduction intervention for the nurses aids by comparative method." In comparison with 14 wait list control participants, 16 participants in the mindfulness intervention, experienced significant improvement symptoms, relaxation and life satisfaction. The results of this study together with a natural link between

mindfulness philosophy and nursing practice theory and suggest the mindfulness for helping those in the nursing profession in a brief format.

Olofsson et al (2003) did a “ Absence of response , a study on nurses experience stress in the work place,’ The purposive sampling technique and results of the study showed that nurses experienced negative stress which was apparently related to the social environment in which they worked.

McGowan. B (2001) did a “ Self- Reported Stress and its Effects on Nurses.” The sample size was 72, the method was regression. Results of the study showed that job-satisfaction was negatively affected by stress. The main sources of stress were job context variables, such as shortage of resources, time management, lack of appreciation and initiation.

The following them I have done A research on stress under this topic “A study on the level of stress among the nurses Govt Medical College Hospital, Nagercoil.”

TABLE NO 1: DISTRIBUTION OF THE RESPONDENT BY THEIR AGE

Sl. No	Age	No. of Respondents	Percentage
1.	20-25	29	29.0
2.	25-30	68	68.0
3.	Above 30	3	3.0
	Total	100	100

Source primary Data

It is inferred from the table that 29 percentage of the respondents belong to the age group 20-25 years, 68 percentage of the respondents are in between 25-30 yrs, and 3 Percentage of respondents are above 36yrs.

TABLE NO 2: DISTRIBUTION OF THE RESPONDENT BY THEIR SEX

Sl. No	Sex	No. of Respondents	Percentage
1.	Male	12	44.0
2.	Female	78	56.0
	Total	100	100

Source primary Data

The above table shows that 12 percentage of the respondents are male, 78 percentage of the respondents are female.

TABLE NO 3: DISTRIBUTION OF THE RESPONDENT BY THEIR QUALIFICATION

Sl. No	Qualification	No. of Respondents	Percentage
1.	Auxiliary Nurse Midwifery (ANM)	0	0.0
2.	Diploma in Nursing	18	18.0
3.	B.Sc., Degree Nursing	82	82.0
	Total	100	100

Source primary Data

It is inferred from the table that 18 Percentage of the respondents have completed diploma course and 82 Percentage of the respondents have completed B.S.C nursing degree course.

TABLE NO 4: DISTRIBUTION OF THE RESPONDENT BY THEIR EXPERIENCE

Sl. No	Experience	No. of Respondents	Percentage
1.	below 1 year	12	12.0
2.	1 to 3 year	69	69.0
3.	3 to 5 years	10	10.0
4.	Above 5 years	9	9.0
Total		100	100

Source primary Data

The researchers found out that among 100 respondents, 12 Percentage of the respondents have experience below 2m- 1yrs, 69Percentage of respondents have experience between 1- 3yrs, 10 Percentage of respondents have experience between 3-5yrs, and 9 Percentage of respondents have experience above 16yrs.

TABLE NO 5: DISTRIBUTION OF THE RESPONDENT BY THEIR WARD

Sl. No	Ward	No. of Respondents	Percentage
1.	Medical	22	22.0
2.	Surgical	38	38.0
3.	Oncology	14	14.0
4.	IMCU	26	26.0
5.	CICU	0	0.0
6.	IRCU	0	0.0
Total		100	100

Source primary Data

It is inferred from the table that 38 Percentage of the respondents belong to the surgical department, another 14 Percentage of the respondents belong to the oncology department, 22 Percentage of the respondents belong to the medical department, another 26 Percentage of the respondents belong to the IMCU department.

TABLE NO 6: DISTRIBUTION OF THE RESPONDENT BY THEIR MARITAL STATUS

Sl. No	Marital Status	No. of Respondents	Percentage
1.	Married	61	61.0
2.	Unmarried	39	39.0
Total		100	100

Source primary Data

It was found that 61 Percentage of the respondents are married status, and 39 Percentage of the respondents are unmarried status.

TABLE NO 7: DISTRIBUTION OF THE RESPONDENT BY THEIR DISTANCE OF WORK PLACE

Sl. No	Distance of Work Place	No. of Respondents	Percentage
1.	1 ½ Kilometers	35	35.0
2.	More than 2 Kilometers	65	65.0
	Total	100	100

Source primary Data

The above table shows that 35 percentage of the respondents travel within 1 ½ kilometers and only 65 Percentage of the respondents come to the hospital from more than 2kms.

TABLE NO 8: DISTRIBUTION OF THE RESPONDENT BY THEIR TYPE OF RESIDENTS

Sl. No	Residents	No. of Respondents	Percentage
1.	Home	60	60.0
2.	Hostel	40	40.0
	Total	100	100

Source primary Data

It is inferred from the table that 60 Percentage of the respondents stay in home, 40 Percentage of the respondents stay in hospital.

TABLE NO 9: DISTRIBUTION OF THE RESPONDENT BY THEIR MODE OF TRAVEL

Sl. No	Travel	No. of Respondents	Percentage
1.	By Walk	25	25.0
2.	Bus	56	56.0
3.	Own Vehicle	19	19.0
	Total	100	100

Source primary Data

The above table shows that 56 percentage of the respondents come to the hospital daily by bus, 25 percentage of the respondents come to the hospital daily by walk, 19percentage of the respondents come to the hospital daily by their own vehicles.

TABLE NO 10: DISTRIBUTION OF THE RESPONDENT BY THEIR SUPPORTING SYSTEM DURING STRESS

Sl. No	Stress	No. of Respondents	Percentage
1.	Friends	31	31.0
2.	Family Members	50	50.0
3.	Co-workers	19	19.0
	Total	100	100

Source primary Data

It is inferred from the table that 31 percentage of the respondents are supported by the friends during stress, 50 percentage of the respondents are supported by the Family members during stress, 19 percentage of the respondents are supported by the co-workers during stress,

TABLE NO 11: ROTATED FACTOR MATRIX ON LEVEL OF STRESS AMONG NURSES IN GOVERNMENT MEDICAL COLLEGE HOSPITAL

Sl. No	Variables	Factor I	Factor 2	Factor 3	h2
1.	physical suffering & emotional Distress of Patients	-.025	-.060	-.383	.151
2.	Relationship with superiors and supervisors	-.096	.732	.457	.754

3.	pressure to meet patient care at the appointed time	.517	.011	-.615	.645
4.	Being worried about making mistakes in patients care.	-.345	.460	.446	.529
5.	Work interrupted phone calls and other non-nursing activities	.645	.024	.268	.489
6.	Encountering difficulties in relationship with other team members.	.474	-.464	.166	.468
7.	Having disruption in family life as a result of doing different duty Schedule.	-.143	.707	.267	.591
8.	Having disruption in family life through spending extra hours at work	.508	-.625	.000	.650
9.	Having economic problem in family budget	-.107	-.584	.154	.376
10.	Ability to manage the unit if left alone	-.693	.094	-.346	.609
11.	Having inadequate equipment to do the job properly	.739	-.049	.513	.813
12.	Keeping pace with new developments in your fields.	.583	.489	-.231	.633
13.	Feeling poorly paid for the job	-.344	.415	-.408	.457
14.	Having inadequate staff in the ward to do the job properly.	.169	.418	.054	.206
15.	Lack of Job Security	.210	.190	-.602	.442
16.	Feeling of being left out from discussions regarding work in the ward.	-.600	-.472	.144	.604
17.	Feeling that you are	-.682	-.511	.165	.753

	not recognized (or) accepted as competent worker				
Eigen Value		3.710	3.317	2.143	2.143
Percentage Explained Variance		21.822	19.513	12.607	53.942
Percentage Explained Cumulative Variance		21.822	41.335	53.942	53.942

TABLE NO 12: ONE WAY ANALYSIS OF VARIANCE ON THE SUPPORTING SYSTEM DURING STRESS AMONG LEVEL OF STRESS

Sl. No	Dimension	Df	SS	MS	Mean	F- Ratio
1.	Stress Inventory Between Groups Within Groups	2 97	36.507 1346.403	18.253 13.880	G1=51.8387 G2=50.4600 G3=50.8947	1.315 P<0.05 Significance
2.	Burnout Inventory Between Groups Within Groups	2 97	611.024 2100.976	305.512 21.660	G1=23.2258 G2=18.9400 G3=16.4737	14.105 P<0.05 Significance

G1= Friends G2= Family Members G3= Co-Workers

The above table denotes the variance between supporting system during stress and dimensions of stress inventory and burnout inventory. Regarding stress inventory between groups, degree of freedom 2, sum of square is 36.507, mean square 18.253. Regarding the mean square is 1346.403 and the mean square is 13.880.

The mean value of the three categories of respondents had on their supporting system during stress are respondents friends is 51.8387, Family Members is 50.4600 and Co-workers is 50.8947.

It is determined from the table the respondents friends are higher supporting system during the stress and family members and coworkers are less supporting system during stress. The study proved that the friends are the supporting system to reduced the stress level. Thus the study proved that there is significance between supporting system during stress and level of stress inventory.

TABLE NO 12: ONE WAY ANALYSIS OF VARIANCE ON THE MODE OF TRAVEL AMONG LEVEL OF STRESS

Sl. No	Dimension	Df	SS	MS	Mean	F- Ratio
1.	Stress Inventory Between Groups	2	208.959	104.479	G1=49.5200	8.633

	Within Groups	97	1173.951	12.103	G2=50.6607 G3=53.7895	P<0.05 Significance
2.	Burnout Inventory				G1=20.0400 G2=20.3750 G3=17.7895	1.794 P<0.05 Significance
	Between Groups	2	96.757	48.379		
	Within Groups	97	2615.243	26.961		

G1= By Walk G2=Bus G3= Own Vehicle

TABLE NO:13 COMPARISON OF IMPACT OF STRESS LEVEL OF NURSES WITH SEX OF THE RESPONDENTS

Sl. No	Dimension	Mean	SD	Df	t- Value
1.	Stress Inventory				
	Male	50.4194	3.35128	98	1.907
	Female	51.8684	4.18602		P<0.05 Significance
2.	Burnout Inventory				
	Male	18.9839	4.91732	98	2.023
	Female	21.1316	5.52229		P<0.05 Significance

TABLE NO: 14 COMPARISON OF IMPACT OF STRESS LEVEL OF NURSES WITH SEX OF THE RESPONDENTS

Sl. No	Dimension	Mean	SD	Df	t- Value
1.	Stress Inventory				
	Married	50.9180	3.79603	98	1.173
	Unmarried	51.0513	3.69173		P<0.05 Significance
2.	Burnout Inventory				
	Married	18.2459	4.85680	98	3.982
	Unmarried	22.2308	4.91754		P<0.05 Significance

TABLE NO 15: ASSOCIATION BETWEEN LEVEL OF STRESS AMONG NURSES WITH AGE OF THE RESPONDENTS

Sl. No	Variables	Employees Engagement						Statistical Inference
		Low		Average		High		
		N	%	N	%	N	%	
1.	Stress Inventory							X2= 5.492 Df=4 P<0.05 Significance
	20-25	3	10.3	13	44.8	13	44.8	
	25-30	8	11.8	42	61.8	18	21.1	
	Above 30	0	0	3	100	0	0	
2.	Burn out							

	Inventory							
	20-25	0	0	7	24.1	22	75.9	X ² = 24.389
	25-30	29	42.6	3	4.1	36	52.9	Df=4
	Above 30	0	0	0	0	3	100	P<0.05
								Significance

The above table shows that the association between age and the dimension level of stress among the respondents. Among the respondents 13 person have high and a average level of opinion on the dimension stress inventory in the age group 20-25, 42 persons have average level of opinion on dimension of stress inventory in the age group of 25-30. In the age group 25-30 years more respondents have average opinion about their level of stress. Thus the study prove that there is a association between age group and level of stress among nurses in the govt. hospital.

RELIABILITY ANALYSIS – SCALE (SPLIT)

Reliability Coefficients

No. of Cases=100

No. of Items=17

Correlation Between Format=0.229

Equal length spearman-brown=0.373

Gutts Man Split-half= 0.357

Un equal length of Spearman-brown=0.373

I item in Part I

I item in Part II

Alpha for Part I=0.749

Alpha for Part II=0.411

Reliability Value=1.498

ITEM DISCRIMINATION – VALIDITY TEST

Item No	Upper Total	Lower Total	Upper Mean	Lower Mean	Result
A1	48.48	12.697	.135	.486	.030
A2	47.53	12.272	.104	.970	.031
A3	48.24	12.548	.093	.955	.041
A4	47.70	11.707	.111	.932	.017
A5	47.77	13.310	.017	.797	.079
A6	48.72	13.921	-.133	.865	.161
A7	48.30	13.404	.024	.967	.076
A8	48.64	12.718	.050	.890	.062
A9	48.04	13.109	.004	.845	.085
A10	47.10	13.889	-.084	.891	.118
A11	48.73	12.017	.265	.908	-.027
A12	48.44	13.340	-.020	.930	.096
A13	47.23	14.421	-.177	.831	.145
A14	47.80	12.222	.159	.923	.008
A15	47.83	13.052	.092	.891	.051
A16	47.39	13.109	.007	.930	.084
A17	47.58	14.691	-.224	.922	.202

FINDINGS

- It is inferred from the table that 68 percentage of the respondents belong to the age group 20-25 years,
- The above table shows that 78percentage of the respondents are female
- It is inferred from the table that. 82 Percentage of the respondents have completed B.S.C nursing degree course.
- The researchers found out that among 100 respondents, 68Percentage of the respondents have the job experience between 3- 5yrs.
- It is inferred from the table that 38 Percentage of the respondents belong to the surgical department
- It is found that 61 Percentage of the respondents are in married status.
- It is inferred from the table that 60 Percentage of the respondents stay in home.
- The above table shows that 56 percentage of the respondents come to the hospital daily by bus
- The above table shows that 65 Percentage of the travel more than 2km to the hospital daily.
- It is inferred from the table that31 percentage of the respondents are supported by the family members during stress.
- The above table denotes the variance between supporting system during stress and dimensions of stress inventory and burnout inventory. Regarding stress inventory between groups, degree of freedom 2, sum of square is 36.507, mean square 18.253. Regarding the mean square is 1346.403 and the mean square is 13.880.
- The mean value of the three categories of respondents have on their supporting system during stress are respondents' friends is 51.8387, Family Members is 50.4600 and Co-workers is 50.8947.
- It is determined from the table that the respondents friends are higher supporting system during the stress and family members and coworkers are less supporting system during stress. The study proved that the friends are the supporting system to reduced the stress level. Thus the study proved that there is significance between supporting system during stress and level of stress inventory.
- The above table shows that the association between age and the dimension level of stress among the respondents. Among the respondents 13 person have high and a average level of opinion on the dimension stress inventory in the age group20-25, 42 persons have average level of opinion on dimension of stress inventory in the age group of 25-30. In the age group 25-30 years more respondents have average opinion about their level of stress. Thus the study prove that there is a association between age group and level of stress among nurses in the govt. hospital.

SUGGESTIONS

The researcher puts forward to the management of the Govt Medical College Hospital, Nagercoil the following useful and valuable suggestions to prevent the stress prevailing among the nurses and make them more enthusiastic in work and to carry out their work more efficiently and effectively.

- The management is advised to conduct experimental study with structural teaching programme for the prevention of stress among the nurses.
- The management of the study unit should conduct comparative study to assess the level of stress between the general ward and ICU nurses
- It is advisable on the part of the management that a proper study could be conducted by taking a large sample of nurses in the study unit to generalize the findings.
- The management is advised to conduct a peculiar study with different settings and large sample size of nurses to validate the findings of the study.
- The findings of the study will help very much in reducing the stress among the nurse by giving a valuable health education.
- The administrator and other health personals of the study unit are advised to correct the factors which cause the stress among the nurses
- The management should create awareness among the nurses working in the study unit by organizing many health educational programmes.

CONCLUSION

Govt. Medical College Hospital at Nagercoil is the multi specialty hospital in Kanyakumari district which offers quality medical care to the patients. The hospital has the bed strength of 700 and it is fully equipped with the necessary equipment, Operation Theaters and Intensive surgical wards, and a dedicated team of paramedical personnel and medical officers.

The researcher intended to study the stress among the nurses with the objective of assessing the level of stress, the factors which influence the stress, the association between selected demographical variables of subjects with the level of stress and to determine the relationship between stress and their daily life and work.

The researcher found that majority of nurses have moderate level of stress. The factors which influence more on stress are demands related to family and personal accomplishments. There is a significant association between the stress selected demographic variables. There is a positive relationship between stresses by giving education and support. Staff nurses will get increased morale, absenteeism will be reduced. Consequently the patient will get good quality care.

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EMPOWERMENT OF AWARD STAFF IN REGIONAL RURAL BANKS THROUGH TRAINING SYSTEM: AN ANALYSIS

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ABSTRACT

Widespread globalization and fierce competition has produced economic environment that are more changing and volatile than ever before. Wide spread changes are making it difficult for the business organizations to survive and thrive in a highly competitive world and banking industry is no exception to it. Throughout the globe the service sector of the economy is going through a period of utmost revolutionary changes brought by highly competitive, complex and demanding business environment. Static, permanent and traditional organizations working in a predictable world are giving way to flexible, adaptive and innovative organizations more suited in a new world of change and transformation. In the rapidly changing scenario, it is the human resource in terms of committed employees who will be the drivers of growth. With the implementation of landmark reforms in the financial sector, banking sector in India has witnessed vast changes with the removal of bureaucratic controls, encouragement to private and foreign investment and integrating Indian banking system with the global economy. The entry of new private banks and foreign banks is posing a challenge to the public sector banks. In this new era of multiple changes, the empowerment of the employees can bring change in the organization culture and influence the working environment. Committed human resources are necessary to bring radical changes in the public sector banks. In this light, Banks require a process of transformation by bringing in radical shifts in the mind set, outlook and perspective of their employees with visionary involvement. The purpose of the current study is to examine the empowerment of the employees by revamping the training system with special emphasis of award staff employees of a premier public sector bank in the state of Odisha.

KEYWORDS: *Empowerment, commercial bank, development, training system.*

INTRODUCTION

Now-a-days, participative management is one of the most popular and most commonly practiced management styles in modern organizations. Employee empowerment is one of the results of this modern approach to man management. It invariably leads to a positive change within the organization as a whole. Empowered employees are more motivated as compared to those who

just follow the dotted lines. Employee empowerment creates sense of belongingness and ownership towards the parent organization and results in significant output. By empowerment employees feel more confident and try to give their best to the institution. It generally results into higher level of customer satisfaction. Higher level of customer satisfaction results into a bigger sales volume resulting into improved profitability. Every business aims at earning profits. Profits and customer value are the sine qua non of each other. In order to give maximum value to a customer, the service provider is required to develop a sound understanding of the customer expectations. Once customer expectations are known, legitimate freedom of action along with input of employee in the service or product creates a more favourable environment for the success of a business venture. Banks are no exception to it. Keeping in view the above discussion, the researcher plans to study the effectiveness of empowering the award staff members by revamping the training system with a special emphasis on RRBs – Odisha region. Award staff constitutes the majority of the front line staff of RRBs. They form the rank of clerical and sub-staff and play a pivotal role in customer service. In banking parlance, award staff means the persons covered by the award as defined in the industrial dispute (banking company) Decision Act (4) 1955. In the light of the above discussion let us explore the historical basis of Indian Banking System. Indian banking system was developing at the time of independence. There were hundreds of banks under different types of management. In 1949, two major structural reforms were carried out in the banking sector. Firstly, the Banking Regulation Act was introduced. It gave extensive regulatory powers to Reserve Bank of India (RBI) over the commercial banks. The second development was the nationalization of the RBI. These two landmark developments in the post-Independence period shaped the future of India's commercial banking. After enactment of the Banking Regulation Act, 1949, the Indian banking system developed in many respects. It not only grew geographically, but also structurally and functionally. There was a steady decline in the importance of the non-scheduled commercial banks. The Banking Regulation Act empowered the RBI and with that it became possible for it to carry out various structural reforms in the banking system.

REVIEW OF LITERATURE

R. K. Uppal & Rachana Kumari (2010) in their article Commercial Banks and employee orientation, attempt to analyse the changes in the financial and technological instruments of scheduled commercial banks like business per employee, profit per employee, cost of funds and return on funds., changes in income – expenditure as a percentage of assets of scheduled commercial banks, changes in income-expenditure profile of scheduled commercial banks, operating profit and net profit, computerization in PSBs. The paper concludes that Indian Banking is developing technologically and becoming financially sound. Indian banking industry is facing many emerging challenges including global competition. New opportunities are also emerging to counter these challenges. The need of the hour is to have a clear cut vision, commitment and customer centric policies.

Graham Jones (2010) in his research study Choice and Acts – Strive to be a real leader, discusses the fact that, being a real leader is not easy, hence many people go for the easier option of safe leadership. If one opts to be a real leader, he has to make seven choices. a) Your choice to take on the pressure, b) your choice to be accountable when things go wrong, c) your choice to accept that you will make mistakes, d) your choice to do what is right, e) your choice to drive change, f) your choice to be a role model, g) your choice to develop the people you lead so that they may

someday be your boss. The author also discusses seven performance actions. They are : (i) Accept that you can no longer do all the things that got you to where you are (ii) Identify and communicate a compelling vision. (iii) Get the strategic focus right. 126 (iv) Ensure that your have the right people in the right roles. (v) Clearly define and communicate what is expected of them. (vi) Have the courage to let go. (vii) Balance vision, challenge and support.

Mukta Kulkarni and Reimara Valk (2010) in their article Don't ask, don't tell : Two views on human resource practices for people with disabilities, explore how employees `with physical disabilities and their human resource managers perceive practices aimed at entry, integration and development of disabled employees. The results indicate that both sets of respondents want to treat people with disabilities as regular employees. The results also indicate that employees, would like to get additional help, but are afraid to ask. Employees do not offer additional support unless asked, not wanting to highlight the disability given stigmatization. Given this reluctance from both employees and employers, it is possible that people with disability remain an underutilized resource. The present study has clear implications for the Indian context considering India's large population of PWD, estimated at between 40 to 80 million people. Disability employment and treatment issues are gaining attention in organizational and policy issues in India.

Charu Dubey / Megha Trivedi / Romi Sainy / Mohammed Ahtashan (2009) in their article A study of customer relationship management practices in banking sectors with special reference to Kotak Mahindra Bank, are of the opinion that the idea of customer relationship management (CRM) is that it helps business use technology and human resources to gain insight into the behaviour of customers and the value of those customers. CRM is an organized set of activities and technologies directed at understanding the needs of current and potential customers. The aim of the study is to understand and explore important factors affecting the consumer purchasing behaviour. The authors are of the opinion that understanding consumer purchase behaviour involves not only understanding how decisions are made but also understanding the dynamics that influence purchases. There are many factors that can effect the decision making process as a person works through the purchase decision.

Donal Vredenburg and Rita Shea – VanFassen (2010) in their article Human nature, Organisational Politics and Human Resource Development, opine that the human species possesses psychological attributes derived from evolutionary natural selection. This human nature has developed historically in adoption to fundamental conditions that continue to exist in modern work organizations. Thus genetic predispositions can cause contemporary self-interested behaviour amid organizational threats and opportunities. Select individual attributes and particular organizational conditions suggest specific political behaviours, represented here as theoretical proposition about organizational politics. Organizations can act through individual and organizational development progress based on needs assessment. In addition, the human resources function can contribute organizationally by fostering positive organizational politics in the form of responsive interpersonal leadership.

OBJECTIVES OF THE STUDY

- **To study the performance of training system of RRBs employees.**
- **To study the performance of award staffs of RRBs in Odisha.**
- **To study the performance of award staffs after training.**

LIMITATIONS OF THE STUDY

- The study is restricted to the selected award staff members of RRBs in Odisha only.
- The sample is limited; it may not represent scenario of all the employees.
- The period of study conducted for the period of 2 months i.e. October to Nov 2012.

RESEARCH UNIVERSE AND METHODOLOGY

With reference to the selection of the research universe the state of Odisha has been selected with specifications to the compulsions of the geographical territory, linguistic boundary, and administrative settlement commonness. Odisha is an Eastern Indian state, the state boundaries are on the Bay of Bengal Sea. South- Andhra Pradesh, West –Chhattisgarh and Jharkhand, North- West Bengal having a total area of 1,55,707 Square Kilometers with total population of 36,706,920 (as per Indian census survey-2001) , population density 236 per Square Kilometers, Sex Ratio 972 literacy rate of 63.61%. The state is comprising of 30 districts (Administrative Divisions) and 58 Sub-Divisions.

SAMPLING PLAN

In support to the objective of the research there is a primary research through questionnaire administration method in the field through stratified random sampling method covering the state through regional, geographical, economic, cultural, and lingual and settlement wise. Total 150 questionnaires distributed of which 107 responded.

TABLE-1: CONSTITUENTS OF SAMPLE SIZE

Members	Questionnaire served	Response received	% of response
Male	75	69	92.0
Female	75	38	50.7
Total	150	107	71.3

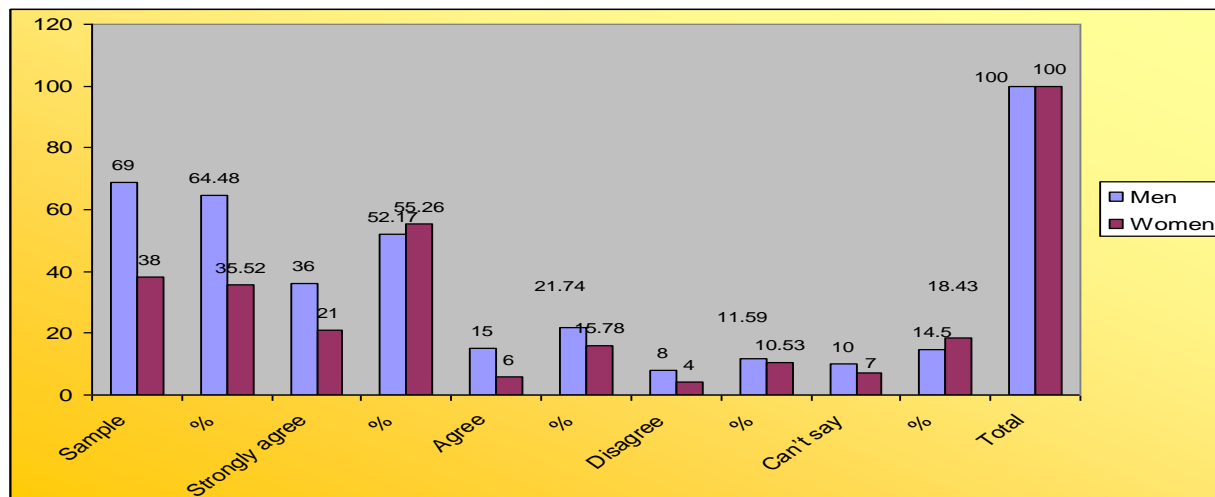
ANALYSIS OF DATA

CS-Can't Say	SA- Strongly Agree	A- Agree	DA- Disagree
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Q.1. DOES TRAINING PROGRAMME HAS ANY TELLING EFFECT ON THE GROWTH OF BANKS?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	36	52.17	15	21.74	8	11.59	10	14.50	100
Women	38	35.52	21	55.26	6	15.78	4	10.53	7	18.43	100
Total	107	100	57	53.27	21	19.62	12	11.23	17	15.88	100

Source: compiled from field survey



Source: Compiled from field survey

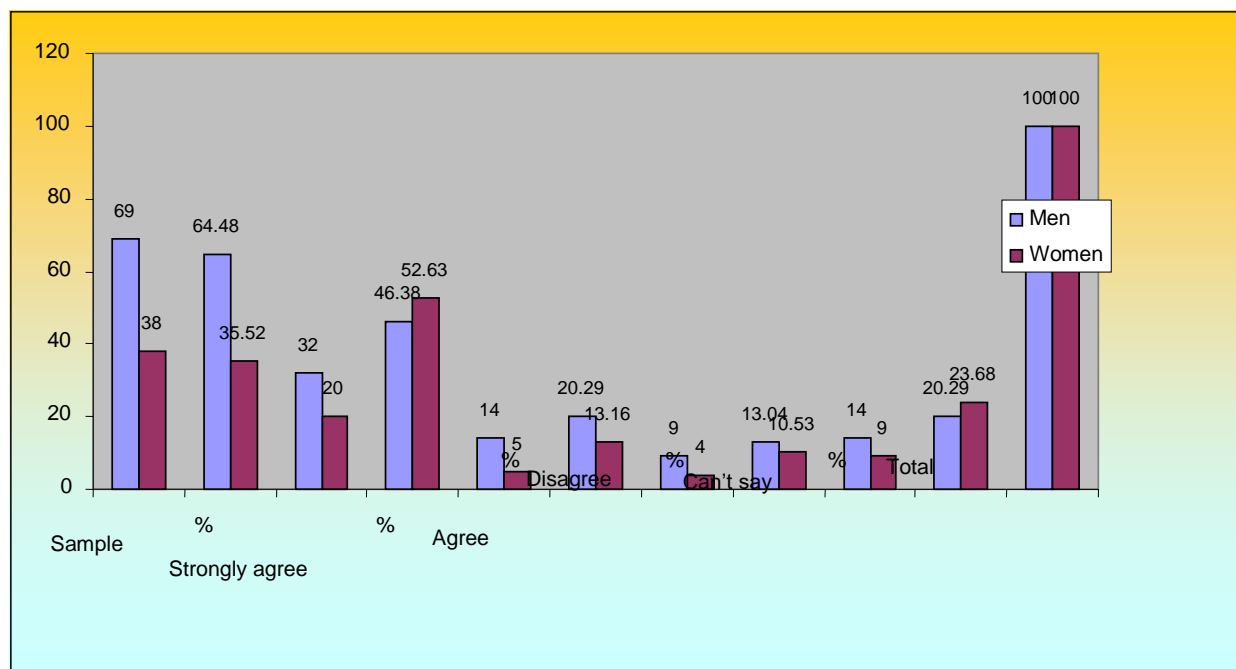
INTERPRETATION

Out of men 36 i.e. 52.17% strongly agreed, 15 i.e. 21.74% agreed, 8 i.e. 11.59% disagreed, 10 i.e. 14.50% could not say any thing. Out of women 21 i.e. 55.26% strongly agreed, 6 i.e. 15.78% agreed, 4 i.e. 10.53% disagreed, 7 i.e. 18.43% could not say any thing. In Total 57 respondents i.e. 53.27% strongly agreed to the issue, 21 respondents i.e. 19.62% agreed to the issue, 12 respondents i.e. 11.23% disagreed to the issue, 17 respondents i.e. 15.88% could not say any things.

Q.2. DOES THE METHODOLOGY OF TRAINING AND TECHNIQUE OF IMPARTING OF THE TRAINING DIFFER FROM BANK TO BANK?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	32	46.38	14	20.29	9	13.04	14	20.29	100
Women	38	35.52	20	52.63	5	13.16	4	10.53	9	23.68	100
Total	107	100	52	48.59	19	17.75	13	12.16	23	21.50	100

Source: Compiled from field survey



Source: compiled from field survey

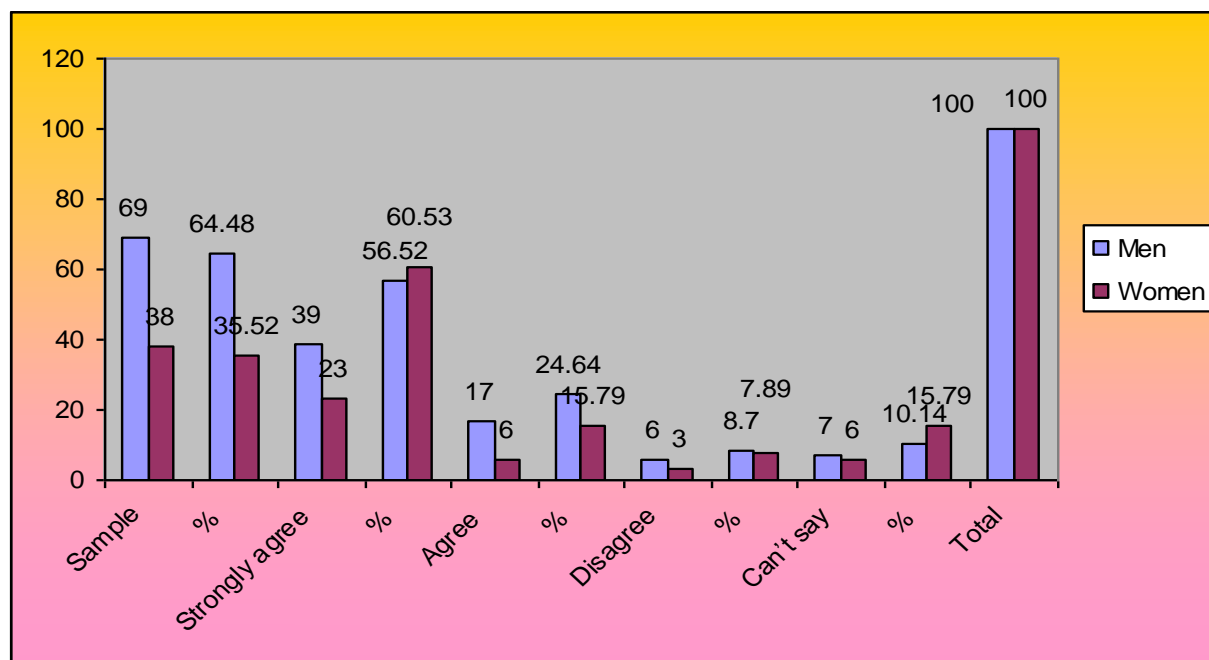
INTERPRETATION

In this analysis, out of women 20 i.e. 52.63% strongly agreed, 5 i.e. 13.16% agreed, 4 i.e. 10.53% disagreed, 9 i.e. 23.68% could not say anything. Out of men 32 i.e. 46.38% strongly agreed, 14 i.e. 20.29% agreed, 9 i.e. 13.04% disagreed, 14 i.e. 20.29% could not say anything. In total it was found that 52 respondents i.e. 48.59% strongly agreed to the issue, 19 respondents i.e. 17.75% agreed to the issue, 13 respondents i.e. 12.16% disagreed to the issue, 23 respondents' i.e. 21.50% could not say any things.

Q.3. CAN ANY CONCLUSION BE DRAWN FROM THE RELATIONSHIP OF VALUE ADDITION BY TRAINING AND JOB HOPPING BY INDIVIDUALS?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	39	56.52	17	24.64	6	8.70	7	10.14	100
Women	38	35.52	23	60.53	6	15.79	3	7.89	6	15.79	100
Total	107	100	62	57.94	23	21.50	9	8.41	13	12.15	100

Source: compiled from field survey



Source: Compiled from field survey

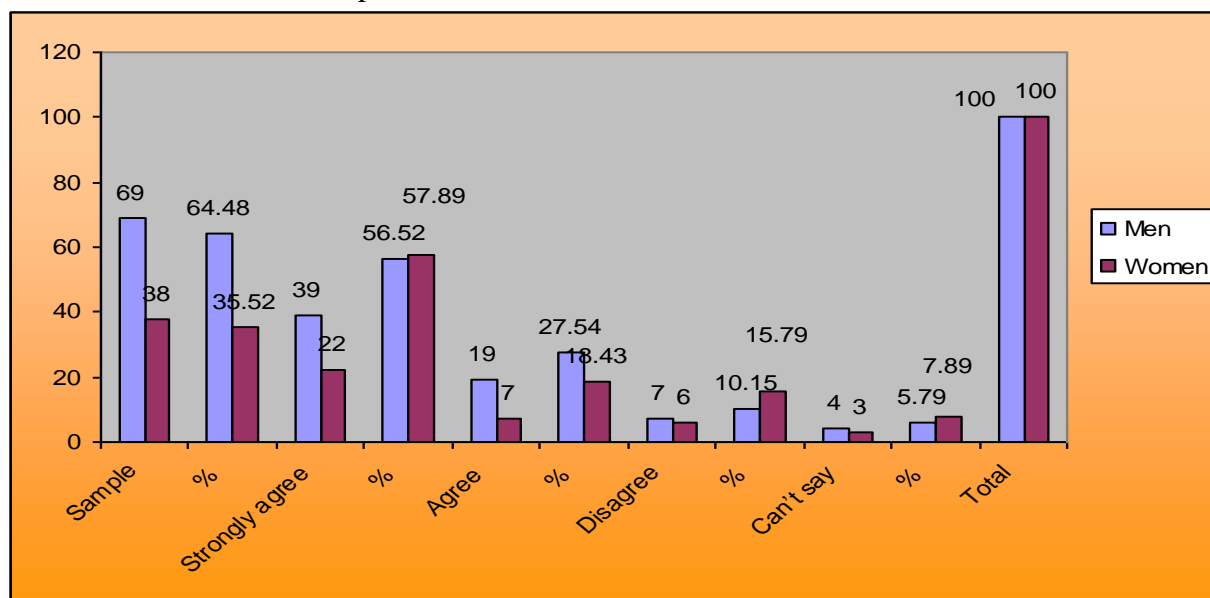
INTERPRETATION

It found that out of men 7 i.e. 10.14% could not say anything, 6 i.e. 8.70% disagreed, 17 i.e. 24.64% agreed, 39 i.e. 56.52% strongly agreed out of women, 6 i.e. 15.79% could not say anything, 3 i.e. 7.89% disagreed, 6 i.e. 15.79% agreed, 23 i.e. 60.53% strongly agreed. In total, it can be seen that, 13 i.e. 12.15% could not say anything, 9 i.e. 8.41% disagreed, 23 i.e. 21.50% agreed, 62 i.e. 57.94% strongly agreed.

Q.4. CAN WE REALLY IMPROVE THE TRAINING SYSTEM BY DEVELOPING THE INFRASTRUCTURE AND EMPOWERING THE TRAINEES?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	39	56.52	19	27.54	7	10.15	4	5.79	100
Women	38	35.52	22	57.89	7	18.43	6	15.79	3	7.89	100
Total	107	100	61	57.01	26	24.29	13	12.16	7	6.54	100

Source: compiled from field survey



Source: Compiled from field survey

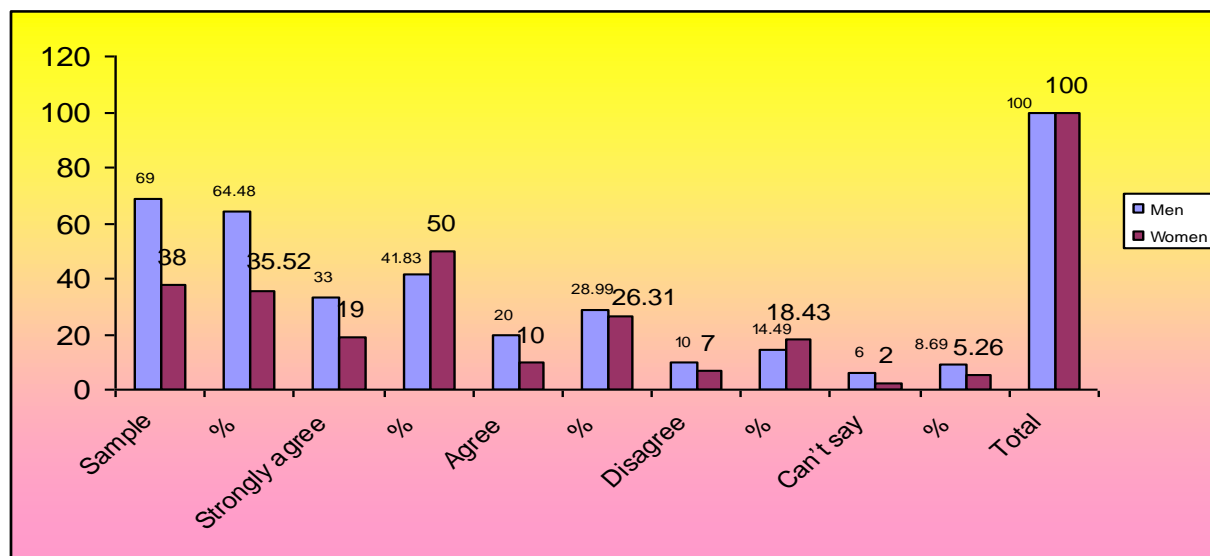
INTERPRETATION

Data interpretation shows that out of women, 22 i.e. 57.89% strongly agreed, 6 i.e. 15.79% disagreed, 7 i.e. 18.43% agreed and 3 i.e. 7.89% could not say anything. Out of men 39 i.e. 56.52% strongly agreed, 7 i.e. 10.15% disagreed, 19 i.e. 27.54% agreed and 4 i.e. 5.79% could not say any thing. In total 7 i.e. 6.54% could not day anything, 13 i.e. 12.16% disagreed, 26 i.e. 24.29% agreed and 61 i.e. 57.01% strongly agreed to the issue.

Q.5. IS IT CORRECT TO CONCLUDE THAT, THE LIFE AND CAREER TAKE AN UPWARD SWING WITH TRAINING INPUTS AT THE WORK PLACE?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	33	41.83	20	28.99	10	14.49	6	8.69	100
Women	38	35.52	19	50.00	10	26.31	7	18.43	2	5.26	100
Total	107	100	52	48.60	30	28.02	17	15.89	8	7.47	100

Source: compiled from field survey



Source: Compiled from field survey

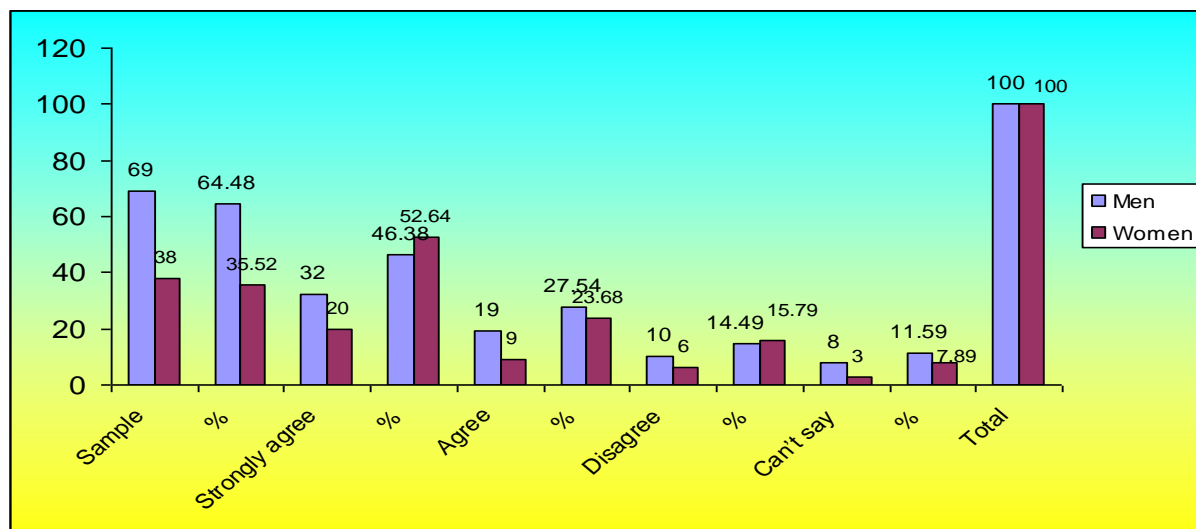
INTERPRETATION

Analysing the data, we found that out of men 33 i.e. 41.83% strongly agreed, 20 i.e. 28.99% agreed, 6 i.e. 8.69% could not say anything and 10 i.e. 14.49% disagreed. Out of women 19 i.e. 50% strongly agreed, 10 i.e. 26.31% agreed, 2 i.e. 5.26% could not say anything, 7 i.e. 18.43% disagreed. In total 52 i.e. 48.60% strongly agreed and 8 i.e. 7.47% could not say anything, 17 i.e. 15.89% disagreed, 30 i.e. 28.02% agreed.

Q.6. DOES THE EMPLOYEE PROFILE UNDERGO A FRUCTIFEROUS CHANGE BY TRAINING THE PEOPLE?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	32	46.38	19	27.54	10	14.49	8	11.59	100
Women	38	35.52	20	52.64	9	23.68	6	15.79	3	7.89	100
Total	107	100	52	48.59	28	26.18	16	14.95	11	10.28	100

Source: compiled from field survey



Source: Compiled from field survey

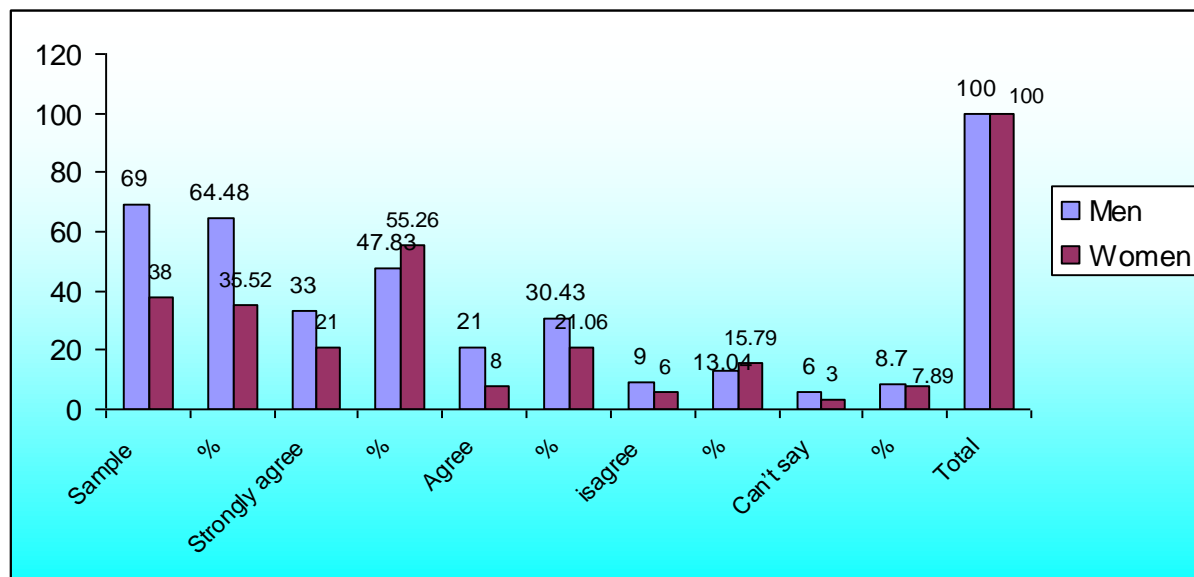
INTERPRETATION

In the women's category 3 i.e. 7.89% could not say anything, 6 i.e. 15.79% disagreed, 9 i.e. 23.68% agreed and 20 i.e. 52.64% strongly agreed. In the men's category 8 i.e. 11.59% could not say anything, 10 i.e. 14.49% disagreed, 19 i.e. 27.54% agreed and 32 i.e. 46.38% strongly agreed. In total 11 i.e. 10.28% could not say anything, 16 i.e. 14.95% disagreed, 28 i.e. 26.18% agreed, 52 i.e. 48.59% strongly agreed.

Q.7. CAN AN EMPOWERED EMPLOYEE SATISFY A CUSTOMER AND BRING IN MORE PROFIT FOR THE BANK?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	33	47.83	21	30.43	9	13.04	6	8.70	100
Women	38	35.52	21	55.26	8	21.06	6	15.79	3	7.89	100
Total	107	100	54	50.47	29	27.10	15	14.02	9	8.41	100

Source: compiled from field survey



Source: Compiled from field survey

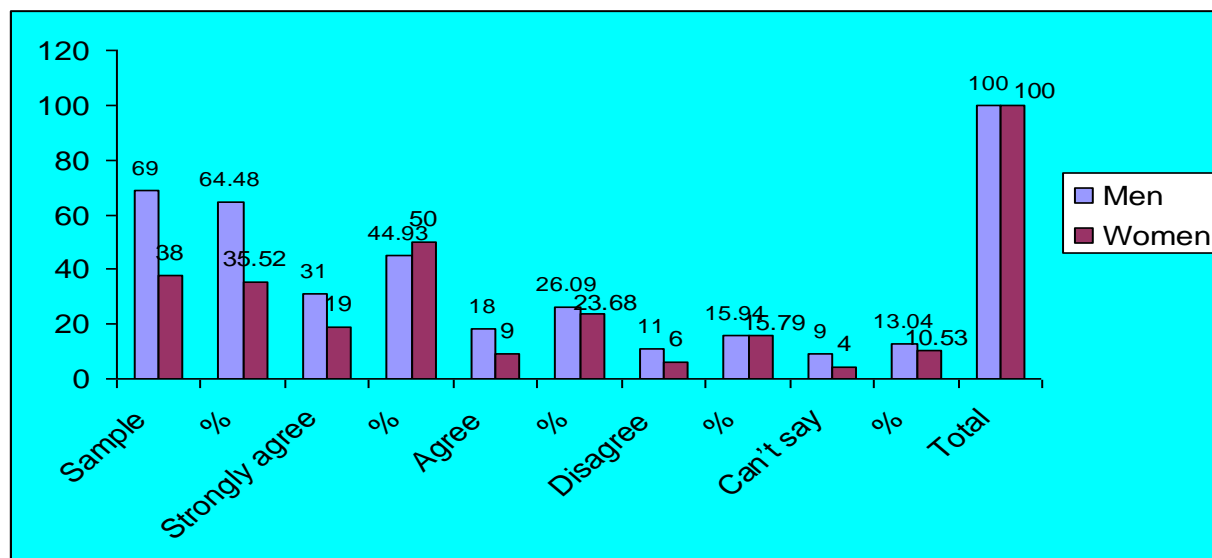
INTERPRETATION

In the above analysis, we found that 21 i.e. 30.43% agreed to the issue, 33 i.e. 47.83% strongly agreed to the issue, 9 i.e. 13.04% disagreed to the issue and 6 i.e. 8.70% could not say anything in the men's category. Out of women 8 i.e. 21.06% agreed to the issue, 21 i.e. 55.26% strongly agreed, 6 i.e. 15.79% disagreed and 3 i.e. 7.89% could not say anything. In total, 29 i.e. 27.10% agreed, 54 i.e. 50.47% strongly agreed, 15 i.e. 14.02% disagreed and 9 i.e. 8.41% could not say anything.

Q.8. TRAINING ENABLES AN EMPLOYEE TO PERFORM BETTER – IS A CONCLUSIVE STATEMENT.

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	31	44.93	18	26.09	11	15.94	9	13.04	100
Women	38	35.52	19	50.00	9	23.68	6	15.79	4	10.53	100
Total	107	100	50	46.73	27	25.23	17	15.89	13	12.15	100

Source: compiled from field survey



Source: Compiled from field survey

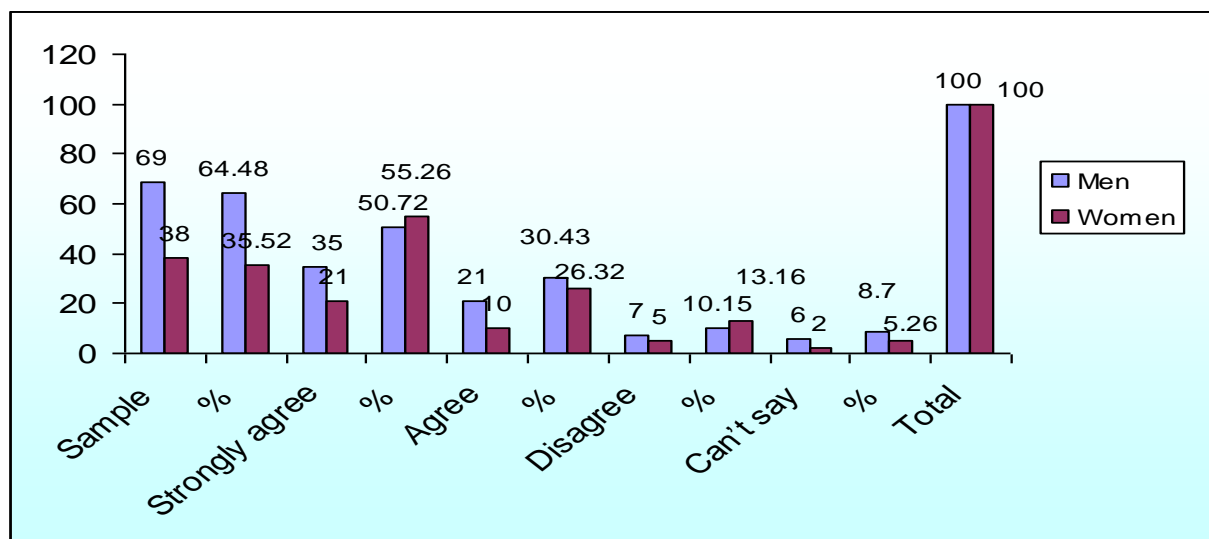
INTERPRETATION

It was found that in women's category 19 i.e. 50.00% strongly agreed, 9 i.e. 23.68% agreed 6 i.e. 15.79% disagreed and 4 i.e. 10.53% could not say anything. Out of men, 31 i.e. 44.93% strongly agreed, 18 i.e. 26.09% agreed 11 i.e. 15.94% disagreed and 9 i.e. 13.04% could not say anything. In total 50 i.e. 46.73% strongly agreed, 27 i.e. 25.23% agreed, 17 i.e. 15.89% disagreed and 13 i.e. 12.15% could not say anything.

Q.9. CAN EMPOWERED EMPLOYEES REALLY MAKE VALUE – ADDITION TO BANKS AND CONTRIBUTE TO THE SOCIO-ECONOMIC DEVELOPMENT OF THE REGION IN THE LONG RUN AS A RESULT OF CHANGE IN TRAINING SYSTEM?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	35	50.72	21	30.43	7	10.15	6	8.70	100
Women	38	35.52	21	55.26	10	26.32	5	13.16	2	5.26	100
Total	107	100	56	52.34	31	28.97	12	11.21	8	7.48	100

Source: compiled from field survey



Source: Compiled from field survey

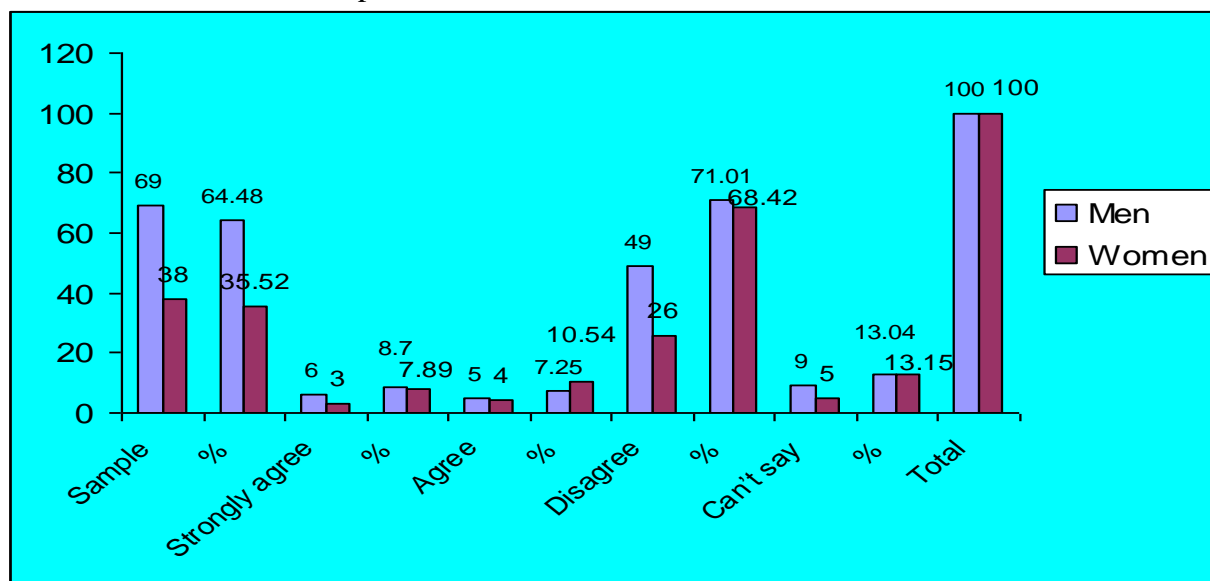
INTERPRETATION

The analysis arrived at the conclusion that out of men, 6 i.e. 8.70% could not say anything, 7 i.e. 10.15% disagree, 21 i.e. 30.43% agreed and 35 i.e. 50.72% strongly agreed. Out of women 2 i.e. 5.26% could not say anything, 5 i.e. 13.16% disagreed, 10 i.e. 26.32% agreed and 21 i.e. 55.26% strongly agreed to the issue. In total, 8 i.e. 7.48% could not say anything, 12 i.e. 11.21% disagreed, 31 i.e. 28.97% agreed and 56 i.e. 52.34% strongly agreed to the issue.

Q.10. IS IT TRUE TO CONCLUDE THAT, GUEST FACULTY ARE MORE COSTLY AND LESS EFFECTIVE THAN REGULAR IN HOUSE TRAINERS?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	6	8.70	5	7.25	49	71.01	9	13.04	100
Women	38	35.52	3	7.89	4	10.54	26	68.42	5	13.15	100
Total	107	100	9	8.41	9	8.41	75	70.09	14	13.09	100

Source: compiled from field survey



Source: Compiled from field survey

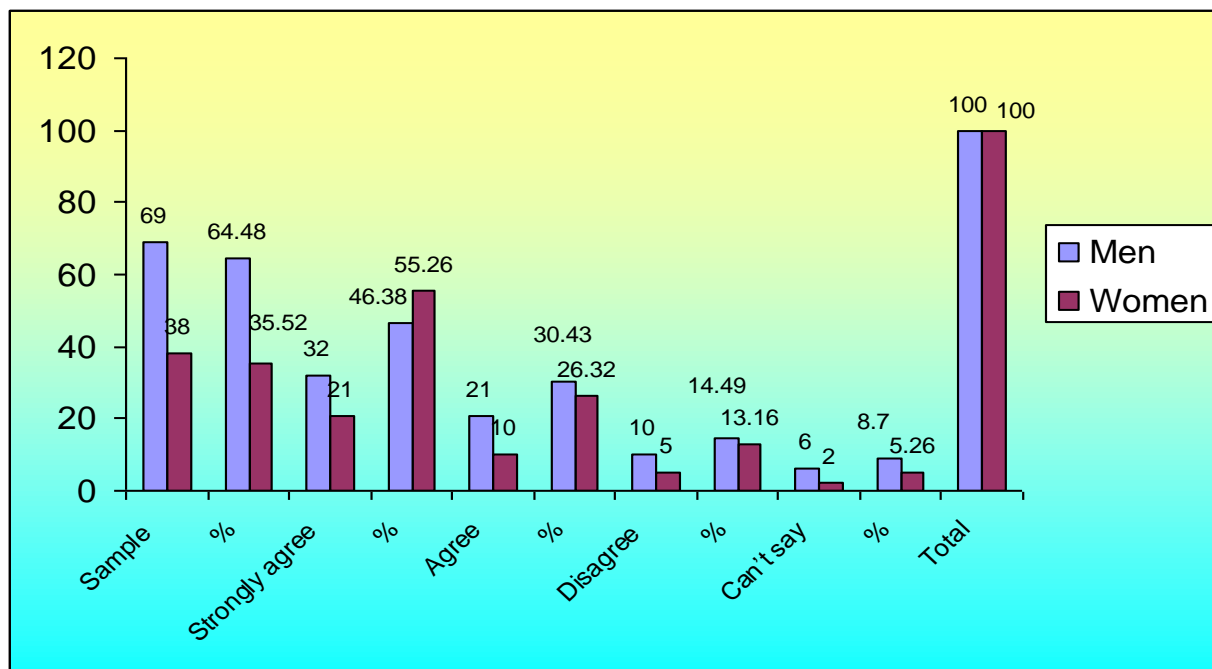
INTERPRETATION

In the women's category 4 i.e. 10.54% agreed to the issue, 3 i.e. 7.89 strongly agreed to the issue, 26 i.e. 68.42% disagreed and 5 i.e. 13.15% could not say anything. Out of men, 5 i.e. 7.25% agreed to the issue, 6 i.e. 8.70% strongly agreed to the issue, 49 i.e. 71.01% disagreed and 9 i.e. 13.04% could not say anything. In total, 9 i.e. 8.41% agreed to the issue, 9 i.e. 8.41% strongly agreed, 75 i.e. 70.09% disagreed and 14 i.e. 13.09% could not say anything.

Q.11. WILL ENDURING INTERACTION WITH EMPLOYEES HELP IN IDENTIFYING TRAINING NEEDS?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	32	46.38	21	30.43	10	14.49	6	8.70	100
Women	38	35.52	21	55.26	10	26.32	5	13.16	2	5.26	100
Total	107	100	53	49.53	31	28.97	15	14.02	8	7.48	100

Source: compiled from field survey



Source: Compiled from field survey

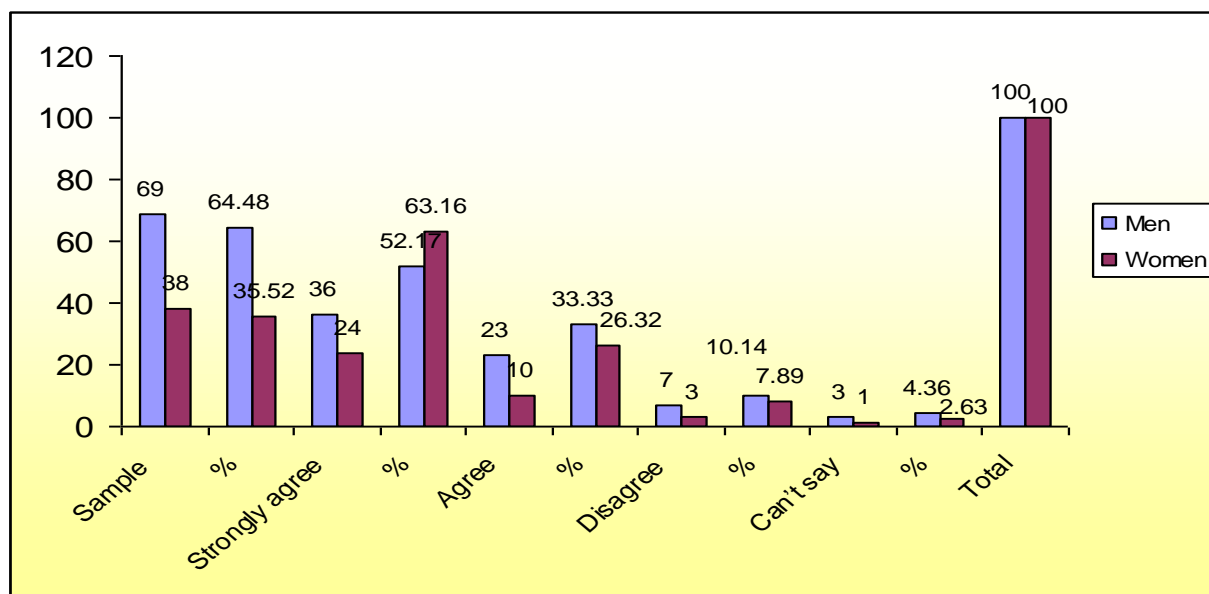
INTERPRETATION

We found that out of men, 32 i.e. 46.38% strongly agreed, 21 i.e. 30.43% agreed, 10 i.e. 14.49% disagreed, 6 i.e. 8.70% could not say anything. Out of women, 21 i.e. 55.26% strongly agreed, 10 i.e. 26.32% agreed, 5 i.e. 13.16% disagreed, 2 i.e. 5.26% could not say anything. In total 53 i.e. 49.53% strongly agreed, 31 i.e. 28.97% agreed, 15 i.e. 14.02% disagreed, 8 i.e. 7.48% could not say anything.

Q.12. DO YOU AGREE WITH THE VIEW POINT THAT WITHOUT FEEDBACK, TRAINING SYSTEM IS INDETERMINATE?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	36	52.17	23	33.33	7	10.14	3	4.36	100
Women	38	35.52	24	63.16	10	26.32	3	7.89	1	2.63	100
Total	107	100	60	56.07	33	30.84	10	9.35	4	3.74	100

Source: compiled from field survey



Source: Compiled from field survey

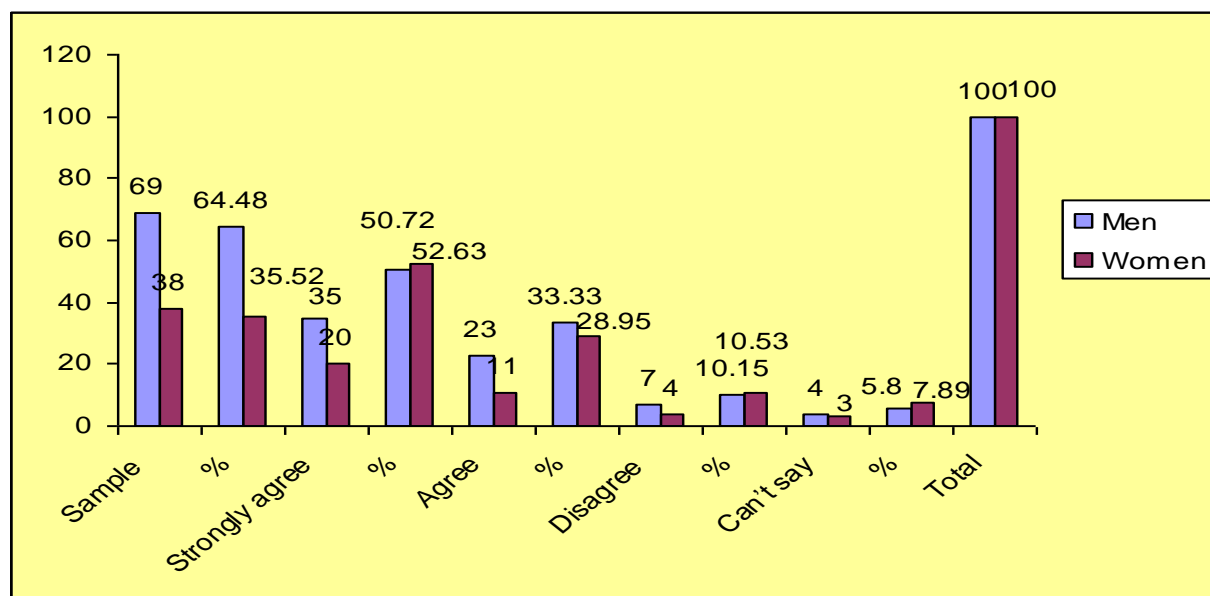
INTERPRETATION

The analysis found that in women, 1 i.e. 2.63% could not say anything, 3 i.e. 7.89% disagreed, 10 i.e. 26.32% agreed and 24 i.e. 63.16% strongly agreed. Out of men, 3 i.e. 4.36% could not say anything, 7 i.e. 10.14% disagreed, 23 i.e. 33.33% agreed & 36 i.e. 52.17% strongly agreed. In total, 4 respondents i.e. 3.74% could not say anything, 10 i.e. 9.35% disagreed, 33 i.e. 30.84% agreed & 60 i.e. 56.07% strongly agreed.

Q.13. DO YOU APPRECIATE THE FACT THAT, UP GRADATION OF TRAINER'S SKILL LEADS TO MORE SIGNIFICANT OUTPUT IN TERMS OF TRAINING ?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	35	50.72	23	33.33	7	10.15	4	5.80	100
Women	38	35.52	20	52.63	11	28.95	4	10.53	3	7.89	100
Total	107	100	55	51.40	34	31.78	11	10.28	7	6.54	100

Source: compiled from field survey



Source: Compiled from field survey

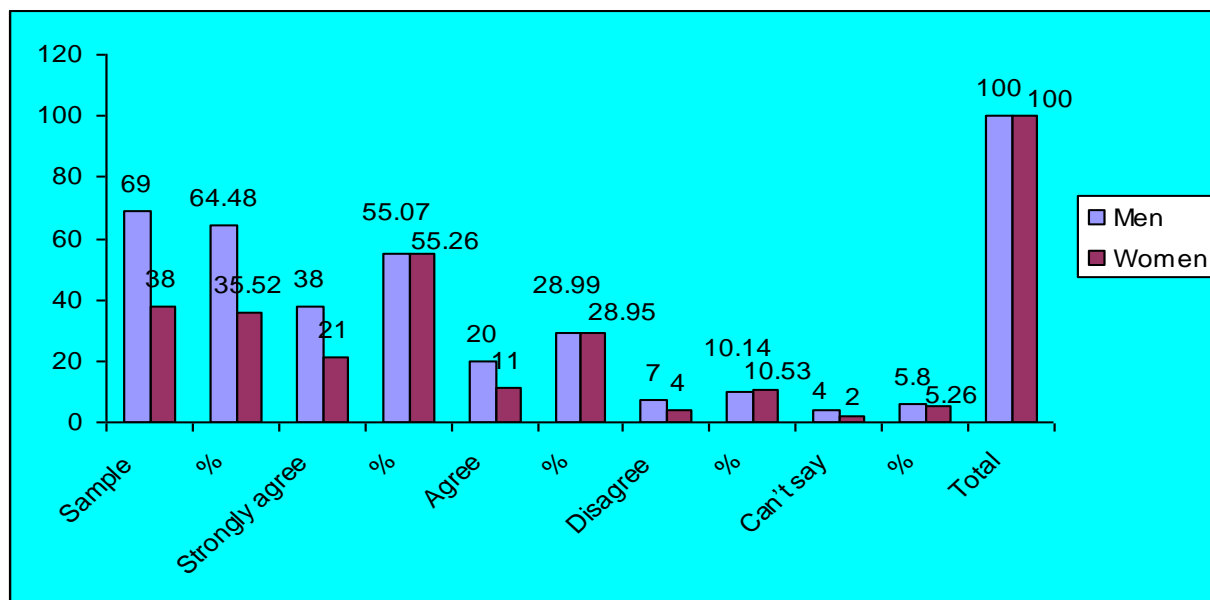
INTERPRETATION

In general in men's category 7 i.e. 10.15% disagreed, 23 i.e. 33.33% agreed, 35 i.e. 50.72% strongly agreed and 4 i.e. 5.80% could not say anything. Out of women, 4 i.e. 10.53% disagreed, 11 i.e. 28.95% agreed 20 i.e. 52.63% strongly agreed and 3 i.e. 7.89% could not say any thing. In total, 11 respondents i.e. 10.28% disagreed, 34 i.e. 31.78% agreed, 55 i.e. 51.40% strongly agreed and 7 i.e. 6.54% could not say anything.

Q.14. CAN WE HAVE SIGNIFICANT VALUE ADDITION BY TRAINING THE TRAINERS ?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	38	55.07	20	28.99	7	10.14	4	5.80	100
Women	38	35.52	21	55.26	11	28.95	4	10.53	2	5.26	100
Total	107	100	59	55.14	31	28.97	11	10.29	6	5.60	100

Source: compiled from field survey



Source: Compiled from field survey

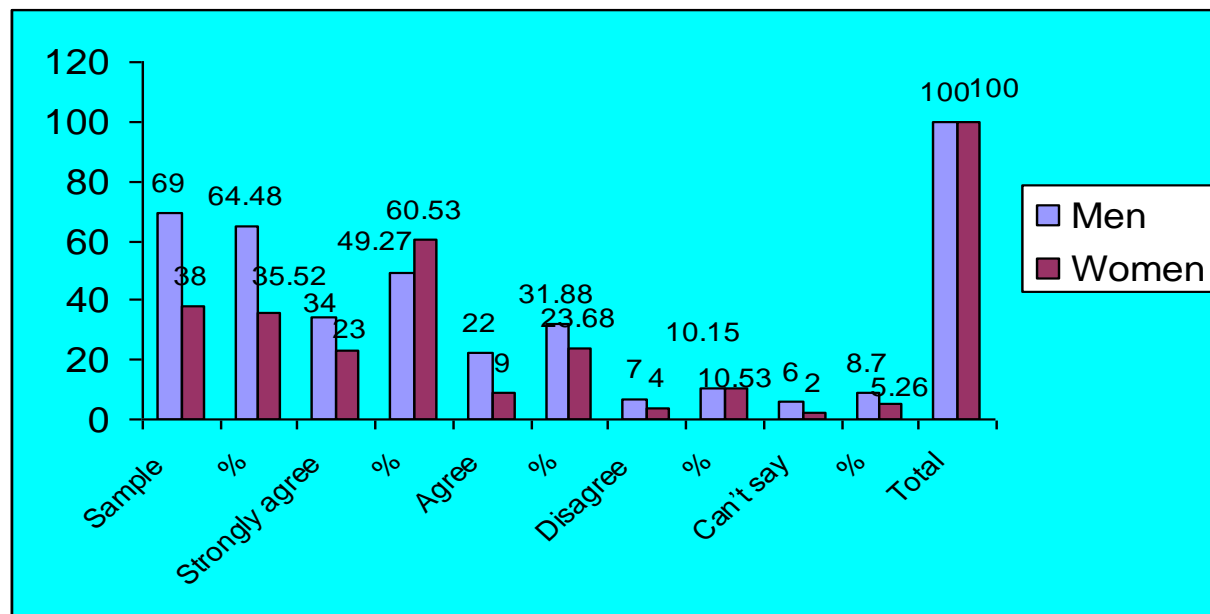
INTERPRETATION

Here, in women's category 21 i.e. 55.26% strongly agreed, 11 i.e. 28.95% agreed, 4 i.e. 10.53% disagreed and 2 i.e. 5.26% could not say anything. Out of men, 38 i.e. 55.07% strongly agreed, 20 i.e. 28.99% agreed, 7 i.e. 10.14% disagreed and 4 i.e. 5.80% could not say anything. In total, 59 i.e. 55.14% strongly agreed, 31 i.e. 28.97% agreed, 11 i.e. 10.29% disagreed and 6 i.e. 5.60% could not say anything.

Q.15. DO YOU AGREE WITH THE SAYING THAT ALL ACHIEVEMENTS LIE IN THE MIND OF THE PEOPLE AND TRAINING PROGRAMME IS NOTHING BUT REJUVENATING THE MIND OF THE PARTICIPANTS?

Employees	Sample	%	SA	%	A	%	DA	%	CS	%	Total
Men	69	64.48	34	49.27	22	31.88	7	10.15	6	8.70	100
Women	38	35.52	23	60.53	9	23.68	4	10.53	2	5.26	100
Total	107	100	57	53.27	31	28.97	11	10.28	8	7.48	100

Source: compiled from field survey



Source: Compiled from field survey

INTERPRETATION

It was found that out of men interviewed, 6 i.e. 8.70% could not say anything 7 i.e. 10.15% disagreed, 22 i.e. 31.88% agreed and 34 i.e. 49.27% strongly agreed to the issue. Out of women interviewed, 2 i.e. 5.26% could not say anything, 4 i.e. 10.53% disagreed, 9 i.e. 23.68% agreed, 23 i.e. 60.53% strongly agreed to the issue. In total, 8 i.e. 7.48% could not say anything, 11 i.e. 10.28% disagreed, 31 i.e. 28.97% agreed, 57 i.e. 53.27% strongly agreed to the issue.

CONCLUSION

From this it is apparent that training programmes do have a telling effect on the growth of the Banks. Training programme play an important role in the growth and development of the organizations as a whole and the employees in particular. It is clear that many of the employees believe that methodology of training and techniques of imparting of the training do differ from bank to bank. From the above analysis, it is apartment that most of the respondents are of the opinion that training programme lead to value addition as a result of which employees tend to change their jobs. It is concluded that, we can improve the training system by developing the infrastructure and empowering the trainees. Majority are of the opinion that life and career of the employees undergo a change for the better with training inputs. The analysis proves the point that employee profiles do undergo a positive and result oriented change by training the people. An empowered employee can satisfy a customer and bring in more profits for the bank. The study find that, majority of the respondents believe that training enables an employee to perform better. Maximum employees are of the opinion that empowered employees can really make value addition to banks and contribute to the socio-economic development of the region by revamping the training system. It is clear that, the hypothesis is not proved. Majority don't believe that guest faculties are more costly and less effective than regular in house trainers. This implies that most of the respondents agree that enduring interaction with employees help in identifying training needs. This study conclude that, majority agree that feedback is the part and parcel of training

system and without it the system is indeterminate. Up gradation of trainer's skill leads to significant output in terms of training and most of the employees believe that all achievements lie in the mind of the people and training in nothing but rekindling the mind of the participants.

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EFFECT OF YOGA ON DEPRESSION, SELF CONCEPT AND MENTAL HEALTH OF NORMAL HEALTH STUDENTS

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ABSTRACT

OBJECTIVE: *The main objective of the study was to assess the effect of yoga training on depression, self concept and mental health.*

HYPOTHESIS: *Hypotheses of the study there will be difference in between control group and experimental group (Yoga Training) on the dimension of depression, self concept and mental health.*

MATERIALS AND METHODS: *40 normal health students were selected. Experimental group of normal health students and 20 controlled group of normal health students. Age group was between 20 to 30 years. Both group were given pre test in three dimensions, i.e., Depression, Self concept and Mental Health. A yoga module consisting of yoga asanas, pranayama, meditation, 30 min of yoga training given daily for one month. For the both groups pre and post tests conducted.*

RESULTS: *positive effect of yoga on depression, self concept and mental health of normal health students. Yogic exercise can improve the depression, self concept and mental health in experimental group.*

KEYWORDS: *Yoga and Health.*

INTRODUCTION

Mental health refers to the overall well-being of an individual. It is about the balance of the social, physical, spiritual and emotional aspects of life. Our Mental Health is characterized by our personal growth, sense of purpose, self-acceptance, and positive relationship with other people. It is also highly affected by environmental factors like our family life, social life, and our life at work. Our general well-being is decreased by any negative experiences in any of these areas. Among the most common Mental Illnesses or Mental Disorders are Anxiety and Depression.

Mental Health is a concept that refers to the psychological and emotional well-being of a person. Being mentally healthy generally means that you are able to use your emotional capabilities to function well in society and go through everyday life with little or no difficulty. Some factors that can affect your mental health are your family life, social life, and life at work. Having negative experiences in any of the said areas can deteriorate the condition of your mental health.

Yoga is best known for its poses or [Asanas](#). These reach deep into the yogi's body, massaging important internal organs. Asanas help cleanse and maintain the nervous and circulatory systems,

which automatically result in a healthier body and mind. [Breathing Exercises](#) or Pranayama can also help in keeping a person healthy by supplying a fixed amount of oxygen to the muscles and internal organs. However, Yoga should not be treated as the sole remedy for mental illnesses. You should first seek assistance from a professional if you experience any of the symptoms mentioned above. Yoga can only help facilitate the recovery from some dangerous side effects of these mental illnesses. It should always be accompanied by proper medication and psychological counseling.

[Derebail Gururaja](#) et.al. Effect of yoga on mental health: Comparative study between young and senior subjects in Japan. Conclusion Decrease in Salivary amylase activity may be due to reduction in sympathetic response. Reduction in State and Trait anxiety score signifies that yoga has both immediate as well as long-term effect on anxiety reduction. Thus yoga helps to improve the mental health in both the groups.

Balaji Bharadwaj (2012) Proof-of-concept studies in Yoga and mental health. Clinical trials of Yoga in psychiatric disorders are fraught with difficulties in standardizing the instruction of Yoga, ability to blind the allocation in a foolproof manner; defining the interventions for the control arm and the question of how much did the patient involve himself in it. A 'proof-of-concept' study based on neurophysiologic principles will be a useful foundation to larger clinical trials of Yoga in specific psychiatric disorders. It will help to match specific Yogic techniques to specific disorders. It may also warn against certain techniques that can precipitate a disorder. Such studies can also help allay doubts that the 'response' seen to a particular form of Yoga was merely due to 'expectancy effects' where the participants were expecting Yoga to be helpful and therefore there was an improvement in symptoms. Biological markers are likely to be resistant to such effects.

Jadhav S G Impact of yoga practices on self concept. Research studies have proved that the practice of Yoga brings profound change in an individual. Yoga is a way of life & teaches us how best to live for the well-being of the individual and development of a healthy society. Positive changes in the life style of the individual can be brought through practicing it. Yoga develops the physical, mental, intellectual, emotional and spiritual components which helps in building up a sound personality. Self-Concept is the sum total of a person's perception, feelings and beliefs about himself. It is the basis for all motivated behaviors. The present study is an attempt to assess the impact of Yoga on Self-Concept. The sample consisted of 50 Naturopathy and Yogic Science college students (Yoga practice group) and 50 Medical Colleges (MBBS) students both male and female. Personal information schedule and Mukta Rani Rastogi's Self-Concept Scale (1979) was used as measuring tools. Statistical 'T' test & ANOVA was employed for analyses of the data. Results revealed that Naturopathy and Yogic Sciences students have better Self-Concept compared to MBBS students. Dimension wise analysis also revealed that Yoga practitioners differ on all the ten sub-dimensions and overall Self-Concept compared to non-practitioners of Yoga.

OBJECTIVE AND AIM OF THE STUDY

The main objective of the study was to assess the effect of yoga training on depression, self concept and mental health.

HYPOTHESIS

There will be difference in between control group and experimental group (Yoga Training) on the dimension of depression, self concept and mental health.

MATERIALS AND METHODS: 40 normal health students were selected. 20 Experimental group of normal health students and 20 controlled group of normal health students. Age group was between 20 to 25 years. Both groups were given pre test in three dimensions, i.e., Depression, Self concept and Mental Health. A yoga module consisting of yoga asanas, pranayama, meditation, 30 min of yoga training given daily for one month. For the both groups pre and post tests conducted.

TOOLS

1) DEPRESSION SCALE

Depression scale develops and standardized by Dr. Shamim Kareem & Dr. Rama Tiwari (1986).

2) SELF CONCEPT SCALE

Self concept scale develops and standardized by Dr. Raj Kumar Saraswat.

3) MENTAL HEALTH INVENTORY

Self concept scale develops and standardized by Dr. C G Deshpande.

VARIABLES

Independent variable: Groups: a) Experimental b) Controlled

Dependant variable: Personality characteristics

1. Depression
2. Self Concept
3. Mental Health

STATISTICAL ANALYSIS AND DISCUSSION

TABLE NO. 01

Dimensions	Pre test of Experimental group		Post test of Experimental group			
	Mean	SD	Mean	SD	DF	t
Depression	148.71	21.03	109.93	19.85	18	5.99**
Self Concept	98.58	15.49	134.69	18.03	18	6.81**
Mental Health	27.38	8.21	41.83	6.68	18	6.10**

Shows table no 01 pre-test experimental group of normal health students and post-test experimental group of normal health students the difference between the two mean is highly significant ($t' = 5.99$, $df = 18$, $P < 0.01$) dimension of depression.

Both groups difference between the two mean is highly significant ($t' = 6.81$, $df = 18$, $P < 0.01$) dimension of self concept.

Both difference between the two mean is highly significant ($t' = 6.10$, $df = 18$, $P < 0.01$) dimension of mental health.

TABLE NO. 02

Dimensions	Pre test of Controlled group		Post test of Controlled group			
	Mean	SD	Mean	SD	DF	t
Depression	158.10	9.28	163.30	10.10	18	0.55
Self Concept	125.29	11.41	118.20	6.88	18	0.80
Mental Health	26.13	4.62	28.29	5.71	18	1.31

Shows table no 02 pre-test Controlled group of normal health students and post-test Controlled group of normal health students the No difference between the two mean is ($t' = 0.55$, $df = 18$, $P < NS$) dimension of depression.

Both groups difference between the two mean is No difference between the two mean is ($t' = 0.80$, $df = 18$, $P < NS$) dimension of self concept.

Both difference between the two mean is No difference between the two mean is ($t' = 1.31$, $df = 18$, $P < NS$) dimension of mental health.

RESULTS: positive effect of yoga on depression, self concept and mental health of normal health students. Yogic exercise can improve the depression, self concept and mental health in experimental group.

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INTEGRATION OF ICT TO ASSURE QUALITY HIGHER EDUCATION

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ABSTRACT

We are living in 21st century that is the era of information and knowledge along with the use of technology. Technology that is the result of new innovations created by human being has influenced everything around us, whether it is personal, professional and social life. We can't imagine our existence without the use of technology in our daily routine. Technology has entered in each and every aspect of human life. Whenever we think of education whether it is formal or informal we have a set pattern of classroom setting and traditional teaching learning process. ICT transforms it in entirely digital environment.. Though use of ICT in classroom settings is in initial stage but it is the most versatile and dynamic form of teaching-learning process in present arena because computers, mobiles and internet are in reaches of common people. Use of ICT in learning process makes learning interesting, joyful, effective and permanent. This paper considers concept, initiations, and also discusses applications and challenges in adapting ICT in higher education. Finally the idea summaries with some suggestions and concluding remarks.

KEYWORDS: Information And Communication Technology, Higher Education, Educational Policy And Planning, Capacity Building.

INTRODUCTION

The education systems around the World are under increasing pressure to use new Information & Communication Technology (ICT) to enhance the knowledge and skills of the students. The 1998 UNESCO World Education Report insisted on implementing ICT immediately in Higher Education to pave the way for quality education. To know the role of ICT in Higher Education, we need to know two basic things: ICT & Higher Education

ICT stands for information and Communication Technology comprising three words Information, Communication and Technology.

INFORMATION: Information is resource which has no value until it is extracted, processed and utilized. Information can be defined as data refined into form that is meaningful or valuable to the recipient for drawing conclusions and taking some decisions.

COMMUNICATION: Communication is basically the process of sharing thoughts, ideas, feelings, experiences, information, sentiments etc. with others through some mutually agreeable media that is verbal or non-verbal.

TECHNOLOGY: Technology includes methods and strategies of teaching tools, mechanical and electrical devices and instruments, media equipments, library inventories and even text books.

On the other hand, there is no simple definition of higher education. the international definition of tertiary (post school) Education divides it into two parts. Type A (Higher education) and type B (further Education). A higher education qualification at degree level takes a minimum of three years to complete, more typically four. It will have a theoretical underpinning; it will be at a level, which would qualify someone to work in a professional field. Shortly higher education mainly an generally means University level education. It offers a no. of qualifications ranging from Higher National diplomas & foundation degrees to Honors Degrees & as further step, Post Graduation programmes such as Masters Degree & Doctorates. Here are definitions of most frequently used terms related to Higher Education:

BACHELOR DEGREE: It is usually an U.G. academic degree awarded for a course or major that generally lasts three or four years.

MASTERS: It is an academic degree usually awarded for completion of a P.G. or graduate course of one to three years in duration. In the recent system of Higher Education diploma, it corresponds to a two year graduate programme to be entered after three years of U.G. studies.

DOCTORATE: Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under which he or she has studied. It is an academic degree of highest level.

OPPORTUNITIES OF ICT IN HIGHER EDUCATION

Educationists have begun to realize that personal computers, with their convenient parts i.e. LCDs, pointing device with multimedia capabilities and ability to link with note books & laptops of others have evolved into personal media which can facilitate effective learning environments.

Side by side universities and institutes of higher education have a mission to a make teaching-learning process effective and interesting. Study of use of ICT in Higher Education reveals the following opportunities.

- A. Extended Interaction: The integration of ICT can have beneficial implications on extended interaction between Teacher & student, opening up new opportunities in educational methods. It caters not only teacher-learner interaction but to learner-learner & teacher-teacher interaction as well.
- B. 24×7 Availability: ICT is the student-centered learning technology available at 24×7×365.
- C. Improved Teaching-Learning Process: The conventional way of teaching-learning process can be made more effective & interesting by using ICT. For eg. when a teacher uses multimedia in his lecturer, the whole class becomes more attentive and lecture becomes more interesting & which automatically helps in maximum understanding.
- D. Vast Variety of Study Material: Traditional system provides limited knowledge through text books/printed material only. But ICT facilitates us to get a variety of study material using Internet any time anywhere.

- E. Support to Admission & Examination System: Using ICT universities can improve admission process by downloading all information, forms on their websites. They can conduct entrance/semester/annual exam. online. This will provide a great support to admission & Examination system.
- F. Useful in Research Activities: Research can get information about recent developments in different fields, collect variety of information on a particular topic and with the help of new & innovative ideas can obtain new findings.
- G. Professional Developments of Teachers: ICT provides opportunities to access a wide range of resources that helps in many ways in professional developments of teachers.

INITIATIVE TAKEN BY GOVERNMENT

- ICT has an ability to transcend the barrier of time and space (Rao, 2010). There has been a dramatic shift from the 1980s to the present day in terms of access to technology by the population in general (Reddy & Sinha, 2009). Rout and Singh (2010) discussed major initiations taken for ICT access as follows:
- Computer literacy & studies (CLASS) project had initiated in 1984 for senior secondary students. It was an awareness programme but failed due to technological compatibility.
- In 1994, Government of India also introduced Computer Aided learning Programme under District Primary Education Programme (DPEP) in 1994.
- In 2002, the Government of India launched a project called Vidya Vahini to provide for IT and IT-enabled education in 60,000 schools in India over three years (India has about 1.1 million schools), as part of Rs. 6,000 crore (USD 1.2 Billion) project (Kumar A., Oct 9, 2002).
- Edusat as India's first dedicated educational satellite was launched in September 2004, with footprints covering the entire country, Edusat makes it possible to receive direct to home quality broadcasts of educational programme using any television set and a low cost receiver.
 - National Mission of Education through ICT (NMEIT): HRD Minister Arjun Singh launched NMEIT at Sri Venkateswara University. The main aim is to address the goal of access, equity and quality in Higher Education. And attempt to bridge the digital divide between rural & urban as well as in rich & poor strata of society. Rs. 4612 crore is allotted for this project.
 - National Programme on Technology Enhanced Learning (NPTEL): Launched in Sept., 2006 and funded by MHRD to pave the way between multimedia & web technology to enhance learning of basic science and concepts.

KEY CHALLENGES IN INTEGRATING ICT IN HIGHER EDUCATION

While considering the opportunities associated with the ICT-integrated education, we also let to know the second side of coin i.e. Challenges faced by policy makers and educators while implementation of ICT in Higher Education. Some of the key challenges related to different aspects of education are discussed below:

A. CHALLENGES RELATED TO THE EDUCATIONAL POLICY & PLANNING

- The total approach of integrating ICT at higher level is not serious.
- There is lack of clear and specific objectives, guidelines and time bound targets which are helpful in advancement of education.
- Technology, pedagogy & Content integration is not there. All are taught separately creating confusion among students.

B. INFRASTRUCTURE RELATED CHALLENGES

- Non-availability of appropriate rooms or buildings to house the technology.
- Non-reliable supply of electricity & telephonic facilities in developing countries.
- Access to computers in universities, communities as well as affordable Internet services.

C. CHALLENGES RELATED TO CAPACITY BUILDING

- Lack of competent & professional teachers.
- Change in role of teacher and integration of ICT in existing curricula.
- Confusion among teachers' community to understand why they should use ICT & how exactly they can use ICT to help them teach better.
- Lack of support from Educational Administrators.

D. CHALLENGES RELATED TO LANGUAGE & CONTENT

- Dominance of English language on internet, which is not so proficient in developing countries.
- Lack of ICT material in countries like Singapore, Malaysia & India in local language.

E. CHALLENGES RELATED TO FINANCE

- Difficulty of balancing educational goals with economic realities.
- ICTs in education require large capital investments & developing countries need to be prudent in making decisions about use of economical model of ICT.

SUGGESTIONS

Here are some practical suggestions by following which the path of ICT in Higher Education can be illuminated.

- In the light of far-reaching potential impact of the new ICT technologies on learning experience, the Government of India should develop a charter for E-learning in Indian context.
- There is a need of collaboration among institutions at state, national & International level: Universities, Colleges & schools should establish an integrated strategic planning process.
- Problem of funds can be removed by using following measures:

- ❖ Grants
- ❖ Public subsidies
- ❖ Community Support (e.g. rent free buildings)
- ❖ Membership fees
- ❖ Revenues earned from business like connectivity, direct computer access to users.
- Additional resources to facilitate research & experimentation in E-learning should be continuously made available.
- It is suggested that the institutions relieve the teachers of some of their duties so that they will have more time to devote to E-content development.
- Teachers should be empowered with easy access to wide range of instructional designs & technical support tools.
- Two fold strategy: Government support and local community mobilization can be the key to integrate ICT in Higher Education System.

CONCLUDING REMARKS

Information & Communication technology is an important instrument that can transfer the present isolated, teacher-centered & Book-centered environment into student-centered, thought-provoking and healthy environment. There are infinite opportunities of integrating ICT into Higher Education. ICT has rendered convenience of online learning to thousands of people throughout the World who cannot avail the benefits of higher education due to some barriers like poor socio-economic condition, time, geographical location, age etc. Now teaching community is able to reach in remote areas to teach the ignorant community of students. It is important that serious planning & implementation should be done at both higher & grass root level to ensure quality education for 21st century learners.

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NEURAL NETWORKS AND ITS APPLICATIONS

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ABSTRACT

Neural network has been emerged interesting topic over last few years and made remarkable contribution to various fields as finance , medicine , engineering , physics , geology , biology and all that. In this we examined various architectures of neural network and its learning process. Algorithms use for realizing neural network, training of neural network and use of neural network.

KEYWORDS: *Neural Networks, Artificial Neural Networks.*

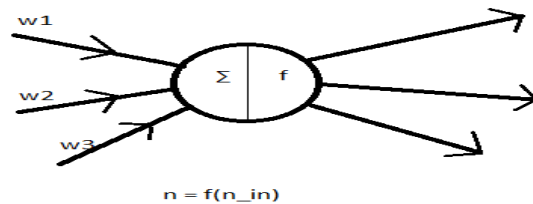
1. INTRODUCTION

We talking about neural net and it's including both Artificial Neural Networks as well as Biological Neural Networks because that is what we mean most of the time. An Artificial Neural Networks is an information-processing system that has certain performance characteristics in common with biological neural networks.

Neural Nets consists of large number of simple processing elements called neurons, units, cells or nodes. Each neuron connected with other neurons by mean of directed communication links (each with an associated weight). Weight represents information being used by the network to solve the problem. Which has wide variety of problems such as recalling data or pattern, performing general mapping from input pattern to output pattern, finding solution to constrained optimization problems?

Each neuron has an internal state called its activation or activity level, which is a function of the inputs it has received. For example: consider neuron 'N' that receives input from neuron M1, M2 and M3. The activation (output signal) of these neurons is m1, m2, m3 respectively. The weights on connection from M1, M2, and M3 to neuron N are w1, w2, w3 respectively. The net input, n_in, to neuron N is the sum of the weighted signals from neuron M1, M2, M3 i.e.

$$n_in = w1m1 + w2m2 + w3m3.$$



The activation n of neuron N is given by some function of its net input, $n = f(n_{in})$. For example: The logistic sigmoid function (an S shaped curve) $f(m) = 1/1 + \exp(-m)$. Neural Network learn by examples, they can't programmed to perform a specific tasks as the examples must be selected carefully otherwise the time used is waste or the network might not function properly. Network finds its solution itself its operation can be unpredictable. Neural Networks and conventional algorithmic computers are not in competition but complement each other.

Neural Network is characterized by:

1. Its pattern of connection between the neurons (its architecture).
2. Its method of determining the weights on the connections (its training, learning or algorithm). and
3. Its activation function.

2. ARCHITECTURE OF NEURAL NETWORK

TYPICAL ARCHITECTURES: Its visualize neurons as arranged in layers as behave in same manner. Determining the behaviour of a neuron are its activation function and the pattern of weighted connections over which it sends and receives signals. The arrangement of neurons into layers and the connection patterns within and between layers is called its net architecture. It consists of input unit, output unit and one hidden unit (a unit that is neither input unit nor output unit).

Neural Nets further classified as single layer and multi layer. Determining number of layers, input is not counted as a layer as they perform no computation. Layer can be defined to be number of layer of weighted interconnect link between the slabs of neurons.

FEED- FORWARD NETWORKS: it allows signals to travel in one direction only i.e. from input unit to output unit. There is no feed-back (loop) – the output of any layer does not affect the same layer. They are extensively used in pattern recognition. Single-Layer and Multi-layer Perceptron's are classes of Feed-Forward Nets. Type of organization is also referred as bottom-up and top-down.

- **SINGLE-LAYER NET (FEED-FORWARD NETWORKS):** A single Layer nets has one layer of connection weights , the unit can be distinguished as input units which receives signals from outside world and output units from which the response of the net can be read .

In a single layer net, the weight for one output unit do not influence the weights for other output units.

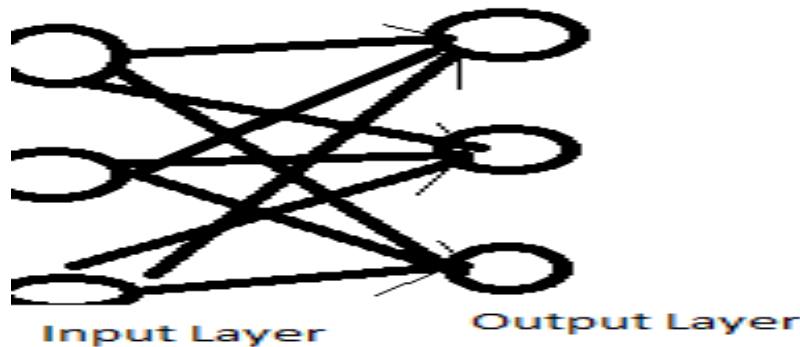


FIG: SINGLE-LAYER NETWORKS

- **MULTI-LAYER NET (FEED-FORWARD NETWORKS):** A multi-layer net is a net with one or more layers (or levels) of nodes (so called hidden layer) between the input units and output units. There is a layer of weights between two adjacent levels of units (input, hidden or output). It can solve more complicated problems than single-layer nets however training may be more difficult in that layer nets.

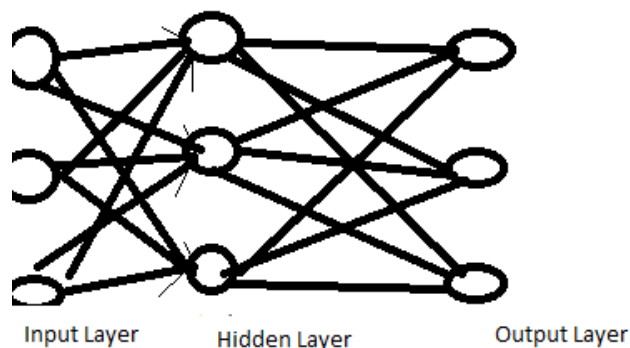
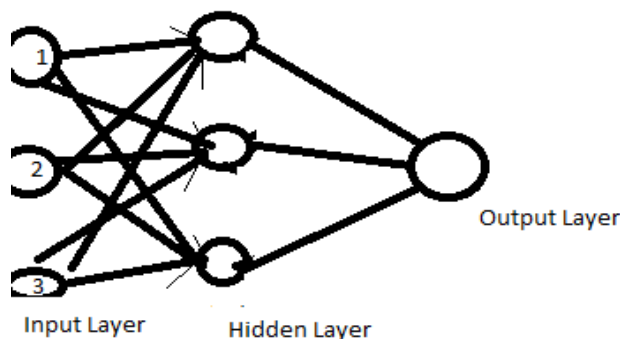


FIG: MULTI-LAYER NETWORKS

The capabilities of multi-layer perception stem from the nonlinearities used within nodes.

- **FEED-BACK NETWORKS:** It allows signals to travel in both directions by introducing loops in the nets. They are very powerful and can get extremely complicated. Feedback networks are dynamic, and their state is changing continuously until they reach an equilibrium point. They remain at the equilibrium point until the input changes and a new equilibrium needs to be found.



3. TRAINING OF NEURAL NETWORK

Training of Neural Nets can be done by setting the weights, the method of setting the value of weights (training) is an important distinguishing characteristic of different neural nets. Two types of training: – Supervised and Unsupervised training.

- **SUPERVISED TRAINING:** The weights are then adjusted according to learning algorithm known as supervised training. In this type of Neural Nets, the output is a bivalent element say either 1 (if the input vector belongs to the category) or -1 (if it does not).

Associative mapping in which the network learns to produce a particular pattern on the set of input units whenever another particular pattern is applied on the set of input units. Pattern association is another special form of a mapping problem.

- **UNSUPERVISED TRAINING:** Self-organizing neural nets group of similar input vectors together without the use of training data to specific what a typical member of each group looks like or to which group each vector belongs. The nets modifies the weights so that the similar input vectors are assigned to the same output (cluster) unit. Auto-association is an input pattern is associated with itself and the states of input and output units coincide. Unsupervised learning is also used for various other tasks, in addition to clustering.

4. APPROACH TOWARDS NEURAL NETWORKS

1. A SIMPLE NEURON: IT is a device with more than one or many inputs and only one output. The neuron has two modes of operation as training mode and using mode. In training mode the neuron can be trained to fire (or not), for particular input patterns. In using mode, when a taught input pattern is detected at the input its associated output becomes the current output. If the input pattern does not belong in the taught list of input patterns, the firing rule is used to determine whether to fire or not.

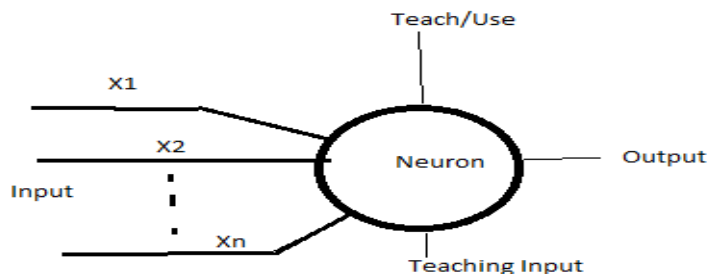


FIG: A SIMPLE NEURON

2. FIRING RULE: It is an important concept in neural networks. It determines how one calculates whether a neuron should fire for any input pattern. It relates to all the input patterns, not only the ones on which the node was trained. The firing rule gives the neuron a sense of similarity and enables it to respond sensibly to patterns not seen during training.

5. APPLICATIONS OF NEURAL NETWORKS

The study of Neural Nets is an extremely interdisciplinary field, both in its development and in its applications.

- **SIGNAL PROCESSING:** One of the first commercial applications is to suppress noise on telephone lines; it is used in form of ADALINE (used to adjust weights on the ADALINE). ADALINE is trained to remove the noise (echo) from hybrid output signal.
- **PATTERN REORGANIZATION:** Neural Network applications have been developed in specific areas i.e. Automatic recognition of handwritten characters (digit or letter). General purpose multi-layer neural nets, such as back propagation net have been used for recognizing handwritten zip codes [Le Cun et al. 1990].
- **SPEECH PRODUCTION:** Learning to read English text is a difficult task because the correct phonetic pronunciation of a letter depends on the context in which the letter appears. Neural Networks approach toward the problem of speech production is NET talk [Sejnowski and Rosenberg 1986]. It requires a set of examples of the written input, together with a correct pronunciation of it.
- **SPEECH REORGANIZATION:** A number of useful systems now have limited vocabulary of grammar or require retraining for different speakers. Several types of neural networks have been used for it, including multi-layer nets with recurrent connections.
- **MEDICINES:** Application of neural networks to medicine was developed by Anderson et al. in the mid 1980s. It has been called "Instant Physician", the idea behind this is to train an auto-associative memory neural network to store large number of medical records which includes information of symptoms, diagnosis and treatment for particular case.

• NEURAL NETWORK IN PRACTICE

- Sales Forecasting
- Industrial Process Control
- Data Validation

- Customer Research
- Risk Management
- Target Marketing

6. CONCLUSION

The computing world got lot from neural networks. Their ability to learn by example makes them very flexible and powerful. Furthermore there is no need to devise an algorithm in order to perform a specific task. They are also very well suited for real time systems because of their fast response and computational times which are due to their parallel architecture. Neural networks also contribute to other areas of research such as neurology and psychology. They are regularly used to model parts of living organisms and to investigate the internal mechanisms of the brain. Perhaps the most exciting aspect of neural networks is the possibility that some day 'conscious' networks might be produced.

Recent advances and future applications of NNs include the Integration of fuzzy logic into neural networks Pulsed neural networks Improvement of existing technologies robots that can see, feel, and predict the world around them improved stock prediction common usage of self-driving cars composition of music.

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ENHANCING COMPETENCIES TO BECOME EMPLOYABLE (A STRATEGIC INTERVENTION BY HIGHER EDUCATION)

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ABSTRACT

Five decades of independence has increased the literate population in the country. But only a handful of the literate populations able to fetch a gainful sustainable employment. The changing world economies and global market trends/ forces at a rapid pace, reducing productive age of the employed population and the increased levels of competition are some of the triggering factors for such a situation. No longer are the pools of knowledge and expertise acquired during initial years of education are sufficient for the 'new work order'. What is now required is in addition to the academic qualifications the ability to put that knowledge and expertise to use in unfamiliar circumstances. In the given changing scenario the responsibility of higher education system has increased manifold. The focus has to be shifted now on the capacity enhancement of unemployed and underemployed youth instead of mere production of literate population and degree holders. Youth unemployment almost always goes hand in hand with a wide range of weaknesses which cause the key competencies of these young people to deteriorate. Some of these shortcomings are deficient cognitive and educational competencies, a lack of social skills, minimal integration into contact networks, a lack of the capacity to deal with, face and propose efficacious solutions to problems, and lastly, deterioration in the competencies because of low self-esteem and the search for self-development. In the given scenario the role of higher education has to be extended to fill in the gaps between the qualifications acquired and missing skills/traits to get one placed in the job market enhance productivity at work place and skills to sustain the acquired jobs. These skills and capacities are not the one time acquired knowledge; these are the ever evolving trait which needs to be upgraded along with the changing work environments i.e. external market forces and the internal work environments. Enough has been written on "employability skills" and the deficient skills amongst the students. It is essential for any job aspirant to have skills to meet the hiring needs of current business world. As per the report by NASSCOM, a mere 10% of fresh graduates are actually employable. Similar surveys done on Engineers and MBAs it has been found that a vast majority of professionally qualified people are also not ready for work. Changes in the world of work require much more flexible approaches to work design and management of people.

KEYWORDS: *The only thing which is constant in this universe is the change. The global change across the world has affected all aspects of life including work life, to meet these challenges and global changes one has to equip oneself with the skills to meet them. The perception towards work has also changed from the earlier times to the present.*

INTRODUCTION**CHANGES IN OUR VIEW AND DEFINITION OF WORK FROM PAST TO PRESENT**

Traditional concept of work	Concept of work in the changing times
Earlier Work and competency requirements were defined in relatively distinct and stable units called “jobs”. acquired jobs.	According to this view point work and competency requirements are defined in response to business and customer issues. They are small units that can be allocated to people to optimize workload and competency utilization. “Jobs” become whatever a person is responsible for at a given moment, not a fixed package of work elements.
Earlier the products & services were driven by the technical requirements & organizational capabilities. Customers can then be persuaded to buy what is produced & was available.	Customer’s needs & requirements are the main consideration in designing & delivery of products & services.
The performance standards for working were the “minimums”. It is desirable to exceed there, if possible.	The workers should set quality standards as their goal. Exceeding them is desirable only if it leads to new standards & increases competitive advantage.
Descriptions of work & competency are personnel tools, used primarily to support line activities.	Descriptions of work exist primarily to help individual teams focus their resources & energy. They must be user friendly & used by the people for doing & managing the work.

In the given changing scenario thus it becomes extremely important to focus upon the skills to keep one abreast with the changing work requirements for various reasons primarily because: A nation’s economy is largely determined by its people’s competencies. And, as Lester Thurow (2002) points out, knowledge investments are societal in nature. If the competencies in a society are supportive of highly technical and value adding work, then such kind of work emerges and provide value addition to the productive population of the nation. The interest in competencies is rising in direct response to cost and competitive pressures in individual industries and organizations. Whatever the work, competent people are more productive. There is less waste and rework. Most organizations and many western nations have to compensate for their exclusive and discriminatory practices of the past. In the developed nations, this means opening up the entire range of work options to women, disabled people, and non-white races. In underdeveloped and developing nations, it means transcending social and tribal barriers so that everyone can fully access work and earning opportunities. In places just emerging from the bureaucratic and depleting morass of communism, the concern is to rekindle the human spirit and capabilities and to make high performance a priority for everyone. For South Africa and other places where institutional discrimination was the norm, a competency approach can help bring the masses into the workplace mainstream. It can do this partly by acknowledging competencies developed through life and other experiences rather than through education and

more traditional career experiences. And, in this situation, a competency approach can help pinpoint and focus personal and institutional development.

WHAT ARE EMPLOYABILITY SKILLS/ COMPETENCIES?

An understanding about the skills/ competencies required for the present work order is important. Though there is no one universal definition of the notion of “competency” but there has been many conceptual contributions. It is common to find references to this concept through the utilization of attributes such as “generic”, “central”, “essential” or “basic”. They all carry the idea that these competencies lie at the core of the individual’s capacities, and they enable one to successfully integrate into work and social life, which can yield positive results not only for the individual but also for the society as a whole. In addition, this group of competencies includes the capacity to continually update knowledge and skills in order to keep abreast of constant and rapid change.

ARE EMPLOYABILITY SKILLS COACHABLE/ TRAINABLE?

Some are very coachable, some less, and some very minimally coachable. Skills such as Grooming, Confidence, Sales/Customer service and Basic Managerial skills, one may be able to reach significant levels of improvement. However for skills like attitude and ethics limited hours of classroom training may not be sufficient. Communicational Skills, on the other hand, can improve drastically with training but demands extensive practicing and efforts.

VARIOUS RESEARCHERS’ AND FIELD PRACTITIONERS CATEGORIZE COMPETENCIES INTO THREE CATEGORIES

DIFFERENTIAL PSYCHOLOGY/INDIVIDUAL DIFFERENCES: It focuses on innate, hard to develop competencies (generic skills).

EDUCATIONAL/BEHAVIORAL PSYCHOLOGY: Such competencies focus on the skills a person has required for a role (specific skills).

MANAGEMENT SCIENCE/INDUSTRIAL ENGINEERING: These focus on defining the work rather than the person.

TYPES OF COMPETENCIES

BASIC COMPETENCY: Element of behavior which workers have to demonstrate and which is associated with knowledge of a training kind.

GENERIC COMPETENCY: Behavior associated with performance that is common to diverse occupations and branches of productive activity.

SPECIFIC COMPETENCY: Behavior associated with knowledge of a technical kind linked to a certain language or productive function. CONOCER, 2002.

REVIEW OF LITERATURE

In a workplace context, competency is a combination of cognitive skills (technical knowledge, expertise & abilities), and personal or behavioral characteristics (principles, attitudes, values & motives), which are the function of an individual’s personality and behavioral traits. Successful performance will require the presence of both components. Spencer and Spencer (1993) suggest

that, if people with the right personal characteristics are recruited initially, they should also have the capacity to quickly acquire the relevant (technical) knowledge and skills in order to attain their employers' performance objectives. Competencies can be accumulated by an individual and represent a capacity to perform at some point of time in future. (Boam & Sparrow, 1992; Page, Wilson & Kolb, 1993). Essentially, these definitions relate to enduring characteristics possessed by an individual that, under normal conditions, should result in an optimal or superior job performance. This notion is based on the premise that competencies are causally linked to individual performance outcomes (Boyatzis, 1982; Spencer & Spencer, 1993). Various authors have proposed a number of skills/competencies required or expected from graduates at work place. For example, Maes, Weldy and Icenogle (1997), consider oral communication, problem-solving skills and self-motivation to be the three most important competencies required of graduates. Stasz (1997) likewise sees problem-solving, teamwork, communication skills, and personal qualities, as the most important competencies, but suggests that the workplace context (organizational climate/ culture) determines their relative importance. Joseph and Joseph (1997), in a survey, found the top ranked competencies in descending order were: willingness to learn; having a positive attitude; being motivated; having good communication skills; and, possessing the ability to work independently. Hence, the available literature suggests that employers now a day's place large emphasis on generic, behavioral competencies, both in the recruitment of graduates for employment, as well as on their performance on the job (Raymond, McNabb & Matthaei, 1993; Weisz, 1999). As a consequence, undergraduate courses must seek to develop these competencies in order to meet the needs of business (Haber, 1993). Weisz (1999) found evidence of a link between degree programs that included work-based cooperative education and graduate employment, and found that employers expect generic competencies to be developed prior to employment. Interestingly, Weisz (1999) noted little correlation between academic achievement and levels of generic skills, suggesting that employability is not necessarily related to academic ability. Joseph and Joseph (1997) report that employers believe that educational institutions provide relevant employment experience for their business students, but remarkably, ascribe generic competencies a low level of importance. Raymond, McNabb and Matthaei (1993), in a survey of teaching methods to develop competencies for the workplace, found both employers and students ranked cooperative education as the most important educational method, and pointed to a critical need for student thinking and ability to learn.

To summarize, there have been a number of studies reported in the literature that point to what employers consider to be important in graduates, but there is little recent research on employers' perceptions of the level of competency that graduates bring to the workplace.

CLASSIFICATION/ MODELS OF COMPETENCIES GIVEN BY VARIOUS THEORISTS

Various academicians and field practitioners have attempted to develop different models of skills/abilities for the present world of work. Employability skills are those basic skills necessary for getting, keeping, and doing well on a job.

I. Mertens (2004) named the group of basic competencies as "competencies for employability", since they are necessary for obtaining employment, remaining in it, and also for finding new employment. These are not necessarily a collection of technical abilities; rather they reflect

attitudes, behavior and capacities of a general nature, often derived from the application of capacities acquired as a result of education such as understanding written texts and operating with numbers. Some key competencies are:

- Working in a team.
- Critical thinking.
- The creative solution of problems.
- Communication skills.
- Reporting skills.
- Skills for managing information and technology.
- Self-esteem, self-confidence.

II. The classification proposed by Bunk, (1998) with the help of examples establishes four kinds of competencies.

TECHNICAL COMPETENCY: Expert mastery of the tasks and content of the work ambit, and the knowledge and skills necessary for it.

METHODOLOGICAL COMPETENCY: Knowing how to react by applying the appropriate procedure to assigned tasks and to any irregularities that may occur, finding solutions independently, and appropriately transferring the experience acquired to other problems in work.

SOCIAL COMPETENCY: Knowing how to work with people in a communicative and constructive way, and showing behavior oriented to the group and interpersonal understanding.

PARTICIPATIVE COMPETENCY: Knowing how to participate in the organization of the job post and also of the labor environment, the capacity to organize and decide, and the disposition to accept responsibilities.

III. The National Commercial Training Service (SENAC) in Brazil identified the following competencies in the framework of research entitled “XXI century: the new occupations”:

- Creativity.
- Adaptability.
- Initiative.
- Leadership.
- Autonomy.
- Versatility.
- Capacity to negotiate.
- Oral and written communication.
- Interpersonal relations.
- Knowledge of computers.

- Knowledge of English.
- Openness to possibilities to work in other places.

IV. Another classification that comes close to the concept of key competencies can be found in the work of Gallart and Jacinto (2005).

INTELLECTUAL COMPETENCIES: Solving problems, handling information, understanding processes and systems, autonomy and responsibility.

BASIC COMPETENCIES: The capacity to read and write the use and interpretation of symbols and mathematical formulae.

TECHNICAL COMPETENCIES: Knowledge of instruments and the functioning of machines, tools and work procedures.

BEHAVIORAL COMPETENCIES: The capacity for verbal self-expression and interaction with work colleagues.

V. A categorization made by FORMUJER (The Regional Programme of Latin America to Strengthen the Vocational and Technical Training of Low Income Women has been in operation since 1998) of the different competencies for employability is as follows.

BASIC COMPETENCIES: To learn how to learn, and to assimilate this as a lifelong process. The outstanding ones are verbal and written expression, applied mathematics, a second language, and also the capacities to place and understand data from the real world in a critical way so as to construct choice-making criteria for taking decisions.

MAINSTREAM COMPETENCIES: The capacity to learn to do, in the sense of mobilizing and adapting knowledge and capacities to new circumstances. These are particularly significant for women because they widen the spectrum of alternatives and give women horizontal mobility. The outstanding ones are the capacity to anticipate threats and opportunities, to integrate and develop a systematic vision of reality, to organize, to plan and manage tasks, resources and above all managing time and information, and to acquire a technological culture (working and applying technologies to tasks and in daily life). Among these competencies, special mention should be paid to the capacity to undertake, which is at the basis for formulating the occupational project. This includes developing initiative, strengthening decision-making, the capacity to take risks and to participate through developing leadership and the active implementation of ideas and projects, but also, if democratic leadership is promoted, it contributes to citizenship.

ATTITUDINAL COMPETENCIES: These skills involve learning to be, and they strengthen identity and work against self limitation. For women, these competencies are essential for overcoming mental and social barriers which restrict their positioning and empowerment. The priority competencies in this area are personal abilities such as the reinforcement of identity and personal and gender security, responsibility for oneself, playing a role in the process of employment/training itself, and autonomy.

There are also interpersonal or social competencies such as working in a group, responsibility and self-regulation, personal relationships, the capacity to negotiate, knowing how to listen and communicate, and emotional discrimination in labor situations.

TECHNICAL SECT ORAL COMPETENCIES: These contextualize and complement the learning to do. For women, these are diversification, valuing old competencies developed in other ambits, and creating new competencies for employment niches that are emerging in the market.

VI. The National Industrial Training Service (SENAI) is the national training institution for the industrial sector in Brazil. SENAI is running a national strategic project about vocational certification based on competencies. In the framework of this project three kinds of competencies have been defined: basic, specific and management.

Basic competencies are essential for occupational performance and encompass the technical and scientific bases, both general and multivalent, on which the specific management competencies relative to professional qualification are based.

Specific competencies encompass technical skills which allow the individual to work efficiently with objects and variables which are directly involved in creating the product. This means mastery of the pertinent content, knowledge and skills.

Management competencies are made up of organizational, methodological and social capacities. Organizational capacities allow the individual to coordinate different activities in work, participate in organizing the work environment, administrate the technical, social and economic aspects in a rational and cooperative way, and to use the material and human resources appropriately and safely. Social capacities involve responding to established relations and procedures in the organization of work and being able to integrate efficaciously, horizontally or vertically, cooperating with other people in a communicative and constructive way. These capacities are portable to different work situations and contexts.

Occupational competency is the mobilization of the knowledge, skills and professional attitudes necessary for performing typical activities or functions in accordance with the standards of productivity and quality required by the nature of the job. Occupational competencies include basic competencies, specific competencies and management competencies.

BASIC COMPETENCIES

To know the methods and means of work (equipment, tools, materials, instruments)

- To know the specifications of the different materials, equipment, tools and instruments.
- To communicate on the level of the interlocutors in question.
- To read and interpret technical texts and legal language.
- To make reports.

MANAGEMENT COMPETENCIES

- Basic knowledge of geometry applied to civil construction.
- To relate the work in progress to the total production in its different phases
- To control the execution of the work with management tools and instruments and those to do with costs, deadlines, quality and productivity.

- To manage conflicts.
- To be the leader.
- To have initiative.
- To be pro-active.
- To have the capacity to persuade and negotiate.
- To have empathy.
- To be creative.
- To know how to delegate.
- To have self control.
- To know how to evaluate and self evaluate.
- To orient and effect compliance with safety norms on the job.

Source: SENAI, Regional Department of Sao Paulo.

VII. Employability/Job readiness skills are clustered into three skill sets by Jacquelyn P. Robinson 2000):

Basic academic skills.

Higher order thinking skills.

Personal qualities.

Basic academic skills	Higher order thinking skills	Personal qualities	
Reading Writing Science Math Oral Communication Listening	Learning Reasoning Thinking Creatively Decisions Making Problem Solving	Responsible Self Confidence Self Control Social Skills Honest Have Integrity Adaptable and Flexible	Team Spirit Punctual and Efficient Self Directed Good Work Attitude Well Groomed Cooperative Self Motivated

VII. AN ESTIMATE OF EMPLOYABILITY FEATURES REQUIRED IN EMPLOYABLE GRADUATES

50%

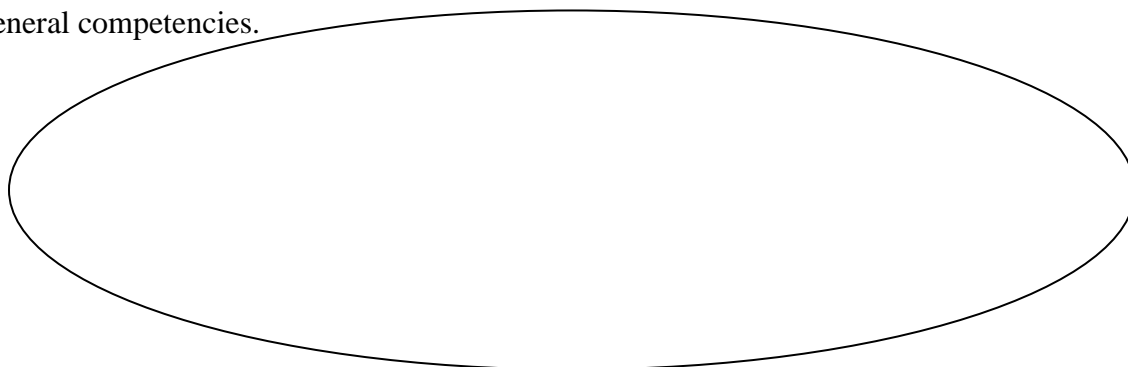
Subject knowledge.

20%

Special competencies related to discipline.

15%

General competencies.



Source: Nageshwar Rao (2002) “Strategic model for employable graduates. University news. A weekly journal of higher education.

VIII. Hodges and Burchell (2003) in a study analyzed various competency skills of graduates’ and ranked them in the order of preference of the employers’. The top 10 ranked competencies in order were:

Ability and willingness to learn;

Energy and passion;

Teamwork and cooperation;

Interpersonal communication;

Customer service orientation;

Order, quality and accuracy;

Flexibility;

Problem solving;

Achievement orientation; and,

Initiative.

IX. A RESEARCH – WITH 40 COMPANIES - HAD IDENTIFIED NINE MISSING ELEMENTS WHICH LIMITS THE CANDIDATE’S EMPLOYABILITY

Attitude (Sincerity, Can-Do, Ownership/Motivation).

Business Ethics/Honesty.

Grooming/Confidence.

Communication Skills.

General Awareness.

Basic Managerial Skills (Leadership, Teamwork, Time Management etc.).

Basic Sales and Customer Service (most entry level jobs require one of these).

Domain Knowledge.

Work Experience.

METHODOLOGY/PROCEDURE

After content analysis of the various models of competencies developed by the researchers and field practitioners the ten basic competencies were identified (as given below) which needs to be inculcated among the youth.

SELF KNOWLEDGE

COMPETENCY I: Understanding the influences of the positive self concept.

COMPETENCY II: Skills to interact positively with others (Communication skills).

EDUCATIONAL AND OCCUPATIONAL EXPLORATIONS

COMPETENCY III: Understanding relationship between educational achievement and career planning.

COMPETENCY IV: Understanding the need for positive work attitudes toward work and learning.

COMPETENCY V: Skills to locate evaluate and interpret career information.

COMPETENCY VI: Skills to prepare seek, obtains, maintain and change jobs.

COMPETENCY VII: Social influence of work

COMPETENCY VIII: Understanding continuous changes in male/female roles.

COMPETENCY IX: Decision making skills.

COMPETENCY X: Writing CV and facing an interview.

The competencies/skills identified above were tested on two hundred forty undergraduate students and on the basis of the feedback provided by the teachers and students and after holding subsequent workshops with the experts a short-term course was developed to be offered to unemployed youth to serve as a linking pin/ value addition on their way to fetch gainful employment. The course thus developed revolves around four major generic competencies and to be offered as a fifty hours add-on/ credit course. The overview of the course is given in the annexure enclosed.

ANNEXURE

PART I. UNDERSTANDING SELF

KNOWLEDGE ABOUT SELF

Self concept. Self expression.

Self identity. Self image.

Self esteem. Self confidence.

Self efficacy. Self determination.

COMMUNICATION SKILLS

Verbal communication.

Non- verbal communication.

PART II. CAREER PLANNING

Knowledge about Career options.

Skills to locate evaluate and interpret career information.

Entrepreneurship and self employment.

C.V writing.

Facing an interview.

SWOT analysis.

PART III. DYNAMICS AT WORK PLACE

Professional etiquettes' and congruence between personal and professional goals.

Diversity at work place.

Changing gender roles.

Age.

Cultural diversity.

Regional diversity.

People with special needs.

Group behavior.

Working in teams.

Handling conflict.

Managing stress.

PART IV. EMPLOYMENT TRENDS IN THE MARKET

Understanding trends of employment in:

Local.

Regional.

National.

International.

Ethics at work place.

Social responsibility.

CONCLUSION

The focus today has shifted from 'employment' to 'employability', today's graduates will need to understand that their attitude to work is as important as the work itself. Furthermore, their ability and willingness to undertake professional development and training throughout their working life is not only expected, but will be a pre-requisite for lifelong work. As Zuboff (1988) argued prophetically: "Learning is no longer a separate activity that occurs either before one enters the workplace or in remote classroom settings ... learning is not something that requires time out from being employed in productive activity; learning is at the heart of productive activity". The workplace is simply a different learning institution. It is a place where the curriculum is un-stated and the learning outcomes unclear but, importantly, it is a place where they must take responsibility for identifying their own learning needs and then do something about it, consciously, continuously. The application of the key competencies approach is growing and is being taken into account by different nations across the world. There are different conceptual approaches, each with its own slant on the question and each centered on a slightly different area. The first of these is the link between core skills and employability. This conception emphasizes the capacity of certain kinds of competencies to be applied in various labor contexts regardless of the particular job in question. This concept has sparked off a lively debate and it is strongly opposed by those who maintain that employability cannot be a final aim that is attributed only to the worker. This is the main position taken by the unions when they wish to defend the idea that ministries of labor and education should facilitate conditions to improve access to training and promote the lifelong learning of workers. The second approach associates key competencies with solid basic training. This perspective emphasizes the problem of low levels of schooling among most adult workers. The focus in the given approach is to raise basic competency levels, and it has been made the central core of the lifelong learning programmes undertaken by different nations and in the training of adult workers. There is a third approach which stresses the key competencies required to perform successfully in a particular occupational sector. This is the case of competencies that are essential for specific sectors like industry or construction, and also competencies which are important for enterprises.

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NEHRU AND FOREIGN POLICY

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INTRODUCTION

Nehru led newly independent India in very crucial years from 1947 to 1964, after independence from British rule. Nehru's vision in understanding international relations is reflected by the fact that the whole world has come to adopt slowly what he articulated, an Independent foreign policy. India's foreign policy was conducted under the guidance of Pt. Jawaharlal Nehru, the first Prime Minister of independent India. As an architect of India's foreign policy, his main focus was on growth of the forces of democracy and progress of the country without any external pressure

After the end of World War II, there was a division of world into two hostile blocs, one led by Soviet Union and other by US and the western powers. Nehru was of the thinking that these newly independent countries are nothing to gain from joining any power blocs rather would loose everything as they would be used as puppets in the quest for power. Their priority were to fight with the problems like poverty, diseases and illiteracy. These all newly freed and poor nations could grow only if there is peace and should not join SEATO, CENTO and BAGDAD PACT etc. They should protect their sovereignty and concentrate on their own development to reap the benefits of hard earned independence. It was mainly due to Nehru's efforts that since the mid-twenties the Congress party started taking interest in international affairs.

The Congress always fought for freedom and equality and to condemn racial discriminations throughout the world. After 1927 Nehru took an active part in formulating the foreign policy of the Congress and gave its first foreign policy statement which contained a declaration that India should not participate in imperialist and any other war. This stand was taken up as the key foreign policy principle in late 1920s and 1930s. Soon after the formation of the interim government in September 1946, India took many steps to establish friendly relations with all the countries. The Congress, under the leadership of Jawaharlal Nehru constantly supported the cause of newly liberated countries and their struggle against imperialism.

After independence, Nehru became the director of India's foreign policy. And under his guidance India adopted a policy that was new to the world in the history of international relations and the policy was 'Policy of Non-Alignment'. He was supported by Naser of Egypt, Sukarno of Indonesia and Joseph Broz Tito of Yugoslavia.

In 1947, at the initiative of India, the Asian Relations Conference was held at Delhi where the principles of foreign policy of independent India were proclaimed and was attended by representatives of 29 countries. The Conference helped to strengthen the common interest of all Asian countries.

Nehru also attended the Afro-Asian Conference held in Bandung, in 1955 and popularized the policy of non-alignment there. The policy of Non Alignment means freedom of taking decision

on every issue after considering its merits and demerits. India being first country to become independent, rightly gave the lead and guided other nations.

Non-Alignment stood for an independent policy, controlled by India's own interest. The secret of this policy is that India is neither pro-west nor with the east, which enabled her to have close ties with both blocs for pursuing its economic interest.

India got the Needed goods food capital technology from western world, alongwith relying on the Soviet Union for setting up its public sector industries. For military equipments india spread the net far and wide. It bought e.g. 104 Toofani aircraft from france, 182 Hunters and 80 canberras from U.K, 110 Mysters from france, 16 AN-12 and 26 Mi-4 helicopters from soviet Union and 55 Fairchild packets from US, Shaktiman trucks from Germany, MiG interceptors from Soviet Union, Vijyanta tanks from U.K, Nissan one ton trucks and Jonga jeeps from Japan.¹

It meant disregarding any kind of alliances or commitments that would lead to war and conflict. Non-alignment implied a position to critically analyse and judge each issue without any bias. By adopting this policy, India emerged as neutral mediator in bitter conflicts and thereby promoting world peace. In the various conflicts like Indo-China and the Korean War, the role of India as a peacemaker was vital. We can see India's decisive role in some global conflicts in the efforts to promote world peace.

INDONESIA AND INDIA'S ROLE

When Dutches tried to recolonize Indonesia in December, 1948, Nehru invited all the states bordering Indian Ocean. Most of them came and the conference resolved to deny any help to Dutches. Within a week ceasefire was declared by UN and the Government was restored.

KOREAN WAR AND INDIA'S ROLE

After World War II Korea was divided into two power blocs. Communist North was controlled by soviet camp and South Korea by western powers. In 1950, when North Korea invaded South Korea, India supported the US and condemned South Korea as aggressor. IT was the test of faith in NAM, as India did not hesitated in calling North Korea as aggressor but also facing Chinese and Soviet hostility.

SUEZ CANAL ISSUE

India condemned the Anglo-French action in Suez. India recognized that Suez was an integral part of Egypt. When Egypt nationalized the Suez, it alarmed the users and Britain and France demanded control over it. India played a leading role in settlement of dispute according to UN charter. Later when Britain and France got Israel to attack Egypt, it was condemned.

Evenby US and UN. Nehru called it 'naked aggression' and a 'reversion to past colonial methods'.²

HUNGARY AND INDIA'S ROLE

Soviet Union entered Hungary in October, 1956 to crush a rebellion which was directed towards the aim of taking Hungary out of soviet bloc. It was condemned by UN and Nehru also and he did not send any ambassador to Budapest for two years. Soviet reacted to this by abstaining when

the issue of Kashmir was raised in UN Security Council. India had considerable pressure but it did not deviate from the path of Non Alliance.

Non-alignment also did not mean isolation as India had established diplomatic relations with almost all independent states. She was an active member of the United Nations and also took part in the Commonwealth of Nations. The basis of all this was cooperation but at the same time following an independent path.

Nehru was the chief architect of panchsheela principles and was firm believer in them. Panchsheela term is taken from Bhudha Litreature. Budha after attaining enlightenment delivered his first sermon at Benaras, which contained these five noble principles.

These were first envisaged and formulated in 1954.

These principles were:

- a. Mutual respect for each other's territorial integrity and sovereignty.
- b. Non-aggression
- c. Non interference in each other's military affairs
- d. Equality and mutual benefit
- c. Peaceful coexistence

By April 1955, Burma, China, Laos, Nepal, Democratic Republic of Vietnam, Yugoslavia and Cambodia had accepted the Panch Shila.

Non-alignment was a tactic or technique to maintain world peace in such a way that each nation pursues his own interest without disturbing the other. The policy was also in tune with the domestic requirements of democracy and socialism.³

RELATIONS WITH CHINA

India's relation with China until 1960-62 rested on an age long friendship and contact. Recognising the People's Republic of China soon after its founding (while most of the Western bloc continued relations with the Republic of China), Nehru argued for its inclusion in the United Nations and refused to brand the Chinese as the aggressors in their conflict with Korea. He sought to establish warm and friendly relations with China in 1950, and hoped to act as an intermediary to bridge the gulf and tensions between the communist states and the Western bloc.⁴

Nehru gave the slogan of 'Hindi Chini Bhai Bhai' recognizing the importance of a good neighbor when we have Pakistan on the other side. The problems between India and China started on the question of Tibet and also when India gave asylum to Dalai Lama, a Buddhist priest. China stabbed on the back of India in 1962 and declared a war on India.

The aftermath of Chinese aggression on India has serious consequences on the internal situation of India and on its foreign policy. Internally it led to economic imbalance and inflation along with mounting taxes. As far as India's foreign policy is concerned it put forward the need for India's defence requirements were given the top priority. Military assistance was taken from all countries but non-alignment policy was not given up.

On the other side, Nehru never recovered really from the blow, and his death in May 1964 was most likely hastened by it. The third plan was badly effected and resources had to be diverted for defence. The congress lost tree parliamentary by- elections in a row and Nehru faced in Aug 1963 the first no confidence motion of his life.⁵

RELATIONS WITH OTHER NEIGHBORING COUNTRIES

Pakistan became ally of us by signing CENTO, SEATO, Baghdad pact and military pact with US and we had ideological differences with them with Kashmir remained a major issue. Our relationship with other neighboring countries were almost good.

With Nepal, She signed a treaty of peace and Friendship in 1950, which gave Nepal unrestricted access for commercial transit through India, and secured Nepal's total sovereignty while making both countries responsible for each others' security. With Berma, too, the problem of Indian settlers and a long uncharted boarder were settled amicably. The issue of Tamil settlers in Sri lanka was not as easy of solution, and tension remained, but these did not flare up in this period, and otherwise amicable ties were maintained.⁶

RELATION WITH US AND U.S.S.R.

Nehru followed non alignment policy as he knew that one bloc which is capitalist(led by US) had replaced capitalism with neo capitalism and the other bloc which is socialist(led by U.S.S.R.) wanted their marxist ideology to spread all over the world. Both were dangerous and detrimental to newly freed India.

Both the United States and the Soviet Union wanted to make India an ally throughout the Cold War. Nehru tried to maintained good relations with both and shown neutrality to both blocs.

He also maintained good relations the British Empire. Under the London Declaration, India agreed that, when it became a republic in January 1950, it would join the Commonwealth of Nations and accept the British monarch as a "symbol of the free association of its independent member nations and as such the Head of the Commonwealth." The other nations of the Commonwealth recognised India's continuing membership of the association.⁷

CONCLUSION

As Chandragupta maurya is related with chankya, Nehru can also be related to Mahatma Gandhi. He always kept alive the ideology of Mahatma Gandhi and principles of our national movement of freedom. India needed such experienced and matured leadership in the initial years of its independence. Nehru not only framed India's foreign policy but also of many newly independent countries by giving them a choice of non-alignment. India emerged as a leader of such newly freed poor countries.

One May conclude with a quote from a Letter written to Nehru by Churchill, an old foe:

I always admired your ardent wish for peace and the absence of bitterness in your consideration of the antagonisms that had in the past divided us. Yours is indeed a heavy burden and responsibility, shaping the destiny of your many millions of countrymen, and playing your outstanding part in the world affairs. I wish you well in your task. Remember "The light of Asia"⁸

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