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A STUDY ON COMPLETENESS AXIOM IN IR

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Manoj Kr. Agnihotri* the author of the research paper entitled A STUDY ON COMPLETENESS AXIOM IN IR declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

"If X is a non empty subset of IR and X is bounded above (in IR) then least upper bound i.e. suprimum of X exists (in IR)".

In other hand, It can be proved that

"If a non empty subset X of IR is bounded below then greatest lower bound i.e. Infimum of X exists (in IR)"

For, Let $X \neq \phi$ & $X \subseteq$ IR. Consider a set

$A = \{ -x : x \in X \}$

Now $\because$ X is bounded below (in IR) so Let ($b \in$ IR) is a lower bound of set X.

Claim (i) $\rightarrow$ (-b) is an upper bound of set A

$\because$ 'b' is a lower bound of set X so $b \leq x \ \forall \ x \in X$ hence $-b \geq -x$ i.e. $-x \leq -b$

$\Rightarrow$(-b) is an upper bound of set A [$\because -x \in A \ \forall \ x \in X$]

Now A is bounded above (in IR) hence by completeness axiom l.u.b. of set A exists (in IR), Let l.u.b. of A = c

Claim (ii) (-c) is g.l.b. of set X

$\because$ c is l.u.b. of A so c is an upper bound of set A i.e. $x \leq c \ \forall \ x \in A$

$\Rightarrow \ -x \geq (-c) \ \forall \ x \in A$

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$\Rightarrow$ (-c) is a lower bound of set X

Now if 'a' is an arbitrary lower bound of set X then by claim (i), (-a) is an upper bound of set A

Clearly $c \leq (-a)$ [$\because$ c is l.u.b. of set A]

so $(-c) \geq a$

Thus (-c) is g.l.b. of set X.

So it can be said that if a non empty set (in IR) is bounded below then g.l.b. exists.

Finally 'A non emply subset (in IR) has l.u.b./g.l.b. if it is bounded above/bounded below (in IR)."

Thus IR is complete

It can be seen that a subset of IR need not be complete, for example Q (set of rational numbers) is not complete. Because a subset A of Q which is bounded above (in Q) but has no l.u.b. (in Q).

Consider $A = \{ x \in Q \mid 0 < x < \sqrt{2} \}$

Clearly A is bounded above (in Q)and all the rational numbers, which are greater than $\sqrt{2}$ will be upper bounds of A but A has no l.u.b. (in Q)

For if possible let $x_1 \in Q$ (where $\sqrt{2} < x_1$) is l.u.b. of set A.

Then byy rational density theorem $\exists\, x_2 \in Q$

St $\sqrt{2} < x_2 < x_1$

Clearly x_2 is also an upper bound of A (in Q) and $x_2 < x_1$

It is a $\Rightarrow\Leftarrow$ of that x_1 is l.u.b. of set A (in Q)

hence assumption is wrong and A has no l.u.b. (in Q).

Thus Q is not complete.

Completeness axiom is useful to illustrate the boundedness of sets. for Exa

i) $\mathbb{N}$ (set of natural numbers) is not bounded above.

For, if possible let $\mathbb{N}$ is bounded above (in IR) so by completeness axiom l.u.b. of $\mathbb{N}$ exists (in IR).

Let l.u.b. of $\mathbb{N} = u$

Then $n \leq u \ \forall\, n \in \mathbb{N}$

$\Rightarrow (n+1) \leq u \ \forall\, n \in \mathbb{N}$ [$\because n \in \mathbb{N} \Rightarrow (n+1) \in \mathbb{N}$)

$\Rightarrow n \leq (u-1) \ \forall\, n \in \mathbb{N}$ where $(u+1) < u$

Which is contradiction of that u is l.u.b. of set .

hence assumption is wrong and $\mathbb{N}$ is not bounded above.

ii) $IR^+ = \{ x \in IR \mid x > 0 \}$ is not bounded above – For if possible let R^+ is bounded above in IR so by completeness axiom l.u.b. of IR^+ exists

Let l.u.b. of IR + = u

Clearly $x \leq u \ \forall\, x \in IR^+$ and $x > 0$

hence $u + 1 \in IR^+$. Which is contradiction of that u is l.u.b. of IR^+.

Hence assumption is wrong and IR^+ is not bounded above.

iii) $I\overline{R} = \{ x \in IR \mid x < 0\}$ is not bounded below –

For if possible let $I\overline{R}$ is bounded below (in *IR*)

So by completeness axiom g.l.b. of $I\overline{R}$ exists (in IR)

Let g.l.b. of $I\overline{R} = l$

Clearly $l \leq x \; \forall \; x \in I\overline{R}$ and $x < 0$

So $l < 0$. Now $(l - 1) < l$ & $l < 0$

Hence $(l - 1) < 0$ hence $(l - 1) \in I\overline{R}$ which is contradiction of that 'l' is g.l.b. of $I\overline{R}$ hence assumption is wrong and I is not bounded below.

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ANALYSING LONG TERM SOLVENCY OF MAJOR FMCG COMPANIES IN INDIA: A CASE STUDY OF I.T.C. AND HUL

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Vineet Singh* the author of the research paper entitled ANALYSING LONG TERM SOLVENCY OF MAJOR FMCG COMPANIES IN INDIA: A CASE STUDY OF I.T.C. AND HUL declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

The current study is carried out with the objective of analysing debt and equity composition of two major FMCG Companies in India i.e. I.T.C. Limited and HUL. With the help of this paper an attempt has been made to determine debt equity ratio of I.T.C. Limited and HUL from 2008-2009 to 2015-2016.

Keywords: I.T.C. Limited, HUL, Debt Equity Ratio.

Introduction

ITC (one of the principal FMCG company in India) is engaged in manufacturing a wide range of FMCG products such as cigarettes, foods, personal care, stationary products along with packaging, hotels, agri-business etc. The company was incorporated in 1910 under the name (Imperial Tobacco Company of India Limited). The name of the company was changed to Indian Tobacco Company Limited in 1970 and further, to I.T.C Limited in 1974.

Another giant in the arena of FMCG products Hindustan Unilever Limited (HUL) was founded in 1932 with headquarters in Mumbai. The company is a subsidiary of Unilever which owns 67% of controlling share in HUL as of March 2015. Unilever is a Anglo-Dutch multinational consumer goods company with co-headquarters in Rotterdam, Netherlands and London. Today, HUL is India's largest FMCG Company, which integrates more than 18 brands under the list of 100 most trusted brands in

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India. HUL offers a variety of FMCG products related to food, personal care, cleaning agents, beverages etc.

The core of current study is to analyse debt and equity composition in order to find out long term solvency of I.T.C. and HUL.

Objectives Of The Study

- To find out the amount of funds raised by I.T.C. Limited from debt and equity from 2008-2009 to 2015-2016.
- To find out the amount of funds raised by HUL from debt and equity from 2008-2009 to 2015-2016.
- To calculate debt equity ratio of I.T.C. Limited and HUL from 2008-2009 to 2015-2016.

Hypothesis

- H_0 There is no significant difference between Debt Equity Ratio of I.T.C. Limited and HUL.
- H_a There is a significant difference between Debt Equity Ratio of I.T.C. Limited and HUL.

The above hypothesis has been tested with the help of t-test.

Research Methodology

In order to find out debt equity ratio of I.T.C. Limited and HUL, secondary data has been used and the appropriate information in current aspect has been assembled from annual reports of I.T.C. Limited and HUL, websites, journals, magazines etc. The collected data has been incorporated in tables and figures and statistical tools such as average and *t-test* have been applied with the objective of providing a meaningful inference to the study.

Analysis and Interpretation

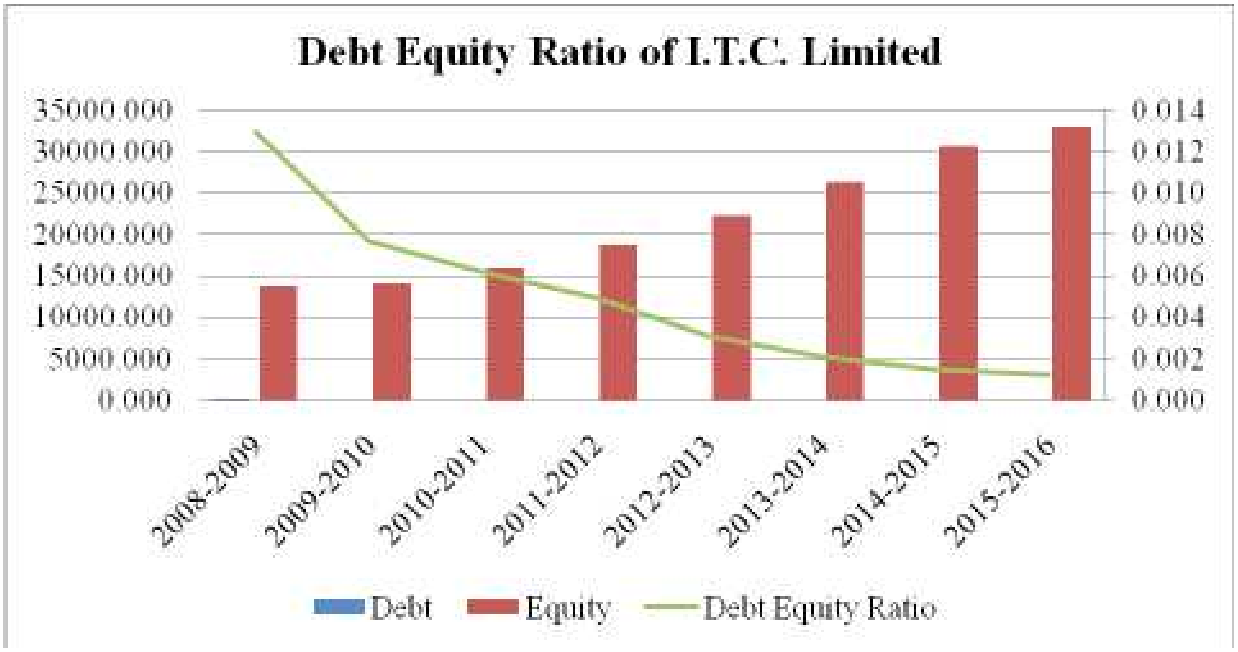
In order to demonstrate debt equity ratio of I.T.C. Limited and HUL, different tables and figures have been used which are shown as below:

T A B L E 1 *Debt Equity Ratio of I.T.C. Limited*

Years	Debt (Rs. in Crores)	Equity (Rs. in Crores)	Debt Equity Ratio
2008-2009	177.550	13735.000	0.013
2009-2010	107.710	14064.000	0.008
2010-2011	99.200	15953.000	0.006
2011-2012	92.840	18792.000	0.005
2012-2013	69.500	22288.000	0.003
2013-2014	56.090	26262.000	0.002
2014-2015	45.740	30736.000	0.001
2015-2016	40.960	32929.000	0.001
Average	86.199	21844.875	0.005

Source: I.T.C. Limited Annual Reports

Figure 1: Debt Equity Ratio of I.T.C. Limited



X Axis: Years
Y Axis Primary: Rs. in Crores
Y Axis Secondary: Debt Equity Ratio

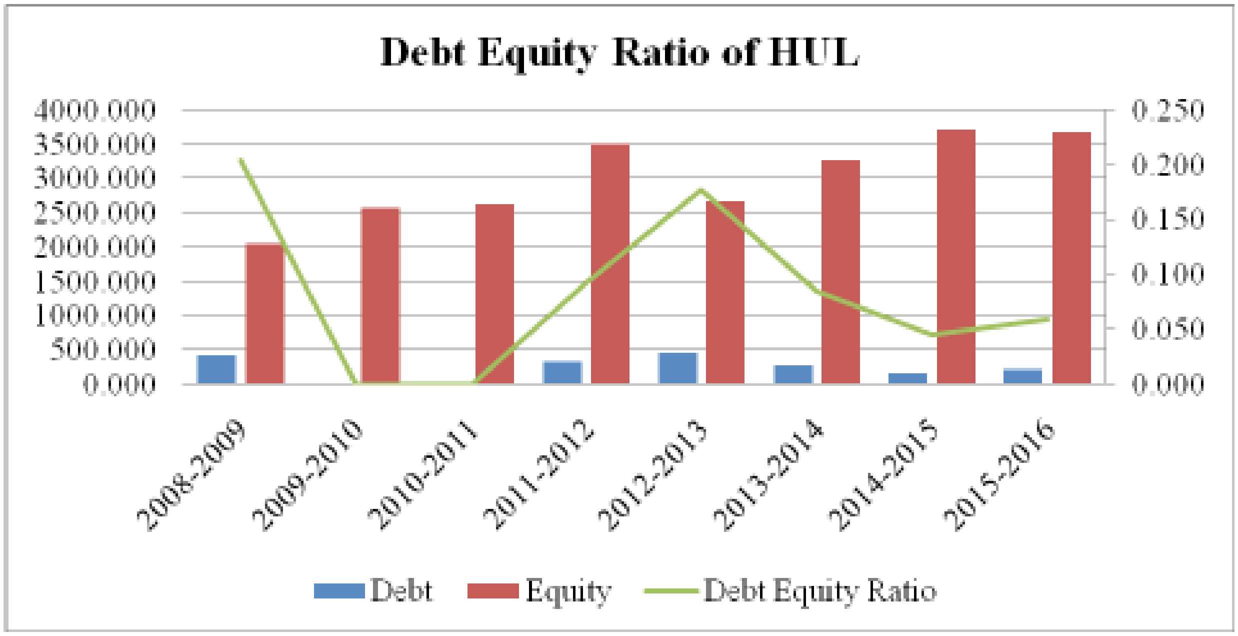
Table 1 and figure 1 demonstrates debt equity ratio of I.T.C. Limited which stood at an average of 0.005:1. Debt and equity in I.T.C. stood at an average of Rs. 86.119 crores and Rs. 21844.875 crores respectively. Figure 1 also demonstrates that debt financing in I.T.C. Limited goes on declining from 2008-2009 to 2015-2016. The highest debt equity ratio in I.T.C. was witnessed in the year 2008-2009 whereas the lowest debt equity ratio was observed in the year 2015-2016.

T A B L E 2 *Debt Equity Ratio of HUL*

Years	Debt (Rs. in Crores)	Equity (Rs. in Crores)	Debt Equity Ratio
2008-2009	421.950	2061.510	0.205
2009-2010	0.000	2583.520	0.000
2010-2011	0.000	2633.920	0.000
2011-2012	329.690	3512.930	0.094
2012-2013	476.250	2674.020	0.178
2013-2014	278.820	3277.050	0.085
2014-2015	170.110	3724.780	0.046
2015-2016	218.200	3687.290	0.059
Average	236.878	3019.378	0.083

Source: HUL's Annual Reports

Figure 2: Debt Equity Ratio of HUL



X Axis: Years
Y Axis Primary: Rs. in Crores
Y Axis Secondary: Debt Equity Ratio

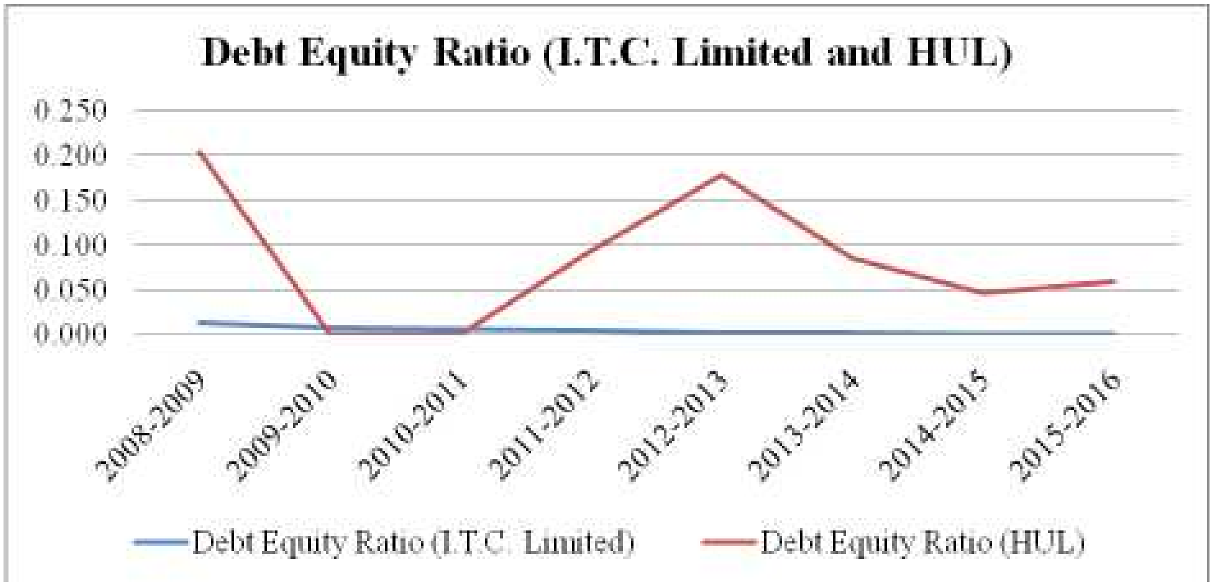
Table 2 and figure 2 exhibits debt equity ratio of HUL which stood at an average of 0.083:1. Debt and equity in HUL stood at an average of Rs. 236.878 crores and Rs. 3019.378 crores respectively. Figure 2 reveals a mixed trend of increase and decrease in debt equity ratio of HUL during the study period. The highest debt equity ratio in HUL was witnessed in the year 2008-2009 whereas the lowest debt equity ratio of 0.00:1 was observed in 2009-2010 as well as in 2010-2011.

T A B L E 3 *Debt Equity Ratio (I.T.C. Limited and HUL)*

Years	Debt Equity Ratio (I.T.C. Limited)	Debt Equity Ratio (HUL)
2008-2009	0.013	0.205
2009-2010	0.008	0.000
2010-2011	0.006	0.000
2011-2012	0.005	0.094
2012-2013	0.003	0.178
2013-2014	0.002	0.085
2014-2015	0.001	0.046
2015-2016	0.001	0.059
Average	0.005	0.083

Source: I.T.C. Limited Annual Reports and HUL's Annual Reports

Figure 3: Debt Equity Ratio (I.T.C. Limited and HUL)



X Axis: Years
Y Axis: Debt Equity Ratio

Table 3 and figure 3 unveil debt equity ratio of I.T.C. and HUL in a combined way. Figure 3 reveals the fact that debt equity ratio of I.T.C. goes on declining continuously from 2008-2009 to 2015-2016. On the other hand debt equity ratio of HUL shows a mixed trend of increase and decrease from 2008-2009 to 2015-2016.

Hypothesis Testing On Debt Equity Ratio (I.T.C. and Hul)

To test whether there is a significant difference between Debt Equity Ratio of I.T.C. Limited and HUL the following hypothesis is framed and tested through t-test at 95% confidence level:

- H_0 There is no significant difference between Debt Equity Ratio of I.T.C. Limited and HUL.
- H_a There is a significant difference between Debt Equity Ratio of I.T.C. Limited and HUL.

t-Test: Two-Sample Assuming Unequal Variances		
	Variable 1	*Variable 2*
Mean	0.00496627	0.083320226
Variance	1.56525E-05	0.005672987
Observations	8	8
Hypothesized Mean Difference	0	
df	7	
t Stat	-2.938337702	
P(T<=t) one-tail	0.010882317	
t Critical one-tail	1.894578604	
P(T<=t) two-tail	0.021764634	
t Critical two-tail	2.364624251	

Since the calculated value of t-one tail at 0.05 level of significance is less than the table value of t, null hypothesis is accepted and alternate hypothesis is rejected. Hence, it can be concluded that, "there is no significant difference between Debt Equity Ratio of I.T.C. Limited and HUL".

Conclusion

I.T.C. is one of the leading FMCG company in India which is engaged in manufacturing variety of FMCG products such as foods, cigarettes, personal care, stationary products along with packaging, agri-business etc. Another giant in the field of manufacturing FMCG products "Hindustan Unilever Limited" is almost known to every Indian incorporates more than 18 brands under the list of 100 most trustworthy brands in India.

Debt Equity ratio is one of the significant ratios under Solvency Ratio and is calculated in order to know the quantum of debt and equity funds employed in a firm. As per standard a debt equity ratio of 2:1 is considered to be satisfactory which means that the amount of debt should not be more than twice the amount of equity employed in a firm. A debt equity ratio of more than 2:1 is undesirable for a business firm as it reveals excessive dependence of a firm on debt financing. Excessive debt financing, forces to pay regular interest regardless of profits earned by a firm. In years of insufficient profit a highly debt laden company may find it difficult to pay heavy amount of interest which hampers its goodwill and in unfavourable circumstances it may also lead to winding up of the company. Hence, it is favourable for a business concern to keep it debt levels under the limit, or in other words debt equity ratio should not me more than 2:1. In the light of current study the following conclusions can be drawn:

- Debt Equity Ratio of I.T.C. Limited stood at an average of 0.005:1 during the study period of 2008-2009 to 2015-2016.
- Debt Equity Ratio of HUL stood at an average of 0.083:1 during the study period.
- Both the companies are having very low debt levels in their capital structure and therefore, both the companies can be put under the category of debt free companies.
- Both the companies will not face any difficulty in regular payment of interest because of very low amount of debt employment in their capital structure.
- As far as Hypothesis testing is concerned *"there is no significant difference between Debt Equity Ratio of I.T.C. Limited and HUL".*

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E-COMMERCE IN AGRI-BUSINESS IN INDIA: A TOOL FOR HOLISTIC ECONOMIC GROWTH

Anuj Gupta*

Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, ANUJ GUPTA the author of the research paper entitled E-COMMERCE IN AGRI-BUSINESS IN INDIA: A TOOL FOR HOLISTIC ECONOMIC GROWTH declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

The e-era is blooming in every sector all over the country. Agriculture is not inert from the same. It has been seen that there has been growing demand for online purchase & sale of various products, including agriculture. Agri-business is also having a golden opportunity to flourish in this blooming e-era. This sector is not much popular among the buyers & sellers, just because of perishing ability, lack of durability, fluctuation in quality, seasonal supply, and heterogeneous products. Online websites like flipkart, amazon, homeshop18, snapdeal, etc. are famous for durable consumer products. Government involvement & technological advancement is highly required in this sector. A specific portal is required, either government or private, for selling & purchasing the consumable agricultural products. The need for involvement of large agri-business units is required for the support & uplifting of this sector. Problems faced by this agro-processed sector include finance related, marketing related, HR related, production related, etc. An overhauling of this sector is required for enhancing the overall growth of the industrial system. Not only challenges are many, but also the opportunities are countless. One of the biggest opportunities is lesser competition, chances of brand loyalty, government support, may avail tax benefit, etc. It may be concluded that the e-commerce is having great opportunities in this sector to flourish itself in this present e-era. The present study is based on both primary & secondary data. As primary data gives the information about the views of consumers & sellers, secondary data gives information about the trends of selling online.

Keyword: e-era, durability, heterogeneous, portal, competition

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Introduction

E-commerce has been a matter of debate in this present E-era. The views are in favor of e-commerce is high in less developed countries like India. Developed countries are having large amount of population using e-commerce as compared to less developed countries (LDCs) & under developed countries (UDCs). Hence, the scope of e-commerce in LDCs & UDCs are far high than the developed nations. Rise in population & need of economic reform cries for e-commerce. It is a holistic, pervasive & dynamic term. It could be used anywhere & for any activity online business activities. In India, need of e-commerce is required in agri-business as per field survey done for this study. E-commerce includes buying & selling of goods & services & those which facilitates these buying & selling with the use of internet online. The term 'agri-business' is a very broad concept. It includes not only input but also output industries. It includes ICTs' role in agriculture production through procurement of inputs, methodology of production, platform for selling & building contacts & enhancing networking. In input industry, seeds, fertilizers, pesticides & agricultural machinery are included while in output industries food processing & animal feeds industries are included. In this study, e-agribusiness activities prevailing & prospected are dealt with. The emerging problems faced by this sector for digital inclusion is collected & analyzed. The slogans & schemes initiated by Prime Minister of India N.Modi like 'Digital India', 'cashless economy', 'startup India', 'Make in India', 'MUDRA', etc. could be formulated in agri-business & this sector could contribute highest in these schemes due to mass coverage. If agri-business could be done through e-commerce, digitalization would be promoted followed by cashless payments. Niche entrepreneurs could also enhance their business digitally using MUDRA Yojna, inculcating Make in India & startup India. Employment opportunities & rural development would be directly benefitted from this e-agribusiness. Government has also built a positive atmosphere for development & transformation through technology in the minds of citizens, due to this public participation has also increased.

Review of literature

The agriculture sector itself is highly focused & popular sector throughout the world. In India also it is the very backbone of economy. It is regarded as primary sector which is supporting the secondary & tertiary sector. Various literatures have been written in the related subject, but focus on e-agribusiness was not foremost for any. D.G.Chandra (2011) has focused on problems & prospects of e-agriculture in rural India. It has been found in the study that the major reason for the failures in agriculture is overdependence on nature & less education. Shailendra Singh (2008) has done his work on the potentials & competency of agribusiness entrepreneurs. It has been shown that government support is lacking far behind in this entrepreneurial sector that has led to slow growth. Mishra & Gupta (2015) has focused on e-retailing in Indian context, its opportunities & challenges. Suggestions given were primarily focused on computer friendliness & spreading the fumes of education all over the country, including rural India. Anuj Gupta (2016) has done work on agro-industry entrepreneurs, which shows clearly the problems faced by them & suggestive measures thereof. The study focused on digitization of agri-business, technological up gradation, skill development, etc.

Objective of study

1. To overview the ICT in agribusiness world-wide.
2. To enumerate the internet familiarity in e-agribusiness in India.
3. To provide recommendation for growth in the mentioned sector in India.

Research Methodology

The work done in this study is highly depending upon the primary data in the form of views of consumers, experts & entrepreneurs through survey interviews. Views of 100 respondents are taken into consideration in this study. The theoretical background is done with the help of information shared by government, international bodies, firms, researchers & institutes. From time to time the work is being done in the manner for supporting the agricultural sector. But huge up-thrust is needed for galloping the growth of this sector. The work is processed in the form of tables, charts, etc. & analyzed through certain statistical techniques.

Global level activities of E-Agri-business

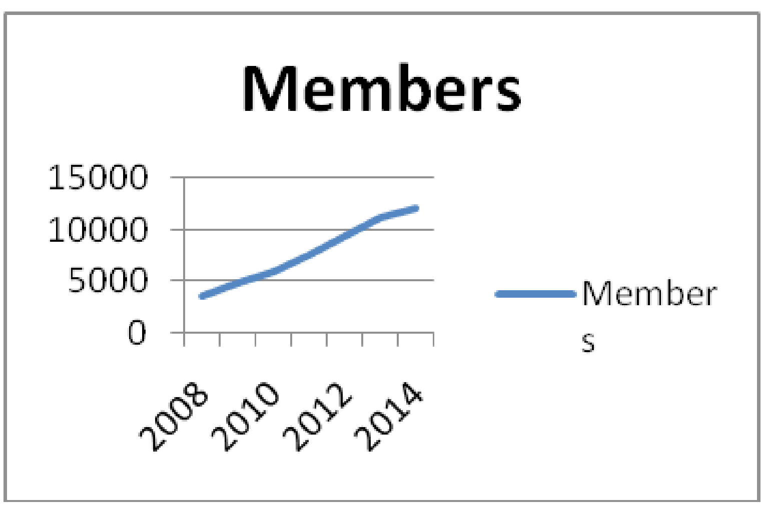
There are various institutes which are providing information & medium for promoting e-commerce in agriculture & agri-business. Major international bodies are FAO, IFAD, the e-agriculture community, US Agency for International Development (USAID), Technical Centre for Agriculture & Rural Cooperation (CTA), YouTube, etc. Among them e-agriculture community has played vital role in promoting ICTs in agriculture & its business. E-Agriculture community has formed www.e-agriculture.org in the year 2007 with the help & major intervention of FAO, a body of UNO. It has been found that nearly 6.8 billion mobile connections are available in the world population of 7 billion. 1 billion mobile connections are recently availed in those area where people have less than 2$/day income, with farmers as major share in it. The e-Agriculture community is having glorious annals till today. It has more than 12000 registered members all over the world (170 countries) till 2014. Highest in Asia (29%) followed by Africa (25%) & Latin America (23%).

T A B L E 1 *Member registration with e-Agriculture community*

Year	2008	2009	2010	2011	2012	2013	2014
Members	3640	4887	6033	7658	9483	11166	12131
Countries	150	150	150	170	170	170	170

Source: Annual Reports of FAO

Figure 1 Members registration with e-Agriculture community



Source: Table 1

Figure 2 Internet users throughout the world

Source: Srivastav (2013)

TABLE 2 *World internet status*

World Regions	Population (2016 Est.)	Population % of World	Internet Users 30 June 2016	Penetration Rate (% Pop.)	Growth 2000-2016	Table % Users
Asia	4,052,652,889	55.2 %	1,846,212,654	45.6 %	1,515.2%	50.2 %
Europe	832,073,224	11.3 %	614,979,903	73.9 %	485.2%	16.7 %
Latin America / Caribbean	626,119,788	8.5 %	384,751,302	61.5 %	2,029.4%	10.5 %
Africa	1,185,529,578	16.2 %	340,783,342	28.7 %	7,448.8%	9.3 %
North America	359,492,293	4.9 %	320,067,193	89.0 %	196.1%	8.7 %
Middle East	246,700,900	3.4 %	141,489,765	57.4 %	4,207.4%	3.8 %
Oceania / Australia	37,590,820	0.5 %	27,540,654	73.3 %	261.4%	0.8 %
WORLD TOTAL	7,340,159,492	100.0 %	3,675,824,813	50.1 %	918.3%	100.0

Source: internetworldstats.com

Table 2 shows the information related with the internet users in different parts of the world. The growth percent of internet users from 2000-16 is highest for African region & lowest in North America. But it should be noted that in North America, there is highest users (89.0%) of internet while in Africa it is just 28.7% users out of total population. Only 50.1% of world's total population is internet users accounting for 3.6 billion. There is high potential of growth in Africa, Middle East & Asia.

National level activities of E-Agri-business

There are various institutes which are providing information & medium for promoting e-commerce in agriculture & agri-business at national level. The activities are initiated either by government, cooperatives, private institutes, NGOs, entrepreneurs themselves, etc. E-Agribusiness is promoted in the form of online trading of both output & input. Input comprises of agricultural machineries, seeds, fertilizers, pesticides, etc. while output broadly comprises of trading in processed food products &

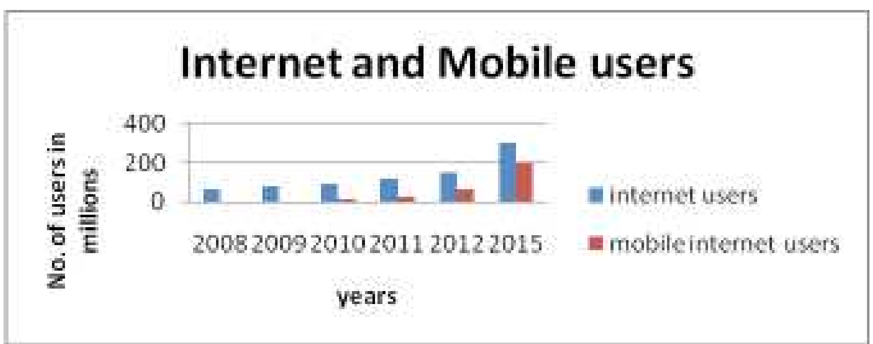
animal feeds. E- Agriculture is informative in nature also. It provides a platform for knowledge to the farmers, researchers, policy makers & entrepreneurs. The information delivered is from crop growing to product selling. Some experts were also having view of E-Marketing in this scenario, where identification, stimulation, classification & satisfaction of demand took place. In Indian context, the work done by various agricultural institutes & other commerce faculties are disseminated through various journals, magazines, e-conferences, e-choupals, etc. As per a survey done by a survey company (figure 3), it has been found that the satisfaction level is highest for Flipkart at 3.71 level rating. It is severely followed by Jabong, Amazon, Myntra, snapdeal, homeshop18, etc. There is a level of indifference ebay, shopping India times & INFIBEAM.

Figure 3 Survey on consumer satisfaction

Source: Consumer Voice Survey 2014

In figure 4, data issued by I-Cube & others are mentioned. It shows that the internet user & mobile internet users have arisen in the country. The proportion of total internet users & mobile internet users is increased, which is basically due to education & technological advancement. There is drastic change in mobile internet users from 2012 to 2015, more than 100 million users in just 3 years. Smart phones & low internet rates have also contributed in this field.

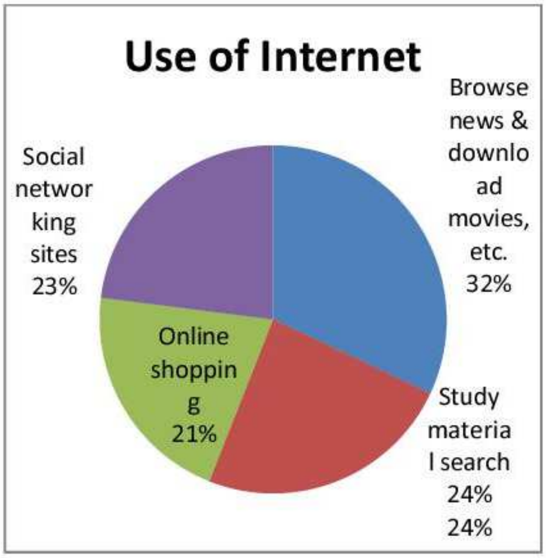
Figure 4 Internet & mobile users in India



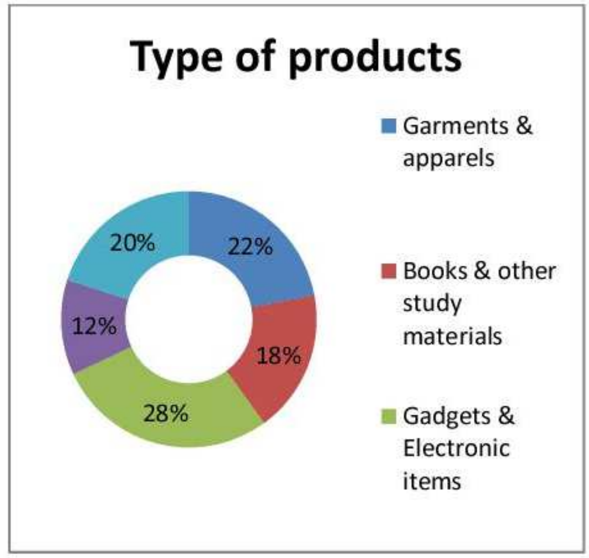
Source: I-cube, IIFL, IAMAI, Cairs& Company, Ernst & Young estimates

In the study done on 100 respondents it has been seen that 32% of respondents have said that they are using internet for browsing news & download movies or songs. 21% respondent viewed in favor of online shopping for using internet, 24% say for study material & rest are using it in viewing mail & social networking sites.

In figure 5 & 6, it has been seen that only 21% of respondent are having primary need of online shopping, while 23% are inclined towards social networking sites. 12 % of respondent uses to purchase agricultural products like food items & non-food items online, whereas 28% & 22% are involved in gadgets & garments purchasing respectively. Some websites which are used as e-agribusiness sources are: www.agricoop.nic.in, www.agmarknet.nic.in, www.vkvk.iitk.ac.in, www.reutersmarketlight.com, www.mcxindia.com, www.iksl.in, etc.



Source: Field survey



Source: Field survey

Recommendations for enhancing e-Agribusiness

It must be noted that in India the need of agribusiness is at its peak. Reform in economy is possible only by rapid positive growth of agribusiness. In the country internet is highly used by youngster & educated people, therefore e-agribusiness is a blooming area of growth. Following are the recommendation that must be used by the policy makers so that digitized era in agribusiness be supported:

1. To enhance the involvement of people in e-commerce, computer education is must. This is most useful in this era. Increasing the number of internet computers in the prevailing government schools.
2. Extending the classes specifically for computer application in business at school & college level.
3. Levying 0.25% cess on income tax for every individual for the sake of e-commerce in various sectors, especially agribusiness & agriculture.
4. Spreading awareness among general public especially among farmers related to ICT facilities available for them at village level.
5. Policy framing for internet inclusion & promotion of e-commerce, e-agribusiness & e- agriculture.
6. Providing Farmers Identification Number (FIN) & Entrepreneurs Identification Number (EIN) to farmers & entrepreneurs & linking it with UID number so that subsidies & browsing information is possible.
7. Allowing the e-agribusiness entrepreneurs a nominal amount of tax benefit.
8. Securing the online payment system & making it free from hackers with the invention of high quality security system.
9. Providing a unique website as a platform for selling products the agricultural product by the entrepreneurs as well as farmers directly to the consumers, keeping in view quality standards.
10. Popularizing the above mentioned website using national print & electronic media extensively.

Scope for further study

The present study is focused on e-agribusiness. The term e-agribusiness is involving both the activities of producer of agricultural product & the distributor of the same. The primary data is collected in

November 2016, from 100 respondents with age between 20- 35. The sample size & characteristics may be changed for further research. E-commerce in other sectors could also be studied & information brought under. Opportunities & challenges are inter-related; hence they are included in recommendations from the study heading. In further research it may be written separately. Due to individual researcher's constraints & resource limitations some areas are not covered which may be covered for further study.

Conclusion

The term e-agribusiness is a boon for economy like India where more than 50% people are involved in agriculture & agribusiness. Adequate government support is necessary for reaping this opportunity for overall welfare. Just like UID; FIN & EIN must be provided to farmers & entrepreneurs for supporting e-business. E-agribusiness will provide huge amount of employment & revenue to the nation. Such industries would grow at galloping rate if it gets the pace of e-commerce. The policy makers must overview the suggestions made in this study & apply it. Levying additional cess on income tax along with education cess would generate itself huge amount of revenue out of which the recommendations could be funded. In 2016, 34.8% of total population in India is using internet, hence opportunity for enhancing e-commerce & e-agribusiness is very high. E-agribusiness must be used as a tool of overall economic growth as it seems to break the vicious circle of industrialization.

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A PRODUCTIVITY ANALYSIS OF STATE BANK OF INDIA

Dr. G P Sharma* AND Harsha Sharma**

Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *G P Sharma and Harsha Sharma* the authors of the research paper entitled A PRODUCTIVITY ANALYSIS OF STATE BANK OF INDIA declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

In the fast paced dynamic environment financial sector in particular, has highlighted the significance of competition and efficiency in business world. In the field of finance, banking sector is one of the largest sectors. Prior, the banking transactions were only limited to the particular branch of the bank but with the advancement in technology taken place recently, the scope of banking has widespread itself and now not only limited to the branch only but spread all over the world. This paper, thus attempts to analyze the productivity of public sector banks (SBI) during the last five years. Over all position of the bank is not satisfactory during last five years and factors taken to analyze productivity are showing negative trend. SBI, thus needs to make itself to meet the complex changes and develop policies & strategies to meet competition effectively and efficiently.

Key Words: Business per Branch, Profit per Branch, Business per Employees, Productivity

New economic policy of 1991 by Narasimha Rao Government posed challenges and opportunities in all field of economic activities, banking sector was one amongst it. Till the beginning of 1990's Indian banks were operating in favorable and protected environment, but after the new economic policy of 1991 they had to face intense competition. In year 1992 reforms launched by RBI [*on the recommendations of Narasimhan Committee on financial reforms to create a more profitable, sound and efficient banking system*] opened the banking sector's gate for private players too.

Currently India has 88 schedule commercial banks – 27 public sector banks; 29 private sector banks and 31 foreign banks. They have combined network of more than 53,000 branches and 17000 ATMs. According to reported by ICRA Ltd. (a rating agency) the public sector banks hold over 75% of total assets of banking industry, while the private and foreign banks hold 18.2% and 6.5% of total assets of banking industry respectively.

Fig. (1) Represents the banking system in India.

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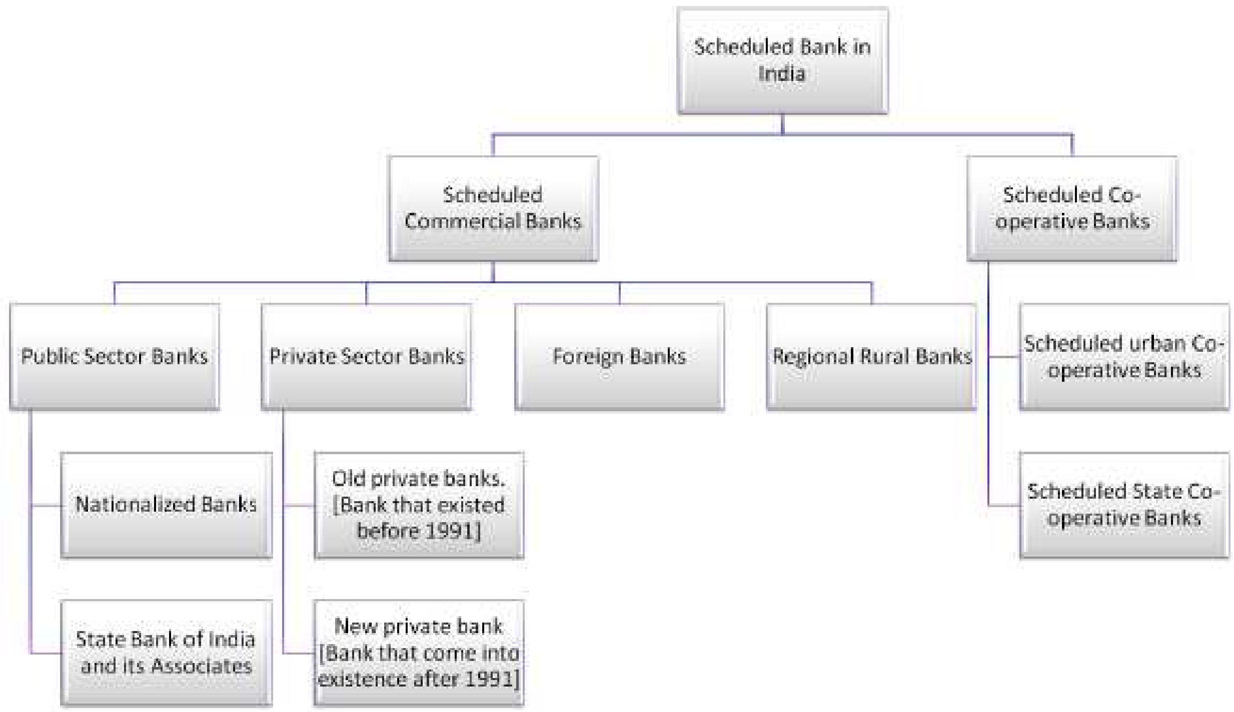


Fig- *Scheduled Banking Structure in India*

[*Source:*- Report on trend and progress of Banking in India 2002; RBI; Mumbai]

This paper is been organized in four sections. Section-I deals with a brief history of State Bank of India. Section-II covers the research design; source of data and data analysis tools. Third-III section reports on the finding and results of the study. The last section-IV covers summary and conclusions.

Section (I)

Introduction

The roots of establishment of State Bank of India (SBI) rest in the first decade of 19th century, when the 1st Presidency bank, Bank of Calcutta, later renamed as Bank of Bengal was established on 2 June, 1806. Two other Presidency banks, namely, the Bank of Bombay and the Bank of Madras were established on 15 April 1840 and 1 July 1843, respectively. All three Presidency banks were incorporated as joint stock companies and were the result of the Royal Character. These three banks received the exclusive right to issue paper currency in 1861 with the Paper Currency Act, a right they retained until the formation of the Reserve Bank of India. The Presidency banks amalgamated on 27th January 1921 and the reorganized banking entity took as its name Imperial Bank of India. The Imperial Bank of India continued to remain a joint stock company. Pursuant to the provisions of the State Bank of India Act (1955), the Reserve Bank of India, which is India's Central Bank, acquired a controlling interest in the Imperial Bank of India. On 30 April, 1955 the Imperial Bank of India became the State Bank of India.

State Bank of India (SBI) is India's largest commercial bank. It is having a vast domestic network of more than 11,000 branches, 57 zonal offices and 14 local head. The main objective of State Bank of India is extension of banking facilities on a wide scale, especially in the rural and semi-urban areas.

Post-liberalization period the working of SBI has witnessed significant changes. With the entry of new private sector banks and technological advancement, the bank was to adopt better competitive business practices to grow and survive in the market. This paper attempts to analyze how far the bank has been successful to maintain its productivity and meet the competition. Period of five year starting from year 2011-12 to year 2015-16 has been thus, selected, for measuring the productivity of bank.

Section (II)
Research Design

(2.1) Data: The study is based on the secondary data collected from the various volumes of banking statistics published by RBI. The variable studies here are total deposits; total advances; total business; profit, total staff and number of branches. The data on total staff and number of branches was collected from SBI itself.

T A B L E I*

Year	Total Advances(1) (in cr. Rs)	Total Deposits (2) (in cr. Rs)	Total Business(1+2) (in cr. Rs)
2011-12	867579	1043647	1911226
2012-13	1045616	1202739	2248355
2013-14	1209829	1394409	2604238
2014-15	1300026	1576793	2876819
2015-16	1463700	1730722	3194422

**Table showing total advances; total deposits and total business of SBI during year 2011-12 to year 2015-16.*
[*Source:* Banking statistics published by RBI various volumes.]

T A B L E II*

Year	Number of Staffs	Number of Branches	Profit(' in cr. Rs)
2011-12	215481	14097	11707
2012-13	228296	14816	14105
2013-14	222809	15869	10891
2014-15	213238	16333	13102
2015-16	207739	16784	9951

**Table showing total number of staffs; number of branches and profit of SBI during year 2011-12 to year 2015-16.*
[*Source:* Balance sheet of SBI.]

(2.2) Data Analysis tools: The study uses ratio analysis to evaluate the productivity of the bank' as ratio analysis is a powerful tool of financial analysis. The ratios used for measuring the productivity are.

(2.2a) For analysis of branch performance of bank.

i. Deposits per Branch = Total Deposits/ Number of Branches
ii. Advances per Branch = Total Advances/ Number of Branches
iii. Business per Branch = Total Business/ Number of Branches
iv. Profit per Branch = Profit/ Number of Branches

(2.2b) For analysis of employees performance of bank.

i. Deposits per Employee = Total Deposits/ Number of Employees
ii. Advances per Employee = Total Advances/ Number of Employees
iii. Business per Employee = Total Business/ Number of Employees
iv. Profit per Employee = Profit/ Number of Employees

Section (III)

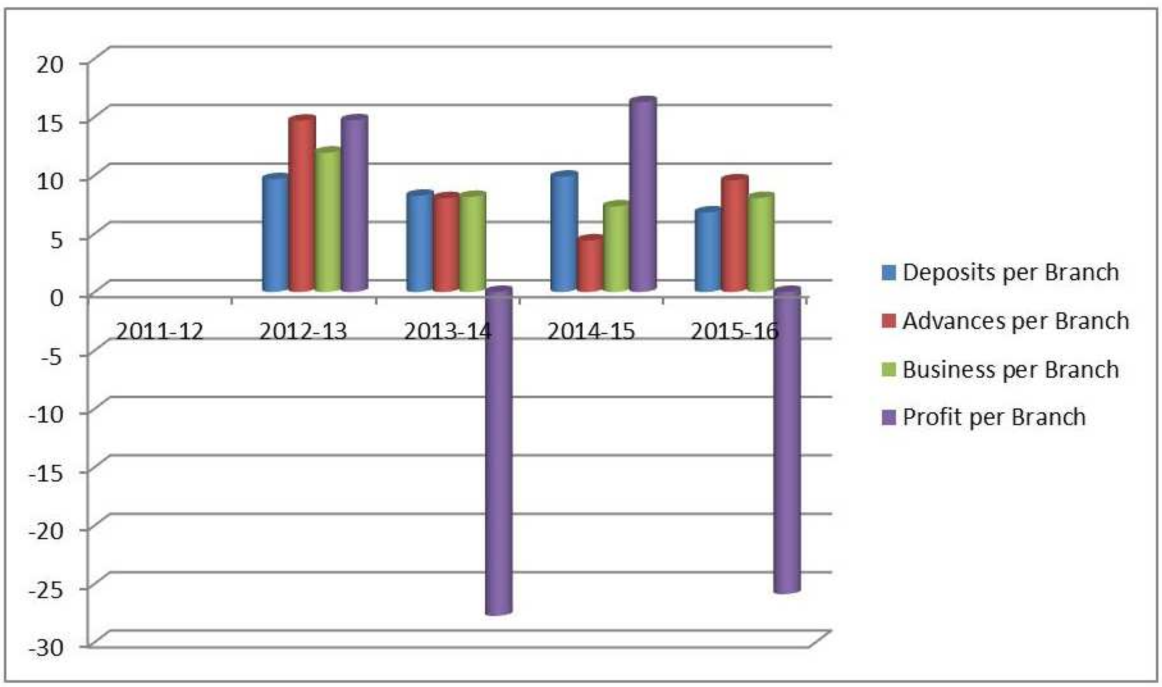
Findings and Results

(3.1) Branch Performance: Branch performance of SBI during last five year is shown in following table.

T A B L E III*

Ratios	2011-12	2012-13	2013-14	2014-15	2015-16
Deposits per Branch	74.03	81.18 (09.66)	87.87 (08.24)	96.54 (09.87)	103.11 (06.81)
Advances per Branch	61.54	70.57 (14.67)	76.24 (08.03)	79.60 (04.41)	87.21 (09.56)
Business per Branch	135.58 (08.60)	151.75 (11.93)	164.11 (08.14)	176.14 (07.33)	190.32 (08.05)
Profit per Branch	.830	.950 (14.70)	.690 (- 27.75)	.80 (16.26)	.59 (- 25.88)

**Fig in bracket shows the percentage increase/ decrease over previous*



The deposits position per branch during the study period has not been very satisfactory. Though the total deposits per branch have gone up in absolute figures, (expect for year 2009-10) the net increase has not been significant in recent times. From 45.76 crore per branch in 2006-07, it went up by 15.3% (52.76 crore) in 2007-08. In year 2008-09 the growth was good when deposits per branch witnessed 22.9% increase. However, in subsequent year deposits per branch even witnessed negative growth of (–0.7%) in year 2009-10. During last financial year (2010-11) it shows a slight growth (7.2%) when it increases to 68.97 crore.

Advance per branch on the other hand showed a mixed trend and registered a normal growth. From 35.45 crores in 2006-07 it went upto 40.92 crores in 2007-08, and 47.39 crores in 2008-09 showing an increase of 15.4% and 15.8% respectively. In year 2009-10, there was a growth of only 06.7%, which went up to 55.88 crore (a raise of 10.5%) in 2010-11.

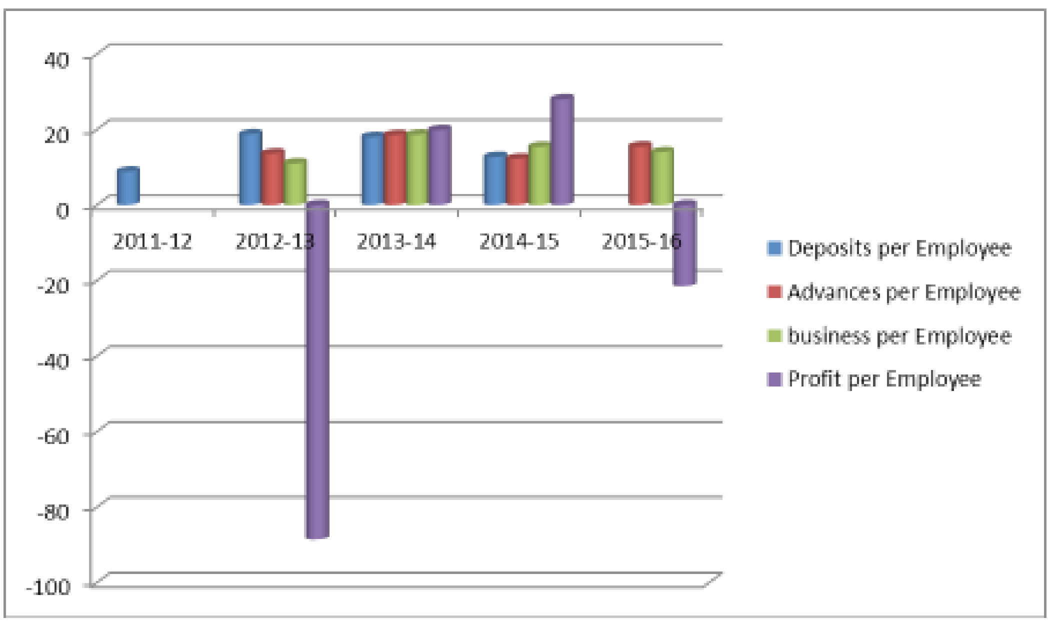
The business and profit per branch position of the bank has not been satisfactory in recent year. Since 2009-10 on wards business per branch has registered a very small growth [from 2.4% in 2009-10 to 8.6% in 2010-11]. The profit position of bank per branch is showing a negative trend (from -7.9% in 2009-10 to 16.8% in 2010-11). It can be seen that profitability position of the bank has suffered in recent times, which may be because of increasing competition pressure from other banks. The private sector banks are strengthening their base slowly in the market at the same time.

[3.2] Employees Performance : The deposit per employee of the bank has not been satisfactory over the last five years. Through, in absolute term deposits per employee has increased, the net increase in showing a downward trend. From ‘ 2.35 crore in 2006-07, it went up by 27.2% (‘ 2.99 crore) in 2007-08. In year 2008-09 it stood to ‘ 3.60 crore (20.4% increase over previous year). During last two years the growth rate in deposits per employee declines steeply (11.7% in 2009-10 and 4.2% in 2010-11) when it stood 4.02 crore and 4.19 crore in year 2009-10 and 2010-11 respectively.

T A B L E IV*

Rations	2011-12	2012-13	2013-14	2014-15	2015-16
Deposits per Employee	04.84	05.27 (08.85)	06.26 (18.75)	07.39 (18.05)	08.33 (12.73)
Advances per Employee	04.03	04.58 (13.65)	05.43 (18.56)	06.10 (12.28)	07.05 (15.50)
Business per Employee	08.87	09.85 (11.05)	11.69 (18.66)	13.49 (15.41)	15.38 (13.99)
Profit per Employee	.054	.061 (- 88.56)	.048 (19.87)	.061 (28)	.048 (-21.47)

**Figure in bracket shows percentage increase/ decrease over previous year.*



Advances per employee of the bank have continuously increased over the last five year. However, the rate of growth is showing a decreasing trend. From ‘1.82 crore in 2006-07 it rose to ‘ 2.33 crore in 2007-08 [28.02% growth]. In year 2007-08 and 2008-09 the rate of growth decrease as compared to previous year to 12.9% and 19.8%, when advances increase to 2.63 crore & 3.15 crore in respective years.

Business per employee position of the bank has not been satisfactory over the last few years. Although in absolute term it increases in last 5 years, when it almost doubled from fig of 2006-07 [4.17 crore] to fig of 2010-11 [7.58]. However the rate of growth in the business per employee in recent time is showing a declining trend [17.3% in 2008-09 to 14.9% in 2009-10 and to 5.7% in 2010-11].

It can be seen from the above analysis that profit per employee position of the bank has suffered a lot in recent time. It shows a growth rate of 58.3% in 2007-08 When it increases from 0.024 crore to 0.038. After 2007-08 the profit growth is continuously decreasing. In previous year even the growth rate was negative [–19.6%], when profit per employee decrease from 0.046 crore to 0.037 crore [2010-11].

Section (IV)
Summary and Conclusion

SBI is largest commercial bank in India The economic changes incorporated due to the LPG policy of the Government resulted in competitive and complex condition for the bank. The entry of foreign banks and private bank has created tough working condition for the bank. No longer can bank now focus on the traditional practices. The approach of the bank's in framing its policies and strategies in clearly reflected in the above shown results. The overall analysis shows that position has not been very satisfactory. Thus certain more policies need to be framed to gear itself to meet the complex changes. Thus, bank at present in order to have better productivity needs to adopt a more flexible approach in its policies, based on customer's needs.

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AUTOMOBILE INDUSTRY & FDI IN INDIA: A CORRELATIONAL PROFILE

Aviral Mishra*

Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Aviral Mishra* the author of the research paper entitled AUTOMOBILE INDUSTRY & FDI IN INDIA: A CORRELATIONAL PROFILE declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

Foreign direct Investment simply suggests purchase of assets in rest of the world along with its control and management. Foreign Direct Investment has significant contribution in automobile industry that is one of the most emerging industries in developing country like India. Further, the basic advantages of permitting FDI in countries like India is introduction of advanced technologies along with effective and efficient manpower leading to cost-effectiveness. The liberalization of government policies regarding FDI in the automobile industry of India has very much increased the scope of this industry. It is essentially permitted through an investment route in equity or by starting a subsidiary company, technology transfer with professional and managerial skills leading to cost reduction and ultimately leading to increase in productivity. In recent times, automobile industry is playing a key role in GDP (Gross Domestic Product) factor of Indian economy. Apart from this, India also needed Foreign Investments to accelerate economic growth. This is the prime reason for allowing FDI in Indian automobile industry. This paper is an attempt to analyze the correlational progress so far made through FDI in automobile industry in India.

Keywords: Foreign Direct Investment, Liberalization, Gross Domestic Product, technology transfer, effective and efficient manpower, Indian Economy, correlational progress.

Introduction

The automobile industry has been accepted as a major driver of growth of nation's economy and is a significant contributor to the global economy.The industry has been rightly said as 'industry of industries', since it uses output of almost all manufacturing industries. The automobile industry in India accounts

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for nearly 22% of country's manufacturing Gross Domestic Product(GDP). Generally, it comprises of two-wheelers, three-wheelers, passenger cars and commercial vehicles. The present scenario of Indian automobile industryreveals that although the Indian automobile industry has its genesis in the 40's, it has witness considerable growth in the last two decades mainly due to economic liberalization including 100% FDI in the sector. In this way, there exists healthy relation between FDI and the profile of automobile industry. According to the Department of Industrial Policy and Promotion (DIPP), the automobile sector accounts for approximately 5% of total foreign direct investment (FDI) inflow into India. In India, the government promotes foreign investment through the automobile sector that allows 100% FDI under the automatic route. It is mainly permitted through an investment route in equity or by starting a subsidiary company, technology transfer with professional and managerial skills leading to cost reduction and ultimately leading to increase in productivity. The automobile industry is a fully de-licensed industry. FDI is upward in nature and is extremely favorable for a country like India. At present, 100% Foreign Direct Investment is allowed under the automatic route in the automobile sector. The areas that FDI affects in relation to automobile industry are production, sales and exports profile of it.

Literature review

Vijay Bhasker (2013) says that automobile industry is globally one of the largest industries and a key sector of Indian economy and that with the increasing number of foreign companies entering into Indian market, the amount of employment will continue to increase significantly. It has attempted to study the FDI in this sector and how the government should work to increase this sector efficiency.

*Dr. Govind P. Shinde and Dr. Manisha Dubey (2011)*The study analyzed for the period of 2005-2010 and says that the Indian automobile industry has been able to sustain during the tough time of the recession and have record breaking sales growth.

*Dharmaraj and Dr. N. Kathirvel (2013)*The study analyzed the financial performance of selected Indian automobile companies and appreciate the increasing growth rate and the performance it has shown in the recent past and says that the companies are strong financially and have a very good potential to grow in the future.

Gaddam. Corton. Jimmy(2013) studies the trends of automobile industry in India in relation to production and sales. Further, the researcher states that a large number of joint ventures and technical collaborations of old renowned manufacturers have been approved for production of automobiles and their components within the country for domestic as well as international needs. This is likely to further increase the investment and market employment in the automobile industry.

M. Krishnaveni & R. Vidya, (2015) explains the category wise production, sales and export profile of automobiles in India. In recent years, India is witnessed as a potential market for automobiles due to increase in demand both at domestic as well as in foreign markets. Further, this study also focuses on SWOT analysis and vision of automobile industries in India.

Objectives of the study

The objectives of the study are as follows:

- To know the correlation between production and FDI profile of automobile industries in India.
- To figure out the correlation between domestic sales and FDI profile of automobile industries in India.
- To determine the correlation between exports and FDI profile of automobile industries in India.

Hypotheses of the study

The hypotheses which forms the part of the study are as follows :

- *Case 1:*

Null hypothesis (H_0): There is no significant difference between production and FDI profile of automobile industries in India during the study period.

- *Case 2:*

Null hypothesis (H_0): There is no significant difference between domestic sales and FDI profile of automobile industries in India during the study period.

- *Case 3:*

Null hypothesis (H_0): There is no significant difference between exports and FDI profile of automobile industries in India during the study period.

Production & FDI profile of automobile industry in India

TABLE 1

Year	Total production (crores units)	Indices (2005-06 = 100)	FDI (rs. in crores)	Indices (2005-06 = 100)
2005-06	0.97*	100*	630	100*
2006-07	1.11*	114*	1254	199*
2007-08	1.09*	112*	2697	428*
2008-09	1.12*	115*	3401	540*
2009-10	1.41*	145*	5893	935*
2010-11	1.79*	184*	5864	931*
2011-12	2.04*	210*	4347	690
2012-13	2.06*	212*	4089	649*
2013-14	2.15*	222*	9027	1433*
2014-15	2.34*	241*	15794	2507*
2015-16	2.40*	247*	6914	1097*

Source: SIAM & DIPP

*values are taken on approx. basis

Table 1 clearly reveals that during 2005-06 approximately 0.97 crores vehicles were produced in the automobile industry in India. During the span of 11years, the production of vehicles has increased to almost 2.5 times and reached the level of 2.40 crores units. On the other side, the total FDI inflows into India in the year 2005-06 were rs.630 crores. During the span of 11 years, it registered a record growth of 25.07 times (i.e. in 2014-15). In recent times, India has become a potential market for automobiles due to rise in demand level. As a result, there is increase in production to tackle the growing demand which is met by Indian as well as foreign companies in the form of FDI in India. Overall, the production of automobiles as well as FDI inflows in India has increased significantly during the said period.

Case 1

Null hypothesis (H_0): There is no significant difference between production(x) and FDI(y) profile of automobile industries in India during the study period.

Alternative hypothesis (H_a): There is significant difference between production(x) and FDI(y) profile of automobile industries in India during the study period.

For testing this hypothesis at 5% significance level (0.05), the researcher has used Karlpearson coefficient of correlation(r). Hence,

Test statistic(r)= cov. (x,y)/sdx.sdy

Now, Case 1 says that there is no significant correlation between production(x) and FDI(y) profile of automobile industries in India during the study period.

T A B L E 1.1

N	11
cov. (x,y)	1715.961
Sdx	0.549
Sdy	4218.877
R	0.739
Table value (when N is= 11)	0.602

Source: Data compiled from table 1

It is very clear from the thorough study of table 1.1 that calculated value of r (i.e. 0.739) is greater than table value of r (i.e. 0.602). Hence, null hypothesis is rejected. Now, we can conclude that there is significant moderate degree of correlation between production(x) and FDI(y) profile of automobile industries in India during the study period.

Sales & FDI profile of automobile industry in India

T A B L E 2

Year	Total sales (crores units)	Indices (2005-06 = 100)	FDI (rs. in crores)	Indices (2005-06 = 100)
2005-06	0.89*	100*	630	100*
2006-07	1.01*	113*	1254	199*
2007-08	0.96*	108*	2697	428*
2008-09	0.97*	109*	3401	540*
2009-10	1.23*	138*	5893	935*
2010-11	1.55*	174*	5864	931*
2011-12	1.74*	195*	4347	690
2012-13	1.78*	200	4089	649*
2013-14	1.84*	207*	9027	1433*
2014-15	1.97*	221*	15794	2507*
2015-16	2.05*	230*	6914	1097*

Source: SIAM & DIPP

*values are taken on approx. basis

Table 2 clearly says that during 2005-06 approximately 0.89 crores vehicles were sold in India. During the span of 11years, the sales of vehicles has increased to almost 2.3 times and reached the level of approximately 2.05 crores units. On the other side, the total FDI inflows into India in the year 2005-06 were rs.630 crores. During the span of 11 years, it registered a record growth of 25.07 times (i.e. in 2014-15). In recent times, India has become a potential market for automobiles due to rise in demand level. As a result, there is increase in sales to tackle the growing demand which is met by Indian as well as foreign companies in the form of FDI in India. Overall, the sales of automobiles as well as FDI inflows in India have increased significantly during the study period.

Case 2

Null hypothesis (H_0): There is no significant difference between domestic sales(x) and FDI(y) profile of automobile industries in India during the study period.

Alternative hypothesis (H_a): There is significant difference between domestic sales(x) and FDI(y) profile of automobile industries in India during the study period.

For testing this hypothesis at 5% significance level (0.05), the researcher has used Karlpearson coefficient of correlation(r). Hence,

Test statistic(r)= cov. (x,y)/sdx.sdy

Now,*Case 2* says that there is no significant correlation between sales(x) and FDI(y) profile of automobile industries in India during the study period.

TABLE 2.1

N	11
cov. (x,y)	1370.533
Sdx	0.448
Sdy	4218.877
R	0.724
Table value (when N is= 11)	0.602

Source: Data compiled from 2

It is very clear from the thorough study of table 2.1 that calculated value of r (i.e. 0.724) is greater than table value of r (i.e. 0.602). Hence, null hypothesis is rejected. Now, we can conclude that there is significant moderate degree of correlation between sales(x) and FDI(y) profile of automobile industries in India during the study period.

Exports& FDI profile of automobile industry in India

TABLE 3

Year	Total exports (crores units)	Indices (2005-06 = 100)	FDI (rs. in crores)	Indices (2005-06 = 100)
2005-06	0.08*	100*	630	100*
2006-07	0.10*	125	1254	199*
2007-08	0.12*	150	2697	428*
2008-09	0.15*	187*	3401	540*
2009-10	0.18*	225	5893	935*
2010-11	0.23*	287*	5864	931*
2011-12	0.29*	362*	4347	690
2012-13	0.29*	362*	4089	649*
2013-14	0.31*	387*	9027	1433*
2014-15	0.36*	450	15794	2507*
2015-16	0.36*	450	6914	1097*

Source: SIAM & DIPP

*values are taken on approx. basis

Table 3 clearly describes that during 2005-06 approximately 0.08 crores vehicles were exported from India. During the span of 11years, the exports of vehicles has increased to almost 4.5 times and reached the level of approximately 0.36 crores units. On the other side, the total FDI inflows into India in the year 2005-06 were rs.630 crores. During the span of 11 years, it registered a record growth of 25.07 times (i.e. in 2014-15). In recent times, India has become a potential market for automobiles due to rise in demand level at international level. As a result, there is increase in exports to tackle the growing global demand which is met by Indian as well as foreign companies in the form of FDI in India. Overall, the exports of automobiles as well as FDI inflows in India have increased significantly during the study period.

Case 3

Null hypothesis (H_0): There is no significant difference between exports(x) and FDI(y) profile of automobile industries in India during the study period.

Alternative hypothesis (H_a): There is significant difference between exports(x) and FDI(y) profile of automobile industries in India during the study period.

For testing this hypothesis at 5% significance level (0.05), the researcher has used Karlpearson coefficient of correlation(r). Hence,

Test statistic(r)= cov. (x,y)/sdx.sdy

Now, *Case 3* says that there is no significant correlation between sales(x) and FDI(y) profile of automobile industries in India during the study period.

T A B L E 3.1

N	11
cov. (x,y)	338.622
Sdx	0.103
Sdy	4218.877
R	0.774
Table value (when N is= 11)	0.602

Source: Data compiled from 3

It is very clear from the thorough study of table 3.1 that calculated value of r (i.e. 0.774) is greater than table value of r (i.e. 0.602). Hence, null hypothesis is rejected. Now, we can conclude that there is significant high degree of correlation between exports(x) and FDI(y) profile of automobile industries in India during the study period.

Scope of the study; The scope of the study defines the specific areas covered under the topic. The present study emphasizes on the FDI trends prevailing in automobile industries in India. It is also important to mention here that the present study will focus only on two wheelers, three wheelers, passenger vehicles and commercial vehicles.

Period of the study; The present study will encompass period from 2005 onwards in relation to automobile industries and FDI in India. The concerned period adequately reveals the trends in Indian automobile industry and FDI over the period of last ten to eleven years. For better analysis, earlier period is also be considered.

Collection of data; The present study is purely based on secondary data. These data has been collected from various sources such as department of heavy industries and auto mobiles, annual reports, department of industrial policies and promotion, confederation of the Indian industry, Indian Brand Equity Foundation and SIAM(Society for Indian Automobile Manufacturers).

Analysis and interpretation of data; The data so collected will be suitably analyzed with the help of statistical tools and techniques. Initially, for the purpose of organization and presentation of data various tables will be used and for the purpose of analysis of data indices and correlation will be considered and finally data analyzed will be used to derive conclusion of the study.

Significance of the study; The automobile industry in India is one of the biggest industries and a vital sector of the economy. The automobile industry is said to be 'industry of industries' as it has a considerable forward and backward linkages. Foreign Direct Investment in automobile sector has made a significant contribution for accelerating the growth in this specific sector. In the year 1991, the government of India liberalized its policies in relation to automobile industry and FDI entered the sector. At present, 100% foreign direct investment is permissible under the automatic route in this sector. The study aims at assessing the relation profile of automobile industry with foreign direct investment as they together continuously restructuring itself and absorbing newer technologies in order to align it to the developments and realize its potentialities.

Conclusion of the study; Foreign Direct Investment has significant contribution in automobile industry that is one of the most emerging industries in developing country like India. At present, 100% Foreign Direct Investment is allowed under the automatic route in the automobile sector. As a consequence, we see that there exists healthycorrelation between production as well as sales profile in relation to FDI inflows. These days it is also said India has been becoming a global hub for automobile market. As a result, we also observed that there exists high correlation between exports profile and FDI inflows into India in relation to automobile industry.

Limitations of the study; Due to lag of time & wide gamut of the topic many issues remained untouched which forms a part of limitation of the study. The secondary data published by the company's annual reports, various reports of SIAM (Society of Indian Automobile Manufacturers), Indian Brand Equity Foundation, Confederation of the Indian Industry etc. have their own limitations and complications. Data unavailability has also leads to some aspects like marketing & HRM left untouched in the study. Therefore, due to individual researcher's constraints & resource limitations it has led to cover only the production, sales, export & establishment of automobile industry in India.

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INCIDENCE OF TEAK SEEDLING MORTALITY DUE TO WHITE GRUBS IN DIFFERENT AGRO-CLIMATE ZONES IN MADHYA PRADESH

Mansoor Ahmad* AND Nitin Kulkarni**

Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *Mansoor Ahmad and Nitin Kulkarni* the authors of the research paper entitled INCIDENCE OF TEAK SEEDLING MORTALITY DUE TO WHITE GRUBS IN DIFFERENT AGRO-CLIMATE ZONES IN MADHYA PRADESH declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Abstract

The paper reports surveys carried out in 26 major forest nurseries falling under nine Agroclimatic zone (ACZs) in Madhya Pradesh for incidence of teak seedling mortality due to white grub, one of the major soil insect pest. The observations recorded are important considering no such information available from ACZs of Madhya Pradesh state and for generating baseline data for implementing integrated management of this devastating insect pest in future.

Keywords: ACZs, Forest nurseries, Incidence, Management, White grubs.

Introduction

The planting stock in the form of seedlings and standard root shoots is required for afforestation and plantation programmes. This stock is grown in forest nurseries situated at various places. The forest nursery managers are constantly under pressure to maintain proper growing condition to raise healthy vigorous plants, either to get seedlings or root-shoots. However, despite all efforts the nursery stocks in these nurseries are invariably attacked by many biological determinants particularly insect pests, out of which white grubs are the main soil insect pests in forest nurseries in central India (Kulkarni, 2010; Kulkarni *et al*., 2014, Kulkarni *et al*., 2016).

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There has been a good deal of work in the field of agriculture earlier on this important group of pests (Sharma and Shukla, 2008, Yadava, 1995). In forestry also there are a number of scarab species which damage seedlings of plantation crops in forest nurseries in central India. However, *Holotrichia serrata* Fab., *H. consanguinea* Blan. and *H. reynaudi* Blan were reported previously as major pest (Oka and Vaishampayan, 1979; Meshram *et al.,*1993;), requiring management.

Some recent observations on field biology of white grubs in forestry includes (Kulkarni *et al*., 2007, 2009 and Kulkarni, 2010) *Holotrichia rustica* (Burm.), *H. mucida* (gyll.) and *Schizonycha ruficollis* (F.). Similarly Joshi and Meshram (2008) have reported white grubs in bamboo nurseries and plantations. Review of literature indicates that detailed investigations on white grub incidence in forest nurseries in Madhya Pradesh, covering ACZs is not available. Thus this study was conducted, which will enable the researchers and the forest nursery managers to plan management for the same.

Methodology

Observations on incidence of white grubs in nursery beds: For assessing incidence of white grubs in nursery beds, 20 number of nursery beds were selected in different sectors/ plots, randomly in each forest nursery. In general survey method suggested by Bakshi (1977) and Rudinsky (1979) for insect pest incidence in nurseries was followed. In each bed, data on numbers of seedlings with characteristic symptom of wilting due to damaged roots and unaffected (healthy) seedlings were counted following the method used for similar kind of observations (Kulkarni, 2006; Kulkarni *et al.*, 2007, 2009).

Density of grubs in nursery beds: For assessing density of grubs or grub population present in the nursery, 1 m^2 area in each nursery bed at three random places was dug out and data on number of grubs obtained was recorded. The area was dug up to the depth of 20 cm depending upon the period of observation. Data obtained on number of white grubs in unit area as above were pooled for each bed and used to calculate mean density per unit area.

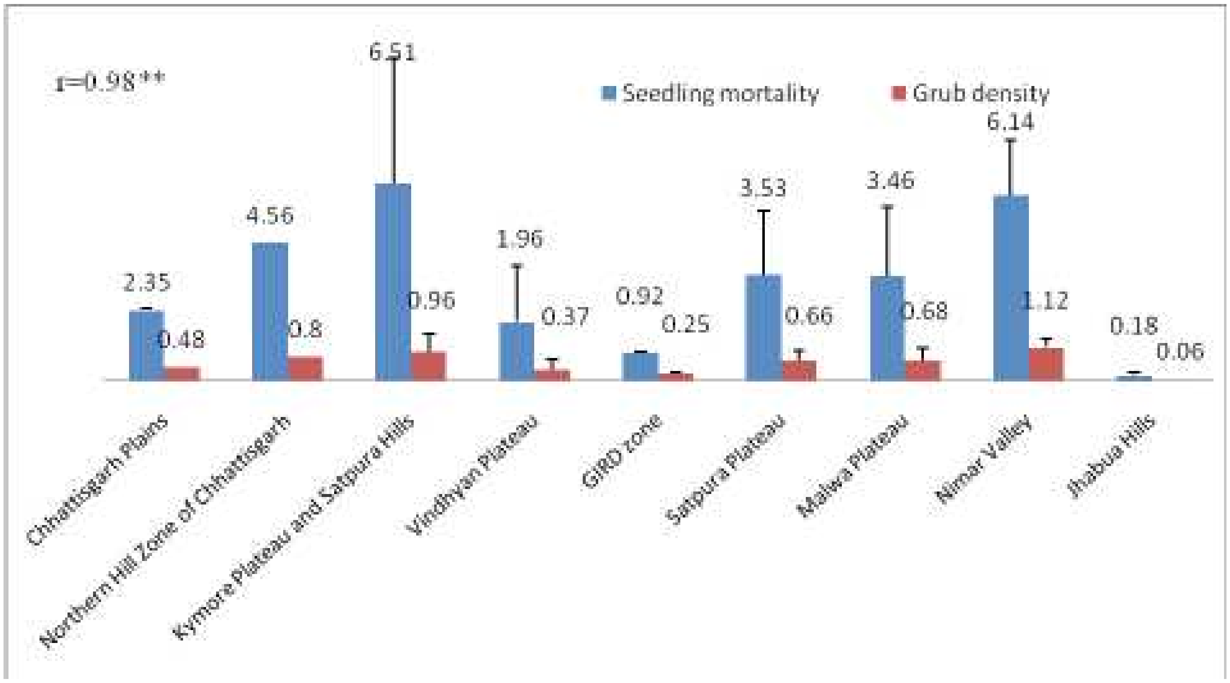
Results and Discussion

Study carried out in the major forest nurseries under nine ACZs indicate that the forest nurseries under Kymore Plateau and Satpura Hills were maximum affected by white grubs with 6.51 % seedling mortality with corresponding higher density of 0.96 grubs m^{-2}. This was followed by Nimar Valley with 6.14% incidence of seedling mortality with grub density being 1.12 m^{-2}. The nurseries under Northern Hill zone of Chhattisgarh were the next with 4.56% seedling mortality and grub density being 0.8 m^{-2}. The nurseries under Jhabua Hills followed by Gird zone were least affected nurseries based on the parameters used for recording their observations at the time of surveys (Fig 1).

Incidence of teak seedling mortality in nurseries nine Agro-climate zones in Madhya Pradesh were when correlated with grub density, result indicated significant positive correlation between these 2 parameters. Thus the incidence of seedling mortality can be attributed to the differential level of mean grub densities in different nurseries.

The earlier reports in Madhya Pradesh state on white grubs include Meshram *et al* (1990, 1993), who while working on management, reported presence of *Holotrichia insularis*. Similarly, Garg *et al.* (2005) also reported *Holotrichia serrata* from the state while investigating influence of weather parameters on incidence of white grubs in Chhindwara Forest Division. Besides the above, no holistic reports on incidence of seedling and grub density in Major forest nurseries in different ACZs to compare and thus this paper reports an important observation on distribution pattern and incidence of attack of white grubs in forest nurseries falling under different agro-climate zones of Madhya Pradesh.

Fig 1: *incidence of teak seedling mortality and grub density in different agro-climatic zones*



Bars indicate pooled means

Error bars depict standard deviation in original percentage values

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STREAM OF CONSCIOUSNESS IN JAMES JOYCE'S *ULYSSES*

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Declaration

Abstract

This paper deals with Stream of consciousness as a technique in fiction as employed in the works of James Joyce highlighting the significance of the term as well as the skill by which it has been used and popularised by him in the world of fiction.
Key words; Stream of consciousness, James Joyce, Virginia Woolf, flow of inner experiences, interior monologue, twentieth century fiction, modern technique of fiction

Stream of Consciousness is a term coined by William James in *Principles of Psychology* (1890), to denote the *flow of inner experiences.* Now an almost indispensable term in literary criticism, it refers to that technique which seeks to depict the multitudinous thoughts and feelings which pass through the mind.

This technique is also known as *interior monologue.* It is believed that it was first used by a minor French novelist, Edouard Dujardin, in *Les Lauriers soni coupes* (1888).

In 1915, Dorothy Richardson was the first English novelist to introduce the stream of consciousness technique. Her marathon sequence of novels *Pilgrimage*, ran to twelve volumes, which came out at intervals from 1915 to 1967.

In 1916, James Joyce published *A Portrait of the Artist as a Young Man*, in which he also employed the stream of consciousness technique. He perfected this technique in *Ulysses* (1922). In *Finnigans Wake* (1939), he pushed it to its probable limits, and also experimented with language to a point where he seemed likely to transcend the limits of his medium.

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After Joyce the novel was never quite the same again. His influence has been profound and as one of the great innovators he has had many imitators.

During the same period, Virginia Woolf, influenced by Joyce and Richardson, was experimenting with the stream of consciousness technique and she is chiefly remembered for *Jacob's Room* (1922), *Mrs Dalloway* (1925), *To the Lighthouse* (1927), *The Waves* (1931) and *Between the Acts* (1941).

Henry James was also known for his objective and impartial presentation of the reality of life. His essay, *The Art of Fiction* (1884) is of utmost importance to the students of James. To understand his theory of Novel is of vital importance to the readers of Virginia Woolf, Katherine Mansfield, Joseph Conrad, and the early George Moore, to name some of his followers. He was the first to view modern novel as an artistic form. According to him, there was no place for the extravagance of romance or the distortions of sentimentality. He was little concerned with external events and almost entirely with the detailed and elaborate study of the subtlest shades of human reactions to the situations which he conceived, "the advantage, the luxury, as well as the torment and responsibility of the novelist, is that there is no limit to what he may attempt as an executants, to his possible experiments, efforts, discoveries, successes." In *Roderick Hudson* (1875), he evolved the idea of presenting his story through the consciousness of a single character.

George Moore's interest in human nature and his psychological insight into the inner processes of the mind (not least into his own) lead him to devote much space in his novels to the analysis of mental states.

About James Joyce's technique, Edward Albert says in *History of English Literature*, "he was a ceaseless experimenter, ever anxious to explore the potentialities of a method once it was evolved. In his use of the stream of consciousness technique, and in his handling of the internal monologue, he went further and deeper than any other. His sensitiveness, his depth of penetration into the human consciousness, gives to his character-study a subtlety unparalleled in his day, and if, in his attempts to catch delicate and elusive shades of feeling and fix them in words, he has frequently become incomprehensible, the fact remains that a character like Leopold Bloom is a unique and fascinating creation." He is a 'keen and subtle' analyst of man's inner consciousness.

His *Ulysses* (1922), a modernist novel, is modelled on the *Odyssey* of Homer and is set in the squalor of Dublin's slums. It chronicles the peripatetic appointments and encounters of Leopold Bloom in the course of an ordinary day (16 June 1904). Ulysses is the Latinised name of Homer's Odysseus and the novel establishes a series of parallels between Homer's masterpiece and this novel. In this work Stephen Dedalus appears again, first appearing in his *A Portrait of the Artist as a Young Man* (1916), which presented the hero Stephen Dedalus (himself) as a developing writer torn between the 'standards of an ascetic, religious upbringing and his desire for sensuousness'.

These likenesses are deliberately invoked to stress the 'sordid meanness of modern life as contrasted with life in the heroic age. The stream of consciousness technique and the internal monologue are used with great power, and Bloom has been described as 'the most complete character in fiction'.

David Daiches in *A Critical History of English Literature*, comments on Joyce's *Portrait*, that he has "transmuted autobiography into objective fiction and organized his account of a potential novelist in such a way as to emphasize at every point the connection between the artist's objective, comprehensive, microcosmic vision and his inevitable alienation."

Stephen Dedalus, the hero, is at the beginning of the novel firmly anchored in his family and in the institutions of his country. They continue to put forth claims on hm throughout the period of his growing up, but, when he realizes at last that his destiny is to be free of all these claims, it is a brilliantly rendered moment in the novel, he has to learn to escape from them, to cultivate the terrible neutrality of the artist.

Like the Greek Dedalus, who made the labyrinth for King Minos and afterward made wings to enable himself to escape across the sea from the tyrannous king, Stephen Dedalus seeks to escape from the labyrinth of Dublin life and claims surrounding him. Stephen was the first Christian martyr and Dedalus was the first craftsman. In giving his hero the name, Stephen Dedalus, Joyce was emphasizing his view of the artist as an outcast fighting the society.

The Stephen Dedalus of *Ulysses*, the unheroic Bloom, is the true hero. Daiches says, "not only is he the *homme moyen sensual*, humane, inquiring, but always (an) inexpert, always the layman; he is also the Ulysses of Homer, who in turn was husband of Penelope, lover of Calypso, wanderer and home-lover, brave warrior and (a) cunning schemer." He is the complete man, now hero and now fool, and in the presentation of his consciousness in the course of the day during which we see him, Joyce not only shows all of him, including his whole past (through his consciousness), but also shows him as everybody else.

Daiches further states that, "*Ulysses* is the comedy of multiple identity". To the question, "what is significant in human experience?", Joyce seems to answer, "nothing, and everything. It all depends on how you look at it. I shall present a picture of a slice of life so organised that you will see this, I, as the objective artist standing outside all human commitments, will be able to show all of human history contained in my one carefully patterned set of events, for the significant is also the insignificant, the trivial is the heroic, and the familiar the exotic, and vice-versa; it is a matter of point of view, and the artist has all points of view because he has no point of view."

Thus, *Ulysses'* stream of consciousness technique along with its careful structuring, rich characterisation and broad humour give it a special place in the modernist literature. Its experimental prose is full of puns, parodies and allusions which makes it a highly regarded novel among the modernist scholars.

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JOB ORIENTED EDUCATION: CHALLENGES AND REMEDIES

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Sheela Rani Yadav* the author of the research paper entitled JOB ORIENTED EDUCATION: CHALLENGES AND REMEDIES declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

A great scholar said life is education and education is life, James Masefield states, one should learn to laugh away worries. Experience is gained by practice in the field in which one is placed. A perfect experience comes to one who has received a good education. Knowledge acquired without good education is useless.

Education should help meet the challenges of life. It should make the learner well disciplined, well informed about him and his surroundings and accommodate himself to others. Bookish knowledge is harmful to the learner. So job oriented education should be introduced in the curriculum.

The society should decide what type of people it requires. According to its need, the schools and colleges should prepare students giving varieties of work. The experience gained in such academic institutions makes a student free from the innate fear of future. It gives him courage to meet the problems of the society. It strengthens both the hand and the mind. If the students are engaged in such a way, it prevents them form being involved themselves in agitation.

First of all, the younger generation will become the real nation builders of a country. It encouragers them to stand on their legs and start a new industry or a new factory. As a result the economic conditions of a nation will become better. It also eliminates the unemployment problem as it gives way to self employment schemes. So work or job oriented education integrates the diversified elements in the society, it is the basic idea of our new education policy.

We are in 21st century but it is indeed a matter of great disappointment that we have not yet matched the required education standard. though the literacy rate is increasing but the pace is low. Despite this our education has become only a monotonous theme to be enjoyed and its is not employment oriented as such it has to be. We have to think over it and endeavors should be made to make it better in terms of job giving.

"We are responsible for what we are, and whatever we wish ourselves to be, we have the power to make ourselves. If what we are now has been the result of your own past actions, it certainly follows that whatever we wish to be in future can be produced by our present actions; so we have to know how to act." *—Swami Vivekananda*

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Introduction

One of the biggest challenges today is how to spread the right kind of education. The education system as we know it is very theoretical and does little to inspire students. Learning has to be exciting, pro-active and practical. As sage Sri Aurobindo said, "Nothing can be taught." We need to get away from rote-based learning and move towards integral learning, through which students can enjoy the process of discovery and understanding.

The emphasis today is on exams and not on intelligence, innovative thinking or even problem solving. Students are mugging up theorems in geometry and securing full marks without understanding them. Teaching methods are archaic Rarely do teachers undergo professional training in new methods of instruction. Low salaries do not attract the best minds to teaching, which is seen as a soft option and not as a job that can ignite change.

Education should also be job-oriented and not just theoretical. Organisations invest heavily in training newcomers, as the education system does not teach required skills. The former President of India, Dr APJ Abdul Kalam, remarked that only 25 per cent of graduating students were employable as students-the rest were lacking in technical knowledge, English proficiency and critical thinking. Sam Pitroda, chairman of the National Knowledge Commission, says that only 10,000 of the 90,000 MBAs who graduated are employable.

As the IT sector booms, the emphasis is on skilled and cost-effective manpower as it is no more India-centric. As IT emerges as a catalyst to fuel the economy and creates attractive career-oriented jobs, it's becoming clear that operational excellence is the key. International companies are eyeing India as there is a serious shortage of young people in the United States, Singapore, Japan, Korea, Taiwan and Hong Kong. India cannot afford to miss this opportunity-it is the only country that has a young upwardly mobile class ready to work hard, take risks and dream.

India's education system must respond to this challenge. We cannot continue to have educational institutions that churn out students like factories, that do not promote real learning process that involves analytical thinking, experimentation and independent thinking.

The obsolete parts of the education system have to be junked, new areas carved out, and syllabi redesigned to meet contemporary needs and challenges. Infrastructure must also be improved and school fees minimized.

India has always had a great standard and tradition of education. It can still become a crucible of innovative learning. It can rise to become a shining example for developing countries wanting to use education to turn around their future.

Challenges; Although Higher Education and Job Oriented Education has expanded several times since independence, issue of access, equity, and quality still continue to be the areas of concern.

Access; The Gross Enrolment Rate (GER), measures, the access level by taking the ratio of persons in all age groups enrolled in various programs to total population in age group of 16 to 23. For Higher Education GER has risen from 0.7 per cent in 1950-51 to 1.4 per cent in 1960-61, and 8 per cent in early 2000. The current GER which is about 10 per cent stands very low when compared to the world average of 23.2 per cent for countries in transition, and 11.3. per cent for developing countries. In view of the projected population in the age group of 18-23 years fro 2011-12 which is 144.287 million, the access to higher education for all eligible in the country will be a major issue before the policy makers.

Equity; On one hand GER stands low for the overall population, while on the other hand there exists large variation among the various categories of population based on gender, urban or rural habitation and rich and poor. Due to regional disparity economic development and uneven distribution on institutions of higher education, the higher education is not equally available to the different sections of the society.

Quality; The higher education institutions suffer from large quality variation in so much so that a NASSCOM-MacKinsey Report-2005 has said that not more than 15 per cent of graduates of general education and 25-30 per cent of Technical Education are fit fro employment. The various regulatory bodies regulating higher education have constituted an autonomous bodies for monitoring quality standard in the institutions under their purview. For example, National Assessment and Accreditation Council (NAAC) by UGC, National Board of Accreditation (NBA) by AICTE, Accreditation Board (AB) by ICAR, Distance Education Council (DEC) by NCTE etc. Though, there exists autonomous bodies for assessment and monitoring quality standards in the institutions of higher education they suffer from two major deficiencies. First, the quality norms of such councils are not comparable with international standards. Secondly, the enforcement process is not stringent. Further political interference and corruption dilute the role and impact of these intuitions in ensuring the desired quality standard.

Cost of Education; Government funding on higher education and Job oriented education has been diminishing on a year on year basis for more than one decade. In the view of withdrawl of government support to finance higher education private institutions has been allowed to take over the responsibility of imparting education to all. Further, in government aided universities the model of self financing and self sustaining institutions has been introduced. All these developments have added to the cost of education significantly. Though, the education loan has been made easy to facilitate higher education still the terms and conditions imposed by banks in terms of guarantee and criteria of minimum income of family restricts the talent coming from the poor families to go for higher education and Job Oriented Education.

Shortage of Teachers; Economic growth led by industrial and service sector during the last decade has created more opportunities and faster career growth for the young talent. Further, the lucrative salaries and glamour has acted as catalyst in attracting talent to such fast growing sectors. Job Oriented Education in India which has been passing through transition on account of privatization and withdrawl of financial support from the government has been finding it difficult to attract adequate number of young talent to teaching job. It is a big challenge for higher education and Job Oriented Education sector to sustain in future due to lack of availability of faculty.

Red Tapism; It is an irony in India that the bureaucracy restricts the modernization and expansion of higher education by private players intended to impart quality education. At the same time a large number of institutions without having adequate infrastructure and offering sub-standard education are not only surviving but flourishing. Therefore, to develop a professional, transparent and efficient mechanism to ensure expansion of quality education at a fast pace is greatly desirable.

Remedies

Vocational Education: Vocational Education (also known as vocational education and training or VET) is an education that prepares people for specific trades, carts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, and other healing arts, architecture, pharmacy, law etc. Craft vacations are usually based on manual or practical activities, traditionally non-academic, related to a specific trade, occupation, or *vocation.* It is sometimes referred to as *technical education* as the trainee directly develops expertise in a particular groupof techniques.

Vocational education may be classified as teaching procedural knowledge. This can be contrasted with declarative knowledge, as used in education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocation education can be at the secondary, Post Secondary level, further education level and can interact with the apprenticeship system. Increasingly, vocational education can be recognised in terms of recognition of prior learning and partial academic credit towards tertiary education (e.g., at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of Higher education.

Vocational education is related to the age-old apprenticeship system of learning. Apprenticeships are designed for many levels for work from manual trades to high knowledge work.

Vocational education has diversified over the 20th century and now exists in industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries.

Job Oriented Through Globalization; Over the last two decades globalization has impacted operations of various institutions including academic institution all over the world. Higher education institutions have been both that agent and objects of globalization (Scott, 1998). International mobility, global comparison, bench marking etc. has gained lot of importance in policy making. Teichler (2004), note with surprise the amount of debate on global phenomena in higher education focusing on marketization, competition and management in higher education. Some of the countries adopted institutional devolution, quasi-market competition in the system and performance managed staffing to address the global competition (Valimaa, 2004,a). The other countries have responded differently to the changes in global environment. In the English-speaking world, international operation have become the primary mode of development. In Europe, the negotiation of the common higher education area and European Research Area has been the major development leading to the emergence of global higher education environment. Global research circuits have been wired into the rapidly developing higher education systems of China, Singapore and Korea. India has not yet opened up the direct entry of foreign institutions in education sector.

Globalization is described as, flow of technology, economy, knowledge, people, values and ideas across borders as, it affects each country in different way due to a nation's individual history, tradition, culture and priorities. Thus, globalization is a multi-faceted process and can affect countries in vastly different ways-economically, culturally and politically, but it does not take an ideological stance or a position as to whether this impact has positive and/or negative consequences. There are a number of factors which are closely related to this worldwide flow, which are seen as key elements of globalization. These include the knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structure. These elements of globalization have significant impact on the educations sector. Technology have made it possible for parent companies to operate satellite enterprises and give directions and instruction from the home base with minimum requirement for physical presence. This, however, has called for new skills and specialized knowledge, the absorption of which requires the availability of a well-trained and highly educated cadre of workers in the host economies .

Kalam's focus on Job-Oriented Education; The president, A.P.J. Abdul Kalam, had stressed the need for an all-new orientation to higher educations system in the country, giving greater focus to entrepreneurial skills that could generate immense employment potential.

While the 300 universities in the country were churning out a staggering three million professionals every year, the employment generation system, was not in a position to absorb them resulting in a rapid increase of the educated unemployed.

"There is a great mismatch between skills required for modern economy and education imparted to students. Besides, economic growth and investments have not kept pace with availability of human resources".

Preparing Students; Mr. Kalam said universities——Government and private enterprises—should become facilitators for fuelling the great Indian entrepreneurial juggernaut. Replying to questions from students, he said the education system should invariably prepare students right from college days fro a career in entrepreneurship, which would give them the necessary creativity, freedom and the ability to generate wealth.

"Entrepreneurial skills should be taught to all students. The college syllabi should include entrepreneurship as a subject even for arts, science and commerce course. When graduates leave college, they should carry the subject degree and entrepreneurship diploma together," he suggested. Asked whether impetus on entrepreneurial skills would affect research in universities, he struck an optimistic note saying job-oriented education would come as a bonus to students and Prepare them for the challenges in the highly competitive job market.

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A REALISTIC VIEW OF BLUNTSCHLI'SROMANTIC DISPOSITION IN SHAW'S *ARMS AND THE MAN*

Prateek Srivastava*

Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Prateek Kr Srivastava* the author of the research paper entitled A REALISTIC VIEW OF BLUNTSCHLI'SROMANTIC DISPOSITION IN SHAW'S *ARMS AND THE MAN* declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

Bluntschli's character is a harmonious mix of opposite qualities which are rarely found to blend together in an ordinary man and which often wreck a person for being driven sometimes to extremes.

This paper talks about his fine qualities and remember him for his realism and practical sense of life. This paper will help the students to have a clear view of the character of Bluntschli and get an idea of the anti-romantic notion as employed by Shaw in Arms and the Man.

Key words; George Bernard Shaw, Anti-Romantic comedy, iconoclast, Romantic Disposition

CaptainBluntschli is one of the most interesting, delightful and admirable characters in 'Arms and the Man'. It is through him that Shaw expresses his opinion on war as well as on human character. He always keeps the balance of his mind. He views matters realistically and thinks without any prejudice in the midst of thousands of conventions. He acts most judiciously in moments of some psychology or material crisis. By his manners and honourable tricks he wins not only the hearts of Raina and Catherine but also of Major Petkoff and Sergius, who is also a rival in love to him.

His character is a harmonious mix of opposite qualities which are rarely found to blend together in an ordinary man and which often wreck a person for being driven sometimes to extremes.

He is a realist who suffers from no jaundiced vision, no illusion, no dream. We like him for his manners, his appearance, his social position, his real bravery, his wit and shrewdness, his chivalry, his sense of humour, common sense and his notion of his Romantic Disposition. We admire him for his

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fine qualities and remember him for his realism. Here are some of his qualities which are liked most in this great dramatic play 'Arms and the Man'-

His appearance - Captain Bluntschli is a man of about 35 years of age of a middling stature and undistinguished appearance. 'He has a strong neck and powerful shoulders. His head is round. He has clear quick eyes and good brows and mouth, hopelessly prosaic nose like that of a strong minded baby, trim soldier carriage and energetic manner.' When we meet him for the first time he is definitely in trouble being chased by the enemy cavalry and running for his life. At that time he is "Bespattered with mud and blood and snow" and his condition is described by Shaw as "Unwashed Unkempt".

Later, however, he comes before us in a highly improved condition -"Clean, well brushed, smartly uniformed". He appears so different that Raina can't resist the remark, "You look ever so much nicer than when we last met. What have you done to yourself?" To this Bluntschli remarks, "Washed, brushed, good night's sleep and breakfast, That's all"

His social position - Captain Bluntschli is an army officer serving with the Serbs. He is a Swiss person by nationality but works as a mercenary who has joined the Serbian army only because this country came first on the road from Switzerland. He has the rank of an officer and the standing of a gentleman. He knows three native languages - French, Italian and German. When the play ends the fact comes to be known that he was an exceedingly rich man who possessed 'Six Hotels, Two hundred Horses, Seventy Carriages with Twenty four of them having the capacity to seat Twelve inside, Two on the box excepting the driver and the conductor'. He presents such a big list of his belongings that Petkoff exclaims with childish awe, "Are you the Emperor of Switzerland?" The list includes 'Two livery Stables, a tea garden and a Private house.' He has won 'four medals for distinguished services'. In him Raina's parents find a very suitable match for their daughter.

His Realistic Attitude - Captain Bluntschli has a really realistic attitude towards war and love and in fact towards life as a whole. Bluntschli suffers from 'no jaundiced vision, no complexes, no illusions, no dreams and no prejudices' and evicts himself to be a thorough realist in his attitude towards war.

Bluntschli regards war as evil and stupid. He cherishes no romantic illusions about it. He himself says - "I fight when I have to, and am very glad to get out of it when I haven't to. You(Sergius) are only an amateur, you think fighting is an amusement." Instead of ammunition he carries chocolates in his cartridge case because of having found that food is more useful in battle than bullets.

His (Anti-Romantic) Romanticism- Bluntschli himself says that he has an 'incurable romantic disposition'. To prove his statement he points that in his boyhood "he ran away from home two times and refused to join his father's flourishing business. Instead he decided to become a mercenary soldier. While running for his life he decided to climb the balcony rather than diving into the nearest cellar like a sensible man. In place of returning Major Petkoff's coat from someone else he came sneaking back to have another look at Raina".

Besides these illustrations provided by Bluntschli himself, there are a few other instances also in the play which indicate towards his romantic nature. He appreciates the beauty of Louka and points it out to Sergius. "That's a remarkable looking young woman?" He seems to like the title of 'Chocolate cream soldier' which Raina so mischievously gives to him. It is due to this romantic disposition only that Bluntschli agrees to marry Raina despite the fact that she is absolutely different from him and that she has been long wooed by Sergius. It is due to this alone that he heartily congratulates Sergius upon his choice to marry Louka.

His real bravery - In starting of the play we can see that he is running for his life and behaving like a coward. But despite all this we can never call him a coward. If he behaves in such a cowardly unheroic manner, it is only due to the fact that he has been under fire for three days without food, without sleep, extremely exhausted, constantly struggling to save his life. Later when Sergius challenges him to a duel to fight with the Sword as his rival, he remains undaunted and accepts the challenge saying - "You don't know what fighting is. But you have it your own way. Bring your sabre along. I'll meet you." When Raina feels anxious he bravely declares, "No harm will be done…..He won't be able to touch me, and I will not hurt him."

His Chivalry - Outwardly however Bluntschli appears to be a coarse, rough and shrewd person but in reality from inside he is a chivalrous gentleman. He may use Raina's cloak for his defence but as soon as it is of no use to him he hands it over to her and exclaims "Quick! Wrap yourself up. They're coming." Towards the close of the first act when Raina wants to shake hands with him he refuses to do so politely because his hands are dirty. He nourishes no ill feeling against his rival Sergius. Later too even when Sergius declares his intentions to get married to Louka, he keeps silent about his feelings towards Raina because he thinks that Raina is only a young girl of seventeen and immature to decide for herself. It is only when he comes to know that she is a grown up lady of twenty three that he comes up with the proposal of marriage to her.

His sense of humour - Bluntschli also exhibits a remarkable sense of humour in his personality. He mocks at the romanticism of others in a highly subtle way. The way he pronounces 'Petkoff'as 'Pet-what?' and pricks the balloon of Raina's inflated ego speaks volumes about his sense of humour.

Similarly he pretends to be afraid of Raina's fiancé, Sergius and requests her not to tell Sergius about his midnight adventure in her bedroom, knowing fully well that Sergius stands no chance at all in front of him. He reduces Raina's romantic hero to a mere caricature when he compares him to 'Don Quixote', all these are fine illustrations of his capacity to laugh at the lighter side of life. And so he has rightly been called the mouthpiece of Shaw's philosophy of life.

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INDIAN RENAISSANCE AND MAHAMANA

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Mamta Bhatnagar* the author of the research paper entitled INDIAN RENAISSANCE AND MAHAMANA declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

The founder of this University, Pandit Madan Mohan Malaviya believed that University should impart such an education in which there should be a combination of ancient and modern, i.e. the study of modern science , technology and ancient traditions of India. He believed that India should not lag behind other countries in the field of science. In the proposal for establishing B.H.U., the objects stated were to promote the study of Shastras and Sanskrit,to promote learning and research in arts and science , to advance and diffuse such scientific technical and professional knowledge with practical training as is best calculated to help in promoting indigenous industry and in developing the material resources of the country . Keeping in mind the economic condition of India he emphasized the great need for scientific and technical education.In the first proposal, we find the mention of the Department of Technology, Mining and Metallurgy. As Malaviyaji believed in the industrial progress of the nation , in the Draft scheme we find the proposal for the College of Agriculture and Engineering.In the Chemistry Department Electro chemical section was introduced for trial experiments and researches, which later emerged in technology.Department of Pharmaceutics was also introduced.Experiments on Positive rays in Nuclear Physics were going on.Mahamana was also interested in P.G. classes in Sugar Technology.All such developments show his contribution to the progress of the nation.

In 19th century,as a result of contact with the West, many thinkers decided to develop the country from holistic and economic perspectives.The co-relation between scientific and technological and economic development was demonstrated by empirical researches

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Mahamana believed in the integration of Indian tradition and Philosophy with western rational and liberal thought. He realized not only the importance of education but also its need in removing the economic backwardness.The teachers also tried to lay emphasis on patriotism and self-sacrifice.Thus there developed the concept of nationhood .Many scholars and students took part in India's freedom struggle.

He had a deep knowledge of Scriptures and his religious attitude guided all his actions, he was like mendicants of ancient India. We find in him a synthesis of ancient and modern , a combination of eastern and western cultures .He also believed in modern trends of thought.He was interested in developing scientific and technical studies. Many incidents bear testimony to the fact that he took personal interest in that science should be taught in the University , for instance, in the evening when he saw a Professor surrounded by the students in the lab, he used to be very happy.That he invited great scientists shows his efforts that the students should get the opportunity to learn from such an eminent figures

The establishment of B.H.U. has been the greatest achievement of the twentieth century where manpower could be created for the re construction of the country.He thought that not only industrial advancement but a system of education would lead the masses to attain the great aims oflife Dharma Artha ,Kama and Moksha,discharge of religious duties, attainment of material prosperity,enjoyment of lawful pleasures and salvation.Under Colonial rule the creation of "genuine Indian nationalism " was a challenge to him.Many great leaders e.g.Nehru,Gandhi,G.B.Pant,Tagore visited B.H.U.

The University played a very important role in the revival of India's creative spirit and cultural traditions during freedom struggle and in the reconstruction of nation after independence." "For the growth of B.H.U. is not to stop for a long time yet ; its promoters and benefactors look ahead and dream of a magnificent city of learning…""a place and a purpose that shall be the pride of India and an inspiration to the world."

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DEMOCRACY AND MADHESI MOVEMENT IN NEPAL

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Vijaya Tiwari* the author of the research paper entitled DEMOCRACY AND MADHESI MOVEMENT IN NEPAL declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

The history of Nepal has been influenced by its position in the Himalaya and its two neighbours, modern day India & China. Due to the "arrival of disparate settler" groups from out side through the ages, it is now a multiethnic, multiracial, multicultural, multi religious and Multilingual country.

The first civilization in Nepal which flourished around the 6th century BC, were confined to the fertile Kathmandu valley, where the present-day capital of the same name is located. It was in this region that prince Siddhartha Gautama was born C-563 BC Gautam achived enlightment as Buddha and spawned Buddhism.

Nepal's democracy is in its embryonic stage which faces several challenges from various fronts. History shows that democracy and the role of monarchy in Nepal have become contradictory and hostile to each other. Now, on the question of rational of the monarchy the disagreement persists among the masses, which must be addressed properly. Similarly, democratization of Nepalese army is another important task to be tackled. Apart from this, to decide mood of devolution and demobilization and decommissioning of the Maoist cadre and reintegration of the politicaly trained Peoples Liberation Army (PLA) with the national army will be most challenging aspect of democracy in Nepal.

The Jana andolan (People's movement) officially started on February18,1990, which is democracy day in Nepal. On April 8,1990 the king removed the ban on political parties.

The 1990s people's movement drafted the constitution into effect in November 1990. This constitution forced the monarchy of King Birendra Bir Bikram Shah Dev to hand over decisions of government to Nepali people.

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The constructions of the constitution faced many difficulties, till now 7 constitutions have been made.

The word " Madheshi" derives from the Sanskrit term Madhyadesh which means "Middle Country" which was used to refer to the land between the Himalayas and the plains that is to the ancient Kingdoms such as Videha and Shakya whose capital and minor parts are now a part of Nepal while major parts in India. The Word Madhesh in modern days is used by Pahari Nepalis to refer to the entire flat Terai region with in Nepalese territory[1]

The recent turmoil in Madhes was a stark reflection of the challenges confronting the restructuring process in Nepal. It was also a remainder to the current interim government that the problems in Nepal are not yet over and that there are serious socio-economic and political issues that need to be addressed. Ancient Madhesi people were considered "enslavable alcohol drinkers" together with several other ethnic minorities.[2]

The government of Nepal outlawed the practice of bonded labour prevalent under the kamaiya system on July 17, 2000, which prohibits anyone from employing any person as a bonded labourer, and declared that the act of making one work as a bonded labourer is illegal.[3]

Although democracy has been reinstated in the country, the Madhesi community has called for a more inclusive democracy as they are fearful of remaining an underprivileged group.[4]

Madhesi Race can be further divided into three endogamous groups.[5]

Hindus- Brahmins, Rajputs, Vaishyas, Shudras, Teli, Dhobi, Darzi, and Dalits.

Tribals- Maithil, Tharu, Rajbansi, Poddar, Poudar, Dhimal, Satar and 13 Others

Muslims- Ashraf, Sheikh, sayyid, Pathan, Ansari etc.

Ancient Madhesi Were those Madhesi people who in habited Madhesh for the first time and had empires and kingdoms in present Madhesh's boundries of Nepal. The Licchavi and Malla dynasties who built empires and structures in Kathmandu where also. The ancient people of either Madhesi origin or migrated from Madhesh. King Janaka, Sita and Gautam Buddha where the Prominent ancient Madhesi People. Janaka was a king of Videha, Sita was a princess of Janakpur in Videha and Buddha was a prince of Kapilvastu in shakya Republic. Since the capital region of the Videha Kingdom and Shakya republic lies in present Madhesh region, the leaders, prince, princess and people of these kingdoms at that time are now the federal subject of Madhesh and hence called Madhesi people.[6]

The madhesi , also referred to as teraivasi Nepali , are an indigenous ethnic group, of nepalise people who are natives of the madesh plains of southern Nepal in Terai belt of South Asia. Although the Madheshis make up the majority of madesh, non-citizen residents, expatriates, Bihari residents & Pahari residents may claim madhesi identity.

The madeshi issue did not suddenly emerge in January 2007. A long History of a sense of discrimination is at the root of the madhesi struggle. The resolution of the madhesi issue depends on hou the interim parliament drafts a new constitution taking into account the various socio-political issues of the country. Should it fail to ensure the aspirations of the people , the recent outburst of violence in the terai will only be an indication of more chaos to follow.

Conclusion

In the conclusion, I would like to say that, constitution of Nepal should be based on including the favour of Madhesi, because there is no space for democracy in real sense. They are facing racial discrimination, lingual discrimination and they have no right for any amendment in the constitution which is forcefully accepted by them.

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CONSTRUCTIVISM IN CLASSROOM

DR. BINDU DUA*

Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Bindu Dua* the author of the research paper entitled CONSTRUCTIVISM IN CLASSROOM declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences. Constructivism is not a specific pedagogy. Piaget's theory of Constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. In recent years, constructivism has received considerable attention in education scholarship, practitioner preparation, and policy formation.

Constructivism is an epistemology, a learning or meaning-making theory, that offers an explanation of the nature of knowledge and how human beings learn. It maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact. Learning activities in constructivist settings are characterized by active engagement, inquiry, problem solving, and collaboration with others. Rather than a dispenser of knowledge, the teacher is a guide, facilitator, and co-explorer who encourage learners to question, challenge, and formulate their own ideas, opinions, and conclusions.

Key Words: Learning, Knowledge, Attention, Interaction

Constructivism in classroom teaching and learning

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generateour own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the

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process of adjusting our mental models to accommodate new experiences. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge.

History of Constructivism

Constructivist approach teaching methods are based on constructivist learning theory. Along with John Dewey, Jean Piaget researched childhood development and education. Both Dewey and Piaget were very influential in the development of informal education. Dewey's idea of influential education suggests that education must engage with and enlarge experience and the exploration of thinking and reflection associated with the role of educators. Piaget's role in the constructivist teaching suggest that we learn by expanding our knowledge by experiences which are generated through play from infancy to adulthood which are necessary for learning. Their theories are now encompassed in the broader movement of progressive education. Constructivist learning theory says that all knowledge is constructed from a base of prior knowledge. Children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions. Therefore, children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences.

Constructivism in Classroom

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer a place where the teacher ("expert") pours knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model, the students are urged to be actively involved in their own process of learning.

In the constructivist classroom, both teacher and students think of knowledge as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view - not as inert factoids to be memorized.

Assumptions of constructivist Classroom

1. What the student currently believes, whether correct or incorrect, is important.
2. Despite having the same learning experience, each individual will base their learning on the understanding and meaning personal to them.
3. Understanding or constructing a meaning is an active and continuous process..
4. Learning may involve some conceptual changes.
5. When students construct a new meaning, they may not believe it but may give it provisional acceptance or even rejection.
6. Learning is an active, not a passive, process and depends on the students taking responsibility to learn.

The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and, as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.

Role of the teacher

Constructivist teachers do not take the role of the "sage on the stage." Instead, teachers act as a "guide on the side" providing students with opportunities to test the adequacy of their current understandings.

- ♦ The educator should consider the knowledge and experiences students bring to class.
- ♦ Learners construct their knowledge through a process of active enquiry.
- ♦ 'Discovery' is facilitated by providing the necessary resources.
- ♦ Provide assistance with assimilation of new and old knowledge.

The role of the student

The role of the student is to actively participate in their own education. Students have to accommodate & assimilate new information with their current understanding.

- ♦ One important aspect of controlling their own learning process is reflecting on their experiences.
- ♦ Learners need to use and test ideas, skills, and information through relevant activities.
- ♦ Students need to know how to learn or change their thinking and learning style.

Methods in the Constructivist classroom

Reciprocal Teaching; Where a teacher and students form a collaborative group and take turns leading dialogues on a topic. Within the dialogues, group members apply four cognitive strategies:

1. Questioning
2. Summarizing
3. Clarifying
4. Predicting

This creates a close knitted group in which students gradually assume more responsibility for the material, and through collaboratation, forge group expectations for high-level thinking, and acquire skills vital for learning and success in everyday life.

Cooperative Learning; More expert peers can also spur children's development along as long as they adjust the help they provide to fit the less mature child.

Situated Learning; As early as 1929 concern was raised (Whitehead) that the way students learned in school resulted in a limited, 'inert' form of knowledge, useful only for passing examinations. More recently several theorists have argued that for knowledge to be active it should be learned:

- ♦ In a meaningful context
- ♦ Through active learning

The general term for this type of learning activity is situated learning. Situated learning proponents argue that knowledge cannot be taught in an abstract manner, and that to be useful, it must be situated in a relevant or "authentic" context (Maddux, Johnson, & Willis, 1997).

*Anchored Instruction*The anchored instruction approach is an attempt to help students become more actively engaged in learning by situating or anchoring instruction around an interesting topic. The learning environments are designed to provoke the kinds of thoughtful engagement that helps students develop effective thinking skills and attitudes that contribute to effective problem solving and critical thinking. Anchored instruction emphasizes the need to provide students with opportunities to think about and work on problems and emphasizes group or collaborative problem solving.

Other Things an Educator can do

- Encourage team working and collaboration
- Promote discussion or debates
- Set up study groups for peer learning
- Allocate a small proportion of grades for peer assessment and train students in the process and criteria
- Show students models of good practice in essay writing and project work

Assessment

Constructivists believe that assessment should be used as a tool to enhance both the student's learning and the teacher's understanding of student's progress. It should not be used as an accountability tool that serves to stress or demoralize students. Types of assessment aligned to this epistemological position include reflective journals/portfolios, case studies, group-based projects, presentations (verbal or poster), debates, role playing etc.

In constructivism there is a greater scope for involving students in the entire process:

1. Criteria
2. Method
3. Marking
4. Feedback

Brooks and Brooks (1993) state that rather than saying "No" when a student does not give the exact answer being sought, the constructivist teacher attempts to understand the student's current thinking about the topic. Through nonjudgmental questioning, the teacher leads the student to construct new understanding and acquire new skills.

Conclusion

Students are not blank slates upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas, and understandings. This previous knowledge is the raw material for the new knowledge they will create. The teacher coach, moderates, suggests, but allows the students room to experiment, ask questions, and try things that don't work. Learning activities require the students full participation (like hands-on experiments). An important part of the learning process is that students reflect on, and talk about, their activities. Students also help set their own goals and means of assessment. The constructivist classroom relies heavily on collaboration among students. There are many reasons why collaboration contributes to learning. The main reason it is used so much in constructivism is that students learn about learning not only from themselves, but also from their peers. When students review and reflect on their learning processes together, they can pick up strategies and methods from one another.

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EDUCATIONAL PERSPECTIVES OF BHUTIA TRIBE OF SIKKIM: AN ANALYSIS

KUNZANG PEDEN BHUTIA* AND DR. SUBHASH MISRA**

Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *Kunzang Peden Bhutia and Subhash Misra* the authors of the research paper entitled EDUCATIONAL PERSPECTIVES OF BHUTIA TRIBE OF SIKKIM: AN ANALYSIS declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Abstract

Nestled in the eastern Himalayas, Sikkim is known for its unique socio-cultural heritage as well as rich diversity that are reflected in the multitude of culture, religion and racial stocks. Though there are no authentic records of historical, social and political developments of Sikkim during pre Namgyal period, the formal history can be traced after the migration of various ethnic groups from Tibet to Sikkim and establishment of first Namgyal dynasty. This paper explores the emergence of Bhutia community in the state of Sikkim and the socio-cultural, religious and political context of their development. The paper highlights the cultural capital of Bhutia tribe in which socio-cultural context has been explored to understand their educational problems. The issue of language has been examined and found that the language tool needs to be furnished as the schools have been using different language as a medium of instruction which leads towards educational conundrums. Apart from these, the paper explains the long journey of monastic education and gradual paradigm shift towards private and modern education system.

Keywords: Bhutia tribe, Socio-cultural, Language, Monastic education, Namgyal dynasty, Sikkim.

Introduction

India is a pluralist and multi-cultural society with rich diversity, reflected in the multitude of culture, religions, languages and racial stocks. The people from various ethnic, religious and socio-cultural backgrounds live together with their unique identity. With advancement of society many ethnic and social groups could maintain their pace along with the other communities, while few of them remained marginalised. India, a second most populous country in the world, has also the second largest

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concentration of tribal population. The tribal population represents one of the most economically impoverished and marginalized groups in India. Sikkim is a small State of India which is situated in the lap of Eastern Himalayas fostering various tribal ethnic groups like Lepchas, Bhutias, Limboo and Tamangs. Formal education in Sikkim started with introduction of Monastic education as indigenous system of education. Education does not proceed in a vacuum; it is shaped with the long experiences and necessities of individuals and society nurtured in socio-cultural background. The situation of socio-cultural adaptation has been seen largely in Bhutia tribe as they have been preserving their culture. No authentic records of early history of Sikkim before the advent of Namgyal dynasty who ruled more than 300 years are available though efforts have been made from time to time to piece together some coherent account of its history. Historical traces can be collected with the migration of Bhutia community to Sikkim[1].

Historical Background

Bhutia is a generic term used all over the country for those people who come from Tibet. The term Bhutia may also be spelt and pronounced as "Bhotia", derived from the original habitat "Bhot" meaning Tibet.[2] The Bhutia word is derived from Nepalese language also which means 'original habitat of Tibet' since 13th Century. The Bhutia community is one of the Scheduled tribe categories in Indian Constitution. Bhutias, they called themselves "Lhopo" or "Lhorees" which means "The dwellers of the southward" and one of the earliest inhabitants of "The Greater Sikkim". They originally migrated from different places of Tibet.[3] They are the nature worshippers and forest dwellers as hunters and gatherers[4]. The Bhutias of Sikkim refer Sikkim as *Denjong i .e.* the "Valley of Rice "which is the cash crop of this community and represents the agrarian nature of Bhutia society. One can find a blend of cultural ethos of Lepchas, Bhutias and Nepalese in Sikkim.

The history of Bhutia tribe and its migration to Sikkim can be traced when the 25th King of Kham Mi- nyak dynasty of Tibet started his journey with his sons towards the south of Tibet, as guided by the words of the Gurdrag (which is said to be one of the ancestral diety who gave the power to their forefathers to invade most of the provinces of China). The diety asked the descendant of the Kham Mi-Nyak dynasty to go to the hidden lands which is lying in the South of Tibet called Dema-jong(Sikkim). Moving southwards, the King along with his sons stayed at various places for quite a long time in Sakya. Here the eldest Prince of the immigrant raised the pillar of the monastery. For his contribution the name was given to the prince as Khye- Bhumsa, which means the strength of the lac of men. He dwelt in Sakya for quite a long time and even he married there. Ironically Khye-Bumsa came to know about the Lepcha wizard called The-Kong-Tek, who was said to be the incarnation of great Lama, who can bestow the boon of progeny. He went to the Lepcha wizard after consulting with Lamas along with his 16 followers. It is said that with his grace Khe-Bumsa was blessed with three sons. Khye-Bumsa and The-Kong-Tek developed an eternal friendship and formed blood brotherhood with Lepchas. To strengthen their relationship one historic step of blood brotherhood was build up between the two chieftains at place called Kabi-lungtsok, where the mount Kangchen- Dzond-nga was kept as a witness to this historic agreement. Thus the relation between Bhutias and lepchas has paved the way of living togetherness and both the communities celebrate the grand Pang Lhabsol[5] in the fond memory of this agreement.

The Bhutias, also known as "*Lhoris or Lhopos*", are divided into several sub-groups, each named after their original place of habitation: the Drukpas from Drukyul/Bhutan, the Chumbipas from the Chumbi valley of Eastern Tibet, the Dopthapas from Doptha in South Tibet, the Tromopas or Dro-mopas from Dro-mo and Lachenpas and Lachungpas from the North Sikkim's Lachen and Lachung valley respectively.[6] Bhutias are said to have descended from the eight clans known as Beb-Tsen-Gyat of the great ancestor of Khe-Bhumsa. Presently there are two divisions among the Bhutias of Sikkim. They are the Beb-tsen-Gyat(eight clan of the settlers) which include i. Bonpa, ii. Gonsarpa or Gantagputsa, iii. Namtsangkor, iv. Tagchungdars, v. Karsorpa, vi. Gyonto-pa, vii. Tsungyapa and viii. Topa or Dokhangpa. The other clan which is Tong-du-rizhis (the four regiments of 1000 in each) as follows: i. Shandarpa, ii. Tse-chu-dar, iii. Guru Tashi and iv. Nyimagyalpo.[7] The Lepchas of Sikkim gradually came in close contact of Bhutias. This relationship turned into a new chapter when the descendant of Khye-Bhumsa, who was from Lhopo Bhutia community and follower of Buddhism, Phuntsog Namgyal, was crowned as the 1st King of Sikkim in 1642 by the three Lamas at Yuksam became the first consecrated ruler and a centralized authority was set up in Sikkim for the first time. The limbo chiefs accepted Phuntsog Namgyal's suzerainty and kingdom was extended beyond its present frontiers up to Thang La (Tibet), in east upto Tagong la (Bhutan) in south up to kishanganj (Bihar) and in west Timar Chorten (Nepal). In this way, from Bhutia community came the ruling house of Sikkim. Thus, Buddhism entered in Sikkim with the emergence of Bhutia Tribe during 16th century[8] when the Bhutia Chieftain Khye Bhumsa came to Sikkim and his descendant became the first King (Chogyal). The legacy of Namgyal dynasty remained from the year 1642 to 1974.

The political scenario of Sikkim changed from the Monarchy system to the Democratic form of government in 1975. With the 38th Amendment Bill of the Indian parliament, Sikkim became the 22nd state of India. After the merger, a new era of political system of democratic setup was introduced. Sikkim was accorded with a special status with Article 371 (F) protecting the identity of Sikkim people.[9]

Monastic Education as an Indigenous System of Education

Traditional indigenous system of Education has been deeply rooted in the culture of Sikkim. As *Chogyal* of Sikkim brought the Buddhism along with him and this religion was spread all over the state. Buddhism became the state religion and monastic education as an indigenous system of education. Monastic education basically laid its foundation on the philosophy and religious script of Buddhism. The curriculum of monastic education was based on fundamental Buddhist teachings along with the other subjects such as painting, sculpture, astrology, philosophy, and literature etc.[10] "The establishment of monastic school as in the institutional form provides education on the basis of religion where the medium of instruction was Tibetan. The people from Buddhist religion are allowed to take admission on it, rest of the habitation are neglected on the basis of religion. To spread the Buddhism in kingdom, rulers of Sikkim constructed number of monasteries within the kingdom".[11] And even till now the monastic education is playing vital role in education system of Sikkim. There are 35 monastic schools in East district, 15 monastic schools in West district, 21 monastic schools in North district and 26 monastic schools in South district. This monastic schools serves education to large number of students.

Present Educational Scenario

The modern education literally started in Sikkim when in 1906 the institution of Bhutia Boarding School was established by the Durbar[12] . In order to get a more blend of modern education the Chogyal of Sikkim gave the permission of establishing the first missionary School in the late nineteenth century. It was the British administration that introduced the modern system of education in Sikkim.

After the merger of Sikkim with the India in 1975, the educational policies were modified with the aim of providing education to the masses. As the impact of this merger, the system of education also adopted the changes in curriculum where the modern subjects including English, Math, Science and Tibetan became the part of curriculum. The monastic education also opened the door for other communities and the communities like Tamang, Rai, Sherpas etc also started getting monastic education. The monastic education is spiritual in nature which mostly tends towards "Lamaism". Being indigenous education system of Bhutia community, monastic education has got a prominent place among them. On the one hand with the advent of modern education system in Sikkim, the Bhutia community also got influence like other communities. Despite cultural and linguistic challenges, which create barrier for tribal children, the employment oriented modern system of education is getting more attraction among new generation. On the other hand they feel more closeness with monastic education system which is rooted deeply in their culture but inefficient in employability, which is creating conundrums among tribal community.

When we trace back the history of education in Sikkim, it has been witnessed by the general people that monastic education existed in Sikkim since the reign of Namgyal Dynasty and it was followed till the influence of Christian missionaries in Sikkim. In Sikkim the education of the masses started with introduction of monastic education which was life-centered, practical, skill-based as well as spiritual.

According to socio-economic census 2006, the total population of Sikkim was 581546 out of which with 76,070 persons, Bhutia community was the second largest community of the State. After Sikkim's merger with India, the Scheduled Tribe Act of 1978 included other tribal groups like Sherpas, Dukpas, Tibetans, Dopthapas, Kagateys, Yolmos, Trompos and Chumbiapas in the category of '*Bhutia*'.[13] Bhutia (13.08 %) comprises of second largest community after Rai community (13.52 %), Lepcha 7.78%, Limboo 9.74% and Tamang 6.74%. of Sikkim's total population. 13.21 % household belonged to Bhutia community, whereas 7.19 % Lepcha community, 9.54% limboo community and 6.90 % Tamang community of tribal population. However, according to 2011 census report, the total population of Sikkim is 610,577 out of which 206360 are Scheduled Tribes (STs) which account for 33.79 per cent of the total population.

To estimate the socio-economic development, literacy is considered as an important element which reveals social advancement and reflects development of society. The table of Literacy rate and households sending children to private schools provide overview of the socio-economic condition and awareness towards education among the tribal communities of Sikkim.

T A B L E 1 *Community wise distribution of Literacy rate and Household sending children to Private School:*

Sl. No.	Community #	House Hold	Population			Literacy Rate			House Holds sending children to private schools	
		Total	Total	Male	Female	Total	Male	Female	House Holds	%
1.	Bhutia	14769	76070	38891	37179	81.09	86.88	75.03	3763	25.48
2.	Lepcha	8041	45239	22945	22294	80.77	85.76	75.59	1487	18.49
3.	Limboo	10672	56650	29343	27307	76.52	83.19	69.32	1594	14.94
4.	Tamang	7718	39457	20439	19018	78.61	83.84	72.93	1431	18.54

Apart from these communities other communities are Bahun, Chettri, Pradhan, Rai, Manger, Gurung, Sunwar /Mukhia, Thami, Jogi, Dewan, Bhujel, Kami, Damai, Sarki, Majhi, Sanyasi/Giri etc.

Source: State Socio-Economic Census, Department of Economics, Statistics, Monitoring and Evaluation, Government of Sikkim, 2006

It is clear from table that the literacy rate of Bhutia tribe (81.09 %) is slightly high in comparison to the other communities like Lepcha (80.77%) , Limboo (76.52 %) and Tamang (78.61%); and it shows that the parents are more concerned about the education of their wards which is evident from the fact that a good number of Bhutia household (25.48 %) are sending their children to private schools in comparison to Lepcha (18.49%), Limboo (14.94%) and Tamang (18.54%).

T A B L E 2 *Percentage Distribution of Population by Educational Level within Community*

Sl. No .	Community	0-6 years	Illiterate	P S.	JHS	S.S.	Sr.S.S	Non. tech. Deg.	Tech. Deg	P.G Non. Tech.	P.G Tech	Religious Literate
1.	Bhutia#	11.35	16.79	28.74	16.35	10.47	6.3	4.57	0.34	0.59	0.18	2.66
2.	Lepcha#	14.80	16.38	35.81	15.01	07.71	4.0	2.29	0.15	0.33	0.05	1.83
3.	Limboo#	15.28	19.89	36.71	14.75	06.37	3.03	1.51	0.09	0.18	0.03	0.12
4.	Tamang#	13.46	18.51	35.09	16.16	07.86	3.87	2.49	0.14	0.27	0.07	0.58
5.	Bahun*	11.57	13.04	27.11	16.98	12.68	8.90	5.40	0.47	1.20	0.18	0.68
6.	Gurung*	12.96	16.27	34.71	17.8	09.17	4.32	2.31	0.18	0.22	0.04	0.39

Tribal Community *Non-tribal community **Source: State Socio-Economic Census, Department of Economics, Statistics, Monitoring and Evaluation, Government of Sikkim, 2006**

From the above table it very interesting to note that tribal communities are more inclined towards religious literature than non-tribal communities. Except these all four tribal communities only 0.68 % Bahun and 0.39% Gurung study religious literature. Most of the other non tribal communities' percentage of religious literature study is below 0.15% and many of them even are 0%. It was also found that Bhutia community has attraction towards religious literature and monastic education which has ensured their large participation (2.66%) in comparison with other communities Most of the tribal population of the state is under influence of either Buddhism especially Bhutia or Christianity especially Lepcha and Limboo. Tribal communities are having mixed religious groups also although with least numbers.

Language

Like ethnic groups, Sikkim is a home of number of languages. These belong to several branches of Indo-Aryan family, Tibeto-Burman branch of Sino Tibetan speech family. Bhutia language has its origin from the Tibeto-Burman branch. Bhutia language in Sikkim is known as "*Lho Kay/ Denjong kay"* which has borrowed the script from Tibetan language. Though, Bhutia tribe is the second largest population of Sikkim but their native language *Denjong kay)* is vanishing as the younger generations are having more inclination towards the other dominant languages (Nepali and English). Ghosh (2016)[14] has rightly said "In a multilingual country like ours the inability to speak in the language of our erstwhile colonial oppressors is synonymous to being mute, having no language and therefore no voice, at least not one that will be heard." Mohanty, Panda and Mishra,[15] (1999) writes that languages of the marginalized people are treated with discrimination at all levels in the society, stripped of their instrumental significance. It takes over seven to nine years for an Indian child to internalize that some languages are more prestigious and more useful and powerful than others; tribal children learn that their language have no use for them. Mohanty (2008)[16] further states that, " In India constitutional statutory and policy provisions for the mother tongue education are not implemented: the number of languages used in the schools- both as language of instruction and language subjects has sharply declined over the years, with barely thirty languages being used in primary grades as instructional media". After the interaction with the Bhutia students it was found that the bhutia students are having language crises, as their language of learning is different from the official language of the schools which creates language deficit and ultimately creates hindrances in the educational performance.*[17] To protect the Bhutia culture and its language, which was in endangered category, a step was initiated by the Human Resource Development Department, Government of Sikkim, in the year 1984 by introducing Bhutia language at Primary level. Gradually, Bhutia language was included in Class X CBSE board in the year 1986 then after at college level it was first introduced as an elective language in the year 2000 and as an honors subject in 2012. The Bhutia language has now glorified as well at the University level, by starting PG course at Sikkim University in the year 2016. Now the curriculum of the Bhutia language is developed by the Human Resource Development Department of Sikkim.*[18] and Lho Kay as Bhutia language is adopted in the school education as well as at university level.

Socio cultural Perspective

Talking about the culture, EB Taylor states that "Culture is the complex whole which includes knowledge, belief, art, moral, laws and other."[19] Culture plays a vital role in shaping the educational patterns of an individual. Education helps in preserving the cultural heritage as well as transmitting it to the future generation. Mannheim on the other hand does not believe education solely as a means of realizing abstract ideals of culture. According to him, education can only be understood when we know for what society and for what social position.[20] There are number of students in the class who come from diverse background, depending on their socio-cultural background and make a social environment in the school which needs to be explored for making education complete.

Bhutia Tribe has its own unique culture, which helps an individual in equipping various values, ethics and traditions. Bhutias are distributed in all the four districts of Sikkim, but their main concentration is in North Sikkim.[21] They live in a hilly terrain of high altitude and cold climate, where there is high rainfall with medium snowfall and high humidity with dense forest.[22] The Bhutias depend on agriculture, dairy farming and pastoralism. In the summer months, people of "*lachung and Lachen*" (which is the Bhutia village in North Sikkim) go to the higher altitude to graze their animals. They stay there in the summer and they return back during the winters and practice cultivation such as cardamom which is their principal cash crop. The Kho, a long sleeved robe with a *kera* or belt, worn by males whereas the women wear the sleeveless *kho* with the *hanzu* beneath the *Kho is* the trqditional dress of Bhutia community. The married women wear *Pangden*, a striped apron from outside the *Kho.* Social life of Bhutia is surrounded around *Gompas*(monasteries). For practicing the rituals, Gompas are built nearby the community in order to organize the rituals. Bhutias are the firm believer of the Lamas (the senior Lama, Rinpoche). They prefer Lamas opinion for all their day today activities starting from birth ceremony to the death ceremony. They are the strong believer of the idea that for the success of life wisdom and practical approach along with knowledge is necessary. Knowledge can be acquired even without going to any educational institution, but experience cannot be earned without actually living the life.To understand the socio-cultural background of Bhutia (Lhopo) community, it is pertinent to have a look on the rituals, customs of the society in which Bhutia child develops himself and play a role in the future endeavors.

Bhutia (Lhopo) community represents a patriarchal society. They believe in closed group and don not accept inter-cast or interreligious marriages. They are firm believer and followers of traditions.

Maternal uncle has an authority of final word for accepting the marriage. A dense populated locality of Lopho Bhutias , *Lachen and Lachung* village in North Sikkim have its own law and order called " Zumsa" based on their traditional culture where " Pipon" is the head of the community who takes every decision and works like local governing body. Because of the influence of modernity the Bhutias of other parts of states have now started accepting the inter caste and inter religious marriages

The life of Butia community moves around customs and rituals which gives strong feeling of togetherness. *Phya-kya* is birth ceremony of Bhutia (Lhopo) Tribe, where the feeling of commune (living together), value of sharing, cooperation is shared among the members of community. They celebrate *Loosong* festival as a harvest time which denotes their culture as agrarian society. It also helps the young generation in building inter-personal.Ethics and moral values are considered as most important factor in life of Bbutia community. *Nempa Guzom* is celebrated by Bhutias, which falls between the sixth and seventh day of *Loosong*. It gives opportunity to develop good habits and good thinking by not using bad words and bad activities. *Bum Kor* is a procession, where the volume of Buddhist Scriptures which is called "Bum" is taken out from the monasteries once in a year in the second and third month of Tibetan Calendar. It is believed that by practicing this procession, one can get abundant blessings of peace, comfort and solace. *Pang-Lhabsol* is celebrated for remembering the historic event of blood brotherhood agreement signed between lepchas and Bhutias. Thus, we find Bhutia community is strong believer of Buddhism, which is their religion.

Conclusion

Situated in the lap of eastern Himalayas Sikkim is known for its unique multi-cultural society with rich diversity, having various tribal ethnic groups like Lepchas, Bhutias, Limboos and Tamangs. The historical and political account of Sikkim can be traced with the migration of Bhutia tribe and Namgyal dynasty. Formal set up of education in Sikkim started with the introduction of monastic schools, which focused on teaching of religious literature along with the practical and skill based education. After the reign of Namgyal dynasty, with the impact of Christian missionaries and merger with India, modern education system was introduced which attracted almost every one including tribal society as it was employment oriented. Despite of the affection and belongingness towards indigenous monastic education system, which is deeply rooted in the culture of Bhutia tribe , one very significant sign has been witnessed that Bhutia parents have shifted their interest towards private schools which are providing modern system of job oriented education. The modern system of education is based on non-tribal culture which hinders the learning of tribal children as they come from different and diverse background with their pre-conceived knowledge and experiences based on their culture. Bhutia community being agrarian society and followers of Buddhism needs special attention for integrating their vast cultural knowledge and practices into education system. If the school curriculum rectifies their possessed knowledge, they get connected to this environment otherwise it creates dilemma in their mind resulting in moving away from their roots or from mainstream.

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GLOBALIZATION AND HIGHER EDUCATION : CHALLENGES AND OPPORTUNITIES

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Declaration

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Introduction

Education system is India has got a history which can be dated centuries back to the age of Buddha and, now, along with passed span, there has in fact been substantial improvement in the higher education state of affairs of India in both quantitative and qualitative terms post globalization. Globalization has brought in a number of changes in the world today changing in to a global market.

The direct interrelation between the industry, corporate world and higher education has brought a transformation in the skills required for various jobs. The process of globalization has brought significant transformation in the world trade, communications, educational activities and economic relations since the latter part of 20th century.

Globalization

Globalization can be most commonly defined as the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture, which promises dramatic and rewarding change to the higher education systems of the developed as well as developing countries. If we analyze the case of the developing countries like India, where the system is facing the scarcity of resource, it threatens the stability needed to build the well performing system. Developing countries gets entangled in the volatile atmosphere of the Globalization as there is a kind of an unexpected

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change which requires an immediate adjustment (willingly or unwillingly) both to that quickening pulse of international change, and accordingly it brings reform on several fronts simultaneously, which gives rise to a grim plight under the given resource status of higher education.

Taking into consideration the positive contribution of the Globalization in India in form of the makers realized that universities are key contributors to economic prosperity.

The evolution of technology, according to him, increased the competition between universities themselves. The process goes on in the manner that, Universities realize the existence competitive programmes from national and international academic institutions. As a result, governments and universities became responsible for improvement in higher education. Council for Higher Education (2008) confirms that some western nations have the goal of becoming global leaders in higher education. This new goal requires re-evaluation of curriculum and programmes to make them adequate for the challenges of globalization.

Adding to this, according to Gregor (2002), the shift toward globalization has encouraged academic institutions, especially US universities, to improve the skills of their graduates to meet the needs of national and international markets.

It can also be said that Globalization is a complex phenomenon that has had far-reaching effects. Not surprisingly, therefore, the term “globalization” has acquired many emotive connotations. At one extreme, globalization is seen as an irresistible and being force for delivering economic prosperity to people throughout the world. At the other, it is blamed as a source of all contemporary ills.

To different scholars, the definition of globalization may be different. According to Cheng (2000), it may refer to the transfer, adaptation, and development of values, knowledge, technology, and behavioral norms across countries and societies in different parts of the world. The typical phenomena and characteristics associated with globalization include growth of global networking (e.g. internet, world wide e-communication, and transportation), global transfer and interflow in technological, economic, social, political, cultural, and learning areas, international alliances and competitions, international collaboration and exchange, global village, multi-cultural integration, and use of international standards and benchmarks. UNDP in Human Development Report (1999) describes globalization as the increasing interdependence of the world’s inhabitants, on an economic, technological, cultural, as well as political level. It is seen as a general tendency towards the liberalization of economic trade, a wider circulation of capital, goods and products, and a quasi-abolition of national borders. The speed of communication and the relatively low cost of processing information have caused distances to be eliminated. The speed communication and the relatively low cost of processing information have caused distances to be eliminated. The categories of time and space have been completely overturned. Models of consumption values, and standardized cultural products thus tending to make behaviors and attitudes more similar and wipe out differences across the globe.

Higher Education

Student’s option for higher education is no longer constrained by national boundaries. For the first time in history in the era of globalization, world’s student population truly have access top a ‘global market place’ of higher education.

The number of students who are able to pursue education in other countries has really changed, with the advent of a new Indian middle class and increased wealth of the Indian upper class, as a result of which there has been a rapid integration of countries across the globe in terms of commodities as well as finance.

While it can be true that some Indian universities are going global, it can be argued that many other nations are also going global which again gives rise to a stiff competition in the field of higher education also.

Like the other sectors, there exist and a nexus between the industrial and education sector also and a strong relationship among them can be important for the sustainability of the both system. In India, quality of higher education was also an important agenda of the government reform. In the recent span, Indian reform policies gave much weight to the quality of higher education.

This has been done keeping in view the undeniable fact that our nation has a need for new technology and education to improve their social and economic life. For example, in the field of information technology, its advancement is helping people around the world connect in a unified global culture. This technological development encouraged universities to interact effectively with students from different nationalities. There is no more a distance hindrance by the argumentation of the concepts like Virtual classes. Foreign universities have opened their doors for Indian students and providing their access towards the specialized courses through student Visa.

Higher education system around the world, according to Olaniran and Agnello, have encouraged the use of technology, enhanced individual's capabilities, and responded to future demand in order to compete in global market.

Concepts like online universities, private universities and other privately owned and managed programs are the resultant accomplishments.

Higher education systems in developed countries like USA, UK became exporters of the commodity of education to developing countries like India. Indeed, both developed and developing countries are benefiting from each other.

The profitability of the higher education industry can also being realized from the increasing demand for academic degrees. The development in technology has also affected cultures in many countries around the world. According to Olaniran and Agnello, technology has encouraged the creation of global culture and global education but may diminish cultures of smaller and poor countries.

Globalization and Education

Globalization has a close relation with education. As education has an important place in shaping a society, it has to be connected with globalization and global activities have a deep impact on education. Globalization of world economies is leading to increased emphasis on internationalization of the higher education curriculum. It also contributes to opportunities for new partnerships in research and teaching with agencies and institutions across the globe (Twigg and Blinger, 1996) Globalization symbolizes a paradigm shift involving the re-thinking of beliefs and structures in traditional consciousness. It symbolizes a shift from mono-cultural approach to higher education to multicultural approach. Globalization is one of the several powerful worldwide forces that are transforming the basis of business competition, paradoxically harkening an ears in which small, local communities of practice may become a permanent structural form. Communities of practice enable organizations to build, share and apply the deep level of competence-required to complete in a knowledge-based global economy (Drucker, 1993).

Gordon (1999) outlines the importance of higher education in the learning society by attributing the report of the National Committee of Inquiry into higher education, in the following words : "Higher education is fundamental to the social, economic and cultural health of the nation. It will contribute not only through the intellectual development of students and by equipping them for work, but also by adding to the world's store of knowledge and understanding, fostering culture for its own sake and promoting the values, that characterize higher education : respect for evidence, respect for individuals and their views and the search for truth. Equally, part of its task will be to accept a duty of care for the well being of our democratic civilization, based on respect for the individual and respect by the individual for the convention and laws which provide the basis of a civilized society."

The Indian Scenario

As on today we have more than 330 universities, institutions of higher learning and deemed universities, out of which 130 deemed to be universities, 13 institutions of national importance, 55 central universities, 313 state universities, 5 institutions established under state legislation act and about 26885 colleges in India. Education System has increased sixteen-fold in terms of the number of universities and thirty three-fold in terms of the number of colleges, in comparison to the number at the time of Independence.[1] At the beginning of the academic year 2004, the total number of students enrolled in the formal system of education in universities and colleges was 99.53 lakh – 12.97 lakh (13.3 percent) in university departments and 86.57 lakh (86.97 percent) in affiliated colleges and 4.37 lakhs teaching Faculty employed making Inida's system of higher education the second largest in the world. "To finance this expansion, the Government of India consistently increased its share in the total expenditure on higher education-from 49.1 percent in 1950-51 to more than 90 percent today.

It is significant that despite these impressive statistics the system caters to hardly 6 percent of the relevant age group, as compared to more than 80 percents in the developed countries." This is partly because the expansion has been offset by the growth of the population in the relevant age group.

Globalization, Education and Lifelong Learning

People can only contribute and benefit from globalization if they endowed with knowledge, skills and with the capabilities and rights needed to pursue their basic livelihoods. They need employment and incomes, and a healthy environment. These are the essential conditions which empower them to participate fully as citizens in their local, national and global communities. These goals, can only be reached if national governments allocate adequate resources to education, basic infrastructure and the environment, and create the institutional framework which ensures broad access and opportunity.

Education is a major concern for all societies. As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the areas of science, technology, economics, and culture. It is the reason behind social change and scientific progress, and in its turn, it is subjected to the results of progress that it itself has engendered, both with regard to content as well as methods and established aims.

Lifelong Learning is Based On The Following Four Fundamental Precepts

Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

Learning to do in order to acquire not only an occupational skill but also more broadly the competence to deal with a large number of situations and work in teams. It also means learning to do in the context of young people's various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses alternating study and work.

Learning to live together, by developing an understanding of other people and appreciation of interdependence, - carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding and peace.

Learning to be, so as to develop better one's personality and be able to act with increasingly greater autonomy, judgment, and personal responsibility. To that end, education must not disregard any aspect of a person's potential : memory, reasoning, aesthetic sense, physical capacities, and communication skills.

Some Positive and Negative Impacts of Globalization

Although globalization seems to be unavoidable to many countries and numerous initiatives and efforts have been made to adapt to it with aims at taking the opportunities created from it to develop their societies and people, in recent years there are also increasing international concerns with the dangerous impacts of globalization on indigenous and national developments. Various social movements have been initiated against the threats of globalization particularly in developing countries. The negative impacts of globalization include various types of economic. Political, and cultural colonization by advanced countries on those developing and under-developed countries. Inevitably, how to maximize the opportunities and benefits from globalization to support local developments and reduce the threats and negative impacts of globalization will be the major concerns of developing countries.

As mentioned above, globalization is creating• opportunities for sharing knowledge, technology, social values and behavioral norms and promoting developments at different levels including individuals, organizations, communities and societies across different countries and cultures. In particular, the advantages of globalization may include the following :

- Global sharing of knowledge, skills, and intellectual assets that are necessary to multiple developments at different levels;
- Mutual support, supplement and benefit to produce synergy for various developments of countries, communities, and individuals;
- Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth;
- Promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions.
- Facilitating communications, interactions, and encouraging multi-cultural contributions at different levels.

Challenges and Opportunities

There is no doubt that it is a difficult task for developing countries to bridge gaps and to keep pace with the developed world. Massification of higher education can rather been responsible for this expansion. One of the main reasons is that resource constraints are severe, and the quality of education available to most Indian students is questionable in terms of its ability to face the challenges posed by further education as well as employment market. The situation is further complicated by the rigidities of the higher education system, the political pressures from regional, religious and caste-based groups, and related problems.

Two of the strategic and long-term questions that globalization poses to the higher education and teacher education in particular are : (a) 'Commodification' – the use of knowledge as a purchasable and saleable good. (b) 'Alternative providers' with a profit motive of higher education's landscape that are engaged in the transmission of knowledge using information and Communication Technologies.

Displacing and reinterpreting knowledge raise fundamental questions to the Universities, more, so, in the area of autonomy and academic freedom. They also pose questions with regard to the very objectives of Higher Education system in terms of its ethical obligation to make knowledge freely available to those who seek for it. The apprehension is, that the globalization, may herald a basic change in the very role that universities that play in the society. Defying universities simply as service providers' and changing their responsibility to the society for the shorter gains, may in the lone run, ruin the very objectives with which the Universities were established (Guy, Neave, 2001).

The dynamics of globalization is no doubt a challenge as well as an opportunity. Teacher education today, globalization or no globalization, is no more constrained by geographical boundaries. Innovative forms of translocation and transnational education have become a possibility. Multi-campus institution, "franchised institutions learning centers providing university degree, off campus education, distance learning, internet based distance education, virtual universities merging of part studies to combine into a whole for obtaining national as well as international degrees are only few models as examples. As far as higher education is concerned, and enthused and well-informed student has umpteen choices, for the first time in the access remains only as availability. Who can reach to it and now? What alternative provision are made for those who cannot afford to reach is the crux of the matter.

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IMPROVEMENT IN COUNSELING CHARACTERISTICS AMONG ADOLESCENT'S PARENTS AND TEACHERS

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Shweta Agarwal* the author of the research paper entitled IMPROVEMENT IN COUNSELING CHARACTERISTICS AMONG ADOLESCENT'S PARENTS AND TEACHERS declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

The study describes, conceptualizes and tries to explain the present status of the school-family relationships from the adolescents perspective. My purpose was to find out what perceptions, representations and behavioral patterns and adolescents have towards their parent's involvement in education and towards the relationships between school and family.

The study confirms that adolescents have a different perspective than their parents on the family's style of education, on the attitudes and behaviors in school-family-community relations; all these influence their reactions and ultimately, their psycho-social development. Considering the overlapping spheres of influence theory, the representations that the student has acquired in high school overlap with the representations of his/her family experience, thus providing h'm/her with a new and broader horizon of understanding of the family microcosm in relation to the school and community environment.

The importance of counseling in schools is presented by Ndichu, (2005) when he states that.

The modern society has changed so much. The social safety nets that existed in traditional societies and ensured a somewhat stable environment for children to grow up in have all but gone.

Introduction

The issue of education is taking a completely new dimension. The demand is rising, new universities are opening up, day by day and job scarcity makes failing in academic a sure way to limit chances of success, schools are competing for mean grades, while the curriculum is overloaded. Students are made

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to go for tuition, weak students are given remedial teaching, teachers find themselves under pressure, as parents spend less and less time with their children, the young are left on the hands of their peers for advice, those with access to internet get exposed to i-information, others go for electronic and print media. The unlucky ones depends on rumors.

The issues presently have been compounded with the recent spate of violence among a number of schools. The call for in-school counseling has taken a intensified dimension. In their wake, students have burnt buildings, destroyed properties. Parents, leaders, teachers, religious leaders all are asking questions of what has really gone wrong. The common area of agreement is that there is a need for counseling in schools with some quarters calling of counseling of parents and teachers as well.

Why counseling is important in adolescence?

With current socio-technological changes and educational demands, counseling is becoming a major area of concern for in-school youths. The large number of students in schools, limited number of trained teacher counselor, heavy work load, socio-economic and technological changes all put pressure on the teachers, students, parents and society. No wonder, there is frequent demand for counseling to help address some of these problems.

In this paper, I will present personal experience with in-school counseling among a number of secondary schools across the country. Guidance and Counseling (GC) in Secondary schools should help the students: plan and prepare for their work roles after high school, with personal growth and development, plan and prepare for postsecondary schooling, and with their academic achievement in high school.

Counseling is the skilled and principled use of relationships that develop self-knowledge, emotional acceptance and growth. Counseling seeks to address and resolve problems, help one in decision making while also assisting one to cope with crises. Counseling is also concerned with helping individuals to work through feelings and inner conflicts so as to improve relationships with others.

Importance of Peer Counseling

Whereas Peer Counseling (PC) is the encouraging concerted effort to harness the capacity which group members sharing common interest may console, appease, befriend, mediate and reconcile those who are alienated from one another informally without resorting to discipline or depending on professionals or those in authority within organization or institution. PCs are para-professionals selected from the group to be served, trained, and given ongoing supervision to perform some key function generally performed by a professional.

PCs are students appointed by their colleagues or the school administration in an effort to open greater link between individual students. It is based on the assumption that individuals as natural helpers provide spontaneous and informal support to peers experimentally. When supported and developed it may become the best group to reach out to the needy students.

Such natural helpers when provided with counseling skills may be of greatest assistance where authority and professionalism services may be inadequate or not readily available. It is for that reason that in school situation, students are likely to contact fellow student when they are experiencing problems and concerns before they approach their teachers especially on matters they consider embarrassing such as rape etc. It is easy for them because of their closeness to their colleagues to notices stress symptoms and refer such case to the counseling department before it is too late. Cases of substance abuse and mental ill health would be apprehended long before they became indiscipline case if PCs are empowered. Emotional problems and family conflicts disturb students a lot. Students who have issues of concern may be easily identifiable by a counselor who mingles with them during co-curricular activities. The point is *'If the students cannot come to you, so go to them! They cannot resist their colleagues.*

PC training is therefore empowering students both individually and collectively in a system. No wonder, the work of trained PCs can assist in broadening the impact counselors can have on young people, families and the education system.

Amid all the recent flurry of state and national reports calling for educational reforms initiatives to raise academic standards, add course requirements, require competency testing, and otherwise upgrade the quality of our schools, very little attention has been given to the need for improved guidance and counseling services. Yet effective learning can take place only within a supportive environment, of which developmental guidance is a crucial component.

When students have problems, they turn to those whom they know the best, and who they think can help to the most. Surveys have shown that the adults to whom students of all ages are most likely to turn, after their parents, are teacher.

In most schools, there are a from enough school counselors or others specialists to provide a comprehensive program for developmental guidance.

As it is, counselor's hands are normally full as a result of dealing with high-risk students who have special needs or emotional problems, and most other students are lucky if they can gain access to a counselor more than a few times during a school year. Yet all students, especially at the middle school level, need the support of a friendly adult who cares about them personally; someone they can confide in, who can help them deal with the problems of growing up, keeping up with their studies, and planning their careers.

Are Teachers Qualified to Provide Counseling?

Although they may lack the professional training of counselors, school teachers have a long tradition of helping students with personal problems. They also interact with the students daily, and thus are in an excellent position to provide personal direction. In fact, effective teachers share many of the same traits as effective counselors: ability to empathize with students, patience and flexibility, excellent interpersonal skills, openness to new ideas, and awareness of individual differences. Good teachers also habitually promote and sustain positive group interaction in their classes, and develop helping relationship with both students and parents. In all these ways, the teacher's role is closely allied to that of the counselor. Elementary school teachers, who work closely with young children in a single classroom, generally accept the idea the developmental counseling is an integral part of their responsibility to students. But middle and secondary school teachers work with a larger number of students and usually spent no more than an hour a day with each class. Because their teaching is limited to specialized fields, they tend to emphasize academic skills, and have little time to spend getting to know their students or talking about students' needs, interest, or problem. Yet adolescents at the middle and high school level need personal attention and guidance as much as, if not more than, young children. A trusted high school teacher is often the student's first choice as someone to turn to in discussing personal problems.

What Would a Teacher Counseling Program Invole?

Teachers, especially in middle schools and high schools, often feel so overwhelmed with their schedules and responsibilities that they do not have the time to build close personal relationships with their students. To be successful, a teacher counseling program must therefore be incorporated as a part of the regular curriculum. One popular approach has been to assign each teacher 15-20 advises, and to arrange regular "homebase" or "homeroom" period of 25-30 minutes at the beginning of each school day. Counseling activities, during which students can explore their personal interests, goals, and concerns with a supportive group of peers. Teacher-counselor also hold regular student and parent conferences and keep track of their advisees' academic progress, consulting with other teachers, school counselors, and support personnel.

What Should be Included in Counseling Curriculum?

A developmental counseling curriculum can be structured to include units that focus on the following themes:

- Getting acquainted/orientation
- Study skills and habits
- Self-assessment
- Communication skills
- Decision-making and problem-solving
- Peer relationships
- Motivation
- Conflict resolution
- Personal hygiene and wellness
- Career awareness and development
- Educational planning
- Community involvement.

These units may be organized sequentially according to a school guidance calendar and the major events of the school year. For example, orientation and study skills units would be scheduled early in the year to allow students to get to know the school and one another, and to get off on the right track academically. A self-assessment unit would follow, enabling the students to map out their personal strengths and identify the areas where they need to grow. While some of these topics can be covered in a single class period (such as "getting acquainted"), others can become recurrent focal points for group discussion, such as motivation, conflict resolution, communication skills, and study skills. Some sessions should be carefully structured to build group cohesiveness or to introduce important developmental concepts. Other sessions should be left open-ended, allowing discussion to focus on-students' particular interests and needs.

New dimensions of counseling among parents and family

The current study describes the initial demonstration trail of a family- based prevention counseling model for indicated-risk adolescents, multidimensional family prevention (MDFP: Liddle & Hogue, 2000). The ultimate goal of MDFP is prevention of clinically significant drug use and antisocial behavior in high-risk youth. MDFP attempts to achieve this ultimate goal by means of two intermediate intervention goals for every family: helping adolescents achieve an interdependent attachment bond to parents and family, and helping adolescents forge durable connection with pro-social influences such as schools, pro-social peer groups, and recreational and religious institutions. Regarding bonding to the family, MDFP seeks to help parents and adolescents negotiate a changing but continuing attachment that respects both the autonomy and connectedness needs of adolescents (Silverberg & Gondoli, 1996). Solid parentior, provide a secure base from which adolescents can build psychosocial competency (Resnic et al., 1997). Regarding bonding to pro-social influences, it is well known that school disengagement and failure are linked to drug use and delinquency (Steinberg, Flectcher, & Darling, 1994). In contrast, self-competence and positive value academic success and investment in school involvement in extracurricular activities and association with pro-social peers are considered developmental assets that insulate adolescents against behavioral problems.

This study is among the first to evaluate a family-based prevention counseling model on a sample of high-risk, inner-city young adolescents. The study sample was recruited from a community-based youth program as part of a pretest-posttest intervention design that included a randomized control group. The ultimate goal of MDFP is prevention or delay of substance abuse and antisocial behavior in middle and late adolescence. As a means to this end, MDFP seeks to reduce risk factors and enhance, protective factors in four domains of functioning that represent major meditation influences on the long-term development of adolescent behavioral disorders. Adolescent self competence, family functioning, adolescent school involvement, and adolescent peer association. Thus, these mediating influences are the proximal targets of the intervention. It was hypothesized that young adolescents and their families participating in MDFP would show significant post-intervention gains in each of these targeted domains in comparison to control subjects.

The intervention model, multidimensional family prevention (MDFP; Liddle & Hogue, 2000) is a developmental-ecological, family-based intervention for indicated-risk adolescents that seek to influents within-family interaction as well as interactions between the family and relevant social system. (Tolan et a1.1996). MDFP is a home-based model (counselors hold sessions in the horne, clinic office, or occasionally at community sites such as schools and churches) that provides all services in a one-to-one setting. Session composition varies on a case-by-case and session-by-session basis, and counselors regularly spend time working individually with family members to accomplish fam.ly-wide goals. A total of 15-25 sessions are held over a 3 to 4 month period, depending on the nature and severity of issues presented by the family. The initial few sessions are dedicated to assessment of adolescent and family functioning in seven risk/protection domains; family relations, school performance, pro-social activities, peer relations, attitudes about and experiences with cultural themes, and adolescent health and sexuality. the counselor and family review the risk profile that emerges and construct a counseling agenda for addressing the most significant themes.

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HIGHER EDUCATION IN INDIA- AN ANALYSIS

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Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *Arun Kant Gautam and Priyanka Sharma* the authors of the research paper entitled HIGHER EDUCATION IN INDIA- AN ANALYSIS declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Abstract

The present paper examines the higher education scenario in India and attempts to point out the problems and challenges of higher educational sector. Several factors are responsible for this. Primary among these are the legal and legislative hurdles in several federal states. These factors have led to specific problems for serious investors in this sector in India.

Education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world and at the same time it provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity.

India needs more efficient, educated and skilled people to drive our economy forward. There are many Indian around the corner who known for their capabilities and skills. To develop India as an education hub or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular. This paper is mainly focused on the overall performance of higher education system in India.

Present paper aims to identify emerging issues and challenges in the field of Higher Education in India. This paper concludes that there is a need of plans requires solutions that combine; employers and youth need of Expectations of from various stakeholders Students, Industry, Educational Institutions, Parents and Government.

Key Words: Higher Education, Financing, Issues, challenges

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Introduction

India has been systematically progressing on the educational front since its independence and has seen an appreciable surge in reaching out to all the sections of the country. The improvement on the country's economic front, the up scaling of communication technology and the advent of the internet, have vastly leveraged the promotion of education across all verticals. The accelerated growth of the educational sector in last decade is a sparkling testimony to this fact, with facts and figures showing an unprecedented improvement of education in India.

The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The educational movement has been receiving tremendous government support through comprehensive planning in its various five year plans.

An overwhelming demographic divide still persists in the access to quality higher education with several communities still remaining under represented, contradicting the very objective of equity within the social growth of the country.

At the time of independence, there were only 20 universities and 500 colleges in the country with 2.1 lakh students in the higher education system. But, after independence, there has been a phenomenal growth in all these numbers. Now, it is a recorded fact that there is an increase of 40 times in the number of Degree awarding Universities/ Institutes, 82 times increase in the number of colleges, and the students enrolment has gone up to over 127 times in the formal system of higher education as compared to the figures of Independent Year of India. The phenomenal increase in enrolment of this order would not have been possible without the growth in the number of institutions of higher learning, both universities and colleges in particular, and increase in intake capacity of courses. The increase in numbers of institutions and enrolment indicate that the target of 30% Gross Enrolment Ratio (GER) set for the end of XII Plan (2017) will be achieved.

Objectives of the study

The main objective of the present study is to analyse the present status of higher education system in India, to highlight the opportunities and challenges faced by the higher education system in India and to examine variations in the enrolment in higher education across states, gender and social groups.

The present paper is a macro level and descriptive study in nature, based on secondary data collected from the published and unpublished records, reports and contributions of several institutions, organizations and individuals in India. Specifically, the secondary sources include Annual Reports of UGC, Education Department of Ministry of Human Resource Development, Economic Survey and other journals, books and websites. As these secondary sources have obvious limitations of sampling and dimensional studies, the present study could only be a macro analysis of higher education system in the country as a whole.

An Overview of Higher Education in India

Even after 69 years after Indian independence, we are far away from the goal of universal literacy. There are number of schools in the country, but they don't have proper basic infrastructure. But on a positive note, Indian professionals are considered among the best in the world are in great demand. This signifies the inherent strength of Indian education system.

There are 47 central universities, 347 state universities, 237 private universities and 123 deemed universities in India as listed by the *'University Grants Commission' (UGC),* the apex regulatory body for higher education. All the above university groups are legally entitled to grant degrees. State universities are the only institutions that are allowed to affiliate private as well as public colleges under them. However, these colleges are allowed to operate only within the individual federal state borders. Private colleges offering professional courses, which match specific needs of a sector or industry, are often affiliated to state universities. Affiliated colleges are called 2f and 12b colleges according to the latest figures, there are approximately 9,195 such affiliated colleges in India supported by the UGC.

The federal states of Uttar Pradesh and Maharashtra have the maximum number of affiliated colleges of 1,677 and 1,185 respectively. Karnataka (766), Chattisgarh (488), Gujarat (486), Tamil Nadu (468), and West Bengal (433) too have large number of affiliated colleges under their federal state universities. While private universities do not have affiliated colleges, these universities also offer professional as well as regular courses in it.

TABLE 1 *Type-wise number of Universities/University level Institutions and Colleges as on 25.05.2016*

Universities	Total Number
State Universities	347
Deemed to be Universities	123
Central Universities	47
Private Universities	237
TOTAL	754

Source: *http://www.ugc.ac.in/oldpdf/alluniversity.pdf*

Students Enrolment

During the academic year 2014-15, there had been 265.85** lakhs (provisional) students enrolled in various courses at all levels in universities/colleges and other institutions of higher education as compared to the unrevised figure of 237.65 lakhs in the previous year, registering an increase of 11.87** per cent. The trend of students' enrolment at the macro level in the last two decades is given in *Table 2.*

TABLE 2 *All India growth of students' enrolment*

Year	Total Enrolment	Increase over the preceding year	Percentage
1984-85	3404096	96447	2.9
1985-86	3605029	200933	5.9
1986-87	3757158	152129	4.2
1987-88	4020159	263001	7.0
1988-89	4285489	265330	6.6
1989-90	4602680	317191	7.4
1990-91	4924868	322188	7.0
1991-92	5265886	341018	6.9
1992-93	5534966	532939	5.6
1993-94	5817249	282283	5.1
1994-95	6113929	296680	5.1
1995-96	6574005	460076	7.5
1996-97	6842598	268593	4.1
1997-98	7260418	417820	6.1
1998-99	7705520	445102	6.1
1999-2000	8050607	345087	4.5

Year	Total Enrolment	Increase over the preceding year	Percentage
2000-01	8399443	348836	4.3
2001-02	8964680	565237	6.7
2002-03	9516773	552093	6.2
2003-04	10201981	685208	7.2
2004-05	11038543	836562	8.2
2005-06	12043050	1004507	9.1
2006-07	13163054	1120004	9.3
2007-08	14400381	1237327	9.4
2008-09	15768417	1368036	9.5
2009 -10	17243352	1474935	9.4
2010-11	18670050	1426698	8.3
2011-12*	20327478	1657428*	8.9
2012-13*	22302938	1975460*	9.7
2013-14*	23764960	1462022*	6.6
2014-15**	26585437 **	2820477**	11.87**

** *Provisional Data (Estimated on the basis of ALL INDIA SURVEY ON HIGHER EDUCATION and back years Data of UGC.)*

* *Increase will be finalized after loading of the data from universities and colleges on AISHE portal for previous years*

Source: Annual report UGC 2014-15

**(Provisional data estimated on the basis of All India Survey on Higher Education and previous years' data of UGC). Figures of students enrolment pertain to regular courses in Universities and Colleges (excluding Polytechnics, other diploma awarding Institutions & Non-formal system of Higher Education.)

Above table shows that there is growth of 11 .87 percent in the students enrolments which is the highes till date. And for the first time growth rate touched the double digit. Although, the data is provisional in nature.

Out of 265.85 lakhs students, 124.76 lakhs are women students, constituting 46.93 percent. The comparative trend of total students enrolment and enrolment of women students, among states, during 2014-15 is indicated in *Table 3.* The enrolment of students, in terms of absolute numbers, had been the highest in the state of Uttar Pradesh (43.96 lakhs), followed by Maharashtra (28.60 lakhs), Tamil Nadu (24.01 lakhs) and West Bengal (15.90 lakhs), etc.

T A B L E 3 *State-wise Students Enrolment* in Universities & Colleges : 2014-15*

S. No.	State/UT	Total	Women	% of Women	S. No.	State/UT	Total	Women	% of Women
1	Andhra Pradesh	1114860	496249	44.51	20	Nagaland	29606	16646	56.23
2	Arunachal Pradesh	31015	14796	47.71	21	Odisha	726837	348517	47.95
3	Assam	428747	214006	49.91	22	Punjab	680816	351046	51.56
4	Bihar	1312822	552192	42.06	23	Rajasthan	1624039	633452	39.00
5	Chattisgarh	365222	178906	48.99	24	Sikkim	15519	6700	43.17
6	Delhi	344658	167293	48.54	25	Tamil Nadu	2401402	1232456	51.32
7	Goa	33225	19955	60.06	26	Telagana	1189647	540705	45.45
8	Gujarat	1225493	521114	42.52	27	Tripura	53612	22821	42.57
9	Haryana	833032	383729	46.06	28	Uttar Pradesh	4396906	2173158	49.42
10	Himachal Pradesh	180112	96279	53.46	29	Uttarakhand	386342	191026	49.44
11	Jammu & Kashmir	260411	128643	49.40	30	West Bengal	1590097	710724	44.70
12	Jharkhand	461961	222882	48.25	31	A & N Island	5110	2747	53.76
13	Karnataka	1544644	736801	47.70	32	Chandigarh	66582	35716	53.64
14	Kerala	670850	397099	59.19	33	D & N Haveli	4076	1737	42.62
15	Madhya Pradesh	1503985	651552	43.32	34	Daman & Diu	2481	800	32.25
16	Maharashtra	2860239	1301684	45.51	35	Lakshdweep	496	353	71.17
17	Manipur	104173	53197	51.07	36	Puducherry	59360	30704	51.73
18	Meghalaya	55628	29711	53.41		**Total**	**26585437**	**12475669**	**46.93**
19	Mizoram	21432	10273	47.93					

* *Provisional Data*

Source: Annual report UGC 2014-15

Faculty-wise Students Enrolment

The distribution of students, across various faculties, during the academic year 2014-15 was as under: Out of the total enrolment of students (265.85 lakhs), 37.41% students had been in the faculty of Arts, followed by 17.59% in Science and 16.39% in Commerce/ Management. Thus, 71% of the total enrolment had been in the three faculties of Arts, Sciences and Commerce / Management, while the remaining 29% had been in the professional faculties, the highest percentage being in Engineering/Technology (16.27%), followed by Education(Teacher Training) (4.57%) and Medical courses (4.02%), etc. In a country like India, where Agriculture and allied occupations are the main occupations, the enrolment in Agricultural Courses had been just 0.78 percent and in Veterinary Science, it is a miniscule of 0.11 percent. Thus, it is evident from the faculty-wise distribution of enrolment that the ratio of professional to non-professional enrolment has been almost 1:3 and hence there is a need for an appropriate policy change which may rationalize and reduce the disparity and increase the need to focus on vocationalisation of education.

GAUTAM AND SHARMA

TABLE 4 *Students Enrolment : Faculty-wise: 2014-2015*

S. No.	Faculty	Total Enrolment	Percentage to Total
1	Arts	9945700	37.41
2	Science	4675043	17.59
3	Commerce/Management	4357108	16.39
4	Education	1215442	4.57
5	Engineering / Technology	4326316	16.27
6	Medicine	1069911	4.02
7	Agriculture	207756	0.78
8	Veterinary Science	28017	0.11
9	Law	444613	1.67
10	Others	315531	1.19
	Total	**26585437**	100.00

** Provisional Data*

Source: Annual report UGC 2014-15

Arts includes Humanities, Social Sciences, Languages, etc.
Sciences includes Home-Science, Computer Science and Computer Application, etc.
Education includes Shiksha Shastri, Shiksha Acharya, Vidya Varidhi, Vachaspati, etc.
Engineering & Technology includes Agricultural Engineering & Technology, Dairy Technology, Architecture, etc.
Medicine includes Ayurveda, Dentistry, Homeopathy, Nursing, Pharmacy, Public Health/Social Preventive Medicine, Unani, Tibbia, Physiotherapy, Naturotherapy, Occupational Therapy, Siddha Medicine, etc.
Agriculture includes Horticulture, Sericulture & Forestry, etc.
Veterinary Science includes Fisheries, Dairy Science, Animal Science, etc.
Others include Library and Information Science, Music, Performing / Visual Arts, Journalism & Mass Communication, Physical Education, Social Work, etc.

TABLE 5 *Number and Distribution of Teaching Staff-by Designation - in Affiliated Colleges**: 2014-2015*

Year	Professors*	Readers/Associates Prefessors	Lecturers (Selection Grade / Senior Scale)	Assistant Professors/ Lecturers	Tutor/ Demonstrators	Total
2014-15	33424 (17.27)	30962 (16.00)	3337 (1.72)	115416 (59.64)	10383 (5.37)	193522 (100.00)

* *Includes Principals and Senior Teachers who are equivalent to Professors.*
** *Provisional Data*
Note: (a) Figures in parentheses indicate the percentage of the cadres to the total staff.
(b) Part-time / Adhoc / Contract / Visiting Teachers / Physical Training Instructors are included under Assistant Professors / Lecturers.

Source: Annual report UGC 2014-15

The Category-wise position of teachers, in term of percentages, in affiliated colleges and University Teaching Departments / University Colleges / PG Centers during 2014-15 is as under :

According to a recent report of HRD Ministry premier educational institutes like the Indian Institute of Technology (IITs) and the Indian Institute of Management (IIMs) are facing a faculty crunch with nearly one-third of the posts vacant. According to a report published in IANS [10] around 35 percent posts are vacant in the central universities, 25 percent in the IIMs, 33.33 percent in the National Institute of Technology (NITs) and 35.1 percent in other central education institutions coming up under the Human Resource Development (HRD) Ministry. However in order to overcome this, government is planning to have short-term measures like raising the retirement age in teaching posts from 62 to 65 years and enhancement in salaries and other benefits for teachers. Also some long-term measures have also been initiated for attracting young people to opt for this (teaching) career. These include enhancement in fellowships and attractive start-up grants in various disciplines.

TABLE 6 *Designation-wise Distribution of Teaching Staff* in Universities and Colleges: 2014-15*

Designation	Number of Teaching Staff					
	University Teaching Dept./ University Colleges / PG Centers/ Recognized Centers		Affiliated Colleges		Grand Total (% to Total)	
	Total	Women	Total	Women	Total	Women
Professors*	33424	7193	82844	21204	116268 (9.22)	28397 (5.74)
Associate Professors/Readers	30962	8831	145743	50954	176705 (14.01)	59785 (12.10)
Lecturer (Selection Grade / Senior Scale)	3337	1306	31141	12641	34478 (2.73)	13947 (2.82)
Assistant Professors /Lecturers	115416	43439	775393	325628	890809 (70.62)	369067 (74.64)
Tutors / Demonstrators	10383	4491	32707	18755	43090 (3.42)	23246 (4.70)
Total	**193522**	**65260**	**1067828**	**429182**	**1261350 100.0)**	**494442 (100.0)**

* Provisional data

Source: Annual report UGC 2014-15

Research Degrees

The number of research degrees (Ph.Ds) awarded by various universities increased from 20,275 in 2012-2013 to 22849 in 2013-2014, thus registering an increase of 12.70%. Out of the total number of Ph.Ds awarded in 2013-2014, the Faculty of Arts had the highest number with 7480 degrees, followed by the Faculty of Science with 7018 degrees.

These two faculties together accounted for 63.45 per cent of the total number of Ph.D. degrees awarded. 2098 degrees were awarded in the Faculty of Commerce/Management. In professional faculties, the Faculty of Engineering & Technology had topped with as many as 2533 Ph.D. degrees, followed by Agriculture with 871 degrees, followed by Education faculty with 825 degrees, Medicine faculty with 819 degrees, others with 737 degrees, etc. It is observed that there is an increasing trend in academic research in terms of number of research degrees awarded by the Universities during 2013-2014 (Table 7) as compared to the figures for the year 2012-2013.

TABLE 7 *Faculty-wise Number of M.Phil.& Doctorate Degrees (Ph.D.) Awarded in 2012-13 & 2013-14*.*

S. No	Faculty	2012-13		2013-14 *	
		M.Phil	Ph.D.	M.Phil	Ph.D.
1	Arts	7430	6298	7859	7480
2	Science	6916	6641	6783	7018
3	Commerce/Management	2419	1585	2868	2098
4	Education	757	813	853	825
5	Engineering/Technology	72	2119	33	2533
6	Medicine	74	756	160	819
7	Agriculture	117	738	113	871
8	Veterinary Science	37	204	32	241
9	Law	87	282	30	227
10	Others	1631	839	1694	737
	Total	**19540**	**20275**	**20425**	**22849**

* Provisional figures.

Note: The data for the year 2012-13 and 2013-14 is based on the responses of 497 and 563 Universities/University level institutions respectively.

Growth in Enrolment of Women in Higher Education

There had been a phenomenal growth in the number of women students enrolled in higher education since independence. The women enrolment which was less than 10 per cent of the total enrolment on the eve of Independence had risen to 46.93 per cent in the academic year 2014-2015. The pace of growth has been particularly faster in the last two decades. As the data in **Table 8** show, the number of women enrolled per hundred men registered more than five times in 2014-2015 as compared to 1950 - 1951.

T A B L E 8 *Women Students per Hundred Men Students*

Year	Total Women Enrolment (000s)	Women Enrolment Per Hundred Men
1950-1951	40	14
2014-2015	12476	88

Distribution of Women Enrolment by State and Faculty

During 2014-15, Table 9 distribution of women enrolment by state shows among the states and UTs, Lakshadweep had the highest percentage (71.17%), followed by Goa with 60.06% in terms of women enrolment as a percentage of total enrolment of the state. There are 23 states/UTs which had higher enrolment of women than the national percentage of 46.93%. In the rest of the states, the percentage of women enrolled had been less than the national average, with Rajasthan recording the lowest women enrolment of 39.0% only. In absolute numbers, Uttar Pradesh State had been on the top in enrolling women students (21.73 lakhs), followed by Maharashtra (13.01 lakhs) and Tamil Nadu (12.32 lakhs), etc. The faculty-wise distribution of women enrolment in higher education 2014-15 is as under:

T A B L E 9 *Women Enrolment: Faculty-Wise: 2014-2015*

S. No.	Faculty	Women Enrolment	Percentage to Total Enrolment
1.	Arts/Oriental Learning	5202612	41.70
2.	Science	2320894	18.60
3.	Commerce/Management	1962384	15.73
4.	Education	765028	6.13
5.	Engg./Tech.	1232006	9.88
6.	Medicine	637701	5.11
7.	Agriculture	55414	0.44
8.	Vet.Science	9980	0.08
9.	Law	148024	1.19
10.	Others	141626	1.14
	Total	**12475669**	**100.00**

** Provisional*

Above table shows that the women enrolment in the faculty of Arts had been 41.70% of total women enrolment, followed by the faculty of Science (18.60%), the faculty of Commerce/Management (15.73%), etc., constituting 76.03 % in these three non-professional faculties. The professional faculties constitutes 23.97 % of total women enrolment.

Women Colleges

From the following Table 10, it can be found that as many as 240 women colleges have so far been established during two years of the XII Plan as compared to the figure at the end of XI Plan (4266). As on 31.03.2014, there were 4506 colleges exclusively for women (Data available upto 31.03.2014). To increase women enrolment in higher education government need to focus on specially on women colleges and university.

T A B L E 10 *Number of Women Colleges from 1997-1998 to 2014-2015*

Year	Number of Women Colleges
1997-1998	1260
1998-1999	1359
1999-2000	1503
2000-2001	1578
2001-2002	1756
2002-2003	1824
2003-2004	1871
2004-2005	1977
2005-2006	2071
2006-2007	2208

Year	Number of Women Colleges
2007-2008	2360
2008-2009	2565
2009-2010	3612
2010-2011	3982
2011-2012*	4266
2012-2013*	4386
2013-2014*	4506
2014-15 *	Data not available on increase in Women Colleges in 2014-15

** Provisional and includes Nursing colleges*

Our heterogeneous education system, based on geographical, rural-urban, rich-poor set up have posed in great challenge for the educational institutions. Varieties of colleges, universities, technical institutions have produced and different types and quality of Education. Some of them are really imparting qualitative education although a few others are doing the dirtiest job. UGC time to time, publish the list of such a fake Universities and Institutions indulging in educational malpractices.

Higher education benefits the individuals specifically as it equips young people with skills to cope with the rapidly changing labor market needs. It gives individuals powers to get better employment, as well as higher salaries and higher propensity to consume and save. Altogether, investment in higher education enhances the labor power in order to trade it for higher wages. For all these good reasons, a country that provides educational opportunities to its citizens is far more likely to reduce poverty and promote economic growth and thereby achieve social inclusion and India is no exception in this regard.

Conclusion

Present study conclude that over the period of time, growth have been take place in higher education in terms of institutions, enrolments etc. but it is not sufficient. Indian economy is facing various challenges regarding higher education, which need to overcome through appropriate policy formation and their effective implementation

The key challenges related to demand-supply gap, enrolment, privatization, etc indicate that the situation of higher education sector is not praiseworthy. However, the key initiatives from the government side provide comprehensive solution though not adequate. Accordingly the thrust of public policy for higher education in India has to be to maintain the high standards of education keeping pace with developments that take place in the fields of knowledge and technology.

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THE CHANGING MARKETING STRATEGY, ACCESSIBILITY, SEGMENTATION, CHARACTERISTICS AND ITS COMPETITIVE STRUCTURE IN THE WORLD OF BUSINESS

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Yogesh Mishra* the author of the research paper entitled THE CHANGING MARKETING STRATEGY, ACCESSIBILITY, SEGMENTATION, CHARACTERISTICS AND ITS COMPETITIVE STRUCTURE IN THE WORLD OF BUSINESS declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

How customers and competitors interact with your company's organization can have both positive and negative effects. Since small businesses can't change the structure of the market, you have to analyze how it affects your firm, identify the negative aspects and change your company's approach to the market to reduce them. When you organize your business to take advantage of market structure, you can eliminate wasted effort and improve profitability.[1] The concept of market structure is central to both economics and marketing. Both disciplines are concerned with strategic decision making. In decision-making analysis, market structure has an important role through its impact on the decision-making environment. The extent and characteristics of competition in the market affect choice behavior among the actors .[2]

Introduction

The problem for economists and marketers is that a meaningful operational definition of market structure is elusive .[3]Each discipline takes a different methodological approach toward solving this problem, and each has its own strengths and limitations. Economics is concerned with broad socio-economic issues (e.g., market competition and fair pricing) as well as managerial, microeconomic problems (e.g., firm pricing strategies). Marketing, on the other hand, is more concerned with the managerial aspects of

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market structure analysis. Each touches on the primary domain of the other; the distinction between economic and marketing market structure analysis is a matter of relative emphasis. Market structure determines which markets your business can access at low cost and which consumers are interested in your products. Your business can save money by analyzing market structure and focusing on easily accessible markets. Within those markets, you can identify segments whose members are likely to buy your products. For example, if you operate a kids clothing retail outlet in a regional mall, your most accessible market is consumers within easy driving distance, and you have to focus on the market segment that includes young families. If you target inaccessible markets and the wrong market segments, your business will have lower sales and higher marketing costs. Two important elements of market structure are size and complexity. For example, urban markets tend to be large and diverse, while rural markets are often smaller and more homogeneous. In each case, you have to focus your marketing efforts where they will be the most effective to avoid wasting resources. If your target market is large with many segments that can support your business, target the single segment that best matches your ideal customer. If your accessible market is small, you may have to target several segments to achieve the business volume you need. The competitive structure of the market and how it changes can have substantial positive or negative effects on your firm. Your business can achieve higher prices and operate more profitably in markets with high barriers to entry and few competitors. Markets structured around standard products such as gasoline have low barriers to entry with intense competition. Your business has to take the competitive structure of your market into account. Develop your business strategies to either surmount an entry barrier and access a market with low competition or use a natural cost advantage such as an inexpensive location to make money in a highly competitive market. Many markets are structured around government regulations and policy influences. If suppliers in a market are subsidized or if market prices are regulated, you have to adapt your business strategies to take advantage of possible government support and comply with regulatory requirements. Whether such influences on market structure have a positive or negative effect on your business depends on how well your business can support the goals of the public policy initiatives. Ensuring that your operations match government intentions for the market can help you avoid losses. The marketing strategy you choose must take into account two general factors — your advertising budget and your target demographic. An ample budget provides more options and a greater chance for success. Two common big-budget strategies are mass marketing and differentiated marketing.[4]Mass marketing — also called undifferentiated marketing — casts a wide net. Companies use mass marketing to promote a single product or service to as many people as possible without differentiating how various segments of the market might respond. For example, a fast-food chain might offer the same hamburger promotion at all of its franchises to create a demand for its new product.The disadvantage of mass marketing is its limited appeal. Consumers don't all think alike, so what works well in one geographic region or for one demographic might not work well for others. For example, a hamburger promotion might be a hit in college towns but founder in well-off suburbs. Differentiated marketing remedies this problem by targeting various market segments with different campaigns. For example, a fast-food chain might offer the hamburger promotion to franchises in college towns while marketing a more health-conscious product — such as a selection of fresh salads — to franchises in well-off suburbs.

Disadvantage of Differentiated Marketing

The disadvantage of differentiated marketing is the increased cost of running multiple advertising campaigns. Each campaign might require separate products, packaging, promotional literature and radio and television spots. For companies with sizable budgets, differentiated marketing allows them to compete effectively. But small businesses might have a tough time running multiple campaigns.Small businesses often use niche, or concentrated, marketing to narrow the scope of their campaign to a specific demographic. It's an effective way to satisfy the specific needs of a subset of the market. For example, a campaign might promote a product specifically designed for newlyweds. Highly concentrated campaigns are called micromarketing. A hair salon, for example, might buy advertising space in a local magazine that caters to women of a specific age group. Some businesses, such as car dealerships, target individual clients with personalized campaigns. Micromarketing avoids wasting advertising dollars on consumers who are unlikely to use your product or service, but its narrow focus limits your exposure. Market segmentation is an integral part of a company's marketing strategy. It is the process of breaking down a larger target market into smaller, more homogeneous groups of customers that you can more efficiently market to. Both consumer-oriented and business-oriented companies should segment customers using one of several common approaches. Demographic market segmentation is one of the most common approaches to segmenting markets. With this strategy, a company simply divides the larger market into groups based on several defined traits. Age, race, gender, marital status, occupation, education and income are among the commonly considered demographics segmentation traits. As a simple example of usage, a company that sells feminine hygiene products will include "female" in its description of its primary market segment.Geographic segmentation is used by companies that sell products or service specific to a certain community, state, region, country or group of countries. Local businesses usually get no benefit in paying for national or international advertising. Companies that operate nationally can often save by delivering the same marketing messages to a national audience through one television, radio, magazine or newspaper ad. Global businesses typically decide whether to maintain a universal message or tailor messages to each country's marketplace.

Psychographics and Behavioral

Psychographics or lifestyle segmentation has become increasingly common as companies look to identify consumers based on interests and activities in lieu of demographics. As an example of this strategy's benefits, consider the lifestyle of an outdoor adventurer. Camping enthusiasts, for instance, typically have few consistent demographic traits. Campers are a diverse group. Thus, marketers would likely target a segment of outdoor hobbyists or campers for new camping equipment through outdoor programs or magazines. Behavioral segmentation is based on user behaviors, including patterns of use, price sensitivity, brand loyalty and benefits sought. A company may have customers with a similar demographic makeup but distinct behavioral tendencies. Some may use the product daily, while others use it weekly or monthly. Higher-income earners may have more interest in higher-quality models versus low-cost models. This may prompt the provider to target higher-end products and services to one group and more value-oriented offerings to lower-income or budget-conscious customers.

Business Segmentation, Target Market and Segmentation

Segmenting for business customers often has overlap but commonly includes geographic, customer type and behavior-based strategies. Geographic business segmentation is similar to that with consumer segmenting. Customer type segmenting may include business size or the nature of the business. Banks, for instance, often have different products for small versus large businesses. Behavioral segmenting is based on repeat or loyal customers versus one-time users.Simply defined, marketing is the process by which you communicate the value of your products and services to consumers. Your primary challenge is to choose which consumers to communicate with and the best strategy for reaching them with your message. Differentiated and undifferentiated strategies each have their place in effective marketing. The one likely to work best for your business depends on your target market and its needs.[5] Your target market is the collective group of consumers who might have a need for your products or services. It serves as a launching point for the development of a marketing strategy. Segmentation divides your target market into groups that share demographic, psychographic or other common traits. Each segment has distinctive needs and purchasing behaviors.

Marketing Mix, Undifferentiated Marketing Strategy

A marketing mix consists of the four P's: product, price, placement and promotion. Product is not only the goods or services you sell but also the traits that make them attractive to consumers, such as design and packaging. Price considers list price as well as discounts, financing and options, such as leasing, according to QuickMBA. Placement refers to distribution — the locations where your products will be sold and the process you use to get them there. Promotion communicates the benefits and features of your product to consumers through advertising and public relations and the media you use to execute them. At the center of the marketing mix is the target market. Each part of the mix is optimized to generate a response from the target. The undifferentiated marketing strategy focuses on an entire target market rather than a segment of it. This strategy employs a single marketing mix — one product, one price, one placement and a single promotional effort — to reach the maximum number of consumers in that target market. "Marketing," by William M. Pride and O. C. Ferrell, gives commodities says sugar and salt are examples of products that might be marketed effectively through an undifferentiated strategy, as many consumers in the overall market have similar needs for the products. Pride and Ferrell note, however, that success with undifferentiated marketing also depends on the marketer having the resources and skills necessary to reach a very large audience.

Differentiated and Concentrated Marketing Strategy

A differentiated marketing strategy targets different market segments with specific marketing mixes designed especially to meet those segments' needs. Each mix includes a product, price, placement and promotional program customized specifically for a particular segment. For example, a company that manufactures vitamin supplements might identify gender-based market segments. It could produce one multivitamin formula for women and another for men. It could further differentiate by segmenting the gender groups by life stage and creating different marketing mixes around each one. Differentiated marketing is best suited for markets with readily identifiable segments, each with distinctive needs.The concentrated strategy provides a third-way solution that allows marketers to target a single market segment with a single marketing mix. The ability to specialize to this degree has the advantage of allowing a company to focus its resources on meeting the needs of a single, well-defined and well-understood market, which makes it more competitive against larger companies. On the downside, a concentrated marketing strategy can pigeonhole a company into a single product and market and leave it vulnerable to the effects of changing conditions within that market.

Market Structure & Pricing Decisions

Price determination is one of the most crucial aspects in economics. Business managers are expected to make perfect decisions based on their knowledge and judgment. Since every economic activity in the market is measured as per price, it is important to know the concepts and theories related to pricing. Pricing discusses the rationale and assumptions behind pricing decisions. It analyzes unique market needs and discusses how business managers reach upon final pricing decisions.[6] It explains the equilibrium of a firm and is the interaction of the demand faced by the firm and its supply curve. The equilibrium condition differs under perfect competition, monopoly, monopolistic competition, and oligopoly. Time element is of great relevance in the theory of pricing since one of the two determinants of price, namely supply depends on the time allowed to it for adjustment. A market is the area where buyers and sellers contact each other and exchange goods and services. Market structure is said to be the characteristics of the market. Market structures are basically the number of firms in the market that produce identical goods and services. Market structure influences the behavior of firms to a great extent. The market structure affects the supply of different commodities in the market.

When the competition is high there is a high supply of commodity as different companies try to dominate the markets and it also creates barriers to entry for the companies that intend to join that market. A monopoly market has the biggest level of barriers to entry while the perfectly competitive market has zero percent level of barriers to entry. Firms are more efficient in a competitive market than in a monopoly structure.

Perfect Competition and Pricing Decisions

Perfect competition is a situation prevailing in a market in which buyers and sellers are so numerous and well informed that all elements of monopoly are absent and the market price of a commodity is beyond the control of individual buyers and sellers With many firms and a homogeneous product under perfect competition no individual firm is in a position to influence the price of the product that means price elasticity of demand for a single firm will be infinite.

Determinants of Price Under Perfect Competition and Market Price of a Perishable Commodity

Market price is determined by the equilibrium between demand and supply in a market period or very short run. The market period is a period in which the maximum that can be supplied is limited by the existing stock. The market period is so short that more cannot be produced in response to increased demand. The firms can sell only what they have already produced. This market period may be an hour, a day or a few days or even a few weeks depending upon the nature of the product. In the case of perishable commodity like fish, the supply is limited by the available quantity on that day. It cannot be stored for the next market period and therefore the whole of it must be sold away on the same day whatever the price may be.

Market Price of Non-Perishable and Reproducible Goods andMonopolistic Competition

In case of non-perishable but reproducible goods, some of the goods can be preserved or kept back from the market and carried over to the next market period. There will then be two critical price levels.

The first, if price is very high the seller will be prepared to sell the whole stock. The second level is set by a low price at which the seller would not sell any amount in the present market period, but will hold back the whole stock for some better time. The price below which the seller will refuse to sell is called the Reserve Price. Monopolistic competition is a form of market structure in which a large number of independent firms are supplying products that are slightly differentiated from the point of view of buyers. Thus, the products of the competing firms are close but not perfect substitutes because buyers do not regard them as identical. This situation arises when the same commodity is being sold under different brand names, each brand being slightly different from the others.

For example - Lux, Liril, Dove, etc.

Each firm is therefore the sole producer of a particular brand or "product". It is monopolist as far as a particular brand is concerned. However, since the various brands are close substitutes, a large number of "monopoly" producers of these brands are involved in a keen competition with one another. This type of market structure, where there is competition among a large number of "monopolists" is called monopolistic competition.

In addition to product differentiation, the other three basic characteristics of monopolistic competition are : There are large number of independent sellers and buyers in the market. The relative market shares of all sellers are insignificant and more or less equal. That is, seller-concentration in the market is almost non-existent. There are neither any legal nor any economic barriers against the entry of new firms into the market. New firms are free to enter the market and existing firms are free to leave the market. In other words, product differentiation is the only characteristic that distinguishes monopolistic competition from perfect competition.

Monopoly is said to exist when one firm is the sole producer or seller of a product which has no close substitutes. According to this definition, there must be a single producer or seller of a product. If there are many producers producing a product, either perfect competition or monopolistic competition will prevail depending upon whether the product is homogeneous or differentiated. On the other hand, when there are few producers, oligopoly is said to exist. A second condition which is essential for a firm to be called monopolist is that no close substitutes for the product of that firm should be available.

From above it follows that for the monopoly to exist, following things are essential . One and only one firm produces and sells a particular commodity or a service. There are no rivals or direct competitors of the firm. No other seller can enter the market for whatever reasons legal, technical, or economic. Monopolist is a price maker. He tries to take the best of whatever demand and cost conditions exist without the fear of new firms entering to compete away his profits.

The concept of market power applies to an individual enterprise or to a group of enterprises acting collectively. For the individual firm, it expresses the extent to which the firm has discretion over the price that it charges. The baseline of zero market power is set by the individual firm that produces and sells a homogeneous product alongside many other similar firms that all sell the same product. Since all of the firms sell the identical product, the individual sellers are not distinctive. Buyers care solely about finding the seller with the lowest price. In this context of "perfect competition", all firms sell at an identical price that is equal to their marginal costs and no individual firm possess any market power. If any firm were to raise its price slightly above the market-determined price, it would lose all of its customers and if a firm were to reduce its price slightly below the market price, it would be swamped with customers who switch from the other firms. Accordingly, the standard definition for market power is to define it as the divergence between price and marginal cost, expressed relative to price. In Mathematical terms we may define it as –

$$L = (P - MC) \boxed{P}$$

Oligopoly

In an oligopolistic market there are small number of firms so that sellers are conscious of their interdependence. The competition is not perfect, yet the rivalry among firms is high. Given that there are large number of possible reactions of competitors, the behavior of firms may assume various forms. Thus there are various models of oligopolistic behavior, each based on different reactions patterns of rivals. Oligopoly is a situation in which only a few firms are competing in the market for a particular commodity. The distinguishing characteristics of oligopoly are such that neither the theory of monopolistic competition nor the theory of monopoly can explain the behavior of an oligopolistic firm. Two of the main characteristics of Oligopoly are briefly explained .Under oligopoly the number of competing firms being small, each firm controls an important proportion of the total supply. Consequently, the effect of a change in the price or output of one firm upon the sales of its rival firms is noticeable and not insignificant. When any firm takes an action its rivals will in all probability react to it. The behavior of oligopolistic firms is interdependent and not independent or atomistic as is the case under perfect or monopolistic competition. Under oligopoly new entry is difficult. It is neither free nor barred. Hence the condition of entry becomes an important factor determining the price or output decisions of oligopolistic firms and preventing or limiting entry of an important objective.

For Example " Aircraft manufacturing, in some countries: wireless communication, media, and banking.

FOOTNOTES

[1]*http://smallbusiness.chron.com/*market-structure-positively-negatively-affect-firm-78927.html

[2]*[Baumol, 1961; Yadav, 1995].*

[3]*[See, Horowitz, 1981; Belk, 1975.].*

[4]*http://smallbusiness.chron.com/*difference-between-mass-marketing-differentiated-marketing-20773.html

[5]*http://smallbusiness.chron.com/*difference-between-differentiated-undifferentiated-marketing-strategies-26197.html

[6]*https://www.tutorialspoint.com/*managerial_economics/market_structure_pricing_decisions.htm