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# DRIVE

From Guest Editor...



**CA Rajiv D Khatlawala**  
**MD, ValueTrade Academy Pvt. Ltd.**

## THE REAL COST OF GROWTH!

During the end of July two important events took place. Both the events seem to be giving one clear cut signal. The first event was the increase in the Interest rates of 50 bps (basis points) by the RBI – a ‘huge’ increase; and the second one was the Supreme Court’s ban on ‘illegal’ mining in Bellary, Karnataka. Seen in isolation, these events affected specific sectors and specific stocks, as also general market sentiment. But my personal reading is that it is addressing an important issue – Should India grow at any cost?

The RBI has opted in favour of ‘inflation control’ over growth; just as the Supreme Court favoured the environment over growth. This may or may not be the government’s view. Both the authorities, RBI and the Supreme Court, are independent regulatory and policy making bodies. And both of them are of the view that growth should not be achieved at so high a cost as inflation and environment, among other things.

In fact, one of the major arguments against unbridled (uncontrolled) growth is the huge divide it has made between the haves and the have-nots, between ‘India and Bharat’! The huge population below the so-called middle class seem to be more affected than benefited from growth in past few years. Growth is surely necessary. But, if it is achieved under high inflationary conditions, the ‘real’ growth is far less than we may want to believe. If we put this statement in front of ‘experts’ the answers we get are far from satisfactory. They point out the growth of infrastructure, the booming(?) real-estate, the higher-than-other-countries GDP growth and FII and FDI confidence (and fund flow) etc. But it is

what they do not point out is the real issue – at what cost are we achieving this! For instance, many land owners (many of them farmers) are selling their lands at high prices for

redevelopment - for either residential or industrial purposes. This is happening perhaps all over the country. While we all may question the government, may be to some extent we, the population, too are responsible for opting for growth and ignoring its cost!

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**BY:**

- **CA RAJIV D. KHATLAWALA**

## **From the Chief Editor's Desk**

### **New Communication Trends among Students:**

“The force of communication is shrinking the world”

The famous quote of John Donne says that no man is an island. Man seeks love, understanding, to gain love and to have a sense of belonging. The tool that helps him to reach out to others and to stay connected is communication that forms a vital part of his being. Without communication man finds himself in the middle of nowhere for with communication man fulfils his social and esteem needs.

The student community has gone a step further, for its very survival depends on communication. For students, communication is synonyms with connection, community and wholeness. Communication is a powerful instrument to develop, sustain and maintain relationships. Among the students the quantity and quality of discussion about relevant matters has increased which has led to a very productive and experiential learning, thanks to the developments made in communication technology as a result of which students trust and depend more on digital communication rather

than traditional modes of communication. The cell phone, e mail and social networking sites are some of the most common gadgets of communication which have become a craze among students.

Students make extensive use of internet for research, communication and educational activities. Social networking sites provide fun, relaxation, recreation and entertainment. With the advent of digital communication, communication happens within a social context. This world is highly developed in all fields and the world has shrunk to a village. In spite of the world becoming a global village man is an island with no link to another man and this has increased his sense of boredom and loneliness. To drive these maladies man students frequent social networking sites which enables them to make and share meaning in their lives.

With these changes communication among students has undergone a complete and tremendous change bringing about a paradigm shift in the conception and perception of matters pertaining to their lives, education, profession and career. In addition to these social, political, national and international issues are evolving to take

on a new dimension and students are caught in the whirlpool of significant and inevitable transition through active participation which is made possible through communication. Communication has evolved into a form of entertainment and has gone over the confines of traditional communication which comprised talking and listening. Applications like Gtalk and Skype have altered how students communicate both socially and professionally.

The developments and changes in communication technology have made students switch from face to face communication to email, text messages, SMS, MMS, instant messaging VoIP, teleconference and video conferences. The variety in communication devices has made learning more relevant, contextual and meaningful thereby enriching and enhancing the process of teaching and learning. The easy, constant and uninterrupted access to different communication devices students have become gadget savvy and techno savvy.

Because of wide availability of computer and internet diffusion of knowledge and information is quite simple and easy. Students have made ICT an important priority and an integral part of their

learning. This has given a death blow to traditional method of teaching and learning which was teacher centric and where undue importance was given to memorizing and comprehension. The new method of teaching and learning has connected new information with what is already known and what already exists which students find enjoyable, interesting and viable. Students have a personal feel of challenges through the extension and application of new knowledge to new problems. It has become easier to locate information needed to solve problems and to have a comprehensive, analytical and in depth understanding of theories and concepts and the application of these theories and concepts. Students find it more relevant and meaningful to choose topics of research or survey of their own choice rather than from the availability of resources. Communication technologies like computer and internet increase the scope for communication and interaction thereby providing many innovative educational opportunities. Through these technological advancements knowledge and information sharing is effortless thus paving the way for designing and testing for new models.

Almost all students have Facebook profiles and the social networking sites

aid students to network, collaborate and communicate. Apart from academic interests and pursuits, students use social networking sites like Facebook, Twitter or My Space to send party invites, posting pictures of new friends, meeting dates, keeping in touch with family and friends, writing blogs, texting, updating a status, sending a message, posting a photo, commenting on a photo, liking a comment, replying to a comment, tweeting, re-tweeting, and so on.

This is only looking at the latest communication trends among students from one angle. The discussion would be incomplete without having a comprehensive outlook on the use of these communication devices by students. Consciously or unconsciously students venture too far and gradually and eventually the thin line between use and misuse or overuse disappears. At one point of time students become too dependent on communication devices that they do more harm than good. The dependency has become sickening and repulsive. Though certain surveys assure us of the benefits of these devices which reveal the fact that students become more engaged in their academics, it is no good denying the fact that they result in

addiction and this addiction is no better than drug or alcohol addiction.

When students are restrained from using them or having access to them they show the same symptoms that one finds in drug or alcohol addiction. Students show symptoms like withdrawal, frantically craving, very anxious, extremely antsy, miserable, jittery and crazy. To wean such students from the addiction is indeed a mammoth task which requires time and perseverance. With passage of time too much dependence on these devices affects greatly their academic performance and pursuits. Students fall in love with the technology rather with people thus defeating the very purpose for which it was created – to connect people. Students spend more time to make to new relationships and to stay connected with them that they fail to acknowledge the immediate relationships around them whereby they lose all. They get transported to virtual world that they forget the real world. One day when the virtual world comes crashing down they are disillusioned with everything and begin the journey to the abyss from whence there is no return.

So ultimately one finds that the discoveries and inventions have made the

life of man easy and comfortable, one should be more discreet and cautious in the use of them. The line between use and misuse or overuse has to drawn more firmly and definitely.

**Dr.NIKHIL ZAVERI,**  
**DIRECTOR & PRINCIPAL,**  
**SEMCOM.**

### **SEMCOM Updates:**

#### **Grand Master of SEMCOM:**

Grand Master of SEMCOM (Chess Tournament) was held from 21st August 2011 to 23rd August 2011. Jay Patel of 4th Year BBA – ITM was the champion.

#### **Table Tennis Tournament:**

SEMCOM students (both boys and girls) took part in Sardar Patel University Table Tennis Tournament that was held on 24th August 2011.

#### **Football Tournament:**

Sardar Patel University Football Tournament was conducted from 2nd September 2011 to 5th September 2011 in which SEMCOM students took part with enthusiasm.

#### **Teacher's Day:**

Teacher's Day was celebrated on 5th September 2011 with great fervor. From 11.00 a.m. to 2.0 p.m. some eager students donned the role of teachers and taught their favourite subjects in different classes.

#### **BBIC Workshop:**

BBIC Workshop was on 5th and 6th September 2011 in the auditorium. The workshop was on Creativity and Innovation in Business and the Guest Speaker was Prof. Amar Gargesh from MICA, Ahmedabad. The coordinators were Dr. Kamini Shah, Dr. Subash Joshi, Mr. Renil Thomas and Mr. Yogesh Patel and the workshop was attended by 360 students.

#### **Lawn Tennis Tournament:**

Sardar Patel University Lawn Tennis Tournament was from 5th September 2011 to 12th September 2011 wherein SEMCOM students participated. The

Girls' Team was the champion and the Boys' Team was the runner up.

#### **Basketball Tournament:**

Sardar Patel University Basketball Tournament was held from 8th September 2011 to 15th September 2011 in which SEMCOM Girls' Team and Boys' Team were the champions.

#### **Celebration of Days:**

It has been the tradition of SEMCOM to celebrate various days. From 9th September 2011 to 12th September 2011 Friendship Day was celebrated. Denim Day, Thought of the Day and Corporate Day were celebrated on 9th September 2011, 10th September 2011 and 12th September 2011 respectively.

#### **Elocution Competition:**

Every year SEMCOM organizes Elocution Competition to develop and enhance the oratory skills and the art of public speaking among the students. It was organized on 13th September 2011 for which Ms. Nishrin Pathan, Ms. T. Hepzibah Mary and Mr. Dipan Bhatt were the coordinators. The judges were Mr. Sudhir Mukherjee and Ms. Arti Vyas. "It is not possible to eradicate corruption from Indian system" and "Colleges are a great bore for those who are preparing their career for the 21st century" were the topics chosen for the competition. Shikha Srivastava (4th Year BBA – ITM) bagged the first prize, the second by Shruti Shah (SYBCA) and the third by Romit Patel (TYBCom B) and the Principal Special Prize went to Priyanka Tailor (TYBBA – General)

#### **Kabbadi and Kho Kho Tournaments:**

Sardar Patel University Kabbadi and Kho Kho Tournaments were held from 14th September 2011 to 20th September 2011 in which SEMCOM boys took part.

### **Interclass Dodge Ball Competition:**

Interclass Dodge Ball Competition was held from 14th September 2011 to 16th September 2011 in which the 4th Year BBA – ITM emerged the winners.

### **Interclass Cricket Competition and Interclass Leg Volleyball Competition:**

From 18th September 2011 to 21st September 2011 Interclass Cricket and Leg Volleyball Competitions were held. FYBCom A was the winner in Interclass Cricket Competition and the 4th Year BBA – ITM was the winner in Interclass Leg Volleyball Competition.

### **Youth Festival:**

From 23rd September 2011 to 25th September 2011 Youth Festival organized by Sardar Patel University was held. Many competitions were held and SEMCOM students took part in all the events as a result of which SEMCOM was the champion for the fifth time consecutively.

### **Ratri Before Navratri:**

On 26th September 2011 Ratri Before Navratri was organized on a grand scale for which the Chief Guest was Ms. Avantika Singh, Collector, Anand, and the Guest of Honour was Shri Rajendra Asari, Superintendent of Police, Anand. The inaugural aarti was by Dr. C.L. Patel, Chairman, Charutar Vidya Mandal. The mega event of the year was organized on Manglik Party Plot, Anand. The Vice President, Students' Council. Dr. Yashasvi Rajpara and the Students' Council coordinated the event successfully.

### **Book Review:**

TEACHER EDUCATORS: Their Academic and Professional Profile

Susandhya Mohanty

Published by: Deep and Deep Publications Pvt. Ltd., New Delhi, 2011  
pp. 205+XIV

This book deals with academic and professional background of Teacher Educators working for teacher Education improvement. A detailed discussion has been made on theoretical perspectives of Teacher education with special reference to its aims and objectives, pre-service and in-service Teacher education including various modes of teacher education. The writer has dealt with the historical perspectives. This work is mainly a by-product of her study on Academic and professional characteristics of Teacher Educators, working at the Elementary level. The findings of the study, she has conducted, throw light on various aspects of Teacher Education. The suggestions given in this work on the basis of her findings are quite enlightening and useful for solving many problems and issues standing in the way in the field of management and development of teacher education.

**Contents of this book include:-**

Theoretical perspectives of Teacher Education; Historical perspectives of Teacher Education; Studies on Teacher Education; Teacher Educators; Teacher Educators: Background and Characteristics; Conclusions and Appendices.

The first chapter deals with Theoretical Perspectives of Teacher Education. While introducing the core of the subject, the author describes teacher education vis-a-vis quality of education, meaning of teacher education, aims and objectives of teacher education, objective of pre-primary teacher education, objectives of teacher education for primary and secondary stages, types and modes of teacher education (pre-service and in-service teacher education) etc.

In the second chapter while discussing on historical perspectives of teacher education she narrates about teacher education in pre-independence era and after independence. She gives detail history of development of teacher education in Orissa before and after independence.

The third chapter contains previous studies on teacher education. After discussing the need and importance of review of literature, she reviews related research literature. Among them Arora and Chopra (1969), Banarejee (1967), Sharma (1970) Arora et. al. (1974), Dasgupta (1977), Hemambujam (1983), Goyal and Chopra (1984), Saran (1975), Sethramu and Usha (1984), Seetharamu and Manvikar (1986), McCulough (1992), Reynolds (1992), Davidman (1993), Mohanty (1998), and Jena, et.al. (2001).

She also discusses the National Policy of Education (NPE 1986 and Programme of Action (1992), the Eighth Five Year Plan (1992-97) and Ninth and Tenth Five Year Plan (1997-2007).

The fourth chapter deals with her research design. In this chapter she gives rationale of the study, objectives of the study, Delimitation, Operational definitions, (Academic and professional, Profile etc.), Method, Sample, research tools, its validity, collection of data, its tabulation and analysis.

In the fifth chapter background and characteristics of teacher educators are discussed. The author gives demographic

characteristics of teacher educators by age, sex, religion, caste, their rural-urban back-ground, health status, marital status, family size, academic background, academic qualifications, role reference, their publications, presentations of papers and hobbies. In professional characteristics, teacher educators by rank, experience, and time spent on performing different activities. In-service training programmes are discussed in details. Teachers educators attitude towards internal variables is given in various tables. Their membership in professional associations are also tabulated. Their visit to foreign countries, their research studies, experts views on elementary education programme are given in detail. At last she highlights on participants observation and in-service training courses for teachers capacity building.

The last chapter concludes her research. Major findings are grouped in three groups: demographic, academic and professional. 11 findings are demographic, 13 findings are academic and 37 findings are professional. 26 major opinionnaires are given in various sub-sections.

The major recommendations suggests uniformity in recruitment of teachers, in promotion, to fulfill shortage in S.T. Schools, increasing of co-curricular activities, increasing the academic level of DIET professors, (teachers), increasing of research work in DIET, Better facilities to conduct Action Research and their publication, increasing of library and laboratory in DIETs and ST schools, need of improvement in practical examination, appointment of principals in DIETs. As per guidelines of NCTE and DIETs should be established in all the districts, innovative and development project should be development projects should be organized, quality of teacher educators can be improved by workshops; adequate supervision and monitoring of DIETs and ST schools, co-curricular activities should not be organized merely as annual rituals but innovative programmes should be introduced. Evaluating system also requires improvement. Their service conditions need to be improved.

It is desirable to appoint teacher-Educators with Post-Graduate Degrees as per the NCTE norms. Incentives should be provided for conducting research particularly action research in ST schools

and DIETs. Since 33 percentage of Teacher Educators both in teaching and research, they should be provided with adequate these activities for their professional growth.

Since a small percentage (DIET-12% and ST-6%) of teacher Educators, it is better to encourage them to write articles and books for their professional growth.

Teacher Educators may be encouraged to develop that would help their cognitive, affective and psychomotor capabilities. It is essential to rational their work load for better mental health and service conditions. Induction courses should be organized for Teacher Educators at least within 3 to 6 months of their appointment. It is necessary that all the Teacher Educators of DIET as well as ST schools should be given equal opportunities for their participation in different in-service one type of teacher Education Institutions at the Elementary stage.

The findings of the study throw light on various aspects of Teacher Education, of India in general and of Orissa in particular. This book will no doubt help

the teachers, Teacher Educators and Research.

#### Critical Analysis:

The book 'Teacher Educators' by Susandhya Mohanty deals with the academic and professional background of Teacher Educators working for Teacher Education improvement. A detailed discussion has been made on theoretical perspectives of Teacher education with special reference to its aims and objectives, pre-service and in-service Teacher education including various modes of teacher education. The writer has dealt with the historical perspectives. This work is mainly a by-product of her study on Academic and professional characteristics of Teacher Educators, working at the Elementary level. The findings of the study, she has conducted, throw light on various aspects of Teacher Education. The suggestions given in this work on the basis of her findings are quite enlightening and useful for solving many problems and issues standing in the way in the field of management and development of teacher education.

The major part of the book contains profile of background and characteristics

of Teacher Educators of Orissa. Which may be useful to that particular State. Her major findings are grouped in demographic, academic and professional division.

The findings and recommendations suggested by her will be useful to teacher educators, policy-makers, administrators, scholars, students trainees and people at large.

**-MS. RINA DAVE  
LECTURER, SEMCOM**

## Article:

### Disaster Management and Technology

What is disaster?

Disaster is a sudden, calamitous event bringing great damage, loss, and destruction and devastation to life and property. The damage caused by disasters is immeasurable and varies with the geographical location, climate and the type of the earth surface/degree of vulnerability. This influences the mental, socio-economic, political and cultural state of the affected area. Thus, a disaster may have the following main features:-

- Unpredictability
- Unfamiliarity
- Speed
- Urgency
- Uncertainty
- Threat

Thus, in simple terms we can define disaster as a hazard causing heavy loss to life, property and livelihood.

e.g. a cyclone killing 10,000 lives and a crop loss of one crore can be termed as disaster.

Types Of Disaster

Generally, disasters are of two types – Natural and Manmade. Based on the devastation, these are further classified into major/minor natural disaster and major/minor manmade disasters. Some of the disasters are listed below,

A. Major natural disasters:

- Flood
- Cyclone
- Drought
- Earthquake

B. Minor natural disasters:

- Cold wave
- Thunderstorms
- Heat waves
- Mud slides
- Storm

C. Major manmade disaster:

- Setting of fires
- Epidemic
- Deforestation
- Pollution due to prawn cultivation
- Chemical pollution.
- Wars

D. Minor manmade disaster:

- Road / train accidents, riots
- Food poisoning
- Industrial disaster/ crisis
- Environmental pollution

India and Disaster Management:

India has been traditionally vulnerable to natural disasters on account of its unique geo-climatic conditions. Floods, droughts, cyclones, earthquakes and landslides have been recurrent phenomena. About 60% of the landmass is prone to earthquakes of various intensities; over 40 million hectares is prone to floods; about 8% of the total area is prone to cyclones and 68% of the area is susceptible to drought. The loss in terms of private, community and public assets has been astronomical.

Over the past couple of years, the Government of India has brought about a paradigm shift in the approach to disaster management. The new approach proceeds from the conviction that development cannot be sustainable unless disaster mitigation is built into the development process. Another corner stone of the approach is that mitigation has to be multi-disciplinary spanning across all sectors of development. The new policy also emanates from the belief that investments in mitigation are much more cost effective than expenditure on relief and rehabilitation.

Disaster management occupies an important place in this country's policy framework as it is the poor and the under-privileged who are worst affected on account of calamities/disasters. Disasters retard socio-economic development, further impoverish the impoverished and lead to diversion of scarce resources from development to rehabilitation and reconstruction. The steps being taken by the Government emanate from the approach outlined above.

The approach has been translated into a National Disaster Policy covering institutional mechanisms, disaster prevention strategy, early warning system, disaster mitigation, preparedness and response and human resource development. The broad features of the draft National Policy on Disaster Management are:

1. Recognition of linkages between natural disasters and development.

2. connecting of specific programmes like DPAP, DDP, NWDPRA and Wasteland Development Programme for managing natural disasters.

3. Emphasis on forecasting and warning using advanced technology.

#### Management of Disaster:

Government of India, Ministry of Home Affairs and United Nations Development Programme have signed an agreement on August 2002 for implementation of “Disaster Risk Management Programme” to reduce the vulnerability of the communities to natural disasters, in identified multi-hazard disaster prone areas.

The four main objectives of this Programme are:

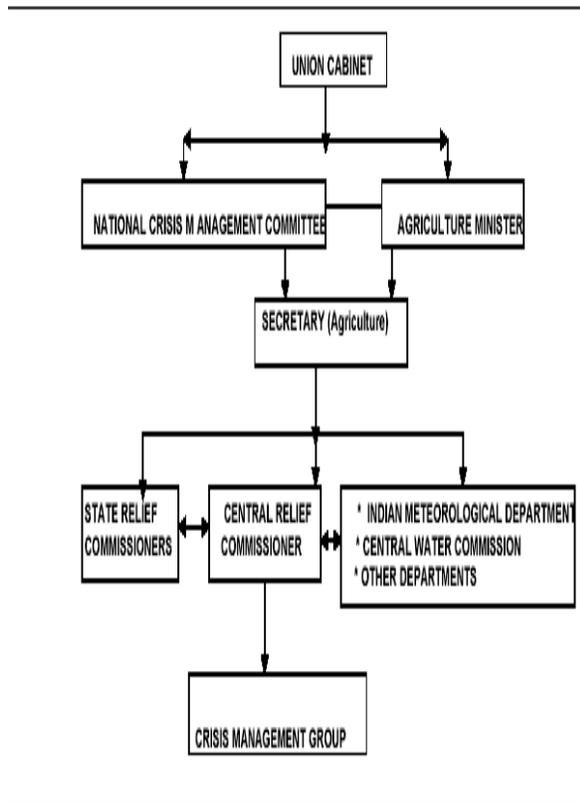
- National capacity building support to the Ministry of Home Affairs
- Environment building, education, awareness Programme and strengthening the capacity at all levels in natural disaster risk management and sustainable recovery
- Multi-hazard preparedness, response and mitigation plans for the Programme at state, district, block and village/ward levels in select Programme states and districts

- Networking knowledge on effective approaches, methods and tools for natural disaster risk management, developing and promoting policy frameworks

#### Nodal Agencies for Disaster Management

- ◆ Floods : Ministry of Water Resources, CWC
- ◆ Cyclones : Indian Meteorological Department
- ◆ Earthquakes : Indian Meteorological Department
- ◆ Epidemics : Ministry of Health and Family Welfare
- ◆ Avian Flu: Ministry of Health, Ministry of Environment, Ministry of Agriculture and Animal Husbandry
- ◆ Chemical Disasters : Ministry of Environment and Forests
- ◆ Industrial Disasters : Ministry of Labour
- ◆ Rail Accidents : Ministry of Railways
- ◆ Air Accidents : Ministry of Civil Aviation
- ◆ Fire : Ministry of Home Affairs
- ◆ Nuclear Incidents : Department of Atomic Energy
- ◆ Mine Disasters : Department of Mines

#### National response mechanism



Other agencies working for managing disaster:

- ◆ The National Disaster Management Authority (NDMA) has been set up as the apex body for Disaster Management in India, with the Prime Minister as its Chairman.
- ◆ A National Disaster Mitigation Fund will be administered by NDMA. States and districts will administer mitigation funds.
- ◆ A National Disaster Response Fund will be administered by NDMA through the National Executive Committee. States and Districts will administer state Disaster

Response Fund and Disaster Response Fund respectively.

- ◆ 8 Battalions of National Disaster Response Force (NDRF) are being trained and deployed with CSSR and MFR equipments and tools in eight strategic locations.

Various Technologies useful in Disaster Management:

- Remote Sensing Systems
- Geographic Information System
- Global Positioning System
- Warning and Forecasting System
- Internet
- Communication Technology

**-DR. AJAYRAJ VYAS  
LECTURER, SEMCOM**

## Article:

### Quality Circles in Education

#### Background:

- The concept of Quality Circles (QCs) is essentially Japanese. When Japan lost the Second World War, its economy suffered a major setback. In order to revive a shattered economy, Japan started to imitate the manufacture of several western goods. The strategy, however, did not work because the quality of most of these goods was poor. Despite price advantage, Japan found it difficult to face and survive global competition. It was then felt that a sustained effort to employ Statistical Quality Control (SQC) techniques to manufacturing operations would be the only way to revive the economy of Japan.
- QCs in Japan were formalized in 1960 by K. Ishikawa. He succeeded in convincing the management about the potential of significant contribution from the large workforce to quality, productivity and several work-related issues. In reputed Japanese Companies, there is hardly a worker who is not a member of one Quality Circle (QC) or the other. Juran had sown the seed of QCs in Japan. It was Juran who, for the first time, propagated the broad role of quality function which traditionally was confined to the preparation of inspection reports on the quality of raw materials, semi-finished and finished goods. Juran's definition of quality was concerned with the quality of performance of an organization where every employee, irrespective of his status or nature of work, has the potential to contribute to the overall quality function. The concept of QCs is based on the management's faith in the capabilities of employees. A QC is only a forum to operationalize this faith.
- In mid-sixties, the West became aware of the success of QCs in Japan. Several European and American Companies started forming these circles with fairly encouraging results in the areas of quality control, cost reduction, productivity, safety, housekeeping, etc.
- The International Association of Quality Circles (IAQC) was formed in the U.S.A. in late 1977. Apart from training its members and propagating QC concepts, IAQC also acts as an international organization for the

dissemination of global information concerning QCs.

■ Quality Circles in Education:

■ Education system does not function in vacuum but is a part of the larger social system. Policy changes like liberalization and privatization have their impact on education system. And then, with the globalization of the economy, can education be far behind? The transition to 'one world' is a painful process, for the vital question is who gets integrated into whom. Obviously, the weaker gets subsumed into the stronger. Hence, there is a crucial need for introspection. With the foreign universities opening more and more centers in India coupled with aggressive marketing strategies, Indian education can only retain its identity and integrity if it can provide a world-class quality of education.

■ Quality Circle is an integrated system constituting small groups of people from same or similar work areas, who voluntarily offer to meet in order to identify, analyze and solve problems, which may lead to improvement in their total performance and enrichment of their work life. Another source defines as “a Quality Circle is

composed of a small group of employees who genuinely care about others, preferably doing similar work, meeting voluntarily with a leader on a regular basis, to identify problems, analyze the causes, recommend their solutions to management and wherever possible, implement solutions.”

■ Quality circles in industry have been known to increase productivity, improve quality, boost employee morale, and serve as a human resource development tool; these same benefits may be accrued in education. In fact, quality circles in community colleges have been used to solve problems in administrative developments (Ladwig, 1983; Moretz, 1983), and in student support services (Ladwig, 1983; Cohen, 1983). Examples of quality circle applications at the community college are described in this article in the later part.

The Quality Circle organization has a four-tier structure, consisting of

- a) Members
- b) Leaders
- c) Facilitators
- d) Steering committee

Each circle has a leader preferably from amongst its members, a senior staff or

from the management. Extensive training is provided to circle leaders so as to make them effective in initiating, guiding and controlling the circle activities. They must be familiar with their responsibilities and should know how to identify problems, analyze them and find solutions.

- Facilitators are from a senior level in the hierarchy who liaise and co-ordinate the work of different circles under their control. Usually, three to four circles are allotted to each facilitator. They act as guides and catalysts for the circles and they stimulate the members to work together.

- The steering committee is the apex body, comprising of departmental heads headed by the management representative. This committee overviews the work of all the circles and acts as a focal point for their planning and operation. The steering committee meets periodically to study the reports received from different circles or from their facilitators and the latter keep in touch with the members of the committee.

- Quality in education can be ensured through the technique "Quality Circle" which has been successfully implemented in manufacturing

industries. In educational institutions, the quality circles on various areas can be formed, so as to enrich the Indian Higher Education to International standard.

Techniques for Problem Solving in Quality Circles:

The following techniques are commonly used by members of quality circles during their meetings for problem solving sessions. The member should be adequately trained on the use of these techniques when the circle activities are started.

- i) Data or information collection
- ii) Brain storming
- iii) Cause and effect analysis
- iv) Pareto diagrams
- v) Control charts
- vi) Flow diagram and process flow chart.

The QC Approach v/s The Traditional Approach in Education:

Dimension	QC Approach	Traditional Approach
Teacher's role	Personal, as a friend and guide	Impersonal and distant
Types of objectives to be achieved	Cognitive, emotional and value oriented	Stated and Prescribed
Instructional approach	Discovering together and emphasis on learning by doing	One-way, rigid, emphasis on rote learning
Relevance to life	Imparts usable, analytical & practical approach to problem at all fronts	Little
Making a difference	Problem solving in teams, so collective decisions and collective implementation	Each individual is an island. Even if there are good ideas they are not implemented

Benefits from Circles:

Some gains may be tangible, while others may be intangible but in the final analysis, it will lead to improved institutional performance, reduced wastage and lasting relations between the management and staff members. Some direct benefits are enumerated below:

- a) Improves quality and productivity
- b) Promote job involvement and sense of participation
- c) Creates problem solving and problem-preventing attitude
- d) Develops creativity and innovative spirit
- e) Develops job satisfaction and hence less turnover of staff
- f) Inspires team work and develops harmonious relations.
- g) Achieves cost reduction and cost control
- h) Reduces human errors and system failures.

**-DR. YASHASVI RAJPARA**

**LECTURER, SEMCOM**

## ManageAnt:

Skills which will be a ManageAnt for Effective Management

Self Mastery:

A key determinant of business success is the quality of working relationships within a business. The key issue in business is the effective management of people, which is really the management of personalities that people are promoted to management because there is nowhere else for them to go whereas it is known that they are awful people managers. Business schools do not provide specific training as to how to manage personality conflicts. Yet this is an integral part of management – the day to day management of people and relationships.

The self mastery will explore some of the most powerful and effective tools for enhancing human potential and facilitating change in both the workplace and in peoples' personal lives.<sup>1</sup>

- There are some workshops are to be held for the self mastery development in the management which includes leadership, effectiveness to the organization, coaching self and others, resolving interpersonal and communication

problems in teams, Building strong relationships with key customer representatives.

Leadership:

“Leadership is the process of influencing and supporting others to work enthusiastically towards achieving the objectives.”

An analysis of these definitions brings certain features of leadership which are as follows:

Leadership is a continuous process of behavior, it is not one-shot activity which may be seen in terms of relationship between a leader and his followers (individuals and/or groups) which arises out of their functioning for common goals. By exercising his leadership, the leader tries to influence the behavior of individuals or group of individuals around him to achieve common goals. Leadership also effective to the management because followers work willingly and enthusiastically to achieve those goals, gives an experience of help to followers to attain common goals and leadership is exercised in a particular situation, at a given point of time, and under specific set of circumstances.

Management:

Management includes various effective functions to the organization but

management itself is an effective skill for each and every management hub. Management is often included as a factor of production along with machines, materials, and money. According to the management guru Peter Drucker (1909-2005), the basic task of a management is twofold: marketing and innovation. Practice of modern management owes its origin to the 16th century enquiry into low-efficiency and failures of certain enterprises, conducted by the English statesman Sir Thomas More (1478-1535). As a discipline, management consists of the interlocking functions of formulating corporate policy and organizing, planning, controlling, and directing an organization's resources to achieve the policy's objectives. The directors and managers who have the power and responsibility to make decisions to manage an enterprise.<sup>2</sup>

#### Technical:

As we know that there are various skills needed to run the organization where one skill is technical qualities of a manager. He or she should have inspires a shared vision, he/she able to communicate with people at all levels is almost always named as the second most important skill by project managers and team members. One of the most

important things that a person must remember is that his or her actions, and not words, set the modus operandi for the team. Good leadership demands commitment to, and demonstration of, ethical practices. Enthusiasm is contagious and effective leaders know it, ability to challenge, inspire, enable, model and encourage must be demonstrated if leaders are to be seen as capable and competent, ability to delegate tasks, team building skills and problem solving skills also.

#### Strategy and Tactics:

Your strategy is one or more plans that you will use to achieve your vision. A strategy would need to evaluate what other companies offer management consulting services in the other areas. A strategy also must determine how you will become "the consultant of choice". A strategy must consider all issues which related to your actual task and find a solution that works AND that is true to your vision. Your tactics are the specific actions, sequences of actions, and schedules you will use to fulfill your strategy. If you have more than one strategy you will have different tactics for each.

**-DR.VIGNA OZA**  
**LECTURER,SEMCOM**

## MY VOICE:

World economy is in turmoil, after US economic crisis, now euro-zone is facing economic crisis. We at India have our own problems of sharp rise in crude oil prices and rising inflation which is depriving people of decent standard of living. To top it all we have a bundle of problems in form of rampant corruption, abuse of political power and authority and increasing gap between rich and poor. The present state of affairs in form of high inflation, uninterrupted increase in the prices of basic necessities of food, clothing and shelter and global recession which can have negative impact on Indian exports and rising cost of credit are sure recipe of economic mess and economic disaster. The most worrying aspect is the double digit food inflation and the continuous increase in the prices of basic necessities like food items, edible oil, milk, dairy products, medicines and overall cost of living. The Indian corporate sector has also reported decline in profits and may need economic revival package from the government in future. The government which has its own economic concerns may find it difficult to rescue corporate sector in case of economic crisis. Surely we don't want to face economic

problems presently faced by Greece, Portugal and other countries of Euro-Zone. The consistent increase in the repo rate by Reserve Bank of India has also failed to curb inflation. The moment there is discussion about corruption and black money, the attitude and intention of authorities is reason of worry for most citizens. Rather than curbing malpractices of corruption, black money, hoarding, adulteration and profiteering practices, all talks are diverted to how far one is morally sound to make statement on corruption? Is he honest? Can he/she comment on corruption and abuse of power by authorities? How can authorities suppress the voice of people against corruption and other social evils by terming it as movement by certain class of society, by certain vested interests with the intent to malign authorities in power? Why can't people in power understand that people are tired of inefficiencies, lethargic and corrupt ways of some of the politicians and wants economic development of country in form of better paid jobs, roads, railways, quality services, quality products at affordable prices and better standard of living for masses of this country. Let us hope that a strong Lok Pal bill which can curb corruption sees

light of the day. Let us cast our vote for economic development and economic progress, rather than voting by any other criteria, let us vote for those who work for 24 hours a day \* 7 days a week \* 365 days a year for the betterment of masses of this country and solving their economic problems, rather than those who shed crocodile tears on problems and concerns of people. We as a country have collective future, let us work for the progress of the nation and build economically sound country which is self sufficient in all spheres. We need to create and leave the heritage of culturally, spiritually, militarily and economically powerful India which can assist other countries in their economic development. The opportunity to get better education and successful career must not be limited to few but should benefit the masses of our country. Let us create a nation where economic prosperity is not for classes but for masses. Besides focusing on Economic Growth, Economic Development, Gross Domestic Product, Gross National Income, Gross National Income Per Capita let us focus on Human Development Index. We must be passionate about the economic

development of our nation benefitting the masses of our great country.

**-MR. SUNIL CHAUDHARY**

**LECTURER, SEMCOM**

## Being:

### Creativity

Creativity is often misjudged in society. People say that creative people should be in the field of art. And that includes each and every art: acting, singing, dancing, painting, writing, etc. It means that the contemporary Indian English novelist, Chetan Bhagat should not have gone for IIM-A, he should have done Bachelor of Arts with English Literature. A person, who is good at writing, should not do job in bank. And if he is working at such place then at regular interval they will be told, "You are a mismatch here. You should join film industry immediately." And for fifteen days he will be in hey days that someone in this world thinking that I should join film industry.

In every field, creativity is applicable. When a creative person works in his field, he always tries to bring some innovative ideas in his work which ultimately helps him and the firm where that person is working. Creativity does not only mean to write, paint or to dance, but it includes a lot many things. A mathematician can also be a creative person in his subject. If he can relate mathematics in day today life, he can be called a creative person. If a professor of literature can make alive the characters of the literature, he can be called alive. If doctor can make people laugh in his cabin instead of being silent, he can be called creative. If a principal can crack a joke in the middle of a serious discussion and immediately switch over to

the discussion once again, he can be called creative. If he allows his students to show his creativity and creations, he can be called creative. If a house maker can make her house a home, she can be called creative. Creativity and creation has no limits.

Doing the same thing in a different way is called creativity. We all know Newton for his theory of gravity. As he was a creative person, he could think something different at the time he was sitting under a tree. And there are numbers of scientist. They were creative and that's why they could invent or discover something for the entire human race. Not only this scientist, but the businessmen we have with us to cope with our daily needs. Of course, if they were not creative, we would not have so many things that we have at present. It is their creativity to think beyond the box. Thinking beyond the box is creativity.

Each individual is a creative person. But he needs to be told, "Yes, You are a creative person."

I still remember April 1998, when I was at Aksa Beach, Mumbai where I saw a *Chanawala* selling his *Chana* in a unique way. He was just shouting in Hindi, "Aao....time pass kar ne ke liye..." It was only because of his style people were going to him and not to any other *Chanawal*. Won't you call it creativity? I will.

**-MR. DIPAN BHATT**  
**LECTURER, SEMCOM**

## Green Corner: Worst Polluted Cities of World

### Milan, Italy



Milan, home to great shoes, high fashion and more pm10s—small pollution particles that can cause cancer and breathing problems—than any other city in Europe. Milan has more smog than any other city in Europe and the continent’s second-highest level of ozone. Most of the problem comes from the city’s love of driving, but that’s changing quickly: Congestion pricing in downtown Milan implemented in January has dropped traffic by 26 percent and, residents hope, will lead to drops in smog as well.

### Norilsk, Russia



According to a study of the world’s most polluted places by environmental think tank the Blacksmith Institute, Norilsk,

Russia—home to 134,000 residents and the world’s largest heavy-metal-smelting firm, Norilsk Nickel—makes the top 10. Norilsk’s Soviet-era plant spews tons of heavy metals like nickel and cobalt into the air, leading to severe respiratory and throat diseases in children and a life expectancy 10 years below the Russian average for plant workers. But the company says it’s taking measures to clean things up, investing in technology to sequester heavy-metal dust, and says it plans to move the smelter outside the city limits in the near future

### Pittsburgh, Pennsylvania



Pittsburgh recently wrested the title of America’s most polluted city from Los Angeles—at least when it comes to short-term particle pollution like soot, aerosols, heavy metals and exhaust. But the city of 335,000, which has transitioned from an industrial town to one of the country’s most livable cities, may not be to blame for its bad air. According to some research, much of Pittsburgh’s pollution is blown in from factories and power plants in Ohio.

## Mexico City, Mexico



Mexico City is a natural pollution trap. Surrounded by mountains on three sides and located 7,400 feet above sea level, the soot and exhaust from the city's four million mostly high-polluting cars gets trapped in a cloud over the city, which experiences 300 days a year of exceedingly high ozone levels. To fix things, the city has begun a pilot project retrofitting 25 diesel buses with particulate filters.

## Dakar, Senegal



Dakar is West Africa's cosmopolitan hub, but just a stone's throw from the city is an environmental catastrophe. The Baie de Hanne, which provides drinking and household water to two million people, contains levels of fecal streptococci more than 17 times World Health Organization standards, as well as a stew of heavy metals and tannery waste. The Blacksmith

Institute is currently working with the World Bank to implement an international cleanup effort.

## Sumgayit, Azerbaijan



Sumgayit used to be the New Jersey of the Soviet Union—the town was the nation's center of chemical and pesticide production. Today, it is still feeling the aftereffects of years of untreated, mercury-contaminated waste dumped directly into streams feeding the Caspian Sea. Cancer rates in the city of 275,000 are sky-high. The World Bank has stepped into the city, which was declared an environmental disaster area, and is helping to clean up old plant sites.

## Linfen, China



This city of more than four million is in the heart of Shanxi, China's coal-

production hub, and has frequently been deemed the most polluted city in the world; citizens suffer from choking clouds of coal dust as well as drinking water polluted with arsenic. But Linfen is not the only city in the country with environmental woes—the World Bank estimates that 16 of the world’s 20 most polluted cities are found in China’s industrial areas.

### **La Oroya, Peru**



For 85 years, the citizens of La Oroya have been smelting lead, copper and zinc. Now 99 percent of the town’s children harbor levels of toxic lead that exceed acceptable limits. Acid rain has destroyed most of the surrounding vegetation, turning the region into a wasteland. So far, the Peruvian government has put the city of 35,000 on a list for environmental remediation, but activists are attempting to pressure the smelter’s owner, the Doe Run company of Missouri, to step in and begin a serious cleanup.

### **Cubatao Valley, Brazil**



The Cubatao Valley, a region home to more than two million people, is Brazil’s industrial and chemical heart. The Cubatao River, the area’s main water source, is clogged with 1.5 million tons of raw sewage per year and more than 10,000 kilograms of toxic industrial waste per month. A study in 1980 showed that over a third of residents had tuberculosis, pneumonia, emphysema and other respiratory diseases. Since 2000, Brazil’s new water agency has made a concerted effort to clean up the Cubatao region, investing some \$1.1 billion to improve the Tiete River, another major waterway in the valley.

### **Kabwe, Zambia**



For 92 years, the lead and copper mines outside Kabwe, Zambia, ran with little or

no environmental protections. It's been more than a decade since the smelters shut down, and the lead level found in the average child, who bathes in a lead-contaminated stream and is constantly exposed to contaminated soil, is still five to 10 times the maximum allowed by the U.S. EPA. In many cases, children carry almost fatal levels of contamination. So far, the World Bank has provided \$40 million to help relocate some neighborhoods in Kabwe, and several other international and local groups are implementing extensive programs to teach residents about lead poisoning.

**-Ms. Hiral Patel**

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