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 Swarnim GUJARAT
 Editorial Team, **SEMCOM**
Editorial Team:

Chief Editor : Dr Nikhil Zaveri
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 Technical Editor : Ms Reshma Pathak

DRIVE

From the Chief Editor's desk:

The Importance of Book Review: A Students' Perspective

The need, importance, role and impact of books in the lives of students are indispensable. The truth that books play the most vital role in shaping young minds is irrefutable. The reading of books widens the breadth of knowledge and adds new dimensions to perspectives. Without books and reading a student can never have concrete vision and plan that will embark him or her on a journey of new discoveries, inventions and learning.

While books can make one smart by sharpening one's intellect and reasoning skills, the act of reviewing a book makes one smarter and sharper by improving analytical skills, cognitive thinking and conception and expertise. Reviewing books has greater advantages than that meets the eye. A book review is not merely the summary. It deals with the book as an entity and is taken in its entirety. Reviewing books gives in-depth understanding of what the book is about and about the stand taken by the author as well. The content, style and the merit of the book are closely scrutinized from different angles which at the end gives a whole new meaning and interpretation. And this is where true learning takes place.

In schools and colleges book review is given as a project or assignment to test and develop the analytical skills of the students. Book reviews allow students to go for wholesome reading and understanding. A shallow reading and understanding of the book do not justify the conclusions of the readers. Reading into the lines of the book sheds new light into the meaning and interpretation which in turn lets students analyze the ideas, ideals, theories and concepts of the author as projected in the book. This helps the

students to see whether the author has done justice to his topic or area or plot. Reviews aid the students in knowing whether the author has been able to accomplish his purpose of writing the book.

A student can form his own opinion about the book or the author but not before he or she has gone through a thorough research on the ideas contained in the book. When students go for research they come across many sources of information, the diversification of knowledge and the manifestation of wisdom in different forms. This widens the scope of learning and acquiring new talents and skills for students. Through this kind of study and research a student is able to further his mastery of various things that are directly or indirectly associated or relevant to his area of interest and expertise. So reviewing books does not confine or restrict a student into thinking in traditional lines or tread the trodden path. It helps him or her to think rationally, methodically and out of the box and have an altogether new approach to old things.

Trying to find out the true essence of the book helps students judge the book in its true spirit and this forms a link between what the writer sought to convey and what the reader experienced. Based on the experiences, a student can evolve his or her own opinion and theory which will further enlighten the deeper hidden meanings, themes and messages of the book. When a book is to be tackled from all angles for a truthful review, a student is able to improve his problem solving skills and further refine his approach to problem and problem solving techniques.

Review books enable students to feel and experience the ubiquitous nature of knowledge. And to make complete and wholesome knowledge data are required to establish the validity. This empowers students to go for extra reading and collection of data which will be of great help not only in reviewing the book but also in diversifying their areas of interest and specialization.

Reviewing books assists students in mastering the language and in knowing technical jargons which are very necessary in perfecting their skills and talents. It is this perfection and excellence which lead students to be successful and confident in all

their undertakings. Students' critical reasoning power, integrated reasoning skills and reading comprehension are further strengthened and enriched through book reviews. These endow students with the right aptitude to go for interdisciplinary reading and research and find the link among various areas through their own efforts. Learning thus acquired is stronger than one that is imparted. It is perennial and remains with the students throughout their lives thus helping them to become more practical and absorb the applicability of theories and concepts.

Book reviews enable students to discover either the clash or the association of their own ideas with those of the author. It aids students in understanding that everyone does not see an idea from the same view point. It does not mean that the idea is not true. It only means that essentially they remain the same though the perception changes whereby students learn to become more accommodative and adaptive. With passage of time they evolve to be more receptive to new things and new approaches and dimensions of theories and concepts. If there is association between the students' idea and that of the author it is further refined to suit the current situation.

The biggest challenge that a student can face is that he or she should be able to see in the book through his or her review the contributions made by the book to its own field in particular and the world and humanity in general. The value and worth of a book is judged by the contributions it makes and the new knowledge and perspectives it propounds. By the truth it advocates the book should be able to make the world a better place to live in. Through book reviews students learn to be more patient and methodical, the two qualities without which a review is not possible. It increases the depth of students' understanding and sharpens the critical analytical skill. A book review facilitates a student to be consistent which is deemed to be the most important virtue of academic pursuits. This is so because book reviews make students realize the importance of having a clear line of arguments that brings out the truths and ideas contained in the book.

Students are able to read the book at their own pace and form a mental association with the contents of the book even if they are out of area of interest and specialization. Book review also helps students to form an alliance with all branches of stud. Because of these advantages book review have become an integral part of college syllabus and book reviews are given as academic assignments or projects that carry special significance.

By:

Dr. Nikhil Zaveri

Director & Principal,

SEMCOM.

SEMCOM updates

Admission Counseling:

To acquaint parents and students with the latest development in academia Admission Counseling was organized from 16th April 2012 wherein parents anxious to choose the best course of study for their children were counseled and guided in selection. Students who were undecided about their course of study were also facilitated with guidance in selection.

Admission Competitive Test:

Admission Competitive Test for students for admission in the courses BBA – General and BBA – ITM was conducted on 27th May 2012. The response was overwhelming and students came with overflowing enthusiasm.

Opening/Reopening:

The college opened on 18th June 2012 for first year students and reopened on 21st June 2012. It meant a new beginning for the students who came with renewed energy, enthusiasm, interest and commitment and with new resolutions.

Orientation Programme:

Orientation Programme for the first year students began on 25th June 2012 and ended on 30th June 2012. During the period of one week students were taught many things through guest speakers and resource persons and they were taken on tour to Amul Factory and new Vallabh Vidhyanagar. These acquainted the students with their new environment and made the process of transition easy for them. They accommodated and adapted themselves to the new environs with grace and ease. It was coordinated by the Staff Secretaries, Mr. Ankur Amin, Ms. Ami Trivedi and the respective Class Counselors.

Cultural Evening:

The Orientation Programme culminated in the Cultural Evening on 3rd July 2012 wherein students showcased their talents and skills and amused the audience with their theatrical, singing and dancing skills. It was followed by dinner.

Launch of Best Business Idea Competition and Ad-Making Contest:

Best Business Idea Competition and Ad-Making Contest were launched on 5th July 2012. They made the students aware of the two prestigious events of SEMCOM. The coordinators are Dr. Yashasvi Rajpara, Dr. Subhash Joshi, Dr. Preethi Luhana, Dr. Vigna Oza, Mr. Renil Thomas and Mr. Abhishek Trivedi. A few students recounted their experiences of their participation and encouraged the new students to take part for the learning and experience are of immense value.

Launch of Certificate Courses:

Two certificate courses namely, “Filmmaking for Business Development” and “Creative Building, Lateral Thinking and Idea Generation”, “Branding for Start-Up Business” were launched on 5th July 2012. Prof. Priyesh Balakrishnan, Founder, The Open Circle, Ahmedabad was the Guest Speaker and his speech on Lateral Thinking put in motion the enthusiasm among students to register for the courses. Dr. Vigna Oza and Dr. Swati Parab are the coordinators.

Fine Arts’ Workshop:

Fine Arts’ Workshop was organized on 9th July 2012 to enable students to be creative and innovative. The Guest Speakers were Mr. Piyush Takker and Krishna Padiyar, Faculties of CVM’s Fine Arts College. Through PowerPoint Presentations and photographs they explained the different concepts of Collage Making, On the Spot Painting, Poster Making, Rangoli, Cartooning, and Clay Modeling and how to come out with new ideas that would make a world of difference. The coordinators were Ms. Komal Mistry and Ms. Priyanka Nai.

Voters’ Club:

On 10th July 2012 students who were 18 years and above and did not have the voter’s identity card (Election Card) were gathered and the required documents were collected from them for the issuance of the identity card. The coordinators are Dr. Shuvasri Das and Mr. Binit Patel.

Workshop by Women's Cell:

A workshop was organized by the Women's Cell of SEMCOM on 11th July 2012 for which the Guest Speaker was Dr. Rama Shrivastava, Gynecologist and Obstetrician, Garima Hospital, Anand who spoke on the topic, "Health and Hygiene for Girls". The workshop was organized solely for girls by Ms. Waheeda Thomas.

Launch of Green Business and Photo Contest:

Green Business and Photo Contest were launched on 12th July 2012 and the coordinators are Dr. Shuvasri Das, Dr. Vigna Oza, Ms. Hiral Patel and Mr. Vikas Singh. A few students came out with their experiences of their participation in the events and how the events helped them shape their ideas on the problems faced by environment and the need to save and preserve the environment for the future. The Photo Contest is organized to sharpen students' skill in photography and enable students to learn the intricacies of photography.

SEMCOM Football League:

SEMCOM Football League was organized from 9th July 2012 to 16th July 2012. It was played among the different streams of the college. The final match was on 16th July 2012 between BBA – General and BCom in which the BCom team emerged the victors. Mr. Nilay Vaidya and Mr. Chirag Patel were the coordinators.

Book Review:

RICH DAD'S CONSPIRACY OF THE RICH: THE EIGHT NEW RULES OF MONEY

Introduction

The title of the book is "Rich Dad's Conspiracy of the Rich: The 8 new Rules of Money" and authored by Robert Kiyosaki. This book has been published by Business Plus, Hachette Group, New York. This book shares Robert Kiyosaki's view of global economics and explores why people are finding themselves challenged by these turbulent times. He provides solutions to financial problems and explains what created today's economic chaos and how it can be eased. Robert has been featured regularly on shows like Larry King Live, Oprah, and countless other shows and publications.

Rich Dad Poor Dad ranks as the longest running bestseller on all four of the lists that report to Publishers Weekly- The New York Times, Business Week, The Wall Street Journal, and USA Today. There are 27 books in the Rich Dad series. He writes a biweekly column, "Why the Rich are Getting Richer," for Yahoo Finance and a monthly column titled "Rich Returns" for Entrepreneur magazine. Robert Kiyosaki is the author of #1 bestselling personal finance book of all time, 'Rich Dad Poor Dad', which has a new, innovative approach. He made history with this book, as the first truly interactive online book in Rich Dad series. Conspiracy of the Rich represents the first truly interactive effort in which readers everywhere could express their thoughts and comments online to the author as he wrote each chapter. There are some highlights of the incredible reception of this project as below.

- Over 35 million hits from 167 countries
- Over 2.4 million visits to the website
- 120,000 registered users
- Over 50,000 comments, questions and insights from readers

- 10,000 bloggers from all over the world helping expose the conspiracy.

Description and Summary

This book can be divided into two main parts.

Part One: The Conspiracy (The Root of all Evil)

This part contains five chapters which gives how ignorance on money is the root of all evil. First chapter focuses on the financial panic of Sub prime mortgages of Americans. There are four factors of new rules of money:

1. Taxes
2. Debt
3. Inflation
4. Retirement

Chapter Two is on conspiracy against Education. It states that many of the rich are fighting President Obama's economic stimulus plans to spend more on improving education. It states the conspiracy in education, which is designed to suppress financial knowledge rather than create financially literate people who can prosper in a capitalist system.

Chapter Three is about the conspiracy against Money. It explains how banks never broke but one can. But good news is that bank can print its own money and so can the people.

Chapter Four explains the conspiracy against Wealth. The financial hardships of the great depression caused poor dad to embrace the ideas of having job security, saving money, buying a house, staying out of debt but he did not want to be an entrepreneur.

Chapter Five is on the conspiracy against Financial Intelligence. It talks about financial fairy tales like during subprime loss, US asks people to believe in hope while at the same time the Federal reserve prints trillions of dollars out of thin air. It also explains the stages of evolution of money: Barter, Commodities, Receipt money, Fractional Reserve Receipt money and Fiat money. It also focuses on Global Monetary System. In nutshell, part one is about the financial history of United States and how that history is repeating itself today. It is about the rich and powerful who have manipulated

people's lives via central banks, multinational corporations, wars, education and government policies.

Part Two: Fighting Back (Beating Conspiracy at its own game: Why winners are winning and losers are losing)

Part Two makes you learn how to do well in a world that is booming as well as busting. This part focuses on beating conspiracy at its game. It says that you study the history of the rich, learn their game and live life aware of their rules of money and create some of your own rules along the way. This part contains seven chapters.

Chapter Six is on where Americans are today in context of their economic and financial situation. Today, Americans feel the worst because of the following reasons:

1. Old industries are dying.
2. Taxes will rise.
3. The United States is the biggest debtor nation in the world.
4. China is threatening the reserves status of the US dollar.
5. The US consumer is loaded with debt and strapped for credit.
6. Unemployment is rising.
7. Technology is invisible and relatively inexpensive.
8. Our school systems have not prepared students for the information age.

Chapter Seven is on 'What's the name of your game'? It gives the name of the game through which one can beat the conspiracy. The name of the game is CASHFLOW. It also talks about the two important terms like Capital Gains and Cash Flow.

Chapter Eight is on 'Print your own money'. This explains the rule of money that money is knowledge. By speaking the language, you can play your own cash flow game.

Chapter Nine is on 'The secret of success': Sell. It says that when we see the world economy, why US is in financial crisis: China is selling and US is buying. Not only that Americans are buying with borrowed

money, using their homes as ATMs. As a nation, US has lost the ability to sell more than they buy.

Chapter Ten is on 'Building for the future'. It says that Americans must build their houses of bricks by rebuilding and educating themselves. The author shows the eight Integrities which make CASHFLOW quadrant. They are: Mission, Team, Leader, Product, Legal, systems, Communication and Cash flow,

Chapter Eleven is on 'Financial Education': an unfair advantage. It says that the knowledge of money is the new money and it gives direction for those of us looking clearly on investments during uncertain times.

Chapter Twelve is on 'If I ran the school system'. It says that much of this financial crisis is because of a lack of financial education. It states the fifteen financial education programs if I ran the school system based on the fifteen financial lessons.

To conclude this book, I would like to present the 8 New Rules of Money which beat the conspiracy of the rich. They are

1. Money is knowledge
2. Learn how to use debt
3. Learn to control cash flow
4. Prepare for bad times and you will only know good times
5. The need for speed
6. Learn the language of money
7. Life is a team sport: Choose your team carefully.
8. Since money is becoming worth-less and less, learn to print your own

Critical Analysis

I have read this mind blowing book, 'Rich Dad's Conspiracy of the Rich', which is the first Rich Dad book written completely online. Robert dispels the old myth and says that you do not need money to make money. Robert Kiyosaki says you need knowledge. The focus is on financial knowledge and

Robert explains that it is not investing that is risky but rather the lack of financial knowledge.

In the first rule of money Robert introduces the 'conspiracy against our education'. He writes 'it is a crime that in America our real estate taxes determine the quality of education a child receives'. Schools in poor neighbourhoods receive less tax money than schools in rich neighbourhoods. Talk about a conspiracy of the rich!

I think the bottom line of the first new rule of money is that we need to first educate ourselves to be financially literate, and then our children, because as we know when we look at their syllabus, they are not receiving financial education at school no matter what neighbourhood they live in.

He is one of those authors who is able to effectively communicate with the average person and often has one or two gems that make it worthwhile to read his books. This book is a bit different from his others both in terms of content and style. It is primarily compiled from his website which by this point is both a work in progress as well as a day by day breakdown of the current economic crisis unfolding as history.

The author departs from the prior "real estate" goes into a much broader investment perspective which includes precious metals and other assets, proper use of debt, information and much more. I was fairly impressed by both the rationale and future trends as well as the very "do-able" information presented. It is obvious the author has taken time to create something within the grasp of average Americans by first providing a framework for safety then moving beyond to creating choices for potentially more rewarding investments.

This remarkable book is filled with factual information, both current and historical, and although that information may discourage or frighten some readers the book is written in such a casual style that it is almost as if its story is being told by your best friend. Only, in this case your friend actually knows what he is talking about. It is a great read, and the information it conveys is

simply too valuable to miss. I only wish such books had been available forty or fifty years ago.

This book seeks to break that mindset by encouraging its readers to change their attitudes from "I can't do that" to "How can I do that" and offers fairly specific suggestions and guidelines as to how individual successes might be achieved.

After reading this book, I came to the conclusion that it is invaluable, especially to young adults, and should be read by every thinking American. I also came to the conclusion, however, that the book's title is something of a misnomer. It should really be entitled "*The Conspiracy of the Super Rich*", for they, the politicians control, and the heads of America's largest banks are the ones who perpetrate and carry on the conspiracy. And that was the reason to read.

By:

Mr. Ankur Amin

Lecturer,

SEMCOM

Article: Internationalization of Education

Introduction

- Internationalization is a revolutionary development in Higher Education. The overall demand for higher and adult education, and professionally related courses, is increasing in many countries.
- There are several reasons for this: changing demographics, the increased number of secondary school pass-outs, wish for continual learning, and the growth of the information technology. While demand is growing, the ability of the traditional institutions to satisfy this need is questionable.
- We need to prepare students to perform successfully in the complex, global environment. Employers expect their employees to analyze and solve problems from multiple perspectives and the students must prepare themselves to meet these challenges. Universities are adopting various plans, policies and strategies to internationalize education in response to these global demands.
- UNESCO (2006) has given the following definition of internationalization of education. "It is higher education that takes place in situations where the teacher, student, program, institution or provider and course materials cross national and jurisdictional borders".
- Cross-border education may include higher education by public or private and not-for-profit/ for-profit providers. It encompasses a wide range of modalities in a continuum from face-to-face (taking various forms from students traveling abroad and campuses abroad) to distance learning (using technologies and including e-learning).
- Internationalization is therefore a process of integrating an international perspective into the education. It needs an institutional

vision to motivate people to change the whole to think globally and collaboratively.

Streams and Modalities

The streams of internationalization of higher education have two major dimensions:

- One dimension is merely domestic which refers to the international and intercultural dimensions of without ever leaving their home country.
- The second dimension refers to the mobility of the participants across national borders. It is also called cross-border education, and this type of education growing rapidly, particularly at the higher education level.

1. Franchise

This is an arrangement whereby a reputed institution allows another institution in another country to deliver program in that country. The more reputed organization usually awards the qualification. Partners customize their arrangements for teaching, management, assessment, profit sharing and awarding of qualification each franchise.

2. Double/Joint degree

In these arrangements, institutions in different countries offer a program jointly for which a student receives a qualification from each organization. Institutions customize arrangements for the program provision and the basis for awarding the qualifications for each arrangement.

3. Articulation

Articulation arrangements between institutions of different countries allow students to gain credit for courses offered by all the providers. This allows students to gain credit for work done with a provider

other than the provider awarding the qualification.

4. Distance Education

In this arrangement, institutions deliver a program to students in different countries through distance and online. It may include some face-to-face support for students through domestic study centers.

The main reason of these collaborations is to improve acceptability of the programs and their creditworthiness. Who awards the degree is important depending on the reputation of the institution. Recognition of qualification for employment or further study is the most important reason.

Demand for Internationalization and Initiatives

Global Trends

- According to UNESCO (2006) report, the need for international education will increase from 1.8 million international students in 2000 to 7.2 million international students in 2025.
- This rise creates huge challenges as well as opportunities. Though exact figures cannot be correctly estimated, it is obvious there will be rise in the programs and institutions across national boundaries.

Expansion of Higher Education in India

- Higher Education in India has expanded many folds in last few decades. The number of universities has increased from 20 in 1947 to 378 and students' population in higher education from 1 lac in 1950 to over 112 lacs in 2005.
- The growth in capacity of higher education has improved enrollment ratio from less than 1% in 1950 to around 10%. Since independence of the country in 1947, the higher education has grown 33 folds in

number of institutions making availability of education to the masses.

- The education providers include public nonprofit, private nonprofit and private for-profit institutions and have a mixture of public and private institutions.
- There is no boundary between public and private institutions as many public universities now look for private financing and charge a tuition or service charge. On the other hand, private institutions are eligible for public funds and engage in social nonprofit actions.
- The expansion of public universities has been slow and skewed at regional distribution. Many universities, managed by state governments have many affiliating colleges and academic matters are not properly managed. Thus despite noticeable growth in number of state run universities there is scope rather need for expansion in the number of institutions.

A Few Initiatives

The Association of Indian Universities arranged a Round Table on 'Internationalization of Indian Higher Education' at the University of Mysore. They discussed the mechanisms to promote internationalization of Indian Higher Education at select Indian universities.

They adopted the following 'Mysore Statement'.
(Source: International Association of Universities Newsletter July 2001 Volume 7, No. 3)

The Mysore Statement contains:

- Accepting that internationalization of higher education is a fact of life in the new 'knowledge era',
- Realizing that internationalization would lead to an improvement in the quality of education, promote Indian culture abroad, produce understanding and yield financial benefits
- Recognizing that partnership and networking are essential for to enrich the teaching learning and to improve quality of research,

- Believing that it is necessary to act in earnest immediately,
- Resolved the government, academic institutions and the Association of Indian Universities take necessary steps to promote Indian higher education internationally.

After the deliberations, they recommended the following actions to the Government:

- Take suitable action to promote Indian culture abroad. This needs setting up a Committee for promoting Indian Education abroad.
- Allow Indian Universities to open offshore campus abroad. Amend the University Grants Commission Act 1956 and the Acts of other statutory councils to include a specific provision allowing universities to open offshore campuses and export Indian education through the distance.
- Simplify the procedures about registration, entry test need, issue of 'No Objection Certificate' and the issue and extension of visas.
- Indian Embassies and High Commissions abroad must play a role in providing information about higher education available in India. They should help in the conduct of fairs, entrance examinations and student recruitment.
- Frame an open-door policy for financing students.
- They recommended creation of a central website to strengthen the information base and spread of information.
- Government and other statutory bodies' should grant greater autonomy and flexibility to universities to admit foreign students and to enter collaborative arrangements with foreign institutions.
- Create a Task Force including representatives of different bodies like the University Grants Commission, All India Council for Technical Education and Medical Council of India for admitting students to different professional programs.

- The government should consider extending financing for international education. This will enable institutions providing financial aid to Indian students going abroad, to foreign students coming to India and to educational institutions wishing to develop infrastructures for international education.
- There should be a suitable means to watch the standard of education given by foreign universities.

The committee recommended the following actions for considerations of Academic Institutions:

- Universities and other academic institutions that enroll large number of international students must have enough facilities to provide needed environment.
- Evaluate strengths in different disciplines of education and identify areas that would attract international students at different levels.
- Simplify the procedure for admitting international students.
- Indian academic institutions should set up partnerships and develop networks with foreign universities in both the developed and the developing countries.
- It is better if academic environment of the partnering university is similar to that of Indian universities.
- Updating and internationalization of the curriculum will get highest priority.
- Students from non-English speaking countries often have an inadequate knowledge of the English language. Arrangement for conducting special English classes for them is necessary.
- Indian universities should develop special short-term programs for students from developing countries who would like to visit India to learn more about its culture and heritage, natural possessions, diversity, languages or indigenous technologies.

Advantages of Internationalization in India

India has many advantages for continuing its internationalization of education. Some of the advantages are discussed below:

As in the US, India also has a large and diverse higher education system. It is the third largest after US and China with 10 million students continuing study in about 16,000 institutions. This large higher education infrastructure serves to all the needs of the country.

Formal program or training is available in almost all sectors needed for development, ranging from ancient philosophy to the advances in information-technology. The types of courses offered are comparable to courses available internationally.

Though the quality and soundness of the system as a whole may not be the best, there is no dearth of good institutions. Many institutions in India enjoy the premium status like Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and a few other universities with a global brand value. The increasing number students from the families of Non-Resident Indians (NRIs) who seek admission in the leading Indian institutions are a sign of comparability of the quality of education. The cost of education in India is also fairly low.

India has the advantages of medium of instructions in which education is passed on. Most of the higher education institutes use English as the medium of instruction. Some of the Indian institutes like Center for English and Foreign Languages at Hyderabad have set up offshore campuses. Learning English throughout their educational career enables Indian nationals to take up teaching and research assignments across the world at all levels.

Availability of seats in higher education institutes is also high in India. The competition may be fierce in entering the top institutes but that does not mean the admission capacity is limited. In fact, since the arrival of national private providers in the education sector, India has more 'seats' than there are takers. Because of the growth of private

providers, in Engineering and Technology related areas, every year, there are many 'vacancies' in the capacity for want of seekers. This problem is even more severe in the liberal arts and science institutions.

Another problem in India is the low annual rate of growth in demand for higher education from the society. In the countries of the Asia Pacific region, it is stabilized at 2-3% level over past decade and it is 5% in India. How to continue this growth, if there is not enough number of eligible students is the major concern. The top American universities have complex motives for entering the Indian market. Many of them are genuinely interested in internationalization, and see India as an important destination for economic growth in the 21st century. They wish to expand it in one of the world's major higher education markets and may use their Indian outposts to recruit bright Indian students, and academic staff, to come to the United States.

Reasons for Caution

Despite many advantages, the country must deal internationalization issue cautiously. Now Indian government is preparing to allow entry of foreign education providers in the higher education and about 50 foreign universities have evinced interest in setting up campuses in India. The interested universities, mostly from the US, the UK and Australia, have approached the ministry of human resource development.

The Foreign Education Providers Bill, a proposed legislation to allow entry of foreign universities in India, is yet to be approved by Parliament. The proposed Bill is yet to be passed after being cleared by the Union Cabinet in February 2007.

The Bill is applicable to deemed universities and private aided or unaided professional educational institutions affiliated to a university. Further, it defines a 'Foreign Education Provider' as a university or an Institution accredited and established under a foreign law and notified as an institution deemed to be a university by Central Government. The Bill controls the Admission

structure of both aided and unaided professional educational institutions.

India is one of the world's largest markets for foreign universities. The country has a significant unmet demand for higher education access. Currently only 10 percent of the age group receive university education, which is half the rate in China and well below the rate in most developing countries. Thus, foreign institutions have huge opportunity for profitable growth in the Indian market.

Why do foreign universities and education companies would enter the Indian market, the goal is clear - everyone wants to extract profits - mostly by offering programs in fields that are in high demand. Foreign providers are not interested in investing in high-cost academic infrastructures and research. They wish to maximize the profit minimizing the investment. Some countries, including the United Kingdom and Australia, have a national policy to earn profits from higher education exports.

The British Council and similar organizations help British educational institutions to increase their export potentials. Developing countries are now seen as a market for higher education and foreign universities from other countries are trying to increase their market share. As the demand for opening the higher education sector in India is increasing, providing suitable regulatory framework for international education providers is important. Effective regulatory mechanism is necessary to ensure quality higher education.

India's main contribution to global higher education is mainly through the export of students, many of whom do not return leading to high brain drain. Higher education is not purely a commodity to be bought and sold on the international market. Higher education represents an essential part of a nation's priority and a key to future prosperity.

It may also be noted that most of the prestigious institutions of America are not in the international market to sell education for profit. It is the "for-profit organizations" of the USA who are active and most of them are not reputed ones.

Conclusion

Higher Education in India has expanded many folds in last few decades. With the expansion in state funded institutions, private operators are also been allowed to supplement education. The road ahead for India is related to creation of quality Higher Education Institutions to meet the challenge. The Government resources for higher education are not enough and investments in this sector from private and foreign sources are welcome.

India needs to have a policy towards private higher education including foreign universities desirous of setting up campus in India or entering joint ventures. The Foreign Education Providers Bill, a proposed legislation to allow entry of foreign universities in India, is yet to be implemented.

It was also felt that foreign universities must not be allowed to encourage in gross commercialization of higher education. Only universities of repute are allowed entry and such universities should be required to set up their full-fledged campuses in India. India needs to examine its policies on allowing foreign institutions into the country. Why foreign institutions are interested to enter the country? What is the status of the foreign institution in their country? Are they capable of offering the same quality in India as it does at their own country? Will the foreign institution be able to continue its offerings in India over time, etc.?

India's ability to emerge as an economic powerhouse will depend on the enough availability of high skilled human resources, which in turn needs up gradation in the education system to international standard.

By:

Mr. Jay Nanavati

Lecturer,

SEMCOM

Research Article:

Study of Direction, Composition and Decomposition of Growth and Performance of Cereal Exports of India in Reform Era

Abstract:

From food grains importing country in 1950s and 60s there is a turn around and now India become the exporter of food grains to the world. The third largest economy of Asia is the leading producer for several agricultural products. Nearly 60 per cent of Indian population is dependent on the agriculture for their livelihood. In relation to the size of the Indian agriculture the present of this sector in the international market is modest in size. After liberalization policy adopted in 1991 there is a shift in government of India's policy from import substitution of the agro products to the export promotion. Present paper explores the growth and performance of the export of one of the most important agricultural good i.e., cereals. Cereals are exported in raw, semi processed and fully processed form. The commodity group is one of the largest foreign exchange earners is last two decades. Using the data collected from various Indian and international sources, the study explores the composition, direction and growth performance of the cereals and cereals preparations from Indian from 1991-92 to 2006-08. The study explores at length the causes of lack of growth using the decomposition model of Constant Market Share Analysis.

Key Words: Market Share, Commodity Composition, Market Distribution, Competitiveness Effect, Constant Market Share Analysis, Cereals and Cereals Preparation Export.

Introduction

India is one of the fastest growing economies of the world and is currently the focus of international attention. It is the seventh largest country in the world, in terms of its geographical size and third largest economy in Asia after Japan and China. The

Indian economy has experienced high growth rates of more than 8 per cent from 2003 to 2008. Its 1.2 billion population makes it the second most populous nation in the world. India has a large diverse agriculture and is one of the world's leading producers for several commodities. Because of the agricultural trade policy of government of India the presence of agricultural exports in the world market has been modest in size, in relation to the size of its agriculture. India had a very small volume of agricultural export¹ till 1990.

Indian agriculture has many milestones. The green revolution initiated in the year 1966-67 transformed India from a food deficient stage to a surplus food market. In a span of 3 decades, India became a net exporter of food grains. The strategic growth in agriculture along with accelerated growth in industry reversed the structure of national GDP in Indian economy. Despite these major structural transformations, the agriculture sector continues to accommodate the major share of the workforce. The sector is prone to output fluctuations even after establishing better input facilities and technology like irrigation, High Yielding seeds, changes in cropping pattern etc.² India is yet to emerge as significant trade partner in the world agriculture market.

Indian agriculture contributes nearly 17 per cent of GDP and 60 per cent of the population is engaged in agriculture. Due to domestic agricultural trade policy, the presence of Indian agriculture in the world market has been modest in size in relation to the size of agriculture. India has a large and diverse agriculture and is one of the leading producers in several agricultural commodities like wheat, rice, pulses, cotton, spices etc. Agricultural development in its comprehensive definition is central to all strategies for the planned socio-economic development of any nation. Thus there can be no sustained growth of the Indian economy without broad based progress of Indian agriculture.

¹ Agricultural Export are the export originating from the primary sector i.e. agriculture. It excludes mining and ores and includes marine products.

² Ruddar Dutta, K P M Sundharam (2008), Indian Economy," S. Chand & Company Ltd, New Delhi, pp – 485-513.

Economic reforms have enhanced the supply capacity of Indian agriculture. Still agricultural sector is less outward-oriented than the economy as a whole. The slow rise in agricultural export calls for diversification of Indian agriculture in a big way to achieve higher levels of production in crops in which India has comparative advantage and generate surpluses for exports. But India has a unique opportunity to substantially increase its exports of agricultural products – particularly in the free trade regime under World Trade Organization. From a phase of gradual export orientation, the agricultural sector in India has entered into a new phase of globalization with the implementation of the various provisions of WTO (as and when they are made applicable to India). With India being a major negotiator on world agriculture trade, it can be expected that Indian agriculture trade will expand in the years to come. This process started with the India signing the Agreement on Agriculture (AOA) during the Uruguay Round.

Cereals and cereals preparations Export:

India's agricultural exports can be divided into two broad categories, i.e. export of a) unprocessed products, and b) processed products. Unprocessed products are essentially of low value high volume nature, while processed products are of high value but low volume nature. Indian cereals (mostly rice - Basmati and non-Basmati) are one of the major agricultural exports of India. From 1991 onwards the value of agro-exports to total exports of the country has been ranging between 15 to 20 per cent. India's agro-exports face certain constraints that arise from conflicting domestic policies relating to production, storage, distribution, food security, pricing concerns etc. Unwillingness to decide on basic minimum quantities for export makes Indian supply sources unreliable both internally as well as internationally. Higher domestic prices in comparison to international prices of products of bulk exports like wheat and rice make our exports commercially less competitive. Market intelligence and creating awareness in international market about quality of products need to be strengthened

to boost agricultural exports.³ It has been observed that relatively higher growth in India's GDP growth in the post reform era is due to higher exports.⁴

Part I: Research Methodology

The Research Methodology and Scope of the Study

Objectives

- 1) To study the trend and growth of cereals and cereals preparations export,
- 2) To study the export performance (composition and direction) of Indian cereals and cereals preparations in the post reform era, and
- 3) To find the reasons or problems for hindrance in the growth of export of cereals and cereals preparations from India,

Collection of Data

Time series data for seventeen years from 1991 to 2008, related to Indian cereals and cereals preparations export of rest of the world are collected from Food and Agricultural Organization's TRADESTAT, FAO's International Trade Statistics Yearbook, FAO Commodity Review and Outlook, Foreign Trade and Balance of payment published by Centre for Monitoring Indian Economy, publications of Agriculture Produce Export Development Agency (APEDA), Annual publication of Reserve Bank of India "Handbook of Statistics on Indian Economy," reports published by World Trade Organization, Economic Survey report of Government of India, Reports of Reserve bank of India, trade related data of Ministry of Commerce and Trade, Government of India, books, magazines, national and international journals, and daily newspapers.

Data Processing and Analysis

For the data analysis computer software like excel, Statistical Package for Social Sciences (SPSS) is used. The commodity wise agricultural export data

³Ministry of Finance, Government of India, Economic Survey 2000-01, p168.

⁴ V. N. Balasubramanyam (2003), "India: Trade Policy Review," Blackwell Publishing Ltd, 9600 Garsington Road, Oxford, OX4 2DQ, UK, pp 1357-1368

collected from various sources from within India is reported in the form of financial year (April to March) whereas the data collected from international sources is available for calendar year (January to December). For enabling the comparison between data of Indian and world export of cereals and cereals preparations used in composition and CMS Analysis, data collected from Indian sources is converted into the calendar year data by dividing each year data into 4 quarters and adding the last quarter of the current year to the next year.

Scope of the Study

The study focuses on the composition and direction of India's cereals and cereal preparations exports from 1991-92 to 2007-08 i.e., the post liberalized era. Using coefficient of variation, compound annual growth rate and CMSA method the researcher has studied the direction, composition, significance and comparative growth rate of the cereals and cereals preparations export from India vis-a vis export from the rest of the world during the period under analysis.

Limitations of the study

Present study is a macro study which is based on the data related to cereals and cereals preparations for 17 years after reforms in India. The competitive advantage this commodity group is worked out only for the continents instead of individual regions or countries.

Review of Literature:

Jha (2000) discusses the high hope of Bihar's export potential. He opines that, despite the slow pace of agricultural development the country has unique opportunity to substantially increase its exports of agricultural products in the free trade regime brought by GATT. For his contention, he puts forth the advantageous situation of highly diversified nature of agricultural produce such as cereals, pulses, oilseeds, fruits, vegetables, water based products like makhana, spices of various types. The study concentrates on the agricultural exports of the state of Bihar. He argues that Bihar agriculture

has much to gain from liberalization of trade. However, he cautions that the post-harvest technology right from harvesting of the crop to threshing, cleaning, drying, handling, transporting, storage and processing must be improved for which Indian agricultural marketing system needs to be made efficient. In concluding sense he opines that production for export will revolutionize the Indian agriculture and so for Bihar agriculture.⁵

Qamar Ahsan (2000) finds that in the post – GATT era the greatest beneficiaries are likely to be the emerging economies of Asia while exploring the possibilities of agro export from the state of Bihar. He refers to the much needed attention of food security and opines that even on this count there is no need to be afraid of as our country mostly trade in high value commodities such as tea, coffee, fruits, vegetables, flowers, dry fruits and even fine cereals. He examines the strengths, weaknesses, opportunities and threats for the export potentials of agricultural produce in Bihar. He suggests measure ranging from motivation to farmers to developing adequate infrastructure for creating congenial environment for the export of agro produce.⁶

Rajagopal (2000) finds that exports have better opportunities in strengthening the international relations particularly in view of the liberalized economic policy adopted in the country. On the basis of the trends he further finds that the liberalized economic policies are helping the economy in a positive direction in global perspective. From export potential point of view he finds that rice has greater competitiveness among cereals and banana, grapes, sapota, and litchi among the fruits. Among the vegetables onion and tomato are more competitive. However,

⁵Jha D (2000), “Export Potential of Agricultural commodities – the Bihar Context,” in Jagdish Prasad edited “Export Potential of Indian Agriculture Bihar – Perspective and Issues,” Mittal Publications, New Delhi, pp 35-46.

⁶Qamar Ahsan (2000), “From Subsistence to Market Economy – Possibilities of agricultural Transformation Through Agro Export,” in Jagdish Prasad edited “Export Potential of Indian Agriculture Bihar – Perspective and Issues,” Mittal Publications, New Delhi, pp 73-82.

he concluded that despite the advantageous position of these crops, the prerequisite for agricultural exports is the soundness of the project. It is, therefore essential for an exporter to prepare his niche of export market conducting the market studies effectively and analyzing the results from applied angles.⁷

The reviewed literature reveals that studies have focused on specific products like Rajagopal (2000) examines rice export, Sananse et al (2004) study basmati rice export. Thus the existing research has concentrated only on cash crops or the particular segment of cereals and cereals preparations. Further many studies like Nageshwara et al (2009), Shinoj P et al (2008), Sathe D and R S Deshpande (2006) Singh and Goyal (2004), Goyal S K et al (2000) Kaushik K K et al (2000) are either using revealed comparative advantage method or the instability indices for analyzing the advantage of agricultural products in the international market. Kehar Singh et al (2003) study the prospects of agricultural exports of India using composite index approach. Anjani Kumar (2004) has used Ordinary Least Square and Hugar L B (2002) uses the Markov Chain Approach to analyze Onion Export Markets and their stability for increasing India’s exports. In light of the reviewed literature the present study uses Constant Market Share Analysis and compound annual growth rate and coefficient of variation for analyzing the performance of cereals and cereals preparations export from India.

⁷Rajagopal (2000), “Promoting Export of Agricultural Commodities – Some Conceptual Issues,” in Jagdish Prasad edited “Export Potential of Indian Agriculture Bihar – Perspective and Issues,” Mittal Publications, New Delhi, pp- 59-72.

Part II: Findings and Results

Composition of cereals and cereals exports:

India is exporting a wide variety of processed and unprocessed cereals it includes wheat, flour of wheat, macaroni, bread, pastry, rice paddy, rice husked, rice milled, rice broken, rice flour, breakfast cereals, barley, barley pearled, malt, malt extract, maize, germ of maize, flour of maize, rye, flour of rye, oats, oats rolled, millet, flour of millet, sorghum, buckwheat, canary seed, cereals infant food, wafers, flour of cereals, cereal preparations mixes and dough, food preparation flour, malt extract. Cereals and cereals preparations have emerged as an important group among various agricultural commodities.

Table 1: Share of Cereals and Cereals' preparations

(Export Value in Million USD)

| Year | World Cereal Export | Indian Cereal Export | % share in World Agro export | % Share in world Cereals Export | % share in Indian Agro export | % Share of Unprocessed Cereals in Indian cereals Export | % Share of processed Cereals in Indian cereals Export |
|------|---------------------|----------------------|------------------------------|---------------------------------|-------------------------------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1991 | 43957.1 | 367.90 | 0.84 | 2.04 | 12.79 | 95.99 | 4.01 |
| 1992 | 51851.7 | 387.64 | 0.75 | 1.90 | 13.51 | 95.95 | 4.05 |
| 1993 | 46845.9 | 409.19 | 0.87 | 1.83 | 11.94 | 95.32 | 4.68 |
| 1994 | 48219.9 | 408.46 | 0.85 | 1.54 | 11.08 | 94.79 | 5.21 |
| 1995 | 57805.6 | 1213.56 | 2.10 | 3.68 | 24.12 | 92.08 | 7.92 |
| 1996 | 66793.4 | 1199.38 | 1.80 | 3.58 | 20.17 | 85.89 | 14.11 |
| 1997 | 60384.9 | 959.97 | 1.59 | 2.68 | 15.96 | 95.56 | 4.44 |
| 1998 | 56755.9 | 1349.12 | 2.38 | 3.98 | 24.45 | 98.09 | 1.91 |
| 1999 | 53837.0 | 917.14 | 1.70 | 2.48 | 18.76 | 95.73 | 4.27 |
| 2000 | 52915.9 | 737.94 | 1.39 | 1.63 | 14.48 | 91.02 | 8.98 |
| 2001 | 54070.7 | 914.35 | 1.69 | 2.06 | 17.42 | 91.45 | 8.55 |
| 2002 | 57643.5 | 1435.79 | 2.49 | 2.68 | 24.89 | 92.69 | 7.31 |
| 2003 | 65014.2 | 1533.85 | 2.36 | 2.43 | 23.45 | 90.42 | 9.58 |
| 2004 | 76192.0 | 1884.18 | 2.47 | 2.36 | 25.84 | 94.36 | 5.64 |
| 2005 | 77583.9 | 1726.85 | 2.23 | 1.67 | 19.96 | 92.23 | 7.77 |
| 2006 | 86689.2 | 1677.69 | 1.94 | 1.35 | 15.48 | 91.71 | 8.29 |
| 2007 | 119410.5 | 3173.59 | 2.66 | 2.16 | 21.20 | 94.91 | 5.09 |

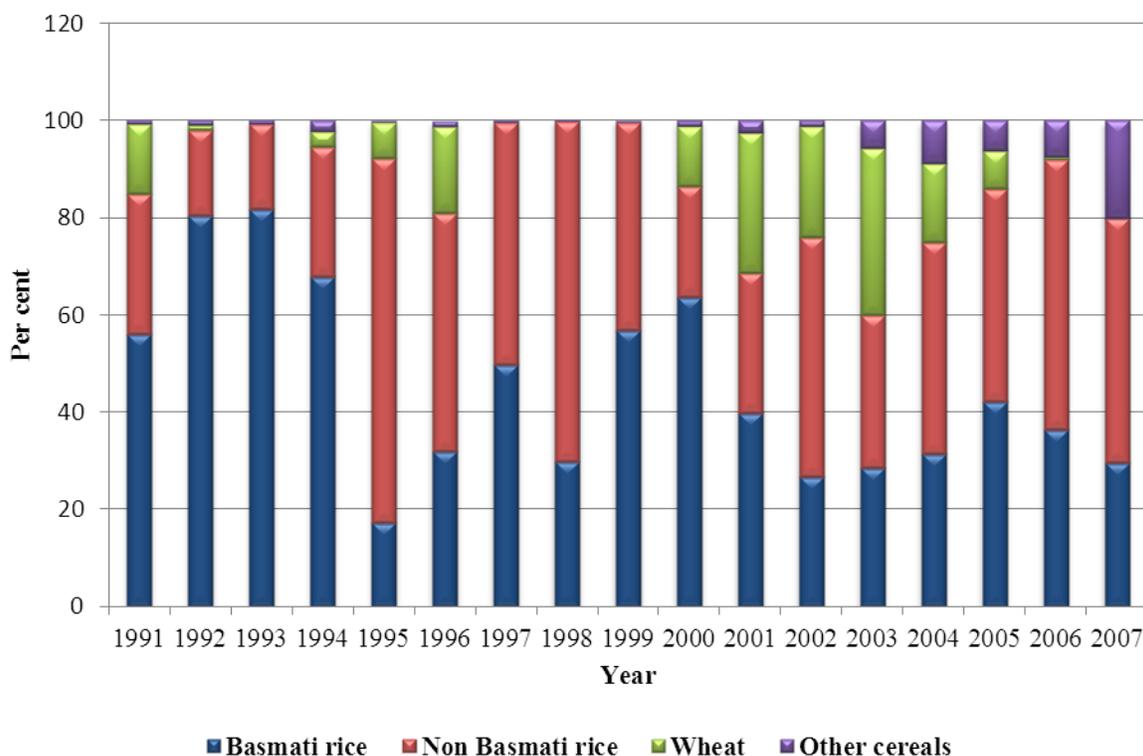
Source: Researcher's Calculation based on data collected from various issues of CMIE's publication on Foreign Trade and Balance of Payment and FAO's TRADESTAT.

Export of cereals and their preparations increased from 367.9 million USD in 1991 to 3173 million USD in 2007. The earnings from cereals and cereals preparations increased gradually till 1994, thereafter the rise is three fold from 408 million USD in 1994 it increased to 1213.4 million USD in 1995, then with a decline for next two year in 1998 the performance was good. The export value of cereals group stood at 1349.12 million USD. It is seen in the table 1 that there are fluctuations in the earnings from cereals export of India. However, Indian export of cereals and cereals' preparations outpaced the world exports. Among various agricultural commodities exported by India cereals and cereals preparations ranked fourth in 1991, whereas in the year 2007 it ranks first behind none. From column 4, 5 and 6 in table 4.4 give the share of the cereals and cereal preparations in total world export, total export of India and total agricultural export of India. Despite odd the share of cereals and cereals preparations is increasing.

Among the cereals and cereals preparations, unprocessed cereals are the major contributors to the export of this group. Column 7 and 8 in the same table explain that a lion share of cereals exports come from unprocessed cereals. In fact, it contributes 95 per cent of the total cereals exports. Only five per cent of the cereals export constitutes processed cereals. If technology and world class quality standards are introduced then value added export of processed cereals offer tremendous potential to India. Further Basmati rice and non-basmati rice form a larger per cent of the total cereal exports from India. The share of Basmati rice and non-basmati rice need special attention. The contribution of these two items is consistent during the study period. It is evident that basmati and non-basmati rice have comparative advantage in the world market. This advantage should be further harnessed by not only increasing the productivity domestically but also defining quality standards in production and processing.

For most of the years of the study period the share of basmati rice in the total unprocessed cereals export is the highest. In 1991 it was 56.1 per cent which increased to 81 per cent in 1993. In 1995 it was reduced to 17 per cent with further improvement in 2000 the share of basmati rice stood at 63 per cent. Thereafter the export earnings from basmati rice reduced and it remained only 29.5 per cent in 2007. Share of non-basmati rice was less in the initial period of the study but since 1995 it has gained importance and along with basmati rice there is a growing demand of non-basmati rice of India. In 1995 the share was as high as 75 per cent of the total unprocessed cereals. There are fluctuations observed in this grain too. In 2007 it remained the most important cereal with 50.3 per cent of the total cereals share. Figure 4.5 shows that both basmati and non-basmati rice export bring home the largest share of the export earnings.

Figure 1: The Share of Selected Cereals in total Cereals Export



Although India is a wheat consuming country still, there is no fixed policy for the wheat export. As can be seen in figure 1, there are huge fluctuations in the contribution of wheat in the total export earnings from the unprocessed cereals category. In the years 1993, from 1997 to 1999 and 2007 wheat export was nil. Thus, wheat cannot be considered as the important foreign exchange earner. Rather many a time India has to import wheat. Even the share of other cereals like jawar, millets etc., is negligible.

The growth rate of Export of this category has been impressive. An examination of the compound annual growth rate of cereals and cereals' preparations it becomes evident that India kept a faster pace than the world growth rate.

Table 2: CAGR and CV for World and India of two periods for export of Cereals and Cereals' Preparations

| | Compound Annual Growth Rate | | Coefficient of Variation | |
|-------|-----------------------------|--------------|--------------------------|--------------|
| | 1991 to 1999 | 1999 to 2007 | 1991 to 1999 | 1999 to 2007 |
| World | 2.3 | 9.3 | 13.4 | 30.4 |
| India | 10.7 | 14.8 | 51.0 | 47.0 |

Source: Researcher's Calculation based on data collected from various issues of CMIE's publication on Foreign Trade and Balance of Payment and FAO's TRADESTAT.

The CAGR of cereals and cereals' preparations of world is 2.3 in the first half of the study period and in the second half of the study period it is found to have increased to 9.3 per cent. The corresponding figures for India worked out to 10.7 per cent and 14.8 per cent respectively. Coefficient of variation values presented in tables 1 for the world in both the periods are less than that of India when compared with world export during both the periods under analysis. Thus it can be concluded that there has been a greater instability in India's cereals and cereals preparations export. Of the two periods there was greater stability in second period.

Direction of Export for Cereals and Cereals Preparations

The cereals export has grown from 367.9 million USD in 1991-92 to 3667 million USD in 2007-08. Table 3 reveals the direction of cereals and cereals preparations' export to different continents. There has been a rise till 1995-96, thereafter it experienced decline for next two years. Cereals exports have seen fluctuation during the study period. In 1991-92 52.0 per cent (191.3 million USD) was exported to the Asian countries, 19 per cent was exported to various European countries, and 11.7 per cent to Americas, 11.1 per cent to Africa and 6.2 percent was exported to Oceanic nation. CAGR for cereals and cereals preparations export to the world for the entire study period stood at 14.5 per cent during the study period. In 2007-08 export value of cereals and cereals preparations was 3667.3 million USD, of which 75 per cent was exported to Asian countries, and rest 25 per cent to the rest of the world. For this group of commodity Africa is the second largest destination but far behind Asia. In 2007 export to Africa was 1.5 percent as can be seen in table 5.2. From 1991-92 to 2007-08 the compound annual growth rate of Indian cereals export to Asian countries is highest i.e., 17 per cent followed by Africa (15.8 per cent) and Oceania (8.8 per cent). However for Americas and Europe the value is 6.6

per cent, which is not very encouraging. Thus the export growth of this group was larger for Asian and African countries. As shown in figure 5.2, Asia is the largest market for Indian cereals and cereals preparations. Also it is a stable and growing market for Indian cereals. Indian cereals and cereal preparations include a large percentage of unprocessed cereals, which have greater demand in the Asian countries only. From 1991-92 to 1994-95 the export to Asian nations remained low and thereafter it has grown, however in 2007-08 the export to Asian countries was of 2751.6 million USD. There has been a compound annual growth of 17 per cent in 17 years.

For increasing export of this group in the European, American and Oceanic Markets it is needed that India focuses on processed cereals and cereal preparations. So far as African nations are concerned there is an improvement in their import of cereals from India. In Africa the destinations for the year 2007-08 are Cote d'Ivoire (Ivory Coast), Nigeria, Guinea, Benin, Senegal, Djibouti, Jordan, Mauritius, Malagasy (Madagascar), Egypt, South Africa, Seychelles, Comoros, Kenya, Sierra Leone and Ghana. Of these many are the new markets as India has started exporting cereals to these markets from the year 2000-01.

Table 3 - Direction of India's Export of Cereals and Cereals Preparations
(Absolute Values in Million USD)

| Years | World* | Africa | | Americas | | Asia | | Europe | | Oceania | |
|---------|----------------|----------------|------|----------------|------|----------------|------|----------------|------|----------------|-----|
| | Absolute Value | Absolute Value | (%) | Absolute Value | (%) |
| 1991-92 | 367.9 | 40.9 | 11.1 | 43.1 | 11.7 | 191.3 | 52.0 | 70.0 | 19.0 | 22.7 | 6.2 |
| 1992-93 | 394.2 | 16.7 | 4.2 | 32.7 | 8.3 | 278.3 | 70.6 | 56.4 | 14.3 | 10.2 | 2.6 |
| 1993-94 | 414.2 | 7.7 | 1.9 | 24.6 | 5.9 | 328.2 | 79.2 | 46.4 | 11.2 | 7.3 | 1.8 |
| 1994-95 | 406.6 | 11.3 | 2.8 | 26.6 | 6.5 | 310.7 | 76.4 | 47.4 | 11.7 | 10.6 | 2.6 |
| 1995-96 | 1482.6 | 205.9 | 13.9 | 171.0 | 11.5 | 744.5 | 50.2 | 223.9 | 15.1 | 137.1 | 9.3 |
| 1996-97 | 1105.0 | 154.6 | 14.0 | 149.3 | 13.5 | 556.4 | 50.4 | 188.3 | 17.0 | 56.4 | 5.1 |
| 1997-98 | 911.6 | 116.9 | 12.8 | 72.3 | 7.9 | 543.0 | 59.6 | 150.8 | 16.5 | 28.7 | 3.1 |
| 1998-99 | 1495.0 | 226.8 | 15.2 | 51.5 | 3.4 | 1035.2 | 69.2 | 137.7 | 9.2 | 43.8 | 2.9 |
| 1999-00 | 724.5 | 64.0 | 8.8 | 31.4 | 4.3 | 503.5 | 69.5 | 112.4 | 15.5 | 13.3 | 1.8 |
| 2000-01 | 742.4 | 38.8 | 5.2 | 48.9 | 6.6 | 541.4 | 72.9 | 98.8 | 13.3 | 14.5 | 2.0 |
| 2001-02 | 971.7 | 155.5 | 16.0 | 51.5 | 5.3 | 658.1 | 67.7 | 81.6 | 8.4 | 24.9 | 2.6 |
| 2002-03 | 1590.5 | 309.5 | 19.5 | 91.4 | 5.7 | 1013.6 | 63.7 | 120.5 | 7.6 | 55.5 | 3.5 |
| 2003-04 | 1515.0 | 171.3 | 11.3 | 80.1 | 5.3 | 1077.2 | 71.1 | 134.0 | 8.8 | 52.4 | 3.5 |
| 2004-05 | 2007.3 | 430.1 | 21.4 | 55.0 | 2.7 | 1332.2 | 66.4 | 163.1 | 8.1 | 26.8 | 1.3 |
| 2005-06 | 1633.4 | 398.6 | 24.4 | 51.3 | 3.1 | 1019.9 | 62.4 | 148.4 | 9.1 | 15.1 | 0.9 |
| 2006-07 | 1692.5 | 572.8 | 33.8 | 62.8 | 3.7 | 893.3 | 52.8 | 128.2 | 7.6 | 35.4 | 2.1 |
| 2007-08 | 3667.3 | 495.2 | 13.5 | 127.8 | 3.5 | 2751.6 | 75.0 | 208.2 | 5.7 | 84.4 | 2.3 |
| CAGR* | | | | | | | | | | | |
| * | 14.5 | 15.8 | | 6.6 | | 17.0 | | 6.6 | | 8.0 | |

Note: * indicates India's total agricultural export to the world.

** indicates Compound Annual Growth rate from 1991-92 to 2007-08.

Source: Researcher's Calculation based on data collected from various issues of CMIE's publication on

Foreign Trade and Balance of Payment and FAO's TRADESTAT.

For other continents there is hardly any progress. Bangladesh, Saudi Arabia, UAE, Malaysia, Kuwait, Nepal, Korea Republic (South), Yemen, Taiwan (Taipei), Sri Lanka, Viet Nam, Singapore, Iran, Oman, Qatar, Indonesia, Syria, Pakistan, Maldives, Iraq, Bahrain, Philippines, Israel, Bhutan, Japan and Thailand were the destinations in Asia in the year 2007-08. Many of these countries are our traditional markets for cereals as can be as seen in table II.1 of Annexure I. India should concentrate on these markets because it will be relatively easy to increase the exports in these existing markets. An examination of the top twenty nations as the destination for our cereals and cereals preparation export (arranged on the basis of export value in 2007-08) reveals that highest value of our export of cereals was towards Bangladesh and Saudi Arabia.

Figure 3: Continent wise Direction of Cereals & Cereal Preparations
Export of India

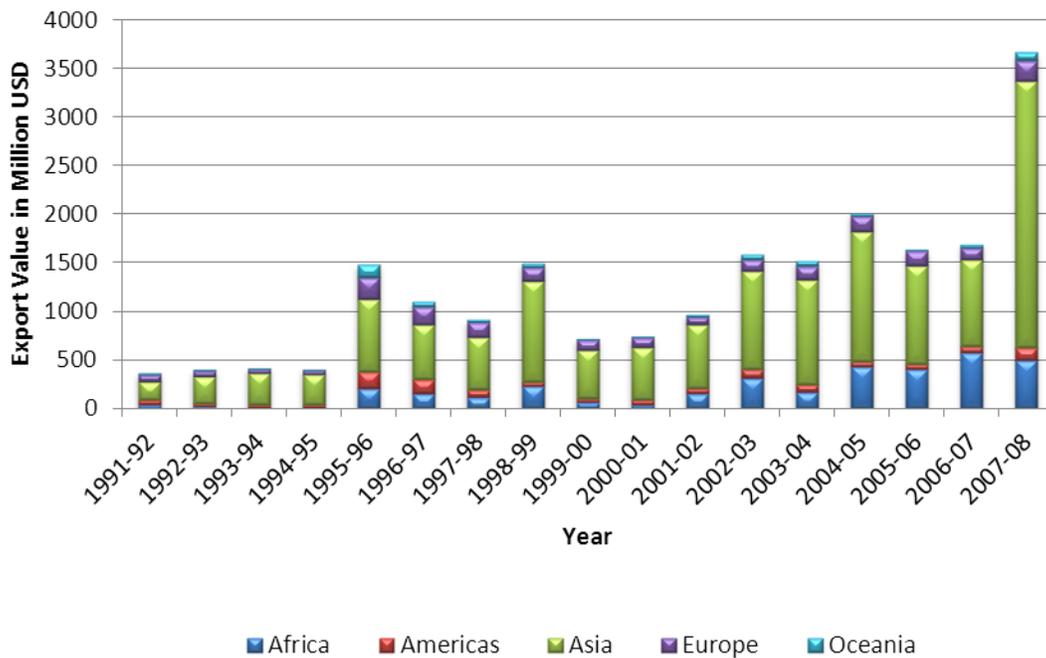
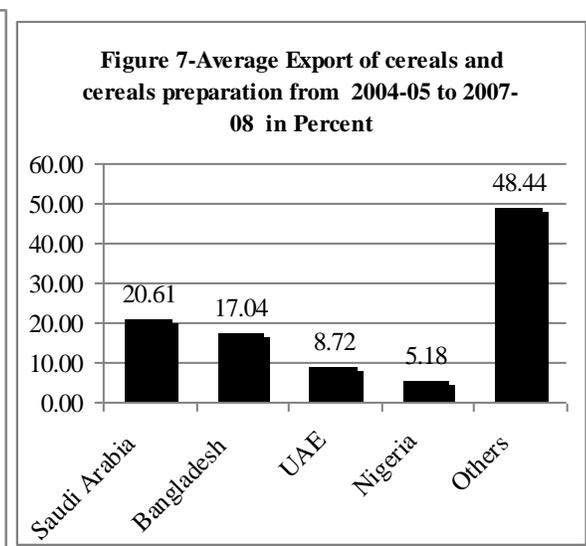
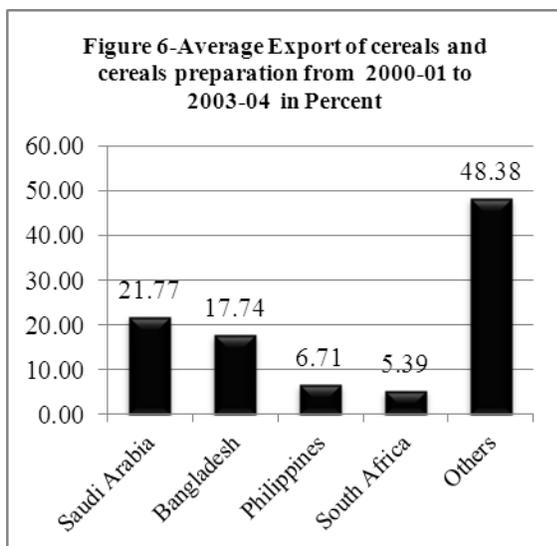
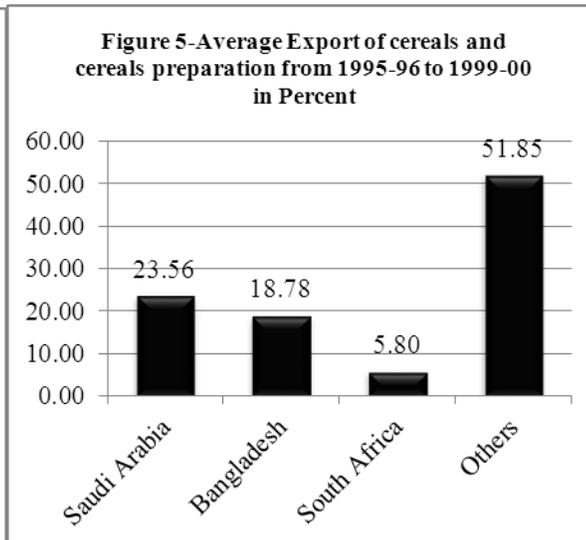
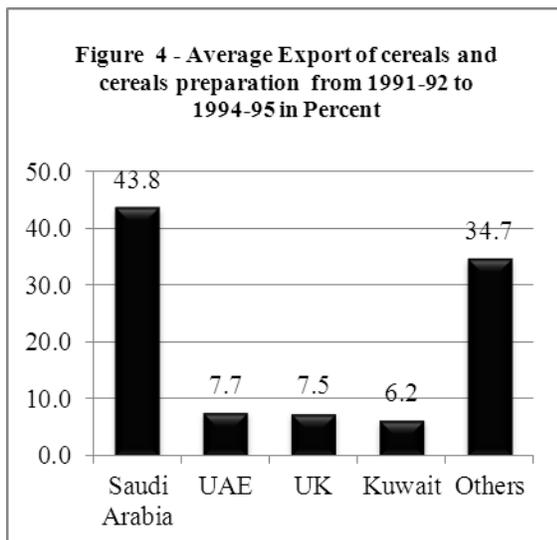


Figure 4 presents the average of the direction of export of cereals and cereals preparations from 1991-92 to 1994-95 for the countries which have greater than 5 per cent share. Similarly, figure 5 presents direction of export of cereals and cereals preparations from 1995-96 to 1999-00, figure 6 shows direction of export of cereals and cereals preparations from 2000-01 to 2003-04 and figure 7 direction of export of cereals and cereals preparations from 2004-05 to 2007-08. The values on Y axis are per cent. The category others in all these four figures include the export of this commodity group to all those countries together which have imported less than 5 per cent of the average value for these four periods.



From figure 4 to figure 7, it can be observed that though the share of Saudi Arabia has reduced from 43.8 per cent to 20.6 per cent, it is the largest destination for Indian cereals and cereals preparations followed by Bangladesh and UAE. Thus Middle East is the major destination for our cereals products throughout the study period. Among the African countries South Africa and Nigeria are major importers of Indian cereals. Since 1995-96, Bangladesh has emerged as important Asian destination. Thus the direction of cereals and cereals preparation export has been changing from Middle East to African and other Asian countries. Between 2000-01 and 2003-04 Philippines imported 6.7 per cent of the total cereals from India. In the year 2007-08 the top twenty importers for cereals and cereals preparations from India include – Malaysia, Cote d'Ivoire (Ivory Coast), Kuwait, UK, Nepal, Korea Republic (South), Yemen, Taiwan (Taipei), Nigeria, Sri Lanka, Guinea, Viet Nam, USA, Benin, Senegal, Singapore, Djibouti.

Research Methodology of Constant Market Share

The CMS analysis is a tool that has often been used to deal with structural effects.⁸ It is a relatively simple method to investigate growth rates. The CMS model was first used to analyze international trade by Tyszynski (1951). The constant market share analysis has been applied, in various versions in number of studies for different regions and for different period.

The method chosen in this study is based on Fredrik et al (2006) and Juswanto and Mulyanti (2003). This version of the CMS is also used by Lerner and Stern (1970) and Merckies and Van der Meer (1988) when they supported the theoretical foundation of CMS. Thus the use of this method is appropriate in studying the decomposition of agricultural export of India. The CMS analysis is always based on the assumption that a country's share of exports in world imports should be constant. If the share in world imports changes, there is a difference between the constant market share norm and the actual export performance. The actual export performance could then be decomposed into four components: (i) a market share effect, (ii) a commodity composition effect, (iii) a market distribution effect and (iv) a competitiveness effect.

In order to describe India's agricultural export decomposition, we need following variables:

V_i = Value of India's exports of commodity i in period 1.

V'_i = Value of India's exports of commodity i in period 2.

$V.j$ = Value of India's agricultural exports to continent j in period 1.

⁸ The CMS method, also called shift-share analysis, is used in regional economics and geography to study the structural effects of regional variables such as employment and productivity. For more details on applications of shift-share analysis at the regional level, see Knudsen (2000).

V'_j = Value of India's agricultural exports to continent j in period 2.

V_{ij} = Value of India's exports of commodity i to continent j in period 1.

V'_{ij} = Value of India's exports of commodity i to continent j in period 2.

r = Percentage increase in world exports of agriculture from period 1 to period 2.

r_i = Percentage increase in world exports of commodity i from period 1 to period 2.

r_{ij} = Percentage increase in world exports of commodity i to continent j from period 1 to period 2.

ΔX_c = Absolute change in India's agricultural exports between period 1 and period 2.

It follows from the above definitions that for period 1 the value of India's agricultural exports is –

$$\sum_j V_{ij} = V_i \quad (1)$$

$$\sum_i V_{ij} = V.j \quad (2)$$

Equations (1) and (2) respectively are the total export of commodity i and total export to continent j in period 1,

Where

V_{ij} is the value of India's export of commodity i to continent j in period 1

V_i is summation of value of India's export of commodity i to continent j in period 1 which can also be written as $\sum_j V_{ij}$

$V.j$ is the value of India's agricultural exports to continent j in period 1

Similarly we can find the value of India's agricultural export to continent j for period 2.

$$\sum_j V'_{ij} = V_{i.} \quad (3)$$

$$\sum_i V'_{ij} = V'.j \quad (4)$$

Equations (3) and (4) respectively are the total export of commodity i and total export to continent j in period 2

Where

V'_{ij} is the value of India's exports of commodity i to continent j in period 2

$V_{i.}$ is summation of value of India's exports of commodity i to continent j in period 2 which can also be written as $\sum_j V'_{ij}$

$V'.j$ is the value of India's agricultural exports to continent j in period 2. In addition, the value of India's agricultural exports in period 1 is given by –

$$\sum_i \sum_j V_{ij} = \sum_i V_{i.} = \sum_j V'.j = V.. \quad (5)$$

Where $V..$ is total value of agricultural export of India which is arrived at by summation of value of India's exports of commodity i in period 1 or it is equal to the summation of value of India's agricultural exports to continent j in period 1. This can also be written as $\sum_i \sum_j V_{ij}$. Similarly, it can also be written for period 2.

$$\sum_i \sum_j V'_{ij} = \sum_i V'_{i.} = \sum_j V'.j = V'.. \quad (6)$$

Where $V'..$ is total value of agricultural export of India which is arrived at by summation of value of India's exports of commodity i in period 2 or it is equal to the summation of value of India's agricultural exports to continent j in period 2. This can also be written as $\sum_i \sum_j V'_{ij}$. Assuming that exports are completely undifferentiated with respect to commodity and region of destination, when applying the constant share norm, we get equation (7)

$$V'.. - V.. \equiv \Delta X_c \equiv rV.. + (V'.. - V.. - rV..) \quad (7)$$

Where,

$(V'.. - V.. - rV..)$ is unexplained residual.

$V'.. - V..$ is the difference in the total value of agricultural export of India between period 2 and period 1. This difference is approximately equal to ΔX_c which in turn is equal to $rV.. + (V'.. - V.. - rV..)$. That is, if India maintained its market share, then exports would increase by $rV..$ and the growth in exports could be divided into one part associated with general increase (shown by $rV..$) in world exports and an unexplained residual, which is called the competitiveness effect. A positive competitiveness could be attributed to a decrease in India's relative export price while a negative competitiveness likewise could be attributed to an increase in the India's relative export price.

With the definitions and identities given in equation 1 to 7, we can now proceed to the complete decomposition of identity as shown in equation (8), wherein we consider exports to differ not only with respect to commodities, but also with respect to destinations. The argument for the latter division is to take into account that India might have easy access to fast growing countries through historical patterns, geographic proximity or trade agreements while it may not have similar access to other countries. The identity presented in equation (5) can be presented in the following form -

$$V'_{ij} - V_{ij} \equiv r_{ij} V_{ij} + (V'_{ij} - V_{ij} - r_{ij} V_{ij}) \quad (8)$$

where, $(V'_{ij} - V_{ij} - r_{ij} V_{ij})$ is unexplained residual.

In equation (8) above the difference between the value of India's exports of commodity i to continent j in period 2 and the value of India's export of commodity i to continent j in period one is approximately equal to percentage increase in world exports of commodity i to continent j from period 1 to period 2 multiplied by value of India's export of commodity i to continent j in period 1. The growth of India's export divided into a part associated with the general increase in world

export and an unexplained residual, at an aggregated level, is equal to:

$$\Delta X_c \equiv \sum_i \sum_j (V'_{ij} - V_{ij}) \equiv \sum_i \sum_j r_{ij} V_{ij} + \sum_i \sum_j (V'_{ij} - V_{ij} - r_{ij} V_{ij}) \quad (9)$$

The total change in India's exports, ΔX_c in Equation (9) can be decomposed into four components:

$$\begin{aligned} &\equiv \sum_i \sum_j (r - r + r_i - r_i + r_{ij}) V_{ij} + \sum_i \sum_j (V'_{ij} - V_{ij} - r_{ij} V_{ij}) \\ &\equiv \sum_i \sum_j (r V_{ij} - r V_{ij} + r_i V_{ij} - r_i V_{ij} + r_{ij} V_{ij}) + \sum_i \sum_j (V'_{ij} - V_{ij} - r_{ij} V_{ij}) \\ &\equiv \sum_i r V_i + \sum_i (r_i - r) V_i + \sum_i \sum_j (r_{ij} - r_i) V_{ij} + \sum_i \sum_j (V'_{ij} - V_{ij} - r_{ij} V_{ij}) \\ &\equiv \underbrace{\sum_i r V_i}_{(1)} + \underbrace{\sum_i (r_i - r) V_i}_{(2)} + \underbrace{\sum_i \sum_j (r_{ij} - r_i) V_{ij}}_{(3)} + \underbrace{\sum_i \sum_j (V'_{ij} - V_{ij} - r_{ij} V_{ij})}_{(4)} \end{aligned} \quad (10)$$

In equation (10), the four components are -

(1) $rV_{..}$ is the general rise in world export or Market share effect (MS)

(2) $\sum_i (r_i - r) V_i$ is the commodity composition of India's exports in period 1 (CC)

(3) $\sum_i \sum_j (r_{ij} - r_i) V_{ij}$ is market distribution of India's export (MD), and

(4) $\sum_i \sum_j (V'_{ij} - V_{ij} - r_{ij} V_{ij})$ is the residual reflecting the difference between actual export

growth and growth that would have occurred if India would have maintained its share of export of each commodity to each continent (CE).

6.2.1. Absolute values of the four components

a) Market Share effect or World Trade Effect (MS): The change in exports attributable to the general change in world exports. It is the hypothetical growth that would have occurred if India had increased its exports at the same pace as world imports have increased.

b) Commodity Composition effect (CC): Measures whether India in period 1 has focused on commodities that grew relatively fast, or slowly, between period 1 and period 2. The value is positive if India has concentrated its exports on commodities with growth rates that are higher than the world average. Similarly, the value is negative if India has focused on slowly growing commodity markets.

c) Market Distribution effect (MD): Measures whether India in period 1 concentrated on destination markets that experienced relatively rapid, or slow, growth between period 1 and period 2. The value is positive if India has concentrated its exports to markets that are growing relatively fast and negative if they are growing relatively slowly.

d) Competitiveness Effect (CE): The residual reflects the difference between the actual export growth and the export that would have occurred had India maintained her share in all markets for all commodities. A negative value implies that India

has failed to maintain market shares in all markets for all commodities, i.e. its competitiveness has decreased. A positive value means it has increased her market shares in all markets for all commodities, i.e. competitiveness has increased.

The first three effects i.e., MS, CC and MD represent the growth of exports which would result if the country had maintained constant market share in each market. These three effects are jointly referred to as structural term. The fourth effect, the competitiveness effect, may be considered as an unexplained residual. It captures the effect of changing market shares. If the value of CC is negative, then the country grows slower than it should have given the constant market share norm. If the value of CC is positive, the

country grows faster than it would have given the constant market share norm. This implies that although the market share effect might imply that the country grows faster than the world and that it is increasing its market shares, it might still grow slower than it should have had it maintained its market shares in all markets for all commodities. Thus, a country might display a negative competitiveness despite having increased its world market shares.

6.2.2. Relative values of four components

Beside the absolute values that are calculated by using the variable shown in equation 8, relative values could facilitate interpretation as well as comparison between the commodities.

Table 6.1: General interpretations of relative effects associated with CMS Analysis

| Sr No. | Absolute Value of Change in Export | Type of Effect | Value of effect (%) | Export Implications |
|--------|--|----------------|---------------------|--|
| 1. | Greater than zero | MS Relative | Greater than 100 | The lower the value less its relative shares in world market declines |
| 2. | Greater than zero | MS Relative | Less than 100 | The lower the value the more its relative shares in world market increases |
| 3. | Less than zero | MS Relative | - | Loss of share in world market |
| 4. | Greater than zero | CC Relative | Greater than zero | The higher the value the more it is focused on fast growing commodities |
| 5. | Less than zero | CC Relative | Greater than zero | Indeterminate |
| 6. | Greater than zero | CC Relative | Less than zero | The lower the value the less it is focused on fast growing commodities |
| 7. | Less than zero | CC Relative | Less than zero | The lower the value the less it is focused on fast growing commodities |
| 8. | Greater than zero | MD Relative | Greater than zero | The higher the value the more focused it is on fast growing partners |
| 9. | Less than zero | MD Relative | Greater than zero | Indeterminate |
| 10. | Greater than zero | MD Relative | Less than zero | The lower the value the less focused it is on fast growing partners |

| | | | | |
|-----|----------------|-------------|-----------------------------|---|
| 11. | Less than zero | MD Relative | Less than zero | The lower the value the less focused it is on fast growing partners |
| 12. | Positive | CE Relative | Higher the value above zero | More the country has increased its competitiveness |
| 13. | Negative | CE Relative | Higher the value below zero | Less the country has decreased its competitiveness |

The relative values are calculated by dividing the absolute effects by the actual changes in exports of commodities.⁹ This kind of relative values clarify to what extent the different effects contribute to the total change in exports. The relative values create some complications, when the actual export change is negative. In such situations, in order to get the correct sign (negative or positive) on the relative value and interpret the relative value correctly, absolute values of the changes may have to be used in the calculations. Taking the relative market share effect "MS%" as an example, the absolute value is always positive if world exports have increased over the period. If $\Delta X_c > 0$, and "MS%" > 100 implies that the change in country exports is smaller than the increase would have been had it followed the increase of world exports.

Likewise, if $\Delta X_c > 0$, and "MS%" < 100 it implies that the change in country exports is larger than the increase would have been had it followed the increase of world exports. Essentially, the smaller the value of "MS%", the more the country increases its exports relative to the world. If, on the other hand, $\Delta X_c < 0$, then the absolute value is used in order to get the correct sign (positive or negative) on the relative effect. As the change in exports is negative, it is obvious that the country is losing share in world markets but further information cannot be revealed. The interpretations of the relative effects could be summarized as per Table 6.1.

For the CMS model, data related to values of Indian export of agricultural commodities are collected from Center for Monitoring Indian Economy Reports and TRADESTAT database of

⁹ For example, $MS\% = (MS / \Delta X_c) \times 100$, $CC\% = (CC / \Delta X_c) \times 100$, $MD\% = (MD / \Delta X_c) \times 100$, $CE\% = (CE / \Delta X_c) \times 100$. This follows the method of Leamer and Stern (1970) and has also been used by

Fredrik O.L. Nilsson et al (2006), Juswanto and Mulyanti (2003), Veeman et al. (1991) and Drysdale and Lu (1996).

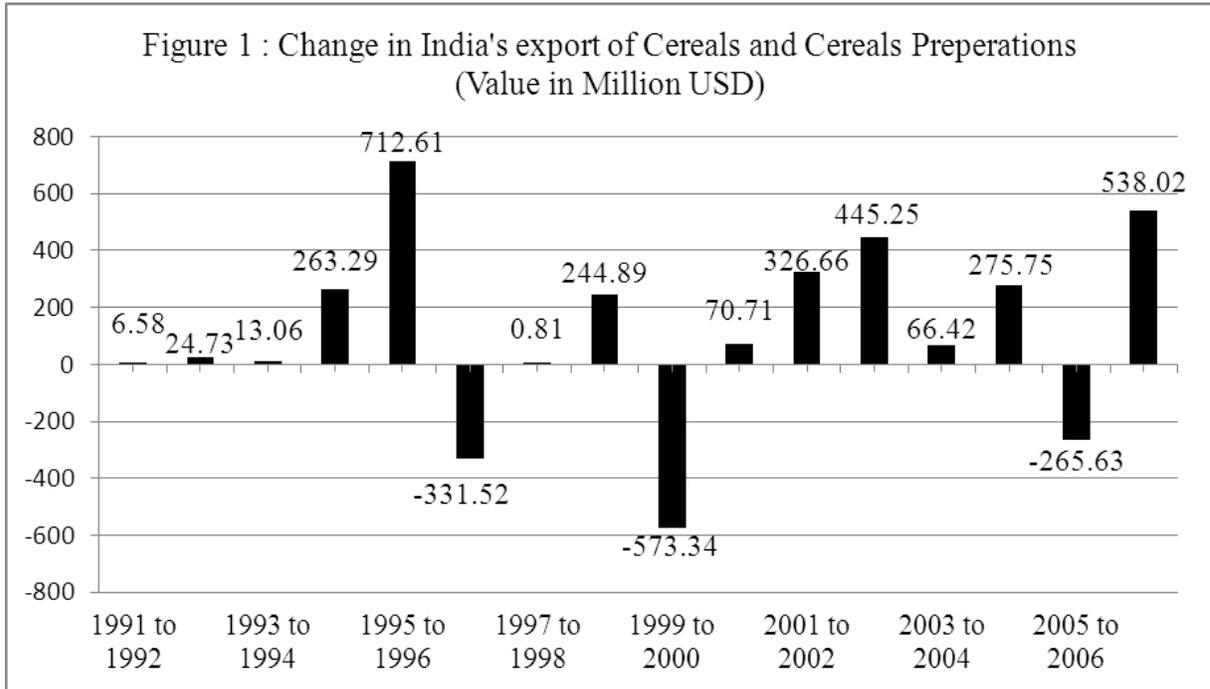
FAO. For 1991-92, 1992-93, 1993-94 the data is available for financial year in million rupees, which is converted into Million USD. The data from 1991-92 to 2007-08 is then converted into the values for the calendar year. The values of financial year are divided into four quarters and one fourth of the total value of the current financial year is added to the next calendar year following it. This conversion was needed as the model demands the comparison of India's agricultural export values with that of world import values. It is because the world data are available for the calendar year. World import data is collected from FAO publications and its website. For performing constant market share analysis commodity wise data for a period of 16 years have been used. Using Constant Market Share Analysis the investigation is conducted in two ways : (a) decomposition of year over year commodity wise growth, and (b) decomposition of phase wise growth for all commodities

Cereals and cereal preparations

Cereals and cereals preparation are one of the most important foreign exchange earning groups amongst the agricultural commodities. The absolute values of change in export in Figure 1 shows that Indian cereals and cereals preparations have increased for most of the years except the poor performance in three years period i.e., 1996-1997, 1999-2000 and 2005-2006. For these three years there was a decline in the export value.

The negative values of change in export indicate the decline in the export value. During these three years India lost its share in the world market. The lack of growth between 2005 and 2006 is serious since total world exports as well as the cereal import of the world have increased. Hence during the study period only 13 years have positive export growth of this group. In 1991-1992,

1994-1995 and 1995-1996 the values of market share, commodity composition and market distribution for cereals and cereals preparations export from India are positive. This means the growth in these years is due to increasing market share with focus on faster growing commodities as well as markets. Out of 13 years there is positive market share effect for 10 years. Moreover this trend is continuous since 2000. The corresponding values of relative market share (MS%) are positive for all the years except for 1992-1993, 1997-1998, 1998-1999 and 2005-2006. Barring 1991-1992, 1993-1994 and 2003-2004 the positive values of relative market share are less than 100% indicating that during these years, Indian cereals and cereal preparations have experienced a greater growth as compared to the growth in the world export of cereals and cereal preparations.



The commodity composition effect is positive only for 8 years and rest 8 years the values are negative. However, the trend is not consistent. There is greater need for India to concentrate on processed cereals products. As the export earnings from processed cereals or value added cereals and cereals preparations is greater than that of unprocessed cereals. There is no particular pattern in the relative value of commodity composition. However, out of 13 years 7 years show positive and greater than 0 values of CC% indicating that India has focused on fast growing commodities in cereals and cereal preparations group during these years.

Table 2: Constant Market Share Analysis result for Cereals and Cereals Preparations

| Sr No | Years From To | Absolute Effect (Million USD) | | | | | Relative Effect (Per cent) | | | | |
|-------|---------------|-------------------------------|---------|---------|---------|---------|----------------------------|--------|---------|---------|---------|
| | | ΔXc | MS | CC | MD | CE | ΔXc | MS | CC | MD | CE |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1. | 1991 -1992 | 6.6 | 2865.0 | 3368.0 | 944.0 | -7171.0 | 100.0 | 435.4 | 511.7 | 143.4 | -1089.5 |
| 2. | 1992 -1993 | 24.7 | -3060.0 | -1660.0 | 789.0 | 3957.0 | 100.0 | 123.7 | -67.1 | 31.9 | 160.0 |
| 3. | 1993 -1994 | 13.1 | 4544.0 | -3267.0 | 1041.0 | -2306.0 | 100.0 | 347.9 | -250.1 | 79.7 | -176.5 |
| 4. | 1994 -1995 | 263.3 | 4838.0 | 1873.0 | 2089.0 | -8536.0 | 100.0 | 18.4 | 7.1 | 7.9 | -32.4 |
| 5. | 1995 -1996 | 712.6 | 3070.0 | 5963.0 | -247.0 | -8073.0 | 100.0 | 4.3 | 8.4 | -0.4 | -11.3 |
| 6. | 1996 -1997 | 331.5 | -3944.0 | 15495.0 | -3898.0 | 23006.0 | 100.0 | 11.9 | 46.7 | 11.8 | -69.4 |
| 7. | 1997 -1998 | 0.8 | -3390.0 | -3238.0 | -3259.0 | 9887.0 | 100.0 | 4184.8 | -3997.3 | -4023.3 | 12206.4 |
| 8. | 1998 -1999 | 244.9 | -2220.0 | 702.0 | 814.0 | 949.0 | 100.0 | -9.1 | 2.9 | 3.3 | 3.9 |
| 9. | 1999 -2000 | 573.3 | -1261.0 | -599.0 | 1019.0 | 267.0 | 100.0 | 2.2 | 1.0 | -1.8 | -0.5 |
| 10 | 2000 -2001 | 70.7 | 1530.0 | -1514.0 | -3308.0 | 3364.0 | 100.0 | 21.6 | -21.4 | -46.8 | 47.6 |
| 11 | 2001 -2002 | 326.7 | 2505.0 | 2560.0 | -2328.0 | -2411.0 | 100.0 | 7.7 | 7.8 | -7.1 | -7.4 |
| 12 | 2002 -2003 | 445.3 | 16187.0 | -3105.0 | -5027.0 | -7610.0 | 100.0 | 36.4 | -7.0 | -11.3 | -17.1 |
| 13 | 2003 -2004 | 66.4 | 20016.0 | 4232.0 | 5938.0 | 30120.0 | 100.0 | 301.4 | 63.7 | 89.4 | -453.5 |
| 14 | 2004 -2005 | 275.8 | 10007.0 | -8926.0 | -375.0 | -430.0 | 100.0 | 36.3 | -32.4 | -1.4 | -1.6 |
| 15 | 2005 -2006 | 265.6 | 16500.0 | 2311.0 | -2777.0 | 16300.0 | 100.0 | -62.1 | -8.7 | 10.5 | 61.4 |
| 16 | 2006 -2007 | 538.0 | 27887.0 | 14373.0 | -1258.0 | 40464.0 | 100.0 | 51.8 | 26.7 | -2.3 | -75.2 |

Note: MS - Market share Effect, CC - Commodity Composition Effect, MD - Market Distribution Effect, CE – Competitiveness Effect.

Source: Researcher's calculation based on the data collected from various issues of CMIE's publication on

The relative values of market distribution are positive but not very high for 6 years out of 13 years showing that Indian cereals and cereal preparations export was to some extent concentrated on fast growing markets. However, for other 7 years these values are negative depicting lesser focus on fast growing markets. Competitiveness effect reveals that only for the 1992-1993, 1997-1998, 1998-1999 and 2000 -2001 it was positive and the corresponding data related to CE% for the same years is greater than 0 depicting that during these years Indian cereals group have greater increase in its competitiveness. Rest of the years when CE% is less than 0 indicate that there has been a reduction in the competitiveness of Indian cereals. Thus we may conclude that despite having the highest share in agricultural export of India, cereals and cereals preparations have not kept pace with the growth rate experienced by the world export of cereals and cereals preparations.

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BY::

DR. SUNNY THOMAS

PRINCIPAL, ILSASS

MS. WAHEEDA SHEIKH.

Lecturer, SEMCOM

Article: ODL & ICT in Higher Education in India in age of Globalization

Introduction:

Globalization has created a global market place for students and scholars. Globalization has resulted in massive expansion of higher education especially in the developing world. Universities and institutions of higher education have to produce graduates for the global market requiring content, method and structure meeting international norms. Indian higher education is widely recognized and respected across the globe. The educational institutions have to take care of providing quality education which should be in par with the international standards.

In recent years India has seen a tremendous growth in the number and types of institutions providing higher education. In order for organizations and individuals to remain competitive in a rapidly changing environment, demand for education and training has become more critical than before. To respond to this demand, new institutions have continued to emerge.

However, as India prepares to face the knowledge challenges of the 21st century, higher education presents a rather dismal picture. According to the Ministry of Human Resource Development, India, only about 10-11% of the population in the relevant age-group is enrolled in higher education, and a mere 5% graduate with degrees. With the rapid growth of the service, knowledge and associated sectors in the economy, it is imperative that the populace is equipped to contribute to and benefit from these developments. According to National Knowledge Commission, Government of India, we need to reach 15% gross enrolment ratio by 2015.

Hence it becomes evident at identifying the sustainable and replicable new formats of delivery that will help in expansion and increase access to quality and relevant higher education. At the same time it also becomes evident to address the key issues and share an overview and insight into - New Providers, New Initiatives & New Forms of Delivery in Higher Education.

The impact of the various trends and challenges related to globalisation on higher education institutions and policies is profound, but also diverse, depending on the specific location in the global arena. There is a danger of generalisation and oversimplification when dealing with globalisation; diversity has to be recognised but also to a certain extent promoted. Nevertheless, an attempt can be made to define some general tendencies in higher education that in one way or another relate to globalisation which are:

- Create new and tremendously important demands and exigencies
- Increase in the demand for higher education worldwide
- Erosion of the national regulatory and policy frameworks
- Emerging 'borderless' higher education market

ODL & ICT in Higher Education:

New providers have also provoked several recent developments in the educational field. These new providers include institutions using new ways of teaching and learning – for example the Internet – as well as new educational institutions, both profit and social profit. Established institutions are also providing new services of education. They have widened the range of education. Similarly, increasing international mobility allows students and teachers a wider horizon of knowledge and personal development.

The increasing number of educational providers incites a competitive element. Students, institutions and governments now face difficult policy choices and are looking for an appropriate response. It is also important to address governments role towards these new providers of Higher Education and specifically on the new initiatives on Access to Higher Education, New Tools for Changing Goals – Educating for the Information Society etc.

Open and distance learning (ODL) institutions are partially or wholly using multimedia such as video and Internet or even printed material for educating their learners. It should be used a way of educating

those who do not get the chance at present, such as inhabitants of distance regions, (future) participants of second chance education. For the basic HE it must be regarded as a valuable supplemental tool rather than a replacement. ODL allows 'cut-to-fit' education, responding to different learners who have different needs, both in the content of their course curriculum and in the way that it is delivered. Used properly, it can be a tool to allow equal access for groups which are currently marginalized by Higher Education. These alternative forms of provision have been facilitated by recent developments in communications technology and the increasing worldwide penetration of the Internet.

ICT: Open and Distance Education (ODE), enabled and delivered through information and communication technology (ICT), holds the promise to address questions of access and provide new, alternative forms of capacity building. ICT enabled linkages - propelled by broadband and satellite networks - are of a new, unprecedented kind, with special implications in a globalized world. They give rise to the 'A-3' scenario, where Anyone, Anytime, Anywhere can be connected to others through networks and access devices in a virtual space. This facilitates new forms of organizations and communities, often constituted by the users themselves, and manifested in myriad ways - for example through wiki, blogs, social networks, open resource movements, virtual institutes etc. In working together, these groups and organizations create new resources and ways of empowerment in virtual and real spaces.

In a global scenario powered by global markets, higher education institutions must transform to meet the multi-faceted needs of the changing context - professionals who require in-service training and upgrading, unemployed persons who want to attain job specific skills, industries and institutes that wish to collaborate to provide training, etc. At the same time, it is evident that higher education cannot be left at the mercy of 'market forces' alone; doing so would compromise access for those without the means to pay at the

point of delivery. The biggest challenge faced in higher education, therefore, is the provision of quality higher education to the greatest number, at the lowest possible cost to the learner. And this is where ICT enabled open and distance education has significant advantages. Using ICT effectively for higher education can bridge the distance between the learner, instructor and the market by transcending barriers of space and time. Seamless access, flexible schedules, quality content and inclusive delivery mechanisms have enormous potential to increase the scale of access and, in that process, bring down the cost of higher education for the individual learner.

Despite the physical absence of a 'real' teacher (which often causes ICT enabled education to be perceived as restricted in its social context and pedagogical rigor), ICT based modes foster the engagement of the learner with instructional content as well as work-place applications, to enable one to assess and apply strategies of personal development in meaningful and measurable ways. Most importantly, ICT has the potential to foster greater inclusiveness and overcome spatial isolation by effectively bridging geographical and social divides, especially the rural urban imbalance. While emphasizing the importance of ICT in distance education, it must be acknowledged that the current crisis in open and distance higher education is primarily due to the lack of clarity and coordination, the gap between avowed values and the actual practice, and inefficient delivery mechanisms.

Hence Technology is providing a positive impact on delivery mechanisms employed in distance education at the university level. Some institutions are incorporating distance education as a way to extend the classroom. Other institutions are investigating new delivery mechanisms that support a revised perspective on education. These latter institutions are revising their processes for interacting with students and taking a more "learner-centered" approach to the delivery of education. There is a positive impact of technology on the delivery mechanisms employed in distance

education. It provides alternative modes of generic delivery mechanisms. It is also true that those institutions that adopt a delivery mechanism employing an asynchronous mode can gain the most benefit from technology. This approach seems to represent the only truly innovative use of technology in distance education. The approach creates a student-oriented environment while maintaining high levels of interaction, both of which are factors that contribute to student satisfaction with their overall educational experience.

Thus the open and distance education system is a crucial vehicle in the sustained development of a knowledge society. Its potential for flexible education delivery, scope for self and life-long learning and cost effectiveness make it instrumental in meeting the needs of individual and communities at this juncture - in the rapid transition being made from the industrial to the information age.

Role of Government:

It is the responsibility of the government authorities to ensure that they evolve and develop themselves in symphony with the rest of the HE sector. Governments must ensure that the development of the traditional Higher Education sector is not at the expense of the existing system. New providers can increase access to Higher Education. They are adding to the diversity of provision of education. Nonetheless, new opportunities can mean new dangers, and society must be vigilant.

The rise of new providers promotes the competition between providers of Higher Education throughout the world. States must be aware of their responsibility in this area, and must be taking this into account when financing HE institutions. Governments must be aware that the rise of private and non-funded institutions, such as privately owned 'corporate/private universities' does not relieve them of their responsibility in providing education. Subsidized Higher Education is needed, and its quality has to be assured, because admission to courses offered by new providers is not always guaranteed.

Governments have the responsibility to identify new providers of Higher Education and see if they fulfill the basic requirements. Through international co-operation and the government or state bodies can share information by the establishment of a common database. Through evaluation, quality assurance and official accreditation the government can monitor and regulate the educational system and make it more transparent. By accreditation the institution is entitled to award degrees officially recognized by the state.

Co-operation between experts from the corporate world and the Higher Education Institutes concerning the education of learners must be made possible and even stimulated by the government, but it must also be controlled: lecturers from the professional world could add to the quality of the course. The institutions have extensive knowledge on the fundamental and applied aspect of science, while professionals from the corporate world are experts on the practical aspect of science. The responsibility for this education however must always be with an accredited Higher Education Institutes, under the supervision of the government.

The new providers have resulted into a major challenge to regulatory bodies in India. On the positive side, they are seen to be filling a vacuum created by the Government's inability to provide access who desire for higher education and also training opportunities for all those who are qualified and have the desire to continue with their education and training. The new providers are more flexible in their curriculum development and therefore are able to respond faster to the needs of industry. Most of the providers are in the areas which are growth industries in India. They are more economical in their use of resources.

On the other hand the Government's supervisory capacity is overstretched and cannot possibly supervise all these institutions. The legal requirement that all certification be awarded by either the universities or recognized examining bodies is flouted with impunity. Many of the

institutions give certificates and diplomas after only a few weeks of training.

The profit motive also seems to dominate among most the news providers. One of the consequences is to minimize cost by employing poorly qualified lowly paid staff and to provide a minimum of other academic resources. This, together with lack of supervision results in deplorably low standards in most of them. Though new providers of higher education have done a commendable job in responding to the needs of organizations and individuals, coordination efforts made by regulatory bodies need to be strengthened through a national and international framework.

Hence we see that the higher education context in which students, providers, and Government now operate is changing rapidly as a result of demographic trends, the complex effects of globalization on economies and societies, and a shift in the role of Government in public services – from provider, to facilitator, regulator, and partner. Despite different traditions, political and economic systems, technological levels, and cultural outlooks, similar challenges and opportunities presented by globalization are in evidence worldwide.

Universities and colleges in the developed world, many of which have enjoyed a long history of majority state funding, are now under pressure from Governments to generate new income streams. In the developed world, universities have been encouraged by their Government to become better managed and more businesslike, and to exploit themselves locally and internationally through the quasi-commercialization of ideas and inventions and through international student recruitment. In developing and transitional countries, market-oriented development plans rely on greater contributions from stakeholders such as students, the private sector, overseas investors, and aid donors as Govt. recognize that they can no longer ensure growth through public funds alone.

Education is a basic human right. We need to identify and tackle any obstacles to this right. We must also note the responsibility of the government to identify the trends and developments and react to them. The time has arrived for the state to consider the evaluation of such providers and this process should include the student and teaching body. Open and distance learning and international mobility will be of paramount important in this matter. The true development of this could prove to be a benefit to the field of Higher Education. While extended access can enhance the opportunities of many, it is in need of close regulation and further development.

BY:

**DR.YASHASVI RAJPARA
LECTURER,
SEMCOM.**

My Voice:

Transactional Analysis

Dr. Eric Berne has developed a technique of Transactional Analysis to improve interpersonal relations. Interpersonal relations are relations between individuals may be cooperative or conflicting. Cooperative interpersonal relations are based on mutual trust and respect, open communication and empathy or concern for the needs of other members of the organization. The various techniques of transactional analysis enable the members of the organizations to develop good and healthy interpersonal relations with each other. Transactional Analysis is helpful in all kinds of human interactions both on and off the job.

One technique of Transactional Analysis creates better understanding of the self, and suggests that organization can foster better understanding of the self by employees, through creating conducive organizational climate based on constructive feedback and suggestions. Another aspect of Transactional Analysis is about ego states. Ego states are person's way of feeling and behaving and can be classified into three categories: 1. Parent Ego State: Individuals learn such behavior in childhood from important members of their families, which affect their way of interaction with others. Person interacting from parent ego state relies on past customs and traditions, rules and regulations and use such words as must be, should be done etc. Parent ego state can be nurturing and critical. 2. Adult Ego State is based on logic, rationality where individuals interact on basis of facts and information. 3. Child Ego State is a state where individuals are creative, innovative but can be immature, dependent, and have fear and anxiety. The best ego state is adult ego state, when individuals interact rationally on basis of facts and information.

A transaction is said to have occurred when stimuli from one person is being responded by another person. Another aspect of Transactional Analysis is three kinds of transactions routed through ego states:

Complimentary Transaction: When the individual who initiates the interaction from certain ego state expecting certain response from another individual from particular ego state gets the expected

response then the transaction is said to be complimentary transaction. For example Manager initiates interaction with subordinate from adult ego state and asks about the report regarding weekly work performance, expecting response from subordinate from adult ego state, and when he gets that response when subordinate provides report about weekly work performance it is a complimentary transaction. Both Manager and Subordinate are rational and logical in their interaction. The other two kinds of transactions

Non-Complimentary

Ulterior transaction results in blockades in communication and hence not desirable.

Yet another aspect of Transactional Analysis is life positions, the ideal life position is I AM O.K YOU ARE O.K, where managers are confident about self and their subordinates and believe in delegation of authority. The aspect of Psychological games, results in predictable pay-off negative feeling. Management and employees must try to overcome the problem of psychological games, where victims are victimized by persecutors. The problem of playing psychological games can be overcome through developing healthy life position of I AM O.K, YOU ARE O.K. The concept of stroking is about giving appreciation, recognition to others in interaction. The work which is satisfying for the employees is also the source of intrinsic positive stroke. Such positive strokes are necessary for the physiological and psychological well-being of the employees.

Transactional Analysis as a technique of management development offers plenty of benefits:

Positive attitude and positive approach towards work and life.

Better interpersonal relations and two-way communication between organizational members.

Positive strokes serve as motivating tool for organizational members.

Transactional Analysis can facilitate Organizational Development by emphasizing teamwork approach of leadership with utmost concern for production and utmost concern for people.

Transactional Analysis is easy to learn and apply.

Transactional Analysis is helpful in all kinds of human interaction and develops better interpersonal relations.

Transactional Analysis is an excellent technique of developing better interpersonal relations and must be taught to develop healthy interpersonal relations.

BY:

Mr. SUNIL CHAUDHARY,

LECTURER,

SEMCOM.

ManageAnt:

Knowledge ManageAnt

The best knowledge will always be in demand.

In, say, fifty years' time you can be certain of one thing. Leaders of economies, industries and organizations will always be very interested in finding new and better ways to create and apply knowledge.

Knowledge Management (KM) is giving relevant information to the right people at right time and at right place with a right and actual information. It mainly concerns using, spreading, sharing, representing and storing of knowledge. We can also say that while we talk about Knowledge ManageAnt like how to use, how to spread, how to share, how to represent and how to store such information we should also know when to utilize it at the right time also. Knowledge is categorized into three types - explicit, tacit, and embedded. Explicit knowledge involves people accessing information what they need; only the knowledge which is relevant and important is stored. Time to time it is reviewed, updated, or discarded. Tacit knowledge is embodied knowledge that is context dependent and personal in nature and hard to define and largely experience based. It includes cultural belief, values, attitudes, mental models. Knowledge locked in process, products and structures is embedded knowledge. It is difficult to understand and change. Multi agent technology can increase efficiency of knowledge management and provide intelligent services in public sector unit. Multi agent is combination of agents and its environment.

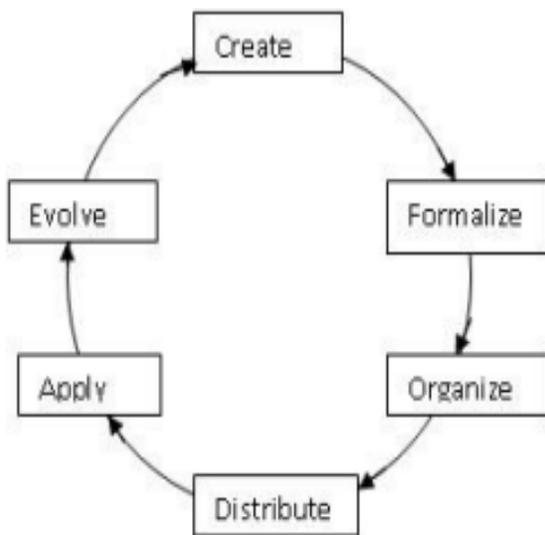
Why Knowledge Management

Before we start to explore and understand the details of what knowledge management is, and how to implement knowledge management projects and initiatives, we need to first ask ourselves why we want to consider knowledge management in the first place.

Knowledge management is far reaching. Maybe you wish to develop and apply knowledge management strategies to government, military operations, global poverty eradication, and international disaster management and even, now, knowledge management for global climate change. Once we can understand the value and benefits to be gained, we will then become far more motivated to look further at the implementation of knowledge management.

Knowledge management, as a discipline, must result in better achieving, or even exceeding, your objectives. The purpose of knowledge management must not be to just become more knowledgeable, but to be able to create, transfer and apply knowledge with the purpose of better achieving objectives.

Figure 1: Knowledge Management Life Cycle



Knowledge Management Life Cycle starts with creating information for institutes, society at large, organizations and many more. In this KMLC [Knowledge Management Life Cycle] we need to formalize the information which is created so any user can organize it in a given frame which will be useful. The fourth stage of KMLC i.e. distribution of information to the users is applied as per convenience at the right place of the organization.

The last stage of KMLC is evolving such information for the progress of the organization or institution or for the society at large.

Objectives of Knowledge Management

- Create knowledge repository
- Improve knowledge assets
- Enhance the knowledge environment
- Manage knowledge as an asset
- Use knowledge to provide a competitive advantage for the business.[1]

So it is very easy to see how effective knowledge management will greatly contribute to improved excellence, which is to:

- a) dramatically reduce costs
- b) To provide potential to expand and grow
- c) To increase our value and/or profitability
- d) To improve our products and services
- e) To respond faster

Knowledge simply underpins everything we do. But the benefits of knowledge management for improved excellence, is simply 'one side of the coin'. There is more.

Effective knowledge management, especially accelerated knowledge creation, is the driver for innovation. Increasingly, products and services are becoming 'smarter' and more knowledge based.

Conclusion

The aim of knowledge management is to continuously improve an organization's performance through the improvement and sharing of organizational knowledge throughout the organization (i.e., the aim is to ensure the organization has the right knowledge at the right time and place).

Knowledge management is the set of proactive activities to support an organization in creating, assimilating, disseminating, and applying its knowledge. Knowledge management is a continuous process to understand the organization's knowledge needs, the location of the knowledge, and how to improve the knowledge.

The list is endless. Knowledge management is applied today across the world, in all industry sectors, public and private organizations and humanitarian institutions and international charities.

Most importantly, effective knowledge management is now recognized to be 'the key driver of new knowledge and new ideas' to the

innovation process, to new innovative products, services and solutions.

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<http://www.youtube.com/watch?v=BB4gy3qOy58>

BY:

DR. VIGNA OZA

LECTURER,

SEMCOM.

Being:

Summerhill at Oasis Valleys

A ten year old girl addresses assembly saying, "Freedom always comes with a bunch of responsibilities." and a nine year old boy quotes Mahatma Gandhi while addressing an audience. This can happen only at Oasis Valleys.

Recently in May, I had been to Oasis Valleys, building in the midst of jungle which is developed by the founder members of Oasis. Oasis is working in different regions of Gujarat for the overall development of a child, who is, due to the present education system, alienated from the morals. There was a summer camp at Oasis Valleys from 1st May to 7th May, 2012. It was not an ordinary summer camp where one finds the Manager shouting at children for different reasons and tutors are heard saying, "1....2....3....4...." for dance practices. The summer camp was designed keeping in mind the design of Summerhill School, London, where students decide what to study, when to study, where students have their parliament and they discuss the case and according to crime of students, they, students, give them punishments. Not only that they also work upon the suggestions made by other students about the management, facilities, faculties, and students. The same design was followed by Oasis Valleys, where students were given different departments to work with, i.e.: waste management, cleanliness, food department, serving department, and they have their representatives.

Every morning they decide what to learn today, and when a person has chosen a particular subject on his own, he learns that thing with interest. Of course, some do select groups because of friends, but when they attend a session, they enjoy it. In between two sessions, when they have time, they get busy in completing their works of respective departments. i.e.: a girl who is in cleanliness department will start her work of cleaning. Some will start preparing the tables for lunch and dinner at the time of lunch and dinner. At the end of the day, they will have their parliament, which will be controlled by them only.

In their parliament, they work upon suggestions, complaints, special requests, etc., where they give solutions with a common understanding. The jury decides a solution and announces their decisions. If the house disagrees with the judgment of jury, they would request the jury to go for voting in parliament. That is how they come to a conclusion of problems. Sometimes they even complain against management for their mistakes. A nine year old Stavan complained about the wet laundry clothes against management and management thanked him for the complaint and took necessary steps to overcome the problem. Stavan was given extra stars for his courage because of which the whole parliament was benefited as they all were facing the problem of wet clothes after coming from laundry.

Every morning, there was a star assembly, where students were given stars for their performances in different areas. As if a student has performed exceptionally well in his/her department, than he/she will be given stars according to his/her performances starting from 1 star to 63. This star system motivates students to work enthusiastically in their respective departments. Working enthusiastically for star makes them learn the real values of life. When they work in a team, they learn sportsman spirit, team work, etc., unknowingly. If it is 6 o'clock in the morning or 10:45 p.m., you will find the children with the same smile on their faces. Their enthusiasm never fades. "Performing a play in five days practice of three hours every day is not possible." This sentence was true till a few days ago. But now I cannot use this line as the students at Oasis performed a play of 35 minutes in rehearsals of the same time period. Children are writing poems on environment that one would love to read and cherish. They make soft toys on their own. The teddy bears with which they play, they made all of them in these five days. Some painted pots with different colours and clay. The common things in all these creative things were, they all had enthusiasm towards learning and only learning.

Creating different things without having without haughtiness teaches us so many things. So called pseudo socialist should go there and see how a child brought up in an ultra-urban area of Baroda works hand in hand with a child brought up in an orphan age home, neither of them having

superiority or inferiority complex in them. They share their secret things. A ten year old boy is consoling another ten year old boy as the latter misses his mother and wants to talk with his mother and not have food. From where would that boy have learnt consoling the other boy of the same age? He might be also missing his parents, but had the courage to console his friend whom he had met just before two days.

There are numbers of things to be told and cherished. I can say that those seven days were the some of the most memorable days of my life of 27 years. I would like to go Oasis again and again. I am waiting for the next vacation to go there for the workshop. There is no age for learning something in life. I have learnt the enthusiasm from those children for learning new things from others. It is rare in elders. And of course, the most important lesson I have learnt from these children is, "never fear in saying truth." Keep smiling.

BY:

MR. DIPAN BHATT

LECTURER, SEMCOM

Green Corner:

DIFFERENT TYPES OF POLLUTION FACTS

RADIOACTIVE POLLUTION FACTS



Term radioactive pollution refers to the introduction of one or many radioactive substances into our living environment (land, air and water). Radioactive pollution is mostly a result of human activity, and has its origin in radioactive waste (mostly coming from nuclear power plants). Nuclear waste remains radioactive for more than 5,000 years meaning that radioactive pollution has long-term effects, and isolating it for such a long period is anything but easy.

The worst cases of radioactive pollution in our planet occurred at the end of the World War two, after two atomic bombs were dropped on Japanese cities Hiroshima and Nagasaki. The radiation effect and a resulting cancer took millions of lives in Japan.

In recent times, radioactive pollution is mostly the result of nuclear power plant accidents such as Fukushima and Chernobyl nuclear disasters.

The radioactive pollution has extremely harmful effect on human health because of variety of radioactive gases, liquids or particles.

Radioactive pollutants can enter our body through ingestion, inhalation, absorption, or injection.

Exposure to large quantities of radioactive material always leads to death. This is because high levels of radiation destroy the cells in our body and cause cancer.

People that work in uranium mines and nuclear power plants are being continuously exposed to radioactive pollution and therefore require protective clothing to avoid being contaminated by radiation.

World could decrease the global levels of radioactive pollution by switching from nuclear power to other energy sources such as renewable energy.

NITROGEN POLLUTION GROWING IN MOUNTAIN



The excessive levels of nitrogen coming from nitrogen compounds emanating from power plants, vehicles and fertilizers used in the agriculture could be a great threat to biodiversity in many areas of the world.

One of these areas is also Rocky Mountain National Park where scientists discovered that the elevated levels of nitrogen are already changing the mountain vegetation.

The increased atmospheric nitrogen pollution has already resulted in changes in plant abundances, which could eventually lead to high decrease of more rare species leading to significant biodiversity loss.

The nitrogen levels near the park are expected to grow, primarily because of the increased agricultural development in nearby area.

THERMAL POLLUTION FACTS



Thermal pollution is a form of water pollution characterized by the degradation of water quality due to the rise or fall in the temperature of certain water body.

Thermal pollution of water bodies is almost always caused by humans, and is mostly the result of use of water as a coolant in power plants and different industrial facilities.

Unlike chemical pollution of water, thermal pollution primarily results in a change in the physical properties of water.

Thermal water pollution can cause huge damage to many aquatic ecosystems because there are many fish and other aquatic organisms that have adapted to particular temperature of the water and once this temperature changes they often fail to adapt and die in the process as a result of thermal shock.

The higher temperatures of water cause oxygen level to decrease and this can lead to major decline of fish species. The higher water temperatures can also lead to increased bacteria levels.

Thermal water pollution can lead to reduced biodiversity of the affected area and cause migration of many fish species.

MERCURY POLLUTION FACTS



The largest sources of mercury pollution are power plants which emit around 50 tons of mercury pollution per year. Among other sources of mercury pollution are metal smelting, chlorine chemical plants, cement plants, etc.

Coal-fired power plants are particularly dangerous because coal is naturally contaminated with mercury, so when burned in power plants to generate electricity it also releases mercury into the air.

Mercury belongs to persistent pollutants because it does not break down as some other pollutants do, although it has to be said that its danger decreases significantly over time (as mercury eventually becomes covered by successive layers of sediment after being settled into the beds of rivers, lakes and oceans).

The scientists have in 2006 calculated that three times more mercury now falls out of the sky than before the industrial revolution of more than 200 years ago

Mercury pollution will likely continue to grow in years to come because power hungry economies of China and India rely heavily on coal power plants to drive their economies forward which will lead to an increased coal-burning.

Mercury pollution could become a serious issue in Arctic area because Arctic ice is rapidly melting up, releasing trapped mercury back into the oceans and into the food chain. For instance, the mercury levels in Arctic ringed seals and beluga whales have increased fourfold over the last 25 years.

Mercury is very dangerous neurotoxin that is able to pass through the placenta and poison fetal brain development. Exposure to mercury in the early stages of life can lead to permanent neurological and brain damage

BY:

MS. HIRAL PATEL

LECTURER,

SEMCOM.

Contributors:

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OR

mail at:

SGM English Medium College of Commerce & Management (**SEMCOM**)

Opp. Shastri Ground
Vallabh Vidyanagar - 388 120
GUJARAT
INDIA

Tel. No. : +91 2692 235624, 231811

Fax. No. : +91 2692 235624