DRIVE

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S.G.M. English Medium college of Commerce & Management

SEMCOM

VISION: *To contribute to the societal enrichment through quality education, innovation and value augmentation.*

MISSION: *To build up a competitive edge amongst the students by fostering a stimulating learning environment.*

DREAM: *To establish a unique identity in the emerging global village.*

GOALS:

- *To focus on integral development of students.*
- *To offer courses and programs in tune with changing trends in the society as a whole.*
- *To update the curriculum as per the need of the business and industry.*
- *To create unique identity in the educational world at the national as well as international level.*
- *To institutionalize quality in imparting education.*
- *To incorporate innovations on a continuous basis in the entire process of education at institutional level.*
- *To create platform for the students for exhibiting their talent and for development of their potentials.*
- *To generate stimulating learning environment for students as well as teachers.*
- *To build cutting edge amongst the students to withstand and grow in the competitive environment at the global level.*

The overall mission is reinforced by the Punch Line

"WHAT WE THINK, OTHERS DON'T".

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Vol. 8• Issue 4

<u>**Guest Editor's note:**</u>

Ms. Neepa Patel, Meditation Trainer, Anand

OSHO ON MEDITATION

THERE IS NO SHORTCUT

One thing has to be remembered about meditation; it is a long journey and there is no shortcut. Anyone who says there is a shortcut is befooling you.

It is a long journey because the change is very deep and is achieved after many lives – many lives of routine habits, thinking, desiring and the mind structure that you have to drop through meditation. In fact it is almost impossible - but it happens. A man becoming a meditator is the greatest responsibility in the world. It is not easy. It cannot be instant. So from the beginning never start expecting too much and then you will never be frustrated. You will always be happy because things will grow very slowly.

Meditation is not a seasonal flower which within six weeks is there. It is a very big tree. It needs time to spread its roots.

OSHO

1. What is meditation?

"Meditation is a single lesson of awareness, of no-thought, of spontaneity, of being total in your action, alert, aware. It is not a technique, it is a knack. Either you get it or you don't" – Osho. Osho has spoken volumes on the subject of meditation. Virtually all his talks include the importance of meditation in everyday life. And despite the fact that he says meditation is not a technique, he has invented dozens of them and spoken on dozens more from other traditions. Ultimately, meditation is an experience which is not easily described, like the taste of cheese or falling in love – you have to try it to find out. But for sure anyone interested in meditation will find something in what Osho has to say about this topic that "clicks" for them, just like a "knack" – including his insistence that he can be helpful to you, but ultimately each individual has to create his path by walking it.

2. Meditation is not concentration

MEDITATION is not concentration. In concentration there is self-concentration and there is an object being concentrated upon. There is duality. In meditation there is nobody inside and nothing outside. It is not concentration. There is no division between the in and the out. The in goes on flowing into the out, the out goes on flowing into the in. The demarcation, the boundary, the border, no longer exists. The in is out, the out is in; it is a no-dual consciousness.

Concentration is a dual consciousness; that's why concentration creates tiredness; that's why when you concentrate you feel exhausted. And you cannot concentrate for twenty-four hours, you will have to take holidays to rest. Concentration can never become your nature. Meditation does not tire, meditation does not exhaust you. Meditation can become a twenty-four hour thing – day in, day out, year in, year out. It can become eternity. It is relaxation itself.

Concentration is an act, a willed act. Meditation is a state of no will, a state of inaction. It is relaxation. One has simply dropped into one's own being and that being is the same as the being of All. In concentration the mind functions out of a conclusion: you are doing something. Concentration comes out of the past. In meditation there is no conclusion behind it. You are not doing anything in particular, you are simply being. It has no past to it, it is pure of all future, it is what Lao Tzu has called wei-wu-wei, action through inaction. It is what Zen masters have been saying: sitting silently doing nothing, the spring comes and the grass grows by itself. Remember, 'by itself - nothing is being done'. You are not pulling the grass upwards; the spring comes and the grass grows by itself. That state – when you allow life to go on its own way. When you don't want to give any control to it, when you are not manipulating, when you are not enforcing any discipline on it – that state of pure undisciplined spontaneity, is what meditation is.

Meditation is in the present, pure present. Meditation is immediacy. You cannot meditate, you can be in meditation. You cannot be in concentration, but you can concentrate. Concentration is human, meditation is divine.

3. Choosing a meditation

FROM the very beginning find something which appeals to you.

Meditation should not be a forced effort. If it is forced, it is doomed from the very beginning. A forced thing will never make you natural. There is no need to create unnecessary conflict. This is to be understood because mind has natural capacity to meditate if you give it objects which are appealing to it.

If you are body oriented, there are ways you can reach towards God through the body because the body also belongs to God. If you feel you are heart oriented, then prayer, if you feel you are intellect oriented, then meditation.

But my meditations are different in a way. I have tried to devise methods which can be used by all three types. Much of the body is used in the, much of the heart and much of the intelligence. All the three are joined together and they work on different people in a different way.

Body heart mind – all my meditations move in the same way. They start from the body, they move through the heart, they reach to the mind and then they go beyond.

Always remember, whatsoever you enjoy can go deep in you; only that can go deep in you. Enjoying it simply means it fits with you. The rhythm of it falls in tune with you:

there is a subtle harmony between you and the method. Once you enjoy a method then don't become greedy; go into that method as much as you can. You can do it once or, if possible, twice a day. The more you do it, the more you will enjoy it. Only drop a method when the joy has disappeared; then its work is finished. Search for another method. No method can lead you to the very end. On the journey you will have to change trains many times. A certain method takes you to a certain state. Beyond that it is of no more use, it is spent.

So two things have to be remembered: when you are enjoying a method go into it as deeply as possible, but never become addicted to it because one day you will have to drop it too. If you become too much addicted to it then it is like a drug; you cannot leave it. You no more enjoy it – it is giving you anything – but it has become a habit. Then one can continue it, but one is moving in circles; it cannot lead beyond that.

So let joy be the criterion. If joy is there continue, to the last bit of joy go on. It has to be squeezed totally. No juice should be left behind, not even a single drop. And then be capable of dropping it. Choose some other method that again brings the joy. Many times a person has to change. It various with different people but it is very rare that one method will do the whole journey.

There is no need to do many meditations because you can do confusing things, contradictory things, and the pain will arise.

Choose two meditations and stick to them. In fact I would like you to choose one; that would be the best. It is better to repeat

one that suits you, many times. Then it will go deeper and deeper. You try many things – one day one things, another day another things. And you invent your own, so you can create many confusions. In the book of Tantra there are one hundred and twelve meditations, you can go crazy. You are already crazy!

Meditations are not fun. They can sometimes be dangerous. You are playing with a subtle, a very subtle mechanism of the mind. Something a small thing that you were not aware you were doing can become dangerous. So never try to invent, and don't make your own hotchpotch meditation. Choose two and just try them for a few weeks.

4. Creating a space for meditation

If you can create a special place – a small temple or a corner in the home where you can meditate every day then don't use that corner for any other purpose, because every purpose has its own vibration. Use that corner only for meditation and nothing else. Then the corner will become charged and it will wait for you every day. The corner will be helpful to you, the milieu will create a particular vibration, a particular atmosphere in which you can go deeper and deeper more easily. That's the reason why temples, churches and mosques were

created – just to have a place that existed only for prayer and meditation.

If you can choose a regular hour to meditate, that's also very helpful because your body, you mind, is a mechanism. If you take lunch at a particular hour

When I say meditate, I know that through meditation nobody reaches; but through meditation you reach to the point where no meditation becomes possible.

Every day, you body starts crying for food at that time. Sometimes you can even play tricks on it. If you take your lunch at one o'clock and the clock says that it is now one o'clock, you will be hungry – even if the clock is not right and it is only eleven or twelve. You look at the clock, it says one o'clock and suddenly you feel hunger within. Your body is a mechanism.

Your mind is also a mechanism. Meditate every day in the same place, at the same time, and you will create a hunger for meditation within your body and mind. Every day at that particular time your body and mind will ask you to go into meditation. It will be helpful. A space is created in you which will become a hunger, a thirst.

In the beginning it is very good. Unless you come to the point where meditation has become natural and you can meditate anywhere, in any place, at any time – up to that moment, use these mechanical resources of the body and the mind as a help.

It gives you a climate: you put off the light, you have a certain incense burning in the room, you have certain incense burning in the room, you have certain clothes a certain height, a certain softness, you have

a certain posture. This all helps but this does not cause it. If somebody else follows it, this may become a hindrance. One has to find one's own ritual. A ritual is simply to help you to be at ease and wait. And when you are at ease and waiting the thing happens; just like sleep, God comes to you. Just like love, God comes to you. You cannot will it, you cannot force it.

5. Be loose and natural

ONE can be obsessed with meditation. And obsession is the problem: you were obsessed with money and now you are obsessed with meditation. Money is not the problem, obsession is the problem, you were obsessed with the market, now you are obsessed with God. The market is not the problem but obsession. One should be loose and natural and not obsessed with anything, neither mind nor meditation. Only then, unoccupied, unobsessed, when you are simply flowing, the ultimate happens to you.

From the Chief Editor's desk:

Project Work:

Education is incomplete without the application and practicality of the theory learnt. The older method of passive learning are no longer relevant and sufficient. There is a need for highly skilled personnel in workplace which requires a different approach to teaching learning process. In addition, the continuous and consistent developments, inventions, discoveries and progress in all fields have further sophisticated the way in which businesses are conducted. The challenges of this highly sophisticated world cannot be met by the old educational system of passive learning and fixed curriculum.

Project work in higher education is not a new idea. Great thinkers and philosophers like Confucius, Aristotle and Socrates advocated the merits of learning through experience. The idea is students learn best through their environments and not merely by not rote memorization and theoretical learning.

Theory based education cannot equip students for the demanding workforce. Students need fundamental skills like reading, writing, and other skills like teamwork, problem solving, researching, and many others. The modern career requires highly complicated self-management skills like planning, coordinating, visualization, decision making, reasoning, conceptualizing, investigation, critical thinking and creativity. Such a complexity of workforce necessitates a multidimensional and multi-perspective approach to teaching learning process. It also demands for practical application of theoretical concepts.

Projects work encourages students to work independently, think critically and become lifelong learners. Undertaking projects teach students responsibility and accountability. The urge and the desire to complete projects will instill perseverance, optimism, team work and determination in students, thus, helping them in their consistent holistic development.

Since projects are new creations and inventions, they help students generate ideas and concepts, pose questions, find solutions through critical analysis and thinking and come out with novel ideas. Projects, before culminating in the birth of something innovative and unique or resulting in the generation of a hypothesis, subject students to strenuous research, survey, expedition and investigation. This process of intensive study makes education more relevant, purposeful and meaningful. Knowledge, thus gained gives enriching experiences and learning. Projects help students in discovering the right learning methodology and approach to teaching learning process. Projects help students channelize their skills and potentials in their areas of interest. Working in one's area of interest gives greater content and a sense of accomplishment.

Though project based learning is learner centric, the role of teachers cannot be overlooked. Through monitoring and scrutinizing the students through the progress and development of projects, right from the start to the completion stage, teachers would be better able to measure the aptitude and attitude towards learning and education. Based on their assessment, teachers can develop pedagogical tools and methods to better deliver knowledge and education. It also gives them a glimpse of the missing link between what really exists and what is really needed in the professional world. Also projects have enhanced students' academic performance and result in terms of better test scores, attendance and

classroom engagement. The best outcome of project work would be the direct control and influence that students would have on their learning and education. Projects help them in the application of the subject learnt, have passion for the subject or area of interest and a widespread knowledge of the subject.

The myriad of skills thus acquired in the process of detailed study, research, survey and investigation prepares students for the challenging modern day workforce and real life. The perfect blend of traditional classroom teaching and real-world expertise and skills gained through projects gives a set of complex skills that are necessary to succeed in today's world.

By:

**Dr. Nikhil Zaveri
Director& Principal,
Chairman, IQAC
SEMCOM.**

IQAC Corner:

Research Article:

Effectiveness of the Use of ICT in Teaching – Learning Process:

Abstract:

Higher education in recent years has undergone important paradigm shifts; especially shift from the teacher-centric to a learner-centric system. The application of ICT to the process of teaching and learning has resulted in crossing the boundaries of a country and evolved international competition among HEIs. The learners of today now enjoy many options regarding their choices of institutions and courses. In this scenario, it is imperative for HEI's to offer quality programs and satisfy their learners completely. Otherwise, these institutions will lose their credibility and soon they will be out of business. Information and Communication Technology (ICT) is now the modern means of improving teaching and learning in higher education. This has become imperative in a way because ICT culture has come to stay globally in all HEIs. Information and Communication Technology is now the modern means of improving teaching and learning especially in the University system.

Introduction:

Information and Communication Technology (ICT) plays a vital role in the development of any nation. It has been an instrument for achieving social, economic, educational, scientific and technological development (Adedeji, 2010). ICT has greatly influenced the educational sector especially on teaching, learning and research. The application of Information Communication Technology (ICT) is not only emphasized in corporative business and the industrial sector, but it is an essential part of education at all levels (Allen, 2011). ICT, including computers, is generally believed to foster cooperative learning, provide more information and, through simulation, make complex learning experiences easier to understand. Therefore, the

use of ICT cannot be ignored either by teachers or by students. This sentiment is stressed by Van der Westhuizen (2004) who points out that, in relation to the use of ICT for learning, technology holds a promise of improved access to information and increased interactivity and communication between teachers and their students.

Conceptual Framework of ICT:

Information and Communication Technology (ICT) plays a vital role in the development education sector as a whole especially on teaching, learning and research. ICT encompasses the effective use of equipment and programs to access, retrieve, convert, store, organize manipulate and present data and information (Gay G, 2005). ICT and IT can be used interchangeably. Information can be seen as "idea" conceived in the human mind, while communication is the transfer of that information from the original source to the destination where it is needed with the intention to producing a change in behavior of the receiver (NCET, PO, & AA, 1995; 1998; 1999). When information and communication drifts away from the orthodox verbal and print media towards the more recent electronic media then the concept is known as ICT. Thus, Badru (2002) defined "ICT" as the science and activity of processing, storing and sending information by using computers. She further defined Communication Technology as the use of hardware and software to enhance communication. (NCET, 1995).

Use of ICT in Teaching-Learning Process:

While the impact of ICT on sectors such as banking, tourism, medicine, engineering etc. have been enormous, the uptake of ICT in education is fraught with difficulties (Oliver, 2002). Lack of funding, training among practitioners, motivation and perceived need among teachers to adopt ICT as teaching tools impede the required uptake of ICT in education (Starr, 2001). Although India's spectacular — by

the yardsticks of the country's bullock-cart economy — IT revolution is almost three decades old and has transformed the grammar of Indian industry, the impact of its spin-off ICT (information and communications technology) has been much less dramatic. Despite the buzz and hype generated by new technologies education companies and government about ICT revolutionizing Indian education, the reality in the classrooms and lecture halls of India's 1.30 million schools, 611 universities and 31,000 colleges is very different. ICT educations companies — hitherto blue-chips of the stock exchanges — are flooding the market with teaching-learning equipment such as interactive display boards, language laboratories, digital content and educational software. According to industry sources, the ICT in education market in India is estimated at Rs.285,000 crore ($50 billion) and expected to grow to Rs.570,000 crore ($100 billion) by 2014. Surprisingly even in top-ranked institutions of higher education, faculty tends to be hesitant about introducing new technologies. Rajendra Pawar, promoter-chairman of NIIT Ltd (revenue: Rs.1,576 crore in year ended March 31, 2012) — India's largest IT training company — recalls a face-off with Prof. Bakul Dholakia, former director of the country's top-ranked IIM-Ahmedabad, when the company through its NIIT Imperia Centre for Advanced Learning wanted to introduce executive management programmes via video conferencing in 2005. "When we suggested this idea to Prof. Dholakia seven years ago, he strongly resisted the proposal arguing that online teaching will not work in premier management institutes such as the IIMs. But after one year of experimentation and regular engagement with the IIM-A faculty, we jointly designed an online executive develop-ment programme for working profess-ionals which has proved very successful," recalls Pawar (Fabunmi).

It has been discovered in recent years that ICT is being canvassed by several people as being effective in improving teaching and learning. In the present information age, the issue of students' use of ICT is of crucial importance. This is so because

the use of ICT by students would enhance competence and confidence in them. However, many students still patronize traditional book materials as a source of information in our universities rather than ICT that is more efficient and reliable; hence, there is a need for the study.

Conclusion:

ICT can be useful for learners of all kinds, because of the resources available on the Internet, applications that make it possible to explore subjects and the possibilities of networking among learners and teachers.

Nevertheless despite India's ICT-in-education initiatives struggling in choppy waters, they are collectively moving in the right direction. Certainly they have awakened all stakeholders — government, private education technology companies, schools, colleges, universities, teachers and students — to the immense possibilities of digital technologies to upgrade and rejuvenate Indian education.

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Title of the Book: Quality Footprints – Sustainable Development of Higher Education Institutions

Published by SEMCOM, Vallabh Vidyanagar

Publisher: Lajja Communications

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SEMCOM IQAC Updates:

Annual Day:

College celebrated its 18th Annual Day on 16th March 2015 for which Prof. Madhan Mohan Pant, Life Skills Trainer, New Delhi, was the Chief Guest. Dr. C. L. Patel, Chairman, CharutarVidya Mandal was the President of the function and the secretaries of the trust were the other invited dignitaries. Dr. Nikhil Zaveri, Director and Principal, SEMCOM, read the annual report. It was the day on which the achievements of students in different fields were recognized and acknowledged. It was well coordinated and organized by Dr. Shubhash Joshi, Vice President, and Student's Council under the guidance of Dr. Nikhil Zaveri.

SatyaNarayan" Katha:

"SatyaNarayan" Katha was organized on 18th March 2015 at 4.00 p.m. by Dr. Shubhash Joshi, Vice President, Students' Council and the Students' Council. The reason behind the Katha was to spread happiness, peace and prosperity.

Farewell Party:

Farewell for the final year students was organized on 18th March 2015 at 6.00 p.m. at the Green Square. Dr. Nikhil Zaveri, Director and Principal addressed the gathering and blessed the outgoing students. Dr. Shubhash Joshi, Vice-President, Students' Council and the Staff Secretaries Mr. Renil Thomas and Mr. Yogesh Patel blessed the students with their prayers and wishes. Students expressed their views and talked about their experiences in colleges. They were grateful and happy for role played by the college in moulding and shaping them for their future and career.

Preliminary Examination:

Preliminary Examination was conducted from 20th March 2015 to 27th March 2015 and Dr. Waheeda Sheikh and Mr. Bhupendra Patel were the coordinators.

Book Review:

Human Development Index: An introduction

Edited by Patmanabham Nair

The book titled **Human Development Index: An introduction** is edited by Patmanabham Nair and published by ICFAI University Press in 2006. The book has 295 pages. It contains sixteen chapters which are derived from 16 research papers in the area of human development index.

The book presents human development index in its micro and macro aspects. In macro aspects the book looks at practical aspects of human development regionally, nationally and internationally especially in Latin America and Africa. In micro sense the book looks at human capital in the organizations, in government, in institutions, etc. The book is divided into 2 sections – Section I includes macro aspects and Section II presents micro aspects which is also known as human capital evaluation.

Section I is titled "Human Capital and Human Development Index: Company and Country Perspectives". Under this section 7 interesting research articles are compiled.

First chapter titled 'Aspects of Human Development: An Introduction' is the contribution by editor himself, wherein he questions the relevance and need for improvement of Human Development Index and concludes that HDI is a long term effort to determine the health of the society and regular progress. The paper presents HDI rank of top 20 countries according to 2003 values. Another table presents the summary of HDI according to major regions in the world and a chart portraying human capital productivity and stages of economic development. The paper sets a background for the rest of the book.

Second chapter is titled 'Human Capital Valuation – Pricing the Priceless' is a contribution by Shantanur Ray. It is being increasingly discussed in corporate sector that a company's value depends more on intangible areas of which human capital is one. Human capital heads the 4 driving forces of the conglomerate of structural capital, customer capital and investor capital. Using the Lev and Schwartz model for valuation of human resources the paper studies the computation of value of human capital at Infosys, TATA steel, ITC, WIPRO, RIL and Grasim etc. At the end a summary of the different models of measurement is presented in tabular form.

Third chapter is based on an article by Mishra C. S. and Swain titled 'Valuation of Human Capital: Rationally and Approaches' analyses rationale and verifies the validity of various approaches in estimating intangible assets viz human capital. They also use modern valuation models such as human capital appraisal, knowledge value indicator matrix. The authors opine that human capital valuation models can find the efficacy of selection and recruitment of employees.

Fourth chapter focuses on Human Capital Index (HCI) as an organization's greatest asset. The author presents two approaches – a unique approach and an integrated approach. The unique approach is based on the primary data collected from 405 publicly traded companies at New York Stock Exchange. The author highlights the HCI scores and presents an integrated approach for putting the HCI score in practice. The author believes that there is a significance correlation between human resources initiatives and organization success.

Chapter five is based on an article by Jennifer Arappoff titled 'Human Capital Index: Measuring your organization's greatest asset'. The study links the management of human capital with its financial performance. The article lucidly presents a correlation between human resource practices and shareholder value based on their studies conducted in the US and Canada based firms in 1999.

Chapter six is a contribution by Selim Jahan where the author focuses on HDI as an alternate measure for living standards and poverty. Value creation counts can be measured through linkages. After explaining the human development paradigm the study focuses on analytical framework of HDI and refinements in methodology of the HDI, its limitations and other measures.

Judith McNeill is the contributor of the eighth chapter related to GDP growth and human wellbeing. The chapter focuses on certain weaknesses of the standard GDP as a measure of national progress. Drawing from new ideas of Eckersley 1998 and Cobb et al 1995 the author questions the acceptance of GDP growth as a measure of human wellbeing and elaborates several negatives of GDP. Taking the case of Australian GDP and Genuine Progress Indicator a comparative picture is presented.

Section II is titled 'Human Development Index: Indian and International Initiatives' contains nine chapters. Chapters eight to twelve are contributions very much related to the Indian scenario of human development. Chapter eight is related to regional disparities in India by FarhadNoorbaksh. Analyzing the disparities across major states of India using HDI figures of 1981 and 1991 a comparative picture is presented using the coefficient of variation and Gini coefficient. The regional human development index is further looked at by using composite index, weighted composite index. It is a very good presentation of alternatives methodologies of regional disparities with elaborate appendices and data tables. Chapter ten includes the second paper of the series presenting human face of development spending across Indian states. Using the data related to 15 major states of India the study divides them into high poverty, medium poverty and least poverty categories. Indicators such as real per capita social sector expenditure, economic sector spending from in 1990-91 to 2001-02. Two models on the impact of public expenditure on social services explain the human development sensitivity.

Eleventh chapter is by PurusottamNaik enfolding the status of human development in North East India and regional disparities. Human development measurement is presented using the life expectancy index and GDP Index using data from UNDP, HD report, 2003 and Human development report of India 1981, 1991.

Chapter twelve is related to women empowerment through improvement in literacy. Vasudeva Rao has presented the impact of the role of government initiatives and constitutional amendments related to special reservation to women, school education as fundamental right, towards literacy in Indian state of Andhra Pradesh. Based on review of literature Government of India's policy for economic and social empowerment is presented elaborately.

Thirteenth chapter deals with the use of International law related to the right to satisfactory environment as a human right by Supreme Court of Israel in Adam, TevaVa-Din, a non-government organization, operating in the field of environment law. The chapter describes the background of the organization and its case, the court's judgment and the role of international law within the Israeli legal system.

Chapter fourteen presents the development of education sector in Tanzania. Authors Dyer and Kates measure the transaction costs and struggle to make aid work in education sector in Tanzania. Titled the cost of poverty…. presents the picture of primary education and good practice of government, development programs, implementing agencies etc. various costs such as transaction cost, tying cost, administrative cost, fiscal cost, along with financial flows are from 2002-03 to 2004-05 and their impact on development of primary education sector in Tanzania is explained in detail.

Chapter fifteen presents a picture of the challenges faced by Latin American countries with reference to their political reforms, people's empowerment and the advances in human development. Fernando C

and C Pinc present the implications for the achievement of the Millennium Development Goals (MDGs) of five cases of political reforms promoting participation in Latin America. State and evolution of human development in the region along with MDGs and the general perspective is analyzed in depth using the five cases of – popular participation in Bolivia, participatory budget scheme in Porto Alegre Brazil, Villa El Salvador Peru, citizen participation in civic duties in Columbia and social movements in Argentina. A summary of all the cases containing objectives, results and shortcomings in presented precisely in table.

The last chapter of the edited volume is contribution from G Agiomirgianakis et al. It elaborates the growth effects of human capital and stages of economic development. The paper uses a large panel of data from 93 countries and explains growth effects of human capital taking into account the different stages of economic development across countries. Education has significant effect on economic growth. At the back of book the index is handy in finding the related material easily.

This edited volume definitely adds to the knowledge of the reader and links the micro aspects with macro. It offers a variety of perspective on human development and a kaleidoscopic reading. The contributions by various authors vary from corporate, national and international point of view to a contrast between developing and developed countries are interesting ones. There is a variety from the general essay on human development to empirical studies.

By:

Dr. Waheeda Sheikh

Assistant Professor

SEMCOM.

Book Review:

Creative Teaching – Getting It Right

- David Starbuck

Introduction

The title of the book is**CREATIVE TEACHING – GETTING IT RIGHT**authored by David Starbuck. This was published by Continuum International Publishing Group, London, U.K. The copyright is with Learning Performance Training Ltd., London. David Starbuck is a qualified secondary school teacher and has taught in Scotland, England and Africa. He currently works part time as a secondary school teacher in Surrey. He is also Creative Director of Learning Performance, the UK's leading provider of study skills education in schools

The author has also written various books of different issues. The list is given below

- A Shaker Family Album, University of Press of New England, 02-1998

- Great Warpath, University of Press of New England, 03-1999

- Massacre at Fort William Henry, University of Press of New England, 02-2002

- Neither Plain nor Simple: New Perspective on the Canterbury Shakers, University of Press of New England, 02-2004

- Rangers and Redcoats on the Hudson: Exploring the Past on Rogers Island, The Birth of U.S. Army Rangers, University of Press of New England, 06-2004

- The Archeology of New Hampshire: Exploring 10,000 Years in the Granite State, University of Press of New England, 05-2006

- Excavating the Sutters' House: Airfacts of the British Armies in Fort Edward and Lake George, University of Press of New England, 02-1998

Description and Summary

This book can be divided into three main parts.

1. **Being Creative:** In order to be creative in classroom, a teacher needs to enter his creative states. It all comes down to knowledge and attitude. To become creative, a teacher should feel motivated, think positively, love his job and also visualize his lessons going smoothly and enjoyably. The best technique to enter the creative state is the simplest – Be Yourself. Or rather, be the best possible version of yourself you can be.

2. **The Creative Classroom:**

To make classroom creative, students need

- Knowledge of how to learn and sense of self-responsibility.
- Clear structure in their learning.
- Reasons to be interested in your subjects.
- A positive rapport with their teachers.
- Appropriate stimuli to keep the RAS1 alert
- Positive and constructive feedback.

To make classroom creative, teachers need to consider the following things

- Teacher's willingness to self-evaluate.
- Teacher's ability to develop, or change, what teachers do presently.

- Incorporating accelerated learning techniques and structures into lessons.
- Knowledge of how to teach creatively.
- Ideas to get started with.

3. **The Creative School:** The creative school can be accommodated with Maslow's Hierarchy of needs.

- Physiological Needs:
  - ➢ Breakfast Club
  - ➢ Healthy food in the canteen
  - ➢ Water in the classroom
  - ➢ Parents' cookery classes
  - ➢ Room clock

- Safety Needs:
  - ➢ Anti-bullying campaigns
  - ➢ Friendly atmosphere
  - ➢ Non-threatening teaching staff/positive behaviour management
  - ➢ Student mentoring

- Belonging Needs:
  - ➢ Students and staff feeling valued and appreciated
  - ➢ Clubs and societies
  - ➢ Sports and music
  - ➢ Proactive attempts to be inclusive
  - ➢ Self-Esteem Needs:
  - ➢ Display area for work
  - ➢ Positive criticism
  - ➢ Merit system
  - ➢ Active recognition for food work/behaviour
  - ➢ Removal of unnecessary of negative language
  - ➢ Rapid feedback of work

- Cognitive Needs:
  - ➢ Students know how to learn
  - ➢ Use of study skills
  - ➢ Use of formative assessment
  - ➢ Use of VAK2 and multiple intelligence in teaching
  - ➢ Regular revision built into the timetable/curriculum
  - ➢ Student-centered approach to teaching and learning

This book has described overall picture about how teacher can be creative, how classroom can be creative and how school can be made creative.

Critical Analysis

Most Teachers accept that learning is most effective when it is enjoyable, but they are given little about how to achieve the creative and motivating classrooms that educationalist appeal for.

This book has illustrated the examples on how one can deal with stress as it happens. There are various techniques are given to deal with stress at workplace. E.g. Breathe Properly and Counting Six. Both the strategies can be used to remove or decrease the level in stress. With that there is another method of exercise whichcan be done at home like press-ups, jogging, or even Yoga.

This book has given more focus on VAK under that research says that 29% with a visual preference, 34% with an Audio preference and 37% with a Kinesthetic preference.

This book has given examples of Quiz as a very good learning style to take at classroom. Also it has

talked about multiple intelligence and new one i.e. Naturalist Intelligence.

This book has quoted lots of real life examples to make readers understand about the particular topic. The language used in this book is very simple, to the point, and very understanding and it develops the interest to learn.

This book has given opportunities to teacher to understand students by providing checklists for improving rapport, structure and creativity to make classroom creative.

The author has associated the Maslow's need hierarchy to the creative school. This book has also given some checklists as per different hierarchical needs to make school creative.

After reading this, I really feel encouraged, enlightened and clear on bringing my own creative state, creative classroom and creative school as a whole. This gives me confidence and courage to builds my own entity (career as a teacher) more powerful and more excited.

This fascinating book creates a coherent picture of how teachers can make learning easier and more enjoyable for their pupils, including activity ideas, self-evaluation exercises and adaptable strategies for improving both classroom and whole-school ethos.

I really would like to recommend this book to all teachers from schools to colleges and also for the organizations running schools and colleges. I definitely feel that after reading this book everyone must enlightened towards their own creativity.

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Fintelligence

The New Face of Finance

It has been envisaged that with coming years, the need for finance personnel shall lessen. The rapid development of IT has removed many of the tasks which traditionally defined the finance department. Manual ledgers disappeared many years ago. Manual transaction processing is going the same way replaced by electronic commerce. Much of the traditional finance department is moving out into the business, which means that the finance director is losing much of his or her traditional domain. Finance directors can see this as an opportunity or a threat. Those that see it as an opportunity are more likely to prosper. However financial activities will always be in need and financial skills will always be in demand.

The activities below best describe how financial activities shall be re-organized in future.

[1] Operational/discrete:
Those activities which are operational and discrete can be handled by shared service centres or outsourced completely. They are neither integral part of the business nor do they have strategic importance or confer competitive advantage. Best examples are accounts payable or payroll which are often carried out by shared service centre.

[2] Operational/Integrated
Those activities which are operational but integrated such as control and cash management can remain within the organisation without residing in the finance department. In many leading organizations they have already been delegated. For example, a salesman can be trained to have a clear understanding of his contribution to the business. He is expected to focus not just on generating sales but on generating profitable sales, with responsibility for control and cash management, and he is rewarded accordingly.

[3] Strategic/integrated
Effective decision support is fundamental to an organisation's drive to maximise value: a thorough understanding of the business together with commercial acumen are essential to take effective decisions. Equally important are the appropriate skills required to understand the financial implications of the range of opportunities open to decision makers. Some leading organisations are partnering finance people with line managers. Some are moving finance people out of the finance department into line positions. As well as reorganizing finance, businesses are asking finance people to educate non-finance people.

[4] Strategic/discrete
The specialist skills such as tax planning, treasury, setting standards and accounting policies are strategic but discrete. They also cross into other disciplines such as IT and HR. Small companies have led the way in outsourcing these activities. For large organisations, the solution may be the establishment of an "advisory team" to provide multi-disciplinary advice.

The new characteristics of Finance that may evolve during coming years:

The finance strategy should be:

- aligned with the strategy for the business;
- clearly linked to the business objectives; and
- practical and measurable.

The finance structure should:

- distinguish between accountability and responsibility for finance activities;
- be integrated with the business to encourage customer focus; and
- include a central advisory team.

The professional finance staff will need:

- strong commercial acumen;
- good analytical skills;
- effective interpersonal skills;
- a consultative approach; and
- an excellent coaching ability.

The finance processes should be:

- focused on adding value;
- integrated with other business processes;
- automated where cost effective to do so; and
- efficient and effective.

The finance systems should support the change by:

- being flexible;
- using emerging technologies where appropriate;
- being integrated across the business;
- reflecting users' requirements;
- having controls embedded within them; and

- enabling rather than constraining.

The finance culture should:

- be forward looking rather than backward looking;
- appreciate value, rather than cost;
- encourage openness and the sharing of best practices; and
- encourage partnering with the business.

Although it has been argued that there will be no need for finance department in the future, this does not mean that there will be no roles for good finance professionals. Finance activities will always be needed, and financial skills will always be in demand. Possibilities for your career progression might include:

- moving to the role of Chief Operating Officer or Head of the Finance discipline;
- building your specialist and interpersonal skills to join the advisory team;
- combining your financial skills and business acumen to take on an operational role; or developing your management skills and capitalizing on your technical background to manage a shared service centre.

I believe this offers more challenging and fulfilling opportunities than the traditional finance department ever did. You will always be in demand.

The key accountabilities of finance personnel will be the same as today, even though the responsibilities will change. These accountabilities are:

- to deliver value to the shareholders in accordance with their expectations;
- to challenge business managers to generate value and monitor their success in doing so; and

- to manage financial risk and maintain financial control.

These three accountabilities are unique to the finance discipline and are not likely to change in the future. What will change is who holds the responsibility for the activities which underpin them. Traditionally, the responsibility has remained inside the finance department. In the future, the responsibility will go to other parts of the business. Without a strong financial backbone underpinning all finance activities, these accountabilities could be at risk of being forgotten. There is a key role for the finance discipline to manage this risk and to ensure alignment of all finance activities.

Reference:

Finance of the future, A Guide for Business Users, KPMG Management Consulting

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CommuniCare:

Use of Communication Techniques for Effective Management

Effective management of any organization takes wholesome of efficient use of communication techniques. It does not only focus on market communication, advertising, public relation or media talk but at the same time internal communication environment is equally important. A manager must sense through various channels the use of these techniques by the employees on different business situations.

Use of **written communication techniques** like letters, proposals, reports are indispensable part of any business while writing product manual and drafting website content is need of an hour. Company newsletter is to make stand among competitors while publishing on bulletin board is to acquaint employees. Social media presence is a must these days as if a business has no social media account then it does not exist.

Oral communication techniques like handling telephonic enquiry efficiently, giving orders, instructions and directives and warnings, convening meeting, conferences, holding seminars, conducting training program and delivering public speech on certain occasions help to get a competitive edge over others. It also makes company's culture more impressive.

Very lackadaisically used technique is **non-verbal communication technique**. Managers do not yet realize the risk of miscommunication sent across by sheer absence of this technique. Especially frontline managers and customer care staff need to be aware of this technique. Cues like dress code, timing and duration of speech, seating arrangement, voice and tome of an employee while

conversing with customers or clients etc. play important role is creating brand image of an organization.

With the advent of multimedia usage of visuals like pictures, signboards, and hoardings, flex and banners, company logo, product display and images on social media becomes crucial to mark presence in the market. While **audio –visual techniques** like radio jingle, TV commercials, and videos on social media like you tube creates different impact.

As against traditional written communication techniques **electronic communication techniques** like computer networks, fax, phones, answering machines, WebCam, Instant Messaging tools like whatsApp, video calls and video conference makes company modern and up-to-date. At the same time, because these are connected with information technology it helps organization to be in real-time.

Face-to-face communication for **formal communication** through all-staff meetings, department wide meetings and work group meetings bring corporate culture in an organization. Face-to-face communication for **informal communication** through group gathering, holding discussion and brainstorming sessions, presenting information, lunch with client or supplier is useful for better interpersonal communication among employees and stakeholders.

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MY VOICE:

Social Marketing

Social Marketing has its roots in public education campaigns aimed at social change. Social Marketing was defined by Kotler and Zaltman (1971) as 'the design , implementation and control of programmes calculated to influence the acceptability of social ideas and involving considerations of product planning, pricing, communications and market research. They referred to social marketing as simply the application of the principles and tools of marketing to achieve socially desirable goals, that is, benefit for society as a whole, rather than for profit or other organizational goals.

(Donovan, R., &
Henley, N. 6)

Social marketing goes back many years. In the 1950's, India started family planning campaigns. In the 1970s, Sweden ran social marketing campaigns to turn the country into a nation of nonsmokers and nondrinkers and the Canadian government launched campaigns to "Say no to Drugs", "Stop Smoking", and "Exercise for Health". A number of different types of organizations conduct social marketing. They include government departments, autonomous institutions supported by the government, foundations created by political parties, religious groups, business houses, international donors and other nongovernment organizations. Choosing the right goal or objective for social marketing program is vital. Should a campaign to fight air pollution focus on ride sharing or mass transit? Social marketing campaigns may have objectives related to changing people's cognitions, values, actions or behaviors.

(Kotler, Philip, et al. 630-631)

The 'product' in social marketing is often information designed to bring about attitudinal and behavioral change; less frequently do social marketers have tangible products to sell, and even where they do, the primary task is to sell the 'idea'. For example, people must first be convinced that water conservation the 'idea' is desirable and that their contribution would be meaningful before they can be persuaded to purchase water limiting attachments to their plumbing. Social marketing often asks the target group to accept a reduction in personal benefits or increase in personal costs to achieve a societal benefit from which they may or may not directly benefit. This applies particularly to corporation in areas such as packaging, land clearing and toxic waste disposal. Commercial products tend to offer instant gratification, whereas the promised benefits of many social marketing campaigns are often delayed. This especially applies to many health behaviors. Commercial marketing mostly aims at groups already positive towards the product category and its benefits, whereas social marketing is often directed towards hard-to-reach, at-risk groups that are antagonistic to change.

(Donovan, R., & Henley, N. 41)

Social marketing campaigns have utmost importance in developing country like India, where people need to be educated about benefits of child vaccination, education, literacy, no smoking, not to consume alcohol, safe driving, water and energy conservation, sanitation, cleanliness and adopting eco-friendly consumption habits to mention a few. The objective of social marketing is to benefit the society as a whole and not to work for commercial profit.

Social Marketing Organizations should evaluate program success in terms of objectives. Criteria must include incidence of adoption, speed of adoption, continuance of adoption, low cost per unit of adoption, and absence of counterproductive consequences.

(Kotler, Philip, et al. 633)

Social marketing is done for welfare of society with absence of commercial profit motive. Social marketing uses all the tools of marketing including advertising, lobbying so as to achieve social good. However the number of intermediaries is more and challenging in social marketing compared to commercial marketing. In nutshell social marketing can immensely benefit society but is more challenging than commercial marketing and requires application of marketing techniques to achieve social good, with close cooperation between marketing experts and staff within the content areas.

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ACCOUNTING AURA

I will continue to discuss green accounting (environmental accounting). In this article, I will focus on studies made on green accounting especially, Indian corporates with reference to green accounting.

G. Zanni has analyzed the problems relating to environmental protection involving a growing number of economic and social factors. The present environment requires not only innovations concerning policy instrument but also an evolution of tools such as those for environmental accounting and assessment. Similarly, another study focused on the growth in environmental accounting research and interest in the last few years (Rob Gray and KanBebbington). This study seeks to provide a review of current state of the art in environmental accounting research and illustrates the essence of the problem through the reporting of a new analysis of data from an international study of accounting, sustainability and transnational corporations. The authors conclude with a call for more explicit accounting research. Another study by Teoh and Thong (1984) investigates corporate social responsibility accounting and reporting from the point of view of a developing country. Their study was based on an interview with chief executive officers across 100 companies operating in Malaysia. Findings indicate that social reporting lags behind corporate social involvement and those corporate attentions are largely focused on activities relating to employees and products. Similarly, in another study using secondary data, Belal (2001) examines the social and environmental disclosure practices of a small number of publicly traded companies operating in Bangladesh. 30 annual corporate reports over a year were collected for analysis from companies listed on the country's stock exchange. The study reveals that, on average, 13 lines were used by the companies to make social and environmental disclosures, which represents only 0.5 per cent of the average total number of lines contained in the annual reports of sample companies. A further contribution is offered by De Villiers and Van Staden (2006) who utilize annual report content analysis to investigate the environmental disclosure practice of companies operating in South Africa. They made an analysis of more than 140 corporate annual reports over a 9 year period in order to identify the trends in environmental disclosure by South Africa companies. A further contribution by Bhate (2002) investigated the extent to which consumers of India are aware of environmental issues and it was found that Indians are most involved with environmental issues.

However, in India, very few corporations provide some information regarding environmental issues. If, as per requirement of applicable law, they have to prepare and submit information relevant to environment they have to make necessary preparation. The Environment Ministry has issued instructions in this regard to prepare environmental statement. It can be observed through their accounts that mainly the following types of information are given.

a. What type of devices installed for pollution control

b. Steps taken for energy conservation.

c. Steps taken for raw material conservation

d. Step taken for waste water and production process waste

e. Step taken for improvement of quality of product and services, process of production, etc.

A study of 80 executives of different industries was carried out by Dr. B. B. Padhan and Dr. R. K. Bal which revealed that corporate world is fully aware of the requirements of environmental reporting. They are also aware of the environmental issues. The corporate executives have also expressed their views in favour of environmental reporting by the industries. Despite their awareness and consent over environmental reporting, the result is very poor. It is so inadequate that very little information is found in the annual reports.

In the words of JondSeo Choi, research studies have examined the extent to which companies produce social information, of which environmental information would be part. A general theme that emerges from this include the following.

- The proportion of companies disclosing the extent of that disclosure is small and the quantity is low.
- There is some industries variety in disclosure over time between countries
- There is a very definite size effects in those larger companies are more likely to disclose than smaller companies.
- Very little disclosure would qualify as information under any normal criteria and very little of it indeed will contain numbers, financial or otherwise.

Environmental Reports as contained in the Directors Report of three Indian companies are as under.

- Asian Paints (India) ltd, (1993-94): Samples of treated effluents are periodically checked for compliance with standards.
- Good lass Nerolac Paints Limited (1993-94): The Company regularly monitors measures in force in accordance with the Pollution Control Act for the protection of environment and for ensuring industrial safety.
- Maruti Udyog Limited (1993-94): Modification of the existing effluent treatment plant was undertaken to take care of additional effluents generated due to capacity expansion.

It was also revealed that most of the companies disclose the environment information in descriptive manner rather than to financial type i.e., no account is made for the degradation of natural capital when calculating corporate profits.

Like this, many studies have been undertaken and completed in the past by the researchers. However not much work focused on the evaluation of Environmental Accounting Practices by Indian Companies has taken place.

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