

Social Networking Sites : A Global Ground for Youth to connect with the World or a Deep Well



Ruchi Sachdev

Asst. Professor
M.Tech (IT), MCA, M.Sc.
(Physics),
Microsoft.Net Certification
College of Management Studies,
Kanpur



Amit Sengar

Asst. Professor
MCA,B.Sc(Maths),hp .Net
Certification
College of Management Studies,
Kanpur

Abstract

This paper is focused to find out the answer whether the social networking sites are boon or bane for today's society. No doubt these Social Networking sites (SNS) provides employment, marketing, personal growth, sharing of information but the most prevalent danger through often involves online predators or individuals. These Social Networking Site (SNS) has great impact on youth of India. One can easily see the entry gate of these social networking sites but it is unable to find exit for these Social Networking sites (SNS). One side these sites provide to communicate with our dear ones on the other side it creates platform for many cyber crimes. Everyone should be understood that The SNS is a "child of" computing "by computing" but for the society. So we focused on the fact that how Social Networking sites (SNS) are implementing and used in an effective manner that is also beneficial for Indian society and what are the role of Indian youth. In this paper we focused on the positive as well as negative impact of these social networking sites on the Indian youth and what are the ethical responsibilities of the users of these sites.

Keywords-SNS(Social networking sites),internet,WI-FI, Telecommunication, IEEE standards, online ownership, online credibility.

Introduction

1: Evaluation of Social Networking Sites:

Boyd and Ellison (2007) define SNSs as: "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system"

Social networking sites have quickly become one of the most popular means of online communication. Users can quickly share photos, videos, and communicate to connections via a social networking site. Unlike most web pages, which are organized by content, *Social Networking sites* (SNS)'s are organized by user interest within minutes users can sign up and share thoughts, pictures, and videos with their connections (friends, family, co-workers, etc.) based on shared interests. Social network sites are based around Profiles, a form of individual (or, less frequently, group) home page, which offers a description of each member. In addition to text, images, and video created by the member, the social network site profile also contains comments from other members, and a public list of the people that one identifies as Friends within the network.

2: Popularity and Size of Social Networking Sites:

The popularity and size of the social networking sites are increased day by day by the recent collected report of Alexa.com that is an official website of measuring the traffic intensity of *Social Networking sites* (SNS) the following figures are find-

Website	URL	Number of Users	Ranking in Global Top Sites
Face book	http://www.facebook.com/	400,000,000	#2
Twitter	http://twitter.com/	75,000,000	#12
MySpace	http://www.myspace.com/	153,000,000	#17
LinkedIn	http://www.linkedin.com/	30,000,000	#29
Flicker	http://www.flickr.com/	32,000,000	#34
Vkontakte	http://vk.com/	63,000,000	#39

Finally, statistics such as the following which are available from Face book as of February 2011 were also an attraction to the author:

- Over 50% of its 400 million active users log on to Face book in any given day.
- More than 5 billion pieces of content (web links, news stories, blog posts, notes, photo albums, etc.) Shared each week.
- More than 20 million people become fans of Pages each day.

This would suggest that users of SNSs can range from young people attending secondary school, college and university, and right up to adults. It is common for SNSs to have a minimum age requirement such as Face book that advice users must be at least 13 years of age to create an account and become a member. The majority of SNSs researched such as Face book, MySpace, Twitter and others extended their services beyond creating profiles and connecting with friends, and have created a platform to allow third party developers to build their own applications and services to be linked to a user profile. So the popularity and size of social networking sites are increasing day by day in very vast manner.

3: Characteristics of Social Networking Sites

The basic characteristics of social networking sites can be explained with the help of following table-

Table 2: Features of social networking sites

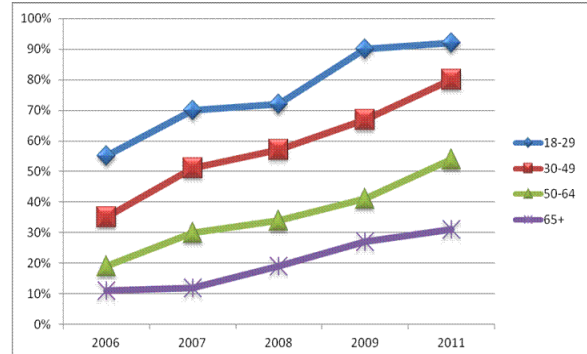
Features	Description
Externalization of data	The externalization of networks is possibly one of the first times online users have been able to view their own online social networks, and share them with friends and the general public. Some SNS also support applications which allow users to describe the relation between themselves and other members.
New ways for community formation	Though notions of virtual communities have existed since the beginning of online applications, SNS support new ways for people to connect between themselves. Users of these sites may choose to communicate through various digital objects, such as tags and in-built applications within the SNS, such as the 'visual shelf' application in Face book. Users may join a community of book readers; connecting through books they have liked.
Bottom-up activities	SNS provide the ideal platforms through which users with similar values and interests can come together to collaborate effectively and cheaply. For instance, doctors can share and double check rare medical cases on health SNS such as Within3, or activists can organize a protest through sites like Care2.
Ease of use	A major attribute of SNS' popularity is their simplicity. Anyone with basic internet skills can create and manage an online SNS presence. Prior to SNS, users gained an online presence by having a personal homepage. The drawbacks were that these homepages are not easy to create and development and hosting of the site often incur costs. In contrast, SNS are free of charge and open for anyone to join. Most of them require registration, while others limit membership through an invitation from members who are already members of the site.
Reorganization of Internet geography	SNS support new points of entry to the internet: people's personal worlds. Until recently, people spoke of the internet in metaphors of places (cities, addresses, and homepages).

Taking all these characteristics together, we can observe significant changes in how users network and operate their social contacts according to different social environments. In particular, SNS seem to be influencing and shaping the way we communicate between ourselves and how we manage our social contacts.

4: Social Networking Sites in the Indian Context

During the last ten years, social networks have evolved from simple communication hubs to veritable agents of change; galvanizing thousands of people over political discourse, creating and changing industries, and all in all, transforming people's lives. A social networking site is a social structure comprised of individuals that are connected through a relationship, whether that is friendship, common interest, financial exchange, family, sexual relationship, religious belief or any other form of interdependent relationship. Now the youth of India faced the "Surprising Power of Our Social Networking sites" so the role of these social networking sites becomes more complicated because it has great impact on the life, career and other aspects of the youth [1]. The social networking sites and social media has revolutionized the world, bringing us closer than ever before, making life easier than it ever was. We can exploit this and use it for a better life, a better tomorrow. It should be used to connect, stay in touch easily, share views and not waste time on. The populations of India that using these SNS can be understand by following graph-

Graph 1: Population using Social Networking sites by age group¹



So it is important that these social networking sites must know their role and responsibilities towards the users, society and country. The role of these SNS can be summarized in following important points-

- New opportunities tend to be associated with new risks. The India's Home Office (2010) identifies a series of risks to children's safety associated with social networking - bullying, harassment, and exposure to harmful content, theft of personal information, sexual grooming, violent behavior, encouragement to self-harm and racist attacks. So the SNS focus to minimize these types of illegal and harmful activities.

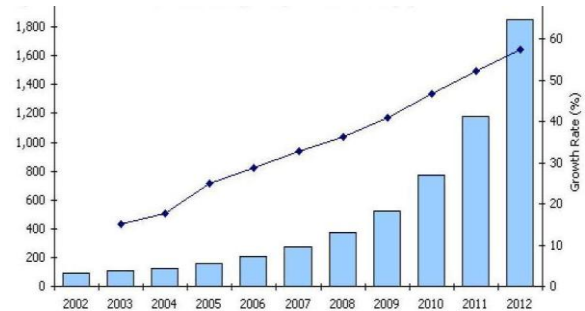
¹ Alexa.com Information Technology Report (2012), Alexa University Press, pp. 48-49

- Children and youth worldwide have adopted social networking sites enthusiastically and the personal information of those users becomes public and available for a series of third party applications it so the role of SNS becomes more crucial in maintain security.
- Every few years, governments, the public and even technology providers are taken aback by the unexpected take up among young people of yet another innovation - email, chat rooms, texting, instant messaging, blogging and, rec²ently, social networking sites. Public policy aspirations quickly capitalize on these youthful enth³usiasms, seeking to revitalize agendas of informal education, health and lifestyle advice, and civic participation. So SNS have to make strong policies so the youth can use these sites in a beneficial way not as a destructive way.

Some 93% of teens in India use the internet, and more of them than ever are treating it as a venue for social interaction – a place where they can share creations, tell stories, and interact with others. We focused our attention in this research on social network sites because we wanted to understand the types of experiences teens are having there and how they are addressing negative behavior when they see it or experience it. As they navigate challenging social interactions online, who is influencing their sense of what it means to be a good or bad “digital citizen”? How often do they intervene to stand up for others? How often do they join in the mean behavior? So the role and responsibilities of social networking sites are also towards the teenagers. Social networking sites have morphed into a mainstream medium for teens and adults. These sites encourage and enable people to exchange information about themselves, share pictures and videos, and use blogs and private messaging to communicate with friends, others who share interests, and sometimes even the world-at-large. And that’s why it’s important to be aware of the possible pitfalls that come with networking online. Some social networking sites attract pre-teens — even kids as young as 5 or 6. These younger-focused sites don’t allow the same kinds of communication that teens and adults have, but there are still things that parents can do to help young kids socialize safely online. The Children’s Online Privacy Protection Act (COPPA) requires websites to obtain parental consent before collecting, using, or disclosing personal information from children under age 13. In considering the disadvantages, respondents identified a number of negative aspects of online social networking including:

1. the time-consuming nature of online social networking sites, Indian youth admitting that they waste a lot of time on these sites.
2. concern about access to personal information by others, with almost half of the youth worried that “non friends may see their personal information.
3. Concern that information posted may be used against them.

The waste timing percentage of Indian youth on Social networking sites can be explained with the following graph-¹



The negative effects of a new technology are never fully visible in the initial stages due the hype and excitement involved. However with time we observe the more time we spend online the more connected we get hence the urge to not miss out on anything this induces an invisible layer of stress and pressure on the individuals. The very fabric of our societies is now beginning to take a new shape.

1. **Social networking websites are causing alarming changes in the brains of young users, an eminent scientist has warned. Sites such as Face book, Twitter and Bebo are said to shorten attention spans, encourage instant gratification and make young people more self-centered.**
2. My fear is that these technologies are infantilizing the brain into the state of small children who are attracted by buzzing noises and bright lights, which have a small attention Span and who live for the moment.
3. A 2010 Case Western Reserve School of Medicine [study](#) showed hyper-networking (more than three hours on social networks per day) and hyper texting (more than 120 text messages per day) correlated with unhealthy behaviors in teens, including drinking, smoking and sexual activity. Hyper-networking was also associated with depression, substance abuse, poor sleep patterns, suicide and poor academic performance ^[14].
4. While the above studies show actual correlations between social networking and negative consequences, others argue that many other negative consequences may exist that have not yet been studied. Some of the harmful effects people suggest social networking has that have not yet yielded conclusive study results include:
 - Encouraging poor grammar, usage, and spelling
 - Allowing the spread of misinformation that may be perceived as fact even in light of evidence to the contrary.
 - Exposing children to online predators
 - Creating a culture in which a single mistake such as a racy picture or poorly thought-out comment can cause irreparable harm to your reputation

¹ Consumer Reports (2012). Social insecurity and social networking sites. pp. 48-49

- Decreasing productivity as workers habitually check social networking sites while they should be working.
 - Providing information that increases the risk of identity theft.
- 5. Positive Impact of Social Networking Sites:** Social networking isn't for everyone, but it's now such a massive part of all our lives, whether we embrace or reject the notion, that it can no longer be ignored. But are social networking sites such as Face book, Twitter, and Google+ a force for good or evil? As with most questions there are multiple angles to approach this quandary from. Having already looked at the negative impact of social networking sites on society, I thought it only fair to redress the balance. Every ying has its yang, after all. Using the previous article as a loose template it's clear to see that what some people would conceive as negatives can also be positives. I guess there are no hard and fast rules when it comes to the effect social networks are having on us all in this day and age. It has never been easier to make friends than it is right now, mainly thanks to social networking sites. Just a few decades ago it was pretty tough to connect with people, unless you were the overly outgoing type able to make conversation with anyone at a party. The rise of mobile phones helped change this, connecting people in a new way, but then social networks sprang up and the whole idea of friendship changed once more and forever. It's entirely possible to have hundreds of friends on Face book. They may not be friends you know on a personal level and spend time with in the real world on a weekly basis. But they're friends nevertheless ^[7]. There are several people I consider friends who I have never met – indeed, I may never meet them – but that doesn't lessen the connection we have thanks to social networks. Other major positive impacts are given as-
- A. Speedy Communication:** Our time is being stretched thinner and thinner by work and family commitments, but social networking sites offer a chance to communicate in a speedy and efficient manner. Writing an update for Twitter takes all of 20 seconds and with cross-posting over other social networks switched on, that update reaches everyone you want it to reach (and probably more besides) in an instant^[18]. Social networking sites allow you to live a life unhindered by small talk.
- B. In Touch with the world:** It isn't just your inner circle of close friends and even closer family members that social networking sites allow you to communicate with easily and effectively, either. They open the world up to you, making it a smaller place than it has ever been before. So much so that I actually haven't a clue where many of my contacts reside. When it comes to social networks everyone is equal, regardless of location.
- Family living abroad can be kept abreast of the latest happenings in your world as quickly as those living next door. Friends who you haven't seen since school, and who have since moved away, are able to keep in touch. Location-based services such as Foursquare and Gowalla emphasize your location but social networking as a whole means it has become a lot less important. Social networking sites have made the world a smaller place.
- C. Building Relationships:** There is no doubting that social networking sites can lead to the breaking up

of relationships. But there is another side to the tale, which is that people are moving onto other, perhaps better, relationships at the same time. Social networks can put you (back) in touch with those you have lots in common with, and that common ground is often the starting point for long-lasting relationships.

9. Health Related Issues

Wireless communications systems transmit and receive waves in the radio frequency (RF) part of the electromagnetic spectrum (WIRC 2004), and mainstream cell phones function anywhere from 800 MHz to 1.9 GHz (Foster 2000). It's safe to say that most other wireless communications systems operate in nearby frequency bands. The electromagnetic spectrum and indicates where different appliances and machines stand in comparison to wireless phones. In terms of energy transmittance, wireless appliances fall somewhere in between microwave ovens and television sets and into a region of the spectrum known as the non-ionizing frequency range.

Ionization is a process by which electrons are stripped from atoms and molecules, producing molecular changes that can effectuate biological tissue and DNA damage (FCC 2004). Non-ionizing energy is not strong enough to pull electrons from atoms and molecules; however, it is still capable of impairing genetic material and doing further damage. Dr. Herman Schwan of the University of Pennsylvania conducted tests on animals in the 1950s to demonstrate that non-ionizing energy, like microwaves and radio waves, does its damage by heating rather than ionizing biological tissue and the effects of heating are not to be underestimated though – cellular physiology is altered and there is a breakdown in the processes that serve to provide nutrients to cells and control cellular functions when tissue is heated. In other words, heating can cause mutations, harm to the immune system, and, like ionization, damage to biological tissue. Furthermore, evidence has suggested that low levels of non-ionizing radiation too weak to heat cells can yield non-thermal effects such as triggering the body's stress-response mechanism, in turn increasing the chance of heart attacks, strokes, and cancer by way of chronic stress.

Conclusion

No doubt that SNS has great impact on the Indian youth it has lot of challenges which we have to face .There are many questions arise when we think about the impact of these social networking sites that What does it mean to manage online privacy in an ethical manner? How do online spaces facilitate and undermine ethical thinking about privacy? How much personal information is reasonable to share online? Young people who share personal experiences online taking steps to protect their own and others' identities, and are these steps sufficient? Is it reasonable for young people to expect a certain measure of privacy when it comes to their online lives? Who is at fault when an unintended audience can read a young person's revealing blog or MySpace page? So we should focus on the ethical use of these SNS so that it serves our society in a right way and the youth can play an important role because SNS is a boob and curse both for the Indian society .In one hand it provides away to connect our dear ones on the other side it gives a platform that become danger for Indian heritage and culture.

References

1. Consumer Reports (2010). Social insecurity: What millions of online users don't know can hurt them.

- Retrieved July 14, 2012 from <http://www.consumerreports.org/cro/magazinearchive/2010/june/electronics-computers/social-insecurity/overview/index.html>.
2. Adamic, L. A., Büyükkökten, O., & Adar, E. (2003). A social network caught in the Web. First Monday. Retrieved June 30, 2012 from http://www.firstmonday.org/issues/issue8_6/adamic/index.html.
 3. Ybarra, M. L. & Mitchell, K. J. (2008). How Risky Are Social Networking Sites? A Comparison of Places Online Where Youth Sexual Solicitation and Harassment Occurs. *Pediatrics*, pp 350-357.
 4. Boyd, d. & Ellison, N.(2007). Social Network Sites: Definition, History, and Scope. *Mediated Communication*, PP-73-89.
 5. Nie, N. H. & Hillygus, D. S. (2002). The impact of internet use on sociability: Time-diary findings. *IT & Society*, pp 1 - 20.
 6. Bender off, E. 2007. "Cheating a Real Problem in youth's Virtual World" *Chicago Tribune*. Retrieved February 1, 2012, from <http://www.chicagotribun/e.com/business/chi-0703080167mar08,0,4256114story? Cull=chi-bizfont-hedindex.html>.
 7. Acquisti, A., & Gross, E. F. (2006): Imagined Communities Awareness, Information Sharing, and Privacy on the Face book. *IEEE Communication Magazine*, Vol.36, pp 10-15.
 8. CEOP. (2006). Understanding Online Social Network Services and Risks to Youth: Stakeholder perspectives. London: Child Exploitation and Online Protection Centre.vol 34, pp-23-29.
 9. Livingstone, S. & Helsper, E. J. (2009). Balancing Opportunities and Risks in Teenagers' Use of the Internet: The Role of Online Skills and Family Context. *New Media & Society*, pp 37-44.

Growth and Development of Indian Cement Industry



Dharma Veer

Assistant Professor
Department of Commerce
Govt. P.G.College, Harakh
Barabanki, U.P.
E mail: dvsgunja@gmail.com



Jeetendra Pratap Singh

Research Scholar
Commerce
Dr.R.M.L.Avadh University
Faizabad, U.P.
Mail: singhjeetendra87@gmail.com

Abstract

Cement is an essential component of infrastructure development and most important input of construction industry, particularly in the government's infrastructure and housing programmes, which are necessary for the country's socio-economic growth and development. It is also the second most consumed material on the planet. The Indian cement industry is the second largest producer of cement in the world just behind China, but ahead of the United States and Japan. It is consented to be a core sector accounting for approximately 1.3% of GDP and employing over 0.14 million people. Also the industry is a significant contributor to the revenue collected by both the central and state governments through excise and sales tax.






Introduction

The cement industry presents one of the most energy-intensive sectors within the Indian economy and is therefore of particular interest in the context of both local and global environmental discussions. Increases in productivity through the adoption of more efficient and cleaner technologies in the manufacturing sector will be effective in merging economic, environmental, and social development objectives. A historical examination of productivity growth in India's industries embedded into a broader analysis of structural composition and policy changes will help identify potential future development strategies that lead towards a more sustainable development path.

Cement Industry in India is on a roll at the moment. Driven by a booming real estate sector, global demand and increased activity in infrastructure development such as state and national highways, the cement industry has witnessed tremendous growth. Production capacity has gone up and top cement companies of the world are vying to enter the Indian market, thereby sparking off a spate of mergers and acquisitions. India, the world's second largest producer of cement, the recent boom in infrastructure and the housing market has only boosted its cement industry. Add to that an increasing global demand and a flurry of activity in infrastructure projects – highways roads, bridges, ports and houses – has sparked off a spate of mergers and acquisitions in the sector.

India is the second largest producer of cement on the globe after China. In total, India manufactures 251.2 Million Tons of cement per year. The cement industry in India has received a great impetus from a number of infrastructure projects taken up by the Government of India like road networks and housing facilities. While the Indian cement industry enjoys a phenomenal phase of growth, experts reveal that it is poised towards a highly prosperous future over the very recent years. Estimates state that the production in the sector will touch 262.61 MT in FY12. The cement industry in the subcontinent is dominated by around 20 companies. These major players alone account for about 70 percent of the total volume of cement produced in India. In the year 2009 alone, the Indian cement industry manufactured a total volume of 231 MT.

World Cement production in 2011

Rank	Country/Region	mil Tonnes
1	 People's Republic of China	2,000
2	 India	210
3	 Iran	72
4	 United States	68.4
5	 Turkey	64

Prior to Independence

The first endeavor to manufacture cement dates back to 1889 when a Calcutta based company endeavored to manufacture cement from Argillaceous (kankar). But the first endeavor to manufacture cement in an organized way commenced in Madras. South India Industries Limited began manufacture of Portland cement in 1904. But the effort did not succeed and the company had to halt production. Finally it was in 1914 that the first licensed cement manufacturing unit was set up by India Cement Company Ltd at Porbandar, Gujarat with an available capacity of 10,000 tons and production of 1000 installed.

- It was in 1914, that the first commissioned cement-manufacturing unit in India was set up by India Cement Company Limited at Porbandar, Gujarat with an installed capacity of 10,000 tonnes and production of 1000 tonnes.
- The problem of supply outstripping demand was significant in early period of the industry. This led to a price war between the producers forcing many to sell below its production cost and also many into liquidation.
- Then the government of India intervened into the market and referred the cement industry to the Tariff Board. The board recommended protection by government and cooperation among existing cement units.
- These events resulted in formation of Indian Cement Manufacturers' Association in 1925 (the price regulator).
- In 1927, Concrete Association of India was formed whose two main objectives were to educate public about the use of cement and to play an active role in popularizing Indian cement.
- This was followed by the formation of Cement Marketing Company of India Limited in 1930 to promote and control the sale and distribution of cement at regulated prices.
- After all these initiatives, the sales increased along with the increase in the number of plants.
- In 1936, eleven companies, except Sone Valley Portland Cement Company Limited, merged to form Associated Cement Company Limited (ACC).
- In 1937, Dalmiya Jain Group set up five factories with installed capacity of 575000 tonnes and ACC added four more plants.
- The price and distribution control system on cement, implemented in 1956, aimed at ensuring fair prices to producers and consumers all over the country. Although due to slow growth in capacity expansion and rising cost in the industry, the government had to increase the fixed price several times.
- Growth was low due to inadequate retention price and lack of adequate financial resources to the existing companies.

It is considered as one of the core infrastructure industries. It is the second largest producer of cement in the world just behind China, with industry capacity of over 200 million tonnes. It is consented to be a core sector accounting for approximately 1.3% of GDP and employing over 0.14 million people. Also the industry is significant contributor to the revenue collected by both the central and state governments through excise and sales taxes. The First World War gave the impetus to the cement industry still in

its initial stages. The following decade saw tremendous progress in terms of manufacturing units, installed capacity and production. This phase is also referred to as the Nascent Stage of Indian Cement Industry.

During the earlier years, production of cement exceeded the demand. Society had a biased opinion against the cement manufactured in India, which further led to reduction in demand. The government intervened by giving protection to the industry and by encouraging cooperation among the manufacturers.

In 1927, the Concrete Association of India was formed with the twin goals of creating a positive awareness among the public of the utility of cement and to propagate cement consumption.

After Independence

The growth rate of cement was slow around the period after independence due to various factors like low prices, slow growth in additional capacity and rising cost. The government intervened several times to boost the industry, by increasing prices and providing financial incentives. But it had little impact on the industry. In 1956, the price and distribution control system was set up to ensure fair prices for both the manufacturers and consumers across the country and to reduce regional imbalances and reach self sufficiency.

Period of Restriction (1969-1982)

- The cement industry in India was severely restrained by the government during this period. Government hold over the industry was through both direct and indirect means. Government intervened directly by exercising authority over production, capacity and distribution of cement and it intervened indirectly through price control.
- In 1977 the government authorized higher prices for cement manufactured by new units or through capacity increase in existing units. But still the growth rate was below par.
- In 1979 the government introduced a three tier price system. Prices were different for cement produced in low, medium and high cost plants. However the price control did not have the desired effect. Rise in input cost, reduced profit margins meant the manufacturers could not allocate funds for increase in capacity. Direct control by government over production, capacity and distribution of cement.
- Indirect intervention took the form of price control.
- Due to maintained slow development, the uniform price imposed by the government was substituted by a three-tier price system in 1979. Different prices were assigned to cement produced in low, medium and high cost plants.
- Thus, controlled price did not reflect the true economic cost and profit margins reduced increasingly, preventing essential investments in capacity and production expansion.
- However, the system resulted in artificial shortages, extensive black marketing and corruption in the civil supply departments of the government.
- The system of price control was accompanied by a policy of freight pooling. The price control fixed a uniform price according to estimated production costs at which cement was required to be sold all over the country. This price contained a freight component that was averaged over the country as a whole*.

- It implied that producers had no incentive in locating production, such that transportation costs of cement would be minimized.
- As a result of non-optimal location of industries, average costs of production as well as demand for scarce railway capacity for transportation increased.

Partial Control (1982-1989)

- To give impetus to the cement industry, the Government of India introduced a quota system in 1982. A quota of 66.60% was imposed for sales to Government and small real estate developers.
- For new units and sick units a lower quota at 50% was affected. The remaining 33.40% was allowed to be sold in the open market.
- A ceiling price was set for sales in the open market.
- Freight pooling no longer covered non-levy cement.
- To sustain an accelerating course, the government in 1988 subsequently introduced the levy quota as low as 30% for units established before 1982 and the retention price had increased substantially.
- In 1987, the Cement Manufacturers' Association and the government decided that there was no further necessity for a maximum price ceiling.

These changes had a desired effect on the industry. Profitability of the manufacturers increased substantially, but the rising input cost was a cause for concern.

After Liberalization

- In 1989 the cement industry was given complete freedom, to gear it up to meet the challenges of free market. In 1989, all price and distribution controls on sale of cement were withdrawn.
- Freight pooling was abandoned and a subsidy scheme to ensure availability of cement at reasonable prices in remote and hilly regions of the country was worked out.
- De-licensing under the policy of economic liberalization was done in 1991.
- Growth was seen from 91 plants and 43 million tonnes of production in 1989-90 boosting to 132 plants and 161.66 million tonnes production in 2006-07.
- Total capacity utilization for the industry has also increased from 78% to 91% during the same period.

This resulted in an accelerated growth for the industry and availability of state of the art technology for modernization. Most of the major players invested heavily for capacity expansion.

Against India's GDP growth of 7%, the experts have estimated the cement sector to grow by 9 to 10 % in the current financial year. Major Indian cement manufacturers and exporters have all made huge investments in the last few months to increase their production capability. This heralds an optimistic outlook for cement industry. The housing sector in India accounts for 50 % of the cement's demand. And the demand is expected to continue. With the constant effort made by cement manufacturers and exporters, India has become the second largest cement producer in the world. Madras Cement Ltd., Associated Cement Company Ltd (ACC), Ambuja Cements Ltd, Grasim Industries Ltd, and J.K Cement Ltd. are among few renowned names of the major Indian cement companies.

Top 10 cement companies in India (2011)

1.	ACC Limited
2.	Ambuja Cements Limited
3.	UltraTech Cement Limited
4.	India Cement Limited
5.	Shree Cement Limited
6.	Rain Cement Limited
7.	Prism Cement Limited
8.	Madras Cement Limited
9.	Birla Cement Limited
10.	JK Cement Limited

The cement industry has continued its growth trajectory over the past seven years. Domestic cement demand has surpassed the economic growth rate of the country for the past couple of years. The growth rate of cement demand over the past five years at 8.37 % was higher than the rate of growth of supply at 4.84% as also the rate of growth of capacity addition during the same period. Demand for cement in the country is expected to continue its buoyant ride on the back of robust economic growth and infrastructure development in the country.

To maximize the opportunity available in the form of global markets, the industry laid greater focus on exports. The role of the government has been extremely crucial in the growth of the industry.

Cement industry in India is currently going through a consolidation phase. Some examples of consolidation in the Indian cement industry are: Gujarat Ambuja taking a stake of 14 per cent in ACC, and taking over DLF Cements and Mode Cement; ACC taking over IDCOL; India Cement taking over Raasi Cement and Sri Vishnu Cement; and Grasim's acquisition of the cement business of L&T, Indian Rayon's cement division, and Sri Digvijay Cements.

Domestic demand is one of the chief reasons for the rapid growth of cement manufacturing in India. One can say that the domestic demand for the commodity has in fact clearly overtaken the rate of economic growth in the country. It is estimated that the consumption of cement in the country is bound to rise more than 22% within the next two years. In terms of cement consumption, Maharashtra State leads the list with 12.18%, followed by Uttar Pradesh, whereas in terms of production, the State of Andhra Pradesh leads the table reporting 14.72% of production. The second place in the manufacturing is bagged by Rajasthan.

The cement manufacturing units are also motivated to take up their production rate owing to the rapidly increasing demand in the market. Most encouragingly, the cement companies witnessed a net profit growth rate of 85%. This huge success has further encouraged the firms in India to account for about 8% of India's economic development. Some of the regions where major clusters of cement industries located in India are Satna (Madhya Pradesh), Yerranguntla (Andhra Pradesh), Chandrapur (Maharashtra), Bilaspur (Chattisgarh), Gulbarga (Karnataka), Nalgonda (Andhra Pradesh), and Chandoria (Rajasthan).

References

1. A K Agarwal - **Cement** Industry in India
2. Burange and Shruti Yamini - "Performance of Indian Cement Industry: The Competitive Landscape", L.G., April 2008
3. Chakravarty, Seshardri M., 1989: *Indian Cement Industry – From Control to Decontrol*, Bombay, Wadhwa Publications.
4. Chandak, Shobhit. "Report on cement industry in India". (July 2011).
5. Cement Industry – D.K.Mittal(2010)

Operational Aspects of Rajasthan Tourism Development Corporation: A Case Study



Bajrang Lal Bagaria,
Lecturer,
Career College,
Churu, Pin 331001 (Rajasthan)
drphdb@gmail.com

Laxmi Narayan Arya
Senior Faculty Member,
Commerce
Govt. Lohia P.G. College
Churu, Pin 331001 (Rajasthan)
drlnaryachuru@yahoo.com

Abstract

This research paper discusses the operational aspects of Rajasthan Tourism Development Corporation evaluating its main objective to promote tourism in Rajasthan. Mostly RTDC hotels bear loss in past years. RTDC hotels had been in very bad shape in recent years with the government being blamed of ignoring them to let their profit fall as a ploy to sell them off to private sector. RTDC hotels and motels are recently renovated and upgraded to provide better facilities and services to the guests. New furnishings, furniture, linen, etc. are introduced. The hotels and motels are standardized for categorization in three to one three star and heritage category. Available facilities are such as bars, travel counters, shopping galleries, indoor and outdoor games for children and city sightseeing tours make the stay in RTDC hotel a complete experience. As a diversified activity, RTDC is a license holder of wholesale beer. The Corporation has run Beer shops in the state until 2004. The objectives of beer trade were generating profits for the Corporation.

Key Words: Rajasthan Tourism Development Corporation, Tourism

Introduction

Inclusiveness is The Rajasthan Tourism Development Corporation incorporated on 24 November 1978 having name **Rajasthan Paryatan Vikash Nigam Limited** that was changed on 8 Sep. 2000. The Corporation was incorporated under the Indian Companies Act 1956. At the time of inception, the Corporation inherited twenty units from the Department of Tourism. Over the last thirty-five years, the Corporation has increased its capacity. Now, the Corporation is having a well-managed dynamic team. Each member of the corporation is committed for the development and progression of tourism in Rajasthan. The quality of the services that are offered by the corporation is flourishing day by day. The "Culture of Customer Service" is an excellent one in the travel corporation. In fact, exceptional customer service is also a reason of the success and rapid growth of the corporation. The Corporation was incorporated as a wholly owned Government Corporation with the main objectives to carry on business of hotels, restaurants etc., to establish and manage transport units, and to attract tourists both Indian and foreign. Pursuant to its objectives, the activities of the Corporation are as under:

1. Establishment, development and execution of projects and schemes to accelerate development of tourism in the State
2. Acquisition, construction, and running of hotels, restaurants, cafeterias motels, etc., for providing boarding and lodging facilities to the tourists
3. Organizing cultural activities and festivals
4. Acquiring, maintaining, and developing places of tourist interest.
5. Organizing package tours and rendering facilities for transportation, entertainment, shopping, etc.
6. Providing, distributing, and selling publicity materials for tourists.
7. Providing accommodation, sightseeing, catering on Palace on Wheels, Heritage on Wheels, and newly launched Royal Rajasthan on Wheels - tourist trains run in joint venture with Indian Railways.

RTDC gives the opportunity to experience the charm of the most exotic destination of Rajasthan in most refined lodging and cuisine at budgeted price.

Objectives of the Study

The primary objective of this study is to examine operational aspects of Rajasthan Tourism Development Corporation in promotion tourism in Rajasthan.

Methodology

The study is based on secondary data. Secondary sources include published and unpublished sources. Published sources are newspapers, reports of WTO, ITDC, and official publications of national and international tourism bodies including Central and State Governments. Unpublished sources viz., the records maintained by the Government and private hotels, studies undertaken by research

institutions, scholars, executives, and economists have served the purpose. The research has been based on a large number of information's sources. The inputs for the research collected from secondary information sources. The secondary data research aims firstly at defining the terms related to the research and secondly exposes the different points of view of experts about tourism.

Administrative officers of RTDC and Department of Tourism, Rajasthan were interacted to collect detailed information pertaining to research work. Secondary data were collected from sources like in house database: available published material and reports from the Department of Tourism, Rajasthan, Ministry of Tourism, India & other Government departments, agencies, associations, and internet search. We had to depend upon the secondary sources of data. The findings drawn out of this study are the obvious outcomes of the data and information collected from the study area.

Research Analysis and Results

Operational Aspects of RTDC

The main motto of RTDC is to accelerate tourism in the state. It is promoting so many executed project and scheme, which facilitate nice tourism in Rajasthan. The corporation maintains and constructs ruined buildings especially the tourist's bungalows, cafeterias, restaurants, bars, and so on. The Corporation organizes various tour packages and festivals tours for the tourists. RTDC delivers important touring information by web portal and literature to the tourists. Such facilities help to get the information on various touring places according to the choice of the tourists.

The RTDC provides Railway service in collaboration with the Indian Railways to give the tourists a true experience of traveling in India. The tourists can experience nice travel in luxury coaches of the train. The Corporation also affords convenient booking facilities in its various offices all over the country. Tourists can avail the best booking service through the web portal and reliable agents, which have spread throughout the country. Global flows of people, money, technology, and even ideologies are diverse and complex. The Rajasthan Tourism Development Corporation plays major role in dominating these flows and pose challenges for local players.

The Corporation's main objectives are to establish, develop, and execute project and scheme that facilitate and accelerate tourism to the state. It also acquires, constructs, and maintains tourist bungalows, restaurants, cafeterias, motels, and bars to make facilities available to the tourists. To enhance tourist experience, the Corporation also organizes package tours, fairs and festivals, entertainment, shopping, and even transport. It also develops places of tourist interest and gives important tourist information by way literature and web portal. The RTDC has booking offices in the country. It offers bookings through its wide network of agent throughout the world and through web portal www.rajasthantourism.gov.in. This facility not only saves last minute hassle but also the inconvenience that a tourist may experience due to shortage of accommodation due to tourist rush.

Hospitality promotes brother-hood and holds a special significance for bringing people closer; love and kindness flows out of it. Traditional Hospitality is a living aspect of our culture, which is appreciated also by the foreign tourists. Hospitality binds people together in bonds

of love; it increases the circles of friendship and makes the atmosphere glowing with human warmth. Man is a social animal and hospitality is an intimate aspect of social intercourse in which Indians excel.

The percentages of bed occupancy and room occupancy in RTDC units are given in Table 3.1 and 3.2 respectively during 2001 to 2010. It is perceived that the percentage of bed occupancy remained between 29 to 46 percent. Figure 3.1 shows bed occupancy declined 7.71 percent from 40.93% in 2008-09 to 33.22% in 2009-10 due to swine flu and fire at Sitapura oil depo in Jaipur.

Table- 3.1: Bed Occupancy Percentage of RTDC

Year	Bed occupancy in %
2000-01	34.00
2001-02	29.48
2002-03	29.85
2003-04	30.91
2004-05	33.57
2005-06	38.67
2006-07	39.51
2007-08	39.58
2008-09	40.93
2009-10	33.22

Source: Annual reports 2000-01 to 2010-11, RTDC

RTDC hotels had been in very bad shape in recent years with the government being blamed of ignoring them to let their profit fall as a ploy to sell them off to private sector. The occupancy and arrival registered a growth continuously after 2003 due to economy's buoyancy, the boom in aviation, and initiatives to improve infrastructure.

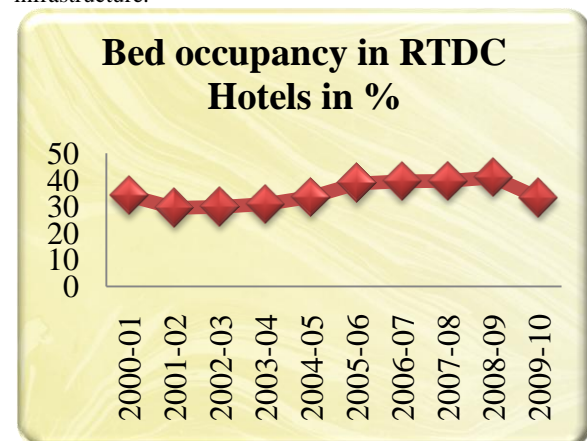


Figure-3.1

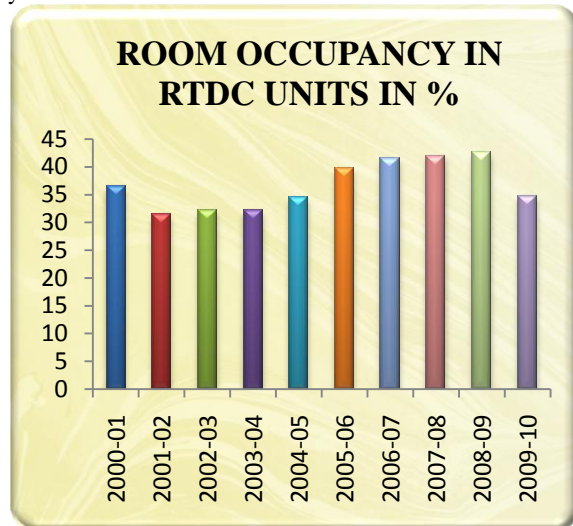
RTDC hotels and motels are recently renovated and upgraded to provide better facilities and services to the guests. New furnishings, furniture, linen, etc. are introduced. The hotels and motels are standardized for categorization in three to one three star and heritage category. Available facilities are such as bars, travel counters, shopping galleries, indoor and outdoor games for children and city sightseeing tours make the stay in RTDC hotel a complete experience.

Table- 3.2: Room Occupancy of RTDC

Year	Room Occupancy in RTDC units in %
2000-01	36.40
2001-02	31.34
2002-03	32.09
2003-04	32.01
2004-05	34.50
2005-06	39.65
2006-07	41.50
2007-08	41.94
2008-09	42.61
2009-10	34.66

Source: Annual reports 2000-01 to 2010-11, RTDC

Rajasthan Tourism Development Corporation provides clean, decent, and affordable accommodation in its chain of hotels spread all over the state. While in the year 2001-02 room occupancy was recorded 31.34% as lowest occupancy over ten years due to low utilization of modern marketing and publicity tools, inadequate facilitation services, and lack of concern for competitiveness, it has increased highest to 42.61% in the year 2008-09.

**Figure-3.2**

Rajasthan Tourism Development Corporation provides clean, decent, and affordable accommodation in its chain of hotels spread all over the state. While in the year 2001-02 room occupancy was recorded 31.34% as lowest occupancy over ten years due to low utilization of modern marketing and publicity tools, inadequate facilitation services, and lack of concern for competitiveness, it has increased highest to 42.61% in the year 2008-09 as seen in Figure 3.2.

26th January 1982 introduced a new chapter in the history of Indian tourism. It was the day when the iconic Palace on Wheels took its inaugural trip. RTDC operates the prestigious Palace on Wheels train in association with the Indian Railways. This train, which has 14 deluxe saloons with elegant interiors and modern amenities journeys through Delhi, Jaipur, Jaisalmer, Jodhpur, Sawai Madhopur, Chittaurgarh, Udaipur, Agra, and Bharatpur in the tour of 7 days. Annually, around 3500 tourists use the POW for touring around in the state as shown in Table 3.3.

Table 3.3: Occupancy of Palace on Wheels

Year	Number of Tourists Aailed PoW
2000-01	2611
2001-02	1476
2002-03	1475
2003-04	2576
2004-05	3400
2005-06	3500
2006-07	3601
2007-08	3601
2008-09	3425
2009-10	2699

Source: Annual reports from 2000-01 to 2010-11, RTDC

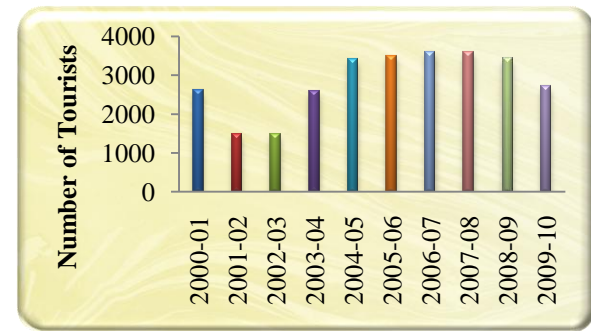
**Figure-3.3: Number of Tourists Aailed POW**

Table 3.3 shows numbers of tourist occupied Palace on Wheels during 2000 to 2010. The number of tourists increased from 1476 in the year 2001-02 to 3601 in the year 2007-08. The growth of number of tourists in Palace on Wheels has been phenomenal in last few years. The POW had been one of the cash cow (Source of income) for RTDC. However, after the 9/11 terror attacks in the US, luxury trains have been facing substantial losses due to cancellation of bookings by almost 50 per cent. Even as the state government has been making efforts to hard sell the POW, RTDC seems to be putting a spanner in the works.

Heritage on Wheels is the name of the luxury train that runs through some important tourist destinations in the state of Rajasthan. The train was launched 17 February 2006 after the success of luxury train 'Palace on Wheels.' This train avails opportunity to travel through the unexplored lands of Bikaner and Shekhawati. It has been designed to provide comfort and leisure with a bit of traditional touch.

Table- 3.4: Occupancy of Heritage on Wheels

Year	Number of tourist
2006-07	760
2007-08	1085
2008-09(Dec.2008)	212

Source: Annual reports 2008-09, RTDC

Table 3.4 shows occupancy of Heritage on Wheels. The capacity utilisation remained very low ranging between 14.21 and 25.41 per cent. Thus, the Corporation suffered heavy financial losses of Rs 139.87 lakh (2006-07: Rs 75 lakh, 2007-08: Rs 37.03 lakh and 2008-09: Rs 27.84 lakh). During the first season (February 2006 to April 2006), the Corporation operated 11 tours carrying on an average six passengers per tour utilising only 5.77 per cent of its total capacity and incurred loss of Rs 29.25 lakh. Thus, continuous operation of the train led to loss of Rs

1.40 crore due to incorrect assessment of financial viability at first place and non-review of the same subsequently. Now HOW has been discontinued from 31 December 2008 due to change of Railway line from meter gauge to broad gauge. The train was one in the lifetime experience of luxury railway tour. It was operated by RTDC and Indian Railway. Onboard this train had two restaurants named Maharaja and Maharani, well stocked bar cum lounge, well experienced staff in traditional uniform of Rajasthan ready to serve variety of cuisine including Rajasthani.

The Royal Rajasthan on Wheels went on its maiden journey in January 2009. The itinerary is same as that of the Palace on Wheels. Table 3.5 shows occupancy of Royal Rajasthan on Wheels. Occupancy analysis of this train revealed a growth in number of tourists during 2009-10. Continuously publicity in last year and provided facilities led to significant growth in number of tourists.

Table- 3.5: Occupancy of Royal Rajasthan on Wheels

Year	Number of tourists
2008-09	126
2009-10	708

Source: Annual reports 2010-11, RTDC

The revenue earned by running the Royal Rajasthan on Wheels by the RTDC is shared with the Railways. Rajasthan Tourism Development Corporation gets 44% of the income and Railways receives 56%. Since its inception, there have been a couple of alterations in the schedule of the Royal Rajasthan on Wheels. The haulage expenses of the Royal Rajasthan on Wheels would be paid by the Rajasthan Tourism Development Corporation. This is as per the policies that have been laid down by the Indian Railways concerning luxury trains that are now being launched in India. The Royal Rajasthan on Wheels has been equipped with the latest facilities so that the tourists have no reason for complaints.

Table- 3.6: Catering Facilities Available in Units of RTDC

Year	Number of units
2000-01	41
2001-02	41
2002-03	43
2003-04	43
2004-05	43
2005-06	43
2006-07	43
2007-08	45
2008-09	46
2009-10	46

Source: Annual reports 2000-01 to 2010-11, RTDC

Catering facilities are available in 46 units of RTDC. Table 3.6 shows number of units of RTDC that provides catering facilities. It can be seen clearly the catering facilities are increasing continuously in units of RTDC. This facility should be availed in all units. This step will increase number of tourist arrival in RTDC units.

As a diversified activity, RTDC is a license holder of wholesale beer from June 1987. The Corporation has run 65 Beer shops in the state until 2004. The objectives of beer trade were generating profits for the Corporation and controlling & regulating beer prices. Variety of Indian Made Foreign Liquor (IMFL) and beer is provided at 29 units of RTDC. Table 3.7 presents number of units, which provide bar facilities. In the year 2000-01, the bar facilities were available in 22 units. Bar facilities was available in units 16 to 18 during the year 2002 to 2009. The number of RTDC units reached 29 units in 2010, which provides bar facilities. Figure 3.4 shows increasing trend in units of RTDC over ten years. The core business of RTDC is to provide to accommodate facilities and other tourism related facilities to the tourists who visit Rajasthan.

Table- 3.7: Bar Facilities Available in Units of RTDC

Year	Number of Units
2000-01	22
2001-02	22
2002-03	18
2003-04	18
2004-05	18
2005-06	17
2006-07	17
2007-08	18
2008-09	16
2009-10	29

Source: Annual reports 2000-01 to 2010-11, RTDC,

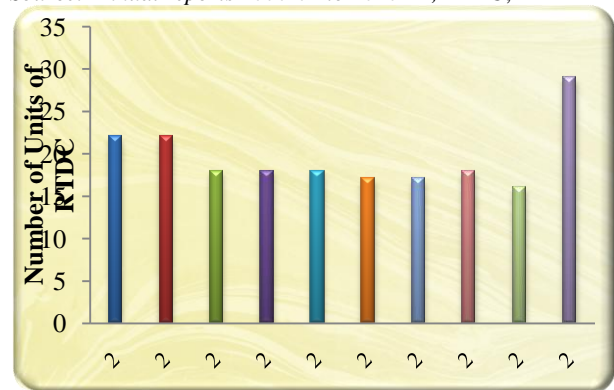


Figure-3.4: Bar Facilities Available in Units of RTDC

The corporation is continuously trying to provide comfortable and convenient transport facilities to the tourists. RTDC provides transport facilities for the tourist visiting Rajasthan. It provides daily sightseeing and guide tour facility through luxury buses at important 'tourist hubs' like Jaipur, Jodhpur, Chittaurgarh, Jaisalmer, Sariska, Mount Abu, and Udaipur. Table 3.8 shows transport facilities available in RTDC units. It presents strong declines in number of transport facilities places during decade. It is important for policy-makers to know which factors are influencing decline in growth, although subsequent declines lead to questions about performance of transport facility available in units. Several factors are responsible for the inadequate growth of the transport facilities. Absence of consensus on role of transport

facilities in tourism, lack of priority to transport facility because of unappreciated potential, low levels of rate of return on investment in transport facility, and lack of interest are some factors.

Table- 3.8: Transport Facilities Available in Units of RTDC

Year	Number of Places
2000-01	7
2001-02	7
2002-03	5
2003-04	5
2004-05	5
2005-06	5
2006-07	5
2007-08	5
2008-09	5
2009-10	3

Source: Annual reports 2000-01 to 2010-11, RTDC

The Jaipur bus service for city sightseeing started by the Rajasthan Tourism Development Corporation is proving costly not only for the State government but for all. Private contractors appointed by the RTDC are taking advantage by compelling tourists to purchase expensive handicrafts from showrooms instead of *Rajasthali*. Significantly, as per dealings with the private contractor it can avail shopping to tourists from the government-run *Rajasthali* only. The State government agrees with this fact that tourists traveling in RTDC buses are not visiting *Rajasthali* from past some time where artisans themselves sell their product. RTDC should have established shopping arcades in their properties and provide space for artisans to display and market their products so that tourists have direct access to artisans as envisaged in **Tourism Policy 2001**. It was observed that RTDC had not developed shopping arcades in any of its units until 2006. Now some units developed shopping arcades in its premises e.g. **Moomal** a unit of RTDC at Jaisalmer.

Table- 3.9: Number of Package Tours of RTDC

Year	Number of package tours from-				Total
	Delhi	Jaipur	Udaipur	Ahmadabad	
2000-01	6	6	3	--	15
2001-02	6	6	3	--	15
2002-03	6	6	3	--	15
2003-04	6	6	5	--	17
2004-05	6	6	5	--	17
2005-06	6	6	5	4	21
2006-07	6	6	5	4	21
2007-08	6	6	5	4	21
2008-09	6	6	5	4	21
2009-10	6	6	5	4	21

Source: Annual reports 2000-01 to 2010-11, RTDC

RTDC operates daily and packaged tours to Jaipur, Bikaner, Bundi, Shekhawati, Udaipur, Mount abu, Ajmer, Jodhpur, Jaisalmer, and many more locations in Rajasthan. RTDC's tour to Palace on Wheels is the one of

the most popular tours. Tours to the above locations in Rajasthan are also operated from Delhi, Agra, Ahmadabad, and other parts of the neighbouring states of Rajasthan. RTDC offers hotel bookings at an affordable rates compared to private tour operators. Table 3.9 gives a general view of number of package tours. RTDC not only operates package tours, train tours but also provides camping facilities to tourists. Facilities are provided for minimum fifty people at a place with special pricing and upon the requirement of tourist. RTDC facilitate tourist for camping on the banks of **Gavdi Talab**, Jhalawar, on the banks of the beautiful and romantic lakes of Udaipur, and at deep in the heart of the Jaisalmer desert.

Rajasthan offers a variety of adventure sports for the enthusiasts. The adventure tourism segment is fast growing. They include trekking, water sports, angling, Polo, Golf, parasailing, and horse, camel, and bike safaris. Horse Safari is organized by some private tour operators. The RTDC organizes a Safari on request, which starts from Jaipur. It is an expensive affair and is meant mainly for the foreigners. The camel safari is organized to take one through the golden sands of the vast Thar Desert and untamed countryside. The rolling landscape of the sand and shrub covered area is breathtakingly beautiful and the range of flora and fauna surprisingly large for desert area. RTDC arranges a camel safari on request from Delhi and Jaipur during Nagaur Fair and Desert Festival.

Boating facilities are provided by RTDC to tourist in Rajasthan. RTDC provides boating facilities at Siliserh (Alwar), Ramgarh (Jaipur), Amber (Jaipur), Kailana (Jodhpur), Udaipur, Gajner (Bikaner), and Bundi. The boats are either cruiser motorboats or paddleboats.

Table- 3.10: Boating Facilities Available by RTDC

Year	Number of Places
2000-01	5
2001-02	5
2002-03	4
2003-04	4
2004-05	4
2005-06	5
2006-07	5
2007-08	4
2008-09	4
2009-10	3

Source: Annual reports 2000-01 to 2010-11, RTDC

Regular boating is offered at several places in Rajasthan, whether on the lakes in Udaipur, or at places such as Siliserh near Alwar. Rajasthan Tourism Development Corporation has made paddleboats available at a number of lakes.

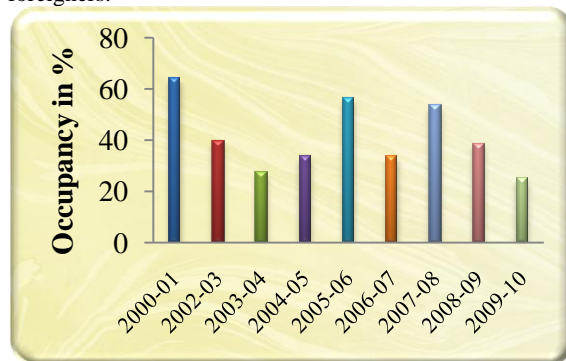
RTDC organizes the famous Pushkar Fair with an objective to promote cultural heritage and festivals. A tented village is setup by RTDC comprising of more than 500 tents and dormitories to provide accommodation and catering facilities for the tourists. For a week, Pushkar is transformed into a city of tents. In all shapes and sizes, with some even offering five-star comforts, the tents make for a unique experience for tourists who come to visit the colourful Pushkar camel fair. Every two to three kilometers, tourists could find camping sites where both the Rajasthan Tourism Development Corporation and Private Tourism Agencies had erected ordinary as well as luxurious tents. Table 3.11 shows accommodation facilities provided in fair & festivals.

Table- 3.11: Accommodation Facilities Provided in Fair & Festivals

Year	Number of tourists	Occupancy %
2000-01	1224	64.00(6 days)
2002-03	308	39.68(5 days)
2003-04	347	27.29(8 days)
2004-05	535	33.45(8 days)
2005-06	501	56.40(4 days)
2006-07	524	33.64(8 days)
2007-08	398	53.54(8 days)
2008-09	322	38.64(4 days)
2009-10	217	25.00(4 days)

Source: Annual reports 2000-01 to 2009-10, RTDC

The RTDC has pitched up tented accommodation near the fair ground. The RTDC Tourist Village has been specially designed to complement the natural beauty of the site. Even the high prices from Rs 2, 500 to over Rs 10, 000 per night failed to dampen the lure, especially among foreigners.

**Figure-3.5: Occupancy Percentage in Fair & Festivals**

The **Jagson Airlines** has tied up with RTDC for its flight handling and ticketing at Jodhpur and Jaisalmer for operations between Delhi, Jodhpur, and Jaisalmer in 1994. RTDC entered into MoUs on tourism with **Indian Airlines** in 2001, Pondicherry in 2001, and Gujarat in 2002. Besides, RTDC also makes use of the **Airlines General Sales Agents** in 16 countries to promote Rajasthan as an attractive tourist destination.

It has signed a Memorandum of Understanding with the **India Tourism Development Corporation** for promoting tourism and hotel management related services. The MoU avails of ITDC's expertise and resources in the areas of travel, tourist, engineering, hotel, and consultancy services. A division of ITDC markets RTDC's hotels and its various package tours for promoting Rajasthan as well as outbound and inbound tours from Rajasthan to other parts of the country and abroad. The MoU also includes marketing of RTDC's properties, conferences, festivals, destinations, and event management among other activities on a turnkey basis in India and abroad. RTDC signed a Memorandum of Understanding with **Uttarakhand**, to sell each other's tourism products and ensure visits of foreign and domestic tourists in both states all the year round at the

Great Indian Travel Bazaar (GITB) - 2010 being organized in Jaipur.

RTDC has entered into partnership with the **DTH** major **Dish TV** to set up television screens in two iconic luxury trains, the Palace on Wheels and Royal Rajasthan on Wheels that will enable tourists to watch live television. The tourists aboard these trains would be able to watch around 110 satellite channels showing business news, current affairs, popular sitcoms, live sporting action, Hollywood and Bollywood movies, music, travel, and lifestyle. This is the first instance of streaming TV launched in a train in the country. Dish TV already provides its service in Kingfisher Airlines and has clientele among yachts and sports-utility vehicle users.

The Infrastructure Development and Management International signed an MoU with the Rajasthan Tourism Development Corporation. Infrastructure Development and Management International in association with the RTDC runs the **Palace on air**. Palace on air service has been operated from December 2002. It is covering New Delhi, Agra, Jaipur, Udaipur, Jodhpur, Jaisalmer, and Bikaner. RTDC works as the facilitation agency.

Rajasthan has entered into MoUs with various states with a need to coordinate their efforts for joint planning, marketing, and management of tourism products and services. RTDC and **Punjab Tourism Development Corporation** have decided to organize interstate package tours with the objective of promoting domestic tourism in both the states. The MoU provides for joint publicity campaigns, reservation for tourists in hotels, sightseeing, and conducting of package tours. Both the tourism bodies promote each other's products and make available relevant information to tourists to help them plan a hassle free visit to other state. RTDC also signed MoU with **the state of Kerala** for joint marketing and publicity of each other's tourism products particularly at international level. Under this MoU, both bodies will formulate joint packaging of complementary tourism products to provide a greater variety to the tourists. The two states will jointly strive for agreements with foreign and domestic airlines for direct connectivity between Kerala and Rajasthan. **Tamil Nadu** Government has signed a Memorandum of Understanding with Rajasthan Tourism Department to promote tourism.

RTDC midways usually provide amenities like a restaurant, communication facility, parking, washrooms, and occasionally also with accommodation facilities. Although there is a vast network of wayside facilities across the state, there are insufficient wayside facilities on some important routes for example, on the Udaipur-Chittaurgarh-Kota, Udaipur-Jagat-Jaisalmer-Chawand-Rishabdeo routes in South Rajasthan, on the Osian-Phalodi and Phalodi-Bikaner routes in the Desert region, and on the Bikaner-Shekhawati route, etc. Although the facilities available are largely adequate in numbers but they lack in quality that an international traveler is used to and expects. Moreover, there are insufficient signboards indicating the availability of such wayside facility on most routes. This creates a lot of inconvenience to Free Independent Tourists, who have to depend on their drivers to get to a wayside facility. Table 3.12 shows midway facility provided by RTDC.

Table-3.12: Midway Facilities by RTDC in Rajasthan

Place	District	Type/ Management	Route catered to
Kishangarh	Ajmer	Midway	Jaipur-Ajmer (NH8)
Talbriksh Behror	Alwar	Wayside Facility Midway-Motel	Jaipur-Delhi (NH8)
Deeg	Bharatpur	Midway-Motel	Bharatpur-Deeg
Gulabpura Meenal	Bhilwara	Midway Wayside Facility	Bhilwara-Ajmer
Ratangarh	Churu	Midway	Bikaner-Agra Highway (NH11)
Mahuwa	Dausa	Midway	Bikaner-Jaipur-Agra Highway (NH11)
Dholpur	Dholpur	RTDC-Midway	Bombay-Agra Highway (NH3)
Shahpura Dudu	Jaipur	Midway Midway	Jaipur-Behror-Delhi (NH8) and Jaipur-Alwar Jaipur-Ajmer (NH8)
Gadisar Pokaran	Jaisalmer	Wayside Facility RTDC Midway	Jaisalmer – Bikaner (NH15) Jaisalmer-Jodhpur (State Highway) Jaisalmer-Jodhpur, Jaisalmer-Bikaner (NH15)
Bap Osayan Phalodi Dechu	Jodhpur	Wayside Facility RTDC Midway Wayside Facility Wayside Facility	Jaisalmer-Bikaner Road (NH15) Jodhpur-Osayan Road Jodhpur-Jaisalmer Road Jaisalmer-Bikaner Road (NH15) Jodhpur-Jaisalmer via Sekhala (State Highway)
Merta	Nagaur	Wayside Facility	Junction between Ajmer, Pali and Nagaur
Bar	Pali	RTDC-Midway	Ajmer-Jodhpur Road (Between Beawar and Raipur on State Highway)
Deogarh	Rajsamand	Midway	Jaipur-Ajmer-Udaipur Road (NH8)
Sikar	Sikar	Wayside Facility	Jaipur-Bikaner (NH-11)
Pindwara	Sirohi	Wayside Facility	Mount Abu-Udaipur Road (NH14)

Source: Department of tourism, Rajasthan

Findings

The corporation's main objectives are to establish, develop, and execute project and scheme that facilitate and accelerate tourism to the state. It also acquires, constructs, and maintains tourist bungalows, restaurants, cafeterias, motels, and bars to make facilities available to the tourists. To enhance tourist experience, the Corporation also organizes package tours, fairs and festivals, entertainment, shopping, and even transport. It also develops places of tourist interest and gives important tourist information by way literature, and web portal.

It is found that organizational set-up of the corporation is bureaucratic than professional in structure. There is an immediate need to restructure the organization set-up of the RTDC to accommodate trained professional and experts in tourism industry so that the RTDC could come up to keep pace with the competitors and the changing environment.

The Corporation, now, is one of the recognized trademarks in the tourism industry. The RTDC has been successful attracting many tourists. It has assisted a lot in maintaining and improving the tourist's destinations of Rajasthan. The positive efforts are made by the Corporation helped the tourists to eliminate difficulties during the Rajasthan tour. It provides tourists the every opportunity to experience the charm of various fascinating and exotic destination of Rajasthan during the Rajasthan visit.

Suggestions

Analysis of research data and interaction with the officials of RTDC reveals a number of best hints that promote and develop the tourism in Rajasthan. The research work identified a range of tourism development approaches and teachings, which tend to be the most effective. Each brings its own unique response to a unique problem.

The RTDC will have to play an active role in aggressively promoting tourism whilst providing the basic infrastructure and services. The Corporation has not promoted Rajasthan aggressively to the world so far. It should participate in creating interest for **interstate coordination** through booking system of rooms in hotels, organizing package tours, marketing and publicity of each other's tourism products, cultural programmes, eco –tourism, and heritage centers. All the northwestern states should join hands for an integrated tourism development.

Country of the tourist's arrivals in RTDC hotels should be mapped for measuring demand potential. Then **international advertising campaigns** should be executed to attract prospective tourists.

RTDC should **highlight lesser-known fairs** and participate in these fairs. Such as **Baisakhi Poonam ka Mela** held alternately at Mount Abu around the Nakki Lake, **Gogameri Fair** held at *Nohar Tehsil* of Hanumangarh, two day **Chauth Ka Barwara Fair** held at Chauth Ka Barwara a minor station between Jaipur and Sawai Madhopur, and **Bhakarwasi Mela** held at *Bhakarwasi*, a small village of *Tehsil Fatehpur Shekhawati*.

Rajasthan Royals on Wheels has already been launched in beginning of the year 2009 and it has proved to be extremely popular with international tourists and NRIs. Efforts should be made to launch an economy version of luxurious Rajasthan Royals on Wheels for budget tourists.

The objectives and priorities of different departments having ownership of tourism assets and engaged implementing tourism projects in the state need **congruency with the overall objectives** of tourism development. Often there are conflicting issues, for example, the objectives of Forest Department and Archaeological Survey of India are to conserve their respective assets by restricting tourist's arrivals at the sites managed by them while RTDC objective is to increase tourist arrivals at these locations

Conclusion

The RTDC incorporated in November 1978 with the main objective of promoting tourism in the State. The Corporation is trading in beer and providing catering on 'Palace on Wheels' train. From the inception of palace on wheels in 1982, the well-heeled tourist got a wonderful new haunt in Rajasthan. Over the years, the response to this novel way of travelling was so encouraging that the RTDC launched a new train 'Royal Rajasthan on Wheels'.

What I came to understand as a result of my research so far is that there is a huge potential in the state for RTDC's hospitality business to take off in the future. A booming economy and a resurgent tourism sector augur well for the future of RTDC in this state. Tourism industry has become increasingly competitive in the global market with advancement in communication, efficient transportation linkages, en-route facilities, and other basic infrastructure. It is an outcome of the rapid industrialization, technological development, associated rising income, standard of living, changing world-view, and growing fascination towards a culture of leisure. It comprises many different sectors including transportation, lodging, and entertainment.

References

- Memorandum & Articles of Association of Rajasthan Tourism Development Corporation
- <http://www.indrtravel.com/rajasthan/travel.html>
- www.12manage.com
- <http://www.financialexpress.com/news/palace-on-wheels-rtdc-still-dragging-its-feet-on-mou/61805/>
- Pratiyogita Darpan Feb. 2009
- <http://www.luxurytrainsofindia.com/royal-rajasthan-on-wheels/history.html>
- Asif Iqbal Fa zili and S Husain Ashraf *Tourism in India: Planning and Development* (New Delhi: Sarup & Sons, 2006) p. 189.
- Agarwal, S.K.** *Perspectives in Enviroment*, New Delhi: APH Publishing, 1998. 381 pp.
- Agarwal, S.K.** *Green Management*, New Delhi: APH Publishing, 2005. 300 pp.
- Babu, A. Satish.** *Tourism Development in India: a case study*. New Delhi: A P H Publishing Corporation, 2008. 286 pp.
- Berges, Steve.** *The Complete guide to real estate finance for investment properties*. Hoboken: JohnWiley &sons, inc. 2004. 270 pp.
- Bhatia, A.K.** *Tourism Development-Principles and Practices*. New Delhi: Sterling Publishers, 2002. 424 pp.
- Chib, S.N.; and Sahai, Ratna.** *Essays on tourism*. New Delhi: Cross Section Publications, 1989. 410 pp.
- Chon, K. S.; and Chon, Kaye Sung.** *The practice of graduate research in hospitality and tourism*. Binghamion: The Haworth Hospitality Press, 1999. 185 pp.
- Choy, Monique; and Singh, Sarina.** *Rajasthan*, Melbourne: Lonely Planet, reproduced by Harper Collins Publishers Ltd, 1993. 400 pp.
- Cleverley, William O.** *Handbook of health care accounting and finance, Volume 1* Maryland:Aspen Publishers, 1989. 1043 pp.
- Collins, Verité Reily.** *Getting into Tourism*. Great Britain: Trotman & Company Ltd, 1999. 73 pp.
- Rajasthan development report** By India Planning Commission, New Delhi, 2006, chapter 10 Tourism Industry, Page No. 200.
- Indian Tourism Statistics**, 2003 to 2009.
- Progress Report**, Department of Tourism, Rjasthan, 1999-00 to 2010-11.
- Annual Accounts**, RTDC, 1999 to 2009.
- Annual Reports**, RTDC, 1999 to 2010.
- Tourism Policy of Rajasthan 2001**, Department of Tourism, Rajasthan.
- Rajasthan Tourism Policy-2007**. 13 pp.
- Mewar**, Department of Tourism, Art & Culture, Rajasthan, 1998. 27 pp.
- Rajasthan A Many Splendoured State**, Department of Tourism, Raj., 2010. 28 pp.
- Rajasthan an affair to remember**, Department of Tourism, Rajasthan, 2008, 48pp.
- Discover Rajasthan**, Department of Tourism, Rajasthan, 2010. 91 pp.
- Rajasthan Lesser Known Destination**, Department of Tourism, Art & Culture, Rajasthan, 1999. 62 pp.
- Rajasthan Atithi**, Vol. 2, Oct-Dec' 1992, A Rajasthan Tourism Publication, 24 pp.
- Rajasthan Atithi**, Vol. 2, No. 3, July-Sept. 1992, A Rajasthan Tourism Publication, 24 pp.
- Rajasthan Atithi**, Vol. 3, No. 4, Oct-Dec' 1993, A Rajasthan Tourism Publication, 24 pp.
- Rajasthan Atithi**, Vol. 4, No. 2, April-June 1994, A Rajasthan Tourism Publication, 24 pp.
- Rajasthan Atithi**, Vol. 4, No. 3, July-Sep. 1994, A Rajasthan Tourism Publication, 24 pp.

ICT: A Pedagogical Tool For Teaching-Learning Process



Jitender Kumar

Assistant Professor,
Seth Banarsi Dass College of
Education,
Kurukshetra

Email:

jitenderjangra31072007@gmail.com

Amardeep Kaur

Lecturer,
Hari Om Shiv Om College of
Education,
Radaur , Yamuna Nagar
Email:*amardeepmallhi@gmail.com*

Abstract

ICT has been utilizing as a “diverse set of technological tools and resources to communication, create, disseminate, store and managing the information”. ICT technologies include computers, the internet, broadcasting technologies (radio and television), and telephony. It has opened new avenues, like, online learning, e-learning, Virtual University, e-coaching, e-education, e-journal, etc. The effective integration of ICT into the educational system is a complex, multifaceted process that involves not just technology is the easiest part, but also curriculum and pedagogy, intuitional readiness, teacher competencies, and long- term financing, among others. The ICT can be used both at school and higher education levels in the following areas: Teaching, diagnostic testing, remedial teaching, evaluation, psychological testing, development of virtual laboratory, online tutoring, development of reasoning & thinking, instructional material development, value development. Present paper includes concept of ICT, the changing face of the classroom, modes of empowering teachers through ICT, ICT tools commonly used in education, and technology-pedagogy specific ICT input and its benefits.

Key Words: ICT, Pedagogy, Teaching-Learning.

Introduction

Some teachers are born but rests of them have to be given rigorous training so as to develop required competency to become a teacher. Teachers have been conscious about the quality of their teaching. To enhance the quality, some teachers use teaching aids, like, charts, models (static & working), specimen, slides, etc.

But later on it was realized, the need of improving quality of education through the use of Tape-Recorder, TV, VCR, wherein most competent teacher teaches the topic with the help of most appropriate teaching aids. Even the Video Instructional Materials were produced and made available to teachers; still majority of schools did not make use of them. Along with A-V Aids, the print media has to go a long way in improving the quality of teaching and learning. Researchers started thinking and using different Theories of Learning for developing Instructional Material. This gives birth to Programmed Learning Material based on Operant Conditioning Theory of Learning; Programmed Learning Materials (PLM) was compared with that of Lecture Method or Conventional Method. Programmed Learning Material alone as well as in combination with other methods for teaching different subjects was found to be effective in terms of achievement of students. The findings of researches were in favour of Programmed Learning Material (PLM). The PLMs are no more in use because the development of PLM is tedious as well as costly and time consuming. Consequently, Modules were developed in particular format. At present, the Print Instructional Materials used in different Programmes offered by Open Universities are in Module format. All above mention efforts could not improve the quality of teaching to the level of satisfaction of teachers, students, parents and other stakeholders. At present Information Communication Technology (ICT) has been utilizing by the teachers for the better teaching-learning process (Sansanwal, 2000).

Information Technology

Prior to IT, people were using only the print material for searching the information. It limited the search. This limitation has been overcome by the IT. It opens up a new source of information which increased the limitation of access to information. The Information Technology leads to development of Websites. Government, Corporate sector, educational institutions, etc. started uploading the information on their websites. It provides facilities for chat, e-mail, surfing, etc. Networking of computers gave birth to Information Technology. UNESCO considered Information Technology as “Scientific, technological and engineering disciplines and management techniques used in information handling and

processing, their application, computers and their interaction with men and machines, and associated social, economical and cultural matters". **OECD (1987)** treated Information Technology as "a term – used to cover technologies used in the collection, processing and transmission of information. It includes micro-electronic and info-electronic based technologies incorporated in many products and production processes and increasingly affecting the service sector. It covers inter alias computers, electronic office equipment, telecommunication, industrial robot and computer controlled machine, electronic components and software products". **Sansanwal (2000)** defined IT as the use of hardware and software for efficient management of information, i.e. storage, retrieval, processing, communication, diffusion and sharing of information for social, economical and cultural upliftment.

Information and Communication Technology (ICT)

Presently ICT has been utilizing as a "diverse set of technological tools and resources to communication, create, disseminate, store and managing the information". ICT technologies include computers, the internet, broadcasting technologies (radio and television), and telephony. Information and communication technologies (ICT) exemplified by the internet and interactive multimedia are obviously of great significance for education. It needs to be effectively integrated into the formal classroom teaching and learning conditions. It has been utilizing in teacher education program for better teaching-learning process in the following manner:

- It has opened new avenues, like, Online learning, e-learning, Virtual University, e-coaching, e-education, e-journal, etc.
- Third Generation Mobiles are also part of ICT. Mobile is being used in imparting information fast and cost effective.
- It provides e-mail facility also. One can access it anywhere. It will be cost effective.
- The ICT brings more rich material in the classrooms and libraries for the teachers and students.
- It provides opportunity for the learner to use maximum senses to get the information.
- It has broken the monotony and provided variety in the teaching – learning situation.
- ICT brings education to student's doorsteps, allowing them to study at their own pace and time.
- When used appropriately, different ICT are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by among others, helping to make teaching and learning into an engaging, active process connected to real life.
- The effective integration of ICT into the educational system is a complex, multifaceted process that involves not just technology is the easiest part! - But also curriculum and pedagogy, intuitional readiness, teacher competencies, and long- term financing, among others (Sansanwal, 2006).

ICT Tools Commonly Used in Education

The singular technological feature, which is a turning point for ICTs around which ICTs are reorienting and growing, is the eminence of the Internet Protocol (IP) for communication. This versatile connectionless protocol is a method by which data is sent over the internet as

packets from one computer to another, each having a unique address. Different packets may be delivered to different routes to their destination, where they are rearranged by the Transmission Control Protocol (TCP) and put back in right order. The wide area Networks (WAN) which are identified as Internet (International Networks), Internets (corporate or inter-organizational networks) and Extranets (Extra-organizational networks) are all IP-based. IP has left imprint not only on Metropolitan Area Networks (MAN) and Local Area Networks (LAN), but also or equidistant such as the network computer, workstation, work group server, media server, web server, cable TV networks, wireless 'last mile link' to the customer premises, set –top- box and even a kiosk (Chandra,2007).

Digitization of many ICTs has made it possible to design, develop, deliver, manage and assess the learning and training process easily. It increases the efficiency of the system and makes it more powerful, etc. Latest digital technologies are evolving and conveying rapidly, some of these are:

- Multimedia PC, Laptop, Notebook; Digital Video/ Still Camera; n-line learning/ e- learning (Local Area Networking and other Networking/ Mobile Phone).
- www (world wide web); CD-ROM and DVD; Email and chat; Blended learning(combination of class room teaching, On-line learning and email, chat, web based training); Digital Libraries.
- Computer Mediated Conferencing-Video/Audio Conferencing; Virtual Reality; Application of software such as Word Processing, Spread sheets, Power Point and Simulation and Speech Recognition, etc (Dahiya, 2007).

Areas of ICT in Teaching–Learning Process

The ICT can be used both at school and higher education levels in the following areas:

1. Teaching
2. Diagnostic Testing
3. Remedial Teaching
4. Evaluation
5. Psychological Testing
6. Development of Virtual Laboratory
7. Online Tutoring
8. Development of Reasoning & Thinking
9. Instructional Material Development
10. Value development (Sansanwal, 2006)

Technology-Pedagogy Specific ICT Input

So far, the most obvious obstacle of access has not been dealt with in a systematic way. Educators, teachers and students access to computers is still poor. There are major differences from institution to institution. Mainly there is an overall lack of computers, of multi-media computers with internet access.

If we are to cope with the challenges of the rapidly changing society and make use of new opportunities offered by ICT, plans have to be realized by giving educators/teachers and students access to necessary equipments. The most important competence building in this field is the development of pedagogical methods/strategy. That can happen only when long-term competency programmes can work along with real-life experiences where educators/ teachers and students are using ICT in their daily work and daily learning experiences (Kumar, 2010).

Technology strategy	Pedagogical strategy and examples	ICT Requirement
Lecturing/ demonstrating	<ul style="list-style-type: none"> • Audio visual presentation • Support for lecture/ demonstration includes audio visual / multi media components. • Recording for future use 	<ul style="list-style-type: none"> • Multimedia PC/ laptop. • Appropriate application software. • Fixed projection. • Digital video camera.
Tools and templates	<ul style="list-style-type: none"> • Individual or group projects by teacher /student • Develop presentation models, simulations of course, content. • Develop programming. • Own web page or institution web page. 	<ul style="list-style-type: none"> • Multimedia PC/ laptop (standlone or network connected). • Multimedia projector (LCD or DLP) to communicate large group. • Digital video camera.
Using simulations/ models	<ul style="list-style-type: none"> • Individual self- paced learning • Enhancing course content (like text book) and other resources. • Develop e- books • Virtual laboratories • Concept formulation by animations, flow, diagram and pictures. • Develop multimedia aids 	<ul style="list-style-type: none"> • Multimedia PC/ laptop (standlone or network connected). • Multimedia projector (LCD or DLP) to communicate large group. • Digital video camera
Electronic mail	<ul style="list-style-type: none"> • Communication between teacher and student • Access of staff • Discussion and staff • Feedback & advice • Submission of assignment • Notice & instruction 	<ul style="list-style-type: none"> • Multimedia PC/ laptop (standlone or network connected). • Connected to network (accessible in institution or outside)institution maintain host mail server or ISP account
Hypermedia/ hypertext resources	<ul style="list-style-type: none"> • Course content resources for self – paced , self – directed learning • Develop corpus documents embedded hypertext links including multimedia (sound , video , animation ,& graphics) • Developed CD- ROM , DVD or via the web 	<ul style="list-style-type: none"> • Multimedia PC/ laptop • Connected to network (accessible in institution or outside) • CD- ROM orDVD ROM
Video Conferencing/ Audio Conferencing	<ul style="list-style-type: none"> • Reach to remote tutorial groups • Institutional linkage • Use to scattered small groups. 	<ul style="list-style-type: none"> • Multimedia PC/ laptop with video card and web camera or digital video camera • Connected to network / telecommunication • Software for conferencing • Multimedia projector (LCD or DLP) to communicate large group.
For Individual <ul style="list-style-type: none"> • Programming instruction • Taxonomy of educational objectives 	<ul style="list-style-type: none"> • Tutorial • Drill & practice • Testing • simulation 	<ul style="list-style-type: none"> • Multimedia PC/ laptop • Computer managed instruction system • Software for testing • Digital video camera
For group <ul style="list-style-type: none"> • Taxonomy of educational objectives • Reception learning theory • Instructional design theory (e.g gange's) 	<ul style="list-style-type: none"> • Presentation • Virtual • lecturing • Simulated • demo 	<ul style="list-style-type: none"> • Multimedia PC/ laptop • Connected to network / LAN • Power point • Virtual reality software • Digital video camera
For Individual <ul style="list-style-type: none"> • Cognitive development theory • Discovery learning theory • Cognitive flexibility theory 	<ul style="list-style-type: none"> • Inquiry • Case study • Situation learning • Problem – based learning 	<ul style="list-style-type: none"> • Multimedia pc/ laptop • Hypertext /Hypermedia • Internet & its tools • Spreadsheet, word, power point • Chat
For Group <ul style="list-style-type: none"> • Cooperative learning theory 	<ul style="list-style-type: none"> • Computer supported collaborative learning • Virtual learning comparisons • Virtual learning community 	<ul style="list-style-type: none"> • Multimedia PC/Laptop • Hypertext /Hypermedia • Internet,its tools • Database • Virtual reality software • Digital Video Camera
For Individual /Group <ul style="list-style-type: none"> • System theory 	<ul style="list-style-type: none"> • Learning plan design • evaluation 	<ul style="list-style-type: none"> • Learning Plan Templates • Learning Management system

Modes of Empowering Teachers through ICT

ICT can help educators/ teachers in the following ways:

- ICT enable to enhance the initial preparation by giving good teaching and/ or training materials; to use simulators, recording and feedback practices for teaching and microteaching; other training institution experiences and working, introducing trainees with resource and support on cyber space.
- Access to colleagues, institutions and universities, centre of expertise, rich resources at cyber space and national organizations like UGC, NCTE, NCERT, and NAAC etc.
- Interaction with students over a physical distance.
- Access to on-line libraries, journals and research to enable individuals learning.
- Didactic Software/Courseware and Intelligent Tutoring stems can dramatically reduce the cost of teacher training.
- Providing lifelong and professionally developed courses at a virtual situation, training on demand; orientation and refresher courses through video conferencing or on-line.

The Changing Face of the Classroom

ICT is entering into almost all subjects. It is supposed to be used as a tool where and when considered useful. Actions are taken or planned to make sure that ICT will be real part of the curriculum by supporting software development, by integrating ICT into standard learning material, by offering ICT module cases and by integrating the use of ICT in the different subject areas. The face of the classrooms is changing. The teacher education institutions should prepare in-service teachers to keep up with the technology utility in the classroom. It is generally known that the overhead projectors and video players do make their impact, though little, on teaching style. But computers are different from any previous technologies because multimedia and hypertext give educators/teachers access to new ways of thinking through dynamic images, simulations and models. The internet provides access to a huge array of previously untapped information to make the classroom computer savvy and smart (Kumar, 2010).

Emerging themes in the review of literature provide further identified benefits of embedding ICT: By allowing students to learn collaboratively, to control the learning process, to see the results of their actions, enables them to learn how to explain things to others, encourages them to reflect on their own work, and to challenge conceptual understanding (Cox et al., 2003b).

Impact of ICT on students’ learning related to value aided areas are:

<ul style="list-style-type: none"> • Extending learning time • Increasing communication • Improving accessibility • Increasing motivation • Re-balancing teacher-mediation and autonomous learning • Introducing scale-ability and consistent applicability 	<ul style="list-style-type: none"> • Access for minorities • More information channels • Brain centered learning • Publishing and audience • Management and recording.
---	---

ICT help students in various ways like:

- Improves the accuracy of their work
- Raises their confidence
- Helps them to link ideas more effectively;
- Provides them with a sense of audience
- Clarifies their thinking
- Aids collaborative working
- Helps them to view information as not just linear
- Gives them a framework within which to write for a purpose
- Makes them more concerned to complete work
- Helps students to acquire deep knowledge about a particular topic
- Provides students with motivation for tasks
- Engages students in sustained involvement
- Allows students to reflect on learning process
- Facilitates creativity (Broadie 2003; Watson, Proctor, and Finger, 2004).

Full integration of ICT in education is still far from the desired, particularly in teacher education. Highly interactive multimedia or hypermedia is not yet widely used. On-line activities used are limited but should be given special emphasis on the use and integration of on-line resources. The effective and efficient use of ICT depends largely on technical competency of teachers. They should be able to appreciate the potential of ICT and have positive attitude towards ICT. They should operate computer and use basic software for word processing, spreadsheets, and PowerPoint etc; evaluate the use of computers and related ICT tools for training and education of teachers; evaluate educational software/ courseware; search on internet for resources and use of e-mail, chat; include new instructional principles, research and appropriate assessment practices; create effective multimedia-based presentations to support teaching learning; integrate ICT tools into learning activities throughout the curriculum; create hypertext documents; demonstrate knowledge of ethics and equity issues related to ICT; and lastly keep up-to-date as far as educational technology is concerned (Kumar, 2010).

References

1. Broadie, R. (2003). Measuring impacts and benefits of ICT-for-learning, *Computer Education*, Vol. 105, Oct 2003, pp. 3-8.
2. Chandra, R. (2007). *Virtual education and educational futures*. Delhi: Kalpaz Publications.
3. Concern, R. (2003). ICT in Teacher Education: Some Common Misunderstanding and Dilemmas.
4. Dahiya, S.S. (2007). *Educational technology-towards better teacher performance*. New Delhi: Shipra Publication.
5. Kumar, J. (2010). ICT for Empowering Teachers: Technology Support for Quality Instruction. CTE National Journal, Vol. VIII. (No. 2).
6. Mehra, V. (1995). *Educational Technology*. New Delhi: S.S. Publishers.
7. Sansanwal, D.N. (2000). Information Technology and Higher Education. UNIVERSITY NEWS, Vol. 38, No. 46.
8. Sansanwal, D.N. (2006). Use of ICT In Teaching – Learning & Evaluation. Indore: Institute of Education, Devi Ahilya University.

9. Siddiqui, M. S. (2007). *Technology in Higher Education*. New Delhi: A P H Publishing Corporation.
10. Suppas, P. (1996). The Use of Computer in Education. *Scientific American*, Vol., 64-82.
11. Verma, R. and Verma, S. (2001). *Modern Trends in Teaching Technology*. New Delhi: Anmol Publications.
12. Watson, G., Jamieson-Proctor, R., & Finger, G. (2004). ICT Curriculum Integration: Research Directions for Measuring Outcomes. Paper presented at the *Research, Reform, Realise the Potential! ACEC, 2004 Australian Computers in Education Conference, Adelaide*. Retrieved March 26, 2006 from www.acec2006.info/confpapers.

Value Based Education- A Need of Today



Suman Lata
Sr. Lecturer- Deptt. Of
Education
A.N.D.N.N.M.M. College,
Kanpur.

Abstract

Education is really the process of removing the ignorance that is covering our inner knowledge, which is absolute, which is perfect, which is eternal, which is supreme.

The values are those factors which can improve the relations among family members and strengthen social bondage. And the values also contribute for patriotic vision and mission. In the past education was imparted by the rishis, who knew the past (from knowledge they gained), present (through their own spiritual experience) and the future (through the vision of distant future).

But now in education there has been a holistic approach and an imbalanced growth of knowledge is provided which deals only with external world around us and not related to the inner self of the individual. This misdirected educational system is all about money making and not man making.

What needs to be done is to change from what we have become to what we are. National Education Policy of Government insists on establishing a centre of value education in all universities and institutes with the sole purpose of imbuing human values. NCERT had launched a "National Programme for Strengthening Value Education" during 2002. The focus of the program is on generating awareness, teacher training, promotion of research and innovations in the area of education of human values and development of guidelines for value education in the school system.

Family is the first school of the child from which he learns political, social and moral values. It is the duty of the parents to inspire individuals to choose their own positive personal, social, moral and spiritual values.

Teacher is someone who gives direction to life. He is the one who guides humanity, and carries morality and character to generations. The teacher's role is to fill the brains of youth with science and the hearts with values. Watch your thoughts, they become words; words, they become action; actions, they become habits; habits, they become character; character, they become destiny.

Introduction

Shri Sathya Sai Baba has beautifully quoted, "If human values take root in the educational system, the emerging individuals will want peace and justice in a world that acknowledges the rule of law in which no nation or individual need live in fear; freedom and self reliance to be available to all; the dignity and work of every person to be recognized and safeguarded; all people to be given an opportunity to achieve their best in life; and they will seek equality before the law and equality of opportunity for all."

Education thus brings out all that is unique in the individual helping him to establish the right relationship with not only the life, mind and soul of the nation to which he belongs but with the larger life, mind and soul of humanity of which he is a unit. It also gives the knowledge of social conduct, strength, character and self respect.

Value based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. The elements of a value-based education can be found but in the learning styles which are employed, the scheduling of the classroom, extracurricular activities, and parental involvement.

Values are either innate or acquired. Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity. Acquired values are those external values adopted at your "place of birth" or "place of growth" and are influenced by the immediate environment.

"What we are today is the result of what we valued yesterday.....what we will be tomorrow will be the result of what we valued today...."

Swami Vivekanand

Need & Importance of Value Education

According to Gandhi ji, "There is a part of a child's soul that has always been unknown but which must be known. With a spirit of sacrifice and enthusiasm we must go in search like those who travel to foreign lands and tear up mountains in their search for hidden gold. This is what the adults must do who seeks the unknown factor that lies hidden in the depths of a child's soul."

We all know that the greatest gift education has given us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self respect. Moral values have been declined in the present youth due to lack of proper communication between the parents and the child; Harsh Treatment shown to the youngsters in public; peer pressure and also to a certain extent due to media.

We are making our new generation, who are studying in thousands of schools across India, engage in nothing but crude cramming. I am appalled at the state of affairs every subject seems to have been reduced to. Be it Economics, History, Sociology or Political Science, they can be best described as-

"Lick an enormous set of text books along with other supplementary readers the whole year and vomit the answers on the answer sheets at the end of the year".

This was done to score marks and that too in abundance. The main purpose is to bring up a child whose real target is associated with the universal and moral values. It is a great investment to pursuit new generations who are devoted to national and universal values.

There are subjects that often have practical purposes in our lives, but have been rendered useless by the impractical approach held by the respective universities and schools we study in. Answers must be such that are intelligent, creative and gives a subtle introduction and an impression of the person who writes it.

"The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education". – Gandhi

The main causes of moral degeneration are:

- Lack of respect for the sanctity of human life.
- Breakdown of parental control of children in families
- Crime and corruption
- Abuse of alcohol and drugs
- Abuse of women and children, and other vulnerable members of society.

The Value Based Education is therefore organized so as to secure the fullest possible development of body, mind and heart; and a fruitful channelization of the life-energy in pursuits that contribute to the growth of both internal and external personality. It ultimately provides the requisite help, through a powerful spiritual atmosphere, for the soul to come forward and gradually begin to govern a balanced, peaceful and spiritually awakened life. Therefore, value based-education is instrumental to unfold and nurture the ideals of life.

India, a place of rich diversity and culture was the residence of wise mahatmas, the gurus and the rishi munis.

They passed on their culture to their students and so began the never ending tradition of passing the heritage of values and ethics through the generations. But as the time passed, this rich and the firm bond between the gurus and their disciple faded and no longer they shared the same values and thoughts. With the shocking attitude of the modern youth, it seems that this is the most apt time to revive the sanity of this relationship.

The objective of education in a country like India, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is indispensable to live a successful life.

Our educational system needs to evaluate its priority and understand that learning should not be coordinated with cramming. We take pride that our educational system is far more advanced and progressive in terms of academic standards in comparison with the U.S.A. or U.K. But in terms of creativity, independent study and an objective approach towards a subject we feel inadequate in experience.

Facts about imparting value education

Education of nurturing values has been a matter of concerns, since independence. A number of education commissions and committees set up by Government of India have made recommendations about the need for formulation of programmes on education in human values in schools. The preamble to the constitution, the Fundamental Duties enshrined in the constitution and National Policy of Education 1986 and the S.B.Chavan

Committee Report (1999) submitted to the Indian Parliament, had emphasized the need to nurture core universal values.

The department related Parliamentary Standing Committee in its 81st Report under Shri S.B.Chavan has also recommended that Education should highlight multifaceted development of human beings and the programme of education in human values should be built around core universal human values like truth, love, peace, righteous conduct and non-violence. The focus of value education should be more at primary stage, and folk songs, skits, flip charts, scouts and guides need to be promoted.

Many institutes today conduct various value education programmes that are addressed to rising problems of the modern society. These programmes concentrate on the development of the children, young adults etc. focusing on areas like happiness, humanity, co-operation, honesty, simplicity, love, unity, peace etc.

NCERT is functioning as National Resource Centre for the programme of Education in Human Values. CBSE, NCTE National Institute of Educational Planning and Administration (NIEPA), UGC, AICTE, IIT, IIM, IGNOU, National Institute of Open Schooling (NIOS) and other institutions collaborated with and assisted NCERT in development of the National Resource Centre. NCERT had launched a "National Programme for Strengthening Value Education" during 2002. The program has been visualized as a national level initiative to sensitize parents, teachers, educators, educational administrators, policy makers and community agencies etc. for promotion of value oriented education. The focus of the program is on generating awareness, material development, teacher training, promotion of research and innovations in the area of

education of human values and development of guidelines for value education in the school system.

Instilling Values through Education

For development of sound character among the member of teaching community of society, acquisition of humanity based and morality oriented values may be considered as inevitable through use of appropriate teaching methods. Academic or value education both are equally important. Without formal education, you will not be able to read or write. Without these skills, you cannot get a good job or manage even simple things of daily living. Value education is equally important. If a highly qualified, well employed person does not know how to behave properly, all that he or she does has little meaning and will not serve him or her well. Fruitful education is the kind used for our welfare as well as of others. This can only happen only when you have both academic and value education. Through education we can change the world.

- By giving a place for moral values in the curriculum.
- Moral values can be explained through stories, poetry and illustrations.
- Educate students through posters, advertisements and dramatizations; those are all a part in the curriculum.
- By introducing a course on moral values as a part of its Master Degree in Developmental Administration.
- Giving course training to students to develop moral values in the society.
- By educating citizen through direct contact by setting up local offices across the religion.
- First of all educate women in the society. Mother is the first teacher. Motivate every woman to know about moral values through special course like "Gandhian Studies".

Role of Family

Every family wants its child to get the best education and find a better place in this world, but this is not the main aim. The main aim of education is: To help the family think about and reflect upon positive universal values and the practical implications of expressing them in relation to themselves, others, the community and the world and to inspire individuals to choose their own positive personal, social, moral and spiritual values and be aware of ways for developing and deepening them as world citizens.

Family is the first school of the child where he learns appropriate behaviour from his parents and behaves accordingly. He socializes firstly by his family from which he learns political, social and moral values. The young child's attitudes towards people, things and life in general are patterned by his home life. From what the parents says the child learns new values and attitudes and discovers what behaviour is socially acceptable or unacceptable. So behaviour of family members should be good and value based. It is not possible for the parents to preach all the moral values, instead they have to be practiced by themselves and set good examples to the children. This is the first basic teaching which must be provided for further enrichment of moral values. Child is like a soil and parents are architect who can model him in any way desirable to them. Value based stories must be told which will make him aware of the different values present in human beings. Home is the place to which one brings the everyday run of social experience, to evaluate, to appraise, to understand or to be twisted, to fester, to be magnified or ignored as the case may be. Social development is taking place rapidly

and the child quickly passes from the self centred, selfish individuals, to the point where he is a co-operative, well adjusted member.

Role of Teachers

The main purpose of education is to bring up a child whose real target is associated with the universal and moral values; this is possible only by the help of rightly and virtuous teachers. Teacher is someone who gives direction to life. He is the one who guides humanity, and carries morality and character to generations. When we consider the reality, it is again teachers who give direction to mothers, fathers and the society. In the hands of a real teacher, coal will turn into a diamond.

"The teaching profession prepares the leaders of the future.... The statesman, the industrialist, the lawyers, the newspapermen...all the leaders of tomorrow are in schools today."

"The psychological foundations for wider loyalties must be laid. Teach those attitudes which will result ultimately in the creation of a world citizenship and world government... we can and should teach those skills and attitudes which will help to create a society in which world citizenship is possible, Professor Benjamin Bloom proclaimed: "The purpose of education and the schools is to change the thoughts, feelings, and actions of students."

The researchers observed that teachers would be more effective if they balance love and care more judiciously while interacting with students. While firmness is necessary, love must play a dominant role in handling students; love and sub-values like sympathy and kindness must get precedence over maintaining silence and order in the class.

Desired human values should circulate in the community of learners through the process of education and percolate to the other members of the society through behavioural integration and internalization to make it progressive as in a progressive society, social reconstruction through upward mobility is inevitable and therefore development of good moral character is considered as essential through education for the sake of humanity and to ensure sustainable or bearable development.

Values are acknowledged to be at the heart of leadership by Teachers. We can never be value free so the process of self-evaluation is crucial if we are to appreciate the effect that our values have on the life of the students. At the core of values-based education lies an agreed set of principles, deeply held convictions, that underpin all aspects of a teachers' life and work. The process is holistic and developmental, demanding a great deal from teacher. However, the demands have a tremendous return in terms of improved pupil behaviour, relationships quality of his work

Schools can be considered as laboratories where solutions are being sought,

lectures are the pills, and the teachers are the masters of this cure center. If the school and the teacher fulfill what is expected from them, it will be a serious movement for the solution of the problems.

Teacher should show the best and safe way, and the real aim for his young brains. He should always be ready at everywhere and every time to fulfill his task and to teach the truth. This is because students always follow what they learn from their teachers. So, they should not only learn and carry the knowledge, but try to use it to uncover

what is good and fine, and also to shape their own lives. Otherwise, surrounding conditions will shape it. Teaching of science should get humanized...for ex in the lessons of human biology, heart and brain should be studied not simply as pumping stations and memory control towers but as seats of love, feelings, emotions, conscience - the qualities that mankind is characterised by.

If the brains of youth are filled with science and the hearts with values, then it proves that we achieved something for the sake of future. These generations are able to resist all obstacles they face.

Conclusion

Right education should cater to an individual's intellectual, social, physical, emotional, spiritual development. Education should help him/her evolve into a person with holistic vision and growth, culminating for an integrated mankind. With these beginnings, we can help in the fulfilment of the aim of regenerated, revitalised, spiritualised youth which alone can lead India in the consortium of nations in this world.

Reference

1. Allport, G. (1961), "Pattern and Growth in Personality", quoted in Rokeach, M. (1973), *The Nature of Human Values*, The Free Press, New York, pp 7.
2. Bagehi, Jyoti Prakash (2005), "Value Education", University Book House(P) Ltd.
3. Chakrabarti, Mohit (2003), "Value Education- Changing Perspectives", Kanishka Publishers, New Delhi.
4. Parameshwaran, E. G. (2002), "Value- centered Education", *Journal of Value Education*, NCERT, New Delhi, Vol 2 No - 1, January, pp 32.
5. Rokeach, M. (1973), "The Nature of Human Values", The Free Press, New York.
6. Singh, Yogesh Kumar (2007), "Value Education", APH Publishing Corporation, New Delhi.
7. <http://www.oppapers.com/essays/Value-Based-Education-A-Need-Of/641076>
8. <http://theviewpaper.net/value-based-education/>
9. <http://www.livingvalues.net/reference/excellence.html>

Emotional Intelligence: With Reference to Job Performance



Puneet Sharma
Research Scholar(Education)
C.M.J. University, Shillong



Poonam Madan
Assistant Professor
Deptt. Of B.Ed
Dr. Virendra Swarup Institute
Of Professional Studies

Abstract

This theoretical paper highlights the concepts of emotional intelligence. Emotional intelligence refers to the ability to set a goal in life, work towards achieving it, negotiate it and feel empathetic towards others. It is an learned process. A key set of characteristics makes up emotional intelligence, such as self-motivation and persistence in the face of frustrations the ability to control impulse, to regulate moods and to empathise. An individual's success at work is eighty percent dependent on Emotional Intelligence and twenty percent dependent on Intelligence Quotient. With high Intelligence Quotient one can be an efficient professional or manager, but with a high emotional Intelligence one can become a great leader. Thus, high level of Emotional Intelligence is necessary for promotion.

Introduction

Emotions are reactions consisting of physiological reactions, subjective cognitive states and expressive behaviours. Emotions influence the way we think, i.e. how we process information about ourselves or the external world. Smith and Shaffer (1991) findings suggest that persons in a good mood are able to process information effectively, but they are less constructively, they enhance intellectual performance. Rosenthal (1991) has shown that when the subjects are treated warmly while being administered Intelligence Quotient (IQ) tests, they scored higher as compared to when they were treated harshly.

Emotional intelligence is not based on logic or reason, structure or system. It is a skill set developed on experience. The emotional experience individual develops through trial and error, values and feelings. Chatterton feels that leaders spend much of their time in communicating and creating an environment which inspires people of the organization. Leaders achieve results for their organizations through the work of others. They cannot create and sustain a successful organization. Hubert (1999) found that successful senior leaders have a strong combination of emotional and cognitive abilities.

Ever since the publication of Daniel Goleman's first book on the topic in 1995. Emotional intelligence has become one of the buzzword in the field of behavioral research. It created interest amongst behavioral researchers that new kind of intelligence involving emotions can relate to organization-members. Emotional intelligence in the last decade has gained considerable importance including the corporate work field.

Mayer and Salovey¹⁶ (2002) in their emotional intelligence test MSCEIT have identified four branches of emotional intelligence :

- **Perceiving Emotions** : The ability to perceive emotions in oneself and other as well as in objects, art, stories, music and other stimuli.
- **Facilitating Thought** : The ability to generate, use and feel emotion as necessary to communicate feelings or employ them in other cognitive processes.
- **Understanding Emotions**: The ability to understand emotional information to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings.
- **Managing Emotions** : The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth.

Above mentioned dimensions of state that knowing own emotions and those of others is not sufficient to become an emotionally intelligent, but managing emotions appropriately is necessary. People who know how to manage their emotions can also channel in useful ways. It is an important aspect for leadership qualities. People who excel in managing, it can bounce back far more quickly from life's setbacks.

Self-motivation skill is necessary for emotional intelligence. Numbers of people are motivated by external factors such as status in an organization or

achievement motivation. People having high achievement motive remain optimistic under unfavorable conditions too. People having this skill tend to be more productive.

Empathy is an ability to 'feel for' other people. Persons who are empathic in nature consider other's feelings along with related factors in the process of making intelligence decisions. People who have empathy are better in caring professions, teaching, sales and management. They have also a deep understanding of the importance of cultural and ethnic differences.

Social skill or the ability to handle the emotions of other people is essential aspect of emotional intelligence. Much of the art of relationship is 'emotional interactivity'. It is a skill to interact with other people effectively. People who excel in such type of skills do well in anything that depends on interaction with others and become a social star.

Salovey (1990) developed a definition of emotional intelligence which involves five characteristics of self-awareness or knowing one's own emotions, the ability to manage one's emotions and impulses, self-motivation skills, empathy or the ability to sense how other are feeling and finally, social skills or the ability to handle the emotions of other people.

Again in 1997, **Mayer & Salovey**¹⁵, define emotional intelligence is a set of abilities that includes the abilities to perceive emotions in the self and in others, use emotions to facilitate performance, understand emotions and emotional knowledge, and regulate emotions in the self and in others. Ashkanasy & Daus¹(2002) noted that the concept of emotions has had an unusually important impact on managerial practice. Several organizations have incorporated emotional intelligence into their employee development programs (Fast Company⁹, 2000); Boyatzis et al⁵ (2002) noted that some business schools have added the training of emotional competencies to their curriculums and the appeal of emotional intelligence may reflect the idea that success is not simply determined by well known abilities, such as verbal and quantitative abilities, but also by abilities pertaining to emotions. The work in the field of EI especially in the area of work place has increased considerable as such researches has given a very encouraging outcomes as of yet.

Deshpande⁸ (2009) in his very interesting study conclude that Emotionally intelligent ethical behavior of peers and of manager shed a significant positive impact on ethical behavior of employees. Thus, organizations can expect employees with EI skills to be more likely to make ethical decisions. These are skills that can be tested for during the hiring process, maintained via training and development programs, and reinforced during performance appraisals. Overall, the findings imply that EI could create a better learning, working, and caring environment. Boyatzis et al⁴ (2009) found that both emotional and social competencies are significant predictors of job performance. Cote and associates⁷ (2003) assessed that emotional intelligence is an important predictor of task performance because of its interactive effect with cognitive intelligence. Their results also reveal that using cognitive intelligence

tests alone to predict performance entails risk, because employees with low cognitive intelligence can perform effectively if they have high emotional intelligence.

Augustine²(1992) found that the degree to which employees like their job is influenced by a combination of personality variables. Chiva & Alegre⁶ (2008) in their research said that emotionally intelligent individuals are more likely to experience high level of job satisfaction. Howard¹² (2006) found evidence of positive relationship between emotional intelligence, Trust and job satisfaction. Guleryuz et al.¹⁰ (in press) in their research study reviled that emotional intelligence was significantly and positively related to job satisfaction. Kafetsios & Zampetakis¹³ (2008) concluded that positive and negative affects at work substantially mediate the relationship between emotional intelligence and job satisfaction with positive affect exerting a stronger influence.

On the basis of above description we can say that knowledge of person's own emotion is the basic element of emotional intelligence. If people cannot be able to recognize his emotions, it leaves him at other people's mercy and create the feelings of distress. Persons having the quality of self-awareness know about their limitations and strengths and allow him to exercise self-control. It permits people to develop coping mechanisms during the time of intense emotional state. Self-aware people have high degree of self-confidence and also have a knowledge of their abilities.

The discourse of this study establishes a positive effect of emotional intelligence on employees job performance and job satisfaction. Despite the popular interest, there is a paucity of studies on how emotional intelligence is effecting in the field of teaching and teacher learning situations. A classroom situation is always full of high emotions as there is an interaction with a number of individuals at the same time with varying individual differences. This is indeed a situation that requires perceiving, assessing and managing emotions of one's and that of the others. Though there is work in progress in this field it is necessary to make adequate provisions for developing tools to increase emotional intelligence among teachers and teacher trainees as a very important aspect of emotional intelligence is that it can be developed. Research in training and development, psychology, and behavior change suggests that it is possible to develop and enhance emotional intelligence. Hence it is felt that there is need to develop more tools and techniques in the field emotional intelligence in teaching-learning situations.

Thus, it can be concluded that Emotional intelligence is vital to business. The top performers in business exhibited high levels of emotional intelligence. When managers understand the emotional intelligence skills of their teams, they become more aware of the team's strengths and weaknesses and can make better decisions about how work is done. Business organizations are concerned about the ability of the people to know, manage and monitor their emotions, i.e. emotional intelligence. In

other words it can be concluded that with high emotional intelligence one can get promoted can emotional intelligence can be increased throughout life. The higher the rank of a person considered to be a star performer, the more emotional intelligence capability is responsible for his effectiveness.

References

1. Askhanasy, N, and Daus, C.S. (2002); Emotion in the workplace; The new challenge for managers. *Academy of management executive*, 16(1), 76-86.
2. Augustine, O. Agho (1993); Detriments of Employees job satisfaction; an empirical test of causal model; *Human relations*, 46(8), 1007-1027.
3. Bar-On, r (2004), The Bar-On emotional quotient inventory (EQ-i); Rationale, description and psychometric properties, In G. Geher (Ed.), *Measuring emotional intelligence; common ground and controversy*. Hauppauge, NY; Nova Science.
4. Boyatzis , R.E. & Ramo, L.G. Saris, W.E. (2009). The impact of social and emotional competencies on effectiveness of Spanish executives. *Journal of management development*, 28(9), 771-793.
5. Boyatzis, R.E., E.C. Stubbs and S.N. Taylor (2002); Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of management learning and education*, 1, 150-162.
6. Chiva, R & Alegre, J (2007); Emotional intelligence and job satisfaction; the role of organizational learning capability. *Personnel Review*, 37(6) 680-701.
7. Cote, Stephane & Miners, Christopher T. H. (2006); Emotional Intelligence, cognitive intelligence, and job performance, *administrative science quarterly*, 51(1), :- 28.
8. Goleman, D. (1996), *Emotional intelligence*, Bantam, New York. Hubert, V. (1999). *Have a heart, Smarty !*, Express computer, Sept. 13 p.1 & 6.
9. Rosenthal, R. and Forgas, G. (1991). Role of emotions in intelligence. *Journal of Applied Psychology*, 70, 344-378.
10. Salovey, P. (1990). *The psychology of jealousy and Envy*, New York; Guilford Press.
11. Salunkhe, S. (1999). Get in touch with your E-Intelligence. Express computer, Nov. 18, p.8.
12. Salunkhe, S. (1999). Emotional quotient and performance. Express computer, Nov. 22, p.9.

Developing Accountability Among Teachers

Abstract

Accountability is required in all the activities which require the feeling of responsibility or showing concern. Education is one such field which requires the accountability of the personnel involved in it. Mostly the teachers are expected to be accountable for student academic achievement values, their behaviors and for all educational outcomes, besides teachers are also accountable for various aspects like keeping the students alert throughout their class, fulfilling the future behavior, job requirements, participation in cultural activities, literary events, sports etc, for which they have no direct concern. Teacher is a pivot of the education system for the transformation of intellectual and technical skills from one generation to next. The growth and development of any nation depends upon education system. The most important factor in the educational development is the teacher who is professionally equipped with various skills, competencies, determination and accountability to give his best to the individual as well as society. Thus a teacher should be committed and accountable towards student's overall development, community, profession and nation for his own as well as nation's growth.



Poonam Madan

Assistant Professor

Deptt. Of B.Ed

Dr. Virendra Swarup Institute
Of Professional Studies

Introduction

A teacher is one who teaches. The work 'teach' has been derived from the Anglo Saxon work "Taecon" which means 'to impart', 'to instruct', 'to train' and 'to make aware of'. The teacher acts as pivot of any educational system for the transmission of intellectual and technical skills from one generation to next. The teacher is the key man on whom the future of children and mankind depends. He plays an important role in shaping and moulding the personality of the individual. A successful teacher is one who is able to foster creative thinking, develop skills and instills a desire for lifelong learning among students. In any society a teacher has a very important and respectable place because teaching is a noble profession. Teaching as a profession is different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities.

As the teachers are torch bearers of a learning society, so they have to aware the learner to face the challenges in this era of Globalization, Privatization and Liberalization along with the technical advancements in educational sector. Therefore a teacher has to be realistic and to forgo the transmission model of teaching, and the reflective, committed and accountable to the profession and have to multidimensional.

Concept and Meaning of Accountability : Several terms are synonymous with the term "accountability". Among them the words like "Obligation", "Responsibilities" and "Entitlement" are highly relevant to any accountability relationship and several factors influences the nature and efficacy of such relationship.

The subject 'accountability' is very interesting because it is such a pervasive feature in many of the human relationships. Leedwig Wittgensteing (1965) observed that the usage of the term 'accountable' is quite extensive. The word accountability includes a) giving an account of and b) being answerable. Thus the concept of accountability and its implications are quite complex from both theoretical and practical point of view. This complexity may be partly due to the term's origin and a review of its variation in its meaning. So 'accountable' meant literally "to reckon, count, count up or calculate". The definition "to render an account of to explain and to answer for" came into use between the late 1600s and early 1700s.

Accountability in Education : Lessinger (1971), a leading proponent of accountability called attention to the problems during the seventies. Lessinger's comment pointed to a new trend in the movement the frequent use of modern business as an ideal model for school management and accountability. Teachers should be accountable f or 'result'. Their primary concern is with the actual

outcomes of education as evidence by student performance. Of the various forms of accountability proposed for education, the concept of performance contracting is often cited as the most effective strategy to assure 'accountability for results'. The crucial factor in all these is that their determinate quality generally refers to the practices in which teacher's performance is evaluated in terms of student's performance and rewarded. Mostly educational outcomes are translated into behavioural terms, observed and measured for purpose of accountability. What is expected is the degree of personal direction one may have in meeting these expectations.

Teacher Accountability : Demand for greater accountability in education and the proposals that accompany them are often directed at teachers. The functions of evaluating and reporting students progress are necessary in teaching students' learning. There are four elements in the performance approach to accountability.

1. Establishing a fairly definite set of performance or learning objectives.
2. Evaluating or measuring student's progress towards those objectives over a period to time.
3. Reporting student's progress as measured.
4. Either assigning or withholding rewards on the basis of such performance.

Teachers should formulate learning and performance objectives for their students. Teachers can develop appropriate objectives and establish a sensible plan for teaching. They must be knowledgeable about skill development and the skill levels at which their student are functioning.

Therefore, a teacher should get all essential knowledge to take-up the issues and find appropriate solutions.

Area of teacher's accountability : Every profession has a set of ethics principles, guidance, responsibilities and norms to guide the conduct and behavior of its profession. Accordingly in teaching as a profession there are various guidelines, principles, norms of morality, accountability which a teacher has to follow in teaching profession while dealing with students, stakeholders, and community. Every teacher need to follow these principles and should be accountable for his profession.

- (i) **Accountability towards the learner :** Student is the most important pillar in the education system. Today, teacher has to concern himself with the total development of child's personality. To achieve the optimal learning of the child the teacher should take care of the student's progress according to their capacity. Hence the motto of the teachers should be always for the benefits of their students because the success of the students depends essentially upon the competencies of teachers, their sense of dedication and accountability.
- (ii) **Accountability towards Stake Holders/Parents :** Parents are the most important stakeholders because they invest a lot for the education and development of their children. Therefore, not only the students, parents of the students also seek indulgence of teachers in achieving their desired goad. Therefore, a teacher must develop more time in public relation, parent counseling and behavioural therapy to fulfill the global societal needs.
- (iii) **Accountability towards community :** A teacher must be accountable towards the community to which he

belongs. He should co-ordinate different activities of the community and should motivate the deprived and weaker sections of the community to get education. A teacher should work as a bridge between the school and community.

- (iv) **Accountability towards Profession :** It is the duty of a teacher to think about various ways and means to help the students in acquiring knowledge and skills and shaping their future. So he has to devote more time and energy to direct the students for self learning. Through self learning one can achieve professional enrichment and excellence which will be a great help to the nation in future.
- (v) **Accountability towards Humanity and Values :** A teacher should believe in human values such as truth, beauty, goodness, honesty, love, equality, regularity, punctuality etc. Because when a teacher inculcates these values through his behavior then his students will automatically accept them. Hence, a teacher should believe in these values and exhibit the same in his behavior and instructional system for the betterment of humanity.
- (vi) **Accountability towards Nation :** A teacher must organize his research activities as per the needs of the country. It means that research process in education should be such that these solve various problems from different angles.

Other Factors in teachers accountability : The problem of teachers accountability is much deeper by involving other criteria and principles. They relate directly to the problem of establishing causal responsibility for learning and raise questions concerning the expectational responsibilities associated with teaching. There are forms of accountability that may be more productive throughout all levels of education in dealing with the problems of students performance. Achieving better results in education is certainly desirable. In different roles as students, as adults, youth must contend with a complex society and the welfare depends on their competency, values and kind of people they becomes as adults in future.

Research in education showed that since the variable assisting or impeding educational strategies are numerous, varied only partially and are not as easily understood or controlled. Whatever may be the mode of teaching, the alterations to be made are not in some tangible material, but in the attitudes, beliefs, perceptions and judgment of the learner, behavioural factors are for more remote and complex. School inputs and resources can serve as a reliable index of either the quality or value of school programmes. Greater emphasis is on results, meaning student learning and performance. The difference in school achievement can be largely accounted for by differences in school inputs, teachers, school facilities, size of the library, laboratories etc. But school resources and inputs cannot serve as an exclusive measure of the value of school programmes or the ultimate effectiveness of the school to promote student learning. The responsibilities and actions of students, their parents, school administrators, school committee and the community, and the teachers have an exclusive influence in determining what students learn, how they perform and what they achieve. It presents a major obstacle to the improvement of student performance, and to the achievement of many outcomes in education. At the same time differences in student achievement from school to school are due to differences in the students

family background and their fellow students than the differences in the quality of schools.

References

1. **Mustiary Begum and Nayana L.M. (2006)**. Teacher- A role model and a Motivator. *Edutracks*, vol. 5, no. 8. P.7.
2. **Aggarwal, J.C. (1988)**. Teachers' role, Status, Service Conditions and Education in India. A Reference Manual. Delhi: Doaba House.
3. **Joshi, R. (2005)**, Challenges to Teacher Education in 21st Century, *University news*, 43 (18) May 02-08.
4. **Lessinger and Tylelr**, Accountability and Education, **Worthington: Charles A Jones 1971**. P.I: Terrel II. Bell, "Education Accountability starts at the top". **Frank J. Sciara and Richard J. Jantz (eds)** "Accountability in Americal education (**Bostan Allyn and Bacon 1972**. P. 152-458).
5. **Ludwig Wittgenstein**, Philosophical investigations trends by GEM Anscombe, Mac Millan, New York 1968. P. 32e.
6. **Mumthas, N.S. (2005)**. Professionalism among Teacher Educators. *Edutracke*. **Verma, Romesh (2002)**. Teacher in 21st Century, *University news*, December 02-08.
7. **Robert B. Wagner**, Accountability in education, Chapman & Hall Inc. Rutledge, Newyork 1989.
8. **Sastry, M.V. (2009)** How teachers can become more effective. *Edutracks*, vol. 8, no. 8p.20.

Swami Vivekananda as an Educationist

Abstract

Vivekanand says that all types of knowledge, whether spiritual or secular, exists in the mind of man. Man explores the pro-existing knowledge within himself and displays it. He considers education of his times as merely negative. According to him, the education which does not help the common mass of people to equip of character is not true education. In this paper, Swami Vivekananda's educational philosophy has been manifested by throwing light of his educational beliefs.

Introduction

Meaning of Education

Vivekananda gave the meaning of Education within these words, "Education is the manifestation of the perfection already in man. Vivekananda says that all types of knowledge, whether spiritual or secular, exists in the mind of man. Man explores the pre-existing knowledge within himself and displays it. He further explained that no knowledge comes from outside, it is all inside. All knowledge that the world has ever received comes from the mind; the infinite library of the universe is in your own mind. The external world is simply the suggestion, the occasion, which sets you to study your own mind, but the object of your study is always your own mind.

Swami Vivekananda gives the examples of law of gravitation and a piece of flint in support of his ideas. He says, "The falling of an apple gave the suggestion to Neuton, and he studied his own mind. He rearranged all the previous links of thought in his mind and discovered a new link among them, which we call the law of gravitation. He gives the second example, "Like fire in a piece of flint, knowledge exists in the mind; suggestion in the friction which brings it out." Thus Vivekananda concludes that all knowledge, secular or spiritual is in the human mind.

Aims of Education: Attainment of Perfection

According to Vivekananda, the main aim of education is to attain the perfection which already exists in man. All knowledge is inherent in man. No knowledge comes from outside, it is in the human mind. He considers that the human mind is the source of the infinite library of the universe. All education, therefore, is the manifestation of the perfection which already exists in man. He says, "All knowledge, therefore, secular or spiritual, is in the human mind." In many cases it is not discovered, but remains covered and when the covering is being slowly taken off, we say, we are learning and the advance of knowledge is made by this process of uncovering.

Character Formation

According to Vivekananda, "The Character of any man is but the aggregate of his tendencies, the sum total of the bent of his mind." Man's thoughts and actions form the character of a man. The dominance of good impressions make the character good and the dominance of bad impressions make it bad. He remarks, "Every work that we do, every movement of the body, every thought that we think leave such an impression on the mind-stuff, and even when such impressions are not obvious on the surface, they are sufficiently strong to work beneath the surface, subconsciously. What we are every moment is determined by the sum total of these impressions on the mind. Each man's character is determined by the sum total of these impressions. If good impressions prevail, the character becomes good, if bad, it becomes bad.

Physical Development

Vivekananda is against that education which gives stress on the mental development of man alone. He attaches equal importance to the proper cure of the body and healthy development of one's physique. He urges, "Be strong, my young friends, that is my advice to you. You will be nearer to Heaven through football that through the study of the Gita. You will understand the mighty genius and the



Kamlesh Yadav

Head, Dept. of B. Ed.
Shivlok Mahila Mahavidyalaya,
KANPUR

mighty strength of Krishna better with a little strong blood in you. You will understand the Upanishads better and the glory of the Atman, when your body stands firm on your feet and you feel yourselves as men.” Present educational system of India attaches equal importance to physical and mental development for all sound development of children. He would rather vote for trumpets and kettle drums, damru and hom so as to raise the deep and martial notes than to have effeminate forms of music.

Development of Mind

Vivekananda says, “we want that education by which ... strength of mind is increased ...”. If the mind is weak, the Atman cannot be realized. He explains, “If there is no strength in body and mind, the Atman cannot be realized. You must retain great strength in your mind and words, “I am low”, “I am low”, repeating these ideas in mind, man belittles and degrades himself.” Briefly he said that “The mind has to become the master of its thoughts and captain of its deeds.”

Attainment of self-reliance

According to Vivekananda, “we want that education ... by which one can stand on one’s own feet”, the famous, the acquiring of technical education by the people because this will help them in earning their livelihood. He comments, “It would be better if the people got a little technical education so that they might find work and earn their bread instead of dawdling about and crying for service.”

Increasing the Productivity

Vivekananda believes that the goal of education should not be producing the clerk, lawyers and magistrates. It should rather be increasing the production of food. He remarks, “What is the goal of your education? Either a clerkship or being a roughish lawyer, or at the most a Deputy Magistracy, which is another form of clerkship is not that all? What good will it do you or the country at large? Open eyes and what a piteous cry for food is rising in the land of Bharata; Today the hike in the prices of essential commodities reminds everyone of the idea given by Vivekananda to increase the productivity.

Religious Development

Vivekananda holds that education should aim at religious development of man, religion is within man. He remarks, “If religion and life depend upon books or upon the existence of any prophet whatsoever, then perish all religion and books. Religion is in us, no books or teachers can do more than help us to find it and even without them, we can get all truth within.

According to Vivekananda, education should enable man to discover and develop the religious seed already present in him and thus find the absolute truth. To him, each individual should be able to search out and develop the religious seed embedded in him and this find the absolute truth of reality. Hence, he advocated the training of feelings and emotions so that the whole life is purified and sublimated. Swami Vivekananda’s views regarding aims of education were, “Education should lead to the development of character and morality.”

Philosophy of Education

The Philosophy of Vedanta and Upanishads is the basis of Swami Vivekananda’s philosophy of education. He believes that all knowledge, worldly or spiritual, is in the human mind. It lies hidden and inactive covered with a curtain of darkness and ignorance. It is the function of

education to remove this curtain of darkness and ignorance. All kinds of learning are self learning. The role of the teacher is only to motivate and encourage the students in searching out the hidden treasure of knowledge which is lying inactive in their minds.

Vivekananda considers the education of his times as merely negative. The education which does not help the common mass of people to equip themselves for the struggle of life, which does not bring out strength of character, a spirit of philanthropy, and the courage of a lion – is it worth the name. He holds the view that education must develop character, mental power, and intelligence and inculcate self confidence and self reliance in men.

Thus, Vivekananda is an idealist by heart. First of all, he gives stress on spiritual development, then on material prosperity, after that on safety of life and lastly on solving the problems of fooding and clothing of the people. Dr. R.S. Mani observed, “His life’s mission was to advocate that people should be possessors of Shradha (faith), of Virya (courage) and attain to the knowledge of the Atman and sacrifice their lives for the good of others. This was his wish and blessing.

References

1. Theory and Principles of Education, p. 205.
2. The Complete works of Swami Vivekananda, Vol. 1, p. 28.
3. Educational ideas of Eminent Indians, pp. 396-97.
4. Seven Indian Educationists, p. 43.
5. Principles of Education, p. 345.
6. Philosophical Approach to Education, p. 256.

Nuts and spices: Potent antioxidant sources and their application in food



Prachi Avinash

Research Fellow
Deptt. Of Foods & Nutrition
College of Home Science,
MPUAT, Udaipur



Arti Sankhla

Dean
College of Home Science,
MPUAT
Udaipur

Abstract

Plant food constitutes a significant part of our diet providing various important nutrients required by body for adequate growth and development. Aside from the nutritional value, there has been an increasing interest in non-nutrient components, because they have been found to protect the body against chronic degenerative diseases. Nuts and spices have been identified as the concentrated and promising sources of natural antioxidants and though in lesser quantity can contribute significantly to the total intake of plant antioxidants. According to researches and reviews, it can be observed that combination of nuts and spices in the form of mixes are not being used among people. The population could thus be encouraged to consume nuts and spices in combination so that they can obtain the benefits of both.

Keywords: Plant foods, Nuts, Spices, Natural antioxidants, Mixes

Introduction

Food is the cornerstone of human existence. Man derives all important nutrients by virtue of food he eats in his daily diet. It could be summed up as any plant or animal material consumed for nutrition and sustenance. A significant part of our diet providing various important nutrients required by the body for adequate growth and development is constituted from plant food. Aside from the nutritional value, there has been an increasing interest in non-nutrient components, as mounting research links diet/ food components to disease prevention and treatment (Farmakalidis, 1999). Thus there are increasing evidences, for physiological and patho-physiological reasons, that food needs to be considered as such and not only as nutrients. These observations have led to continuing research aimed at identifying specific bioactive components, as food antioxidants.

In a normal diet, nuts and spices have been identified as the concentrated and promising sources of natural antioxidants and though in lesser quantity can contribute significantly to the total intake of plant antioxidants than many other food groups like vegetables, fruits and cereals (Dragland *et. al*, 2003; Tapsell *et. al*, 2006). Numerous studies have shown the physiological effects of antioxidants from nuts and spices which strongly indicate that many active principles of nuts and spices work as excellent nutraceuticals.

Nuts and Spices

Botanically, nuts can be described as 'one seeded indehiscent fruits'. They are obtained from trees and have a specific taste and flavour corresponding to each nut. They are either fruits or seeds and consist of an edible fat containing kernel surrounded by a hard or brittle shell (Srilakshmi, 2002; Janick and Paull, 2008). Spices are potent plant foods that possess a wide range of nutrient bioactive compounds that contribute to improve health, while adding variety, colour, flavour and aroma to daily diet. It is a dried seed, fruit, root, bark, leaf or vegetative substance used in nutritionally insignificant quantities as food additives or as preservatives that kills harmful bacteria or prevent their growth (Baghurst *et. al*, 2006). According to Tapsell *et. al* (2006) herbs and spices have a traditional history of use, with strong roles in cultural heritage, and in the appreciation of food and its links to health. Spices are known to improve digestion, reduce cholesterol, improve blood glucose levels, and have anti-inflammatory, antibacterial, antioxidant, antimutagens and anticancer properties (Gyamfi *et. al*, 2002; Srinivasan, 2005; Hossain *et. al*, 2008; Zahin *et. al*, 2009; Sultana *et. al*, 2010).

An Indian Kitchen is a jewel house for such wonder herbs which are used in daily diets mostly for flavoring and aroma but apparently having the therapeutic and medicinal potential (Kumar, 2012). Few of the examples in this series are Fenugreek (*Methi*), Cumin seeds (*Jeera*), Asfoetida (*Hing*), Curcumin (*Haldi*), Black Pepper (*Kali Mirch*), Coriander (*Dhaniya*), Curry *patta*, Cinnamon (*Dalchini*), Cardamon (*Elaichi*), Garlic (*Lahsun*), etc.

Methodology

The present survey was undertaken in different areas within the municipal limits of Udaipur City. Hundred homemakers willing to participate were selected for gaining information about use of nuts and spices in household. A questionnaire was developed and information gathered by face to face interview. The information collected was tabulated and analyzed using frequency distribution and percentages of variables studied.

Results

A total of hundred respondents were interviewed regarding the use of nuts and spices together and as mixes in household. Majority of respondents selected (34 per cent) were in the age range of 41-50 years, followed by 25 per cent in 31-40 years of age range. Ninety eight per cent of the families were followers of Hindu religion. Most of the selected respondents were reported to be having vegetarian food habits (83 per cent).

Modern consumers use both nuts and spices to enhance the flavour and healthfulness of foods. The results of survey indicated that sixty two per cent of respondents agreed that they use nuts and aromatic spices together in preparation of certain recipes, whereas 38 per cent did not use nuts and spices together in preparation of food (table 1). It was observed that, desserts (23.65 per cent), followed by rice (21.62 per cent) and beverages (14.19 per cent) were the most preferred food items in which nuts and spices were added together.

Nuts function as ingredients in various recipes in fresh, raw, roasted, boiled, salted or fried forms. They function as thickening agents in preparation of gravies, used in *chutney* and sweet preparations, in beverages and for garnishing. Nuts are favoured as ingredients in salads and in stuffing for poultry. They are preserved in sugar syrup or crystallized as ingredients of puddings, cakes, biscuits and sweetmeats of all kinds, nuts are in universal use. Nut butter is also made by grinding roasted kernels and addition of salt, thus finding manifold uses in chocolate manufacture. Large quantities of nuts are used in ice cream. Processed foods, made out of nut flour, are rich in protein and are used as a weaning food for children. Spices from all over the world are widely available and are sold whole, crushed, powdered, dry, or fresh to provide a variety of flavours. Spices can be added whole (tied in a cheesecloth, nylon net or muslin bag) or crushed and ground to provide more flavour (Sharma *et. al*, 1989; Belitz *et. al*, 2007). Addition of nuts and spices improves taste and hence the acceptability of the product among consumers. It could be

concluded for the given studies that products with added nuts and spices in recipe ingredients have wider acceptability. Also, these are usually consumed in powdered form singly or as mixes.

Though a majority of people consume these spices and thus deriving their medicinal benefits, the population lacks awareness regarding the fact. India has a rich heritage of spices which have been proved to be a pool of antioxidants with numerous health benefits. Therefore, measures need to be taken to inform or make aware the public at ground level about the antioxidant richness leading to therapeutic benefits of spices (Avinash and Sankhla, 2012).

Spice mixes

Spice mixes are blended spices or herbs. When a certain combination of herbs or spices is called for in different recipes (or in one recipe that is used frequently), it is convenient to blend these ingredients beforehand (Anon., 2012). In Indian cuisine, spices are mixed in specific amounts to make spice mixtures (Rathore and Shekhawat, 2008), for example, chilli powder (red pepper, cumin, oregano, salt and garlic powder), Curry powder (coriander, turmeric, cumin, fenugreek seed, white pepper, allspice, yellow mustard, red pepper and ginger), Poultry seasoning (white pepper, sage, thyme, marjoram, savoury, ginger, allspice and nutmeg), Pumpkin pie spice (cinnamon, ginger, nutmeg, allspice and cloves). Mixed spice powder is widely used in food preparations, both on domestic and industrial levels. The major reason behind the rapid increase in mixed spice powder consumption is the increase in production of processed foods, some of which depend on spice mixes for their characteristic properties (Rtmitchell, 2003; Bazaraa *et. al*, 2007).

The survey results about consuming spice mixes showed that 69.41 per cent subjects preferred to purchase these mixes from the market, 20 per cent prepared these mixes at home and 10.59 per cent used both homemade and purchased mixes (table 2). A total of six different mixes could be listed from the responses of subjects which were prepared at home. *Garam masala* (26.92 per cent), followed by *chai masala* (21.15 per cent) and *chat masala* (19.23) were among the most common mixes prepared at home (table 3). The respondents were also enquired about the commonly purchased spice mixes from market. Table 4 enlists sixteen mixes purchased by respondents. It could be inferred from the results that the most commonly purchased spices mix was *garam masala* (22.71 per cent), followed by *channa masala* and *pao bhaji masala* (13.55 and 13.15 per cent respectively).

Aside from the existing and very popular spice mixes available in markets, researchers have been working towards developing newer blends with wider acceptability. The work by Guine *et. al* (2010) included the development of a spicy strawberry syrup, with formulation, processing and industrialization aspects, chemical and sensorial analyses as well as a consumer study. The sensorial evaluation was performed with a panel of 25 tasters, of which 17 were women and 8 men. The parameters

evaluated using hedonic scale were: visual aspect, colour, consistence, brightness, sweetness, strawberry taste, spicy taste, global appreciation. In all characteristics evaluated in the sensorial analysis the medium punctuation was 4 (in a scale from 0 to 5), corresponding to Good. Despite the product being considered quite spicy, its acceptance was very good.

Middha and Goyal (2009) developed a Chat spice premix which was standardized and analyzed for its sensory, nutritional and shelf life qualities. The mean scores for overall acceptability of the spice premix were 8.34 against the control premix (7.52) on nine point hedonic rating scale. Protein, fiber, ash and carbohydrate contents were found to be significantly higher in case of experimental spice premix as compared to control sample. Standard plate count also revealed satisfactory quality of the premix even at the end of two months storage period. Mogra and Midha (2007) also obtained high acceptability scores (8 to 9) for the instant spice premix developed by them. Another work by Middha and Goyal (2011) on development of *dahi vada* spice premix, obtained overall means sensory scores of 8.18 on the Hedonic scale, thus found highly acceptable.

In a work by Dzimba *et. al* (2007) different formulations of biltong, a traditional meat product widely consumed in South Africa, were prepared using either traditional spices (salt, sugar, nitrite, pepper, allspice, aniseed, garlic, onion, coriander and, or, pineapple juice) and was sensory evaluated. The appearance acceptability of the alternative formulations was judged as being more accepted than the traditional one, possibly due their lighter colour. There were no statistical differences ($P \leq 0.05$) among them with respect to flavour. The main reason cited by consumers for liking the flavour of biltong was their pleasant seasoning. The product, in general, was described as being hard, but readily softened by the saliva when chewed. Overall, the results suggested that, with a little adaptation of its original formula, it would be possible to introduce biltong as an acceptable snack or delicatessen in Brazil and different South American markets.

Modi *et. al* (2006) prepared a spice mix formulation using wet and dry spice and condiments. The spice mix formulation prepared was concluded to be useful in the preparation of varieties of vegetarian and non-vegetarian ready-to-serve products such as dhal fry, chicken fry, *aloo mattar*, *gobi masala*, *mattar* mushroom, *kheema mattar*, Mutton chilly fry, etc. Considering the scope of utilization of processed chicken in convenient form, a study was undertaken by Deogade *et. al* (2008) to optimize the levels of spice mixture salt and commercial chicken *masala* in a spice formulation to be used for preparation of chicken curry. The sensory quality of ready to eat chicken curry added with hot spice mixture containing salt and chicken *masala*, revealed that the flavour, juiciness, texture and overall palatability scores of chicken curry improved significantly.

In a study, breads were prepared by incorporating functional ingredients like wheat bran, finger millet, ginger and garlic at different levels and spice mix at 3, 6 and 9% levels. Incorporation of 3% spice mix was found most acceptable in breads. Incorporation of functional ingredients did not alter the softness of bread but interfered with gluten formation (Shalini and Devi, 2005)

An interesting research was conducted by Bell (2009), to determine if spices (a blend of cinnamon, ginger, nutmeg, and cloves) that have high antioxidant properties evoke/change emotions in consumers. The carrier food, an extruded apple-based cereal-like product, was selected because cereals are convenient and consumed by many. Three cereal-like products containing 0, 4, or a 5% spice blend were extruded. Four consumer tests, one day of hedonic and just-about-right evaluations ($n=100$), followed by three days of emotion testing were carried out. For the emotion tests, 25 consumers saw the control sample three times, 25 consumers saw the 4% blend sample three times, 25 consumers saw the 5% blend sample three times, and 25 consumers saw all three samples once. In a clinical trial ($n=10$), total antioxidant capacity and blood glucose levels were determined from two samples (control and the 4% blend). The data were subjected to analysis of variance and principal components analysis to determine significant effects and trends in the data, respectively. 'Calm' was the only emotion that was significantly different in all three samples, which decreased over time (pre-consumption to 1-hour post consumption). The emotion 'Satisfied' increased significantly in the 5% blend showing that there might have been an effect because of the higher spice content. The PCAs showed that for the 4% and 5% blends, the movement of the consumers was towards emotions such as active, energetic, and enthusiastic. There were no trends for the control. For the clinical trial, the 4% blend was significantly higher ($P < 0.05$) in total antioxidant capacity than the baseline, although the differences in absolute terms are debatable. Blood glucose levels were not significantly different. Future research needs to be done to better understand how individual emotions affect overall liking and product acceptance.

Conclusion

Since both nuts and spices have been identified as the potential sources of antioxidants and many other health benefiting factors which prevent as well as cure a number of degenerative diseases like cancer, CVD, atherosclerosis, diabetes, cataract and accelerated ageing, their use in daily diet is recommended and should be promoted. Though, spice mixes have long been used in cookery, but researchers continue to develop newer blends with wider acceptability. Also, it can be inferred that combination of nuts and spices in the form of mixes are not being used among people. Thus the population could be encouraged to consume nuts and spices in combination so that they can obtain the benefits of both.

References

- Farmakalidis E. 1999. Consumer issues in relation to Antioxidant. Antioxidants in Human Health & Diseases. Ed. By Basu T.K., Temple N.J. and Garg M.L. CABI publishing UK. 423-435.
- Dragland S., Senoo H., Wake K., Holte K. and Blomhoff R. 2003. Several culinary and medicinal herbs are important sources of dietary antioxidants. *Journal of Nutrition*. **133**(5):1286-90.
- Tapsell L.C., Hemphill I., Cobiac L., Patch C.S., Sullivan D.R., Fenech M., Roodenrys S., Keogh J.B., Clifton P.M., Williams P.G., Fazio V.A. and Inge K.E. 2006. Health benefits of herbs and spices: the past, the present, the future. *Medical Journal of Australia*. **185**(4): S4-24.
- Srilakshmi B.^a. 2002. Nuts and oil seeds. Food Science, 2nd Ed. New Age International (P) Ltd. Publishers, New Delhi. 80-88.
- Janick J. and Paull R.E. 2008. The Encyclopaedia of Fruit and Nuts. Ed. by Janick J. and Paull R.E., CAB International, UK.
- Baghurst K., Tapsell L., Nestel P., Inge K., Fazio V., Hasler C. and Bowerman S. 2006. Position paper-Herbs and Spices- an integral part of the daily diet. www.healthyherbs.com. Retrieved 16/12/1210.
- Gyamfi M.A., Yonamine M., Aniya Y. 2002. Free radical scavenging action of medicinal herbs from Ghana *Thonningia sanguinea* on experimentally induced liver injuries. *General Pharmacology*. **32**: 661-667.
- Srinivasan K. 2005. *Food Reviews International*. **21**, 167-188.
- Hossain M.B., Brunton N.P., Ryan C.B., Diana A.B.M. and Wilkinson M. 2008. Antioxidant activity of spice extracts and phenolics in comparison to synthetic antioxidants. *Rasayan Journal of Chemistry*. **1**(4): 751-756.
- Zahin M., Aqil F. and Ahmed I. 2009. The in vitro antioxidant activity and total phenolic content of four Indian medicinal plants. *International Journal of Pharmacy and Pharmaceutical Sciences*. **1**(1): 88-95.
- Sultana S., Ripa F.A. and Hamid K. 2010. Comparative antioxidant study of some commonly used spices in Bangladesh. *Pakistan Journal of Biological Sciences*. **13** (7): 340-343.
- Kumar B. 2012. The great Indian kitchen chemistry. Vigyanprasar, CDRI, Lucknow. <http://www.vigyanprasar.gov.in/Radioserials/Kitchen%20&%20vegetable%20chemistry%20by%20Dr.%20Brijesh%20Kumar.%20CDRI.pdf>
- Sharma A., Podwal-Desi S.R. and Nair P.M. 1989. Assessment of Microbiological quality of some Gamma Irradiated Indian Spices. *Journal of Food Science*. **54**(2):489-490.
- Belitz H-D., Grosch W. and Schieberle P. 2007. Spices, Salt and Vinegar. Food Chemistry 3rd revised ed. Springer (India) Pvt. Ltd., New Delhi. 971-985.
- Avinash P. and Sankhla A. 2012. Antioxidant-rich spices: Consumption trends. *Asian Journal of Home Science*. **7**(1): 1-5.
- Anon. 2012. http://en.wikipedia.org/wiki/Spice_mix
- Rathore M.S. and Shekhawat N.S. 2008. Incredible spices of India: from traditions to cuisine. *American-Eurasian Journal of Botany*. **1**(3): 85-89.
- Rtmitchell C.R. 2003. The microbiological quality of ready-to-eat foods with added spices. *International Journal of Environment and Health Research*. **13**: 31-42.
- Bazaraa W.A., Mangoli S.B., Hammad A.A.I., Abdel-Kalek H.H. 2007. Effect of γ -Irradiation on the microbial quality and biological activity of mixed spices powder. *North Egyptian Journal of Microbiology*. **17**: 191-212.
- Guine R.P.F., Lima M.J., Pato L., Correia AC, Gonsalves F., Costa E. and Santos S. 2010. Consumer study and sensorial evaluation of a newly developed spicy strawberry syrup. *Academic Journal of Academic Research*. **2**(3): 173-178.
- Middha S. and Goyal M. 2009. Development and quality evaluation of a convenient chat spice premix. *Journal of Dairying, foods and home science*. **28**(3/4): 244-246.
- Midha S. and Goyal M. 2011. Development and quality evaluation of convenient *Dahi Vada* spice premix www.on-line-foods.com/tech_paper/shalini_migdha.pdf Retrieved 12/8/2011.
- Mogra R. and Midha S. 2007. Quality evaluation of value added vermicelli. *Journal of Foos Science and Technology*. **44**(2): 220-223.
- Dzimba F.E.J.M., Faria J.A.F. and Walter E.H.M. 2007. Testing the sensory acceptability of biltong formulated with different spices. *African Journal of Agricultural Research*. **2**(11): 574-577.
- Modi V.K., Sidde Gowda G.S., Sakhare P.Z., Mahendra N.S. and Narasimha Rao D. 2006. Pre-processed spice mix formulation and changes in its quality during storage. *LWT-Food Science and Technology*. **39**(6): 613-620.
- Shalini D. and Devi N.L. 2005. Development and acceptability of breads incorporated with functional ingredients. *Journal of Food Science and Technology*. **42**(6): 539-540.
- Bell B. E. 2009. The effects of spice blends in an apple-based extruded cereal-like product: maximizing flavor and health. Retrieved 20/6/2012 <http://krex.k-state.edu/dspace/bitstream/handle/2097/2277/BrandonBell2009.pdf?sequence=3>.

Table 1: Consumption of nuts and spices together in food items

Preparations	Yes	No
	62.00	38.00
Bakery	4.73	-
Beverages	14.19	-
Curry	12.16	-
Desserts	23.65	-
Non-Veg.	6.08	-
Pulses	1.35	-
Rice	21.62	-
Snacks	12.84	-
Vegetables	3.38	-

Table 2: Consumption of spice mixes by respondents

Consuming spice mix	No. of Subjects
Purchase mix from market	69.41
Prepare mix at home	20.00
Both	10.59

Table 3: Spice mix commonly prepared at home

S.No.	Mix	Percentage
1	Sambhar Masala	17.31
2	Garam Masala	26.92
3	Chai Masala	21.15
4	Chat Masala	19.23
5	Thandai Masala	13.46
6	Vada Pao Masala	1.92

Table 4: Spice mixes purchased by respondents from market

S.No.	Mix	Percent
	Any/ All	1.59
2	Achar Masala	0.40
3	Biryani Masala	5.58
4	Chai Masala	1.20
5	Channa Masala	13.55
6	Chat Masala	9.96
7	Chiken Masala	3.19
8	Chutney Masala	0.40
9	Garam Masala	22.71
10	Jeeravan	0.40
11	Kitchen King Masala	9.96
12	Pao Bhaji Masala	13.15
13	Rajma Masala	5.58
14	Sambhar Masala	9.96
15	Shahi Paneer Masala	0.80
16	Thandai Masala	1.59