Vidya Bharati Shaikshanik Mandal, Amravati's

VIDYA BHARATI MAHAVIDYALAYA, AMRAVATI

Affiliated to Sant Gadge Baba Amravati University, Amravati

Re-accredited 'A' Grade by NAAC (CGPA : 3.26 Second Cycle)

CPE Status by UGC-Thrice

Lead College identified by SGBAU, Amravati,

Mentor College under Paramarsha Scheme of UGC

C.K. Naidu Road, Camp, Amravati, Maharashtra State, India, PIN 444602

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3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during AY 2016-17

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN/ISSN number of the pro
33	Dr. S. B. Kadu	NA	The role of Human Resource Professional Development of Teachers in Higher Education System , Page. No. 111-114	Seminar on “Attaining Excellence in Higher Education: Problems, Paradoxes and Possibilities”	Seminar on “Attaining Excellence in Higher Education: Problems, Paradoxes and Possibilities”	National	2016-17	ISBN : 978-93-84021-52-8
34	S.K.Rodde	NA	The role of Human Resource Professional Development of Teachers in Higher Education System , Page. No. 111-114	Seminar on “Attaining Excellence in Higher Education: Problems, Paradoxes and Possibilities”	Seminar on “Attaining Excellence in Higher Education: Problems, Paradoxes and Possibilities”	National	2016-17	ISBN : 978-93-84021-52-8

35	Dr. P.S. Yenkar	NA	“We are Home” A call of Triumph, BettiMehmoodi’s Journey Against Fundamentalists	Two Day International Conference of The Metamorphosis of Women Through Education Challenges, Opportunities, and Achievements held at TakshashilaMahavidyalaya, Amravati , Vol.2ISBN 978-93-84021-40-5 pg. no.16-17	Two Day International Conference of The Metamorphosis of Women Through Education Challenges, Opportunities, and Achievements held at TakshashilaMahavidyalaya, Amravati , Vol.2ISBN 978-93-84021-40-5 pg. no.16-17	International	2016-17	ISBN 978-93-84021-40-5
36	Prof. V.P.Shekokar	NA	The Role of ICT for Attaining Excellence in Higher Education	National Seminar on Attaining Excellence in Higher Education: Problems, Paradoxes and Possibilities	National Seminar on Attaining Excellence in Higher Education: Problems, Paradoxes and Possibilities organiozed by Vidya Bharati Mahavidyalaya, Amravati	National	2016-17	ISBN 978-93-84021-40-5
37	Dr. D. S. Wankhade	NA	Role of Women in sports	Indian Women: Past, Present and Future (An Interedisciplinary Approach)	One day National Conference on Indian Women: Past, Present and Future	National	2016-17	978-93-83587-68-1
38	Dr. N.G.Belsare	Kinetic Theory, Thermodynamics and Electric Current	NA	NA	NA	National	2016-17	978-81-905776-102-6

39	Dr. N.G.Belsare	Geometrical Optics and Interference,Diffraction, Polarzation,Laser,Fiber Optics and Renewable nergy Sources	NA	NA	NA	National	2016-17	978-81-905776-102-7
40	Dr. N.G.Belsare	Statistical Mechanics and Solid State Physics	NA	NA	NA	National	2016-17	978-81-905776-102-8
41	Dr. R. V. Joat	Kinetic Theory, Thermodynamics and Electric Current	NA	NA	NA	National	2016-17	978-81-905776-102-6
42	Dr G T Lamdhade	Kinetic Theory, Thermodynamics and Electric Current	NA	NA	NA	National	2016-17	978-81-905776-102-6
43	Dr. T. S. Wasnik	Geometrical Optics and Interference,Diffraction, Polarzation,Laser,Fiber Optics and Renewable nergy Sources	NA	NA	NA	National	2016-17	978-81-905776-102-7
44	Dr. A. D. Chauhan	NA	Importance and Need of Professional Ethics	Professional Ethics and Human Values	Interdisciplinary National Conference on Professional Ethics and Human Values	National	2016-17	
45	Dr. A D. Chauhan	Methodology of Social Research	NA	NA	NA	National	2016-17	978-93-84139-30-8
46	Dr. A. D. Chauhan	Indian Social System	NA	NA	NA		2016-17	978-93-83259-32-8

47	Dr.P.R.Solanki	Editor- A text book of chemistry, B.Sc part III Sem. VI Pragati Publication-2016	NA	NA	NA		2016-17	978-93-85904-41-7
48	Azharuddin, Quazi Syed; T. Mahajan, Devidas; H. Masand, Vijay	Industrial Based Practical Book	NA	NA	NA		2016-17	ISBN 13: 9783659629129
49	M. M. Rathore, Vandana V. Parhate, P. R. Rajput	NA	NA	Bhartiyamahila :kal Aur Aaj(SitaBaiArts,Commerce And Sciencecollege Akola (M.S)	NA		2016-17	Isbn 978-93-83587-68-1
50	Dr. S. B. Kadu	Nil	Men vs Women: Shopping Behavior and Buying Habits, Page No. 23-24	Seminar on “Economic Reforms, Development and Innovative Concept In Commerce”	Seminar on “Economic Reforms, Development and Innovative Concept In Commerce”	National	2016-17	ISSN: 2278-9308
51	Dr S.K.Rodde	Nil	Men vs Women: Shopping Behavior and Buying Habits, Page No. 23-24	Seminar on “Economic Reforms, Development and Innovative Concept In Commerce”	Seminar on “Economic Reforms, Development and Innovative Concept In Commerce”	National	2016-17	ISSN: 2278-9308
52	Dr.S.K.Rodde	Nil	HRDC and Professional Development of Teachers-An Impact Study	One day Conference on “Smart India Vision 2020- Innovations in Computer Applications Management and Commerce”	One day Conference on “Smart India Vision 2020- Innovations in Computer Applications Management and Commerce”	National	2016-17	ISSN: 2319-4979

53	Dr. S. B. Kadu & S.K.Rodde	Nil	Rural Development and Digital Village	One day Conference on “Foreign Direct Investment Related Growth of Indian Economy”	One day Conference on “Foreign Direct Investment Related Growth of Indian Economy”	National	2016-17	ISSN: 2319-4979
54	Dr. S. B. Kadu	Computer Fundamental and Operating System-II	NA	NA	NA	National	2016-17	ISBN-978-93-86011-49-7
55	Dr. R. M. Patil	Nil	Computer Assisted Teaching Techniques	National Conference on " Smart india Vision 2020 Innovations in Computer Applications, Management and Commerce	National Conference on " Smart india Vision 2020 Innovations in Computer Applications, Management and Commerce organized by Vidya Bharati Mahavidyalaya, Amravati	National	2016-17	ISSN 2319-4979

56	Prof. V.P.Shekokar	Nil	Digital Innovations and English Language Teaching	National Conference on " Smart india Vision 2020 Innovations in Computer Applications, Management and Commerce	National Conference on " Smart india Vision 2020 Innovations in Computer Applications, Management and Commerce organized by Vidya Bharati Mahavidyalaya, Amravati	National	2016-17	ISSN 2319-4979
57	Dr. P.S. Yenkar	Nil	Giovanni Boccaccio's "The Decameron" A Harbinger of Renaissance	Proceeding of One Day National Interdisciplinary Cultural Research Conference 2017 Cultural Renaissance ISBN: 978-81-89839-94-9	Proceeding of One Day National Interdisciplinary Cultural Research Conference 2017 Cultural Renaissance ISBN: 978-81-89839-94-9	National	2016-17	ISBN: 978-81-89839-94-9
58	Dr. A. D. Chauhan & Mr. M. J. Chaudhari	Nil	Psychological Consequences of Social Media on Collegians	Development, Environment and Social Welfare:Issues and Challenges	Interdisciplinary International Conference on Development, Environment and Social Welfare	International	2016-17	2321-211X
59	S. D. Wakode, G. D. Bansod & D. S. Rangacharya	Nil	You Fell, I Was Pushed: A Game of Zero-Sum in Reservation and Atrocities	Development, Environment and Social Welfare:Issues and Challenges	Interdisciplinary International Conference on Development, Environment and Social Welfare	International	2016-17	2321-211X

Certificate

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- Star College Status by the DBT, New Delhi.

This Certificate is Presented to

DR. S. B. Kadu. Associate professor,

of Vidya Bharati Mv. Camp. Amravati

for his/her successful Participation / Paper Presentation in A Two Day National Seminar on '**Attaining Excellence in Higher Education : Problems, Paradoxes and Possibilities**' conducted by the **Internal Quality Assurance Cell** on 14th & 15th October, 2016. He/She has presented a paper entitled The Role of Human Resource Development centers for the professional Development of teachers in Higher education system

Dr.R.M.Patil
Convener

Dr.F.C.Raghuwanshi
Principal

A Two Day National Seminar

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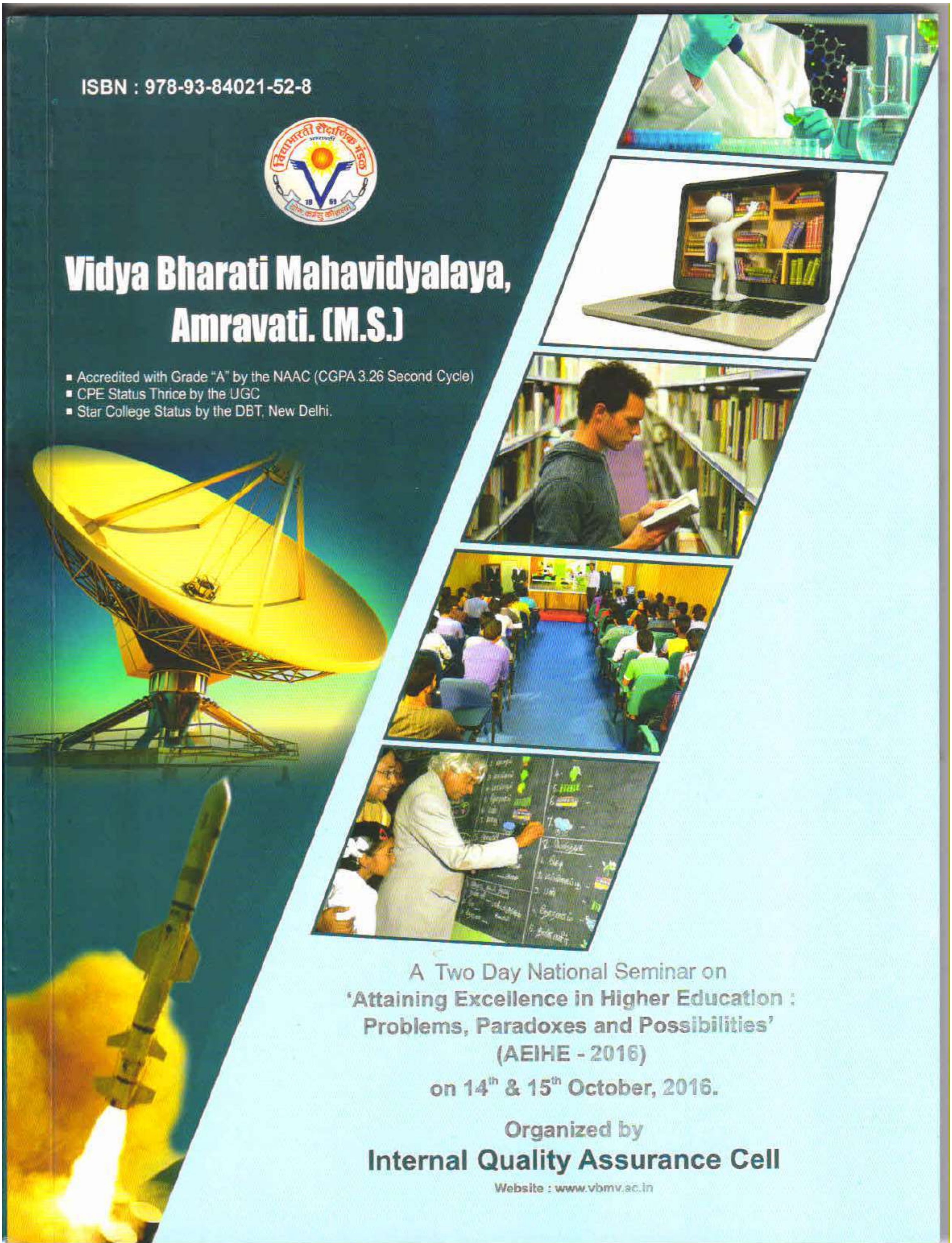

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The Role of Human Resource Development Centres for the Professional Development of Teachers in Higher Education System

Dr.Sanjay B.Kadu
Head, Faculty of Commerce
Vidya Bharati Mahavidyalaya, Amravati

Mr.Suraj K.Rodde
Assistant Professor
Vidya Bharati Mahavidyalaya, Amravati

INTRODUCTION

Indian Higher Education system has grown appreciably over the last six decades since independence. The number of Universities have increased from 18 to 711 and the colleges from 500 to 40,760 (MHRD, 2015) with the enrolment of over 265.85 lakh students. Today there are 12.61 lakh, teachers in the higher education system.

The Indian Higher Education system is the third largest system in the world. The Higher Education System is expected to provide adequate skilled human resources equipped with the knowledge and technical skills to cater to the fast growing economy. India, being the country with the youngest population, would be able to create a larger growing labour force which is expected to deliver greater gains in terms of growth and prosperity. The government has a target of 30% Gross Enrolment Ratio (GER) by the end of the XII th five year plan. Therefore it has going ahead suitably enhancing the funding of higher education. The Higher Education Policy focuses on five (5) thrust areas in its latest announcements:

1. Expansion of Higher Education Institutions
2. Provision of Equal access to all social groups by inclusive practices
3. Quality and Excellence
4. Relevance and
5. Value based education

The early expansion of Higher Education system has considerable impact on the quality of education. One of the most important issues impacting it is 'Teacher Quality'. The quality of education is primarily determined by the competencies, skills, abilities and motivation of teachers. In the present day context, teachers have to play an enabling role in the development of the student. This involves not only imparting knowledge and skills, but also counselling, developing critical and innovative thinking, research, consultancy and extension work, preparing instructional materials with the aid of educational and information technologies and use of modern methods of management of the educational institutions.

Staff Development in Higher Education

Training of teachers for imparting Higher Education is relatively a new concept. It is mandatory for the school teachers to have a degree in Education through professional colleges. However, in higher education, there are no such professional qualification requirements for teachers except the NET/ SET, M. Phil and Ph.D. which actually do not train them for teaching profession at the higher education level. The National Policy on Education 1986 (NPE) has pointed out that teachers are not given adequate opportunities for professional and career development and are not sufficiently oriented to the experiential methodologies for teaching and learning or the value of innovative and creative work to fulfil their roles and responsibilities effectively. In order to overcome these deficiencies, it is proposed that specially designed orientation and refresher courses be organized for teachers as 'in-service training'. The Academic Staff orientation scheme, later known as Academic Staff Colleges have now renamed as Human Resource Development Centres scheme was initiated by the University Grants Commission (UGC) in 1987 based on the NPE recommendation.

Human Resource Development Centres (previously Academic Staff Colleges)

The UGC Human Resource Development Centres were established in Universities as autonomous units within them for organizing staff development programmes funded by the UGC. The main objective of Human Resource Development Centres is to provide adequate opportunities for the professional development of teachers in higher education system within the framework of knowledge society to inculcate values, motivation and the skills in the art of teaching. The Human Resource Development Centres seek to provide opportunity for the teachers to update the knowledge in the subject, technology and acquire new methods of curricular transactions in each area of their chosen disciplines. The objectives of the Human Resource Development Centres programmes are thus expected to be very different from the traditional B.Ed. /M.Ed. courses. In the Eleventh Five Year Plan, one more dimension has been added viz., Training in Information Technology and e-content development. With this, the UGC has extended the scope of training to administrative staff in colleges and universities. A high level standing Committee consisting of eminent academicians and senior Directors give appropriate advice from time to time regarding the establishment, strengthening and monitoring of Human Resource Development Centres. They have functional freedom within the broad framework of the UGC guidelines.

Functions of Human Resource Development Centres

- Formulate orientation programmes, (OP) and refresher courses (RC) for college and university teachers based on the broad guidelines;
- Identify resource persons in various fields of specializations for conducting the orientation programmes and refresher courses, and familiarize such resource persons with the philosophy and guidelines for the programme or courses;
- Set up a documentation centre-cum-library for reference and resource materials necessary for the programme or course;
- Produce specially designed materials required for effective implementation of the programme or courses;

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- Organize, monitor and evaluate the programme or courses for teachers;
- Create a culture of learning and self improvement among teachers so that it becomes an integral part of the educational system at the tertiary level;
- Organize orientation programme for senior administrators, heads of departments, principals, deans and other decision makers to familiarize them with the philosophy of orientation intended to facilitate reforms in higher education through appropriate modification of the management system at various levels;
- Provide opportunities for in service teachers to exchange experience with their peers and to mutually learn from one another;
- Provide a forum for serving teachers to keep abreast of the latest advances in each subjects of their interest.

Human Resource Development Centre Programmes

There are five kinds of programme offered by the Human Resource Development Centres:

1) Orientation programmes of 4 weeks duration, for all new entrants at the level of lecturers.
2) Refresher courses of 3 weeks duration for serving teachers and teacher fellows, research scholars and post-doctoral fellows.
3) Interaction programme of 3-4 weeks for Doctoral and Post-Doctoral and other research scholars.
4) Short term courses of 6 day duration for professional development of academic administrators like HoD's, Deans, college principals and senior faculty viz., professor and associate professor/ reader.
5) Non- teaching staff training programme of 6 days duration for categories A, B & C including those of UGC staff.

Programme Objectives

- Understand the significance of education in general and higher education in particular in the global and Indian contexts;
- Understand the linkages between education and socioeconomic and cultural development with particular reference to the Indian polity where democracy, secularism and social equity are the basic tenets of society;
- Acquire and improve the basic skills of teaching with the aid of educational technology at the college/university levels to achieve the goals of higher education;
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- Utilize opportunities for development of personality, initiative and creativity;
- Promote computer literacy and internet knowledge;

- ➢ Provide opportunities for research scholars;
- ➢ Enlighten the teachers' role as agents of socio-economic change and national development;
- ➢ Involve decision makers to exchange ideas in an academic environment.

Contributions of Human Resource Development Centres

Today, there are 66 Human Resource Development Centres spread over 26 States. Andhra Pradesh has the maximum number i.e. 6, followed by Maharashtra and Uttar Pradesh having five each. Tripura and Nagaland are the only two States without Human Resource Development Centres.

Human Resource Development Centres have been contributing significantly to the improvement of quality of teaching in higher education institutions in India by enhancing the competencies of the teachers.

Conclusions and recommendations

Besides imparting knowledge and skills, the strength of the Human Resource Development Centres lies in providing opportunity to interact with eminent resource persons and exchange of ideas with peers from various parts of the State/Country. The additional efforts have to be undertaken in some specific areas such as covering the entire teaching faculty of all higher education institutions, improving the quality of the programmes, providing user friendly programme, establishing suitable linkages between Human Resource Development Centres and International agencies involved in staff development for exchange programmes, introducing management skills particularly relevant to education, making orientation programme compulsory for new recruits, providing sufficient infrastructure for class rooms, conference halls, computer providing facilities and library of the Human Resource Development Centres and providing hostels with adequate accommodation and computer facilities.

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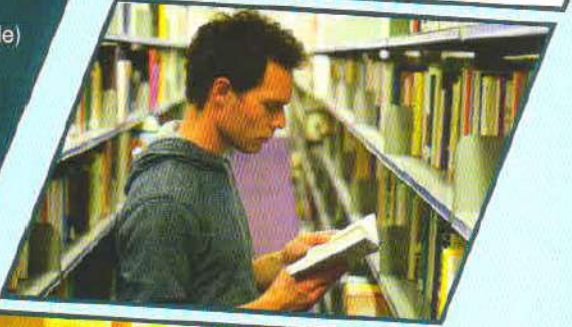

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"We Are Home!" A Call of Triumph
Betti Mehmoody's Journey against the Fundamentalists

Dr. Pradnya S. Yenkar,
Assistant Professor, Department of English,
Vidyabharati Mahavidyalaya, AMRAVATI (M S)-444602

Introduction: Women writers in America, Iran, Pakistan and Afghan, who suffered from harassment, challenge those orthodox concepts of religious fundamentalism which they find to be unbearable in the modern context. In fact they consider all religious scriptures including the Quran, the Bible and the Vedas out of place and out of time as they project women physically and mentally inferior and thus are oppressive in nature. To their horror, any religion does not consider woman even as a separate human entity. The increasing influence of religion in a male dominated society and the inferior position accorded to woman forced these writers to reject all orthodox rites and rituals as dead wood. They find that the concept of marriage is based on patriarchy and religion is a mere construction in their fiction, they endeavor to expose the ugly face of a society that hold woman in a perpetual subjugation. This serious issue of women identity, their suppression and oppression by male dominated society is being portrayed in many years through feminists' movements all over the world. Numerous western as well as eastern feminists, philosophers and theorist like Mary Wollstonecraft, J.S. Mill, Virginia Woolf, Simone de Beauvoir; Gayatry Spivak etc. also have talked on this issue. All over the Asian world, there is a patriarchy, and lots of importance is given to a man. Woman is given secondary status. She, has always been remaining inferior, even in the 21st century. So far, a number of problems have been taken into consideration and solved in time, but the problems and issues related to equality and identity of women are still continued from the ancient times to the present date. Issues such as deliberately detaining a woman in house, banning to learn, ruling as to be in veil as the fundamentalist detains them under the name of religion, women are deprived of their rights and they are given treatment like slaves. Betti Mehmudy's novel "Not without My Daughter" highlights the problems of women's life, the reality between fundamentalists and rationalists. The novel also exposes the justice and oppression against women, which will aid to find out remedy to stop the unbearable sorrows in their life as well as to make them free from the detained life as a free bird.

The present research paper explores post-colonial, transnational, feminist discourses in the context of religious fundamentalism, communalism and feminist issues in South Asia, particularly in Iran. It argues that despite living in patriarchal and conservative society, women writers have successfully asserted their right to be heard and they write to define the totality of their world on their own terms.

Betti Mehmoody is an American writer who wrote about the plight of Muslim women suffering the same in Iran. She was born on June 9, 1945 in Alpena, Michigan, is an American author and public speaker best known for her book, *Not Without My Daughter*, which was subsequently made into a film of the same name. She is the President and co-founder of *One World: for Children*, an organization that promotes understanding between cultures and strives to offer security and protection to children of bi-cultural marriages.

Her book, '*Not without My Daughter*', is an account of experiences in her own life during 1984–86.It is also the "story of a woman's courage and total devotion to her child", which "would give any loving mother nightmare". When she left Alpena, Michigan, to go to Iran with her husband and daughter for what she was promised would be a short visit. Once there, she and her daughter were held against their will. According to the book, she and her husband, Sayed Bozorg Mahmoody, and her daughter, Mahtob, traveled to Iran August 1984 for what her husband said would be a two-week visit with his family in Tehran. Once the two weeks were over, however, he refused to allow his wife and child to leave. Mahmoody became trapped in a nation that was hostile to Americans, a family hostile to her, and an abusive husband. According to the book, Mahmoody's husband separated her from her daughter for weeks on end. He also assaulted her and threatened to kill her if she tried to leave. She eventually fled with her daughter. The novel gives detail information about her 500 mile (800 km)

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escape to Turkey. She received help from many Iranians. Upon returning to America in 1986, Betty filed for divorce in US court, whereas, Sayd Bozorg Mahmoody had no voice since he was not present in the US.

An Iranian physician, Sayed Bozorg "Moody" Mahmoody wants to visit Iran with his American family. He claims that his Iranian family wants to meet his wife Betty and daughter Mahtob, and asks them to come with him for a two-week visit. Despite her deep fears about visiting Iran, particularly due to the Iranian Hostage Crisis, Betty reluctantly agrees. Upon their arrival, they are all greeted warmly by Moody's family, but shortly before their flight back to America, Moody announces to his wife that he wishes for them to stay in Iran. Betty realises that she has been deceived by her husband, even though Moody took an oath that they would return to America, "swearing" on the sacred Quran. When she protests, Moody strikes her, and nobody in Moody's family sympathises with her.

Moody becomes more hostile and abusive, preventing her from leaving the house or using the telephone. Betty briefly manages to visit the American Interests Section of the Swiss Embassy, but is told that she is now an Iranian citizen since she is married to an Iranian, and as long as she lives in Iran, she cannot leave the country without her husband's written consent and has no parental rights over her daughter. Moody learns of Betty's meeting and threatens to kill her if she tries anything again.

Knowing that her chances of escape are very scares, Betty conforms to her husband's wishes in order to gain the trust of Moody and his family. By chance, during a trip to the marketplace, she meets a sympathetic shopkeeper who overhears her telephone conversations with the Swiss Embassy and puts her in contact with a humanitarian Iranian, Hossein, who offers to help Betty and Mahtob in their passage back to America. The plan becomes complicated when Betty receives news from America that her father is seriously ill and may be dying. Moody approves of Betty returning to see her dying father, but will not let Mahtob go with her. Betty decides to wait to return to America with Mahtob, but Moody unknowingly foils her by having her booked on a flight several days early thanks to his relatives' contacts in the airport.

Betty eventually gets what seems to be her last chance to escape when Moody is suddenly called to the clinic for an emergency. On the pretense of going to buy presents for her father, Betty takes Mahtob and they contact Hossein, who manages to send Betty and Mahtob off with some Iranian smugglers, and using fake identity documents, they make their way past the checkpoints. Despite the difficult and very dangerous journey, Betty and Mahtob are dropped off in a street in Turkey, where they see the American Embassy in the distance. "We're home," says Betty.

Conclusion: During the last few centuries women writers with their sharp feminine sensitivities and perceptions have considerably widened and deepened the areas of human experience, transmuted into the verbal artifact, with new vitality and purpose. The world body of literature in English would have been much poorer without the contribution of women writers. These writers have been raising questions, opening perspectives, challenging, illuminating and explaining life as they see to it. It is indeed striking when we consider the fact that so many great writers of modern times have been women. Betti Mehmoodi's novel is another significant mile stone in this journey of freedom of women.

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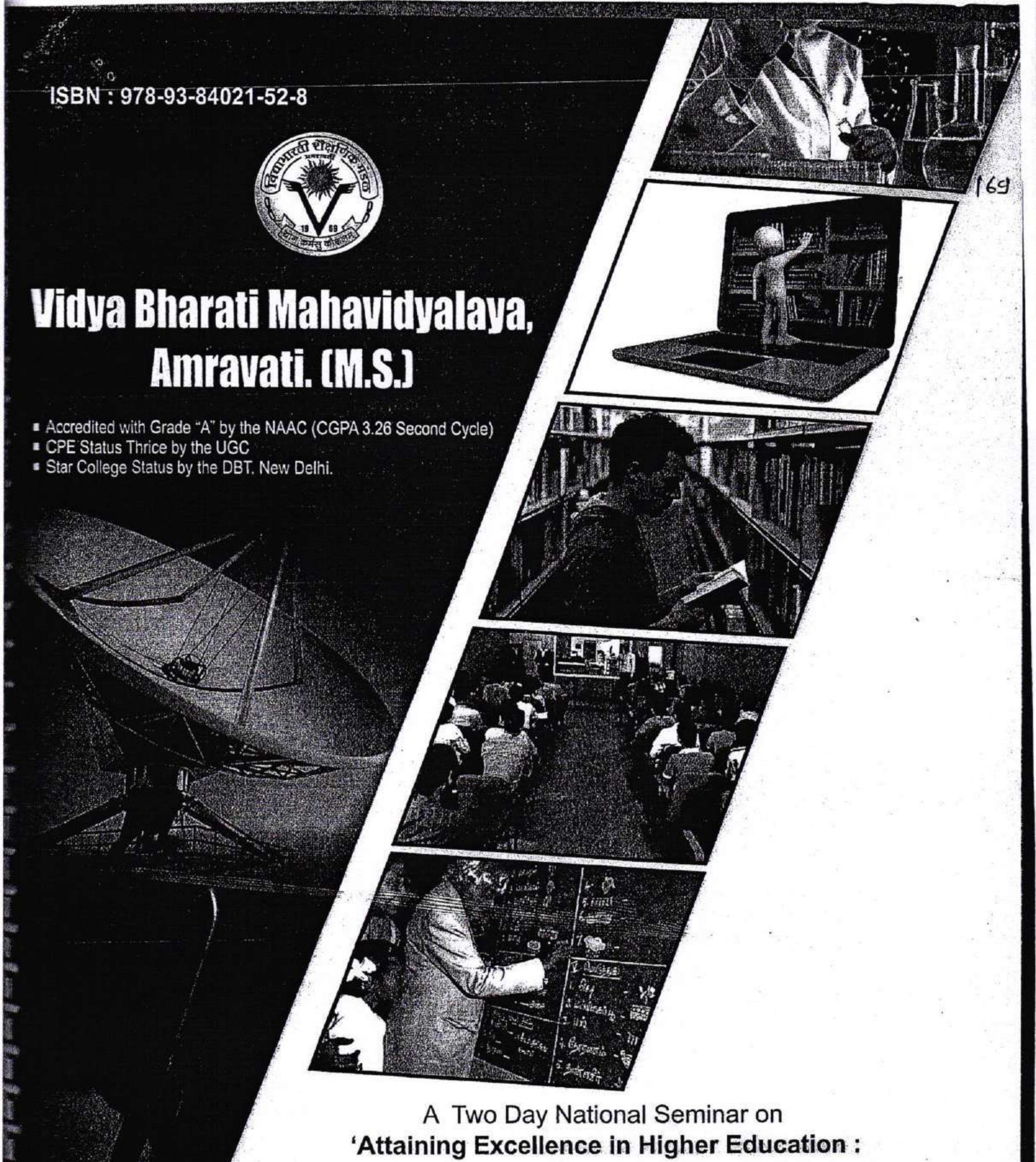

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The Role of ICT for Attaining Excellence in Higher Education

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Introduction

Information and Communication Technology (ICT) is progressively becoming crucial part of the education system. ICT has altered the style of execution of the Administration, research and teaching learning process.Now it is time for the stakeholders to rethink their roles, teaching learning process and the vision for the future of the youngsters. The effective educational system is necessary for the sustainable development of a nation in the field of knowledge and socioeconomic development.Quality education for all has emerged as shaping factor of economic development in India. The last two decades have witnessed the inclusion of ICTs in higher education is increasing very rapidly in many states of India. The proper assimilation of ICT with administration and teaching/ learning environment increases the chance of gaining education along with increased productivity. ICT provides various opportunities to learners and make teachers aware of their new roles & responsibilities in educational set up. The increasing use of ICT will change many of the approaches used by both teachers and students in the learning process to attaining the excellence in higher education in India. The role of ICT in the educational administration is unavoidable. The paper discusses several of ICT in the field of Education. In general, ICT is going to play a vital role in bringing about qualitative and quantitative changes in higher education.

Information Communication Technology

Information Communication Technology (ICT) is an umbrella term that includes any communication device or application, including: radio, TV, mobile phones, World Wide Web, computer systems, satellite systems and so on, as well as the various services associated with them. During the last few years an increasing number of international and national development agencies have embraced the potential of ICT to support the education sector. When looking at the integration of ICT to support the achievement of educational objectives, it can be found that after almost a decade of using ICT to stimulate development, it is not yet fully integrated in development activities.

ICT in Higher Education

Enrollment in higher education has registered a steep hike in the last sixty years. This rapid expansion of higher education hides the story of the severe disparities that prevail in access to higher education across the states. Different states are at different stages of development. It is possible with the help of ICTs to increase the access to higher education and improving its reach to the remotest parts of the country, contributing to open and distance learning. The introduction of ICTs in the higher education has profound implications for the whole education process especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality. ICTs in higher education are being used for developing course material, delivering content and sharing content, communication between learners and teachers.The new technologies allow students to have more control over their own learning, to think analytically and critically, and to work collaboratively. An increasing body of evidence suggests positive results of the ICT integration with teaching and learning (Alessi and Trollip,1985).

Emerging Methods of ICT Integration

E-learning: - is a learning program that makes use of an information network- such as the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, interaction and/or facilitation. Web-based learning is a subset of e learning and refers to learning using an internet browser such as the model, blackboard or internet explorer (Tinio, 2002).

Blended Learning: - refers to learning models that combines the face-to-face classroom practice with e-learning solutions. For example, a teacher may facilitate student learning in class contact and uses the model (modular object-oriented dynamic learning environment) to facilitate out of class learning.

Active learning: - ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information in order to provide a platform for student inquiry, analysis and construction of new information. The learners therefore, learn as they do and, whenever appropriate work on real-life problems in-depth.

Integrative learning: - ICT-enhanced learning promotes a thematic integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice, which characterizes the traditional approach.

Evaluative learning: - ICT-enhanced learning is student-directed and diagnostic. Unlike static, text or print-based education, ICT-enhanced learning recognizes the presence of different learning pathways to explore and discover rather than merely listen and remember.

Distance Learning: It is a type of education, where students work on their own at home and connect with faculty and other students via email, electronic forums, chatting , instant messaging and other forms of computer based communication. It is also famous as open learning.

ICT in Teaching and Learning

EDUSAT is being used to share the available expertise through modular programmes. This will be done by networking institutions, creation of virtual laboratories, creation of database, access to expert lectures and technological developments. Teaching and learning can further be improved by replacing of traditional teaching instead of the usual age old method of chalk and talk for teaching by innovative methods like Power point presentations and animations, modeling and simulations, video clips and using AV aids, LCD projectors etc. This modifies the learning ability of the student and also helps the teacher to elaborate the new concepts effectively. Seminars of the students can also be arranged allowing the references to be done using internet and the presentations using high tech display devices as LCD projectors. Different online courses of the foreign universities are made available for the students in the internet centre in collaboration with the universities. (Savita Desai, Prashant Shah). ICT in higher education change the view of learning from teacher centered to student centered learning system and the teachers are the facilitators, coachers and mentors were ICT support the learning environment to students.

ICT in Research

Integration of ICT in higher education promotes research to move forward, as it is known to all. Indian research work is lagging behind due to lack of supporting systems and the quality of the research also is not at par with other nations. With the integration of ICT in Indian higher education enhances the quality of research work and more number of individuals enrolled in the research work in various fields. ICT facilitates the links across the world in all subject matter and social networking. The researchers have a provision of online access of thousands of journals, articles, eBooks and publications etc. for their research work, and researchers have a provision to submit online publications.

ICT in Administration

ICT in administration of educational institutions play a major role in efficient utilization of existing resources and simplifies the administration tasks by reducing the paper work and replaces the manual maintenance of record keeping to electronic maintenance of records which helps in easy retrieval of any information of students, staff and general within a fraction of a second can access the required information. In student administration ICT helps in maintain the student's personal profile, academic track record, placement participation, student alumni record student assessment etc. and it helps in student learning activities like assignment uploading and course material downloading, attending quiz and online test and preparing classroom and project presentations and access the information for career enhancements, attendance record in some institutions biometric attendance facilities, communicating academic details of students to parents via mail and sending text message, availability of time tables and course schedules in electronic form, etc. in staff administration ICT helps in maintaining the staff personal profile like personal details, pay scale, grade, performance record, common for teaching and nonteaching staff and for teaching administration. ICT plays a pivotal role in assessment of teaching performance, research work, preparation and presentation of learning materials, duties and responsibilities, etc.

Conclusion

It is necessary to find ways to make education of good quality, accessible and affordable to all, using the latest technology available Use of ICT in education develops higher order skills such as collaborating across time and place and solving complex real world problems. ICT integration in higher education brings a change in student and teacher learning behavior and the Collaboration of all stakeholders in the universities and colleges by sharing the information for mutual benefit.

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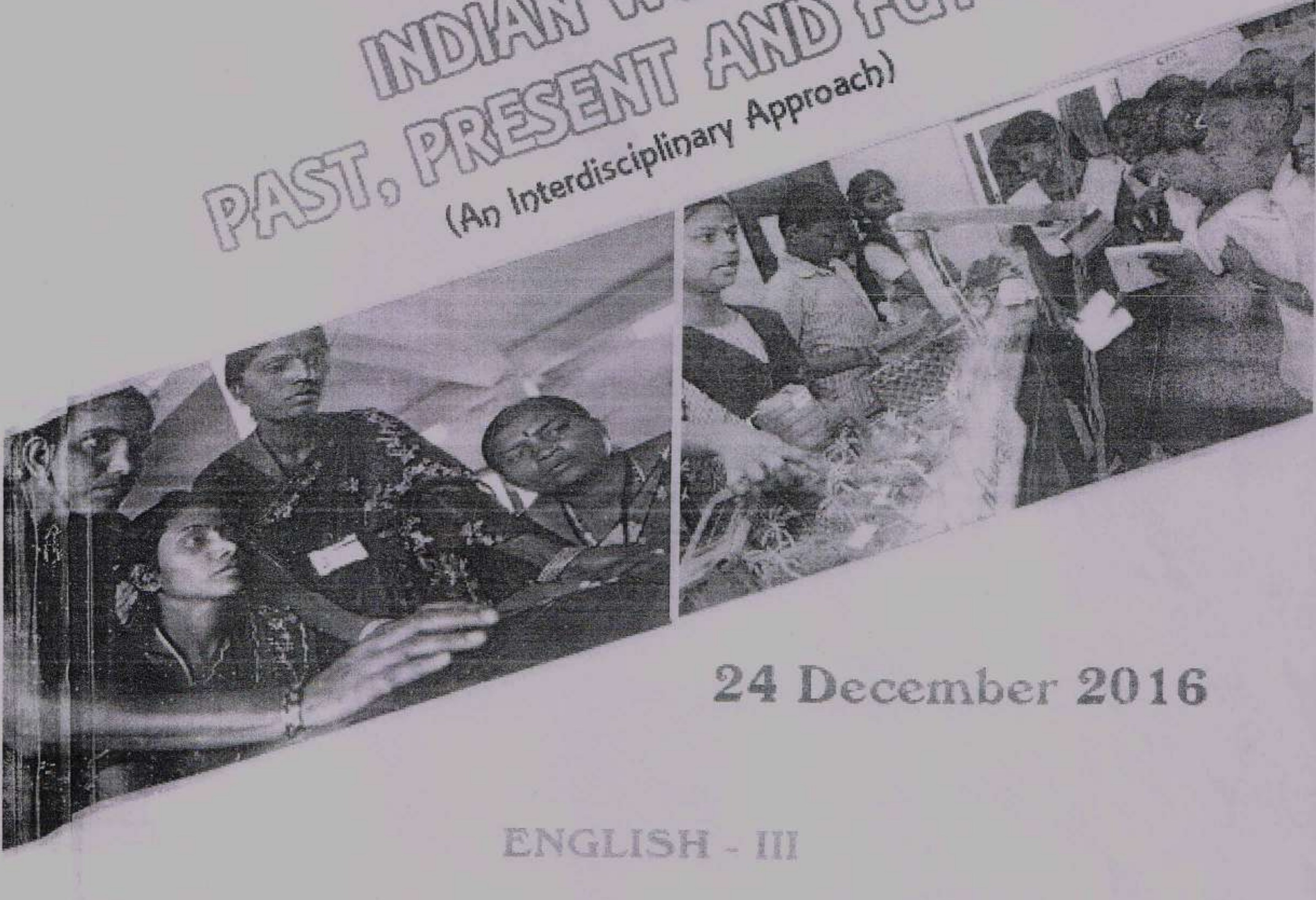

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Role of Women in Sports

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Introduction

The sport history of India back to the Vedic Era. Trace of the earliest sports activities such as Hunting, Swimming, Boating, Archery, Horse Riding, Wrestling, Marital Art, Fishing & board game like Chess, Snakes & Ladders etc. can be seen from ancient bronze Ware, Painting etc. & find mention in books such as the two great epics Ramayana & Mahabharata.

Sports can be an important tool for social empowerment through the skill & value learned such as team works, negotiation, leadership, Communication & respect for other women & girls acquire new inter-personal networks, develop a sense of identity & access new opportunities, allowing then to become more engaged in school & community life participation in sports also enables movement & increase their self-esteem & self-confidence. It has also been argued that sport & physical education can serve as the basis for a sense of "Positive Embodiment".

This concept goes beyond the idea of physical fitness & incorporates psychological benefits of physical activity, essential for a sense of positive embodiment, can be acquired through the enjoyment, can be acquired through the enjoyment of physical activity, the concept of positive embodiment implies that women & girls have the right & responsibility to create activities, healthy lifestyle to sustain vitality in their lives.

There are psychological, emotional & medical benefits to doing as well as significant broader economic & social gain. The concept starts with traditional fitness & adds psychosocial wellness strategies & the pursuit of active self care for body, mind & spirit, positive embodiment requires a life style incorporating self, assertion & self care which is the basis of one's own body positive embodiment can be seen as a model of self care that allows women to achieve a balance between caring for themselves & caring for other. Most women priorities the needs of other before their own needs a pattern that often leads to neglect to themselves.

Promoting Girl's Education Through Sports

A UNICEF project links sport to girl's education based on the belief that sport, life education, can help girls become equal players in society. On 11 October 2003, Global Girls Football Day, UNICEF country, offices & national association of the Federation International of Football Association (FIFA) come together to mobilize efforts for girls 'Education through to Power to sport that same year FIFA dedicated its women's world cup to UNICEF Go Girls ! , Education for every child campaign Go Girls ! was seen & heard throughout the tournament in a variety of ways. From Stadium announcements & Video screening to match programs & web pages.

Active Participation in Sports

India is an active participant in major world sports tournaments such as the Olympics, Commonwealth Games, Asian Games, SAF Games Wimbledon & many other & Indian Women have achieved great laurels for the nation in every sport, whether it is cricket or hockey Indian have national women team for every game. Indian women team for every game. Indian women cricket team has won Asia Cup of 2004 & 2005 & made country proud. India has produced many women players with exceptional skills who have made their presence felt at the international event & sports & all these sportswomen lent prestige & splendor to the Indian sports.

Studying Attitudes towards Women & Girls in Sports

A study was carried out in rural & urban India by the Indira Gandhi Institute of Physical Education Science on the attitudes of parents teachers & coaches towards female participation in sports. The findings indicated that & policies are needed at the local level to support & protect women's participation in sport & in particular, efforts are required to remove misconception related to women's participation on in sports & the impact of sports on women health.

Title IX & Gender equality in Sport

Title IX requires that women be provided an equitable opportunity to participate in sports, that female athletes receive athletics scholarship proportional to their participation & female athletes receive equal treatment for example in the provision equal treatment for example in the provision of equipment & supplies scheduling of games & practice time, coaching practice & competitive Facilities, access to tutoring, publicity & promotion and recruitment of student etc. Titles IX has also increased the salaries of coaches for women's teams.

Sports as a Platform of Women's Leadership in all Spheres

UNESCO and the Sony Ericson Women's Tennis Association Tour announced a land mark global partnership 2006, which marked a new level of gender equality issues & advance opportunities for women's leadership in all spheres of society. Activities planned included a fund for women's leadership, appointment of global "Promoters of Gender Equality" mentoring, scholarship and fellowship programs and the use of UNESCO and Sony Ericsson WTA Tour events as awareness and fund raising platforms. Tennis star Venus Williams, the first global promoter of Gender equality, noted that "our goal is to let women & girls throughout the world know that there are no glass ceiling, and to do our part to support programs the provide real opportunities for women to succeed in whatever they set their mind to"

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Role of Rural Women in Indian Agriculture

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Abstract

India is a developing country. The main occupation is agriculture because 70 per cent of the population is involved in this occupation. Rural Indian Women are extensively involved in agricultural activities. Women are the vital and productive workers in Indian economy. They make one third of the labour force. Women have been playing a major role since ages in the households as well as on the farm. Rural Women play a significant role in agricultural development and allied sector. Women are the backbone of development of rural and national economies. But rural women face a number of problems. Government should support these women working on the farm.

Agriculture plays an important role in the Indian economy. Majority of workforce continues to depend on agriculture sector for employment and in rural areas dependency on agriculture is higher ,as nearly 75 per cent of rural population is employed in this sector. The international development community has recognized that agriculture is an engine for growth of poverty reduction in countries where it is the main occupation of the poor. The agriculture sector is largest employer of women. Agriculture contributes nearly 14% to India's GDP, 11% of our export and provide source of raw material for large number of industries.

Indian rural Women have been playing an important role in all economic and productive activities. In India Women are playing very vital role in almost all agricultural operations. Women are sharing responsibilities in the agricultural activities like irrigation of fields, application of manures and fertilizers, sowing and transportation, weeding, harvesting etc. The Women is the backbone of agricultural workforce and are a vital part of Indian economy. Over the year, there is a gradual realization of the key role of women in agricultural development and their contribution in the field of agriculture, food security, horticulture, dairy, fisheries, and other allied sector. In India, comprising the majority of agricultural labours, women have been putting in labour not only in terms of physical output but also in term of quality and efficiency. With various targeted efforts, her enlightenment will change the face of rural India.

Multi –Dimensional Role Of Women

1) Agriculture: Sowing, transplanting, weeding, irrigation, fertilizer application, plant protection, harvesting, etc

A TEXT BOOK OF PHYSICS

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Preface

We feel great pleasure in presenting this book to the semester-II students of B.Sc. First year as per revised syllabus of Physics prescribed by S.G.B. Amravati University, Amravati.

The material is presented in this book in a comprehensive way using simple language. The exercises with large number of questions, MCQs and numerical are given at the end of each chapter to facilitate the students to prepare for their examinations as per the latest pattern of setting of question papers in S.G.B.Amravati University.

There is every reason to believe that this comprehensive approach will be appreciated by all readers who are requested to send their suggestions to rectify any deficiencies that may have escaped our notice.

We have little doubt that this series will be received enthusiastically by the students and their teachers.

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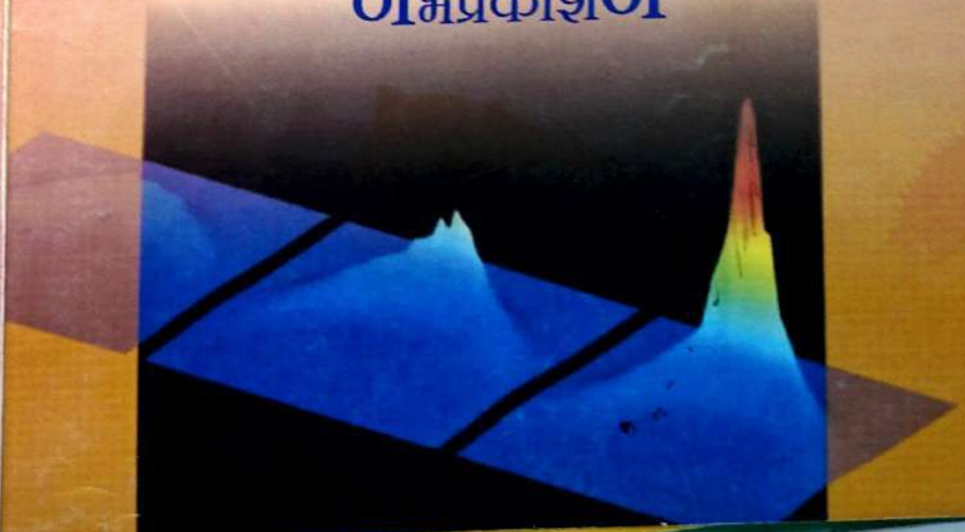

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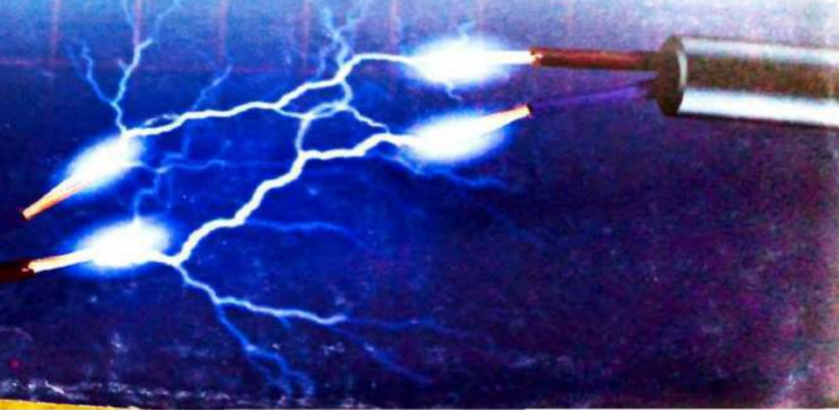

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A TEXT BOOK OF PHYSICS

B.Sc.II Semester-IV

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Preface

We feel great pleasure in presenting this book to the semester-II students of B.Sc. Second year as per revised syllabus of Physics prescribed by S.G.B. Amravati University, Amravati.

The material is presented in this book in a comprehensive way using simple language. The exercises with large number of questions, MCQs and numericals are given at the end of each chapter to facilitate the students to prepare for their examinations as per the latest pattern of setting of question papers in S.G.B.Amravati University.

There is every reason to believe that this comprehensive approach will be appreciated by all readers who are requested to send their suggestions to rectify any deficiencies that may have escaped our notice.

We have little doubt that this series will be received enthusiastically by the students and their teachers.

We thank the Editor Dr. N.G. Belsare, Head, Department of Physics, Vidyabharati Mahavidyalaya, Amravati, for his encouragement and suggestions in writing this book. We also thank *Nabh Prakashan,* Amravati, the publisher of this book and his staff for bringing out this book in a short time.

Authors......

Importance and Need of Professional Ethics

Dr. A. D.Chauhan
Head, Dept. of Sociology, Vidhya Bharati College, Amravati

Abstract : Ethics refer to principles, moral, beliefs, duty, conduct and code. In any workplace, ethics is an essential feature of leadership. An ethical person should treat people and environment with respect and an ethical behaviour will always contribute a team with success. In this paper we have discussed characteristics and behaviours of an ethical person. The paper also describes us about the different types of decisions and actions a person engages that are encouraged in a workplace. A development of teamwork requires relationships, respect and sharing. In different professional organizations they set different components in regards to honesty, transparency, accountability, objective, confidentiality and respect. He or she should also act in a socially responsible manner and possess social responsibilities. This paper will discuss the origin of ethical principles, personal and professional morals, and ethics in relation to policing.

Introduction :

In every area of society, ethics play a major role in decision making. Personal integrity and ethical choices can influence a successful life and career. Many societal views correlate ethics with integrity. Integrity is the single most important attribute a person can have; a trait that can be a powerful weapon. Compromising personal principles in any way impacts your ability to conduct life in a moral fashion. A person's core values reflect honesty and truth and focuses on the ability to make the right and just decision. Ethics is the study and examination of what constitutes good or bad conduct. Ethics is the classification of specific behaviours as right or wrong within a person's personal or profession life. Ethical behaviour provides the guidelines which are the foundation for success or failure in each person's life.

Events that arise from ethical issues can build or destroy a person's reputation or career. Ethical behaviour builds respect, strengthens integrity, and allows others to view you as an honest and trustworthy person. Values, beliefs, education, and experiences provide an ethical foundation in your life. Most societal values centre on ethical behaviours in people and because of this; we look at others unfavourably when unethical behaviours are exhibited. Ethics provides the basis for moral and truthful actions which is vital to individual well-being.

Personal Ethics :

Many people in society have an individual code of ethics based on values, beliefs, experience, culture, and education. In all cases, this drives our sense of what is right and

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wrong. Some situations may feel wrong even if society deems them right. This would be your ethical code. An ethical code is a source of values and characteristics that allows you to make a moral decision. For instance, one choice may be preferable over another and your ethical code leads you to that conclusion. Everyone has a different set of ethical codes and a variety of opinions about how certain issues should be addressed. Ethical codes are the foundation of ethical behaviour and decision-making. Without a strong set of values in the ethical code the morals of individuals could easily be compromised.

Professional ethics :

Professional ethics refer to a branch of philosophy in respect to human conduct, differentiating right from wrong and good from bad of such actions. Integrity is a main essence of professionals. One should demand courage and vision. He or she should treat others respect, dignity, fairness and courtesy. Unsavoury behaviour, such as display of violent temper, use of abusive language, assault etc are sign of unethical persons. Discrimination in the workplace against any staff or job applicant based on the person's race, sex, religion and sometimes regional and national origin is also not a good practice followed by a person. The ethical person should treat all with equal respect and dignity and should be provided with equal opportunity to develop themselves and their careers.

Learned Ethics :

There is evidence that teaching children at an early age is the most effective time to reinforce ethics. The issue is that the teaching of ethics must be learned by the child and reinforced by the parents. The parents and role models need to teach by example through direction and offering children choices. Taking a proactive part in moral guidelines will shape and lead the person into adulthood and their life as a productive member of society.

The core values we learn start early in life. Parents need to establish good solid values and make sure children adhere to certain rules, morals, and conduct. If a parent has impractical expectations or no rules, they will fail at producing a child who will be trustworthy, honest, and moral.

Here are some features which a good ethical person should always possess:

- Encourage workforce diversity view is a competitive advantage which can be expanded.
- Maintain an environment which is free from various discrimination, harassment & reprisal.
- Balance both work & private life.
- Invest in further growth and development of others.
- Make the environment safe for peoples.
- Support human rights

These are some examples that an ethical person should always posses. In every profession there are some ethics which is expected by a professional to follow. The ethics may vary profession to profession but universal structure of ethics is always same. In every profession we need to maintain some distance between our personal and professional life. Some people are very friendly and naughty at home but when they enter inside their work premises they become very rude and bad. People think that if the behave at work place as like as their home then people will disrespect them. It is completely wrong to assume like this. There should have some limitations, if we want to work in better and efficient way then it can happen only in friendly work environment. Otherwise there will be no difference between human and machine.

Some time we get confused to what to do and what not to do. We introspect our self, we compare with others, and sometimes we keep ourself on others' place and think from his viewpoint. This is human tendency that human evaluates his deeds from others place and convince himself that whatever he did is right. Human having special power to act as subject as well as object. When man performs some activity that is subject but when he observes his activity by putting himself on others' position then it becomes object.

These are the following questions which a person always asks generally to decide on the ethical decision making:

- Is it against code of conduct?
- Does it feel right?
- Is it legal?
- Who else can be affected?
- Will you be embarrassed if the other people know your course of action?
- Does an alternative action exists which does not pose any ethical conflict?
- How it will look in the newspapers?
- What will other people will think?
- Will you be able to sleep at night?

Conclusion :

The ethical approach encourages participation. It proposes that the ethical quality of a proposed measure be assessed through its standing in a free public discourse. It also stresses the need for the free flow of information, public awareness and expression, transparency and accountability. In order to progress further towards responsible factors, it is essential to focus on what people can do and achieve, going beyond considerations of mere material interests and stressing the moral interests of welfare, freedom and justice.

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Abstract

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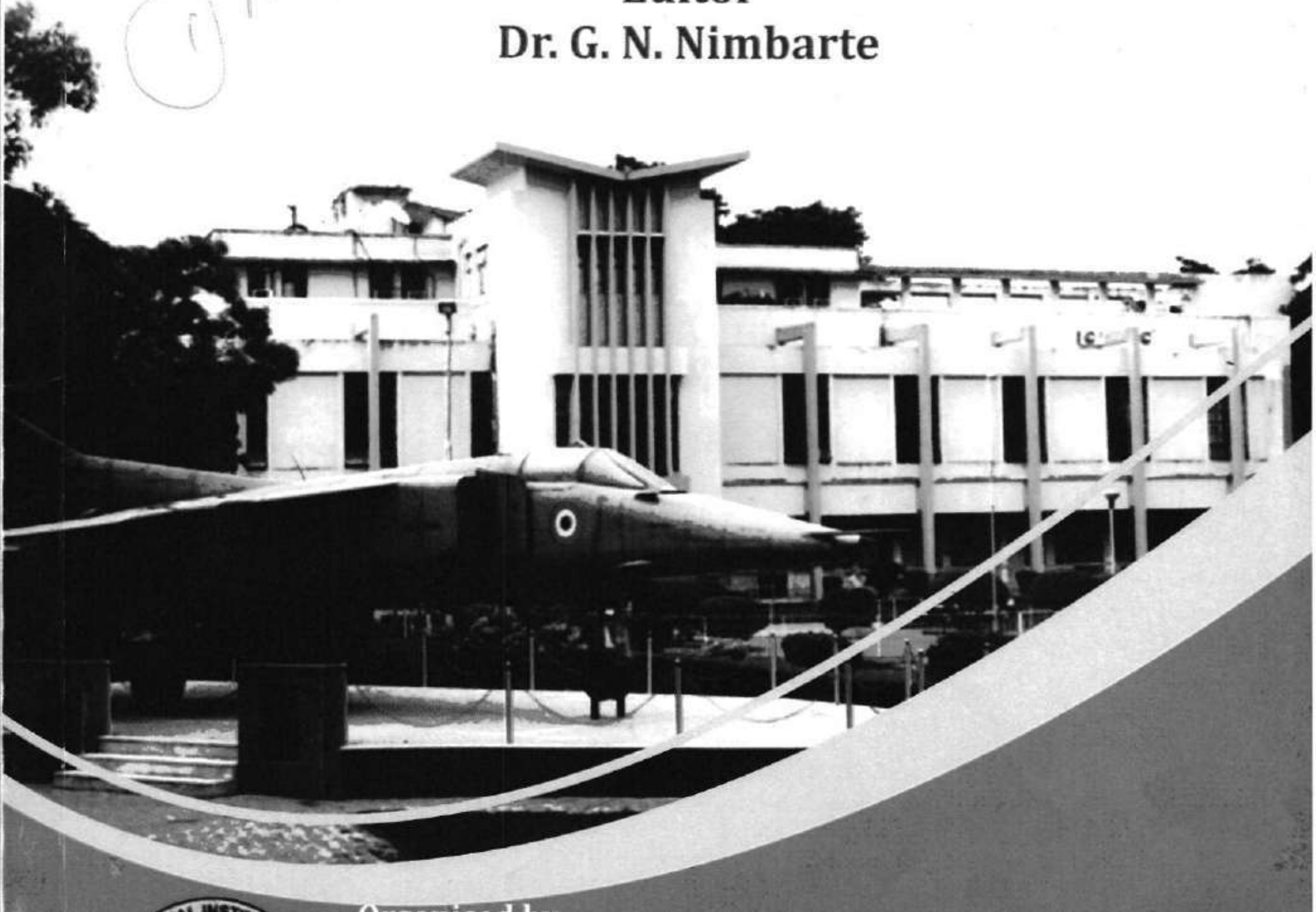

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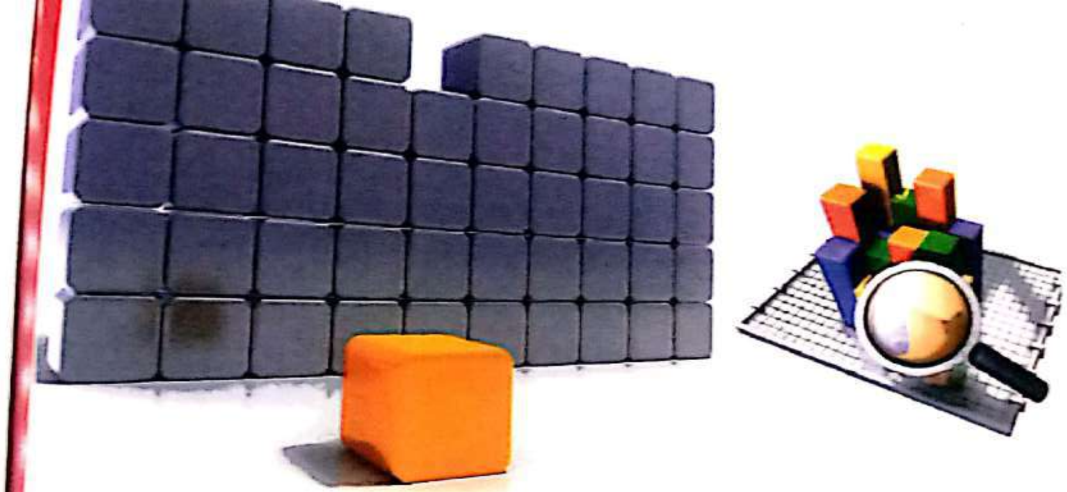
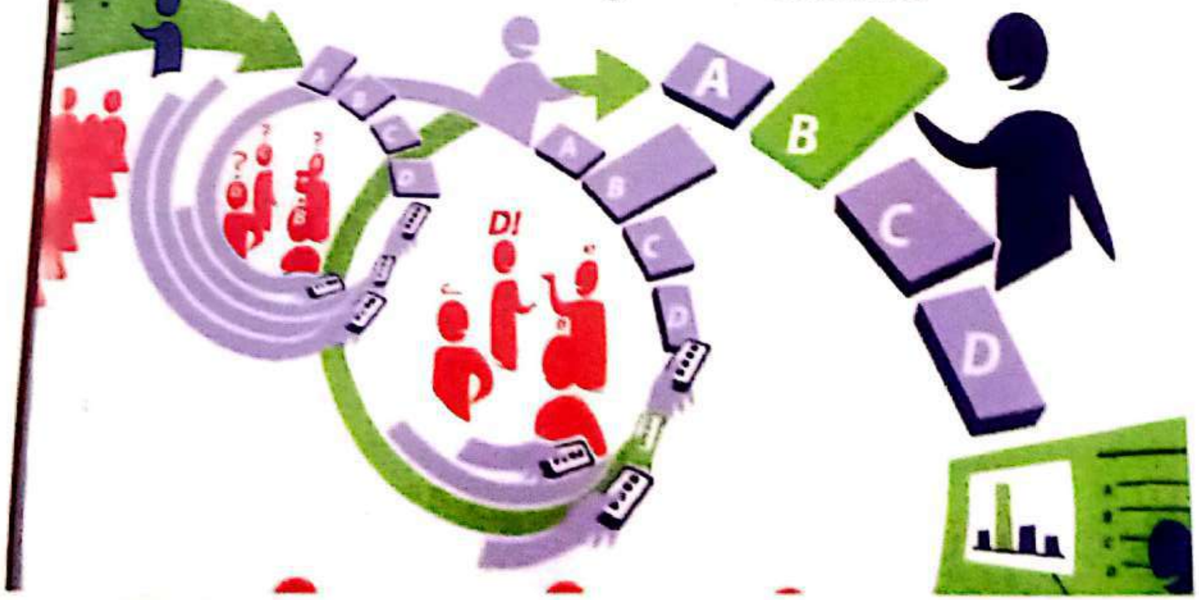


Methodology of Social Research

Dr. Arunsingh D. Chauhan



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Pref

Social research is researcl
following a systematic plan.
classified along a quantitativ
research is the scientific study c
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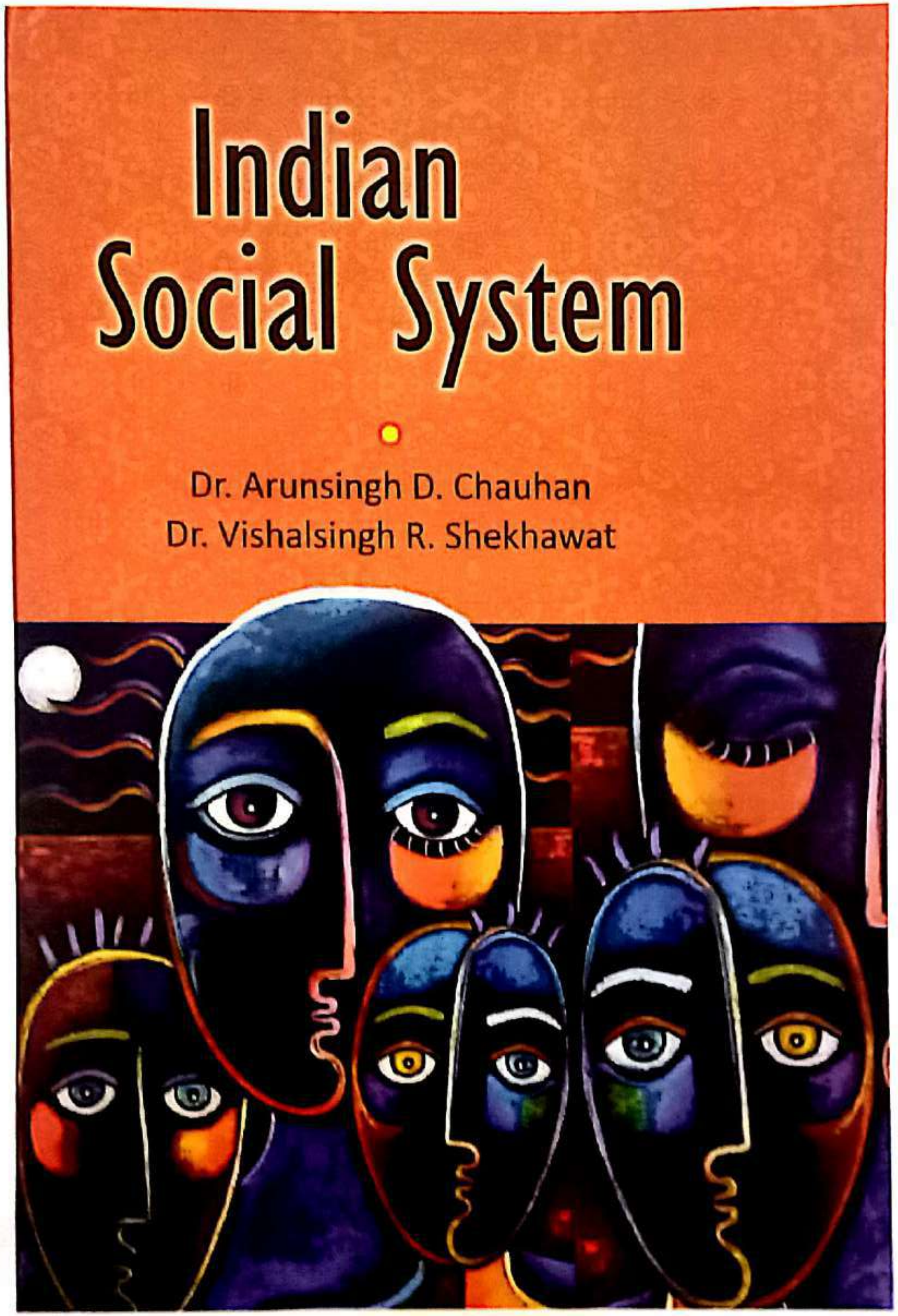

Indian Social System

Dr. Arunsingh D. Chauhan
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Prefac

Indian social system is
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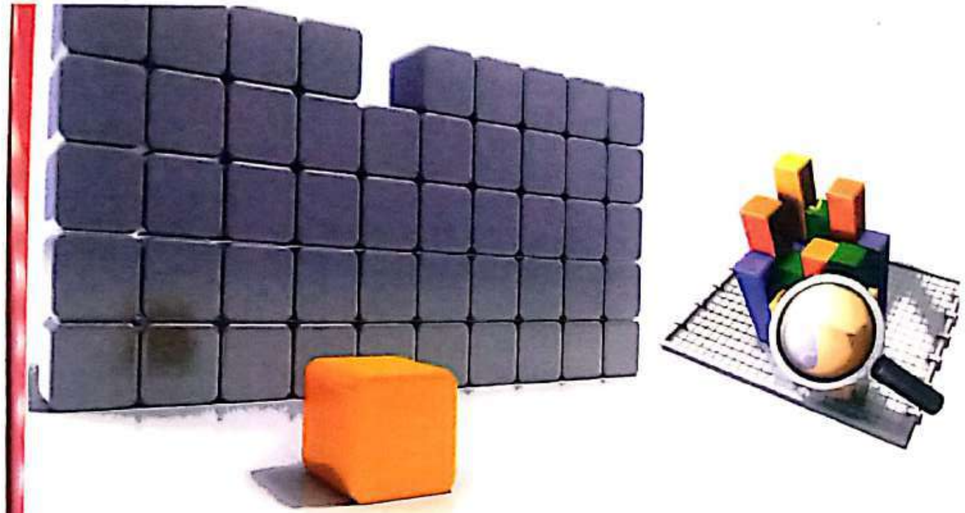

Methodology of Social Research

Dr. Arunsingh D. Chauhan

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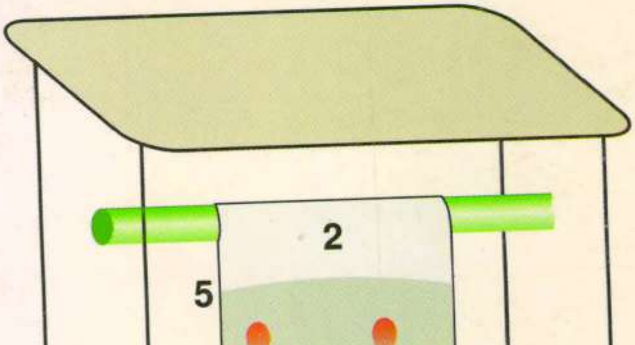

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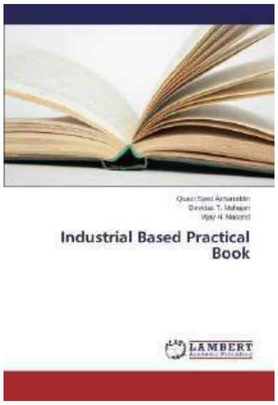
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राष्ट्र निर्माण में भारतीय नारी का योगदान

मिथिलेश एम. राठौर
विद्याभारती महाविद्यालय, अमरावती.

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विद्याभारती महाविद्यालय, अमरावती.

उपसंहार

हमारे देश में नारी को देवी, श्रद्धा अबला जैसे सम्बोधनों से सम्बोधित करने की परम्परा बहुत पुराने समय से चली आ रही है । इस तरह के सम्बोधन अथवा विशेषण जोडकर हमने एक ओर पूजा की वस्तु बना दिया तो दुसरी और अबला के रुप में उसे भोग्या एवं चल सम्पत्ति बना दिया। नारी का एक रुप शक्ति का भी है । इस रुप का स्मरण हम यदाकदा औपचारिकता के नाते ही किया करते है जबकि हमें नारी के इसी रूप को उजागर करने की जरुरत है । इस पुरुष प्रधान समाज में हम उसे हीन मानसिकता का स्वरुप दे सकते हैं, और कुछ नहीं । इसी हीनता के फलस्वरुप ऐसे प्रश्न उठाये जाते रहे हैं कि नारी का समाज के विकास अथवा राष्ट्र के निर्माण में क्या योगदान है या हो सकता है? इस तरह के प्रश्न उठाते समय हम यह भूल जाते हैं कि नारी मातृ-सत्ता का नाम है, जो हमें जन्म देती है, पालती है तथा इस योग्य बनाती है कि हम अपने जीवन में कुछ महत्वपूर्ण कार्य कर सकें ।

विविध रुपों में नारी का योगदान

व्यक्ति को जन्म देकर उसे अपने पाँव पर खडा करना राष्ट्र निर्माण का अंगभूत कार्य है । यह कार्य नारी का मातृरुप ही करता है । बहन के रुप में मानव मात्र को अपनी स्नेहमयी छाया से अभिभूत किये रहना भी राष्ट्र निर्माण का कार्य है । पत्नी के रुप में समाज को पितृ-ऋण से मुक्त करना, घर-गृहस्थी की देखभाल करना, समाज तथा राष्ट्र के निर्माण करने वाले दुसरे कार्यों से कम महत्वपूर्ण नहीं है । फिर आज तो नारी पुरुष की भाँति सक्षम होकर जीवन के हर क्षेत्र में अपनी प्रतिभा एवं कार्य कुशलता का पूर्ण परिचय दे रही है । यह हिमालय की उँची चोटियों पर भी आरोहरण कर रही है तथा उपग्रह के माध्यम से अन्तरिक्ष की यात्रा पर मानव-विकास के लिए विविध खोजों में भी ध्यान दे रही है । आज विश्व के हर कोने में नारी सुदृढ पगों की चाप सुनाई दे रही है । यहीं तो उसका राष्ट्र के निर्माण में योगदान है । अतः इस तरह के प्रश्न उछालना कि राष्ट्र के निर्माण में नारी का क्या योगदान है अथवा हो सकता है, निरर्थक है । उसका तो अब सर्वत्र योगदान है ।

भारतीय नारी

अपने देश भारत के निर्माण तथा विकास में नारी के योगदान के लिए यहाँ का इतिहास साक्षी है । वैदिककाल में पवित्र वैदिक ऋचाओं की सृष्टी तथा आम आदमी को भी उनका साक्षात्कार करानेवाली अनेक नारियाँ भी थीं । गार्गी, गौतमी, काल्यानी आदि नारियों के नाम क्या भुलाये जा सकते हैं ? आर्यावर्त जैसे वृहद राष्ट्र के निर्माण में निश्चित रुप से गार्गी, मैत्रैयी, अरुन्धती जैसे महती नारियों का विशिष्ट योगदान रहा । यही कारण है कि आज भी ऐसी नारियों को आदरणीय एवं प्रातःस्मरणीय समझा जाता है ।

पौराणिक और मध्यकाल की भारतीय नारी

वैदिककाल के पश्चात पौराणिककाल में भी कई ऐसे नाम मिलते हैं, जिन्होने राष्ट्र निर्माण में अपना योगदान किया । महाराजा दशरथ के युद्ध के अवसर पर उनके सारथी के रुप में कार्य करने वाली कैकेयी को हम कभी नहीं भूला सकते, जिनके रथ के पहिये की कील निकल जाने पर

अपनी अँगुली को कील की जगह पर ठोक दिया था । क्या यह राष्ट्र रक्षा हेतु राष्ट्र निर्माण का कार्य नहीं है ? ऐसा करके कैकेयी ने अपने पति को रण से विमुख नहीं होने दिया ।

मध्यकाल में भी ऐसी नारियों की कमी नहीं रही, जिन्होने अपना सर्वस्व राष्ट्र हित के लिए अर्पित कर दिया| रजिया बेगम, चाँदबीबी, जीजा बाई, -झाँसी की रानी, लक्ष्मी बाई, अहिल्या बाई आदि कई नाम गिनाये जा सकते हैं ।

स्वतंत्रतापूर्वकालीन भारतीय नारी का योगदान

आधुनिककाल में स्वतंत्रता-संघर्ष के दिनों में भी राजकुमारी अमृतकौर, सरोजिनी नायडू अरुणा आसफ अली, विजय लक्ष्मी पंडित, आजाद हिंद फौज की नारी-पलटन की कैप्टन लक्ष्मी एवं कान्तिकारियों को सहयोग देने वाली नारियाँ भारत में अवतरित हुई है, जिन्होने राष्ट्र निर्माण के लिए अपना सब कुछ न्यौछावर कर दिया ।

आज की भारतीय नारी

आज हमारा देश जिस दौर से गुजर रहा है, उसमें भारतीय नारी अपना महत्वपूर्ण योगदान कर रही है । कभी वह समय था, जब नारी का क्षेत्र शिक्षिका या नर्स बन जाने तक ही सीमित था, किन्तु आज वह हर क्षेत्र में सक्रिय है । वह अपने घर-परिवार के साथ-साथ समाज राष्ट्र के प्रति अपने दायित्व को निभाने में भी पूर्णतया सजग है । जैसे इंदिरा गांधी, भुतपूर्व राष्ट्रपति प्रतिभाताई पाटील इत्यादी । इतना सब होने पर भी यह खेद का विषय है कि देश का तथाकथित प्रगतिशील पुरुष वर्ग अभी तक भी नारी के प्रति अपने परम्परागत दृष्टिकोण को पूरी तरह से बदल नहीं पाया । वह आज भी उसे भोग्या समझता है । वह उसकी कोमलता से अनुचीत लाभ उठाने की दिशा में प्रयासरत रहता है । आज इस बात की आवश्यकता है कि पुरुष नारी को मुक्त भाव से निर्भय होकर कार्य करने का अवसर प्रदान करें ।

राष्ट्र निर्माण में नारी का वैशिष्ट्य

यह एक प्राकृतिक तथ्य है कि नारी कोमल-कान्त होने के साथ-साथ अपने स्वभाव में अधिक कर्मठ एवं सहनशील हुआ करती है । उसमें धैर्यभावना अधिक रहती है । इसीलिए राष्ट्र निर्माण के कार्यो में वह पुरुषों की अपेक्षा अधिक सहायक सिद्ध होने में समर्थ है ।

निष्कर्ष

आज आवश्यकता इस बात की है कि शिक्षा का अधिकाधिक विकास करके, नारी जाति में व्याप्त अशिक्षा एवं आत्मविश्वास के अभाव को दूर करके उसे मुक्त गगन में विचरण करने दिया जाये। उसकी क्षमताओं को विकसित किया जाये । ऐसा होने पर सम्मान, स्नेह एवं आत्मविश्वास से पूर्ण नारी राष्ट्र निर्माण में पुरुषों से भी अधिक सहायक सिद्ध हो सकती है ।

संदर्भ

१) स्वतंत्रता संग्राम में महिलाओं का योगदान ...व्ही.राजेन्द्र राज.
२) इंदिरा प्रियदर्शनी ... अलका शंकर
३) राष्ट्र निर्माण में महिलाओं का योगदान... जे.के.शर्मा
४) स्वतंत्रता संग्राम में महिलाओं का योगदान.. सिद्धार्थ दास

Nootan Vidarbha Shikshan Mandal's

Mahila Mahavidyalaya

Jog Chowk, Amravati. (Reaccredited B+)

Department of Commerce

Interdisciplinary Seminar

On

"Economic Reforms, Demonetization and Innovative Concepts In Commerce"

Certificate

This is to Certify that Mr./Mrs./Dr. Sanjay B. kadu *Of* Vidya-Bharti Mahavidyalaya Camp, Amt *has Participated /Presented a paper on* "Men V/s Women :- shopping behaviour and Buying habits." *in one day Interdisciplinary seminar held on 3rd january 2017*

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Men vs Women: Shopping Behaviour and Buying Habits

Dr. Sanjay B. Kadu Prof. S.K.Rodde
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People have needs and to meet them, hence they need shopping. They shop for food, clothes, home needs, books, etc. From articles of little value to very expensive ones, from platforms to online stores, the shopping is an every minute affair of people across the world. We shall discuss an interesting topic, Shopping Habits of Men and Women, in this article.

Common Perception

It is perceived by most, that women usually spend longer time in shopping compared to men, who prefers to step into the shop, search for particular product they have in mind, purchase it as quick as possible (unmindful of slight variations that lead to bit expensive purchases), leave immediately. Women, on the other hand, searches patiently for the kind of products in all available brands, compare the designs, checking for any offers available (unmindful of the long time they indulge in selecting a product of their choice), bargaining and end up purchasing the product to their utmost satisfaction.

Men Vs Women

Naturally, women differ with their opposite sex in almost all characteristic features, and shopping is no exception. Both the sexes differ in thinking, perceiving, decision making, managing tactics, planning and what else? The same theory applies to shopping as well.

Men are particular about the features of a product they wish to buy, and they compare same category products for specific features and price, service availability and so on. They are less mindful of offers and brand, and they compromise for a higher price if they are satisfied with the quality. In short, men's shopping is product focussed.

Women are particular about the brand. They carefully analyse the brand values and select their product of choice according to that. Also, they are keen on offers and discounts to be availed. Also, they have a particular interest in the design of the product. So, when it comes to shopping, men and women behave differently.

Online Shopping

In earlier times, when online shopping was limited to computers, electronic goods, music etc., it was a male-dominated world. As the product category expanded, women took the lead to shop online.

A majority of women prefer to shop online with a desktop while men prefer mobile. Men limit their search to particular products they have in mind at the time of purchase, while women find other products apart from their intended shopping interest, as well. Both sexes consider price as a factor to decide, but men tend to compromise easily with quality over price while women are particular about price and close a purchase with the best available offer.

When advertising is considered, social media, paper advertising, word of mouth etc., both have the same impact. However, in some areas men differ from women, like emails with offers work better for women when they are in search of a product while men find a product casually when surfing online. It's a good marketing strategy to send emails with product details and discount coupons, to women. Women tend to shop online, in a relaxed mood at home, after finishing all their household activities. When they get an email with a nice offer, they are attracted towards it and will possibly close the deal.

For men, paid search advertising will work better for online shopping. When they find products, an improved SEO will promptly list the products and sites while pop-up advertisements will do the needful when they surf in general. Females possess the higher probability to recommend the brand or product they like to their friends and families through social media like twitter, Facebook, Pinterest, etc. The male community is slightly lagging behind in this area.

Men tend to shop mostly on food items and drinks when they are in a depressed mood. Women when in depressed mood, they rely on retail therapy and shop clothes and related articles.

Women, in general, possess a higher percentage of charitable contribution compared to men, except when the contributor happens to be a widow or widower. A widower is the one who contributes more generously than any other category. Colours have a notable impact on both the genders. Men prefer bright colours while women go with soft ones. Men prefer shaded colours, i.e., colours with black added to them and women prefer tints, colours with white added to them.

Men have a higher percentage of women on writing comments on their purchase and product reviews. Single men tend to shop more on alcoholic drinks while single women prefer to shop for beauty and health care items. Also, the list goes on.

Conclusion

These are some of the trends in the behaviour of men and women with regard to shopping. Marketing plans designed according to the nature of men and women will prove to be successful. It is better to focus on either male or female customers rather than on both, which will prove to be fatal.

Reference: **https://www.j2store.org/blog/digital-marketing/men-vs-women-shopping-behaviour-and-buying-habits.html**

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An crease in transparancy is also likely to improve attracttiveness for foreign investors.

2) **Jandhan Yojana** :- Account holders of Jandhan yojana credited surprisely Rs. 87000 Crore. After the demonetisation Govt. bane for withdrawal the amount from this account.

3) **Collection of tax** will be increase for the next year, 2017-18.

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HUMAN RESOURCE DEVELOPMENT CENTRE AND PROFESSIONAL DEVELOPMENT OF TEACHERS-AN IMPACT STUDY

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Vidya Bharati Mahavidyalaya, Amravati.

Introduction

Indian Higher Education system has grown significantly over the last six decades since independence. In the present scenario, the important role of the teachers as catalyst agent has become more critical. In the context of rapid changes, it is imperative that teachers must update their knowledge and skills and be conversant with the latest developments in the field. The Professional Development of Teachers implies his growth in knowledge of his subject, in pedagogy and training techniques. No profession can grow unless its members are prepared to grow professionally and are prepared to undergo sacrifices. The Higher Education System is expected to provide adequate skilled human resources equipped with the knowledge and technical skills to cater to the fast growing economy. India, being the country with the youngest population, would be able to create a larger growing labour force which is expected to deliver greater gains in terms of growth and prosperity. The Central Government has been making suitable policy decisions to take advantage of this situation and to create access for the eligible youth from all social backgrounds to have the necessary education in diverse fields.

The rapid expansion of Higher Education system has considerable impact on the quality of education. One of the most important issues impacting is "Teachers Quality". In the present day context, teachers have to play an enable role in the development of the student. This involves not only imparting knowledge and skills, but also counseling, developing critical and innovative thinking, research, consultancy and extension of work, preparing instructional materials with the aid of education and information technologies and use of modern methods of management of the educational institutions.

The National policy on Education 1986 is primarily aimed at making education as a realistic instrument of socio-economic development of both the individuals and the society. In this context, staff development and training play a very crucial role. The University Grant Commission has introduced Academic staff colleges in various states of India to orient and refresh the subject knowledge of teachers and to improve their teaching skills in particular subject. Academic Staff Colleges (ASCs) have in the year 2015 been renamed as Human Resource Development Centres (HRDCs). The main aim of the scheme is to maintain high standard of teaching in Universities and Colleges.

At the first phase, the UGC has identified 48 universities to set up Human Resource Development Centres to organize orientation and refresher courses for newly appointed teachers of colleges/universities in 2009 this number has already increased to 66 which have greatly helped in the professional development of teachers all over the country.

Research Methodology

In this study 100 teachers' male and female who had attended the Refresher Course in Commerce discipline organized by UGC Human Resource Development

Centres, Sant Gadge Baba Amravati University, Amravati were taken. In order to study the impact of professional development of teachers a three point scale i.e. yes very useful, useful, not useful was drawn by the researcher based on course component of Refresher Course. The questionnaire was prepared after studying the existing components of Refresher Course which is being followed uniformly as per the guidelines of the University Grant Commission, by all over the country.

Data Analysis and Interpretation

Being a qualitative data, the researcher has presented the primary data show in participants response only percentage was calculated obtained from the questionnaire. The findings and interpretation of the studies are as follows:

In response to the objectives of Commerce Education 81% of the participants were of the opinion that the Refresher Courses in Commerce were relevant to the objectives of Commerce Education. Refresher Courses were relevant to the objectives of the Professional Development of Commerce teachers in the opinion of 79% participants, where as 21% participants do not agree. HRDCs were successful in achieving their objectives as per 77% participants. Topics covered in Refresher Courses were useful in opinion of 85% of the participants that the topics covered in Refresher Courses were very useful for the Commerce teachers. Moreover 84% participants were of the opinion that the changes should be made in the structure of Refresher Courses according to the changing Scenario of Higher Education and teaching in global perspective.

Regarding duration of course 68% of the participants' opined that the three weeks duration of Refresher Courses is sufficient. Resource Persons invited for Refresher Courses 57% participants were of the opinion that they were satisfied with the quality of Resource Persons and they were able to communicate effectively and involved the participants during the session and most of the resource persons were able to satisfy the queries raised by the participants. Moreover 83% of the participants were of the opinion that the Refresher Course were useful in improving their knowledge to very high degree and accepted that course helped them in learning new techniques for the development of values and enabled them to hold their students. Besides this 54% of the participants were of the opinion that the Refresher Courses did not so much help them in improving their teaching skills. Most of the participants reported that refresher courses were successful in developing professional attitudes & skills of a teacher in the opinion of 67% that the refresher courses were successful in developing professional attitudes and skills as a teacher.

Beside this 59% of the participants opined that the Refresher Courses were not successful in improving skills related to student management. [illegible] of the participants agreed that the Refresher Courses were successful in improving their professional awareness. Most of the participants 57% were of the opinion that the interaction with persons from industry was not conducted in Refresher Courses. The participants agreed that Refresher Courses needed to incorporate topics related to education, society interface, social concerns and national issues. In this regard [illegible] of the participants were of the opinion that the Refresher Courses needed to incorporate topics related to education, society interface, social concerns and national issues in Commerce Refresher Courses.

Most of the participants were satisfied with the method of teaching, other than lecture method was to be covered in Commerce Refresher Courses. The lecture is the most common method of teaching followed in Refresher Courses. Another popular method is power point presentation. Whereas field visits, group discussion and workshop methods are used frequently. Besides this most of the participants 79% agreed that Refresher Courses could not improve teachers' communication skills. Moreover most of the participants 77% were of the opinion that the Refresher Courses in Commerce are taken seriously by the teacher participants for attaining knowledge and advanced technique in teaching but except some participants, [illegible] of the participants were of the opinion that the Refresher Courses were not successful in developing their innovative ideas regarding teaching where as [illegible] participants were agreed in this regards.

Teachers 59% were of the opinion that the refresher courses have brought changes in their performance as commerce teachers. 60% of the participants were of the opinion that the Refresher Courses in Commerce were successful in developing an academic culture. The Refresher Courses were successful in identifying and developing effective style of teaching in view of [illegible] the participants. Regarding the Refresher Courses have enhanced the professional commitment 62% of the teachers' participants have agreed that these courses are helpful in improving professional commitment. In the opinion of maximum 65% number of the participants that they were able to make a proper choice of teaching method of different topics on the basis of Refresher Courses. Besides this 57% of the participants were of the opinion that Refresher Courses were not so helpful in planning, executing daily teaching lessons properly and confidently. The majority 53% of the participants were of the opinion that Refresher Courses were not so much successful in preparing and using teaching aids effectively for Commerce teachers.

In response to the development and understanding the system and role of Higher Education in this regard 54% of the participants showed that the refresher courses were successful to some extent in developing and understanding the system and role of Higher Education. Moreover 61% of the participants were of the opinion that the Refresher Courses were successful in knowing and playing teachers role effectively. 53% of the participants were of the opinion that the Refresher Courses were successful in imparting up-to-date subject knowledge on some specific topics. According to 57% of the participants that Refresher Courses were useful in inculcating confidence and commitment towards their profession as the Commerce teachers. Regarding interaction with their peers, seniors and experts 68% of the participants were of the opined that Refresher Courses were successful in providing an opportunity to the teacher participants. Moreover 59% of the participants were of the opinion that Refresher Courses were not so helpful to the participants for developing the hidden talents of individual teachers and use it for the benefit of the institutions. Beside this 64% of the participants' views that use of Information and Communication Technology and use of internet during Refresher Courses in Commerce were promoted to some extent. In the opinion of 63% of the participants that field trips during the Refresher Courses be included. Most of the participants 53% reported that the facility of frequent visits to library and provision for internet browsing to search the latest relevant literature is not provided to the satisfactory extent. 76% of the participants agreed that they should stay together in good accommodation for effective interaction in Refresher Courses.

In opinion on aids gained from Commerce Refresher Courses, 79% of the participants were of the opinion 'the use of power point presentation skill' was gained, 15% of the participants were of the opinion 'computerized accounting skill' was gained, while 17% of the participants were of the opinion 'use of internet as teaching aid' was gained, 18% and 13% of the participants were of the opinion 'using of case studies' and 'case problems and practical knowledge' were gained from Refresher Courses.

Conclusion

The findings drawn from the data obtained is that the Human Resource Development Centres were successful in achieving their objectives. The teaching, administrative and non-teaching staff available in Human Resource Development Centres is inadequate. But still indicate a high level of satisfaction towards the overall performance of the Human Resource Development Centres in imparting knowledge through the Refresher Courses.

Suggestions

The Human Resource Development Centres should have adequate teaching and non-teaching staff to perform their responsibilities more efficiently and satisfactorily. The Refresher Courses should be made compulsory after every three years. The Refresher Courses should be made compulsorily residential for all the teacher participants of Commerce. The Refresher Courses should contain field trips or Industrial visits so as to get practical knowledge of subject. Library facilities and reading facilities of HRDC should be improved with the addition of more new and latest editions of books on various disciplines. There should be well-equipped computer laboratories having sufficient numbers of computer systems with internet and wi-fi facilities at the Human Resource Development Centres. Accommodation facilities available at the Human Resource Development Centre should be improved according to the requirement and need of the participants. Opportunities to the teacher participants for interaction with their peers, seniors and experts should be specially arranged for sharing their experience. The scope of topic covered under Refresher Courses should be wide so as to include latest developments and up-to-date knowledge in the field of commerce. The irrelevant and outdated topics, which are not useful to participants, should be avoided in Refresher Courses. More attention should be given to the quality of Resource Persons. More people from corporate sectors should be invited as Resource Persons. Changes should be made in the syllabus of Refresher Courses from time to time.

A satisfactory performance-evaluation system should be developed for evaluating the performance of participants at the end of the Refresher Course. More attention should be given under the Refresher Courses to develop the teachers' innovative ideas regarding teaching. The Refresher Courses should concentrate on identifying and developing effective style of teaching. More attention should be paid to the development of teachers regarding proper planning and executing daily teaching lessons confidently. More attention should be given regarding imparting up-to-date subject knowledge in the fields of Commerce and Trade.

Use of new ICT like Information Retrieval not only for research but also for Classroom teaching should be provided under Refresher Courses. More concentration should be given under the Refresher Courses to preparing and using ICT-based teaching aids effectively. There should be an Interaction with persons from Industry under Refresher Courses in Commerce. There are many functional aspects of Commerce education which should be covered under Refresher Courses in Commerce like knowing the prevailing practices, the functional areas of commerce, examining the relationship between various aspects, help in acquiring insights into functioning of business systems, generating interests in economic system, utilizing the concept of decision-making and preparing a potentially competent graduate

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ROLE OF ICT IN E-GOVERNANCE AND RURAL DEVELOPMENT

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ABSTRACT

Information and Communication Technologies (ICTs) play a key role in development & Economic growth of Rural India. Political, Cultural, Socio-economic Developmental & Behavioral decisions today rests on the ability to access, gather, analyze and utilize Information and Knowledge. ICT is the conduits that transmit information and knowledge to individual to widen their choices for Economic and social empowerment.

In near future people will be carrying a handheld computer connected to the Web to get the information about the World at their fingertips. Government of India is having an ambitious objective of transforming the citizen-government interaction at all levels to by the electronic mode (e-Governance) by 2020.

A successful ICT application in e-Governance giving one-stop solutions for rural community is the need of the hour. ICT is crafted to enable the Electronic Governance through wireless communication, thus it's integrally interlinked and knitted.

Introduction

India is a country of villages and to improve and sustain the overall prosperity, growth and development in the global competitive regime, National E-governance plan (NEGP) seeks to lay the foundation with various projects, starting from the grass-root levels, and provide impetus for long-term e-governance within the country. In this direction rural e-Governance applications implemented in the recent few years have been demonstrating the importance of Information and Communication Technologies (ICT) in the concerned areas of rural development. Indeed, some of the schemes introduced in rural India have improved the government services immensely.

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INDEXED WITH ADVANCED SCIENCES INDEX GERMANY

RURAL DEVELOPMENT AND DIGITAL VILLAGE

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Introduction

Human society is developing with rapid momentum and achieved various successes for making its livelihood better. The civilization is witness for various changes related to it's the development through different catalysts like industrial development, green revaluation, science and technology, etc. The present era is

augmented on Information and Communication Technology. This technology has proved its potential in various sectors of development in urban and rural landscapes. Urban areas are seems to more inclined to accept and adopt Information and Communication Technology due to advantages of literacy and better infrastructure as compared to rural areas. Due to such suitable situations of urban landscapes good amount of success of this technology is visible in the form of smart cities and better livelihood of residing human beings. But the problems, consequences and opportunities in urban areas are different for effective utilization of Information and Communication Technology for sustainable development of rural masses. The present research article discusses about rural development in developing world for the up-liftment of livelihood of the rural masses and to take a 'look ahead' at scientific developments and technologies that might be influential over the next 10-20 years. The driving motivation behind the concept on "Digital Village " is that the technology should acts as a catalyst for development, enabling education and local business opportunities, improving health and welfare, enhancing democratic engagement and overall enhancement of rural village dwellers. The "Digital Village " concept aims to realize its goal through providing policymakers with insightful, bottom–up analyses of the challenges of village development.

Improvement in the quality of life of rural people is the important agenda of rural development programme. In India – a country where the number of people living in rural areas, rural development programme is necessary aspect. Rural development implies both the economic betterment of people as well as greater social transformation. The basic objective of all rural development endeavors / programmes has been the welfare of the millions. In order to achieve this, planned attempts have been made to eliminate poverty, ignorance and inequality of opportunities. A wide spectrum of programmes has been undertaken so far, to alleviate rural poverty and ensure improved quality of life for the rural population especially those below the poverty line. In the initial phase of planned rural development, the concentration was on sectors of agriculture industry, communication, education and health. The Ministry of Rural Development places importance now on health, education, drinking water, housing and road so that the quality of life in rural areas improves and the fruit of economic reform are shared by all sections of the society.

With time and experience, it is realized that accelerated and meaningful development can be achieved only if people of the grass root are involved, "people's participation" has become the keyword in rural development programmes. The participation of the people is necessary to provide the rural people with better prospects for economic development

Why India's rural development is important for the nation?

India lives in its villages, and while the cities have grown immensely over the last 20 years, rural areas have not seen that kind of development. For India's economy to be strong, the rural economy needs to grow. Rural areas are still plagued by problems of malnourishment, illiteracy, unemployment and lack of basic infrastructure like schools, colleges, hospitals, sanitation, etc. This has led to youth moving out of villages to work in cities. This could be compared to the brain drain from India to US. Our villages need to grow in tandem with cities and standard of life has to improve there for inclusive growth to happen. If rural India is poor, India is poor.

Poverty in Rural India

India lives in many generations, and visiting rural areas very easily shows that they lag behind cities by decades. While we have latest services and products available in our cities now, villagers are still coping with age old products. It is easy to see the rising disconnect between cities and villages. Some examples are –

1. While we have international fully air conditioned schools in our cities, the schools in villages still don't have benches and chairs, leave alone computers. We have a huge shortage of teachers in rural areas, and the school drop out rate is huge.
2. In cities, we have wide roads, flyovers and underpasses while many villages still don't have proper roads. Urban-rural road links can play a vital role in rural growth.
3. Employment opportunities are hardly there in villages which forces youth to move to cities creating imbalance in the ecosystem and leaving the villages deprived.
4. While we may have numerous hospitals, nursing homes and medical facilities in cities, villages neither have health awareness nor health facilities. See the condition of major hospitals like AIIMS to know how many villagers have to flock to cities for even basic treatments.
5. Women fetching water from kilometers away Apart from the above options, villages need to have –

1. **Proper land reforms** to make sure land is held, owned, cultivated, irrigated to make the most efficient use and maximum output.
2. **Rural credit** – Banking services need to be popularized and credit should be available for basic services like agriculture.
3. **Electrification** – Many villages still receive only 2 to 6 hours of electricity per day which needs to drastically improve to empower the villages of India.

Mobiles have empowered rural India

Basically, what we need is to empower the rural people by providing them education and proper health care. They need to have infrastructure like electricity and water so that they are free from the cycle of droughts and floods. We need to give them self-employment so that they want to stay in villages instead of migrating in cities. There is a need to empower the villagers, and not just supporting them by food subsidies, loan waivers which end up crippling them. India will grow only when rural India marches hand in hand with cities in the twenty first century.

What is a Digital Village?

A Digital Village is a space where a community expresses their identity though ICT and Digital Media. This may be from an artistic, heritage, or economic perspective or a mixture of all three. This can be done through poetry, digital stories, community newspapers online, image collections (old and new), audio (Internet radio, oral history), animations, video, and text. To engage in the activities the participants need to learn new skills and so the Digital Village also becomes a learning community. At it's simplest a Digital Village is a community website. The term "village" need not apply to an actual village (although in many cases it does) but to a cluster of villages, a geographical area or a group of participants in a town. On Teesside there is even an example of a Digital Cemetery! A Digital Village becomes a vehicle for participant led learning where the interests of the learning community set the agenda for what they learn. This is done using Community Media and innovative use of ICT, particularly open source software and web2 applications. The activity is informal and workshop based. Some technical support is required but the process becomes "flexible replication". Assistance from ICT animateurs is needed for these workshops but we have also observed peer learning taking place in these informal workshops. It is also possible to introduce an element of e-learning into the Digital Village concept. There is currently a great deal of interest in Virtual Learning Environments (VLE's) and e-portfolios. It is also very simple to consider the Digital Village as both VLE and e-portfolio. Whatever the participants want to learn e.g. digital images, creative writing, family or local history etc... can be supported on the Digital Village website VLE style and it is also presented on the DV website e-portfolio style.

Need for Digital Villages

The village communities are little republics, having nearly everything that they want within themselves, and almost independent of any foreign relations. In the development process, there will be many changes in the demand and supply of various needs, as rural population will pass through the process of change. At present, one of the major challenges in India is growing population and rapid urbanization. This urban growth to certain extent is unavoidable, as the economic pursuits and aspirations of the population do change and evolve. This needs to be reversed and suitably managed through a balance between rural and urban quality of life. The concept of "Digital Village" will address the multiple challenges faced for sustainable development of rural India.

A "Digital Village" will provide long-term social, economic, and environmental welfare activity for village community which will enable and empower enhanced participation in local governance processes, promote entrepreneurship and build more resilient communities. At the same time, a "Smart Village" will ensure proper sanitation facility, good education, better infrastructure, clean drinking water, health facilities, environment protection, resource use efficiency, waste management, renewable energy etc.

There is an urgent need for designing and developing "Smart Village", which are independent in providing the services and employment and yet well connected to the rest of the world. Based on various programs undertaken taken by Central and state governments along with further technological initiatives, the Smart Village can achieve SMART infrastructure, SMART service delivery, SMART technology and innovation, SMART institutions along with optimal mobilization and utilization of available resources, leading to faster and more inclusive growth. A 'Smart Village' will encompass a sustainable and inclusive development of all sections of the village community, so as they enjoy a high standard of living.

Objectives of Digital Village

- To prevent distress migration from rural to urban areas, which is a common phenomenon in India's villages due to lack of opportunities and facilities that guarantee a decent standard of living.
- To make the model village a "hub" that could attract resources for the development of other villages in its vicinity.
- To Provide easier, faster and cheaper access to urban markets for agricultural produce or other marketable commodities produced in such villages
- To contribute towards social empowerment by engaging all sections of the community in the task of village development.
- To Create and sustain a culture of cooperative living for inclusive and rapid development.
- To connect villagers to main stream of development.
- To make villagers smart by providing digital knowledge

Conclusion

Smart Villages are the need of the hour as development is needed for both rural and urban areas for better livelihood and Information technology will offer effective solution. There are successful technologies available, which have been implemented in urban areas. There is tremendous pressure on urban landscapes due to migration of rural people for livelihood. Smart Villages will not only reduce this migration but also irrigate the population flow from urban to rural area. ICT/ IT and GIS are the unbreakable pillars to support the whole process of village development. Smart village

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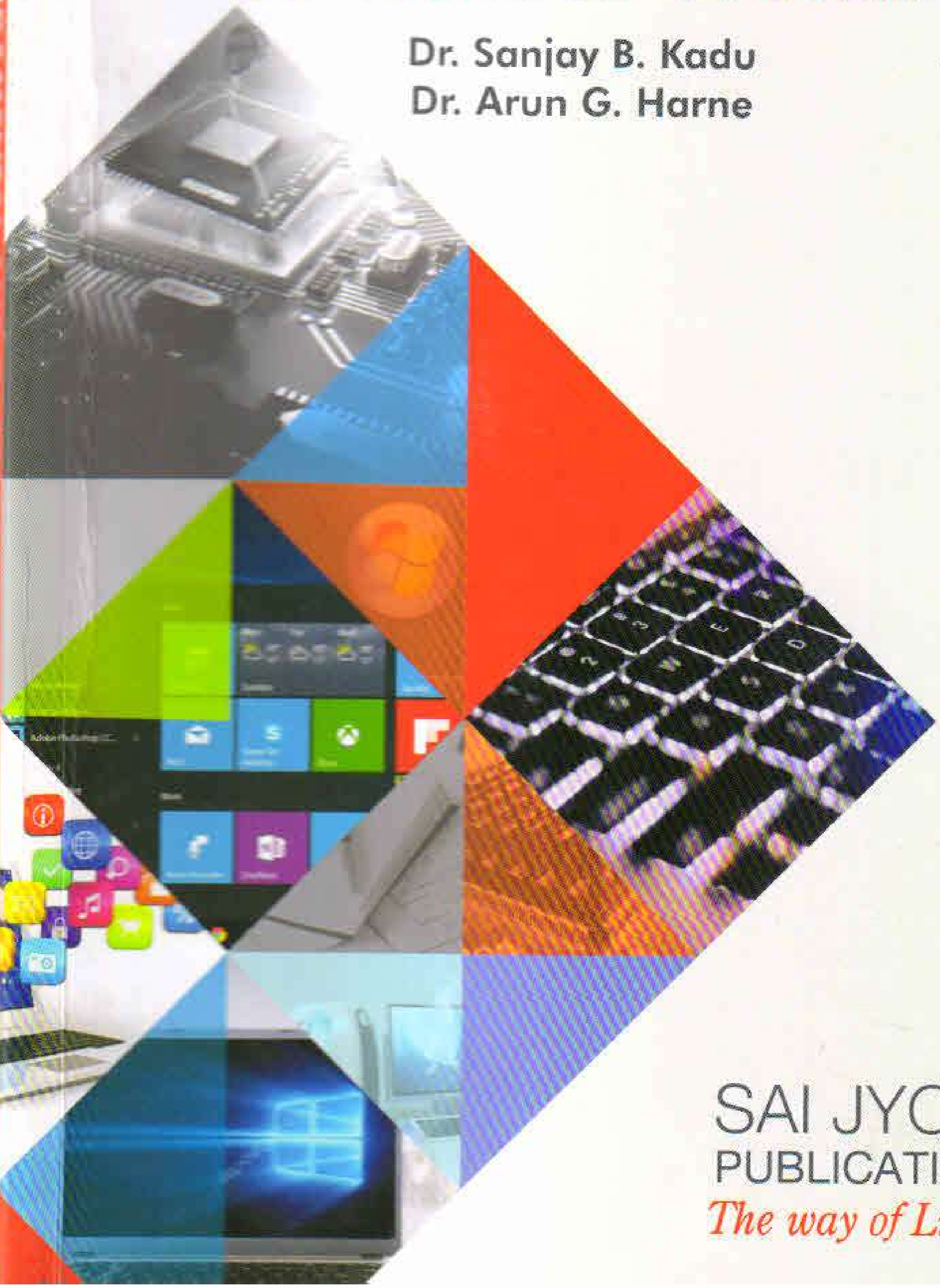
SAI JYOTI

COMPUTER FUNDAMENTAL AND OPERATING SYSTEM

Dr. Sanjay B. Kadu
Dr. Arun G. Harne



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Typically, network bandwidth is an important factor to consider while forming any network. However, as measuring bandwidth could be difficult, in Hadoop, network is represented as a tree and distance between nodes of this tree (number of hops) is considered as important factor in the formation of Hadoop cluster. Here, distance between two nodes is equal to sum of their distance to their closest common ancestor.

Hadoop cluster consists of data center, the rack and the node which actually executes jobs. Here, data center consists of racks and rack consists of nodes. Network bandwidth available to processes varies depending upon location of the processes. That is, bandwidth available becomes lesser as we go away from-

- Processes on the same node
- Different nodes on the same rack
- Nodes on different racks of the same data center
- Nodes in different data centers

Conclusion

The availability of Big Data, low-cost [illegible] hardware, and new information [illegible] analytic software have produced a unique [illegible] the history of data analysis. The convergence [illegible] trends means that we have the capabilities [illegible] analyze astonishing data sets quickly [illegible] effectively for the first time in [illegible] capabilities are neither theoretical nor [illegible] represent a genuine leap forward [illegible] opportunity to realize enormous gains [illegible] efficiency, productivity, revenue, and [illegible] Age of Big Data is here, and these [illegible] revolutionary times if both business [illegible] professionals continue to work together [illegible] the promise.

*****

COMPUTER ASSISTED TEACHING TECHNIQUES

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Computer-assisted teaching refers to the use of computer programs, multimedia, and computer-based activities by teachers in the classrooms. The teaching techniques are radically changing. As technology has become an integral part of our daily lives, the field of Education could not possibly stay unaffected. Both computers and the Internet offer a wide range of activities that focus on different aspects of the object taught, including instructional videos, practice exercises and brainstorming tasks. These activities can be used either independently or in combination with traditional teaching techniques. This way students are offered a fully customized learning experience based on their individual needs.

This interactive way of teaching appears to be more appealing to students, as today's children grow up in highly mechanized environments and find technology fascinating. Computer-based lessons give learners the chance to explore ideas in a fun and intriguing way. Therefore, they are less prone to get bored during classes and more likely to actively participate in the activities taking place in the classroom.

Children, however, are not the only type of students that can benefit from computer-assisted teaching. Video instruction and other interactive activities [illegible] been introduced in university classes [illegible] These tools give students the opportunity [illegible] closer, more detailed look into complicated [illegible] such as medical procedures or scientific [illegible] is important to say that computers [illegible] substitute the presence of a teacher [illegible] students and answer all of their questions [illegible] computer activity is only as good as its [illegible] furthermore, a student's inability to [illegible] demands of a mechanized learning process [illegible] him to feel frustrated and left behind [illegible] teacher's help. To conclude, computer-assisted [illegible] can offer great benefits to both teachers [illegible] Combined with traditional teaching [illegible] optimize the results of the learning process [illegible] learning an interesting and fun experience.

Strengths of Computer [illegible]

Interactivity

Interactivity is the most important strength [illegible] computer. The user can have control over [illegible] he/she becomes an active participant in [illegible] ing process. It is also provide the instant feedback the computer. It also helps to use students ed teaching method.

Multimedia

the rapid growth of science and technology, the f multimedia technology in language teaching has a favorable context for reforming and exploring sh language teaching models in the new age. media is considered truly revolutionary for ge teaching and learning. The use of multimedia classroom cannot be denied in the present onal environment. In the present situation the logy plays an important role in the life teachers students. Unlike the traditional classroom setting, multimedia classroom setting has more facilities; all equipments needed for teaching will be arranged the classroom. The print texts, video, audio, es and internet is being effectively used to nce teaching and learning of the language. Using film and other internet as resources for studying des students with opportunities to gather mation through stimuli that will stimulate their inations, engage their interest and introduce them e raw material for analysis and interpretation of language and context. Thus we can greatly ase their overall knowledge base, as well as their sh language and critical literacy skills, facilitating performance in future courses. The growth of the et has facilitated the growth of the English age. In this sense, computers are no longer the sive domain of a few individuals, but rather they available to everyone.

Advantages of the use

the computers become more readily available to all us, it seems appropriate that the language teachers uld integrate it into their lessons. The students are ounded by technology and this technology can vide interesting and new approaches to language ching and learning. The teachers of English can take ll advantage of this technology to teach English as cond language.

Motivation for learners

e traditional teaching methods are unpopular in the glish language classrooms. Computer technology th video, audio, graphs, power point presentation, mation effects motivates the students to learn glish quickly.

Enhance Communication skills

Technology also plays very supportive role in enhancing student's communication skills. Students can enhance both their written and oral communication skill using technology under the sound guidance of their teachers. Computer technology has been a great help to integrate teaching and learning and provides the students greater incentives. The use of audiotape is essential in the oral skills class. For receptive skills development, the tape player or podcasts are the easiest way for students to listen to a variety of speakers on a variety of topics in a variety of genres such as dialogues, interviews, lectures, stories, songs and poems. Language Lab is invaluable for the promotion of listening and speaking skills. It does many things that benefit oral skills development better than the regular not-tech classroom. There are numerous apps to build oral communication skills.

Improves Teaching Methods

Using computer technology in the language classrooms improves teaching contents and makes the best of class time. It breaks the teacher centered traditional teaching method and improves the teaching methods. This technology goes beyond time and space so it creates more real life environment for English teaching. It stimulates students' initiatives and economizes class time, providing more information to the students.

Some Disadvantages of the Use

There are many disadvantages of using multimedia technology in English language teaching.

Expensive

The language learning programs start with expenses that are related to implementing new technologies in education. The expenses usually entail hardware, software, staffing and training for at least one networked computer laboratory where teachers and students can come and use it.

Lack of Communication between Students and Teachers

Though the use of multimedia technology in the language classrooms enhances the interest of the students through audio and video, it lacks interaction between teachers and students. The English language classroom becomes a show case and the students are considered only as viewers rather than the active participants in the classroom.

Summing up

The basic purpose of engaging computer technology in English language teaching and learning is to encourage students' motivation and learning interest in the English language. To be successful in this endeavor, the language teachers must create a favorable environment for English language teaching. It may be based on the availability of information and teaching material. In spite of some disadvantages of this technology language teaching, it can be used effectively in English language classrooms.

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DIGITAL INNOVATIONS AND ENGLISH LANGUAGE TEACHING

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Introduction

English is the only language that has attracted many people around the world. The interest in the global trade, scientific resources available in English are the reasons responsible for worldwide appeal in learning English language. It can be said that English language has become an ideal language for communication in wider sense. English has become a necessity today. The use of technology in language teaching and learning students learn faster and easier than before. It is widely accepted now that advances in information technology and new developments in learning science provide. The computer technology has become a crucial part of the educational system. Computers and advance information technologies as audio, video, mobile technology and other applications are playing more significant roles in English language learning and teaching. Computers and other devices are now playing very important role in teaching and learning of English language. In this paper I have tried to examine the roles of digital innovations for English language teaching and learning in classrooms.

Language Laboratory

The English language has become essential for the Indian students who wish to prosper in their careers anywhere in the world. Language learning is not the same as learning any other subject. The four skills of reading, writing, listening and speaking have to be practiced. The language laboratory plays an important role in the language learning and teaching process. As it is a technological aid for learning, it has a number of advanced facilities that can help a student to learn language with proficiency to communicate. Scientific advancements have produced a number of innovative products to assist the learning and teaching process. Innovative products such as digital multimedia content wireless headsets and microphones etc are very useful for students learning language for communication. It is a very important tool for practicing and assessing one's speech in English language. It also provide a facility which allows the student to listen to model pronunciation ,repeat and record the same, listen their performance and compare with the model. It gives freedom to the learner to learn at their own place and does not necessarily require a teacher all the time.

Computer

Recent years have shown an explosion of interest in using computer for language teaching and learning. With the advent of multimedia computing the role of computers in language learning and teaching has now become an important issue through tout the world. Computers are most popular among students. Computers can play an important role in providing learners and teachers with valuable language experiences as they learn new language.

Internet

Learning English with the help of Internet is better than classroom learning. It is very practical learn English

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DIGITAL INNOVATIONS AND ENGLISH LANGUAGE TEACHING

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Introduction

English is the only language that has attracted many people around the world. The interest in the global trade, scientific resources available in English are the reasons responsible for worldwide appeal in learning English language. It can be said that English language has become an ideal language for communication in wider sense. English has become a necessity today. The use of technology in language teaching and learning students learn faster and easier than before. It is widely accepted now that advances in information technology and new developments in learning science provide. The computer technology has become a crucial part of the educational system. Computers and advance information technologies as audio, video, mobile technology and other applications are playing more significant roles in English language learning and teaching. Computers and other devices are now playing very important role in teaching and learning of English language. In this paper I have tried to examine the roles of digital innovations for English language teaching and learning in classrooms.

Language Laboratory

The English language has become essential for the Indian students who wish to prosper in their careers anywhere in the world. Language learning is not the same as learning any other subject. The four skills of reading, writing, listening and speaking have to be practiced. The language laboratory plays an important role in the language learning and teaching process. As it is a technological aid for learning, it has a number of advanced facilities that can help a student to learn a language with proficiency to communicate. Scientific advancements have produced a number of innovative products to assist the learning and teaching process. Innovative products such as digital multimedia control, wireless headsets and microphones etc are very useful for students learning language for communication. It is a very important tool for practicing and assessing one's speech in English language. It also provide a facility which allows the student to listen to model pronunciation ,repeat and record the same, listen their performance and compare with the model. It gives freedom to the learner to learn at their own place and does not necessarily require a teacher all the time.

Computer

Recent years have shown an explosion of interest in using computer for language teaching and learning. With the advent of multimedia computing the role of computers in language learning and teaching has now become an important issue through tout the world. Computers are most popular among students. Computers can play an important role in providing learners and teachers with valuable language experiences as they learn new language.

Internet

Learning English with the help of Internet is better than classroom learning. It is very practical learn English online as it may be access at anywhere and anytime. It can expense and time of the learner as well as teachers. Learning in this way exposes us to different English concepts that are applied in real business operations. It is also very interesting. The internet is a platform for experiencing and presenting creative works such as essays, poetry and stories. The internet makes it possible for students to deal with a huge amount of knowledge. Using internet can also enhance research skills and cross cultural learning. For developing listening and speaking activities with gradual and increasing emphasis on reading and writing proves to be helpful. It is advisable to take internet and use of technology as it allows for a great number of opportunities to communicate in English language. Mobile technology

Mobile Phone Apps

Many recent studies have shown that mobile learning can provide potential possibilities for foreign language learners to practice language skills on their smart mobile phones and tablet PC. A number of apps have been created and used for English as Second language learning. The app provides source to practice English language. There are many mobile phones apps runs on android phone or smart phones. Here are some important apps for learning English language.

i. British Council apps- offer a huge choice for smart phone

ii. Two min English- contains more than two hundred two-minute video lessons on different topics.
iii. Duolingo - is a wonderful app that has just won the Best education star-up award.
iv. Real English- this apps offers a variety of apps at different levels- business and conversation apps at beginner, intermediate, and advanced levels.

Conclusion

Digital technology has countless benefits. The development in the use of computer and other digital devices and applications, like language laboratory, videos, podcasts, model listening lesson etc have support the richness and quality of education both on and off campus. It is true that one of the ultimate goals of multimedia language teaching and learning [illegible] promote students' motivation and learning [illegible] which can be a practical way to get them involved [illegible] language learning. During the process of [illegible] computer and other devices, students are [illegible] dependent on their mother tongue, but will be [illegible] to communicate with each other. The use of [illegible] in teaching and learning English as a second [illegible] will be further developed. with the exception of [illegible] problems areas computer and other digital [illegible] can be used effectively in classrooms of [illegible] language with the proper knowledge on the [illegible] teachers.

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PROSPECT OF E-COMMERCE IN INDIA-AN OVERVIEW

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Introduction

The E-commerce Industry in India has come a long way since its early days. The market has matured and new players have entered the market space. In the present dynamic scenario, e- commerce market in the B2C space is growing in demand as well as in the array of services. The transition to online purchasing from traditional purchasing is taking a long time in the Indian market. E commerce includes not only buying and selling goods over Internet, but also various business processes within individual organizations that support the goal. As with e- commerce, e-business (electronic business) also has a number of different definitions and is used in a number of different contexts.

Concepts and Definitions

Electronic commerce or e-commerce refers to a [illegible] range of online business activities for products [illegible] services. It also pertains to "any form of [illegible] transaction in which the parties interact [illegible] rather than by physical exchanges or direct [illegible] contact." A more complete definition is: E-[illegible] the use of electronic communications and [illegible] information processing technology in [illegible] transactions to create, transform, and [illegible] relationships for value creation between or [illegible] organizations, and between organizations [illegible] individuals.

Giovanni Boccaccio's "The Decameron" A Harbinger of Renaissance

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Introduction:

The Decameron attained enormous popularity among the literary class when it first appeared in manuscript form in 1370. The renaissance brought a rebirth of learning. It began in Italy about 1300 and spread throughout Europe in 1400's and 1500's, scholars rediscovered Greek and Roman Classics. Renaissance men turned away from medieval ideas and ideals. They started finding inspirations in classical models and attitudes. A balanced development of mind and body was emphasized. This period was marked by a surge of creative activities in art and literature. Philosophers became curious about the nature of human knowledge. Writers needed new literary forms to express the vitality of times.

The Italian writers Giovanni Boccaccio and Petrarch were among the first to study ancient literature. Petrarch mastered the Sonnet, a poetic form and later became popular in all parts of Europe. Boccaccio's fame rests on his Decameron, a collection of a hundred short stories. He was one of the earliest authors to work in the vernacular language, as opposed to Latin. He created realistic characters. He broke away from many medieval conventions. In France, the new thirst for knowledge produced essays of Michel De Montaigne and the rollicking tales of Franois Rabelais. Boccaccio's narrative poems and romances influenced Geoffery Chaucer.

The word Decameron is based on a Greek word for "Ten Days". The hundred stories are distributed over 10 days. They are arranged in a progression of themes. The themes are designed to show the complexity of human relationships and their happiness before the terrible and mysterious forces of nature. It centers around 10 people hoping to escape the black plague of 1348. They retreat to the hills of Fiesole above Florence. For ten days they candidly tell each other stories dealing with topics such as love, intelligence, human will or desire before returning to the city. Although the one hundred novellas comprise numerous themes and characters, critics have observed that Boccaccio's use of framing structures and narrative devices, his introduction to the first and fourth days and his epilogue lend a sense of thematic and stylistic unity to a work which otherwise would have appeared disordered or fragmented.

Depiction of women characters in Boccaccio's work:

In The Decameron, Boccaccio is much in sympathy with women and supportive to them. Boccaccio does portray women with more realistic colours. When examining stories where Boccaccio gives in detail the male-female relationships, it emerges that women are stronger, more lustful and more cunning. When he compares men and women, it appears that he favours women as the better sex in terms of both good and evil. Overall, it is fair to say that Boccaccio does portray women as outshining men in many respects. Boccaccio demonstrates that women tolerate more adversity than men. This increased tolerance for adversity may stem from the basic lack of options. If women face any problem, they have no power to eliminate or escape the problem. As a result women endure large amount of hardships. Why did Boccaccio as a male writer take such a rational and positive

attitude towards women in a male-dominated society? We can say that his own life experience and the social background partially attribute to this.

Attitude towards Women:

The role of women was a very scarce role during renaissance. Women were supposed to be seen and not heard. Women were to be prim and proper, the ideal women. Females were able to speak their minds but their thoughts and ideas were shaped by men. Mostly everything women did had input given by men. A Woman was controlled by her parents from the day she is born until the day she is married, then she would be handed directly to her husband so he could take over that role. In the time of the renaissance women were considered to legally belong to their husbands. Women were supposed to be typical 'housewives.' In this research paper the researcher has selected the work of Giovanni Boccaccio's The Decameron , where women generally are held in a lower social standing than men. As with most societies until relatively recently in history, women were not allowed to have a significant role in society, other than that of a wife and mother.

The most amazing part is that seven out of ten story tellers are female, but what makes it even more valuable is that these female characters in the work are quite different from those in other European literature works. However, in The Decameron, Boccaccio's portraits of women are quite different. Instead of being made fun of, women in the tales are given intelligence and thought. They often made their husbands laugh stocks instead of they themselves becoming a butt of laughter. For example, the tales in the Seventh day are mainly about how women play tricks on their husbands to successfully have love affairs.

Feudalism is a combined economic and social system that defined the Middle Ages. Under feudalism, social classes were highly hierarchical. In this society, arranged marriage prevailed. Love and Marriage was not simply an individual act but a political activity aiming to expand one's power. As a representative of a newly rising bourgeois class, Boccaccio was strongly against arranged marriage and advocated for free love and marriage for women. In The Decameron, Boccaccio claimed for this wish for women by creating many tragic love stories.

It is generally accepted that The Decameron is the first work publicly and directly defending female sex in European literature. Female sex is an opposite concept to male sex. In The Decameron, Boccaccio defends boldly for female sex by portraying several female characters who are bold, brave, and enthusiastic enough in pursuing and satisfying their sex desire. Instead of being shameful, they dare to speak out their need in front of the fathers and public, which shows the awking of female consciousness. The Decameron demonstrates the subtler powers of women; though they do not enjoy any real power in the social hierarchy of the 14th Century , they do possess a considerable amount of power over the other sex because of their superiority over men.

Conclusion:

In The Decameron, Boccaccio employed his pen to speak for women to express what exactly women want to say but dared not and could not say at that time. The Decameron is the first literary work in European literature which speaks for women, and Boccaccio is thus the first male writer serving as a spokesman for women by writing this work mainly for women, defending women for having the rights to enjoy sexual pleasure, asking for the equal rights shared by men and women both at home and in society, and claiming for free love for women. Although there is still some dross in The Decameron, it is still regarded as a classic work in European literature in the depiction of modern women during renaissance.

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Psychological Consequences of Social Media on Collegians

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The social and emotional development of modern generation is being influenced by the use of internet and cell phones. Due to social media, the world has become a global village, however, the physical distance has decreased but the psychological distance is increased. Social media has created a virtual reality that leads to facebook depression which develops when youngsters spend a great deal of time on social media sites. Consequently it begin to exhibits classic symptoms of depression and greater risk of social isolation, adjustment and mental health problems. The study intended to find out gender differences in impact of social media. It also tries to find the difference in impact of social media among youngsters studying various streams. The sample comprised of 162 (56 Male and 106 female) final year graduates and first year post graduate students from Basic Science, Computer Science, Pharmacy, and Business Administration in Amravati city of Maharashtra. Social Media Disorder Scale by Regina, J.J.M. was administered. A little variation was found in the average scores on nine criterion viz. preoccupation, tolerance, withdrawal, persistence displacement, problems, deception, escape and conflict. In addition to this, amount of time exposed to social media was also measured. Chi Square test results exhibited non significant difference in the impact of social media on male and female students as well as students from different study stream.

*[**Key words**: Facebook, depression, social media, social media disorder]*

Introduction

Social media use is one of the most popular activities among today's younger generation. Any web site that allows social interaction is known as a social media. Sites such as Facebook, Twitter, Whats app, Instagram etc. is a virtual world. Such sites are used as a portal for entertainment and communication and have grown exponentially in recent years.

Engaging in various forms of social media is a routine activity that research has shown to benefit children and adolescents by enhancing communication, social connection and even technical skills. Social and emotional development of this generation being influenced by the use of

internet and on cell phones (Gwenn Schurgin O'Keeffe & Kathleen Clarke-Pearson, 2011). However, children and adolescents are at some risk as they navigate and experiment with social media. The ultimate impact of the excessive use of social media has lead to limited capacity for self regulation and susceptibility to peer pressure. Even it has increased knowledge and technical gap between parents and youngsters. Some parents use technology incredibly well and feel comfortable and capable with the programs and online venues that their children and adolescents are using. Nevertheless, most of the parents find it difficult to relate to their digitally savvy youngsters online for several reasons.

Psychological consequences of social media

Internet and social media is the necessary requirement of modern generation. It has a number of benefits. Social media sites allow teens to accomplish many online tasks those are completed by the elder generation offline. Social activities like staying connected with friends and family members, making new friends, sharing pictures and exchanging ideas are carried out by social media. The use of social media participation also can offer adolescents deeper benefits that extend into their view of self and community. It is used to enhance learning opportunities for students to accomplish homework and group projects. It is also used to access health information and in service sector. Infact the list is unending. In spite of this, social media has several disadvantages including cyber bullying, online harassment, sexing-sending and receiving sexually explicit messages, photographs or images via cell phone or other digital media.

An adverse psychological consequence of social media addiction is a new arena of research in social science. This field is relatively young, with the first studies appearing after 2010 (Ryan, et al., 2014). In recent years, the addiction literature has extensively reflected on the existence of non-substance related behaviours such as internet addiction (Regina J. et al., 2016). The concept internet addiction referred as compulsive or problematic use of internet, multidimensional in nature and involves different forms of online behaviours (Meerkerk, Van den Eijnden, Vermulst and Garretsen, 2009). Adolescents rapidly adopt new technologies and are most vulnerable to possible negative influences of these new technologies (Valkenburg & Peter, 2011). There is growing evidence that compulsive social media use is a growing mental health problem, particularly among adolescents using smart phones and internet (Van Rooij and Schoenmakers, 2013).

Excessive use of social media results in adverse psychological consequences which is a major concern for parents, teachers and psychologists. Facebook depression is one of the major psychological disadvantages of social media. It develops when youngsters spend a great deal of time on social media sites and then begin to exhibit classic symptoms of depression, anxiety, low self esteem and social difficulties (Marilyn, et al. 2013). Such youngsters are greater risk of social isolation and sometimes turn to risky internet sites and blogs for help that may promote substance abuse, unsafe sexual practices, aggressive or

self destructive behaviours (Gwenn Schurgin O'Keeffe & Kathleen Clarke-Pearson, 2011). In India, students from metro cities have greater advantage to access and avail new technology and apps related to social media. But the speed of this media is so fast that the college students in small cities and towns can get this technology over nightly. This paper intends to study the psychological impact of social media on young collegians in Amravati city of Maharashtra state.

Methodology

Aim of study- The main of the study is to examine psychological impact of social media on collegians.

Objectives- Major objectives of the study are

- To examine psychological impact of social media on college youngsters.
- To study gender differences in psychological impact of social media on college youngsters.
- To study differences in psychological impact of social media among students offering different study courses.

Hypotheses- Assuming other factors are kept constant it is hypothesized that

- There should not be significant gender differences in psychological impact of social media on college students.
- There should not be significant psychological impact of social media on college students offering different study courses.

Tool used for data collection- The Social Media Disorder Scale (Regina, J., et al., 2016) consisted of 27 items was used. It is comprised of nine criterions viz. preoccupation, tolerance, withdrawal, persistency, escape, problems, deception, displacement and conflict. In addition to this, time exposed to social media was also assessed. The scale is quite reliable and valid tool to measure psychological impact of social media.

Sample and procedure of data collection- Total sample comprised of 162 (56 male and 106 female) final year graduates and first year post graduate students offering different study courses viz. basic science, computer science, pharmacy and business administration. The scale was administered on a group of 15 to 20 students in different batches.

Findings and interpretation of results

The values depicted in the above table are means and standard deviations obtained by male and female students on nine aspects of Social Media Disorder Scale. Careful observation of the above table shows that in case of preoccupation, problems, displacement and conflict male students outperformed female which means that male students are more prone to social media and its psychological consequences (higher score means poor performance). In the remaining factors both groups are more or less similar but boys reported higher exposure to social media.

Table- 2 Mean and Standard Deviation obtained by four classified groups on various aspects of Social Media Disorder Scale.

Study Course	M/ SD	Preoccupation	Tolerance	Withdrawal	Persistency	Escape	Problems	Deception	Displacement	Conflict	Time **
Pharmacy	M	9.3	8.15	7.51	7.96	8.63	7.27	5.96	7.12	6.84	3.72
	SD	2.95	3.2	3.47	3.77	3.82	3.66	3.39	3.73	3.62	1.39
BCA	M	10.27	9.65	9.37	9.46	9.39	8.81	8.6	8.13	7.97	3.97
	SD	2.52	2.87	2.94	3.12	3.15	3.76	3.66	3.73	3.74	1.57
MBA	M	9.93	9.83	8.6	9.5	10.03	9.03	8.16	7.66	7.4	4.36
	SD	3.05	2.73	3.28	3.17	2.31	3.51	3.67	3.67	3.96	1.3
B.Sc.	M	9.85	9.55	8.39	9.01	9.19	7.89	7.57	7.6	7.28	3.92
	SD	3.02	3.22	3.27	3.15	2.88	3.55	3.52	3.5	3.35	1.85

(** the factor exposed to time is assessed additionally)

In table no.2 the average score obtained by four classified group shows that all students are more or less similar, except BCA students are more preoccupied to social media, whereas Pharmacy students are lowest in deception. In case of time exposed to social media all four groups are near about close to the average of 4 which means that they are they are using social media at least on alternate day.

Table-3 Chi Square values calculated by using average score on total scale obtained by two groups i.e. gender and four study courses.

Group	Chi Square value	df	Level significance
Male-female	.42	1	$(p > .05)$
Four study courses	1.28	3	$(P > .05)$

(df= 1,.05= 3.84 .01= 6.635)(df- 3 .05= 7.815.01= 11.345)

For further analysis, the data were treated by Chi square test. The values given in table no 3 have been obtained by using average score on the responses given to whole scale. In case of gender variable, the obtained Chi square value is .42, it non significant at .05 level. It means that the impact of social media on boys and girls is similar. Even the Chi Square value obtained for four classified groups is also no significant at .05 levels which show that students belonging to different education streams are similar in the use of social media and its psychological consequences.

Discussion

In today's world, social media plays an important role in affecting every aspect of society and culture. Social media is a new forum that brings people to exchange idea, connect with or relate and mobilize for a cause and to seek advice. It has removed communication barriers and created decentralized communication channel. It has brought about many benefits: easily connect us with our friends and relatives around the globe, allowing us to break down international borders and cultural barriers. However, social media has a negative impact on our lives because the combination of isolation and global reach has eroded our culture. It is robbing us of trust and comfort we once placed on one another. It has replaced human fellowship, physical and emotional support we

once drew from each other with physical connection. It has affected the self control of the boys and girls and preoccupied them to use it day and night. Therefore the first hypothesis was to find gender differences in the use of social media. It was hypothesized that there should not be significant gender differences in psychological impact of social media on college students. The hypothesis was supported by the data it means that boys and girls exhibited almost similar psychological consequences of social media.

The second hypothesis was related to education stream. It was hypothesized that there should not be significant psychological impact of social media on collegians offering different study courses. This hypothesis is also retained which shows that the influence of social media on students belonging to different study stream is near about similar. This is mainly because in the new education system and even in educated family, to some extent, boys and girls are treated equally. Secondly, due to the demand of time and security reasons parents offer internet and smart phones to the younger, therefore the difference might have been negligible. However, Banmnk et al. (2014) reported that girls are increased risk of mental health problems caused by excessive use of social media. When people focus so much time on social media networks real life relationship begins to suffer. In doing this, our important relationships with loved ones gets affected because more of our time and effort is put into the virtual reality or illusion rather than share and develop real life relationships. Such superficial connections can cause emotional and psychological problems (Jacob, Amedie: 2015).

Conclusions

Gender differences in the psychological consequences of social media were no significant. Secondly, students offering different study courses did not differ from each other in exhibiting psychological effects caused by social media. Thirdly, only BCA students are more preoccupied to social media, whereas Pharmacy students are lowest in deception. Finally, in case of time exposed to social media most of the respondents reported that they use social media at least on alternate day.

Limitations

The study has several limitations. The major limitation is male and female ratio is not equally maintained, therefore, the conclusions were drawn from average scores only. Secondly, number of independent variables were only two i.e. gender and study stream. The sample used for the study is limited to the particular area; therefore, conclusions cannot be generalized.

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You fell, I was pushed: A game of Zero-sum in reservation and atrocities

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The main purpose of this investigation is to study the attribution error towards reservation and atrocities committed by reservation and open cast categories in Amravati city of Maharashtra. In the present scenario there is a growing demand in the upper caste communities for the reservation under Other Backward Communities and to abolish atrocity act or to introduce some amendments in it. However, the lower caste communities are against this demand. Five point scale comprised of 28 items was used. The items were grouped in six categories namely reservation, atrocity, prejudice, poverty, social distance and injustice. The responses to each item given by each community are almost extreme and opposite.Chi Square test on total scale score as well as sub-scale score were found non significant. Thus leading to an attribution error, 'you fell I was pushed' in other words it is a game of 'zero sum' both communities are playing.

[Key words: Reservation, atrocities, deprivation, disadvantage, zero sum]

Introduction

Recently in India, especially in Maharashtra, Gujrat and Haryana there is a growing demand for OBC reservation among the Marathas, Patidars and Jats respectively. Historically and traditionally these are the politically and economically strong communities. Their major occupation is agriculture. However, in today's scenario due to the present agrarian crisis these communities are facing economic hardships. Sometimes the existing reservation policy is considered to be responsible for the injustice upon them. At the same time the castes availing reservations are not ready to accommodate the upper class communities in OBC reservation. In other words, at mass social level this is a game of Zero-sum observed throughout the world in the form of castism, racism and religion that lead to increase in stereotype and prejudice.

The concept of Zero-sum

The concept of Zero-sum was first developed in game theory proposed by Nash. Zero-sum describes a situation in which a participant's gain or loss is exactly balanced by the losses or gains of other participants. It is so named because when the total gains of the participants are added up and the total losses are subtracted, they will sum to zero. Chess is an example of a zero-sum game- it is impossible for both players to win. Zero-sum is a special case of a more general constant sum where the benefits and losses to all the players sum to the same value. In social situation most of our activities, relations and interactions are based on the game of zero-sum. All games take place at least on two levels. The first is material gain winning a chance or losing it and the second, psychological perception of having won or lost. In honor-shame cultures, the problem of gain or loss becomes more sensitive, where people attribute their loss or failures to others.

'You fell, I was pushed' an attribution error as Zero-sum

Attribution refers to the meanings and intentions assigned to others behaviours. Kelley (1972) in his theory of attribution has very nicely described the role of internal and external factors and the importance of consistency, consensus and distinctiveness while interpreting the causes of other's behaviour. Kelly reported that while interpreting others behaviour we generally commit three types of errors; they are namely, correspondence bias, actor observer effect and self serving bias. Correspondence bias is the tendency to explain others actions caused due to dispositions rather than situational causes. This tendency is more prominent in particular culture especially in Western culture rather than Asian cultures (Van Boven et al. 2003; Morris and Peng, 1994). Actor observer effect is the tendency to attribute our own behavior to situational factors but that of others to internal factors thus leading to "you fell, I was pushed". The actor observer effect occur because we are quite aware of the many external factors that affect our own behaviour but less aware about the same factors that affect others behaviour. The third error is the self serving bias, the tendency to attribute positive outcomes to internal causes but negative ones to external causes. This tendency stems from motivational factors that protect and enhance our self esteem and cognitive factors like the way we process social information (Gerrenberg, Pyszcznski and Soloman, 1982).

Finchman and Bradbury (1987) have analyzed three patterns of attribution, namely, causal attribution, responsibility attribution and communication attribution. Causal attribution determine who or what produced an event, responsibility attribution concern who is held accountable and communicative attribution stands for the peculiar tendency to communicate with others. Apart from this, Bradbury and Fincham (1990) have suggested blame attribution, the evaluative judgment that involves fault and liability for censure.

Reservation and atrocity is one of the sensitive issues in India. In Indian context it is prevalent in terms of caste and religion whereas in Western culture it is sensational in terms of racism. In Zero-sum Game, Norton & Sommers, (2011) have reported that 'reverse racism' seen as bigger problem than anti-Black racism. In American society Whites believe that they have replaced Blacks as the primary victims of racial discrimination. Both Whites and Blacks agree that anti-black racism has decreased over the last 60 years. However, Whites believe that anti-White racism has increased and is now a bigger problem than anti-Black racism. Whites see racism as a Zero-sum game that they are now losing.

Methodology

Aim of Study: Main aim of this paper is to study the attribution error towards reservation and atrocities committed by reservation and open cast categories in Amravati city of Maharashtra.

Objectives: The major objectives of the paper are

- To study the attitude of reservation and open cast categories towards atrocities.
- To examine the extent of prejudice developed by both caste categories towards each other.
- To study attitude of reservation and open cast categories towards poverty.
- To study the social distance between reservation and open cast categories.
- Hypotheses: Assuming the other factors are kept constant, it is hypothesized that
- Subjects belonging to reservation and open cast categories could not differ from each other in blaming of atrocities.
- Subjects belonging to reservation and open cast categories could have equal amount of prejudice towards each other.
- Subjects belonging to reservation and open cast categories held responsible to each other for their poverty.
- Both communities could have developed social distance towards each other.

Tool used for data collection:A five point scale comprising of 28 items was prepared. The scale covered six domain namely reservation, atrocity, prejudice, poverty, social distance and injustice.

Sample and Procedure of data collection:As the issue is being sensitive in nature, purposive sampling was used. The respondents were informed about the purpose of the study. After getting their affirmation, a scale was administered. Initially the sample comprised of 129 subjects only, however, ten respondents did not attempt the whole scale hence the effective sample was consisted of 119, out of which 46 were from reserved and 73 from open category. Their age range was 21-71 years.

Findings and statistical interpretation

Table -1 Mean and SD obtained by Reservation and Open group on various aspects of the scale.

	Total score	Reservation	Atrocity	Prejudice	Poverty	Social Distance	Injustice
Reservation -MSD	91.04 11.97	16.97 3.85	8.6 1.95	11.57 3.44	8.11 2.21	8.88 2.15	11.02 2.94
Open M SD	93.81 16.52	17.69 5.66	6.6 1.76	12.95 3.75	9.87 2.97	7.52 2.4	13.70 3.1

Age- 21-71(N1= 46 N2= 73)

The values depicted in Table 1 are Mean and Standard Deviation obtained by the two groups, subjects from reservation and open caste categories. Careful observation of the above table denotes that in terms of total score as well as sub-scale scores, both groups exhibit more or less similar values. However, in order to draw more meaningful conclusions the data were treated by Chi Square test. The obtained Chi Square values are given in the following table.

Table- 2 Chi Square values

Total score	Reservation	Atrocity	Prejudice	Poverty	Social Distance	Injustice
.04	.015	.26	.078	.17	.24	24

(Df= 1, .05= 3.841 .01= 6.635)

In case of Chi Square test, for df=1, the expected value at .05 level is 3.841 and for .01 level it is 6.635. In terms of total Scale score the obtained value is only .04 and it is non significant (df=1, p>.05). This indicates that both groups possess almost opposite view about each other, in other words they held responsible to each other for their present hardships. In order to reveal more information, the scale items were categorized in six groups so as to examine the attitude of both group about reservation, atrocity, prejudice, poverty, social distance and injustice. The obtained Chi Square values on all six dimensions are almost similar and non significant.

Discussion

Since long, Indian society is diverse and hierarchical in nature. It is consisted of various castes, sub-castes, religions and languages that ultimately resulted in discrimination and prejudice. The upper class enjoyed all sorts of comforts and power, whereas the lower class, the 'Dalits' were deprived of opportunities and human rights. After independence, the Indian Constitution offered equal rights to all communities and the special provision in terms of reservation in education and employment was given to the deprived castes and communities. In order to control the discrimination against the lower caste the atrocity act was introduced. But now a days there is a growing demand among the higher communities either to stop the reservation policy or include the higher caste in reservation, moreover, there is a demand to abolish atrocity act or by suggesting some amendment in it. This has led to both communities to oppose each other. The results obtained in this study reveal the same pattern of opinion. The first hypothesis was subjects belonging to reservation and open cast categories could not differ from each other in blaming of atrocities. The hypothesis got strong supportive evidence. This is a fact that even after 68 years of independence there are number of atrocities against 'Dalits'. However, upper caste communities are against this act because they think that the 'Dalits' are taking disadvantage of this act. The second hypothesis was subjects belonging to reservation and open cast categories could have equal amount of prejudice towards each other. This hypothesis also got strong supportive evidence. The responses given to each item were almost opposite. This has led to increase the severity of prejudice. The third hypothesis was related to present economic condition; that is held responsible for the economic hardships. It was hypothesized that subjects belonging to reservation and open caste categories held responsible to each other for their poverty. This hypothesis is also retained. In the past the upper caste communities were 'Jamindars' and enjoyed all sort of comforts as well as power. They were not interested to join Government jobs, whereas, most of the landless 'Dalits' accepted this opportunity and now the second and third generation is quite uplifted. However, in due course of time the 'Jamindari' has almost abolished and the landlords have become the marginal farmers. At one extreme, the 'Dalits' viewed that the upper castes is responsible for their adverse past, whereas on the contrary, the upper castes blame the reservation policy. They views that after independence much time and opportunities has been given to the lower castes therefore this policy should either be changed or upper communities shall be given reservation in education and employment. In psychological terms this is 'actor observer effect' a tendency to attribute our own behaviour to situational factors but that of others to internal factors thus leading to "you fell, I was pushed". Infact this is a worldwide phenomenon and even the developed countries like U.S. has no exception to this where the White Americans tend to believe that there has been greater progress toward racial equality than do Black Americans. White Americans tend to view increases in equality as losses, whereas Black Americans view them as gains (Eibach & Keegan, 2006).

Final hypothesis was related to examine the social distance between the upper and the lower castes. The data denotes that both communities have maintained a considerable distance towards each other, eventhe educated members belonging to both communities have no exception to this.This distance is strongly observed while seeking a partner belonging to the own community for discussion or offering a job opportunity. The caste and racial gap is uniform across occupation, industry and even in social life (Bertrand and Mullainathan, 2004).

Conclusions

The foregoing discussion reveals that in terms of total scale score as well as sub aspects of the scale like reservation, atrocities, prejudice, poverty, social distance and injustice the views expressed on each item are almost extreme and opposite in nature. Both communities held responsible to each other for their present sufferings, thus leading to an attribution error; 'you fell I was pushed'. In other words in reservation and atrocities, it is a game of zero sum.

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