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Dr. Anuradha K.

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Foreword.....

Institution, offering higher education, is the centre for exploring the ideas and unleashing the human potential. Research and Publication are the way to move forward in this direction. With this holistic view, A. J. Institute of Management has been bringing out a Research Journal titled Anveshana... Search for Knowledge, providing a platform for the quality researchers to publish their research views and perceptions through quality articles. A.J. Institute of Management is happy to place before the learned and enlightened readers the Volume 6, No. 1 of its research journal, containing the under mentioned research articles, conceptual papers, empirical reports and book review of the renowned writers.

- “Business Education and Employability – Are They Strange Bedfellows?”, jointly authored by Dr. P.S. Yadapadithaya and Dr. Anuradha K.
- “Engendering Budgeting and Gender Inclusive Urban Governance in India”, jointly contributed by Dr. Nasruddin and Dr. A.K. Singh.
- “Softskills Are the Desiderata for the Librarians of 21st Century”, reports Mrs. Ashalatha.
- “Dimensions of Personal Finance and Investment: An Overview”, jointly authored by Mr. Gerard Colaco and Mr. Deepak K. Rao.
- “Role of Information and Communication Technology in Agricultural Marketing in India”, contributed by Dr. Jayavantha Nayak.
- “Assessment and Psycho-Social Intervention Process in Alcoholism”, authored by a Social Researcher Mr. Manisha Chandra.
- Mr. Vishnumoorthy Prabhu reviews a famous book “Rescuing Railway Children” under the regular feature of the journal ‘Book Review’.

J. Jayaprakash Rao

Dr. T. Jayaprakash Rao
Editor in Chief

Business Education and Employability - Are they Strange Bedfellows?

*** Dr. P.S. Yadapadithaya**

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Abstract

Business education is education in the basic principles and practices of industry and commerce, imparted in a business school/college/university as a part of formal education. Employability consists of a set of skills, knowledge, understanding and personal attributes that make persons more likely to choose and secure occupations in which they can be satisfied and successful. There exists a strong disconnect between business education and employability. Unfortunately, 'qualification' which is measured in terms of academic degrees and grades are not matching the 'competencies' defined and determined by the employment market. In this fast changing business world, the shelf-life of competencies (knowledge, attitudes, skills, habits and values) is always short-lived and as such the existing knowledge suddenly becomes outdated, skills obsolete, attitude untenable, values unpardonable and learning habits unsustainable. Previous research studies revealed a set of thirty-one factors determining the employability potential of graduates and post-graduates. Employability is not just confined to the process of getting the offer of employment in campus recruitment drives but extends to the workplace and also includes self-employment avenues. In this paper, an attempt is made to raise major implications and provide some directions for enhancing the employability potential of business education graduates and post-graduates. Organizations increasingly seem to ask for highly competent, talented, committed, multi-skilled and flexible employees. Proper training in various non-academic/technical

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skills, if systematically provided to students alongside their academic study, would eventually result in the better employability of students. It is the responsibility and commitment of all stakeholders to bring about a 'happy marriage' between business education and employability with the help of purposeful, meaningful and effective industry-academia interface. Business education and employability are just like two sides of the same coin and therefore cannot afford to behave like strange bedfellows.

Keywords: *Business education, Employability, Lifelong employability, Competencies, Industry-academia interface*

Introduction

Indian higher education system aiming at providing top quality education relies heavily on three cardinal principles of 'expansion, inclusion, and excellence'. Employers frequently express their inability to fill-up vacant positions for want of qualified, competent, committed, talented, flexible and multi-skilled candidates. More often than not, qualification, reflected by academic grades, is not perceived as equal to 'competency' sought by employers. The disturbing question, therefore, is: can academic grades be a predictor of occupational success among graduates and post-graduates churned out by our higher educational institutions? It is not enough if a student is qualified in terms of academic grades, but also to be competent in terms of domain-specific knowledge, positive mental attitude, requisite skill-sets, progressive values, and constructive learning habits. Hence, most of the progressive higher educational institutions (HEIs) supplement classroom-based formal academic teaching and learning with non-technical/ non-academic training experiences so that those leaving higher education are properly and adequately equipped for the world of work. However, there exists a strong disconnect between business education and employability.

Business Education

Business education is education in the basic principles and practices of industry and commerce, imparted in a business school/college/university as a part of formal education. It is designed to provide the student with a general knowledge of the industry,

commerce and management as a basis with which to start or in some cases to continue his/her career in industry or commerce. Business education emphasizes the understanding of facts, laws and principles governing economics and business, and the learning of general management methods and techniques applicable in a variety of concrete situations (Carnevale *et al.*, 1990). Accordingly, it is reflected through academic degrees, diplomas and certification process at the undergraduate (B.Com, BBA) and post-graduate levels (M.Com, MBA, PG Diploma) imparted by business educational institutions (BEIs).

Employability

Being a complex, elusive and multifaceted construct, the term 'employability' has been defined in multitude ways by the researchers. Employability in higher education finds interpretations ranging from the use of simple measures, such as whether or not a graduate or a post-graduate has managed to secure a job within six months of completing education based on graduate/ post-graduate first destination surveys to in-depth scholarly books on the subject. In fact, the issue of employability is studied from different angles providing a kaleidoscopic view and defined on more than one level – society, industry, organisation and individual.

A conceptual and theoretical review of literature suggests that the definitions of employability on the employee level are plenty (De Grip *et al.*, 2004; Forrier & Sels, 2003; Harvey, 2001; Thijssen & Van der Heijden, 2003) each focusing on a wide variety of career-related aspects of (potential) employees, but all referring to the possibility to obtain and retain employment as an outcome. To name but a few of these career issues are physical suitability, cognitive suitability, career development (De Haan *et al.*, 1994), learning, despecialisation (Pearson, 1988; Thijssen, 1997), flexibility, adaptation to quick changes and internal and external mobility.

Employability or career potential can be conceptualized as the continuous fulfilling, acquiring or creating of work through the optimal use of competencies indicating the chance for employment on the internal or external labour market. It refers to a form of work-

specific active adaptability that enables workers to identify and realize career opportunities. Hence, 'employability' implies a permanent process of acquisition and fulfillment of employment, within or outside the current organization, today and in the future (Van der Heijde & Van der Heijden, 2006; Forrier & Sels, 2003; Fugate *et al.*, 2004). Accordingly, the concept of employability also includes self-employment.

Previous research in various settings identified the following five dimensions of employability:

- (1) **Occupational expertise** (the expertise needed to perform the various tasks and responsibilities of a job adequately).
- (2) **Anticipation and optimization** (preparing for and adapting to future changes in a personal and creative manner, and striving for the best possible results).
- (3) **Personal flexibility** (the capacity to easily adapt to all kinds of changes in the internal and external labour market that do not pertain to one's immediate job domain).
- (4) **Corporate sense** (the participation and performance in different work groups, including organizations, teams, occupational communities and other networks, which involves sharing responsibilities, knowledge, experiences, feelings, credits, failures, goals, etc.).
- (5) **Balance**(compromising between opposing employers' interests as well as one's own opposing work, career and private interests (employee), and between employers' and employees' interests).

Van der Heijde and Van der Heijden (2006, p.453) offer a competence-based and multidimensional operationalisation and measurement of employability from a career perspective in the organisational context as “the continuous fulfilling, acquiring or creating of work through the optimal use of competencies”. According to Hillage and Pollard (1998, p.2), “in simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to

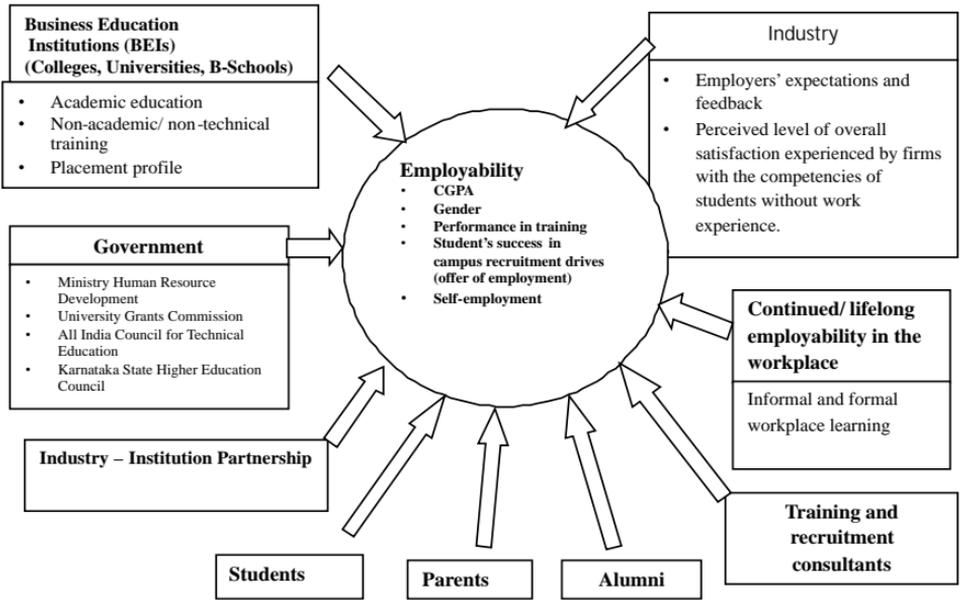
move self-sufficiently within the labour market to realize potential through sustainable employment". Hence, employability pertains to gain initial employment, to maintain employment, and to obtain new employment if required. They propose that employability consists of five key elements: a person's 'employability assets' (knowledge, skills, attitudes); deployment (career management skills, including job search skills); presentation (job getting skills such as CV writing, work experience, interview techniques); personal circumstances (family responsibilities, health status), and external factors (the current level of opportunities within the labour market).

Knight and Yorke (2003) offered a USEM theory to explain what ingredients make up employability. Their acronym stands for a profound **u**nderstanding of domain-specific subject knowledge, **s**kills (subject-specific and generic) **e**fficacy beliefs (self theories), and **m**eta-cognition (self-reflection). Holmes (2001) highlights the concept of 'graduate identity' in order to suggest the significance of 'social self-positioning' and opines that students should seek opportunities for strengthening their capabilities in connection with the occupational settings they wish to be employed in.

Similarly, an elegant simple **DOTS** model was proposed by Law and Watts (1977) which consists of: ... planned experiences designed to facilitate the development of: **D**ecision learning (decision-making skills), **O**pportunity awareness (knowing what work opportunities exist and what their requirements are), **T**ransition learning (including job searching and self-presenting skills), **S**elf awareness (in terms of interests, abilities, values, etc.) (Watts, 2006: pp.9-10).

In the fitness of things, Pool and Sewell (2007, p.280) offer a more comprehensive and inclusive definition of employability as 'employability is having a set of skills, knowledge, understanding and personal attributes that make persons more likely to choose and secure occupations in which they can be satisfied and successful'. From this analysis it follows that 'employability' is a multi-dimensional concept and a complex mosaic (Figure No.-1).

Figure No. 1: Employability: A Multi-Faceted Concept and a Complex Mosaic



Source: Developed by the Authors

Employability : Key Determinants

There is increasing concern in many countries that those leaving higher education are not properly equipped for the world of work (Marzo-Navarro *et al.*, 2008). Campus recruitment drives by companies provide an opportunity for students to demonstrate their skills and abilities, in short their employability (Fell & Kuit, 2003). Visiting leading higher education institutions (HEI) to recruit the 'best' graduates can be construed as a support for the belief that academically strong students will have higher levels of job performance and make a greater contribution to the company than other graduates. It is commonly believed that those who achieved greater success in their academic endeavours possess greater knowledge and thereby perform more effectively in a professional environment (Ferris, 1982). The drive or motivation demonstrated in college in pursuit of better grades is likely to be sustained in industry and subsequently rewarded by higher performance ratings (Schick & Kunnecke, 1982). As fresh graduates rely more on their educational knowledge for day-to-day job performance during their initial stages

of career in corporate world, arguably it can be assumed that academic grades, a measure of success in learning, would also predict their future job performance.

According to Danziger and Eden (2007), men and women in their initial years of academic life shared a similar pattern of aspirations and goals. However, during their later academic years, women reduced their occupational aspirations and revealed a stronger preference for a convenient balance between work and other facets of life. Therefore, there arises a need to identify 'whether or not gender influences the employability of graduate/post-graduate students'? Similarly, whether academic grades are indeed a valid predictor of job performance? Although many colleges have been providing various kinds of training (non-academic/non-technical parts of the syllabus) to enhance the employability of graduates, little has been done to identify which components of this training contributes to the success of students in campus recruitment drives or self-employment.

In the changed industrial, business and higher educational environment, the 'shelf life' of human resource competencies is increasingly short-lived than ever before (Powers *et al.*, 1988). It is worth noting that previous research studies revealed a set of thirty-one factors determining the employability potential of graduates and post-graduates (Figure No. 2).

Figure No. 2: Factors determining employability based on previous research

Sl. No	Determinant	Description	Researcher/s
1.	Soft skills/ Generic skills	Non-academic skills presumed to be useful in a range of working environments, represent the skills which can support study in any discipline, and which can potentially be transferred to a range of contexts, in higher education or the workplace.	Chamorro-Premuzic <i>et al.</i> , (2010); Finch <i>et al.</i> (2012); Lievens & Sackett (2012); Rynes <i>et al.</i> (1997); Bennett <i>et al.</i> (1999).

2.	Problem-solving skills	Identifying, defining and solving problems through critical thinking, creativity, leadership and adaptability.	Reid & Anderson (2012); Kilgour & Koslow (2009).
3.	Functional skills	Job-specific competencies such as knowledge of specific software programmes..	Huang & Lin (2011); Laker & Powell (2011); Smith <i>et al.</i> (2008); Longest (1973); Pang & To Ming (2005).
4.	Academic reputation	Student perceptions, attraction and retention are influenced by institutional image, institutional branding, institutional ranking, and course programme structure.	Alessandri <i>et al.</i> (2006); Pampaloni (2010); Bennett & Ali-Choudhury (2009); Capobianco (2009); Sauer & O'Donnell (2006).
5.	Pre-graduate work experience	In-programme experiential learning opportunities such as internship and project work, or more informal work experience such as related part-time or summer employment.	Callanan & Benzing (2004); Gault <i>et al.</i> (2010); Gabris & Mitchell (1989); Hopkins <i>et al.</i> (2011).
6.	Written communication skills	Command over language, grammar, vocabulary, usage of words, drafting style & structure, clarity of purpose-pride-direction in the format.	Gardner <i>et al.</i> (2005); Ariana (2010); Graham <i>et al.</i> (2010).
7.	Verbal communication skills	High standards of oral communication, effective body language (kinesics) so as to communicate ideas and ask questions to gain information; skills used to effectively comprehend, critique, analyse information, communicate clearly and persuasively, convince and express ideas.	Gardner <i>et al.</i> (2005); Gray (2010).

8.	Listening skills	Selectively perceiving, interpreting, understanding, assigning meaning, reacting, remembering and analysing what is heard.	Cooper (1997); Goby & Lewis (2006).
9.	Professionalism	Specific professional ethics, obligations, attributes, interactions, attitudes, maturity and role behaviours.	Ashton (2011); Mat & zabidi (2010); Shafer <i>et al.</i> (2002); Cable & Judge (1996).
10.	Interpersonal skills	Social sensitivity, relationship building, working with others, listening and communication skills.	Lievens & Sackett (2012); Rynes <i>et al.</i> (1997).
11.	Critical thinking skills	Generating new ideas to reach desired and rational outcomes involving creative thinking, decision making, problem-solving, reasoning and knowing how to learn from previous situations.	Reid & Anderson (2012); Halpern (1998).
12.	Creative thinking skills	Imagination, creativity and innovative behaviour unique to individuals involving creative processes brought to their work environment generating new ideas adding value and competitive edge to the organisation.	Kilgour & Koslow (2009); Halpern (1998).
13.	Leadership skills	Ability to inspire, empower, energise, enthuse, enable and motivate other employees being a role model and guide them to success.	Conrad & Newberry (2012).
14.	Ability to adapt to technology	Being technologically astute and the ability to use current technology to learn and solve problems.	Barr <i>et al.</i> (2009); Jabr (2011).

15.	Job-specific competencies	Training job-specific competencies which accumulated over time make individuals successful in their chosen career path.	Huang & Lin (2011), Longest (1973).
16.	Job-specific technical skills	Using specific technical skills to solve problems in the process of completing one's job.	Laker & Powell (2011); Smith <i>et al.</i> (2008); Pang To Ming (2005).
17.	Knowledge of software	One would come across new and evolving software in today's work environments. If graduates are exposed to and familiar with different types of software within their discipline, this will create confidence in the employer's mind lowering the hiring risk.	Shoemaker (2003); McCorkle <i>et al.</i> (2001).
18.	Pre-graduate work experience	Previous work involvement in the form of internships, part-time or summer employment gives a competitive advantage because they are already exposed to ground realities.	Callanan & Benzing (2004); Gault <i>et al.</i> (2010); Gabris & Mitchell (1989).
19.	Professional confidence	One's ability not to fear certain situations, remain assertive in meetings and group discussions and remain confident in decision-making.	Chowdhury <i>et al.</i> (2002); Wiener <i>et al.</i> (1999); Knouse <i>et al.</i> (1999).
20.	Academic performance	Cumulative GPA is a tangible and easily measured performance indicator and is often asked for by prospective employers.	Ng <i>et al.</i> (2010).
21.	Institutional reputation	Educational institution creates its own image and carries its own reputation among industries.	Alessandri <i>et al.</i> (2006).

22.	Programme reputation	Specific course programme-level reputation is known to contribute to the academic reputation of an educational institution and ultimately influence perceived employability skills.	Brint <i>et al.</i> (2011); McGuinness (2003).
23.	Global thinking and cross-cultural communication skills	'Think globally, act locally' mindset, understanding cross-cultural communication barriers and mental blocks.	Zhiwen & van der Heijden (2008).
24.	Job seeking and preparation skills	Knowing how and where to look for information about jobs one has or would like to have, preparation of biodata, CV, resume, completing job application form online, preliminary research about the prospective employer's expectations and particulars of the organisation, group discussion skills, facing an employment interview.	Parker Project Study (1984).
25.	Personal skills	<ul style="list-style-type: none"> • Courtesy & friendliness (consideration and kindness towards others) • Pleasant personal appearances (neatness, cleanliness, appropriate dress and grooming) • Dependability (promptness and reliability in attendance) • Responsibility (willingness to accept work and to do it well) • Willingness to learn new skills and the ability to learn them quickly 	Parker Project study (1984); Miller & Rose (1980); Bandura (1995). Goleman (1998) Owens (1993) Lawrence (1996) Steinem (1992)

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Numeracy skills• Cooperation (ability to work in harmony with others)• Initiative (ability to plan and direct own work and seek assistance when necessary)• Judgment (ability to make sound decisions)• Self-efficacy (beliefs in one's capabilities to organise and execute the course of action)• Self-confidence (Something that can be seen from a person's manner and behaviour. They are able to present themselves with self-assurance and have 'presence')• Self-esteem (self-respect and matching respect from 'relevant others' in their role set, and people with global self-esteem have self-respect and a feeling of worthiness but are realistic in their evaluations of themselves)• Ethical sensitivity (awareness about ethical issues and dilemmas, resolving them appropriately and meaningfully, being ethical beyond doubt in actions, dealings and relationships) | |
|--|---|--|

26.	Entrepreneurship skills	Developing entrepreneurial rather than job-seeking mindset and enterprising individual would be imaginative, creative, adaptable, and a willing learner. Of course, not everybody wants to set up their own profitable business.	Pool & Sewell (2007); Wilton (2011).
27.	Emotional intelligence	Ability to understand one's own feelings or emotions and of relevant others and the ability to respond to the feelings of relevant others timely and appropriately.	Goleman (1998); Mayer <i>et al.</i> (2004); Cooper (1997).
28.	Trust and team-building skills	Being an effective team player, the ability to create, build, nurture and sustain trusting environment and team spirit.	Harvey <i>et al.</i> (1997).
29.	Time management skills	Ability to plan and schedule events and activities, awareness about time-wasters, punctuality and a sense of priority and urgency.	Pool & Sewell (2007).
30.	Stress management skills	Understanding the stressors, strains, eustress and distress, over and under stress, coping strategies, burn-out syndrome, ability to work under pressure and for long hours, work-life balance.	Harvey <i>et al.</i> (1997)
31.	Coaching, mentoring, negotiating and counseling skills	Ability and willingness to provide suitable coaching and mentoring to others and exhibiting the competencies to negotiate and counsel.	Harvey <i>et al.</i> (1997)

Lifelong employability

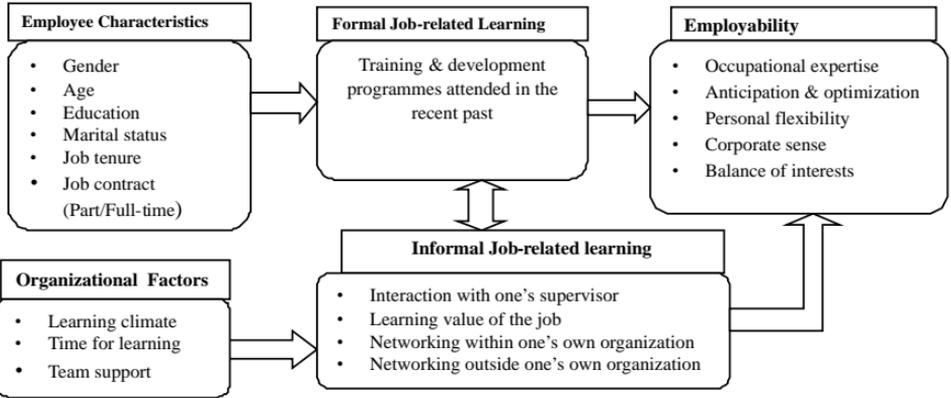
Employability is not just confined to the process of getting the offer of employment in campus recruitment drives but extends to the workplace and also includes self-employment avenues. Employability enhancement through learning (formal and informal) possibilities embedded in the workplace is also worth examining. Learning emerges as an important endeavour for all employees throughout their entire careers. Lifelong employability appears to replace the notion of 'Lifetime Employment' within the same organization (Forrier & Sels, 2003). The concept of 'lifelong employability' implies that individual employees become more accountable for investments in their own human capital, and hence for their job security, learning and future career development. In this context, both formal and informal learning are viewed as cornerstones for the enhancement of employability.

Until the beginning of the last decade, learning was usually equated with formal classroom-based education, training and development. Of late, it became clear that most learning does not occur in formal learning situations, but mainly informally, both in and outside the workplace (Marsick, 2006). According to Marsick and Volpe(1999), informal learning is characterized by six features: (1) integrated with work and daily routine; (2) triggered by an internal or external jolt; (3) not highly conscious; (4) often haphazard and influenced by change; (5) an inductive process of reflection and action; (6) linked to the learning by others. Although much informal learning happens spontaneously and sometimes even unconsciously for the learners themselves, creating appropriate workplace conditions can increase the amount, quality and outcomes of informal learning.

Previous research highlighted the following three factors encouraging informal learning in the workplace: (1) interaction with one's supervisor; (2) the learning value of the job; and (3) internal and external networks. One needs to appreciate the interplay of organizational factors and employee characteristics interpreted to be a key factor in explaining the amount, breadth and depth of formal and informal learning. In turn, this workplace learning based on the

philosophy: “I work, so I learn” would continuously enhance the employability of persons already working for the organisations (Figure No. 3)

Figure No. 3: Job-related formal and informal learning in the workplace and lifelong employability



Source: Developed by the Authors

Research questions

The future research in connection with business education and employability should address the following questions which have been left unanswered until now.

1. What is the relationship between the academic grades (CGPA: cumulative grade point average) of students and employability as indicated by offer of employment in campus recruitment drives/ self-employment?
2. Is there any relationship between the performance of students in non-technical/ non-academic training and their performance in campus recruitment drives/ self-employment?
3. Whether or not gender influences the employability of students in campus recruitment drives/ self-employment?
4. What are the key determinants of the overall satisfaction experienced by firms with the competencies acquired by graduate and postgraduate students?
5. What is the relationship between formal and informal learning in the workplace?
6. What is the effect of formal learning activities on employees' employability?

7. What is the effect of informal learning activities on employees' employability?
8. Are there any differences in the amount of learning activities according to the department where the person is employed, and according to his/her job position?
9. What are the major problems and prospects of industry-institution partnership from the perspectives of BEIs and industries?
10. What are the key determinants of industry-institution partnership?
11. What suggestions do these industrial organisations and BEIs offer to enhance the quality of industry-academia interface?

Previous Research Findings

Based on an extensive review of previous research studies, the following assertions may be maintained.

- Compared with students attaining a lower cumulative grade point average (CGPA), students with a higher CGPA will perform better in campus recruitment drives.
- Compared with students attaining a higher CGPA, students with a lower CGPA prefer self-employment to campus recruitment.
- Compared with students with a lower level of non-technical/non-academic training performance, students with a higher level of non-technical/ non-academic training performance will perform better in campus recruitment drives.
- Compared with students with a higher level of non-technical/non-academic training performance, students with a lower level of non-technical/non-academic training performance prefer self-employment to campus recruitment.
- Compared with female students, male students will perform better in campus recruitment drives.

- Compared with female students, male students prefer self-employment to campus recruitment.
- Perceived levels of the overall satisfaction experienced by firms with the competencies acquired by students during their time at BEIs without work experience vary across different factors such as the student's major subject of study, social skills, methodological skills, and participation skills.
- There exists a strong and significant link between formal and informal learning in the workplace.
- Employees with higher levels of prior education are more likely to frequently participate in formal training and development programmes, or to possess job positions with higher levels of informal learning opportunities.
- Different factors such as interaction with one's supervisor, the learning value of the job, and internal and external networks encourage informal learning in the workplace.
- Organisational factors (*e.g.*, learning climate) and employee characteristics (*e.g.*, age, gender) determine the amount, breadth and depth of job-related formal and informal learning and predict employability.
- The organisational characteristics of industrial units determine the nature and extent of IIP.
- The institutional and faculty characteristics determine the nature and extent of IIP in BEIs.

Implications and Directions

At this juncture, an attempt is made to raise major implications and provide some directions for enhancing the employability potential of business education graduates and post graduates in the following section.

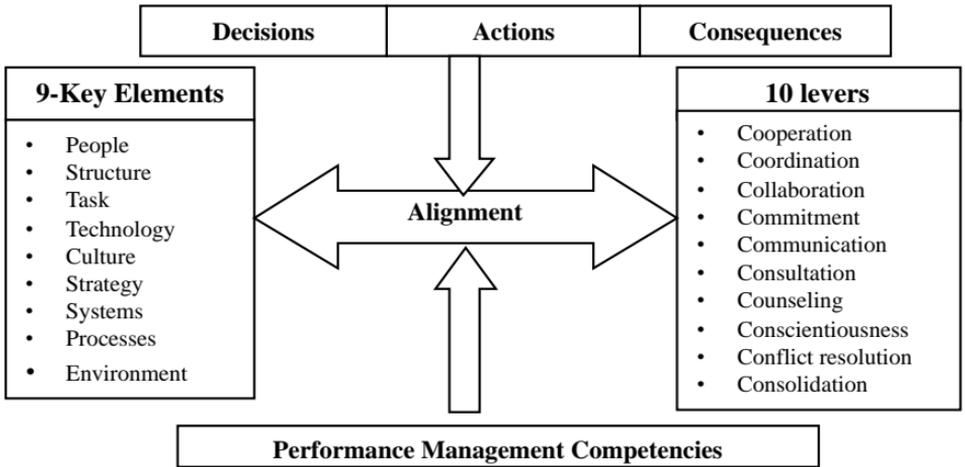
Competent Faculty

Business educational institutions aiming at providing quality education should not compromise or shy away from appointing and retaining competent and talented teachers. They are the ones who

include all the ingredients making up employability in their classroom teaching and generate vibrant, dynamic and useful learning experiences to the students. Unless they are envisioned, empowered, energized, enthused, enabled, engaged and enlightened, motivating and inspiring the learners with a sense of purpose, pride and direction would remain as a distant dream. Arranging expert lectures from experienced senior visiting professors, consultants, practising managers and adjunct faculty will not only make up deficiencies in regular teaching and learning (if any), but also provide a kaleidoscopic view about the ground realities and the gap between theory and practice.

Managerial and business decisions made today will have future implications in terms of timely and appropriate actions to implement those decisions accompanied by the resultant consequences (intended and unintended). A manager must be in a position to pre-assess the future consequences arising from implementing the current decisions through implementable action programmes with a proactive mindset and approach. This calls for his/her personal, interpersonal, team, inter-team, and organisational competencies to effectively align the nine key elements of an organisation: people, structure, task, technology, culture, strategy, systems, processes and environment with a view to obtaining superior performance through ten levers: cooperation, coordination, collaboration, commitment, communication, consultation, counselling, conscientiousness, conflict resolution and consolidation of all efforts. The biggest challenge is not to create 'smiling faces' around, but converting them into 'performing faces' through the use of requisite competencies (Figure No. 4).

Figure No. 4: Integrated Performance Management Competencies and Ground Realities



Source: Developed by the Authors

Curriculum Reforms

Discipline-specific board of studies should involve not only academic experts in the field, but also industry experts and practising managers as special invitees while revising the curriculum. Ideally, curriculum should be revised every year, if not at least once in two or three years to keep abreast of changes in the labour market and expectations of the employers. Choice-based credit system and cumulative GPA are desirable steps in the right direction, but continuation of semester system must be looked into.

Non-academic Training in Soft-skills

Every institution imparting business education at graduate and post-graduate levels must compulsorily provide non-technical/ non-academic training in soft-skills and other aspects determining the employability of graduates and post-graduates. Pragmatically speaking, 3 Es: education, employability and employment are inextricably interwoven in the same fabric of purposeful living. Hence, various competencies that are expected to enhance employability must be well-integrated and strongly embedded in the curriculum itself.

Pre-degree Work Experience

Curriculum design must have in-built provision for undergoing at least one to three months of formal internship programme and a component of project work which would expose the students to ground realities and make them understand and appreciate the gap between theory and practice. Further, if feasible, students should be encouraged to lay their hands on live student projects, mini-consultancy projects and summer employment. This type of prior work experience (formal/ informal) will be highly valued by the prospective employers.

Pedagogical Innovations: Look Beyond the Curriculum

Classroom teaching and learning environment should be conducive and congenial for strengthening the questioning and feedback skills of the students and also for encouraging the 'exchange of thoughts' between the teacher and the taught through experiential learning processes. At best, the teaching-learning process has been transformed from the traditional 'chalk-and-talk' method to the increasing use of power-point presentations through the LCD projector, and in some cases realizing the potential of information and communication technology (ICT) revolution by using 'smart classrooms' equipped with interactive digital board and other audio-visual facilities. But the need of the hour is moving beyond this point and utilizing the more student-centric hands-on experiential learning exercises such as group discussion, case analyses, role play, event management, management games, field trips and educational tours and other business simulation activities by setting up well-equipped language and commerce/ business laboratories. In the changed scenario, one cannot visualize business education offering courses 'without practicals'.

Students should not only excel in curricular activities reflected through their academic performance in the form of superior CGPA, but also gain self-efficacy, self-confidence and self-esteem through actively participating in co-curricular and extra-curricular activities.

Continuous Assessment System

The current system of syllabus-bound teaching, semester-end examinations and mechanical evaluation of answer scripts promotes only rote learning and examination-oriented approach with a focus on completing the course 'somehow' and getting good scores/ grades rather than relevant acquisition and application of knowledge under the supervision, guidance and mentoring of committed teachers. Hence, the teacher who teaches a subject knows pretty well the intrinsic worth of each and every student under his/her supervision on a regular and continuous basis. Given the trust, integrity and credibility of the internal examiners, the external evaluation system should be discontinued with a suitable provision for reevaluation and challenge valuation of scripts, if need be.

Classroom teaching, learning and evaluation processes should facilitate the generation of concrete ideas, reflective observation and thinking, abstract conceptualization, and active experimentation with courage, confidence and conviction.

Unleashing Human Potential through Knowledge Circles

Knowledge circles based on the principles and processes of quality circles and *kaizen* would go a long way in inspiring the students to engage in imaginative, creative and innovative processes and showcasing their talents in the forms of generating and incubating new ideas, cross-fertilization of others ideas, figuring out with new initiatives either individually or collectively in a highly disciplined, focused and facilitated knowledge circle team which will meet, interact and discuss at least once in a week during leisure hours.

Resource Centre and IT Infrastructure

Good collection of books, periodicals, annual reports, full-text and abstract service, digital access and reprographic facilities must be made available for the students at least 12 hours per day (8 am – 8 pm) on all days throughout the year. Students must be encouraged to visit the library on a regular basis as a temple of learning. A separate computer laboratory having internet facility with at least 1:2 computer-student ratio needs to be provided. Eventually, the campus must be made fully wi-fi enabled.

Experience-sharing Sessions by Alumni

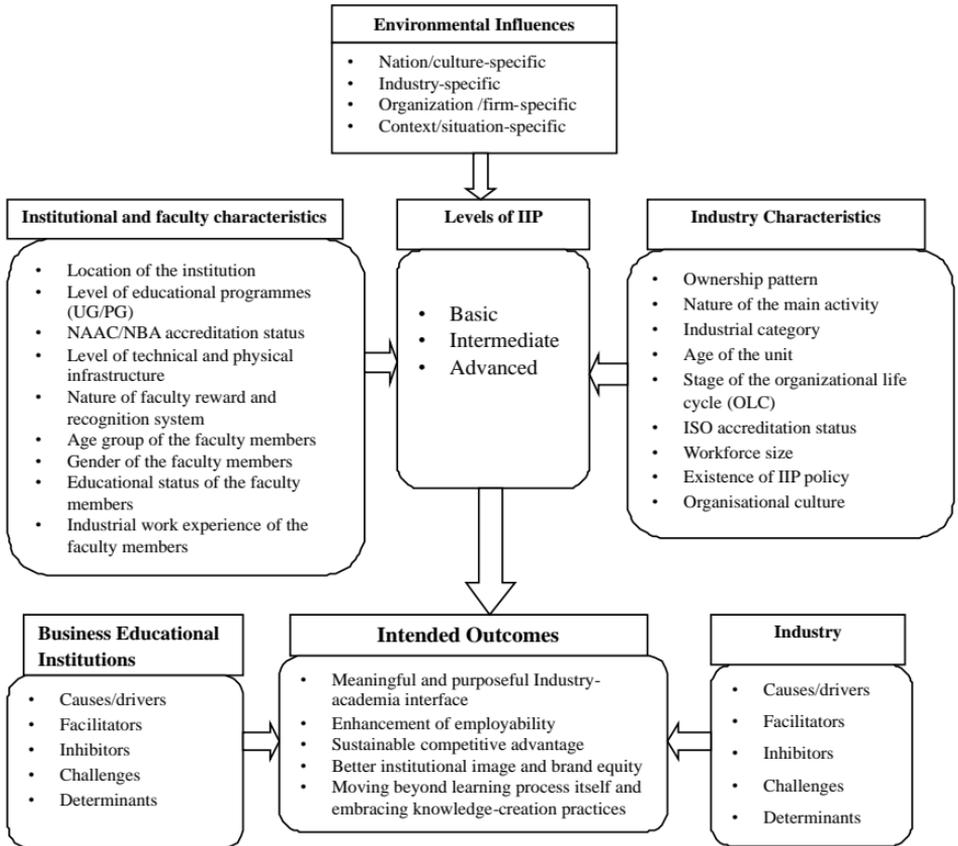
A fully operational and vibrant alumni association should see that alumni occupying prominent positions interact with the current students and inspire them by sharing their personal and professional experiences along with success stories on a regular basis.

Industry-Institution-Interaction and Placement Centre

Industry-institution partnership(IIP) will go a long way in preparing the teachers for facing the contemporary and emerging challenges of the teaching profession by providing the following opportunities (Hackman, 1985):

- (a) Practical exposure to the field of industrial functioning;
- (b) Acquiring new skills while fine-tuning the existing ones to handle consultancy assignments;
- (c) Opportunity to earn both money and reputation by successfully handling industrial consultancy assignments; and
- (d) Professional advancement through acquisition of new knowledge, skills, attitudes, values and habits as a result of 'lived-in experience' in consultancy assignments on one hand and the spin-off effects of transferring these newly acquired competencies to the student community in the classroom on the other.

There is an imperative need to integrate theory and research with practice. Academic researches, and the theories behind the research, are often viewed by management practitioners as being inapplicable to the real world of organizational environment (Klimoski, 1991). Academicians need to be able and also willing to incorporate their research into organizations and practitioners need to expand their perception and definition of research to include the systematic examination of organizational problems, and thereby view it as a process from which they can benefit (Figure No. 5).

Figure No. 5: Industry–Institution Partnership (IIP)

Source: Developed by the Authors

More meaningful and effective rapport should be established through memorandum of understanding (MoU) between the industrial organisations/ chambers of commerce and the business educational institutions. This should result in mutually beneficial, trusting, win-win, long-term collaboration, relationship and goodwill through industry-institution-interaction and placement centre. Students' participation, involvement and performance in non-academic training in soft skills and their success or otherwise in campus recruitment drives should be systematically documented.

Policy Initiatives from Government

Government of India through the Ministry of Human Resource Development (MHRD), All India Council for technical Education (AICTE), the University Grants Commission (UGC) has been

undertaking several meaningful and strategic initiatives to align 3 Es: Education, Employability and Employment of youth population. The proposed New Education Policy intends to provide new directions and interventions for addressing several contentious issues in higher education and employability.

It is worth appreciating that the Department of Higher Education, Government of Karnataka in association with Karnataka State Higher Education Council (KSHEC) is undertaking a large number of ICT initiatives aimed at bringing about large scale reforms in administering quality education and good content delivery under the aegis of *Jnana Sangama* initiative cutting across key issues such as **accessibility** (online admissions, smart classes, tele-education, wi-fi campus, online certificate repository & verification, question banks and video conferencing), **equality** (competitive examinations preparation, scholarship management, online question paper delivery, collaborations, common research centres), **foresightedness** (donations and endowments, learning and recording studios, teacher exchange, research tracking, motivational talks, Academia-Industry Interface), **accountability** (class matrix, faculty time-table, student feedbacks, anti-plagiarism, biometric attendance, academic output monitoring, internal marks monitoring, university rating), **transparency** (grievance redressal, affiliations, answer script evaluation, examination management, content sharing and standardization, library networking, accreditation) and **employability** (vocational courses, remedial classes, placements monitoring, seminars, workshops, group discussions, cyber security learning, foreign collaborations).

Conclusion

In the fitness of things, the following aspects assume prominence as concluding observations.

- Examining the role and relevance of academic education and non-academic training, respectively, in the employability of students as determined by their success in campus recruitment drives/ self-employment;

- Identifying whether or not gender influences the employability of students;
- Analysing the determinants of the overall satisfaction experienced by firms with the competencies acquired by graduate and postgraduate students;
- Examining how formal and informal learning are related to one another, as well as to employability on the one hand and the interplay of organisational factors and employee characteristics in explaining the amount, breadth and depth of formal and informal learning;
- Highlighting the key drivers, dimensions, facilitators, inhibitors, challenges and intended outcomes of Industry-Institution Partnership (IIP) as perceived and reported by BEIs and industrial organisations;
- Identifying and discussing the key determinants of IIP both from the perspectives of BEIs and industries.

Organizations increasingly seem to ask for highly competent, talented, committed, multi-skilled and flexible employees. Proper training in various non-academic/technical skills, if systematically provided to students alongside their academic study, would eventually result in the better employability of students.

Based on an extensive review of literature, it is learnt that industrially advanced countries like USA, UK, Canada, Germany, France, Japan and Australia have demonstrated excellent industry-institution-interaction, which in turn, has proved to be most beneficial for growth of both sides (Hakel *et al.*, 1982), missing linkage between industries and institutions is a matter of serious concern in developing countries like India. The industry-institutions partnership should be explored, initiated and implemented on a continuous basis for the benefit of all stakeholders. It is quite disheartening to note that apart from anecdotal evidences and a few conceptual and prescriptive studies, no authoritative and comprehensive empirical investigation has, so far, been conducted to examine the mechanisms, modes, problems, benefits, and determinants of industry-institution–interaction.

It is quite common in many countries of the world for there to be a much closer alignment between universities and the business community and for there to be a diversity of teaching and learning methods which reflects the multi-faceted nature of university objectives. Satisfaction on the part of a university's customers explicitly involves greater employability for graduates/post-graduates. All of this would benefit universities, considering that greater employability of graduates/post-graduates would improve the university's image not only with respect to businesses, but also regarding potential students who are in the process of deciding on the university where they would like to study.

Unfortunately, 'qualification' which is measured in terms of academic degrees and grades are not matching the 'competencies' defined and determined by the employment market. Hence, employability has become the catch-word of all and scapegoat of the situation. In this fast changing business world, the shelf-life of competencies (knowledge, attitudes, skills, habits and values) is always short-lived and as such the existing knowledge suddenly becomes outdated, skills obsolete, attitude untenable, values unpardonable and learning habits unsustainable.

The current scenario of higher education in general and business education in particular orients the students to 'answer the questions' (from kindergarten to post-graduation) rather than to 'question the answer'; the teacher-centric, syllabus-bound, examination-oriented teaching-learning-evaluation process resulting in short-term academic knowledge acquisition programme without any practical applicability, transferability and sustainability in learning. Of course, the New Education Policy and the National Curriculum Framework intend to focus on developing human values, soft skills and holistic personality development so that it can facilitate human and social transformation by eliminating, if not at least reducing the unpleasant gap between 'qualification' and 'competency'. Educational planning and human resource development need to be linked with the sustainable national development.

All said and done, it is the responsibility and commitment of all stakeholders to bring about a 'happy marriage' between business education and employability with the help of purposeful, meaningful and effective industry-academia interface. The graduates and post-graduates coming out of the portals of business educational institutions will be transformed into not only 'qualified' persons but also 'competent' to survive, grow and excel in their chosen career or entrepreneurial initiatives. In this context, the approaches, strategies and actions of business educational institutions, industrial organisations and other stakeholders in profiling, building and matching competencies of graduates and post-graduates in order to enhance their employability potential should not just end up as a 'rhetoric' rather than a reality. From this perspective it follows that business education and employability are just like two sides of the same coin and therefore cannot afford to behave like strange bedfellows.

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Engendering Budgeting and Gender Inclusive Urban Governance in India

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Abstract

Gender budgeting has been internationally recognized as a key tool for empowering women by incorporating gender perspective and concerns at all levels and stages of development planning, policy, programmes and delivery mechanism. Government of India has adopted budgeting for gender equity as a mission statement and is widely disseminating tools and strategies across ministries and departments. The importance of gender budgeting has been stressed time and again in different forums. Gender Budgeting refers to a method of looking at the budget formulation process, budgetary policies and budget outlays from the gender lens. In 1984, Austria introduced the first gender budget. Taking budgets as essential instruments for promoting gender equality, pioneering analysis of the impact of public budgets on gender relations was carried out. Since then, more than 90 countries have adopted gender budgeting as a tool for women empowerment and engendering development. In India too, many states, local governments, corporate houses and private agencies have initiated gender budgeting and have introduced specific policies, programmes and schemes for gender mainstreaming. Gender perspective in urban governance in India was initiated in 1992 when 74th Constitutional Amendment Act made provision for one third reservation in the seats of municipal elections which was extended up to 50 percent in some of the states. International agencies such as World Bank, ADB and DFID also emphasized on gender mainstreaming in planning and implementation of urban development policy, programmes and schemes. Against this view point, present paper purports to examine the engendering budgeting and gender inclusive urban development in India.

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Keywords: *Gender Budgeting, Urban Governance, Mainstreaming, Empowerment*

Introduction

Women constitute half the world as well as in urban population. Despite their large numbers they have a very limited role to play in urban governance—policy and decision making as they are not sufficiently and properly represented in the Urban Local Bodies (ULBs). Though the functions and working of ULBs affect every man and woman, the latter has no or very minimal role as they are under-represented in leadership positions in local government institutions until recently. They do not have a role to influence local decisions resulting in insufficient access to services. This necessitates measures to provide equal representation in the municipal councils. As the ULBs are closest to the community they are the best places to involve women in local policy and decision-making so as to enable them to contribute in the policies and decisions that impact provision of civic services and quality of life. Several factors including discrimination, family burdens, financial constraints to contest to local governments, cultural factors, etc., come in the way of women participation. The political empowerment requires transformation of existing political structures and processes that are more responsive to women.

As the World Declaration on Women in Local Governance, 1998 noted that the problems and challenges facing humanity are global but occur and have to be dealt with at the local level. Women have the equal right to freedom from poverty, discrimination and insecurity. To fight these problems and to meet the challenges of sustainable human development, it is critical that women are empowered and participated in local governments as decision-makers, planners and managers.

The 74th Constitution Amendment Act, 1992 for the first time widened the base to provide representation to hitherto under represented or unrepresented categories of the community, including women, in urban local self-government institutions. This has raised the question as to what key role women could play in urban

governance. The 74th Constitution Amendment Act, 1992 provided one-third reservation for women. Based on the experience gained over two decades, the Government of India proposed 50 per cent reservation for women in urban local bodies. There are many programmes in the formal and informal sector which promoted women's participation in local development like urban basic services to poor (BSUP), SJSRY, self-help groups, Kudumbashree in Kerala, etc., with different degrees of success in mobilizing women and their participation in local planning and development. The reservation for women in the local bodies is aimed at securing their active involvement and support in socio-economic development. Reservations became very important as in the normal process women were reluctant to contest the elections either because of murkiness and violence that often characterize electoral politics (Prasad 2014).

The 74th Constitution Amendment Act, 1992 has laid foundations for the emergence of strong bottom up women leadership who could climb the ladder to occupy positions of power at the state and national levels. The 74th Constitution Amendment Act, 1992 which provided a constitutional status for ULBs in the country and considered a revolutionary and radical legislation, provided reservation of one-third of the strength of the council to women and also extended the same principle of reservation to women in other categories like SCs, STs apart from General category.

The 74th Constitution Amendment Act, 1992 entrusts, through the 12th Schedule, important development functions to ULBs viz., urban planning, planning for socioeconomic development, slum improvement, urban poverty alleviation, provision of basic amenities like roads, water supply, public health and sanitation, protection of the environment, safeguarding the interests of the weaker sections, etc., which have a major bearing on the development of women and children.¹⁶ The ability of the local bodies to undertake these functions, particularly those relating to poverty alleviation, safeguarding the interests of the weaker sections would, to a great extent, depend on the composition of the members of the councils who influence the local decision-making process (Prasad 2014).

Gender being a cross cutting issue, various Ministries/ Departments have been undertaking measures for the empowerment of women. Convergence of these programmes and schemes is essential to ensure that their benefits are effectively accessed by women. With the specific objective of ensuring convergence and better coordination among the schemes/programmes of various Ministries/Departments, the Ministry launched the National Mission for Empowerment of Women. The Mission will be fully operationalised. Its role would be to provide a strong impetus for reform by catalyzing the existing system, ensuring better coordination and convergence of all development programmes impacting women in close collaboration with grassroots structures and enabling participatory approaches and processes. The Mission would work to achieve convergence at all levels of governance. It would have an overarching role in promotion of women's issues across economic, social, legal and political arena. This would, inter alia, include generating awareness; building strategies to question prevalent "patriarchal" beliefs; establishing a convergence mechanism at multiple levels; formation women's collectives and improving their capacity to access the benefits of government schemes, programmes, laws and policies; and developing empowerment indicators relating to the survival, visibility, freedom and equality of women. In 1984, Austria introduced the first gender budgeting initiative. Taking budgets as essential instruments for promoting gender equality, pioneering analysis of the impact of public budgets on gender relations was carried out. The Australian example was not only crucial in raising awareness, but its approach served as an important point of reference for later gender budgeting initiatives. British Women's Budget Group, consisting of experts from universities, unions and NGOs is publishing comments on national budget since 1989. Their focus is on assessing taxes and transfers, but they also refer constantly to the importance of engendering economic policies. In 1993, the Women's International League for Peace and Freedom established a gender budgeting initiative in Canada. In 1995, South Africa's Women's Budget Initiatives established after the first democratic elections. By 2012, there were over 90 countries around the globe that had experience of gender budgeting.

Objective of the Study

The objective of the present paper purports to examine the engendering budgeting and gender inclusive urban development in India.

Database and Methodology

The paper is purely theoretical and based on literature review, observations and discussions which have been gathered from various conferences, workshops, consultations etc. The present paper is also based on the practical experiences which have been gathered through several years of services in various departments, Government of India.

Gender Budgeting in India

Gender budgeting has been internationally recognized as a key tool for empowering women by incorporating gender perspective and concerns at all levels and stages of development planning, policy, programmes and delivery mechanism. Government of India has adopted budgeting for gender equity as a mission statement and is widely disseminating tools and strategies across ministries and departments. The importance of gender budgeting has been stressed time and again in different forums. In order to provide further impetus, the Finance Minister in his budget for 2004-05 mandated the setting up of gender budget cells in all ministries and departments and highlighted the need for budget data to be presented in a manner that brought out the gender sensitivity and budgetary allocation. Gender budgeting requires the commitment and efforts at all levels within the Government. It is necessary to orient and sensitize officials at the higher levels of decision making on the issue. At the same time capacity building of policy makers, programme planners, budgeting and implementing officials on the tools and techniques of Gender Budgeting is required so that they can undertake the gender budgeting exercise. The crucial challenge is also to monitor and analyze the actual expenditure and benefits flowing to women. This requires beneficiary incidence analysis and gender audits of all plans to be undertaken. Undertaking gender audits, however, requires

greater technical expertise. Building up such expertise needs to be integrated as part of the GB training programmes.

The gender budgeting initiatives have been further strengthened in the Twelfth Plan and its reach has been extended to all Ministries, Departments and State Governments. Steps will be taken to further institutionalize the gender budgeting processes. The focus needs to be strengthened and empower the Gender Budgeting Cells to enable them to undertake the envisaged role. Planning and budget approval systems will also need to be modified to make gender clearance and specific approvals of Gender Budgeting Cells mandatory to ensure that plans are engendered from the design stage itself. Orientation and sensitization at the highest level will be pursued along with capacity building of Gender Budgeting Cells. The effort will be to institutionalize the training programmes through National and State level Institutes of repute. National level gender outcome assessments through spatial mapping of gender gaps and resource gaps will be initiated. Ministries/ Departments would be encouraged to undertake gender audits of major programmes, schemes and policies. A quantum leap in this direction can be achieved if gender perspective is incorporated within the Expenditure and Performance audits conducted by CAG. This will be taken up during the Twelfth Plan. Since gender disaggregated data is a major constraint in gender analysis, processes for the collection of standardized gender disaggregated data at national, state and district level will be put in place.

A government budget is a financial statement of the expected revenue and intended expenditure of the government over a given period. The government budget is not simply a technical instrument for compiling and reporting on government revenue and expenditure plans but it is also a primary policy statement made by the government. The budget has three crucial economic functions viz. allocation of resources, distribution of income and wealth, and stabilization of economy. Gender responsive budgets seek to uncover the impact of resource allocations on women, men, girls and boys. It is important to have gender disaggregated data in order to determine

how different groups are affected. A budget process consists of a cycle. The key steps of budget process in most countries are (1) determining the macro economic situation; (2) preparing budget guidelines and setting expenditure ceilings; (3) preparing sector ministry spending proposals; (4) securing legislative approval; and (5) monitoring, evaluation and accountability. A wide range of players may be involved in gender budgeting. Different stakeholders are involved in gender responsive budgeting. Government, Parliament, researchers and experts, international organizations, non-government organizations, trade unions and employer's organizations, etc. play key role in gender budgeting exercises. Governments may take up gender budgeting on their own initiatives or at the prompting of Parliament or civil society groups. However, awareness raising and training of officials at all levels is needed to provide necessary knowledge. Responsibility for management needs to be clearly assigned. Gender budget initiatives are most effective when the Ministry of Finance leads the initiatives, ideally with close involvement of Ministry for Women Development. While the top level budget decisions are made by Cabinet and other ministers, senior civil servants and advisors also play crucial roles. Gender budgeting represents an enormous challenge to the civil servants whose job is to drop the details of budgets. Parliament and State Assemblies have crucial role in adopting the gender budgeting. The politicians particularly the decision makers in Parliament and State Assemblies are supposed to submit their demand for budgetary resources on women specific and pro-women programmes. Gender budgeting requires in-depth research and analysis. Academics can therefore make valuable contributions in particular with regard to providing know-how, implementing gender impact assessment, developing methodology and indicators, auditing budgetary outcomes and training government officials. International organizations can also contribute to gender budgeting initiatives at national level by setting an example through the application of gender budgeting to their own activities and by organizing joint projects and exchange of experiences, thus stimulating political

interest in gender budgeting. Civil societies, trade unions and employer's organizations play an important role in organizing and articulating collective will which contribute to process of gender budgeting.

Role of Women in Urban Governance

Municipal Acts governing their organization and working specify the functions of municipalities and municipal corporations. Experience reveals that the chairpersons or councillors, whether they are men or women, have broadly four important roles to play in ULBs viz., policy, developmental, political and administrative.

Policy Role

Formulate development policies, prepare town development plans, take decisions regarding the integration of spatial development planning with economic development planning, lay down broad parameters for the future growth of the towns, mobilize resources to undertake both obligatory and discretionary functions, undertake measures for assisting the weaker sections, etc.

Development Role

Formulation, implementation and monitoring of development plans, including those for the weaker sections, women, etc. is their responsibility. Both national and state governments have articulated a number of development programmes. Formulation of city action plans under these schemes and ensuring their proper and effective implementation is a part of their development role. They have also to mobilize their share of the resources, to implement various plans and programmes wherever necessary.

Political Role

As peoples' representatives, the elected councillors are to be in constant touch with their constituents to reflect their aspirations, needs and perspectives in the articulation of town's development policies and plans. They are the links between the electors and the urban local body. Apart from this, as representatives of political parties they also have to undertake political activities. Mayors, Chairpersons and Councillors are constantly approached by their

constituents with complaints or grievances relating to the municipal functioning. As people's responsibilities, they have to attend to their day-to-day problems and continuously establish rapport with the community.

Administrative Role

Mayors, chairpersons and the chairpersons of standing and special committees play important role in civic governance. Supervising the functions of municipal officials in the implementation of development plans, monitoring their progress, ensuring the proper implementation of municipal laws and regulations, administrative coordination and convergence within the municipality and with external agencies, liasoning with non-governmental organizations, resolutions of conflicts in the management of municipal affairs between the groups and communities, effective utilization of resources both internal and external, etc. are some of their administrative roles. The mayors and chairpersons, who are directly elected and have a term co-terminus with that of the council, will tend to have more of these responsibilities.

In particular, women can play a purposive role as mayors, chairpersons and councilors (Prasad 2014):

- Ensuring access to basic services like water and sanitation and to provide higher allocation to these services. Enhancing the access of women to economic resources by strengthening linkages with banks and other financial institutions and encouraging innovative savings, thrift and lending practices.
- Ensuring access to education to all with a view to eradicate illiteracy, particularly among women and children.
- Improving access to women to vocational and technical training for skill formation and development.
- Increasing access to quality health care, particularly preventive and promotive health care, provision of information about factors which increase risks to women's health.
- Initiating measures for the prevention of violence against

women, raising awareness among women on the issues of violence against women and organizing support to community-based organizations working in this field.

- Promoting women's economic right including access to employment and appropriate working conditions and strengthening women's economic capacity through skill development, training, self-employment and establishment of market and trade networks.
- Ensuring full participation of women at all levels of decision-making concerning the well-being of the society, particularly those concerning women, children and disadvantaged people.
- Preparing women to leadership positions, organizing legal and administrative literacy programmes to educate women on various aspects of their rights.
- Involving women's groups in environmental protection and up-gradation; and
- Protecting the rights of the children, particularly those of the girl child.

The 73rd and 74th Amendments (1992) to the Indian Constitution have served as a major breakthrough towards ensuring women's equal access and increased participation in political power structure. There are about one million elected women representatives in Panchayats and municipal bodies in India. The women representatives in ULBs of the selected states are shown in Table 1. It is estimated that elected women in all the three categories of ULBs account for 22622. However, a few states like Bihar, Madhya Pradesh and Rajasthan have declared to provide 50 percent reservation to women in ULBs elections. Thus, the number of elected women representatives is likely to increase.

Table N o. 1: State wise Reservation of Women in Urban Local Governments in India

S. No	Name of the State	Reservation for women in Urban Local Bodies
1	Madhya Pradesh	50%
2	Chhattisgarh	50%
3	Manipur	33%
4	Bihar	50%
5	Rajasthan	50%
6	Odisha	50%
7	Uttar Pradesh	33%
8	Uttarkhand	33%
9	Jharkhand	50%
10	Sikkim	33%
11	Arunachal Pradesh	33%
12	Assam	50%
13	Nagaland	33%
14	Mizoram	33%
15	Tripura	50%
16	West Bengal	33%
17	Meghalaya	33%

Source: RCUES, Lucknow

The Constitutional Amendment Acts also ensured the provision of reservation of women in local governments. One-third seats were reserved in urban local bodies also. A few states such as Bihar, M.P., and Rajasthan have also made provision for 50 per cent reservation for women in local governments. Thus the gender mainstreaming in decentralized governance has been initiated. More ever, women's share in policy perspective and resources allocation in urban sector has been reported to be very low. With the launch of JNNURM and

other infrastructure programmes and schemes, gender mainstreaming is getting momentum. JNNURM and reforms agenda seek to improve the effectiveness, accountability, efficiency, sustainability and service equity in cities. It also aims to reduce class and gender fragmentation by making socio-political-economic institutions, processes and resource allocations more equitable. Thus, gender based urban development is about promoting cities that respond, equally to men and women. Urban women experience cities differently and thus meeting their needs becomes critical for promoting sustainable and equitable urban development (Singh, 2013).

The 74th Amendment to the Indian Constitution, 1992 has served as a major breakthrough towards women's equal access and increased participation in local government. The Constitutional Amendment Act aims at constitutional guarantees to safeguard the interests of urban local government to enable them to function as effective and self governing institutions at grassroot level. This Amendment provides for reservation of 33 percent of elected seats for women at local government level in urban areas. There is also one-third reservation for women of posts of chairpersons for these local bodies. Involvement of women in the political arena and in decision making process is an important tool for empowerment as well as monitoring standards of political performance at local level. However, some of the major constraints prevent women from effective participation at local level. These include:

- Lack of orientation/training in urban development issues and municipal administration.
- Lack of knowledge/orientation about Municipal Acts, Rules and Regulations as well as various development programmes and schemes.
- Lack of experience for dealing with multi-dimensional urban development issues and civic affairs.
- Lack of knowledge about technical inputs related to municipal service delivery mechanism.

- Lack of support from male colleagues and municipal officers in the municipal affairs and urban development issues.
- Lack of cooperation from municipal officials regarding the allocation of budgets at ward level and managing municipal affairs.
- Lack of party support and poor organizational support and infrastructure.
- Fear and insecurity and also lack of confidence in public speaking and handling municipal affairs.
- Dual responsibility of managing home and taking charge of official duties.
- Criminalization of politics and corruption involve in municipal affairs.

In order to orient and provide training to women representatives in urban administration and municipal affairs, more than 60 organizations in India organize programmes for the capacity building of elected women representatives. Most of the organizations are working at the state level. Government of India under the Ministry of Urban Development provides financial support to the organizations and academic institutions for organizing training and orientation programmes for elected women representatives. However, 50 percent matching share was supposed to be mobilize from the concerned state. Now, Ministry has changed the norms and provides 100 percent funding to the organizations for conducting training programmes and orientation to the elected women representatives. Similarly, Ministry of Housing & Urban Poverty Alleviation, Govt. of India has also made provision to provide training and orientation to be elected representatives for orienting Urban Poverty Alleviation programmes in each state. There are a few institutions viz. AILSG, NIUA, HSMI, SEWA, Working Women's Forum, YUVA, DISHA, PRAYAS, ASTHA, SNDT University, Aalochna, Agni, Stri Mukti Snagthan etc. emphasize on strengthening women's participation and women leadership. Besides Ministry of Urban Development, Government of India supports several training programmes being

organized through Regional Centre for Urban & Environmental Studies located at Lucknow, New Delhi, Mumbai and Hyderabad. Department of Urban Development in various states have initiated several capacity building or training initiatives to train women working at various levels of municipal administration. National Academy of Administration, Mussourie is actively involved in training senior government officers from Public Service Commission. The Academy has also set up a National Centre for Gender Training and Research to further issues related to women and development. Ministry of Women and Child Development, Government of India in association with concerned state government is also organizing training, orientation programmes and workshops for the orientation on gender budgeting and gender sensitization. Ministry of Housing and Urban Poverty Alleviation, Government of India is also made provisions for 30 percent reservation in skill training, Urban Self Employment Programme, besides, exclusively Urban Women Self Help Programme under Revamped SJSRY. The revised Guidelines of SJSRY make provisions the there will be no project limit for financing the self employment projects while women will get subsidy upto Rs300000 or 35 percent of the project under Urban Women Self Help Programme.

Women being under represented in planning process, JNNURM provides an opportunity to build gender fair and inclusive cities. It seeks to promote planned urban development and equitable cities. Though, urban space, infrastructure and services which contribute to cities economic development, however men and women perceive their utility differently. Infrastructure development is not gender neutral. Lack of basic services affects both men and women; however women in cities especially in low income communities and slums are more severely affected by inadequate and poor services.

In absence of access to toilets, women are forced to defecate in open which is unsafe and undignified while it is also a serious health and environmental threat. Women have traditionally been excluded from land ownership and it has contributed more marginalization of women as they are insecure and live in poverty. Women either do not

work for wages or earn less than men. Because of their low earnings they cannot afford to buy a house or land for construction of house. Since, women often lack education and technical skills; they tend to be predominantly in informal economy. The informal sector is under regulated and social safety network is lacking. Among the poor, forced evictions from illegal spaces (slums) are a major cause of insecurity. The demolitions of slums not only destruct homes, but also destroy the informal livelihoods. The women being the most vulnerable and disadvantaged group, are mostly affected by such evictions. Women living in slums and low income groups also face problem of domestic violence as the family income is very low to sustain the family. Women and children experience domestic violence through physical abuse sexual assault and threats. Urban violence against women can be attributed due to lack of their power that comes from non ownership of property and shelter. Urban women are also more dependent on public transport to move in the city however, men usually own personal transport. Women use transport differently from men based on the type of work they do. Urban women are bearing more burdens of diseases. Urban poor women are more anemic and modality rate among them is higher.

Ministry of Urban Development and Ministry of Housing & Urban Poverty Alleviation need to set out a clear urban gender policy that will provide the framework for the gender integration. A general policy must have four key components:

1. Bring a gender perspective into all aspects of planning, policy and legislation and activities that are within the domain of the Ministries.
2. Create an enabling environment for women and thus to realize their full human rights in cities and particularly for women belonging to poor and marginalized groups.
3. Outline sustainable mechanism for the equal participation of all including poor women in city development.
4. Promote equitable access and control over the urban resources for women and men.

Gender Perspective in Municipal Budget

There are three major sources of income for ULBs. These are state and central governments allocation, state and centrally sponsored schemes; revenue obtained through local taxes, fees and user charges; and funds obtained from central and state Finance Commission. Besides international donor agencies like World Bank, Asian Development Bank, Japan Bank for International Cooperation, DFID etc. also provide financial support for municipalities for specific development projects in urban areas. Gender Sensitive Budgets demand reprioritization of financial allocations by the ULBs in favour of:

- Working Women's Hostel, Crèches, Restaurant, Food Points, Public Toilets,
- Subsidized and low cost housing for single /deserted/ divorced/ widow and female headed households,
- Skill training centres for women,
- A safe efficient and cheap public transport system,
- Safe drinking water,
- Waste Management Technological up-gradation
- Multipurpose community centres,
- Proper electrification
- Delivery of health and nutritional services

Women's groups have been focusing on micro economies involved in dealing with problems faced by women at grassroot level such as drinking water, health, garbage disposal etc. The decision makers in urban local bodies need to address the following issues:

- How to bridge the gap between notional allocation and actual allocation?
- How to ensure accounting, auditing and record keeping of gender disaggregated data and allocation?
- How to achieve physical and financial performance of programmes and schemes?

- How to ensure effective implementation of welfare and other developmental programmes and schemes for the urban poor?
- How to prepare gender based profiling of municipal expenditure?
- How to examine micro level planning with participatory approach for assessing micro level needs?
- Whether micro level initiatives for gender equity and capacity building of women are required?
- Whether synergy in allocation for resources across levels of governance, programmes and departments is needed?
- How to ensure gender responsive administration and resource mapping for creating employment opportunities and empowering women?
- How to Redesign and prioritize resources for gender equity women empowerment in urban areas?
- How to address constraints, challenges and problems in gender mainstreaming?

Budgetary allocation for social services expenditure for capacity building, reduction of domestic drudgery and better quality of life for women is need of hour. Education, health, crèche, working women's hostel, housing, nutrition, water supply, drainage, sanitation, public toilets, fuel and energy, waste management, Public transport are some of the major areas of social services expenditure by which women are likely to get more benefits. Women also need SHG based credit for self employment. Similarly, training programmes vocational and skill improvement training in prospective areas like bio-technology, IT etc. will create employment opportunities to women. Marketing facilities for women entrepreneurs and the implementation of National Street Vendor Policy will provide additional benefits to women for promoting self-employment ventures. Thus, it is imperative to create Women Development Cell in each urban local body for gender responsive budgeting and gender

based profiling of municipal expenditure. This cell is also likely to address the gender issues and concerns in urban areas. Gender Budgeting as a tool is used for achieving gender equality and particularly correct the planning and investment distortions within government spending. Gender Budgeting is likely to help to (1) balanced gender needs through appropriate budget in financial systems; (2) ensure pro-poor urban expenditure in areas such as water supply, sanitation-provision of sewerage and toilets, infrastructure development, storm water drainage, solid waste management; provision of low cost public transport, development of roads, provision of economic infrastructure etc.; (3) provide for human specific urban expenditure that are targeted to include women's requirements in the provision of housing, markets, buses, parks and recreation centers. Gender auditing tools have been developed by UNDP that recommend a participative process for gender budgeting and for development of gender sensitive urban expenditure policy and guidelines. A toolkit has also been developed USAID for identifying gender needs in planning the successfully tested mechanism for gender based planning. The tools for gender inclusion in budgeting and urban planning process include:

1. Spatial maps to asses women's access to physical, social, economic, infrastructure to help develop a mix of macro and micro level plans;
2. Gender profiling a public expenditure, with impact assessment studies to understand gender based spending.
3. Gender based auditing and beneficiary assessments.

Gender Sensitive Urban Governance

Gender-sensitive urban governance involves more than simply increasing women's *participation* in urban planning, however. Research has shown that women and men experience and use the urban environment in different ways, and have different priorities in terms of municipal services and infrastructure (Beall, 1996). A gendered perspective involves planners, designers, decision-makers and community actors looking at problems with the needs of both women and men in mind (UN-WOMEN, 2010). UN-HABITAT's

work on governance and security in cities has also demonstrated the problems associated with gender-blindness within local government institutions, and the Safer Cities programme has focused attention on the need for greater gender sensitivity in planning practice (Earle and Mikkelsen, 2011).

Women and Cities International (2007) highlighted key elements that need to be in place to ensure gender mainstreaming in local governance, including the:

- Importance of other levels of government (regional, national and international) to support the efforts of local authorities;
- Adoption of local policies on gender equality;
- Creation of offices of women or gender equality in municipal structures (accompanied by human resources and appropriate budgets towards clear objectives);
- Development of methods and tools to mainstream gender;
- Importance of partnerships between women's groups and municipalities, while recognizing the autonomy of women's groups;
- Key role of citizen participation, and in particular women's participation, in urban decision-making processes;
- Significance of improvements in women's safety; and
- Importance of sharing good practice and developing exchanges

While this report looks primarily at gender and inclusion in urban planning, it is important to recognize that gender intersects with other vulnerabilities based on class, migration, age, disability, ethnicity, etc (Jagori, 2010). Addressing urban planning in a gender-sensitive way involves looking at how women and men access and benefit from the different aspects of urban life such as municipal services, employment and livelihoods, housing, transport, and safety. The following sections provide information on the key topics related to the most urgent areas that need reform in the policy, legal and regulatory environment to enable gender and socially inclusive urban planning in South Asia. Due to their domestic responsibilities,

women and girls are often most impacted by how municipal services, such as water, sanitation, fuel and waste management (UN-HABITAT, 2000) are delivered. The quality of and access to health, education and recreation services also impacts on women's caregiving responsibilities.

Conclusion

Women are major contributors to India's economy and important constituent of development. Their empowerment is essential for distributive justice for the nation's growth. Engendering national development plans is imperative for gender mainstreaming and their empowerment. Engendered development plans would include a gender dimension in all macro policies and budgetary support for their implementation. Engendering public policy and gender budgeting are the major gender commitments by Government of India. Gender budgeting has three basic dimensions. One, the empowerment has to be holistic and it should cover political, social and economic implications for women. It should be universal in terms of equal opportunities. The second dimension is that it should be participative and inclusive. This requires that planning, policy and implementation process should have a bottom to top approach, where women have a voice from the grass roots to the highest echelons of power. The third dimension of gender budgeting is the need for convergence. Women's needs are multi-dimensional – access to health and nutrition, water and sanitation, asset based marketing, credit, technology, education and skills, political participation etc. Thus, convergence of development policies, programmes, schemes and institutional resources is imperative for engendering and inclusive development. There is also the need for revision in existing urban development schemes and programmes so that gender issues may be incorporated and their concerns are effectively addressed.

Recommendations

- Gender commitments must be translated into budgetary commitments. Increase in budgetary allocation is required. A higher budgetary allocation on women specific programmes

and schemes by government is needed. The state governments should also launch women specific programmes and schemes in order to cater emerging needs of women.

- The gender disaggregated database has to be created and strengthened in the local governments including parastatal agencies, which will enable better analysis and more effective monitoring of targets and achievements for men and women.
- The role of women in decision making process and urban planning must be enhanced besides, ensuring participatory budgeting in local bodies.
- Construction of toilets, night shelters, rest houses, etc. for women has to be ensured at the major bus stations, railway stations and public places besides ensuring proper street lighting in isolated places, fruits and vegetable markets, hospitals, nursing homes, religious places, etc.
- In order to ensure transparency and accountability in the allocation for women, open a budget head on Gender Development in municipal budgets. This will help in protecting these provisions earmarked for women by placing restrictions on the re-appropriation for other purposes.
- There is strong need to deepen the whole exercise of gender budgeting across all three tiers of Government- Local, State and National Levels. Gender budgeting should not be restricted to government programmes and schemes, but it must be introduced in programmes and schemes supported by corporate sector, international donor agencies and other non-government agencies.
- All programmes and schemes of the government must be made more gender responsive. This may include reviewing their operational guidelines, financial norms as well as implementation and auditing processes from gender lens. It is imperative to encourage women and their associations to participate and monitor all development schemes related to drinking water, sanitation, primary education, health and nutrition.

- It is the need of the hour to prepare the gender based profile of public expenditure in urban areas keeping in view the sectoral approach. Impact assessment of public expenditure related to women oriented programmes and schemes are imperative. Expenditure management is also called for.
- Special emphasis should be given to promote the employment opportunities for women in those sectors of economy which have been leading the economic growth in the country such as information technology, telecommunication, bio-technology, street vending, domestic help, nursing, teaching, etc.
- The state governments must produce outcome budget while the performance report must contained the quality and authentic information. The state governments should provide statement on gender budget allocation from all the departments. All departments must provide data about allocation and expenditure for women's specific schemes along with the fiscal and financial achievements.
- A system should be set up to collate gender disaggregated data from relevant departments to obtain the gender-wise relevant statistical data base, targets and fiscal and financial achievements. A gender audit of plans, policies and programmes of various local governments with pro-women allocations must be conducted for the impact assessment of the programmes and schemes.
- There is a strong need to monitor the gender specific impact of budgetary policies and expenditure and reprioritize policies to reduce the bias against women in the benefit incidence of the budget.
- Gender responsive budget approach is a tool and not necessarily a standalone exercise. Unless the necessary resources are allocated, gender sensitive policies and programmes will not succeed. The prerequisite of gender budgeting are political will, accountability, human and financial resources, coordination, gender disaggregated data,

transparency and partnership and cooperation. Thus, there is need to establish linkages and cordial relations for ensuring the achievements of the prerequisite for promoting gender budgeting exercises.

- Gender appraisal for all new programmes and schemes is imperative. All new programmes, projects and schemes for which funds are requested should be viewed through a gender lens.
- Elected People's Representatives in urban local governments must necessarily be brought under the purview of gender sensitization processes besides including district level officials such as District Collectors, DDOs, Commissioners, and BDOs, District Social Welfare Officers, line department officials, District Local Fund Auditor (DLFAs) and ULB / Panchayat functionaries.
- At the State level, mandatory gender audit of all Centrally Sponsored Schemes and Central Schemes should be undertaken. A quantum leap in gender budgeting can be achieved if gender perspective is incorporated within the Expenditure and Performance audits conducted by CAG.

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Soft Skills are the Desiderata for the Librarians of 21st Century

* Mrs. Ashalatha

Abstract

The advancement in the library science field has transformed the library as a workplace with evolved an interpersonal dynamic, that can not be ignored. The acts of listening, presenting ideas, resolving conflict, and fostering an open and honest work environment has come down to knowing how to build and maintain relationships with people. It's those relationships that allow people to participate fully in team projects, show appreciation for others, and enlist support for their projects. It is important for the librarians to recognize the vital role of soft skills that play within the team and not only work on developing them within themselves, but encourage their development throughout the organization. Team Work, Interpersonal skills, Leadership Qualities, Writing skills, Presentation skills play a role in the success of a Library profession.

Key words: *Soft skills, Librarianship-soft skills.*

Introduction

People rise in organizations because of their hard skills and fall due to a shortage of soft skills. Soft skills are one of the important skills that figure up the overall development of the personality of the individual. Sociologists do use the term soft skills to describe a person's "EQ" or "Emotional Intelligence Quotient" (as opposed to "IQ"). It also takes into consideration the cluster of personality traits, social graces, communication, personal habits, friendliness, and optimism that characterizes relationships with other people. Soft skills complement hard skills which are the occupational requirements of a job and many other activities.

Most of our educational inputs deal with hard skills. However, successful practice in any chosen discipline requires "soft skills". In

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the present epoch of competitive world mere having a professional degree is not sufficient and it requires much more from an individual. Soft skills are necessary in the workplace for professional success. They are vital at every level of an organization if, it is to function smoothly and productively. It also holds good in the case of library profession too. Hard skills are technical competencies and domain knowledge, while soft skills are a combination of people skills, interpersonal skills, communication skills and emotional intelligence. Unlike in the past, the libraries of the present organizations have undergone drastic changes in terms of information resources, types of information services and information users. For today's librarians having professional degrees in library and information science is not sufficient and there is a demand for librarians having multidimensional aptitude in the areas of technical work, administrative work and also in providing user oriented services along with soft skills. The librarians working in large organizations like corporate offices are already practising these skills through by experience or training. One may learn these soft skills easily provided they are aware of the skills.

Literature Review

ALA Glossary of Library and Information Science defined library management as “the process of coordinating total resources of an organization towards the accomplishment of the desired goals of that organization through the execution of a group of interrelated functions such as planning, organization, staffing , directing and controlling”¹⁰. All general principles of management are applicable to library management. Hence functioning of library professionals can be very much compared with those of management executive. Some researchers link interpersonal skills with communication ability (Anselmi and Zemanek 1997)¹⁵, whereas others link it with the ability to be collaborative and offer emotional support (Ambady, Krabbenhoft, and Hogan 2006). Finally, some researchers seem to take a wider approach and simply state that interpersonal skills have to do with the right kind of personality.¹⁵

Rainsbury et al.¹ (2002) categorized the competencies of superior

managers identified by Spencer and Spencer (1993) as hard skills or soft skills. Only three of the 20 competencies were classified as hard skills, while the remaining 17 were organized as soft skills. The categories of soft skills, include achievement and action, impact and influence, managerial (team management and developing others), and personal effectiveness.

For decades, the center of management was on the so-called 'hard' skills, i.e., the emphasis centered on technical skills imperative to effectively perform within the organization. These skills tended to be more job-specific or more closely related to the actual task being performed. These soft skills have come to play an even more central role in management positions in today's setting. As the world has changed and the nature of work has changed, the skill set required for managers has also undergone a change.

According to Sutton,¹³ soft skills have become extremely important in all types of occupations. Glenn (2008) added that hiring individuals who possess soft skills is instrumental for high-performing organizations to retain a competitive edge.

According to a survey by Harvard University¹, 80 percent achievements in career are determined by soft skills and only 20 percent by hard skills.

Lotions et al.¹ (1985 and 1998), on the basis of their study conducted with more than 450 managers, ascertained that the average managers spend most of their time in traditional management activities, whereas in the case of managers who were successful (defined in terms of speed of promotion within their organization), networking skills made the largest contribution to their success. In the case of effective managers (defined in terms of the quantity and quality of their performance and the satisfaction and commitment of their subordinates and coworkers), communication skills made the largest contribution.

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take a wider approach and simply state that interpersonal skills have to do with the right kind of personality.¹⁵

It is unfortunate that people lightly esteem the significance of soft skills. In fact, the concept of soft skills is a developing ambient that people must take seriously. It is often difficult to quantify soft skills (unlike hard skills), but soft skills are both interpersonal and intrapersonal competencies that determine a person's ability to get well with others and excel in their profession. (Rao, 2012)¹.

Objectives of the study

The study is made with the help of primary data and secondary data. The objectives of the study are:

- To understand the various types of soft skills.
- To derive a relationship between the library profession and the soft skills.
- To light upon the relevant soft skills that are very much required for the success of the library profession.

Methodology

Data regarding the views of library professionals about soft skills is collected with the help of a questionnaire, comprising questions on how much importance is being given to soft skills in the library profession while recruiting new persons or experienced persons. The respondents are asked to rate the eleven broad categories of skills included in 'soft skills for librarianship' and the typical soft skills they look for when recruiting. Data is collected by sending a questionnaire. 25 professionals have responded to the questionnaire. Finally, the data collected through the questionnaire is analyzed and the results are listed. Secondary information resources such as books, journal articles and websites are referred for the purpose.

Meaning and definition of soft skills

Defining 'soft skills', Perreault (2004) stated that these are personal qualities, attributes, or the level of commitment of a person that set him or her apart from other individuals who may have similar skills and experience.

According to James and James (2004), 'soft skills' is a new way to describe a set of abilities or talents that an individual can bring to the workplace. Soft skills characterize certain career attributes that individuals may possess, such as team skills, communication skills, leadership skills, customer service skills and problem solving skills.

World English Dictionary defines soft skills as “desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people and a positive flexible attitude”.

Business dictionary .Com defines soft skills as “ Communicating, conflict management, human relations, making presentations, negotiating, team building, and other such ability, defined in terms of expected outcomes and not as a specific method or technique such as statistical analysis.

According to the online slang dictionary soft skills are non-technical skills usually involving interpersonal interaction.

Soft skills for Librarians

In the present scenario the library profession in large organizations such as universities, special libraries, public libraries demand library professionals having knowledge of soft skills in addition to technical and administrative skills as they have to cater a wide range of human beings and also to achieve the goals of the parent organization they serve .

Soft skills that are required for a successful library profession are:

Listening Skills, Communication Skills, Interpersonal Skills, Public Relation, Customer Service, Leadership Skills, Teamwork, Negotiating Skills, Writing Skills, Teaching Skills and Presentation Skills, Time Management and Conflict Management .

Listening Skill: Library profession is a service oriented profession and to render an effective service, the librarian has to develop a good listening skill. Listening is the most important part of effective communication. To respond to the clientele's questions he/she should listen carefully. Listening is very important for good decision-making. The successes of the ready reference/short range reference

service mainly depend on the listening skill of the library staff.

Communication skill: Good communication skill leads positive relationships in the organization. While communicating one should create a win-win situation rather than a win-lose situation. Communication skills are very important in conflict resolution and they also improve social relationships. Communication in libraries as in other organizations goes downward, upward and in horizontal directions. The staff at the circulation desk should be well trained in communication as they function as reception desk of the library. The librarian should have command over English and regional languages so that he can confidently deliver his/her ideas clearly, effectively and make it understandable and functional.

Interpersonal skill: Communication in teams is most challenging task. Librarians have to deal with all levels of people like management, users, colleagues in a library, etc. To deal with each one of them in an effective manner it requires interpersonal skills. In a large organization, it is most important to build rapport with all departments, which helps in managing the library and providing better services to everyone. Good interpersonal skills result in a friendly and healthy working environment.

Public relation: Public relation goes far beyond good interpersonal skills. It is not enough for the library staff to maintain a good interpersonal relationship they should also give importance for the public relationship. Public relationship in the case of library profession means to have a good relationship with the fellow professional colleagues of other institutions, relationships with the eminent personalities of the library science field, library vendors, book publishers and so on. The success of the referral and interlibrary loan facility services depend on the level of public relationship the librarian maintains with others. Excellent public relationship helps the librarian to fulfill the second law of library science that is "Every reader his/her book/information.

Customer service: Library customers are nothing but the library users who include the teaching staff, students, management staff if it is an academic library. Library staff should inculcate polite and

friendly attitude towards the students and help them in getting their required information. User satisfaction should be the motto and the library staff should work towards the fulfillment of the motto.

Leadership skill: The role played by a librarian in a library is in parallel with an executive manager of any organization. Librarian by exhibiting technical, human and conceptual skills in managing, can transform the library into an effective, productive, competent information center. Technical skills, which are based on his/her training and experience, are most important at lower level management where the librarian acts like a coach to give training to his/her subordinates. Human skills, which are based on interpersonal relations will benefit the librarian in getting the work done at all the levels of the library. Conceptual skills which are based on long term planning and broad thinking will help the librarian in dealing with top level management.

Teamwork: High leadership quality results in effective teamwork. People acting together as a group can accomplish things which no individual acting alone could ever hope to bring about. Librarian as a team leader plays a critical role in maintaining the balance between the task and people, and can transform an average team into a truly effective team. Effectiveness of selective dissemination of information (SDI), indexing service, and project proposals etc. demand positive team work.

Negotiating Skill: Negotiating is an attempt by two people/parties to achieve a mutually acceptable solution. It is a process that ends either with a satisfying conclusion for both sides or with failure for both sides. Librarian being the chief of the library will come across several situations where he has to negotiate with the others. Inculcating negotiation skills help the librarian in situations like purchasing library requirements, dealing with the higher authorities, satisfying the needs of library users etc.

Writing skill: Librarians have to prepare many documents such as library requirement specifications, budget proposals, library committee meeting minutes, library annual report, user notifications, guidelines for library use such as library manual, meta data in case of

digital resources and also business letters including book purchase orders and journal subscription letters etc. To write all these documents clearly and efficiently, the librarian should have excellent writing skills. Documents that are written well, in an easy to understand style and to the points are very much appreciated by the readers.

Teaching Skill: Most of the time, librarian in a library has to take up a role of informal teacher. Hence he/she should have the basic knowledge of teaching skills. At the introduction of new services, the use of digital resources, browsing of online databases, at certain times the operation of digital devices available in the library require user orientation, in such occasions teaching skill is very much required for the library staff.

Presentation Skill: The productive use of the library resources, services by the students, teaching staff, or any other user depends on how it is presented in the library. The fulfillment of the first four laws of library science is the manifestation of the presentation skill of the librarian and his/her staff. The success of current awareness service(CAS) and user satisfaction about the library resources and services rely on how they are presented to them. The sanctioning of library fund or library budget by the authorities is also holds good with the presenting skills of the librarian.

Time management: Everybody has to manage their time to some extent whether it be at home or at work or both. The sequence in which one performs tasks on an everyday basis has a profound effect on his life and career. Time management should be the motto of every library as it deals with the service of information dissemination. The librarian should see that the services such as SDI, CAS and reference queries cater information to the needy in the prescribed time otherwise the information itself becomes obsolete.

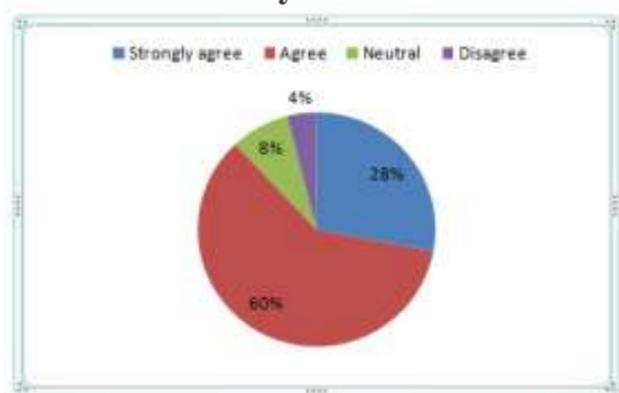
Conflict Management: Conflict is a natural corollary to the competitive environment and it do exists in all kinds of organization and one cannot spare library in this regard. Diversity in people, processes, communication and management may cause conflicts in the library. The role of librarian in such situations becomes crucial.

Excellent interpersonal relationship and strong management provides a sense of purpose and confidence which encourages constructive conflict. Weak management breeds uncertainty and low morale and results in destructive conflict.

Findings and Analysis

The findings were on expected lines, with a total 88 percent of the respondents (that is 28 percent strongly agree and 60 percent agree) opine that soft skills are very much required for the success in the library profession. (Figure No. 1)

Figure No. 1. Soft skills are crucial for the success in the Library Profession.



The Tables below show the findings of the study

The study reveals that 48 percent of the respondents strongly agree that, soft skills should be treated as an important criteria at the time of interviewing the candidate, 36 percent of the respondents feel that soft skills are more important than the experience, 36 percent are neutral and 28 percent disagree the statement. Further it states that 44 percent of the respondents are on the opinion that juniors do not possess required soft skills for the profession. As per the study 60 percent of the respondents agree that there is a gap between the library requirement and the college output, 72 percent agree that soft skills can be acquired even after joining the organization by arranging personnel development programmes and 48 percent strongly agree that incorporating soft skills in the college curriculum would provide library professionals with the best advantage.

Table No. 1 : Respondents' Responses

Questions	Percentage of Respondents	Opinion
Soft skills are important criteria when interviewing	48	Strongly agree
	40	Agree
	08	Neutral
	04	Disagree
Soft skills are more important than experience	36	Agree
	36	Neutral
	28	Disagree
Juniors possess required soft skills	24	Agree
	44	Disagree
	32	Neutral
Gap between the library requirement and the college output	16	Strongly agree
	60	Agree
	24	Neutral
Soft skills can be acquired even after joining the organization	24	Strongly agree
	72	Agree
	04	Disagree
Adding soft skills in the college curricula will provide best personnel	48	Strongly agree
	36	Agree
	16	Neutral

Source: Primary data

Levels of Library Management

Generally, there are three levels of management i.e. top level, middle level and lower level management.

Top level: In libraries, the Chief librarian, Head librarians or Directors of libraries may represent the top level authority. Functions like taking jurisdiction of an issue, decision making, confirming the decisions taken by executives at different levels, counseling and guiding them in the initial stages of policy formulations and reviewing their acts through reports and inspection etc. are carried at the top level management.

Middle level: Deputy/Assistant Chief Librarians, Assistant librarians or Deputy/assistant directors may constitute the middle level management. Normally they assist the chief executive, serve as leaders for persons under them, coordinate the activities in three directions such as upward, downward and sideward.

Lower level : Senior library assistants, Head assistants, Office Superintendents and Library Assistants comprise the third level i.e. lower level management in libraries. Supervising the work of the rank and file, serving as the administrative link between the workers and authorities and issuing orders and directions to the workers to be implanted in them are some of the functions carried at this level.

Table No. 2 : What ratio would you offer to soft skills and work experience

Levels of Library Management	Percentage of Respondents	Ratios
Lower Level Management (Library Assistants)	44	40:60
	40	50:50
	16	60:40
Middle Level Management (Jr Librarians, Asst. Librarians)	12	40:60
	64	50:50
	24	60:40
Higher Level Management (Librarians, Sr. Librarians)	24	40:60
	24	50:50
	52	60:40

Source: Primary data

Regarding the ratio of soft skills to work experience, 44 percent of the respondents opine that at the lower level of library management which constitute the senior library assistants, library assistants and the library attendants, the ratio should be 40:60, at the middle level management which constitute Jr. Librarians, Asst. Librarians , 64 percent of the respondents say it should be 50:50 and at the higher

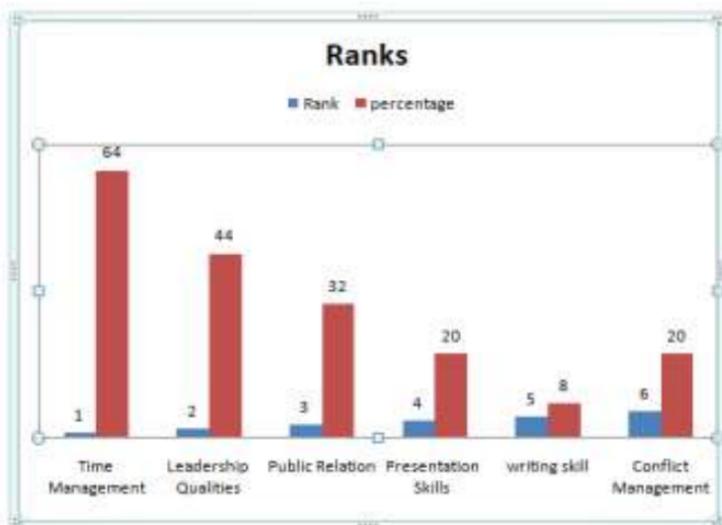
level management i.e with Librarians and Sr. Librarians, 52 percent of the respondents agree that it should be 60:40.

The respondents are also asked to give first six ranks among the eleven 'must have' soft skills to succeed in the workplace. Table No. 3 shows the results.

Table No. 3: Ranking of Soft skills

Soft skill	Respondents' Responses in Percentage					
	Rank1	Rank2	Rank3	Rank4	Rank5	Rank6
Team management	56	20	20	-	4	-
Conflict management	12	36	16	12	4	20
Communication skills	56	28	12	-	-	4
Time management	64	20	12	-	-	4
Interpersonal skills	44	32	12	4	4	4
Leadership Qualities	56	44	-	-	-	-
Listening skills	48	24	20	4	-	4
Public Relations	36	16	32	12	4	-
Writing skill	32	36	20	4	8	-
Presentation skill	40	28	4	20	4	4
Teaching skill	20	40	24	4	4	8

Source: Primary data



As per Table No. 3, 64 percent of the respondents considered Time Management as the first preferred soft skill, 44 percent of the respondents choose Leadership Qualities as the second most preferred skill, 32 percent choose Public Relation as the third important skill, 20 percent selected Presentation Skill as the fourth preferred skill, Writing Skill is considered as fifth required skill by the 8 percent of the respondents and 20 percent of the respondents choose Conflict Management as the sixth most required skill for the success of the Librarianship.

Conclusion

Soft skills relate to a person's blend of personality traits and behavioral traits like social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills are increasingly becoming the hard skills of today's workforce. It is just not enough to be highly trained in technical skills, without developing the softer, interpersonal and relationship-building skills that help people to communicate and collaborate effectively. Time management, leadership, Public relation, Writing skills, Presentation skills and conflict management skills are highly required soft skills for the librarianship. Librarianship is a service oriented profession and acquiring soft skills would enhance the success in the profession. The library science education should incorporate soft skills in the curriculum so that the library professionals with best advantages are produced.

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Dimensions of Personal Finance and Investment : An overview

* **Mr. Gerard Colaco**

** **Mr. Deepak K Rao**

Personal Financial Planning

The domestic and work related responsibilities of most investors do not permit them to go deep into the intricacies of investment, insurance, finance, real estate and taxation. Common investors require investment advice that is simple, effective, easily understood and easily remembered. Few sectors are witnessing such explosive growth as the financial services sector. There is a crying need for properly trained financial advisors in India today.

Unfortunately, there is a tremendous dearth of such advisors. Most so called advisors are nothing but agents who in collusion with the corporations represent or work for, generate and use a lot of hype to aggressively sell financial products and services to gullible investors and customers, whether or not such products and services are advisable for them. As a result, experiences of the common investors in investment, insurance, real estate etc., have been far from pleasant. The disaster stories how investors have lost tons of money in imprudent financial adventures are too numerous and well known to be recounted here.

Personal Financial Planning is the conceptualisation and implementation of a comprehensive financial plan for the achievement of a person's total financial objectives.

The areas covered by a normal Personal Financial Plan are:

1. Insurance

1.1 Health Insurance should be compulsorily taken. The entire family must be covered by health insurance. It is advisable to choose family floater policies which cover at least four members of a nuclear family, with any one person entitled to make use of the entire cover,

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should the need arise. 'Personal accident' and 'critical illness' riders may be taken if necessary.

1.2 Personal Accident Insurance should be taken only by earning members of the family to cover the risk of partial and permanent disability.

1.3 Critical Illness Insurance should be taken for all the family members to cover the risk against costly treatment of terminal deceases.

1.4 Life Insurance: If an individual has no financial dependents, life insurance is not necessary and will be a waste of money. If there are financial dependents, the quantum of life cover required must be calculated. Thereafter, it is advisable to take only a pure term life insurance cover, to the extent life insurance is required.

1.5 Property Insurance: Protection against losses caused by earthquake, fire, damage from other causes, breakdown, burglary, etc., may be taken if required, and to the extent required.

1.6 House Hold Insurance to cover the risk of fire and burglary of electronic goods, furniture, interiors, etc., may be taken if required, and to the extent required.

2. Emergency Funding

Ensure that an amount equal to at least 12 months' normal living expenses is deployed in highly liquid avenues like money market accounts (called 'liquid funds' in India), short-term mutual funds, short-term floating rate mutual funds, 'flexi' bank deposits, etc.

This builds an excellent buffer in case of unexpected shocks like job/earnings loss, change of residential status, migration to a different country, unforeseen but necessary expenditure, etc.

Investment in any short-term debt fund with monthly or quarterly capital appreciation transfers to an equity index fund or diversified equity fund would be an excellent strategy for an emergency fund. An emergency fund is your private insurance policy and your first line of defence when tackling an unexpected, adverse financial situation.

It is important that an emergency fund be utilised only in an emergency.

3. Retirement Planning

Never expect either the government or your employer to provide for your retirement. You are responsible for your financially comfortable retirement. No one else is. There is a wrong notion that planning for retirement should start when a person approaches retirement. Nothing can be farther from the truth. Retirement planning must start as soon as a person starts earning. As the old Chinese proverb states, do not wait until you are thirsty, to dig a well.

The best “private” retirement plan would be a sustained systematic investment into a well-diversified portfolio of blue chip stocks, diversified equity mutual funds, equity index funds, and, resources permitting, real estate.

So long as interest on the Public Provident Fund (PPF) remains tax-free, this would also be an excellent retirement avenue for the conservative investor. Employees, who are eligible for the Employees' Provident Fund (EPF) benefit, should make contributions to the EPF at least to the extent of matching contributions by the employer.

From the financial year 2014-15 onwards, Section 80C of the Income-Tax Act, 1961, has provided an excellent opportunity to build a tax-advantaged retirement fund up to Rs 1.5 lakhs per financial year (presently), using among other avenues, PPF and 'equity linked savings schemes (ELSS)' of mutual funds.

While the exemption under Section 80C may be a sweetener, it should be borne in mind that a retirement fund is of vital importance in its own right, whether or not there is a tax benefit attached to it.

Just as an emergency fund must be used only in an emergency, withdrawals from a retirement fund must be contemplated only upon retirement. The solitary exception to this rule is if the family or any of its members is threatened with a life-and-death situation, and emergency funds and insurance have already been exhausted.

4. Housing

Everyone must aspire to owning a dwelling. This is the only area where no one will object to a loan being taken for acquiring an

apartment or house. Today, housing loans are freely available and there are substantial tax advantages attached to the repayment of principal and the payment of interest on these loans. However, it should be remembered that the acquisition of a residential house is important in its own right, regardless of any tax advantage attached to it.

If the individual has need for commercial premises for his own use such as an office, shop or showroom, steps may be taken over time to acquire the ownership of such premises. Additional real estate investments may be undertaken only if the individual has specialized knowledge and a keen interest in real estate investments.

5. Extinguishing Debt

It would be very prudent to have no debt at all, except perhaps a housing loan, if needed. Get rid of dangerous, high cost, open-ended debt like credit card debt, personal loans, cash credits and overdrafts.

Use only term loans, that too sparingly, and only for the acquisition of vitally important productive assets such as a residential house or truly useful higher education.

6. Investment

Investment can be for parking funds, to earn regular returns and for growth. Use savings accounts, 'flexi' accounts, liquid, short-term floating rate mutual funds for short duration parking of funds. Use Post Office Monthly Income Scheme, Taxable Government of India Savings Bonds, Senior Citizens' Savings Scheme (for persons of 60 years and above only), bank fixed deposits, short and long-term floating rate mutual funds, fixed maturity plans of mutual funds, and structured withdrawals from PPF accounts, to earn regular returns.

Invest in a very well diversified equity portfolio of blue chip stocks and/or use systematic investment and systematic transfer plans into mainline diversified equity mutual funds, for wealth enhancing (growth) investments. Real estate is also a good, long-term, wealth-enhancing avenue of investment.

However, real estate suffers from some drawbacks such as poor liquidity, difficulties in verification of title, requirement of large

amounts of capital for a single purchase, high registration costs, menace of black money in real estate transactions, problems arising out of absentee landlordism, etc.

Real estate mutual funds should be available in India before long, at which time systematic investment and systematic transfer plans into these funds can certainly be considered.

7. Other Objectives

Vehicle purchases, children's education, marriages and family functions, family vacations, down payment on real estate purchase, renovation of real estate assets, etc., can be provided for by setting up a general investment fund, following a simple asset allocation plan. When in doubt, maintain a 50:50 balance between debt and equity in this account, and rebalance it at annual intervals.

Do not neglect succession and estate planning. Prepare a will.

Ensure that all bank accounts and investments are either in joint names or with nominations registered.

Ensure that the spouse and / or family are kept aware of investments, insurance policies, retirement benefits, tax matters, etc.

Regularly review investments. Make changes only when required. Do not constantly tinker with investments.

Ensure that all adult family members apply for and obtain an income-tax PAN card, an election identity card, a passport, a driving license and (if necessary) an Aadhaar card.

Know your client (KYC) registration formalities for mutual fund investments may be undertaken and completed. The opening of client and demat accounts with a member of a recognised stock exchange and depository participant respectively may also be completed, if direct equity investment is contemplated.

Mutual Fund Investment

Some of the investment options in mutual funds are briefly described below. Depending upon your risk appetite, you can choose the option/s you are comfortable with.

Option 1: Debt Mutual Funds

For investments of uncertain duration and investments of up to 3 months' duration, money market accounts and liquid plans of mutual funds are excellent investments. They would be attractive alternatives to savings accounts of banks, without compromising on either liquidity or safety. For investment horizons of more than 3 months and less than a year, 'liquid plus' plans and short-term floating rate mutual funds (also called 'floaters') offer liquid investment avenues with a high degree of safety.

If the period of investment exceeds a year, the best options would be short-term funds. For time horizons of more than 3 years, Fixed Maturity Plans (FMPs) would be ideal. FMPs of over 3 years are more tax-efficient than comparable cumulative bank fixed deposits, especially for investors in the higher tax brackets. Let us explain.

If any of the categories of debt funds mentioned above is liquidated after three years, the resulting appreciation will be taxed at the long-term capital gains tax rate of (presently) 20.6 percent with cost inflation indexation. To that extent, these funds are tax-efficient, especially for investors in the higher income-tax brackets of 20.6 percent and 30.9 percent.

An important feature of floating rate funds is that in the event of a rise in the general interest rates, the returns on these funds will also rise automatically, because they basically invest in floating rate securities. A fall in general interest rates will result in lower yields from floaters. Short-term floaters are very liquid.

On the other hand, short-term funds will do better when interest rates fall and worse when interest rates rise. A mix of liquid funds and floaters on the one hand, and short-term funds on the other, could be a good way of parking funds or investing for short and intermediate time horizons.

Dividends on all mutual funds are tax-free. However, for investments

of more than three years, the growth option is better, because non-equity mutual fund plans, including debt fund plans have to deduct a dividend distribution tax in case of dividends paid out or reinvested, which is presently higher than the long-term capital gains tax payable on growth options.

NRIs can invest in debt funds both on a repatriable and non-repatriable basis. Investment in these funds carries low risk, provided an investor exercises some caution and diversification in the choice of funds.

Option 2: Debt Mutual Fund to Diversified Equity Mutual Fund Systematic Transfer Plan

This strategy requires a minimum investment of Rs 50,000/-, even though starting with Rs 1,00,000/- is better. The strategy can best be understood by the example of how a basic investment of Rs 1,00,000/- would be made. This initial corpus is placed in a liquid or short-term or short-term floating rate fund. From here, 2 percent of the principal (Rs 2,000/- for a Rs 1,00,000/- lump sum) is systematically transferred to a diversified equity fund.

Our experience with this type of investment for investors in India shows that attractive and tax-efficient returns can be earned in a period of five years or more, with relatively low risk to principal. Invest in this strategy only if you are reasonably confident that you do not need to withdraw funds for at least five years.

Option 3: Highly Conservative Systematic Transfer Plans

Here the objective is to preserve the principal invested even in a bad stock market. The simplest way to do this is to invest the lump sum in a liquid or liquid plus or short-term floating rate or short-term fund and then register a monthly or quarterly transfer of only the capital appreciation to an index fund or diversified equity fund. This is the closest you can come to fashioning a zero-risk mutual fund strategy on your own, allocating assets between debt and equity.

You could also try a variation of Option 2. Instead of two percent, only one percent of the principal is transferred every month from the debt fund to the equity fund in this strategy. The minimum investment advised here is Rs 1,00,000/-. We have not seen a risk to

capital in this strategy even during the global financial crisis that started in the latter half of 2007. That does not mean risk cannot occur. There is no such thing as a risk-free strategy. But the probability of a risk to principal here is remote.

There can be value additions to the above strategies. After you have begun any of the two investment strategies mentioned in the two paragraphs appearing immediately above this one, if the stock market index falls by at least 25 percent from its last peak and remains at this lower level for at least a month, you would do well to double the monthly systematic transfer of Rs 1,000/- to Rs 2,000/-. Similarly, in case the index falls by 50 percent from its last peak, we would recommend transferring the entire balance in the debt fund to the equity fund/s.

These strategies are recommended for investors who wouldn't mind an exposure to the stock market, but want to be shielded from the risks associated with equity investment. These strategies are also ideal for investors with no previous experience in stock market investment.

Investors who opt for this would be following Warren Buffett's famous dictum: "The first rule of investing is, do not lose. And the second rule is, do not forget the first rule. And that's all the rules there are."

Option 4: For regular fund flows – Systematic Investment Plans (SIPs)

SIPs into a mix of debt, balanced, asset allocation, diversified equity, equity index and (when they are available) real estate mutual funds are probably the best way of building wealth in the long term. SIPs into any mutual funds that have an element of equity must be continued without interruption for a period of at least five years, and preferably for much longer.

Conclusion

The subject of investment and personal finance is very vast, hence it is very difficult to cover the concept in an article of this type. However, a tip of the iceberg is shown here. But experience is the great teacher than any advice.

Role of Information and Communication Technology in Agricultural Marketing in India

*** Dr Jayavantha Nayak**

Abstract

At present nearly 65 percent of the population depends on agriculture and agriculture contributes 18.6 percent of India's GDP. It is estimated that by 2025 the demand of agricultural goods in India would touch 305 million tonnes. Now-a-days the information technology has been entering every field. Developed countries like the USA, the UK, Japan, Swizerland, Canada etc. have adopted modern information technology in agricultural sector. It is the high time that India effectively adopts such techniques. An attempt has been made in this paper to discuss the experience of having ICT in agricultural sector in Indian context.

Keyword: *Agriculture, Information Technology, Agricultural Marketing.*

Introduction

India is basically an agrarian society where sole dependence has been on agriculture since time immemorial. In the olden days, the agricultural produce was fundamentally barter by nature where farmers exchanged goods for goods and also against services. Gradually the scenario changed with the changing times and agriculture produce began being sold with an element of commercial value. Trading of agriculture produce began for exchange of money. And from trading to marketing of agricultural produce began although mostly it is a way of traditional selling. The marketing as a term is broader than traditional trading. And agricultural marketing as a concept is still evolving in the Indian agrarian society. Advanced technology in many area of economy has been playing crucial role and similarly, it has a significant role to play in modern market in general. Agriculture marketing in specific is facilitated by information and communication technology in several ways. It is

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interesting to discuss experience of ICT in agricultural marketing in Indian context, which is attempted in this paper

Research Problem

Indian Agriculture contributes to 18.6 per cent of India's GDP, and approximately 59 per cent Indians derive their livelihood from the agricultural sector. Today's farmers not only want the two-time bread for their families, but also surplus food production that can be sold in the market to earn them sufficient money to fulfill their other needs. Along this line, private sector initiatives like contract farming have commercialized the Indian agricultural sector. Many new concepts and theories that substitute traditional methods have also been seen. One of them is the introduction of Information and Communication Technology (ICT), which enables the dissemination of requisite information at the right time. This revolution in information technology has made access to information easy and cost-effective. ICT includes computers and communication technology along with associated software. The activities of generating, processing, transmitting, disseminating, sorting, archiving and retrieving information constitute the information industry.

Market information is an important aspect of Agricultural Marketing. The importance of sound agricultural marketing policies for ensuring fair returns to the farmers can hardly be over-emphasized. It, therefore, becomes necessary on the part of regulatory agencies to ensure remunerative prices to the farmers for the sale of their produce, to boost up their efforts for increasing and sustaining the agricultural production. A number of measures have been taken by the Government to protect and safeguard the interests of farmers, like regulation of markets, grading of agricultural produce, cooperative marketing etc. Still the benefits are not percolating down to the farmers, as they are unable to plan their strategies for sale of their produce at remunerative prices, in the absence of correct and timely market information and advice about arrivals, prices, market trend, etc. Information and communication technology plays very important role in promoting agricultural marketing in India. In this context, an attempt has made in this paper

to discuss the role of information and communication technology in Indian agricultural marketing.

Objectives

The use of information and communications technology is one of different strategies exists for improving agricultural marketing. ICT consist of various collections of resources and technical tools that are used for connecting, spreading, storing and managing information. In this context, the study emphasises on following objectives-

1. To highlight the importance of information and communication technology in Indian agricultural marketing.
2. To focus on existing lapses of agricultural marketing system in India.
3. To give information about initiatives taken by the government.
4. To give an overview about difficulties in the implementation of ICT in agricultural marketing.
5. To suggest measures to strengthen agricultural marketing in India.

Methodology

Agriculture is one of the most important sectors in India, and could benefit tremendously with the applications of ICTs especially in bringing changes to socio-economic conditions of poor in backward areas. This study is based on secondary source of information. In addition to this information collected through reference books, journals, archives and government records are analyzed properly. And an attempt has been made to suggest certain measures to overcome the problems of agricultural marketing in India.

The Indian Agricultural Scenario

1. India has 127 different agro climatic zones, immense bio diversity and natural resources
2. India is one of the biggest food grain and oilseed producers in the world
3. Small farms produce 41 percent of India's total grain (49

percent of rice, 40 percent of wheat, 29 percent of coarse cereals and 27 percent of pulses), and over half of total fruits and vegetables

4. Largest producer of milk, tea
5. Fruits & Vegetable and Sugar—Second in the world
6. Provides Employment to 62.5 percent work force,
7. Export Earnings 14.7 Percent
8. Contributes 18 Percent to GDP (Mala Bahl, 2008)\

Agriculture is the largest livelihood provider in rural India. In spite of this, the small farmers' gains are not enough compared to the efforts put in and agriculture cost inputs; this can affect the agricultural productivity and food security of the nation. In the agricultural sector, constant application of latest ideas and better technologies is essential to enhance economic well being of the farmer. The bane of Indian agriculture is not lack of technology, R&D efforts; it is inadequacy and inefficiencies in the dissemination of relevant information to the farming sector. So Information and Communication Technology (ICT) in agriculture can act as a driving force in the development process.

Like agriculture, the subject of agricultural marketing is in the concurrent list of the Indian Constitution and is gaining importance. It facilitates marketing decisions, directs the competitive process and simplifies marketing mechanisms. If the marketing systems are to have any meaning for farmers, the information they provide must be accurate, timely and farmers must understand it. Accuracy, Availability, Applicability and Analysis are the four 'A's of marketing information; a farmer may decide how much to produce, when and where to sell and a trader may expand trade. Similarly, a consumer may find out alternative sources of supply.

The Vision 2020 document of the Department of Agriculture and Co-operation envisages that "the tools of ICT will provide networking of Agriculture Sector not only in the country but also globally. The Center and State Government Departments will have reservoir of databases. And it will also "bring farmers, researchers, scientists and

administrators together by establishing "Agriculture Online" through exchange of ideas and information. There are several Ministries/Departments in Government dealing with Agricultural Marketing. The Government's digital initiatives include Agrisnet, Agris, Agmarknet, Dacnet, Vistarnet, Aphnet, Fishnet, Hortnet Seednet, Ppin, Coopnet, Fertnet, Arisnet, Afpinet, Arinet, Ndmnet, etc, with their independent websites

Agricultural Marketing

Agricultural marketing can be defined as the commercial functions involved in transferring agricultural products consisting of farm, horticultural and other allied products from producer to consumer. Agricultural marketing also reflect another dimension from supply of produce from rural to rural and rural to urban and from rural to industrial consumers. In the olden days selling of agricultural produce was easy as it was direct between the producer to the consumer either for money or for barter. It brief, it was selling not marketing.

Role of ICT in Agricultural Marketing

The generation and application of agricultural knowledge is increasingly important, especially for small and marginal farmers, who need relevant information in order to improve, sustain, and diversify their farm enterprises. Agriculture can require substantial knowledge transferred to and among farmers, including information about successful farming practices, new technologies or controls of pest and disease outbreaks, and new markets. In India, information and communication technology (ICT) projects that support such information flows are rapidly growing, with many initiatives in operation today. ICTs can directly support farmers'access to timely and relevant information, as well as empower the creation and sharing of knowledge of the farming community itself.

ICTs in agriculture have the potential to facilitate greater access to information that drive or support knowledge sharing. ICTs essentially facilitate the creation, management, storage, retrieval, and dissemination of any relevant data, knowledge, and information that

may have been already been processed and adapted (Batchelor 2002; Chapman and Slaymaker 2002; Rao 2007; Heeks 2002). In the past, television and radio were the main electronic broadcast technologies used to reach rural communities; however, in the past two decades, Internet- and mobile-based channels have emerged. ICTs now include computer-based applications and such communication tools as social media, digital information repositories (online or offline), and digital photography and video, as well as mobile phones (Balaji, Meera, and Dixit 2007). However, in agriculture, despite the rapid spread and potential of ICTs to facilitate farmers' access to information, many of the initiatives face common challenges, such as issues of sustainability, affordability, ease of use, accessibility, scalability, and availability of relevant and localized content in an appropriate language (Keniston 2002; Dossani, Misra, and Jhaveri 2005; Saravanan 2010).

The way in which ICT projects access, assess, apply, and deliver content may increase the likelihood of ICT use by farmers and thus may become an important factor in a project's success. To address the information needs of farmers, relevant content is a key component of ICT projects. The extent to which content is customized and localized to a farmer's condition influences its relevance. Local content has been defined as content that is intended for a specific local audience, as defined by geographic location, culture, or language or as content that is socially, culturally, economically, and politically relevant to a given society (Ballantyne 2002). Thus, local content is the expression of a community's knowledge. Local content includes external or global content that has been transformed, adapted, and assimilated into a knowledge base. Yet ICT projects may not always be relevant to local context and needs, because of a disconnect between the project and its end users (Ballantyne 2002).

Importance and Objectives of Agriculture Marketing

The farmer has realized the importance of adopting new techniques of production and he is making all out efforts for more income and higher standards of living. As a consequence, the cropping pattern is no longer dictated by what he needs for his own personal

consumption but what is responsive to the market in terms of prices received by him. While the trade is organised the farmers are not conversant with the complexities of the marketing system which is becoming more and more complicated. The cultivator is handicapped by several disabilities as a seller. He sells his produce at an unfavourable place, time and price. Many times rather more than often he is a passive onlooker to the exploitative practices of his own produce (Satyaveer Singh, Dr Krishna Gupta, 2011).

The major objectives of the agricultural marketing are as under:-

- To enable the primary producers to get the best possible returns i.e. price information (When, Where and How Much Quantity).
- To provide facilities for lifting all produce, the farmers are willing, to sell at an incentive price.
- To reduce the price difference between the primary producer and ultimate consumers at reasonable price without impairing on the quality of the produce (MIS).
- To provide a transparent platform for auctioning system in Mandi Yard (E-Auctions)
- To provide storage facilities, charges and availability of godowns etc to provide adequate information on transport facilities which could enable him to take his surplus produce to the mandi rather than dispose it of in the village itself to the village money-lender-cum-merchant at low prices.
- Information on good agricultural practice.
- To endeavour for an Agriculture extension and farmer outreach programmes face three major challenges –Cost effective outreach, solutions tailored to needs of individual farmers and an image that is farmer friendly.

Thrust Area of Information Communication Tool in Agriculture Marketing

In order to achieve this objective, a number of thrust areas have been identified where Information Technology (IT) can play a crucial role in leveraging traditional methods of agricultural marketing. Some of

these are:

1. Agricultural Market Intelligence System (AMIS)
2. Electronic Auctioning System
3. Electronic Display Boards (Rural Connectivity)
4. Agricultural Extension through ICT
5. Virtual Markets

Agricultural Market Intelligence System (AMIS)

Agricultural marketing essentially deals with post harvest management of produce and finding competitive markets for getting best available returns. In order to reduce the risk of marginalization and vulnerability of small farmers, who constitute about 76.3 per cent of total farmers of the country, it is necessary to develop an 'Agricultural Market Information System' that is accessible to the resource poor farming community. Internet technology based applications on agricultural resources are expected to facilitate agriculture-based development of rural and economically backward areas in the country. Design of agricultural market information system is crucial for the support of various management systems at the national, state, district and village levels.

The AIMS also play an important role in creating awareness for wholesale and retail price information among the stake holders. A cost and margin study for each major commodity is to be conducted in the country. At each municipal/consumer market, Government should compulsorily instal an electronic display board and flash out the Maximum Price and Minimum Price of the commodities.

Marketing cost will differ from place to place and commodity to commodity. It depends on the location, distance, mode of transportation etc. The Market Intelligence division should take care of all the factors before disseminating the information. A distributed database is to be developed and connected with the concerned Electronic Display Boards in the markets.

The internet and mobile network have the potential to provide agro-information services that are i) affordable, ii) relevant (timely & Customised), iii) searchable and iv) up to date. Large sections of the farming community, particularly the rural folk do not have the access

to the huge knowledge base acquired by agriculture universities, extension centres and businesses. While tele-centres are beginning to dot the Indian rural landscape, one of the big barriers remains the lack of agro content that is i) in the language of farmers, ii) relevance to their needs and iii) delivered in a form that is of immediate use.

In the beginning it creates awareness among the farmers and consumers and gradually concerned state government can fix up the price just like an industrial product. It would be a transparent system and everybody knows how much farmer's share in consumer rupee.

Mobile Electronic Auctioning System (MEAS)

In the Mandi there are hundreds of Traders/Commission Agents, who perform bidding. At the peak time 3 to 4 hours, these traders perform the bid 3 to 5 lots in a minute. Farmer does not know what price his produce fetches. At the same time APMC staff also can not update the quantity of the produce. It takes at least one day to find out how much quantity of a particular commodity arrives at the market yard and also the same situation about the commodities maximum, modal and minimum price of the bidding. In the existing Market Information System instant or online information of the commodity arrival and price information are not available in the State/Central Portals. To overcome the above problem and make available real time online market information IT can play an important role.

The Mobile Electronic Auction System can be put in place in each market. The benefit of the mobile electronic auction systems is to reduce the capital investment (Big Auction Hall, Display Hall and Hardware cost of Computers etc). In the Mobile Auction System a central Server is to be placed in the Market Yard and through Wi-fi or wireless and connect with the mobile van. In the mobile van a Big Size Electronic Display Board is to be installed and through remote key pad bidding information to be updated in the server. One or more Mobile Van can serve the whole bidding process of the market yard in a transparent manner and also provide real time auctioning information in the market yard. The real time information will also be flashed out at the national or state as per the need. To install the

electronic auctioning system in the market yard certain changes are required in the APMC functioning. Enforcement for total auction on E-platform, prior to the auction, produce has to be graded in lots and information of farmers, commission agents, quantity etc to be fed in the computer. The complete process of auction will be automated and real time database is maintained.

Rural Connectivity for Agricultural Market Information

With every change, including in agricultural sector in developing countries farmers are facing old and new problems, including the impact of increasing global trade. The primary objective of a market information service is to increase the degree of knowledge of market participants (Farmers, traders and consumers) about the market. Improved access to information leads to an improved understanding of the working of the market. This means that the decisions made by the participants should be more informed and profitability of their operations should be enhanced.

Through Electronic Display Boards at a village which is a junction point of 7-8 villages by which produces go to different markets, to be installed. Display board to be installed on roadside as per the guidelines of Supreme Court and visibility to the viewers. Information will be updated by GSM, CDMA technology. The existing system will be equipped with power supply on regular basis at least 4-5 hours through battery backup. Normal working hours of systems will be 6-10 AM and if power comes then it will work for 6 AM to 6 PM.

Marketing Models

Within the MIS there has to be the means of interpreting information in order to give direction to decision. These models may be computerized or may not. Typical tools are:

1. Time series sales models.
2. Brand switching models.
3. Linear programming.
4. Elasticity models (price, incomes, demand, supply, etc.).
5. Regression and correlation models.

6. Analysis of Variance (ANOVA) models.
7. Sensitivity analysis.
8. Discounted cash flow.
9. Spreadsheet 'what if models.

These and similar mathematical, statistical, econometric and financial models are the analytical subsystem of the MIS. A relatively modest investment in a desktop computer is enough to allow an enterprise to automate the analysis of its data.

Extension through ICT Application

Based on the results from Kisan Survey the coverage of Radio as a potent mechanism of entertainment are up to 75 per cent farmers. Hence, entertainment programme of Radio should be broadcasted after dovetailing with agricultural marketing information. Such coverage can effectively utilize FM technology and agriculture related information can also be transmitted along with entertainment preferably on regional basis.

One of the facts that emerged out of Survey is that about 41 per cent farmers are dependent on Market Yard for obtaining information. This establishes the need to open an Information Centre in each APMC and dissemination of such information through Electronic Format, Cable TV, after updating it at an appropriate time.

The survey under reference clearly indicates the vulnerability of 17 per cent farmers and middle level standard of 65 per cent farmers. All these farmers face sever difficulties in taking credit from banks and other financial institutions. Therefore, a complete package containing essential information for getting loan from banking system can be prepared and provided to the farming community through APMCs, Kissan Call Centres and Gram Sewak, Websites, Village Serice Centres.

Similarly, programmes for agriculture and agricultural marketing related information may be organised to impart necessary training to farmers so that they may be aware of modern technology and agricultural marketing. These farmers in turn will act as TOT for other farmer brethren. Such a self-driven training is a must in the

preventing circumstances.

Post Harvest Management training is an area where a lot remains to be done. Such programmes will enable farmers to take right decision at the right time and simultaneously equip themselves with the modern trends of marketing system.

Virtual Markets (Farmers Market)

There are unexplored potential for electronic media in domestic as well as international agricultural marketing. An agricultural producer is facing unrelenting pressure for efficiency, myriad choices and marketing volatility, brought on by discerning consumers, quality-conscious buyers and a global market place. In order to compete and thrive in an era of constant changes, there is a requirement of a pro-active mindset, an intimate knowledge of production costs and a detailed knowledge of the quality of the commodities produced.

Internet, levels the playing field in agriculture. It allows the disadvantages to compete with advantages, the small to stand on equal footing with the large, those who live in the rural hinterlands to access the same information and worldwide markets as those who live in the cities. The creation of the Internet is ushering in a new era of agricultural marketing using 1) Website electronic store fronts or profit centers, or 2) Database marketing, including Internet Commodity (Virtual Markets)

In the use of Information Technology Virtual Agricultural Markets can be created. A group of farmers registered the farmer markets in the net and upload the available agricultural commodities on the virtual markets on daily basis. Buyers can view the farmer market portal and as per the need, he can quote the price of commodities. With a mutual consent they can sell and buy their produces. Government should provide a platform for easy and transparent B2B business rules. Government should also provide litigation redressal system in this process so that poor farmer can not be cheated.

The main advantages of Farmers Market (FM) when we compare it to the traditional markets, as perceived by the users of FM are that

costs are reduced, the operation of the auction is more transparent and prices are less likely to be influenced by specific and local circumstances.

Barriers in ICT Implementation

Educating and catering to the information needs of farmers across nearly seven lakh villages in India indeed sounds unrealistic as this would require immense financial investment. A one-time major investment in establishing communication technologies in the required places restricts the government's objective of covering more people regularly because of insufficient power availability in rural areas, poor ICT infrastructure, ICT illiteracy, non availability of timely relevant content, non-integration of services, poor advisory services and lack of localization, and in particular non availability of agricultural information kiosks/ knowledge centers at the grass root level.

Moreover, farmers sometimes become averse to adopting technology as they think that it might result in losing their traditional methods of cropping practices. They simply do not want to use such systems, even if the cost incurred is negligible. Therefore, the attitude and mindset of farmers needs to be changed first. There is a need to win their confidence and create awareness about the benefits of ICT in agriculture.

Suggestions

It is necessary to develop ICT based agricultural services along with a communication backbone in rural areas. Though the use of Information and Communication Technology in agriculture is in a nascent phase in India, ICT has immense potential to standardize and regulate agricultural processes and address the needs of farmers. It will therefore definitely serve as an important tool for agricultural development in the near future. In this context to develop ICT in Indian agricultural sector, following suggestions may be incorporated.

- The future lies in rural computing. Using ICTs for timely market and weather information is key to development in the

farming sector. We should tailor our rural ICT Policies according to our requirements

- There is a need for Integrated Website for all agencies, of both State and Central Government, involved in Agricultural marketing services using ICT like APEDA, APMCs, CWC, SWCs, CACP, CCI, DMI, FCI, JCI, KVKs, MPEDA, NAFED, TRIFED, NCDC, NDDB, NHB, SAMBs etc..
- Establishment of AGMARKNET Nodes at KVKs and Panchayats and computerization of all mandies/APMCs. Wholesale markets should have WiMAX based Internet Hubs.
- ICTs cannot succeed on a stand-alone basis and need to be supplemented by other programmes. e.g. Academic and research data in agriculture marketing needs to be digitalized and it is also necessary to make available the digitalized literature in local languages. Support is also needed to facilitate Cross-flow of information.
- The involvement of a local partner in the delivery of the services will be significant for a disciplined market.
- India needs to develop a structured nationwide common spot exchange.
- Arrangement should be made to introduce electronic scientific grading of agricultural commodities in the markets or for a cluster of markets.
- The small and medium farmers are always lacking in resources. In spite of lowest price paid by wholesalers, most of the small and medium farmers sell their produce to the wholesalers in lieu of receipt of advance borrowing from them. Adequate and timely on-line credit facilities should be made available, at reasonable rates of interest, by the financial institutions so that farmers can come out from the clutch of wholesaler.
- Tele-density in rural areas continues to be low, increase in tele-density as an important component of infrastructure development should be taken up.
- There is a need for greater synergy between extension services

and market.

- Strengthening of Agriculture Business Process through e-Form, e-Document, Workflow Computing should also be given importance

ICT presents unprecedented opportunities to empower smallholder farmers by strengthening their capabilities in marketing their products. Despite these opportunities, it is worthwhile reinforcing the fact that there is no single, best ICT solution for all circumstances. Also, although we often use the phrase 'ICT solution', technology is not *the* solution on its own, but rather tools that can be used to help you better achieve your objectives. As an increasing number of smallholder farmers expand their networks through ICT, those with the most refined marketing skills will likely reap more benefits than those without. Providing technical assistance on marketing skills to farmers, therefore, will continue to be important.

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Assessment and Psycho-Social Intervention Process in Alcoholism

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Abstract

Alcohol addiction is a complex and multi-dimensional problem. It has both medical and social ramifications which not only impacts individual but also his environment. The aim of this paper is to know how to take the history of the patient, assessment and intervention process to alleviate the client's alcohol addiction and to decrease malfunctioning in the person and his/her system which further enhances the client's satisfaction and self realization. The role of psychiatric social worker in assessment and intervention with substance abuse problem with individual and family and the effectiveness in improving of the individual and family functionality.

Key words: *Assessment, Psycho social intervention, Alcoholism, social worker*

Introduction

Alcohol abuse and addiction is one of our most challenging public health problems faced by any country. The magnitude of problem can be varying from time to time or person to person. In recent years, alcohol dependence has become a major social and personal menace in most societies. The mental and neurological conditions cause a significant amount of morbidity all over the world. It is estimated that about 450 million people are affected by mental, neurological and substance-abuse disorders (WHO, 2001). It is estimated that the burden of disease from neuropsychiatric conditions measured by DALY's will increase from 9 percent of the total disease burden in 1990 to 14 percent in 2020 (WHO, 2001). Worldwide, about two billion people consume alcoholic beverages and over 75 million are diagnosed with alcohol use disorders (WHO, 2001).

Alcohol use disorders accounted for 1.4 percent of the global disease

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burden and its consumption is the leading risk factor for disease burden in low mortality low income countries (WHO, 2003). In the late 1990s it was estimated that 4.2 percent of the global population aged 15 and over used illicit drugs, causing 0.8 percent of the total burden of disability (WHO, 2003). Alcohol as a risk factor causes 4.0 percent of the total burden of disability and 3.2 percent of deaths (WHO, 2004).

In India, use of alcohol is from ancient times as inscribed in mythological texts. With recent development and changes, many new problems emerge in societies. Previously, alcohol use was occasional and had ritualistic connotations; people usually used it during major social events only but this drinking pattern has changed dramatically over the time (Mohan et al, 2001).

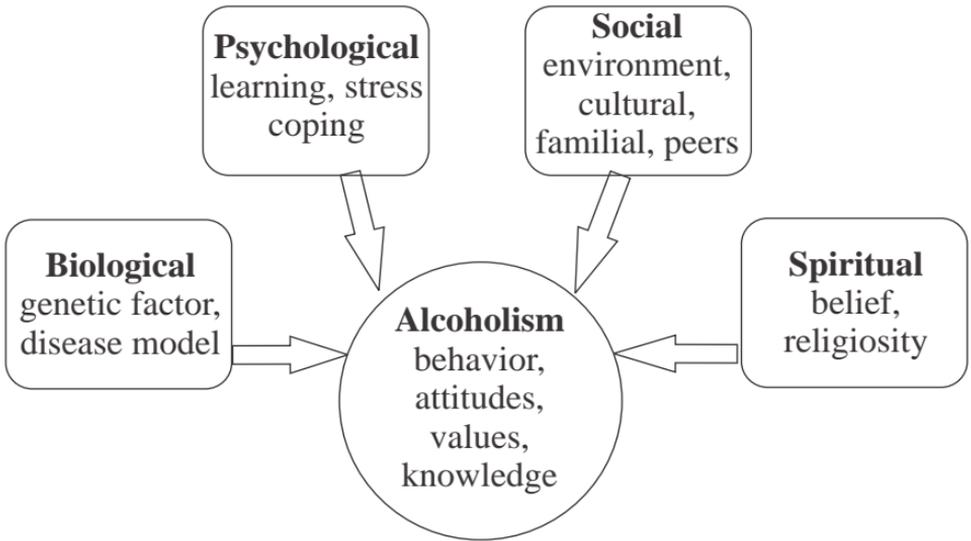
Over 20 percent of all disability-adjusted life years are lost chiefly because of factors like poor health status of the people and marked nutritional deficiencies as well as high prevalence of alcohol addiction among the people (Chakravarthy, 1990). In northern India, the 1-year prevalence of alcohol use has been estimated as 25 to 40 percent in the general population, whereas in southern India this rate has been estimated as 30 to 50 percent. In southern India, the prevalence of alcohol use is higher among people of lower socio-economic status and those who have lower levels of education (Peters et al, 2002; Chakravarthy, 1990). A large-scale survey over 32,000 people performed in 2001 found alcohol use rates of 20 to 38 percent in males and 10 percent among females. (Mohan et al, 2001).

Therapeutic Framework: Bio-Psycho-Social-Spiritual Model

This model has four components: biological, psychological, social and spiritual. It interrelates and bridges the disease model of alcoholism and psychological theories of learning and social patterns and spirituality with religiosity. The model presents possible pathways for practitioners to conceptualize alcohol and drug abuse as an interaction of individual factors and other factors. These pathways can also be described as nature and environmental factors that complement factors which are related to nurture. Its help in the assessment and treatment process through risk and protective

factors.(Leukefeld & Leukefeld 1999)

Figure: Possible pathways to alcohol and drug misuse (Leukefeld & Leukefeld 1999)



Conceptual model

The conceptual models introduced by Miller and Hester (2003), that state ambiguity, gravity of problem, dialectical interactions & its significance in causes, characteristics & treatment course of disorder. The studies have been done in various areas by numerous researchers which show various factors which are related to the alcoholism (risk or protective factor) as

- Inherent biochemical abnormalities (Blum & Payne, 1991; Milam & Ketcham, 1981)
- Genetic influence (Begleiter & Kissin, 1995)
- Conflicted emotions (Denzin, 1993)
- Irrational cognitions (Ellis & Velten, 1992)
- Social learning processes(Orford, 1985; Peele, 1985)
- Socio-cultural influences (Cahalan, 1987; Edwards et al., 1994; Holder, 1998)
- Self-regulation failure (Baumeister, Heatherton, & Tice, 1994)

- And personal choice(Fingarette, 1988)
- Family pathology (Curtis, 1999; Steiner,1971; Steinglass, Bennett,Wolin, & Reiss, 1987)
(Cited in Maltzman, 2008)

Assessment Process in Substance Abuse Patient

A proper assessment is necessary for treatment of the patient. It is not a one-time phenomenon but carried out at various stages. There are three stages of assessment as follows:

- Pre-intervention:- here the purpose of assessment is to define the problem; formulate treatment, select an appropriate treatment from various modalities and motivate clients for treatment
- Intervention:- here assessment is done to monitor progress
- Post-intervention:- assess maintenance and abstinence status

The assessment can be for various reasons was given below and done by trained mental health professionals (psychiatrists, psychiatric social worker, clinical psychologists)

- Brief screening for treatment purpose
- Basic assessment to diagnosis
- Reassessment for continuing care
- Clinical history: intake history, mental status examination
- Investigation: physical examination, laboratory tests
- Questionnaires/scales: structured assessment such as CAGE, MAST, DAST, AUDIT

Intake History: Basic Framework

1. Patient's socio-demographic profile includes name, age, sex, marital status, qualification, occupation, type of family and members in family, religion, caste, economic background etc.
2. Details of drug use or taking which includes as follows
 - At which age initiation started
 - What types of various drugs used
 - How frequently are drugs used

- The quantity of drug taken usually (usual-dose)
 - The last time lag since the dose used
 - Is there need to increase the quantity of drug consumed in order to produce the same effect (tolerance)
 - Is there any effect due to the use of a particular drug and signs and symptoms of intoxication
 - The presence/ absence of physiological/psychological symptoms and signs when particular drug is not taken/ less than the usual amount of drug is being taken (withdrawals)
 - Is there compelling need/ urge to take the sub-stance (craving)
3. Complications associated with drug use should be inquired. This can be in various spheres of patients' life & his/her environment and gives the treating team, areas to be focused during rehabilitation. The areas probed are
- Physical: long term health hazards associated with drug use (cirrhosis, fatty liver, head injury, fetal alcohol syndrome, wenicke-korsakoffs syndrome)
 - Psychological: chronic mental effects of continuous use of drug(depressant)
 - Financial: losses suffered/debts incurred
 - Occupational: frequent absenteeism at work, constant change of job, memos issued, periods of unemployment
 - Familial-social: frequent fight with spouse/ other family members, neglect of responsibility at home, social outcast, peer pressure
 - Legal: involvement in illegal activities to sustain drug use, arrests/ charges on ac-count of drug use, caught driving under intoxicated state, drinking brawl.
 - High risk behaviours: presence of injection use with needle sharing and unsafe sexual practices
4. Past abstinence attempts: Here, an inquiry should be made regarding number of attempts made, duration of each attempt,

reason for abstinence, whether treatment sought or not, nature of treatment sought: pharmacological, psychological or combined, reason for relapse. The information collected would be very helpful in deciding further treatment plan and measures to be taken to prevent relapses

5. Reason for seeking treatment and motivational level of individual: whether seeking treatment by self or brought forcibly by family member. Assessing level of motivation would help the clinician decide the type of intervention needed.
6. Psychiatric illnesses such as a mood disorder, psychotic disorder and personality disorder/ traits are common co morbid conditions accompanying substance use disorder. Presence of co morbid psychiatric illness should be specifically inquired and intervention modified accordingly.
7. Presence of family history of drug use, psychiatric illness and the current living arrangements. Extent of social support should be assessed. Pre-morbid personality: especially presence/absence of antisocial personality disorder. (Lal, 2005)

After taking clinical history from the patient and informants (parents, spouse, or other relatives) and medical examination and test conducted, diagnosis is made by mental health professional using ICD-10 guidelines. The reliability and validity of information play important role in the intervention plan has to formulate according to patients need.

Intervention Process in Substance Abuse Patient

In treatment and intervention process both pharmacological and non-pharmacological aspects play the role. The combination of both the methods yields most favourable treatment outcome. The pharmacological treatment is done by psychiatrists and non-pharmacological interventions are plan by psychiatric social worker and clinical psychologists with a team-work.

Psychosocial Intervention

Psychosocial approach is one of the basic and effective treatment approaches in dealing the person with mental illness. It is widely used

in psychiatric and other social setting. It assesses the overall psycho-social aspect of the client's problem which includes both psychological and social factors. Psychological problems often have roots in socio-cultural practices which may lead to trigger stressors in addiction. It is very important to study a case in the context of his /her environment in order to draw clues of illness/ problem and help in treatment process. It includes behavior therapy, cognitive therapy, counseling, motivational therapy, relapse prevention theory problem solving therapy, family & marital therapy, social self groups, vocational rehabilitation, peer support services, community based treatment. The intervention can be used as one of them or in combination for effective treatment of patient.

Goals of intervention can be classified as

- Immediate goals:- completion of detoxification, intervention in psycho-social and medical crisis
- Short-term goals:-management of medical and psychiatric co-morbidity, reduce the risks behaviour related to drugs use, reintegration of family
- Long –term goals:- prevention of relapse, reintegration into society, occupational rehabilitation and improvement in overall quality of life

Interventions can be delivered in a variety of settings such as outpatient or inpatient clinics, mental health private practitioners, primary care clinics, schools, hospitals, community settings and virtual settings such as telephone and video conferencing. And it can occur in different formats such as individual or groups and can be administered by a variety of providers from psychiatric social workers, psychiatrists, and psychologists as professional to family members, peer group, religious leaders or community providers as social supportive member.

Each approach in psycho-social intervention has different theoretical concepts such as

- Behavioural approaches are based on the premise that excessive drinking is a learned habit and therefore influenced by principles of behaviour. The latter can, hence, be used to teach the individual a different behavioural pattern that will

reduce the harm emerging from excessive drinking (NCCMH, 2011). Habits, reinforcement and punishment are components used for enhancing appropriate behavior in person.

- Cognitive approaches emphasise the role of thinking and cognition either prior to engaging in drinking behaviour or to prevent or avoid lapse or relapse (NCCMH, 2011). Minimization, rationalization and denial are most used defense mechanisms by the alcoholic abuse persons. Therefore proper way of thinking has to be imparted.
- Social approaches focus the work on the social environment, for example families or wider social networks (NCCMH, 2011)
- Motivational enhancement therapy based upon the willing component. These steps through which a person is motivated for change so that he is ready, willing and able (Prochaska & DiClemente & Miller cited in Lal, 2005)
- Psycho-education is about imparting knowledge related to the disorder, its causes, prognosis, stress factors, risk & preventive measures, healthy living habits, importance of family & social support in treatment process.
- Self help approach emphasised upon the uniting of people with similar problems to form a group for mutual help such as Alcoholic Anonymous (AA) (Lal, 2005)
- Family and marital therapy deals with the involvement and motivation of family member in the treatment process of the patient help in stabilizing the environment through managing change, proper reinforcement pattern, good communication pattern and reintegration of unit.
- Social correctional approach states that alcohol and drug abuse habits are considered as social deviance therefore the residential programmers are offered as a correctional method to the addicts such as therapeutic community (TC) (Lal, 2005)

Case Illustration

Psychosocial Diagnosis: Index patient S.S.(name changed) is 20 years Hindu, unmarried male, educated up to 12th std. hailing from an urban area. Present complaints are increased in intake of alcohol; disobeying elders; restlessness; Decrease in sleep and appetite for the last one month. After taking clinical history and diagnosis made by professional, the case is referred to psychiatric social worker (PSW) for psychosocial intervention.

In Family assessment, the patient's family is nuclear family with semi permeable boundaries, with adequate reinforcement pattern and adequate social support because they all lives together and shares, the family atmosphere is uncongenial. Patient's elder sister is concerned regarding his illness and treatment. There is bad impact of illness on mother's mental health and social interaction is found. Communication pattern in the family is limited and unclear. But due to the illness family atmosphere is also being disturbed. Faulty reinforcement pattern, Faulty parenting, over involvement of the mother, maladaptive behavior patterns, and family structure are the some main psychosocial findings in the case. Overall assessment shows that patient lacks the basic amenities in his life, Manipulative behavior and inadequate friends circle of the patient. The impact of illness present in the family in forms of mild to moderate burden in the family routine activities, family leisure and mental health of others. Mild level of stigma is also lying the illness seriously affected the studies, social networks, motivation, happiness, leisure activity and behavior of the patient.

Then psychosocial management plan is made according to patient and family need.

- Establishing Rapport and Assess the Problem & Development of therapeutic relationship.
- Psycho education with patient and family
- Supportive Case work
- School and vocational guidance
- MET & RPT

- Parental counseling, reduce stigma, burden and expressed emotion
- Pre-discharge counseling
- Follow-up

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A Review on “Rescuing Railway Children”

Author: Malcom Harper and Lalitha Iyer

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* Mr. Vishnumoorthy Prabhu

One can easily trace the presence of ragged children hanging around the railway stations- begging, scavenging, helping vendors and sometimes involving in acts of theft. Generally we brush them away but the problem is not that simple.

In an age of networking and information, an age where informed parentage and careful upbringing of the children gets utmost importance, facts about runaway children reveal the other side of the story.

On an average, more than 1, 00,000 children use the Indian Railways to run away from homes and most of them end up as railway children witnessing stark realities of a crude world that they had never imagined. ”Rescuing Railway Children” by Malcom Harper and LalithaIyer is an earnest effort to depict the struggle of platform survival and stories of their re-union. Weaving together a bunch of heartrending stories around the efforts of Sathi, an NGO devoted to the cause of runaway children, the book presents interesting insights into the Psyche of these Children.

Though there is no specific study or Statistics available about the comparative trends in the number of children running away from home now and in the past, it is likely that social and economic pressures such as urbanization and weakening family ties are additions to the list of reasons for running away which includes unwillingness to attend school, poor result or mishandling of money etc.

What astounds us at the outset is the sheer magnitude of the problem. The 2006 UNICEF estimation records the number at 11,000,000.

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This book gives the picture of major railway stations across the country. A simple Calculation of daily arrival of children in 11 railway stations in India shows that about 230 children arrive at the platform every day. Sadly, unlike the other passengers, for these children platform is the destination. While some are rescued, many fall into evil hands-their life loses track and moves in an entirely different direction.

Rescuing Railway Children presents the plight of platform presence-the socio economic reasons for the problem, the broader milieu of policies and preventive actions. There are government homes and NGOs such as Sathi that strives for rehabilitation and reunion. The book draws our attention towards the measures taken such as counseling, providing life skills and preparing them for reunion with their family, an event invariably marked with emotional outburst.

The book, stretched into eleven chapters written in lucid prose, presents the case of platform survival and the efforts of NGOs to rehabilitate the children. The meticulous details, data from different surveys and the case studies presented make it an interesting and informative book. The design of the book is also interesting as it involves in the form of brief columns interesting narratives from the world of reality and of fiction and movies such as *Salam Bombay* and *Sum Dog Millionaire*. What proves the worth of the book further is a film in the making that draws heavily from the book. *Tindrum Beats*, a production house from Udupi, is inspired by the book in to make a film on *Railway Children*. All these credentials make the book worth reading.