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DRIVE

Guest Editor's Note:

Ms. Aarti Vyas

Life Skills Trainer and Image Consultant

I HAVE A DREAM…..

Dream! Dream your vision, make it your mission and put in your efforts with passion. We all have dreams-our own dreams. Those dreams which we dream for our own selves, are those which become our own. A dream must be envisioned, conceived in the heart and in the mind, followed by whole-hearted, sincere and committed effort for it to reach to reality. Excellence results when our efforts and our actions are held by the passion to achieve our goal, excellence results.

 A VERY PROSPEROUS AND ENRICHING NEW YEAR TO YOU!

Erase self-doubt own, which no one can take away from us. A dream must be envisioned, conceived in the head. A doubt, an anxiety, a little apprehension is always there when we make efforts towards reaching our vision or goal. A problem or an obstacle makes us stumble and fall,

and, if self-doubt takes over, it leaves us uncertain of our own abilities, competencies and talents. Erasing this little self-doubt that creeps into our minds becomes easy if we replace the question mark (?) in our minds with a full-stop (.) to seal our abilities. The doubtful 'can I?' must become the reassuring 'I can.'; only then can we envision our dreams with clarity of mind and purity of heart. <u>Chart your path and build your life with excellence!</u>

Story time….. There was a noble king who wished to leave a legacy for his people and their coming generations. Monument, a place of worship, gold coins issued in his honour or a scroll of nobility seemed worthless ideas to this popular king. Instead, he chose to pass on true wisdom to his people which would benefit many coming generations. The king announced to his people that any person in his kingdom wanting to share his or her wisdom was free to come to his court and do so. As a result, the wise thoughts that came in from various people would be documented as wisdom of the ages and passed on to generations.

<u>If there can be nothing worth dying for, there can be nothing worth living for. I submit that if those who started wars had to fight the wars, the world would be at peace.</u> So saying, a soldier revealed the passion, love, responsibilities, glory and commitment to a cause - Homeland. Victory of good over evil and of bravery over tyranny was what this soldier in the king's army believed in and vouched for. Investing in work and energy in expectation of reward is what a farmer valued, as he came with his words of wisdom; challenging intelligently that <u>no person can win a race against time and nature. Wisdom comes when you can look and understand all sides of an issue. Sometimes it is not possible until you have had a good laugh.</u> A jester came in with this message, giving a new perspective of dealing with various challenges

coming our way. Pausing at difficult and trying times of life and simply laughing may make all those times easy. Then came a respectable and knowledgeable man, a teacher who simply stated that the teacher is always there; variable being the open mind of the pupil. It's only when we keep an open mind that knowledge can be gained and applied in life as wisdom.

Dear friends, this story gets more and more absorbing as you read along, making you richer in thoughts. Wise words of various people like a merchant, a labourer, a mother, a judge and a poet set me thinking….. why not take the message of this book to young, budding professionals who are going to venture out into this fast and competitive world? Eventually, as I reached out to more than 250 students of your college through a 5-hour workshop and interacted with them, it was an enriching experience for me too. As we journeyed along with the inspiring messages of the story, interspersed by games, riddles, puzzles, lateral thinking exercises, jokes and discussions, I felt very much at ease, relating to the thought pattern of today's youth. We could create a rapport and this reinforced my faith in the young generation.   Their contagious enthusiasm and excitement, their enterprising and 'go-getter' spirit, their confidence and self-esteem and above all, their depth of a 'Vision for Life'….. I am certainly impressed!

 Get Set….. As we set forth into the New Year, let me quote a few lines by Jim Stovall, the writer of this story 'Wisdom of the Ages', on which my discussions are based.

  'Each of us has been given life as an empty plot of ground.

   But on that hallowed ground are the four cornerstones of a great life;

   The ability to dream, to strive, to stumble but persevere, and to win.

   ….. in these four cornerstones, The Almighty has given us anything – and everything.

Resolve to nurture a dream- regardless your age….. Nothing should stop us from dreaming with our eyes open, isn't it? During my discussion, when I talked about freedom, someone said, "I have the freedom to dream!" How true! This is one freedom only you can have control on, only you can understand and implement. This is one freedom which gives you something which is just your own and which only you can work upon in the way you desire. And, what has age got to do with it? When people ask me how I get the drive to study towards becoming an Image Consultant when I am about to turn fifty, I simply say, "So what? I love to do it and am working towards making a dream a reality." We can nurture a dream at any age, and as a famous quote goes, "There is just a little time between a dream and a reality", nothing should deter us from following our heart. Dreams, when turned into a vision, become our mission and bring out our passion. It's just as simple. Go for it - resolve to dream and live for it!

My blessings and good wishes shall always be with you all, as you sail through your lives with vigour, virtues and values, with efforts towards excellence.

BY:

MS. AARTI VYAS

Life Skills Trainer and Image Consultant

FROM THE CHIEF EDITOR'S DESK:

Examination Reforms:

Two important questions rock the minds of the people who are responsible for the improvement of the standard and quality of education in India and the other whose children are in various educational institutions.   The two questions are whether the current examination system will serve the purpose of meeting the present day demands or it needs radical modifications.

The subject of examination has been a topic of hot discussion, fiery speeches and heated debate across the country with some clamouring for drastic changes in the examination system and others being skeptical about the outcomes of such changes.   Many a newspaper and magazine has come out with sensational articles that talk in length about the need for sustainable development in the examination system and these articles have been so powerful that they have made the complacent politicians hastening to discuss the same in the parliament to save faces and post.

The existing examination system in India was implemented in India by the British Raj to suit their rule and it is pathetic to note that this is no longer relevant and suitable in the modern era. There is no correlation between the needs of the modern era and the unrefined skills of the thousands of graduates churned out by the innumerable educational institutes across the country. The skills of these graduates are inadequate to lead India in the path of development and progress. The need of the hour is to manage a talent pool in a talent scarce world to achieve unprecedented growth for this is what India needs at the moment.   The current examination system has failed miserably in its mission and vision.

It is because the examination system has failed in its core functions.   Fundamentally examination, an exercise in revision, is for assessing progress made by the students. Instead it has become an integral part of education thereby becoming a rigid exercise of selection and promotion. It was meant to be a judging

parameter, an evaluation whereby students adjust their learning programmes and teachers their teaching programmes. It was meant to be a motivational tool for hard and continuous work for continuous improvement and to instill the capacity in students to learn new facts, to understand and comprehend them, to apply them to widen the horizon of knowledge, to convert knowledge to wisdom, to analyze problems and synthetize knowledge.   The foremost end of examination is to promote analytical and synthetic approach to knowledge.

But rather accomplish the above said objectives; examination has become a tool to judge the ability of a student which is solely based on his performance in the examination.   This leaves no scope for the assessment of his innovative aptitude, his ability to analyze and synthesize, his rational capacity, his multidimensional perspective, comprehensive outlook, his holistic development, his problem solving skills, creative thinking, application of knowledge and his understanding of his core self.   If the examination system cannot value these critical features of a student's life, it is indeed a failure and it is high time that reforms were formulated and implemented.

The reasons why reforms are needed are many and varied. With no room for imagination, creativity and innovation, examination is more about cramming and stuffing a student with facts and figure that has no direct bearing with his life. Marks or grades assess the intellectual quotient of a student. A student with a good memorizing skill is highly rated whereas a student with no capacity for cramming is lost without any hope of redemption. A student who scores well is viewed as successful and brilliant. But many forget that reality paints a totally different picture. This causes stress which when not checked leads the student to commit suicide.

The bane of our education is that our examination system lacks the capacity and quality to accurately judge and wholly assess the performances of the learners at various stages of learning. While the system lacks the essential attributes to evaluate students, undue importance has been given to examination. We have been conditioned to believe that examination provides the impetus and confidence

to learn and to keep us mentally alert as a result of which students have forgotten to strive for excellence and to undertake challenges. Excellence can be achieved only in a congenial and encouraging atmosphere something that examination cannot bestow for it is marked by uncertainty, stress and duress.

The discussions without an iota of doubt strengthen the need for great reforms in examination system. Examination should become more credible, reliable and valid. Its supremacy over the educational system should be reduced to a great extent. Examination should be modulated in such a way that it makes the student careful in his preparation for the same and motivates him to become employment oriented, research oriented, and knowledge oriented. The design of the examination should facilitate students to learn and acquire various abilities and skills. The examination reform should be multiple, systematic and structural so that it paves the way for an examination system that is more humane, liberating and stress free. The redesign and revision of the system should discourage rote learning and inspire analytical, artistic, imaginative and creative abilities in the learners. Remedial assessment can be the only solution to such an outcome.

It is very vital to change the configuration of examination whereby there is consistent and continuous evaluation of the performance of a student throughout the academic year. Marks or grades should be all inclusive and be given for various criteria like the behaviour of a student, his performance in extracurricular activities, his performance in class test, his attendance. This system of marking or grading will play a significant and considerable role in the holistic development of a student. The examination system should be revamped in a manner that it helps the examination process to become a powerful tool for improving the teaching process and makes possible the analysis of students' responses to different questions asked in the examination leading to

diagnosing the weakness in learning and the flaws in the curriculum.

It is an irrefutable fact that the dominance of examination has surpassed the fundamental importance of education. Curriculum is drawn with examination in focus and that has reduced the teachers' innovative teaching methods and has caused the curriculum to be stereotyped. It has unduly promoted inappropriate and rigid teaching methods and has killed the spirit of inquisitiveness and experimentation. The aim of examination was to facilitate the teachers to have a specific purpose and inspire the students to have an incentive for better teaching and learning process. But sadly this very aim has made examination to become indispensable whereby rather than grow to be a touch stone to offer the best possible type of education; examination has turned out to be the end product itself.

The pattern of examination should be revised in a way that it becomes a testing tool to evaluate performance leaving scope of improving the level of achievement throughout an academic year. The basic error in the examination system is that it creates students good at memorizing and has failed to produce students with inquisitive and creative minds. Thus the whole purpose of learning is defeated because students rather than have a sound and healthy approach to learning try to cram into their heads everything learnt in one academic year just before their examination. Therefore it has made strong the claim that our examination system needs immediate and effective reforms; reforms that will help develop self-reliance, confidence and a sense of duty with planned career in students. There is an irrevocable deterioration in the quality of the education system because of the over dependence on examination and this deterioration is the end result of the glaring absence of a synchronization between theory and practice. Examination stops with stuffing a student's mind with facts and figures that are not converted into

application. Failure in the application of theoretical knowledge serves as an obstacle in attaining real knowledge, analytical and interpretational skill and wholeness.

With the implementation of these reforms in the examination system it is an undeniable truth that the country will be placed on a pedestal of glory and eminence. But one should note as well that the utopian state to be achieved in the examination system whose roots run deep and strong in the country, the change will not happen overnight. It is a gradual but a steady process that requires patience, determination, unwavering dedication and perseverance. The process of change should be gentle, but firmly; measured but definite and forceful but convincing.

BY:

Dr. Nikhil Zaveri

Principal   & Director,

SEMCOM.

SEMCOM updates:

ISO Surveillance Audit:
First ISO Surveillance Audit was on 28th December 2011 of the ISO Certificate 9001:2008. It was effectively organized by Ms. Waheeda Thomas, the MR, and Dr. Shubash Joshi and Ms. Nisha Macwan, the deputy MRs. Mr. was the external auditor was Mr. Suhas Risbood. The processes that were audited were Overall Management and ISO System at SEMCOM, Examination, Co-curricular Activities, Human Resource and Training. Industrial Tour, Relationship with Students, Parents and Stakeholders. The second Surveillance Audit is scheduled in December 2012.

Second Internal Examination:
Second Internal Examination for third and fourth year students was conducted from 28th December 2011 to 31st December 2011 and was well coordinated by Ms. Joe Marry George and Mr. Nimesh Raval.

Gujarati One Act Play Competition:
Gujarati One Act Play Competition was organized by Gujarat Samachar Trust and INT (Mumbai) and it was conducted from 28th December 2011 to 30th December 2011. SEMCOM students participated and the title of the one act play was "Jaago" which was written by Hemal Bhatt and Directed by Dipan Bhatt. SEMCOM won in the semifinal out of 18 entries and took part in the final competition held in Ahmedabad on 8th January 2012. Out of the six teams SEMCOM won the third place and Pooja Kathwadya (FYBBA – General) got the second prize for best acting.

Ad Making Workshop:
On 3rd January 2012 the Ad Making Workshop was organized for which Mr. Priyesh Balkrishnan, Director of Open Circle Communication, Ahmedabad, was the guest

speaker and theme of the workshop was 'Advertising'. It was attended by 150 students and the coordinators were Dr. Vigna Oza, Ms. Swati Parab, Ms. Komal Mistry and Ms. Priyanka Nair.

Industrial Visit:

The students of second year BBA – General were taken to Jiktar, Jambughoda, Halol, a company that manufactures bitumen products. The purpose of the visit was to enable the students to have practical knowledge and exposure to the theories and concepts learnt in classroom. Dr. Preethi Luhana, Mr. Ankur Amin, Dr. Suvashri Das and Dr. Ajayraj Vyas were the coordinators.

Elocution Competition and Essay Writing Competition:

The Voters' Club organized Elocution Competition on 6th January 2012 and Essay Writing Competition and Slogan Writing Competition on 7th January 2012. Ten students participated in Elocution Competition for which the topics were "Democracy has failed in India" and "It is not possible to curb corruption in the country". The winners were Vidisha H. Bagadia (FYBBA – ITM) and Anushi F. Patel (TYBCom A) who got the first and the second prize respectively. The third place was shared by Shikha Shrivasatva (4th year BBA – ITM) and Shruti K. Shah (SYBCA). The judges were Ms. Arti Vyas, Life Skills Trainer and Image Consultant, and Ms. Madhumita Jana, Principal of Srishti School. For Essay Writing Competition the topic was "Now, vote is the only asset for the citizens of India" and the theme for Slogan Writing Competition was "Youth Power". The competitions had 63 participants. The coordinators were Dr. Suvashri Das and Mr. Renil Thomas.

Book Review:

KNOWLEDGE TO POLICY: MAKING THE MOST OF DEVELOPMENT RESEARCH

- **Fred Carden**

About the Book:

Author: Fred Carden
Publisher: SAGE Publications India Pvt. Ltd.
B1/I-1 Mohan Industrial Cooperative Area
Mathura Road, New Delhi-110044
No. of Pages: 218
ISBN: 978-81-7829-930-3
Price: Rs. 395

Introduction:

Knowledge to Policy: Making the Most of Development Research encapsulates results of the evaluation and presents the key findings and summaries of 23 case studies from Asia, Africa and Latin America. It also addresses the methodology used in a reader-friendly, journalistic style, giving the reader a deeper grasp and understanding of the approaches, contexts, relationships and events. No other research-for-development publication has assessed such a wide variety of case studies of experiences from the developing world.

About the Author:

Fred Carden is currently the Director of Evaluation at the International Development Research Centre in Ottawa, Canada. He holds a PhD from the Université de Montréal and a Master's degree in Environmental Studies from York University. In 2007–08, he was a Research Fellow in Sustainability Science at Harvard University's Centre for International Development. He has written in the areas of evaluation, international cooperation, and environmental management.

His current work includes the development of use-oriented evaluation tools and methods and ongoing explorations into the influence of research on public policy. Recent co-publications include 'Outcome Mapping', 'Enhancing Organizational Performance', Organizational Assessment', and

'Evaluating Capacity Development'. He has taught and carried out research at York University, the Cooperative College of Tanzania, the Bandung Institute of Technology (Indonesia), and the University of Indonesia.

Book Review:

The book under review is illustrated in a unique 'participative' nature. The arguments are based on a large number of case studies that help the readers to smoothly traverse through the route of reaching policy and understanding the necessary inputs to translate knowledge into policy. The book is organized in three sections beginning with the findings, case studies and finally providing technical notes. The book begins with an authoritative 'Foreword' by Weiss, who elaborately sketches the connections between evidence-based researches and policy.

The first section of the book on the 'Findings' begins like a cookbook approach towards making research count. The section is interestingly based on the 23 case studies, wherefrom the author distils goals and research outputs. One cannot miss the minute observations of the author in bringing out some of the central issues from these case studies. Here the method of capturing the centrality is indeed imitable. The section contains discussions on policy matters, which bring out 'what works and what does not', and further the politics intervening research and policy. The author brings out five important policy contexts: (i) Clear government demands; (ii) The government's interest in research, but absence of leadership;(iii) The government's interest in research, but with a shortfall in capacity; (iv) A new or emerging issue that can activate research, but leaves policy makers uninterested; (v) The government treats research with disinterest or hostility.

The second section of the book deliberates on the case studies that are of great interest to any social scientist and especially to those who would like to connect their research to policy making. The efforts taken by the author in synthesizing these case studies should be appreciated. I am sure that these case studies will serve social scientists in transforming their ideas into policy. This section provides the reader with those

essential tools of tracking research findings until they reach the destination of policy.

The third section titled 'Technical Notes' should not be ignored by the readers as it provides information about the multiple-case approach taking into a case study, relevance of research and designing implementation. The evaluation work for organizational changes is also discussed. Interestingly, the case studies are from developing countries and usually from among the 'South', which usually is the target for preaching the policy leads. This is always done under a strong assumption that the governance structure in the South is quite immature to understand its own problems.

At Last I like to say **Knowledge to Policy: Making the Most of Development Research** is a well-documented study that helps researchers to lead their findings to policy. Based on diverse case studies the author provides a good reading to researchers, policy makers and research donors in their efforts hunting for an implementable policy threshold. The book will be useful to academicians, researchers, social scientists desirous of reaching policy, donor agencies to fund proper policy related research and the administrators. One important view here is that many policy-oriented researches funded by donors come attached with a tag of their views, and thus funded research often reaches the known policy domains.

BY:
Dr. Yashasvi Rajpara

Lecturer, SEMCOM

Article: Skills of Leadership

Human beings are the most important part of the organization. No doubt new machines, technologies, etc. can do great things within less time. But think for a while who made these machines, technologies, electronic gadgets which we nowadays are using? The answer is we the human being.

So we can say that human beings are at the centre only, nobody or nothing can replace human beings in the organizations. And therefore, effective utilization of human being's capacity, ability, skills, knowledge, etc. is going to do wonders in the organization's development. Management can get the results from the people in the organization in two ways.

(1) by exercise of authority vested in it and
(2) by winning support of the people

Out of these above two the second method is better as it has a lasting effect over the people's motivation. However, it is only possible when a manager becomes their leader in the real sense to influence their behaviour in desired direction. This leadership is an essential ingredient for successful organization. The successful organization has one major attribute that sets it apart from unsuccessful organization that is dynamic and effective leadership.

Meaning of leadership

Leadership is the process of influencing the behaviour of others to work willingly and enthusiastically for achieving predetermined goals. Leadership is one of the most important means of directing people. Leadership is a continuous process by which an executive guides, influences and directs the behaviour of this subordinates. Leadership is a function of interaction between the leader, the followers and the situation.

Few definitions of leadership

1. "Leadership is the capacity to translate vision into reality." By Warren G Bennis
2. "Leadership is the quality of the behaviour of individuals whereby they guide people or their activities in organized effort." By Chester I Barnard.
3. "Leadership is interpersonal influence exercised in a situation and directed through communication process, towards the attainment of a specified goal or goals." By Tennenbaum

After understanding the above one may have a question? That 'Is leadership a skill or a talent? It is a talent, and then leadership is an inborn quality as talents are innate. If it is a talent, then leadership is an inborn quality as talents are innate. If it is a skill, then it can be acquired by voracious reading, learning, continuous practice, training and experience. If it is a skill, then the leaders are made.

So let us understand **how leadership is a skill, what the skills of leadership, qualities of a good leader are and the types or styles of leadership.**

1. How leadership is a skill?

A person who has a passion to lead the people and serve the people always can become a leader. Passion is nothing but a burning desire to contribute his best for the people without expecting any returns. A person who always looks for excellence can become a leader. They who, always look at the things positively and are firm optimists can be a leader. Good leaders always talk of positive things and make positive statements like 'you can do it', 'it is possible', 'you will achieve big', and so on. And they never make negative remarks like 'it is impossible', 'it is doubtful', 'you can never improve', etc. A person who finds out the unexplored and unexploited areas and build up mindset, skills set and tools set so as to excel in those areas and people follow him as he is specialists in those areas can become a good leader. Leaders are those who are excellent net workers and thrive on network. Even if they fall they rise because of their strong

network People who experiment a lot and make many mistakes and learn a lot from the same and for him every big fall is a big rise such people can become a great leader. They rise like a Phoenix.

Robert Francis Kennedy rightly says, "Only those who dare to fail greatly can ever achieve greatly."

John F Kennedy says, "Leadership and learning are indispensable to each other."

Thus we can say that, Leadership is a skill, not a talent, which can be acquired by reading, learning, training, continuous practice and experience. Leaders are made due to external environment and circumstances. The road to leadership is not an easy one but an uphill and a Herculean task. Anybody cannot become a leader but everybody cannot become one. The leaders lead their lives with lot of struggles and sacrifices and they live larger than life even after their death because they live more in the hearts of the people rather than in the minds of the people.

2. What are the skills of leadership?

Basically the skills of leadership are divided into three. They are:

1. **Conceptual skills**
2. **Human skills**
3. **Technical skills**

Conceptual skills comprise the ability to see the whole organization and the inner-relationship between its parts. These skills refer to the ability to visualize the entire picture or to consider a situation in its totality. Such skills help the manager/leader to conceptualize the environment, to analyze the forces working in a situation and to take a board and farsighted view of the organization. Conceptual skills also include the competence to understand a problem in all its aspects and to use original thinking in solving the problem. Such competence is necessary for rational decision making. Conceptual skills are

very important for the leader in formulating long-range plans, making board policy decisions, and relating the business enterprise to its industry and the economy.

The need of conceptual skills increases as one move to higher levels of management

Human skills: Human skills consist of the ability to work effectively with other people both as individuals and as members of a group. These are required to win co-operation of others and to build effective work teams. Such skills require a sense of feeling for others and capacity to look at things from others' point of view.

Technical skills: Technical skills refer to the ability and knowledge in using the equipment, techniques and procedures involved in performing specific tasks. These skills require specialized knowledge and proficiency in the mechanics of a particular job.

3. Qualities of a good leader

1. Emotional stability: A leader should have high level of emotional stability. He should be free from bias, is consistent in action, and refrains from anger. He is well adjusted, and has no anti-social attitudes. He is self-confident and believes that he can meet most situations successfully.

2. Human relations: A successful leader should have adequate knowledge of human relations, that is how he should deal with human beings. Since an important part of a leader's job is to develop and get their voluntary cooperation for achieving work, he should have knowledge of people and their relationship to each other.

3. Empathy: Empathy relates to observing the things or situations from others' points of view. The ability to look at things objectively and understanding them from other's point of view is an important aspect of successful leadership

4. Objectivity: Objectivity implies that what a leader does should be based on relevant facts and information.

5. Motivating skills: Not only a leader is self-motivated but he has requisite quality to motivate his followers. The leader can play active role in stimulating these inner drives of his followers.

6. Communicative skills: A successful leader is one who knows how to communicate effectively. A leader uses communication skillfully for persuasive, informative and stimulating purposes.

7. Social skills: A successful leader has social skills. He understands people and knows their strengths and weaknesses.

And anyone can cultivate leadership qualities. Following are few tips help to cultivate leadership qualities:

1. Take someone you love the most and the one who is successful and when you remember him you get ignited spontaneously as your role model and learn to behave like a leader.

2. Possess passion to become a leader because leadership is more of a state of mind than that of an action and again more of an action than that of theory.

3. Visualize yourself as a successful leader standing on the top of the world with so many followers around you applauding you. This will motivate one to strive towards building leadership qualities. 4. Read a number of motivational books, biographies and autobiographies of great leaders across the world and you will learn new ideas and concepts and try to put the same into practice.

5. Have clarity of mind and approach because it is the leader who should first understand the way, should go the same way thereby paving the path for his followers.

6. Always cultivate and inculcate the in-build attitude like what best can you give to people, not what you can get from the people.

6. Never shy away from shouldering responsibilities.

7. Develop emotional intelligence as this trait will help you get along with people.

8. Share success and pass on the same to your team members and followers.

9. Never misuse your authority for your personal gains or to settle scores with your rivals.

10. Be always part of the people in order to motivate, inspire and provide the right kind of direction

4. Types or styles of leadership

1. Autocratic or Authoritarian leadership

An autocratic leader is one who likes to run the show himself.

He takes all decisions himself without consulting the followers.

He gives orders and insists that they be obeyed.

Subordinates are expected to do what they are told.

2. Participative or democratic leadership

A democratic leader makes decisions in consultation with his followers.

He decentralizes authority and allows the group to share his power.

He allows the subordinates to discuss the problem and to express their opinions freely.

3. Free-Rein or Laissez-Faire Leadership

A free rein leader gives complete freedom to his followers to establish their own goals and policies.

He does not lead and avoids power.

He maintains contacts with outsiders to bring the information and resources required by the group.

The leader distributes his authority and lets the group to operate entirely on its own.

4. Paternalistic leadership

A paternalistic leader serves as the head of the family and treats his followers like his family members. He assumes a paternal or fatherly role to help, guide and protect the followers. He provides them with good working conditions, fringe benefits and welfare facilities and services. This leadership style creates social warmth and group attractiveness.

BY:

Ms. Joe Mary George

Lecturer, SEMCOM

Article: Study of factors influencing students' selection of B-School:

INTRODUCTION:

- **Worldwide:**

Management education also known as "business education" or "business studies" leading to the award of Master's degrees in Business Administration (MBA) was basically an American concept. Since the establishment of the Wharton School of Finance in the University of Pennsylvania (Philadelphia) in 1881, the teaching of business skills in universities was gradually accepted as a legitimate academic activity. The Universities of Chicago and California established their business schools in 1989 and the prestigious Harvard Business School was founded in 1908.

A business school is a university-level institution that confers degrees in Business Administration. It teaches topics such as accounting, administration, finance, information systems, marketing, organizational behaviour, public relations, strategy, human resource management, and quantitative methods.

- Indian Context:

In 1957 the Administrative Staff College of India (Hyderabad-500082) with the technical assistance of Henley Management College, started to offer management development programmes for senior managers and government officials.

Around the same time, the question of bringing management as an academic discipline within the higher education system was also examined by another Special Committee set up in 1951-52 by the AICTE. The Committee recommended, to begin with, the introduction of part-time postgraduate diploma courses in business administration and institutional administration at selected centres.

The Committee also suggested the formation of a coordinating and controlling agency for promoting management education. The AICTE acted on these recommendations and in 1953, the All India Board of Technical studies in Management came into existence.

In 1961-62, the Government of India decided to establish two autonomous institutions outside the university system, viz., Indian Institute of Management (IIMs) one at Calcutta (1961) and the other at Ahmedabad (1962) to offer two-year full-time postgraduate diploma in business administration. While IIM(C) was to collaborate with Harvard Business School, the IIM (A) was assisted by the Sloan Business School (MIT) for launching the programmes. Subsequently, four other IIMs were established at Bangalore (1973); Lucknow (1984), Indore (1996) and Kozhikode (1996).

Another autonomous institution, National Institute of Training in Industrial Engineering (now National Institute of Industrial Engineering) (NITIE) (Mumbai-400087), was established in 1963 in Mumbai for training engineers in management and industrial engineering and related areas. It now offers a two-year full time Postgraduate Diploma in Institutional Management (PGDIM) which is equivalent to MBA degree.

- Business school degrees
  - Associate's Degree:
    - AA, AAB, ABA, AS
  - Bachelor's Degrees:
    - BBA, BBus, BCom, BSBA, BAcc, BABA, BBS, and BBusSc
  - Master's Degrees:
    - MBA, Masters in Business and Management (MBM), MM, MAcc, MMR, MSMR, MPA, MSM, MHA, MSF, MSc, MST, Masters in Management Studies (MMS) and MCOMM. At Oxford and Cambridge business schools an MPhil, or Master of Philosophy, is awarded in place of an MA or MSc.
  - Post Graduate:
    - Post Graduate Diploma in Management (PGDM), Post Graduate Diploma in Business Management (PGDBM), Post Graduate Program (PGP) in Business Management, Post Graduate Program (PGP) in Management

Indian Structure for PG management Studies

o Doctoral Degrees:

  ▪ Ph.D., DBA, DHA, DM, Doctor of Commerce (DCOM), FPM, PhD in Management or Business Doctorate (Doctor of Philosophy)

Types of MBA Degrees:

- Two-Year, Full-Time MBA
- One-Year, Full-Time MBA
- Part-Time MBA
- Executive MBA Programs
- Joint or Dual MBA Degree
- Specialty MBA Degrees
- Executive MBA Development
- Online-Distance Learning MBA

There are 101 MBA colleges in Gujarat. Few are self-financed and few are government colleges. The Entrance Examination required to get admission in these colleges is GCET, is now conducted by GTU (Gujarat Technological University – Ahmedabad).
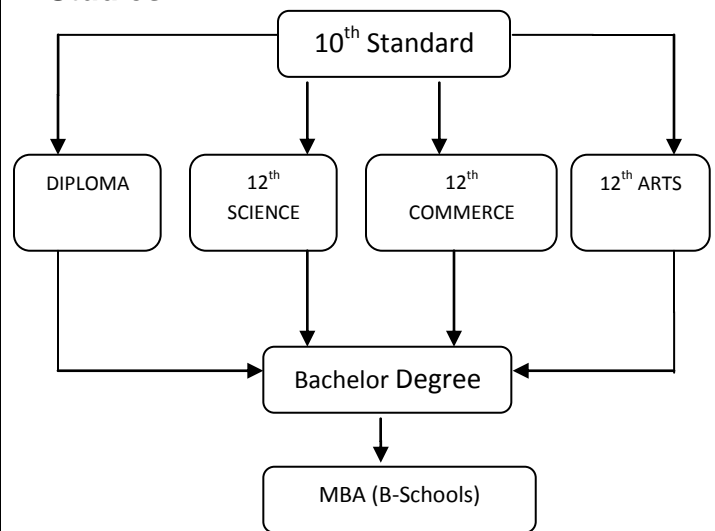
In India any graduate irrespective of his bachelor degree stream is eligible for studying in any PG management school. The only requirement is to pass the entrance exam. There are various entrance exams for different B-Schools such as, CAT, XAT, MAT, GMAT, GCET, SNAP, JMET, FMS, and IIFT etc.

Different B-Schools have different entrance exams and different methods for admitting students in colleges. Many B-Schools follow typical methods like, first students should be eligible for entrance exam, then they have to appear in the exam, after which merit list is generated and according to the merit list students are allotted seats in several colleges. There are certain criteria for generating a merit list and allotment of seats. Quota is fixed by the government for different castes. And other colleges follow other methods like, first entrance exam then GD-PI and then merit list. All B-Schools should be approved by AICTE-Delhi.

LITERATURE REVIEW:

In the context of Management education, a noticeable trend has been the increasing competition among universities and higher education institutes to attract students both locally and internationally (Sohail et al., 2003). Competitive pressure has forced the higher educational institutions to look for more competitive marketing strategies in order to compete for students in their respective recruitment markets. Therefore, to study the important attributes that affect students' intention to study at higher educational institutes become a pertinent on the part of marketing strategy planning for students' recruitment in higher educational Institutions. Joseph and Joseph (1998, 2000) have combined the factors of institutional information and the influences of family and peer as an independent variable, and named as general. As a matter of fact, there are several related studies that have found out the influence of family and friends playing a main role on student's choice of higher education in Asian perspective. Pimpa (2003) pointed out that family as the most influencing factor on Thai students' choices of international education. Besides, the influence of family and friends is shaping the intention of Taiwanese to study abroad (Chen and Zimitat, 2006). Moreover, McMahon (1992), Mazzarol and Soutar (2002) cited recommendations from friends and relatives as important influences as the "push" factors in motivating student's destination choice for students from Taiwan, India, China and Indonesia. Therefore, I may conclude that influence of family and friends play a principle factor in student's choice of management education. Thus, it is proposed that the influence of family and friends is a significant independent variable in the framework of the multi-attribute model which has been adopted in this study. Universities must distinguish themselves if they hope to obtain the most desirable students from around the world. Previous research by Agarwal and Winkler (1985), Lee and Tan (1984), Mazzarol and Soutar (2002), and McMahon (1992 has identified a number of factors that influence the decision among educational programs.

OBJECTIVE:

The main objective of this research study is to find out factors which are influencing students' selection of B-School.

RESEARCH METHOD:

Quantitative methods are used to conclude this study properly, so my research method was descriptive in nature.

DATA COLLECTION:

Data collection is a process of preparing and collecting data. I have used a structured questionnaire to get proper response from the students.

SAMPLING SIZE:

50 respondents who were in MBA from Indukaka Ipcowala Institute of Managemen- Changa were taken in to account for this study.

DATA ANALYSIS:

I have taken 18 variables for this research study. I used Likert scale in all variables of the questionnaire. The rating system is as follows:

1 = Highly disagree

2 = Disagree

3 = Neither disagree nor agree

4 = Agree

5 = Highly Agree.

Now following are the statements from questionnaire and its response by the respondents.

Now following are the statements from questionnaire and its response by the respondents.

Frequency Table:					
Variables	1=Highly Disagree	2=Disagree	3=Neither Disagree nor Agree	4=Agree	5=Highly Agree
Experience of faculty	2 - (4%)	2 - (4%)	3 - (6%)	18 - (36%)	25 - (50%)
Qualification of faculty	1 - (2%)	4 - (8%)	3 - (6%)	19 - (38%)	23 - (46%)
Placement Record	3 - (6%)	1 - (2%)	7 - (14%)	17 - (34%)	22 - (44%)
Salary Package offered	0 - (0%)	2 - (4%)	9 - (18%)	21 - (42%)	18 - (36%)
University affiliation	1 - (2%)	1 - (2%)	3 - (6%)	14 - (28%)	31 - (62%)
Reputation of University	1 - (2%)	2 - (4%)	3 - (6%)	12 - (24%)	32 - (64%)
Basic facilities	2 - (4%)	4 - (8%)	5 - (10%)	24 - (48%)	15 - (30%)
Other facilities	3 - (6%)	7 - (14%)	12 - (24%)	23 - (46%)	5 - (10%)
Fees	3 - (6%)	5 - (10%)	11 - (22%)	20 - (40%)	11 - (22%)
Cost of living	2 - (4%)	8 - (16%)	8 - (16%)	24 - (48%)	8 - (16%)
Distance	2 - (4%)	9 - (18%)	8 - (16%)	20 - (40%)	11 - (22%)
Transportation available	1 - (2%)	2 - (4%)	5 - (10%)	30 - (60%)	12 - (24%)
Advise of Ref group	2 - (4%)	5 - (10%)	6 - (12%)	25 - (50%)	12 - (24%)
Curriculum	1 - (2%)	3 - (6%)	12 - (24%)	28 - (56%)	6 - (12%)
Pedagogy	0 - (0%)	3 - (6%)	11 - (22%)	23 - (46%)	13 - (26%)
Specialization offered	2 - (4%)	1 - (2%)	2 - (4%)	22 - (44%)	23 - (46%)

Degree offered	1 - (2%)	0 - (0%)	2 - (4%)	22 - (44%)	25 - (50%)
Type of exam required	0 - (0%)	4 - (8%)	3 - (6%)	23 - (46%)	20 - (40%)

Note: X - (Y %), X indicates frequency and Y indicates % of frequency.

While selection of B-School I consider,

Experience of faculty members. The statement means, the number of years the faculty of the college had been in the teaching field and to whom they had been teaching. If faculty is more experienced then it will be beneficial to students. The result shown above states that 86% of respondents looked for the experience and the expertise of the faculty while selecting a B-School. Out of this 86%, 50% extremely believed in experienced faculty. 8% of respondents never looked for this factor at all and 6% of respondents responded neutrally.

Qualification of the faculty members. The statement means, the qualification of the faculty is very important in a B-School. If the faculty is highly qualified then it would be an asset for the college. The result shown above states that 84 % respondents believed that they considered the qualification of the faculty first while taking admission. Out of this 84%, 46% strongly believed that the qualification of the faculty is essential. 10% of respondents did not believe that qualification of faculty members affect them while selecting a B-School. 6% of respondents responded neutrally.

Past placement record. The statement takes into consideration the placement record of the past few years for a B-School. It means how many students of the past batches are placed in companies through campus recruitment. The result shown above states that 78% of respondents are influenced by past placement records. 44% of respondents are considering past placement record very important for selection of B-School. Only 8% of respondents ignored the past placement record during selection process and 14% remained neutral.

Salary package offered to students. The statement means one step ahead of placement record. It means how much salary is offered to the students who are placed by the B-School. The result shown above states that 78% of respondents are always looking for the salary of the students placed by the B-School. Only 4% ignored this factor while selection of B-School and 18% remained neutral.

University to which the Institute is affiliated. The statement means, to which university the institute is affiliated such as UGC, deemed, private, etc. The result shown above shows that 90% of respondents select B-School on the basis of university affiliation. Out of 90%, 62% are highly look for university affiliation. 4% of respondents never look for university affiliation while selection of B-School and 6% remain neutral.

Reputation of the university. The statement means considers the reputation of the university. It means accreditation by legal authorities, collaboration with reputed organization, etc. The result shown above states that 88% of respondents choose B-School on the basis of reputation of the university. 64% of respondents highly believe in reputation of university

for selecting a B-School. 6% of respondents are not interested in reputation of university and 6% remain neutral.

Basic facilities. The statement means facilities like classrooms, labs, libraries etc. The result shown above states that 78% of respondents consider these as important factors while selecting a B-School. 12% of respondents do not consider basic facilities as an important factor during selection process and 10% remain neutral.

Other facilities. The statement means whether facilities like refreshment rooms, indoor games, canteen, internet etc. are available in the college. The result shown above states that only 56% of respondents look for these facilities. So it is not a factor which affects the students while selection of B-School. 20% of respondents do not consider other facilities while taking admission in institutes and 24% remain neutral. So, we can say that other facilities do not affect students in their choice of selection.

Fees of the Programme. The statement means the amount which is to be paid to the college for the fixed term or semester. The result shown above states that only 62% of respondents are concerned about fees of the programme. 16% of respondents never consider the fees of programme in their choice of selection and 22% remain neutral. So, this factor does not affect students highly.

Cost of living and commuting to institute. The statement means, transportation cost or hostel cost, food etc. The result shown above states that 64% of respondents consider this factor while selection of B-School. 20% of respondents do not consider cost of living while selection of B-School and 16% remain neutral.

Distance of Institute from home. The statement means, distance between the institute and home. It is useful to decide whether to stay in a hostel or not. So people generally select a B-School which is nearer to their residence. The result shown above states that 62% of respondents think about the distance of institute from home. 22% of respondents are not concerned with the distance of institute from home while selecting a B-School and 16% remain neutral.

Transportation available for the location of college. The statement means that students consider the type of transportation services available from home to college and for return as well. It can be convenient for students if services are made available by institute itself. The result shown above states that 84% of respondents agree that they consider transportation facility at the time of selection of B-School. Only 6% of respondents never consider transportation as an important factor while selection of B-School and 10% remain neutral.

Advice of parents, friends and others. The statement means that, insights and preference given by family

and friend for selection of B-School are vey significant. The result shown above states that 74% of respondents are influenced or follow the advice of their friends and family. 14% of respondents never depend on advice of their friends and families and 12% remain neutral.

Curriculum of the programme. It means the contents of the subjects. It includes the number of subjects, their contents and references. The result shown above states that 68% of respondents think about the curriculum and then select B-School. 8% of respondents never consider the curriculum of the programme during selection process and 24% remain neutral.

Pedagogy of the programme. The statement means, the techniques and teaching methodology followed by an institute. The result shown above states that 72% respondents keep pedagogy in mind while selection of B-School. Only 6% of respondents never consider the pedagogy of the programme as an important factor and 22% remain neutral. It shows that the method of teaching affects students.

Specialization offered by an institute. The statement means the number and type of specialization offered by an institute. It means dual specialization or single specialization and also option available for specialization. The result shown above states that 90% of respondents believe that specialization offered is a vital factor while selection of B-School. Only 6% of respondents are never concerned about specialization

offered by an institute while selection of B-School and 4% remain neutral.

Degree provided by the university. It means the type of degree provided by the university. It means whether the part time, full time, executive MBA etc. The result shown above states that 94% of respondents are more cautious about the degree provided by the university and they consider it as a very important factor. Only 2% of respondents do not consider degree as a vital factor and 4% remain neutral. So, degree really affects students a lot while selection of B-School.

Type of exam that is required. The statement means that which exam a candidate has to clear for getting admission in B-School such as GCET, CAT, MAT, XAT etc. The result shown above states that 86% of respondents are influenced by the type of exam. It means they all consider the type of exam required for getting admission in B-School. 8% of respondents never consider the type of exam required as an important factor and 6% remain neutral.

CORRELATION:

Correlation shows the relationship between the variables. It also shows the strength of the relationship between those variables. It always shows the relationship between two variables. Table shows the relationship among the variables with the strength. Highest correlation is between the reputation of university and the university affiliation; they correlate with each other with strength of 0.685.

Lowest correlation is between the cost of living and past placement record, they are correlated with each other with the strength of -0.090, so it indicates that both variables are very less and inversely related. University affiliation and degree provided by the university are correlated by 0.55.

In this correlation matrix, I found several correlations between the variables quite strong and positively related with each other and only few are very low and inversely related to each other. So, I can conclude that, the variables that I have taken are correlated with each other with good strength.

Below is the statistics of this correlation matrix.

	Exp. Fac.	Qua. Fac.	Plcmnt	Slry Pckg	Uni. Affi.	Repu. Uni	Bas. Faci.	Oth Faci.	Fees	Cost Liv.	Distance	Trans	Advise	Curri.	Pedag.	Speci. Off.	Degree	Exan Type
Exp. Fac.	1																	
Qua. Fac.	0.633727	1																
Plcmnt	0.471445	0.410417	1															
Slry Pckg	0.114297	0.268929	0.40991	1														
Uni. Affi.	0.242882	0.303246	0.260825	0.358281	1													
Repu. Uni	0.359474	0.61338	0.482331	0.492012	0.684678	1												
Bas. Faci.	0.36194	0.460716	0.235333	0.148718	0.267778	0.498503	1											
Oth Faci.	0.498665	0.395055	0.236044	0.023168	0.108237	0.33888	0.661221	1										
Fees	0.009965	0.20676	-0.05731	0.32274	0.0156	0.104826	0.338266	0.2874	1									
Cost Liv.	-0.06933	0.075091	-0.09038	0.16334	0.245529	0.095861	0.295358	0.03264	0.519438	1								
Distance	0.070532	0.155962	-0.05364	0.150886	0.241173	0.292424	0.431378	0.091727	0.20677	0.478363	1							
Trans	0.143918	0.195243	0.110998	0.350374	0.170507	0.342713	0.327704	0.163366	0.261829	0.434193	0.342516	1						
Advise	0.255042	0.305974	0.225475	0.393861	0.306671	0.405819	0.189451	0.203704	0.211222	0.210344	0.115508	0.35007	1					
Curri.	0.228595	0.453061	0.246828	0.246377	0.138235	0.434436	0.367148	0.301187	0.374725	0.167877	0.078631	0.291979	0.440197	1				
Pedag.	0.350287	0.469806	0.245312	0.153912	0.078784	0.431309	0.244035	0.446526	0.201917	0.161508	0.027584	0.344532	0.391849	0.478837	1			
Speci. Off.	0.357466	0.445156	0.450002	0.378935	0.37684	0.402187	0.290147	0.119506	0.307059	0.276809	-0.02911	0.467402	0.259616	0.306757	0.330539	1		
Degree	0.21674	0.414158	0.327802	0.28957	0.557405	0.586813	0.376589	0.231455	0.134643	0.07051	0.033025	0.162051	0.308607	0.257396	0.367	0.337645	1	
Exan Type	0.613999	0.474361	0.302339	0.142017	0.158821	0.277573	0.417907	0.409545	0.196023	0.173485	0.240506	0.392707	0.129096	0.130879	0.430448	0.536409	0.228735	1

CONCLUSION:

It can be concluded by saying that the target population of CHANGA considers the University to which the institute is affiliated, reputation of the university, degree provided by the university, specialization offered by an institute and experience of the faculty the most important factors while selecting a B-School. Other variables do not provide strong evidence of affecting the students.

MANAGERIAL IMPLICATION:

- ✓ Experience of faculty member is an important factor as far as students of CHANGA are concerned, and so, the college has to acquire a faculty with good experience in relative field to attract students and gain advantage.

- ✓ As university affiliation and reputation of the university are very vital factors, an institute should be affiliated to the university which has a very high reputation.

- ✓ As specialization offered by an institute influence students, a college needs to offer a wide choice of specialization to attract more students.

- ✓ Degree provided by university is important as far as students are concerned and so, all the institutes should provide various kinds of degrees which will help the students to have

many choices to select best one according to their aptitude.

LIMITATIONS:

This research gives some important points to be discussed further. The factors which I analysed were basic analysis but it also provides scope for more in-depth study of this subject. This study covers little area; but there is scope for a bigger research.

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BY:

MR. BINIT PATEL

LECTURER, SEMCOM

My Voice:

The art and science of teaching

Teacher a wonderful personality who is entrusted with the work of nurturing and nourishing a plant called student or pupil has the task of creating better students and helping them create better future for themselves and the nation. Teacher is one who generates curiosity in the student for further learning and seeking solution to various queries. Teaching is the noble profession of imparting knowledge, wisdom, positive attitude, and above all creating a strong character based on ethics, honesty, morality, empathy, humanity and spirituality among learners.

A teacher needs to have certain qualities to become good teacher:

1) Content expertise: A movie without good script is bound to flop and a teacher without good content and the expert knowledge of subject is bound to doom. In today's information age learners have access to vast bulk of data and information, but it is the teacher's expertise of explaining topics in easily understandable manner, making topics lively and interesting which differentiates him or her from mechanical information generation and delivery devices.

2) Empathy: A good teacher has to be learner minded. Learners differ in their intelligence, aptitude and a good teacher will be able to adjust his subject content according to learner differences in learning. Some are slow learners whereas some are fast learners; some learners are passive whereas some learners are active in class discussion on topic. Teacher has to ensure that all the learners are actively participating in learning process. A teacher like good actor or orator has to connect with the class with his knowledge of subject, relevance

of the topic, humour, wit, tact and excellent presentation and oratory skills. Excellent communication and presentation skills with content or subject expertise are must to become good teacher.

3) Interest: Interest to the level of passion is necessary to succeed in any field or profession. Teacher becomes effective in teaching when he or she loves his or her profession and is passionate to make it a success. A good teacher makes positive difference in lives of students and society with his or her contribution in form of improving knowledge of the learners and making them better human beings.

4) Learning is fun: Vishnu Sharma was able to teach the human values to princes with the help of short stories which we now know as Panchtantra tales or stories. Vishnu Sharma succeeded in teaching because he was able to make learning interesting, lively, contemporary, and relevant and was able to show the utility of learning. A good teacher must make learning process lively, active and full of curiosity, interest and enjoyment.

5) Involvement: A good teacher is actively involved in the teaching and learning process. Teaching is not just explaining subject topics, checking answer sheets and assignments, maintaining class discipline, encouraging students to participate in extra-curricular activities, rather it is the process of molding the personality of learners with qualities like determination, confidence, communication skills, expression of ideas, logic, morality, participating in sports, maintaining good health and sound physique, and above all

creating strong character based on intelligence, fairness, justice, morality, spirituality, humanity and patriotism.

The lists of qualities in good teacher are vast but at least effort can be made to learn from Lord Shri. Krishna who was a teacher, guru, mentor, friend, philosopher and guide to Pandav prince Arjuna. Lord Shri. Krishna's interest in the wellbeing of prince Arjuna was immense, we as teacher should also be concerned and committed to the wellbeing, development, progress and bright career of our students or learners.

BY:
Mr. Sunil Chaudhary

Lecturer, SEMCOM

ManageAnt:

Time is like ManageAnt, manage it carefully

Every time we heard or said that "I have no Time". Is it really in true sense? We need to ask this valuable question to us and find out the solution for the same. Time is here for every person, such as, for an elder or for a younger, for a man or for a woman, for en employer or for en employee, etc. Everybody gets this asset from the birth till death, but utilization of Time is missing in every part of our life. There is no restriction over utilizing time still sometime we are not capable to use it Time in correct direction. The ultimate solution is to manage Time manageAnt be carefully. Why Time ManageAnt, because Time passes very slowly and steadily in our life but we can't see it. Once it is passed through our life we can't get it more. So Time is like ManageAnt, which we need to take care and manage it properly. Sometime it happens that to finish the task, we want more time and some are less, but we need to manage time in such a way that we can complete our task within time limit so we can have a self-satisfaction also. Time Management is depends on the factors like persons' ability to do the work, knowledge about the work, experience and skills. For Managing Time ManageAnt, put efforts to increase our capability, gain knowledge, and increase our experience and skills. We need to change our attitude towards Time ManageAnt. We can't stretch it more and more. It goes with similar speed, but we need to develop our productivity skills and manage it carefully.

We need to complete our task within time limit than we have to feel proud on and if we do not, we should blame us.

At the end,

Manage the time ManageAnt carefully;

can do the work successfully.

It's not end; looking forward!

BY:

Dr. Vigna Oza

Lecturer, SEMCOM

Being:

Technology Vs Human

I have been wondering how all digital gadgets that we have become so attached to affect our levels of stress. In other words, the eyes are taking in more light and stimulation than ever and perhaps the brain is over activated leaving us feeling anxious much of the time and in order to avoid our anxiety we turn back to the gadgets. Could be this be true? And if so, could it be a self-reinforcing vicious cycle?

I have noticed myself grabbing my phone while walking short distance to check any messages that may be there. When I don't grab my phone, I recognize a bit of anxiety running through my body. That really made me think, the more interaction I have with the multitude of digital devices out there, the more my mind and body want it.

I am not pointing to an addiction here, but simply a natural cause and effect that likely has a psychological underpinning – but could very well have a biological one as well.

This of course varies among people, but for most of the people that I know (even the most mindful ones), I have become aware of the frenetic attachment to their digital devices checking e-mail, Facebook, Twitter, and all the thousands of application that make for eye and mind candy.

The fact is that none of this is inherently good or bad, but is worth looking at to see how it's affecting our lives.

Why?

Because if our most valuable resource is our attention and much of the time that attention is pulled toward our phones, IPads, Computers, etc., then what part of life are we missing out on?

May be we fail to see the smile of our body, or the first bloom in spring, or perhaps don't taste the delicious meal we are eating. All of these experiences support feeling well and resiliency during difficult times.

This isn't a definitive guide to our relationships with digital devices, but simply a post makes us go hmmm …..

BY:

Mr. Dipan Bhatt

Lecturer, SEMCOM

Green Corner:

WORST DIASTERS OF THE WORLD

1. "EXXON – VALDEZ:

The oil tanker was wrecked in Prince William Sound in Alaska in 1989 and polluted large parts of surrounding areas. The Exxon Valdez oil spill occurred in Prince William Sound, Alaska, on March 24, 1989, when the Exxon Valdez, an oil tanker bound for Long Beach, California, struck Prince William Sound's Bligh Reef and spilled 260,000 to 750,000 barrels (41,000 to 119,000 m3) of crude oil. It is considered to be one of the most devastating human-caused environmental disasters.

The Valdez spill was the largest ever in U.S. waters until the 2010 Deepwater Horizon oil spill, in terms of volume released. The ship was carrying approximately 55 million US gallons (210,000 m3) of oil, of which about 11 to 32 million US gallons. Exxon was widely criticized for its slow response to cleaning up the disaster and John Devens, the mayor of Valdez, has said his community felt

betrayed by Exxon's inadequate response to the crisis. More than 11,000 Alaska residents, along with some Exxon employees, worked throughout the region to try to restore the environment.

Prince William Sound contained many rocky coves where the oil collected; the decision was made to displace it with high-pressure hot water. However, this also displaced and destroyed the microbial populations on the shoreline; many of these

organisms are the basis of the coastal marine food chain, and others are capable of facilitating the biodegradation of oil.

## 2. THE GATE OF HELL: TURKMENISTAN:

Derweze is a village in Turkmenistan of about 350 inhabitants, located in the middle of the Karakum desert, about 260 km north from Ashgabat. The Derweze area is rich in natural gas. While drilling in 1971, Soviet geologists tapped into a cavern filled with natural gas. The ground beneath the drilling rig collapsed, leaving a large hole with a diameter of 70 metres (230 Ft.). To avoid poisonous gas discharge, it was decided to burn it off. Geologists had hoped the fire would use all the fuel in a matter of days, but the gas is still burning today. Locals have dubbed the cavern "The Door to Hell".

Next to capturing the gas, flaring is safer and friendlier to the environment than releasing the methane into the atmosphere, as methane is a relatively potent greenhouse gas and considered to have a high global warming potential of 72 (averaged over 20 years) or 25 (averaged over 100 years).

3. BHOPAL GAS TRAGEDY:

The Bhopal disaster (commonly referred to as Bhopal gas tragedy) was a gas leak incident in India, considered one of the world's worst industrial catastrophes. It occurred on the night of December 2–3, 1984 at the Union Carbide India Limited (UCIL) pesticide plant in Bhopal, Madhya Pradesh, India. A leak of methyl isocyanate gas and other chemicals from the plant resulted in the exposure of hundreds of thousands of people. Estimates vary on the death toll. The official immediate death toll was 2,259 and the government of Madhya Pradesh has confirmed a total of 3,787 deaths related to the gas release. Others estimate 3,000 died within weeks and another 8,000 have since died from gas-related diseases. A government affidavit in 2006 stated the leak caused 558,125 injuries including 38,478 temporary partial and approximately 3,900 severely and permanently disabling injuries.
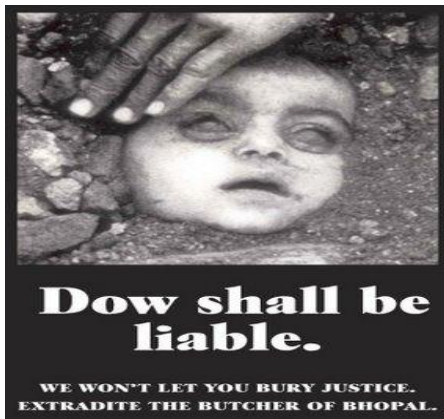
4. CHERNOBYL

The largest nuclear disaster ever caused by humans occurred in 1986 in Chernobyl, Ukraine. Just after 1 a.m. on April 26, one of several reactors exploded, launching a plume of fire and nuclear fallout into the
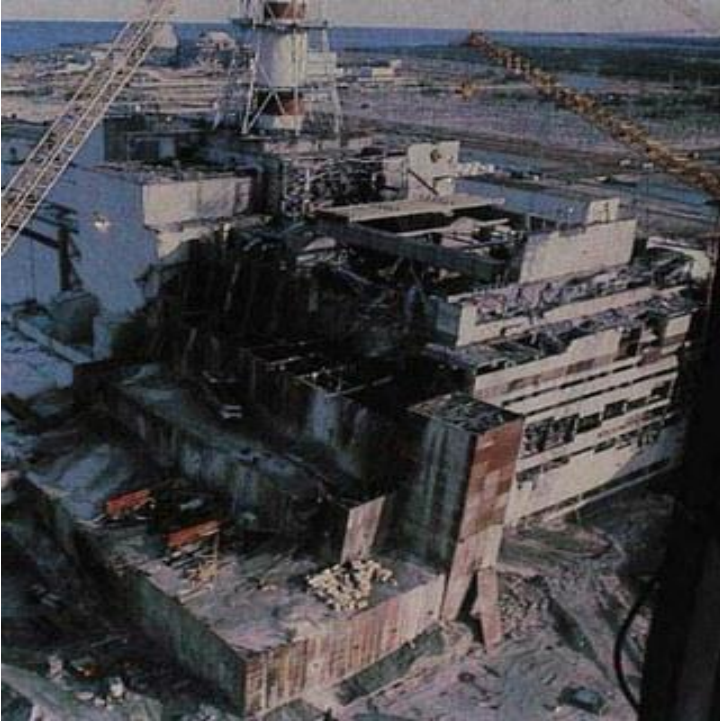
atmosphere, killing 50 people and affecting thousands more with cancers that would kill years later. At Chernobyl—and with all nuclear disasters—the real damage comes after the explosion. Radiation spreads far distances and infiltrates air, food sources and groundwater supplies, affecting local populations for decades. The U.S. currently has more than 60 nuclear power plants, many of which have multiple reactors.

BY:

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Contributors:

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