CONTENTS

Editorial Team:

Guest Editor   :   Mr R M Kapadia

Chief Editor   :   Dr Nikhil Zaveri

Managing Editor   :   Ms Waheeda Thomas

Executive Editor   :   Ms Nishrin Pathan

Technical Editor   :   Mr Sarvesh Trivedi

DRIVE

From Guest Editor...

JOURNEY AND DESTINATION - SWAMIJI FROM SIDDHABARI

GURUJI SHRI G. NARAYANA
Chairman, Emeritus of Eccel Industries Ltd. Mentor, Educator and Trainer in Management.

Swami Chinmayanandaji, the great missionary for values, principles and ethics, had an Ashram in Siddhabari on the snowy mountains of the North. He was conducting a Gita Gyaana Yagna in Delhi. Suresh Pant from Lucknow had become his disciple. Suresh was an M.B.A. and was used to pursuing his goals vigorously. Suresh got magnetically attracted to Swamiji and wanted to become a Sanyasi (Sage) himself. He decided to go to Siddhabari with Swamiji.

At about 30 k.m. from Siddhabari Swamiji got down from the car and said, "Suresh, let us walk!" Suresh also got down and said, "To where?" Swamiji said "Ashram at Siddhabari:" Suresh said, "Why you said the road goes up to the Ashram. Why do we not proceed in the car? We will reach the destination quickly and I can start my course with you without losing time!" Swamiiji said, "Let us walk!" Suresh gave up and started walking along.

Swamiji was 65, frail but energetic. He was enjoying every step. Suresh got bored after sometime with the endless walking. They stopped near a tree and Suresh said, "Swamiji! How much distance is it from here to the Ashram?" Swamiji just said, "Look at the white flowers of this wonderful tree! How beautiful they are!" They walked on and were crossing a rivulet resulting from a water fall. Suresh asked, "Swamiji! what time we will reach Siddhabari?" Swamiji smiled broadly and said, "Suresh! Do you hear the music of the waterfall? How beautiful it is!" They continued walking.

They were passing through a point which faced West. Suresh said, "How much height do we still have to cover to reach my new place?" Swarniji said with twinkle in his eyes, "Suresh! Look at the sunset. How magnificent it is!" Suresh stopped, he looked at Swamiji, "Swamiji either there is something wrong with me or something wrong with you. I am asking you something and you are telling some other things!" Swamiji said with compassion, "My son! You are just concentrating on the destination and I am pointing out sights to make you enjoy the journey!"
Journey itself is a joy
Destination is only one point.

In that journey
Enjoy every stage of work that you do.


Offerings

From the Chief Editor's Desk
English language: Beyond Barrier.

Technology advancement has been accepted extensively in almost all the countries of the world. And that is the main reason for business becoming global in a very short span of time. Undoubtedly, this trend is going to continue in future and the need that one has to communicate globally is indispensable.

Then what is it that makes one communicate globally? Can a language be a barrier? Do you really need to learn and speak a language of the world? English is still not being spoken in many countries like China, Japan or Germany which are technologically far ahead. Does it mean that you need to learn Chinese, Japanese or German?

The need to become conversant with global language depends on what level of transaction you are involved in. Preliminary inquiries related to asking for direction or food etc. can be solved without knowing the local language. But, for formal interaction, where you need minutes of the matter to be conveyed, it is necessary to have common language. Exception to this can be Christian Missionaries. They have reached to the density of mass and farthest places of forests, touched and moved the hearts of the people to the extent of changing their religion!

English language and progress of the society has different significance - mix in different managerial segments.
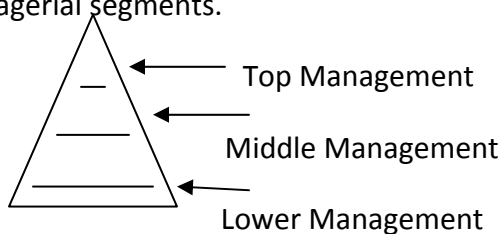
Top management carries greatest significance –mix while lower management least. Hence, all economic progress depend on how management gets expertise in English language. In China, there are examples where Indian experts have established plants working with workers for a period of more than three months where Chinese workers did not know English.

English can serve the purpose as much as any language can. What makes more difference is our basic understanding of human nature. What we perceive as miscommunication is basically a problem of basic understanding of human nature between people of different culture. Those might be the same problems which we may experience with people of same culture. Difference in culture may be among states, countries, organizations or even due to proxemics of the same organization.

What we call miscommunication might be because of people's inherent nature of being belligerent, arrogant, insensitive and over – expectant. Many a time we have pre-set perception for the people of different culture. If we are tolerant enough to basic mannerisms of people it becomes very easy to communicate.

More than 70% of communication is possible non-verbally. Along with any language, what makes more meaning is smile, touch and gestures. We can imagine what a mammoth problem Vasco-de-Gama, Columbus or Hieun Tsang might have faced. If we learn to appreciate and tolerate the behavioural peculiarities of other culture language cannot be a barrier to communication.

Dr Nikhil Zaveri
Director & Principal, SEMCOM

SEMCOM Updates

Elocution Competition

Communication skill is one of the skills that the students of **SEMCOM** learn and with which they equip themselves to confront the challenges of tomorrow. With this in view, we organize many activities where by the students can enhance and enrich their communications and competitive skills and put their skills to the test.

Elocution competition was conducted on 1st Aug 2008 to test the oratory skills of the students. A total of 43 students enlisted their names for the competition. After three rounds of elimination 27 students were selected for the final competition on 1st Aug 2008. Prof. Sudhir Mukherkjee and Ms Arti Vyas were invited to be judges of the competition.

The students were expected to speak for 4 minutes and they were not permitted to take materials to the stage. They were judged on the basis of the content of speech, their language and delivery. The topics given for the competition were:-

1. Gujarat 2010: Neighbors' envy, owners' pride.
2. India should sign the nuclear deal.
3. Indian students shall never be globally competitive.
4. India and china are responsible for international inflation.
5. Genetic engineering is ethically wrong.

Winners of the competition were:
1. Karna Shalat
2. Jagruti Trivedi
3. Khyati Kharadi

Outstanding speaker award was given to Abhay Joshi for his speech with exceptional eloquence. Principal's special prize was given to Jaimin Shah who very enthusiastically expressed his views on Gujarat 2010: Neighbors' envy, owners' pride. Speaker of the events were Mahesh Lalwani and Sneha Shah

The competition was coordinated by Ms Nishrin Pathan and Ms. T. Hepzibah Mary.

WORKSHOP FOR PMG (Potential Meritorious Group) STUDENTS

One day workshop has been held for students of **SEMCOM** on 20th and 21st August, 2008. Basically this workshop was organized to improve the personality of PMG students and to make the students aware about their own skills. This workshop was also to make aware them about a leader which is within them. On 20th August 2008, total 71 students have attended this workshop and on 21st August 2008, total students was 64 those attended this workshop.

This workshop divided in two sessions. In first session Ms. Dhvani Sharma has shown presentation slides to guide the students for their overall personality development. Through this presentation she has guided the students to become a good speaker and listener. She also provided the detail about to have good gestures.

Second session was inter-actual session. The students had to give minimum 3 and maximum 5 points those they want to change or impalement in INDIA. They had to actually represent them selves as a next generation leader of INDIA

Ad-Making Workshop

Ad-Making Workshop was held on 9th & 10th August. The main objective of this workshop is to make students learn to prepare TV Commercials. It was for all the streams of students where 38 teams participated. The first day session was taken up by Mr. Naynesh Parekh who presented a brief idea on evolution of advertising, preparation of story boards & managing the advertising team. The second day session was by Mr. Sanjay Chakraboty who gave a brief note on communication and miscommunication, tips for effective advertisements, some social issue ads. Students were shown some of the copy righted ad films for the deep insight towards the advertising fields. The workshop was coordinated by Preeti Menon, Reena Dave, Joe Marry George & Dr. Ajayraj Vyas

Patriotic Song Competition

Patriotic Song Competition was held on Tuesday 19the August. To develop the spirit of patriotism among the students, this contest is organized every year in SEMCOM. The spirit of Independence Day & Patriotism was celebrated with great fervour and enthusiasm. The day witnessed organization of a myriad of theme based events like Patriotic Song Competition, (both solo & group) Photo Contest, Caption Contest and Tri-colour Competition. The competition, with songs rekindling the patriotic spirit of all present, saw some great performances rendered by the students. Resource person for photography was Shri. Kanu Patel. The song competition was judged by Shri Brij Joshi, Shri Omkar Dave & Shri Tapan Desai . The entire event was coordinated by Shuvasri Das & Joe Marry George

Pride of SEMCOM

It is a great matter of pride for **SEMCOM** to mention about Dhaval Trivedi, one of the gems of college and S P University. Dhaval Trivedi, a former B.Com student of **SEMCOM** was declared "The Best Student" of the college. He was University Gold medalist for the year 2005-06. Continuing the same pace for his higher study, Dhaval Trivedi is the youngest CA of SEMCOM, passing the exam at first attempt with 61% in May 2008. He also passed the CS exam in June 2008 achieving 33rd rank all over India. He also brought "Scroll of Honour" award for his parents, which is considered to be very precious award at **SEMCOM**.

He is **SEMCOM** alumni member representing Western region. He is indeed a torch bearer for all the students. At present he is undergoing an article ship with Patel & Mehta, Chartered Accounts, Anand and also delivering a series of lectures on taxation at **SEMCOM**.

By achieving such meritorious degrees at this age, Dhaval Trivedi has proved that what matters for career is hard work and perseverance.

Swarnim Gujarat

Speaking in Elocution competition students expressed their views on "**Gujarat 2010**"

Abhay Joshi Said:

Our Garvi Gujarat has always been a great Gajraj (Hathi) - A macro existence - on the map of our beloved mother land India.

Gujarat's role has been like a contributing son, a demonstrative brother and a supporting neighbor at all times in history.

Naturally with this wisdom it is always… Neighbors Envy and Owners Pride.

I believe in time to come it would be more said as '*Durlabham Gujarate Janm*' and because it is '*Gujarate Janma*' it can be then said as '*Durlabham Bharate Janma'*

The statistics revel that :

- Gujarat's contribution to national export is 21 % with an average growth rate of 9% per annum and an industrial growth rate of 12.5% per annum and yet…. having just 5 per cent of India's total population and 6 per cent of land. The first …. amongst the all states. And

remember these figures are of 2007 and 2010 is yet to come.

- With longest coastline of 1600 k.m., 41 ports, 11 domestic airports, 1 International airport, 42 SEZ and power generation of 13500 MW…. Obviously we are first…. And again 2010 is yet to come.

- With India's first express highway from Ahmedabad to Baroda, 5000 + k.m. of Railway line, rich availability of natural gas and 24 hours power supply to 98 % villages we are first…..No fault of Neighbor ..it is natural to envy.

But friends these are all indexes of economic growth but let's not forget …. The pioneering enterprising zeal of Lalbhais, Mafatlals, and Sarabhais and now the legacy continues with Ambanis, Adanis and great Karshankaka of Nirma who has even compelled the multinational like Hindustan Lever to surrender to this Gujarati sprit.

And therefore it is always said ' Jya hase pani , tya hase gujarati'

Tell me friends which state in our country has visionaries like Dr.Kurrien, Bhaikaka, H.H. Pramukh Swami Maharaj and the list would be

incomplete without expressing gratitude to our own chairman Dr. C.L. Patel.

I am sure you may be thinking that I am missing one big name but I know that we have a great metal in form of our chief minister Shri Shri Shri …..Naredra Modi. Without him we would have not been able to celebrate 2010 as the '*Suvarn Jayanti Varsh*' of our state.

I understand,.. and I have no complain against the natural envy generated in minds of Deshmukh from Maharastra, Chauhan from M.P. and Scindia from Rajasthan … after all they are neighbors and neighbors do sometimes envy.

Let there be any number of earthquakes, floods, riots and now… Bombs…   We are not scared of it.

We know that difficulties are divine surgeries and they come 'not to tumble us but humble us'.
'Are duniya to unki ragini par jukti hardam,
 jo jalti chita par bethkar bina bajate hai'

At the end I would end by reciting a small part of a poem written by the great poet Shri Ramesh Gupta long back in 1960 which says …

Aaj bapuni punya bhumi par, ugyu suvarn prabhat
Svarn axare lakhase kaviyo yashgatha gujaratni –
Jay jay garvi Gujarat … Jay jay garvi Gujarat

Jagruti Trivedi said:

Our state in 2010 would have major attractions like pleasure parks, Filmcity, Oceanarium, excellent stete-of –the –art hospitals, good schools, Infocity, Software Technology Parks, Knowledge corridors and much more. Under the jyoutigram yojna, 18000 villages have 3-phase electricity around the clock, 20000 villages would be covered by 2010.
Drinking water is available under Jal Shakti Program
A panchamrut has been initiated & implemented successfully.   It comprises of:
1. Jal Shakti
2. Urja Shakti
3. Gyan Shakti
4. Jan Shakti
5. Raksha Shakti
Initiatives like Kanya Kelvani and Shala Praveshotsav will ensure higher literacy.

Cheeranjeevi ensures a healthy mother, balbhog initiative for

children. 23 district civil hospitals will be privatized and giants like Appolo, Torrent, Wockhardt would be taking over.

Tourism under "vibrant – Gujarat" shall infuse Rs. 10635 crores.

Bangalore based Indian Film City will set up a similar one in Gujarat and much more….

Jaimin Shah Said:

Gujarat has become an example for all states to emulate its model of the inclusive growth. Gujarat's achievements are remarkable because its growth is not only for economic and agriculture but also for social, education and health sectors. It has become possible in a short span of time because…….

Gujarat is one of the fastest growing states in India in terms of economic development….

Gujarat contributes 21% exports production in 11th plan year i. e. 2007 – 2011.

IT policy announced by government generates large scale employment opportunities.

Gujarat's progress has created jealousy for the neighboring states and that is obvious …..

Editorial Team

Research Article:

ICT and Education in the Developing Countries

Introduction

Information and communication technologies (ICTs)—which include radio and television, as well as newer digital technologies such as computers and the Internet—have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life.

However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology—indeed, given enough initial capital, getting the technology is the easiest part!—but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others.

What is e-learning?

Although most commonly associated with higher education and corporate training, e-learning encompasses learning at all levels, both formal and non-formal, that uses an information network—the Internet, an intranet (LAN) or extranet (WAN)—whether wholly or in part, for course delivery, interaction and/or facilitation. Others prefer the term online learning. Web-based learning is a subset of e-learning and refers to learning using an Internet browser (such as Netscape or Internet Explorer).

Skills Needed in the Workplace of the Future

Digital Age Literacy

Functional literacy	Ability to decipher meaning and express ideas in a range of media; this includes the use of images, graphics, video, charts and graphs or visual literacy
Scientific literacy	Understanding of both the theoretical and applied aspects of science and mathematics
Technological literacy	Competence in the use of information and communication technologies
Information literacy	Ability to find, evaluate and make appropriate use of information, including via the use of ICTs

Effective Communication

Teaming	Ability to work in a team Collaboration and Ability to interact smoothly and work effectively with others interpersonal skills
Personal and social	Be accountable for the way they use ICTs and to learn to use ICTs responsibility for the public good
Interactive communication	Competence in conveying, transmitting, accessing and understanding information
High Productivity	Ability to prioritize, plan, and manage programs and projects to achieve the desired results. Ability to apply what they learn in the classroom to real-life contexts to create relevant, high-quality products

How can ICTs help transform the learning environment into one that is learner-centered?

Research has shown that the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning. When used appropriately, ICTs—especially computers and Internet technologies— enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories

of learning and constitute a shift from a teacher-centered pedagogy—in its worst form characterized by memorization and rote learning—to one that is learner-centered.

How have radio and TV broadcasting been used in education?

Radio and television have been used widely as educational tools since the 1920s and the 1950s, respectively. There are three general approaches to the use of radio and TV broadcasting in education:11

1) Direct class teaching, where broadcast programming substitutes for teachers on a temporary basis;

2) School broadcasting, where broadcast programming provides complementary teaching and learning resources not otherwise available; and

3) General educational programming over community, national and international stations which provide general and informal educational opportunities.

What is teleconferencing and what have been its educational uses?

Teleconferencing refers to "interactive electronic communication among people located at two or more different places."17 There are four types of teleconferencing based on the nature and extent of interactivity and the sophistication of the technology:

1) audioconferencing;

2) audio-graphic conferencing,

3) videoconferencing; and

4) Web-based conferencing.

How have computers and the Internet been used for teaching and learning?

There are three general approaches to the instructional use of computers and the Internet, namely:

1) Learning about computers and the Internet, in which technological literacy is the end goal;

2) Learning with computers and the Internet, in which the technology facilitates learning across the curriculum; and

3) Learning through computers and the Internet, integrating technological skills development with curriculum applications.

How are computers and the Internet used in distance education?

Many higher educational institutions offering distance education courses have started to leverage the Internet to improve their programme's reach and quality. The Virtual University of the Monterrey Institute of Technology in Mexico uses a combination of print, live and recorded broadcasts, and the Internet to deliver courses to students throughout Mexico and in several Latin American countries.

Key Challenges in Integrating ICTs in Education

Although valuable lessons may be learned from best practices around the world, there is no one formula for determining the optimal level of ICT integration in the educational system. Significant challenges that policymakers and planners, educators, education administrators, and other stakeholders need to consider include educational policy and planning, infrastructure, language and content, capacity building, and financing.

What are the implications of ICT-enhanced education for educational policy and planning?

Attempts to enhance and reform education through ICTs require clear and specific objectives, guidelines and time-bound targets, the mobilization of required resources, and the political commitment at all levels to see the initiative through. Some essential elements of planning for ICT are listed below.

a. A rigorous analysis of the present state of the educational system. ICT-based interventions must take into account current institutional practices and arrangements. Specifically, drivers and barriers to ICT use need to be identified, including those related to curriculum and pedagogy, infrastructure, capacity-building, language and content, and financing.

b. The specification of educational goals at different education and training levels as well as the different modalities of use of ICTs that can best be employed in pursuit of these goals. This requires of the policymaker an understanding of the potentials of different ICTs when applied in different contexts for different purposes, and an awareness of priority education needs and financial and human resource capacity and constraints within the country or locality, as well as best practices around the world and how these practices can be adapted for specific country requirements.

c. The identification of stakeholders and the harmonizing of efforts across different interest groups.

d. The piloting of the chosen ICT-based model. Even the best designed models or those that have already been proven to work in other contexts need to be tested on a small scale. Such pilots are essential to identify, and correct, potential glitches in instructional design, implementability, effectiveness, and the like.

e. The specification of existing sources of financing and the development of strategies for generating financial resources to support ICT use over the long term.

What are the infrastructure-related challenges in ICT-enhanced education?

A country's educational technology infrastructure sits on top of the national telecommunications and information infrastructure. Before any ICT-based programme is launched, policymakers and planners must carefully consider the following:

- In the first place, are appropriate rooms or buildings available to house the technology? In countries where there are many old school buildings,

extensive retrofitting to ensure proper electrical wiring, heating/cooling and ventilation, and safety and security would be needed.

- Another basic requirement is the availability of electricity and telephony. In developing countries large areas are still without a reliable supply of electricity and the nearest telephones are miles away. Experience in some countries in Africa point to wireless technologies (such as VSAT or Very Small Aperture Terminal) as possible levers for leapfrogging.29 Although this is currently an extremely costly approach, other developing countries with very poor telecommunications infrastructure should study this option.

- Policymakers should also look at the ubiquity of different types of ICT in the country in general, and in the educational system (at all levels) in particular. For instance, a basic requirement for computer-based or online learning is access to computers in schools, communities, and households, as well as affordable Internet service.

- In general, ICT use in education should follow use in society, not lead it. Education programs that use cutting-edge technologies rarely achieve long term success:

- It is cheaper, and easier, to introduce a form of technology into education, and keep it working, where education is riding on the back of large-scale developments by governments or the private sector. Television works for education when it follows rather than precedes television for entertainment;

computers in schools can be maintained once commercial and private use has expanded to the point where there is an established service industry.

What are the challenges with respect to capacity-building?

Various competencies must be developed throughout the educational system for ICT integration to be successful.

Teachers

Teacher professional development should have five foci:

1) Skills with particular applications;

2) Integration into existing curricula;

3) Curricular changes related to the use of IT (including changes in instructional design);

4) Changes in teacher role; and

5) Underpinning educational theories.

Ideally, these should be addressed in pre-service teacher training and built on and enhanced in-service. In some countries, like Singapore, Malaysia, and the United Kingdom, teaching accreditation requirements include training in ICT use. ICTs are swiftly evolving technologies, however, and so even the most ICT fluent teachers need to continuously upgrade their skills and keep abreast of the latest developments and best practices.

While the first focus—skills with particular applications—is self-evident, the four other foci are of equal, if not ultimately greater, importance. Research on the use of ICTs in different educational settings over the years invariably identify as a barrier to success the inability of teachers to understand why they should use ICTs and how exactly they can use ICTs to help them teach better. Unfortunately most teacher professional development in ICTs are heavy on "teaching the tools" and light on "using the tools to teach."

Teacher anxiety over being replaced by technology or losing their authority in the classroom as the learning process becomes more learner-centered—an acknowledged barrier to ICT adoption— can be alleviated only if teachers have a keen understanding and appreciation of their changing role.

Education administrators

Leadership plays a key role in ICT integration in education. Many teacher- or student-initiated ICT projects have been undermined by lack of support from above.

For ICT integration programs to be effective and sustainable, administrators themselves must be competent in the use of the technology, and they must have a broad understanding of the technical, curricular, administrative, financial, and social dimensions of ICT use in education.

Technical support specialists

Whether provided by in-school staff or external service providers, or both, technical support specialists are essential to the continued viability of ICT use in a given school. While the technical support requirements of an institution depend ultimately on what and how technology is deployed and used, general competencies that are required would be in the installation, operation, and maintenance of technical equipment (including software), network administration, and network security. Without on-site technical support, much time and money may be lost due to technical breakdowns.

Content developers

Content development is a critical area that is too often overlooked. The bulk of existing ICT-based educational material is likely to be in English (see section on language and content below) or of little relevance to education in developing countries (especially at the primary and secondary levels). There is a need to develop original educational content (e.g., radio programs, interactive multimedia learning materials on CD-ROM or DVD, Web-based courses, etc.), adapt existing content, and convert print-based content to digital media.

Will ICTs Replace the Teacher?

The answer is a resounding NO! In fact, with the introduction of ICTs in the classroom, the teacher's role in the learning process becomes even more critical. What can and should change is the kind of role that the teacher plays.

The role of students, in turn, also expands. And since ICTs can open up the classroom to the outside world, the community can also play a new role in the classroom.

As learning shifts from the "teacher-centered model" to a "learner-centered model", the teacher becomes less the sole voice of authority and more the facilitator, mentor and coach—from "sage on stage" to "guide on the side".

The teacher's primary task becomes to teach the students how to ask questions and pose problems, formulate hypotheses, locate information and then critically assess the information found in relation to the problems posed.

And since ICT-enhanced learning is a new experience even for the teachers, the teachers become co-learners and discover new things along with their students.

Additionally, it is not uncommon to see students in an ICT-enabled classroom assume both formal and informal roles as teachers of their peers and younger students, sometimes even of their own teachers. Teachers and students from different schools, subject-matter experts, parents, community and business leaders, politicians, and other interested parties also become involved in the learning process—as resource persons, critics, mentors, and cheerleaders. They also comprise a public, and hopefully critical, audience for students' work published on the Web or through other media.

Yet many teachers are reluctant to use ICTs, especially computers and the Internet. Hannafin and Savenye identify some of the reasons for this reluctance: poor software design, skepticism about the effectiveness of computers in improving learning outcomes, lack of administrative support, increased time and effort needed to learn the technology and how to use it for teaching, and the fear of losing their authority in the classroom as it becomes more learner-centered. These are all issues that must be addressed by both pre-service teacher education and in-service teacher professional development programs if schools and other educational institutions are to fully exploit the potential of computers and the Internet as educational tools.

What are the challenges related to financing the cost of ICT use?

One of the greatest challenges in ICT use in education is balancing educational goals with economic realities. ICTs in education programs require large capital investments and developing countries need to be prudent in making decisions about what models of ICT use will be introduced and to be conscious of maintaining economies of scale. Ultimately it is an issue of whether the value added of ICT use offsets the cost, relative to the cost of alternatives. Put another way, is ICT-based learning the most effective strategy for achieving the desired educational goals, and if so what is the modality and scale of implementation that

can be supported given existing financial, human and other resources?

Whyte suggests the following potential sources of money and resources for ICT use programs:

1. Grants

2. Public subsidies

3. Private donations, fund-raising events

4. In-kind support (e.g., equipment, volunteers)

5. Community support (e.g. rent-free building)

6. Membership fees

7. Revenues earned from core business:

- Connectivity (phone, fax, Internet, web pages)

- Direct computer access to users

- Office services (photocopying, scanning, audiovisual aids

8. Revenues earned from ancillary activities:

- Business services (word-processing, spreadsheets, budget preparation, printing, reception services)

- Educational services (distant education, training courses)

- Community services (meeting rooms, social events, local information, remittances from migrant workers)

- Telework and consulting

- Specialized activities (telemedicine)

- Sales (stationary, stamps, refreshments, etc.)

Private sector-public sector partnerships to either pilot or fast track ICT-based projects are a strategy that has gained currency among Ministries of Education in developing countries. These partnerships take many forms, including private sector grants with government counterpart contributions, donations of equipment and education-related content by corporations to state-run schools, and the provision of technical assistance for planning, management, and strengthening human resources at the grassroots level. Multilateral organizations and international aid agencies have also driven many of the most significant ICT in education efforts in the developing world.

But the financial litmus test of ICT-based programs is survival after donor money has run out.

Many ICT based education programs funded by aid agencies or by corporations could not be sustained because government failed to step in with the necessary financing; nor were the local communities in a position to generate the resources needed to continue these programs. This was the case with some of the Interactive Radio Instruction projects initiated by USAID. Therefore, a two-fold strategy is key: government support and local community mobilization.

Ms. Ami Trivedi
Mr. Gauravkumarsingh Gaharwar
Faculty, **SEMCOM**

The Miracle Facets of Viral Marketing Ad

In the beginning, e-mail was the one way that viral marketing was started. Since that long ago day, viral marketing has gone from a marketing strategy to an art form and there are many ways to accomplish the objective of creating a successful viral marketing campaign. Seven of those ways are:

1. E-mail: It was first but it is still around and still used. It is, however, getting a little harder to use as more and more government restrictions are placed on it. Still it does work.

2. Newsletters: This is an extension of e-mail but it a very effective tool. If you include enough timely and valuable information, a good newsletter can drive up the number of visits to your website.

3. Blogging: Providing the tools on your website to enable bloggers to interact with one another is a terrific way to get the message about your product of service out there and being talked about. Bloggers have their ears to the ground for new products and services.

4. Chat Rooms: A chat room on your website can and does encourage interaction among your customers and that can't be a bad thing. Also, you can use the chat room to schedule special events like having an expert available to answer questions on a given day at a given time.

5. Tell-a-friend Script: If you add this with a statement saying that e-mail addresses supplied will never be shared with third parties, you can increase your potential customer list greatly.

6. Video Clips: Including cool video clips on your website will keep the interest up and increase traffic.

7. Flash Games: Although they are a little costly to start, they are an extremely effective tool to get your viral marketing campaign going. Once they are launched, they require nothing more from you.

Ankur Amin
Lecturer, **SEMCOM**

My Voice: Branding: Quality, Image, Reputation, Cost or Hype?

Today there is hardly anything which is not branded. Whether it is any product, service, idea, place, institution or politician all are branded. There is a difference between product and brand. A Product is anything which can satisfy a need or want. Brand is a name, term, sign, symbol or design used to differentiate the product, service or offering of one manufacturer from the other. Branded offering convinces the consumer about the quality and he is willing to pay higher price for it. But sometimes unbranded products or services are equally good. This is particularly true for products like detergents, toothpaste, tomato ketchup, Pickles, fruit jam etc. So a consumer may legitimately ask why a producer should incur expenditure on branding and why should a consumer pay a price for it.

But then brand are not build over night. Brand resides in the hearts of consumers. A producer may advertise thousand benefits of his product but if the consumer is not satisfied obviously he is not going to buy the product. These removes the myth that with the help of advertisement you can create the brand as it depends on customer satisfaction and enjoyment with the product, service or offering. Branding carries the assurance to the customer about the quality of the product, service or offering. Producer is required to deliver quality as he cannot escape responsibility. Customers are also relieved of the tension of quality of offering. So we can conclude that branding is not a myth, hype but it is all about quality, image and reputation. Branded products or services may seem expensive but when you compare benefits with costs it may appear to be inexpensive and best return for your investment.

Reference: Marketing Mgt by Philip kotler

Sunil V Chaudhary
Lecturer, **SEMCOM**

Contributors

"DRIVE" is regular monthly e-news letter published by **SEMCOM**. This e-news letter deals in all aspects of management, commerce, economics**,** technology and Humanities. It is open for all students, alumni, teachers and professionals dealing with above stated areas.

Your contribution in the form of research papers, articles, review papers, case studies are invited for publication. All papers received by us will be published after the approval of our Editorial Team.

You are requested to send your write – up to kpatel@semcom.ac.in

OR

Mail at:

SGM English Medium College of Commerce & Management (SEMCOM)
Opp. Shastri Ground
Vallabh Vidyanagar - 388 120
GUJARAT
INDIA

Tel. No. : +91 2692 235624, 231811
Fax. No. : +91 2692 235624