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Snippets from Tsunami

The story of the boat ride

The day was one for celebration. The fishermen were going to face the sea again after the tsunami. The sky was clear and the sea was calm, except on the shore where the waves break. The entry into the sea and exit from it seemed to be difficult, at least to my lay eyes. The fishing community had invited me to join in this first foray into sea after the tsunami. The boat was new, donated by a philanthropic organization. The nets were new, perhaps, from the same source. The crew was newly formed, after having lost some of the old members.

We were two members of a team doing a mid-term review of the work done by All India Disaster Mitigation Institute, in the tsunami-hit villages of Tamilnadu and Pondicherry. We both are ex-bureaucrats, I from the Indian Administrative Service and my companion an Ex-Town Planner from U.S.A.

There were four crewmembers in the fibre boat. The boat itself was fitted with a motor and of course a rudder. The passengers were, apart from me (a non-swimmer), a researcher from America (claimed to be a good swimmer) and two volunteers from a Non-Governmental Organization. We were told they are going for a spin and not for any serious fishing. We were assured that the stay in the sea would be for fifteen to thirty minutes only.

The fishermen seemed to be a transformed lot, unlike the sad abject ones we used to meet during our earlier sojourns. The boat was on the shore away from the water. The crew asked us to get into the boat. Many of us wanted to stand and survey the sea like Columbus on his ship approaching strange lands. We were firmly told to sit down and hold on to whatever is handy. The crewmembers, of course, were on the ground pushing the boat. The moment came when the boat entered the water. It was a fight between the crew and the breaking waves. But we were the ones getting tossed about. At last when the boat was water-borne, the first wave came and we were promptly drenched from head to foot in salt water. It was a job to hold on to our glasses and whatever part of the boat we were clinging on to. The crew jumped on to the boat. There was chaos for a few minutes, while the boat was trying to find its equilibrium.

The moment the boat started moving aided by the motor; the fishermen came into their element. A proposal was mooted, seconded and executed, without consulting the passenger. The decision was they should experiment with a little bit of fishing, with the nets they have already loaded into the boat. As the boat moved, the nets were let down. The boat took a wide arc quite away from the shore. One man jumped into the sea for the purpose of holding on to the net and keeping it spread. He was left there while the boat sped away. After reaching a certain distance, the motor was switched off and we were just bobbing about on the sea, waiting for the fish to swim into the net.

Then started a session on fish, fishing and its economy. We were told about the various types of nets, suitability of nets for different types of fish

and the export market. There was a story about a fish called 'Poongulal' (flower flute), which moves under the shadow provided by floating logs, going wherever the logs go. They showed us the blue fish, the white ones and others. We saw only the undulating sea.

The half-hour trip extended indefinitely, waiting for the fish to enter the nets. The sun beat on us unmercifully. The waves were undulating under us. The result was profuse sweating and nausea. The hosts could see my plight, but did not want to go back as yet. They advised me to close my eyes. I was scared to close them, since the sight of others in the boat was reassuring. The American seemed to be enjoying the outing.

Finally they decided to draw in the nets. The return journey started. One was drawing in the nets and two others plucking the fish stuck in the nets. Many a fish was thrown out as useless, especially the jelly-like ones. The fourth fisherman was furiously sorting out the fish according to the variety and size. A portion of the biggest and tastiest (to them) was set aside, may be away from the eyes of the merchants or the owners.

At last the shore was in touching distance. The motor was switched off. The fishermen jumped into the sea. They cautioned all of us to sit tight. With one effort they pushed the boat on to the sands. The effect on us was like jumping over a wall (the incoming waves) blindfolded and with hands tied in a pouring rain.

At last we touched terra firma and thanked God for that mercy. The salt encrusted dress and hair were very itchy. We walked back to the Kuppam (village) bravely. A cool drink of water was followed by a review of the activities done and planning for future. The fishermen returned with the catch and announced that the first catch will be for the Kuppam and not for the market.

We were sitting in the beautifully designed (by the women of the village) work shed discussing activities like incense, coir and candle making. They were very enthusiastic. But one could see that it will be very difficult for them to forget the old life-

style viz. help in sorting out the catch, sell them in the market, coming back and cooking meals for the family and last but the best seeing the Tamil serials and films in the TV. And there entered a lady bearing the fresh catch fried to my taste. The American and I were the only two to partake this delicacy, the others being vegetarians.

The time to leave came. In this short sojourn we had come very close to the fishing community. We were quite impressed by their hard life even in ordinary times. The Tsunami has brought out all their hidden characteristics, like perseverance, faith in God and the will to live and to live well. They thanked us for remembering them in their time of need. We thanked them for allowing us to have an insight into their struggle to live, which for everyone is private.

From the Chief Editor's desk:

Youth Festival:

Festival is an epitome of colours, gaiety, mirth, energy, vivacity, lights and togetherness. Though festivals are light in nature, they have their own value. Each festival imparts something significant and indispensible and the resultant learning is amazing. Youth Festival lets young people celebrate their talents, skills and life and have a multidimensional look at the world around them.

Youth Festival is a conglomeration of a huge pool of talents and skills. It is a perfect amalgamation of the spirits of festivity and competition. Competition is transformed into festival for it is participation that matters and not winning. Though students come after days of intense practice sessions with the sole focus on winning, Youth Festival is the right time and place to let down their hair and shake up a little bit. It provides the opportunity to acquaint with a myriad of students from diverse backgrounds, experiences, culture, and socio-economic conditions. It is a great
'parthasala' that gives the platform for learning, experience and progressing. It is very crucial and much needed requisite for the students to have a holistic approach to life, career and success.

Young people are the biggest assets of a country. If they are trained in the right manner, the nation will take great leaps and bounds in terms of progress and development through these assets. It is very natural that a country can be divided on various grounds whether natural or manmade. The greatest unifying force that a country can possess is the youth. Young students while still tender, curious and innocent learn to imbibe the best from the others and spread the fragrance of nobility, humility, and generosity that are within them. Youth Festival moulds students to be more open, receptive, analytical and rational. In such a healthy environment they discover that diversity is integral and natural in any system and that it is essential to maintain harmony and peace. A creation of an atmosphere that is conducive to comradeship and benevolence results in integration.

The gathering of young people during Youth Festival makes them more approachable, responsible, mature, adaptable, accommodative and compatible and this leads to interchange, exchange and mixture of different cultures, social behaviours, customs and attitudes. In a nutshell there is healthy integration and participation that makes the young people treat both success and failure with equal aplomb. For the happiness derived from new learning, familiarity and experience is worth more than the medals and prizes that they win. Here the new learning and experience are not confined to a particular time and place but remain with them afresh as an evergreen tree giving them the wisdom to discern and act. The enlightened young minds become active and committed social players in whose hands society turns into a better place to live in.

Apart from these benefits that are of paramount importance to the holistic development of young minds, Youth Festival hosts different literary, theatre and cultural events whereby the stage is set for the display of talents and skills which become more colourful, complex, intrinsic, meaningful, purposeful and relevant. They grow as each individual grows to bear more fruit ensuing in the continuation of societies that are hale and healthy. Participation strengthens capabilities through the enhanced and increased quantity and quality of opportunities, the byproduct of which is empowerment and emancipation of young people through information, training and action. Opportunities enable them to explore and experiment with their talents, skills and knowledge and acquire novel methods to express themselves in unique ways.

Not all students are blessed with equal privileges and opportunities. Colleges that have different approach to education, that believe in innovation in pedagogical techniques and mix theory and practice have a strong and irrefutable say in the quality and quantity of education. Not all colleges provide the same backdrop. In this scenario of high variations Youth Festival serves as a leveling ground by generating equal opportunities and the same stage to test the mettle of students. In this context education takes on a new meaning, knowledge becomes multihued, learning a new dimension,

experience a new definition and culture more value.

College work is drudgery to many students. To have an occasional escape from the monotonous routine of teaching and learning, Youth Festival paves the way for fun and excitement. Through fun and excitement young students realize that education is vital and inevitable after which learning becomes a joyous activity and no longer a burden. The outstanding feature of Youth Festival is that it gives new meaning and relevance to education and helps students redefine and rediscover their passion and true calling in life. This helps in bringing about a correlation between what is learnt and what is really desirable. Youth Festival metamorphoses students into individuals who can take the world in their stride and look unto themselves to find out who they are, what they are and who they can be.

The atmosphere of Youth Festival is palpable with enthusiasm, creativity, activity, hustle, curiosity, spontaneity and imagination. It becomes the breeding ground of familiarity, acquaintances, friendliness and cooperation. Particularly, the exposure given to students during Youth Festival can work wonders in young minds that will learn to differentiate between strengths and weakness and also learn to exploit strengths and compensate for the weakness. In this prospects multiply giving students maximum opportunities to turn even adversities to allies. The new learning and knowledge are not confined to those days of competition but remain with them eternally opening up new avenues along the way with new revelations and insights.

Many a time students restrict their learning and talents to a particular area or field. But participation in Youth Festival makes them test their chances in other areas as well and acquire the needed skills as well. The skills they possess undergo a complete transformation and refinement and in addition to the ones that students already possess they gather a few more. Skills like leadership, decision making, management and communication are enriched considerably. In the long run they prove to be of tremendous help. It helps in making a firm and convinced decisions

about their future and career. The vision of students is restricted to only academics. But Youth Festival helps in unraveling the hidden and dormant talents and skills and embarks them on the road to success. It helps in bringing about an association between academics and curricular activities.

The appreciation, encouragement and motivation that students encounter during Youth Festival will help have a better opinion of themselves and the people around them. This leads to peaceful coexistence and acceptance of all irrespective of caste, creed, colour, culture and social backgrounds.

Youth Festival nurtures creativity and imagination in young minds and provides means of channelizing their talents and skills and in multi disciplines whereby they can explore their dreams and desires and have a sense of fulfillment and accomplishment. Most importantly Youth Festival helps in sustainable development and growth of themselves, the world and the environment

By:

Dr. Nikhil Zaveri

Director & Principal,

SEMCOM.

SEMCOM updates

Basketball Tournament:

Inter College Basketball Tournament for Girls and Boys were organized by Sardar Patel University.

On 25th September 2012 the Girls' Team played against N. V. Patel Science College in the final match and SEMCOM team was the runner up. SEMCOM boys' team won against M. B. Patel Science College on 28th September 2012.

Industrial Visit:

Students of Second Year BCom students were taken to Dharmaj on 24th and 26th September 2012 and visited companies like Atlas Cable, Pharmanza Herbal Pvt. Ltd., Viswas Knitting as part of their syllabus for Rurban Development and it was based on the case study of a model village. The coordinators were Dr. Preethi Menon, Dr. Suvasri Das and Mr. Vikas Singh.

Ad Making Workshop:

Ad Making Workshop was organized on 29th September 2012, at M. B. Patel Auditorium. Mr. Dipak Gidwani, General Manager, Domestic Sales and Marketing, Dinesh Mills, was the expert and he taught students the managerial aspects of Ad Making and preparing reports and budget for advertisement. It was attended by 225 students and Dr. Preethi Menon, Dr. Vigna Oza and Ms. Hiral Patel were the coordinators.

Badminton Championship:

Inter College Badminton Championship was organized by Sardar Patel University on 3rd and 4th October 2012 in which SEMCOM team won against ILSSAS in the doubles' event and was runner up in the singles event against P. G. Department.

Cricket Tournament:

Inter College Cricket Tournament was organized by Sardar Patel University in which the final match was against SEMCOM and N. V. Patel Science College and SEMCOM team won the tournament.

Inter Stream Leg Cricket for Girls:

Inter Stream Leg Cricket for Girls was organized by the Sports Committee of the Students' Council:
2012 – 2013 in which the final match was between SYBCom – B and 4th Year BBA – ITM. 4th Year BBA – ITM won the match.

Youth Festival:

Youth Festival was organized by Sardar Patel University from 5th to 7th September 2012 which saw the enthusiastic participation from colleges in Anand and Vallabh Vidhyanagar. SEMCOM students took part in cultural, literary and theatre events and won prizes in all categories. SEMCOM won the Youth Festival Championship for the sixth consecutive time. The coordinators were Dr. Ajay Vyas and Ms. Komal Mistry.

Preliminary Examination:

Preliminary Examination for the odd semester was conducted from 27th October 2012 to 4th November 2012 for which the Staff Secretaries, Mr. Ankur Amin and Ms. Ami Trivedi

Book Review:

ECONOMY AND SOCIETY - *Evolution of Capitalism*

-R.R.Suresh

Authors' Profile:

R. R. Suresh retired as reader from the Department of Economics, Ramjas College, Delhi University. He has taught Economics for four decades. He began his career in teaching in 1962. His main focus areas were National Income Accounting and Comparative Economic Systems. He was active in syllabus revision committees of the Department of Economics, Delhi University, and in committees on Public Finance, National Income Accounting and Comparative Economic systems. Apart from his activities on academic fronts, Dr. Suresh was also the President of Ramjas College Staff Association for ten years and a member of the executive committee of Delhi University Teachers Association. He was an elected Delhi University teacher's representative on the University's highest decision making body, the Executive Council. He has written two books, Public Sector Banking and Economics for Class 12.

About the Book:

This is a textbook which brings together some of the major principles and theories, mainstream and heterodox, in explaining the emergence, evolution and working of the capitalist system. The subject matter is vast and principles and theories about a continual flow of events/phenomena are aplenty. Many have had limited life (often losing their relevance as capitalism changed). Yet some have contributed significantly in the understanding of the capitalist socioeconomic formation. These have been contextualized within the evolving structure of the capitalist system.

This book emphasizes the need for socio economic formations change. The emergence of capitalism and its evolution illustrate this fact of change. Hence, the capitalist socio economic formation must one day give way to another formation. Mainstream analysts, however, assume that the

capitalist system is here to stay. In fact, the collapse of the Soviet bloc led Francis Fukuyama to proclaim 'the end of history', a view which only articulated what most already euphorically believed in since the Second World War. The book can be divided in the following manner:

STAGE 1: The book starts with introducing the reader (in Chapter 1) to a simplified Marxian approach to the study of the economy, state and society.

STAGE 2: This is followed in Chapter 2 by a survey of the various modes of production mainly with a view to bring out their distinctive features.

STAGE 3: This Chapter is followed by a discussion of the origins of capitalism in England (discussed in Chapter 3) in the forms of debates regarding the transition from feudalism to capitalism.

STAGE 4: The following chapter (i.e. Chapter 4) brings out the basic, distinctive features, the differentia specifica so as to say, of the capitalist mode of production and the socio-political regime necessary for these features to exist.

STAGE 5: The rest of the book (Chapters 5 to 10) discusses the evolution, working and problems (crises tendencies) of the capitalist system, from its competitive nation based phase to its present transnational global phase.

An understanding of how and why economic systems change is crucial not only in knowing the social order we live in but in analyzing changing value systems, political systems, institutions (social, political, religious, legal or otherwise) clash between civilizations etc.

Critical Evaluation (Merits Demerits):

The book is primarily addressed to the student who has some knowledge of economics. However, economic terms, from mainstream economics or Marxist political economy, are sought to be explained simply so that people from other disciplines and intelligent laymen also benefit. These explanations are either in text or in the footnotes. The serious reader would benefit referring them. The book, as textbooks tend to

discuss the subject matter in a rather abstract manner despite reference to real situations - based on the origin and evolution of capitalism in England and U.S.A. Capitalism in these countries originated as industrial systems. It should not be used as a basis for understanding the emergence and evolution of capitalism in countries where it occurred or is occurring late.The analysis in the book is valid and the writing is clear with a brisk tempo. R.R. Suresh has described in great detail the good capitalist economies of the world. The five stages need not be applied only to economies; they can also be applied to the different sectors of the economy. R. R. Suresh advocates that economies can recover if they decide never to give in, are willing to change tactics, if economies never, ever give up on their core values. However, the book leaves the readers with as many numbers of questions as answers. R.R. Suresh writes that decline is often the result of neglect of primary sector but it is often observed that companies often diversify to escape decline in their core business. Excessive pride in achievement and over zeal to reach new goals, of course, play a role in economic deline, but they are rarely the root cause of the problem.

Cross references are common in the text. But often arguments/phenomena are repeated where it is felt that the reader may not take the trouble to refer elsewhere (unfortunately, it is a common failing amongst readers, particularly amongst students in India). In spite of this question the book is a credible effort. Each one way has been analyzed and also data from other research and new primary and secondary data are used. R. R.

Suresh took a lot of what people 'sort of knew about' and drew crystal clear conclusions to make the book an interesting reading.

BY:

MR. NIMESH RAVAL

Lecturer,

SEMCOM.

Article:

Entrepreneurship through Education

Today there are enormous social, economic and educational benefits of entrepreneurship. As a result, entrepreneurship education programs are one of the most sought after areas of study among collegiate business students. Graduates of this program are not only increasing in number, they are reshaping our understanding of markets, technology and management leadership. Bent on realizing their own perceived opportunities they continue to define their standard for business innovation and by doing so alter the competitive landscape for future enterprise. Whereas 15 years ago only a handful of colleges offered courses on entrepreneurship, today more than 1500 colleges and Universities in India offer some or the other form of entrepreneurship training.

The entrepreneurship education history has its roots in the American Industrial revolution, and has evolved over the past century. Despite the growing number of new and expanding educational programs in this area, many are still questioning whether entrepreneurship education is worth the investment, whether entrepreneurship training enhances the students' abilities to compete in today's job market and whether entrepreneurship students make stronger and more successful business leaders. The past 25 years of focus on entrepreneurship education has presented significant challenges for teachers and professors to create curricula and methods that meet or surpass student expectations. Students who enroll in entrepreneurship courses seek avenues to express latent creativity and innovativeness. Ten or so years into this revolution, Plaschka and Welsch (1990) recommended that business schools focus even more on entrepreneurship education. As more colleges and universities migrated toward teaching entrepreneurship, the consequent textbooks took the brand of "entrepreneurship". If there are significant differences between small business owners and entrepreneurs, and if curricular designs ignore such differences, then the question arises: "Are we teaching entrepreneurship to small business managers, and small business management to entrepreneurs?"

Entrepreneur(s) and Entrepreneurship: The Who and the What

Currently, no single definition of "entrepreneur" has been uniformly accepted in the literature. Entrepreneur is described as a rational decision maker who assumes the risk and provides management for the firm. (Kilby, 1976).

Entrepreneur is derived for the French verb "entreprendre" which means to undertake, to attempt, to try in hand, to contract for; or, to adventure; to try. Consequently, the Webster's New World Dictionary defines the term as "one who organizes and manages a business and undertakes the risk for the sake of profit".

Evolution of entrepreneurship education

In 21st century India witnessed a sea change in its educational system. Process of globalization not only transformed traditional approach of the system with a more efficient professional approach; but also introduced new age courses which have more economic value in today's' time. Entrepreneurship education is one among those which got a new dimension with this changing time; though the history of entrepreneurship education is not too new in this part of the world. The Andhra University was the first to start a full time management program way back in 1957. The All India Institute of Management and Social Welfare, Kolkata and Delhi University then followed it in 1958. It was in 1960 when the foundation of the first Indian Institute of Management in Ahmedabad was laid. Since then India has witnessed a gradual growth in this sphere of education. Most of the entrepreneurship education in India is in the form of MBA (Master of Business Administration) and PGDM (Post Graduate Diploma in Management) or PGDBM (Post Graduate Diploma in Business Management) and they are available as fulltime, part time, distant or online modes. Presently there are more than 2000 management colleges existing across India and many among them like the Indian Institute of Management (IIM) are counted among the best of the world. India's entry in the globalization process also acted like a catalyst in this entrepreneurship education boom. Because of the increasing number of global and Indian

multinationals, trained management graduates are in demand and this demand too actively fuels the interest of more number of students every day. In response to this growing demand, private sector also entered the Indian management scenario and invested a hefty amount in this. A large number of private management colleges along with government aided management colleges came into existence during the last decade. Apart from IIMs' some of the private Business Schools are also among the Top Business Schools of the world. Management colleges like Jamnalal Bajaj Institute of Management (Mumbai), MDI (Gurgaon), FMS (New Delhi), IISWBM (Calcutta) or MICA (Ahmedabad) are well known management colleges across Asia pacific. Top Business Schools are providing a wide range of courses in the business field and admission in these colleges is possible through different management entrances like CAT, MAT, XAT, SNAP and ATMA.

Entrepreneurship Education in India

Structure of entrepreneurship education in India is divided into major divisions as outlined hereunder:

- Institutions of national importance.
- University departments.
- Colleges affiliated to the universities.
- Non University Autonomous Institutions.
- Distance/Correspondence based Institutions.
- Unaffiliated Institutions.

At the top are the reputed institutes of national importance like IIMs and some university departments such as FMS which have maintained high quality in teaching and research of entrepreneurship education. The second rung institutes are those started by industrial houses, private institutes and state level educational institutes like MICA, Symbiosis and so on, which offer quality entrepreneurship education at par with these reputed institutes. These come under the category of "Non University Autonomous Institutions". The third level management Institutes in India are the University departments and other Open Universities which provide

entrepreneurship education through correspondence, distance and part-time.

In the modern economic scenario all over the world - "Management" – as a stream of education and training has acquired new dimensions. The field of Management is dynamic in nature. New tools and techniques are continually being introduced to improve the efficiency, productivity, and profitability of any organization. All organization and their departments, functions, or groups use Management methodologies, which include problem solving techniques and guidelines for various related activities. Education in management should have mainly following aims:

> Increase the understanding of the factors which influence the conduct of organizations
> Provide students with the tools and techniques that they may use to influence organizational life.
> Influence the economy in general

Nature of Entrepreneurship Education

Entrepreneurship education cannot be compared with studying other subject areas like chemistry, physics, mathematics or law etc. In a business scenario you have to do things like, take decisions, take actions, and monitor results. There are many examples of businesses with excellent plans having failed because of non-implementation of proper ideas. Entrepreneurship education should actually supplement on job training being given by the companies to the management trainees. It should also develop the analytical skill and improve the ability to assimilate complex external and internal factors influencing an organization.

Opportunities and Challenges for Entrepreneur Education:

The Ministry of Higher Education in India has undertaken a series of reformatory measures after globalization. The privatization process in education has become very strong. Private educational institutions are growing very rapidly. As direct investment in education is not very easy, Government of India is adopting many indirect

measures to transfer education safely to the private sector. It has been promoting autonomous colleges and deemed universities. The following sections are considered to be the most important aspects and opportunities afforded by these emerging challenges especially in entrepreneurship education.

1. Globalization:

From a competitive standpoint, the greatest challenge faced by many industries over the past 20 years has been the enhanced competition provided by foreign and international firms. Trade barriers continue to fall and trade agreements continue to proliferate.

Small businesses are becoming involved in international business like never before. From small import/export retailers to farm co-ops exporting millions of tons of grain overseas, it is precisely this small business segment that must begin to understand the evolving opportunities and threats created by the global marketplace. Large corporations have been dealing with these issues for years, but many entrepreneurs do not possess the knowledge, skills and expertise to effectively analyze and understand international situations. Therefore, to effectively prepare our students for the competitive pressures of tomorrow's business world, we must make a strong commitment to helping them understand the global economy. The key question remaining before us is not whether, but how, this topic should be addressed. Beginning in the early 1980s, most business schools nationwide slowly recognized the need for students to understand the trend toward globalization and began internationalizing their curricula. Courses in international business, trade and finance began to appear, first as special topics and seminar courses, but ultimately as component pieces of many students' coursework. Clearly, the increasing use of international cases and examples is a much-needed and welcome change.

2. Quality in Entrepreneur Education:

According to Bill Gates, The chairman of Microsoft Corporation, U.S.A, "You need to have specialized knowledge and skill while maintaining a broad

perspective… No one should assume that the expertise he has today will suffice tomorrow, so a willingness to lean is critical". This statement results in the need for quality improvement with the change. So a strong relationship exists between the principles of Total Quality Management and the best practices of management education i.e. there is an urgent need to reform the quality of entrepreneurship education for the creation of quality intellectual infrastructure in India.

The qualitative aspect of entrepreneurship education is as important as its technical aspects. Entrepreneurship Education should not just equip a student with technical skills and expertise, but also develop the right attitude. It should be our endeavor to produce world class technical and management personnel who would be sought globally. Total quality management should be inducted to make the entrepreneurship education effective. In India, All India Council of Technical Education (AICTE) is entrusted with the responsibility of regulating, controlling and ensuring the quality of entrepreneurship education in the country. The formation of National Board of Accreditation (NBA) and the workshops that it had organized have contributed substantially to widespread awareness and concern for the quality of entrepreneurship education, but can the AICTE in all honesty, claim that their approvals would result in quality entrepreneurship education of global standard.

3. Improvements in Course Curriculum:

There is a need to improvise our curriculums in the way to make it applied and realistic. Syllabi should be revised and updated regularly. But it is difficult to make it possible due to long and tedious procedure for introducing any change in the curriculum and syllabus. The content of the curriculum should be such that there is similarity between the rationality that is taught in the classroom and the ground reality, which a student has to actually face. Projects assigned should be more practical and students should go back to the same organizations to study various departments like HR, finance and marketing, in order to get a holistic understanding.

4. Development of teaching materials and case studies:

Too many educators rely on outdated and inefficient teaching methods, and thus fail to provide students with the knowledge and skills necessary to compete in today's increasingly complex business environment. So there is a need to venture wide-spread management research including case research and publications indigenously.

5. Program for Faculty Development:

Faculty members are the most crucial factors in the entrepreneurship education process. This is an urgent need to plan a crash program to train management teachers at selected management institution and also to limit the expansion of the system to what is sustainable without sacrificing the faculty quality. FDPs of IIMs are doing the best in this direction.

6. Institute- Industry linkages:

It has become now essential to make the changes according to changing environment to meet the challenges of liberalization, privatization and globalization. Therefore it is necessary for the management institutions to have linkages between business and industry to understand their requirement and reorient teaching, training consultancy and research activities.

7. Pedagogy:

The 21st century has opened new hopes for re-engineering our approach to pedagogical producers at all levels of education in the new domain of information technology. Now the need is that pedagogy should be more learners centered than trainer centered, more case input than lecture method, more remainder workshops to envelope deep thinking on the subject, more exposure to realities of industries and work environment.

8. Government role:

A quality improvement by transparency in the entrepreneurship education is possible with the help of government, like selection of experts on the monitoring panel should be based on certain qualitative parameters or criteria. Taking into consideration this, their professional background should carefully draw the panel and admirable achievements. The appointment should not be on the basis of position. Government role should be more monitoring then controlling and the relationship between government and institutions should be based on trust not on distrust. More liberty should be provided to private institutions, with some qualitative directors. University system itself needs to be revamped and restructured in the light of present dynamic environment.

9. Governance:

There should only be one body with norms specified for accreditation or ranking of B-schools. Government bodies should not interfere with ranking and accreditation issues. The government should only lay down the norms, rules and regulations or, in case of the curriculum, lay down the broad outlines. It should be mandatory for all the institutes to comply with the criteria, but they should still have autonomy in fields like selection of students, faculty, up-gradation of courses etc. This rating creates a feeling of competition and helps other institutes to set benchmarks for them.

10. Values:

There is a mismatch between recruiters' expectations and Indian B-school graduates, as the recruiters look for completely dependable graduates on whom the company or the organization can rely. But no management institute can produce such students, as this is not a value, but a skill. An institute can only enhance existing values/skills, but can't create them. So is the case with creativity.

Conclusion

Higher education especially in management faculty in India stands at crossroads. Without change, the traditional university structure of educating and training tomorrow's business leaders is likely to be surpassed and discarded in the increasingly diverse and technological global economy. To provide students with the talents necessary to compete in this marketplace, teachers must recognize and accept the challenges before us today. Internationalization of the business school curriculum is no longer a luxury. The complexities of worldwide markets must be integrated into the core undergraduate as well as post graduate entrepreneurship educational framework. In addition, information technology must be embraced as an opportunity to enhance educational efficiency, as well also respected as a potentially important competitor in the provision of educational services.

Hence, it can be concluded that the existence of an institution shall depend upon the quality of education and training offered. Now principle of Darwin holds well even today that fittest that would survive. The existing education in management is mainly large industry oriented to meet the domestic needs of manufacturing sector. Now it is the need to make it as per the demand for managers for international Business Information Technology, medium and small scale industries and for service sector, because in future fittest will survive for which quality product service will be the key aspect. To ensure quality in entrepreneurship education, inclusion of BPR, IDR & ISO9000 and ISO1000 etc. can be utilized. If we, as academics, accept the challenges before us today, there is no reason we cannot retain our position as the preeminent provider of high-quality educational services for decades to come. So, it is an immediate requirement to shape the entrepreneurship education in accordance with the global changes to improve competitiveness with the total quality management.

Now, I would like to conclude in the words of Mother Teresa, a lady who believed in the power of one individual's contribution - "We ourselves feel that what we are doing is just a drop in an ocean. But the ocean would be less because of that missing drop".

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Research Article: Software Vulnerabilities in Java

Introduction

Java is essentially a safe language: there is no explicit pointer manipulation; array and string bounds are automatically checked; attempts at referencing a null pointer are trapped; the arithmetic operations are well defined and platform independent, as are the type conversions.

The built-in byte code verifier ensures that these checks are always in place. Moreover, there are comprehensive, fine-grained security mechanisms available in Java that can control access to individual files, sockets, and other sensitive resources. To take advantage of the security mechanisms, the Java Virtual Machine (JVM) must have a security manager in place. This is an ordinary Java object of class java.lang.SecurityManager (or a subclass) that can be put in place programmatically but is more usually specified via a command line parameter.

There are, however, some ways in which Java program safety can be compromised. These are described next.

Potential Areas of Vulnerability

Type Safety

Java is believed to be a type-safe language. Hence, it should not be possible to compromise a Java program by misusing the type system. To see why type safety is so important, consider the following types:

```
public class TowerOfLondon {
    private Treasure
        theCrownJewels;
    ...
}

public class GarageSale {
    public Treasure
        fredsJunk;
    ...
}
```

If these two types could be confused, it would be possible to access the private field theCrownJewels as if it were the public field fredsJunk. More generally, a "type confusion attack" could allow Java security to be compromised by making the internals of the security manager open to abuse. A team of researchers at Princeton University showed that any type confusion in Java could be used to completely overcome Java's security mechanisms (see Securing Java Ch. 5, Sec. 7 [McGraw 99]).

Java's type safety means that fields that are declared private or protected or that have default (package) protection should not be globally accessible. However, there are a number of vulnerabilities "built in" to Java that enable this protection to be overcome. These should come as no surprise to the Java expert, as they are well documented, but they may trap the unwary.

 Public Fields

A field that is declared public may be directly accessed by any part of a Java program and may be modified from anywhere in a Java program (unless the field is declared final).

Clearly, sensitive information must not be stored in a public field, as it could be compromised by anyone who could access the JVM running the program.

 Inner Classes

Inner classes have access to all the fields of their surrounding class. There is no byte code support for inner classes, so they are compiled into ordinary classes with names like OuterClass$InnerClass. So that the inner class can access the private fields of the outer class, the private access is changed to package access in the byte code. Hence, hand-crafted byte code can access these private fields.
(See "Security Aspects in Java Byte Code Engineering" [Schönefeld 02] for an example).

 Serialization

Serialization enables the state of a Java program to be captured and written out to a byte stream [Sun 04b]. This allows for the state to be preserved so

that it can be reinstated (by deserialization). Serialization also allows for Java method calls to be transmitted over a network for Remote Method Invocation (RMI). An object (called someObject below) can be serialized as follows:

```
ObjectOutputStream oos = new ObjectOutputStream (
        new FileOutputStream ("SerialOutput") );


oos.writeObject (someObject);
oos.flush ( );
```

 The object can be deserialized as follows:

```
ObjectInputStream ois = new ObjectInputStream (
        new FileInputStream ("SerialOutput") );


someObject = (SomeClass)ois.readObject ( );
```

Serialization captures all the fields of a class, provided the class implements the serializable interface, including the non-public fields that are not normally accessible (unless the field is declared transient).

If the byte stream to which the serialized values are written is readable, then the values of the normally inaccessible fields may be read. Moreover, it may be possible to modify or forge the preserved values so that when the class is deserialized, the values become corrupted.

Introducing a security manager does not prevent the normally inaccessible fields from being serialized and deserialized (although permission must be granted to write to and read from the file or network if the byte stream is being stored or transmitted). Network traffic (including RMI) can be protected, however, by using SSL.

Reflection

Reflection enables a Java program to analyze and modify itself. In particular, a program can find out the values of field variables and change them [Forman 05, Sun 02]. The Java reflection API includes a method call that enables fields that are not normally accessible to be accessed under

reflection. The following code prints out the names and values of all fields of an object someObject of class SomeClass:

```
Field [ ] fields = SomeClass.getDeclaredFields ( );

for (Field fieldsI : fields) {

    if ( !Modifier.isPublic (fieldsI.getModifiers ( )) )
    {
        fieldsI.setAccessible (true);
    }

    System.out.print   ("Field: " + fieldsI.getName ( ));
    System.out.println (", value: " +
                        fieldsI.get (someObject));

}
```

A field could be set to a new value as follows:

```
String newValue = reader.readLine ( );
fieldsI.set (someObject,
        returnValue (newValue, fieldsI.getType ( )) );
```

Introducing the default security manager does prevent the fields that would not normally be accessible from being accessed under reflection. The default security manager throws java.security.AccessControlException in these circumstances. However, it is possible to grant a permission to override this default behavior: java.lang.reflect.ReflectPermission can be granted with action suppressAccessChecks.

The JVM Tool Interface

Java 5 introduced the JVM Tool Interface (JVMTI) [Sun 04d], replacing both the JVM Profiler Interface (JVMPI) and the JVM Debug Interface (JVMDI), which are now deprecated.

The JVMTI contains extensive facilities to find out about the internals of a running JVM, including facilities to monitor and modify a running Java program. These facilities are rather low level and require the use of the Java Native Interface (JNI) and C Language programming. However, they provide the opportunity to access fields that would not normally be accessible. Also, there are facilities that can change the behavior of a running Java program (for example, threads can be suspended or stopped).

The JVMTI works by using agents that communicate with the running JVM. These agents must be loaded at JVM startup and are usually specified via one of the command line options –agentlib: or –agentpath. However, agents can be specified in environment variables, although this feature can be disabled where security is a concern. The JVMTI is always enabled, and JVMTI agents may run under the default security manager without requiring any permission to be granted. Under what circumstances the JVMTI can be misused needs more work.

Debugging

The Java Platform Debugger Architecture (JPDA) builds on the JVMTI and provides high-level facilities for debugging running Java systems [Sun 04c]. These include facilities similar to the reflection facilities described above for inspecting and modifying field values. In particular, there are methods to get and set field and array values. Access control is not enforced so, for example, even the values of private fields can be set.

Introducing the default security manager means various permissions must be granted for debugging to take place. The following policy file was used to run the JPDS Trace demonstration under the default security manager:

```
grant {
    permission java.io.FilePermission "traceoutput.txt",
        "read,write";
    permission java.io.FilePermission
        "C:/Program Files/Java/jdk1.5.0_04/lib/tools.jar",
        "read";
    permission java.io.FilePermission "C:/Program",
        "read,execute";
    permission java.lang.RuntimePermission "modifyThread";
    permission java.lang.RuntimePermission
        "modifyThreadGroup";
    permission java.lang.RuntimePermission
        "accessClassInPackage.sun.misc";
    permission java.lang.RuntimePermission
        "loadLibrary.dt_shmem";
    permission java.util.PropertyPermission "java.home",
        "read";
    permission java.net.SocketPermission "<localhost>",
        "resolve";
    permission com.sun.jdi.JDIPermission
        "virtualMachineManager";
};
```

Monitoring and Management

Java contains extensive facilities for monitoring and managing a JVM [Sun 04e]. In particular, the Java Management Extension (JMX) API enables the monitoring and control of class loading, thread state and stack traces, deadlock detection, memory usage, garbage collection, operating system information, and other operations [Sun 04a]. There are also facilities for logging monitoring and management. A running JVM may be monitored and managed remotely.

For a JVM to be monitored and managed remotely, it must be started with various system properties set (either on the command line or in a configuration file). Also, there are provisions for the monitoring and management to be done securely (by passing the information using SSL, for example) and to require proper authentication of the remote server. However, users may start a JVM with remote monitoring and management enabled with no security for their own purposes, and this would leave the JVM open to compromise from outsiders. Although a user could not easily turn on remote monitoring and management by accident, they might not realize that starting a JVM so enabled, without any security also switched on, could leave their JVM exposed to outside abuse.

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My Voice:

Changing Scenario of Management Education

MBA or MCA or BE degrees are no more surety of lucrative job or career and fat compensation package. Skill sets are increasingly becoming important in today's competitive globalized economy. Job seekers needs to understand this simple fundamental that corporates and industry are looking for problem solvers and not degree holders. Whether you are management graduate or science graduate or engineer or doctor, you need to sell to your prospective employer, how you will add value to operations of the organization in terms of increased sales, customer satisfaction, developing new products and services, innovations in existing products and services to make them qualitative and affordable. As a job seeker you need to sell or market the significance of your skills set and its benefits for employer, and if you are thinking about becoming an entrepreneur then, besides your skills set you will require capital, risk bearing capacity and with growth of business better planning, organizing, directing, leading and controlling functions.

The relevant question in education of applied disciplines like Management, Engineering, Information Technology and other applied disciplines is how far such education is equipping students and learners for smooth progression to industry with requisite skills set or how far is it relevant and helpful to make them successful entrepreneur? Good academic record and participation in co-curricular activities is it enough to create a successful professional or is it enough to develop the repertoire of skills set needed in corporate sector? Indian education system is appreciated, but the question at corporate sector is are we investing enough on research and development to develop new and superior technology or are we dependent on developed

nations for the supply of technology through joint venture agreements? Do we have our own management philosophy and management literature or are we followers of western management education? There is nothing wrong in adopting or importing a superior technology or adopting the superior knowledge in any field, but the question is are we importers of technology and knowledge or are we developers of technology and knowledge in any field. Surely countries which are developers of technology and knowledge in any field will have upper hand. The success of Japan, Germany and Israel and many other advanced countries can be attributed to their role as creators of superior technology and knowledge.

We have a fairly well developed educational system, and we have made rapid strides in field of Science and Technology, Information Technology, Medicine and Management Education just to state a few areas, where progress is noteworthy, the list is indicative and not exhaustive. Management education is undergoing various kinds of challenges, to state a few:

- Is management education creating job givers, job creators in form of entrepreneurs or is it creating job seekers?
- Is management education equipping the learner to become an effective entrepreneur or a successful management professional?
- Are the learners getting right kind of skills set to become successful managers, through the present management education system?
- Is there proper interaction and coordination between academicians and executives and top management at Industry?
- Are students getting right kind of training through internship projects? What is the ratio of absorption in business unit after

successful completion of internship assignment?

➢ Are appropriate placement facilities offered to the successful learners and what is placement record of the institution? How many learners are taking up entrepreneurship and what is their success rate? What kind of support in form of guidance and consulting is offered to them to enable them to become successful entrepreneurs?

➢ Are the present system of evaluating management, commerce and Information Technology education serving their means, with betterment in quality of such education, development of requisite skills set and satisfaction of all the stakeholders related to such education?

Management education in going through challenging times, and its survival and success will hugely depend on how far it is able to satisfy diverse expectations of different stakeholders. Creativity, Innovation, and adaptation to external environmental changes are going to be crucial in management and commerce education, though same is applicable to any branch of higher learning.

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ManageAnt:

Spiritual ManageAnt

During the last two decades, interest in the field of workplace spirituality has continued to grow. However, will workplace spirituality be another management trend? Human Relations, Organizational Development, Total Quality Management and Quality of Working Life were the most deeply researched subjects than spirituality at work.1

Spiritual management seems a new concept though its roots can be traced from the beginning of humanity. However, in the new world where management in its broader and clearer image has evolved so much that the term spiritual management gains a special meaning.2

Spiritual management basically consists of dealing with the employees and the labor on the grounds of humanity, rather than the traditional approach of senior and junior. Though that relationship has to be maintained, the human factor should not be ignored, which often is the case.2

Companies that incorporate spiritual management to their concepts indulge in a variety of activities. They become more caring to the needs of the employees which may include their family problems. Many companies start their work by offering prayers and asking God for grace for each individual employee and for the company as a whole.

They tend to bring spiritual ethics and code of conduct in their work-culture. This often involves reading from spiritual texts in meetings and maintaining that the directives of those highly authoritative texts can be implemented in the present scenario.

Instead of buzzing parties and enjoying swagger in terms of pomp-shows, companies turn to some

social activities that are oriented to provide social service, valuable information to people, and helping the social sector. 3

Benefits of spiritual management

Sometimes people tend to question the benefits and effectiveness of spiritual management and its value in terms of business.

Spiritual management appears a new entrant in the field of business and management, placing everyone as a human first and then an employee! There are benefits

- To create more favorable working environment.
- Employees and employers share a closer relationship and there are lesser chances of strikes, etc.
- The Quality of work has improved.

There are several steps described by Joe Vitale in his book which was published in 2002, to develop spiritual marketing management which is as follows: 4

- Know what you don't want.
- Select what you would like to have, do, or be.
- Clear all negative or limiting benefits.
- Feel what it would be like to have, do, or be what you want.
- Let go. Act on your intuitive impulses and allow the results to manifest.

Spirituality is something that many of those in the New Age and New Consciousness movements focus upon. These individuals want to be spiritual because they have a yearning for a more meaningful life than the one officially sanctioned by society, and they have a strong disdain for the limitations of ordinary material perspectives. After all, spirituality usually offers inner happiness; unlimited love; physical, emotional and mental

healing and wholeness; and even the ability to create our own realities — having anything and everything we want (even that Ferrari). No wonder spirituality is such a popular buy! 5

"Living at risk is jumping off the cliff and building your wings on the way down".6 By Ray Bradbury

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Being: Time machine - Relive the Past

Few days ago when I was rearranging my personal library, the first page of a book came to my hands.

"Purchased on 6th June, 1996" was written on that page. I cultivated the habit of writing dates on the day of the purchase of any book. My father had that habit. I always asked him as a child why he wrote dates after every purchase. I never understood the reason behind writing the dates. Gradually I cultivated the same habit. That day when I went to the first page of a book in my hand I understood the reason. Some moments come only for once in life. Though we have the desire to live all those moments in life once again, we cannot live those moments. But a small habit took me back to that day of my life and I relived the day in some minutes.

We, human beings, have a gift of forgetting things as the years pass by. My grandfather passed away in the year 2005. I miss my grandfather today because of various reasons. But I cannot cry or weep in the same way just remembering the very moment. Likewise, we forget so many important days of our lives, which were at that particular time, the most important days. It helps in moving further in life. But in moving further in life, we miss so many things in life. Recently I observed that we, today, do not remember the first teacher of our life who taught us how to write – our teachers of Junior-KG and Senior-KG, though they were the most important persons of our life.

Sometimes, quite unexpectedly we think, "Today is an important day". But we cannot remember what it is. And someone reminds, "It's your friend's birthday". We curse ourselves and then call our friends. The very habit of writing dates on purchase of every new book serves the same purpose. It brings oneself to his/her past and makes him/her relive that day. The same is the case with diary writing. Many people have this habit of diary writing. It, of course, makes a person

a keen observer. When a person writes diary, he/she writes some things, mostly his/her inner most feelings, which he/she cannot share with anyone. When they read their diary of their past, the most obvious questions they ask to themselves are, "Was I like this, so immature"? "Did I do this in my past"? And they laugh and relive their past with a feeling of having an eraser in their hand. "I wish I have the eraser with which I can erase my misdeeds of past, as I erase in my notebook" – from this wish they learn not to repeat their mistakes, unconsciously, and come to the present.

If we look at these two habits as just habit, then it ends at the time one ends up writing a paragraph or date. But it is something more than that, deeper than that. It can be called, a time machine by which one can relive the past, learn from the mistakes the person had done in the past and move on in the present, having the backup of the past with him/her.

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