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L. S. RAHEJA COLLEGE OF

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Sadhana Education Society's
L.S. Raheja College of Arts & Commerce

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Department of Economics

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EDITOR   **Dr.K. VENKATESHWARLU**

CONTRIBUTORS: **1. PROF. RAHUL DANDEKAR**

PHILOSOPHY OF ECONOMICS: INTERDISCIPLINARY CONNECTS

Rahul Dandekar
Assistant Professor,
Department of Economics.

Under multidisciplinary approach several disciplines work in parallel, often with self-governing goals. In contrast, interdisciplinary approach may include a variety of disciplines from which ideas are collaborated through joint planning, decision-making, and goal-setting.

Philosophy of Economics is combination economics and philosophy. It includes studies regarding the assessment of pecuniary outcomes, rational choice, institutions and processes, and the ontology of economic phenomena. Although these investigations overlap in many ways, it is useful to divide philosophy of economics in this way into three different subject matters. The philosophy of economics deals with theoretical, procedural, and moral issues that arise within the technical discipline of economics. The primary focus is on two issues i.e. methodology and epistemology.

Philosophy of economics focuses on the ways in which ethical values are involved in economic thinking i.e. the values of human well-being, social justice, and the trade-offs among priorities that economic choices require. Philosophy of economics is also concerned with the institutions and their structures through which economic activities and changes take place.

Philosophers are not empirical investigators, and on the whole they are not formal theory-builders. So what exactly is the role of philosophy in economics? There are several. Firstly, philosophers are well prepared to scrutinize the logical and rational features of any empirical discipline. How do theoretical claims in the discipline are related to empirical evidences? How do pragmatic features of theories are assessed? So on and so forth. Secondly, philosophers are well fortified to consider various topics having to do with the concepts and theories that economists work with such as economic rationality, Nash equilibrium, perfect competition, asymmetric information etc. Philosophers can contribute useful analysis of the strengths and weaknesses of such concepts and theories. And this will help economists to further refine the theoretical foundations of the discipline. In this role the philosophers act as a conceptual clarifier for the discipline.

Economists such as Amartya Sen and philosophers such as Daniel Hausman have validated that there is a very constructive crossing of the boundaries of philosophy and economics. Such philosophical touch and expertise will result in significant progress with regard to theoretical or empirical hitches within the discipline of economics.

Sadhana Education Society's
L.S. Raheja College of Arts & Commerce

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RUMINATIONS

COMMERCE

Department Of Commerce

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GIST OF GST (PART-I)

-DR.SATISH NARINGREKAR

Transition of Registration

- Any dealer who is registered under state VAT , Central Excise ,Service tax etc having a valid PAN shall be given provisional registration.
- Dealers who have been given provisional registration would be given final registration on Submission of prescribed documents

Transition of credit of central taxes paid on goods in stock

- A manufacturer having an existing registration can carry forward his Cenvat credit as CGST credit. He is also entitled to take balance of Cenvat Credit on capital goods
- A dealer who was not registered earlier or a first stage or a second stage dealer can take Cenvat credit paid on input, if he has invoice or any other documents such as Credit Transfer Document evidencing payment of Central Exicse duty on Stock.
- Credit transfer document can be issued by a manufacturer for goods having value of more than Rs 25,000 per item,bearing the brand name of the manufacturer,if verifiable inventory and supply chain records are maintained.
- A dealer who was not registered earlier, can take input tax credit of 60% of CGST paid where the CGST rate is 9% or more and 40% of CGST paid in other cases for a period of six months,on stocks which were not unconditionally exempted earlier but no Cenvat paying document is available.

Transition of credit of State taxes paid on goods in stock:

- A dealer can claim balance input credit of VAT reflected in the return subject to submission of prescribed information .He is also entitled to take balance of VAT credit on capital goods.
- A dealer who was not registered earlier can claim credit of VAT paidon stock at hand on the basis of purchase invoice of goods in stock.
- Credit in relation to stock received in inter-State sale is subject to submission of information regarding value and serial number of forms E,H etc.

Credit on goods in transit:

- Credit of both Central and State taxes paid on goods in transit on the day of the transition i.e 1-7-2017 is available on the basis of duty paying documents.

Transition without double taxation:

No tax is payable on supply of goods and services under GST to the extent the tax was paid on such supply under the earlier law.

No tax is required to be paid on return of goods within six month where taxes were paid and goods removed prior to 1-7-2017.

No tax shall be payable on return of goods from job-worker to the principal within six months, where the goods were sent for job work before 01-7-2017.

Relief for 5-star hotel rooms,restaurants

The GST Council on Sunday decided to ease the burden on five star hotela and high – end restaurants,while deciding on the rate of lottery.

The Council decided to levy 28% tax on hotel rooms that cost over Rs.7,500 a night , instead of Rs5,000 a night earlier.As a result ,rooms that cost between Rs.2,500and Rs.7,500 a night will face an 18%levy,,instead of 28% approved earlier ,helping reduce your foodbill.The Council also decided to tax lotteries in two segments with state –run ones attracting 12% GST and the state authorised but run by private entities facing a 28% levy.The tax structure for Indian shipping companies was also reworked.ng cpmpanies

NO TAX

Goods - No taxes will be levied on goods like milk, fruits, vegetables, bread, salt, bindi, curd, sindoor,

natural honey, bangles, handloom, besan, flour, eggs, stamps, printed books, judicial papers, and newspapers.
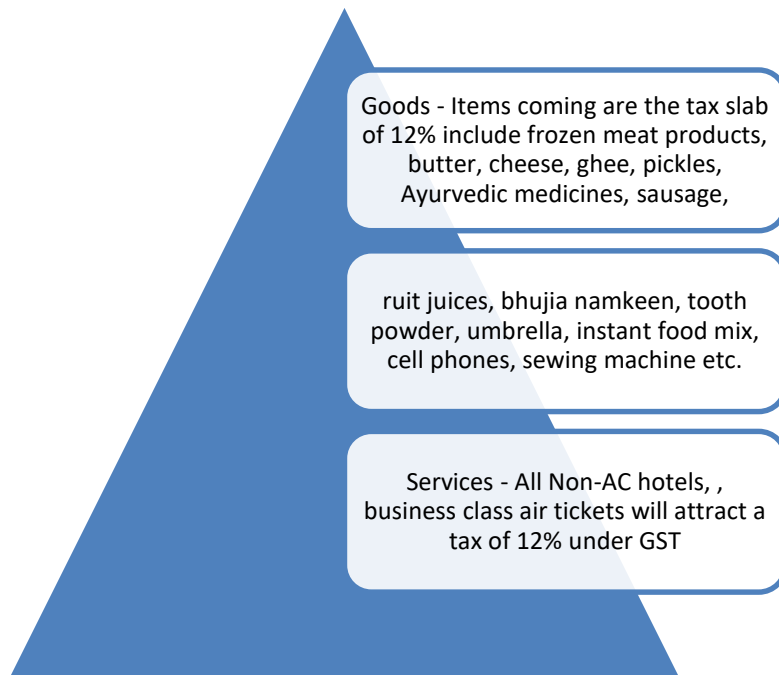
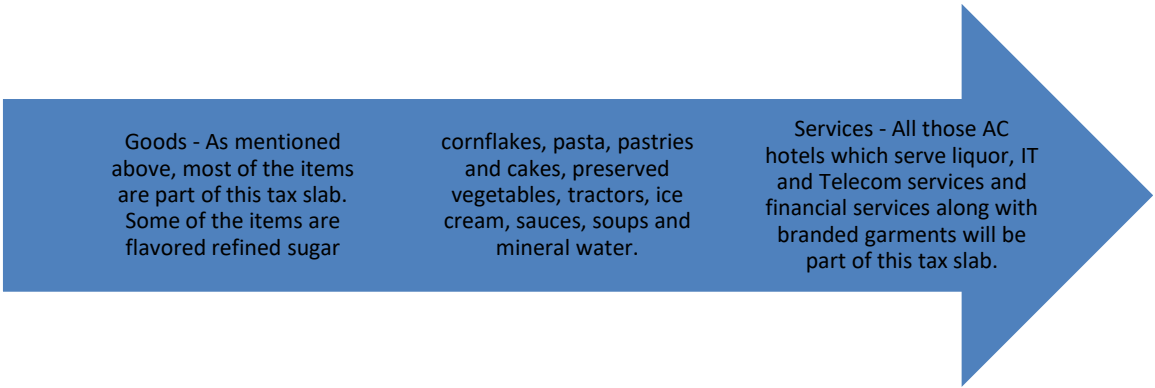Services - All hotels and lodges who carry a tariff below ₹ 1,000 are exempted from taxes under GST.

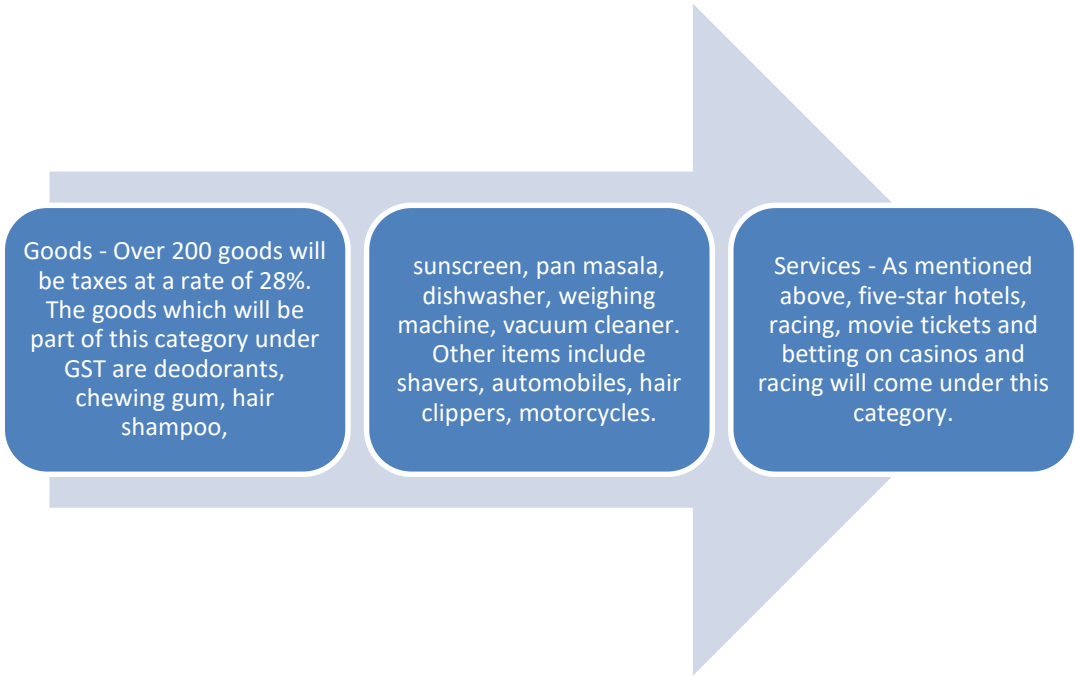Tax   Slab   of   5%

Goods - The goods which will attract a taxation of 5% under GST include skimmed milk powder

fish fillet, frozen vegetables, coffee, coal, fertilizers, tea, spices, pizza bread, kerosene, medicines, agarbatti, insulin, cashew nuts, lifeboats etc

Services - Small restaurants along with transport services like railways and airways will come under this category.

Tax Slab of 12%

Goods - Items coming are the tax slab of 12% include frozen meat products, butter, cheese, ghee, pickles, Ayurvedic medicines, sausage,

ruit juices, bhujia namkeen, tooth powder, umbrella, instant food mix, cell phones, sewing machine etc.

Services - All Non-AC hotels, , business class air tickets will attract a tax of 12% under GST

Tax Slab of 18%

Goods - As mentioned above, most of the items are part of this tax slab. Some of the items are flavored refined sugar

cornflakes, pasta, pastries and cakes, preserved vegetables, tractors, ice cream, sauces, soups and mineral water.

Services - All those AC hotels which serve liquor, IT and Telecom services and financial services along with branded garments will be part of this tax slab.

Tax Slab of 28%

Goods - Over 200 goods will be taxes at a rate of 28%. The goods which will be part of this category under GST are deodorants, chewing gum, hair shampoo,

sunscreen, pan masala, dishwasher, weighing machine, vacuum cleaner. Other items include shavers, automobiles, hair clippers, motorcycles.

Services - As mentioned above, five-star hotels, racing, movie tickets and betting on casinos and racing will come under this category.

Quality management in Education

Dr. Preeti Vaswani

Asst. Prof. in English

The twenty-first century has witnessed mammoth changes in various fields such as technology, education, communication, fashion, lifestyle, culture, etc. as a result of globalization. The communication revolution of recent times is closely associated with the unbelievable technological advancement of recent times. Man is changing, adapting himself to change, keeping pace with changing trends, only to prove that the only constant concept of life is change. In such a scenario, quality management in education is inescapably necessary. Students have to be trained par excellence to cope with the global competition in order to emerge successful. Conventional methods of education can no longer work to improve student efficacy. Students can no longer be expected to learn things by heart, and become store-houses of information: the encyclopedia and the internet can be used for the purpose. The necessity of imbibing the functional aspect of education has now come to the fore. Courses such as Business Communication, Communication Skills, Personality Development, Functional English, English for Competitive Examinations are now replacing English Literature. With access to the internet, the world has become a global village, where communication has overcome physical barriers.

Technology and education have now become inseparable. The teacher is now expected to go a step further than just providing information, which can now be easily obtained from other sources. The teacher is required to mould students in the required fashion, give rich and varied interpretations of the written material, inculcate analytical and critical sensibility in the student, train him/her towards enhancing his/her skills, conduct workshops and practical sessions to improve students' confidence, practically train them in imbibing social etiquettes, strive to broaden their outlook, failing which, he/she would be replaced with computers.

There is now a need for teachers to be techno-savvy, to adopt a learner-centred approach to instruction, to teach them to learn skills, to understand student psychology and mould them to be strong individuals, prepare them for culture shocks that may arise due of globalization, train them to withstand work pressures and general stress, and develop in them people

management, time management, work management, etc., and inculcate in them, a balanced view of life.

Learning is a life-long process, more so if one is a teacher. A teacher is required to be a specialist in his /her chosen field and in technology as well, and needs to keep himself/herself updated to enable students to get an in-depth idea of the subject taken for study. Students now have easy access to information than they had earlier, and so expect a teacher to be not a mere provider of information, but a guide who would teach them how to learn. The teacher's task now includes, but is not limited to, training students to think logically, analytically, critically, while employing a multi-dimensional approach. The teacher is now no longer a mere instructor, but a performer like a stage artist to keep the students captivated.

Research shows that effective education can be obtained if the instruction is learner-centred and not teacher-centred. The following table shows the difference between both the types:

Teacher vs. Learner-Centered Instruction[1]

Teacher-Centered	Learner-Centered
Focus is on instructor	Focus is on both students and instructor
Focus is on language forms and structures (what the instructor knows about the language)	Focus is on language use in typical situations (how students will use the language)
Instructor talks; students listen	Instructor models; students interact with instructor and one another
Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Instructor monitors and corrects every student utterance	Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise
Instructor answers students' questions about language	Students answer each other's questions, using instructor as an information resource

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[1] *"The essentials of language teaching – Comparison of Learner-centered and teacher-centered instruction"*. **National Capital Language Resource Center (NCLRC). (n.d.).** Retrieved April 23, 2007. 18 Jul 2012 <http://www.nclrc.org/essentials/goalsmethods/learncentpop.html>

Instructor chooses topics	Students have some choice of topics
Instructor evaluates student learning	Students evaluate their own learning; instructor also evaluates
Classroom is quiet	Classroom is often noisy and busy

As Dr. Phyllis Blumberg points out, a teacher-centred approach to instruction often generates passive learners who do not take responsibility for their own learning, while a learner-centred approach leads to increased motivation for learning and thereby, better grades. The teacher's role should be facilitative rather than didactic. He lists six components for The Responsibility for Learning.[2]

1. Responsibility for learning.
2. Learning to learn skills or skills for future learning (including time management, self-monitoring, and goal setting).
3. Self-directed, lifelong learning skills (including determining a personal need to know more, knowing who to ask or where to look for information, determining when need is met).
4. Students' self-assessment of their learning.
5. Students' self-assessment of their strengths and weaknesses.
6. Information literacy skills (framing questions, accessing and evaluating sources, evaluating content, using information legally) [http://www.acrl.org]

The mode of assessing students too needs to be changed to suit the modern times and the soaring competition. Activities for assessment could involve group-discussions, case studies, power-point / oral presentations, debates, class quiz, group projects / individual projects, with the assessment parameters comprising innovation, content, presentation, relevance, and dimensionality. Group activities involve sharing of knowledge and learning from peers facilitating students to learn faster and with greater interest. But this can also have a negative consequence. Some of the students in the group end up working more than the

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[2] Phyllis Blumberg, Ph.D. "Learner-Centered Teaching". **University of the Sciences**. 2011. 18 Jul 2012<http://www.usciences.edu/teaching/learner-centered/>

others. Claire Davis and Elizabeth Wilcock in their article *Teaching Materials Using Case Studies* write that Group working may not be suited to all students. While most students recognize its importance for developing key skills, many comment on the uneven workload within their groups. The comments of students collected by the authors included:

> 'It's not fair when other members of the group do not provide any input or aid the group effort yet still get marks...'

> 'I don't like working as part of a team because there are always lazy people who don't do any work and if you don't want that to affect your own mark you end up doing everything. I work well in a team and am quite a good organiser, but tend to do too much of the work.'

The issue was tackled by them by piloting formal group sessions with the lecturer in one of their case studies. This helped solve the issue to a great extent. The positive comments made included:

> 'They (the group sessions) enabled the group to set specific targets and identify the roles of each individual'

> 'A good way of motivating people to actually do some work and not to leave it to the last minute!'[3]

Understanding student psychology contributes greatly towards helping students fare better than otherwise. Praising students in class for their participation and achievements acts as a motivating factor that helps students learn better. On the other hand, absence of such "reinforcement" results in a sort of "unlearning" or at least in a decrease in the performance of the students.[4] As Kelvin Seifert and Rosemary Sutton put it, students who hold achievement goals can be of three types. They discuss these types through a case study of three individuals Maria, Sara, and Lindsay, who are taking algebra together.

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[3] Davis, Claire and Elizabeth Wilcock. "Teaching Materials Using Case Studies". **UK Centre for Materials Education**. 18 Jul 2012< http://www.materials.ac.uk/guides/casestudies.asp#approach>

[4] Seifert, Kelvin and Rosemary Sutton. Educational Psychology. 2nd ed. E-Books directory. 2009. 17 Jul 2012. <www.ebooksdiretory.com>

Maria's main concern is to learn the material as well as possible because she finds it interesting and because she believes it will be useful to her in later courses, perhaps at university. Hers is a mastery goal because she wants primarily to learn or master the material. Sara, however, is concerned less about algebra than about getting top marks on the exams and in the course. Hers is a performance goal because she is focused primarily on looking successful; learning algebra is merely a vehicle for performing well in the eyes of peers and teachers. Lindsay, for her part, is primarily concerned about avoiding a poor or failing mark. Hers is a performance avoidance goal or failure-avoidance goal because she is not really as concerned about learning algebra, as Maria is, or about competitive success, as Sara is; she is simply intending to avoid failure.[5]

But these goals are often experienced not in their pure form, but in combinations. The authors go on to explain that mastery goals are a form of intrinsic motivation, performance goals imply extrinsic motivation, and failure-avoidance goals are often a negative by-product of competitiveness of performance goals. Teachers are required to focus on students' individual effort and improvement as much as possible, rather than on comparing students' successes to each other. They have to draw on and encourage students' interest as much as possible so that they reap the benefits of mastery in the subject. Kelvin Seifert and Rosemary Sutton also go on to add that teachers should also provide appropriate conditions for students to learn. First, academic tasks and materials actually have to be at about the right level of difficulty. Second, teachers also need to be ready to give help to individuals who need it—even if they believe that an assignment is easy enough or clear enough that students should not need individual help. Third, teachers need to remember that ability—usually considered a relatively stable factor—often actually changes incrementally over the long term.

Kelvin Seifert and Rosemary Sutton lay down five ways to encourage students:

1. Set goals with students, and get a commitment from them to reach the goals.

2. Encourage students to compare their performance with their own previous performance, not with other students.

3. Point out links between effort and improvement.

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[5] Ibid.

4. In giving feedback about performance, focus on information, not evaluative judgments.

5. Point out that increases in knowledge or skill happen gradually by sustained effort, not because of inborn ability.

In conclusion, employing such practical techniques in education can enhance its quality resulting in great job satisfaction for teachers who would feel that they have contributed in producing well-educated, cultured, academically and emotionally sound individuals who are prepared to face not only the global competition, but also life as well.

References:

1. Davis, Claire and Elizabeth Wilcock. "Teaching Materials Using Case Studies". **UK Centre for Materials Education**.

2. Phyllis Blumberg, Ph.D. "Learner-Centered Teaching". **University of the Sciences**. 2011.

3. Seifert, Kelvin and Rosemary Sutton. Educational Psychology. 2nd ed. E-Books directory. 2009.

4. The essentials of language teaching – Comparison of Learner-centered and teacher-centered instruction". **National Capital Language Resource Center (NCLRC). (n.d.).** Retrieved April 23, 2007.

Lessons to learn from Himachal Pradesh

Dr. Akshata Arun Kulkarni:

Associate Professor, EVS

This year our family went on a tour to Himachal Pradesh in summer. Being located geographically above the Tropic of Cancer at the foothill of the Himalayas, this state is having pleasant environment throughout the year. So we visited all the tourist places namely Shimla, Kullu, Manali, Solan Valley, Manikaran and the first planned city of India- Chandigarh.

The enchanting beauty made British declare this land of Shimla as their summer capital. The colonial influence is still evident in the city. The hill station offers spectacular views of the snow-capped Himalayan ranges. With lakes and rich greenery around, Shimla welcomes tourists round the year, of course, if you don't mind the 'below zero' temperature . In Shimla we visited the Mall Road, the Jakhu temple , the toy train etc. We also purchased many gift articles made up of local wood . The remarkable thing which we saw every where is the ban on plastic products. So there are no plastic bags or no toys made of plastic. Even if the tourists demanded the plastic bags , the local shopkeepers denied these bags.

Similarly as we were travelling from Shimla to Kullu and Manali, we could not come across any waste product. People , tourists as well as the locals were strictly making use of the dustbins kept for waste products. No one was throwing any waste product on the roads. So roads were clean and tidy. There were no hurdles on the roads created either by speed breakers or the depressions. The beauty of the place was accompanied by the roses of various colours found everywhere. The people have decorated their houses by planting roses. One such small

house is seen here.

While travelling from Shimla to Manali, we saw one shawl factory and one local factory of Cricket Bats. The raw material is the soft wood of the local coniferous trees.

We also did the thrilling game of River Rafting

On the river Beas.

Chail is another famous hill station in Himachal Pradesh that is known for many things. It was founded in the year 1891 by Maharaja Bhupinder Singh of Patiala. The pleasant atmosphere in Summers and the scenic views of Shimla, Solan and Kasauli can also be seen from here. It is also the place where the highest cricket ground is located and is visited by many cricket enthusiasts from all over the world.

Near Chail was a place known as the Himachal Tourism Development Corporations Resort . As it has been featured in the film Three Idiots as the house of Rancho, my children wanted to visit this place. So w

e visited this remote place also. Later on we visited the famous pilgrimage centre of Shiv-Parvati: **Manikaran** where we can see the magic of nature having the freezing cold

water of the Beas river and the hot springs having 84 degree centigrade temperature where the Chhole and rice can be cooked very easily.

At the end of the journey we could meet the Flying Sikh- Mr. Milkha Singhji at his residence in Chandigarh. He gave autograph on his autobiography " The race of my life" to my daughter and told the secret of his success. Following are the excerpts. " Children, do hard work in any field of your choice. Do exercise. And

eat well."

 I think this is the secret of his fitness at 90 year's of his age. We were more thrilled when he had given us the invitation to visit him again.

WOMEN ENTREPRENEURS-NEED TO HELP EACH OTHER

Dr. Satish Naringrekar

Rural women are increasingly taking interest in numerous entrepreneurial activities by creating a seamless process with their integration-minded colleagues. Rural women entrepreneurs in India enter into business mainly for two types of factors, i.e. pull factor and push factor. In pull factor, women are motivated and encouraged to start a business or any suitable economic activity for their financial independence and sustainability. In this case, women wish to utilize their free time for some economic benefit and social recognition. However, in push factor, women are compelled to take up the business in order to overcome the numerous difficulties they face and to meet their basic or emergency needs. Recently women are increasingly taking interest in diverse income generating activities like self-employment and entrepreneurship, in both traditional and non-traditional activities. As entrepreneurs, rural women face various problems and these problems get doubled because of her dual role as a wage earner and a homemaker. She needs to spare time and energy both for her business and domestic affairs. The women face constraints in aspects of financial, marketing, family, health, location, etc. For encouraging entrepreneurship among rural women, groups are targeted. Group entrepreneurship acts as a viable strategy for rural women. It also helps in contributing positively towards the economy. Moreover, it leads to multiplier effect in the generation of income of all the group members. But at the same time, rural woman entrepreneurs confront numerous constraints in establishing as well as successful by running their entrepreneurial activity. The government agencies and other institutions are taking more responsibility for making business services more available to women, including, inter alia, making finance more accessible, stimulating the reduction of business barriers for women, expanding more business enabling factors, creating an innovative entrepreneurial culture, and encouraging leadership and management skills training with an emphasis on life-long understanding and learning of techniques. A majority of the groups face problem in the areas of management, finance, marketing and training. In most cases, poor performance does not happen all at once. The group utilizes all available resources to maintain their performance level at an adequate standard and often exert all efforts, but many of the groups fail to keep their members satisfied. An examination of the link between factors influencing the performance of the group is

expected to reveal information that is crucial for improving the management of entrepreneurial activity. It is therefore important to identify and analyze the factors that act as influencing components hindering the group performance and pertaining to multidimensional aspects such as financial, marketing, training and managerial. The challenges that inhibit and obstruct women groups from advancing in the field of entrepreneurship were lack of managerial competency, lack of demand and marketing facility, problem related to availability of fund and financing control, and finally, the difficulties related to training, highlighting the low frequency of occurrence and the lack of creative and useful training content. The socioeconomic condition of women is the key for overall growth and development of the country. The economic status of women is now accepted as an indicator of the stage of development, and therefore, it becomes imperative for their betterment in particular and of the society in general. In developed countries, entrepreneurship has gained attention in the last century. However, in developing countries, it has gained consideration only in recent decades. The social status of women in the society depends upon the part played by them and the attitude of the society towards them. The status of women is intimately connected with their socioeconomic contribution, which depends on opportunities for participation in economic activities. Today's women are taking more professional and technical degrees to cope with market need and are flourishing as designers, interior decorators, exporters, publishers, garment manufactures and still exploring newer avenues of economic participation. It is perhaps for these reasons that government bodies. Non-Government Organizations, social scientists, researchers and international agencies have started showing interest in the issues related to entrepreneurship among women in India. Women entrepreneurs explore the prospects of starting a new enterprise, undertake risks, make new innovations, coordinate administration and control of business, and provide effective leadership in all aspects of business, proving their calibre in the male-dominated arena.

Reason for Starting Entrepreneurship:- To supplement family income, To give good life to children for livelihood, Self-earning and independent.

Entrepreneurial Factors Gained: - Confidence to promote own enterprise, Enhanced managerial/administrative capability, Inspiration to undertake risk, Generation of new business ideas, Accounting and financial management, Decision making ability.

Economic Factors Gained:- Freedom to spend and save the earnings, Freedom to decide on children's education, Deciding on purchase of household assets, Financial planning and discipline.

Social Factors Gained:- Expressing opinion in a meeting /discussion, Election campaigning/election contesting, Knowledge of laws to protect self/family.

Reference:-
1. *Narayanswamy S. G. (2007), Self Help Group-Key to Empowerment of Rural Women.*
2. *Patil A (2010), "Challenges Faced by Women Entrepreneurs."*
3. *Gurumoorthy T. R. (2000) "Self-Help Groups Empower Rural Women."*
4. *Srivastava Shaila (2012), "Motivational Factors Instrumental in the Emergence of Women Entrepreneurship."*
5. *Journal of Entrepreneurship Development.*

Project Title -Social media – Use, Misuse and Abuse

Ms. Laila Patel

Abstract

Introduction

Social media has been mainly defined to refer to "the many relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information, collaborate on a common effort, or build relationship"

In the modern world, social media is define in a terms of mobile and web based technologies to create a social network in a virtual world through a collection of online communication channels. Social media is that virtual world where people interact freely, sharing and discussing ideas and information, know about each other and their lives, sending messages etc. by using a multimedia mix of personal words, pictures, videos and audios.

There are many types of social media:

- ➢ Blogs and Microblogs (i.e. Twitter)
- ➢ Content communities (i.e. YouTube)
- ➢ Social networking sites (i.e., Facebook,Whatsapp)
- ➢ Collaborative projects (i.e., Wikipedia)

Social media is different from any other media in many ways including quality, reach, frequency, usability, closeness and durability.

Many abuses of Social Media because of porn sites, unproductive material, viruses, instant messaging and Cyber Bulling.

Objectives of the study

1. To study the effect of gender and age on the usage of social media.
2. To study the benefits of social media for teachers and students
3. To study the negative impact of social media on teachers and students
4. To study the most popular social networking tool among teachers and students.

Research Methodology:

- **Data Collection:**

Primary Data: Survey method and observations. Interviews of undergraduates B.com students and faculties.

Secondary Data: Books and Research journals and Websites.

- **Research Design**-Exploratory Research

Sampling Methodology

- **Sampling Elements-** The sampling elements consist of –
  a. Undergraduates B.com students.
  b. Faculties teaching undergraduates B.com students,

- **Sampling Technique- convenience sampling.**

- **Sample size   -**
  a. Undergraduates B.com students - 30
  b. Faculties teaching undergraduates B.com students - 30

- **Total sample size -   60**

Review of literatures:

1. Social networking and online profiles contribute to : giving potential intruders a plethora of sensitive information. Insafe reports that more than a quarter of children in Europe have online networking profiles, which can be exposed (Parris-Long, 2012).

2. As of May 2013, with over 1.11 billon people in the world are now on Facebook alone (Wikipedia, 2013a), hence the danger is widespread.

3. In (Hamat et al., 2012), their study presents the results of a nationwide survey on tertiary level students in Malaysia.They state that the respondents spend the most time online for social networking and learning.

4. Dr. Das and Sahoo in their paper "Social Networking Sites – A Critical Analysis of Its Impact on Personal and Social Life" based on their literature study list four negative impacts on account of SNSs. They are (a) danger to personal privacy, (b) biological impact on humans, (c) decrease in work productivity and (d) addiction disorder.
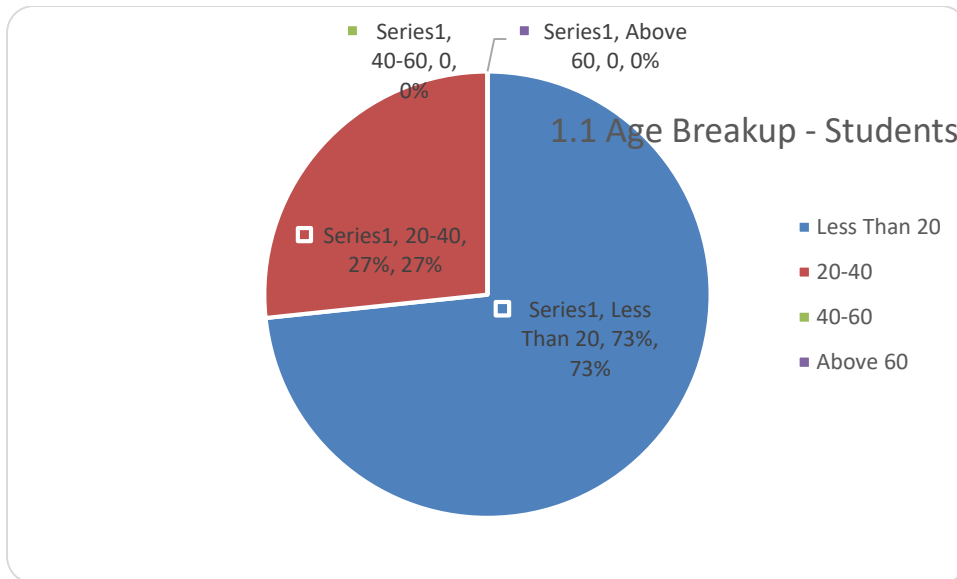
Findings and analysis of Student Respondents–

Table 1.1 Age

Less Than 20	73%	22
20-40	27%	8
	100%	**30**

Table & Chart 1.1 shows the age breakup of student respondents
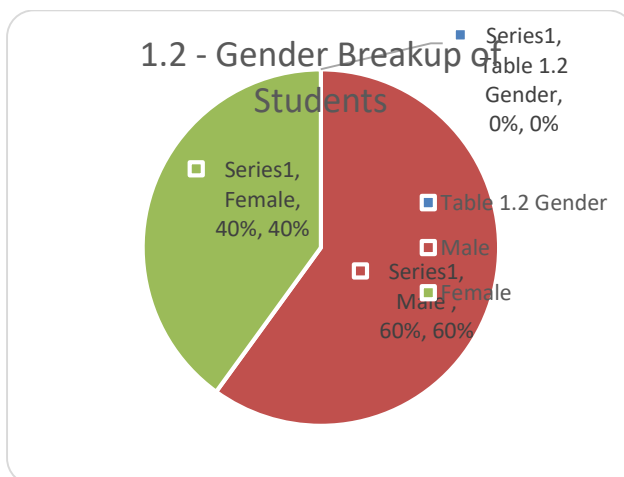
Table 1.2 Gender

Male	60%	18
Female	40%	12
	100%	**30**

Table & Chart 1.2 shows the gender breakup of student respondents. 60% are male and 40% are females.

1.3 Do you use Social Media ?
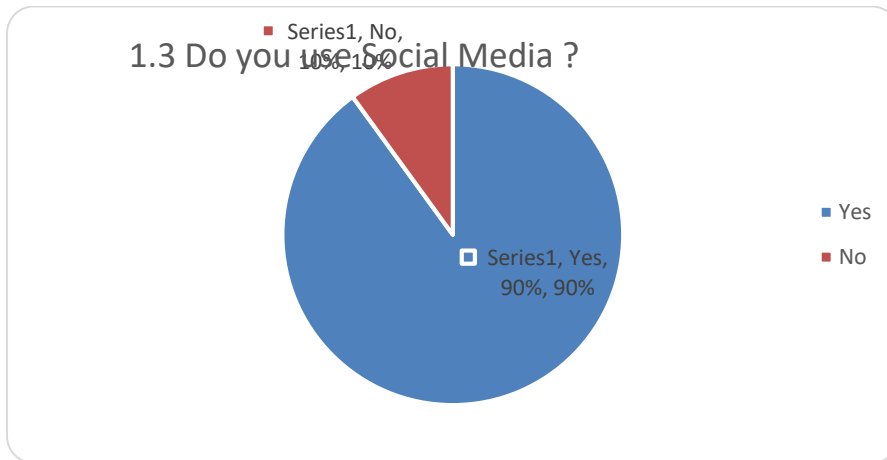
Table 1.3 Do you use Social Media

Yes	90%	27
No	10%	3
100%	**30**

Table & Chart 1.3 depicts 90% of the student respondents use social media and only 10% do not use social media. Thus, high percentage of student use social media

1.4 Avg no. of hours spent on social media daily
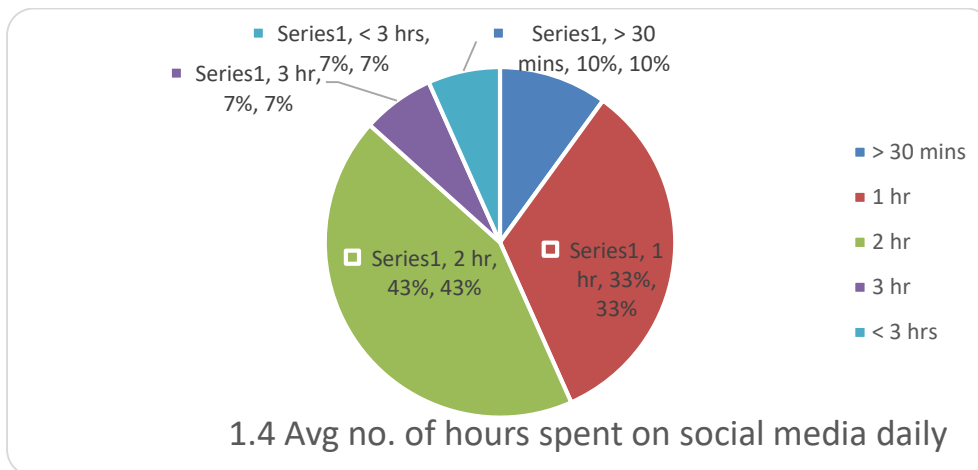
Table 1.4 Avg No. of Hours Spent Daily

> 30 mins	10%	3
1 hr	33%	10
2 hr	43%	13
3 hr	7%	2
< 3 hrs	7%	2
	100%	**30**

Table & Chart 1.4 show majority (43%) use social media on an average 2 hours daily, followed by 33% who use it for 1 hr daily.

Table 1.5 Which Social Media Used Frequently

Whatsapp	53%	16
Facebook	40%	12
Youtube	3%	1
Twitter	3%	1
Google	0%	
Others	0%	
	100%	**30**
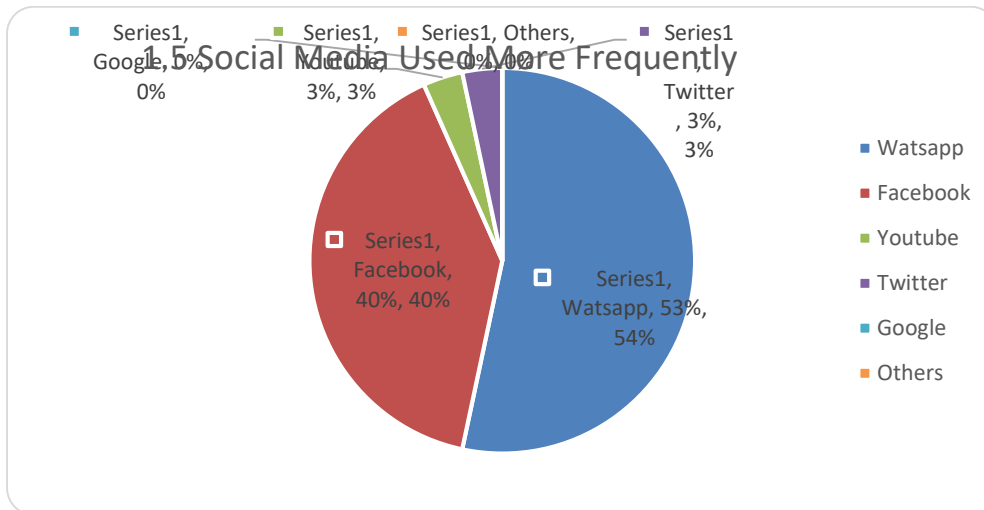
Table & Chart 1.5 show that majority (53%) of the student respondents use WhatsApp more frequently followed by 40% who use Facebook more frequently. Only 3% use YouTube and twitter which are more of tools for updating of knowledge and gaining information.

Table 1.6 Is Social Media Economical ?

Yes	97%	29
No	3%	1
	100%	**30**

1.6 Is social media economical?

Series1, No, 3%, 3%

Series1, Yes, 97%, 97%

Legend: Yes / No
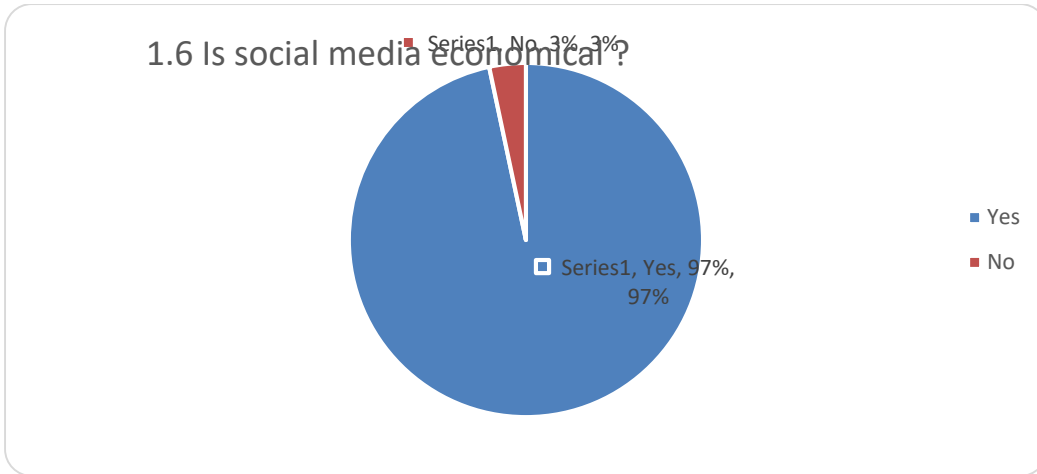
Table & Chart 1.6 shows that majority 97% of the students opine that using social media is within their means and is economical

Table 1.7 - Device Used

Mobile/Smartphone	90%	27
Laptop/Desktop	10%	3
	100%	**30**

1.7 Device Used for access to Social Media
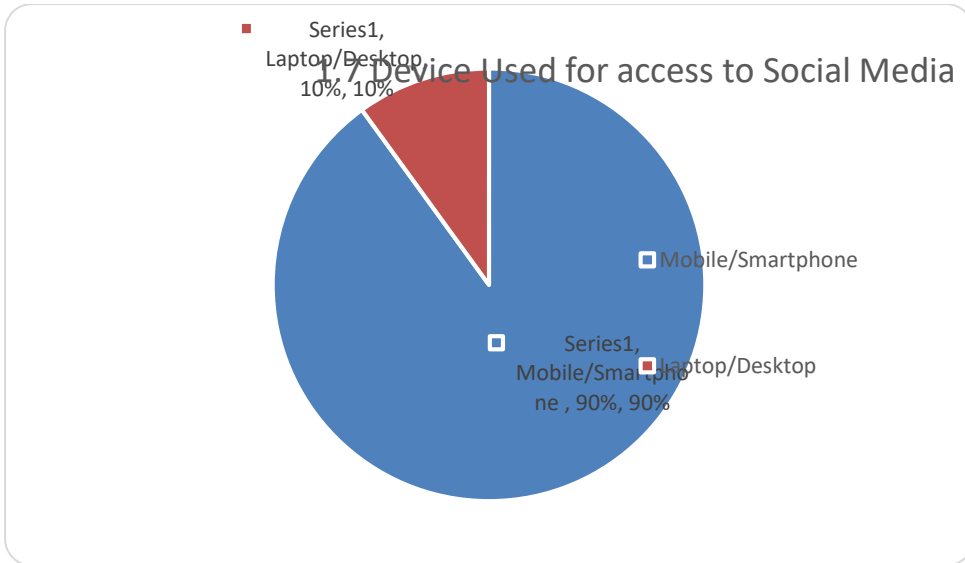
Table & Chart 1.7 show that 90% of the students use smartphones for accessing social media.

Table 1.8 Maximum Benefit Perceived of Using Social Media		
Keeping in touch with friends	50%	15
Improving and updating Knowledge	7%	2
Entertainment	10%	3
Online buying	7%	2
Boost self- confidence	27%	8
	100%	**30**

Table & Chart 1.8 display that majority 50% of the students use social media for connecting with friends

1.8 Maximum Benefit of using social media

1.9 Maximum Risk of using social media

- Series1, Less interaction with family, 60%
- Distraction and harmful
- Wastage of time
- Bulling and harrassment
- Less interaction with family
- Series1, Leakage of personal information, 23%
- Viruses
- Series1, Bulling and harrassment, 10%
- Series1, Distraction and harmful, 0%
- Series1, Wastage of time, 0%
- Series1, Viruses, 7%
- Leakage of personal information

Table 1.9 Maximum Risk Perceived of Using Social Media

Distraction and harmful	0%	
Wastage of time	0%	
Bulling and harassment	10%	3
Less interaction with family	**60%**	**18**
Viruses	7%	2
Leakage of personal information	23%	7
	100%	**30**

Table & Chart 1.9 display that majority 60% of the students opine that due to social media they have less interaction with families

1.10 - Using social media is more beneficial than risky ?

- Series1, Disagree, 10%, 10%
- Series1, Agree, 90%, 90%
- Agree
- Disagree
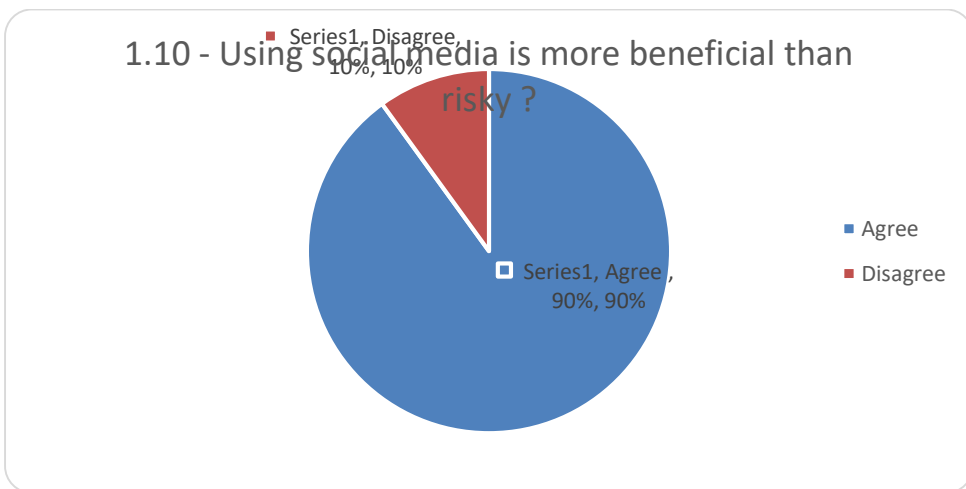
1.10 Do you think using social media benefits are more than risk

Agree	90%	27
Disagree	10%	3
	100%	**30**

Table & Chart 1.10 show that 90% of the students perceive that using social media has more benefits than risks

Findings and analysis of Faculty Respondents–

Table 1.11 - Age of Faculty Respondents

Less Than 20	0	0%
20-40	20	67%
40-60	8	27%
Above 60	2	7%
	30	**100%**

Table 1.12 - Gender of Faculty Respondents

Male	15	50%
Female	15	50%
	30	**100%**

Table 1.13 - Occupation

Business		
Service	30	100%
Student		
Housewife		
Retired		
	30	**100%**

Table 1.14 - Do you use Social Media?

Yes	30	100%
No	0	0%
	30	**100%**

1.14 A - Do you use Social Media ?

Yes, No, 0%
0%

Series1, Yes, 100%, 100%

- Yes
- No
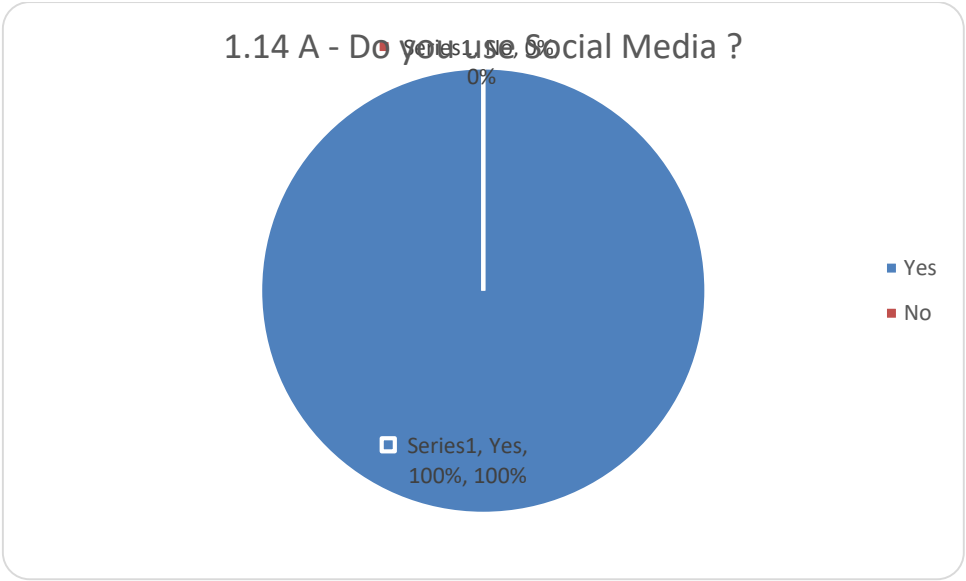
Table 1.14 & Chart 1.14A – show that 100% of the faculty respondents are using social media

Table 1.15 - Avg No. of Hours Spent Daily on Social Media

> 30 mins	15	50%
1 hr	10	33%
2 hr	5	17%
3 hr	0	0%
< 3 hrs	0	0%
		100 %

1.15A - Avg No. of Hours Spent Daily On Social Media

Series1, 3 hr, 0%, 0%

Series1, < 3 hrs, 0%, 0%

Series1, 2 hr, 17%, 17%

Series1, 1 hr, 33%, 33%

Series1, > 30 mins, 50%, 50%

- > 30 mins
- 1 hr
- 2 hr
- 3 hr
- < 3 hrs
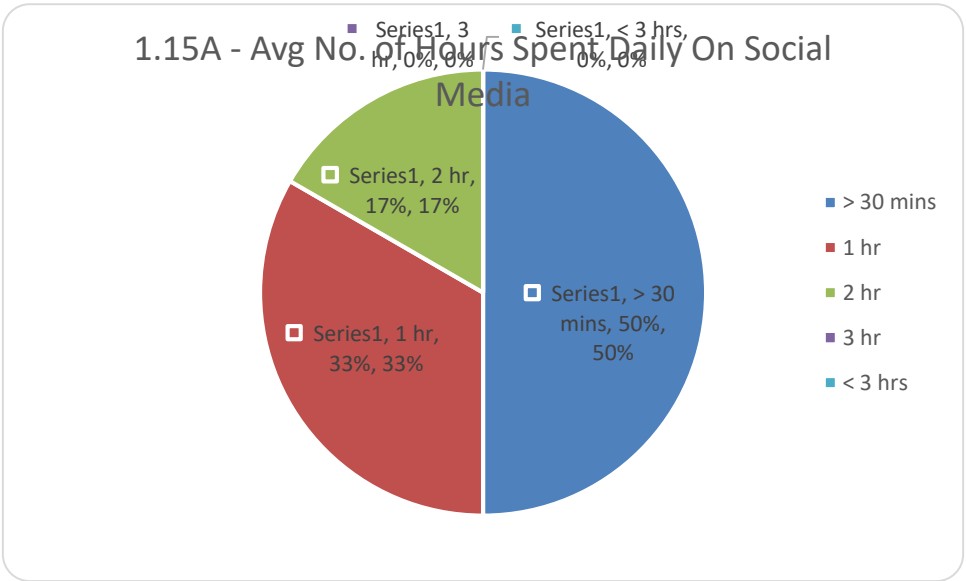
Table 1.15 & Chart 1.15A depicts majority(50%) of the faculty spend less than 30 mins daily on social media

Table 1.16 - Which Social Media Used Frequently ?

Whatsapp	27	90%
Facebook	1	3%
Youtube	1	3%
Twitter	0	0%
Google	1	3%
Others	0	0%
		100%

1.16A - Social Media Used Frequently

Series1, Facebook, 3%, 4%
Series1, Youtube, 3%, 3%
Series1, Twitter, 0%, 0%
Series1, Google, 3%, 3%
Series1, Others, 0%, 0%
Series1, Whatsapp, 90%, 90%

- What
- Faceb
- Youtu
- Twitt
- Goog
- Other
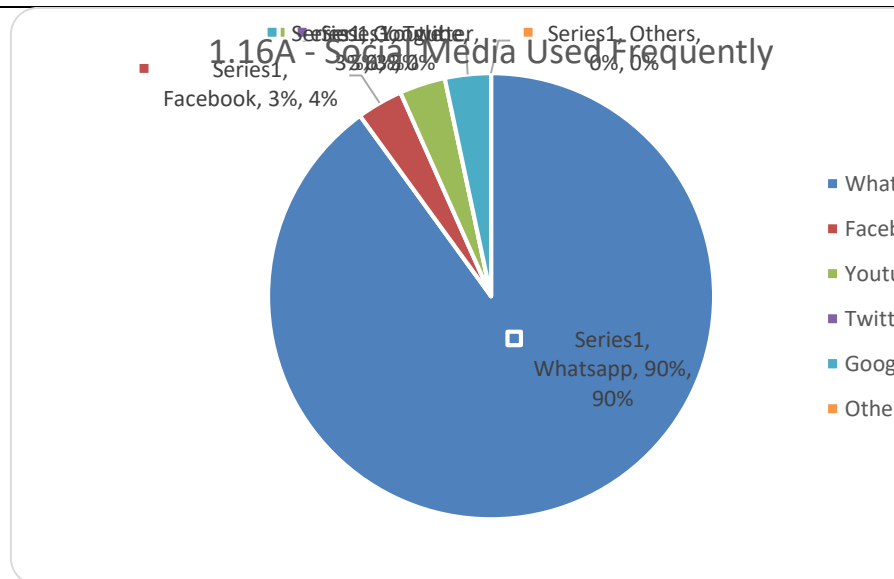
Table 1.16 & Chart 1.16A depicts majority (90%) of the faculty use WhatsApp more frequently

Table 1.17 - Is Social Media Economical ?

	0	0%
Yes	30	100%
No	0	0%
	30	**100%**
	4	13%

1.17A - Is Social Media Economical ?

Series1, No, 0%, 0%

☐ Series1, Yes, 100%, 100%
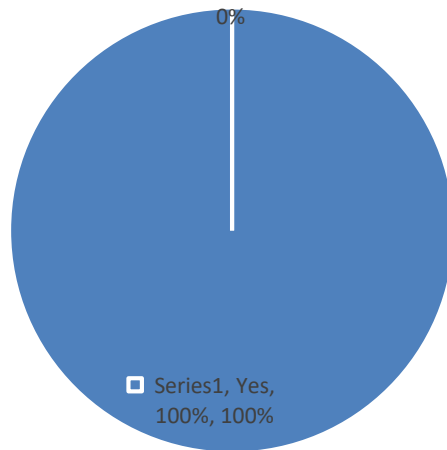
Table 1.17 & Chart 1.17A show that 100% of the faculty respondent find social media economical

Table 1.18 - Device Used ?

Mobile/Smartphone	28	93%
Laptop/Desktop	2	7%
	30	**100%**

1.18A - Device Used

Legend: Mobile/Smartphone, Laptop/Desktop

Series1, Laptop/Desktop, 7%, 7%

Series1, Mobile/Smartphone, 93%, 93%
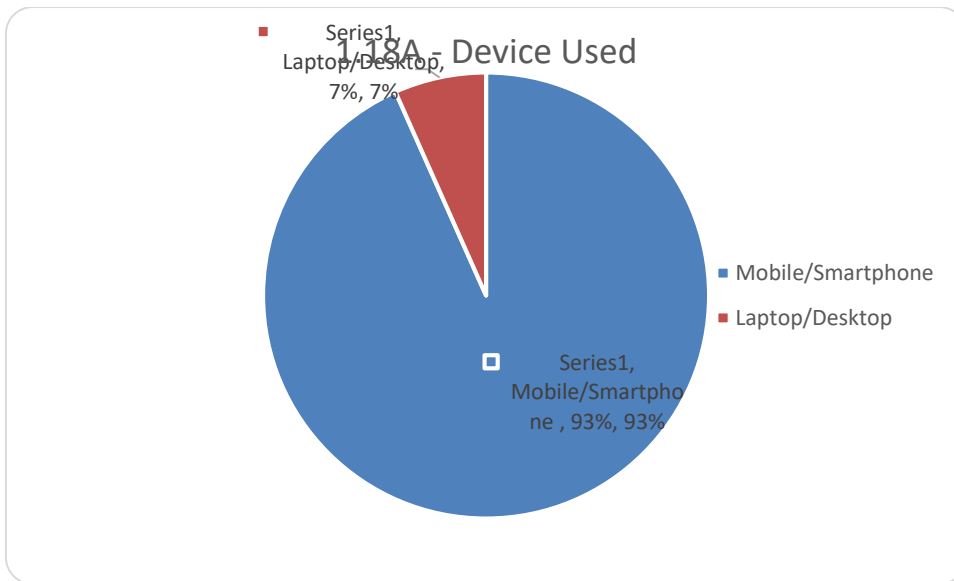
Table 1.18 & Chart 1.18A show that 93% of the faculty use smartphone for access to social media

Table 1.19 - Maximum Benefit Perceived of Using Social Media

Keeping in touch with friends	14	47%
Improving and updating Knowledge	12	40%
Entertainment	4	13%
Online buying	0	0%
Boost self- confidence	0	0%
	30	**100 %**

1.19A - Maximum Benefit of Social Media

Series1, Keeping in touch with friends, 47%

Series1, Improving and updating Knowledge, 40%

Series1, Entertainment, 13%

Series1, Online buying, 0%

Series1, Boost self- confid, 0%

Legend: Keeping in touch with fri, Improving and updating Knowledge, Entertainment, Online buying, Boost self- confidence

Table 1.19 & Chart 1.19A show that 47% of the faculty perceive keeping in touch with friends and relatives as maximum benefit of social media **Table 1.20 Maximum Risk Perceived of Using Social Media**		

1.21A - Benefits more than risk

Series1, Agree 80%

Series1, Disagree, 20%

- Agree
- Disagree
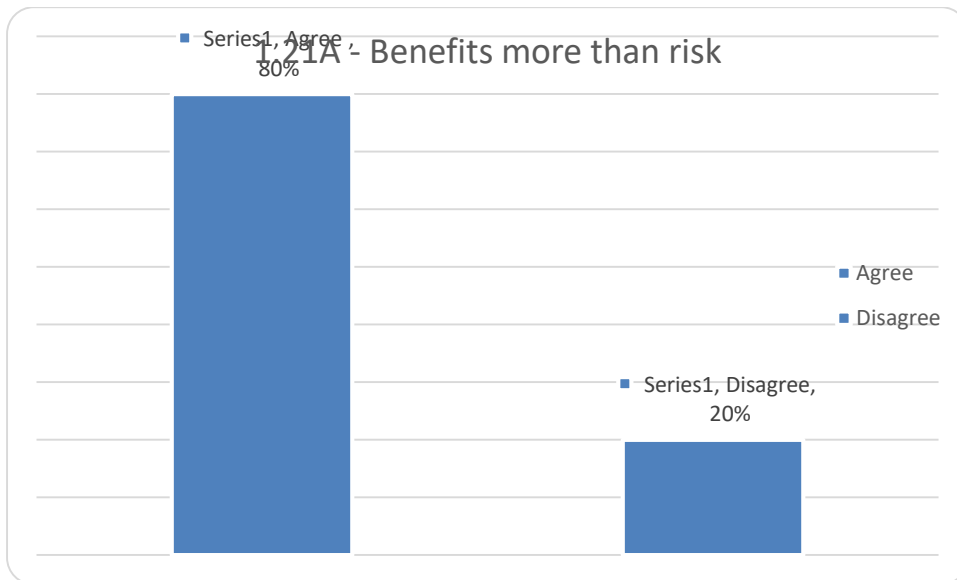
Table 1.21 & Chart 1.21A show that 80% of the faculty feel that using social media has more benefits than risk involved.

Analysis based on secondary data

Advantages for Teenagers:

a) Comfortable way of communication for shy teens. This can boost their self-esteem and confidence.

b) Social media gives teens with unusual interest and hobbies a place to share information and enthusiasm.

c) Social media helps them to enrich and manage their social lives.

d) Teens who are differently abled and have other challenges can communicate with other teens with similar problems.

2) *Disadvantages for Teenagers:*

a) Online bullying and harrassment which is also known as Cyber-bullying may be the biggest danger for teens.

b)   Less interaction with friendsand family.

Recommendations

• Remove any pictures with location data of you and your family. Pay specific attention to those pictures near and around your home, and places that you regularly visit. Many cell phones and iTouches automatically tag each photograph taken with the location of the picture. When downloaded onto social networking websites, these locations can reveal where you live and work, and identify other members of your family.

• Do not "check in" to different locations. Many social media sites offer incentives for visiting certain places and posting your whereabouts online. Keep in mind every time you do this, you tell anyone watching exactly where you are and how far you are away from home.

• Don't provide a minute by minute account of your day. Keep some things a secret. Telling the world where you are and what you're doing can be used to predict where you'll be in the future. If you're excited about an upcoming vacation, keep it to yourself. Criminals use this information to determine the best time to rob your home.

• Don't identify your friends' names to others on a social networking site. This may make them future targets for a criminal or terrorist act. Do your friends a favour and keep them anonymous.

• Don't post your address online. If someone has your full name and knows the area where you live, they can find you online. If they can figure out when you'll be gone, you're inviting disaster.

Conclusion

Social media at times is used to spread lies when it should be used in a constructive way for the betterment of society as well as for spreading knowledge and information.

As the technology is growing the social media has become the routine for each and every person, peoples are seen addicted with these technologies every day. With different fields its impact is different on people. Social media has increased the quality and rate of collaboration for students.

Business uses social media to enhance an organization's performance in various ways such as to accomplish business objectives, increasing annual sales of the organization. Youngsters are seen in contact with these media daily. Social media has various merits but it also has some demerits which affect people negatively. False information can lead the education system to failure, in an organization wrong advertisement will affect the productivity, social media can abuse the society by invading on people's privacy, some useless blogs can influence youth that can become violent and can take some inappropriate actions.

Use of social media is beneficial but should be used in a limited way without getting addicted.

Social media addiction has gotten to the point where some people prefer Facebook over sex, do status updates from the bathroom or upon waking at night, or even utter threats to the President on Twitter – a very public electronic medium – (obviously without realizing that it is illegal). While the addiction to socialize might be innate, excess time online can aggravate or stimulate symptoms of depression. Clearly there's a problem and it's growing, and since social

media and social networks are very unlikely to disappear anytime soon, there are some precautions that high-frequency users might to take to keep addiction in check, thus leaving more productive or fun time available for real-life activities.

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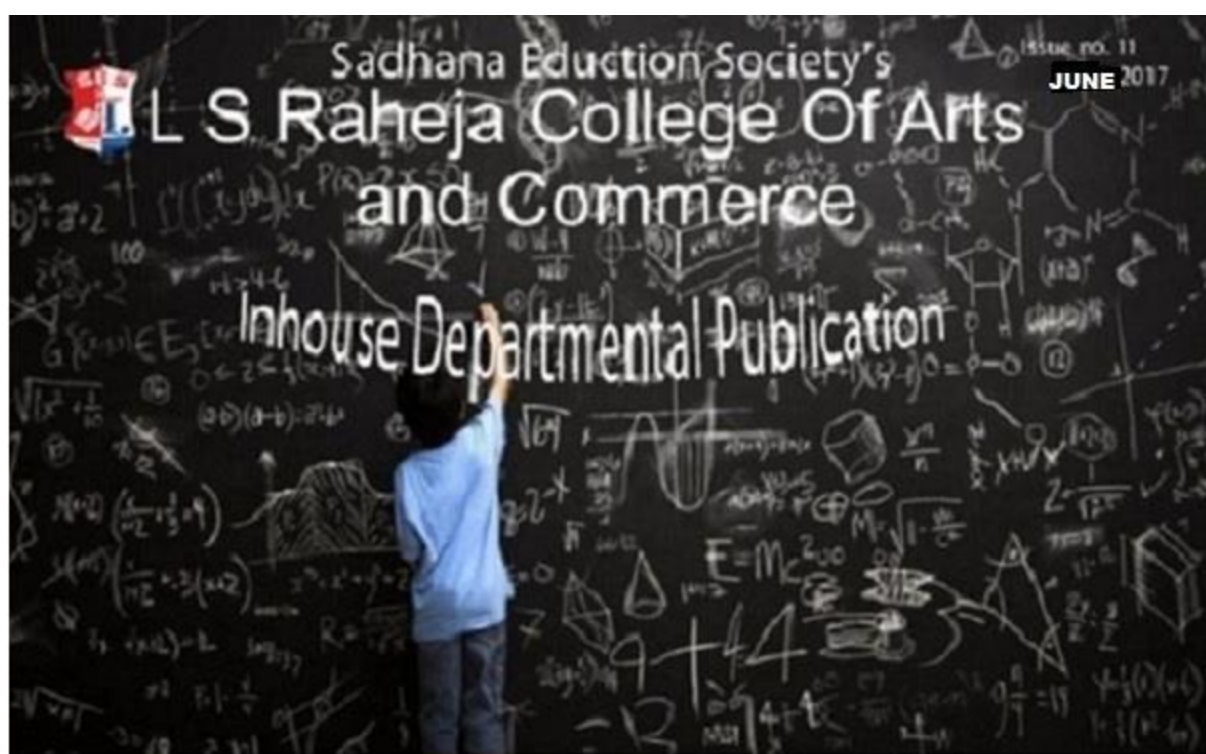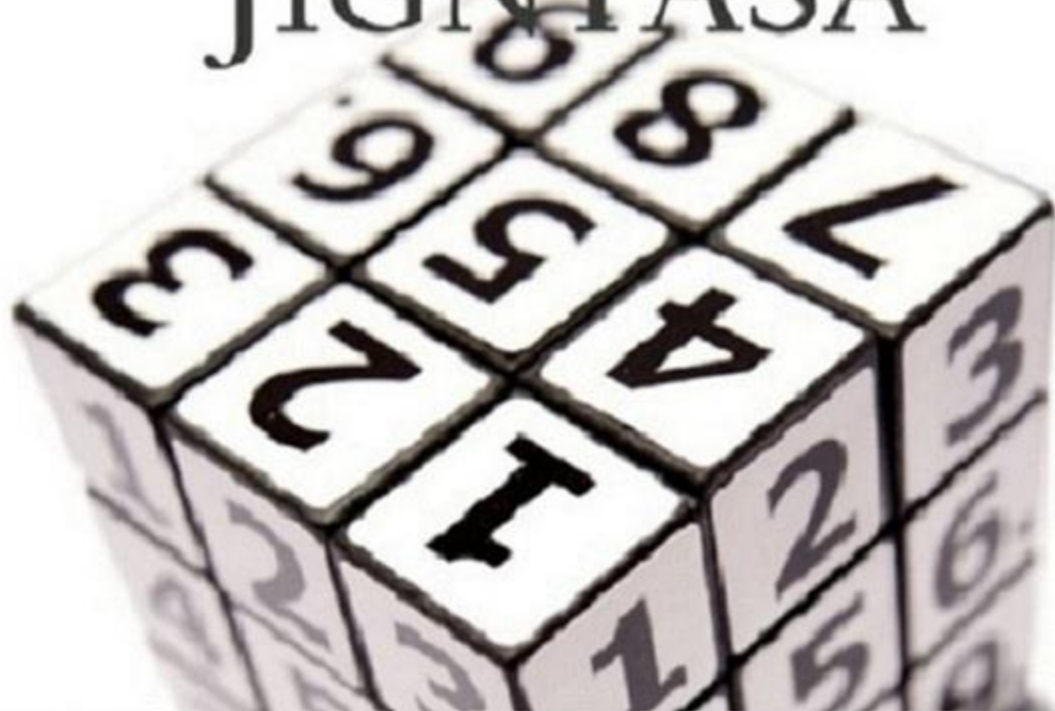
AN ALGORITHM THAT KNOWS WHEN YOU'LL GET BORED WITH YOUR FAVOURITE MOBILE GAME

Dr. Neelam Yadav

The model, called a survival ensemble, can predict what day and at what stage of the game a user will stop playing.

Researchers from the Tokyo-based company Silicon Studio, led by Spanish data scientist África Periáñez, have developed a new algorithm that predicts when a user will leave a mobile game. This information is useful for game studios so that they can design strategies to maintain the player's interest.

The video game industry has been shaken up by the emergence of smartphone games, aimed at users who are constantly connected to the Internet and change games very frequently.

África Periáñez –Head of Game Data Science at the video game company Silicon Studio, in Tokyo and her team have developed a mathematical model that predicts when a user will leave a specific mobile game.

The algorithm they developed uses *'ensemble'* method, "a model that is based on many learning algorithms instead of a single one, thereby improving the prediction accuracy by examining many more correlations and alternative models."

The team also used a survival analysis algorithm within each submodel. These models are used in medical research, for example, to predict when a patient will experience an event of interest, and in biology, to know how particular cells are going to behave in the body.

Combination of mathematical models

The Silicon Studio researchers have now, for the first time, combined the power of survival algorithms and *'ensemble'* models in the field of video games to achieve a high level of prediction accuracy, as the algorithm automatically adapts to the data of the game we want to analyse."
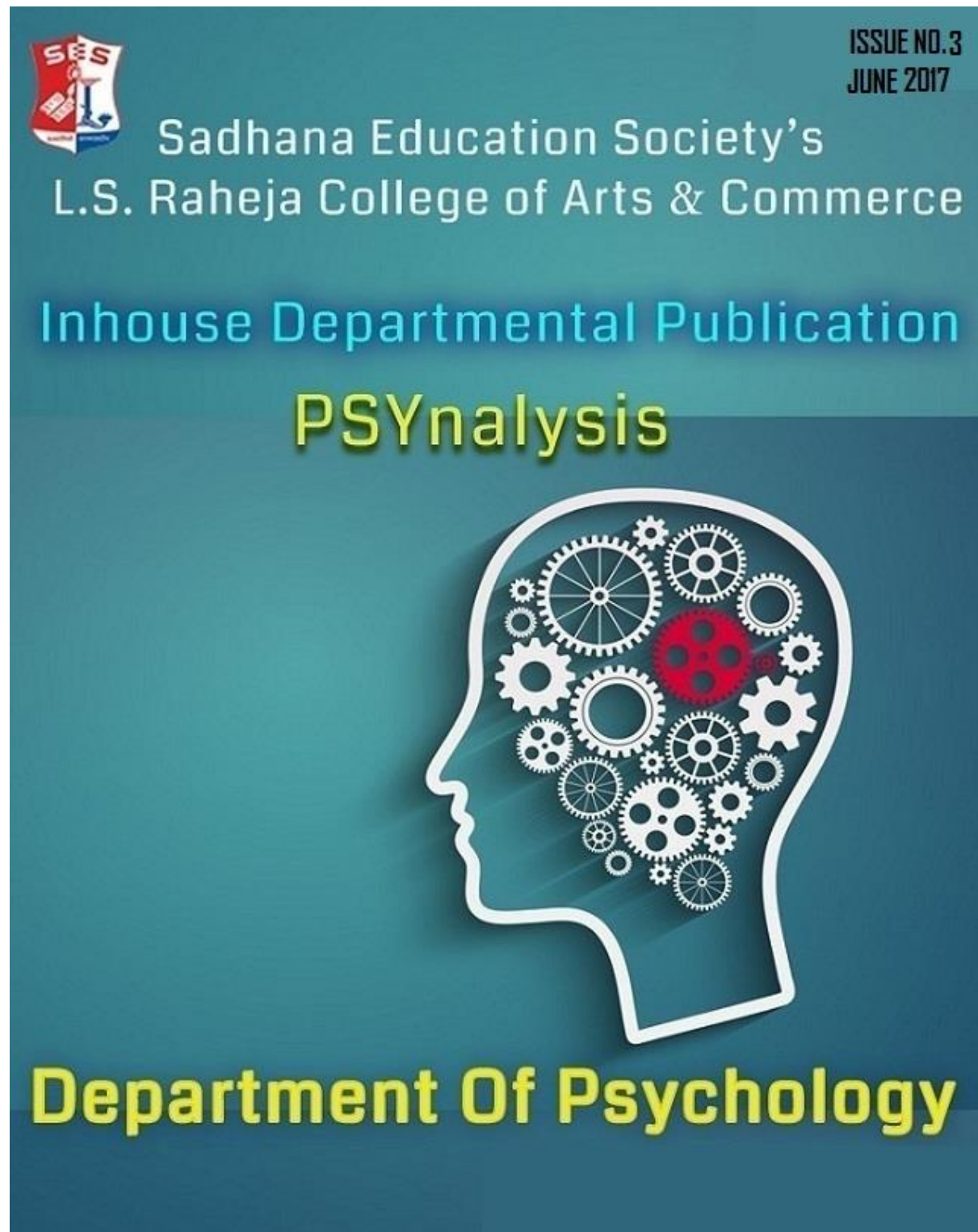
Applied to videogames, the model, called a survival ensemble, can predict what day and at what stage of the game a user will stop playing, and why they will do so.

The industry has undergone a paradigm shift since the appearance of games for smartphones. companies store a lot of information on users, their actions, connections, purchases, etc. And they are beginning to realise that they need to move towards a data-based development model, which allows them to know who their players are and what they like, and also to predict their reactions.

According to the researcher, the system can predict who will leave the game very accurately.

Reference:

África Periáñez, Alain Saas, Anna Guitart and Colin Magne. "Churn Prediction in Mobile Social Games: Towards a Complete Assessment Using Survival Ensembles". IEEE International Conference on Data Science and Advanced Analytics (2016).

SES'S

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EMPTY NEST SYNDROME

Empty nest is a term first introduced by writer Dorothy Canfield. It is not a clinical condition. It is an informal term for depressive reaction, sadness and grief experienced by parents and caregivers after children leave their homes for studies or get married. It is attributed to role loss when children leave the nest.

Empty nest syndrome does not affect everyone. Some report that they find this experience quite liberating and they can now focus on new challenges of their life.

The empty nest syndrome is a response to a huge transition that occurs in family life. Like other life transitions experienced in the family, every member is affected. For the child leaving home for the first time there is both fear and elation. The fear is about not knowing whether or not they are ready, not knowing whether or not they are going to the right place. Elation is the feeling knowing they are on the threshold

An individual may feel happy and resentful. While we might have difficulty admitting this out loud, a part of us may even resent that our children are having opportunities we never had. Even if we are the ones providing that opportunity! We may resent that our children take for granted their privileged life for which we may have sacrificed our own dreams. These are normal feelings to have, and hard to acknowledge. But once we can express them it will be easier to let them go. Letting these feelings go provides more room for the excitement and pride we feel in helping to let our children go.

We can also be feeling ambivalent about their leaving. Their leaving not only marks an indelible change in the family's day-to-day life, it also marks the end of a role, which for some, particularly women who have stayed at home to take care of their children, has been life defining. When the last child leaves home that care-taking parent wonders, "Now what?" "Who am I?"

It means young birds flying out of their nests once they are old enough to fly.

<u>BEHAVIOURAL SYMPTOMS:</u>

Stress

Worry

Loneliness

Uselessness

Feeling no longer having purpose in life

PREVALENCE:

Most commonly seen in mothers but is also seen in fathers and pets

Full time parents

Women struggling with menopause, retirement and aging

Those parents who believe that child can't take care of him/her self

Single parent

IT CAN LEAD TO:

Depression

Alcoholism

Identity crisis

Marital discord

POSITIVE ASPECTS:

Personal freedom

A new purpose in life

Continue personal growth

TREATMENT:

Discuss feelings

Counselling

Spend time and energy in constructive way

Start the work before children leave

- Dr. Chitra Munshi

Head, Department of Psychology

Sadhana Education Society's
L.S. Raheja College of Arts & Commerce

Inhouse Departmental Publication

SOCIAL ISSUES

Department Of Sociology

Predicament of Dalits in Indian Society Today

- Dr. Nandita Saldanha

In India, crime against Dalits is a long standing social issue. It is not simply a law and order problem. They live in fear, inspite of the Centre's decision to amend the SC and ST Prevention of Atrocities Act in December 2015 which aimed to make the law more stringent. Yet this has brought little respite to the community.

The Hindustan Times, Mumbai dated 31st January 2017 carried an article citing many cases of atrocities committed against them. For the Dalit Katheria family of the nondescript district of western Uttar Pradesh, the New Year turned out to be traumatic. Hari Om Katheria, 35, his wife Meera and brother Shyam Sunder were thrashed by Chhotey Lal, an upper caste Thakur for not greeting him with a 'Ram Ram'. On January 15, 2017 Hari Om was working in his field when Chhotey Lal passed by. Chhotey Lal was infuriated as Hari Om did not wish him and thrashed the Dalit farmer with his slippers. When Hari Om's wife Meera and brother Shyam Sunder intervened, Chhotey Lal thrashed them too. Later that night Chhotey Lal and his henchmen went to Hari Om's house and after thrashing the family again, set the poor farmer's house on fire.

Article 46 of the Constitution says that "The state shall promote with special care the educational and economic interests of the weaker section of the people and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation." In spite of the Constitutional provision, these atrocities and incidents continue to take place.

In February 2016, the same paper was quoted as saying that Mr. Virendra Kumar Mishra, a brick kiln owner and his staff in Dabauli village in Unnao district, barely 70 km from the state capital thrashed a minor Dalit boy, tonsured his head and paraded him with a garland of slippers. Mishra wanted to coerce the boy's father to sell his land adjacent to the brick kiln to him. Later, Mishra was arrested. However, he is out on bail and the case is under trial in the sessions court.

The incident in Gaghura village in Sambhal district in western UP in August 2016 is still another incident that testifies that not only upper castes but OBCs also commit atrocities against Dalits. Sudhar Kumari, a 13 year old Dalit girl had gone to the village outskirts to collect fodder. When she felt thirsty, she went to the village temple to drink water from the tube well at the temple's premises. Puran Singh Kashyap, the temple priest , an OBC, and his assistant Natthu Singh, not only prevented the girl from drinking water, but also abused her with casteist remarks. The girl narrated the incident to her father Charan Singh. When he resisted, the priest attacked the father-daughter duo with a trident.

More recently this year, The Times of India dated 9th February 2017, reported that the 400 year old Mahasu Devta temple in Chakrata, Uttarkhand had opened its doors in January 2016 to the people inviting Dalits also to participate in prayer, where for centuries the Dalits were discriminated against. However, a year later the paper has reported that the Dalits are staying away from the shrine as the temple head priest says that their own beliefs are keeping them away. This is due to the fact, that many Dalits fear an upper caste reaction. They say, and it has been quoted " If we have to survive we can't raise our voice".

During elections, politicians always target Dalit votes by making false promises of bringing winds of change. Added to this, Dalit literacy is low which further makes them retain their old beliefs and practices. In fact it is common practice to be barred from shrines and homes of Brahmins.

Another incident that was reported in this connection by The Times of India, was when an upper caste Government school teacher slit the throat of a Dalit who has entered a flour mill and was accused of defiling it.

 The Times of India dated 12th February 2017 reported that Calcutta High Court's Justice S.C. Karnan has accused the Supreme Court of anti-Dalit bias. Justice Karnan said that the SC's contempt notice against him clearly shows that the upper caste judges are taking the law in their hands and misusing their judicial power by operating the same against SC ST and Dalit judges with malafied intentions to get rid of them.

More recently, The Times of India, 29th June 2017 reported that two Dalit men in Halagundakanal village in Karnataka's Vijayapura district were allegedly tied to a tree and thrashed on June 25th 2017. The assault was made aware of when the victim filed a police complaint. Mareppa Harijan, 50 years old and his son Ramesh Harijan, 22, were both meted out this treatment as their kin Ningappa had eloped with a girl belonging to a minority community and from another village. The police sources are quoted as saying that the victim was so scared of the consequences that they failed to file a complaint immediately thinking they would resolve the issue themselves.

Even politicians like Mayawati who advocate the cause of Dalits have not been able to bring semblance and make a difference to their lives. Thus we see the Dalit predicament reflects the social, political and economic inequality that exists and have led to their oppressed status in India even till today.

However, Dipankar Gupta in his book titled 'Interrogating Caste' says "The truth is that no caste, howsoever lowly placed it may be, accepts the reason for its degradation."

Reviewing India's Daughter

Samya Shinde.

Abstract

Gender inequality is a reality; a global issue that needs to be tackled effectively to move towards a gender just society. The present paper reviews the 2015 documentary, 'India's Daughter' by British film maker Leslee Udwin and how instead of addressing the issue of rape and violence against women and targeting regressive mind-sets it was banned.

The Supreme Court recently (May 2017) in its verdict upheld the death penalty for the men convicted by the lower court and the Delhi High court for the brutal rape and murder of Jyoti Singh in December 2012. In 2015 a documentary was made titled 'India's Daughter' by British documentary maker Leslee Udwin in which she interviewed one of the convicts of the crime (rape and murder of Jyoti Singh) Mukesh Singh. This documentary that was released worldwide was banned in India- the country it was meant for- following public outrage against the documentary. The government responded in a knee jerk reaction responding in an authoritarian fashion by banning its telecast.

In this context the paper reviews the documentary 'India's Daughter' and how instead of addressing the issue of rape and violence against women and targeting regressive mind-sets it was banned.

The documentary in question was part of the BBC's on-going Storyville series. It was based on the 2012 brutal Delhi gang rape of physiotherapy student Jyoti Singh. When the excerpts of the documentary were broadcasted in 2015, the Delhi police sought a court stay on the broadcasting since it contained an interview with one of the four convicts[6], Mukesh Singh. The Indian government directed You Tube to block its screening.

The controversy surrounding it was steeped in paranoia. The documentary maker was accused of sensationalising the issue, showing disrespect for the country and also giving chance to the convict to speak out.

The documentary was alleged for creating fear psychosis among women with the comments made by the convict. It was believed that it could create a law and order situation. The Delhi police made an application to the metropolitan magistrate, Delhi, stating that the comments of the convict are highly offensive and 'have created a situation of tension and fear amongst the women in society'. The interview if telecasted 'may lead to widespread public outcry and serious law and order situation as had happened in the aftermath of the Nirbhaya gang rape case', the application stated. It needs to be commented that firstly the documentary does not in any way make the convict come across either as a hero or as someone who strikes fear in our hearts. On the contrary Mukesh Singh's derogatory comments reflect the warped, regressive mind-set about women as an object of lust and desire- an inferior and vulnerable gender. All

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[6] Six men were arrested for the crime. One of them died while in the prison and one of them was a 17 year old juvenile who was given three years of imprisonment under the Juvenile Justice Act.

the documentary shows is how the male psyche works- the thought process of a man. He said in the interview "when being raped, she shouldn't fight back. She should just be silent and allow the rape. Then they'd have dropped her off after 'doing her' and only hit the boy". He later added that a girl is more responsible for rape than boys since a decent girl would not roam around at night with a man and that household work is for girls, not being around in discos and bars at night wearing indecent clothes and doing indecent things. Consider the excerpts where Mukesh Singh the convict says,' the death penalty will make things even more dangerous for girls. Now when they rape, they won't leave the girl like we did. They will kill her. Before, they would rape and say, 'leave her, she won't tell anyone'. Now when they rape, especially the criminal types, they will just kill the girl. Death." These disturbing comments can be considered repulsive and regressive, speech, but not to the extent of banning the documentary. The statements of the defence lawyers are itself disparaging , misogynist and regressive when one of them comments that women should not be put on the street like food or the comment that if he found his daughter with a man on the streets defying established norms or have an extra-marital affair he would not hesitate to set her on fire . Banning the documentary is no solution; rather a more pragmatic approach needs to be taken to handle the issue of gender inequality. Secondly the state cannot abrogate its responsibility towards maintaining law and order for assumed irrational fear of public outcry.

The government machinery banned the documentary justifying the ban by suggesting that the convict showed no remorse for his act, his views on women were chauvinistic and derogatory, the documentary provided the convict a platform to put forth his case, the telecast of the excerpts encouraged and incited violence against women, it would create law and order situation and since his appeal was pending in the supreme court against the Delhi high court's judgement of his conviction and death penalty this was liable to be understood as interference with the due process of law. While these reasons are true to a certain extent it is debatable whether the ban is justified or not.

The argument to postpone the screening of the documentary was pushed by a group of lawyers, activists and feminists on the ground that it "carries the potential to prejudice the outcome of the legal proceedings"- a subjudice argument – where the opinion of the judged could be influenced by it, prejudicing the case against the accused. Though the argument is not without basis since the Nirbhaya case had received unprecedented public attention marked by public outrage demanding the strictest of punishment, it needs to be understood that judges though are exposed to all that goes around them are uninfluenced by extraneous factors and go strictly by evidence. This subjudice argument amounted to asking whether our judges were so gullible and unable to weigh the case objectively, so as to ban the documentary. By this logic all reporting and investigative journalism needs to end.

Another argument put forth was that the documentary was an oriental stereotypical assumption that crime takes place among the poor living in the slums, the assumption of a foreigners' gaze and projected Indian women in poor light. However the director Leslee Udwin, is meticulous in focussing the camera in such a way that it does not identify the faces of the family of the either side. The documentary was also alleged as denting the image of India abroad affecting the tourist flow in India. It was viewed as a conspiracy to target the progress the country has been making and an outside hand is there to malign the country- a nationalist argument- albeit a narrow one. Considering the cases of violence against women in India, which is ever increasing, it is the violence against women that is seriously tarnishing India's image rather than the telecast of the documentary.

The documentary on the contrary needs to be appreciated since it highlights the entrenched patriarchal mind-set. It adds to the evolving discourse around attitudes and mind-sets. It shows that gender inequality is a global issue that needs to be taken note of. It brings out the male psyche, the regressive mind-set pointing to the structural flaws that do not tackle gender inequality. It exposes the mind-set of the rapist that is a product of our misogynistic culture. There is a need to address reasons that lead to violence against women; more such studies are needed by sociologists, psychologists, lawyers, activists and feminists as well as active participation of the state machinery. Rather than confronting the issue of rape and violence – the ban- coming from people who occupy country's political and economic elite- sweeps these issues under the carpet thus living in denial. The documentary clearly shows how little has changed for women socially, politically and culturally.

The documentary is however not without its flaws. It is not free of the 'generic class bias'. The documentary constantly brings into focus the impoverished background of the rapist by constantly pitting the civilised against the uncivilised. It also does not necessarily challenge the culture that makes rape possible. In fact the comments of the convict will provide more justification for imposing restrictions on women. Leslee Udwin 'tries to undo a core component of the women's movement which is that rape and rape culture are deep seated parts of our civilised worlds and that most women encounter abuse and assaults not by the uncivilised demons outside, but the civilised men in our homes or work places…. the culture of silence around incidents of rape is more a construction of the civilised world' (Nag 2015). Unfortunately the documentary does not capture the essence of the women's movement that has fought against the dictates of the patriarchal society.

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Informal leader – Asset for organisation
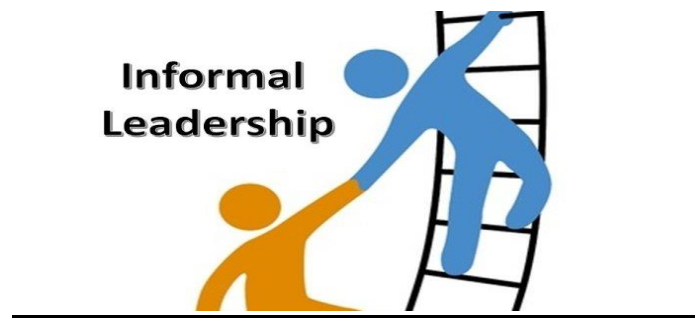
An informal leader is someone who may or may not have official authority to direct groups. However, people choose to follow the lead of this person. The informal leader can be the best leader in the group because the group has naturally chosen him/her as their leader. It is very easy to identify an informal leader in an organisation. There are certain characteristics that will help a manager identify informal leader. Those traits are as follows:

a. **Charismatic:** An informal leader has a charismatic personality which makes people fond of him and follow the path that he/she leads.
b. **Initiator**: An informal leader is an initiator to address the queries or problems of the group.
c. **Encourager:** An informal leader encourages his group members. They are very responsive and friendly with their group members.
d. **Integrity:** An informal leader always thinks from everyone's perspective. His integrity is very high.
e. **Fearless:** An informal leader is normally fearless about the consequence. He/she is not afraid to risk themselves for the entire group. They do not panic in tough situations.
f. **Problem solver:** An informal leader finds innovative solutions to people's problems. He/she normally have solutions for everyone's problem.
g. **Coordinates:** An informal leader normally coordinates with everyone around him/her. They are responsive to everyone's queries. They are highly dependable by everyone in the organisation.
h. **Loyalist:** An informal leader is always loyal towards its group members. They always show matter of belongingness to its fellow colleagues.

It is the task of the top management to identify and retain informal leaders in the organisation. Such employees are assets to the organisation. They have the capacity to influence other employees in the organisation. So if the management can manage to retain such employees it will have a positive impact on the organisation. The management must always take care of such employees. Informal leader will normally have the trait of gaining limelight. They like to remain popular in the organisation.

As a top management one should reward these informal leaders by delegating certain authorities in their hand. Since the informal leader enjoys powers, handing over a few powers and making them responsible for key roles will encourage them to work for the organisation. Certain type of non-monetary incentives can be provided to informal leaders time to time to retain them in the organisation. Giving them a few liberties and flexibility

in working is also a reward that an informal leader may feel good and work more dedicatedly for the organisation.

However, care must be taken that the rewards are accustomed to the work that he/she delivers. An informal leader should not be given too much powers that he/she starts misusing them. An informal leader if becomes too popular and powerful can also sometimes work against the organisation. He/she can become dangerous and ruin the work culture and atmosphere. Thus, an informal leader must be constantly kept in close observation by the management and must make fruitful utilisation of their existence in the organisation.

Key roles of informal leader:

An informal leader is the one within an organization who, by virtue of how he/she is perceived by his peers (or others in the organization) is seems as worthy of paying attention to, or following. The major thing that distinguishes an informal leader from a formal one is that the informal leader does not hold that position of power or formal authority over those that choose to follow him or her.

The capability for an informal leader to influence or lead others rests on the ability of that person to evoke respect, confidence, and trust in others, and it is not uncommon for an informal leader to not intentionally try to lead.

Informal leaders can be exceedingly valuable to organizations, and to the success of formal leaders, if informal leaders do not support the formal leaders and their agendas and vision, they can function as barriers in the organization. There are a few key roles that are observed in an informal leader:

1. **Prioritises needs:** An informal leader generally prioritises needs at multiple levels. They can be need of the task, need of the group member and finally the need of the individual who made the group.

2. **Focuses on actions:** An informal leader focuses on actions rather than wasting too much time on thinking over it. An informal leader will always encourage his group members to work for achievements of goals. They are result oriented.

3. **Good at organising:** An informal leader always ensures that the group is properly organised. Not only does he offer clarity to each group member but structures the group well to facilitate their actions.

4. **Motivating:** An informal leader ensures that everyone in the group is sufficiently appreciated for their efforts and actions. They have the desire to influence and lead others. It is not just to seek powers for their own sake but to reach shared goals.

5. **Guidance:** An informal leader always is there for his group members to guide them. He/she provides suggestion to his members time to time. They provide feedbacks about how a job can be undertaken and how one can improve.

6. **Set an example:** Group members generally tend to observe their informal leaders and emulate their behaviours. They normally set good examples for their fellow members by doing things the way they want their followers to do.

7. **Understanding of human nature:** An informal leaders have the ability to give his/her followers a sense of personal worth. They understand and empathise with their followers. This attitude of theirs makes them popular amongst their group members.

Are there multiple informal leader?

An organisation is divided normally into separate functional departments. People from different temperament and expertise are recruited in the functional department which is best suited for them. These departments being created to meet official goals and objectives are created by the top management. It possesses systematic structure in hierarchical form. These formal departments do have formal leaders in them. But apart from that every employee socialise with people who are like minded. Such informal groups are created by the members themselves. These informal group also identifies informal leaders in them.

Normally, an organisation will witness multiple leaders. Some member is very vocal and good at talking, so automatically the other members resort to him/her when they need someone to stand up for them. However in some other situation where the group members seeks for some advice and guidance there may be another member who may guide more responsibly and may deal with sensitive things with maturity. At those times the group member may approach the other person. Thus, it could be observed that any organisation can have multiple informal leader.

To conclude this article my opinion is with the pace in which the business world is growing there is a growth of new breed of informal leaders. These leaders can always be an asset to the organisation if identified and utilised them at the right time. They possess certain traits which makes them dependable and loyalist towards the organisation. Rewarding such employees will always add to the strength of the organisation.

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Understanding the Rationale behind the way we communicate

Have we ever given a thought to the ways and patterns in which we think ?More often than not, we are too worked up in our day-to-day existence to spare a precious moment. So, here's some insight into this organic process which is ingrained in our collective psychology.

The modern day western culture, which has cast an indelible mark on cultures across the world including that of this land, owes its indebtedness to the Greek and Roman thinking. This was the era of the Dark Ages in Europe after the fall of Rome in AD 400. With this was lost the learning, thinking and scholarship of the Roman Empire accumulated till then.

And then came along the Renaissance, which was triggered by the rediscovery of the Greco-Roman thinking. Logic and Reason once again assumed importance as a way of life for both- the Humanists and the Church. Led by the visionary triumvirate of Socrates, Plato and Aristotle who gave the world the how's and whys of thinking right, the principles of logic and questioning have today come to guide the way we react.

Socrates believed in criticism as a means to achieve perfection. Such a criticism was his way of attacking any rubbish in a theory and uprooting it. What was thus left behind was plain and simple truth but it gave nothing concrete in terms of a solution or an answer. And thus our obsession with criticism.

Plato, on the other hand did not believe in the Athenian democracy and discarded the idea that good or bad was relative. He admired the fascist Sparta and their warring skills. He was highly influenced and impressed by Pythagoras and believed there were ultimate Truths everywhere, just like his theorem. Thus originates our obsession with Truth established by Logic.

Aristotle, Plato's pupil and the tutor of Alexander the Great, advocated the technique of creating boxes or compartments based on one's experiences. This forms the basis of one's judgement. Thus originated our penchant for judging people and situations based on past memories.

This, in a nutshell are the driving forces for our cognitive approach in life. However, it completely obscures the generative system of thinking-Perception, which forms the base for creative thinking.

As we look around, the traditional way of life has scuttled creativity and the need of the hour demands so much of it. So, let's adopt a more relative outlook and break the shackles of unproductive criticism and judgements.
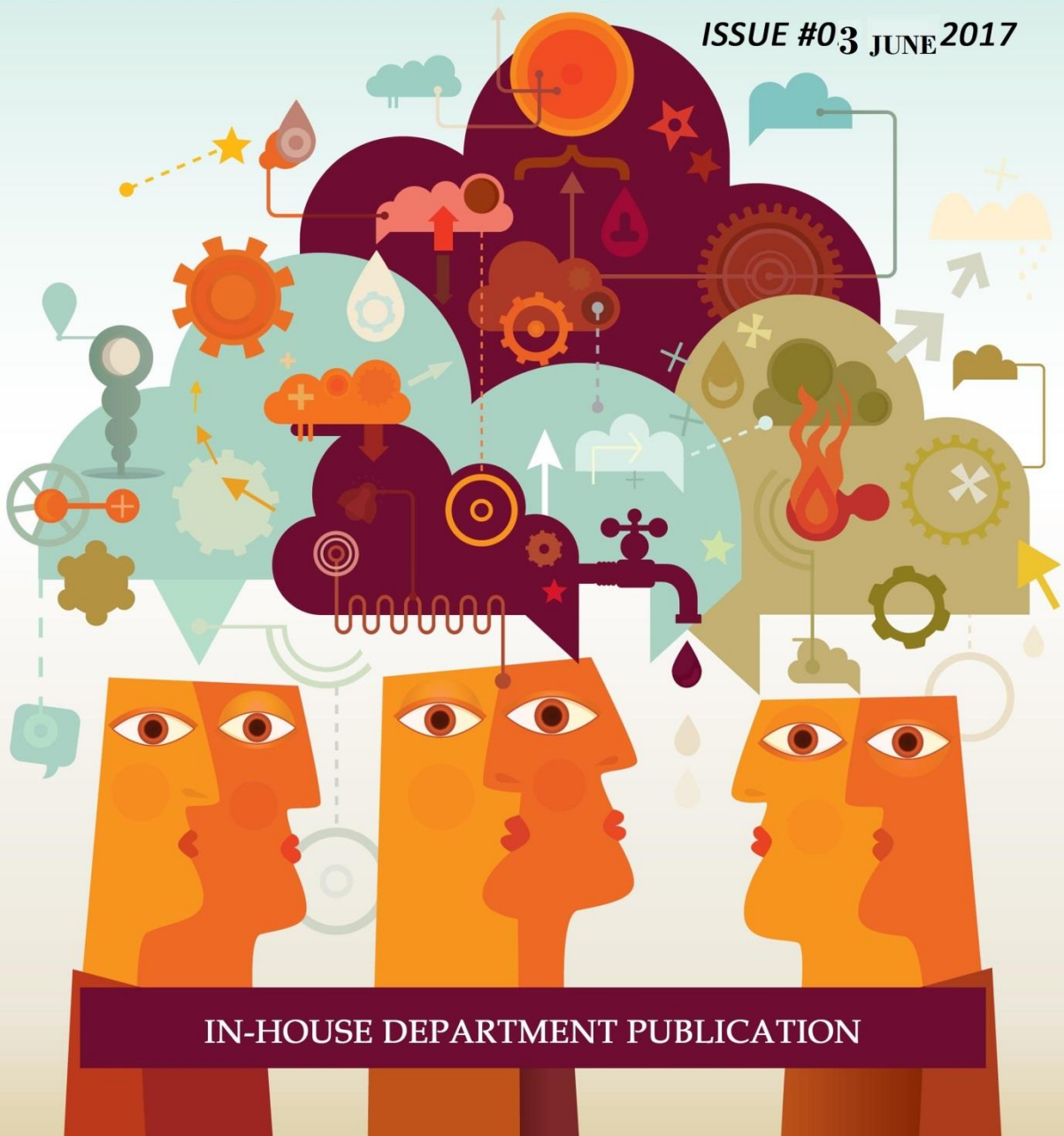
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INDIAN STARTUPS – BOOSTING ECONOMIC GROWTH

With the gen-next cool trend to start working on new and innovative ideas, India is all set to outperform all other nations on the world stage in the years to come. Setting up of small businesses by these young entrepreneurs is definitely going to boost the Indian economy in the near future. India is a home for almost 3100 startups starting per year standing just behind US, UK and Israel according to the NASSCOM report of 2015. If the growth is continued on the same pace then it is expected that Indian tech startups will generate almost 2.5 lakh jobs in the next five years.

Initially, India was considered as the market for providing cheap labor to the world and for export of Indian services in the field of IT. Due to this India has witnessed low product development and innovation in the past. But, still it is not too late and the culture of startups has started in India in the recent past. It has already started bearing fruits and is all geared up to benefit the Indian economy in the long run.

Developed nations are now looking towards fast growing and emerging nations such as India to tap the huge untapped potential in these markets. In the recent years, different countries are taking different initiatives to link up their businesses with the Indian startups. For Example: Business council of India in United Kingdom (UKIBC) is hosting startups of India in UK. Similarly, Swissnex, an agency of Switzerland is conducting market research in India with the help of its entrepreneurs to identify suitable business opportunities for them. On the same lines, Zone Startups based in Toronto Canada is also conducting research to understand Indian taste, culture and requirements that they can fulfill. It is said that almost all global giants such as Walmart, Goldman Sachs, Target, Thomson Reuters are eyeing towards Indian startups to tap the huge business opportunity.

Venture capital funds from abroad and angel investors are proving to be a big boon for Indian startup story. Indian startups such as Flipkart, Olacabs, Snapdeal, Hike, Shopclues, Freecharge, Inmobi etc. receive various rounds of follow-on financing as well either from their existing investors or from any new investor. These various rounds of funding also help these firms to hire more talent into the company. This helps the company to grow strategically and also add some more experienced people in the firm. In the recent times head hunting and poaching are common among these tech startups. There is a huge demand for Indian software engineers around the world. Any startup owner in any country sets an eye to hire talent from India, since it reduces their cost by almost 25% and at the same time it provides a very good employment opportunity for the developer.

Apart from funding, mergers and acquisitions are also helping these startup companies to grow by acquiring new capabilities directly and expanding into the market share of the acquired company. The best example of this could be buying of Myntra, an app based shopping portal by another technology giant Flipkart to gain the market share. Snapdeal recently acquired Freecharge to grow into the area of mobile payment gateways, since mobile payments are a next hot spot sensed by various startups presenting immense opportunities for further penetration. Not only in India but also internationally tech giants have used acquisition of companies as a way to maintain their position of market leader and also as a way to enhance diversification. An example of this could be acquisition of messaging app Whatsapp by another giant Facebook.

Startups are flourishing in India not only in the field of internet but in various other fields as well. Educational tech startups are a new hot bee among various investors since it is anticipated that the complete educational system will be digitized in the near future. Similarly, startups are also eyeing big data for analytics, healthcare, beauty and fitness, biotechnology and other areas as well. Several startups

have also ventured into food delivery service as well. Examples include Mast Kalandar in Mumbai and Bangalore, Eatlo, Freshmenu, TinyOwl etc. These have generated employment opportunities in large number for unorganized sections of the society in the form of delivery persons. At the same time, it has increased convenience for consumers as well.

Hence, taking into consideration all the above developments, it can be concluded that indigenous startups will not only make the lives of the people easier through their affordable and convenient services but will also act as a major booster for the development and the progress of the Indian economy.