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From the Editor in Chief's Desk

"You don't write because you want to say something; you write because you have got something to say", ruminating on these words I am proud to present to you the second issue of the fifth volume of our Bi-Annual management journal 'ACUITAS'. Our objective is to provide platform to all those authors who would like to share their research work on varied aspects of management.

I duly acknowledge the support, proper assistance, motivation received from our patrons, advisory board and editorial board. I also duly acknowledge all the contributors of research papers included in the journal.

Our motive is to publish the most excellent research papers in management and we wish to provide 'ACUITAS' as a vehicle for the same. Your suggestions for further improvement of our journal are always welcome. We strive for increased accountability and all concerns and suggestions can always be directed to me.

Looking forward for a long term association with you all!

Thank you.

Warm Regards,

Dr. Sudhir S. Fulzele
Director,
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Concerns in Tribal Education: Empirical Findings in three Tribal-dominated districts of Odisha

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Abstract

Education is a priority area of concern in Tribal development. Though the literacy rate of the ST community has increased steadily over the past few decades still, it continues to remain considerably low vis-à-vis the general population of the State (Odisha) and Country. In view of the need to identify the key concerns in Tribal education in Odisha, an empirical study was undertaken in three of the most preponderated Tribal districts of the State – Mayurbhanj, Malkangiri and Rayagada. The present paper is based on the findings of the empirical study which encompasses the various factors affecting Tribal education in the study districts. The paper has highlighted the list of factors under two heads – systemic and behavioral. Commensurate recommendations have also been proposed to address the identified concerns.

Keywords:

Concerns, Education, Factors, Literacy, Odisha, Tribal

Introduction

With 62 Scheduled Tribes (ST)[1] and 13 Particularly Vulnerable Tribal Groups (PVTGs)[2] inhabiting the State, Odisha is considered to be a homeland for Tribals in India. In fact, the State accounts for the largest number of PVTG communities in the Country. According to the 2011 Census of India Report, STs account for 22.85 % of the total population of Odisha[3]. In 2004-05, more than a quarter (75.6 %) of the ST population of the State lived Below Poverty Line (BPL) as compared to the national average of 47.3 %[4]. There is a wide range of factors responsible for the high levels of poverty amongst the Tribals of Odisha including; (a) land alienation[5]; (b) rampant alcoholism[6]; (c) extensive unemployment[7], mostly due to poor skill levels[8]; (d) stagnant agriculture sector and archaic means of food quest; (e) involuntary displacement caused by development projects[9]; etc. As a consequence of the above factors, the Tribals of Odisha continue to fare poorly in most development indicators including education. The present Research Paper has highlighted the concerns relating to education in the Tribal areas of Odisha as identified from literature review and based on the outcomes of an empirical study carried out in sample locations of the State.

Review of existing literature material indicates that there are several factors responsible for the poor scenario of education in the Tribal areas of Odisha. For instance, frequent and prolonged absence of teachers from schools and consequent discontinuity of classes is severely affecting the transfer of learning as well as retention of subjects taught in the class. Similarly, the infrastructure setup in most Tribal schools is pitiable. There are several schools that are functioning in buildings which are in a dilapidated condition[10] with visible wide cracks on the walls and leaking roofs. There are also schools where lack of adequate classrooms has compelled students from multiple grades to read in a single classroom[11]. However, the lack of infrastructure assumes the worst manifestation in the most interior Tribal areas wherein there are Schools that do not have any infrastructure – not even a small building or a single classroom. Such schools can be seen operating in rented buildings, thatched houses or even under trees[12].

Tribal Education in Odisha: Performance in key indicators:

According to the Census of India Report 2011, the literacy rate of STs in Odisha stands at 52.2 % as compared to the national ST literacy rate of 58.96 %. The female ST literacy rate in the State for the same year was recorded to be 41.2 %. The scenario of poor educational attainment of the community with special reference to female literacy remains a major cause of concern. However, over the past five decades, improvement has been registered with respect to overall ST literacy rates. To be precise, between 1961 and 2011, the ST literacy rates in Odisha and India have increased by more than seven folds each.

Table 1: ST literacy rates in Odisha vis-à-vis India (1961 – 2011)

Census Year	**Odisha**			**India**		
	Total	Male	Female	Total	Male	Female
1961	7.4	13.0	1.8	7.99	13.04	2.89
1971	9.5	16.4	2.6	10.89	17.09	4.58
1981	14.0	23.3	4.8	16.35	24.52	8.04
1991	22.31	34.44	10.21	29.6	40.65	18.19
2001	37.4	51.5	23.4	47.1	59.2	34.8
2011	52.2	63.7	41.2	58.96	68.53	49.35

Source: Census of India Reports

Though notable improvement in literacy rates can be observed, high dropout rates and poor enrolment remain two major hindrances to Tribal education. In Odisha, during 2010-11, the dropout of ST students between Classes I and X in the State was recorded to be 85.6 % (86.4 % for boys and 84.5 % for girls). At the national level, during the same year and for the same range of classes, ST dropout rate stood at 70.90 %. The Gross Enrolment Ratio (GER) of ST students at the higher secondary level – Classes IX and X in Odisha and India stood at 42.1 and 53.3 respectively.

Review of literature

As indicated in the first section of the Paper, a wide array of factors can be held responsible for the poor socio-economic status of Tribals in Odisha. Specific problems being faced by the community include lack of land ownership, land alienation and non-restoration of alienated land; displacement; indebtedness; money lending by non-Tribals; liquor addiction; and lack of a strong state policy support (Behura and Panigrahi, 2004)[13]. Almost all the aforementioned factors are interlinked with one another and revolve around lack of access to resources. Prolonged periods of resourcelessness in the Tribal areas of the State has plunged a vast majority of the community into a vicious debt trap.

The most horrific of all socio-economic problems encountered by the Tribals of Odisha is starvation. Caused by acute food insecurity and high levels of malnutrition, incidences of starvation have been reported in several Tribal-dominated districts of the State. The Governments – State and Centre have almost always refused to acknowledge the occurrences of starvation deaths. However, the National Human Rights Commission (NHRM) in 2003 after enquiring into alleged starvation deaths in Kalahandi, Bolangir and Koraput brought justification for recognizing Right to Food as a part of the Fundamental Rights under Article 21 of the Constitution (Tripathy, 2004)[14]. However, till date, 'Right to Food' has not been conferred the status of a 'Fundamental Right'.

As indicated earlier, besides, lack of access to resources and acute food insecurity, education among Tribals is one of the areas of concern. From amongst the large gamut of factors affecting Tribal education in Odisha, the issue of language barrier is that of particular concern. In fact, language is serving as a stumbling barrier in overall Tribal development (Ota, 2012)[15]. For example, in several Tribal villages of the State, children belonging to different Tribal communities can be observed to be reading in a single classroom. In such a scenario, the children use their own mother tongue in communicating with one another as well as with the teacher. This creates a strong dialectical hurdle amongst children from communities using different dialects/ languages on one hand and between the children and the teacher on the other. The issue gets further complicated when the teacher is a non-Tribal and lacks understanding of Tribal language and culture.

Incompatible holiday pattern and school timings in Tribal areas constitute another vital impediment towards the educational empowerment of Tribals. Some Tribal parents need the help of their children in household work and help at the time of harvest but the holiday pattern and school timings are not suitable to them (Behera, 2015)[16]. As a consequence, phenomenal decline in attendance of students can be observed in schools located in the Tribal areas of the State during the harvest season as well as during various festivals, especially relating to the different phases of the agricultural cycle. Prolonged absence from school in different spells throughout the academic year seriously affects the transfer of learning in case of the Tribal child.

Research Methodology and Design

Rationale for the study:

Education continues to be a priority concern in Tribal development in Odisha. Despite several dedicated schemes and programmes, the community continues to register low literacy rates vis-à-vis the general population of the State and Country. It is a fact that there are several problems surrounding Tribal education in Odisha. However, within the wide range of concerns, there are certain critical areas of concern that remain unidentified. It was considered necessary to undertake an empirical study so as to identify them. It is further proposed that the key findings can be used as a point of reference to suggest measures for improvement in the overall scenario of education amongst the Tribals.

Objectives of the study:

The empirical study on the basis of which the present paper has been drafted was undertaken in the 3 most Tribal-preponderated districts of Odisha with the sole major objective of identifying the critical areas of concern in Tribal education. The associated objectives that the study intended to achieve are as follows:

1. To provide an overview of Tribals in Odisha including their socio-economic scenario;
2. To sketch the performance of Tribal education in Odisha vis-à-vis key development indicators;
3. To review literature material relevant to the theme of the study;
4. To provide an elaborate account of the research methodology and design used for the study; and
5. To draw the key findings of the study acting as critical concerns in Tribal education and propose recommendations to overcome them.

Study Methodology

The activities conducted in different phases of the study have been outlined below.

Review of literature:

A review and compilation of available secondary information pertaining to the theme of the study was carried out. This was done so as to compliment the data collected during the empirical study. A total number of 24 published works – 14 Research papers and 10 books; 8 newspaper clippings (online edition); and 10 unpublished works including thesis, Reports of commissions etc. were reviewed.

Preparing the Questionnaire and relevant research tools:

The Questionnaire used for collecting information from sample respondents has been developed by a social consulting firm. Required approvals have been obtained for minor modifications and its subsequent use in the present study. Other relevant Anthropological and Sociological tools were also prepared.

Pilot testing of the Questionnaire

Pilot testing of the Questionnaire was done in the study district of Malkangiri. 40 sample respondents – 20 students, 10 teachers and 10 parents were covered under the pilot testing. Based on the outcome of the pilot testing, minor modifications were incorporated into the Questionnaire. The final Questionnaire has been used for the present study.

Empirical study:

The empirical study was undertaken encompassing the collection of data from sample respondents using the individual Questionnaire as well as through Focused Group Discussions (FGDs) and Case Studies. Other techniques such as Participatory Rural Appraisal (PRA) and Indirect Observation were used for developing a more comprehensive and deep insight into the perspectives held by various stakeholder groups on issues relating to and factors affecting Tribal education.

Consultations with key informants and other stakeholders:

Consultations were held with key informants such as the village elderly, Panchayati Raj Institution (PRI) representatives and members of the traditional leadership councils to understand their perspective on the issues affecting Tribal education. Similarly, informal discussions were also held with other key stakeholders such as prominent Anthropologists and Sociologists with the objective of tossing radiance on the issue from an academic and theoretical outlook.

Drafting and publication of the paper:

Based on the findings of the empirical study and consultations held with key informants and other stakeholders, the present paper has been drafted following which the first draft of the paper was submitted for publication with the Journal. Subsequently, after addressing the comments and remarks emerging out of the 'paper review' (if any), the paper is expected to be published.

Education profile of the study districts:

All the three Tribal-preponderated study districts are characterized by literacy rates (for the overall as well as Tribal population) that are significantly below the State average. The education profile of the study districts is indicated in the table below.

Table 2: Educational profile of the study districts (2011)

District	% of tribal population	Literacy rates (in %)		Female literacy rates (in %)	
		Total literacy rate	ST literacy rate	Total female literacy rate	ST female literacy rate
Mayurbhanj	58.72%	63.17%	53.11%	52.71%	41.36%
Malkangiri	57.83%	48.54%	35.23%	38.28%	26.25%
Rayagada	55.99%	49.76%	36.69%	39.19%	26.72%

Source:Census of India Report 2011

Sampling profile and geographical coverage:

Simple Random sampling technique was used to select four categories of sample respondents – students, teachers, parents and representatives of the PRI. 355 sample respondents encompassing 200 students; 40 teachers; 80 parents; and 35 village elderly, PRI members and members of the traditional leadership councils were covered during the empirical study. The study covered 17 villages located in 8 Community Development (C.D.) Blocks of three of the most Tribal-preponderated districts of Odisha – Mayurbhanj (58.72 %), Malkangiri (57.83 %) and Rayagada (55.99 %). The figures in brackets indicate the percentage of Tribal population in the district. The rationale for selecting the sample size in each sample category was based on literature review, interaction with key informants and prior experience of the researcher-author in undertaking similar social studies.

Profile of major activities:

The study was carried out on a part-time basis over a period of four months which included activities ranging from review of literature and field visit to drafting and publication of the present paper. The profile of major activities that were undertaken as part of the overall study and the corresponding time taken (in weeks) are mentioned in the table below.

Table 3: Profile of major activities

Sl. No.	Name of the activity	Time taken (In weeks)
1	Review of literature	2
2	Finalizing the Questionnaire and relevant research tools	1
3	Pilot testing of the Questionnaire	1
4	Undertaking the empirical study including Questionnaire survey, qualitative data collection through FGDs and case studies etc.	6
5	Consultations with key informants and other stakeholders	2
6	Drafting and publication of the paper	4
Total time taken		16

Source: Research design

Techniques used for data collection;

The following Anthropological and Sociological techniques of data collection were employed during the empirical exercise;

1. Individual interview (using a structured Questionnaire);
2. FGD technique;
3. Case Study technique;
4. PRA technique;
5. Critical incident technique; and
6. Observation technique (Indirect/ non-participant observation)

Data analysis:

Data and information collected from all the three sources – literature review, stakeholder consultations and individual interviews (using the structured Questionnaire) were analyzed on the backdrop of key social receptors and vulnerabilities that were identified. Professional judgment was used to interpret the analyzed data and in the process, the key findings of the study were drawn.

Limitations of the study:

All possible efforts were made to ensure that the empirical exercise basing upon which the present Paper has been prepared does not suffer from any limitations. However, during the course of the study, the following minor limitations could not be avoided;

1. The Questionnaire using which the empirical study was undertaken has not been included in the present Paper (as an annexure/ appendix). As indicated earlier, it was developed by a prominent social consulting firm and was used in the research with due permission. As the copyright of the Questionnaire is owned by the firm, it did not allow for the same to be reproduced in the Paper; and
2. There were certain sample villages that could not be approached during the empirical study and were subsequently substituted by nearby villages with preponderant Tribal population. In such cases, the absolute principles of random sampling could not be followed and on the contrary the villages were selected based on purposive sampling.

Key findings of the study and proposed recommendations:

The key findings of the study have been drawn based on analysis of the quantitative data (collected using the Questionnaire) and qualitative information obtained during the empirical exercise on the backdrop of the literature review carried out by the researcher-author. Outcome of the interactions held with academicians of repute in the disciplines of Anthropology and Sociology were also used in identifying the critical concerns in Tribal education. During the course of data analysis, it was observed that all major concerns in Tribal education emerging out of the scrutiny of collected data and information can be clubbed under two broad heads – systemic and behavioral. While 'systemic' factors constitute administrative, financial, training and other related aspects of Tribal education, 'behavioral' factors comprise of issues such as cultural rigidity, disinterest towards education among parents and children, inferiority complex among Tribal children, especially in heterogeneous class environment. The key findings of the study along with commensurate recommendations have been highlighted in the table below.

Table 4: Key findings (Critical concerns in Tribal education) of the study and proposed recommendations

Sl. No.	Key findings of the study (Critical concerns in Tribal education)	Recommendations (Suggestive measures to address concerns in Tribal education)
Systemic factors affecting Tribal education		
1	*Poor infrastructure in Schools:* Despite dedicated efforts of the Government, infrastructure in most schools, especially the ones located in interior Tribal pockets was observed to be in a pitiable condition. Consultations with students revealed that roof leakages during monsoon, lack of classroom furniture and electricity supply were affecting classroom teaching. The concerns of students were also reiterated by the teachers. In addition, most teachers expressed lack of authority and their consequent helplessness in addressing the aforementioned issues. Parents cited safety concerns in schools emerging out of frequent incidences of falling of structural materials from the roof.	• Stringent penal provisions should be included in the terms of contract signed for construction and maintenance of School buildings with contractors. The punitive measures enshrined in the contracts should be strictly enforced against erring parties; • The 'quality check' procedure of the newly constructed and repaired school buildings should be made more robust. For the purpose, quality checks should be conducted by reputed and neutral third party agencies; and • A complaint box should be installed in each Gram Panchayat office wherein students, parents and teachers can drop in their suggestions for improvement and complaints on issues relating to education including quality of teaching, teachers' absenteeism, school infrastructure etc.
2	*Incompatible holiday pattern:* It was observed that students belonging to Tribal communities tend to register poor attendance throughout the year. However, the problem aggravates during the months of September through February. Generally, the period from September to February coincides with major festivals and farm activities of the community, especially the ones associated with the agricultural cycle. In fact, students are required to work on the farmlands for preparation of fields for sowing and consequent harvesting of crops. Consultations with Tribal parents suggested that their poor economic status, associated lack of labour and customary practice of involving children in farm activities resulted in low attendance of students during the aforementioned time period. Teachers and PRI members pointed towards the failure of the	• A 'Hub and Spoke' model of schooling is proposed to address issues relating to incompatible holiday pattern as well as multi-lingual class environment. Under the proposed methodology, the nearest Secondary and Senior Secondary schools, especially the ones located in Tribal areas inhabited by multiple Tribal communities should be converted into 'Hub centers'. The Pre Primary and Primary schools in turn should be designated as 'Spoke centers'. While the 'Hub centers', acting as 'Model schools' should comprise up of largely homogenous Tribal groups i.e. communities speaking the same language, the 'Spoke centers' serving as 'Touch points' should comprise up of

	Government in implementing an alternative holiday mechanism for schools located in Tribal areas commensurating the agricultural cycle of the community and taking into account the fairs and festivals of the community.	linguistic minorities or students from communities possessing a holiday calendar that is distinctly different from that of the State. The arithmetic of language and festivals of different Tribal communities should be taken into account while proposing such a model.
3	*Issues relating to Multi-lingual class environment:* Within the study districts, schools in villages inhabited by multiple Tribal communities were observed to be composed up of children speaking different languages. In such a scenario, children belonging to Tribal communities speaking their own dialect/ language, other than the regional language find it difficult to relate to the medium of instruction – 'Odia' used for teaching. Consultations with teachers revealed that there were several issues relating to multi-lingual classroom scenarios that remain unaddressed. For example, no significant efforts are being made towards developing scripts of Tribal dialects by the Government. Similarly, adequate and appropriate training modules are not being developed and imparted to teachers being posted in schools characterized by multi-lingual class environment. As a consequence, transfer of learning in such schools is getting affected and the same is being reflected in the poor performance of students in examinations.	Efforts should be made to ensure that equal facilities are provided in the Hub and Spoke schools and despite being small, the spoke schools are not deprived of any essential infrastructural amenities and manpower. However, for centralized monitoring of expensive laboratory equipments and other related physical infrastructure, such facilities should only be provided to the 'Hub schools'. The related 'Spoke schools', generally 6 – 8 per 'Hub school' should avail the services of the facilities provided in the 'Hub schools' as per monthly timetables. Having proposed to segregate Tribal and non-Tribal children on the basis of linguistic and cultural homogeneity for greater transfer of learning, it is essential that a platform for their intermixing is provided. For the purpose, provisions should be created for intra-schools sports, drama, music and dance competitions.
4	*Posting of non-Tribals as teachers who lack understanding of Tribal language and culture:* A vast majority of teachers posted in schools located in the study districts were observed to be non-Tribals. Consequently, they neither understand dialects/ languages spoken by children belonging to Tribal communities, nor do they appreciate the wider culture of the Tribals in general. Consultations with sample teachers revealed that they had not received any orientation/ training programme on 'Tribal culture' for which they failed to relate to 'the Tribal way of living' within the classroom environment. They were also of the view that lack of qualified teachers from the Tribal community had compelled the Government to post non-Tribal teachers in schools located in the Tribal areas of the State. While lack of understanding of Tribal languages created a major 'language barrier' between the teachers and the students, poor understanding of Tribal culture resulted in the non-Tribal teacher to	• Qualified Tribal teachers should be provided preference in matters of posting as teachers in schools located in Tribal areas; and • In case, non-Tribals teachers are posted in schools located in Tribal areas, pre-deployment training on a wide range of aspects relating to Tribal language, society and culture should be provided to them. The training modules should be jointly designed by the Scheduled Castes and Scheduled Tribes Research and Training Institute (SCSTRTI), the nodal Tribal Research Institute of the Government of Odisha (GoO) and the Academy of Tribal Languages and Culture (ATLC), GoO. For the purpose, extensive consultations should be held with subject-matter specialists in the disciplines of Anthropology, Sociology and Tribal Culture. Reports of committees earlier constituted on the

	display apathy towards the socio-cultural issues and concerns of the Tribal child. Tribal children pointed towards a discriminatory attitude being exhibited by the teachers as well as non-Tribal children in the class for which they are getting disinterested to attend school. In such a scenario, Tribal parents during the study expressed their helplessness on the matter as they were neither in a position to influence the posting of teachers in their village schools nor persuade their children to attend classes regularly.	matter and related publications should also be reviewed to gain a more in-depth understanding on the matter. It is expected that qualitative consultations and literature review will help identify the finer issues of concern relating to the role of language and culture in Tribal education so that they can be effectively included in the proposed training module (s).
Behavioral factors affecting Tribal education		
5	*Reluctance among Tribal students and parents to socialize with non-Tribals:* It was observed during the course of the study that Tribals in general and Tribal children in particular are reluctant to intermingle with their non-Tribal counterparts in schools. Consultations with Tribal parents revealed that even the elderly members of the family did not promote discourse with non-Tribals beyond transaction of essential commodities. Traditional betrayal by Caste Hindus through economic exploitation and significant variations in the socio-cultural lifestyles of the two communities (Tribals and non-Tribals) were cited as major factors by Tribal elderly for restricted contact with non-Tribals. Tribal parents further opined that excessive interaction with non-Tribal children threatens the cultural dilution of their children and consequent withering away of their identity. This unfortunate phenomenon of reluctance to mix with non-Tribal students has resulted in isolation of Tribal children within the classroom with limited contact even for academic purposes. The gravity of the scenario is such that Tribal children are hesitant to even partner with non-Tribal children while participating in quiz and other co-curricular/ extra-curricular activities. In the long run, such a self-imposed isolation has resulted in poor performance of children belonging to the community vis-à-vis their non-Tribal counterparts.	• In continuation with the above recommendation of ‘Hub and Spoke’ school model, it is further proposed that the largely linguistic and culturally homogenous students comprising of the two categories of schools should be provided a platform for interaction and intermingling. For this purpose, joint post-schooling classes should be organized in schools wherein students enrolled in two or more related hub and spoke schools will attend classes together; and • Targeted sensitization drives should be conducted to dismantle myths and negative community views of Tribal and non-Tribal elderly against each other’s communities. However, in the process, careful efforts should be made not to hurt the cultural and wider community sentiments, particularly of the Tribals. This sensitization is expected to percolate down to the thought process of the entire community with time and accordingly re-orient the Tribal children towards a favorable view towards their non-Tribal counterparts. The consequent breaching of community barriers would lead to greater classroom interaction between Tribal and non-Tribal children and contribute towards the learning, especially of the later.

Source: Research outcome

CONCLUDING REMARKS

The present Research endeavor to investigate into issues relating to Tribal education in Odisha is not a seminal exercise. Similarly, recommendations proposed to address identified/ prevailing concerns in Tribal education is also not a new phenomenon. In fact, based on the measures suggested by dedicated committees and commissions set up for the purpose, the ongoing schemes and programmes for Tribal development (including education) have been designed and implemented. However, the segregation of the critical concerns plaguing Tribal education identified by the present empirical study into systemic and behavioral and consequent customized measures proposed to address them serves as the distinguishing feature of the paper. It is expected that the tailored recommendations proposed to address the two identified sets of concerns – systemic and behavioral will be helpful in further in-depth analysis of the root factors affecting Tribal education. Subsequently, the findings of the suggested 'in-depth analysis' (undertaken by Research Institutes such as SCSTRTI and ATLC of the GoO) can be used to incorporate appropriate changes into the related schemes and programmes as well as functioning of agencies engaged in Tribal education. The necessary changes in schemes and programmes meant for Tribal education is expected to help in fastening the overall process of educational empowerment and consequent mainstreaming of the community in the State and Country.

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Investigating Causal Relationship by Econometric Model between Telecommunication and GDP Growth in India 1991 to 2014

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Abstract

The telecommunication services are as an important tool for socio-economic infrastructure development for a nation. The Indian Telecom network has grown exponentially and has the second largest network in the world. It has achieved an egregious growth during the last two decades and is poised to take a big leap in the future also. This paper attempts to estimate the empirical causal relationship between Telecommunication and GDP Growth in India from 1991 to 2014 by employing the Granger causality test. The granger causality test is statistical hypothesis test for determining whether one time series is useful in forecasting another. It can be concluded with the estimation that neither increase in Teledensity growth influence GDP growth nor increasing growth of GDP affecting Teledensity growth in India

Keywords:
Telecommunication, GDP, Tele-density & Causality test.

Introduction

Telecommunication is the fastest growing market in the world. Indian telecom network is the second largest network in the world after china. The impact of telecommunications infrastructure on economic development is more articulate as compared to other traditional infrastructure. Telecommunication is defined as the sharing the feeling to those people who are neared or far away from us. Telecommunication is the transmission of message, over significant distances, for the purpose of communication. Its include land line phone, cellular phones, internet services, Fax services etc. Telecommunication is not a new concept. It began in the mid 1800s. In the pre reforms era, this was entirely in the hand of the central government and due to lack of competition, this sector grew not rapidly. The 1990s have seen the greatest advancement in telecommunication. Early 1990's government attempts to attract private investment. Since 1991, foreign direct investment (FDI) in the telecom sector is second only to power and oil.

Telecommunication sector continued to register significant success during last two decades and has emerged as one of the key sectors responsible for India's resurgent economic growth. This sector has moved high average growth rate in every year during 1991 to 2014. The number of telephone connections which was only 2.15 million in 1981 increased to 5.07 million in 1991. During the financial year 2013-2014, telephone connection increased 897.02 million (April 2013) to 933.02 million (March 2014).

This paper is organized in 7 sections. Section 2 shows the objective of present study. Section 3 critically reviews the existing literature. Section 4 discusses the methodology of data sources. Section 5 deals with growth of telecommunication sector. Section 6 estimated casual relationship between Telecommunication and GDP Growth in India. The last section summarizes the main finding.

Section II

Objective

The main objective are-

- To analyze growth of Telecommunication in India.
- To examine causal relationship between Telecommunication and GDP Growth in India over 1991 to 2014.

Section III

Review of literature

From the past few years a number of researches have studied the problem of the Telecommunication infrastructure development in India. Some researchers are trying to measure the level of problem, while some of them are giving more preference to the factors responsible for the problem. Initially few studies were undertaken with a focus on the measurement of casualty and growth of telecommunication sector.

Hardy (1980) examined the impact of telecommunication on economic growth and found the largest effects of telecommunication investment on GDP in the least developed country and the smallest effect in the developed countries. Norton (1992) examined the positive and significant role of telecommunication variable and concluded that existence of telecommunication infrastructure reduced transaction cost and increased output. Roller and Waverman (2001) concluded that 1 percent increase in telecommunication access will cause 0.03 percent increase in GDP growth. Hemant K Sabat (2007) integrates theories on the economics of distribution, regulation, acquisition and ownership of mobile wireless spectrum. Alpana Kateja and Debajit Jha (2008) in their paper investigate causal relationship between rapidly developing telecommunication industry and economic growth in India. In the emerging global economy telecommunication sector has made a significant impact on economic growth. Jaya Prakash (2009) study shows that telecommunication is one of the fastest growing areas of technology in the world. Telecommunication provides access to worldwide information and services. Maruthi (2009) study examine that telecommunication policy needs to be more fully integrated into development policy, given the strong evidence of its casual link to economic growth. Adita Sharma (2012) concluded that in the changing telecommunication system is more visible in countries like India for the geographical penetration and adoptability of the mobile phones is very high compared to other Information and communication technology and services. S.Saravanan (2013) study analyzes the trend of FDI and growth of telecommunication sector in India. The telecom sector has been growing continuously with the help of inflow of FDI.

Section IV

Methodology and Data Sources

To achieve the objective of the study, the secondary data are used. The data are collected from Department of Telecommunication, TRAI & Central Statistical Office. To estimate the causality between growth of GDP and growth of Tele-density, we employ Granger causality test. To use Granger test the two variables must be stationary. So in this paper we first test the stationarity of these variables using Augmented Dickey-Fuller test (ADF) and Phillips-Perron (PP) Unit root test, then at the second stage we study the causality between GDP growth and Tele-density growth.

Section V

Growth of Telecommunication in India

Communication is the fastest growing sector in Indian economy. Among the infrastructure field, telecommunication is the only one that has shown significant improvements over the reform period. It contributes to Gross Domestic Product (GDP), generates revenue for the government and creates employments. India’s rapid population increase coupled with its progress in telecom provision has landed

India's telephone network in the sixth position in the world and second in Asia (ITU). Teledensity is important indicator for telecommunication. Dossani (2002) argues that the comparison of tele-density of India with other regions of the world should be made keeping in mind the affordability issues.

Table : 1 Tele-density and GDP Growth in India (March 1991 to March 2014)

Year	Tele-density	Urban Teledensity	Rural Teledensity	GDP growth at current prices
1991	0.60	NA	NA	16.49
1992	0.67	NA	NA	15.37
1993	0.77	NA	NA	14.7
1994	0.89	NA	NA	16.23
1995	1.07	NA	NA	16.8
1996	1.28	3.95	0.29	17.08
1997	1.56	4.76	0.34	16.38
1998	1.94	5.8	0.43	11.2
1999	2.33	6.9	0.52	15.28
2000	2.9	8.2	0.70	11.35
2001	3.6	10.4	0.93	7.67
2002	4.3	12.2	1.21	8.72
2003	5.1	14.3	1.55	7.75
2004	7.04	21.3	1.70	12.03
2005	9.08	26.2	1.74	13.16
2006	12.86	37.99	1.86	14.1
2007	18.22	48.10	5.89	16.6
2008	26.22	66.39	9.46	15.91
2009	36.98	88.84	15.11	15.75
2010	52.74	119.45	24.31	15.18
2011	70.89	156.94	33.83	18.66
2012	78.66	169.17	39.26	15.77
2013	73.32	146.64	41.05	11.88
2014	75.23	145.46	44.01	11.54

Sources: Annual report of Department of telecommunication

As per the decadal report by Telecom Regulatory Authority of India (TRAI), from 2001 to 2011, the total number of telephone subscribers has grown at a Compound Annual Growth Rate (CAGR) of 35 percent. The comparable rates in the 1990s were 22 percent respectively. Table 1 show the growth of teledensity and growth of GDP during 1991 to 2104. In 1991-2014 periods the performance of the telecom sector was much better than other industries in India. During this periods the GDP growth (at current prices) is 16.49% (in 1991) is higher than teledensity, but it decreased in 2014 (11.54). Teledensity grew at exponentially and reached 0.60 (in 1991) to 75.23(in 2014). Rural teledensity which was above 0.29 percent in March 1996 has increased to 44.01 percent at the end of 31st March 2014. Urban teledensity has increased from 3.95 percent in March 1996 to 145.46 percent at the end of March 2014. Teledensity has increased in India and around the world especially in the developing countries due to the rise of mobile phone.

Section VI

Econometrics Analysis

Regression of X variable on Y variable in case of non-stationary series creates problem. To solve such a problem an alternative test of stationary that has recently become popular known as the:

Unit Root Test

The first step, in our methodology, is to determine whether the variables used are stationary or not. If they are non-stationary in the case, we use unit root test. A series is said to be stationary if the mean and auto covariance of the series does not depends on time. In order to examine whether each variable's time series is integrated and has a unit root, the study has considered two widely used popular unit root tests- ADF test and PP test. Both the tests use the null hypothesis that series does contain a unit root (non-stationary variable) against a stationary variable in the alternative hypothesis. If the calculated test statistics is greater than the critical value then one does not reject the null hypothesis and the concerned variable is non-stationary, if not it is stationary. The test is based on the following regression equation:

$Y_t = pY_{t-1} + u_t$ ………. (1)

Where u_t is a error term. If p = 1, that is the case of unit root, becomes a random walk model, which we know is a non-stationary stochastic process. Thus non-stationary time series is often expressed as -

$Y_t - Y_{t-1} = pY_{t-1} - Y_{t-1} + u_t$

(subtract Y_{t-1} from both sides)

$\Delta Y_t = (p-1)\, Y_{t-1} + u_t$ ……… (2)

$\Delta Y_t = \delta Y_{t-1} + u_t$ where $\delta = (p-1)$

$\Delta Y_t = \beta_1 + \delta Y_{t-1} + u_t$

$\Delta Y_t = \beta_1 + \beta_2 t + \delta Y_{t-1} + u_t$

Thus it our null hypothesis is that $\delta = 0$. Under the null hypothesis that p = 1 the computed t statistic's critical value have been tabulated by DF test. If the null hypothesis is rejected, it means that Y_t is a stationary time series.

Granger Causality test

The granger causality test is statistical hypothesis test for determining whether one time series is useful in forecasting another. The Granger method determine how much of a variable, Y, can be explained by past values of Y and whether adding lagged values of another variable X. Granger causality test considers the amount of the current variable (e.g. GDP) explained by past values of itself and finds out whether adding lagged values of other variable (e.g. Teledensity) could improve the explanation (e.g. in a bivariate causality between GDP and Teledensity). Current GDP growth is regressed on lagged GDP growth and then lagged values of Teledensity growth are added as explanatory variables to the previous equation. Current values of Teledensity are regressed on lagged values of Teledensity: then lagged values of GDP growth are added as explanatory variables to the previous equation. The above pairs of equations can be written as follows:

$GDP_t = \alpha_0 + \sum_{i=1}^{m} \alpha_i\, GDP_{t-i}$ ………….. (3)

$GDP_t = \alpha_0 + \sum_{i=1}^{m} \alpha_i\, GDP_{t-i} + \sum_{i=1}^{m} \beta_i$ Teledensity .... (4)

$Teledensity = \gamma_0 + \sum_{i=1}^{m} \gamma_i\, Teledensity_{t-i}$ ……….. (5)

$Teledensity = \gamma_0 + \sum_{i=1}^{m} \gamma_i\, Teledensity + \sum_{i=1}^{m} \delta_i\, GDP_{t-i}$ …………. (6)

Equation (3) and (5) are called restricted equation and equation (4) and (6) unrestricted. Residual sum of squares, for each equation are obtained and F-test is applied to test the null hypothesis H_0: $\sum \beta_i = 0$ (in equation 2) and $\sum \delta_i = 0$ (in equation 4).

Empirical result of the study

Table 2: Unit Root Test of stationary (Series Stationary at level)

Variable	ADF Statistic (Intercept)	PP
GDP	-1.808879 -3.7667* -3.0038** -2.6417***	-2.119425 -3.7497* -2.9969** -2.6381***
Teledensity	-0.661459 -3.7667* -3.0038** -2.6417***	0.878019 -3.7497* -2.9969** -2.6381***

**Critical value at 1% level of significance*
***Critical value at 5% level of significance*
****Critical value at 10% level of significance*

Table 3: Unit Root Test [First Differenced Data]

Variable	ADF Statistic (Intercept)	PP
GDP	-3.305486 -3.7856* -3.0114** -2.6457***	-5.221247 -3.7667* -3.0038** -2.6417***
Teledensity	-2.677279 -3.7856* -3.0114** -2.6457***	-2.012334 -3.7667* -3.0038** -2.6417***

**Critical value at 1% level of significance*
***Critical value at 5% level of significance*
****Critical value at 10% level of significance*

In table 2 and 3, the results of various unit root tests, applied to the data for GDP and Telecommunication from 1991 to 2014, are reported. It is clear from table 2 that ADF and PP statistics in all cases are statistically insignificant, indicating non-stationarity. So, first differences of both the series have been taken to transform non-stationary time series. We observe that the first difference GDP growth is found to be stationary at 5% and 10% level of significance in ADF test and also in PP test 1%, 5% and 10% level of significance; whereas Telecommunication growth is found to be stationary at 10% level of significant when ADF test procedure is applied.

Causality between Telecommunication Growth and GDP Growth

Now, satisfied with the stationary test, we proceed to employ the Granger test. In order to study short-run impact of each variable on the other, we employ lags up to three periods. Table 4 present results based on first differenced data and considering each direction of causality.

Table 4: Causality between GDP growth and Telecommunication growth

Null hypothesis- Teledensity does not Granger cause GDP (independent)

GDP does not Granger Cause Teledensity (independent)

No. of Lags	Direction of Causality	F-value statistic	Probability	Decision
1	Teledensity→ GDP	0.15425	0.69866	Do not reject
1	GDP → Teledensity	0.45872	0.50598	Do not reject
2	Teledensity→ GDP	0.76077	0.48257	Do not reject
2	GDP → Teledensity	0.09176	0.91278	Do not reject
3	Teledensity→ GDP	1.46296	0.26725	Do not reject
3	GDP → Teledensity	0.46468	0.71149	Do not reject

F statistic estimated in all cases are lesser than the critical value at 5% and 1% level of significance which are 3.25 and 5.21, 2.88 and 4.42 in lag 2 and lag 3 respectively: and p-value is greater than 0.05. Because of this estimation null hypothesis cannot be reject means null hypothesis accepted in all cases explaining that Teledensity does not granger cause GDP as well as GDP does not granger cause Teledensity. Thus here we do not reject null hypothesis in favour of alternative hypothesis. Hence it can be concluded with the above estimation that neither increase in Teledensity growth influence GDP growth nor increasing growth of GDP affecting Teledensity growth in India. But if we increase the lags in test there may be a possibility of granger causality in both the variables.

Section VII

Conclusion

Telecommunication is one of the fastest growing areas of technology and infrastructure in the India. The unparalleled increased teledensity in the Indian telecom sector have contributed significantly to the country's economic growth. The share of telecommunication services, as percent of the Total GDP, has increased from 0.96 in 2000-01 to 3.78 in 2009-10. The growth rate of telecom will be even higher due to reduction in cost of providing telecom services.

Beside all we have examined causal relationship between Teledensity and GDP, for that Augmented Dickey Fuller and Phillips-Perron (PP) Unit root test was used and result was found that teledensity and GDP growth was non-stationary at level while both stationary at first difference. Thus null hypothesis was rejected, but null hypothesis was not rejected in granger causality test as for the period March 1991 to March 2014. Hence it can be concluded that in the short-run telecommunication growth is not influenced by GDP growth, while the reverse is true.

The growth of the telecom segment in IT sector industry appears to be spawning a manufacturing industry. In order to sustain this high growth, the government ought to be very serious about examining various proposals for bridging the digital divide through the support of private sector service providers and foreign direct investors. The policy focus of the government should be to maximize the network facilities especially backward and rural areas, because of huge investment in telecom sector has created more employment and revenues for government and contributed for development in a nation.

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Rise of academic capitalism in higher education: A response to External challenges and Internal Upheavals

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Abstract

Moving into the 21st Century as the lines between opposing economic philosophies of Capitalism and socialism become blurred, the forces of globalization impact every facet of man's life and technology reduces the geographical distance, the spread of education becomes the vehicle of introducing the far reaching changes in man's life. However the field of education itself can not remain unaffected by socio-economic changes sweeping the world. It is the much maligned capitalism rather than socialism which has become the economic creed of the modern day. Capitalism, entrepreneurship along with corporate social responsibility has become the buzz words of every business enterprise and that includes education too. Today educational institutes stand at the cusp of time where they are both driving the changes and are being driven by them too. In this research article based on authors personal experiences and observation, an attempt is made to analyse the modernized face of an educational institute particularly in urban setting.

In this research article I have concentrated on the changed perspectives of academic capitalism, student as the customer and the changed role of government in running of the institutes of higher education which has led to the changes in the organizational structures and functionalities of the colleges and universities. These widespread changes affecting all facets of an educational enterprise are redefining the very purpose of education, which was hitherto perceived as the vehicle for change and has become a changed vehicle, resembling any other business enterprise driven by tasks, goals, targets and most of all cost effectiveness leaving little space for the idle, imaginative discourse, debate and discussion of academic inclinations.

Keywords:
Education, Academic Capitalism, entrepreneurship, capitalism..

Introduction

The 21st has ushered sweeping changes in virtually every aspect of man's life in the remotest corner of the world. Gradually governments the world over have grasped the need to shift focus from the 'sterile investments'[1] in weapons and warfare into the education of masses. The works of various social scientists and educationists, most prominently that of Edgar Fraur in the 1970's have initiated a policy shift which is visible in the core planning and strategizing among most of the nations . Development of Human Capital and Education of masses have replaced defence planning as the central plank for policy formulation at the national & international levels.

Education for all has now became a cause and educating everyone, everywhere appears to be the goal of developed as well as developing nations. The impact of these changed policy directions is quite visible in India too. Expansion of education, fast pace of urbanization and digital literacy have now become the instruments of uplifting human masses out of their acute miserable poverty. However the financial logic of such a large scale enterprise as education of all could not be supported by government funds alone, which made participation of the private sector inevitable. As doors were thrown open to the private players, the sector hitherto untouched by any major upheaval, has undergone some very drastic changes which challenge most of its long cherished values and attributes.

Over the past few decades the spread of education with its embedded socio-economic benefits has seen massive expansion in education sector; higher education nowadays is largely perceived as an investment by most aspirants preparing to enter the job market.

Over a period of time the higher education system has evolved into a considerable powerhouse through its interaction with forces of globalization and liberalization, deeply impacting changes in the socio-economic structures of the country. However an intricate interplay of forces of globalization, internationalization of the markets, privatization, marketization of academic institutes, and a rising cultural divide create new challenges for the higher education system which is already faced with conflicting demands of rising costs, increased accountability, and a diverse student body.

An intense internal and external competition, quality control, marketing, and the linkage of education to work is terribly taxing all deeply enshrined academic practices of institutes of higher education in India . Academicians and administrators are baffled by this new emerging scenario and are at their wits' end to discover sustainable models of educational institutes, assuming that in innovation lies the solution to most of challenges. The emergence of a set of new trends in academics has been described as Academic Capitalism in higher education.

Academic Capitalism

The term Academic capitalism was first prominently used by authors Sheila Slaughter and Larry L. Leslie in their book 'Academic Capitalism: Politics, Policies and the Entrepreneurial University', in 1997. Broadly speaking the term academic capitalism is defined as "market and market-like behaviors on the part of universities and faculty" (Slaughter and Leslie, 1997, p.11). Market refers to for-profit activity and market-like is competition among faculty and institutions for resources. Academic capitalism is about the motive for profit-making activities that result in instructional and research products "close to the market" (Slaughter and Leslie).

This leads to a state of affairs where "students have become consumers, colleges have turned into vendors, and research is being commercialized in applied fields marking a new era in higher education as an entrepreneurial institution" (Chait, 2002).

In a subsequent work Academic Capitalism and the New Economy: Markets, State, and Higher Education published in 2004 the authors further expand upon their notions of academic capitalism, the new globalized knowledge/information economy, the authors argue, calls for a re-evaluation of higher educational institutions' relations to society, the modern economic ideology focuses not on social welfare but on wealth production and on "enabling individuals as economic actors" (p. 20)."Academic capitalism" in this book extends the idea beyond merely "generating external revenues" (p. 256), a) to a creation of a knowledge/learning regime spurred by neo socio-economic forces within and outside colleges and universities, b) creation of new organizations, c) reshaping of old ones, and d) to redefine the purpose of the institutes of higher education for bringing them in closer alignment with the espoused purpose of new/knowledge/information economy.

Among scholars of higher education, academic capitalism is a phrase used for describing current trends related to influence of business ideals upon colleges and universities. The manifestations of academic capitalism are numerous. Competition and marketization of colleges/university can been seen in recent increases in campus' outsourcing, student consumerism, vocationalization of the curriculum, increase in the hiring of part-time faculty, and the adoption of privatized models of internal financing. On a more personal basis for the faculty, it includes: research orientation, training, consulting, copyrighting, and content development. Beyond the boundaries of the institutes, academic capitalism extends to patenting and establishment of new companies by faculty and staff of the university and colleges . By academic capitalism, the literature also means university-industry partnerships, increases in student's tuition and other fees, and the elimination of programs of little or no value to the market.

Academic capitalism as it relates specifically to faculty is best defined as a situation in which the academic staff everywhere operates in "an increasingly competitive environment, deploying their academic capital, which may comprise teaching, research, consultancy skills or other applications or forms of academic knowledge" (Deem, 2001, p. 14).

As a result of changes ensuing from globalization over the past 30-35 years, faculty find themselves in a much more competitive environment that is closer than ever to the market.

In spite of their diverse approaches, the same theme appears over and over again: in a growing body of works from: James E. Côté and Anton L. Allahar's Lowering Higher Education: The Rise of Corporate Universities and the Fall of Liberal Education and Sheila Slaughter and Gary Rhoades's Academic Capitalism and the New Economy: Markets, State, and Higher Education. These books focus on the nature of contemporary academic culture, and show how academic culture has shifted in worrying ways wherein through its attempts to ensure its own survival, the institutes of higher education have reshaped and exploited themselves at the expense of students, faculty, and the public good.

"Encroachment of the profit motive into the academy"

New Managerialism

With the rise of new economy in the global sphere there has been an emergence of a set of public policies in most part of the world which attempt to transform the role of states in society, by introducing market and private management mechanisms into public sector. These practices are usually referred to as New Public Management (NPM) or Managerialism. New Managerialism implies the substitution of traditional values of public service, such as political democracy and public good, 'by values closer related to private management, such as functional rationality, business ethos, cost efficiency and productivity[3],

New managerialism as a concept is used to refer to ideas about changes in the way that modern organizations are managed, it also refers both to ideologies as well as the actual use of 'techniques, values and practices derived from the private sector of the economy to the management' of other organisations. These practices of New Managerialism hitherto confined to private sector have slowly found their way into academic portals purely in pursuit of greater efficiency, effectiveness and excellence. The aim of these novel technques of management is a constant and continuous improvement in organisational functioning and their structures. These practices purport to introduce a variety of organisational restructuring, such as a more widespread use of information technology, the encouragement of team working, the introduction of targets and the (sometimes) intrusive monitoring of 'efficiency and effectiveness'4 which may be accomplished through staff appraisal and other measurement of employee performance and outcomes (e.g. exam results). Other features of new managerialism include altering organizational culture to make them incorporate those values which are more closely associated with the private sector. All this at the ground level translates into, greater workloads and larger size of the classes for the faculty and increased budget cuts and finding alternate sources of revenue for the organization.

The emergence of client and consumer notions in Higher Education

It is precisely in this context that the consumer or client notion appears as one of the essential values used by New Managerialism, wherein all the policies and services are geared towards fulfilment of client's needs, while customer satisfaction plays a pivotal role in shaping & designing all future organizational goals, the customer is the king and the organizations have to deliver the promises made to the customer. Higher Education Institutions (HEIs) have also not been able to escape this transformation occurring everywhere, thus the student becomes the client and education is simply reduced to an extension of a service provided in lieu of the price paid.

In a bid to attract students the higher education institutes are increasingly under intense competitive pressure, altering the way they perceive education and student's which has become synonymous with business and consumer respectively. This leads to a 'sense of entitlement among students who feel entitled to be rewarded for minimal effort'[5] leading to the promotion of a culture of mediocrity instead of the pursuit of excellence in academics. Amongst the other contaminations of this current state of affairs is 'grade inflation' . The students today end up procuring much higher grades than previously ever dreamt of but in essence their base of knowledge is eroding.

Government Policies

The rhetoric of consumer orientation allows the State to achieve two precise goals: reduce its responsibility and participation in society, and become more flexible and agile, what is translated by the reduction of its social and financial duties, through the adoption of a management strategy closer to private management (Clarke &Newman, 1997).

In addition, we have an increasing governmental reliance on human capital theory and a dogged state emphasis on the need to produce the working professionals of tomorrow. The need for reaping the demographic dividends in India is one of the key drivers of government planning combined with this is the reduced government funding which is forcing the institutes of higher education to turn to entrepreneurship and search for alternative source of revenue as they shift focus from purely academic courses to more marketable courses e.g diploma. Vocational courses, trainings etc. Adding to the chaos is the constant shift in the job market demands which makes the demands of any particular course obsolete in a short duration of time confusing both the faculty as well as the student, since it is never sure that whether the demand for that particular course would remain intact or not even when the student has passed out. A greater emphasis on inviting the private initiative has led to the mushrooming of colleges where the quality is greatly sacrificed at the altar of quantity.

Conclusion

Academic institutes are but a small part of the socio-economic and political fabric of the society and therefore are likely to be influenced by the changes taking place in the society. The erstwhile universities and education systems were supposed to have a predilection for the bourgeoisie values, whereas the current ones seem to imbibe the practices and values of private sector. They are the key driver of change and are not only likely to influence change but be the change agent too. It is a worthy argument to pursue that the current rise of academic capitalism is challenging the core values of education since it loses sight of public good, however a number of these changes are driven by the change in government policies forcing the institutes of higher education to embrace new practices. In face of increasing competition however the higher education systems have to evolve further where they are able to deal with the impending challenges by churning out the best of the past and present and not reduce education to an item of mass consumption.

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Classic Theories of Organizations and Gung Ho

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Abstract

The classical approaches to the traditional organizations also called emphasize formal models and work through the application of rules and written procedures. From this perspective the company managers assume a leading role for being the ones who unilaterally set goals and meet other workers as if the organization were a single man, which often generates the closing thereof. By applying the technique Gong Ho productivity, efficiency and competitiveness would increase, which would allow them to achieve the previously stated goals.

Keywords:
Organization, Gung Ho, goal, Motivation, Values.

Introduction

Gung Ho is a proposal for organizational change by applying its methodology increases productivity, promotes collaborative work and better use of the potential of people, which consists of three phases: the spirit of the squirrel, style beaver and goose gift, which complement each other in order to achieve the expected goals.

In the first phase the term organization described by the leading scholars of it is conceptualized. The second section includes an analysis of the problem of Walton Works # 2 plant, from its inception and explains how with implementation of the Gong Ho avoids the closure thereof is prevented once it has had a significant increase productivity. In the third phase the spirit of the squirrel suggests that employees value the importance of their work with the purpose to achieve that maximum efficiency. Achieving the above will depend on the importance to be given to what is done with quality and efficiency do. The collaborative work is what makes it possible to achieve shared goals; values are the guide of all the plans and decision-making.

In paragraph four, the method Beaver suggests that managers give up their possessions, power and control, to maintain control to achieve the goal. This method breaks the centralist and totalitarian regime where everyone works as a working group and the boss is flexible and understanding. In the fifth phase the Gift of goose emphasizes motivating staff to achieve organizational goals, and it would be very boring achieve goals or obtain achievements and not be given acknowledgement and recognizing to workers, with reference to the implementation of the phases mentioned above in the Walton Works No. 2 plant.

Finally, the findings are discussed in relation to the situation of the Walton Works # 2 plat and Gung Ho, with respect to the classic management theories proposed by Frederick Taylor, Henri Fayol and Max Weber.

The organization

An organization arises from a group of individuals with divergent interests to manifest and materialize together some activity (Castillo, 2013: 13). The organization is a social entity designed to achieve results. In this sense the word means any human enterprise organization made intentionally to achieve certain goals and objectives, according to (Chiavenato, 2006: 344).

Men, who have to perform any function within a social organism, should always be sought under the criteria that meet the minimum requirements to properly perform it. In other terms, this means the way of procuring adaptation of men to the roles and not the functions to mean men. According to (Reyes, 1987: 303) direction is one element of the administration in which the effective realization of all planned is achieved, through the administrator authority exercised and based on decision making.

Control closes the cycle management processes as related progress or real progress with which it was anticipated through planning. The reporting, comparisons or evaluations form the basis for intervention, make adjustments, rethink and implement other corrective measures (Hampton, 1997: 24).

1. *Problematic plant Walton Works # 2, and implementation of Gung Ho*

WALTON Company ranked No. 32/32 in terms of low productivity, which is why there are possibilities of closing it should not reach the required profitability. Besides workers are abused which results in disinterest and lack of motivation of them. Also, the workers do not identify the importance of their work. Each department acts in isolation and consider that the heads have strange ideas in business management as they do not practice values that guide their plans. There are no shared goals and empowerment needed the working basis for autonomously performing their activities.

These are some reasons for which there is a need for radical changes in the organization and paradigms of people with the aim of achieving competitiveness and profitability of it. As Drucker asserts, an organization is defined by its task, the symphony orchestra is not caring for the sick, plays music. The hospital cares for the sick, but is not intended to play music (Drucker, 1996: 81). An organization is efficient if it focuses on its task, where the mission should be defined and perfectly clear to all participants.

The Gung Ho approach

The word "Gung Ho" is a Chinese expression that means working together (Blanchard, s. F.: 17). This is teamwork. Teamwork is the understanding and commitment to the goals of the group by all team members (Lussier, 2011: 282). Who works in team knows that must be committed, to understand the objectives pursued and run jointly and not individually as many think. Gung Ho is based on three basic principles: the spirit of the squirrel, beaver´s method and the gift of Goose (Blanchard, s.f.). Each of these principles complement each other; so any organization applying Gung Ho can lead to organizational success.

A. *Phase of Gung Ho spirit Squirrel: work worthwhile.*

By this stage it is discovered by workers why their work is important, the development of shared goals requires and understanding of them and the emphasis on values guide what we do (plans and decision making). To know that the work is important, people should understand how their work contributes to the welfare of humanity" (Blanchard, s. F.:10), and the positive impact that this represents. The values should guide. It should be proud of the goal and also how to reach it (Blanchard, s. f.: 12). Achieving the goals set generates satisfaction on workers and considers that worth their realization.

B. *Phase Method Beaver Gung Ho, maintain control to achieve the goal.*

This method proposes a field that has marked the territory clearly suggests that thoughts, feelings, needs and dreams are respected, listened to and acted upon. It also proposes that managers give up their possession, power and control, to maintain control to achieve the goal. Managers in their role as strategists and team members are running tasks. Instead, each castor has a high degree of control over its own destiny. Castors decide how the work should be done. They operate as independent contractors.

Today's organizations are trying to distribute and share power to all its members through the empowerment which means entrepreneurial or potentiation, and based on training to delegate power and authority to people and give them that their own their work forgetting pyramidal structures, impersonal and where decisions are made only at the top levels of the organizations.

C. Gung Ho phase of the Gift of goose stimulates job well done.

Here the model Gung Ho makes the recommendation for active and passive congratulations that must be timely, unconditional and enthusiastic manner, in order to stimulate progress. For Maslow, the needs are indispensable in the life of individuals and include the following categories: physiological, safety, belonging, esteem and self-actualization. However Douglas McGregor described the inherent ideology into practice leaders where theory X justifies authoritarian behavior, the non-participatory. On the other hand, based on theory Y, the actions of the leaders focus on consultation and participation of workers initiative own findings and great satisfaction.

2. Findings based on classic organizational theories

A.

Regarding the situation of the Walton Works # 2 plant and Gung Ho, with respect to the classic management theories proposed by Frederick Taylor, Henri Fayol and Max Weber.

B. Frederick W. Taylor

The focus was on the production process aimed to increase productivity and efficiency. The greatest merit of Taylor's has been to conceive that the inefficiency of the workshops of his time could be overcome by replacing the empirical method of execution of work by scientific methods in all trades, since this method replaces improvisation and empiricism by scientific management, as observed in the case of this investigation squirrels, beavers and geese classify, systematize and enrich the work.

The measurement of time and motion to determine the method or process more efficient mean a period not exceeding six months or plant closes. There was a natural laziness that made workers take things calmly and systematically, in which coworkers imposed rhythm. But this laziness responded to the own condition of human nature. The ability to assess what is best for them. Frederick Taylor's insistence was that efficiency could be achieved by stimulating the profit motive of individuals and managers with low labor costs. For Taylor the only way to achieve this was to use more productive machinery and by labor productivity of both workers and managers.

The essence of Taylor's work is characterized by resorting to scientific method to increase efficiency in accordance with the following process: Analysis and work breakdown on a scientific basis, recognition of relations between the efforts of workers and rewards. That is to recognize compensation and rewards based on individual efforts (piecework), adaptation between the demands of the tasks and skills of workers, increasing productivity. Taylor believed that productivity was linked to the prosperity of the company, cessation of conflicts between managers and workers, clear demarcation between the prerogatives of management and obligations of workers.

The findings of this theory are:

1) Use steps of the scientific method through direct observation of the three animals.
2) The focus was the production process and increasing productivity and efficiency (Directing a company Gung Ho).
3) By the method of accelerated production times and movements like squirrel.
4) The encouragement by observing the geese is that each worker is given by the number of units produced (productivity exceed the target set).

C. Henry Fayol

The findings presented in the Walton Company and related to the theory promoted by this author are:

Henry Fayol stresses the structure or shape and arrangement of the different sections or people within an organization that enable them to achieve efficiency. Divided into six groups the functions of a company: technical, commercial, financial operations, security, accounting, administrative (Chiavenato, 2006: 64). Emphasizing the principles of management as: The division of labor, authority and responsibility discipline (obedience), the control unit, the steering unit, the subordination of the individual to the general interests, fair staff remuneration, the degree of centralization of order and hierarchy between managers and workers, order, fairness and justice, stability of staff, the initiative and the staff union.

Fayol considered that the components of the administrative function are:

1) Prevention or planning (goals, plans and programs etc.).
2) The organization (structuring and integration of human resources).
3) Direction (make execution of plans and coordination)
4) Coordination (harmony between all actors).
5) Control (check that everything goes according to the program adopted).

Fayol acquires a too formalist vision of the company where the entrepreneur is the one who plans the formal organization of it and is provided certain ethical virtues (benevolence, moral value etc.). In this plant all the staff work toward a goal shared and fixed in terms of productivity. Beaver style exercises control over the fulfillment of the goals.

Leaders define the positions which must participate each team members to achieve the proposed goals (No marker no game). The Geese values that guide decisions and planned activities are established. They should give a fair wage for the work done to motivate their performance. Recognize a job well done and encouraged each other as the geese style.

D. Max Weber

According Weber there are three fundamental dimensions of authority:

1) Charismatic. In this type of domination submission rests on the exemplary nature of a person with extraordinary talents, supernatural, great charisma and intellectual magical powers or power or oratory. For example Dalai Lama and Nelson Mandela.

2) The traditional domination. Submission rests in everyday belief in the sanctity of traditions. Legitimated lord and his vassals.

3) The legal domination with bureaucratic administration.

The bureaucratic organization only works in a context of stability.

1) Stiffness in the rules and regulations.
2) Excess formalism (paperwork).
3) Centralization of power in the direction of the organization.

Max Weber focused in a methodical and systematic way in search of continuity based on regulations compliance, dividing tasks based on the manual organization and exercise of power by legal domination, exercising authority through sanctions or penalties for achievement of obedience.

The bureaucratic organization is considered that only works in a context of stability, since everything is routinized, standardized and planned. From this logic the rigid rules instead of media, become real serious obstacles to development. This proposal inhibits creativity, innovation and hence the continuous improvement and leading to rigidity in the behavior and performance of workers which show resistance to change. Since the bureaucracy is based on a rigid hierarchy of authority, it may happen that whoever has the highest category is the decision maker in any situation but does not have the required knowledge.

The Walton Works # 2 plant has features of a bureaucratic administration. It features hierarchical level positions CEO, division managers, department heads, supervisors and workers. Each hierarchical level has a well-defined and bosses always try to take control of all of command. The functions of each position are defined.

8. Conclusions

Gung Ho is an efficient management technique to maximize the potential of people within organizations that allows them to know the importance of their work and realize that they have a rationale, share goals and apply values to guide the plans and decision-making. Teamwork is very important and adds value as it allows them to share ideas, experiences and to achieve spectacular results.

The existence of a leader is not as essential to coordinate and control activities that achieve set goals and make decisions considering the suggestions of others. Society can give support to another one contributing to improve the quality of the activity performed as well as to conclude that the improved way of working is the group that allows the members to achieve spectacular results with the least effort.

The teaching of this technique will add value to the activities performed in daily life in the personal, family and work field mainly and perform the activities better today than yesterday and tomorrow better than today, which allow continuous improvement, promote collaborative work and timely recognize the results with family, students, and collaborators.

The implementation of Gung Ho on the plant Walton Works # 2 presents characteristics of those classical theories since all were related to the study of human behavior through observation and the few results in terms of productivity, and there is great resistance to change, lack collaborative work and motivation of workers for little or no recognition to the work done by them. Finally, by using this methodology, the increase in productivity was achieved and the closing thereof was avoided in the set period.

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Chick Came First

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Abstract

Today's Indian society has become highly aspirational. They foresee a future where India would be a top super power and command respect of other nations. The unique demographic dividend that India enjoys today is a valuable resource that successive governments have been leveraging to catapult India to the top slot. Most social and economic policies and approaches find rare consonance amongst otherwise competing political parties, social organizations, thinkers and policy makers.

As 80% of Indian population lives in villages, there is unanimity of opinion that improving the lot of the villagers is one of the primary areas of focus. The model of growth adopted has to be inclusive and keep the villages at the centre of it. In fact many researchers believe that rural India will be the engine of the India growth story. In this context of India's efforts to achieve super power status, what the governments and businesses and NGOs are doing in the villages assume importance.

This case deals with the experience and results of one company that looked at a significant aspect of rural economy – poultry breeding – and found innovative ways of addressing the challenges faced by the rural household poultry breeders – especially women. This case shows beyond a doubt that doing business in villages could not only be profitable but also provides satisfaction of helping build India.

Keywords:
Rural poultry economy, rural business logistics, Rural Women Empowerment, innovative rural business models

Introduction

About 80% of India's population is rural poor living in its hinterlands. The scenario is however changing, compared to the urban areas, growth of FMCG markets in the rural areas is about 17-18% compared to just 11-12% in the urban. According to MART, India's leading market consulting firm, rural India is now a trillion dollar economy equal to that of Canada or South Korea. According to a report published by them, rural and small towns (with less than a million population) contribute as high as 75% of India's GDP. Rural market growth has also significantly metamorphosed to welcoming durables and 'luxuries' such as automobiles in its fold. Rural areas account for more than 50% of new mobile connections in the country today.

One of the major drivers for this growth has been the government-sponsored rural employment guarantee schemes that has pump in 6 billion dollars in to the rural economy every year. This in turn has pushed up the wages for private work in rural India thus significantly enhancing the purchasing power of rural consumers. Better infrastructure in terms of roads and other forms of connectivity to nearby big towns has enabled mobility of rural poor in search of better jobs and livelihood. Rapid urbanization has benefitted farmers who could sell their lands to real estate people and prices never heard of before.

Some of the other major reasons cited for the spur in growth of rural markets include:

1. Less dependence on farm income. Family income is now bolstered from remittances of migrant rural labour.
2. Increasing MSP (minimum support price) for various farm produce given by the governments
3. Increasing rural spends by the governments year after year
4. Enhanced access to credits from corporate financial institutions to rural population especially through micro financing organizations.
5. Regular waivers of agricultural loans by various governments

One survey conducted by Accenture Consulting showed that business leaders expect that 20-50% of their growth in the next 3-5 years would come from the rural economy. Unprecedented rural growth opportunities are driving large MNCs and large and small Indian corporate to find ways and means of doing business in the villages. Many economists and thinkers believe that it is the rural villages and small towns that would catapult India to the aspirational super power status.

Even given far-reaching changes such as these, rural poverty is still a major social phenomenon which cannot be redressed through traditional thinking and planning. Rural India needs 'jugaad' thinking that finds innovative solutions to rural problems using available limited resources.

Doing business in rural India comes with its own set of complex challenges. But several large MNCs and Indian companies such as Unilever, ITC, Honda Motorcycles etc seem to have found non-traditional customized business solutions that not only translate in to profits but help in nation building. Microfinance corporate such as the award winning SKS Microfinance has founded their entire success stories on rural markets.

Two common threads that run across the rural businesses of these companies are:

1. Engage regularly with the consumers at the grass root levels in every possible way including providing employment and business opportunities for the local talent.
2. Adopt flexible and innovative business practices to meet local needs and aspirations.

This case deals with one such company that revolutionized rural poultry farming and created steady sustainable family incomes

Keggfarms

More than 30 million poor rural households in India raise poultry as a means of food and sustenance through their eggs and meat produce. Typically each household grows about 10 chicks in a year each of which yield about 35-40 eggs and about one kilogram of meat. These chicks survive on leftover food and vegetables, insects and seeds in the backyard. Since the sex of the chicks is generally known only after several weeks of birth, these villagers buy 10 chicks even if they need only five hens. Any business done by the villagers on these chicks and eggs only yielded low returns.

In spite of the fact that national consumption of poultry produce such as eggs and chicken were on the rise not only in absolute terms but even when compared with other competing foods, it meant very little for rural economy where both the consumption and production remained low and stagnant. Industrial produce could not be reached to the villages due to transportation costs and bottlenecks and hence the entire rural consumption was restricted to unscientific and small scale production of eggs and chicken in the rural areas. To cap it, Industrial Poultry Production Policies adopted by the government of India only tended to totally ignore this rural sector of poultry keepers and consumers.

In a revolutionary initiative, Keggfarms, owned and managed by Vinod Kapur, created a new cross breed of chicken through genetic modification - which they called Kuroiler - to convert the rural poultry keeping into a significantly remunerative activity. Kuroiler chicken is a low input high-yielding village specific poultry stock which would also survive by scrounging the backyard like the conventional chicken. But it would live longer, lay five times more eggs and yield double the meat. It was also genetically resistant to most common poultry diseases. Further, unlike broiler chicken, Kuroiler served the dual purpose of both eggs and meat. Since Kuroiler would be delivered only after they attained about 300 grams in weight, the villager would not need to buy more chicks than what he would need – whether hens or rooster. Additionally, it was also claimed that Kuroiler meat was much tastier than other chicken meat in the market.

Keggfarms foresaw huge volumes for Kuroiler in the rural areas which had 70% of India's poultry consuming population. But the challenges in distribution logistics and low purchasing power of this constituency needed to be addressed to realise the potential. Vinod Kapur also saw not only product differentiator in Kuroiler but also huge social benefits.

Production and distribution process of Kuroiler start with Keggfarms breeding genetically selected males and females with the ideal genetic makeup in their breeding centres which produced fertile hatching eggs. The hatching eggs were then shipped to the Keggfarms hatcheries set up in strategic locations. Within 24-36 hours of hatching, the chicks were delivered to independent dealers on advance payment mode.

Keggfarms's dealers periodically purchase about 2000 one-day-old chicks from the hatcheries @ Rs 7.50 (in 2006) on pre-determined dates on cash-on-delivery basis. The only expenses they incurred were transportation costs. Mortality was negligible due to the quick turnaround of chicks. The dealers, in turn would distribute the young chicks to rural 'mother units' (MUs) who would grow the chicks for three weeks. MUs could be set up anywhere easily including small rooms and even under the beds.

MU owners would buy 500 to 1000 chicks every month from a dealer for Rs 9 a chick, and would sell them to the vendors three weeks later for Rs 20- per chick. Cost of rearing the chicks in the MUs was in the region of about Rs 6-8 per chick including feed costs and mortality. MUs at the end of the deal had a profitable business.

The vendors would carry the Kuroilers on their bicycles to sell the chicks to the rural household at Rs 30. This ensured average net income of Rs 7000 pm to the vendors. Chick vendors would often supplement their income by raising Kuroiler chicks as well as distributing them.

This arrangement ensured that the rural villager needed to invest only Rs 30 per chick which they could grow and nurture as they have always done in their back yard. As Kuroiler chicken yield eggs much earlier (in about five months) and laid about 20 eggs a month, the villager could earn additional income from the Kuroiler chicken.

This strategy paid rich dividends and today Keggfarms is reaching over a million rural households that generate an income of Rs 450 million with almost zero operational expenses other than the agricultural and household waste in their backyards. Other social benefits of Kuroiler included:

1. Improvement of financial status of rural women which provided additional disposable income that could be spent for family education, health and welfare
2. Ready availability of nutritious eggs and chicken meat which were otherwise bought from costly retail outlets.
3. Livelihood opportunities for rural folk as Dealers, MUs, vendors
4. Minimal or no environmental harm compared to industrial poultry production

Every success brings imitations and Kuroiler is no exception. Vinod Kapur is agitated about the unethical practices in the market misusing the name and brand of Kuroiler and is fighting several cases in court. But he is happy that Kuroiler has come to denote a generic term in rural poultry much like Xerox in the field of photocopying.

Teaching Notes

This case deals with a business model adopted by Keggfarms, a farm produce company to cater to rural needs that was based on understanding rural customer, customer education, innovation and flexible business practices. This model has been so successful that the brand of this company has become a generic name in the rural areas. Whilst this model got handsome profits of the company, but also helped it build stable incomes and enhance nutrition levels in rural India in addition to engaging rural population in profitable ventures for round the year income.

Till recently, rural economic and social scenario in India used to be very depressing and the people were seemingly condemned to live a life of penury. They had very limited resources of their own and lived off farm lands and farm-related activities that kept them eternally on the margins of poverty. Poultry keeping was one of the economic activities engaged by households, especially women that gave them meagre incomes barely enough to sustain themselves let alone invest further.

Keggfarms's Vinod Kapur studied in detail this rural economic scenario and found an innovative poultry solution suitable to the rural conditions and also almost doubled the household income with literally no additional costs. It also spawned a new rural business line of supply chain small poultry farms, distributors, vendors and chick dealers. This new model of doing business in the villages got the first Innovation for India award for Vinod Kapur in 2006.

In a sense, this pioneering work by Vinod Kapur gave impetus for all categories of businesses from automobile to insurance to find innovative means of making profitable businesses out of the rural poor population which in turn contributed to their own economic and social development.

In a classroom setting, this case could be best delivered by focussing discussions on the typical rural population in India and in other poorer nations of the world that would include their livelihood patterns, their needs and aspirations and other socio-economic challenges that they face. This could be followed by a study of companies such as ITC's e-choupal business or the financing strategies of SKS Microfinance that have made a significant and helpful difference to the villagers and have brought about changes in the attitude and aspiration of the villagers.

Keggfarms case could be further explained by researching on the economic life cycle of rural poultry keeping and how innovative business practices in this domain have helped improve household incomes and social development of villagers especially women.

Self Help Groups are another major effort by the Government to boost rural economy and empower rural women. Students can be encouraged to understand how this model works and what kind of wealth creation is actually happening with simple value adds to farm produce. Tie up between SHG and Keggfarm can be planned by students to understand man aspects of Finance namely loan repayments, working capitals, plough back decisions in business to name a few.