

IMPACT

INNOVATIVE MANAGEMENT PRACTICES
AND CREATIVE THINKING

A JOURNAL FOR MANAGEMENT PEOPLE

**Academic Helps a Person to
Make an IMPACT in the Society**

Help Literacy Make Literacy 100%



EDITORIAL TEAM

N V Subbaraman
"Kalki" V Murali
Dr M G Bhaskar

EXPERT ADVISORY BOARD

Dr.R.RANGARAJAN, Professor,
Dept.of Commerce,
University of Madras

Dr.R.Krishnaveni, Assistant Professor,
Department of English,
LRG Government Arts College for Women,
Tirupur

Designed by
SRIKANTH
ksheersaagars@yahoo.com

All opinions expressed in the articles appearing in the e-journal IMPACT, are that of the respective authors and the Publisher or Editor of IMPACT cannot be held responsible/liable in any manner whatsoever for any claims and/or damages.

With Greetings from IMPACT

It is indeed very queer that the society –any society for that matter- has several years! Yes Calendar year starting on January first, Financial year commencing on April first, Academic year ushering in any day in the course of June, personal year making its entry on any day depending on the month of birth!!!!

The month of JUNE has stepped in and the schools and colleges are being opened. Children are hurrying to school with the big load of books and note books in dozens if not in scores, new uniform, new school bag, tiffin box, water bottles and so on! Poor parents are readying to regularly attending to home work on behalf of their children!!!!

Just now parents are taking a little rest after completing the Vacation Assignment(!!!!!!!) of writing English poems on behalf of their wards in 4th, 5th 6th standards- elementary classes; of preparing Reviews of Books by RL Stevenson, or Agatha Christie for their wards in 6th or 7th standards!

It is sickening indeed to see the children made to copy, or beg their elders to write or very clear plagiarisms by resorting to GOOGLE GURU and adopting the copy-paste technique! Our educational system needs to be revamped thoroughly by the competent authorities that will enhance the thinking capacity of the young to perceive, prepare and present, power of imagination etc. – all to be trained at the class room and not at homes as home work!

We have to create a society of informed and responsible citizens right from the younger days.

School-college education should aim at providing / improving knowledge and lead to wisdom. A set of dedicated, devoted and duty conscious teaching force alone can accomplish this. IMPACT wishes all concerned a great and glorious academic year ahead!

- Editorial Team

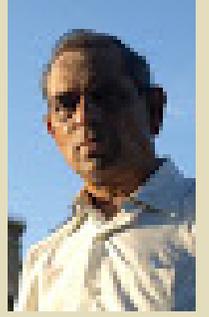
INSIDE IMPACT

Management In Valluvam Energy – N V Subbaraman.....	4
Office Stress Are We Burning Ourselves? – P Karthikeyan.....	7
Health Management – Lion M Desikan.....	10
Creativity As Basic Criteria For Suggestion Scheme – Jayaprakash B Zinde.....	13
Book Review – The Secret Letters of the Monk who sold his Ferrari By ROBIN SHARMA – R Venugopal.....	16
How To Enhance Your Self Management Skills By Improved Emotional Intelligence – Dr. Gowri Ramachandran.....	18
Employers' Health And Safety Responsibilities – Dr K Balasubramanian.....	21
Insurance Management In India.....	23
Humor.....	25
History Of Education In The Indian Subcontinent.....	26

MANAGEMENT IN VALLUVAM

EDUCATION - கல்வி

A bilingual poet, writer, trainer, translator, thinker and speaker from Chennai, Mr Subbaraman has written 36 books. His paper, "Valluvam Inspired Mahatma Gandhi," was approved for presentation in the International Tirukkural Conference held in Washington, USA. His translated works include Thirukkural, Bharathiyar's Kuyilpattu and Ramana Maharishi's Aksharamanamalai. He is connected with the publication of the Management e-journal IMPACT. He was formerly the Deputy Zonal Manager, L I C of India.



We have been dealing with the subject right from the first issue of IMPACT. From the oral feedback that we receive, we observe that this serial is quite interesting and hence we draw inspiration to continue as long as possible.

As pointed in our Editorial this month marks the beginning of the current academic year – a very important year to play a big role in the individual's and the society's future.

We thought it is worthwhile to know the views of Thiruvalluvar in the realm of EDUCATION – called கல்வி in Tamil. Out of the 1330 couplets, the Saint Poet devotes TEN on Education.

Chapter - அதிகாரம் 40

கற்க கசடறக் கற்பவை கற்றபின்
நிற்க அதற்குத் தக (குறள் 391)
Karkka kasadarak karka katravai katrapin
Nirkka adharkkuth thaka.

Learn worth learning all
After having learnt flawless
Live by what learnt tall. (Kural 391)

The books that are worth learning must be learnt thoroughly without flaws and one has to live according to what has been learnt.

Learning / reading books must be flawless and the purpose of learning is to follow them in our day-to-day life that will lead us to a life of nobility and virtues.

எண்ணென்ப ஏனை எழுத்தென்ப இவ்விரண்டும்
கண்ணென்ப வாழும் உயிர்க்கு (குறள் 392)
ENenba aenai ezuththuenba ivviraNdum
KaNenba vaazum uyirkku.

Number and letter
Science and art of life are eyes
That makes life better! (Kural 392)

Scientific subjects based on numbers, and arts subjects based on letters are like two eyes of the people.

For a good life and living knowledge of both science and arts is quite essential and hence to be studied carefully.

கண்ணுடையார் என்பவர் கற்றோர் முகத்திரண்டு
புண்ணுடையார் கல்லா தவர் (குறள் 393)

KaNNudaiyar enbavar katroar mugaththu iraNdu
PuNudaiyar kallaa dhavar.

Eyes adorn the learned

For the unread eyes are sores

Learning is sacred! (Kural 393)

Only those who are learned can be deemed to
be having eyes. Those who are not are having
only two sores.

Importance of learning is so emphasized here
that only those who are read and learned
are to be deemed as the people having eyes;
those who are not learned are deemed to
have only two sores on their face.

உவப்பத் தலைக்கூடி உள்ளப் பிரிதல்
அனைத்தே புலவர் தொழில் (குறள் 394)

Uvappath thalaikoodi uLLappiridhal
Anaiththae pulavar thozil.

The educated

Love the learned, make at home

Leave lasting imprints! (Kural 394)

The educated love the learned persons and
make them feel quite sad when they leave
them.

உடையார்முன் இல்லார்போல் ஏக்கற்றுங் கற்றார்
கடையரே கல்லா தவர் (குறள் 395)

Udaiyaarmun illaarpool aekkatrum katraar
Kadaiyarae kallaa dhavar.

Like poor before rich

Learner stands low and learns

The learned make a niche! (Kural 395)

As the poor stand in front of the rich and ask

for help with respect, the student / learner
must stand before his teacher / preceptor and
learn with respect and reverence.

Here respect for the teacher is emphasized
for the student to follow as he wishes to learn.

தொட்டனைத் தூறும் மணற்கேணி மாந்தர்க்குக்
கற்றனைத் தூறும் அறிவு (குறள் 396)

Thottanaiththu oorun maNarkaeNi maandharkkuk
Katranaiththu oorun arivu.

Dug deep water flows

Knowledge soars as one learns more

Sure the learned grows! (Kural 396)

Water will come as deep as we dig the well;
similarly knowledge will accrue as much as
we learn from our teacher.

The more we learn more we develop our
knowledge just as we get more and more
water as we dig the well deeper and deeper.

யாதானும் நாடாமால் ஊராமால் என்னொருவன்
சாந்துணையுங் கல்லாத வாறு (குறள் 397)

Yaadhaanum naadaamaal ooraamaal enoruvan
SaandhuNaiyum kallaadha vaaru.

For the learned, world

Is his, and people are his

Why not one learn bold! (Kural 397)

For the people who are learned well, all the
places and the people are his own and all
respect them. While so, why one should not
remain bold and learn during his life time like
others.

Yes there is no age to learn; one should

be bold to learn at any point of time as the learned are respected everywhere and by all.

ஒருமைக்கண் தாங்கற்ற கல்வி ஒருவற்கு
எழுமையும் ஏமாப் புடைத்து (குறள் 398)

OrumaikkaN thaankatra kalvi oruvarkku
Ezumaiyum aemaappu udaiththu.

Learning in this life

Gets joy and prosperity

For lives seven in file! (Kural 398)

The greatness one gets out of learning in this life will stand in good stead for seven forthcoming Lives also.

Greatness that the learned gets in this life will be inherited and continue to fetch greatness in another seven lives to come.

தாமின் புறுவது உலகின் புறக்கண்டு
காமுறுவர் கற்றறிந் தார் (குறள் 399)

Thaamin buruvadhu ulakuin burakkaNdu
Kaamuruvar katarin dhaar

The learned love more

To learn and spread to the world

As they enjoy lore! (Kural 399)

Realizing that what one has learnt gives joy and happiness not only to him but also to the others, will love to learn more and more.

கேடில் விழுச்செல்வம் கல்வி யொருவற்கு
மாடல்ல மற்றை யவை (குறள் 400)

Kaedu il vizuchchelvam kalvi oruvarkku
Maadu alla matrai yavai.

Learning - flawless wealth

Imperishable and lasts

Others cannot match! (Kural 400)

The one wealth that does not get reduced or disappear and continues to be with the one is what he has learnt; all other material wealth are likely to be lost.

No material wealth can match with the wealth of knowledge that one has acquired. That is permanent and the others are likely to be lost on the course.

Thus friends, Thiruvalluvar in his magnum opus explains the greatness of knowledge acquired through learning / reading. Let us ponder over these aspects in this first month of the academic year and make our wards aware of its greatness and make them learn in its pure sense.



OFFICE STRESS

ARE WE BURNING OURSELVES?



Mr.P Karthikeyan, Assistant Manager-HR, William Hare India Pvt Ltd has got more than 10 Years of experience in HR domain handling critical HR assignments like Talent Management, Employee Engagement, Performance Management, Rewards and Recognition, Career planning and training. He was awarded as "HR PROCESS CHAMPION" by India's Best Place to Work Institute of the top 10 HRs selected across India. He is a soft skill trainer and had trained students of MSME (Govt. of India) as visiting faculty.



This article is for my little known friend who lived (past tense) 2 streets away, whom I used to exchange smiles during my early morning jogging. He worked for one of the top IT companies in India and is a lean build guy around 30 years of age. He is married and has one cute little daughter, owns a Honda City car parked in his newly constructed house but missing it's owner to drive. He passed away due to cardiac arrest this May 2016.

I went to his home second time a week later after his demise and heard from his wife that he was stressed continuously for past 3 months due to heavy office pressure. It provoked me to ask few questions to ourselves:

- > *Is your target more important than your health?*
- > *Is your increment more important than your smiles?*
- > *Is your boss more important than your family?*

> *Is your job more important than your life?*

NO....NO....and a big NO in all means, all times. 'Work Life Balance' is nullified when life's balance is lost to your work? Corporates can claim it as inability to handle situations and targets. But the point to observe is who decides one's ability. Is it not same as expecting every school kid to be a class topper. Here, Is there a problem with ability of the



individual or on the person who ungraciously expecting everyone to be same? Are we not overloading individuals beyond their capability in the name of efficiency, cost, revenue and optimization?

My 10 years in HR has taught me one big lesson 'No resource is a waste resource if we know the art of placing right people at right jobs'.

This is why companies like Google stand out from the rest. Because they hire the best who can choose to work on their own ideas, in their own way (real meaning of freedom @ work) to achieve the common objective of profit making.

I have arrived at 4Ds to avoid and handle office stress:

Equip yourselves - (Develop):

"Stress, anger and anxiety is an outcome of your inability to handle people or a situation"
-Yogic guru Mr.Sadhguru

Everyone who is a CEO today hasn't reached that spot overnight. But it's the effort and time invested by them to upskill themselves has offered them that top opportunity. There can be only 2 reasons why a person can't do any job and they are :

- 1) *Don't know how to do (KSA -Knowledge, Skill & ability issue)*
- 2) *Don't want to do (Morale, attitude and psychomotor factors)*

Most of the cases it's point No:1 causes you stress. So it's better to know what you want to do.

Learn to say 'NO' - (Deny):

Pareto's theory says 80% of our results come from 20% of your people. I often see and hear that the difference between the best and mediocre is just a few thousand differences in

increment. Many companies and bosses wish to choose their 'doer' all times and the mediocres sail in the system being accepted as mediocres.

On the other side a boss with bunch of mediocres has to do major chunk of team's job on his own which leads to a slipped 'Work Life Balance'. Things get worse if you are not recognised or rewarded even after investing whole hearted effort and hard work. Then, unknowingly you may open the door to meet your toxic friend 'stress'.

If you are in the top 20%, learn to say 'No' to extra jobs overloaded on you and unrealistic targets imposed on you with a valid reason. Discuss and agree on your boundaries, deliverables, limitations and time frame clearly with your boss as per your capability.

I fear that you may be labelled that you have developed an 'attitude' and be called as person unwilling to take initiatives or carry additional responsibilities if you start saying 'NO'. I swear the same questions won't be posted on mediocres, because they are accepted. So learn to say 'NO' at times.

There is a life waits outside your job - (Detach):

30 years back everybody went to work just to earn their bread and butter. But today we want fancy bike within first year of joining a company, a girlfriend in the second year, Promotion with good increment in the third year or find a better company willing to pay that increment, Onsite trip in the fourth year, Car in the fifth year, Flat in the sixth year, gorgeous wife in the seventh year, Manager title in the eighth year and the wish list goes on....

I agree that the purpose of working hard in a job is to have a harmonious luxurious life for yourself and your dependants. But we aren't realising that all that what we wish to have before our thirties is what our dad had achieved in his life time with mere Rs.2,000 monthly increment.

Every thing in this world has time and everyone has their own pace to reach their goals. Understand your pace and capability. Otherwise peer pressure involuntarily pushes you to the mad race of making money as your only objective of life and being materialistic. So:

'Job is just a part of your Life and the job itself is not your life'

Follow your Passion - (Deviate):

Do you know why these days picnic spots, malls, multiplexes, restaurants are flocked by people. Because both our mind and money wants an outlet for itself. In the pursuit of wealth generation we have lost our real interests or passion.

Remember those days? You played guitar, played unlimited street cricket, the time everyone assembled for a family dinner, 25 Hrs of chats you had with friends or at least being a dumb guy who whistled from last row of your college auditorium to impress your girl. Do you know what had taken these away from you ,Yes it's the word 'I'.

Your funky checked colour shirts changed to plain Blue, grey or white shirts, Coloured Long hair changed to short and trimmed one, Local brand beer changed to elite red wine, unplanned bike rides became planned holidays,

your HMT watches became Tag heuer.

Come on guys, take a break ,be back to your roots and spare time for yourself and only for yourself. Let all your Designations, pay checks, bank balances, car, power and your Ego get off your skin. Read the book you like, Listen to songs you like, play the sport you like, pray the God you like, meet a friend you like, visit a place you like. Read the last sentence again, 'Like' is the key word not the book or God or sport or the place or the friend.

The more we become wealthy and powerful we become ,we add more fuel called 'I' to our ego and character.

"I" is the smallest letter in the dictionary; Don't make it the biggest word in your vocabulary.

My little known friend who passed away, must have realized during his last moments that he has no second chance. So:

"Don't be dead serious about your job, it's just a play in your life; Learn to play it sincerely and more importantly happily".

HEALTH MANAGEMENT



Lion M. DESIKAN is a former District Chairman and Life Member, Lions Club International, District 324A. He is a social activist and literary lover.

DIABATES AND THE EYE;

Diabetes Mellitus occurs because of lack of insulin or due to the pressure of factors that oppose the action of insulin.

The end result is an increase in the blood glucose concentration (hyperglycaemia)

Ocular problems in diabetes usually affect people who have longstanding and uncontrolled diabetes mellitus,. The common complications are cataract and diabetic retinopathy.

Cataract usually occurs at about 60 years of age but in diabetes, it could appear at a much younger age. Cataract is removed surgically by a technique called PHACOEMULSIFICATION with inter ocular lens implantation.

Diabetic retinopathy is essentially a disease process, which affects the blood vessels of the retina. The longer the duration

of diabetes , the greater the incidence of diabetic retinopathy. Blindness due to this is a major cause of irreversible blindness in old age.

The pathological changes IN DIABETES LEAD TO LACK OF BLOOD SUPPLY or ISCHEMIA OF THE RETINA AND PHYPOXIA (lack of oxygen) or retinal tissues. Long –standing hypoxia leads to formation of new blood vessels . These are fragile and bleed easily. Excessive bleeding in the eye leads to vitreous hemorrhage and loss of vision.

There are four stages in diabetic retinopathy. Background: pre proliferative, proliferative and advanced.

A special photographic process is very helpful in detecting early effects of diabetic retinopathy.

This is known as Fundus Flourescein Angiograph (FFA).

This involves injecting a

dye through the arm into the bloodstream. So the dye is carried into the eye, photographs of the retina are taken showing areas of leakage Of poor blood flow.

Laser photocoagulation is the mainstay in the management of diabetic retinopathy in stage two and three.

Laser is used to seal or obliterate abnormal leaky blood vessels. Laser treatment to the retina at the appropriate time prevents blindness in majority of patients.

Advanced diabetic eye disease comprising vitreous hemorrhage and tractional Retinal detachment requires surgical intervention and endo laser photocoagulation.

Hence the ocular complications of diabetes can be prevented by control of diabetes by medication and diet, control of associated disorders like hypertension and anemia; and regular eye check ups and immediate treatment of the problem

Snoring

40% of couples in the country preferred to sleep separately at nights. Prominent among the reasons behind this 'SLEEP DIVORCE' was SNORING and the trend seems to be catching up across the country and as well in west.

SNORING is defined as the loud, hoarse, or harsh breathing sound that occurs during sleep.

It is caused by the physical obstruction of the flow of air through the mouth and nose as you progress from light sleep to deep sleep.

It occurs when the muscles in the roof of the mouth (soft palate), tongue and throat relax, and they subsequently partially block the airway and vibrate.

SNORING is a common condition that affects men and women of all ages, though it is more common in men and in people who are overweight.

Although it is considered to be a mild disorder, it can denote a serious underlying medical condition.

Weight loss is the single most effective way to reduce snoring. Men are more likely to snore than women.

Children with chronic snoring have been linked to growth problems, learning difficulties, bedwetting, and high blood pressure. Snoring generally get worse with age.

CAUSES;

A long soft palate and a long UVULA (the dangling tissue in the back side of the mouth) which can narrow the opening from the nose to the throat partially blocking the airway.

Obstructed airways.

Nasal allergy.

Sinus infection.

Deviated septum (the wall that separates one nostril from the other).

Nasal polyps. Poor muscle tone in the throat and tongue, which causes them to collapse and fall back into the lower airway.

Being overweight.

Alcohol consumption before bedtime, Sleeping on the back (it increases gravity effect).

A tongue that as large

compared with the mouth. Abnormalities in the facial bones.

PREVENTION AND CARE;

Get enough sleep.

Avoid alcohol or snacks at least 4 hours before you sleep.

Avoid sedatives and antihistamines at bedtime.

Sleep on your side.

Tilt the head of your bed up 4 inches.

Maintain a healthy weight.

Exercise regularly.

Avoid dehydration.

Eat a balanced diet.

Treat allergy symptoms.

Keep regular sleeping pattern.

DETERMINE YOUR PROTEIN NEED

Divide your body weight by 2.2 and this is your weight in Kgs. Then multiply this by 0.8. Here is an example

For a 120 pounds person:
 $1120/2.2 = 54.5\text{kgs} \times 0.8 = 43.6\text{ gms.}$

This person needs 44 gms. of Protein every day.

LUNG CANCER

Those who had Lung Cancer surgery in the summer, and had high levels of Vitamin D (the



sun shineVitamin) through diet and supplements, were more than twice likely to be alive 5 years later. The RDA for vitamin D is 400 mg.

HOW TO GET ENOUGH PROTEIN IN DIET

It is easy to get enough protein in your daily diet. Only 15 to 20% of the day's calories should come from protein. In fact more people get too much protein .Eating excessive protein puts stress on the kidneys to filter out the waste from the breakdown of protein.

HEALTH MYTH

Chocolate in large amounts offers the time and may affect insulin resistance and promote weight gain, but it does not cause ACNE. That is a Health Myth.

DRIKING COFFEE- lose calcium

Caffene may contribute to

OSTEOPOROSIS by increasing calcium loss.

To compensate add 2 Tbsp. of low fat milk to your coffee.

NON-FAT LATTE

A no-fat Latte weighs in about 120 calories. The non-fat Latte is easy on your waterline, plus it packs about 300 mg of calcium.

PEANUT BUTTER

Many National Brands of peanut are loaded with sugar to taste your sweet tooth. They also contain the number of villain of the food additives, HYDROGENATED OIL. It keeps the peanut butter from separating .Choose brands that are free of sugar and transfats.

ICE BERG AND ROMAINE LETTUCE

ROMAINE LECTTUCE has twice the fiber, B vitamins and folate of iceberg lettuce. Plus it contains more calcium, potassium and trace minerals. It has 7 times the vitamin C and 18 times vitamin A. It has more lutein.

SNACK FOOD

Pretzels and other low fat foodsarealso low in nutrients.

Choose whole food for snacks, especially nuts, they are a good source of protein, magnesium and vitamin B and E. Plus they contain heat-healthy mono-unsaturated fats that lower heart disease risk by whopping 35%.

BLOOD VESSEL INFLAMMATION

Blood vessel inflation caused by creactive protein is now known as a strong marker for heart disease. Eat anti-inflammatory food, such as walnuts. They are high in alpha-linolenic acid and have been proven to lower "Bad" cholesterol and decrease inflammation.

SICK FROM SWINMNING POOLS

CHILDREN can pick up rwis (recreational water illness). Even from well-maintained pools. Illness includes Diarrhea, skin, ear, or respiratory infection.

ESCAPE FALLS

Instal grab in bathrooms, on stairs and around slippery surfaces.

Monitor medications that causes dizziness or drowsiness. Use stable step stools with atop handrail.

CREATIVITY AS BASIC CRITERIA FOR SUGGESTION SCHEME



Jayprakash B Zende, Consultant, employee involvement schemes and a freelance trainer.

Men and women are thinking beings. In fact it is this thinking human characteristic of human race that makes all of us unique and different from the rest of the animal kingdom. Animals are guided by the natural instincts to live and enjoy their life where as human beings are blessed with Creativity, which has added meaning and enjoyment to human life.

What is CREATIVITY?

Definition

1. "Creativity is the process of change, of development, of evolution, in the organisation of subjective life"

-By *Brewster Gniselin*.

2. During the creative act man manipulates external symbols or objects to produce unusual events uncommon to himself and / or his environment'

-By *Louis A Flienger*.

3. Perhaps the simplest definition of Creativity comes from Mr. Herbert Fox as 'the Creativity process is any thinking process which solves a problem in an original and

useful way'.

An Overview

Creativity is an arbitrary harmony, an **expected astonishment**, a habitual revelation, a **familiar surprise**, a generous selfishness, an **unexpected certainty**, a formable stubbornness, a **vital triviality**, a disciplined freedom, an **intoxicating steadiness**, a repeated initiation, a **difficult delight**, a predictable gamble, an **ephemeral solidity**, a unifying difference, a **demanding satisfier**, a miraculous expectation, an **accustomed amazement**.

Comments

Creativity is born in the minds of those who look at the world with their own eyes. It springs from being dissatisfied with what exists. It comes out of a mind that is constantly curious about what is happening within and beyond its surroundings. Creativity is unique and highest expression of an individual mind.

All individuals are creative in diverse ways and to different degrees. The nature of creativity remains the same whether one is producing a new game or symphony. Creativity is within the realm of each individual depending upon the area of expression and capacity of the individual.

If you look at this trait very closely, broadly we can conclude that Creativity is independent of Individual's age, educational qualifications and experience. The individuals working for organisations differ only in age, educational qualifications and experience. Hence, we can comfortably conclude that each and every one of us possesses the trait of Creativity.

We accept this fact and an important question comes in our mind that 'Why everybody's creativity is not seen on day to day basis.? The answer to this question is that, in normal working of any organisation, everyone does not get an opportunity

to show his / her creativity. There is no system through which everyone is provided with such opportunity to show his / her creativity. Suggestion Scheme is a very powerful media through which such opportunity is provided to each and every person in an organisation to express and enjoy his / her creativity.

Finding new approaches to old problems, finding new ways to cope-up with new problems, foreseeing problems, being capable of adapting quickly to new development are a few incidences of 'Professional Creativity'

Alive mind, a receptive mind, a thinking mind can all be great assets to an organisation. Most of the problems that must be solved need co-operation, understanding and use of collective wisdom.

Problem Solving and Creativity:

I think it will be interesting to define what is a problem? A problem can be defined as a gap between ideal, desirable and actual situation. Problems are of two types, one of maintenance and other

of improvement. Problems of maintenance are those, which appear in the processes that have run smoothly prior to some discrepancy. Problem of improvement occurs if the *status quo* becomes unsatisfactory and need to be taken to an improved level. Obviously problem solving leads to an improvement in all processes and continuous problem solving leads to continuous improvement.

Here individuals' creativity helps to look at problems little differently with an intention to solve these problems or overcome the difficulties. For exploring the tremendous knowledge and technology available around us, use of collective wisdom is necessary for solving problems, which we face. Suggestion Scheme is a powerful platform to achieve this by using untapped creativity of the employees.

Suggestion scheme gives all individuals a means whereby they can contribute, be measured and recognised for their personal contribution to improvements by solving problems either of maintenance or improvement.

If Creativity is so important, why is it so difficult in an organisation to get people to think and improve their performance? Most of us all too seldom really unleash the creative power of our minds to solve many problems we normally face. Why do employees shy away from using their creativity?

Creativity needs to be encouraged. Top Management, Managers, Supervisors and other managerial personnel all play a key role in generating the climate for creative thinking in their organisation. If everyone is encouraged, there is bound to be a great blossoming of creative ideas.

Organisation needs to establish and let people know about an open door policy to new ideas. People need to be encouraged to think freely. Even though creativity is a natural process, organisations can help people to look around and come up with new ideas.

The role of Suggestion Scheme

The Suggestion Scheme is a channel for employee initiative, innovation and

creativity, has a great role to play in making an organisation viable and successful in the present economic environment. It is established that excellence achieved by the organisation is directly proportional to the employee participation in Suggestion Scheme. Sustained participation of employees helps organisations in its difficult days. A highly participative organisation is a breeding ground for innovation and creativity.

Innovation through Suggestion is an "Important resource" similar to money, machine and material. The future of any organisation depends on value added by its members to its products and services through creative suggestions.

Suggestion Scheme should not be a passive system that waits for Suggestions from employees, but should be an active system that educates, promotes, and mobilises employees to generate suggestions. Suggestion System must build in employees a habit of looking at their day-to-day activities for improvements by using

their creative abilities. This includes training people to become accomplished at making suggestions. Employees are trained on how to collect data and write suggestions that can be readily accepted and implemented. Good schemes should create an environment in which every person in an organisation is participating in the Suggestion Scheme.



Objectives of a Suggestion Scheme could be:

1. Providing a well-defined procedure for receiving and evaluating employee's ideas.
2. Creating a climate for bringing out the creativity of an individual by generating and surfacing ideas and recognise it through suitable rewards.
3. Achieving cost reduction and productivity

improvements through creative ideas from employees.

4. Improving industrial relations through employee's participation by giving him an opportunity for self expression and increasing sense of belonging to the organisation.

CONCLUSION

Looking at the importance of Creativity, environment required for obtaining employees creativity and the objectives of typical Suggestion Schemes we can comfortably conclude that 'Suggestion Scheme' provides a good common platform where employers and employees jointly work together in harnessing the untapped creativity of individuals by channeling unused potential and talent within the organisation and giving opportunity to people to think and improve their work on continuous basis and generate important by-produce like better quality, safely, employee morale and harmonious industrial relations for mutual upliftment.

BOOK REVIEW

Mr. Venugopal has served in LIC of India from 1968 to 2006 for 38 years and retired as an Executive Director. Then he served as the Professor of life insurance at the National Insurance Academy Pune for nearly 3 years. Now settled down at Bengaluru. He is a member of the Syllabus Committee for the MSc- Actuarial Science course at the Christ University as well as one of their guest faculty. He is one of the editorial consultants for the Insurance World magazine.



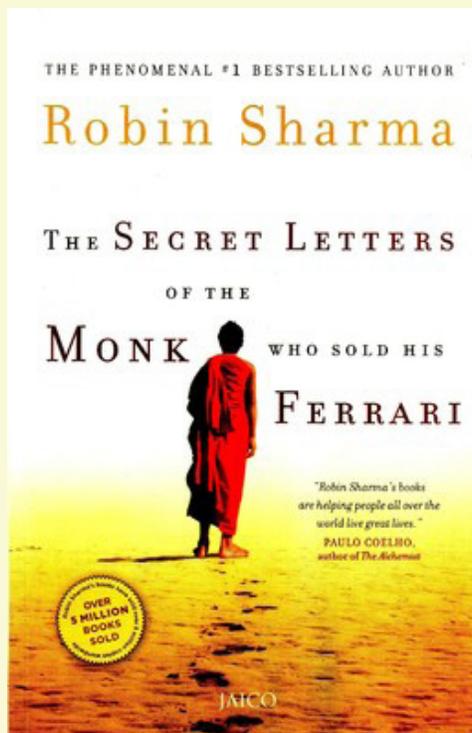
THE SECRET LETTERS OF THE MONK WHO SOLD HIS FERRARI

BY

ROBIN

This book has been published by Jaico Publishing House, India. This is a simple story of one Mr. Jonathan who goes to different countries to collect a few letters with talismans, as directed by one of his friends Mr. Julian, with an apparent purpose of saving the life of someone, who is very close to Mr. Jonathan. But in the end, it turns out to be his own life from total disaster.

Mr. Jonathan visits a few countries like China, Japan, Barcelona, India, Paris,



Mexico and Spain and meets different kinds of people from whom he collects the letters and talismans. From each one's way of life, he learns some lessons of Life which ultimately help him solve his own problems of a broken family, a separated

SHARMA

wife and a darling son, who misses Jonathan sorely.

Robin Sharma's characteristic mark is felt in the pace of this short story as well as in the description of important places in the countries visited by Jonathan. But the real enjoyment in this small book- 132 pages- lies in his **Pearls of Wisdom and Life's Lessons, which leave you enchanted as they are the Truths of Every one's Life.**

Life's Lessons

Authenticity- Be True to Yourself, as you can always

cheat others but not your own self.

Embrace your Fears in a positive way, not whining and complaining all the time. This will enable you to overcome your fears.

Live with Kindness. Being in front of another human every moment is an opportunity to express our highest values and to influence someone with our Humanity. We can make the world better, but one at a time.

The way you relate to others reveals the way you relate to yourself. Be Kind to yourself first. How we treat someone defines how we treat everyone including ourselves. If we disrespect another we disrespect ourselves.

Why is it that we often allow ourselves to treat our own family members in ways we would not treat our friends or even those we do not know? May be, we assume that we can take that our family members would forgive us!

We should spend more time with people who inspire and energize us, because they elevate and uplift us.

Always ask children when they return home from games "Did you have fun?" Never ask "Did you win?" Fun is more important for a child than a Win.

Real Fulfillment is a product of the value we create and the contribution we make, not of the car we drive or the house we buy. Self-worth is more important than net-worth.

The purpose of Life is to Love. How well you live comes down to how much you love. The Heart is wiser than the Head. So Honor it, Trust it and Follow it.

The way we do small things determines the way that we do every other thing. If we execute minor tasks well, we will also excel at our larger efforts.

There is no insignificant work in the world. All labor is a chance to express personal talents, to create our art and to realize the genius we are gifted with.

Life's simplest pleasures are Life's greatest joys. Most people do not discover what is most important in life until

they are too old to do anything about it. We all have a wealth of simple blessings around us- waiting to be counted. As we do, our happiness grows, our gratitude expands and each day becomes a breathtaking gift.

Every single one of us is here for a reason, a special purpose and a mission. Yes, build a beautiful life for yourself and those you love. Become successful on your own terms, rather than on those suggested to you by society. Be of service to as many people as possible.

A Memorable book, a 'Must' for all

There is an appreciation for this book from no less than **Mr. Paulo Coelho, author of The Alchemist**. This book helps people all over the world live great lives.

This book is another master piece of Robin Sharma, besides his other best sellers like The Monk who sold his Ferrari, Who will cry when you die? and The Leader who had no title.

Robin Sharma's secret letters are Life's open lessons for living a care-free, full life.

HOW TO ENHANCE YOUR SELF MANAGEMENT SKILLS BY IMPROVED EMOTIONAL INTELLIGENCE



Dr. Gowri Ramachandran M.com, MBA, M.Phil, PGDFM, Ph.D, MCI Arb(UK)
 Certified Master NLP Practitioner,
 Consultant- Eco & Business Analysis, Hindustan Chamber of Commerce,
 Visiting Faculty- For Business Schools & CA program
 Ex- Southern Regional Manager - Finance RITES (Min Of Railways)

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include 3 skills:

1. *Emotional awareness, including the ability to identify your own emotions and those of others;*
2. *The ability to harness emotions and apply them to tasks like thinking and problems solving;*
3. *The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.*

Do not think of emotional intelligence as just another theory. The skills are practical and are the basic ingredients of effective leadership and personal resilience to change.

What does EQ have to do with managing change?

Everything!

If you can create awareness of the way you respond to life events, such as change, and manage your response to the event you are well on your way to effectively managing change.

It is not what happens that matters but how you respond to it that really counts.

EQ gives you the ability to distinguish between the event that happens, and the way you respond to it. Simply being aware of your response means you can make changes that benefit you.

Being emotionally intelligent is the underlying structure - the scaffolding - that supports effective responses to events, people...and change.

So, what does it mean to be emotionally intelligent?

Popularised by Daniel Goleman in 1995 the theory emphasises the importance of awareness, control and management of our emotions and the emotions of other people.

These skills are recognised as central to success in leadership and to your ability to manage life's curve balls - often defined as change.

Being emotionally intelligent includes the following abilities:

- **Self-awareness:** The ability to recognise and understand feelings and emotion, and
- The ability to understand your responses to situations and other people's actions.
- **Self-Management:** The ability to choose how we think, how we feel, the actions we take, and to motivate

ourselves; also known as self-regulation.

- **Social Awareness:** The ability to recognise and understand the feelings and emotions of others. This includes skills in empathy.
- **Relationship Management:** The ability to express your emotions and to communicate effectively.

These skills can be learned, and used well can help you manage change and achieve success in life.

You can even take an EQ test to discover your strengths and areas requiring development.

Why do people refer to Emotional Intelligence as "EQ"?

"EQ" refers more specifically to the term "Emotional Quotient", but both EQ and EI are used interchangeably to refer to Emotional Intelligence.

Your Emotional Quotient, or EQ, is a measure of your emotional intelligence, just as IQ, or Intelligence Quotient, is a measure of your intellectual intelligence.

Is not EQ just pop psychology?
EQ entered popular



psychology in 1995 when Daniel Goleman published "Emotional Intelligence: Why It Can Matter More Than IQ". Soon after this Time Magazine published an article on the subject as well. These two events brought EQ firmly into the public arena. Research has produced useful theory and concepts on which the practice of EQ is built. These include:

- Multiple intelligences
- Interpersonal communication
- Emotional quotient
- Emotional development
- Social intelligence, and
- Emotional resilience.

Benefits of EQ

Time magazine notes that, in the corporate world, personnel executives hold the opinion that IQ gets

you hired, but EQ gets you promoted. The benefits of being emotionally intelligent contribute to personal success in business and all other spheres of life.

The development of leadership in all areas of life, but particularly in business, is an important benefit of EQ. The ability to manage personal responses to change and to build resilience to change are vital in ensuring leader and manager effectiveness.

How does EQ help to manage change?

Change often involves a shift away from the safety of our comfort zone.

As humans we enjoy routine, but can be thrown when this

routine is threatened and we need to change. This is true at work and in our personal lives.

In the workplace and in our personal lives being emotionally intelligent is an essential component to building resilience for mental health and successfully managing change.

Emotionally intelligent leaders and managers are also able to help others manage difficult change.

EQ contributes to effective change management:

- by developing emotional maturity
- by increasing social intelligence
- as a tool to avoid or manage relationship problems
- by improving interpersonal communication
- by helping to manage emotions
- as a method of coping with stress
- by influencing leadership styles
- by helping leaders make business decisions about change
- by supporting managers, supervisors and staff in the

workplace

- by effectively managing resistance to change.

The competency of self-management has six different skill attributes:

Self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative.

Now that we know how to enhance our skills by improving emotional intelligence, let us make a whirl of change within us and around us.

Reference:

<http://www.change-management-coach.com>

<https://www.psychologytoday.com>

<http://bookboon.com/blog/2012>

Amabile, T and Steven Kramer, (2007) Inner Work Life: Understanding the Subtext of Business

Performance" HBR May 2007
Covey, S. (1989) The 7 Habits of Highly Effective People, Utah: Franklin Covey Publishing

Gallup Report: "What Separates Great Managers from the Rest," May 12, 2015

Gallup [http://](http://www.gallup.com/businessjournal/183098/report-separates-great-mana...)

www.gallup.com/businessjournal/183098/report-separates-great-mana...

Gallup Company, Gallup Management Journal, gallup.com/consulting

Luckner, JLL in Nadler, R. (2011) in Leading with Emotional Intelligence: Strategies for Building Confidant and Collaborative Star Performers NY: McGraw-Hill

Nelson, B (2012) 1501 Ways to Reward Employees, NY: Workman Publishing

Tanzi, R. (2016) Super Genes and Personal communication, Leadership Development News, AZ: Voice America



EMPLOYERS' HEALTH AND SAFETY RESPONSIBILITIES



Dr. K. Balasubramanian – Founder and CEO of Vision Unlimited. He is a PhD in Psychology and Post Graduate Diploma in Training and Development. His name has been appearing in the popular people of Tamil Nadu Directory for the past 25 years.

Employers have a responsibility to provide a safe workplace in every industry. To provide a workplace free from serious hazards and comply with standards, rules and regulations issued under the occupational safety and hazards Act, examine workplace conditions to make sure they conform to applicable standards, make sure employees have safe tools and equipment and properly maintain the said equipment, use colour codes, posters, labels or signs to warn employees of potential hazards.

The primary responsibilities of the employer also include establishing or updating standard operating procedures and communicating them so that employees follow safety and health requirements. The employers are also expected

to provide safety training in a language employees can understand.

Periodical medical examinations and training and display of first-aid box at a prominent place will encourage all employees to adopt an injury and illness prevention program which are based on a common set of key elements such as management leadership, worker participation, hazard identification, hazard prevention and control, education and training, and program evaluation and improvement.

Employees can be retained if they are paid well, appreciated, listened to, promoted, involved in decision making, mentored, challenged and given enough security and safety. Especially, the employees must be given an opportunity

to speak out on the lapses of the employers during the exit interview and the valid points are to be incorporated by taking them as positive feedback.

Basically less or no harassment at work, safe and congenial environment, hygienic rest rooms, basic amenities such as good drinking water, unadulterated and healthy food at the canteen, safe pick-up and drop at least during tough times like floods and rains, if not daily, awareness programs on bad habits, awareness training on happy relationship, awareness training on good saving habits would surely help the employees be very healthy both physically and mentally.

Setting unachievable targets at the work place, not recognizing and rewarding them suitably can cause mental illness; giving values

for self-esteem of the employees surely increases the morale; health insurance coverage for the employees and their spouse/children would surely motivate the employees to perform better.

Ironically, best care given to employees end up in better performances by the employees by which the organization becomes healthy and for the employees it is otherwise.

Diet meals for the aged employees, crèche for the women employees, commutation arrangement, free or subsidized healthy food, safety tools and gadgets, health awareness camps would go a long way in the benefit of employees and in turn the employers.

Irrespective of the size of the business all the employers must prevent risks to health, ensure that plant and machinery are safe to use, ensure safe working practices are set up and followed, make sure that all materials are handled and stored safely, set up emergency plans, make sure ventilation, temperature, lighting, avoid potentially dangerous work involving manual



handling, provide health supervision, report certain accidents, injuries, diseases and dangerous occurrences to either the Health and Safety authority or the local authority depending on the business.

It is also important to keep the floors, walkways, stairs, roadways safe to use, protect people falling from height or into dangerous substances, provide appropriate rest breaks and the right holiday entitlement. The next dangerous point is to make sure that employees, who work alone, or off site, can do so safely and healthily.

Presently many such care points are missing in IT sector where employees are being treated like slaves. Even a holiday provided for State Election is also given as compensatory holiday. Most of the employees, especially young women leave their office premises in an unsafe environment to take up their bus or train.

Employers are expected to treat their employees as their asset rather than treating building and machinery as assets.

Places like elevators, parking areas, toilets are to be kept very safe with proper guards, lighting and other safety measures.

If the employers provide healthy and congenial atmosphere, employees are sure to give their best in turn.

Finally timely salary and benefits, annual appraisal with right systems, proper job rotation and promotions, opportunities to study further, compassion to sick and pregnant women employees are to be kept in mind to motivate the employees which in turn would enhance the physical and mental health of employees. It is also important for the employers to give confidence to the family members of employees about such health aspects for better reciprocation.

INSURANCE MANAGEMENT IN INDIA

Insurance companies play a very important role in the economic and social development of the nation. Life Insurance was nationalized in the year 1956 and privatized in the early nineties. General Insurance was nationalized in the mid sixties and four companies were formed with apex General Insurance Corporation of India. Later this sector was also thrown open to the private sector and there are several general insurance companies operating in India. In this and the coming issues we shall look into some aspects of Insurance Management in India. Here are some information on the same.

TAGLINES OF FAMOUS INSURANCE COMPANIES OF INDIA

Information about Taglines of Insurance Companies in India, Slogans of Famous Insurance Companies in India, Insurance Companies India Advertising Slogans, Punch lines of Insurance Companies in India, List of Indian Insurance Companies and their Advertising Slogans, Indian Insurance Companies Taglines

ADVERTISING SLOGANS OF INDIAN INSURANCE COMPANIES

- (1) Life Insurance Corporation of India (LIC) – Yogakshemam Vahamyaham
- (2) Tata AIA Life Insurance Company Limited – You click, we cover
- (3) ICICI Prudential Life Insurance Company Limited – Zimmedari ka humsafar
- (4) HDFC Standard Life Insurance Company Limited – Sar utha Ke Jiyo
- (5) SBI Life Insurance Company Limited – With Us, You're Sure
- (6) Birla Sun Life Insurance Company Limited – Muskurate Raho
- (7) Bajaj Allianz Life Insurance Company Limited – Jiyo Befiqar
- (8) Kotak Mahindra Old Mutual Life Insurance Limited – Faidey ka Insurance
- (9) Max New York Life Insurance Company Limited – Karo Zyada ka Iraada
- (10) Future General Life Insurance – Ek Shagun Zindagi Ke Naam
- (11) Aviva India Life Insurance – Kal par Control
- (12) ING Vysya Life Insurance India Company – Adding Life to Insurance
- (13) MetLife India Insurance Company Limited – Have you met life today?
- (14) Exide Life Insurance Company (Formerly Known as ING Vysya Life Insurance)
Tagline – Adding Life to Insurance

General Insurance Companies.

(1) Oriental Insurance Company Limited

Tagline – Prithvi, Agni, Jal, Akash, Sabki Suraksha Hamare Paas

(2) Kotak Mahindra Old Mutual Life Insurance Limited

Tagline – Faidey ka Insurance

(3) PNB India Insurance Company Limited

Tagline – Have you met life today.

(4) United India Insurance Company Limited

Tagline – Rest Assured with Us

(5) Apollo Munich Health Insurance

Tagline – We know Healthcare.

(6) Max Bupa Health Insurance

Tagline – Your Health First

REVIEW ON IMPACT MAY 2016 ISSUE

Venugopal Rajagopalan

Dear Mr NVS

I have gone through with interest the May issue of IMPACT.

Hearty congrats for continuing the April Model by having two Sections, one for regular features and the second for Research Articles!.

Managing Super Managers by Ms Sandhya Rao is a good Management piece.

The importance of Suggestion Box Scheme need not be further emphasized as it is vital for higher productivity - we have to put on our Thinking Caps- as correctly said by Mr Jayprakash B Zende in his article.

Dr R Krishnaveni has beautifully portrayed the significance of LSRW Skills- Listening, Speaking, Reading and Writing in her piece- Designing Business English Program.

Congrats to Ms V Malar for presenting an excellent perspective of the need for Integrating English Language Skills at the Tertiary Level under the Research Section of the magazine.

Thanks for including my article- Walk More Talk More and my Letter to the Editor in the May issue of IMPACT.

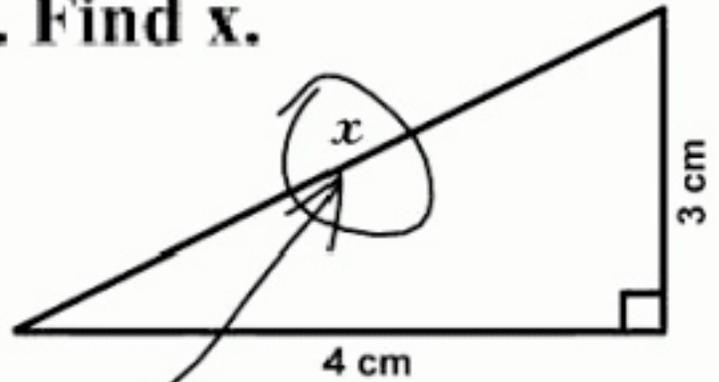
On the whole, an informative copy!

study

(verb)

The act of texting, eating and watching TV with an open textbook nearby.

3. Find x .



Here it is



Education is quite important, son.
I don't want you to rob banks
like I do for a living. You should
be learned enough to do it virtually.

HISTORY OF EDUCATION IN THE INDIAN SUBCONTINENT

The history of education in the South Asia began with teaching of traditional elements such as Indian religions, Indian mathematics, Indian logic at early Hindu and Buddhist centres of learning such as Taxila (in modern-day Pakistan) and Nalanda (in India) before the common era. Islamic education became ingrained with the establishment of the Islamic empires in the Indian subcontinent in the Middle Ages while the coming of the Europeans later brought western education to colonial India. A series of measures continuing throughout the early half of the 20th century ultimately laid the foundation of education in the Republic of India, education in Pakistan and much of South Asia.

Early history

Early education in India commenced under the supervision of a guru. Initially, education was open to all and seen as one of the methods to achieve Moksha in those days, or enlightenment. As time progressed, due to superiority complexes, the education was imparted on the basis of caste and the related duties that one had to perform as a member of a specific caste. The Brahmans learned about scriptures and religion while the Kshatriya were educated in the various aspects of warfare. The Vaishya caste learned commerce and other specific vocational courses while education was largely denied to the Shudras, the lowest caste. The earliest venues of education in India were often secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the guru and stay away from cities in ashrams. However, as population increased under the Gupta empire centres of urban learning became increasingly common and Cities such as Varanasi and the Buddhist

centre at Nalanda became increasingly visible.

Education in India in its traditional form was closely related to religion. Among the Heterodox schools of belief were the Jain and Buddhist schools. Heterodox Buddhist education was more inclusive and aside of the monastic orders the Buddhist education centres were urban institutes of learning such as Taxila and Nalanda where grammar, medicine, philosophy, logic, metaphysics, arts and crafts etc. were also taught. Early secular Buddhist institutions of higher learning like Taxila and Nalanda continued to function well into the common era and were attended by students from China and Central Asia.

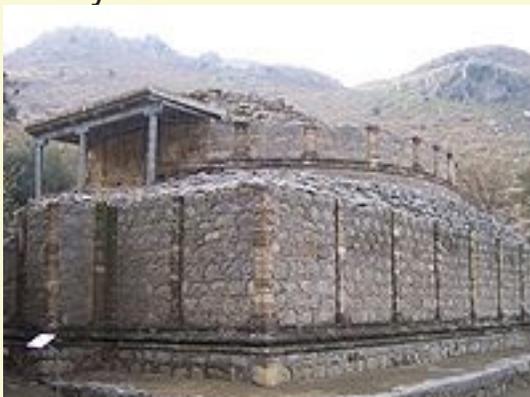
Nalanda - Teaching Platform



On the subject of education for the nobility Joseph Prabhu writes: "Outside the religious framework, kings and princes were educated in the arts and sciences related to government: politics (danda-niti), economics (vartta), philosophy (anviksiki), and historical traditions (itihasa). Here the authoritative source was Kautilya's Arthashastra, often compared to Niccolò Machiavelli's The Prince for its worldly outlook and political

scheming.” The Rgveda mentions female poets called brahmavadinis, specifically Lopamudra and Ghosha. By 800 BCE women such as Gargi and Maitreyi were mentioned as scholars in the religious Upanishads. Maya, mother of the historic Buddha, was an educated queen while other women in India contributed to writing of the Pali canon. Out of the composers of the Sangam literature 154 were women. However, the education and society of the era continued to be dominated by educated male population. It is possible that later historian twisted the truth that the so-called lower castes in the society were denied the right to education only in order to pitch for better concessions and create a feelgood factor to the leaders of society so they may corner the valuable mass support. If one did not learn how to kill a wild boar without being goared or gather honey without being strung by it or sow maize and harvest or brew the fine somabanams or make tools and implements, the society would have perhaps gone without food or shelter. It is wrong to say that the teaching existed only in schools run by the upper cast teachers in their so-called Gurukuls. The society was teaching its subjects in the exact and required skills as appropriate to the time. It is widely acclaimed now that the class room education does not teach the actual required skill sets either for life as it is perceived now or add value to the humanity at large.

The Mohra Muradu monastery at Taxila, in modern-day Pakistan.



Early Common Era—High Middle Ages

Chinese scholars such as Xuanzang and Yi Jing arrived in Indian institutions of learning to survey Buddhist texts. Yi Jing additionally noted the arrival of 56 scholars from India, Japan, and Korea. However, the Buddhist institutions of learning were slowly giving way to a resurgent tradition of Brahmanism during that era. Scholars from India also journeyed to China to translate Buddhist texts. During the 10th century a monk named Dharmadeva from Nalanda journeyed to China and translated a number of texts. Another centre at Vikramshila maintained close relations with Tibet. The Buddhist teacher Atisa was the head monk in Vikramshila before his journey to Tibet.

Examples of royal patronage include construction of buildings under the Rastrakuta dynasty in 945 CE. The institutions arranged for multiple residences for educators as well as state sponsored education and arrangements for students and scholars. Similar arrangements were made by the Chola dynasty in 1024 CE, which provided state support to selected students in educational establishments. Temple schools from 12–13th centuries included the school at the Nataraja temple situated at Chidambaram which employed 20 librarians, out of whom 8 were copiers of manuscripts and 2 were employed for verification of the copied manuscripts.[13] The remaining staff conducted other duties, including preservation and maintained of reference material.

Another establishment during this period is the Uddandapura institute established during the 8th century under the patronage of the Pala dynasty. The institution developed ties with Tibet and became a centre of Tantric Buddhism. During the 10–11th centuries the number of monks reached a thousand, equaling the strength of monks at the sacred

Mahabodhi complex. By the time of the arrival of the Islamic scholar Al Biruni India already had an established system of science and technology in place. Also by the 12th century, invasions from India's northern borders disrupted traditional education systems as foreign armies raided educational institutes, among other establishments.

Late Middle Ages—Early Modern Era

With the advent of Islam in India the traditional methods of education increasingly came under Islamic influence. Pre-Mughal rulers such as Qutb-ud-din Aybak and other Muslim rulers initiated institutions which imparted religious knowledge. Scholars such as Nizamuddin Auliya and Moinuddin Chishti became prominent educators and established Islamic monasteries. Students from Bukhara and Afghanistan visited India to study humanities and science.

Islamic institution of education in India included traditional madrassas and maktabas which taught grammar, philosophy, mathematics, and law influenced by the Greek traditions inherited by Persia and the Middle East before Islam spread from these regions into India. A feature of this traditional Islamic education was its emphasis on the connection between science and humanities. Among the centres of education in India was 18th century Delhi was the Madrasa Rahimiya under the supervision of Shah Waliullah, an educator who favored an approach balancing the Islamic scriptures and science. The course at the Madrasa Rahimiya prescribed 2 books on grammar, 1 book on philosophy, 2 books on logic, 2 books on astronomy and mathematics, and 5 books on mysticism. Another centre of prominence arose in Lucknow under Mulla Nizamuddin Sahlawi, who educated at the Firangi Mahal and prescribed a course called the Dars-i-Nizami which combined traditional studies with modern and laid emphasis on logic.

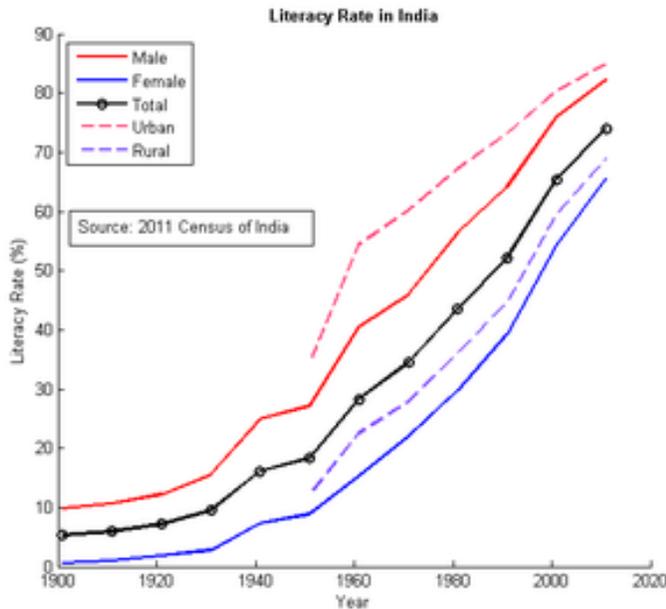
The education system under the rule of Akbar adopted an inclusive approach with the monarch favoring additional courses: medicine, agriculture, geography, and texts from other languages and religions, such as Patanjali's work in Sanskrit. The traditional science in this period was influenced by the ideas of Aristotle, Bhāskara II, Charaka and Ibn Sina. This inclusive approach was not uncommon in Mughal India. The more conservative monarch Aurangzeb also favored teaching of subjects which could be applied to administration. The Mughals, in fact, adopted a liberal approach to sciences and as contact with Persia increased the more intolerant Ottoman school of manqul education came to be gradually substituted by the more relaxed maqul school.

The Middle Ages also saw the rise of private tuition in India. A tutor, or Riyazi, was an educated professional who could earn a suitable living by performing tasks such as creating calendars or generating revenue estimates for nobility. Another trend in this era is the mobility among professions, exemplified by Qaim Khan, a prince famous for his mastery in crafting leather shoes and forging cannons.

Villages

Prior to the British era, education in India commenced under the supervision of a guru in traditional schools called gurukuls. The gurukuls were supported by public donation and were one of the earliest forms of public school offices. However these Gurukuls catered only to the Upper castes of the Indian society and the overwhelming masses were denied any formal education. In the colonial era, the gurukul system began to decline as the system promoted by the British began to gradually take over. Between 1881–82 and 1946–47, the number of English primary schools grew from 82,916 to 134,866 and the number of students in English Schools grew

from 2,061,541 to 10,525,943. Literacy rates in accordance to British in India rose from 3.2 per cent in 1881 to 7.2 per cent in 1931 and 12.2 per cent in 1947.



Literacy in India grew very slowly until independence in 1947. An acceleration in the rate of literacy growth occurred in the 1991–2001 period.

Universities

India established a dense educational network (very largely for males) with a Western curriculum based on instruction in English. To further advance their careers many ambitious upper class men with money, including Gandhi, Nehru and Muhammad Ali Jinnah went to England, especially to obtain a legal education at the Inns of Court. By 1890 some 60,000 Indians had matriculated, chiefly in the liberal arts or law. About a third entered public administration, and another third became lawyers. The result was a very well educated professional state bureaucracy. By 1887 of 21,000 mid-level civil service appointments, 45% were held by Hindus, 7% by Muslims, 19% by Eurasians (European father and Indian mother), and 29% by Europeans. Of the 1000 top-level positions, almost all were held by Britons, typically with an Oxbridge degree.

The Raj, often working with local

philanthropists, opened 186 colleges and universities. Starting with 600 students scattered across 4 universities and 67 colleges in 1882, the system expanded rapidly. More exactly, there never was a "system" under the Raj, as each state acted independently and funded schools for Indians from mostly private sources. By 1901 there were 5 universities and 145 colleges, with 18,000 students (almost all male). The curriculum was Western. By 1922 most schools were under the control of elected provincial authorities, with little role for the national government. In 1922 there were 14 universities and 167 colleges, with 46,000 students. In 1947 21 universities and 496 colleges were in operation. Universities at first did no teaching or research; they only conducted examinations and gave out degrees.

The Madras Medical College opened in 1835, and admitted women so that they could treat the female population who traditionally shied away from medical treatments under qualified male professionals. The concept of educated women among medical professionals gained popularity during the late 19th century and by 1894, the Women's Christian Medical College, an exclusive medical school for women, was established in Ludhiana in Punjab.

A file photo of University of Bombay's Fort Campus taken in the 1870s.



The British established the Government

College University in Lahore, of present-day Pakistan in 1864. The institution was initially affiliated with the University of Calcutta for examination. The prestigious University of the Punjab, also in Lahore, was the fourth university established by the colonials in South Asia, in the year 1882.

Engineering

The East India Company in 1806 set up Haileybury College in England to train administrators. In India, there were four colleges of civil engineering; the first was Thomason College (Now IIT Roorkee), founded in 1847. The second was Bengal Engineering College (now Bengal Engineering and Science University, Shibpur). Their role was to provide civil engineers for the Indian Public Works Department. Both in Britain and in India, the administration and management of science, technical and engineering education was undertaken by officers from the Royal Engineers and the Indian Army equivalent, (commonly referred to as sapper officers). This trend in civil/military relationships continued with the establishment of the Royal Indian Engineering College (also known as Cooper's Hill College) in 1870, specifically to train civil engineers in England for duties with the Indian Public Works Department. The Indian Public Works Department, although technically a civilian organisation, relied on military engineers until 1947 and after.

Growing awareness for the need of technical education in India gave rise to establishment of institutions such as the Indian Institute of Science, established by philanthropist Jamshetji Tata in 1909. By the 1930s India had 10 institutions offering engineering courses. However, with the advent of the Second World War in 1939 the "War Technicians Training Scheme" under Ernest Bevin was initiated, thereby laying the foundation of modern technical education in India. Later, planned development of scientific education under

Ardeshir Dalal was initiated in 1944.

Science

During the 19th and 20th centuries most of the Indian princely states fell under the British Raj. The British rule during the 19th century did not take adequate measures to help develop science and technology in India and instead focused more on arts and humanities. Till 1899 only the University of Bombay offered a separate degree in sciences. In 1899 B.Sc and M.Sc. courses were also supported by the University of Calcutta. By the late 19th century India had lagged behind in science and technology and related education. However, the nobility and aristocracy in India largely continued to encourage the development of sciences and technical education, both traditional and western.

While some science related subjects were not allowed in the government curriculum in the 1850s the private institutions could also not follow science courses due to lack of funds required to establish laboratories etc. The fees for scientific education under the British rule were also high. The salary that one would get in the colonial administration was meager and made the prospect of attaining higher education bleak since the native population was not employed for high positions in the colonial setup. Even the natives who did manage to attain higher education faced issues of discrimination in terms of wages and privileges.

One argument for the British detachment towards the study of science in India is that England itself was gradually outpaced in science and technology by European rival Germany and a fast-growing United States so the prospects of the British Raj adopting a world class science policy towards its colonies increasingly decreased. However, Deepak Kumar notes the British turn to professional education during the 1860s.

SUBSCRIBE TO

IMPACT

INNOVATIVE MANAGEMENT PRACTICES
AND CREATIVE THINKING

A JOURNAL FOR MANAGEMENT SCIENCES

Periodicity: Monthly

Subscription:

Single copy: Rs 100/- each issue

Annual: Rs 1000/- for 12 issues

Subscriptions may be paid by Cheque/DD drawn
in favour of

IMPACT, payable at Chennai.

To

Dr.M.G.Bhaskar,

Sri Anandham Apartments,

No.1A, Jai Nagar, Second Street,

Arumbakkam,

Chennai - 600106

BEST WISHES

to

IMPACT

INNOVATIVE MANAGEMENT PRACTICES
AND CREATIVE THINKING

A JOURNAL FOR MANAGEMENT SCIENCES

from



Marketing & Advertising Consultancy
Event Management
Corporate Financial Assistance
Psychological Services
Custom Made Software

Contact

<http://resourceindia.co.in>

inforesource@gmail.com ; info@resourceindia.co.in



9 789384 797706