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Two Cluster Universities set-up in Jammu & Kashmir for the New Academic Session 2017

>>> Cover Story on Page 2....

Two Cluster Universities set-up in Jammu & Kashmir for the New Academic Session 2017

Chief Minister of Jammu & Kashmir, Mehbooba Mufti has appointed Vice-Chancellors for the Cluster University in Jammu and Kashmir respectively for the smooth functioning of both the Cluster Universities in the state. Both the Cluster Universities have been established with the aim to run a series of additional and advanced courses in the existing colleges in the state of Jammu & Kashmir. One Cluster University will be stationed in Srinagar and one in Jammu and will act as lead college for the varsities in the state. With the introduction of Cluster Universities, the total count of higher education institutes in Jammu & Kashmir has now reached 11.

Until now, she was serving as the Vice-Chancellor of the Cluster University in Jammu and Cluster University in Kashmir. The new VC's are:

Cluster University in Jammu
Anu Bhasin
Cluster University in Kashmir
Sheikh Javid Ahmed

Anu Bhasin is a Professor of the Department of Physics at University of Jammu, while Sheikh Javid Ahmed has been the Dean of Research at the University of Kashmir.

Ms. Bhasin comes enriched with 28 plus years of experience in Experimental Particle Physics. She also has been referred and published in about 355 publications. She has also been elected as a Member of the Management Board of ALICE Experiment, CERN, Geneva, Switzerland for the time period beginning January 2017 and December 2019.

On the other hand, Prof. Ahmed is an IIT Mumbai alumnus and has done his Doctorate in Theoretical Physics in 1987. He has published close to 125 papers in renowned journals, which are highly credited in Nuclear Physics.

Upon assuming office, both of them will serve out their tenure for a period of 5 years.

Mehbooba Mufti has also appointed Registrars of the Cluster University in Jammu & Kashmir respectively. The Registrar of the Cluster University, Jammu is Jatinder Khajuria, while Yaseen Ahmad Shah has been appointed the Registrar of the Cluster University, Kashmir.

Yaseen is the Principal of SP College in Srinagar, while Jatinder is the Joint Registrar (Finance) at the University of Jammu.

The state government of Jammu Kashmir has already approved 124 posts for employment in these universities. The government has also decided that all participating colleges will be converted into constituent colleges of the Cluster University.

The motive behind setting up of the Cluster Universities was:

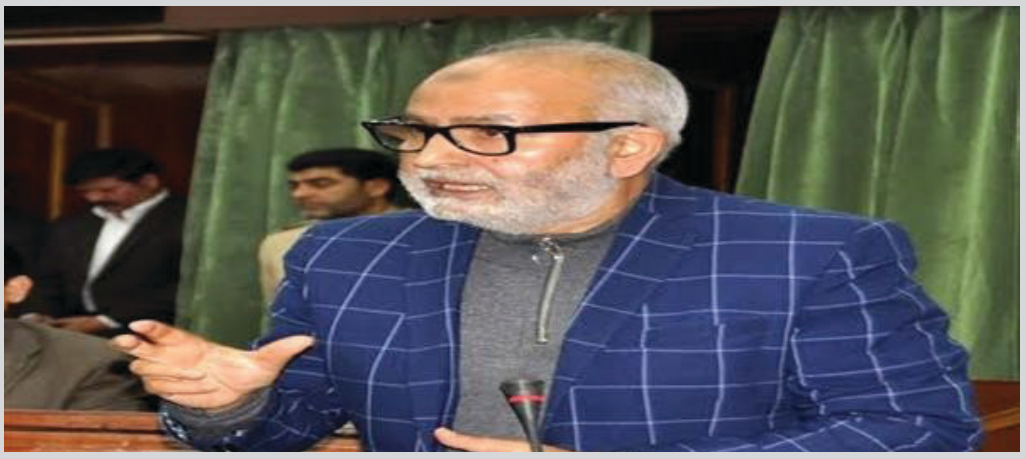
- Enhance the higher education institutes in J&K
- Diversify academics
- Introduce job-centered courses at the Diploma, UG & PG level
- Increase the Gross Enrollment Ratio (GER) in J & K

Under the Cluster University, the following PG & Diploma courses will be available:

- Science
- Engineering
- Management
- Entrepreneurship Development
- Humanities
- Social Sciences
- Liberal Arts
- Languages
- Teacher's Education
- Job-intensive courses

TRANSFER OF TEACHERS BEING MADE STRICTLY AS PER GOVT POLICY: NAEEM AKHTAR

'GOVT TO TAKE A VIEW ON TRANSFER OF RETS WITHOUT COMPROMISING BASIC PURPOSE OF SCHEME'



Jammu, Jan 20: Minister for Education Naeem Akhtar today informed the Upper House that the transfer of teachers is made strictly as per norms set under transfer policy of the department.

Replying to a question by Vibod Gupta, the Minister said that in Kashmir zone the transfer of teachers is made during winter vacations and in Jammu the same takes place during summer vacations to avoid disruption during mid-session.

The Education Minister said the government has initiated series of reforms to bring transparency in the working of education department. "The department has created a data-base wherein all information regarding, transfers, school buildings, roll of students and number of teachers posted in each school is available," he said adding the data bank is bound to go a long way in bringing transparency in transfers and postings.

The Minister said that irregularities in transfers of the teachers and other staff, if any, would be looked into.

He said the basic purpose for the engagement of Rehbar-e-Taleem (ReTs) under SSA is to teach a particular locality having low literacy rate and the transfer of such teachers will fail the very basic purpose of the scheme and no such transfer policy is yet in place. He, however, said the government would take a view on the transfer of ReTs after their regularization in such a way that the spirit of the policy does not get affected.

In reply to main question, the Minister said 33 Principals and equivalents, 61 Headmasters and 117 Lecturers besides 453 teachers and 24 newly promoted masters were transferred during last one year in Rajouri district. He said 24 new masters have been adjusted so far and adjustment of remaining promotees is under examination of the department.

Legislators Qaiser Jamshid Lone and Sham Lal Bhagat raised supplementary questions.

Kashmir University warns 'reluctant' teaching staff to follow biometric mode of attendance

Srinagar,January 21,2017 : In an apparent warning to the teaching staff, Registrar Kashmir University Saturday issued a circular asking them to mark their attendance responsibly through biometric mode. The circular was issued after the reports that 70 per cent of teaching set are reluctant to adopt biometric mode of attendance.

The Varsity has introduced the biometric smart card attendance system to ensure punctuality of teaching and non-teaching staff. The system records the actual time when an employee enters or leaves the varsity.

The order in this regard was issued by administration department on the directions of Vice Chancellor after the students and scholars in the varsity complained that majority of the teaching staff either leave the varsity before due time or remain absent from the duties.

However, despite introduction of biometric system, it was found that majority of the teaching staff are not following the procedure.

Sources told CNS that a review meeting under Vice Chancellor Professor Khurshid Iqbal Andrabi was convened in the University on Saturday and a formal circular was issued. The latest circular reads: "While reviewing the report of biometric attendance for the month of January 2017, it has been observed that a considerable number of teaching faculty have failed to register their biometric impressions on the machines while marking their daily attendance."

The circular further reads that: "It is as such reiterated that in their own interest, all members of the teaching staff should mark their attendance responsibly through biometric mode to justify their stay in compliance with UJC guidelines and also to dispense with the practice of Active Duty Certification by concerned heads.""When Western countries are doing it, why can't we. It is a transparent system and I think nobody should have any objection with this system. We should shun our colonial mindset and follow the biometric mode for the betterment of the Varsity," said a non-teaching official.

Sources added that majority of teaching staff has been opposing the system terming it against the UGC guidelines. Some feel that biometric smart card attendance system has been introduced to humiliate the teaching staff.

To compensate loss of Valley students

Aryans group of Colleges announces extension in scholarship scheme

Srinagar, Jan 16: In a bid to provide assistance to the students of valley who suffered academic loss in the summer uprising 2016, the Aryans Group of colleges here on Monday announced extension in their scholarship scheme for 2017-18.

Addressing a presser here at local hotel, Chairman of Aryans Group, Dr Anshu Kataria said, "Keeping in view of the academic loss suffered by the JK students, we have decided to extend the scholarship scheme for 2017-18."

He said that they have decided to double the number of scholarship from 100 to 200 particularly for its 11th Batch for JK Students.

"The scholarship will be given to meritorious 100 girls and 100 boys in which 50% scholarship will be provided by Aryans and rest 50% will be financed in the shape of education loan," chairman told reporters here.

Kataria said that due to deteriorating situation in valley in the year 2016, most of the students couldn't get admission nor came out from the valley for their studies. "To compensate the student's loss, we have decided to double the number of scholarships to be given for the year 2017-18," he said.

"Interested students can give a missed call on 1800-30000-388 or visit Aryans website www.aryans.edu.in," the Aryans Group officials said.

Saying that the Aryans group of college has become the 1st choice of JK students, Punika Mahajan, Coordinator Admissions of the Group said the majority of students from various parts of JK are studying in different courses. "With around 350 new students admitted in 2016-17 the number of Jammu & Kashmir students studying at Aryans Group of Colleges, Chandigarh has touched 1350 of around 2600 students in total studying at Aryans Campus," she informed reporters.

Pertinently, Aryans was started in the year 2007 and admitted students from various parts of JK also.

The students of 1st batch according to Punika bagged top positions and placed in good companies also.

It is worth to mention here that four Kashmiri girls of Aryans had developed Aryans Android App to make the campus paper free and to solve to solve the problem of ban on SMS in their state J&K. "The developers (Kashmiri Girls) were honored by CM, Punjab.

J&K'S EDUCATIONAL SECTOR TRANSFORMING FAST: DEPUTY CM

JAMMU: Deputy Chief Minister, Dr Nirmal Singh today said the vision and direction by the Prime Minister has been instrumental in changing every facet in the country especially the educational sector and younger generation should also contribute their bit in it by wholeheartedly

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››› Cont **Irreversible loss.**.on P#15

Rocks and Minerals

The ground we walk on, build on and grow gardens on is made up of rocks. All the rocks in the world are made up of chemicals called minerals. Granite, sandstone, chalk, marble and Slate are all different types of rocks. The pebbles you find on the beach are rocks that have been worn down and smoothed by the action of the sea. The stones that are used to build structures from small cottages to magnificent cathedrals are rocks. All rocks are not hard. Clay is a type of soft rock.

A rock may be defined as any natural mass of mineral matter that makes up the earth's crust.

Types of Rocks

There are three main types of rocks:

1. Igneous
2. Sedimentary
3. Metamorphic

Igneous rocks

You know that deep inside the earth, it is still very-very hot. The fiery hot substance inside the earth is called magma. In a volcano the magma pores out in a molten stream. The molten magma, when cools and solidifies, forms a rock. Such rocks which are formed from fiery- hot magma are called igneous rocks. Igneous means fire- formed.

Magma is a mixture of different minerals. These minerals occur in different proportions. So, igneous rocks contain different minerals such as granite and basalt.

Granite: Granite is an intrusive igneous rock. There are several types of granite, but all are light coloured because of the light coloured minerals within them. Many temples in South India have been made of granite.

Basalt: Basalt is a typical extrusive igneous rock formed from lava. It is dense and dark because of the minerals it contains. It is fine grained because of its quick cooling.

Igneous rocks tend to be very hard. When broken up, they make a good, strong road surfacing material especially when coated with tar.

Sedimentary rocks

Igneous rocks are slowly broken down by wind, rain and water. In due course, they crumble into tiny bits. Rivers carry these tiny bits of rocks into the sea. The rocky material along with sea shells and seashells and skeletons of tiny sea animals settles in layers upon the sea bottom. These materials are called Sediments. As the time passes by new layers are laid over the old ones. The weight of the sea water and top layers squeezes the layers into solid rocks. Such rocks are called Sedimentary rock. It is nothing but soft limestone.

Sandstone: Sandstone is made from layers of sand in deserts, or on sea beaches which have been naturally cemented together. The red rock of Devon, England is typical sandstone. Sandstones are commonly used as building material. The Red Forts at Delhi and Agra are made up of red sandstones. Many buildings in Jaipur are built of sandstones and so Jaipur is also known as 'Pink City'

Limestone: Limestone is a biogenic rock. It is made up of living material. The Shelly limestone is made up of broken sea shells. Other examples of biogenic sedimentary rocks are reef limestone and coal. Limestone is also a hard rock and is commonly used as a building material.

Shale: Shale is formed of compressed mud, silt and clay mostly due to pressure. Shale rock is made up of parallel layers which readily split into pieces.

Rock Salt: Sea water contains dissolved minerals. When an area of sea dries out, these minerals are deposited as a layer in the bottom. Rock Salt is a typical chemical sedimentary rock.

Chalk: Chalk is made up of millions of tiny calcium carbonate skeletons.

Metamorphic Rocks

Metamorphic rocks are changed rocks. The intense heat and pressure inside the earth changes the igneous and the sedimentary rocks into metamorphic rocks. Metamorphosis means change. The Characteristics of the changed rock are different than the parent rock due to the changes in the mineral contents of the rock. Shale and marble are the main examples of metamorphic rocks. Gneiss and coal are other examples of metamorphic rocks.

Slate: Slate is a dark grey and shiny rock. It is formed by the metamorphosis of shale. It splits easily into thin slices. Slate is used as a roofing material and a chalkboard surface.

Marble: Marble is a type of thermal metamorphic rock, formed when heat is applied on limestone. It is a smooth rock. It is an attractive building and Sculpting material. It is also used in making statues, table tops and various other items. Its colour can vary from white to white streaked with brown, red, green or grey.

Gneiss: Gneiss pronounced 'nice' is the highest grade of regional metamorphic rock. It is a rock with a coarse texture and has parallel light and dark streaks and bands of minerals next to each other. It is found in grey, pink, black and red colours.

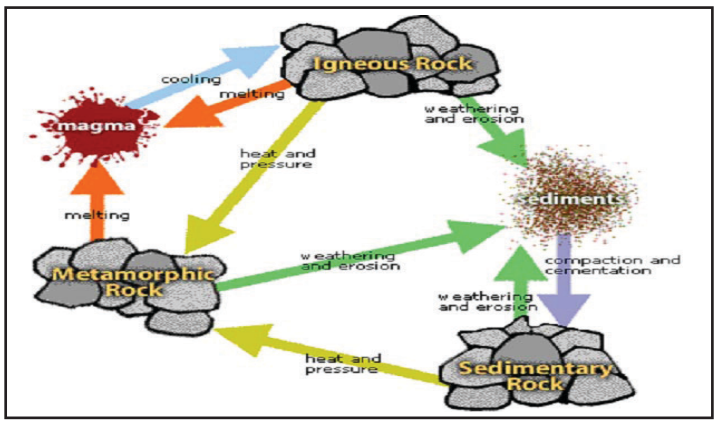
Coal: Coal is a rock formed by the metamorphosis of the remains of plants under the earth. Heat and pressure expel out moisture, gases and other matter from these remains of plants leaving behind carbon in different amounts. Superior quality of coal has more carbon in it, while as low quality coal contains led carbon in it. Coal is black because of presence of carbon in it.

Coal is used as a fuel in powerhouses to produce electricity, in the extraction of iron and in many refineries. Coal gives us many useful products such as coal tar, coal gas, ammonia and coke. Coal tar is used for constructing roads.

Minerals: Minerals are the building blocks of rocks. All the rocks, igneous, sedimentary or metamorphic are composed of minerals.

A mineral is a chemical compound that occurs naturally. Each different mineral is made up of Crystals of a particular chemical. Minerals can be identified by their hardness, colour, the way they reflect light, the way they break and their density.

Minerals making up igneous rocks include quartz, plagioclase and olivine. Augite



is found in metamorphic rocks. Dolomite makes up limestone sedimentary rocks. Quartz is a very common mineral.

How Minerals are formed?

All minerals are originally formed from hot magma. When the magma cools, crystals of minerals appear. These crystals first may sink in the magma so that the composition of the magma changes with depth. Thus a sequence of minerals is formed in the rocks and the magma cools. Lighter minerals occur above the denser minerals. If the crystals form slowly, they may form gemstones.

Petroleum

Petroleum is a valuable mineral oil found in rocks underground. Huge petroleum oils are found under the sea.

It is believed that petroleum was produced millions of years ago by the bacterial decomposition of animals and plants which were buried underground to great depths in the earth's crust. From petroleum we get petrol, kerosene, oil, diesel oil, paraffin wax, vaseline and lubricating oils.

Activity Time:

Multiple type Questions:

1) A natural mass of minerals that makes up the earth's crust
a) Rock
b) stone
c) boulder
d) craisher

2) These rocks are formed by the cooling of lava on the surface of earth
a) Sedimantary rocks
b) Igneous rocks
c) Metamorphic rocks
d) Minerals

3) Matter that settles to the bottom of a liquid
a) Sediment
b) Residue
c) Raw material
d) Stone

4) The Red fort at Delhi is made of
a) Marble
b) Granite
c) Sandstone
d) Rocks

5) Rock Salt is an example of
a) Igneous rock
b) Sedimentary rock
c) Metamorphic rock
d) none above these

6) Chalk is made of millions of
a) Calcium Carbonate
b) Fats
c) Vitamins
d) Carbon

7) Slate is a
a) Brownish rock
b) Dark grey and shiny rock
c) Dark grey and dull rock
d) Greenish rock

8) Gneiss is pronounced as
a) Great
b) Nice
c) Magma
d) Hard

9) Coal is black because of presence of
a) Iron
b) Nickle
c) Carbon
d) Residue

10) Minerals can be identified by their
a) Softness
b) Hardness
c) Strength
d) elastic quality

11) All Minerals are originally formed from
a) carbon
b) Hot Magma
c) Cold Magma
d) Soft Material

Friction

Friction is the force resisting the relative motion of solid surfaces, fluid layers, and material elements sliding against each other. To stop a moving object, a force must act in the opposite direction to the direction of motion. For instance, if you push your book across your desk, the book will move. The force of the push moves the book. As the book slides across the desk, it slows down and stops moving. The force that opposes the motion of an object is called friction.

There are several types of friction:

• ***Dry friction*** resists relative lateral motion of two solid surfaces in contact. Dry friction is subdivided into static friction ("stiction") between non-moving surfaces, and kinetic friction between moving surfaces.

• ***Fluid friction*** describes the friction between layers of a viscous fluid that are moving relative to each other.

• ***Lubricated friction*** is a case of fluid friction where a lubricant fluid separates two solid surfaces.

• ***Skin friction*** is a component of drag, the force resisting the motion of a fluid across the surface of a body.

• ***Internal friction*** is the force resisting motion between the elements making up a solid material while it undergoes deformation.

When surfaces in contact move relative to each other, the friction between the two surfaces converts kinetic energy into thermal energy (that is, it converts work to heat). This property can have dramatic consequences, as illustrated by the use of friction created by rubbing pieces of wood together to start a fire. Kinetic energy is converted to thermal energy whenever motion with friction occurs, for example when a viscous fluid is stirred. Another important consequence of many types of friction can be wear, which may lead to performance degradation and/or damage to components. Friction is a component of the science of tribology.

Friction is not itself a fundamental force. Dry friction arises from a combination of inter-surface adhesion, surface roughness, surface deformation, and surface contamination. The complexity of these interactions makes the calculation of friction from first principles impractical and necessitates the use of empirical methods for analysis and the development of theory.

Friction is a non-conservative force - work done against friction is path dependent. In the presence of friction, some energy is always lost in the form of heat. Thus mechanical energy is not conserved.

LAWS OF FRICTION

1. When an object is moving, the friction is proportional and perpendicular to the normal force (N)

2. Friction is independent of the area of contact so long as there is an area of contact.

3. The coefficient of static friction is slightly greater than the coefficient of kinetic friction.

4. Within rather large limits, kinetic friction is independent of velocity.

5. Friction depends upon the nature of the surfaces in contact.

ADVANTAGES AND DISADVANTAGES OF FRICTION

ADVANTAGES OF FRICTION

Friction plays a vital role in our daily life. Without friction we are handicap.

1. It is becomes difficult to walk on a slippery road due to low friction. When we move on ice, it becomes difficult to walk due to low friction of ice.
2. We cannot fix nail in the wood or wall if there is no friction. It is friction which holds the nail.
3. A horse cannot pull a cart unless friction furnishes him a secure Foothold.
4 Coffee mug stays on the dashboard.
5. Shuffling across a carpet to shock someone.
6. Helps to prevent the life on earth by burning astroids.

DISADVANTAGES OF FRICTION

Despite the fact that the friction is very important in our daily life, it also has some disadvantages like:

1. The main disadvantage of friction is that it produces heat in various parts of machines. In this way, some useful energy is wasted as heat energy.
2. Due to friction we have to exert more power in machines.
3. It opposes the motion.
4. Due to friction, noise is also produced in machines.
5. Due to friction, engines of automobiles consume more fuel which is a money loss.
6. Forest fires are caused due to friction between branches of trees.

METHODS OF REDUCING FRICTION

There are a number of methods to reduce friction in which some are discussed here.

USE OF LUBRICANTS:

The parts of machines which are moving over one another must be properly lubricated by using oils and lubricants of suitable viscosity.

USE OF GREASE:

Proper greasing between the sliding parts of machine reduces the friction.

USE OF BALL BEARING:

In machines where possible, sliding friction can be replaced by rolling friction by using ball bearings.

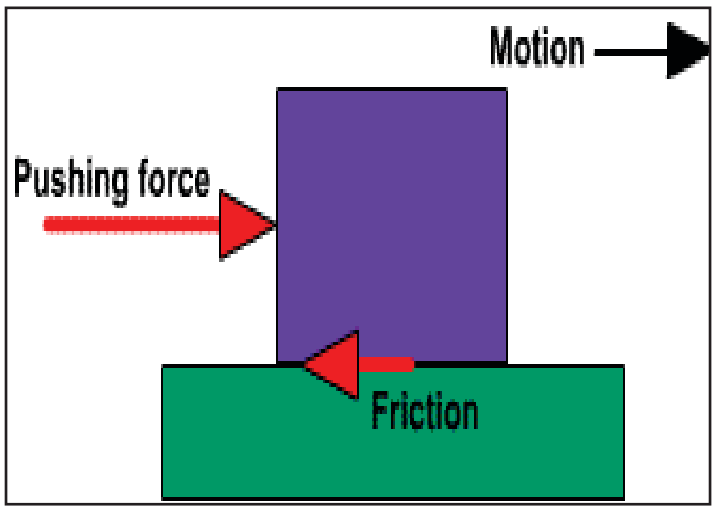
DESIGN MODIFICATION:

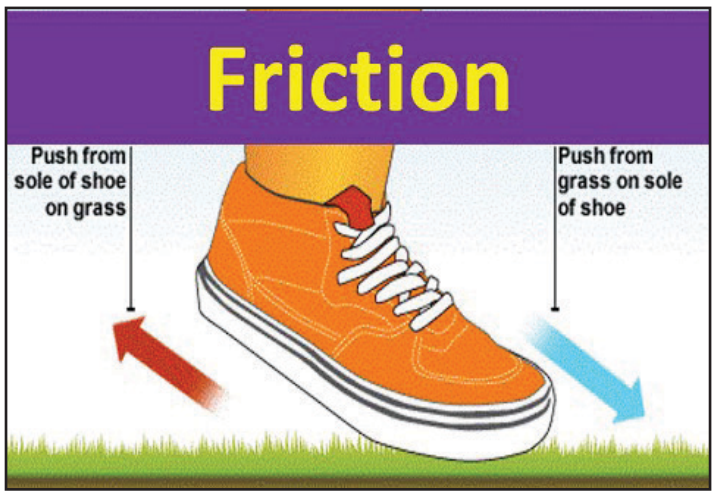
Friction can be reduced by changing the design of fast moving objects. The front of vehicles and airplanes made oblong to minimize friction.

Work of friction

In the reference frame of the interface between two surfaces, static friction does no work, because there is never displacement between the surfaces. In the same reference frame, kinetic friction is always in the direction opposite the motion, and does negative work. However, friction can do positive work in certain frames of reference. One can see this by placing a heavy box on a rug, then pulling on the rug quickly. In this case, the box slides backwards relative to the rug, but moves forward relative to the frame of reference in which the floor is stationary. Thus, the kinetic friction between the box and rug accelerates the box in the same direction that the box moves, doing positive work.

The work done by friction can translate into deformation, wear, and heat that can affect the contact surface properties (even the coefficient of friction between the surfaces). This can be beneficial as in polishing. The work of friction is used to mix and join materials such as in the process of friction welding. Excessive erosion or wear of mating sliding surfaces occurs when work due to frictional forces rise to unacceptable levels. Harder corrosion particles caught between mating surfaces in relative motion (fretting) exacerbates wear of frictional forces. Bearing seizure or failure may result from excessive wear due to work of friction. As surfaces are worn by work due to friction, fit and surface finish of an object may degrade until it no longer functions properly.





Activity Time:

Answer the following:

Q1. Define friction?
Q2. Name any two types of friction?
Q3. How many laws are made for friction?
Q4. Name some of the methods to reduce friction?
Q5. Define skin friction?

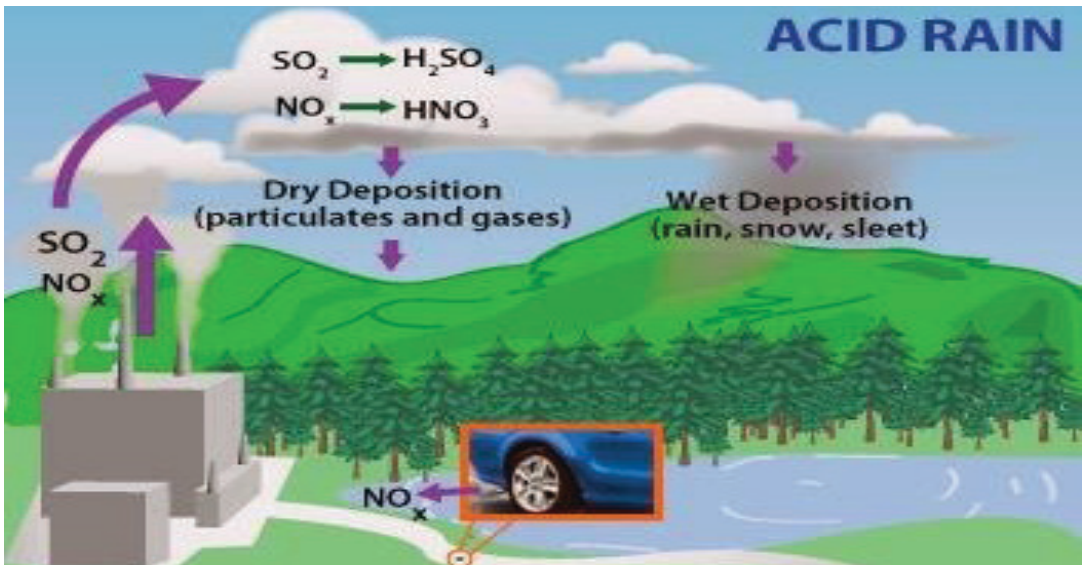
Fill in the following:

a) The force that opposes the motion of an object is called ----------
b) ---------- is a case of fluid friction where a lubricant fluid separates two solid surfaces.
c) The coefficient of static friction is slightly greater than----------
d) Bearing seizure or failure may result from excessive wear due to work of --------
e) Use of lubricant helps to reduce ----------

ACID RAIN

Acid rain is a rain or any other form of precipitation that is unusually acidic, meaning that it possesses elevated levels of hydrogen ions (low pH). It can have harmful effects on plants, aquatic animals and infrastructure. Acid rain is caused by emissions of sulfur dioxide and nitrogen oxide, which react with the water molecules in the atmosphere to produce acids. Some governments have made efforts since the 1970s to reduce the release of sulfur dioxide and nitrogen oxide into the atmosphere with positive results. Nitrogen oxides can also be produced naturally by lightning strikes, and sulfur dioxide is produced by volcanic eruptions.

Acid rain, or acid deposition, is a broad term that includes any form of precipitation with acidic components, such as sulfuric or nitric acid that fall to the ground from the atmosphere in wet or dry forms. This can include rain, snow, fog, hail or even dust that is acidic freshwaters and soils, killing insect and aquatic life-forms, causing paint to peel, corrosion of steel structures such as bridges, and weathering of stone buildings and statues as well as having impacts on human health.



CAUSES OF ACID RAIN

Acid rain is caused by a chemical reaction that begins when compounds like sulfur dioxide and nitrogen oxides are released into the air. These substances can rise very high into the atmosphere, where they mix and react with water, oxygen, and other chemicals to form more acidic pollutants, known as acid rain. Sulfur dioxide and nitrogen oxides dissolve very easily in water and can be carried very far by the wind. As a result, the two compounds can travel long distances where they become part of the rain, sleet, snow, and fog that we experience on certain days. Human activities are the main cause of acid rain. Over the past few decades, humans have released so many different chemicals into the air that they have changed the mix of gases in the atmosphere. Power plants release the majority of sulfur dioxide and much of the nitrogen oxides when they burn fossil fuels, such as coal, to produce electricity. In addition, the exhaust from cars, trucks, and buses releases nitrogen oxides and sulfur dioxide into the air. These pollutants cause acid rain.

Acid Rain is Caused by Reactions in the Environment

Nature depends on balance, and although some rain is naturally acidic, with a pH level of around 5.0, human activities have made it worse. Normal precipitation—such as rain, sleet, or snow—reacts with alkaline chemicals, or non-acidic materials, that can be found in air, soils, bedrock, lakes, and streams. These reactions usually neutralize natural acids. However, if precipitation becomes too acidic, these materials may not be able to neutralize all of the acids. Over time, these neutralizing materials can be washed away by acid rain. Damage to crops, trees, lakes, rivers, and animals can result.

Forms of Acid Deposition:

Wet Deposition

Wet deposition is what we most commonly think of as acid rain. The sulfuric and nitric acids formed in the atmosphere fall to the ground mixed with rain, snow, fog, or hail.

Dry Deposition

Acidic particles and gases can also deposit from the atmosphere in the absence of moisture as dry deposition. The acidic particles and gases may deposit to surfaces (water bodies, vegetation, buildings) quickly or may react during atmospheric transport to form larger particles that can be harmful to human health. When the accumulated acids are washed off a surface by the next rain, this acidic water flows over and through the ground, and can harm plants and wildlife, such as insects and fish.The amount of acidity in the atmosphere that deposits to earth through dry deposition depends on the amount of rainfall an area receives. For example, in desert areas the ratio of dry to wet deposition is higher than an area that receives several inches of rain each year.

EFFECTS OF ACID RAIN

- Effect on Aquatic Environment: Acid rain either falls directly on aquatic bodies or gets run off the forests, roads and fields to flow into streams, rivers and lakes. Over a period of time, acids get accumulated in the water and lower the overall pH of the water body. The aquatic plants and animals need a particular pH level of about 4.8 to survive. If the pH level falls below that the conditions become hostile for the survival of aquatic life. Acid rain tendency of altering pH and aluminum concentrations greatly affects pH concentration levels in surface water, thereby affecting fish as well as other aquatic life-forms. Acid rain runoff from catchment areas into rivers and lakes has also reduced biodiversity as rivers and lakes become more acidic.
- Effect on Forests: It makes trees vulnerable to disease, extreme weather, and insects by destroying their leaves, damaging the bark and arresting their growth. Forest damage due to acid rain is most evident in Eastern Europe – especially Germany, Poland and Switzerland.
- Effect on Soil: Acid rain highly impacts on soil chemistry and biology. It means, soil microbes and biological activity as well as soil chemical compositions such as soil pH are damaged or reversed due to the effects of acid rain. The soil needs to maintain an optimum pH level for the continuity of biological activity. When acid rains seep into the soil, it means higher soil pH, which damages or reverses soil biological and chemical activities. Hence, sensitive soil microorganisms that cannot adapt to changes in pH are killed. High soil acidity also denatures enzymes for the soil microbes.
- Effect on Architecture and Buildings: Acid rain on buildings, especially those constructed with limestone, react with the minerals and corrode them away. This leaves the building weak and susceptible to decay. Modern buildings, cars, airplanes, steel bridges and pipes are all affected by acid rain. Irreplaceable damage can be caused to the old heritage buildings.
- Effect on Public Health: When in atmosphere, sulfur dioxide and nitrogen oxide gases and their particulate matter derivatives like sulfates and nitrates, degrades visibility and can cause accidents, leading to injuries and deaths. Human health is not directly affected by acid rain because acid rain water is too dilute to cause serious health problems. However, the dry depositions also known as gaseous particulates in the air which in this case are nitrogen oxides and sulfur dioxide can cause serious health problems when inhaled. Intensified levels of acid depositions in dry form in the air can cause lung and heart problems such as bronchitis and asthma.
- Other Effects: Acid rain leads to weathering of buildings, corrosion of metals, and peeling of paints on surfaces. Buildings and structures made of marble and limestone are the ones especially damaged by acid rain due to the reactivity of the acids in the rain and the calcium compounds in the structures. The effects are commonly seen on statues, old grave stones, historic monuments, and damaged buildings. Acid rain also corrodes metals like steel, bronze, copper, and iron.

Activity Time:

ANSWER THE FOLLOWING IN BRIEF:

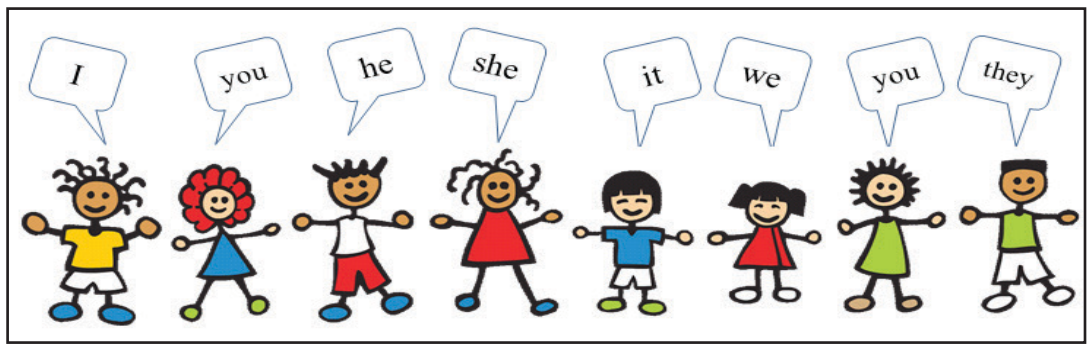
Q1. Define acid rain?

Q2. What are the main causes of acid rain?

Q3. Name the forms of acid decomposition?

Q4. Name any three effects of acid rain?

PRONOUN- Part-3rd



REFLEXIVE PRONOUNS:
Reflexive pronouns are used in sentences containing verbs whose actions are directed toward the subjects of the verbs. These pronouns are formed by adding –self or –selves, as appropriate, to the personal pronouns my, your, him, her, our, them, one and the impersonal pronoun it.

The following sentences illustrate the uses of reflexive pronouns:

- I cut myself while shaving.
- You are losing yourself in your work.
- He discovered himself after a period of intense introspection.
- Asima supported herself by teaching karate.
- We fail ourselves when we fail others.
- Ask yourselves whether you have done right by your family.
- They told themselves only what they wanted to hear.
- If one only did what was right for oneself!
- The giraffe found itself in trouble after its habitat was sprayed.

INTENSIVE PRONOUNS:
Intensive pronouns are used as appositives to strengthen the subject of a verb.
Intensive pronouns have the same forms as reflexive pronouns: myself, yourself, himself, herself, ourselves, yourselves, themselves, oneself, and itself.
The following sentences illustrate the uses of the intensive pronouns:

- I myself can see little use in following a poorly conceived plan.

I can see little use in that action myself.

- You yourself will have to take full responsibility for your budget.

You will have to take full responsibility yourself.

- Hafiz himself was not at fault in that matter, we have been told.

Hafiz was not at fault himself.

- Tabish herself found little of interest in the new symphony.

Tabish found little of interest in the symphony herself.

- We ourselves are content to let the matter drop even though we have been hurt.

We are content ourselves to let the matter drop.

- You yourselves can find the answers if you try hard enough.

You can find the answers yourselves.

- The French themselves are abusing their language.

The French are abusing their language themselves.

- The magazine itself is of little value.

The magazine is of little value itself.

RECIPROCAL PRONOUNS:
The reciprocal pronouns are one another and each other. One another is generally used when writing of more than two people. Both reciprocal pronouns have possessive and objective cases.

The following sentences illustrate uses of these pronouns:

- Javeed and Sabiya found each other's company satisfying.
- All the students sought one another's assistance.
- He and his wife caught themselves shouting at each other.
- He, his wife, and their daughter caught themselves shouting at one another.
- Neighbours up and down the road stopped speaking to one another.

INDEFINITE PRONOUNS:
Pronouns which refer to persons or things in a general way and not to any person or thing in particular, are, called Indefinite pronouns; e.g.,
(I) nobody was there to save the girl.
(II) None but you have believed it.
These are used in referring to anybody, everybody, everyone, anyone, each, etc. The pronoun he or she is used according to the context; e.g., we shall be happy to help every one of our boys in his studies.
But when the sex is not determined, we use the pronoun of the masculine gender, as there is no singular pronoun of the third person to represent both male and female, e.g., everyone loves to have his way.

PRONOUN AGREEMENT:
A pronoun is singular when its antecedent is singular, plural when its antecedent is plural.

Singular:

- Any woman who is friendly with her neighbours will be well regarded. (The pronoun who is singular, because its antecedent, woman, is singular.)
- The interesting thing about Javeed is that he always completes his jokes whether or not he has an audience. (The pronouns he and he are singular, because their common antecedent, Javeed, is singular.)

Plural:

- All three judges stated that they believed the convict had been accused unjustly. (The pronoun they is plural, because its antecedent, judges, is plural.)
- Mental health institutions care for patients as well as they can. (The pronoun they is plural, because its antecedent, institutions, is plural.)

ACTIVITY TIME:

1. In the following sentences, supply the missing reflexive pronouns as shown in these examples:

Unfortunately, he excused himself early.
No matter how badly the merchandise was displayed, it sold itself.

I Fatima helped _____ to another large piece of cake.
II You owe _____ a long vacation far from home.
III Our wishes _____ are to blame for our faults.
IV Naveed washed _____ in the stream.
V I usually give _____ the benefit of the doubt; doesn't one always give _____the same advantage?
VI God helps those who help_____.
VII After every meal she ate, the cat washed _____.
VIII You should stop fooling _____ about your health.
IX Puja taught _____ Spanish and French.
X We are forcing _____ to lose weight.

2. In the following sentences, supply the missing intensive pronouns as shown in these examples:

He could do little himself to ease the pain.
Maria herself found the situation ludicrous.

I We _____ are responsible for our own actions.
II If he _____ understood the problem, he would find the answer.
III One must _____ be alert to people's needs.
IV When I _____ am to blame, I do what I can to help out.
V You cannot consider that the two of you have completed the exercise_____
VI You must _____find and acceptable solution.
VII We concluded that we _____ were free of guilt.
VIII Television _____ does little to raise the literacy level in this country.
IX You _____ will have to act as strong leaders.

3. In the following sentences, supply the missing reciprocal pronouns as shown in these examples:

We have only each other or one another to blame.
If the triplets could see one another frequently, they would be happy.

I All the kitchen staff helped in slicing and buttering _____bread.
II The youngest child and his older brothers and sisters all made things as difficult as possible for _____
III We must do for _____ what we would like to have others do for us.
IV Children tend to prefer _____ company to that of adults.
V Music and art complement _____ in the lives of many people.

4. In the following sentences, supply the missing indefinite pronouns as shown in these examples:

Anyone portrayed in this manner can sue for libel.
We spoke to each one or everyone in turn.

The police suspected that something was taken by the intruders.
I When _____ had left, I began cleaning the auditorium.
II _____ was able to complete the crossword puzzle, because it was exceptionally difficult.
III Though many wanted to go aboard, _____ was permitted to do so.
IV _____ were indicted for perjury, but only two were convicted.
V The party is open to _____ who wants to contribute to the charity.

Freedom of the press and journalistic ethics

"Freedom is important, so is responsibility. In countries like India, the media have a responsibility to fight backward ideas such as casteism and communalism, and help the people fight poverty and other social evils."

Freedom of the press and journalistic ethics is an important topic today in India — with the word 'press' encompassing the electronic media also. There should be a serious discussion on the topic. That discussion should include issues of the responsibilities of the press, since the media have become very prominent and very powerful.

In India, freedom of the press has been treated as part of the freedom of speech and expression guaranteed by Article 19(1)(a) of the Constitution, vide Brij Bhushan and Another vs. The State of Delhi, AIR 1950 SC 129 and Sakal Papers (P) Ltd vs. Union of India, AIR 1962 SC 305, among others. However, as mentioned in Article 19(2), reasonable restrictions can be placed on this right, in the interest of the sovereignty and integrity of India, the security of the state, public order, decency or morality, or in relation to contempt of court, defamation or incitement to an offence. Hence, freedom of the media is not an absolute freedom.

The importance of the freedom of the press lies in the fact that for most citizens the prospect of personal familiarity with newsworthy events is unrealistic. In seeking out news, the media therefore act for the public at large. It is the means by which people receive free flow of information and ideas, which is essential to intelligent self-governance, that is, democracy.

For a proper functioning of democracy it is essential that citizens are kept informed about news from various parts of the country and even abroad, because only then can they form rational opinions. A citizen surely cannot be expected personally to gather news to enable him or her to form such opinions. Hence, the media play an important role in a democracy and serve as an agency of the people to gather news for them. It is for this reason that freedom of the press has been emphasised in all democratic countries, while it was not permitted in feudal or totalitarian regimes.

In India, the media have played a historical role in providing information to the people about social and economic evils. The media have informed the people about the tremendous poverty in the country, the suicide of farmers in various States, the so-called honour killings in many places by Khap panchayats, corruption, and so on. For this, the media in India deserve kudos.

However, the media have a great responsibility also to see that the news they present is accurate and serve the interest of the people. If the media convey false news that may harm the reputation of a person or a section of society, it may do great damage since reputation is a valuable asset for a person. Even if the media subsequently correct a statement, the damage done may be irreparable. Hence, the media should take care to carefully investigate any news item before reporting it.

Sometimes the media present twisted or distorted news that may contain an element of truth but also an element of untruth. This, too, should be avoided because a half-truth can be more dangerous than a total lie. The media should avoid giving any slant to news, and avoid sensationalism and yellow journalism. Only then will they gain the respect of the people and fulfill their true role in a democracy.

Reports were published of paid news — which involves someone paying a newspaper and getting something favourable to him published. If this is correct, it is most improper. Editors should curb this practice.

Media comments on pending cases, especially on criminal cases where the life or liberty of a citizen is involved, are a delicate issue and should be carefully considered. After all, judges are human beings too, and sometimes it may be difficult for them not to be influenced by such news. The British law is that when a case is sub judice, no comment can be made on it, whereas U.S. law permits such comment. In India we may have to take an intermediate view on this issue: while on the one hand we have a written Constitution that guarantees freedom of speech in Article 19(1)(a) — which the unwritten British Constitution does not — the life and liberty of a citizen is a fundamental right guaranteed by Article 21 and should not lightly be jeopardised. Hence, a balanced view has to be taken on this.

Also, often the media publish correct news but place too much emphasis on frivolous news such as those concerning the activities of film stars, models, cricketers and so on, while giving very little prominence to much more important issues that are basically socio-economic in nature.

What do we see on television these days? Some channels show film stars, pop music, disco-dancing and fashion parades (often with scantily clad young women), astrology, or cricket. Is it not a cruel irony and an affront to our poor people that so much time and resources are spent on such things? What have the Indian masses, who are facing terrible economic problems, to do with such things?

Historically, the media have been organs of the people against feudal oppression. In Europe, the media played a major role in transforming a feudal society into a modern one. The print media played a role in preparing for, and during, the British, American and French Revolutions. The print media were used by writers such as Rousseau, Voltaire, Thomas Paine, Junius and John Wilkes in the people's fight against feudalism and despotism. Everyone knows of the great stir created by Thomas Paine's pamphlet 'Common Sense' during the American Revolution, or of the letters of Junius during the reign of the despotic George III.

The media became powerful tools in the hands of the people then because they could not express themselves through the established organs of power: those organs were in the hands of feudal and despotic rulers. Hence, the people had to create new organs that would serve them. It is for this reason that that the print media became known as the Fourth Estate. In Europe and America, they represented the voice of the future, in contrast to the feudal or despotic organs that wanted to preserve the status quo in society. In the 20th century, other types of media emerged: radio, television and the Internet.

What should be the media's role? This is a matter of great importance to India as it faces massive problems of poverty, unemployment, corruption, price rise and so on.

In underdeveloped countries like India the media have a great responsibility to fight backward ideas such as casteism and communalism, and help the people in their struggle against poverty and other social evils. Since a large section of the people is backward and ignorant, it is all the more necessary that modern ideas are brought to them and their backwardness removed so that they become part of enlightened India. The media have a great responsibility in this respect.

TRAINING AND ITS METHODS

Training is the teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development. Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

TYPES OF TRAINING METHODS:

On-the-job training Methods:

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. Coaching:

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

2. Mentoring:

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching.

3. Job Rotation:

It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

4. Job Instructional Technique (JIT):

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us:

a. To deliver step-by-step instruction

b. To know when the learner has learned

c. To be due diligent (in many work-place environments)

5. Apprenticeship:

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters.

The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

6. Understudy:

In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

Off-the-job Training Methods:

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. Important methods include:

1. ***Lectures and Conferences:***

Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2. Vestibule Training:

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant. An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop. This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. During the Second World War II, this method was used to train a large number of workers in a short period of time. It may also be used as a preliminary to on-the job training. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

3. Simulation Exercises:

Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

4. Sensitivity Training:

Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

It reveals information about his or her own personal qualities, concerns, emotional issues, and things that he or she has in common with other members of the group. It is the ability to behave suitably in light of understanding. A group's trainer refrains from acting as a group leader or lecturer, attempting instead to clarify the group processes using incidents as examples to clarify general points or provide feedback. The group action, overall, is the goal as well as the process.

SHER-E-KASHMIR UNIVERSITY OF AGRICULTURAL SCIENCES & TECHNOLOGY OF KASHMIR

Sher-e-Kashmir University of Agricultural Sciences & Technology of Kashmir is an agricultural university located in Srinagar, Jammu and Kashmir, India. With its main campus in Shalimar, Srinagar, the University has multiple campuses, colleges, and research and extension centers across the Kashmir Valley and Ladakh regions of the state.

HISTORY:

In 1979, the expert team of Indian Council of Agricultural Research (ICAR) on the proposal of state government recommended establishment of agricultural university for the advancement of agricultural sector in the state. The Act for establishment of a university under the name and style of Sher-e-Kashmir University of Agricultural Sciences & Technology was passed by the State Legislature in the 33rd year of the Republic of India on 31 March 1982 which came into force on 1 August 1982 with its jurisdiction over the entire State of Jammu and Kashmir and headquarters at Shalimar, Srinagar.

With the establishment of Sher-e-Kashmir University of Agricultural Sciences & Technology (SKUAST) named after great patriotic leader Jenab Sheikh Mohammad Abdullah (popularly known as Sher-e-Kashmir) the agricultural education, research and extension training units were transferred to SKUAST from development departments of Jammu and Kashmir State — agriculture, animal husbandry, sheep husbandry and sericulture. The university operates on the Land-Grant College concept following the Model Act of SAUs evolved by ICAR. It is a multicampus university.

In 1998-99, the territorial jurisdiction of the university was redefined by amending the SKUAST Act 1982 under which a separate agriculture university was established for Jammu Division and named as Sher-e-Kashmir University of Agricultural Sciences and Technology of Jammu (SKUAST-J).

LIBRARY INFORMATION SYSTEM:

The Library System of Sheri-e-Kashmir University of Agricultural Sciences and Technology of Kashmir, comprises of 'Central Library' (CL) at the main campus Shalimar, and five Faculty Libraries and ten Research Centre/Station Libraries all across the Kashmir & Ladakh. The Library System supports the teaching, research and extension programmes of the University. All the Libraries in the System have been computerized and barcoded. The services are rendered in an automated mechanism both through online and offline mode. A sound IT Infrastructure base and Network facility has been established in all the constituent Libraries of the System. The sources and services of the System have been made highly visible through a dynamic Webpage incorporated in the University website and have also a live OnlinePublic Access Catalogue (OPAC).

The library system though multi-campus in nature is quite adequate, and well commensurate with the number of registered Library Members. The details of Library system is as under:

- Central Library, Shalimar Campus
- Faculty of Agriculture, Wadura
- Faculty of Veterinary & AH, Shuhama
- Faculty of Fisheries, Rangil
- Division of Sericulture, Mirgund
- Research Centre/ Stations/ Sub Stations and KVK/ETCs supporting
. Libraries

What is Mathematical economics?

Mathematical economics is the application of mathematical methods to represent theories and analyze problems in economics. By convention, the applied methods refer to those beyond simple geometry, such as differential and integral calculus, difference and differential equations, matrix algebra, mathematical programming, and other computational methods. An advantage claimed for the approach is its allowing formulation of theoretical relationships with rigor, generality, and simplicity.

Mathematics allows economists to form meaningful, testable propositions about wide-ranging and complex subjects which could less easily be expressed informally. Further, the language of mathematics allows economists to make specific, positive claims about controversial or contentious subjects that would be impossible without mathematics. Much of economic theory is currently presented in terms of mathematical economic models, a set of stylized and simplified mathematical relationships asserted to clarify assumptions and implications.

Broad applications include:

- optimization problems as to goal equilibrium, whether of a household, business firm, or policy maker
- static (or equilibrium) analysis in which the economic unit (such as a household) or economic system (such as a market or the economy) is modeled as not changing
- comparative statics as to a change from one equilibrium to another induced by a change in one or more factors
- dynamic analysis, tracing changes in an economic system over time, for example from economic growth.

Formal economic modeling began in the 19th century with the use of differential calculus to represent and explain economic behavior, such as utility maximization, an early economic application of mathematical optimization. Economics became more mathematical as a discipline throughout the first half of the 20th century, but introduction of new and generalized techniques in the period around the Second World War, as in game theory, would greatly broaden the use of mathematical formulations in economics.

This rapid systematizing of economics alarmed critics of the discipline as well as some noted economists. John Maynard Keynes, Robert Heilbroner, Friedrich Hayek and others have criticized the broad use of mathematical models for human behavior, arguing that some human choices are irreducible to mathematics.

The use of mathematics in the service of social and economic analysis dates back to the 17th century. Then, mainly in German universities, a style of instruction emerged which dealt specifically with detailed presentation of data as it related to public administration. Gottfried Achenwall lectured in this fashion, coining the term statistics. At the same time, a small group of professors in England established a method of "reasoning by figures upon things relating to government" and referred to this practice as Political Arithmetick. Sir William Petty wrote at length on issues that would later concern economists, such as taxation, Velocity of money and national income, but while his analysis was numerical, he rejected abstract mathematical methodology. Petty's use of detailed numerical data (along with John Graunt) would influence statisticians and economists for some time, even though Petty's works were largely ignored by English scholars.

The mathematization of economics began in earnest in the 19th century. Most of the economic analysis of the time was what would later be called classical economics. Subjects were discussed and dispensed with through algebraic means, but calculus was not used. More importantly, until Johann Heinrich von Thünen's The Isolated State in 1826, economists did not develop explicit and abstract models for behavior in order to apply the tools of mathematics. Thünen's model of farmland use represents the first example of marginal analysis. Thünen's work was largely theoretical, but he also mined empirical data in order to attempt to support his generalizations. In comparison to his contemporaries, Thünen built economic models and tools, rather than applying previous tools to new problems.

Meanwhile, a new cohort of scholars trained in the mathematical methods of the physical sciences gravitated to economics, advocating and applying those methods to their subject, and described today as moving from geometry to mechanics. These included W.S. Jevons who presented paper on a "general mathematical theory of political economy" in 1862, providing an outline for use of the theory of marginal utility in political economy. In 1871, he published The Principles of Political Economy, declaring that the subject as science "must be mathematical simply because it deals with quantities." Jevons expected the only collection of statistics for price and quantities would permit the subject as presented to become an exact science. Others preceded and followed in expanding mathematical representations of economic problems.

Branch: Meaning and Types

Meaning of Branch:

In order to increase the volume of profit, it is the primary aim of all business enterprises to increase their volume of sales. For this purpose, many firms open their shops in different parts of the locality/country. (The parent establishment is known as 'Head Office' and its offshoots are termed as 'Branch'.)

Besides, if branches are opened, particularly in developed regions, both the local consumers and the firms are benefited.

Practically, it is an extension of an existing firm. It should be remembered that a branch has its separate existence but does not possess any separate legal entity. That is why, it is said that it is nearly an extension and a profit centre of an existing firm. All activities of the branches are controlled by the Head Office.

According to Sec. 2 (a) of the Companies Act, 1958, a branch (office) is defined as:

"(a) "any establishment described as a branch by the Company, or,

(b) Any establishment carrying on either the same or substantially the same activity as that carried on by the head office of the company, or

(c) Any establishment engaged in any production, processing or manufacture, but does not include any establishment specified in any order made by the Central Govt., u/s-8.

Similarly according to Sec. 8, the Central Govt., may, by order, declare that in the case of any company any establishment carrying on either the same or substantially the same activity as that carried on by the Head Office of the Company, or any establishment engaged in any production, Passing or manufacture shall not be treated as a branch office of the company for all or any of the purposes of the Act.

It has already been stated above that a branch is an extension and a profit centre of the Head Office. Consequently profit of the branch is to be ascertained periodically by the Head Officer this purpose proper accounting should be maintained both in the books of branch as well as in the books of Head Office.

As the activities of branches vary from branch to branch, system of branch accounting depends on their nature, type, size, locality i.e., area of operation etc.

Types of Branches:

There are different types of branches according to their nature and magnitude of operation, although all the branches are operated under the instruction of Head Office. As a result, the system of branch accounting is not the same in all the cases.

However, branches may be classified as:

(i) Inland Branch (also known as Domestic Branch or Home Branch): These branches are situated within the territory of the country. These branches do not maintain accounts under Double Entry System. They simply read out periodical statements to Head Office relating to goods received, goods sold, amounts returned, expenses, stock position (both at the beginning and at the end.)

These branches are not allowed to purchase goods from outside market. As all collections are directly remitted to Head Office, naturally, expenses of branches are met by Head Office. In other words, these branches are operated and controlled by Head Office.

Dependent Branch:

Dependent branches are those which do not maintain separate books of account and wholly depend on Head Office. The result of the operation, i.e., profit or loss, is ascertained by Head Office. In other words Head Office maintains and opens a Branch Account in its book in order to find out the result of the operation. Branches supply some related information to the Head Office, i.e., position of cash, debtors stocks, etc.

Independent Branch:

Independent branches are those which maintain complete system of accounting. This particularly happens when their sizes are very large due to various functional complexities. In short, they prepare their accounts independently, i.e., they also purchase and sell goods for cash and credit independently in addition to the goods that are supplied by the Head Office.

They may supply goods to Head Office, pay expenses and deposit cash in their own account like an independent unit. Thus, they maintain their own accounts under Double Account System. That is why they are called Independent Branch.

(ii) Foreign Branch:

These branches are located outside the country. They are operated in the foreign country which has a different currency and, as such, question of rate of exchange will arise. These branches may be of: (i) Dependent Branch or (ii) Independent Branch depending on the method of accounting.

Management

Management (or managing) is the administration of an organization, whether it be a business, a not-for-profit organization, or government body. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees or volunteers to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources. The term "management" may also refer to the people who manage an organization.

Management is also an academic discipline, a social science whose objective is to study social organization and organizational leadership. Management is studied at colleges and universities; some important degrees in management are the Bachelor of Commerce (B.Com.) and Master of Business Administration (M.B.A.) and, for the public sector, the Master of Public Administration (MPA) degree. Individuals who aim at becoming management researchers or professors may complete the Doctor of Business Administration (DBA) or the PhD in business administration or management.

In larger organizations, there are generally three levels of managers, which are typically organized in a hierarchical, pyramid structure. Senior managers, such as the Board of Directors, Chief Executive Officer (CEO) or President of an organization, set the strategic goals of the organization and make decisions on how the overall organization will operate. Senior managers provide direction to the middle managers who report to them. Middle managers, examples of which would include branch managers, regional managers and section managers, provide direction to front-line managers. Middle managers communicate the strategic goals of senior management to the front-line managers. Lower managers, such as supervisors and front-line team leaders, oversee the work of regular employees (or volunteers, in some voluntary organizations) and provide direction on their work.

In smaller organizations, the roles of managers have much wider scopes. A manager can perform several roles or even all of the roles commonly observed in a large organization. There are many smaller organizations than larger ones.

According to Henri Fayol, "to manage is to forecast and to plan, to organise, to command, to co-ordinate and to control."

PRINCIPLES OF MANAGEMENT

1. Division of Work

In practice, employees are specialized in different areas and they have different skills. Different levels of expertise can be distinguished within the knowledge areas (from generalist to specialist). Personal and professional developments support this. According to Henri Fayol specialization promotes efficiency of the workforce and increases productivity.

2. Authority and Responsibility

In order to get things done in an organization, management has the authority to give orders to the employees. Of course with this authority comes responsibility. According to Henri Fayol, the accompanying power or authority gives the management the right to give orders to the subordinates.The responsibility can be traced back from performance and it is therefore necessary to make agreements about this.

3. Discipline

This third principle of the 14 principles of management is about obedience. It is often a part of the core values of a mission and vision in the form of good conduct and respectful interactions.This management principle is essential and is seen as the oil to make the engine of an organization run smoothly.

4. Unity of Command

The management principle 'Unity of command' means that an individual employee should receive orders from one manager and that the employee is answerable to that manager.If tasks and related responsibilities are given to the employee by more than one manager, this may lead to confusion which may lead to possible conflicts for employees.

5. Unity of Direction

This management principle of the 14 principles of management is all about focus and unity. All employees deliver the same activities that can be linked to the same objectives.All activities must be carried out by one group that forms a team. These activities must be described in a plan of action.

6. Subordination of Individual Interest

There are always all kinds of interests in an organization. In order to have an organization function well, Henri Fayol indicated that personal interests are subordinate to the interests of the organization (ethics). The primary focus is on the organizational objectives and not on those of the individual. This applies to all levels of the entire organization, including the managers.

7. Remuneration

Motivation and productivity are close to one another as far as the smooth running of an organization is concerned. This management principle of the 14 principles of management argues that the remuneration should be sufficient to keep employees motivated and productive.

8. The Degree of Centralization

Management and authority for decision-making process must be properly balanced in an organization. This depends on the volume and size of an organization including its hierarchy.

Centralization implies the concentration of decision making authority at the top management (executive board). Sharing of authorities for the decision-making process with lower levels (middle and lower management), is referred to as decentralization by Henri Fayol.

9. Scalar Chain

Hierarchy presents itself in any given organization. This varies from senior management (executive board) to the lowest levels in the organization. Henri Fayol 's "hierarchy" management principle states that there should be a clear line in the area of authority (from top to bottom and all managers at all levels). This can be seen as a type of management structure. Each employee can contact a manager or a superior in an emergency situation without challenging the hierarchy.

10. Order

According to this principle of the 14 principles of management, employees in an organization must have the right resources at their disposal so that they can function properly in an organization.In addition to social order (responsibility of the managers) the work environment must be safe, clean and tidy.

11. Equity

The management principle of equity often occurs in the core values of an organization.

According to Henri Fayol, employees must be treated kindly and equally. Employees must be in the right place in the organization to do things right.Managers should supervise and monitor this process and they should treat employees fairly and impartially.

12. Stability of Tenure of Personnel

This management principle of the 14 principles of management represents deployment and managing of personnel and this should be in balance with the service that is provided from the organization. Management strives to minimize employee turnover and to have the right staff in the right place. Focus areas such as frequent change of position and sufficient development must be managed well.

13. Initiative

Henri Fayol argued that with this management principle employees should be allowed to express new ideas.This encourages interest and involvement and creates added value for the company. Employee initiatives are a source of strength for the organization according to Henri Fayol. This encourages the employees to be involved and interested.

14. Esprit de Corps

The management principle 'esprit de corps' of the 14 principles of management stands for striving for the involvement and unity of the employees. Managers are responsible for the development of morale in the workplace; individually and in the area of communication. Esprit de corps contributes to the development of the culture and creates an atmosphere of mutual trust and understanding.

ADMINISTRATIVE STRUCTURE OF GOVERNMENT OF INDIA | Part-6

STATE GOVERNMENT:
State governments in India are the governments ruling States of India, and the head of the council of ministers in a state is chief minister. Power is divided between the central government and state governments.

STATE LEGISLATURE:
A state legislature that has two houses known as Vidhan Sabha and Vidhan Parishad, is a bicameral legislature. The Vidhan Sabha is the lower house and corresponds to the Lok Sabha. The Vidhan Parishad is the upper house and corresponds to the Rajya Sabha.

STATE EXECUTIVE:
The executive branch is the enforcer of law, it enforces laws made or enacted by the legislature, it also held responsibility for the government administrative system, it has the authority to adjourn and dissolve the legislature. The formulation and execution of governmental policies are also the responsibility of the executive.
State Executive consists of Governor and Council of Ministers with Chief Minister as its head.

GOVERNOR:
The Governor is the chief executive of a State in India. The powers and functions of the Governor of Indian State resemble that of the President of the Union Government. Like the President, the Governor is also a constitutional ruler, a nominal figure. He is not a real functionary. Generally speaking, the Governor acts on the advice of the Council of Ministers.
Governoris appointed by the President on the advice of the Prime Minister.
The Governor is appointed for a period of five years, but holds the office at the pleasure of the President. He may be removed by the President before the expiry of his term or he may even resign.

QUALIFICATIONS OF A GOVERNOR:
Article 157 and Article 158 of the Constitution of India specify eligibility requirements for the post of governor. They are as follows:
A governor must:
- be a citizen of India.
- be at least thirty-five (35) years old.
- not be a member of the either house of the parliament or house of the state legislature.
- not hold any other office of profit.

POWERS AND FUNCTIONS:
The primary function of the governor is to preserve, protect and defend the constitution and the law as incorporated in his/her oath of office under Article 159 of the Indian constitution in the administration of the State affairs. All his/her actions, recommendations and supervisory powers (Article 167c, Article 200, Article 213, Article 355, etc.) over the executive and legislative entities of a State shall be used to implement the provisions of the Constitution. In this respect, the governor has many different types of powers:
- ***Executive powers:*** The Executive power of the State is vested in the Governor. He exercises this power either directly or through the officers who are subordinate to him. All executive actions of the State are taken in the name of the Governor.

An important function of the Governor is to appoint the Chief Minister of the State. Other ministers are also appointed by the Governor on the advice of the Chief Minister. The ministers including the Chief Minister hold office during the pleasure of the Governor.
He has also the power to appoint the higher officers of the State including the Advocate-General and the members of the State Public Service Commission. He has also a share in the appointment of the Judges of High Court.
He is responsible for the administration of the welfare schemes of the scheduled castes and other backward class. He may appoint a minister for this purpose. The Governor has the constitutional right to know the decisions of the Council of Ministers relating to the administrative affairs of the State and the proposals for legislation. But like the President of the Union, the Governor has no diplomatic or military power.
- ***Legislative powers:*** Governor is an integral and indispensable part of the State Legislature. In some States, the State Legislature consists of the Governor and one House, the Legislative Assembly, while in other it consists of the Governor and the two Chambers known as the Legislative Assembly and the Legislative Council. The Governor possesses the powers to summon and prorogue the Houses of the State Legislature. He can also dissolve the Lower House—the Legislative Assembly—before the expiry of its term.

The Governor has been authorized by the Constitution to deliver an address to the State Legislature at the commencement of the first session of each year. He has also the power to send message to the State Legislature. The Governor has to nominate one member to Legislature. The Governor has to nominate one member to Legislature Assembly from the Anglo-Indian Community and also members to the Legislative Council (where it exists) from among the persons who have acquired special knowledge in art, literature, science, social service and co-operative movement.
In a State, a public bill cannot become an Act without the approval of the Governor. A bill passed by the State Legislature is presented to the Governor for his assent. The Governor may give his assent to the bill. Or he may withhold his assent from the bill. If the bill is again passed by the House or Houses of the State Legislature, the Governor is to give assent to the bill. He may also reserve certain bill for the assent of the President. This is an important function of the Governor of an Indian State.
When the State Legislature is not in session, the Governor may issue an Ordinance. It has same force as the law of the State Legislature. But it must be placed before the Legislature when it assembles again. If it is approved by the State Legislature, it will cease to operate after six weeks of the date of meeting of the State Legislature.
- ***Financial powers:*** Money bills can be introduced in the State Legislative Assembly only on the prior recommendation of the governor. He also causes to be laid before the State Legislature the annual financial statement which is the State Budget. Further no demand for grant shall be made except on his recommendation. He can also make advances out of the Contingency Fund of the State to meet any unforeseen expenditure. Moreover, he constitutes the State Finance Commission.
- ***Discretionary powers:***

The governor can use these powers:
- When no party gets a clear majority, the governor can use his discretion in the selection of chief ministerial candidate to prove the majority as soon as possible.
- He submits reports on his own to the president or on the direction of the president regarding the affairs of the state.
- He can withhold his assent to a bill and send it to the president for his approval.
- During an emergency rule per Article 353, governor can override the advice of the council of ministers if specifically permitted by the president only.

Narinder Nath Vohra

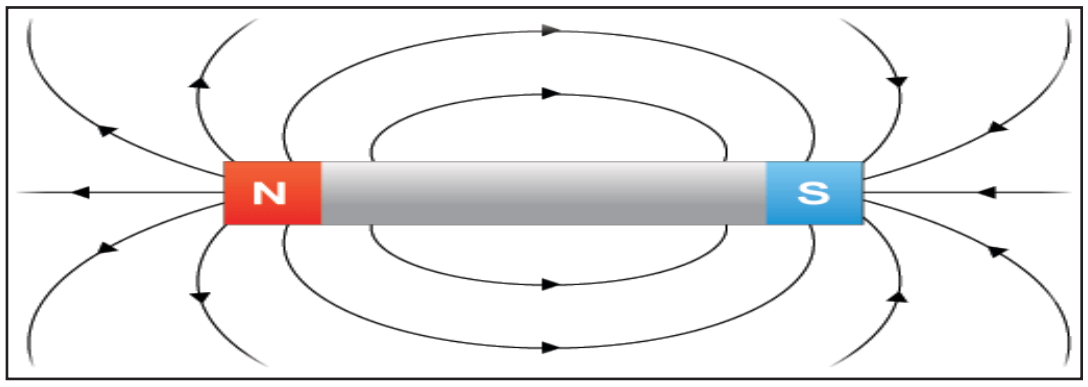
Narinder Nath Vohra (N. N. Vohra) (born May 5, 1936) is the current governor of the Indian state of Jammu and Kashmir. He took over from S K Sinha on June 25, 2008. He is the first civilian governor of Jammu and Kashmir in 18 years after Jagmohan.
Vohra was educated at Punjab and Oxford Universities, and served in the IAS between 1959 and 1994. He has served as Defence Secretary, Principal Secretary to Prime Minister I. K. Gujral in 1997-98 and was a member of the National Security Advisory Board from 1998 to 2001 when the NDA government was in power. He also headed the National Task Force on internal security and co-chaired the India-European Union Round Table in 2001. In between, he also served as director of the India International Centre and was chairman of the IDSA review committee. For his service to the nation, Vohra was awarded the Padma Vibhushan in 2007.
Since February 2003 until he became the governor, Vohra had been the Indian government's interlocutor in Kashmir. As such he had been holding wide-ranging discussions with both the elected representatives in the state and also the separatists in a bid to forge a common ground for the all-round development of the state.
His first major action was to withdraw the controversial Amarnath shrine land transfer order.

Magnetism | Magnetic Fields & Magnetic Force

Magnetism is one aspect of the combined electromagnetic force. It refers to physical phenomena arising from the force caused by magnets; objects that produce fields that attractor repel other objects.

A magnetic field exerts a force on particles in the field due to the Lorentz force, according to Georgia State University's HyperPhysics website. The motion of electrically charged particles gives rise to magnetism. The force acting on an electrically charged particle in a magnetic field depends on the magnitude of the charge, the velocity of the particle, and the strength of the magnetic field.

All materials experience magnetism, some more strongly than others. Permanent magnets, made from materials such as iron, experience the strongest effects, known as ferromagnetism. With rare exception, this is the only form of magnetism strong enough to be felt by people.



Opposites attract

Magnetic fields are generated by rotating electric charges, according to HyperPhysics. Electrons all have a property of angular momentum, or spin. Most electrons tend to form pairs in which one of them is "spin up" and the other is "spin down," in accordance with the Pauli Exclusion Principle, which states that two electrons cannot occupy the same energy state at the same time. In this case, their magnetic fields are in opposite directions, so they cancel each other. However, some atoms contain one or more unpaired electrons whose spin can produce a directional magnetic field. The direction of their spin determines the direction of the magnetic field, according to the Non-Destructive Testing (NDT) Resource Center. When a significant majority of unpaired electrons are aligned with their spins in the same direction, they combine to produce a magnetic field that is strong enough to be felt on a macroscopic scale.

Magnetic field sources are dipolar, having a north and south magnetic pole. Opposite poles (N and S) attract, and like poles (N and N, or S and S) repel, according to Joseph Becker of San Jose State University. This creates a toroidal, or doughnut-shaped field, as the direction of the field propagates outward from the north pole and enters through the south pole.

The Earth itself is a giant magnet. The planet gets its magnetic field from circulating electric currents within the molten metallic core, according to HyperPhysics. A compass points north because the small magnetic needle in it is suspended so that it can spin freely inside its casing to align itself with the planet's magnetic field. Paradoxically, what we call the Magnetic North Pole is actually a south magnetic pole because it attracts the north magnetic poles of compass needles.

Ferromagnetism

If the alignment of unpaired electrons persists without the application of an external magnetic field or electric current, it produces a permanent magnet. Permanent magnets are the result of ferromagnetism. The prefix "ferro" refers to iron because permanent magnetism was first observed in a form of natural iron ore called magnetite, Fe_3O_4. Pieces of magnetite can be found scattered on or near the surface of the earth, and occasionally, one will be magnetized. These naturally occurring magnets are called lodestones. "We still are not certain as to their origin, but most scientists believe that lodestone is magnetite that has been hit by lightning," according to the University of Arizona.

People soon learned that they could magnetize an iron needle by stroking it with a lodestone, causing a majority of the unpaired electrons in the needle to line up in one direction. According to NASA, around A.D. 1000, the Chinese discovered that a magnet floating in a bowl of water always lined up in the north-south direction. The magnetic compass thus became a tremendous aid to navigation, particularly during the day and at night when the stars were hidden by clouds.

Other metals besides iron have been found to have ferromagnetic properties. These include nickel, cobalt, and some rare earth metals such as samarium or neodymium which are used to make super-strong permanent magnets.

Other forms of magnetism

Magnetism takes many other forms, but except for ferromagnetism, they are usually too weak to be observed except by sensitive laboratory instruments or at very low temperatures. Diamagnetism was first discovered in 1778 by Anton Brugnams, who was using permanent magnets in his search for materials containing iron. According to Gerald Küstler, a widely published independent German researcher and inventor, in his paper, "Diamagnetic Levitation — Historical Milestones," published in the Romanian Journal of Technical Sciences, Brugnams observed, "Only the dark and almost violet-colored bismuth displayed a particular phenomenon in the study; for when I laid a piece of it upon a round sheet of paper floating atop water, it was repelled by both poles of the magnet."

Bismuth has been determined to have the strongest diamagnetism of all elements, but as Michael Faraday discovered in 1845, it is a property of all matter to be repelled by a magnetic field.

Diamagnetism is caused by the orbital motion of electrons creating tiny current loops, which produce weak magnetic fields, according to HyperPhysics. When an external magnetic field is applied to a material, these current loops tend to align in such a way as to oppose the applied field. This causes all materials to be repelled by a permanent magnet; however, the resulting force is usually too weak to be noticeable. There are, however, some notable exceptions.

Pyrolytic carbon, a substance similar to graphite, shows even stronger diamagnetism than bismuth, albeit only along one axis, and can actually be levitated above a super-strong rare earth magnet. Certain superconducting materials show even stronger diamagnetism below their critical temperature and so rare-earth magnets can be levitated above them. (In theory, because of their mutual repulsion, one can be levitated above the other.)

Paramagnetism occurs when a material becomes magnetic temporarily when placed in a magnetic field and reverts to its nonmagnetic state as soon as the external field is removed. When a magnetic field is applied, some of the unpaired electron spins align themselves with the field and overwhelm the opposite force produced by diamagnetism. However, the effect is only noticeable at very low temperatures, according to Daniel Marsh, a professor of physics at Missouri Southern State University.

Other, more complex, forms include antiferromagnetism, in which the magnetic fields of atoms or molecules align next to each other; and spin glass behavior, which involve both ferromagnetic and antiferromagnetic interactions. Additionally, ferrimagnetism can be thought of as a combination of ferromagnetism and antiferromagnetism due to many similarities shared among them, but it still has its own uniqueness, according to the University of California, Davis.

Electromagnetism

When a wire is moved in a magnetic field, the field induces a current in the wire. Conversely, a magnetic field is produced by an electric charge in motion. This is in accordance with Faraday's Law of Induction, which is the basis for electromagnets, electric motors and generators. A charge moving in a straight line, as through a straight wire, generates a magnetic field that spirals around the wire. When that wire is formed into a loop, the field becomes a doughnut shape, or a torus. According to the Magnetic Recording Handbook (Springer, 1998) by Marvin Cameras, this magnetic field can be greatly enhanced by placing a ferromagnetic metal core inside the coil.

In some applications, direct current is used to produce a constant field in one direction that can be switched on and off with the current. This field can then deflect a movable iron lever causing an audible click. This is the basis for the telegraph, invented in the 1830s by Samuel F. B. Morse, which allowed for long-distance communication over wires using a binary code based on long- and short-duration pulses. The pulses were sent by skilled operators who would quickly turn the current on and off using a spring-loaded momentary-contact switch, or key. Another operator on the receiving end would then translate the audible clicks back into letters and words.

A coil around a magnet can also be made to move in a pattern of varying frequency and amplitude to induce a current in a coil. This is the basis for a number of devices, most notably, the microphone. Sound causes a diaphragm to move in an out with the varying pressure waves. If the diaphragm is connected to a movable magnetic coil around a magnetic core, it will produce a varying current that is analogous to the incident sound waves. This electrical signal can then be amplified, recorded or transmitted as desired. Tiny super-strong rare-earth magnets are now being used to make miniaturized microphones for cell phones, Marsh told Live Science.

When this modulated electrical signal is applied to a coil, it produces an oscillating magnetic field, which causes the coil to move in and out over a magnetic core in that same pattern. The coil is then attached to a movable speaker cone so it can reproduce audible sound waves in the air. The first practical application for the microphone and speaker was the telephone, patented by Alexander Graham Bell in 1876. Although this technology has been improved and refined, it is still the basis for recording and reproducing sound.

The applications of electromagnets are nearly countless. Faraday's Law of Induction forms the basis for many aspects of our modern society including not only electric motors and generators, but electromagnets of all sizes. The same principle used by a giant crane to lift junk cars at a scrap yard is also used to align microscopic magnetic particles on a computer hard disk drive to store binary data, and new applications are being developed every day.

Guv chairs Special Meeting of SMVDU Executive Council

New Delhi, Jan 17: Governor N.N. Vohra, Chancellor of Shri Mata Vaishno Devi University (SMVDU), chaired a Special Meeting of the Executive Council of the University held here.

The Chancellor stressed the need for devising programmes and courses which offer quality education and unique value to students of the University; and directed that the proposals for starting new departments should be considered after the Academic Audit Committee has furnished its recommendations. The University must create a special niche in academics and research and, as a first step, work towards securing admissions of higher merit students with diverse backgrounds. The Council also approved 'in principle' a Scholarship Scheme to attract students with higher merit at the entry level for B.Tech, B. Arch and MBA Programmes and incentivize consistent performance by students.

The Executive Council discussed in detail the 'Perspective Plan' of the University, for the period 2017-2022, which aims at making it a technical Institution of national importance by enhancing the academic rigour, improving on standards of education and research, providing technical education in diverse fields, building visibility all over India and promoting productive collaborations with International institutions and Universities. The measures proposed to achieve these objectives would include conduct of Academic audit which is already underway, enhanced utilization of ICT including use of Moodle or similar Learning Management Systems; critical review of Question Papers by experts; up-gradation of curriculum based on feedback from all stakeholders; internship for students and faculty in good industries; establishment of Quality Circles for improving the academic processes; greater emphasis on industry interaction to make the academic processes more relevant.

The meeting was attended by Dr. S.S. Bloeria, Member, Shrine Board, Prof. Goverdhan Mehta, National Research Processor, University of Hyderabad; Prof. K. L. Chopra, former Director IIT Kharagpur; Dr. D.P. Aggarwal, former Professor IIT Delhi and ex-Chairman UPSC; Sh. R.P. Agrawal, former Secretary, Ministry of Human Resource Development; Dr. Sandeep Sancheti, President, Manipal University; Prof. Khurshid Iqabal Andrabi, Vice Chancellor, University of Kashmir; Prof. R. D. Sharma, Vice Chancellor, University of Jammu; Mr. P.K. Tripathi, Principal Secretary to the Governor and Mr. Ajeet K. Sahu, Chief Executive Officer, SMVDSB. The meeting was also attended by Prof. V. Verma, Dean Faculty of Engineering; Prof. V.K. Bhat, Dean, Faculty of Sciences; Dr. Yugal Khajuria, Incharge Dean of Students; Dr. Vandana Sharma, Dean Faculty of Humanities and Social Sciences; Dr. Sumeet Gupta, Associate Dean (AA) and Mr. Ajay Khajuria, Registrar of the University.

Naeem Akhtar visits GGM Science College

Jammu, Jan 17: Minister for Education, Mr Naeem Akhtar today visited Government Gandhi Memorial (GGM) Science College Jammu to take stock of the academic and infrastructural facilities in the College.

The Minister took a round of the whole college complex and also visited the hostel and the guest house.

During his visit to the college hostel, the Minister while expressing dismay over the dilapidated condition of the rooms, assured the inmates that the hostel accommodation would be improved keeping in view the heritage essence of the building.

Responding to the plea of the students regarding delay in allocation of the hostel facility after admissions, the Minister asked the College Administration to start online facility for allocation of hostel facility to the students alongside the admission process so that the students don't face any inconvenience.

The Minister also visited the Career Counseling Cell of the College and interacted with the students there. He asked the head of the Career Counseling Cell to start personality development courses for the students with special focus on spoken skills in English.

Secretary J&K State Sports Council, Mr Waheed-ur-Rehman Para, who accompanied the Minister during his visit to the College announced upgradation of sports facilities at the campus including laying of an Astroturf. He said special camps would be organized in the college for students to get trained in various sports.

SSA teachers accuse Govt of not paying their pending salaries

Srinagar, Jan 19: The Sarva Shikhshya Abhiyan (SSA), teachers Thursday accused government for not releasing their long pending salaries.

"Though the government had claimed that they had made funds available for the reimbursement of our pending salaries but the fact is that we did not get the pending salaries of last four months," one of the female SSA teachers posted at Ranawari zone told .

The female teacher said that she is running from pillar to post for her salary, but of no avail. "I haven't received salary of five months and despite repeated requests to the concerned officials, my salary is not released" she said.

"My salary was pending from last four months .After government claims that it has release funds to the SSA, I was expecting the release of my pending salary. But I did not receive any relief till now," another teacher said.

The Jammu & Kashmir Government had claimed that it has released funds for reimbursing pending salaries of teachers under the Sarva Shikhshya Abhiyan (SSA).

They (Teachers) said that the officials concerned made lame excuses every time and claimed technical snarls at the Central and the state levels as one of the reasons behind the delay," they maintained.

They said that the Centre sends its share on time. However, it stops sending the funds in case the state government fails to fulfill any of its conditions. "Whatever be the reason, we are suffering for many months now. Without salaries, how can we run our households?" remarked, one of the female SSA teacher.

Sources in the education department said that the main reason for delay in releasing salaries may be the delay on the part of the state government in submitting utilisation certificates (UCs) for the funds provided by the Centre under the scheme.

However one of the officials in the education department said that they have submitted the UCs.

The teachers said that they are planning to hold protests. "If our salaries will not be released within a week, we will start the massive protests against government," they threatened.

It is to mention here that the government has said that with the changing pattern of SSA Scheme from the Central government, the SSA teachers will be able to receive salaries at the end of every month.

Nayeem Ahktar Education Minister had on record had said that government of India has changed the funding pattern of the SSA Scheme. "First it was disbursed from Central share of (65%) and the state share of (35%) but now it has changed to (90%) central, and the (10%) state. This mess was left by the previous regime. Now I assure that there would be no hiccups in the future as an appropriate system is being put in place to ensure regular flow of funds from the Centre and its proper utilization as per norms, 'which was not a case in the past', he had said.

One of the top officials in the government told KNS that the education department has been directed to clear pending salaries of teachers at the earliest on priority.

Education Sector...

supporting these
initiatives.

The Deputy Chief Minister was speaking at the annual day function of Angel Public School at Dayalachak in Kathua, here today.

Dr Singh said the Government has already undertaken several initiates for augmenting the educational sector and these have started making impact on the ground. He said these initiatives will ensure that the students get quality educational and other related facilities which would be having a big impact on overall academics and its related fields.

The Deputy Chief Minister said that the present Government has undertaken several measures which have immensely contributed in making the educational scenario in the country at par with the various international universities and India is also coming up as an educational hub for several countries.

He said the sustained and systematic intervention by way of granting funds and other things has largely contributed in elevating the educational standards in the country.

Dr. Singh while referring to the visionary approach of late president Dr. A.P J Abdul Kalam said that the path shown by him for making India a global power to be reckoned with by 2020 needs to be followed.

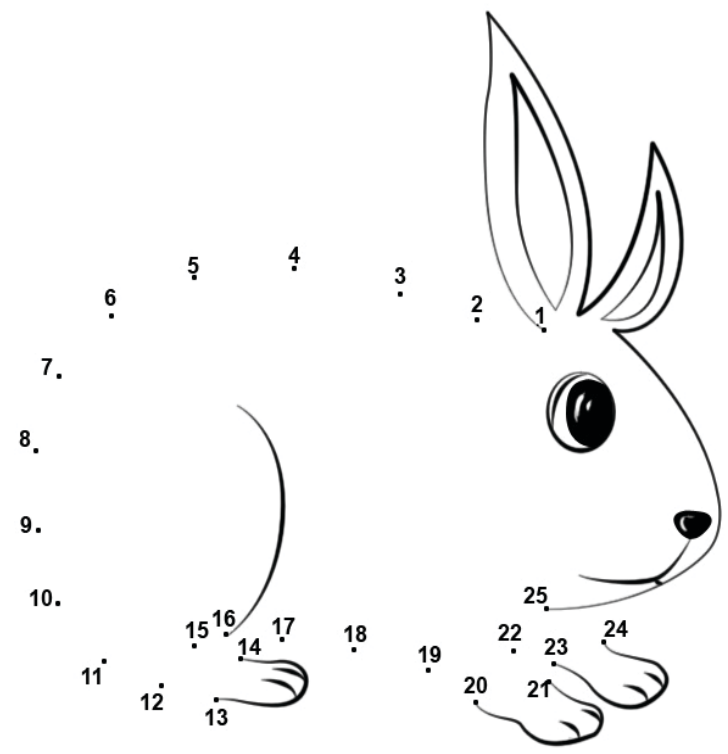
He said that it is admitted fact that India has emerged as one of the leading powers globally and now the onus lies on the people specially the younger generation to carry it forward.

"The 21st century as predicted by several global intellectuals and thinkers belongs to India and we have to ensure that we all contribute to ensure the same", he added.

The Deputy Chief Minister said that the private educational institutions have also played an important role in augmenting the initiatives undertaken by the Government for ensuring that the educational sector of the state touches new heights. He said that they have also contributed their bit which needs to be appreciated.

KIDZ

Color the Picture



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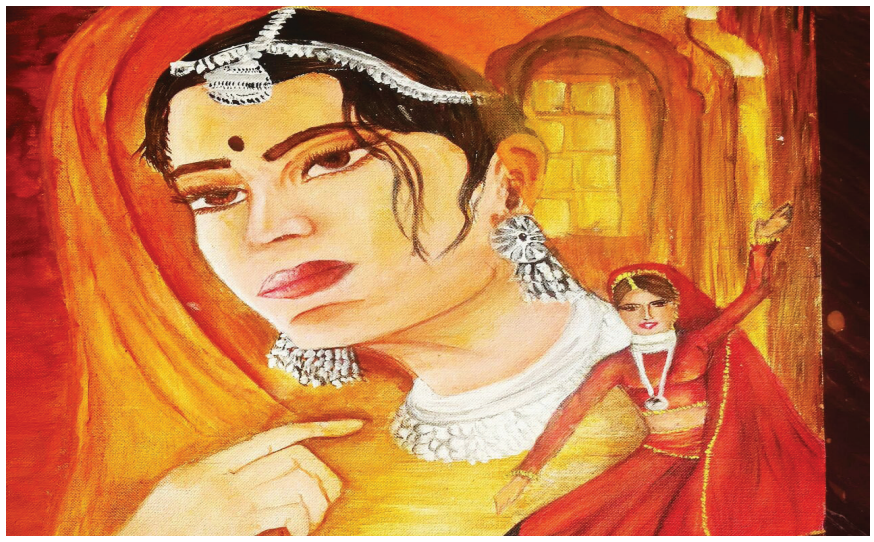

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