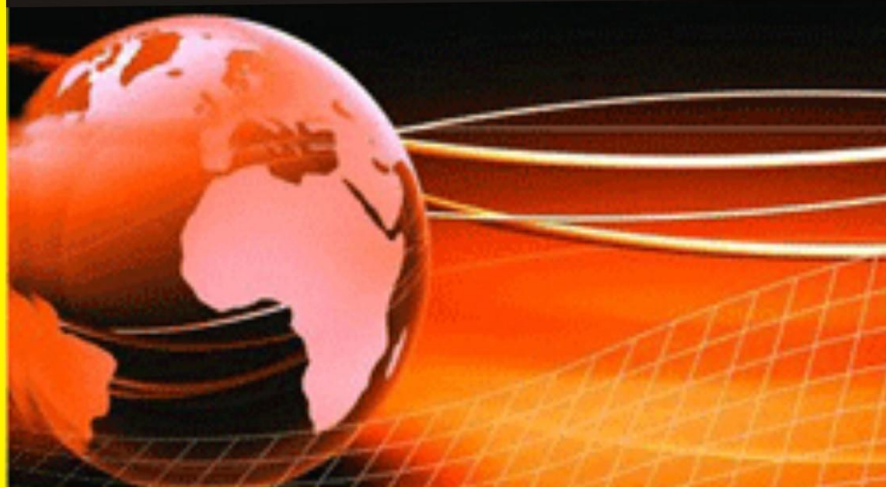


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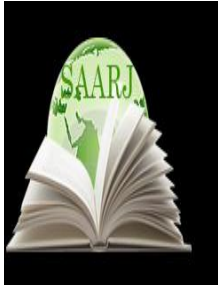
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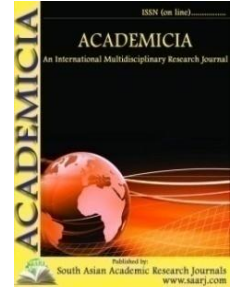
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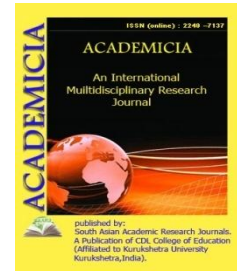
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LESSONS OF FINE ARTS WITH THE USE OF INFORMATION AND COMMUNICATIVE TECHNOLOGIES AND MODERN METHODOLOGICAL COMPLEXES

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ABSTRACT

Fine art is a complex subject that contains knowledge of composition, proportions, perspective. The task of the modern school is to form the ability to act and be successful in the conditions of a dynamically developing modern society. Therefore, it is worth considering how to make the learning process more productive. Pedagogical innovation is a deliberate qualitative or quantitative change in pedagogical practice and an increase in the quality of education. To help the teacher in solving this difficult task can a combination of traditional teaching methods and modern information technologies, including computer. In the process of preparing for lessons with the help of text editor Word cards with tasks of different levels of complexity, materials for conducting tests that enable students to assess their knowledge themselves. Today, computer technology can be considered the new way to transfer knowledge, which corresponds to a qualitatively new content of the child's learning and development. Currently, there is a growing increase in the impact of media technologies on people. This is especially a strong effect on the child, who with great enthusiasm will sit at the computer than read a book.

KEYWORDS: *Visual Arts, Multimedia, Collections, Galleries, Multimedia Libraries.*

INTRODUCTION

Currently, there is a growing increase in the impact of media technologies on people. This is especially a strong effect on the child, who with great enthusiasm will sit at the computer than read a book. Previously, a student could receive information on any topic through different channels: textbook, reference books, a teacher's lecture, a lesson outline. But, today, given the current realities, the teacher must introduce new methods of presenting information to the learning process. The question arises, why is this necessary? The brain of a child, tuned to

receive knowledge in the form of entertainment programs on television, is much easier to perceive the information offered in the lesson using media.

It is very important to organize the learning process so that the child is actively, with interest and enthusiasm working in the classroom, saw the fruits of his work and could appreciate them. To help the teacher in solving this difficult task can a combination of traditional teaching methods and modern information technologies, including computer. After all, using a computer in a classroom allows you to make the learning process mobile, strictly differentiated and individual.

As a teacher, due to the need to move to a higher level of education and upbringing of students, I chose the theme of self-education: "New approaches to teaching fine arts lessons using information and communication technologies and modern methodological complexes". To achieve the goal, I set the following tasks: explore existing media resources, create your own, test them in the classroom and in extracurricular activities, draw conclusions about the effectiveness of information and communication technologies in the fine arts classroom.

In view of the fact that the subject "Visual Arts" includes a large number of interdisciplinary connections and includes demonstrations of practically the entire surrounding world, illustrative material is often not enough; therefore, the created digital resources allow making the lesson learning process more efficient and provide an opportunity to improve your own professional skills. The level of the teacher and the level of their educational material.

It is no longer possible to imagine modern education and upbringing of students without the use of information and communication technologies. It is known that a computer has sufficiently wide possibilities for creating favorable working conditions for a teacher, making it possible to

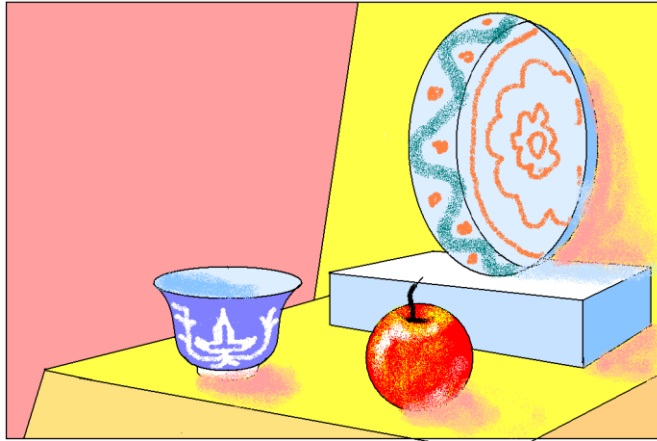


move from an authoritarian school to cooperation pedagogy, when a teacher and a student, being in equal relation to information resources, become partners with the teacher playing a leading role. Thus, information technologies provide an additional impetus for the development of school education. They help to increase learning resources, give students the opportunity to study at a higher level.

In the field of education, the following types of benefits are most commonly used:

- Electronic textbooks;
- Electronic encyclopedias, guides and reference books;
- Problem books;
- Collections, galleries, multimedia libraries;
- Tests and mn. other

Great support in preparing and conducting lessons is provided to the teacher by the Microsoft Office suite, which, in addition to the well-known Word text editor Word, also provides the Access database system and programs such as Paint and PowerPoint.

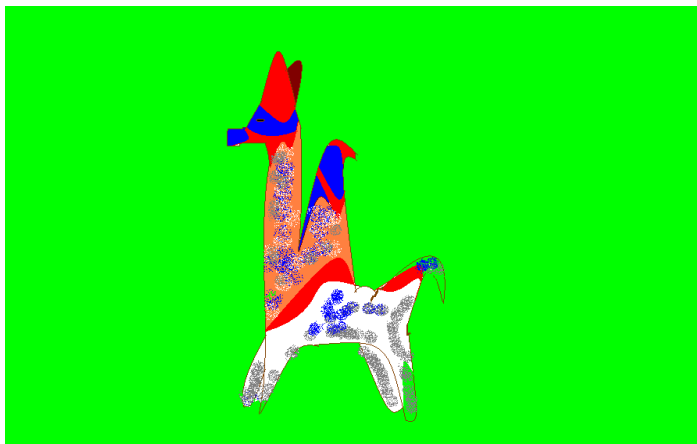


A real creative incentive for the teacher is the creation of lessons-presentations that become an integral part of the educational process. There are lessons where you need to draw a large number of charts and tables on the board; this requires a lot of time and space. This task is successfully solved with the help of a computer and a screen. The presentations help to satisfy the creative ambitions of teachers and supplement the base of the methodological development of lessons.

Working with presentations makes the teacher specify the volume of the material, formulate their thoughts very briefly and concisely, systematize the information received, presenting it in the form of a brief outline. In the course of viewing the presentation, students have a cognitive interest and all types of memory are involved, which contributes to a better absorption of the material. The developmental effect depends on the design of the program, its accessibility for the child, and the appropriateness of its level of development.

In the process of preparing for lessons with the help of text editor Word cards with tasks of different levels of complexity, materials for conducting tests that enable students to assess their knowledge themselves.

Computer technology can be used at all stages: both when preparing a lesson and in the learning process: when explaining a new material, consolidating, repeating. Currently, there are



Multimedia materials on the visual arts for primary school students in secondary schools. They are designed in accordance with the textbooks used in the study of fine art.

Electronic textbooks include: study materials, tests, practical tasks, reference book, video clips, animations, slides, photos. You can find all the necessary information in minutes. Tutorials are often accompanied by sound, commentary, and music.

Sociological data. Here are the most curious data found in a survey of parents of high school students:

- The majority (95%) of respondents believe that the computer has become as ubiquitous as a household item, like TV, for example.
- According to 88% of respondents, the computer is an assistant in the education of children.
- 64% of respondents believe that the unwillingness to learn how to use a computer indicates a narrow horizon, ignorance, stubbornness and technophobia.

- 56% of respondents believe that the World Wide Web is already one of the main sources of information.

- 48% - the computer is convenient and easy to operate.

Having studied the possibility of using computer technology in the classroom of the fine arts, the following conclusions:

- Modern computer technologies really have ample opportunities to create favorable conditions for the work of the teacher and students;

- bring to a qualitatively new level of application of explanatory-illustrative and reproductive teaching methods;

- the use of computer technology in the classroom allows you to diversify the forms of work, the activities of students, increase attention, increase interest in learning and the creative potential of students;

- The use of a multimedia projector allows you to work more efficiently on the text (clearly, aesthetically, saves time);

- develops the independence of students (the ability to find, select and arrange the material for the lesson, using the capabilities of the Internet).

Thus, the use of information and communication technologies in fine art lessons is not only possible, but also necessary, since computer programs involve children in development activities and form culturally significant knowledge and skills.

Today, computer technology can be considered the new way to transfer knowledge, which corresponds to a qualitatively new content of the child's learning and development. This method allows both the teacher and the student to enjoy the fascinating process of knowledge, to plunge into the bright colorful world.

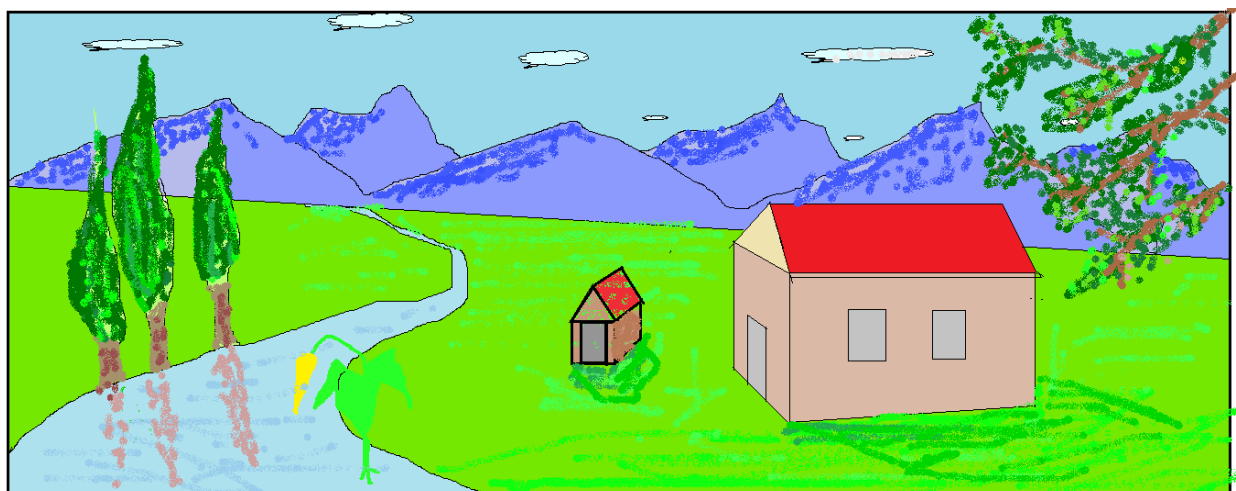


CONCLUSION:

The use of information technology helps the teacher to increase the motivation of teaching children to fine arts and leads to a number of positive consequences:

- enriches students with their figurative and conceptual integrity and emotional coloring;
- Psychologically facilitates the process of learning material by schoolchildren;
- excites a keen interest in the subject of knowledge;
- expands the general outlook of children;
- increases the level of use of visibility in the lesson;
- increases teacher and student productivity by – lesson.

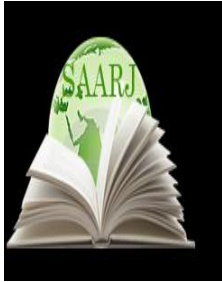
There is no doubt that in modern school the computer does not solve all the problems, it remains just a multifunctional technical training tool. No less important are modern pedagogical technologies and innovations in the learning process, which make it possible not only to “invest” a certain amount of knowledge in each student, but, first of all, to create conditions for the manifestation of students' cognitive activity. Information technologies, together with the correctly chosen (or designed) training technologies, create the necessary level of quality, variability, differentiation and individualization of training and education.



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CHANGING DISCOURSE OF EDUCATIONAL STATUS OF MUSLIM WOMEN IN INDIA: A NARRATIVE

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ABSTRACT

Women are as indispensable as men for the persistence near about half of the world's populace 49.6 percent (World Population Prospects, 2010: 2) and majority of them are drudged underneath the socio-cultural and religious structures. The development of a nation largely depends upon strapping up the dexterity and abilities of all segments of society regardless of caste, class, color, creed, region, religion and sex. Inequity towards women and their unequal treatment in connection with privileges, rights and status in numerous socio-economic and cultural spheres in the society have been from the centuries ago. Centuries have come, and centuries have gone, but the quandary of women has not changed much. Time has ineffectively watched women's agony in the form of discrimination, coercion, subjugation, exploitation, deprivation, degradation, aggression and humiliation. Bias against women continues equally in public and private spheres; it goes beyond national, cultural and religious margins and is repeatedly stimulated by patriarchal stereotyping and authority imbalances that are epitomized in laws, policies and practice. Muslim communities are among the poorest, educationally disenfranchised, economically vulnerable, politically marginalized group in the country. The fact is well documented in the Committee reports, census data and research studies. This scenario also helps us to deduce the condition of women among Muslims in India. Muslim women have remained backward in most of the areas of life and are slow in availing the benefits of the ongoing development process, in recent years there has been some signs of change. India now has half a century's experience in dealing with sharp inequalities and disparities rooted in

several millennia of its evolution, yet we still see sharp inequalities of gender caste, tribe, region, religion and rural-urban divide. In order to tackle this situation it is important to understand the processes responsible for this. This paper tries to analyze social status of Muslim women in India and to understand socio-structural factors behind their low status.

KEYWORDS: *Women, Religion, Patriarchy, Disparity, Social Status*

INTRODUCTION

The development of a nation largely depends upon strapping up the dexterity and abilities of all segments of society regardless of caste, class, color, creed, region, religion and sex. Inequity towards women and their unequal treatment in connection with privileges, rights and status in numerous socio-economic and cultural spheres in the society have been from the centuries ago. Devoid of concerning women in the programmes and performances of development, not simply obstruct their own development, social of human existence and progress of society (Osman, 1996: 1). Women add up to change and mobility towards social progress but also have an effect on the development of the entire nation (Azim, 1997: 11). Women are as indispensable as men for the persistence near about half of the world's populace 49.6 percent (World Population Prospects, 2010: 2) and majority of them are plod underneath the socio-cultural and religious structures. Inequalities between women and men, boys and girls play out across all areas of life in every country cutting across both public institutions such as governance systems and markets and the private sphere such as families and households (Millennium Development Goals Report, 2012: 22-25). Gender inequalities are reflected in the daily realities of women's and girl's lives including: the disproportionate number of women among those living in poverty; women's greater likelihood of living with violence in their homes when compared to men; women's and lack of control over their bodies and violations of sexual and reproductive rights; inequalities in access to quality education at all levels; and inequalities in the enjoyment of social and economic rights including access to decent work and equal pay, access to and control over assets, and universal social protection coverage over the lifecycle (Singh and Darroch, 2012). For centuries women were not treated equal to men in many ways. They were not allowed to own property, they did not have a share in the property of their parents, they had no voting rights, they had no freedom to choose their work or job and so on (Nagar, 2008). The differences are due to cultural legacies, historical development, geographic location, and, last but not least, the religious norms which predominate in society (Inglehart and Norris, 2003).

Objectives:

1. To analyze the status of Muslim women in India in comparison with the other religious minorities in India.
2. To examine the role of different intellectual movements and committee reports in uncovering the status of Muslim women in India.
3. To find out the different socio-structural variables which hinder the empowerment of Muslim women in India.

METHODOLOGY:

Keeping in view the above objectives of the study the data was collected from secondary

sources. A content analysis of various intellectual movements, studies and government reports was done.

FINDINGS OF STUDY

Role of intellectual movements-a century long ago

At the beginning of the twentieth century Muslim women successfully emerged from the isolation of traditional roles as self-aware individuals, determined to claim a greater role in public affairs, but still differences existed depending upon their socio-economic status, location and local needs. Muslim women were left behind in modern education till the first quarter of the twentieth century when the position of Muslims was drastically changed towards education and some upper middle class Muslim got modern education and they tried for the welfare of society. In 1915 the Begum of Bhopal founded All India Muslim Women's Organization and in March 1917 at Lahore Muslim ladies conference was held to find ways and means by which the welfare of the Muslim women in the subcontinent could be ensured in the field of politics. The *khilafat* Movement brought political awakening among the Muslims who were also inspired by a woman, *Abadi Begum*. The venerable mother of Ali brothers popularly known as *Bi Amma* toured the whole of India enlisting support for the *Khilafat* Movement. Muslim leaders like Muhammad Ali Jinnah and Ali brothers, played important role for the emancipation of Muslim women and because of their efforts a large number of Muslim women took part in the Movement. The year 1933 is regarded year of resurgent of Muslim National thought. This movement is considered a great historical event of the country (Husain, 1970: 22). In 1938, the Muslim League made the uplift and welfare of Muslim women. The league as the sole representative of the political aspiration of the Muslims had special responsibility to guide women in a manner that they could become equal partners in the social, economic and cultural upliftment of the Muslim society as a whole (Ali, 1999: 66). In 1944 Jinnah addressed in the following words, No nation can rise to the height of glory unless its women work side by side with men, it is a crime against humanity that our women are shut up within the four walls of the home as prisoners (Khan, 1976: 45). A new phase of this process began with impact of the west on Indian politics, social life, economy and culture. On individual level Sir Syed Ahmad Khan, *Deputy Nazir Ahmad*, *ShibliNomani* and *MaulanaHali* did their best to educate Muslim women.

Syed (1875) observed with anguish the Muslim's plight, sense of deprivation and injustice, he did not agree with their pessimism, despondency or fatalism. He resolved to face the challenge of emancipating his community from their educational backwardness, moral decadence and defeatism. The greatest hurdle in the way to achieve emancipation of the Muslim community was to bring them out of the isolation in which they had withdrawn (Thorpe, 1965). Syed favored the education which might inculcate into women the good qualities like nobility, manners, respect for the elders, love for the husband and fear of Allah. It should make them aware of religious commandments, proficient in house hold management and enable them to grow their children (Syed, 1973:37).

Ahmad (1980) believed that the future of Muslims was threatened by the rigidity of their orthodox outlook and obsolete education system, Ahmad feared that if they continued to boycott modern, scientific education they would be left behind economically and politically. He was convinced that modern education was the only panacea for their problems, henceforward all his endeavors were directed towards the educational emancipation of the Muslims in general and

Muslim women in particular. Regarding women education, he points out the grave consequences of illiteracy among women. He advocated strongly the ideas of women's education, which brings the beauty and management both inside and outside the house. His ideology is viewed as moderate because, Muslim society during the period of Nazir was in the process of being influenced by the Western civilization (Ahmad, 1980: 138).

Shibli (1909) expressed his great solidarity with Muslim women. He found that the most of the women were illiterate and superstitious. He voiced his concern about their inferior condition and advised Muslims to give women their due right, as well as treat them equally. He justified women's education by claiming that their education would benefit the men themselves (Shibli, 1990:58). Many scholars have also pointed out the socio-economic backwardness of Muslims in India (Siddiqui, 1971; Mondal, 1985; Ansari, 1992). Despite these efforts both at individual as well as government level in the country before and after independence for minorities of the society. Muslims have not been capable to find their due share in the entire welfare effort. Muslims are aware of the changes and the demands of the time, but they do not cope-up with the progress and development achieved by their counterparts in other religious groups. They are still struggling to overcome a number of socio-economic, cultural and religious constraints hampering their march towards progress and development. The rate and extent is more clarified by the analysis of decadal census of government of India.

Evidences of empirical studies

Menon (1981) explores social factors that hinder in raising the social status of Muslim women in Kerala. He argues that Kerala stands at the top in India in literacy but the Muslim community in Kerala is backward both educationally and economically particularly women. Though Islam is not against education of women and majority are aware of it, but this does not explain why the general level of education of Muslim women is very low where education is free and special educational concessions were given by the state to Muslim women. He highlights various factors responsible for depressing women's status in Muslim community. The practice of seclusion. They are not expected to go out without proper male escort. As a result of this, a majority of girls are compelled to discontinue their education after puberty. The practice of early marriage among community prevents them from continuing their education after marriage. The traditional customs and practices centering around marriage still continue in the community compel them to be entirely dependent upon men. The absence of socially defined occupational roles detracts them from the importance of education as a tool for achieving occupational skills. They are not expected to engage in any occupation outside home. Only a little percentage of women are employed and majority thinks it is men's responsibility to work and maintain home. The traditional value system of Muslim society assigns to women a position subordinate to men in society and this value system still enforced by men in the community. The author concludes that these social, structural and institutional factors in the community contain many elements which are dysfunctional to education.

Javed (1992) provides a proper sociological analysis of women who are the worst victims of sudden social change of any society. Her study highlights the case of lower class Muslim women in Hyderabad state of India who have been triply discriminated because of their sex, community and social class by an evil impact of oil buoyancy and the flow of petrodollars in Hyderabad. This oil boom introduced a peculiar pattern of emigration among the women of lower class. In

the lower class, attractive sum of money were offered to parents in exchanging of their daughters by the Arabs. The girls who were married off to Arabs were able to secure jobs for their brothers in West Asia, which in turn enhanced the entire family's economic condition. Succumbing to the temptations, poor parents started getting rid of their daughters and poverty without considering the age, health and economic position of the bridegroom. Indeed, they were not even careful to see if these marriages are genuine; their only concern was the money they got. These types of marriages became a flourishing business which suited both the parties due to their demanding conditions. The Arabs married three to four girls one after another and left all of them behind promising to send their visas after reaching his country. But the visas were never sent. Their parents expressed great regret and sorrow over such injustices, but they were helpless due to the compulsion of circumstances.

Vijapur (2007) highlights education among Indian Muslims. He mentions that education and acquisition of knowledge are the most important values that Quran emphasis. However, despite the Islamic egalitarian approach in insisting that every person must acquire knowledge, Muslims in India have remained educationally backward and the community has generally lagged behind others. He observes that the main reason for the education backwardness of Muslims appears to be a very narrow middle class base among the Muslims. Most of the people look at education as a means of entry into a job and to gain prestige and social mobility. Whenever they aspire for government jobs they tend to make effort for sending their children to schools and colleges. But whenever aspirations are unwilling to invest in education. The children of the community are found to be engaged in child labour rather than receiving education in schools. Furthermore, they are engaged in hazardous occupations such as: glass and bangle industry, brassware industry, carpet industry, diamond cutting, lock manufacturing, bidi and match box manufacturing, tailoring and embroidery etc. He also finds a very poor representation of Muslims in higher and professional educational institutions and very high dropout rate among Muslim boys and girls especially after middle and high school levels. The author suggested need of some constitutional and institutional measures and initiatives at community level to overcome the educational backwardness of Muslims.

Masih (2007) examines the deprivation of the Muslim boys and girls in getting elementary education. He strongly criticized the New Education Policy framed in 1986. While the government placed special emphasis on elementary education, increased the budgetary allocation exclusively for elementary education, has initiated a number of innovative programmes and projects which got substantial assistance from the international agencies, like the World Bank, united nation international children development fund, overseas development administration and Swedish international development agency but nothing concrete was done for the Muslims. He presents data on Muslims community and sex wise attendance in schools, expenditure on elementary schooling etc. The data about enrolment share of different community's presents elementary education is lowest among Muslims and highest among Christians. The trends for boys and girls of Muslim community have comparatively lowest access to elementary education when compared with the boys and girls of other religious groups. He concludes that efforts of government could be fruitful only when the community also responds to it positively. He says deprivation of Muslims in terms of their access to elementary education cannot be set right without the active involvement of community itself.

Halani (2007) observes that the economic backwardness of the Muslims was a consequence of centuries old socio-economic factors, such as invasions and conversions. The large-scale conversions during the medieval period could not assure Muslims prominent place in Indian society. The economic deterioration of the Muslim community becomes more rapid after the fall of the Mughal Empire. The advent of the British Rule replaced the economic institutions of the Mughal period and introduced their own. The change of official language from Persian to English kept Muslims away from jobs of prominence and trust. The Partition of India and large-scale migration of the Muslims to Pakistan after 1947 pushes the Muslims further into the traditional economic mould. The incapacity to march with the changing times and adapt themselves culturally to a new environment is not, of course due to any innate failing. It is derived from certain historical factors which blocked up avenues of development and prevented the release of talent. The backwardness of Muslims has been due to the two causes. The destruction of their upper classes during the early days of the British rule, and fact that vast majority are converts from the lowest class of Hindus, who have long been denied opportunities of growth and progress.

Kareem (2007) provides data on employment of Minorities in government, public and private Sector. He highlights the employment levels of various religious minorities and their representation in government services and autonomous bodies like defense services, profession of medicine, whole sale business and observes that the representation of Muslims is extremely low compared to Christians, Jains, Sikhs, Buddhists and Parsees which are other religious minorities present in India. In addition the author suggests some measures to promote employment such as reservation, regional resource centers etc.

Report of Government committees

The socio-economic backwardness of the Muslim community has been highlighted by a number of official reports and surveys. The Panel on Minorities and Weaker Sections headed by Gopal Singh (1983), the 43rd. Round of the National Sample Survey (1987-88), the Programme of Action, the New Education Policy, 1986 and the Sacchar committee report 2006 all draw attention to this. Most Muslim women remain invisible workers in the informal economy.

Singh (1983) enquire into the condition of Minorities, Scheduled castes, scheduled tribes and other weaker sections. The committee first brought into light the startling fact that Muslims in India are educationally most backward in some ranks even worse than the historically backward scheduled castes and scheduled tribes in the country. The committee's findings revealed that Muslims and Neo-Buddhists were the most educationally backward communities at the national level (Government of India, 1983:3-4). The participation rates of Muslims in elementary, secondary, graduate, post graduate and professional education does not commensurate with their share in population of relevant states. Although the participation rates are low the performance rates are not low as there is no much difference between the pass percentage of Muslims and others. The situation is bleak in the case of medical and engineering education in which participation rates are as low as three to four percent. They were deprived of the benefits of developmental schemes and were under-represented in governmental services and decision making bodies. It was found by the committee that their economic condition was worse than those of Schedule Castes and Schedule Tribes (Zakaria, 1995:163-166).

The national policy on education (1986) emphasized on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. According to the Policy, the Muslims along with *Neo-Bodhs* are the most backward component of the Indian population today, in the field of education they are far behind the other sections of society. The policy also highlighted to neutralize the accumulated distortions of the past; there will be a well-conceived edge in favour of women. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority through provision of special support services. The major emphasis was laid on women's participation in vocational, technical and professional education at different levels. The 43rd round of the National Sample Survey (1987-88) data on a comparative inter-religion studied concluded that, the Muslims are relatively worse-off than the majority of Hindus which include the Scheduled tribes, Scheduled castes, and Christian population in both the rural and urban areas in India. In fact, Muslims are poorly represented in public employment, occupying only six per cent of state government jobs, four per cent in the central government, three per cent in the Indian Administrative Services and less than one per cent in senior bureaucratic posts. These empirical surveys and data depict that how Muslims as a religious minority has been marginalized in the history of Indian formation. However, it portrays that Muslim community is often at discontent and dismayed with such a process of marginalization as it deprives them of many opportunities in life.

Sacchar (2006) prepare a report on the social, economic and educational status of Indian Muslims. The report highlighted the deplorable socio-economic plight of the Muslim community in India. Sacchar Committee Report shows clearly that the literacy and educational status of Muslims is particularly low. It has shown that Muslims are at double disadvantage with low levels of education combined with low quality of education; their deprivation increases manifold as the level of education rises. In some instances the relative share for Muslims is lower than even the Scheduled castes and Scheduled tribes (SCR 2006, 50). It notes that the community exhibits deficits and deprivation in practically all dimensions of development. In fact by and large, Muslims rank below Hindus, Other backward castes and other Minorities in almost all indicators considered (Government of India 2006: 237). Community are deeply impoverished and suffer from huge illiteracy, a high drop-out rate, depleting asset base, below average work participation and lack of stable and secure employment. The poor representation of Muslims in the employment market was also highlighted by the committee. A significantly large proportion of Muslim workers are engaged in the informal sector of the economy with little or no social security and their participation in the formal sector employment is significantly less than the national average. Muslim presence in the private sector was found to be even more dismal. The committee also found that the large proportion of community is with poor civic amenities and infrastructure facilities. On the whole Muslims face fairly high levels of poverty and their condition is only slightly better than that of Scheduled castes and Scheduled tribes (Government of India, 2006). According to Committee Report, the obsessive focus on select cases of Muslim women results in identifying the Muslim religion as the sole locus of gender injustice in the community. Consequently, the civil society and the State locate Muslim women's deprivation not in terms of the objective reality of societal discrimination and faulty development policies, but in the religious community space (Government of India, 2006: 12-13).

Present status of Muslim women in India

Muslims form the largest minority community in India. They constitute about 14.2 per cent of the India's total population and the second largest religious group followed by Christians, Sikhs, Buddhists and Jains. In Indian society, the Position and status of Muslim women has been continuously changing in the course of time. In popular perception, Muslim women are typically seen as a monolithic entity undistinguished and indistinguishable in their homogeneity. The spotlight, when it falls on them, tends to do no more than view the role of religion in their lives and reinforce the usual stereotypes: *pardah*, multiple marriages, *triple talaq*, the male privilege of unilateral divorce and the bogey of personal law (John and Shinde, 2012: 2). The degrading position of women in the beginning of the nineteenth century was indeed most deplorable. Describing the chaotic condition of women, it is observed that ideologically women were considered a completely inferior species, inferior to male, having no significance, no personality, socially she was kept in a state of utter subjection, denied any right, suppressed and oppressed (Desai, 1994). Certain reports by colonial authorities sought to create the impression that Muslims were opposed to the idea of Western education and that Muslim women were prevented from being educated. Regional reviews of education, however, refuted such generalizations, pointing to the differing levels of Western education among Muslims, depending upon their socio-economic status.

Education is one of the most important indicators of social status of a community. Education makes human beings rational and promotes Social development. The history of formal education is only a few centuries old. However India experienced Muslim rule for several centuries but education was not universalized. Two hundred years of British rule also could not spread education far and wide. It is only after independence of India and with the adoption of constitution that the right to universal education has been legally recognized irrespective of race, color, caste, gender, region and religion.

TABLE: 1. RELIGION WISE LITERACY IN INDIA *

Religious communities	Total literacy	Male literacy	Female literacy
Hindus	75.5	77.2	65.5
Muslims	60.0	68.6	59.9
Christians	90.3	86.4	80.9
Sikhs	70.4	76.2	69.8
Buddhists	73.0	84.2	72.9
Jains	95.0	98.4	94.9
Others	50.0	61.9	47.2
India	74.4	82.14	65.46

**Source: Census 2011 Govt. of India*

The rate of literacy according to 2011 census is found to be 74.04 percent for the whole country in which male literacy is 82.14 percent while the percentage for female is 65.46 percent. Except Muslims, all the rest of major religions have literacy rate higher than the national average. Jains have the highest total literacy rate of 95.0 percent followed by Christians with 90.3 percent and then Buddhists with 73.0 percent. The gap of male-female literacy rate is lowest among Jains and highest is found among other religions. Except Muslims, all the rest of major religions have literacy rate higher than the national average. In 2001 Muslims has the literacy rate of 59.1 which

increased only by one percent in ten years and is 60.0 percent according to recent census of 2011. In 2001, literacy rate of Muslim women was 50.1 per cent while as the literacy rate of Muslim men were 67.6 percent. In the recent census of 2011 the male literacy is 68.6 percent and female literacy is 59.5 percent. Muslims have the lowest participation rate of 31.3 percent in India. The male participation of Muslims is lowest among all the religious communities with the percentage of 47.5 percent and female percentage is next to Jains with 14.1 percent (Census of India, 2001).

The economic status of any community can be determined by the rate of work participation. The participation rate of Muslims is lowest among all communities. This shows that a very large section of Muslims are non-working. Lack of work participation is indicative of low status of the community which is clearly depicted from the table below.

TABLE: 2. RELIGION WISE WORK PARTICIPATION IN INDIA*

Religious communities	Work participation rate	Male participation rate	Female participation rate
Hindus	40.4	52.4	27.5
Muslims	31.3	47.5	14.1
Christians	39.7	50.7	28.7
Sikhs	37.7	53.3	20.2
Buddhists	40.6	49.2	31.7
Jains	32.9	55.2	09.2
Others	48.4	52.5	44.2
India	39.1	51.7	25.6

**Source: Census 2011 Govt. of India*

Work participation rate that is the percentage of workers to total population for the country is 39.1 percent in 2011 census. Religious groups which have work participation rate above the national average is in descending order are in other religions (48.4 percent), Buddhists (40.6 percent), Hindus (40.4 percent) and Christians (39.7 percent). Muslims have the lowest participation rate of 31.3 percent, Jains with 32.9 percent and Sikhs with 37.7 percent. Male work participation for the country in 2011 is 51.7 percent. Male work participation rate for Hindus, Jains and other religions are above the national level. The highest was among Jains with 55.2 percent which is followed by Sikhs (53.3 percent) and Hindus (52.4 percent). Muslims; Christians and Buddhists are other religious communities which have rates below the national level. The rate varies from the lowest of 9.2 percent among Jains to 44.2 percent among other religions. Muslim women in self-employed are 60 percent and the employment rate as regular workers in urban areas are 15.7 percent for Muslim women as compared to 51.5 percent for Christian women. There is marginal presence of Muslim women in salaried jobs (Waheed, 2006: 169). In India; on the whole, about 44 per cent of women in the key age group of 15-64 years partake in the workforce whereas in case of men about 85 per cent do the same. The workforce participation rate among Muslim women is only about 25 per cent on national level which is higher in rural area that is 29 per cent and only 18 per cent in urban areas (Government of India, 2006, 90).

CONCLUSION

On the completion of five decades of independence, Muslim communities are among the poorest, educationally disenfranchised, economically vulnerable, politically marginalized group in the country. The fact is well documented in the Committee reports, census data and research studies. This scenario also helps us to deduce the condition of women among Muslims in India. Muslim women have remained backward in most of the areas of life and are slow in availing the benefits of the ongoing development process, in recent years there have been some signs of change. Indian Muslim women are now standing to find the much desirable status guaranteed by the society under the name of equality of opportunity. As the relationship between religion and culture is reciprocal, religious systems are locked in a circle of mutual influence with social norms and patterns of social organization (Sinclair, 1986). Religion plays a vital role in the cultural life of different spaces. It is deeply rooted in people's experiences and influences the socio-economic and political direction of societies (Stump, 2008). Religion is an important variable than race or ethnicity (Peach, 2006: 353-55). It is apparent that the study of the status of women in religion also reflects the status of women in society as a whole (King, 1995). The status of women in society is an outcome of the interpretation of religious texts and of the cultural and institutional set-up of religious communities (Klingorova and Havlecik, 2015).

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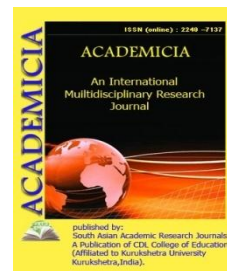
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OPTIMIZATION OF TERRITORIAL PLACEMENT AND DEVELOPMENT OF AGROINDUSTRIAL PRODUCTION OF THE REGION

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ABSTRACT

The purpose of the article is to develop a two-tier model and methodology for forecasting indicators of agricultural development and the territorial distribution of interrelated production of the agro-industrial complex of the region. The developed models take into account both the economic and social parameters of the functioning of the AIC. Alternative options are proposed and structural changes are justified in the production of agricultural products, processing enterprises in the conditions of increasing social orientation of the development of the agrarian economy.

KEYWORDS: *Structural Changes, Economic Management, Agro-Industrial Complex, Social Development, Food Problem, Unbalanced Structure, Acreage.*

INTRODUCTION

The structural changes in economic management in our country and the economic and social problems that arise in this case determine the adoption of specific measures to improve the management system of the agro-industrial sector (AIC). The main factors of economic and social

development of the country at the present stage can be economic methods of production management

As you know, the food problem has arisen and arises, in particular, from the unbalanced structure of sown areas. Among the measures needed to solve this problem, the most important, in our opinion, are the improvement of management methods of production and economic processes, the re-specialization of farms and areas to change the current situation in the production of food products. On the other hand, in connection with the transition to new forms of economic management and a multi-structured economy, the planning and management system of the agricultural sector should be focused on the preferential development of the social sphere.

In this regard, there is a need associated with the transformation of the agricultural sector and, above all, agriculture into a highly efficient, high-performance industry, and the most important condition for meeting these requirements is the rational allocation of production and improvement of the economic mechanism, as well as the use of new methods of farming. It is also necessary to adjust the complexity and target orientation in the use of investments, to ensure the development of all branches of the agro-industrial complex, primarily the processing industry, because the progressive world trend in the development of the agro-industrial complex is the accelerated growth of the processing branches in comparison with agriculture.

In terms of identifying new forms of economic relations, it is extremely important to correctly define the basic principles for regulating new forms of relations, in particular, rent-based ones, to solve other issues. Consequently, the most important indicator of the development of the agro-industrial complex is its structure and, in order to ensure its effective functioning, it is necessary not only to improve the structure of the agro-industrial complex production, but also to achieve maximum efficiency in the operation of each of its enterprises and to ensure the highest yield of final products.

The main purpose of the article is to research and develop optimization of the territorial location and development of interrelated production of the agro-industrial complex of the region in the conditions of strengthening the social orientation of the development of the economy.

An analysis of the current state of economic and social development of the Jizzakh region showed that it is located in the central part of Uzbekistan between the Syrdarya and Zeravshan rivers. The region produces 44,1% of the total volume of garments, 26,8% of knitwear and other types of industrial products of the republic. The industry of the region is represented by such important industries as chemical, light, food, etc. In the structure of marketable products of industries, the largest share is light industry (27,3%), chemical (5,6%).

Due to the favorable natural and climatic conditions, the agro-industrial complex of the region is represented by almost all sectors producing food and raw materials for industry. Occupying 8,1% of the territory of Uzbekistan produces about 12% of the gross agricultural output of the republic. In 2017, 502,9 thousand tons of grain, 221,8 thousand tons were produced in the region. cotton, 398,5 thousand tons of vegetables, 116,4 thousand tons of fruits and grapes, etc. Since agriculture is the core of the agro-industrial complex, the state of the entire agro-industrial complex and, first of all, of the food-producing industries will depend on the degree of its development. In this regard, when modeling the development and placement of the agro-industrial complex, it becomes important to conduct a causal analysis of the state of agricultural development, both in the past, in the present and in the future. On the other hand, in the optimal

functioning of the agro-industrial complex as a single organizational and technological system, a large role is played by the processes of transportation, storage, processing and sale of raw materials (products), and the solution of issues of material and technical supply. Among them, the most important is the processing of raw materials, because of the same type of raw materials you can make various types of food.

It is well known that not only industries and other service industries, but also non-production infrastructure sectors associated with the solution of the social problems of the village are of great importance for the effective functioning of the agro-industrial complex. In this plan, over the years, the plan for the introduction of student places has been fulfilled by 103,7%, hospitals and outpatient clinics - by 102,6%. The volume of personal services rendered to the population over the years increased by almost 27%, including in the countryside - by 19,2%. At the same time, there are shortcomings in the plans for the introduction of kindergartens, other social, residential and cultural-educational facilities.

It should be noted that the current unbalanced structure of sown areas, the high proportion of industrial crops, reflecting the unilateral monocultural character of agricultural development in Central Asia and leading to insecurity of the population in food does not meet modern requirements, although in recent years some changes in the ratio of sown areas have been identified, technical and food crops. In modern conditions, the priority of the consumer and the regulation of the structure of production, the sequence of tasks being solved, their focus on the final result, the improvement of management of all processes and the improvement of the socio-economic efficiency of the entire system are the main tasks of the functioning of the agro-industrial complex. The main criteria for the efficiency of the functioning of the agro-industrial complex should be the improvement of the mechanism for managing its sectors and the level of provision of the population in fresh and processed products with rational distribution and use of natural and economic resources. In accordance with this, the article discusses the fundamental approaches to modeling the socio-economic development of the agro-industrial complex of the region on the example of the region and solves specific problems associated with these approaches.

The structure of the regional agro-industrial complex is a complex economic-production controlled system, and a systematic approach serves as a general theoretical and methodological basis for the analysis and study of such a system of interacting and interrelated elements. This approach is designed to provide a comprehensive analysis of the development and interaction of both organizationally and technologically related sectors within the agro-industrial complex itself, and its inter-sectoral ties with other sectors of the economy. Consequently, the use of a systematic approach as the main method of studying complex dynamic systems allows not only to consider the structure of the agro-industrial complex as a complex system consisting of many elements (subsystems), but also to determine the "boundary" of the system's functioning, conduct a comprehensive analysis of inter-branch relations and consider the agro-industrial complex as a single targeted a system that has both global and local goals and sub-goals. The main subsystems (elements) of this system are the production, transportation, processing, storage and sale of agricultural products. The specific features of the system under consideration are dynamism, purposefulness, hierarchy.

The effectiveness of the functioning of the system is determined by the improvement of the forms and methods of management and the rational distribution and use of active resources. One of the methods of improving the management system is the use of economic and mathematical methods in the organization, planning and management of branches of the agro-industrial complex. At the same time, the assessment of the efficiency of the functioning of the system in mathematical modeling of socio-economic processes leads to the use of an integrated approach to determining the main components of the adopted criteria for the effectiveness of the functioning of the system. For example, if the efficiency of the functioning of the agro-industrial complex (global goal) refers to the degree of satisfaction of the needs of the population in fresh and processed products, the main local criteria for such efficiency may be production in physical and monetary terms, increased labor productivity, reduced production costs, and so on. In addition, expert judgment can be used in determining the performance of the system.

Basically, when modeling the development and placement of branches of the agro-industrial complex at the regional level, a system of models is built: econometric and mathematical, with the latter being optimization, imitating, etc. The econometric models can be attributed to the economic base model, multivariate analysis of yield (productivity), unit cost of production, forecasting models of individual indicators (sectors) of the development of the agro-industrial complex, etc. For example, to predict the fluctuations in the development of the agroindustrial complex of the region, an econometric model can be constructed consisting of a set of interrelated equations, each of which has the form

$$y_{it} = f(x_{it}, z_{kt}, u_t) \quad (1)$$

where y_{it} –the endogenous variable at time t , which is a function of endogenous variables y_{it} , exogenous y_{it} , and estimated error y_{it} .

Various functions (linear, cyclic, etc.) can be used to align the series of yields dynamics (productivity).

The desired parameters in equations (1), (2) are determined in a standard way.

The hierarchy of the regional agriculture management structure determines the block principle of modeling the development and placement of branches of the agro-industrial complex and the use of block linear programming methods. At the same time, the starting point for any economic task is: the study of production factors, the establishment of the boundaries of the system under study, taking into account all its elements and relations with the external environment.

$$y_t = \begin{cases} a + bt \\ a + bt + ct^2 \\ a + bt + c \sin \frac{2\pi}{N} t + d \cos \frac{2\pi}{N} t \\ a + bt + \frac{c}{t} + d \sin \frac{2\pi}{N} t + e \cos \frac{2\pi}{N} t \\ \dots \\ ae^{bt} \\ e^{a+bt} \end{cases} \quad (2) \quad \text{From}$$

the point of view of modeling production and economic processes, a block-diagonal system is considered, consisting of a series of block-diagonal subsystems interconnected by inter-block

constraints. On this basis, the developed economic-mathematical model of the development and placement of the AIC at the regional level in a matrix-vector form looks like:

Find extremum function

$$f(x_t^r) = \sum_{r \in R} C_t^r x_t^r, \quad t \in T \quad (3)$$

Under restrictions

- Use of production resources

$$A_t^r x_t^r \leq B_t^r, \quad t \in T, r \in R \quad (4)$$

- Production of a guaranteed volume of s - type product

$$\sum_{r \in R} L_t^r x_t^r \geq Q_{st}, \quad t \in T, s \in M_r \quad (5)$$

- The use of s - th type of raw materials in areas,

$$\sum_r L_t^r x_t^r - \sum_{r, \gamma} N_{st}^{\gamma r} = 0, \quad s \in M_r, r \in R \quad (6)$$

- Storage of s - th type of raw materials,

$$\sum_r N_{st}^{\gamma r} - \sum_{r, \theta} N_{st}^{\theta r} = \sum_r N_{st}^{\gamma r}, \quad s \in M_r, r \in R, \theta \in \Theta \quad (7)$$

- The distribution of s - th type of raw material after storage,

$$\sum_r M_{st}^{\gamma r} = \sum_r T_{st}^{\gamma r} + \sum_r U_{st}^{\gamma r}, \quad t \in T, s \in M_r, r \in R \quad (8)$$

- Production of final products,

$$\sum_{s, r \in R} \theta_{mst}^r (N_{st}^{\gamma r} + T_{st}^{\gamma r}) \geq Q_{mt}, \quad t \in T, s \in M_r, r \in R \quad (9)$$

- Implementation of the s -th type of product in fresh,

$$\sum_{r \in R} (N_{st}^{\gamma r} + U_{st}^{\gamma r}) \geq O_{st}, \quad t \in T, s \in M_r, r \in R \quad (10)$$

- Variables should not be negative

$$x_t^r \geq 0, N_{st}^{\gamma r} \geq 0 \quad (11)$$

where $A_t^r = \|a_{ijt}^r\|$ - is the matrix of production costs; $L_t^r = \|l_{sjt}^r\|$ - productivity matrix (diagonal); $C_t^r = \|c_{jt}^r\|$, $B_t^r = \|b_{it}^r\|$ - respectively, vectors of indicators of intensification of production and availability of production resources; Q_{st} - the volume of production of s - th type of raw materials; $N_{st}^{\gamma r}$ - the volume of the s - th type of raw materials used in the γ - th direction; $P_{st}^{\theta r}$ - the volume of losses of the s - type of raw material at the θ - th storage method; $M_{st}^{\gamma r}$ - net

volume of s - th kind of raw material after storage; T_{st}^{yr}, U_{st}^{yr} - accordingly, the volumes of s - th kind of raw material going for processing and fresh sale after storage; Q_{mt} - volume of the m - first type of end product; O_{st} - the volume of the s -th type of raw material intended for fresh sale; $j \in J_r$ - many industries; $i \in I_r$ - many production resources; $r \in R$ - many objects of management; $s, m \in M_r$ - many types of raw materials and end products; $\theta \in \Theta$ - many ways to store raw materials; γ - the number of directions for the use of raw materials; $t \in T$ - many years of the study period under consideration.

Model (3) - (11) has a block diagonal form, and its implementation was carried out by block linear programming methods. The task model includes restrictions on the use of natural and material resources, feed, fertilizers, fixed production assets, capital investments and the production and distribution of raw materials, the distribution of gross and marketable products, etc. The dimension of the extended matrix of the problem is $(min) = (314 \times 500)$. The distribution of variables by industry: crop production - $(x1, x2, \dots, x13)$, livestock - $(x14, x16, x18)$, additional - $(x13, x15, \dots, x33)$ (regional blocks), the volume of raw materials production (products) - $(x481, x482, \dots, x498)$, gross output and current expenses - $(x499, x500)$ (regional block). The calculations were carried out on a computer. Yield (productivity) and other indicators were modeled using functions (2) and production functions. In particular, the following models were obtained for cotton and grain conditions of Jizzakh region and Dustlik district:

a) cotton (Dustlik district)

$$y_{it} = \begin{cases} 3,69e^{0,049t} \\ 2,67t^{0,301} \\ 14,87 - \frac{0,98}{t} \\ 1/(0,097 - 0,0023t) \\ t/(0,049 + 0,0251t) \\ 10,97 + 3,45lnt \\ e^{3,0312} - 0396t \end{cases}$$

b) grain (Jizzakh region)

$$y_{it} = \begin{cases} 31,69 + 0,076t \\ 28,67 + 0,67t + \frac{5,67}{t} \\ 24,87 + 0,98t + 4,46 \sin \frac{2\pi}{N}t + 6,87 \cos \frac{2\pi}{N}t \\ 31,98 + 3,87t - \frac{2,74}{t} - 0,27 \sin \frac{2\pi}{N}t + 7,68 \cos \frac{2\pi}{N}t \\ 13,17 - 0,33t + 0,07t^2 \\ 14,15 + 3,45lnt + 1,98 \sin \frac{2\pi}{N}t + 2,89 \cos \frac{2\pi}{N}t \\ -32,17 - 0,01t + 101,8t^2 + 111,08lnt + 3,11 \sin \frac{2\pi}{N}t + 15,21 \cos \frac{2\pi}{N}t \end{cases} \quad (12)$$

The choice of prognostic function is carried out using estimated indicators (parameters). The number of prognostic functions used in the processing of technical and economic indicators of about 20.

Based on the implementation of three statistical tasks at two “time points”, three options were obtained for the development and deployment of the agro-industrial complex of the Jizzakh region. Analysis of the obtained variants of social and economic development of the region for the period up to 2025 shows that the obtained numerical results, without pretending to be final and to a high degree reliable, on the one hand, can serve as baseline data for the preparation of scientifically based forecasts of the development of agro-industrial sector. On the other hand, the developed methodology for multivariate calculations using economic-mathematical methods can be used in the practice of analyzing, planning and managing the sectors of the agro-industrial complex.

According to the options received and on the basis of the obligatory condition of the task of developing and locating agricultural production and other branches of the agro-industrial complex, certain changes in the structure of agricultural crops may occur in the long term to achieve the necessary level of satisfaction of the food needs of the population. For example, if the sown area of grain and leguminous crops in 2025 and 2030. compared with the annual data for 2016-2018. will increase by 5,7 and 6,8%, respectively, then cotton crops over this period, on the contrary, will decrease by 1,7 and 4,1%, respectively. In addition, food and feed crops can be significantly increased, and these changes can occur in all districts of the region.

If the increase in the sown area of the food industry is due to the achievement of the level of food supply to the population, the reduction in cotton sowing should not have an effect on the production of the required amount of raw cotton for the economy. For example, while ensuring the output of raw cotton from 1 hectare of sowing in the range of 31–34 centners, it is possible to obtain from the same areas 220–232 thousand tons of cotton, which is respectively 2,9 and 4,7% more than in previous periods. At the same time, the placement of branches of agricultural production, as before, occurs mainly in those areas where there are the most favorable conditions for the placement and production of each type of food product. In other words, there will be no significant changes in the distribution of agricultural production in the districts of the region.

Although in the future the existing structure of development of livestock production sectors will be preserved, at the same time, with a slight increase in the number of livestock and poultry and an increase in their productivity, there are favorable conditions for increasing the production of livestock products. This, above all, can contribute to increasing the productivity of livestock and poultry, and according to calculations, the milk yield from 1 head of a feed cow in 2015 should average 4761 kg, 2025 - 4812 - 4901 kg, wool – 3,1 – 3,3 and 3,55 – 3,63 kg, eggs - 190 - 200 and 210 - 221 pieces, respectively. This makes it possible to increase milk production to 430,5 – 450,1 thousand tons, meat - to 155,4 – 160,7 thousand tons, etc. Moreover, per capita food production, according to the results, is markedly increasing, although the growth of some food products (for example, melon, meat, milk) does not meet the demand of the population for these products.

Food production per capita in the Jizzakh region for the future (kg)

Cash type	Fakt for 2018	Options for model calculations			Calculation options in % to the actual for 2019		
		1	2	3	1	2	3
Potatoes	50,7	52,7	56,2	60,4	103,9	106,7	107,5
Vegetables	300,8	305,6	317,2	334,4	101,6	103,8	105,4

Melons	204,0	211,3	223,4	241,0	103,6	105,7	107,9
Fruits and berries	65,7	68,7	73,3	79,4	104,6	106,7	108,3
Grapes	22,2	24,7	28,6	34,1	111,4	115,8	119,2
Meat	153,4	172,9	198,6	232,6	112,7	114,9	117,1
Milk	427,2	441,7	476,6	520,9	103,4	107,9	109,3

It should be noted that, along with economic factors, social factors, such as the construction of housing, schools and kindergartens, healthcare facilities, culture, life, etc., play an important role in the development of the agroindustrial complex. Calculations showed that the total housing stock of the Jizzakh region in 2020 and 2025 can reach respectively 24693 and 27200 thousand square meters, which is much more than in the past years.

In general, as the results of calculations show, all three options have a practical orientation. But the greatest preference should be given to the third option, since the results of this option are of the greatest interest in many parameters of the socio-economic development of the agro-industrial complex in 2020, reaching 1680000 million sum, and in 2025 - 1834600 million sum, including agriculture, respectively – 1420700 – 1531600 million sum.

CONCLUSIONS

1. The study of the current state of development of the branches of the agro-industrial sector in conjunction with other sectors of the economy showed that the main direction in improving the efficiency of the agro-industrial complex is the use of economic management methods, ensuring freedom of action and entrepreneurship in organizing production, processing, storage and sale of raw materials. In addition, the effectiveness of the functioning of the system is directly related to the elimination of excessive centralization of management, the lack of direct links between science and production, and the insufficient development of social infrastructure facilities.
2. The most important issue of improving the planning and management of the processes of socio-economic development of the agro-industrial complex of the region and providing the population with food and social and living standards in rural areas is the accelerated development of agriculture and other branches of the agro-industrial complex based on a comprehensive analysis of inter-farm and inter-farm production relations, improvement of planned indicators, the use of economic methods of management of production, transport and social welfare processes.
3. A complex of economic-statistical and mathematical models of forecasting and optimal development and territorial distribution of agro-industrial production is proposed, taking into account the creation and effective use of the database. The implementation of the developed set of models and modeling techniques allows you to make science-based decisions on the socio-economic development of the region based on the analysis of various alternative options.
4. Experimental calculations carried out on a computer using the developed models:
 - a) determine the results of a rational combination of agricultural sectors and other branches of the agro-industrial complex and, on this basis, improve the structure of sown areas and the processes of production, distribution and use of agricultural products; sources of tasks for the production of intermediate and final products and various options for making practical decisions; internal reserves of the production of raw materials and final products of the agroindustrial

complex, quantitative and qualitative assessment of production resources, providing the population with food, etc .;

b) show that by improving the mechanism for managing production, technological and transport processes, rational distribution and use of strategic resources, using economic planning methods, it is possible to ensure the efficiency of the system and, on this basis, increasing the production of raw materials, organizing transportation, storage, processing and implementation agricultural products.

5. The results of theoretical studies on economic and mathematical modeling of the development and location of agro-industrial sectors and experimental calculations presented in the article make it possible to draw a conclusion about the feasibility of using the developed methodology and model of development and placement at the regional and district levels for practical purposes, and it can provide a positive economic effect.

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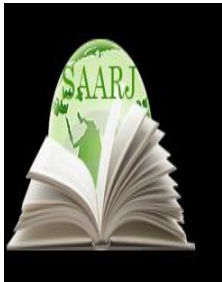
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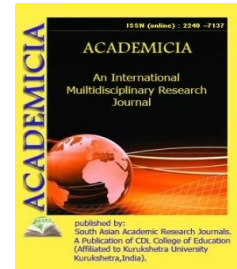
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ARTICLE 370: THE SPECTRE OF A LAW

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ABSTRACT

Article 370 is like narrow bridge between Kashmir and mainland India. It is a spectral law that continue to haunt the consciousness of both Kashmir and India. A plain reading of Article 370 makes it clear that the relationship of Jammu and Kashmir with the Union of India is governed by this article. The other article that applies to Jammu and Kashmir is Article 1 of the Constitution of India. There remains no scope for doubt on the question of the state being integral part of the territory of India. It should be noted that there have been a number of presidential notifications under this Article since 1950 making other requirements of the Constitution of India applicable to Jammu and Kashmir also without any legal impediment. But the question of abrogation of this Article or of even limiting of its scope is not permitted under proviso Article 370(3) except upon the recommendations of the Constituent Assembly of the State which shall be required to be convened for the purpose. The law has been a site of numerous contestations and it will continue to do so.

KEYWORDS: *Kashmir Politics, Article 370, Indian Constitution, Autonomy*

INTRODUCTION

The Indian constitution has given an article which is known as Article 370. It grants special autonomous status for Jammu and Kashmir. The Indian constitution made this Article under part XXI. The Article 370 deals with temporary, transitional, and special provisions. All laws of the Indian constitution are applicable to all states in India except Jammu and Kashmir for example till 1965, the state has Prime minister in place of Chief Minister and J&K was sadri-Riyasat for

Governor. The leader of the Muslims in the valley Sheikh Abdullah found inclusions of Article 370 in Temporary and transitional provisions of the constitution. He wanted guarantees of autonomy. The Article 5 of Jammu and Kashmir constitution tells that the executive and legislative power of state extends in all matters but not in matters related to parliament in framing laws for state under the provisions of constitution in applicability to the state. The Article disconnects Jammu and Kashmir from the country. It restricts the hands of the Government of India to enforce any law connected with Jammu and Kashmir without the approval or concurrence of the J&K Government. Only defense, external affairs and communication have been fallen in the category of central list. But the parliament has power of framing laws for other states in India. But in case of Jammu and Kashmir Article 370 restricts to Government. The state of Jammu and Kashmir is not come under ambit of secularism due to dangerous consequences that have been witnessed in recent years when religious places could not extending to Jammu and Kashmir because of misuse of law prohibiting.

Abolition of Article 370 is a sensitive and complex issue because the coalition government of Jammu and Kashmir, the National Conference and congress as well as opposition Peoples Democratic party (PDP) and also peoples of J&K criticized Bhartiya Janta Party for abrogation of Art. 370 and said it was non-passable and could not be abrogated. The people of J & K will never allow Article 370, which gives special status to J&K, to be abolished. The prime minister of India Narendra Modi had said that his party would discuss the pros and cons of Article 370. However, there was no discussion and now the party in its manifesto favors abrogation of Article 370. He argued they never wanted a discussion and their only motive was to abolish Article 370, which he said he wouldn't allow. Farooq's son and J&K Chief Minister Omar Abdullah, who accompanied his father, said Article 370 could not be removed from the Constitution. "We cannot abrogate Article 370 without reopening the question of accession of Jammu and Kashmir with India. If the BJP is ready to reopen the question, we have no problem." He then went on to say that the BJP-led NDA never did anything about the Common Civil Code, Ram Mandir issue and Article 370 when they were in power. "When I was part of the NDA, no effort was made. The BJP is trying to mislead the people of the country by raising these issues". The people who want its abrogation are not familiar of its position in constitution of India, so on the basis of Indian constitution could not changeable. According to Atal Bihari Vajpayee it is Article 370 through which constitutional affiliation is possible between the state and rest of the country. If there is abrogation in Art.370 then there is possibility of ending constitutional relationship between state and Centre. The government of India refreshing the issues of Art.370 and Ram Mandir, by highlighting these issues again and again could bring disrupt within country. But the citizens belonging to different religions did not favor to such issues. The present government of India if does abrogation in Article 370 then the government totally neglect that policy which was introduced by former Prime Minister as well as senior leader of Bhartiya Janta Party (BJP) Atal Bihari Vajpayee. And side by side this abrogation will hurt feelings of people of state and predictions of dropping the faith of people living in Jammu and Kashmir.

Instrument of Accession

On October 26, 1947 Hari Singh, the Maharaja of Kashmir, marked the Instrument of Accession of Kashmir to the Dominion of Hindustan. Under this Instrument, he surrendered the purview of three subjects. Barrier, Foreign Affairs and Communication to the Central Government. Ruler Mountbatten, apparently with the learning and assent of Pandit Nehru, rashly demanded that a

definite conclusion of the increase would be endorsed by the Constituent Assembly of Jammu & Kashmir. For the transitional period, from the date of execution of the Instrument of Accession to its approval by the Constituent Assembly of Jammu and Kashmir, some makeshift procurement as Article 370 was made in Bharatiya Constitution. This is the manner by which Article 370 was consolidated in our Constitution. It was Sheik Abdullah who made Pandit Nehru fuse in our Constitution; the said Article which rendered the majority of the Bharatiya Constitution inapplicable to Jammu and Kashmir State. it was acknowledged the following day by Lord Mountbatten, the Governor General of India.

Shukla (2014) it is Article 370 which grants special status to Jammu & Kashmir. The BJP mentioned in its manifesto that the party would abrogate it if it comes to power in the general elections of 2014. There was a lot of hue and cry when the Prime ministerial candidate of BJP, Mr. Narendra Modi, mentioned during his campaign in Jammu, that there should be a debate over pros and cons of article 370. Now that BJP is in power, debates over Article 370 have sparked off once again. Many national leaders are still advocating the relevance of this Article, but the question that rises here is – what are the people of India and the people of J & K getting from Article 370.

Chaudhri (1954) the case of Kashmir is still pending in the United Nations Organisation. According to Chaudhri in his work that “for six years the dispute between India and Pakistan regarding the final disposition of the State of Kashmir has been pending before the United Nations. The Government of Pakistan has always desired and the Government of India is committed to the deciding of the future of the State through a free and impartial plebiscites to be held under inter- national auspices. In accepting the Maharajah of Kashmir's accession offer in 1947. The ruler of Kashmir in 1947 accepted the offer for being a part of India.

Indian patriotic people want J& K a complete Indian state. Chaudhri argues that “the Hindu extremists demanded complete merger of the State with India. They started an agitation against Sheikh Abdulla, who was now a somewhat disillusioned man. In one of his speeches he regretted that Kashmir's accession to India had opened innumerable opportunities for employment for non-Muslims from the outside while the Muslims in their own Stifle found the opportunities either closed or very much narrowed down” the famous personality sheikh Abdullah said that to become a complete accession with India it would be useful for non employed youth.

Sathe (1990) the first Indian constitution included Article 370. It was an original part of constitution. Sathe argues that “Article 370 was included in the Constitution, not as an afterthought but after mature consideration by the Constitution makers. It was a condition of Kashmir's accession to India and if that accession is sacrosanct, the condition must also be sacrosanct. Kashmir did not obviously want to join Pakistan. Kashmir procrastinated between independence and accession to India and chose the latter. Accession to India was conditional on Kashmir retaining its distinct cultural and regional identity”. Kashmir's identity is distinct, which was promised to be protected under Indian constitution.

Chowdhary (1999) mentioned in her work that “hence, whatever may be happening at the national level, not much has changed between the two parties at the local level. The two differ not only in their politics but also in their dispositions. The alliance, therefore, is meaningless. Apart from ensuring the NC government a secure tenure till the next assembly elections, it does not serve any other political purpose”. For upcoming elections ensure on same political agenda.

Singh et al. (2004) the essay tells us about the implications of Article 370 and crisis of separatism and militancy in Jammu and Kashmir solving impediments. It describes whole history of connection of princely states with union of India. The essay then explains parts of article 370 and discussed in detail the significance of article. The non-applicability of various central legislations, the relevance of certain constitutional provisions consulted with the government of Jammu and Kashmir before pass any law for state on three subjects fall to parliament in the instrument of accession. At last comparison of temporary and special provisions in Indian constitution for Jammu & Kashmir the peoples isolation from rest of the country and openness to human right abuse. The significance is discussed at very great length and is accompanied by supportive authorities. The author concludes his essay by throwing light on the emotional and cumulative social effects of that special status and giving the suggestions of abrogation of the Article 370.

Lavakare (2005) the author highlights that the Article 370 is arguable and most disputative provisions of the constitution of India. It talks about Jammu and Kashmir state that came under Indian administrative control after 15th month war of country which begun Pakistan in 1947 to seize sovereignty over Jammu and Kashmir. The enclosed controversy begun from the drafting stage. The Article 370 has been subject of heated debate ever since constitution of India came into full effect. The one section of the Indian government has strongly demanded the abrogation of Article 370, and others are opposed to its abrogation. Farooq Abdullah the chief minister of J&K years before threatened if the article were revoked.

Noorani (2014) the constitution of India imposed Article 370 relating to state of Jammu and Kashmir is now over sixty years old. The Constitution came into force on 26 January 1950 and with it, this unique provision. All other provisions were debated in the Constituent Assembly of India after deliberations in its Drafting Committee and, sometimes, in discussions in the Congress Parliamentary Party. This book notes that the redrafting of Article 370 and a review of the Constitution of Jammu and Kashmir are necessary. It holds that amendments must be based on agreement between all the major parties in Jammu and Kashmir. Given the political will, sincerity of purpose, and a spirit of compromise, it is not difficult to retrieve from the wreckage of Article 370 a constitutional settlement which satisfies the aspirations of the people of Jammu and Kashmir.

JUSTIFICATION OF THE STUDY

Article 370 of the constitution of India is a law which grants special status to the state of Jammu and Kashmir .Article 370 separates Jammu and Kashmir from the rest of the India by providing temporary provisions and granting special and autonomous status to the state of Jammu and Kashmir. The article 370 is one the great issue in front of the union of India. Under this article the state of Jammu and Kashmir occupies a dominant place in the constitution of India. One of the greatest party of India known as Bhartiya Janta Party raises the issue of the abrogation of article 370 they argued that people of the state of Jammu and Kashmir has no benefit of it. But other parties at the centre and also regional parties of the state do not in favour of the abolition of article 370.if the article 370 will be abolish the impacts would be divested because it is the only link of the Jammu and Kashmir state with India. If article 370 abrogated the accession will over. Article 370 defines the relationship between the state and the Government of India, and if it abolished then it will revive the topic of Jammu and Kashmir accession to India. The audience of

the state of Jammu and Kashmir the abolishment of Article 370 is 'non-negotiable and could not be abrogated they never allow Article 370 to be abolished without reopening the question of accession of Jammu and Kashmir with India. If the BJP is ready to reopen the question we have no problem.

Objectives of the research

1. To analyze impacts of the abolishment of Article 370 on the people of Jammu and Kashmir.
2. To analyze development of the state if Article 370 will be abolished.
3. To analyze the accession of India over Jammu and Kashmir if Article 370 will be eliminated.

Research problem of the study

Article 370 is an issue which raised by some Political leaders of Bharatiya Janta Party who are trying to abolish Article 370, but the findings of the study can not only be discussed by keeping in view of the Bharatiya Janta Party, but also by the opinions of the people of Jammu and Kashmir. We will study the positive as well as negative impacts of the abolition of Article 370 on the people of Jammu and Kashmir and it will be unbiased.

METHODOLOGY

This study will be descriptive by its nature. For this Study, data is collected from secondary sources. Different facts are being examined in background Kashmir's history. Social and political values, ideology and facts will be given due attention while analyzing the subject. In order to make this study more valuable and unbiased it is important to go through libraries which are considered as the main sources of Historical documents. For this study knowledge, experience and awareness are also important to check out the sources that are relevant to this research. The study will be based on consulting books, journals, published newspapers, articles, research papers, magazines etc.

RESULTS AND DISCUSSIONS

A plain reading of Article 370 makes it clear that the relationship of Jammu and Kashmir with the Union of India is governed by this article. The other article that applies to Jammu and Kashmir is Article 1 of the Constitution of India. There remains no scope for doubt on the question of the state being integral part of the territory of India. It should be noted that there have been a number of presidential notifications under this Article since 1950 making other requirements of the Constitution of India applicable to Jammu and Kashmir also without any legal impediment. But the question of abrogation of this Article or of even limiting of its scope is not permitted under proviso Article 370(3) except upon the recommendations of the Constituent Assembly of the State which shall be required to be convened for the purpose.

Objectively viewed, this is not a legal problem emanating from Article 370 of the Constitution of India as erroneously perceived by some corners. The problem is essentially a political one requiring a political solution with due regard to the wishes and aspirations of the people of the state and its regions, including those belonging to religious and ethnic minorities. Given the demographic profile of the state no option can be better than the secular option as already opted by the state. Jammu and Kashmir, as a state, has a wounded psyche. A part of Kashmir, almost one-third of its territory, is under occupation of Pakistan who projects it as "Azad Kashmir"-

termed by India as Pakistan Occupied Kashmir (POK). It should be kept in mind that the people living in the POK are no different than the people living on the Indian side and the Line of Control has not and cannot terminate the bond of relationships between the people on the two sides of the artificial line. On the eastern side of the state, a part of Ladakh, via, Aksai Chin area still remains a disputed territory with China.

The Indian Army in Jammu and Kashmir is vested with special powers under the Armed Forces (Special Powers) Act which, it must be admitted, is not a desirable state from the viewpoint of the people of the Valley, even without going into the question of the doctrine of necessity perceived from New Delhi. There has been too much of bloodshed already in Valley inhabited by peace-loving people who desire nothing but peace and progress. War being no longer an option, only a measure of diplomatic initiatives and strong political goodwill are needed on the part of India and her neighbouring countries to put out the fire on the “Blazing Chinar” in order to bring about lasting peace to the Valley.

CONCLUSION AND RECOMMENDATIONS

The state of Jammu and Kashmir is a complex issue. Kumar Manav argues in his paper that “the Kashmir conflict has a long and complicated history. Deep-rooted animosity and distrust have often precluded amicable dialogue between the parties, leaving any substantive joint agreements a distant possibility. The deep-seated disagreement has become progressively more hostile as it has become linked to issues of national pride and national identity”. These issues regarding sovereignty and national identity. Article 370 of Indian constitution grants special status for Jammu and Kashmir. The PM Mr. Modi stressed over debate of Art.370 for its advantages and limitations on Jammu and Kashmir. According to Tewari, Tarun Jyoti in his that “the PM Narendra Modi, during his visit to Jammu in the month of December last years had recommended for conversation and seminars across in the whole valley to analyse merits and demerits of Article 370. As per the Constitution, the debate will go on whether Article 370 will end or continue. At least there should be a debate on whether Article 370 has benefited J&K or not” (2012, pp .1).there is need to that this Article is beneficial for state or not. The regional political parties especially National Conference manifesto that article 370 cannot be abrogated without reopening the question of accession. The caretakers of valley demanded more provisions for the Jammu and Kashmir. Puri Balraj argues in his paper that “the Kashmiri leaders grudgingly conceded, under the persuasion of the central leaders, to cede more subjects to the centre but resisted further pressures to conform to the uniform pattern of centre-state relations in the country.

Article 370 of the Indian Constitution and the Delhi Agreement between Prime Minister Jawaharlal Nehru and Kashmiri leader Sheikh Abdullah in July 1952 eventually formalized the state's constitutional relations with the centre”. Under formal agreement J& k stay their contact with union of India. Article 370, is prohibiting on the influence of the Parliament. But this ban can be over by Parliament of India itself within the significance and scope of Article 368 of the Constitution of India as legislature has power to make, modify, improve or delete any provision of law apart from certain provisions relating to the basic features of the charter. Article 370 is on record a “temporary provision”. Hence, its extension cannot be justified. On the other hand the Kashmir people as well as the regional political parties’ leaders shows sentiments that the Article

370 of the constitution of India is a law which grants special status to the state of Jammu and Kashmir.

Article 370 separates Jammu and Kashmir from the rest of the India by providing temporary provisions and granting special and autonomous status to the state of Jammu and Kashmir. The article 370 is one the great issue in front of the union of India. Under this article the state of Jammu and Kashmir occupies a dominant place in the constitution of India. One of the greatest party of India known as Bharatiya Janta Party raises the issue of the abrogation of article 370 they argued that people of the state of Jammu and Kashmir has no benefit of it. But apart from BJP all other political parties at the centre and also regional parties of the state do not in favour of the abolition of article 370. if the article 370 will be abolish the impacts would be divested because it is the only link of the Jammu and Kashmir state with India. If article 370 abrogated the accession will over.

Article 370 defines the relationship between the state and the Government of India, and if it abolished then it will revive the topic of Jammu & Kashmir accession to India. The audience of the state of Jammu and Kashmir the abolishment of Article 370 is 'non-negotiable and could not be abrogated they never allow Article 370 to be abolished without reopening the question of accession of Jammu and Kashmir with India. If the BJP is ready to reopen the question we have no problem.

Although the subject matter of Art.370 has been issue to a lot of criticism by various leaders and they have opined that the Article needs to be abrogated as soon as possible. The question remains that, whether the abrogation of this not clear-cut article will make a difference on the position of Kashmir. Since Aug 5, 2013 there has been continuous violation of cease fires. Many of our Jawans have died and still the situation remains the same. There has been no peace in J&K. With 2014 elections round the corner, BJP prime ministerial candidate, Mr. Narendra Modi in December, visited Kashmir, and has demanded a dialogue to be held over this article. BJP has always favoured the abrogation of this article and ensure that the abrogation of this article will improve the condition of Kashmir. If their parties manifesto for abrogation of Art.370 how he make defence. In Kashmir at present time there is huge number of Indian army personnel and built their base camps. But according to Article 370 nobody can buy land there and be settling in Jammu and Kashmir. Without buying land in Kashmir, Indian forces built their base camps there. If it is not in Article 370 then what Indian forces there. The regional political parties demanded withdrawn of Indian forces at present time the coalition government of PDP and BJP put in their manifesto. Since 2001 huge number of labourers from outside states appear in Kashmir and along with them comes huge number of the Indian army of "unnecessary beggars." besides with the passage of time they have developed resistance towards cold weather conditions which exist in winter and many slums have come up in various areas of Kashmir. There is not impossible for these slum holders after a few years that would demand for their rights and would pressurize the government to make legal their colonies. In Jammu and Kashmir many outsiders have joined hands with local businessmen and have set up many small and big factories, especially in Jammu region, as joint ventures. But in Kashmir region it is very simple that only citizen of Kashmir can buy land and non permanent residents invests the money. With such loopholes and dilutions where does the Article 370 stand? People, who claim that this Article is a bridge between Jammu and Kashmir and New Delhi and tamper with it would hurt the sentiments of the masses, are trying to prove they are Messiahs of Kashmir's. It looks like that

someone needs to remind them during the past 20 years rights as well as the sentiments of the people have been trampled to a great extent. With or without Article 370 the state of J&K is an issue and there is need to solve disputed issue of Kashmir but the central government of India are not ready for it. It claims JK is an integral part of India and other issues, including Article 370, are internal matters. Pakistan on the other side argued that Kashmir is not an integral part of India that is the reason that three wars have been fought between the two countries. This is clear cut that whatever party comes into power in centre New Delhi's Kashmir strategy would remain unchanged and with or without one needs to bear in mind. Its abrogation demand would reopen the question of Accession of Jammu and Kashmir with the Union of India.

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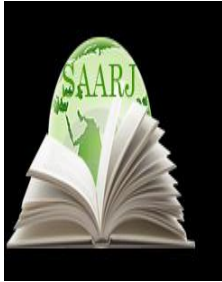
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IMPACT OF VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES FOR AUGMENTING THE QUALITY OF EDUCATION IN ACADEMIC INSTITUTIONS

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ABSTRACT

Vision and Mission statements are vital constituencies for the strategic management of Academic and Industrial organizations. The Mission statements accomplish legendary Vision statements. The renowned Vision statements are created and defined based on short-term goals and long-term goals of the organization. This research paper deals with the formulation of Vision, Mission statements of the Department and Program Educational Objectives of the curriculum. The

article is based on structured information from various sectors of people like academic Experts, Industry Experts, Parents, Students, and Alumni. This research gives an insight into the formulation, dissemination, and consistency of Vision, Mission, and Program Educational Objectives through proper illustrations. This paper also highlights Evaluation Guidelines with indicative exhibits required for an accreditation process.

KEYWORDS: *Vision, Mission, Program Educational Objectives, Stakeholders, Consistency, Dissemination, Department Advisory Board, Evaluation*

1 INTRODUCTION

Vision, Mission statements and core values are the dynamic constituencies for strategic management of government and non-governmental organizations. The vision and Mission statements are not new in history. It dates from 300 BC by mathematician Euclid [1]. Without Vision and Mission statements any organization will be directionless. A well-crafted Vision and Mission statements can help align the organization's efforts and focus its strengths on goal achievement [2]. The great Vision and Mission statements are tangible, literal, and concrete. It is not skeptical or mystified [3]. The best examples of Vision and reports from government and non-government organizations are as follows:

Microsoft [4]

Vision: We believe in what people make possible.

Mission: Our mission is to empower every person and every organization on the planet to achieve more.

Hartford Hospital [5]

Vision: To be nationally respected for excellence in patient care and most trusted for personalized, coordinated care.

Mission: To improve the health and healing of the people and communities we serve.

Carnegie Mellon University [6]

Vision: Carnegie Mellon University will have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship.

Mission: To create a transformative educational experience for students focused on in-depth disciplinary knowledge; problem-solving; leadership, communication, and interpersonal skills; and personal health and well-being.

To cultivate a transformative university community committed to (a) attracting and retaining diverse, world-class talent; (b) creating a collaborative environment open to the free exchange of ideas, where research, creativity, innovation, and entrepreneurship can flourish; and (c) ensuring individuals can achieve their full potential.

To impact society in a transformative way — regionally, nationally, and globally — by engaging with partners outside the traditional borders of the university campus.

FINCA [7]

Vision: To build a global network of sustainable and scalable social enterprises that improves lives worldwide.

Mission: To alleviate poverty through lasting solutions that help people build assets, create jobs and raise their standard of living.

From the above examples, it is inferred that the Mission statements are in-line with the vision statements of the organization. Taiwo Akeem.A., [8] states that there is no full exploration on the purpose, difference, and awareness of vision and mission statements by the employees in the attainment of organizational goals. From the comprehensive survey of literature review, it is evident that the awareness in formulating, defining, creating and disseminating the Vision, Mission of an organization are less in the current scenario. This paper focuses on step by step process of formulating the vision and mission statements of an academic Institution with various illustrations and necessary theoretical background.

The rest of the paper is organized as follows. Formulation of Vision and Mission statements are elaborated in section 2. Program Educational Objectives is discussed in section 3. section 4 deals with the consistency of PEO with the Mission of the Department. Finally, Section 5 concludes the summary of the methodological work and open research problems.

2 Vision and Mission Formulation

This research work considers academic institution as a reference. In this work by defining the Vision, Mission statements of the Institution first will aid in formulating the Department Vision and Mission statements.

2.1 Vision and Mission Statement of the Institution

A Vision is a clear, comprehensive ‘Photograph’ of an organization at some point in future [9]. The Vision statement provides the direction and a sense of purpose of an organization. To develop a vision statement, it should have specific characteristics like inspirational, realistic, descriptive, clear, consistent, creative and ambitious [10]. A good vision statement is concise, which makes it easy for managers and leaders to communicate and employees to remember [11]. A vision statement should not be lengthy or short. It should be precise. It should focus the organizations future and state the purpose of the organization.

Let us consider an organization before formulating the vision and Mission statements. For instance, in India, numerous institutions are imparting Engineering Education. The classification of these institutions is under three Categories TIER I, TIER II and TIER III based on their infrastructure, employability statistics, faculty crunch, industrial exposure, and teaching methodologies. If the college complies with the Washington accord, then it is a TIER I institution. For a TIER II college, an ‘A’ certification from National Assessment and Accreditation Council (NAAC) is a requisite. Engineering Colleges failing to meet either of the criteria as mentioned above constitute the list of TIER III engineering institutes [12].

Let us consider a self-financing college for our research. A Self Financing Engineering College, affiliated under State Government's University will have the following committees;

- Governing Council Members

- Academic Council Members
- Internal Quality Assurance Cell Members
- Planning and Monitoring Committee Members
- Department Advisory Board

The Governing Council will comprise of Management representatives viz, Chairman, Secretary, Chief Executive Officer, Chief Administrative Officer, etc., Industry Expert, Academic Expert, University Nominee, Principal of the Institution and Dean/Director Academics of the Institution. The Governing Council will formulate the Vision and Mission of the Institution through the conduct of a series of meetings.

Example: The Vision and Mission statement of *Dr.N.G.P. Institute of Technology, Coimbatore, TamilNadu, India* is as follows:

VISION OF THE INSTITUTION

To empower the students for succeeding in a changing world to become productive engineers and responsible citizens.

MISSION OF THE INSTITUTION

The stated Vision of the Institution will be achieved by:

MI1: Producing graduates with sound technical knowledge and skills in diverse engineering disciplines.

MI2: Adopting innovative teaching and experiential learning practices by competent faculty.

MI3: Enhancing knowledge and skills in cutting edge technologies through alliances with industry and research organizations.

MI4: Creating a conducive learning environment with state-of-art infrastructure and laboratories.

MI5: Inculcating ethical standards among students, both societal, and personal through outreach programs.

2.2 Vision and Mission Statement of the Department

The Electronics and Communication Engineering (ECE) discipline is taken as the model/framework/base for formulating the Vision, Mission and Program Educational Objectives.

The Vision and Mission of the Institution is considered as input in framing the department Vision and Mission [Fig. 1].

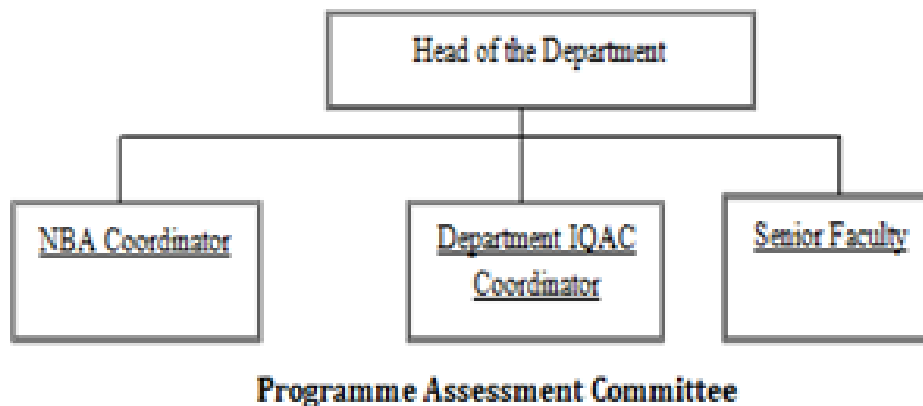


Fig. 1 Programme Assessment Committee

Internal Stakeholder

- **Management** - Coordinate the activities of a program in order to achieve defined objectives
- **Governing Council** – Approves the mission and strategic vision of the department
- **Academic Council** – Exercises general supervision and guidance over the academic work of the institution to carry forward the objectives
- **Program Assessment Committee** – visualize and formulate perspective plans to determine the impact, quality improvement and accreditation of the Department.
- **Department Advisory Board** - Assist the department to meet the Program effectiveness
- **Faculty & Supporting Staff** - Act as channels for mission to come true
- **Students** – Adapt the vision, mission and PEO for professional development.

External Stakeholder

- **Parents** – Ambassadors for providing constructive suggestions for the smooth functioning of college
- **Alumni** - Brand Ambassadors carrying the mission forward
- **Professional Bodies** – IETE, IEEE, ISTE etc - defines and sets standards for excellence in education through awards and other forms of recognition.
- **Industry Representatives**–Texas Instruments, National Instruments, UTL Technologies, CISCO, SIEMENS - utilizing the students - products of the program
- **Faculty from Renowned Institutions** – NIT, IIT, TIER I Institutions etc., - to handhold and suggest ways and means of delivering quality education
- **Employer** - Represents the major end users of our graduates and give inputs which overcome the gap between program and industry
- **Accrediting Authorities** - Accepted as a type for quality assurance process, under which our services and operations are evaluated.

The various views from the Internal and External Stakeholders for the Vision of the Department were summarized.

Key attributes suggested by the Internal stakeholders

- Faculty: renovate students to professionals

- Students: Competent Professionals

Key attributes indicated by the External stakeholders

- Academic Experts: skill development of student towards serving society
- Industry Experts: skill requirements of industry
- Alumni: Entrepreneurship development
- Parents: Placement

The various views from the Internal and External Stakeholders for the Mission of the Department were summarized.

Key attributes suggested by the Internal stake holders

- Faculty: Innovative Teaching - Learning, Technical Knowledge
- Students: Skilled Engineers, Contemporary Education, Skill Development Programs, Industrial Collaborations.

Key attributes suggested by the External stakeholders

- Academic Experts: Bridge the gap between Industry and Academia.
- Industry Experts: Ethical standards, Research and product development for society
- Alumni: Entrepreneurship development
- Parents: Placement

The Program Assessment Committee (PAC) collects and summarizes views from the Internal and External Stakeholders through the conduct of series of meetings. The drafted Vision and Mission statements are benchmarked and validated by Department Advisory Board. The Department Advisory Board [Fig. 2] will comprise of,

- Chair Person - Head of the Department
- Industry Expert
- Academic Expert
- Parents
- Alumni
- Students
- An Expert from Other Department
- Academic Coordinator
- IQAC Coordinator
- Senior Faculty

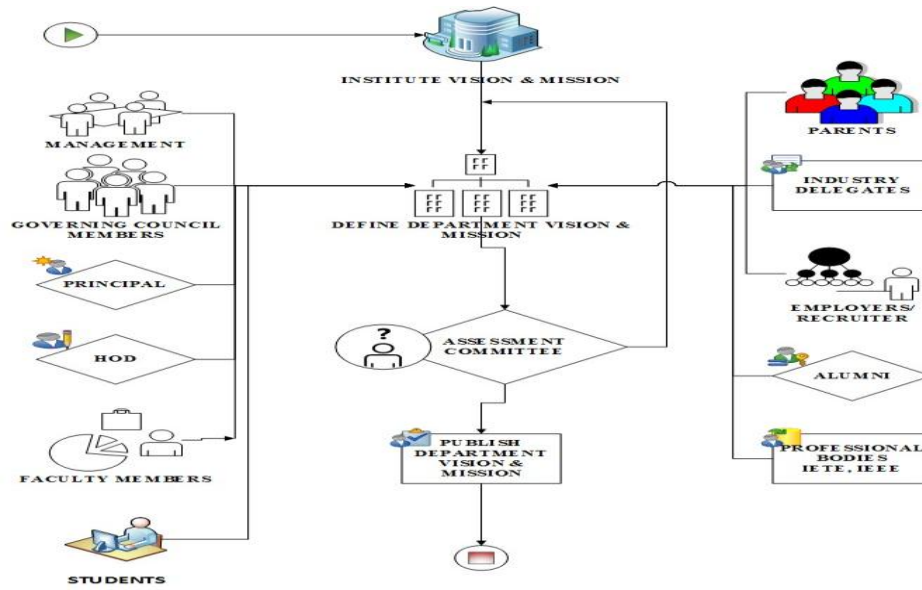


Fig. 2 The Department Advisory Board

The Academic Council approves the validated Vision and Mission statements. The approved Vision and Mission statements of the department are published and disseminated among the Internal and External Stakeholders by the PAC. The Vision and Mission are reviewed and reformulated by the Programme Assessment Committee if necessary.

VISION OF THE DEPARTMENT

To develop professionally competent Electronics and Communication Engineers with sound technical knowledge and skills for contributing to global societal needs.

MISSION OF THE DEPARTMENT

The stated Vision of the Electronics and Communication Engineering department will be achieved by:

MD1: Facilitating the students with profound technical knowledge and quality contemporary education through an effective teaching-learning process for a successful career.

MD2: Nurturing experiential learning through collaborative interaction with industry and professional organizations.

MD3: Promoting collaborative-scientific and socially relevant research in the thrust areas of Electronics and Communication Engineering.

MD4: Attaining professional excellence with well-equipped laboratories and industry-driven skill development programs.

MD5: Inculcating ethical, moral and healthy professional practices for societal benefits.

2.3 Consistency of Vision and Mission Statement of the Department

The Vision of the Department is inline with the Institution Vision [Table 1] by producing well-grounded professionals to solve the technological challenges of industry and society.

TABLE 1. INSTITUTION VISION VS. DEPARTMENT VISION

Vision of the Institution	Vision of the Department
Succeeding in a changing world, responsible citizens.	Contributing to global societal needs.
Productive engineers	Competent Electronics and Communication Engineers

Mission 1: MD1 is consistent with MI1 by fostering the fundamental knowledge and academic competencies for successful career of students [Table 2].

TABLE 2. INSTITUTION VS. DEPARTMENT BASED ON MISSION 1 FOR SUCCESSFUL CAREER OF STUDENTS.

Mission of the Institution	Mission of the Department
Sound technical knowledge	Profound technical knowledge
Diverse engineering disciplines	Successful career

MD1 is also consistent with MI2 by imparting activity based teaching learning and modern pedagogical initiatives which leads to critical thinking for successful professional career.

TABLE 3. INSTITUTION VS. DEPARTMENT BASED ON MISSION 1 LEADING TO CRITICAL THINKING FOR SUCCESSFUL CAREER OF STUDENTS.

Mission of the Institution	Mission of the Department
Innovative teaching and experiential learning practices	Contemporary education through effective teaching learning process

Mission 2: MD2 is consistent with MI3 by promoting comprehensive partnership with industry for enhancing the skillset of the students [Table 4].

TABLE 4. INSTITUTION VS. DEPARTMENT BASED ON MISSION 2 FOR ENHANCING THE SKILLSET OF THE STUDENTS.

Mission of the Institution	Mission of the Department
Alliances with industry and research organizations.	Collaborative interaction with industry and professional organizations.

Mission 3: MD3 is consistent with MI3 by enriching the research and Development through Industry collaborations and partnerships to meet real world challenges [Table 5].

TABLE 5. INSTITUTION VS. DEPARTMENT BASED ON MISSION 3 TO MEET REAL WORLD CHALLENGES.

Mission of the Institution	Mission of the Department
Skills in cutting edge technologies	Collaborative-scientific and socially relevant research

Mission 4: MD4 is consistent with MI4 by accomplishing professional excellence through skill development programmes through centers for excellences in emerging areas supported by industries/organizations with modern technological tools.

TABLE 6. INSTITUTION VS. DEPARTMENT BASED ON MISSION 4 FOR EXCELLENCE IN TECHNOLOGICAL TOOLS.

Mission of the Institution	Mission of the Department
State-of-art infrastructure and laboratories.	Well-equipped laboratories and industry-driven skill development programs.

Mission 5: MD5 is consistent with MI5 by cultivating ethics morality and healthy practices in professional life by extension and outreach programmes for social responsibility [Table 7].

TABLE 7. INSTITUTION VS. DEPARTMENT BASED ON MISSION 5 FOR SOCIAL RESPONSIBILITY.

Mission of the Institution	Mission of the Department
Ethical standards among students, both societal and personal	Ethical, moral and healthy professional practices

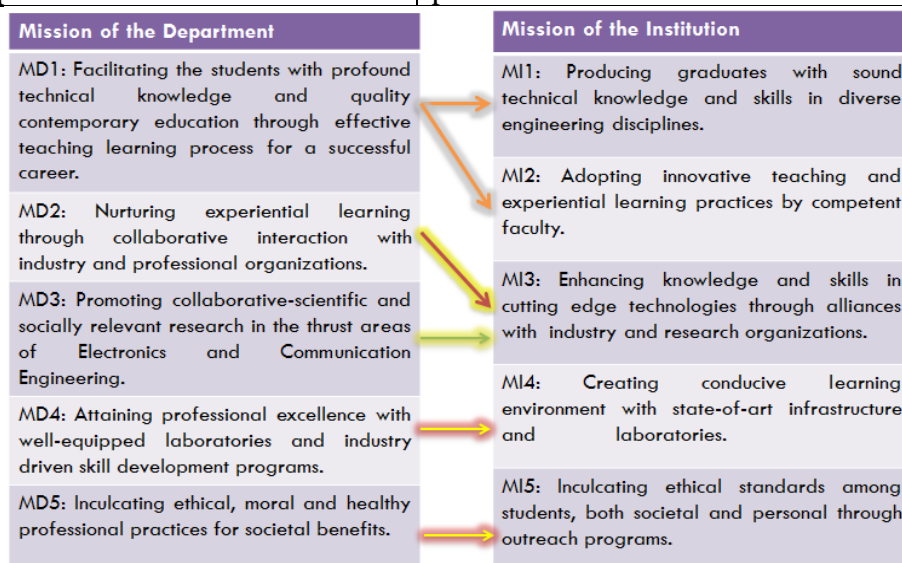


Fig. 3 Complete Institution Mission Vs Department Mission

3 Program Educational Objectives

Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve [13].

The Vision and Mission of the ECE Department, NBA-UG Graduate Attributes and Anna University B.E. ECE Curriculum are inputs for framing the PEOs of the B.E ECE Programme is given in Fig. 4. The Program Assessment Committee (PAC) collects and summarizes views from the Internal and External Stakeholders through the conduct of a series of meetings. Based on the recommendations, PAC formulates the PEOs inconsistent with the Mission of the Department.

Key attributes suggested by the Internal stakeholders

- Faculty: Prepare students for facing Technological challenges.
- Students: To become a successful professional.

Key attributes suggested by the External stakeholders

- Academic Experts: Develop communication among multi-disciplinary environment.
- Industry Experts: Apply the skills and modern tools for design and development.
- Alumni: Preparation for Higher education and teamwork
- Parents: Career, Ethics, and Leadership

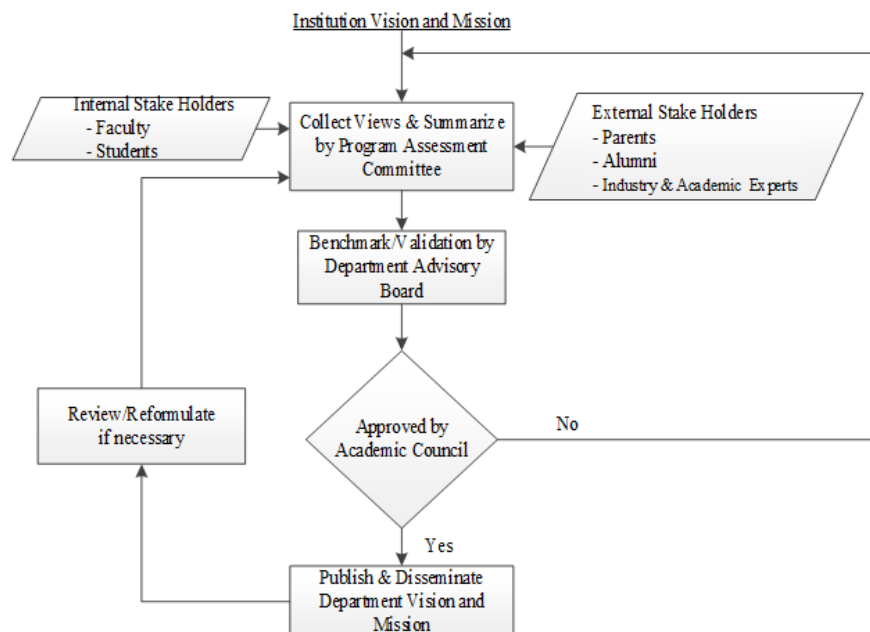


Fig 4. Institution Vision and Mission

The drafted PEOs are evaluated and approved by the Department Advisory Board. The approved PEOs are published and disseminated among the Internal and External Stakeholders by the Programme Assessment Committee. The PEOs are reviewed and reformulated by the Programme Assessment Committee if necessary.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1: Practice as active professionals in Electronics and Communication Engineering and allied disciplines.

PEO2: Apply appropriate techniques, skills and modern tools for the design and analysis of electronics and communication systems.

PEO3: Adapt to progressing technological challenges through higher education and research.

PEO4: Exhibit leadership qualities and teamwork with ethical standards for societal and environmental well-being.

4 The Consistency of PEO with the Mission of the Department.

Under this criterion, the evaluation involves one or more processes which aid in the data interpretation and assessment practices aid to accumulate the evidence. The evaluation procedure aids in determining the extent of achieving the educational objectives of the program and the corrective measures for improvising the program [Table 8].

TABLE 8. PEOS STATEMENT VS. MDS

PEOs Statements	MD1	MD2	MD3	MD4	MD5
PEO 1 Practice as effective professionals in Electronics	3	2	1	2	1

and Communication Engineering and allied disciplines.					
PEO2 Apply appropriate techniques, skills and modern tools for the design and analysis of electronics and communication systems.	3	3	1	3	1
PEO 3 Adapt to progressing technological challenges through higher education and research.	1	2	3	2	1
PEO 4 Exhibit leadership qualities and teamwork with ethical standards for social and environmental well-being.	1	1	1	1	3

PEO1 substantially correlates with MD1 by providing a strong foundation in technical knowledge and career opportunities for the students.

PEO2 substantially correlates with MD1 by imparting the knowledge on state of the art technologies using modern tools for the professional growth of students.

PEO2 substantially correlates with MD2 by emphasizing the challenges in design and analysis of electronics and communication systems through the industrial collaboration for professional growth of students.

PEO2 substantially correlates with MD4 by developing the higher order thinking skills of students through the use of modern tools.

PEO3 substantially correlates with MD3 by enhancing the critical thinking of the students to adapt the current trends through collaborative scientific research.

PEO4 substantially correlates with MD5 by instilling healthy professional practices with ethics and morality to work as the leader and as a team member for societal and environmental well-being.

The rubrics for the consistency of PEO with the Mission of the Department is based on

- End of course survey
- Alumni survey
- Employers survey
- Internship survey
- Alumni Interaction

Here two parameters Alumni survey and Alumni Interaction with the Department are considered as tools for evaluating the consistency of PEO with the Mission of the Department. The figures are given in Annexure I.

5 Dissemination of Vision, Mission of Department and PEOs of the Program

5.1 Adequacy in respect of publication and dissemination

Vision, Mission, and PEOs are displayed in HoD's Cabin, Faculty Rooms, Department Library, Laboratories, Attendance & Assessment Records, Department Notice Boards, Class Rooms and ECE Department Office.

Vision, Mission, and PEOs are published in the Institution Website (www.drngpit.ac.in) and department web page (<http://www.drngpit.ac.in/ece.php>). Also, circulate the contents through Email and social networks.

5.2 Process of dissemination among Stakeholders

The statements of Vision, Mission and PEOs are printed in the Catalogues, Pamphlets, Academic Calendar, Training & Placement Brochure and Newsletters.

5.3 Dissemination of Vision, Mission, and PEOs

It is disseminated among stakeholders during admission, student awareness workshops, student induction programs, Parent-Teachers Meeting, Alumni Meet, and Department Advisory Board Meetings.

4 CONCLUSION

This research paper have discussed about the two major vital constituencies for the strategic management of Academic and Industrial organizations. This research paper has also projected on the formulation of Vision, Mission statements of the Department and to Program Educational Objectives of the curriculum. These information are gathered from various sectors involving different activities which extends in providing the insight into the formulation, dissemination, and consistency of Vision, Mission, and Program Educational Objectives through proper illustrations. This paper also highlighted the Evaluation Guidelines with indicative exhibits required for an accreditation process.

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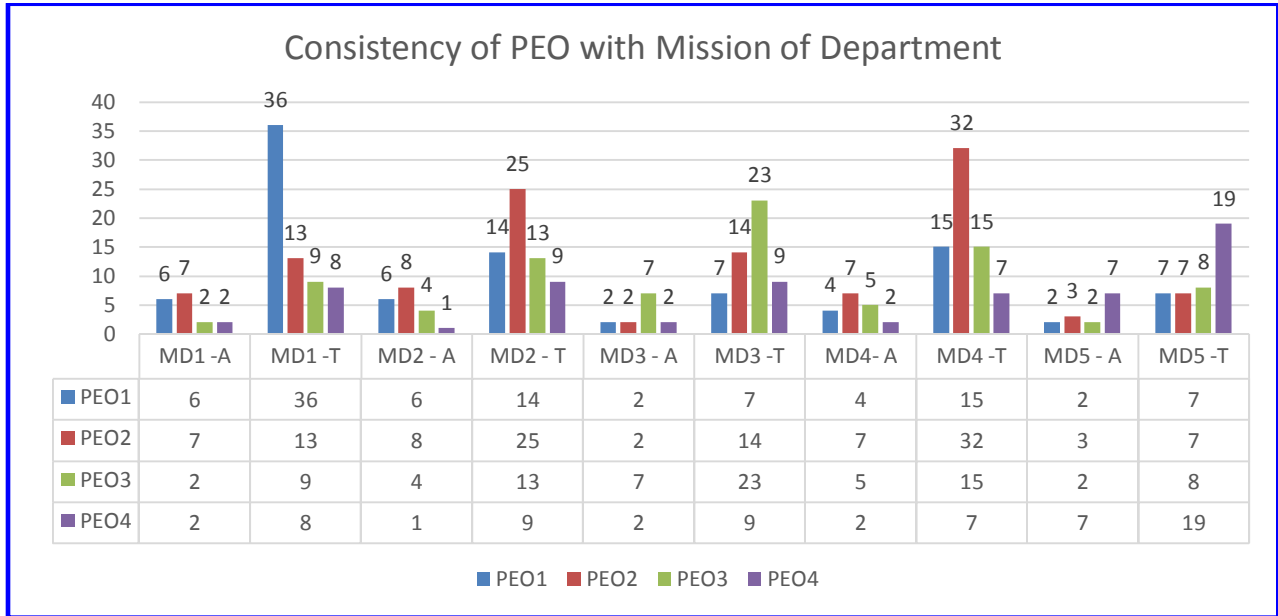
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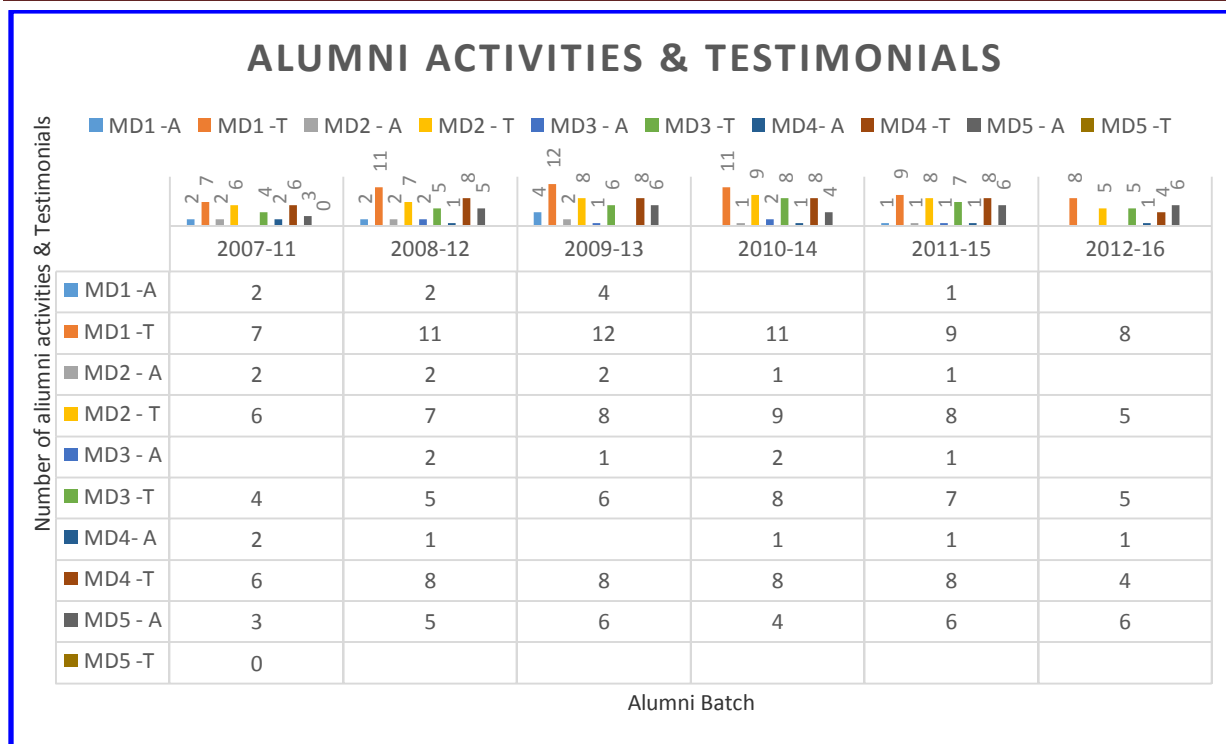
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ANNEXURE I





Stakeholders		Methodology for Dissemination/ Publication	Frequency	Responsibility
Internal	External			
Management, Principal and Directors	-	Academic Council (AC) Meeting	Twice in a year	Principal
HoD, Senior Faculty and Students	Academic Expert, Industry Expert, Alumni, and Parents	Department Advisory Board (DAB) Meeting	Twice in a year	Head of the Department
HoD, Faculty, Department IQAC Coordinator and NBA Coordinator	-	Programme Assessment Committee(PAC) Meeting	Twice in a year	Head of the Department
-	Experts from Industry and Academia	FDP, Workshops, Seminars, Conferences	During the event	Head of the Department & Event coordinator

-	Industry Representatives and Employer	Career day, , Industry Connect Programmes, Placement Drive	During the event	Principal & Head of the Department
Faculty and Students	-	Class Committee Meetings	Thrice in a semester	Head of the Department
Faculty and Students	-	Display of Printed boards at HoD's Cabin, Faculty Rooms, Department Library, Laboratories, Attendance & Assessment Records, Department Notice Boards, Class Rooms and ECE Department Office.	Displayed throughout the year	Head of the Department & NBA Coordinator
Students	Parents	Parent Teachers Association Meeting	Once in a semester	Head of the Department & PTA Coordinator
		College Prospectus	Once in a Year	Principal
		Student/Parent Portal, LMS	Throughout the year	Head of the Department & Department Website Coordinator
-	Alumni	Alumni Meet -Alumni Registration Forms & Alumni Survey Forms	Once in a year	Head of the Department & Alumni Association Coordinator
		Alumni Lecture	During the event	Head of the Department & Event Coordinator
Management, Academic Council, Department Advisory Board and Students	Department Advisory Board, Professional Bodies, Industry Representatives and Alumni	Department Newsletter – hardcopy / online version	Twice in a year	Head of the Department

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