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      *E*minent academicians and educationalists providing fine education and an illustrious evolution with the changing times are the two pillars on which Universal Group of Instituions stand upon since being established in 2009. In this ever changing world, dynamicity of minds holds the most importance to habituate oneself. The Joint International Conference on **Emerging Trends and Innovation** with Globally Multidisciplinary Research and Education Association (GMREA) is a fine opportunity. The conference will not only succour the Researchers but all who strive to make a change be it experts of various fields, policy makers, stakeholders or students. To redesign, we need determination and zeal to learn and listen to fresh point of views, to grasp and to achieve. To give you an opportunity to hark to new ideas and trends is what we aim to achieve through this conference being held on an international level providing exposure to varied ideas that exist in the world. To embark upon it and understand distinguished techniques lies in your hand. With an interactive interface, we allow you to learn from different countries, universities on your own terms. We open the gates to a new culture, the one which is cohernt to ideas never heard of, theories never read of and allow you to seize the day by presenting your own work, getting feedback and take you one step forward towards your goal for this conference will help you in beind part of the circle, be known and explored. We all have experiences, we all have views. All we need is a pull from our bubble, a platform to project what we think and this conference stands as a pedestal to showcase your research. The Universal Group of Instituituons aims to share knowledge, illustrate the field of Multidisciplinary Research directed for academicians, researchers and scholars working in any aspect and adduce them to a world unexplored. These proceedings, I trust, will be an impetus to stimulate further study and research in all these arias.

We thank authors and participants for their contributions.

Your's Sincerely

Dr. Gurpreet Singh
Chairman
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Dr. Virender Kaur
Director Academics

It's with deep satisfaction i write this foreword to the proceedings of International Conference on Emerging Trends and Innovations in Social Sciences, Enginnering, Management, and Agriculture & Medical Sciences held on 26-4-19 in Universal Group of Institutions in collaboration with Globally Multidisciplinary Research and Education Association (GMREA).The dedicated preparation led to a successful conference with broad participation. The papers contained in these Proceedings cover a wide range of topics. The authors have provided state-of-the-art contributions, and this volume could not be produced without their commitment to explore the emerging trends and innovations in higher studies. It also aims to encourage the advancement and exchange of knowledge and experience in the areas of various disciplines among academics, professionals and students.

We thank the key-note speakers of the penalaries, members of editorial board and committees for their cooperation in this conference in different ways.

Dr. Virender Kaur
Director Academics
Universal Group of Institutions

Dr. Kompal Wadhawan

Principal
Universal College of Education

*L*earning is not attained by chance; it must be sought for with ardour and attended to with diligence. To learn one must be determined to step out in the world full of unexplored fields and unchartered territories. It's only then one witness's augmentation widening their horizon. International Conference on Emerging Trends and Innovations in Social Sciences, Engineering, Management, Agriculture and Medical Sciences (SEMAM2K19) held in Universal Group of Institutions on 26th April 2019is a stride in the direction of development and advancement. We are very pleased to introduce the proceedings of the International conference with a hope that these proceedings will provide you with an extensive documentation of the original articles of archival value covering research and development topics, which span all areas of Emerging and Innovative Trends in higher education. In addition to new advances in traditional and more established areas of Teacher Education, we seek to include unfathomed findings on emerging and interdisciplinary issues giving all achievers amongst us an opportunity to master their grasp on everything that the world allows us to learn. The Journal is designed to ameliorate the emerging trends of area of study and pave a road for innovative methods and ideologies fabricating the Teacher's Education in a unique demeanour encouraging researchers and authors to submit fundamental and practical aspects together. Through a careful selection of manuscripts, our utmost goal is to adduce and acquaint everyone with all the issues related to theme, sub-themes and contemporary issues under one blanket in the finest way possible.

A venture can never be successful without guidance, persistence, expertise and cognition. Similarly, a proceeding cannot transcend to the top without having an outstanding and enlightening group of Associate Editors and Advisory Board members. I would like to take this opportunity to thank Dr Gurpreet Singh, Chairman, Universal Group of institutions, Dr. Verinder Kaur, Director Academics, UGI and Dr. Manju Dhingra President, GMREA. I am forever indebted to the whole organising committee for their devoted, zealous and professional work of countless hours. They form a truly remarkable group of colleagues, the best in their fields as prolific writers and exemplary teachers. I feel honoured to be a part of this journey which is a joint effort of all eminent teacher educators, authors and researchers for no one can whistle a symphony, it takes a whole orchestra to play it.

Dr. Kompal Wadhawan
Principal
Universal College of Education

PROMOTING RESEARCH FOR SOCIETY

Dr. Manju Dhingra
President, GMREA

Being the **President** of **GLOBALLY MULTIDISCIPLINARY RESEARCH AND EDUCATION ASSOCIATION (GMREA)**. I would like to thank **Dr. Gurpreet Singh**, Chairman, Universal Group of Institutions, **Dr. Verinder Kaur**, Director Academics, UGI, **Dr.Kompal Wadhawan**, Principal, Universal College of Education, the members of organizing committee and editorial board for their constant support. I feel honored and privileged to serve the best recent developments in the areas of multidisciplinary research through this exciting program.

International conference on **Emerging Trends and Innovation in Social Sciences Engineering, Management, Agriculture and Medical Sciences (SEMAM 2k19)** organized by Universal Group of Institutions jointly with Globally Multidisciplinary Research and Education Association (GMREA) is an excellent and inspiring platform for the Researchers and Academicians to explore their research and then to bring together their ideas collectively in the form of the proceedings.

The conference represents the efforts of many people. We further thank the invited key-note speakers for sharing their insights with us. Finally the conference wouldn't be without the excellent papers contributed by authors. We thank all the authors for their contribution and participation in SEMAM 2K19.We hope this program will further stimulate the research and GMREA will always strive for opening the best of publishing opportunities.

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Globally Multidisciplinary Research and Education Association (GMREA)
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CONTENTS

Research Papers

A STUDY OF WORK MOTIVATION OF PROSPECTIVE TEACHERS IN REFERENCE TO THEIR JOB SATISFACTION

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ABSTRACT
Motivation is about cultivating your human capital. The challenge lies not in the work itself, but in you, the person who creates and manages the work environment. Teacher motivation naturally has to do with teachers' attitude to work (job).Major objective of the study were found out the difference of the work motivation prospective teachers in relation to their job satisfaction. 100 B.Ed students were considered in sample of the study. Work Motivation Questionnaire (prepared by K.G. Agarwal) & Job Satisfaction Scale (constructed by Amar Singh & TR Sharma) were used for the data collection. For the hypothesis testing t-test was used and significance value is compare at 0.01 level of confidence. Major finding were revealed that There is a significant difference of work motivation among highly satisfied and unsatisfied prospective teachers and found that highly satisfied prospective teachers have more work motivated than unsatisfied prospective teachers (Male + Female).

Keywords: Job Satisfaction, Work motivation and Prospective Teachers

INTRODUCTION
The quality of the citizens rests upon the quality of their education. the quality of their education depends upon the competence, dedication and quality of school teacher sit is not brick of the classroom, but the dialogues rapport and interactions supported by deeds, between the learners and the teachers, all the time developing within its four walls can make or mar the destiny of the youngsters and in turn that of the nation.

This importance of education is basically for two reasons. The first is that the training of a human mind is not complete without education. Education makes man a right thinker. It tells man how to think and how to make decision. The second reason for the importance of education is that only through the attainment of education, man is enabled to receive information from the external world; to acquaint him with past history and receive all necessary information regarding the present. Without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world. Education is thus the starting point of every human activity.

Education is a process of human enlighten and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results are in the enfoldment of learners' potentialities, enlargement of their competencies and transformation of their interests, attitudes and values.

The source of true and holistic education is the teacher. Teacher in Indian heritage has always been given a raised platform of respect. Apart from imparting education to children, the teacher has been a friend, guide and philosopher. Teachers are regarded as the most powerful agents'of social change. A master teacher must also be a good motivator, have skill at modeling, have a sense of humor, use good judgment, and be a self-starter. Are these qualities sufficient? No, the teacher must be broadly educated, be disposed to hard work, be patient and persistent, understand the purpose of schooling, work cooperatively, care about each and every student, be politically savvy, and more! The list of desirable traits is almost inexhaustible; at the height of behaviorism some teacher education institutions compiled lists of over two hundred "essential" teacher traits. Motivation is getting others to do something because they want to do it. To motivate others is one of the most important management tasks. It comprises the abilities to understand what drives people, to communicate, to involve, challenging, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward. Motivation is about cultivating your human capital. The challenge lies not in the work itself, but in you, the person who creates and manages the work environment (Cook, 1991)[1]. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or noninvolvement in academic and non-academic activities, which operate in college. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with

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[1] Cook, M. 1991. 10-Minute Guide to Motivating People. Alpha Book Publishers, New York, USA. P.122.

supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the college. Job dissatisfaction and commitment are clearly identified as problems in the area of human services that need to be addressed. Nevertheless, most researchers and practitioners believe that job satisfaction can be optimized and burnout minimized to enhance the quality of services to society.

So job satisfaction is the realization level of one's expectations from her job and her organization. Considering all of the definitions above, for this study, job satisfaction is defined as follows: Job satisfaction is all a worker's emotional responses towards his organization and his job, when his expectations and realization of these expectations are considered (Ergenç, 1981)[1]. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment.

The significance of this research is that it may help to identify the importance of work motivation that has or not strong impact on the job satisfaction of teachers in both public and private schools. This study may help to improve the teacher's performance by motivational factors in order to enhance the educational system.

STATEMENT OF THE PROBLEM:
A Study of Work Motivation of Prospective Teachers in Reference to their Job Satisfaction.

DEFINITIONS OF TERMS
Job Satisfaction
Job satisfaction is a state in which the person who performs a particular job is satisfied with his surroundings, conditions and the reward, given to him. He fulfills his duties with all his efforts. If the person is satisfied with his job he will carry out his responsibility successfully and honestly. The Theory of Motivation explains factors such as hygiene and motivation that coincide with job satisfaction[2]. Overall, employee1 satisfaction whether it a physician, a staff related to retention has become a major issue for today and in the future. The job satisfaction is necessary among the workers to make any institution to grow higher e.g. Educational institutions, industries, agencies and departments can progress only and only if the workers, may be of higher or lower rank are satisfied. If the worker has diverted mind he cannot do justice with his duties.

Work Motivation
Motivation defined by Greenberg (2005), is a series of processes involving arousing, directing, and maintaining one's behavior towards a specific goal. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom.

Objectives of the study
1. To study and compare the work motivation among highly satisfied and unsatisfied prospective teachers.

2. To study and compare the work motivation among highly satisfied and unsatisfied prospective male teachers.

3. To study and compare the work motivation among highly satisfied and unsatisfied prospective female teachers.

Hypotheses of the study
Ho1 There is no significant difference of work motivation among highly satisfied and unsatisfied prospective teachers.

Ho2 There is no significant difference of work motivation among highly satisfied and unsatisfied prospective male teachers.

Ho3 There is no significant difference of work motivation among highly satisfied and unsatisfied prospective female teachers.

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[1] Eregenc, H. (1999). How supervision influences teacher efficacy and commitment: an investigation of a path model. Journal of Curriculum and Supervision, Publiehsed 2003, 18(2), 110-41

[2] Herzberg, F., B. Mausner and B. Snyderman, 1959. Hair, J.F. R.L. Tatham, R.E. Anderson and W. Black,

Hall. The motivation to work. New York, NY: John Wiley. 1998. Multivariate Data Analysis (5th Ed.). Prentice

Reviews of related Studies

Jain and Pratibha (2006) revealed that more committed employees with perceived conducive climate in the organization were found to be more satisfied with their jobs in comparison to less committed employees with perceived non-conducive climate. Jamal, Hasan and Raheem (2007) conducted a study and revealed that the teacher stress was negatively correlated with organizational climate implying that if the teachers are expected to be committed to their organizations, then they must be free from stress. Job satisfaction was found to be positively correlated with organizational commitment. Teacher morale and socio-emotional school climate were also found to be positively correlated with organizational commitment implying that if the morale of the teacher is high and the school provides good socio-emotional climate then the teachers will be more committed to their institutions where they are employed. Chan, Lau and Hogan (2008) in their study tested a predictive and mediation model of teacher commitment. The teacher efficacy and sense of identification with school were hypothesized to mediate the relations of an individual antecedent (teaching experience) and two organizational antecedents (perceived organizational politics and reflective dialogue) to teacher commitment. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching experience were positively related. De Cooman and Jegers (2007) made an effort to explore the graduate teachers' motivation to pursue a teaching job based on job motives and work values and concluded that teachers consider intrinsic, altruistic and interpersonal features as strong job-specific motivators. Furthermore, teachers preferred altruistic and interpersonal work values, while non-teachers were more attracted by individualistic work values such as career opportunities and executive power. Kumar, Udayasuriyan and Vimala (2008) conducted a study and results indicated that the motivational level was medium among majority of the employees. Significant difference was found among the employees motivation level based on the demographic variables such as age, gender, experience in the present organization, marital status and monthly income. It was revealed that high motivation was more among the females than male and on the other hand low motivation was also found to be more among the female as compared to their counterparts. Roness and Smith (2010) examined the stability in motivation during the teacher education programmes of the prospective teachers. The results indicated stability in motivation among the prospective teachers. They were found to express satisfaction with the practical teaching experience but were more critical towards the lack of coherence in the course work. Kumari and Jafri (2011) conducted a study. The female teachers were reported to have higher commitment level as compared to the male teachers. No significant differences were found in the levels of affective, normative and continuance commitment of male and female teachers working in the secondary schools. Sharif and Sulaiman (2011) indicated that in general, secondary school teachers in rural secondary schools possessed high levels of empowerment and organizational commitment. A positive and significant correlation between teachers' empowerment and organizational commitment was also reported. **Rizi and others (2013**[1] showed that the positive correlation between overall leadership styles and job satisfaction was significant at the level of P<0.05. Also, the correlations between leadership styles sub-scales such as transactional leadership, transformational leadership and passive/avoidant leadership and job satisfaction was significant at the level of P<0.05. Based on these results, among determinants of job satisfaction, leadership is viewed as an important predictor and plays a central role. Leadership is a management function, which is mostly directed towards people and social interaction, as well as the process of influencing people so that they will achieve the goals of the organization. Thirupathi, T. (2013)[2] evident that the teachers are satisfied with their work load and they are highly satisfied when the performance of the students in board examinations is good and also majority of the teachers are satisfied that the quantum of their salary is commensurate with the quality of their work. The overall study reflects the respondents' satisfaction with their job. Joselin J Russel, (2014) - The findings of the study showed that the school that cannot give efficient and committed and teachers need to be given special care and necessary remedial measures such as work training for the teachers. Kumar & Verma (2017) - depicted that there is significant positive relationship between job satisfaction and work motivation and also shows that there is significant negative association between job satisfaction and occupational stress and between work motivation and occupational stress as the value comes out to be 0.613, -0.552 and -0.613 respectively. It is also found that there are significant differences at the level of work motivation and occupational stress between those who are high and low on job satisfaction.

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[1] Rizi, Rezvan Mirsafaei and others (2013)-"Relationship between leadership styles and job satisfaction among physical education organizations employees, European Journal of Sports and Exercise Science, 2013, Vol.-2 (1):PP-7-11

[2] Thirupathi, T. (2013)- "A study on job satisfaction among school teachers with special reference to Tharamangalam Union, Salem district, Research Explorer: January - June 2013,Vol .-II : Issue. 6 pp-30-34

Research Method
The survey method of research was used to define problem and definite objective and data collection. This is a scientific & reliable method.

Sample
A sample of 100 prospective teachers were selected studying in B.Ed. colleges affiliated to Kurukshetra University located in Kurukshetra district was drawn using stratified random sampling technique.

Delimitation of the study
1. The present study is delimited with respect to variables, sample, tools and techniques. The present study is geographically delimited with respect Kurukshetra District only.

2. It is further delimited to prospective teachers (studying in B.Ed. courses only). The sample is delimited to 100 students.

Tools were to be Used

1.	Work Motivation Questionnaire	K.G.Agarwal
2.	Job Satisfaction Scale (JSS)	Amar Sharm & TR Sharma

Statistics Techniques: - Mean, S.D. & t-teat were calculation for the hypothesis testing.

INTERPRETATION AND ANALYSIS OF DATA
Ho1 There is no significant difference of Work Motivation among Highly Satisfied and unsatisfied Prospective teachers.

Table No.-T.1
Related data of Work Motivation between Highly Satisfied and Unsatisfied Prospective teachers.

Type of Groups	¼N½	¼Mean½	¼S.D.½	¼CR-Value½	Level of significance
Unsatisfied Prospective teachers	59	98.63	10.33	5.174**	p>0.01
Satisfied Prospective teachers	41	108.92	9.38		

(df=59+41-2=98) ** Significance at the 0.01 level.

Graph No.-G.1
Related Bar diagram of Work Motivation between Highly Satisfied and Unsatisfied Prospective teachers.
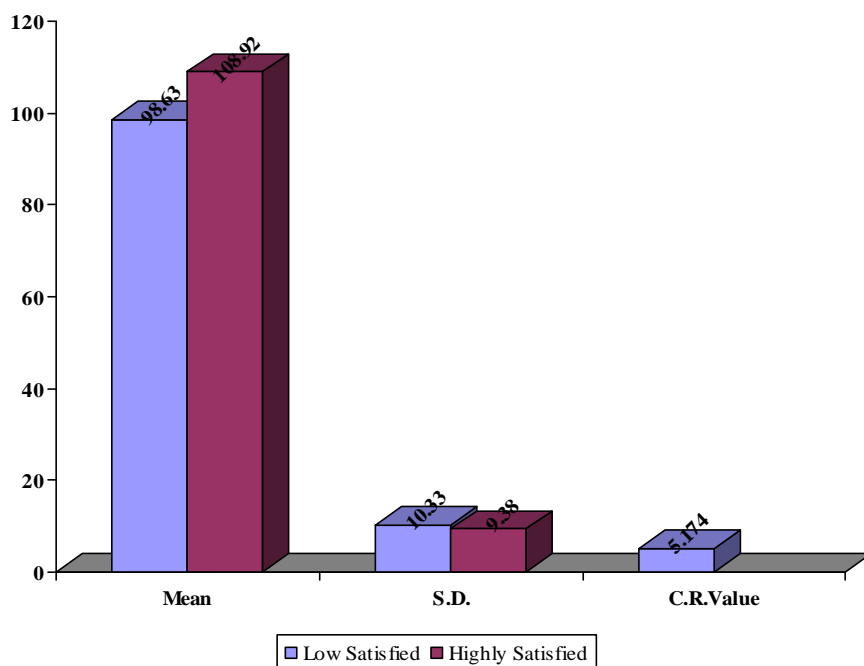
Ho2 There is no significant difference of Work Motivation between Unsatisfied and Highly Satisfied Male Prospective teachers.

Table No.-T.2

Related data of Work Motivation between Highly Satisfied and Unsatisfied Male Prospective teachers.

Type of Groups	¼N½	¼Mean½	¼S.D.½	¼CR-Value½	Level of significance
Unsatisfied Male Prospective teachers	29	97.33	10.02	2.953**	p>0.01
Satisfied Male Prospective teachers	21	105.47	9.32		

(df=21+29-2=48) ** Significance at the 0.01 level.

Graph No.-G.2

Related Bar diagram of Work Motivation Between Highly Satisfied and Unsatisfied Male Prospective teachers.
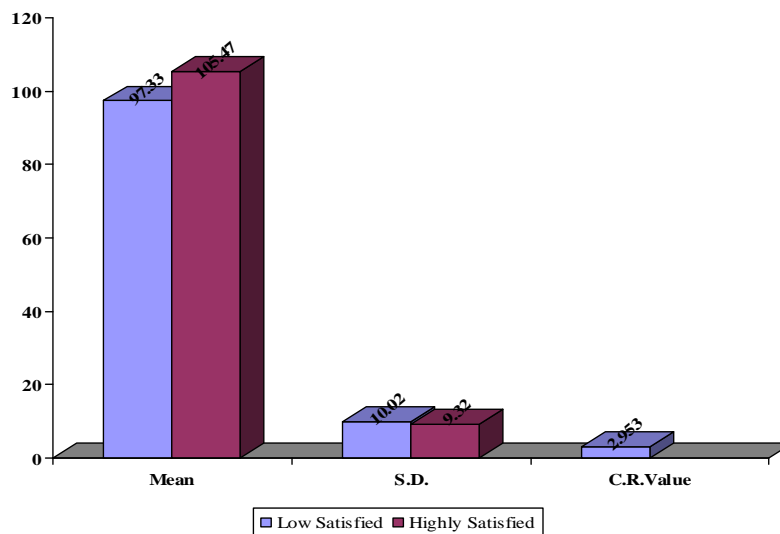
Ho3 There is no significant difference of Work Motivation between Unsatisfied and Highly Satisfied Female Prospective teachers.

Table No.-T.3

Related data of Work Motivation between Highly Satisfied and Unsatisfied Female Prospective teachers.

Type of Groups	¼N½	¼Mean½	¼S.D.½	¼CR-Value½	Level of significance
Unsatisfied Female Prospective teachers	30	99.41	9.98	3.623**	p>0.01
Satisfied Female Prospective teachers	20	109.23	8.97		

(df=30+20-2=48) ** Significance at the 0.01 level.

Graph No.-G.3

Related Bar diagram of Work Motivation Between Highly Satisfied and Unsatisfied Female Prospective teachers.
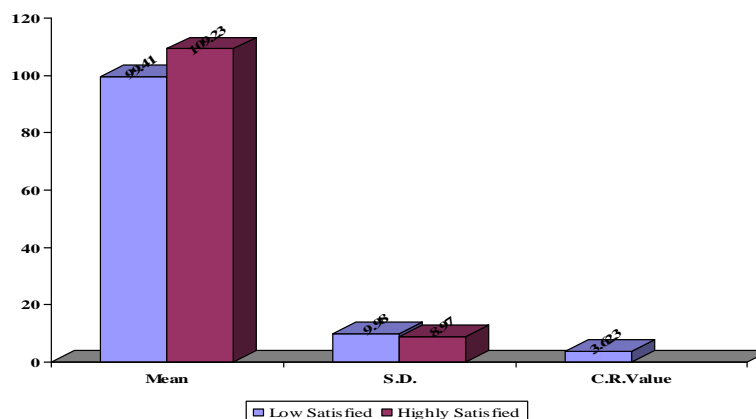
FINDINGS

1. There is no significant difference of work motivation among highly satisfied and unsatisfied prospective teachers. Proposed hypothesis was rejected at 0.01 the level of significance.

2. There is no significant difference of work motivation among highly satisfied and unsatisfied prospective male teachers. Proposed hypothesis was rejected at 0.01 the level of significance.

3. There is no significant difference of work motivation among highly satisfied and unsatisfied prospective female teachers. Proposed hypothesis was rejected at 0.01 the level of significance.

CONCLUSIONS

1. There is a significant difference of work motivation among highly satisfied and unsatisfied prospective teachers and found that highly satisfied prospective teachers have more work motivated than unsatisfied prospective teachers.

2. There is a significant difference of work motivation among highly satisfied and unsatisfied prospective male teachers and found that highly satisfied prospective male teachers have more work motivated than unsatisfied prospective male teachers.

3. There is a significant difference of work motivation among highly satisfied and unsatisfied prospective female teachers and found that highly satisfied prospective female teachers have more work motivated than unsatisfied prospective female teachers.

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IMPACT OF RESILIENT LEADERSHIP ON ORGANIZATIONAL WELLNESS: AN EMPIRICAL STUDY

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ABSTRACT
A flexible, storable and convertible dynamic capability ensures resilience in organizations and makes them powerful in coping with problems and crises. In organizational level a resilient leadership is a prerequisite of resilient organizations. According to positive psychology and positive organizational literature authentic leadership is a suitable leadership model for resilient organizations with high levels of organizational efficiency. In this paper, we intend to theorize how leadership affects organizational adaptation to its external environment by applying the concepts of learning organizations. We contend that the organization wellness success is positively related with the dimensions of learning organization such as; continuous learning, inquiry and dialogue, team learning, empowerment, embedded system, system connection and strategic leadership. In addition, researcher identifies the executive leadership role in fostering the desired corporate culture conducive to organizational wellness. The Population for the present study is 100 teachers of colleges of Education and Degree colleges of Chandigarh, Panchkula and Ambala; whose opinion will determine that whether resilient or non-resilient behavior of their leaders have positive or negative impact on organizational wellness. Resilient Leadership measured with the resilient leadership (ResOrg) tool (Lee et al., 2013) and Perceived Organizational Wellness measured with a subscale from the Perceived Organizational Wellness scale (POW, Eisenberger, Huntington, Hutchison, & Sowa, 1986) was used to measure the outcomes.). The findings obtained in this study, highlighting the direct and moderated effects among resilient leadership, dispositional variables and employee resilience, offer support for this assertion, and invite further research into additional organizational enablers, intrapersonal factors, and outcomes of resilient behaviors.

Keywords: Resilient leadership, organizational wellness, learning organization

INTRODUCTION
Resilience was defined as the ability to bounce back from adversity, frustration, and misfortune and described as an essential characteristic of effective leaders. Resilience needs in human beings have been a topic of interest among researchers for decades. Research has evolved to a level that delineates the characteristics of resilient people and links these characteristics to successful leadership and advanced emotional intelligence. Researchers (e.g., Mrazek & Mrazek, 1987; Jew, Green & Kroger, 1999) pointed to certain specific psychological characteristics that are related to resiliency. These characteristics are apparent in the skills and abilities that resilient people use during and after stressful situations. This study utilizes the definition of resiliency in a psychological context (Jew, Green & Kroger, 1999). Mrazek and Mrazek (1987) define resiliency as responses to stress that are influenced by appraisal of the situation and the resultant capacity to process the experience, to attach meaning to the experience, and to incorpzorate the experience into one's belief system. In this analysis, resiliency is constructed as a belief system, and coping is viewed as a set of behaviors based on Organizational Resilience.

Resilient leadership means handling adversity with greater skill, reducing stress across your organization and uniting your team. Resilient leaders with the courage and confidence to take purposeful action are able to direct these qualities inward to preserve organizational survival in response to the forces of change as well as outward into the community to fulfill corporate social responsibilities. Efficacious and empowered resilient leaders with transformational leadership attributes and behaviors are able engage in rapid decision making needed to tackle complex organizational needs .A resilient leader will handle adversity with greater skill and unite your team to emerge from challenges stronger than before. Conversely, leaders that fall short of sufficient protective factors are less likely to deploy effective coping strategies. It is in the interest of organizations to articulate the desired leadership attributes and behaviors that best fit the organizational culture. Findings of this study contributed evidence that supported correlative associations among self-efficacy, psychological empowerment, personal resilience, and leadership style with organizational resilience. This is important because the researcher did not find previously published studies in which it's been considered how leadership attributes and behaviors collectively contributed to the organizational wellness

Organizational wellness refers to an organization's ability to create an environment that enhances career resiliency of their employees (Brock & Grady, 2002). An organization committed to building resilient employees will foster openness in communication, encouragement of individual contributions for personal

growth, risk-taking all with the promise of employee recognition and rewards (O'Leary, 1998). Resilient organizations structure and restructure themselves to attain a mission, support the optimal development of shared decision-making. They provide feedback, set goals, and have intelligence-gathering mechanisms (Nishikawa, 2006). They employ people who react quickly and efficiently to change and perceive experiences constructively, ensuring adequate external resources expand decision-making boundaries, develop the ability to create solutions on the spot, and develop tolerance for uncertainty (R. R. Greene et al., 2002).

Howard and Irving (2013) found that leadership resiliency is gained and shaped through the active engagement in hardship or obstacle. They argue that by overcoming obstacles, a person builds a competency to successfully deal with and bounce back from adversity. The research in this article implies that organizations have an invaluable influence on employee's wellness through resilient leadership while reinforcing the wellness of the organization. Thus, it is essential for organizations to commit to fostering the wellness of both the employee and the organization. While very little research currently exists on the topic of organizational wellness, the recent surge of studies on "hardship and thriving" dictates a necessity for a more comprehensive understanding of how a resilient leadership can foster organizational wellness (Nishikawa, 2006). The overwhelming benefit for the organization that fosters wellness through resilient leadership and thriving in its workplace is a more highly motivated workforce (O'Leary, 1998). As a result, there is a mutually positive outcome for both the employees and the organization.

The literature discussed noted that survival, recovery, and thriving are concepts associated with resilience at varying stages during or after adversity. The concept of "thriving" refers to a person's ability to go beyond their original level of functioning and to grow and function despite repeated exposure to stressful experiences (O'Leary, 1998). Resilient individuals rely on a number of variables to cope with adversity resulting in hardiness and thriving. These variables include positive self-esteem, hardiness, strong coping skills, a sense of coherence, self-efficacy, optimism, strong social resources, adaptability, risk-taking, low fear of failure, determination, perseverance, and a high tolerance of uncertainty (Bonanno, 2004; Carver, 1998; Masten, 2005; O'Leary, 1998; Patterson et al., 2002; Ungar, 2004).

Career and organizational resilience was discussed in the context that there is a constant threat that adversity and prolonged contact with stress can cripple leaders (Nishikawa, 2006). Therefore, resilience and thriving are critical concepts to explore in the development of leaders within careers and organizations. The challenge for these organizations then becomes quite apparent and that is to create environments for resilience to emerge in their leaders and organization. This topic of resilient leadership and organizational wellness promises to make a crucial area of research for years to come.

PURPOSE OF THE STUDY
The purpose of the study was to explore the characteristics of resiliency in persons who have achieved and survived in positions of leadership in education and to examine the organizational implications.

OBJECTIVES
- To study the significant relationship between Resilient Leadership and Organizational Wellness of teaching faculty of colleges

- To study the significant relationship between Resilient Leadership and Organizational Wellness of male faculty

- To study the significant relationship between Resilient Leadership and Organizational Wellness of female faculty

HYPOTHESIS
- There will be no significant relationship between Resilient Leadership and Organizational Wellness of teaching faculty of colleges

- There will be no significant relationship between Resilient Leadership and Organizational Wellness of male faculty

- There will be no significant relationship between Resilient Leadership and Organizational Wellness of female faculty

SAMPLE
The sample for the present study is 100 teachers of colleges of Education and Degree colleges of Chandigarh, Panchkula and Ambala through random sampling technique

TOOLS EMPLOYED:

Resilient Leadership was measured with the resilient leadership (ResOrg) tool (Lee et al., 2013) which operationalizes resilience as a function of two factors, 'Adaptive Capacity' and 'Planning'. Participants rated the 13 items on a five point likert scale with anchors being "strongly disagree" "disagree" "neither agree nor disagree" "agree" "strongly agree", with an additional "don't know" option. An example item is "Given how others depend on us, the way we plan for the unexpected is appropriate".

Perceived Organizational Wellness was measured with a subscale from the Perceived Organizational Wellness scale (POW, Eisenberger, Huntington, Hutchison, & Sowa, 1986). In order to reduce the overall survey length, only three items; covering support, recognition and appreciation from the organization, were chosen from the full scale. Participants were instructed to rate their responses on a seven point likert scale from 1 = "strongly disagree" to 7 = "strongly agree". An example item is *"Help is available from the organization when I have a problem"*.

INTERPRETATION AND RESULTS:

Hypothesis 1: Correlation between Resilient Leadership and Organizational Wellness of teaching faculty of colleges

To test the hypothesis that there is no significant relationship between Resilient Leadership and Organizational Wellness of College Teachers, Pearson's product moment correlation was computed between the scores between Resilient Leadership and Organizational Wellness as per the details given below:

Table- 1 Correlation between Resilient Leadership and Organizational Wellness of teaching faculty of colleges

Variables	N	r/ Interpretation
Resilient Leadership	100	0.78/ Significant at .05 & .01 level
Organizational Wellness	100	

It is depicted from the table 1 that correlation between Resilient Leadership and Organizational Wellness of College Teachers is 0.78. The 'r' in order to be significant at .05 level of significance and .01 level of significance should be .195 and .254 respectively. Since obtained 'r' is much higher that the tabulated values. So it is concluded that there is significant positive correlation between Resilient Leadership and Organizational Wellness of College Teachers.

Hence hypothesis -I, "There is no significant relationship Resilient Leadership and Organizational Wellness of teaching faculty of colleges" is rejected.

Hypothesis II: Correlation between Resilient Leadership and Organizational Wellness of Male Faculty

To test the hypothesis that there is no significant relationship between Resilient Leadership and Organizational Wellness of male College Teachers, Pearson's product moment correlation was computed between the scores between Resilient Leadership and Organizational Wellness of male faculty as per the details given below:

Table- II Correlation between Resilient Leadership and Organizational Wellness of male faculty of colleges

Variables	N	r/ Interpretation
Resilient Leadership	100	0.73/ Significant at .05 & .01 level
Organizational Wellness	100	

It is depicted from the table 1 that correlation between Resilient Leadership and Organizational Wellness of College Teachers is 0.73. The 'r' in order to be significant at .05 level of significance and .01 level of significance should be .195 and .254 respectively. Since obtained 'r' is much higher that the tabulated values. So it is concluded that there is significant positive correlation between Resilient Leadership and Organizational Wellness of

Hence hypothesis -II, "There is no significant relationship Resilient Leadership and Organizational Wellness of male faulty of colleges" is rejected.

Hypothesis III: Correlation between Resilient Leadership and Organizational Wellness of female faculty

To test the hypothesis that there is no significant relationship between Resilient Leadership and Organizational Wellness of female college teachers, Pearson's product moment correlation was computed between the scores between Resilient Leadership and Organizational Wellness of female college teachers as per the details given below:

Table- III Correlation between Resilient Leadership and Organizational Wellness of female faculty of colleges

Variables	N	r/Interpretation
Resilient Leadership	100	0.80/ Significant at .05 & .01 level
Organizational Wellness	100	

It is depicted from the table 1 that correlation between Resilient Leadership and Organizational wellness of female college teachers is 0.80. The 'r' in order to be significant at .05 level of significance and .01 level of significance should be .195 and .254 respectively. Since obtained 'r' is much higher that the tabulated values. So it is concluded that there is significant positive correlation between Resilient Leadership and Organizational Wellness of female college teachers.

Hence hypothesis -III, "There is no significant relationship Resilient Leadership and Organizational Wellness of female college teachers" is rejected.

DISCUSSION

Given the constantly changing and unpredictable environments which today's organizations are required to work in, the need for both organizational and employee wellness has never been more crucial for organizational success. The organizational psychology literature has recently begun documenting the benefits of focusing on both *employee wellnesses:* increased individual resources to cope with change and enhanced productivity (Bardoel et al., 2014), and *employee resilience*: increased adaptation and thriving in response to necessary organizational changes (Näswall et al., 2015; Shin et al., 2012). However, whilst researchers now acknowledge the existence of employee resilience alongside the more commonly studied trait and organizational-level resilience, to date, the literature fails to provide any clear understanding of how these levels of resilience interact, and how they may be influenced. As there are also many logistical reasons for organizations not to invest in employee wellbeing and resilience (Abbott et al., 2009; Meyers et al., 2013), there is a clear and immediate need for guidance to organizations in practical ways to invest in employee psychological resources which benefit both employees and the organization.

The primary aims of the current research were two-fold; first, to empirically investigate previously untested assumptions of how resilience at individual, employee and organizational-level interact, and second, to investigate whether supporting the wellness of employees at work may act as an 'organizational enabler' of employee-level resilience. It was predicted that there would be positive relationships between trait, employee, and organizational-level resilience, with organizational resilience having a stronger relationship with employee resilience than it does with trait resilience.

IMPLICATIONS FOR RESEARCH AND PRACTICE

The present study contributes to the growing body of resilience literature by empirically testing the unique contributions of resilient leadership on the employees & by and large organizational wellness. Clinical and developmental approaches to resilience have dominated the psychology literature (e.g. Alvord & Grados, 2005; Lee, Sudom, & Zamorski, 2013; Wagnild & Young, 1993), framing resilience as a dispositional variable linked to positive self-regulatory and coping functions (King & Rothstein, 2010; McLarnon & Rothstein, 2013; Moenkemeyer et al., 2012). Assessing resilience as a developable employee capability allows practitioners to capitalize on resilient behaviors to enhance performance, identify areas of intervention to ensure alignment between organizational practices and systems (resilience enablers) and human capital, and foster a positive work environment where employees can learn and thrive. Past research suggests that the development of resilience in the workplace is founded on a dynamic process wherein individual and contextual factors interact (Fletcher & Sarkar, 2013; King & Rothstein, 2010; Luthar, Cicchetti, & Becker, 2000; Moenkemeyer et al., 2012). The findings obtained in this study, highlighting the direct and moderated effects among leadership, dispositional variables and employee resilience, offer support for this assertion, and invite further research into additional organizational enablers, intrapersonal factors, and outcomes of resilient behaviors.

In addition to this, the present study also highlights the importance of providing autonomy (e.g. decision-making discretion), clear direction on performance, and feedback on achievements in the form of recognition (Ahearne et al., 2005). Understanding the unique and combined influence of leader behaviors and dispositional variables in the development of employee resilience will inform the development of workplace resilience training programmes (Bardoel et al., 2014; Kumar, Adhish, & Deoki, 2014; McElroy & Stark, 1992).

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

Despite its notable contributions to research and practice, the present study has the limitation of self-report, where social desirability bias may have influenced the results obtained (Donaldson & Grant-Vallone, 2002; Spector, 1994). Social desirability refers to respondents' motivation to portray themselves and others (leaders) in a positive light (Donaldson & GrantVallone, 2002; Lievens, Geit, & Coetsier, 1997). Future research can mitigate this source of bias by collecting measures from multiple sources and examining agreement among raters (Lievens et al., 1997; Spector, 1994). Overall, we propose that further empirical enquiry is needed to test the proposed relationships within organizations and teams, considering the context in which they are embedded, to allow for an in-depth, culture-bound understanding of leader-employee dynamics in the development of resilience capability in both stable and uncertain times.

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YOUTH, SKILL AND EMPLOYABILITY IN INDIA

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ABSTRACT

India is listed amongst the fastest countries of the world on the strength of its booming services sector and industrial sector trying to catch up. The post reforms period witnessed tremendous growth on the strength of knowledge-intensive and skill-intensive services and their increasing exports, while manufacturing sector growth not able to provide the necessary push. But this fast flourishing services sector and upcoming industrial sector could not provide ample employment opportunities to the job-seeking youth of India. This paper highlights the deficiency of skills in the Indian workforce as only 10 percent of workforce is skilled. Youth are staying longer in education across the world, and thus raising global human capital. The paper makes an indepth study of skill gap, skill mismatch, education status of workforce ,non-employability using NSSO data on vocational education profile of labour force and danger of demographic disaster. It is high time we develop human resources through suitable skill formation for achieving high productivity culture in the industrial and services sectors. Therefore, higher professional and vocational/technical training institutes must generate a continuous flow of trained youth with specialized market-suitable skills. The growth experience indicates towards demand for high-end and low-end skills. The matching supply needs to be suitably created; and manufacturing sector needs to be given push for long term growth coupled with creation of medium level skills.

Keywords: Structural transformation, skill mismatch, skill gap, skill formation, professional education, vocational education, demographic dividend, ,high-end and low-end skills.

l. INTRODUCTION

Youth are staying longer in education in all nations of the world, thus increasing global human capital. Labour force participation rates for youth are declining, Global youth unemployment rate stands at 13.0 per cent, as per latest ILO estimates for 2016, just below the crisis peak of 13.1 per cent between 2011 and 2013, but rising again to 13.1 per cent in 2017 and 2018. At the same time, although the number of global unemployed youth decreased to a low of 70.3 million in 2015 for the first time in more than two decades, the decline has since reversed. The global youth labour force participation rate has declined in the past 20 years from 55.0 per cent to 45.7 per cent. Globally, 70.9 million young people are estimated to be unemployed in 2017. By 2030, 77.0 percent of the youth labour force aged 15–24 yrs will be in the developing countries of Africa and Asia and the Pacific. Globally, more than three-quarters (76.7 per cent) of working youth are in informal jobs. Knowledge and skills are the driving forces of economic growth and social development. Countries equipped with higher and better levels of education and skills easily adapt to the international job market – UK(48%), Germany(75%), USA(52%),Japan(80%)and South Korea(96%).While India with large population could skill only (4.69%) of the total workers in India.A large section of population of the world has undergone formal skill training in the leading nations of the world

The experience of Indian economy is unique as it has witnessed a transformational change from an agrarian economy to service sector dominated economy; and emerged as one of the fastest growing economies of the world. Presently, India accounts for meager 1.8 percent of the world manufacturing output, while has flourishing services sector which accounts for largest i.e. 57pc share in GDP and has attained respectable position in the knowledge era as it exports extensively knowledge-intensive services like bio-technology, pharmaceuticals, information technology, KPO, BPO etc. Actually, India has by passed the second stage of Development theory, where industry and manufacturing activity dominate the growth process. Moreover, around 58 pc of population gets employment in these two sectors which need trained labour. In contrast only 10 pc of the Indian labour force is skilled and 2 percent is formally skilled. Make in India, Skill India, Start up India, Digital India programmes of recent years have been launched to give Indian economy global recognition through providing further boost to services sector and its exports; to revive and strengthen manufacturing/industrial sector; and to transform India into a global manufacturing hub. Despite favourable demographic profile, either the market falls short of labour trained in market demanded skills or the educated/trained youth is unable to find employment. Hence the paper highlights the need for aquisition and creation of all types of skills – high end, middle end and low end-skills- in consonance with sectoral demands so as to sustain high growth in India.

Therefore the paper attempts to study skills required in the event of non-commensurate sectoral growth and occupational growth in India (section1),skill profile, skill gap, mismatch and opportunities and challenges

lying ahead (section ll).The paper is descriptive in nature and is based on secondary data and information from relevant books, documents of various ministries/departments and organizations, articles, papers and web-sites.

II. INDIAN GROWTH EXPERIENCE AND SKILLS IN DEMAND

Indian economy, basically an agricultural economy, traversed a long journey to become one of the ten fastest growing economies of the world. Following the theory of development, it has jumped from the First stage of primary sector-led development path to Third stage of tertiary sector-dominated development, bypassing the Second stage of industrial development, which is tremendously very important to sustain sustainable growth

2.1 INDUSTRIAL/MANUFACTURING SECTOR: LOW END AND HIGH END SKILLS

Since the beginning of economic planning, the industrial and manufacturing sector experienced high growth for till 1966 which slowed down during1966-76 followed by an upward trend reaching an all time high quinquennial average of 8.2 percent during 1986-91 primarily because of liberalization measures under IPRs of 1978 & 1980. After IPR 1991 there was slow progress initially but industrial recovery took place after 1998, followed by slow-down in 2000-01 due to internal and external factors, but picked up soon during 2004-08. The global slow-down in post- 2008 adversely impacted the growth of industry and manufacturing and recovered in 2011.

Indian manufacturing has by and large grown in-tune with overall economic growth rate during 20 years but between 2009 and 2013 the Indian share in global manufacturing GDP declined (from 2.2percent to 2.0 percent) despite increase in India's share of global GDP (from 2.2 to 2.5 percent) which has been major concern, more so because other nations including China's share in global manufacturing rose by more than six percentage points (i.e. from 17.3 to 24.1 percent). The increase in the share of India in global merchandise exports over the past twenty years from 0.5 to 1.7 percent has been modest as compared to China's performance, (from 2.4 to 11.5 percent of global exports).

Table-3 India's Position in Global Manufacturing GDP and Exports(in percent)

Shares	Countries	1993	2009	2013
Share of global GDP (%)	India	1.2	2.2	2.5
	China	2.3	6.8	8.5
	United States	26.5	25.5	24.9
	Japan	12.2	8.5	8.2
Share of global manufacturing GDP (%)	India	0.9	2.2	2.0
	China	3.1	17.3	24.1
	United States	24.4	19.2	17.8
	Japan	20.2	9.6	7.3
Share of global merchandising exports (%)	India	0.5	1.3	1.7
	China	2.4	9.7	11.5
	United States	12.5	8.6	8.6
	Japan	9.5	4.7	4.5

Source: World Bank(2015)

The share of industry in national income increased from 15 percent in 1950-51 to 27 percent in 2011-12 (at 2004-05 series), and further to 29.7 percent in recent year of 2014-15 (at 2011-12 series), but services sector has grown much faster. Moreover, the share of industry in employment does not commensurate with its growth. The passing over from 1st stage of development to 3rd stage of development directly highlights the need for pushing up the manufacturing and industrial sector with focused efforts.

SERVICES SECTOR: HIGH END SKILL –INTENSIVE

As growth of industries & services sectors is inter-dependent hence both must move hand in hand and not at the cost of each other. India's growth accelerated since 1980s (i.e5.6 pc 1981-91) due to impressive performance of the service sector even least affected during crisis times of post-reforms period.. India has emerged as the world leader in giving IT/ITES support to various Multinational Corporations Busines process outsourcing and knowledge process outsourcing. Even the net services exports from India reached US$ 77.89 billion in 2017-18. The contribution of services and industrial sector in GDP has been around 70-75 percent in India but they provide employment to only 50 percent of workforce or so.This non-commensurate growth of employment indicates towards skill mismatch.
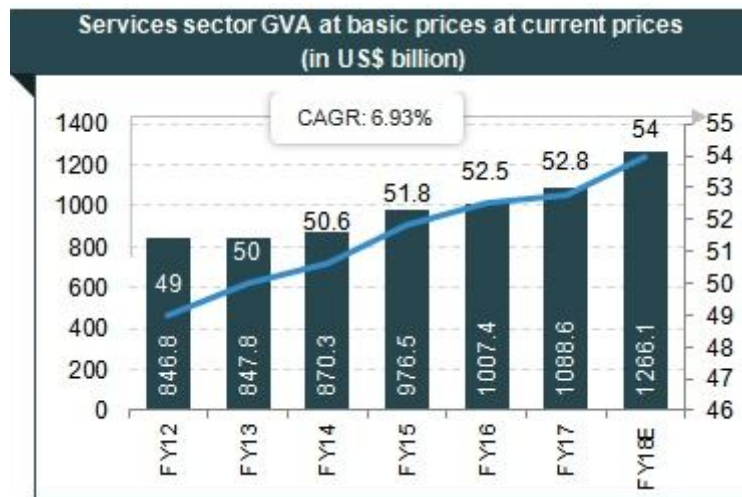
Notes: *E – Estimate, CAGR - Compound Annual Growth Rate, Exchange Rate used is average for the year*
Source: *India budget, MOSPI (Second Advance Estimates of National Income 2017-18 and First Revised Estimates of National Income 2016-17)c.f. India Brand Equity Foundation www.ibef.org downloaded on 21.9.18 .*

2.3 EMPLOYMENT OPPORTUNITIES AND GAPS IN SKILLING LABOUR

Among the top 15 economies, the services sector accounted for more than two thirds of total employment in 2016 in most of them except India and China, with India's share of 30.6 per cent being the lowest ,as per the ILO's estimates (Economic Survey,2017-18). Table 2 depicts the change in respective shares of these sectors since 1951.

Table 2: Share in Employment: Occupational Distribution(%age)

Sectors/Decades	1950-51	1990-91	2011-12	2017-18
Agriculture	72.1	66.9	48.9	42.7
Industry	10.6	12.7	24.4	23.8
Services	17.3	20.4	26.7	33.45

Source: GOI, Economic Survey, various issues, 2018

Agriculture sector continues to provide employment to largest section i.e.42 percent of country's workforce and is the single largest private sector occupation whereas China pulls 1% of its population out of agriculture and puts them in construction & manufacturing. Therefore, for raising employment in manufacturing and services sectors, a strong and large human capital reservoir must be built up in tune with the market-demand. Out of 15 mn youth entering workforce annually more than 75 percent are not jobready while India needs 700 million skilled workers by the year 2022.The glaring imbalance is due to lack of technical and soft skills- highlights the need to augment the employability of educated youth (The Hindu, Aug 7, 2017).As there are huge skill gaps, there is need to identify these gaps.. Skill gap refers to a mismatch between the demand and supply side of the workforce in the market. The Government and its several other partner agencies launched various skill development initiatives to cater to the requirements of all sectors of the economy..Unfortunately, despite the gravity of this situation, various ministries failed to achieve their skilling targets (Table 3).

Table-3. :Gaps in Achievement by various Ministries/ departments and organization

S. No.	Ministry/ Department/ Organization	Target for 2012–13 (in 000)	Achieved till Jan 2013 (in 000)	Gaps in Achievement (in 000)
1	Labour & Employment	2,500	800	1700
2	Micro, Small & Medium Enterprises	600	333	267
3	Agriculture	1184	1000	184
4	Rural Development	800	422	378
5	Deptt. of Higher Education	310	143	167
6	Women & Child Development	150	67	83
7	Housing & Urban Poverty	500	242	258

	Alleviation			
8	Tourism	50	35	15
9	Social Justice & Empowerment	40	28	12
10	Textiles	250	40	210
11	Heavy Industries	20	18	02
12	Department of IT	440	263	177
13	National Skill Development Corporation	400	204	196
14	Chemical & Fertilizers	30	18	12
15	Development of NER	3	0	3
16	Food Processing Industries	10	0	10
17	Road Transport and Highways	100	0	100
18	Tribal Affairs	10	0	10
19	Commerce and Industry	30	9	21
	Total	7243	3806	3437

Source: Ministry of Labour & Employment

As evident from the Table-3, Ministries like Labor and Employment and Textiles could not achieve even half of their annual target. Furthermore, all stakeholders cumulatively achieved a meager 53 percent of the overall target in the year 2012-13. Some of the key initiatives are National Skill Development Policy (2009), Modular Employable Skills (MES), Up-gradation of Government ITIs through World Bank, Public Private Partnership and by DGET etc.

In this regard,, Skill India Programme needs a mention under which by theyear2022, 24 key sectors will need an additional 109 mn skilled workers and National Skill Development Mission aims to train 400 mn people across the country (World Bank,2017) .If proper skills are not provided to the prospective workforce then it would result in less employment opportunities and more unemployment rates as the workforce does not possess the requisite skills as demanded by manufacturing and non-manufacturing sectors.

III. SKILL PROFILE, SKILL DEFICIT AND OPPORTUNITIES

Historically, three modes have been observed in helping UDCs get out of the trap of under-development: geology, geography, and "jeans" or low-skilled manufacturing (Economic Survey 2015). Earlier Australia and Canada and more recently West Asia, Botswana and Chile improved their standard of living by exploiting their natural resources endowed by geology. Some of the island successes (Barbados, Mauritius, and others in the Caribbean) originated from exploitation of their geography by developing tourism to achieve high rates of growth. Whereas East Asian countries (China, Thailand, Indonesia, and Malaysia etc) relied on relatively low-skilled manufacturing, typically textiles and clothing in the early stages of their success to accelerate their economic growth. Though they shifted to more sophisticated manufacturing sectors gradually, the 'low-skilled manufacturing'offered them the vehicle for prosperity in their early stages. No country has grown from underdevelopment using relatively skill-intensive activities as the launching pad for sustained growth as has been the Indian experience (ibid).

India's natural comparative advantage lies in the agriculture sector and low-skilled manufacturing activities because of its natural resources and easy availability of unskilled and low-skilled labor. Instead, it has created advantage in relatively high skilled activities such as information technologies, business process outsourcing and knowledge- intensive services like bio-technology, pharmaceuticals while skipping the natural advantage of abundant supplies. India has directly entered the service-led third stage of development too much extent, bypassing the industry-led second stage of development mainly due to historical policy choices and technological accidents (Kochhar et. al., 2007). Globalisation has further intensified the need for highly skilled workforce and knowledge-based resources. India bypassed Japan to emerge as the world's third largest internet user after China and the United States, reported digital measurement and analytics firm ComScore in a study. India had nearly 74 million internet users in 2012, three-fourths of India's population is under 35 years as against half worldwide and it is suggested by many scholars that technology can pave a long way in this direction (Paul,2014).. Hence, India presents a mix picture of- comparative advantage in low skilled and high skilled activities both.

Table 4: General Education Level of Workforce (in the age group 15-59)

Levels of Education	Numbers (in millions)	Share in workforce(%)
Not Literate	125.7	29.1
Literate without formal schooling	2.1	0.5
Below Primary+ Primary	102.4	23.7
Middle	76.1	17.6
Secondary	52.4	12.2
Higher Secondary	29.2	6.8
Diploma/Certificate Courses	6.0	1.4
Graduate	28.0	6.5
Graduate & above	9.4	2.2
Total	431.2	100

Source: NSS (66th Round), 2009-10.[Statement 5.5, NSS Report No. 537: Employment and Unemployment Situation in India, 2009-10}cf Twelfth Five Year Plan Document Table 22.21, p.142 from http://planningcommission.nic.in/hackathon/Skill%20Development.pdf

3.1 SKILL AND EDUCATION PROFILE OF INDIAN WORK FORCE

A survey of employment rate in terms of usual status employment shows (Table 4) that unemployment is the highest among illiterate people or people having education up to primary level, while it is the lowest among people with higher secondary level of education (both in rural and urban sectors) of the country. This finding clearly indicates the dominance of informal activities and lack of formal education in workforce.

As regards the status of vocational training of Indian workforce(431 million), 0.4 percent received formal training and 2.1 percent undertook informal training, see Table-5. While an additional 7.6 percent of workforce received informal vocational training. Thus, the total number of Indian workforce in the age group of 15-59 with vocational training is 43 million or 10.1 percent of the workforce (NSSO round 2009-10). A look at the profile of workers by economic sectors indicates that the proportion of illiterate workers is highest in agriculture and allied activities (about 40 per cent), followed by the non-manufacturing sector (33 per cent). Overall 10 per cent of the workforce in the age group of 15–59 years received some form of vocational training. The proportion of workers who received vocational training was the highest in the services sector (33 per cent), followed by manufacturing (31 per cent), agriculture (27 per cent), and non-manufacturing and allied activities (9 per cent). But the important thing is that vast majority of workers received non-formal vocational training. The proportion of workers with non-formal vocational training was the highest in agriculture and it was primarily in the form of hereditary transfer of knowledge. In the non-agricultural sector, the non-formal vocational training was in the form of on –the-job learning. It highlights the existence of extremely inadequate system of vocational training. Moreover, there remains little difference between manufacturing and agriculture sectors as regards the share of workers with vocational training, while for those who only received non-formal training: 86 per cent in agriculture and 91.7 per cent in manufacturing. Only in services sector, the share of those with informal training has been much lower I.e.56 per cent.

Table 5: Vocational Training Status of Indian Workforce (age group of 15-59years), in percentage

Level of Education	Numbers (in 000)	Share in the Workforce (i.e. 431million)
Receiving formal Vocational training	1892	0.4
Received vocational training :formal	9006	2.1
Received vocational training :informal	32719	7.6
Total	43617	10.1

Source: NSS (66th Round), 2009-10cf Twelfth Five Year Plan Document Table 22.21, p.142 from http://planningcommission.nic.in/hackathon/Skill%20Development.pdf

Table-6 depicts the share of the workforce with technical education in total of 11.76 mn in the age group of 15-59 years. The share of those with technical degree in agriculture, engineering, technology, medicine etc. comprises 0.5 percent, with under-graduate level diploma and certificate constitutes 1.5 percent and at graduate

and above level 0.7 percent. Thus it is observed that only about 2.7 percent people in the workforce received technical education.

Table 6: Technical Education Level of Workforce (in the age group 15-59)

Levels of Technical Education	Numbers (in 000)	Share in workforce
Technical degree in agriculture, engineering, technology, medicine etc.	2176	0.5
Diploma and certificate (below graduate level)	6436	1.5
Diploma and certificate (Graduate and above level)	3145	0.7
Total	11758	2.7

Source: NSS (66th Round), 2009-10 NSS (66th Round), 2009-10cf Twelfth Five Year Plan Document Table 22.22, p143 from http://planningcommission.nic.in/hackathon/Skill%20Development.pdf..

The above portrayal of skill and training status, formal and informal, of Indian workforce cautions that India's demographic dividend can rapidly convert into a demographic nightmare if skills are not provided to both upcoming and existing workforce. This is the opportune time to make best of it as India enjoys a large "demographic dividend" with the distinct advantage of the youngest nation in the world- 65 percent of India's 1.25 billion population is under the age of 35. The average age of an Indian in 2020 will be 29, as compared with 37 in China and the United States and 45 in Western Europe. In the next decade, India is expected to have the largest available workforce in the world.

By 2020, India will have the largest working age population: 325 mn people, by 2020, while USA will be short by 17 mn people, China short by 10 mn, and Russia will be short by 7 mn of working age. Such a large scale job creation has not happened in India. Thus, there is a need for increasing capacity and capability of skill development programs.

3.2 SKILL DEFICIT , RECENT GOVERNMENT SKILLING INITIATIVES AND PROJECTIONS

Only 2% of the Indian workforce has opted for formal skill training making it one of the least preferred streams of education and youth or workforce in India is non-willing to undertake training, according to the TeamLease Signalling Value of Skill Education and Hands on-job Report (2017),while in Austria and Germany more than 40% of the workforce comes through the vocational skilling route.. It also mentions that above mentioned pattern of specialization (in high skilled or low-skilled activities) in turn affects the skill endowment of the country. Moreover increasing exports of low-skill products tend to lower average levels of human capital attainment. Thus a balance of low-skill and skill-intensive activities is must. Moreover, only 15 percent of the 30 million of annual pass-out graduates are job ready and the challenge lies- how this pool of 85 percent job seekers be made more employable (Paul,2014).

Since the skill-deficit of Indian labour-force is high as only 10 percent (formal and informal both) of labour-force of India is skilled, it needs to be adequately addressed. The findings of Wheebox Employability Skill Test (WEST) based on online survey administered to 5,10,000 students across 5,200 institutions in 29 States and 7 universities indicates towards an increase of 5.16 per cent in the employability score from 2014 i.e. 45.6 percent and finds: a) engineers to be the most employable, b) rising employability of BPharma student over the years , c) a drop of three per cent in the employability of MBAs, d) ITI and Polytechnic students not able to meet standards of the industry , and d) efforts being made by the National Council on Vocational Training are yet to show the result. Hence the low end skills, which are expected to cater to m of the youth, have failed to give dividends (ibid).

The Government has identified 25 key sectors in which Indian industries have the potential to compete with the best in the world. These sectors are automobiles, aviation, chemicals; IT, leather, pharmaceuticals, ports, textiles, tourism and hospitality, wellness and railways among others will provide details of growth drivers, investment opportunities, FDI and other policies specific to that sector and details of relevant agencies.

The India Hiring Intent Survey conducted under ISR 2018, assesses the hiring requirements by in next year, 2018, across 15 major sectors namely banking and financial services, BPO, insurance, travel, hospitality and IT. The key skill sets identified by employers are- data analytics, research and development, artificial intelligence, robotics, concept design etc. Also 'soft skills/ transferable skills' along with attributes like' positive attitude and adaptability' have been identified as the most significantly needed skills. However, disruptive new technologies, like robotics artificial intelligence, 3D printing, and machine learning may be a potential threat to the existing

business models. According to a latest research by McKinsey Global Institute, only 52 per cent of the activities in India can be automated in future times by using currently available technologies. This indicates that the skilling ecosystem must undergo a paradigm shift to cater to the 'skills of future' i.e. high end skills as well as to ensure that enough jobs exist for that chunk of young population who is below in the skills ladder i.e. low-end skills.

IV.CHALLENGES

There exist several challenges in the skilling and entrepreneurship landscape in India as highlighted below:

A)Public perception that views skilling as the last option meant for those who have opted out of the formal academic system; B)Skill development programs of the Central Government spread across more than 18 Ministries/Departments without much coordination ; C)Paucity of trainers, inability to attract practitioners from industry as faculty and often obsolete skill curricula; D)Demand and supply Mismatch at the sectoral and spatial levels; E)Limited mobility between skill and higher education programs and vocational education; F) Declining labour force participation rate of women; G) Pre-dominant non-farm, unorganized sector employment with low productivity and no dividend for skilling; H) In adequate access to finance startups

V.CONCLUSION

India has the capability to maintain and accelerate its growth momentum by reaping the fruits of demographic dividend, strong knowledge base, high-end and low-end skill profile of work force, thus giving adequate push to expansion and productivity enhancement of manufacturing and services sectors. The demographic dividend faces the challenges of low levels of educational, professional and vocational skills of the workforce, the non availability of jobs matching with the education/skill and experience of youth, and non availability of adequate remuneration to workers Survey results further revealed that Information Technology (IT) and Computer Science courses have the highest employability rate with 64.5% and 56% respectively. The survey found that Engineers were also highly employable at 52% and that MCA students' employability was on the rise in 2017, registering a 13% increase from 2016. Therefore, there is need for retuning and refining the education system and strengthening the vocational education training for skill building so as to rectify skill mismatch. Skill Development strategy should be based on a demand-led education and training system which is flexible and responsive to the economic and social needs of the country and at the same time as it must stimulate demand for new skills. Accordingly, Government has to act as the central pivot for bringing together industries, private companies, public sectors and all stakeholders for public-private cooperation in skilling the youth of India.

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A COMPARATIVE STUDY OF RESILIENCE BETWEEN CHILDREN IN RELATION TO THE TYPE, EXTENT AND ONSET OF DISABILITY

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ABSTRACT

The study compared the Resilience of visually impaired and sighted student in the age group of 12- 19 years. The sample consisted of 200 students (100 visually impaired and 100 sighted students) from different schools of Panipat, Kurukshetra, Ambala and Chandigarh. The researchers used descriptive survey method and purposive sampling for the present study. Resilience Assessment Questionnaire(RAQ) developed by the researcher herself was used to collect scores on nine dimensions of resilience. Data obtained were analyzed using descriptive statistics like Mean, Standard Deviation, and t-test. Findings indicate that significant difference was found in only two dimensions one is the adaptability(.016) and defense mechanism(.014) and for the rest of dimensions the difference was not so significant between the two groups. Further when comparing the mean scores of the nine dimensions of resilience in relation to the onset of disability the difference was not significant. Comparing the mean scores of the extent of disability significant difference has been found between partial disabled that constitutes 101 children and 99 total disabled children on five dimensions of resilience. Those five dimensions are adaptability(.000), problem solvers(.007), interpersonal competencies(.000), socially connected(.032) and active(.012) . Partial children are found to be more resilient when compared with total disabled children.

Resilient children seem to do well in life, appearing to have the ability to bounce back and cope well in the face of profound problems. Despite having experienced hardship and adversity, they work well, play well, love well and expect well. In fact, studies have shown that 50% to 60% of children growing up in circumstances of multiple risks appear to overcome the statistical odds to live lives that manifest coping and resilience. (Darling and Steinberg 1993, p. 488) These children provide researchers with clues about how to assist others, as they seem to either have a natural ability to cope in the face of difficulties, or receive help that facilitates a positive outcome. Studies also suggest, however, that children have varying degrees of resilience at different points in their lives. Children who seem resilient in one set of circumstances may suffer when other difficulties arise or vice- versa. This suggests it is the interaction and accumulation of individual and environmental risk factors that contributes to both risk and resilience(Bogenschneider, et al. 1993, p. 5) There are many factors associated with resilience. Some of the more common aspects of successful navigation and negotiation for well- being under stress include the following: A. Individual factorsAssertiveness; the ability to solve problems; Self-efficacy; Being able to live with uncertainty; Self-awareness; Perceived social support; A positive outlook; Empathy for others; Having goals and aspirations; Showing a balance between independence and dependence on others; Appropriate use of or abstinence from substances like alcohol and drugs; A sense of humour; A sense of duty (to others or self, depending on the culture).B. Relationships factors Parenting that meets the child's needs; Appropriate emotional expression and parental monitoring within the family; Social competence; The presence of a positive mentor and role models; Meaningful relationships with others at school, home, perceived social support; Peer group acceptance.C. Community contexts Opportunities for age-appropriate work; Avoidance of exposure to violence in one's family, community, and with peers; Government provision for children's safety, recreation, housing, and jobs when older; Meaningful rights of passage with an appropriate amount of risk; Tolerance of high-risk and problem behavior; Safety and security; Perceived social equity; Access to school and education, information, learning resources .D. Cultural factors Affiliation with a religious organization; Tolerance for different ideologies and beliefs; Adequate management of cultural dislocation and a change or shift in values; Self-betterment; Having a life philosophy; Cultural and/or spiritual identification; Being culturally grounded by knowing where you come from and being part of a cultural tradition that is expressed through daily activities.E. Physical Ecology factors Access to a healthy environment; Security in one's community; Access to recreational spaces; Sustainable resources; Ecological diversity .

EDUCATIONAL TRENDS RELATED TO THE PROBLEM
Children and communities in the region face numerous profound risks and hardships. Individuals, families and communities pass in and out of difficult and challenging circumstances on a more or less continuous basis. Thus, although little is actually known about either resilience or copying in such dire circumstances, experience suggest that facilitative intervention programmes and policies need to encourage as many protective processes as possible to develop resilience. Alpert, Gurwitch and Greca(2001) identifies that components of resilience to aid in managing ongoing stress and to promote positive child and family adaptation prior to a traumatic event.

Findings revealed that supportive parents and friends are essential for helping children and adolescents build resilience, but they do not have to do so alone. Schools as well as other organizations stand ready to partner with parents in helping children to build resilience and to cope with the aftermath of any terrorist or traumatic event. **Qing and Christopher Day (2006)** The **objective** of the study was to examines the role of resilience in teacher effectiveness **Major findings** were drawn upon findings from a four year research project which explored career long variations in teachers' commitment and effectiveness. Teachers' capacity to manage such interactions is a sophisticated process which contributes strongly to the relative strength of their resilience. Understandings of the role of resilience in teachers' management of the interactions between work and life over the course of a career and in different contexts adds to existing knowledge of variations in teachers' work, lives, and effectiveness and contributes to the debate on standards, quality and retention. Hill, Stafford, Seaman and Ross (2008) reviewed parents' contributions to children's – and to their own – resilience.**F**indings revealed that parents play a vital part in mediating individual and community factors, directly or indirectly. They can buffer children from some of the worst effects of adversity in the surrounding environment. Warm, authoritative and responsive parenting is usually crucial in building resilience.

JUSTIFICATION OF THE STUDY

Resilient children seem to do well in life, appearing to have the ability to bounce back and cope well in the face of profound problems. There has been a tendency in the past to focus on children's obvious physical and educational needs at the expense of their psychological, social and spiritual needs. The study of risk and resilience can throw into sharp focus the need to address these psychosocial needs. The present study could help in the development of resilience in large number of children by strengthening the capacity of individuals, families and communities to offer psychosocial support. It can also highlights the associated factors for the development of resilience in the children.

OBJECTIVES OF THE STUDY

1. To investigate the resilience and its nine dimensions (self-concept, Personal competence, adaptablity, Organized problem solvers, Interpersonal competence, Socially connected , Active and Defence Mechanism.) of children with orthopaedic disabilities.

2. To investigate the resilience and its nine dimensions (self-concept, Personal competence, adaptablity, Organized problem solvers, Interpersonal competence, Socially connected , Active and Defence Mechanism.) of children with visual disabilities.

3. To compare the resilience and its nine dimensions (self-concept, Personal competence, adaptablity, Organized problem solvers, Interpersonal competence, Socially connected , Active and Defence Mechanism.) of children in relation to the type, extent and onset of disability.

HYPOTHESIS OF THE STUDY

There exists no significant difference in resilience and its nine dimensions (self-concept, Personal competence, adaptablity, Organized problem solvers, Interpersonal competence, Socially connected, Active and Defence Mechanism.)of children in relation to the type, extent and onset of disability.

METHOD

Participants

Survey is based on the normative study with a limited sample of 200 students (100 visually disabled and 100 orthopedically disabled) which was selected purposively from Ambala and Panipat districts of Haryana.

Measures

The researcher uses Resilience Assesement Questionnaire to identify the level of personal resilience, to explore nine dimension of resilience, recognize what you can do enhance your resilience, discover how to grow to your resilience and develop a personal plan to strengthen how to grow to your resilience and develop a personal plan to strenghen your resilience. The questionnaire consists of 32 questions divided in nine dimensions. They are Self concept (1,17,25) ,Personal competence(2,10,26) adaptability (3,11,18) Organized(4,12,19,27) problem solvers(5,13,20,28), Interpersonal competence(6,21,29) Socially connected(7,14,22,30) , Active (8,15,23,31) and Defence Mechanism(9,16,24,32).The reliability of the tool is (0.76).

Figure-1: An overview of percentage of children with visual and orthopaedic disabilities.
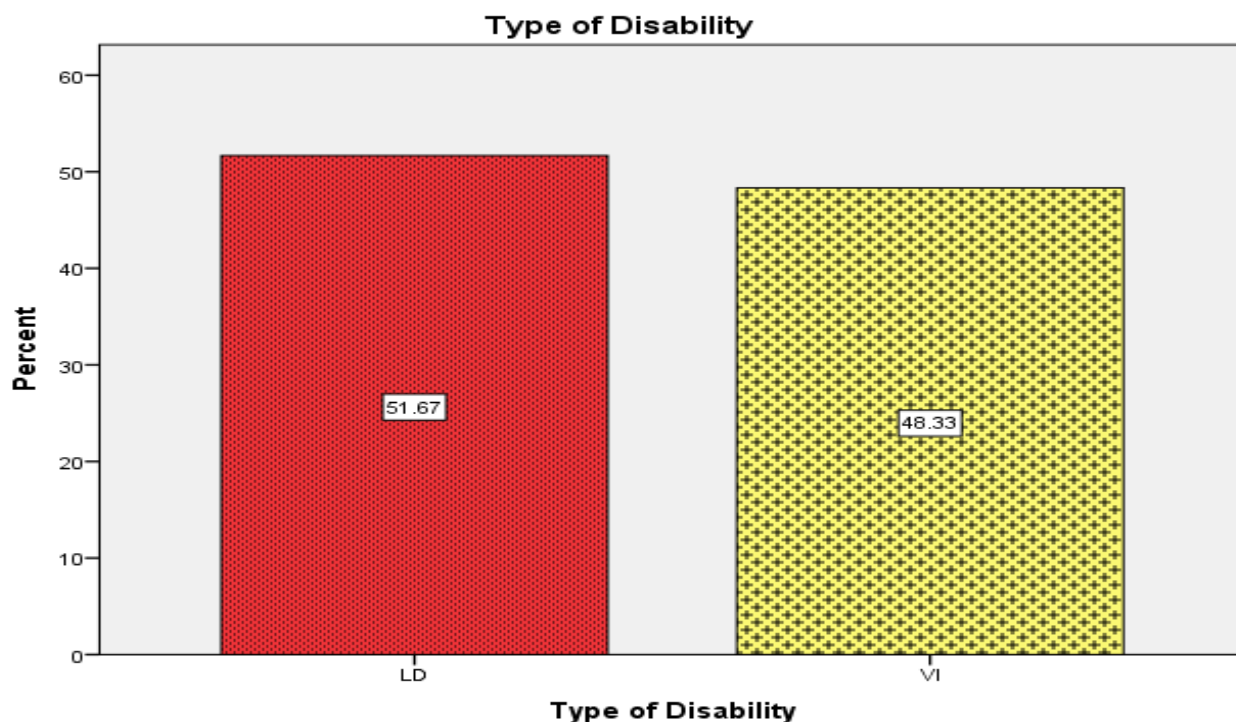
Figure 1 indicates that 51.67% of the sample constitutes orthopaedic disabled children and the rest were visually disabled.

Figure-2: An overview of percentage of children in relation to onset of diasability
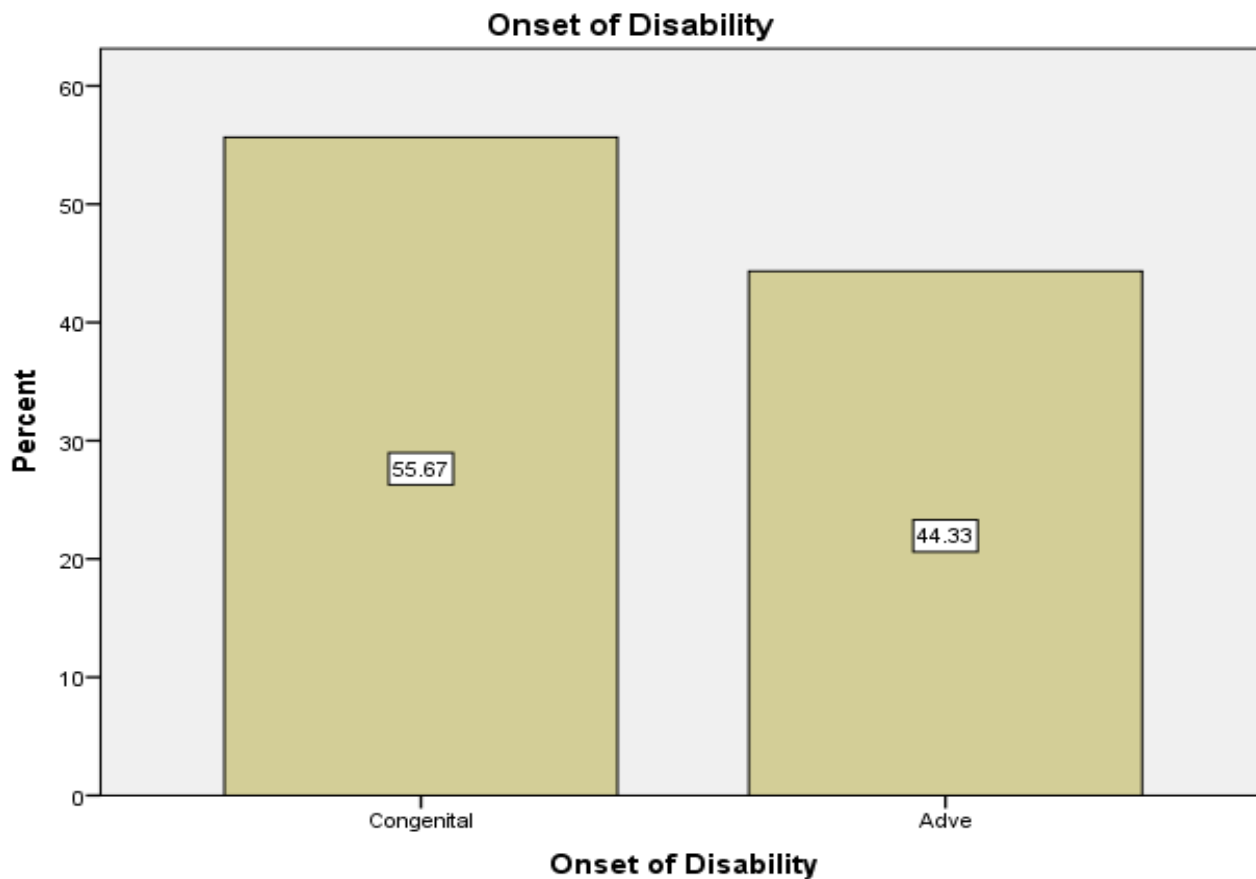
Figure 2 indicate that 55.67% of the children were disabled by birth and 44.33 of the children were disabled after birth.

Figure-3: An overview of percentage of mothers qualification of children with disabilities .
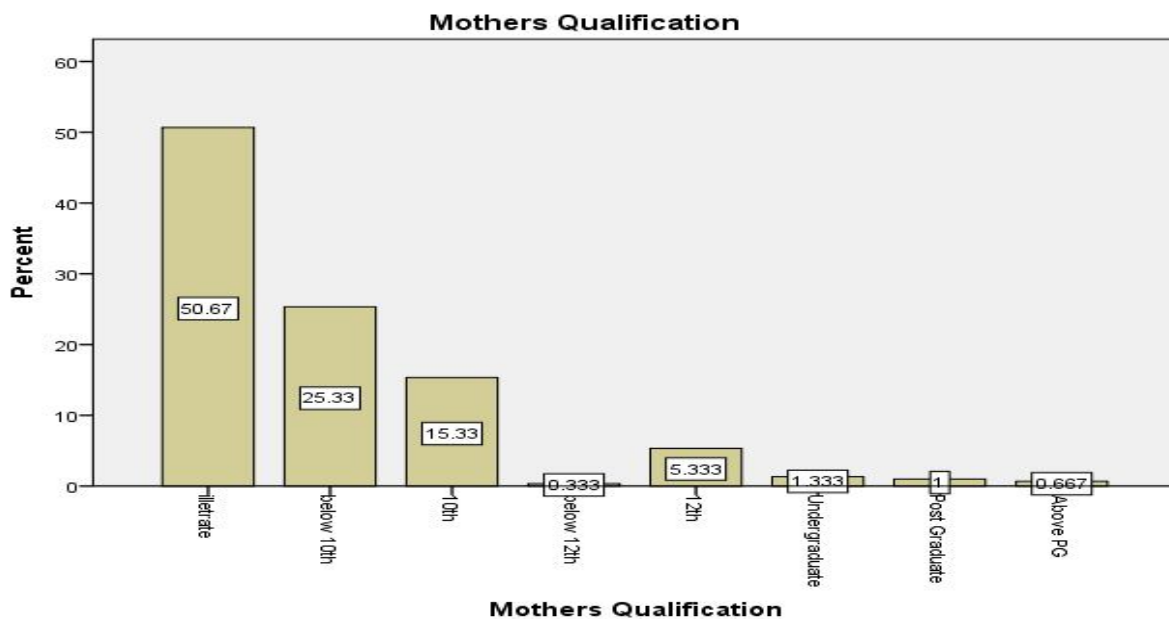
Figure-4: An overview of percentage of Fathers Qualification of children with disabilities.

Figure 4 indicates that 25.33% of fathers were totally illiterate,22.33 were 10th, 7.66 % were undergraduates and only 3% were post graduates.

Figure-5: An overview of percentage of Boys and girls.
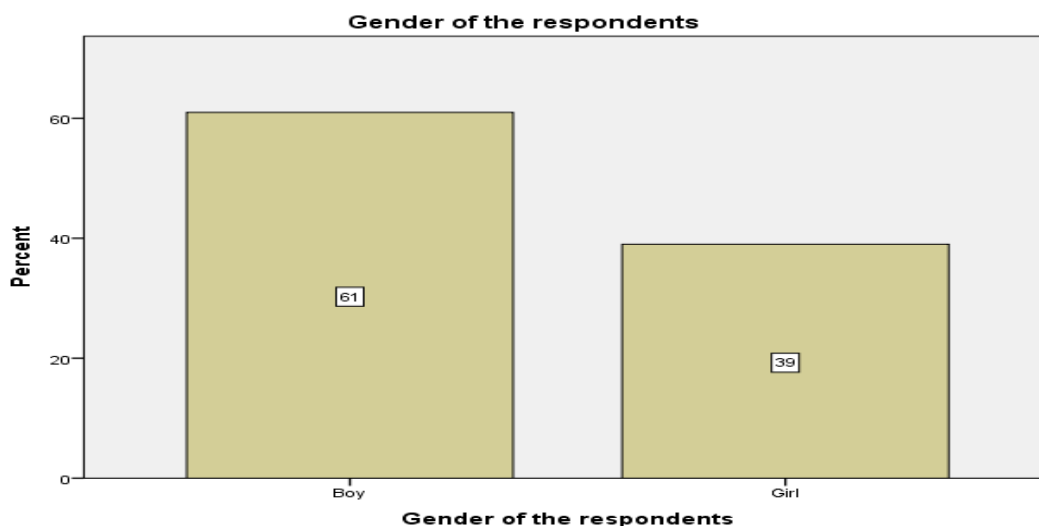
Figure 5 indicates that sixty one percent of the respondents were male and rest of them were female which shows the male dominance in these type of special children's.

Figure-6: An overview of Fathers Profession of children with disabilities.
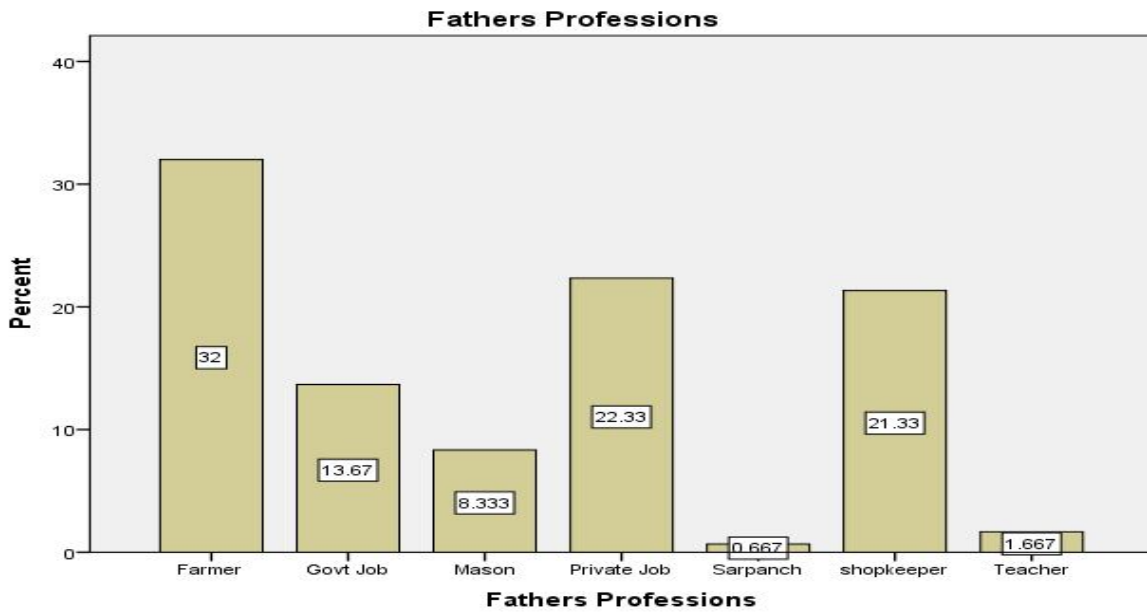
Figure 6 indicates that 32% of fathers were farmers, 13.67% includes govt. jobs, 8.33% mason, 22.33% were in private jobs, 0.667% were sarpanch, 21.33 were shopkeepers and only few were teachers.

Figure-7: An overview of percentage of Mothers Profession of children with disabilities.
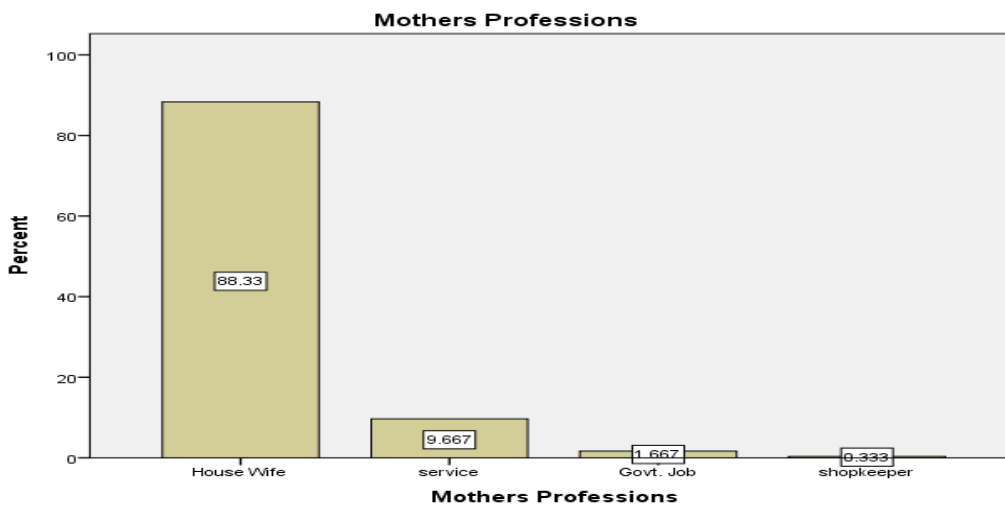
Figure 7 indicates that 88.33% of mothers were housewives i.e. in non- formal profession, 9.667 were in service and few of them were shopkeepers.

Table 1: Comparison of Resilience between children with visual and orthopaedic disabilities.

Groups	Dimension	N	M	SD	t	Level of Significance
V.D.	Adaptability	145	13.87	3.104	0.016*	Significant
O.D.		155	14.81	3.617		
V.D.	Defence Mechanism	145	14.29	3.638	0 .014 *	Significant
O.D.		155	15.33	3.613		

V.D.- Visually Disabled   O.D.- Orthopedically Disabled

* significant at 0.05 level

Table 1 represents the results of significance of mean differences on dimensions of Resilience between children with orthopaedic and visual disabilities. Out of the nine dimensions of Resilience the t scores reveals that these two groups differ significantly on only two dimensions these were adaptability and defence mechanism. It may be noted that the mean scores on adaptability of these two groups are 13.87 and 14.81. The t scores on adaptability between these two groups comes out to be 0.016 which is significant at 0.05 level . Another measure on which visually disabled outscored orthopedically disabled is Defence mechanism. Their respective mean scores comes out to be 14.29 and 15.33. The t scores on defence mechanism between these two groups comes out to be 0.014 which is significant at 0.05 level of significance. It concluded that significant difference is found between children with visual and orthopaedic disabilities on two dimensions of resilience (adaptability and defence mechanism). On rest of the seven dimensions of resilience (Self concept , personal competence, organized ,interpersonal competencies, problem solvers, socially connected and active) there is no significant difference between the two groups.

Table-2: Comparison of Resilience between Partially Disabled and Totally Disabled

Groups	Dimension	N	M	SD	t		Level of significance
P.D.	Adaptability	151	15.15	3.33	.000		**Significant**
T.D.		149	13.70	3.25			
P.D.	Problem Solvers	151	15.26	3.62	.007**		**Significant**
T.D.		149	14.03	4.21			
P.D.	Interpersonal Competencies	151	15.46	3.27	.000**		**Significant**
T.D.		149	13.38	4.11			
P.D.	Socially connected	151	15.35	4.48	.032*		**Significant**
T.D.		149	14.28	4.15			
P.D.	Active	151	15.06	3.50	.012*		**Significant**
T.D.		149	13.94	4.11			

P.D.- Partially Disabled   T.D.- Totally Disabled

Table 2 represents the results of significance of mean differences on dimensions of Resilience between children with partial disabilities and total disabilities. Out of the nine dimensions of Resilience the t scores reveals that these two groups differ significantly on five dimensions these were adaptability, problem solvers, interpersonal competencies, socially connected and active. It may be noted that the mean scores on adaptability of these two groups are 15.15 and 13.70. The t scores on adaptability between these two groups comes out to be .000 which is significant at both .01 and .05 level of significance .It was found that partially disabled children has better adaptability than totally disabled children. It may be due to their acute health problems and that specialized skills are required to meet their physical and medical needs. Another measure on which partially disabled outscored totally disabled is problem solvers. Their respective mean scores come out to be 15.26 and 14.03. The t scores on problem solvers between these two groups come out to be .007 which is significant at .01 levels. Again partially disabled children have better problem solving abilities than totally disabled children as totally disabled children have difficulty in writing skills, performing practical and require special aids and equipments.

Partially disabled children also have better mean scores on interpersonal competencies than totally disabled children. Their mean scores are 15.56 and 13.38. The t scores on interpersonal competencies between these two groups come out to be .000 which is significant at .01 level of significance. It may be due to that totally disabled children are passive, less persistent, shorter attention span, engage themselves in less exploration and less motivation.

Partially disabled children also score differently on socially connected dimension of resilience. Their respective mean scores are 15.35 and 14.28. The t scores on socially connected between these two groups come out to be

.032 which is significant at 0.05 level of significance. There is significant difference in the social connectivity of partially and totally disabled children. It may be because totally disabled children have limited language and communication skills which restrict their social and emotional interactions with others.

Active is another measure where totally disabled showed significant difference from partially disabled children. Partially disabled are more active with mean scores 15.06 than totally disabled with mean scores of 13.94. The t value is .012 which is significant at .05 levels. There is significant difference in the active dimension of partially and totally disabled children. It may be because of their physical disabilities. On rest of the four dimensions no significant difference is found between partially and totally disabled children.

Table-3: Comparison of Resilience between children with congenital disabilities and adventitious disabilities

Group	Dimension	Mean	T Level of significance	
Congenital **Adventitious**	Self-concept	14.64 14.92	0.351	n.s.
Congenital **Adventitious**	Personal competencies	14.74 15.04	0.120	n.s.
Congenital **Adventitious**	Adaptability	15.49 14.68	0.645	n.s.
Congenital **Adventitious**	Organized	14.13 14.43	0.488	n.s.
Congenital **Adventitious**	Problem solvers	14.00 14.16	0.680	n.s.
Congenital **Adventitious**	Interpersonal competencies	13.80 14.63	0.054	n.s.
Congenital **Adventitious**	Socially connected	13.83 14.24	0.402	n.s.
Congenital **Adventitious**	Active	14.30 13.68	0.229	n.s.
Congenital **Adventitious**	Defence mechanism	14.19 14.02	0.740	n.s.

n.s. Not significant

Table 19 represents the difference between the children with congenital disabilities and adventitious disabilities. No significant difference is found between these two groups on the nine dimensions of resilience. Further when the mean scores were compared it was found that children with adventitious disabilities have outscored in the mean score on the six dimensions of resilience i.e self-concept, personal competencies, organized , problem-solvers, interpersonal competencies and socially connected and rest of the three dimensions congenital disabled have a higher mean scores.

DISCUSSION
1. The results showed no significant difference between the orthopaedic and visually disabled children on the nine dimensions of resilience. Significant difference was found in only two dimensions one is the adaptability(.016) and defense mechanism(.014) and for the rest of dimensions the difference was not so significant between the two groups. Further when comparing the mean scores of the nine dimensions of resilience in relation to the onset of disability the difference was not significant. In the next table comparing the mean scores of the extent of disability significant difference has been found between partial disabled that constitutes 100 children and total disabled children five dimensions of resilience. Those five dimensions are adaptability(.000), problem solvers(.007), interpersonal competencies(.000), socially connected(.032) and active(.012) . Partial children are found to be more resilient when compared with total disabled children.

EDUCATIONAL IMPLICATIONS
The development of social competencies, connectedness and resilience provide a way to equip young people with the skills and resources that can assist in preventing violence, ongoing substance abuse and suicide and prepare them for success in life. Schools need to find ways to weave these activities into their regular schedule so that the establishment of social competencies becomes integral to learning and is something that members of the school community role model to one another on an ongoing basis.

Some suggestions for interventions

1. Schools need to be places where violence is neither accepted or expected, where there is sense of justice and where each child can succeed.

2. Friendship skills should be built as lack leads to later difficulties,

3. Rejected children should receive special assistance

4. Teach socialization strategies waiting, direct statements and requests, help seeking.

5. Direct instruction and modeling of problem solving

6. Involve families - family based philosophy

7. Perspective taking to build moral reasoning,

8. Build connectedness between peers

9. Develop the skills of emotional recognition, vocabulary of emotions and emotional regulation

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EMERGING TECHNOLOGY: COMPUTER SCIENCE

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ABSTRACT
This is the age of science and technology. It has influenced almost all spheres of our lives. It has become an essential component of the educational process and teaching-learning activities also. This paper deals with the emerging trends in technology. Computers have developed the speed and complexity by which they process billions of pieces of information in a second and solve problems beyond practical human reach.

Keywords: Internet, Wearable Technology, Cell-Phones, 3-D Printing

INTRODUCTION

The first computing devices were simple-beginning with the abacus, a rectangular array of bead mounted on rods, used since at least 1100 B.C for basic arithmetic. During the Renaissance, innovators from Leonardo da vinci to Gottfried Leibniz and blaise pascal designed or built machines that could add and subtract. (Leibniz step Reckoner even multiplied.) But the 1800s saw the first machines that could translate programmed instructions, store in formation and branch through alternative processes depending on prior outcomes. Joseph Marie jacquard a French weaver, developed a loom that punched card to execute complicated designs. In the 1820s English man Charles Babbage envisioned a steam- driven Analytical Engine that would store thousand large numbers, decipher punch-card instructions switch operations based on outcomes, and feed result to a printer. Babbage' wonder was never built, in the 1930s inventors like Howard Aiken and John Vincent Atanasoff began using vacuum tubes and electronic circuits to build increasingly powerful machines. They also experimented with expressing instructions in binary code to reducing information to 1s and 0s. That work culminated in the world War-II-era development by Alan Turing of the Colossus, a code- cracking machine. In 1946, the room size Electronic Numerical Integrator and Computer (ENIAC) became the first modern computer in operation. By 1964, Integrated circuits helped to move computers into the commercial world, with IBM' first mainframe office computer. A decade later microprocessors made machines faster and smaller.

THE INTERNET

The "network of networks" that connects computers throughout the world has its origins in a problem that arose as the machine became more sophisticate in the 1950s: How can many users in large organization share computational power? Programmers figured out how to break information into small packet that could be routed through different available circuits, and ever faster computer reassembled the packets more and more quickly. The defense and airline industries first look advantage of networks in 1950s, with the pentagon adopting a new computer-base command and control system and American Airlines teaming with IBM on the Sabre passenger reservation system. In 1969 the Defense Advanced Research Projects Agency (DARPA) established the Advanced Research Projects Agency Network, ARPA NET, Precursor to today's internet. Through ARPANET major U.S. government and university research computers shared computing power information, ARPANET programmers developed packet switching and other basic tools for sending messages and transferring files, such as simple main transferring files. Such as simple mail transfer protocol (SMTP) and file transfer protocol (FTP).

In the 1970 DARPA Commissioned worked on "internetting" that is communication among computer networks. Researchers Vinton Cerf and Robert Kahn developed two important methods: the transmission control protocol (TCP) which established rules for collecting and reassembling data packets, and the internet Protocol (IP) which routed data to the correct endpoint by providing numerical address for interconnected machines. In the 1980s, other government agencies and university began tapping into the system. The National Science Foundation Funded Supercomputing centers at five universities. With a so called backbone connecting them nationally gradually the system opened up to commercial networks. Which now largely oversee a collection of regional network access points (NAPs) The exploding set of numbered addresses, meanwhile, is administered by non-profit internet Corporation for Assigned names and numbers. As access expanded, so did ease of use. Swiss researcher Tim Berners-Lee developed hypertext transfer protocol (HTTP) in the early 1990s which allowed various elements-graphics imagery and text-to be collected together into a "page" with links and references to other pages. Pages accessible through this growing world wide web were identified by textual label, called a universal resource locator (URL). At the university of Illionois Marc Andressen developed mosaic, The world's first web "browser"-software by which computer users can view pages and navigate the internet with the use of a computer mouse.

NAVIGATING THE INTERNET

When you enter a website address into your computer's internet browser, the browser launches an ex-change of information with computers around the world to identify the site numerical IP address and connect to the computer hosting it. The information flows first to a "point of presence" computer maintained by an internet service provider (ISP)-the company that connects your home or office to the internet. From there, it travels to a broader NAP, where networks connect to each other and to the Internet's even large trunk, or backbone-fiber-optic lines. Eventually the request reaches a group of computers called root servers and domain name servers; they function as the Internet's address book maintained by private companies and government agencies, the servers pass around the query until one on them identifies the location of requested website and returns the information needed to connect to it and receive images and text from it. Although the computers involved may be spread around the globe, the process typically takes only seconds to complete.

BIG DATA

The World Wide Web was a novelty in the 1990 s and desktop necessity in the early 2000s, but by the second decade of the 21st century, it was entwined in daily life. You can carry massive amounts of computing power in your pocket in the form of a smartphone- something that world have unimaginable in the 1940s, when computers weighed several tons and took up an entire room. Modern computing's convenience is a testament to advances in technology and a sign of how deeply integrated the internet has become in everyday life. It continues to break down borders between the individual and the community, making the private ever more public and turning connectedness into near- permanent state. The connectivity revolution goes hand in hand with "big data" a term that refers to the massive collections of digital information made possible by technological advances. This information is complex with source ranging from social media and online shopping to global positioning systems (GPS) and stock market fluctuations. As our lives are increasingly lived and stored online, these data sources will continue to grow and the information will become richer. Overtime, the pace of information exchange will continue to accelerate an idea called Moore's Law State that computer processing speed doubles approximately every two years, and it show no signs of being wrong. Studies reported that 80 percent of young adults ages 18 to 24 sleep with a smart phone by their bed, and many feel they couldn't go a day without it, Readily available data are changing the way we live and work, and potentially even how our brains function. One study pointed to possible neural changes in taxi drivers who relied on GPS directions compared with those who used mental maps to remember routes and destinations. Personal information- including names, email address, shopping preferences, internet search histories, and more- makes up significant portion of big data. These are collected and used to tailor marketing, often by third parties who have brought the information. Google recently purchase $500 million satellite company to facilitate its imaging and mapping of Earth- and to add to its efforts to expand global internet usage, and thus spread of advertising on which it depends for revenue.

WEARABLE TECHNOLOGY

Not too long ago it seemed like making a video call from your watch was something out a James bond movie. But when Google released wearable products, such as the LG G watch and Google Glass, the company's goal was to create a ubiquitous computer-an internet connection that would become part of the person. Advances in wearable tech now allow us to track the number of calories burned in a day via wristband or feel an incoming call through vibrations in piece of jewelry.

THE EVOLUTION OF CELL PHONES

Mobile communications have been in use for decades, particularly among urban law enforcement and emergency response agencies. The idea of short- range transmitting towers that relay signals with a fixed area- or a "cell"- dates to World War II. But it was not until the 1970s that the real commercial breakthroughs occurred. By then engineers at companies such as AT&T and Motorola had started developing telephone units that could be carried or mounted in car. They also had come up with a system to hand off call between cell towers allowing users to remain in motion. A decade after the first successful cell phone call was made in 1973, the Federal Communications Commission told Motorola it could start selling its Dyna TAC 8000- the famous "brick" phone that weighed in at 28 ounces, about seven times the weight of a modern cell phone.

3-D PRINTING

3-D printing is the process of creating three- dimensional objects from a digital file. It starts with a virtual design of the object to be printed-computer software can scan existing items or allow you to create a unique design. The computer then takes that model and slices it into thousands of horizontal layers. The printer reads each one of those slices and printer reads reach one of those slices and prints it out layer by layer to build a solid three- dimensional object. This process is called additive manufacturing. The aviation industry is already using

3-D printing to manufacture thousand of replacement part. Major companies such as General Electric have invested heavily in the technology and are looking for ways to incorporate it in their production processes. On the consumer level machines that print common house hold items or custom decorative fixtures could become the next widely used appliance. Big box and home improvement stores have started selling home 3-D printers at prices that makes them accessible to many consumers. Many early model 3-D printer built objects mostly from strong plastics, but some machines can use powdered metals, glass, ceramics or biological materials that bind together when exposed to the right type of heat or light. This process, known as laser sintering, allows printing of a wider array of materials- from food products, such as the icing on a elaborate cake, to bone and cell tissue which researches say could revolutionize regenerative medicine. As the technology advances, it could create an ease and precision of design and may well revolutionize manufacturing practices around the world Additive manufacturing could reduce reliance on human labor and may even reorganize global manufacturing markets. This technology could also open a whole new world for counterfeiters not to mention the disturbing idea of printing homemade plastic guns that could evade metal detectors.

THE SCIENCE BEHIND 3-D PRINTING
The technology that makes 3-D printing possible has roots in experiments that led to development of photography 200 years ago. Scientists realized that certain materials would undergo chemical changes when exposed to light. One common method of 3-D printing called stereolithography was developed in the 1980s. It creates objects by exposing light sensitive polymer, called photopolymers, to ultraviolet rays from a laser. Photopolymers start as a combination of several substances a large molecule that may be an acrylic or a form of plastic; a small molecule to keep mixture in an initial liquid state and a photo initiator that, when exposed to light of the right wavelength, causes the other two substances to bind into a solid form. A vat of this substance is placed on a movable tray inside a printer and then computer-guided UV laser traces thin layers of the substance the tray then shifts down to allow for a second layer of photopolymer. This process is repeated until the full object has taken form.

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QUALITY TEACHING IN HIGHER EDUCATION

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ABSTRACT

In a society full of diversity, ideologies and opinions, higher education means different things to different people. Higher education is at the cross roads. At one end there is high demand for access to higher education, and at the other the quality is questioned. In order to survive in the competitive world of globalization, all higher education institutions should pay special attention to quality in higher education. Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes: increased international competition, increasing social and geographical diversity of the student body, increasing demands of value for money, introduction of information technologies, etc. issues related to understanding of quality assurance in higher education.

Keywords: Higher education, globalization, quality teaching,

The British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). Green and Harvey (1993) identified five different approaches to defining quality:

1. In terms of exceptional (exceeding high standards and passing a required standard);

2. In terms of consistency (exhibited through "zero defects" and "getting right the first time", making quality a culture);

3. As fitness for purpose (meaning the product or service meets the stated purpose, customer specifications and satisfaction);

4. As value for money (through efficiency and effectiveness); and

5. As transformative (in term of qualitative change).

These different notions of quality have led Reeves and Bednar (1994) to conclude "…The search for a universal definition of quality and a statement of law like relationship has been unsuccessful".

What is Quality Teaching?

Quality Teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching.

Teaching quality lacks of clear definitions and to some extent can't be disconnected from debates on Quality or Quality culture in higher education that remain controversial terms. Some scholars regard quality primarily as an outcome, others as a property. Some consider teaching as the never ending process of reduction of defects and so Quality Teaching can never be totally grasped and appraised. In fact, conceptions of teaching quality happen to be stakeholder relative: Students, teachers or evaluation agencies do not share the definition of what "good" teaching or "good" teachers is.

The literature stresses that "good teachers" have empathy for students, they are generally experienced teachers and most of all they are organized and expressive. "Excellent teachers" are those who have passions: Passions for learning, for their field, for teaching and for their students. But research also demonstrates that "good teaching" depends on what is being taught and on other situational factors.

Research points out that Quality Teaching is necessarily student-centred; its aim is most and for all student learning. Thus, attention should be given not simply to the teacher's pedagogical skills, but also to the learning environment that must address the students' personal needs: Students should know why they are working, should be able to relate to other students and to receive help if needed. Adequate support to staff and students (financial support, social and academic support, support to minority students, counseling services, etc) also improves learning outcomes. Learning communities – groups of students and/or teachers who learn

collaboratively and build knowledge through intellectual interaction - are judged to enhance student learning by increasing students' and teachers' satisfaction.

The quality of any education system depends upon the quality of higher education. According to the Barnett (1994) higher education as the production of qualified manpower; higher education as training for a research career; higher education as the efficient management of teaching provisions; higher education as a matter of extending life chances.

Quality in education is a multidimensional concept and is often conceptualized differently by different stakeholders including the government, teachers, administrators, students, and employees (Babalola, Adedeji, Erwat, 2007). Generally, quality implies fitness to purpose in relation to user/customer needs. In line with this, the British Standards Institute (BSI) views quality as the totality of features and characteristics of a product or service that bears on its ability to satisfy stated or implied needs.

In a society full of diversity, ideologies and opinions, higher education means different things to different people. The pluralism of views is quite inevitable and some would opine it should be like that only. However, as we intend to discuss and learn more about quality in higher education, we should ask ourselves, what is higher in higher education? You, as a teacher/stakeholder of higher education, will agree that it is not just about the higher level of educational structure in the country. There is more to it. In terms of the level, higher education includes college and university teaching-learning towards which students' progress to attain higher educational qualification. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life (subject domains). It is about knowing more and more about less and less. It develops the student's ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around. According to Ronald Barnett (1992) there are four predominant concepts of higher education:

- Higher education as the production of qualified human resources. In this view, higher education is seen as a process in which the students are counted as "products" absorbed in the labour market. Thus, higher education becomes input to the growth and development of business and industry.

- Higher education as training for a research career. In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this viewpoint is more about research publications and transmission of the academic rigour to do quality research.

- Higher education as the efficient management of teaching provision. Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching-learning provisions by improving the quality of teaching, enabling a higher completion rate among the students.

- Higher education as a matter of extending life chances. In this view, higher education is seen as an opportunity to participate in the development process of the individual through a flexible, continuing education mode.

Interestingly, all these four concepts of higher education are not exclusive; rather they are integrated and give an overall picture of what higher is in higher education. If we look at the activities of colleges and universities, we will realize that teaching, research and extension form the three main functions of higher education.

Role of Higher Education in the Society

Higher education is generally understood to cover teaching, research and extension. If we critically analyze the different concepts of higher education, we can list the various roles higher education plays in the society. Higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching and research. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system as they are on the working class. Development of indigenous technology and capabilities in agriculture, food security and other industrial areas are possible because of our world-class higher education infrastructure. Higher education also provides opportunities for life long learning, allowing people to upgrade their knowledge and skills from time to time based on the societal needs. The Kothari Commission (1966) listed the following roles of the universities (higher education institutions in the modern society):

4. to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries;

5. to provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values;

6. to provide the society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbibed with a sense of social purpose;

7. to strive to promote quality and social justice, and to reduce social and cultural differences through diffusion of education; and

8. to foster in the teachers and students, and through them in the society generally, the attitudes and values needed for developing the 'good life' in individuals and society (GOI, 1966, p. 497-8).

The report of the UNESCO International Commission on Education in the 21st Century titled "Learning: The Treasure Within" (popularly known as Delors Commission) emphasized four pillars of education: learning to know, learning to do, learning to live together and learning to be. While, higher education intends to inculcate all these four in individuals and the society, the report highlighted the following specific functions of higher education:

c) To prepare students for research and teaching;

ci) To provide highly specialized training courses adapted to the needs of economic and social life;

cii) To be open to all, so as to cater to the many aspects of lifelong education in the widest sense; and

ciii) To promote international cooperation through internationalization of research, technology, networking, and free movement of persons and scientific ideas (UNESCO, 1996).

QUALITY IN HIGHER EDUCATION
Among the definitions given to quality in higher education, the following stand out:

- "fitness for purpose" – describes the extent to which universities are capable of meeting their standards and of fulfilling their declared or implicit mission. This implies the existence, at university level, of mechanisms meant to make sure it constantly meets its objectives, within the framework of its declared purpose: that of conveying and assessing perfection. This definition acknowledges both the diversity of assumed missions in higher education, and its importance in the general education system;

- "value for money" – offers the possibility of calculating a series of indicators such as: drop-out rate, the ratio between the number of students and of teaching staff, etc. This definition is associated with an increase in institutional autonomy, in the context of enhanced transparency and better fund management;

- exceptional or outstanding

- excellence, or maintaining the highest standards, established on the basis of benchmarking criteria;

- educational process of creating a "good quality product", obtained by defining a set of minimal standards;

- transformation, as an increase in student skills (adding value, as a key objective of the educational process);

- "a transforming process by means of which the students' perception of the world is changed via the learning process";

- "a lasting process meant to relatively even out and consolidate / enhance values, beliefs, customs, traditions and practices that the university shares with its students, generation after generation";

- "a relation between university and society";

- "in the long run, quality has to be looked on as practice, use and experience".

ASSURANCE OF QUALITY TEACHING There are in fact, no widely accepted methods for measuring teaching quality, and assuring the impact of higher education on students is so far an unexplored area as well" moreover argues that the culture of measurement that has trivialized teaching excellence in recent years and the language of business that has turned it into a product need to be replaced by appropriate forms of judgment and expression.

Class evaluation: - A tool for change and identification of best practices?

One of the most used tools today to evaluate teaching quality and identify Quality Teaching is undoubtedly peer in class evaluations. The literature on Quality Teaching recognizes several advantages to peer evaluations. Pagani (2002) describes peer review as a tool for change, allowing individuals to improve their performance, ensuring that standards are being met, and helping to identify best practices.

Focusing on the process and not merely the outcome - Erstad (1998) points out that student questionnaires measure the outcomes of teaching and not the process, whereas mystery customers and peer in-class evaluation measure the process rather than the outcome. The use of peer evaluation may be preferred to that of mystery students, because many professors view mystery students as threatening. A common conception is that their use is linked to disciplinary action (Telford & Masson, 2005). Peer in-class evaluation may promote conformity, hamper teaching innovation However, the use of peer in-class evaluation may also not be free of risks. Cox and Ingle by (1997) found that peer review through peer observation of teaching can produce conformity of teaching. Indeed the professor being evaluated may not dare to be innovative. Or the professor evaluating his colleague may be influenced by his or her conservative methods of teaching. Moreover, Bingham and Ottewill (2001) recognize that the assessment of peers might be too self-congratulatory. According to Green (1993) the "traditional peer review based assurance system" is currently breaking down, a breakdown which is "clearly" correlated with "the increasingly market orientated culture of higher education".

Evaluation of teachers' portfolio - Another possible method to assess teaching quality and identify best practices is the use of teachers' portfolio. The teacher's portfolio evaluation is a valuable technique because it is based on multiple sources of evidence and multiple levels of scrutiny (Webb stock, 1999). However, as it was noticed by Webb stock, who was working on the assessment of teaching quality at the University of Natal, the problem is that it is difficult to agree on which items should be included in the portfolio and on how much each of these items should be waited. The question remains whether quantitative weighs should be attributed to each item of the portfolio to increase the transparency of the process or whether this would transform the portfolio evaluation process into a mechanical task, thus hampering teaching creativity.

The example of the three-legged stool The Departmental Teaching and Learning Committee of the Hong Kong Polytechnic University used all three methods student questionnaires, peer in-class evaluation and evaluation of teacher's portfolio)- to assess the quality of their teachers (Macalpine, 2001). The department decided to design a Teaching Evaluation Index which comprised a weighted sum of the three indicators. This methodology's goal was to balance the defects of each of three methods of evaluation when they are used separately by creating a "three-legged stool". The Teaching Evaluation Index weighted student questionnaires for 50% of the total result, in-class peer evaluation for 30% and the teaching portfolios for 20%. Interestingly, Macalpine notes that there was a reasonable degree of consistency between the three indices, particularly for extremes. As an outcome of the evaluation process, the weaker lecturers were linked with the higher scoring lecturers in a trial scheme.

New indicators for better assessment of Quality Teaching There are various Indicators of quality teaching collecting qualitative and decentralized feedback: Student awards, joint research, and workshop.

Teaching concretely can be enhanced Quality teaching initiatives are very diverse both in nature and in function. Some of these initiatives are undertaken at teachers' level, others at departmental, institutional or country level. Some quality initiatives aim to improve pedagogical methods while others address the global environment of student learning. Some are top-down process, other induce grass-root changes. The most currently used quality initiatives seem to aim to enhance teamwork between teachers, goal-setting and course plans. However scholars have developed holistic theoretical models of how quality teaching initiatives should unfold. Gathering information and reading the literature – looking outside the classroom – are important tools to improve quality teaching, but they are still under-employed. Another important point to keep in mind is that in order for student learning to be enhanced, the focus of quality teaching initiatives should not always be on the teacher. Rather it should encompass the whole institution and the learning environment

Make sure quality teaching is effective It is essential to measure the impact of the quality teaching initiatives in order to be able to improve these initiatives. However assessing the quality of one's teaching remains challenging. This difficulty may in part explain why the two most famous international rankings rely heavily on research as a yardstick of the universities' value and leave aside the quality of teaching. This may however change in the future, as the concerns about quality teaching and student learning are increasing. The choice of indicators to measure quality teaching is crucial, because it has been shown that assessment drives learning: how the teacher is judged will undoubtedly impact his or her teaching methods. Indicators to assess the quality of teaching (the value of graduates, satisfaction of teachers, retention rates, etc.) of an institution proved of use but

carry various meanings and can even lead to misunderstandings. Researchers agree that reliable indicators should be chosen, and not just the most practical ones. Moreover, room should always be left for discussion of the figures obtained. Other tools than indicators exist. Using student questionnaires can seem logical, because students are the individuals that are the most exposed to and the most affected by the teacher's teaching. However, many teachers give little credit to the answers of the students that they perceive as biased. The answering students tend to blame teachers for all problems, forgetting the role of the administration or the infrastructures. Measurement should clarify its own aims (improvement or punishment?) before implementation.

New paradigms for Quality Teaching

The fundamental changes in employment over the past 50 years imply a rise in the demand for nonroutine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labour and repetitive physical tasks (OECD, 2012). Graduates are entering a world of employment that is characterised by greater uncertainty, speed, risk, complexity and interdisciplinary working.

University education, and the mode of learning whilst at university, will need to prepare students for entry to such an environment and equip them with appropriate skills, knowledge, values and attributes to thrive in it. There is a strong drive to build and create knowledge together with an understanding of working life and reformulate the concept of knowledge in learning situations. Tighter connections with working life through different academic projects provide authentic opportunities to learn both generic and professional competencies as well as to build networks and pathways for employment after graduation.

Universities across the globe are increasingly pressed to find ways of proving their worth not only in the preparation of students, but also how they are linked to business and industry. Learning rooted in working life could help institutions to interpret and respond pedagogically to the challenges of this environment, using other forms of teaching and learning patterns, like project-based learning.

Higher education can no longer be owned by a community of disciplinary connoisseurs who transmit knowledge to students. Both the complexity and uncertainty of society and the economy will require institutions to continuously adapt while upholding quality standards. In practice, institutions will have to learn how to best serve the student community. Students have become the focal point of the learning approach in many areas of the world.

At the same time, students appear to have become more sensitive to equality of treatment and demand to be provided with equal teaching and learning opportunities, to be assessed fairly and get the education they deserve for job and social inclusion. The expansion of higher education providers along with the diversification of student types put the issue of equity at the very centre of quality issues.

With this view of learning, the role of higher education teachers is therefore changing. In addition to being, first and foremost, a subject expert acquainted with ways to transmit knowledge, higher education teachers are now required to have effective pedagogical skills for delivering student learning outcomes. They also need to co-operate with students, colleagues from other departments, and with external stakeholders as members of a dynamic learning community.

The new teaching and learning paradigms in higher education actually imply:

- New relationships regarding access to teachers, and a wider range of communication and collaborative working through learning platforms

- Re-designing of curricula

- Bridging teaching and research more intensively

- Re-thinking of student workload and teaching load

- Continuous upgrading in pedagogy, use of technologies, assessment models aligned with student-centred learning

- Creating of innovative learning platforms

- Providing guidance and tutoring to students with new means and methods

- Assessing impacts and documenting effectiveness of the teaching delivered

As a proactive measure, many institutions have implemented specific teaching and learning strategies and have designed mechanisms and instruments to improve the quality of education. With diminishing resources and

increasing competition, the challenges may seem insurmountable, but nevertheless higher education institutions can, and are, doing much to foster quality teaching and improve student learning outcomes. Quality teaching matters but not all actors in higher education consider it a priority, understand and recognize what constitutes quality teaching, or are willing and able to play a role in ensuring it takes place in their institutions. Institutions play the key role in fostering quality teaching: national regulations rarely require or prompt academics to be trained in pedagogy or to upgrade their educational competences over their professional life span.

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PHILOSOPHY OF EDUCATION : A CRITICAL VIEW

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INTRODUCTION

Philosophy is a search for a general understanding of values and reality of chiefly speculative rather than observational means. It signifies a natural and necessary urge in human beings to know themselves and the world in which they live and move and have their being. Western philosophy remained more or less true to the etymological meaning of philosophy in being essentially an intellectual quest for truth. Hindu philosophy is intensity spiritual and has always emphasized the need for practical realization of truth. Philosophy is a comprehensive system of ideas about human nature of the reality we live in. It is a guide for living because the issues it addresses are basic and pervasive, determining the course we take in life and how we treat other people. Hence we can say that all the aspects of human life are influenced and governed by the philosophical consideration. As a field study philosophy is one of the oldest disciplines. It is considered as a mother of all the sciences. In fact it is at the root of all knowledge. Education has also drawn its material from different philosophical bases.

Education, like philosophy is also closely related to human life therefore, being an important life activity education is also greatly influenced by philosophy. Various fields of philosophy life the political philosophy social philosophy and economic philosophy have great influence on the various aspects of education like educational procedures, processes, policies, planning and its implementation, from both the theoretical and practical aspects. In this research paper researcher discussed critically the concept of Philosophy of Education.

STUDY

Although it has been left to the last, philosophy of education is unsurpassed in importance and an area of philosophical investigation. If each person has been molded, either creatively or destructively, formally or informally, by educational policies, little can be more significant to his self-knowledge than insight into the philosophies underlying these policies. The relative importance of philosophies of education as compared with other phases of philosophy will depend upon how narrowly or broadly education is conceived. Some, who interpret it wholly in terms of local, mechanical, stimulus-response events, may consider education to be little more than a somewhat complicated and intimate example of mechanistic behavior. If the individual is held to be an eternal soul, education may be designed to test its fitness for, and to prepare it for, eternal life, or to purify it by helping to free it from the evil temptations of bodily existence. If the individual is considered a member of a species with specific but limited innate potentialities which deserve development, realization of these potentialities becomes the educational goal. If the individual is conceived as a growing organism with not only innate capacities but also with the ability to acquire new potentialities, educational goals come to include development of both inherited and acquired capacities.

In addition to those philosophies that limit the scope of education to individuals, there are those which treat education a primarily a social process, a means whereby a group or culture perpetuates itself, either exactly or with variations, through fashioning new citizens to' carry on its existence, much as a body must have new cells to replace old ones if it is to survive. Still others find education to be an interactive process between persons and their groups, understandable only by insight into the nature of both as they influence and modify each other. However, the foregoing conceptions are still too narrow for those who propose the following. Dewey appears willing to expand philosophy of education to include all philosophy when he says that "philosophy may even be defined as; general theory of education." Since all fields of philosophical investigation have their significance ultimately only in terms of their bearing upon individual development, philosophy of education is inadequate when it stops short of considering all of the factors influencing the individual, Finally, we may lift our eyes to glimpse the cosmic nature of education. "Education is a world-process; it is the world at work developing a man into the fullness of his stature." Education may be looked upon as part of the process whereby nature, for naturalists, or God, for theists, molds itself through creating mankind, in which it is immanent, and through which it expresses itself as personal.

We shall not here propose limitations upon how extensively education should be conceived. Each view deserves its hearing. Two dangers, however, need to be avoided. The first is the inclination of those persons who derive their educational philosophy solely from a study of educational practices, without 'considering its relation to other philosophical fields. Secondly, there is the, tendency of philosophers whose primary interests lie in other

fields to deduce and recommend a philosophy of education without having considered all the relevant facts, which can be observed ad generalized only by those persons actually acquainted with practical teaching difficulties. This latter is especially serious when the philosopher is satisfied with sectarian assumptions and convinced of their exceptional truth. Whoever is able to evade both dangers may find in philosophy of education a most suitable starting point for induction into broader philosophical studies.

Risking the second danger, we may point out some of the contributions which each philosophical area and its conflicting viewpoints make to the problems constituting philosophy of education. To be fully adequate, a philosophy of education has to decide between all the major issues which have been raised in this book. "Since knowledge is the stock and trade of education, it is easy to understand that a philosophy of education must be based on an adequate consideration of epistemology." Whether one considers the aims of education to lead primarily to reflective (think before you act) or unreflective (good habits or automatic reactions) knowledge, or how much of each, will make a difference in his teaching methods. Likewise, whether one favors subjectivism or realism, rationalism or empiricism, dogmatism or scepticism, and exact or intuitive knowledge, will largely determine his goals and methods. The educator has to decide how far he shall emphasize "intellectual training" versus "character building," or knowledge of facts versus valuational attitudes. He will have to deal with the problem of which is more important: "first-hand experience" or "second-hand experience."

Turning to 'metaphysics, "nearly all arguments to settle fundamental conflicts in educational practice, if continued long and penetratingly enough, will be found to have an important source in the fact that the parties to the argument differ in their metaphysical assumptions." Spiritualists must emphasize the spiritual, materialists the material, dualists both separation and interaction between spirit and matter. Those who consider the spiritual as higher than the material must teach how to subordinate flesh to spirit, whereas those who see spirit as emerging from matter must instruct how best to create, nurture, and evolve higher spirits. If spirit and matter are independent, some will separate sacred and secular education in different schools, but if they are interdependent, only limited separation seems possible. If there are two worlds, the' natural and the supernatural, instruction fails if it does not take both into account. If only nature exists, the educator's duty is to dispel superstitious illusions about the alleged supernatural. If the next life is more important, education must be directed toward preparation for it, but if this life is all, one must seek to learn how to get all his enjoyment here.

"The importance of theory of values will probably be much more readily accepted by educators than will the importance of theory of knowledge or a theory of reality." Some will emphasize ends and others means. Some will see values as subjective and primarily a matter of attitude, others as objective and, thus, to be sought after outside of self, while still others accept the more difficult job of inter-relating each to the other. Some teach optimism, even too much optimism (e.g., "Pippa Passes"), some pessimism, even too much pessimism (e.g., Schopenhauer's attitude toward women), whereas others are either neutral or melioristic. The sciences of aesthetics and ethics contribute to educational goals by helping decide how to appreciate, discriminate, evaluate, and how to choose between right and wrong, both in general and in specific situations. The absolutist and relativist, egoist and altruist, aristocrat and utilitarian, all face different tasks as educators. The influences of religious, social, political, and economic philosophies upon educational philosophies are even more obvious. Individualists must train for self-reliance, how to succeed competitively, how to maintain one's rights. Totalitarians must teach self-control and submission to the will of God or "silent obedience to authority and joy of responsibility" to the state. Organicists must show when it is best to assert oneself and when to accept one's lot.

CONTROVERSIES
If we turn from philosophy of education, understood in terms of contributions of different philosophical fields, to the actual controversies embittering contemporary American teachers and school administrators, we find snarl of confusion and misunderstanding coming to focus in the opposition of two uneasy groups of alliances under the banners of "progressivism" versus "essentialism" Not only do fights about supernaturalism versus naturalism, reflected both in conflicts over parochial versus public school support and in public school policies, continue, but they become sharpened around problems of curriculum planning and teaching methods guided by different assumptions concerning whether human nature is primarily static or dynamic and whether the primary sources of educational development lie inside or outside the learner.

This latter controversy is, perhaps, the basis for the others, though it cannot be isolated. Externalists believe that the individual begins as practically nothing, or, at most, as a simple soul or blank tablet or empty cabinet waiting to be furnished. All that happens to the developing person, either for good or ill, comes from the outside, Those who conceive the external as ultimately static and perfect, either as an eternal God or a completely rational nature, believe the task of the educator to be that of molding the individual securely into the

righteous pattern of the universe. Truth is known, at least in part; so the educational aim is to discipline the recalcitrant person into conformity with pre-existing truth. Those who believe the external to be dynamic, still see the individual as a subordinate member of a group which nurtures him and protects him and therefore should mold him for his own good. Internalists, on the other hand, tend to believe that human nature is essentially good and that if left alone it will develop naturally, wholesomely, and happily. Evil appears either in the way of temptations of the flesh, the illusion of material reality, the frustration of desires, or tyrannical control. If a person is thought of as an eternal soul whose perfection is assured unless it yields to external evils, the job of the educator is to help to protect the sacred spirit by aiding its flight from the world to monastic or yogic asylum. If souls have static potentialities which must flower into perfected actuality before they can reap their reward, then not flight from the world but stubborn and steeled resistance to it is the educational goal of those who would pass a fitness test before entering heaven. If personalities are conceived as dynamic centers of cosmic creativity, then each must blossom in its own way, so then originality, not uniformity, should be encouraged by educators. In extreme form, this latter means that a child should always do exactly as he pleases without anyone's inhibiting his actions. The disastrous attempts of those misled by such extreme individualism are too well known to need comment here.

Pressures of practice bring educational philosophy closer to organic conceptions, wherein the sources of growth are recognized as both inner and outer and such that development can take place only through interaction between inner and outer. This view is represented best by Dewey and his "progressive" followers, though a plethora of misunderstandings has resulted more in confusion and heated tempers than in enlightened practices. Says Dewey: "The history of educational theory is marked by opposition between the idea that education is development from within and that it is a formation from without; that it is based upon natural endowments and that education is a process of overcoming natural inclination and substituting in its place habits acquired under external pressure." "In its contrast with the ideas both of unfolding of latent powers 'from within, and of formation from without, the ideal growth results in the conception that education is a constant reorganizing or reconstructing of experience." "To imposition from above is opposed expression and cultivation of individuality; to external discipline is opposed free activity; to acquisition of isolated skills and techniques by drill, is opposed acquisition of them as means of attaining ends which make direct vital appeal; to preparation for a. more or less remote future is opposed making the most of opportunities of present life; to static aims and materials is opposed acquaintance with a changing world."

Although Dewey was apparently seeking a middle path, the fight in his time was primarily against the static and externalized extremes. When his fight began to prove effective, many different kinds of disgruntled teachers, from .the lazy to the vicious, jumped on his band wagon and, although they did not wreck it, succeeded in making it seem so silly that it no longer appears in many places under the name progressivism." Dewey warned that "there is always the danger in a new movement that in rejecting the aims and methods of that which it would supplant, it may develop its principles negatively rather than positively and constructively." Too rapid expansion of the progressive movement resulted in trying to "teach old dogs 'new tricks" when too many teachers were incapable of reconstructing their whole life outlook and keeping up with day-to-day drudgery at the same time, The occasion offered opportunity for many. Crackpots to seize upon misunderstandings to promote many varieties of radicalism—rejecting all discipline, all preparation, all essential skills, all demands for cooperation–which made much educational practice a farce, all in the name of "progressivism.":. The failure of "progressives" to fight with complete success on both fronts has brought sufficient entrenchment of misunderstanding to warrant abandonment of the name in many places. But the fight continues and, in Bode's words, "If democracy is here to stay, then the spirit of Progressive education can never become obsolete."

However, recent excesses have caused many varieties of opponents of "progressivism" to gather together as "essentialists," all claiming that it is "the duty of educators to develop in the young the fundamental attitudes, appreciations, skills, and information, the value of which has stood the test of the history of civilization and which therefore can be regarded as constant, unchanging fundamentals in the education of man, citizen, and world inhabitant." "Convinced of what are the essentials of education, he firmly and resolutely insists that the child experience them. If he does not believe that the whole curriculum should be prescribed, he at least believes that a considerable part of it should be. In the traditional curriculum he finds certain classics in literature, mathematics, religion, history, science, and others whose value is independent of the place and time they are studied. These, educated men 'must 'know. They are essentials. They must be learned even though their significance is not made clear in the fulfillment of some present purpose. Till such occasion arises later, they are to be learned and stored away." However, many disagreements exist among "essentialists" as to precisely what are the essentials and which are the frills. The reader must seek elsewhere for fuller accounts of

essentialists and their continuing controversies with both the progressives and the varieties of radicals. Enough has been said, surely, to illustrate the significance of philosophical issues in educational practices.

The foregoing general considerations leave untouched many more specific areas where philosophical differences determine disagreement. Shall education be primarily vocational or primarily liberal and what, then, constitutes a liberal education? Should public schools be considered specialized institutions aiming solely at "preparing" for living in the future, or thought of as integrative agencies in which the current happiness of the, child "living today" is the primary concern? Should educational responsibility pertain only to intellect or also to emotions; only to facts or also to attitudes; only to understanding or also to appreciation; only to subject-matter or also to problem-solving adaptability; only to attendance records or also to wholesome personality; only to "passing on the wisdom of the elders" or also to "learning for oneself"; only to individual resourcefulness or also to social cooperation. How much of one's education should be formal and how much from the school of hard knocks? Should educational opportunities, standards of achievement, and teacher-attentiveness be equal for all or do morons and geniuses deserve special consideration? Does education aim primarily at peace and contentment or at motivating desires and ambitions, at faith in mankind or at distrust with existing conditions, at dogmatic faith or at doubt and disillusionment?

Ought children be taught to believe that the world owes them a living, or that each is somehow responsible for the welfare of them whole world? Can one get enough education in early years to last a lifetime or does each age or stage involve its own level of development before readiness for dealing with problems is possible, and require its own kind of schooling which cannot be achieved at earlier ages? Is the training in democratic living acquired at home or kindergarten sufficient for all later groups or must the educator reintroduce his pupils to. the duties of citizenship at each new level of public achievement? How specific shall the school's responsibility be regarding preparation for marriage or job, readjustment after divorce, unemployment rehabilitation, keeping teeth clean, or psychiatric hospital parole? Finally, who is responsible for a person's philosophical development and to what extent should people be encouraged to devote themselves to general knowledge as compared with specific skills, problems, prides, and embarrassments?

CONCLUSION
All these, and more, are questions not only for the professional philosopher of education, but questions which every teacher and student, every administrator and voter, must settle if he is to be freed from confusion. A man cannot understand himself fully until he has gained some insight into the different philosophies of education. Only if he, can reconstruct the policies of those persons who have guided his own upbringing will he be able to understand fully how he came to be as he is. The influences of philosophy of education are all-pervasive, observable not only elsewhere, i.e., in childhood experiences, school board meetings educational textbooks but at each moment of experiences.

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USE OF INTERNET BY UNDER GRADUATE STUDENTS IN UNIVERSAL GROUP OF INSTITUTION, BALLOPUR, LALRU

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ABSTRACT
We live in information age where knowledge is the key to success. Internet helps in getting, providing and disseminating information because it is worldwide computer network that contains a large collection of information which is made available to us on computer. Internet influences our daily routine life. It is playing a very important role in the national development by giving the major benefits to the citizens worldwide in the areas of education, advertising, shopping, financial services, career and so on. In our education system, internet has put a deep impact. Today it has become a part of our life. We find many services on Internet i.e. online banking, job seeking, education, purchasing, railways, airlines and bus tickets, marriage bureau, chatting with friends, dating with each other and all types of entertainment. It is very popular among young generation especially in students. The present study is conducted on 200 Under-Graduate Students of Universal Group of Institution Ballopur Lalru and focuses on the purposes of using internet. Results revealed that use of internet is maximum for accessing social sites, educational sites and information sites.

INTRODUCTION

Human beings living unorganised and unstructured life in the ancient time have now entered into the age of revolution and technology. It has been happened because of the development of Science and Technology. Science and Technology has played a very important role in the development process of mankind. The role of science and Technology is inexpressible in words. Various inventions have been done under the umbrella of Science and Technology. One of the very important inventions is the invention of Internet. It has entirely changed the life of the people all over the world.

Internet can be defined as International networks which connect all the computers of the globe across International territories. It is a network of networks. It is a global network of over a million of smaller heterogeneous computer networks. It is the most complete and complex learning tool in the world. Through it, we can find knowledge resources that allow us to study virtually. The beginning of the Internet can be traced back to the 1960s when the U.S. Department of Defence set up a network to allow Scientist and Engineers working on military contracts all over America to share information and computer resources that were called ARPANET. Today internet has become a part of our life. We find many services on Internet i.e. online banking, job seeking, education, purchasing, railways, airlines and bus tickets, marriage bureau, chatting with friends, dating with each other and all types of entertainment.

The term Internet has been coined from two terms, Interconnection and Networks. A network is simply a group of computers that are connected together for sharing information and resources. Several such networks joined together across the world are called Internet. Rightly we can say that we are living in the age of computers. It has made an increasing and powerful impact upon almost every working place like school, colleges, office, industries, education, business, hospital, bank, railways, Research work has also profoundly affected by internet for its work. It also resembles a library because it has tools that aid the research by providing information just like a traditional library.

With more and more people accessing the web through mobile phones, the Internet user base in the country was projected to touch *243 million by June 2014*, recording a year –on –year growth of 28 %. According to the Internet and Mobile Association of India (IAMAI), the internet user base in the country stood at 190 million at the end of June 2013. For the whole year 2013, the internet user base grew 42% to 213 million, from150 million in 2012, of the total user base, mobile internet user accounted for 130 million in 2013, a growth of about 92% from 68 million in 2012. IAMAI expects the number of million Internet users to touch 185 million by June2014, according for about 76% of the Internet user base in the country. "Year 2013 was the year of Internet. The numbers affirms the fact that internet in India is now becoming inclusive, which augurs well for the industry and society at large," IAMAI said. The growth of Internet users has also led to substantial growth of other digital industries such as e-commerce and digital advertising, it added. Digital commerce market stood at Rs. 8146 crore in December 2007 and it grew to Rs. 47349 crore by the end of 2012. At the end of December 2013, digital commerce in India grew to 62,967 crore. Digital advertising has also been witnessing a steady growth. The study projects the online advertising market in India touch Rs 2,938 crore by March 2014**.** (The Hindu Business Line, New Delhi Edition, Jan. 2014)

JUSTIFICATION OF THE STUDY

We live in information age where knowledge is power. Internet helps in getting, providing and completing information because it is worldwide computer network that contains a large collection of information which could be made available to us on computer. It is playing a very important role in the national development by giving major benefits to the citizens worldwide related to education, advertising, government, shopping, financial services, career and so on. Using the internet vast resources, one can communicate with the people from all over the world and about any desired subject of choice. In present scenario students are using more and more internet. It has become a part and parcel of students at university level. The availability and uses of the internet is being increasing day by day. Internet is becoming common for all. In The present study "Use of Internet by Under Graduate Students of Universal Group of Institutions Lalru is an attempt to analyse and interpret the changes occurring in the attitude among students who are using internet in different spheres.

OBJECTIVES OF THE STUDY

i) To Study the Objectives behind use of Internet.

ii) To Study which websites are most popular among the students who are using Internet.

DELIMITATIONS OF THE STUDY

i) This Investigation is based on the responses of 200 students selected by using random sampling method.

ii) The Sample was taken from Universal Group of Institutions Ballopur, Lalru.

POPULATION AND SAMPLE

All the students studying in Universal Group of Institutions Ballopur, Lalru formed the population of the present study. The Investigator decided to select 200 students (100 male and 100 female) from Universal Group of Institutions Lalru randomly as given below:-

Name of the Department	No. of Male Students	No. of Female Students
B.Pharmacy	10	10
B.A. LLB	10	10
B.Tech. (Mechanical)	10	10
B.Tech. (C S E)	10	10
B. Tech. (Civil)	10	10
B.Tech. (Electronics)	10	10
B.Ed.	10	10
B.Sc. Nursing	10	10
B.Com	10	10
B.A.	10	10
Total	100	100

The details regarding sample selected for the study are given in above table. It indicates that total 200 students were selected for the present investigation.

STATISTICAL TECHNIQUE USED

For the analysis of the collected data statistical techniques namely percentage has been used.

TOOLS USED

Investigator used a self-made questionnaire which included 13 questions. Each question has three parts of its own. Students were asked to tick only one response.

Table No. I

Q1 What is the need of Internet for you?

Details	For Educational purpose	To get job related Information	For Entertainment
Male Students	69	21	10
Female Students	68	20	12

Above table shows that maximum students use internet for educational purposes. On the other hand 21% males and 20% females use internet to get job related information. Only 10% male and 12% female use internet for entertainment purpose.

Table No. II

Q.2   Where do you use Internet?

Details	At Home/Hostel	In the Department	At Cyber Cafe
Male Students	83	12	5
Female Students	74	18	8

83% males and 74% females use internet at their home/hostel while 12% males and 18% females students use internet in the department. 5% males and 8% females use internet at cyber café.

Table No. III

Q.3   When do you use Internet in a day?

Details	In the Morning	In the Evening	Any Suitable Time
Male Students	4	26	70
Female Students	3	21	76

70% males and 76% females of the university use internet at any suitable time. Only 4% males and 3% females use internet in the morning while 26% males and 21 % females use internet in the evening.

Table No. IV

Q.4   Which site(s) do you visit often?

Details	Educational Sites	On-line Shopping Sites	Information Sites
Male Students	37	10	53
Female Students	40	7	53

53% male students and 53% female students use internet for accessing information sites. 37% male students and 40% female students use internet for accessing educational sites while 10% male students and 7% female students use internet for on-line shopping purpose.

Table No. V

Q.5   Which features of the internet do you use?

Details	Downloading	Surfing	Social Media
Male Students	47	18	35
Female Students	48	19	33

47% Male students and 48% female students use internet for downloading purpose whereas 35% male students and 33% female students use internet for social media.

Table No. VI

Q.6   Do you chat through Internet?

Details	Yes	NO
Male Students	80	20
Female Students	76	24

80% male students and 76% female students use internet for chatting purpose, while 20% male students and 24% female students are not interested in using chat on internet.

Table No. VII

Q.7   With whom do you chat on Internet?

Details	People of Same Sex	People of Opposite Sex	People of the Both Sexes
Male Students	14	24	62
Female Students	20	10	70

70% female students and 62% male students use internet for chat purpose with people of both sexes while 24% male students and 10% female students use internet for chatting with people of opposite sex. On the other hand 14% male students and 20% female students use chatting with people of the same sexes.

Table No. VIII

Q.8   Do you use internet for educational purpose? If yes, what educational feature is used by you?

Details	Related to Course work	Other than the course work	Social Media
Male Students	64	20	16
Female Students	65	23	12

64% male students and 65% female students use internet for doing work related to course work while 20% male students and 23% female students use internet for purposes other than the course work.16% male students and 12% female students use internet for social media.

Table No. IX

Q.9   How do you compare the internet with other media? (i.e. Newspaper, Magazines, Books.)

Details	More Advanced	More Reliable	Has More ill Effects
Male Students	74	16	10
Female Students	60	25	15

74% male students and 60% female students say that internet is more advanced than other media. While 25% female students and 16% male students said that internet is more reliable than other media. 10% Male students and 15% female students said that internet has more ill effects than other media.

Table No. X

Q.10   How does use of Internet affect your study?

Details	Motivates you to be an active learner	Develops your ability to solve problems	Serves as an Entertainment companion
Male Students	41	30	29
Female Students	32	50	18

41% male students and 32%female students said that internet motivates to be an active learner and 50%female students and 30% male students said that internet develops ability to solve the problems.29% male students and 18% female students said that internet serves as an entertainment companion.

Table No. XI

Q.11   Which types of problems do you face while using internet?

Details	Technical/Network Problem	Server Problem	Hardware Problem
Male Students	54	30	16
Female Students	45	35	20

54% male students and 45%female students said that technical /network problem are the main barriers when they use internet while 35% female students and 30% male students said that the server problem is the barrier in the use of internet.20%female students and 16% male students said that the hardware problem are barrier in the use of internet.

Table No. XII

Q.12   On which device do you use internet often?

Details	Mobiles/Tablets	Computers	Laptops
Male Students	71	18	11
Female Students	70	20	10

71% male students and 70% female students said that they use internet on their mobile/tablets while 11% male students and 10% female students use internet on their laptops. On the other hand, 20% female students and 18% male students use internet on computers.

Table No. XII

Q.13   Which social sites do you use often on internet?

Details	Facebook	Twitter	Whatsapp
Male Students	51	9	40
Female Students	23	7	70

70% female students and 40% male students use whats app on internet while 51% male students and 23% female students use face book on internet. On the other hand 9% male students and 7% female student use twitter on the internet.

FINDINGS

a)   69% boys and 68% girls use internet for educational purpose.

b)   83% boys and 74% girls use internet at their home/hostel.

c)   76% girls and 70% boys use internet at any suitable time in a day.

d)   53% boys and girls use information sites while 37% boys and 40% girls use educational sites.

e)   47% boys and 48% girls use internet for downloading purposes while 35% boys and 33% girls use social media on internet.

f)   80% boys and 76% girls use internet for chatting purpose.

g)   70% girls and 62% boys chat with people of both sexes.

h)   65% girls and 64% boys use internet for course related work and for educational purpose.

i)   74% boys and 60% girls said that internet is more advanced than books,   T.V.,   Newspaper   and Magazines.

j)   41% boys said that internet motivates them to be an active learner while 50% girls said that internet develops their ability to solve the problems.

k)   54% boys and 45% girls said that they faced the technical/network problem when they use internet.

l)   71% boys and 70% girls use internet on their own mobile/tablets.

m)   51% boys use face book and 40% boys use whats app through internet. On the other hand, 70% girls use whats app and 23% girls use face book through internet.

CONCLUSION

Today we live in a very fast social life where time is precious. Internet is a part of our daily life and every person knows it. Every college and university is expected to give free facility of internet to their students. Maximum people use internet for their social and personal purpose. It is responsibility of the parents, teachers, management and society that they observe and check the students what are they are viewing and using on internet. Internet is a good servant but a bad master.

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THE EFFECT OF YOGA TRAINING ON OBESITY OF ADULTS OF PATIALA CITY

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ABSTRACT

The purpose of the study was to know the effect of yogic training on the obesity of adults. The age group was 25-37. The aim of the study was to compare B.M.I. And W.H.R of adult subjects. The subjects were selected by simple random sampling method the subjects were equally divided in to two groups. To test the hypothesis the level of significance was set at 0.05 level of confidence the collected data (raw score) were converted into standard scores and then they were tabulated to find out mean. Standard deviation and standard error 't' test was applied to find out the comparison the study

Keywords: Obesity, Yogasanas

i) INTRODUCTION

Man's existence and effectiveness depends upon the physical fitness. Physical fitness really implies more than the ability to do work without much efforts. Physical fitness effects to some degree all of his life activities not only his physical will be but also mental effectiveness and personal social adjustment as well.

Physical exercise plays an role for maintain physical fitness and can contribute positively to maintaining a healthy weight building and maintaining health bone density, muscle, strength and joint mobility, promoting physiological well being, reducing surgical risks and strengthening to immune system. Frequently and regular aerobic exercise has been shown to help prevent or treat serious and life treating, chronic condition such as high blood pressure, obesity, heart disease and depression.

The word yoga has its roots in Sanskrit language and means to merge join or   unite. Yoga is a form of exercise based on the belief that the body and breath are ultimately connected with the mind. By controlling the breath and holding the body in steady poses, or asana, yoga creates harmony. Yoga is a means of balancing and harmonizing the body, mind and emotions and is tool that allows us to withdraw from the chaos of the world and find a quite space within to achieve this, yoga uses movement, breath, posture and meditations in order to established a healthy, vibrant and balance approach in living.

Obesity; It is a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems. Obesity is also called as body mass index (BMI)

STATEMENT OF THE PROBLEM

The research scholar selected this problem because the obesity and overweight have in the last decades become a global problem. The adults are not aware about the effects of obesity and healthy eating habits and, how to prevent this problem, whether it is childhood obesity or adult's obesity. So that researcher make mind to know, 'The Effect of yogic training on obesity of adults of Patiala city'

ii) METHODOLOGY

As every research demands a systematic method and procedure likewise this chapter adopts the following procedures including information regarding research design, source of data, sampling method, selection of subjects, collection of data, criterion Measures etc. A research become successful accompanied and supported by some reliable and authentic data. The statistical analysis of the gathered data provides a well-knit picture of a complete and successful hypothesis as pre-selected by the researcher. The chapter has been divided into the following headings:

- Source of data
- Sampling Methods
- Selection of Subjects
- Collection of data
- Criterion Measures

Source of Data: For the Present study the data has been collected from the adults who were selected from the Patiala city.

SAMPLING METHOD
The subject's were selected by simple random sampling method.

SELECTION OF SUBJECT
The researcher has taken 30 subjects in between the age group of 40-53 years.

CRITERION MEASURE
For the present study, the researcher administered the following measures:

(a) B.M.I

1. Height, 2. Weight

HEIGHT
Equipment: Stadiometer

PROCEDURE
The subject is asked stand without shoes. Heels together, back as straight as possible, heels, buttocks shoulder and head touching the vertical ruler and looking straight ahead. Weight should be distributing evenly on both feet arms hanging freely by the sides of the body. Thus the measurement of the subjects in recorded accurate up 0.1 cm is maintained.

WEIGHT
Equipment: weighing machine

PROCEDURE
The subject is asked stand erect on the platform of the weighing machine with equal weight on both feet. The weight of subject is usually recorded accurate up to 0.05 kg.

Body Mass Index (BMI) = Body weight (KG)

(Standard weight in Mt)

(b) Waist hip Ratio (W.H.R)

WHR = Waist in cms

Hip in cms

Equipments: - measuring tape**.**

Purpose: to compare the ratio of waist and hip

The subjects were asked to remain in erect position with closed heels then the measurement of waist and hip was taken with the help of measuring tape, while putting the tape around the belly and hip respectively.

Score;- The waist and hip ratio were measured in centimetres.

TRANING SCHEDULE
The Yogic training was given by the Researcher at various grounds of Patiala city during morning session.

Every day before start the training programmed 5 min Prathana and 10 min warm-up exercises like neck rotation, hand & leg rotation, trunk rotation were given so, that the subjects will not get any injury etc

6 Weeks Training Programme

Week	Day	Asana	Duration Minutes		Total Volume
I & II Week	Monday to Friday	1) Garudasana (Eagle Pose) 2)Parighasana (Gate Post) 3)Pavan Muktasama (GasReleasing Pose) 4) Bhujanagasana (Cobra Pose) 5) Dhanusarana 6) Halasana	1 1 1 1 1 1	After Every Asana 1min Shavasana	Approx. 40 Min

III & IV Week	Monday to Friday	1) Garudasana (Eagle Pose) 2)Parighasana (Gate Post) 3)Pavan Muktasama (GasReleasing Pose) 4) Bhujanagasana (Cobra Pose) 5) Dhanusarana 6) Halasana	2 2 2 2 2 2 2		Approx. 1 Hr

III & IV Week	Monday to Friday	1) Garudasana (Eagle Pose) 2) Parighasana (Gate Post) 3) Pavan Muktasama (Gas Releasing Pose) 4) Bhujanagasana (Cobra Pose) 5) Dhanusarana 6) Halasana	2 2 2 2 2 2		Approx. 1 Hr
V & VI Week	Monday to Friday	1) Garudasana (Eagle Pose) 2) Parighasana (Gate Post) 3) Pavan Muktasama (Gas Releasing Pose) 4) Bhujanagasana (Cobra Pose) 5) Dhanusarana 6) Halasana	3 3 3 3 3 3		Approx. 1.20 Hr

COLLECTION OF DATA

The data will be collected after the administrating the test on the adults of Patiala city. The data was collected by the researcher by measuring the height and weight of the adults before the start of Yogic training. WHR data also collected before the start of training and after the finish of training and BMI and WHR were calculated mean and standard deviations were calculated and to see the effect of Yogic training. The value of BMI and WHR of mean and *standard deviation* were calculated which is given in chapter no.

STATISTICAL ANALYSIS:

The Statistical Analysis of the gathered data for the purpose of the study "The Effect of yogic training on obesity of adults of Patiala city". The raw scores are given in appendix.

The researcher has obtained the data from 30 subjects for the study. The 15 subjects are selected from each group controlled and experimental respectively. The data so obtained from the pre and post of both controlled and experimental were analyzed by using "t" test.

In this chapter analysis of data and interpretation has been presented under following heads.

1. Scoring of data

2. Level of significance

3. Analysis of data

4. Findings

SCORING OF DATA

The height was measured in centimeters, the weight was measured in kgs and the W.H.R was also recorded in centimeters.

LEVEL OF SIGNIFICANCE

To testing the hypothesis the level of significance at 0.05 level of confidence was considered adequate for purpose of this study.

The calculated' values of these variables were compared with tabulated' values. The degree of freedom 28 is equal to 2.048at 0.05 level of significance.

ANALYSIS OF DATA

The statistical analysis of the data gathered for the selected subjects is given in this study. In the study Data has been pertained under following two heads. 1) Comparison of B.M.I. between pre and post test of controlled and experimental group and 2) Comparison of WHR between pre and post test of controlled and experimental group

The Mean, standard deviation, standard error, and mean difference of both the groups for the above mention items were calculated. These raw score were converted into standard score which is shown in tables and graphs below.

Table-1: Showing Difference between B.M.I. In Pre and Post Test of Control Group

Control Group	Mean	S.D.	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Pre. Test	25.62	4.187	1.359	0.11	28	0.080	2.048
Post Test	25.73	3.195					

*Level of Significance = 0.05

Tabulated 't' 0.05 (28) = 2.048

Table-1 reveals that there is no significant difference between means of pre and post test of control group, because mean of pre test is 25.62 is slightly less than mean of post test is 25.73, and there mean difference is 0.11. To check the significant difference between pre and post test of control group the data was again analyzed by applying t" test. Before applying' test, standard deviation was calculated between pre-test where S.D. = 4.187 and Post test where S.D. = 3.195 and their Combine standard error = 1.359.

There was no significant difference between pre and post test of control group because value of calculated' = 0.080 which is less than

Tabulated' =2.048 at 0.05 level of confidence, which shows no improvement in control group.

Table-2: Showing Difference between B.M.I. In Pre and Post Test Of Experimental Group

Experimental Group	Mean	S.D.	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Pre. Test	25.80	2.796	0.986	0.28	28	0.283	2.048
Post Test	25.52	2.605					

*Level of Significance = 0.05

Tabulated 't' 0.05 (28) = 2.048

Table-2 reveals that there is no significant difference between means of pre and post test of experimental group, because mean of pre test is 25.80 is a little greater than mean of post test is 25.52, and there mean difference is 0.28. To check the significant difference between pre and post test of control group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre-test where S.D. = 2.796 and Post test where S.D. = 2.605 and their Combine standard error = 0.986.

There was no significant difference between pre and post test of experimental group because value of calculated 't' = 0.283 which is less than tabulated 't' =2.048 at 0.05 level of confidence, which shows negligible improvement in experimental group after six weeks yoga training.

Table-3: Showing Difference between B.M.I. In Post Test of Control and Experimental Group

Group	Mean	S.D.	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Control	25.73	3.195	1.064	0.21	28	0.197	2.048
Experimental	25.52	2.605					

*Level of Significance = 0.05

Tabulated 't' 0.05 (28) = 2.048

Table-3 reveals that there is no significant difference between means of post test of control and experimental group, because mean of post test of control group is 25.73 is a little greater than mean of post test of experimental group is 25.52, and there mean difference is 0.21. To check fig 1 shows there is no significant difference between post tests of control and experimental group
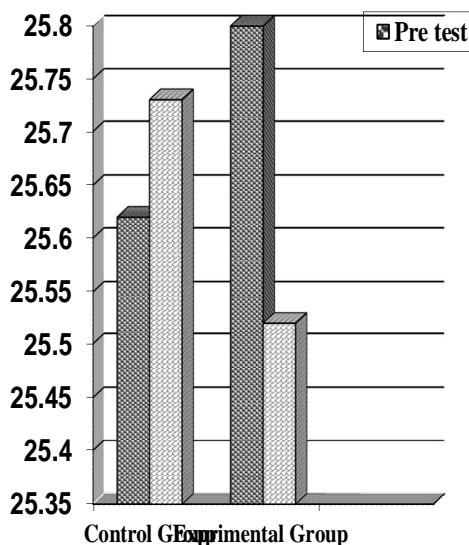
Table-4: Showing Difference between W.H.R in Pre and Post Test Of Control Group

Control Group	Mean	S.D.	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Pre. Test	0.928	0.094	2.427	0.002	28	8.240	2.048
Post Test	0.926	0.074					

*Level of Significance = 0.05

Tabulated 't' 0.05 (38) = 2.021

Table-4 reveals that there is no significant difference between means of pre and post test of control group, because mean of pre test is 0.928 is slightly greater than mean of post test is 0.926, and there mean difference is 0.002. To check the significant difference between pre and post test of control group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre-test where S.D. = 0.094 and Post test where S.D. = 0.074 and their Combine standard error = 2.427.

There was no significant difference between pre and post test of control group because value of calculated 't' = 8.240 which is greater than tabulated 't' =2.048 at 0.05 level of confidence, which shows no improvement in control group.

Table-5: Showing Difference between W.H.R in Pre and Post Test of Experimental Group

Experimental Group	Mean	S.D.	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Pre. Test	0.956	0.069	0.022	0.014	28	0.636	2.048
Post Test	0.942	0.053					

*Level of Significance = 0.05

Table-5 reveals that there is no significant difference between means of pre and post test of experimental group, because mean of pre test is 0.956 is a little greater than mean of post test is 0.942, and there mean difference is 0.014. To check the significant difference between pre and post test of control group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre-test where S.D. = 0.069 and Post test where S.D. = 0.053 and their Combine standard error = 0.022.

There was no significant difference between pre and post test of experimental group because value of calculated 't' = 0.636 which is less than tabulated 't' =2.048 at 0.05 level of confidence, which shows negligible improvement in experimental group after six weeks yoga training.

Table-6: Showing Difference between W.H.R. In Post Tests Of control and experimental group.

Group	Mean	S.D.	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Control	0.926	0.074	1.910	0.016	28	0.008	2.048
Experimental	0.942	0.053					

*Level of Significance = 0.05

Tabulated 't' 0.05 (38) = 2.021

Table-6 reveals that there is no significant difference between means of post test of control and experimental group, because mean of post test of control group is 0.926 is less than mean of post test of experimental group is .942, and there mean difference is 0.016.

To check the significant difference between post tests of control and experimental group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between post tests where S.D. Control group = 0.074 and S.D. of experimental group is = 0.053 and their Combine standard error = 1.910. There was no significant difference between post tests of control and experimental group because value of calculated 't' = 0.008 which is less than tabulated 't' =2.048 at 0.05 level of confidence, which means negligible improvement was found in experimental group after six weeks yoga training

Graph-2: Showing difference between W.H.R. of Control and Experimental Group
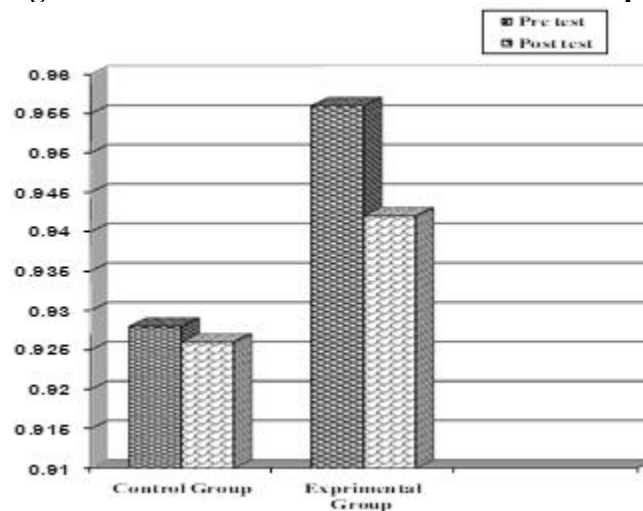
DISCUSSION ON FINDINGS
The findings in study reveals that there was no significant difference in B.M.I. between pre and post test of controlled and experimental group and it was also found that WHR between pre and post test of controlled and experimental group also showed negligible improvement among both the groups. At last it was found that the hypothesis was accepted at the level of 0.05 level of confidence.

CONCLUSION
On the basis of the result drawn with the mentioned methodology the following conclusion were soughed out.

There was a partially no significant difference between body mass index and waist hip ratio of adults.

The study also showed no significant difference among the mean of selected items of the groups. The conclusion of this research work May aware the students as well as players about the B.I and W.H.R, above all about obesity while performing any physical activity.

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GARBAGE ENZYME: A STUDY ON ITS CHARACTERIZATION, MICROBIAL COMPOSITION AND GROWTH PROMOTING ACTIVITY

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ABSTRACT
Garbage enzyme as additive in synthetic grey water treatment. Fermentation products are kitchen waste, water, Brown sugar. Reduce the pollutant in grey water, used for various household purposes. Garbage enzymes also have antimicrobial activity. It is an eco-friendly biotechnology approach to waste water treatment.

1. INTRODUCTION

Industrialization revolutionized the world as it brought along with technological leap. Due to change, it is a host of environmental problems. More impact on the use of newer biotechnological approaches termed as Green biotechnology. Approaches are sustainable, economical, environmentally friendly safe, harmless, reproducible. Life depends on complex network of chemical reaction catalyzed by specific molecule called enzymes. Enzymes are proteinous molecule. Enzymes maintain the activity of life. Enzymes are biocatalyst.

Enzymes are used in many scientific fields like biochemistry, Physical chemistry, Microbiology, Genetics, Botany, Pharmacology, and Toxicology. Problems of sewage disposal and industrial waste management become increasing critically due to worldwide population. Catastrophic impact on human health occurs due to water pollution. Removal of biological organic pollutant and nutrient is important in domestic waste water treatment. Municipal wastewaters consist of domestic waste water (50-90%). Enzyme may be able to degrade the specific pollutant only. Enzyme convert substrate into less toxic insoluble compounds can be easily removed from waste.

Garbage enzyme is a fermentation product of kitchen waste including fruit peel, vegetable peel, brown sugar and water. Process requires three months. Sugar is used as substrate. It is a complex organic substance of protein chain, mineral salts and hormones. Its main function is to decompose, transform and catalyze reaction.

Grey water is waste water from showers, baths, washing machines and kitchen sinks. Garbage enzyme produce environment friendly, ozone help to increase level of oxygen content in air and reduce air pollutant and toxic gases; it is a multipurpose solution for household, environment and agriculture. Garbage enzyme has low pH due to acetic acid, used for cleaning purposes odour removal. It is a good fertilizer, soil conditioner. Also have insecticidal and pesticidal properties. Also used in livestock farming to improve the quality of feed and immune system of animals and save money by turning kitchen waste into multipurpose natural household cleanser and save environment by longing the lifespan of existing landfills, directly reduce methane emission. Main aim of study was to investigate the enzymatic and biochemical composition of different preparation of garbage enzyme. It is used as Organic Fertilizer.

2. METHODOLOGY

Garbage enzyme –I (Fruits) contain fruit peels, brown sugar, Water.

Garbage enzyme –II (Vegetables) contain vegetable peels, brown sugar, Water.

Method used for GE-I and GE-II preparation are 3 parts of vegetables/ fruit peels and 1 part of brown sugar and 10 parts of Water measured added to an air tight container, then shake the mixture and capped the bottle tightly. For fermentation process, space was left in container, then closed it tightly and leaves it for 3 months. During the first month of fermentation, gases were released once a day, then container was placed in cool dry, well ventilated area to avoid direct sunlight. After 3 months of fermentation process, color of GE was dark brown.

Biochemical characterizations of garbage enzyme are:

Estimation of Protein by Biuret method, Carbohydrate by Anthrone method, Acetic acid estimation, Estimation of Alcohol

Test for microbial composition
Nutrient agar was prepared, Amphotericin B is added as an antifungal agent and pH was adjusted to 7.2-7.4 by using 1N HCl and 1N NaOH. The media was autoclaved and poured in Petri plates under aseptic conditions. 100µl of GE was spread on agar plate. The plates were incubated at 37°C for 24hrs to check the growth. Gram positive and gram negative bacteria were identified by using Gram staining.

Fungal composition: YEPD agar was prepared, Ampicillin is added as an antibacterial agent and pH was adjusted to 6.3 by using 1N HCl or 1N NaOH. The media was autoclaved and kept overnight at 37°C to check for contamination. Media was poured in Petri plate. 100µl of GE was spread on agar plate. Incubate the plates at 27°C for 24-48 hrs to check the growth. Fungal strains were identified using Lactophenol Cotton Blue Stain.

Analysis of seed germination parameters:

Test Condition	Values
Pre-Treatment	Soaked in water overnight
Temperature	27°C
Light	NO
Test Vessel	Petri plates
Test Volume	4ml per plate per day
Number of seeds	10ml per plate
Control	Distilled water
Test	GE-I,GE-II
Test duration	96hrs

3. RESULTS

1. Physical characterization of Garbage enzyme:

Physical characters	GE-I Preparation	GE-II Preparation
pH	4.3±0.4	3.3±0.2
Odour	Sweet sour	Pungent
Colour	Dark brown	Light brown
Turbidity	Less viscous	More viscous

If one used more vegetables than fruits it smelled like pickled vegetables and it smelled very fragrant if more fruit peels were used in the preparation of GE.

2. Biochemical characteristics of GE preparation:

Test	GE-1	GE-II
Carbohydrate(Anthrone method)	Present	Present
Fatty acid(Titrimetric)	Absent	Absent
Lipid(Emulsion test)	Present	Present
Protein(Biuret method)	Present	Present
Amino Acid(Ninhydrin test)	Absent	Present

Enzymes are obtained by the fermentation of vegetables and fruit peels, it indicates the presence of organic molecules.

3. Estimation of alcohol by reduction method

The results obtained confirmed the presence of significant levels of alcohol.

Sample	Concentration(ml/ml)
GE-I	0.175
GE-II	0.15

4. Amylase and Papain enzyme was present in significant amount in both GE.

5. Microbial composition

Microbial composition of GE was examined by spread plate method and then colonies were stained by Gram stain and Lactophenol Cotton Blue. By microscopic examination of growth, the presence of gram negative rod shaped bacteria was found. These results indicate the presence of heterogeneous bacterial population in the GE preparation.

From lactophenol cotton blue staining, funguses identified are Aspergillus niger, Trichoderma viride.

6.Seed Germination index: The germination index was calculated by this formula

%GI=Nt/N×100

Where Nt is the proportion of germinated seed, N is the total number of seed used,

Seed vigour index=Mean Seedling length×Nt/Dt

Seed Type	Enzyme Concentration/ Dilution	Seedling length	% Germination
Pea	Control	5.03±1.35	100
	10×	2.87±1.09	80
	50×	5.62±1.69	100
Black Chick pea	Control	2.35±2.95	40
	10×	1±1.06	80
	50×	2.06±1.45	50

4. SUMMARY AND CONCLUSION

The present study was carried out to study the effect of GE. Complete characterization as regard its physical, biochemical, enzymatic, microbial composition and plant growth promoting ability was done. Seed germination parameter indicated the significant effect of GE on germination. This result provides an evidence for the proposed applications of garbage enzyme as fertilizer and plant growth enhancers. GE preparation at room temperature supported heterogeneous population of microorganisms. Garbage enzyme as an additive in waste water treatment, which offers an eco-friendly biotechnological approach to waste water management

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VARIOUS ASPECTS OF MAN -WOMAN RELATIONSHIP IN THE SELECTED NOVELS OF D. H LAWRENCE

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ABSTRACT

The aim of the study is to explore the complexity in human relationships in D.H Lawrence selected novels 'Sons & Lovers', 'Women In Love' ,' Lady Chatterley's Lover' ,and The White Peacock. D. H. Lawrence is a well-known English novelist whose novels represent an extended reflection upon the dehumanizing effects of modernity and industrialization. In them, some of the issues Lawrence explores are emotional health, vitality, spontaneity and instinct. The novelist has a great concern for the welfare of man who has lost faith in domestic life. His novels which discusses the complex human relationships and explores the ways of strengthening the domestic life.

Keywords: D.H Lawrence, Human relationship, industrialization, dehumanizing, Sons and Lovers, Women In Love, Lady Chatterley's Lover.

D.H Lawrence was born in 1885; is regarded one of the most influential writers of the 20th century; his upbringing was in the tense atmosphere due to the conflict among his parents. His novels were dominant with the theme of relationships in his major novels like Sons &Lovers; his characters are not easy to explain but are always real and have existed. He portrayed his real life experiences through his characters, Lawrence stated on the condition of England, on social issues, and also on relationships. In the novels sons and lovers, women in love, Lawrence shows different aspects of a relationship. When it comes to intellectual, spiritual and sexual acquaintances, Lawrence makes it clear that all of these elements must be present in order for a relationship to be successful; it's either all or none. The relationships in human life are most important, which did not bring harmony in Lawrence's life but was the source of conflict. His novels are ought to be very defective, which also showed his best in his short stories, his novels showed. Normally, his novels showed the complex reality of the world where he was very outspoken about his characters and depicted his own personality through them. The subject matter of his novels was anti materialistic, increasingly vocal about a relationship which brings out the intensity of his novels. From childhood he was part of the difference between his parents, that was why sex conflict was a gigantic part in his novels. His mother's possessive behavior did not allow him to be in any relationship. He came up with relations with different women but it was confined with doubts about his manhood. He discusses the nature of women, his experiences and knowing himself in his novels. Some feminists insist upon the primacy of biological sex, that is the distinction between female and male, as the explanation for the oppression of women - that the fundamentally different understandings of women and men in breeding the species has been used as the main aim for continuing inequalities between the sexes; on this part, these experiences are converted, due to which women will continue to be subordinate to men. Other feminists focus not upon biological sex but rather upon the ways in which societies are gendered, i.e. male and female, which explains the differences in the life roles on the basis of gender, men and women. Here the focus is on the cultural meanings attached to the rules learned by children of either sex or which society considers appropriate for women and men. This difference between the political significance of sex and gender informs much of the debate among feminists. (Political Ideology :An Introduction)

The concept of love in Kamala Das's writing connotes the visualization of a man and a woman through which the partners involved and attain the ultimate goal of their being. For the poet, love is often considered on the one hand an end in itself whereas on the other it is treated as a means to attain greater meaning and significance in life.

On the other hand, as it has been put by Nambiar (2000), that Das also has a sensitive soul which cannot remain content unless the truth is vented out. It is very interesting to note that even the poet could not complete higher educational studies; she knows the fundamental quality of a writer and every writing of the poet brings out that one should be honest to one's own self. The female self of a poet distinctly takes different roles; one is the ultimate self in poet that cries out honestly which automatically turns out to be a collective cry, and this cry is a cry for freedom. Here the quest for freedom is a predominant theme in the female writers like her. With love, warmth and care from the partner makes a difference, in the reality of present mode and modalities of living when such love is denied, the poems of Kamala Das become the story of her selves, itinerary in search of love and life even outside the home. In fact, in her case it is love as an end which maintains the balance. As the genesis of love is our being in the world, Das's concept of love does not reject the seat of love the body. In this

context, Sunanda Chavan has summarized that Das believes love to be fulfillment of soul realized through body that is experience of sex, beyond sex which is elucidated in the poem like 'unity'. Relationships for Lawrence do not mean a mere mingling together of two individuals. He insists on a union that is committed, one to one, and intense and in a creative partnership that is akin to manage. A true moralist Lawrence finely declares that the union between a man ruled a woman should be permanent and sacred. This union to him should be based on a dynamic relatedness which is pure, free and spontaneous and not based on promiscuous sex and free love which the modern society unknowingly advocate this fundamental relationship and no man can exist completely unless he enters into a dynamic and spontaneous relatedness with a woman and vice versa. His strong convictions regarding this union are primarily based on the achievement of a complete balance between love and individuality, and between the sensual and the spiritual. The Platonic or romantic type of love which extols the spiritual condemning the physical is unrealistic for Lawrence, as he believes in the blending of the two for achieving wholeness. His views on love, sex, and marriage are so interconnected that they form one whole and cannot be considered in isolation. No other writer could have so explicitly presented this concept as Lawrence.

Sons and lovers were mainly written in an autobiographical style, which was a masterpiece where e Lawrence distinguished the relationships in all forms. The novel was full of intensity where the feeling of love and hatred is shown, the mother and son relationship became a powerful and intense bond, which gave rise to the hatred for the young man in the society. Lawrence blending the feeling of love and hatred with the bitterness and sensitivity, which presents the fine picture of deep sincerity and a malice towards the human psychology .the upbringing of Lawrence played a significant role in making the novelist of future, Lawrence's environment as a child and as a young man played an important part in the constructing of future novelist. The novel Sons and Lovers portrays the family where the spiritual woman Gertrude Morel married an illiterate miner Walter Morel. His charm, no –intellectual humor and liveliness captivated her. They were very much happy with each other, but the happiness was short lived till the time she discovered that her husband lied her in order to marry her. Mrs. Lawrence cannot forgive about the lies which Mr. Lawrence told her in order to marry her. Her fixated behavior almost tortures him and he comes home often drunk which puts the burden on their budget. Mr. Morel was treated as an outsider in his family; children didn't have any respect for their father which was flamed by Mrs. Morel. She turns to her children for emotional satisfaction and stability in life. This reveals the saga of false relationships between husband and wife, man and woman as lovers and parents and children.

In the book "The Novel and the Modern world" by Davis Daiches where he argues:

Lawrence's novels are always about basic

human relationships, he is never content to

present case history of oddities, everything

he presents to us is intended to bear directly and

centrally on marriage and true friendship

in modern society

(Daiches 1960:162)

D.H Lawrence wanted to help man to overcome his weakness; he wanted to save man to be the victim of tension in the society but desired a man to regain the spirit and the value. The novel "Rainbow brought up the conflict between culture and society where the self -realization of individuals which is one of the important factors for the relationship. The Lawrence characters consciously or unconsciously are on a pursuit to connect the various dimensions of their lives in a period of great social upheaval, themes are strongly related to social concerns. The thirst of characters to achieve fulfilling relationships satisfying work and be connected to the life which is often religious. The characters like Anna at times, and Ursula's lover, Skrebensky, are seen as failing in life because they deny their spiritual dimension. Anna attacks Will's exaggerated religious sensibility; Ursula soon sees that Skrebensky's narrow-mindedness leads him to be a puppet of colonialism, though she does not pinpoint it as a religious lack. The central theme of the novel is marriage, where three generations.

Women in love again portray the relationship between sexes which is one of the major themes. The novel depicts the theme where the structure and development of its characters connect with the theme and expresses the thinking of modern man by explaining the theory of the relationship between man and woman. The several relationships in Women in Love where Lawrence seeks to differentiate between the true conflicts which leave only scars and damage. According to him men and women are so determined towards each other mentally and emotionally that the conflict between them is more than physical.

'The man has his pure freedom, the woman hers', he writes in Women in Love.

Yet the author believes that the sexes can live ideally in balanced harmony with each other, neither claiming possession of the other. Tom and Lydia, perhaps most positively Ursula and Birkin, but also Will and Anna show moments of perfected union, though none of these relationships survive without conflict.

The Lady Chatterley's Lover, Lawrence in this novel is mainly concerned with human relationships, it is a quest for perfect male –female relationship. It defines the various aspects of human relationships man and woman relationship, the relationship of man, God, and nature, the relationship between parent and the child, the relationship between man and environment, the relationship between instinct and intellect between a man and women, the relationship between instinct and intellect. According to him, the most important relationship is between man and woman; he always wanted a balanced relationship. Physical intimacy is completely absent between Connie and her husband. Lady Chatterley's Lover is, undoubtedly, one of the most famous of Lawrence's books. One finds Connie's growing awareness of dissatisfaction with her way of life.

"Connie and Clifford had now been nearly two years at Wragby, living their vague life of absorption in Clifford and his work. They talked and wrestled in the throes of composition and felt as if something were happening, really happening, really in the void. "And thus far it was life: in a void." (Lawrence: 1928)

It is a simple and perfect affirmation of life according to Lawrentian principles. The main subject of the novel is not just the evident sensual content but it is the search for integrity and wholeness. It focuses on the incoherence of living a life that is 'all mind', which Lawrence saw as particularly true among the members the aristocratic classes. The contrast between mind and body can be seen in the dissatisfaction each has with their previous relationships. Constance's lack of intimacy with her husband who is' all mind' and Mellor's choice to live apart from his wife because of her 'brutish' sexual nature They are portrayed as two people who communicate on an intellectual level. He is paralyzed and sexually impotent, causing the marriage to be sterile. The theme of passion overlapping classes, modeled on Lawrence's childhood situation, is found in several of his works.

As early as in his first novel The White Peacock there is the example of Lettie and George, the lady of higher rank feeling drawn to a farmer's son. Passion and desire do not stop at class barriers, as Mellor's and Connie show us in Wragby wood. Set between the lifeless Wragby mansion and the squalid mining village, its unspoiled nature is the breeding place of young life and romance. Whereas Clifford is a man of words and abstract relations Oliver Mellor's is the symbol of sensuousness and the physical, the natural man who is at one with nature and at home in his hut in the woods where he looks after the pheasants and hens. In 'Lady Chatterley's Lover', the relationship between men and women seems to resemble the relationship between men and machines. Not only do men and women require an appreciating the sexual and sensual in order to relate to each other properly, they require it even to live happily in the world, as being able to maintain human dignity and individuality in the dehumanizing atmosphere created by modern greed. Lawrence's characters are not always easy to explain. But they always have a real existence. Sexloomed large in the novels of Lawrence in all its biological, psychological and metaphysical relations. He was most modern in his treatment of sex; there was nothing in him of the Victorian prudery and inhibitions. In "The Rainbow" and its sequel the „Women in Love", Lawrence dealt with conflicts, and sons-storms of sex, on an almost epic scale. Each one of his novels is remarkable for its free and frank treatment of sex, so much so that his „The Rainbow" and „Lady Chatterley's Lover" were prescribed on grounds of obscenity. In Lawrence's view, the conflict between man and woman arises from the civilized woman's having become the desperate antagonist of man, drawing from him his greatest possession, his method or his masculinity and feminizing him and bringing him under the control of her will. In "Aaron's Road", he makes one of the characters say, speaking of women in general.

Lawrence wanted to redeem mankind through readjustment of relationship, so that he could live to the full. He believed that fundamental relationship is man –woman relationship.it can help mankind in attaining normalcy, he disapproved the traditional celibacy, an essential pre-requisite to redeem oneself from conflict between nature and culture and to establish the living relationship between oneself and living universe.

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CORPORATE SOCIAL RESPONSIBILITY IN INDIAN ECONOMICS

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ABSTRACT
We propose a CSR research model focusing on the effect of CSR on stakeholder perceptions and company outcomes. We propose a stakeholder-centric model of CSR, conceptualizing the factors that cause company stakeholders to form assessments of CSR. Specifically, we argue that the effect of CSR on stakeholder perceptions should be investigated using perspectives from individual-, company level factors. Moreover, we use the relationship marketing literature to suggest a route through which CSR likely translates into innovation, a major source of company and country level competitiveness. Specifically, we argue that CSR likely influences stakeholder-related behavioral and attitudinal outcomes, which in turn increases stakeholders' tendencies to co-create value with the firm. In this respect, we introduce to the literature a new CSR outcome, namely co-creation of value intentions.

In State Capitalist countries, such as China, an important influence on companies is the political ideology that underpins the nation's government. In the Middle East, countries such as Saudi Arabia have no free press, are ruled by a royal family, have a market dominated by the oil industry, and potential religious influences. Such socio-cultural differences mean societies develop different understandings of concepts such as sustainability and social responsibility. Ending , countries such as Sri Lanka have some similarities to other developing countries, but their economy is set against a background of a recent civil war – operating in a post-conflict economy is a factor rarely considered in social and environmental disclosure, yet has important influence on policy in these areas.

Keywords: CSR; Shareholders; Relationship Market; Relation of Value; Innovation, growth.

INTRODUCTION
Corporate social responsibility (CSR) has become a much-discussed subject in the business world and a number of issues have arisen, such CSR communication. According to messages regarding corporate ethics and social initiatives have the power to evoke strong positive reactions among stakeholders. As a result, corporations are increasingly concerned with communicating to the diversity of stakeholder groups in an ethical and responsible fashion. This in with interact stakeholders is accomplished through a number of communication channels, such as sustainability reports, advertising campaigns on television, billboards and the Internet. The Internet is increasingly becoming one of the main tools for CSR information disclosure, as it allows companies to publicize more information less expensively and faster than ever before. This medium has been used as a multimedia communication.

METHODOLOGY
We are using secondary data to evaluate CSR effectively in the economic- society. Secondary data is based on the I.T portal. We will analysis that how is amount of CSR is distributed in different sectors.

OBJECTIVES OF CSR:
1) To reduce poverty.

2) To increase labor rights.

3) To increase environmental conditions in the business.

4) To increase employment age of children.

5) To reduce the pollution of various type.

6) To increase human being welfare.

7) To increase the growth rate of Indian economy.

8) To increase the living standard of Indian

GOVERNMENT TO CITIZEN SERVICES (G2C) / NATIONAL CSR DATA PORTAL
➢ Share

➢ Views

➢ View Edit Suggest Contributors

- ➢ Open for Edit

- ➢ National CSR Data Portal

- ➢ About Corporate Social Responsibility

- ➢ Data repository of National CSR Data Portal

ABOUT CORPORATE SOCIAL RESPONSIBILITY

The prominent of inclusive growth is widely recognized as an essential part of India's quest for development. It reiterates our firm commitment to include those sections of the society in the growth process, which had hitherto remained excluded from the mainstream of development. In line with this national endeavor, Corporate Social Responsibility (CSR) was conceived as an instrument for integrating social, environmental and human development concerns in the entire value chain of corporate business. Ministry of Corporate Affairs had issued 'Voluntary Guidelines on Corporate Social Responsibility, 2009' as a first step towards mainstreaming the concept of Business Responsibilities.

The National Voluntary Guidelines on Social, Environmental and Economic Responsibilities of Business released by the Ministry of Corporate Affairs (MCA) in July 2011, is essentially a set of nine principles that offer Indian businesses an understanding and approach to inculcate responsible business conduct.

THESE NINE PRINCIPLES OF CSR

✓ Conduct and govern with value, transparency and accountability.

✓ Provide goods and services that are safe and that contribute to sustainability throughout their life cycle.

✓ Promote the well-being of all employees.

✓ Respect the interests of, and be responsive towards all stakeholders, especially those who are disadvantaged, vulnerable and marginalized.

✓ Respect and promote human rights.

✓ Protect and restore the environment.

✓ When engaged in influencing public and regulatory policy, they should do so in a responsible manner

✓ Support inclusive growth and equitable development

✓ Engage with and provide value to their customers and consumers in a responsible manner.

✓ These guidelines not being prescriptive in nature, nevertheless seek to guide Indian businesses to take into account Indian social and business realities and the global trends, while promoting their businesses. This principle of NVG was subsequently translated into a mandatory provision of Corporate Social Responsibility (CSR) in Section 135 of the Companies Act 2013.

TO WHICH SECTOR IT BECOMES COMPULSORY TO CONTRIBUTE

❖ Whose current year profit exceeds five crores.

❖ The net worth of which company is rupees 500 crore or more.

❖ The turnover of any corporate sector is rupees 1000 or more.

If any corporate fulfill any of the above conditions, then its mandatory for the corporate sector to contribute 2% of profit to CSR. These conditions are implemented to all the sectors like of private, public and government. If corporate sector is disable to decide in which sector they have to impose CSR money, and then such type of business can take the help of NGO. For this, corporate sector will also contribute, 2% of net profit to NGO. NGO has right to invest that money on itself or according to the requirement. But that NGO should be registered under the Company's Act 2013of CSR purpose.

CSR'S CONTRIBUTION IN DIFFERENT SECTORS, IN THE FINANCIAL YEAR 2017-2018 IS AS FOLLOWS

S. No	Nature	Amount (Rs. Cr.)
1	Clean Ganga	2
2	Education, differently disabled	3486
3	Encouraging Sports	121
4	Environment , Animal Welfare, Construction of Resources	1006

5	Gender equality ,women empowerment , old age homes and equalities	274
6	Health, Poverty, Malnutrition ,Safe Day Sanitation	1773
7	Heritage art and culture	212
8	Prime Minister National Relief Fund	60
9	Rural Development	1066
10	Slum Area Development	4
11	Swatch Bharat Kosh	118

Above data has been collected from National CSR Portal. Maximum amount of CSR is spent on the education and different disabilities upto Rs. 3486. These efforts are taken by the HRD Ministry. Education is base of our country growth. If our country becomes strong in the field of education then no business can earn good income. Because HRD Ministry is playing an important role in the Indian education system, many schemes are running in the Indian education system. Such as, scholarship Scheme Education is must for every person of backward caste.

Second highest amount of CSR is spended over the poverty, health and sanitation. It is prominent element to reduced poverty in India. Government of India has also focused on the women empowerment, gender equalities and old age homes. Now a day's woman is playing a prominent role in every sector like of business, medical, politician, sports and etc.

From the above data analysis, CSR of Education and different disabled persons is to maximum amount. It is huge symbol of our economic growth. If the rate of literacy will be increase then living conditions of our Indian also increased. CSR of heritage art and culture is second maximum amount. Art, culture and heritage are also a big resource of our revenue like Red Fort. CSR of clean Ganga is of the lowest amount. GOI has taken few steps to clean Ganga. Uma Bharti has designed many plans to clean Ganga. But we can't succeed to clean Ganga as we expect. Our Prime Minister Narendra Modi has announced Swatch Bharat scheme on Birthday of Bapu On 2nd October 2014. In this year we will be celebrating Bapu's 150th birth anniversary. Narendra Modi has planned that our Indians will be completely cleaned up to 2019.

We are taking the secondary data of people of different sector to know CSR is benefits for human beings. We have survey of 450 persons, out of which 269 persons have said that CSR is beneficial for human beings.

S No.	Nature	Response
1	Business	25
2	Factory	26
3	Shares Market	45
4	Teacher	12
5	Doctor	14
6	Consumer	69
7	Advocate	5
8	Government employees	20
9	Private Employees	14
10	Students	30

Now we are applying the chi square test on above data:
Let us we take hypothesis that there is no significant difference between observed and expected data of CSR.
Applying Chi Square Test:
H0: $\mu 0 = \mu 1$

LEVEL OF SIGNIFICANCE AT LEVEL OF OBSERVED DATA OF CHI SQUARE
Calculated value of observed data is 122.59. But table value at degree of freedom V 9 at 5% level of significance is 23.589. Hence calculated value is less than from table value. Hence we rejected the Null Hypothesis and concluded that CSR is effective to our society.

BENEFITS OF CSR
1: The ability to have positive impact in the community
Keeping social responsibility front of mind encourages businesses to act ethically and to consider the social and environmental impacts of their business. Organizations can avoid or mitigate detrimental impacts of their business on the community. Organizations will find ways to make variation in their services that actually delivers benefits for the community, where they once didn't.

2: It supports public value outcomes

Public value is about the value that an organization contributes to society. A sound corporate social responsibility framework and organizational mindset can genuinely help organizations deliver public value outcomes by focusing on how their services can make a difference in the community. This might happen indirectly, where an organization's services enable others to contribute to the community, or directly through the organization's own activities, such as volunteerism and philanthropy.

3: Employer of choice

Employer of choice typically translates into the company's ability to attract and retain high caliber staff. There are ways to approach being an employer of choice, including offering work life balance, positive working conditions and work place flexibility. Studies have shown that a robust corporate social responsibility framework can also help a company become more attractive to potential future employees who are looking for workplaces with socially responsible practices, community mindedness and sound ethics.

4: It encourages both professional and personal development

Providing employees with the opportunity to be involved in a company's socially responsible activities can have the benefit of teaching new skills to staff, which can in turn be applied in the workplace. By undertaking activities outside of their usual work responsibilities, employees have the chance to contribute to work and causes that they might feel passionate about, or learn something entirely new which can help enrich their own perspectives. By supporting these activities, organizations encourage growth and support for employees.

5: It enhances relationships with clients

A strong corporate social responsibility is essential to building and maintaining trust between the company and clients. It can strengthen ties, build alliances and foster strong working relationships with both existing and new clients. One way this can be achieved is by offering similar services where a company can partner with not-for-profit organizations to support their public value outcomes, where funds or resources may be limited. In turn, this helps deliver public value outcomes that may not have been delivered otherwise.

DISADVANTAGES CORPORATE SOCIAL RESPONSIBILITY

1) Shift from the Profit-Making Objective

An economist is the biggest critic of CSR. He says that CSR shifts the focus of the company from the objective that made it a financial entity in the first place – profit-making. The company forgets about its obligations towards its shareholders that they have to make profits for them. Instead of focusing on making profits, they engage in CSR programs and use up funds for community welfare.

2) Company Reputation Takes A Hit

According to CSR policies, companies have to disclose shortcomings of even their own products if they are found to violate the CSR program. For example, car manufacturing companies calling back their vehicles in large numbers when they find glitches in the model after having sold them wallops their reputation.

3) Customer Conviction

Initially, customers like to see the companies that they trust are engaged in social welfare programs. They like the fact that these programs are for a good cause. Later, they grow wary of it. If they don't see instant results from these programs, they think that these are nothing but PR stunts. So it becomes difficult to convince customers that the results will take some time in coming and that they should continue believing in the good intentions of the company.

4) Increase in Cost of Production

More often than not, CSR programs increase the expenditure of the company. This increased expenditure is reflected in the increased prices of the product for which, ultimately, the customers have to pay. Large corporations can absorb this increased expenditure.

5) Legislation Provisions Related To CSR

Legislation and provisions imposed on organization regarding CSR vary from one place to another. The value of CSR differs in various contexts, depending on the geographical location, environmental conditions, culture and most importantly legal framework imposed by the different countries. Here we discuss the influencing legal factors that affect an organization in three different geographical locations: Australia, UK, France and USA.

6) OECD Guidelines

Organization for Economic Cooperation and Development (OECD) is a forum where 30 countries work in tandem to resolve social, economic and environment challenges the democracies counter. It has come up with guidelines for multinational companies on ethical and responsible business operation. The guidelines are in

effect dealing with corporate social responsibility issues. As Australia, UK and USA are members of OECD, the organizations who intend to establish themselves, undertake business activities, import or exports from these three countries have to maintain OECD guidelines.

CONCLUSION

Corporate social responsibility (CSR) encourages businesses accountability to a large range of stakeholders, shareholders, and investors. The key are of concerns are the environment protection, and the social wellbeing of people in society, both now and in the future. CSR has a variety of policies such as giving to organization, providing products and services to consumers, reducing injurious waste, and treating their employees with moral ethics. Corporate social responsibility is the best thing that was implemented into businesses both private and public sector in this was the environment and society can be treated the way it supposed to, with respect. CSR is something that everyone can benefit from, when businesses adopt its policy.

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THE ROLE OF MUSIC IN AN INCLUSIVE SOCIETY

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ABSTRACT

Music has a unique power to generate emotions and be so universal to us. There is a relationship between man's inner needs and the emotional side of music, the two of them helping each other, and becoming, alternatively, cause and effect. Social inclusion is considered to be a key element in maintaining a balanced society (such as in preventing high rates of unemployment). Music programmes in communities have been found to facilitate feelings of social inclusion in citizens, in particular amongst the youth. The exact influence of such activities on social inclusion is not known, however, nor are there any formal, empirically-tested comprehensive assessment instruments for the concept. This paper aims at highlighting the role of music in Inclusive society, with a view that music and the arts are capable of bridging cultures and civilizations and liberating us from artificial divisions of caste and race.

Keywords: Music, social inclusion, community and Inclusive society.

INTRODUCTION

Music is integral to our lives. It gives voice to the feelings and thoughts that cannot be spoken. It has been used on battlefields as well as battles for the heart. It can heal and comfort as well as engender anger and hatred. It has been blamed for mass shootings as well as credited for bringing huge crowds together. It can reinforce cultural mores or break the rules. It fosters connections with the sacred and the profane. It is all around us.

Music speaks volumes where words fail us and can be a conduit for communication between individuals, groups, entire countries, and through time. Musicians, songs and styles of music transcend national boundaries and speak across the generations. Precisely because the meanings and implications of music are not limited to specific professions this project invites inclusive interdisciplinary approaches to making sense of the way music impacts our lives.

Music education is a field of study associated with the teaching and learning of music. It touches on all learning domains, including the psychomotor domain (the development of skills), the cognitive domain (the acquisition of knowledge), and, in particular and significant ways, the affective domain (the learner's willingness to receive, internalize, and share what is learned), including music appreciation and sensitivity. Since music education can be regarded as an arena for construction, performance, and negotiation of cultural meanings, norms and values, the field of music education has, in recent decades, seen growing awareness of the need to situate issues related to learning music within social questions (Jorgensen, 2003; Wright, 2014). Central concepts within this discussion are inclusion/exclusion and social justice (Dyndahl, Karlsen & Wright, 2014). However, issues of inclusion in music education are more complex than they might first appear and researchers raise different aspects of the concept. Elliott (2012) views social inclusion through music education as a political issue, while Jorgensen (2003) argues that achieving social inclusion requires changing music education, not just making it more widely available. In addition, Burnard, Dillon, Rusinek and Sæther (2008) suggest that inclusion in music classrooms is best understood in connection with the interplay of policies, structures, culture, and values specific to schools. However, Wright (2014) argues for integrative music education sociology. One central aspect of this music education sociology is to provide "opportunities for disruption of previously rationalised musical knowledge", where students are allowed to speak with their own unique voices and take control of the music and of their learning.

A society is given its character by the participation of all those who share in creating it, however small their contribution may be thought to be. The role of the arts and also culture in its wider meaning (a whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society) in promoting inclusive societies should be recognized. According to **Aristotle**, "Music has a power of music forming the character and should therefore be introduced into the education of the young." **Plato** also recognized the importance of music for individual and society," Music is moral. It gives soul to the universe, wings to the mind and life to everything....without music, life would be an error."

The concept of the social integration to create an inclusive society, "society for all", as one is the key goal of social development. An inclusive society may be that it is a society in which everyone is included. People subscribing to different religions, caste, beliefs, ideologies or opinions don't feel excluded in an inclusive

society. A socially inclusive society is defined as one where all people feel valued, their differences are respected and their basic needs are met so they can live in dignity.

An inclusive society is a society that over-rides differences of race, gender, class, generation and geography and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social interaction that governs social interaction. Music enriches the culture and cultural unity leads to inclusive society. The values and believes which music promotes are helpful in unifying and binding the society together. Music averages the differences of race, gender, class, generation and geography. Music has a universal appeal and levels that may be from individuals to global from household to regional and local to national do not restrict it.(Expert Group Meeting on Promoting Social Integration, Helsinki, July 2008).

The famous Carnatic vocalist **T.M. Krishna** has been countered the **Magsaysay Award for bringing "social inclusiveness in culture."** This is what the award citation reads: "He saw he was a caste dominated art that fostered an unjust, hierarchic order and sharing in a vital part of India's cultural legacy. He questioned the politics of art, widened his knowledge about the art of the Dalits (untouchables) a non- Brahmin communities and declared he would no longer sing in ticketed events at a famous, annual music festival in Chennai to protest the lack of inclusiveness. An ancient vocal and instrumental musical system, Carnatic music started centuries ago in temples and courts but was subsequently "classicized" to become the almost exclusive cultural preserve of the Brahmin caste -performed, organised and enjoyed by the elite who have access to it."

Music transcends man made boundaries of caste orthodoxy and rigidity of the regular society and operates on its own rules based on spirituality and "bhakti." every form of music, whether it is classical or folk are rich and rooted in the culture of society.

Music as a Means of Promoting Inclusion
Inclusion and social justice preservatives are relevant to all aspects of music education. Pedagogy, curriculum, interaction and the experience of music in schools is embedded in questions whose music counts, what educational and musical ways of knowing are legitimated, which musical roles and relationships take precedence and are valued. Whilst the art have not, until recently, been closely associated with inclusiveness, music has more of an association with exclusiveness and elitism, has been more traditional. Yet, the guiding principles most music educators would advocates see:

- Music is a powerful channel of communication for everyone.

- Music as social process.

- Music as a way of developing a range of skills e.g. cognitive, physical and emotional.

- Music for promoting well being and self-esteem.

Social Inclusion:
Integration is understood as a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions which enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision making processes.

Social inclusion can be bought only by social cohesion, which means to bring and hold people together. Music can be an instrument in promoting sense of belonging, participation, inclusion, recognition and legitimacy, To create and sustain inclusive societies, it is critical that all members of society are able and motivated to participate in civic, social, economic and political activities, both at the local and national levels. A society where most members if not all, feel that they are playing are part, have access to their basic needs/livelihoods, and provided with the opportunity to participate in decision making processes that affect their lives, is a society that will best foster principles of inclusiveness.

OBJECTIVES
- To encourage open-mindedness and respect for all music, and therefore cultures; to promote awareness of the context of music in societies.

- To emphasise the collaborative nature of music making and the social skills derived from it.

- To encourage students to participate in activities that provides opportunities to extend and develop their skills.

- To recognise performance as a skill which enables students to acquire an understanding of performance practice?

- To develop musical literacy as a fundamental aspect of learning music.

- To focus on group music making; to address the role of the individual performer within an ensemble; to promote the skills required for ensemble work, for example collaboration, patience, persistence, an awareness of others.

IMPORTANCE

Music has power to transform any divisive society into inclusive society. Indian society is diverse, largely harmonious and fairly egalitarian as it united by strong bonds of dharma, culture, arts and spirituality and it nurtures and sustains the entire main medium all above.

Music and society have always been intermediately related. Music reflects and creates social conditions.

Music is powerful at level of social groups because if facilitates communication which goes beyond words, enables meaning to be shared and promotes the development and maintenance of individual group, cultural and nation identifies.

Music can help us in spreading awareness about several rights such as free expression, identity and gender equality. Music makes our society socially cohesive and culturally inclusive. Music can combat terrorism and extremism.

Music can be the most powerful and popular vehicle for spiritual and cultural uplift of the masses. It bypasses indoctrination, bigotry, and sectarianism and liberates, emancipates and empowers.

SUPERACT, THE UK BASED MUSIC AND ARTS NON PROFIT ORGANISATION

Superact's innovative new skills project using music and the arts to support women in to the labour market has launched in Mumbai.

The New Employment Skills for India (NESI) programme will use music, crafts and visual arts to provide skills for employment to female participants in Maharashtra with low self esteem.

The NESI programme has been funded by the UK India Education and Research Initiative (UKIERI) and will be delivered by UK arts organisation Superact in partnership with organisations including the Don Bosco Tech Society training provider, it's partner the Don Bosco Centre for Social Change, the Musicians Federation of India and the events and media production company Coconut Works.

Superact Chief Executive, Ali Smith travelled to India with renowned British street artist and Superact trainer, Miss*C to join Stuart da Costa of Mumbai's Cotton Press Studio. The pair will now train Indian musicians, sculptors and visual artists who will deliver the employment course.

The scheme builds on a number of very personal development programmes that have been delivered by Superact in the UK using their accredited qualification "Supporting Employability & Personal Effectiveness" (SEPE).

NGO MANZIL -A MEDIUM FOR EXPRESSING FEELINGS, HOPES, DESIRE, JOY AND LEARNING NEW THINGS

Manzil Mystics, is an institute that uses music to educate the marginalized sections. To take their love for melodies a step higher, and combined with an urge to do something for society, The group, was initiated in 2011, has composed 11 songs, each suitable for a particular age group. Their curriculum varies as it is designed as per the need of the participants.

They conduct workshops, which have two formats. – the short term workshops that vary from two to six days along with long-term ones which are hour-long weekly workshops with a group of maximum 30 participants. At the end, the participants compose their own music and record the track.

He adds that at the end of their workshops, which are called Learning through Music, the participants have composed songs on topics like washrooms, water, gender, girl education, education, friendship, brotherhood, being creative and many more.

The group, which draws inspiration from the works of mystic poet and saint Kabir Das and admires the ethics and principles of Mahatma Gandhi, comprises eight vocalists, two trained guitarists and one trained drummer.

Music stage shows are their main source of income, which has been supporting four of their projects for last four years. In 2014, Manzil Mystics also composed music to the Preamble of Indian Constitution, which was lauded by the Election Commission of India in 2016.

MUSIC BASTI ENABLES MUSIC LEARNING FOR CHILDREN TO NURTURE CONFIDENCE AND SKILLS TO ACHIEVE THEIR BEST

Music Basti is a project of Integrated Development Education Association (IDEA). IDEA was registered in 1991 as a Society under the Indian Societies Registration Act (XXI of 1860) with Registration No. S-22383. IDEA is also registered under the Foreign Contribution Regulation Act and with Registration No. 231650708.

Thousands of children in Delhi live in community homes or in slum areas without access to quality education.

A child growing up in an unstable environment without an enabling support system is ill-equipped for life's challenges.

Music Basti partners with existing community organisations or schools to run weekly music classes for children and adolescents. The classes are fun, engaging and designed to nurture leadership, creativity, self confidence and teamwork. Music Basti recruits and trains artists to run weekly music classes that are fun but also intensive so that students learn to write, compose and perform an original song.

The program ends with the annual ReSound concert and students gain the multiple benefits of learning music skills and collaborating to produce and perform their own composition.

Musicians are carefully selected and trained to engage every child in the class, and simplify basic musical concepts to make learning fun. For e.g. teachers use their bodies to teach rhythm and make instruments out of found objects to develop sensitivity to sound. Teaching artists use an intense a curriculum to teach rhythm, melody, harmony, song-writing and instruments. Music learning helps concentration, builds motor skills, and supports comprehension in school. Children write and compose their own song as a team. In the process they learn to assess their abilities, solve problems and resolve group conflicts learning empathy, and collaboration while being creative. Music Basti creates opportunities for students perform at neighbourhood concerts, festivals and at the annual ReSound concert all held at venues reserved for the elite. With every performance they grow more confident, overcome their fears and feel accomplished.

Music is integral to our lives. It gives voice to the feelings and thoughts that cannot be spoken. It can reinforce cultural mores or break the rules. It fosters connections with the sacred and the profane. Music education has the potential and an appetite for the further development of the society and thus helping the society to be inclusive. It is clear that there is an urgent need for social inclusion that can nurture a more inclusive approach to meeting and contributing towards the musical and social needs of children and young people of the society. Music and the arts are capable of bridging cultures and civilizations and liberating us from artificial divisions of caste and race.

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CURRENT ISSUES IN ENGLISH LANGUAGE TEACHING AND LEARNING

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English language, recognised now- a-days as **global** and **international** language, has acquired the status of **lingua- franca** in every sphere of life. And teaching and learning of English language is seen as a discipline of scientific and academic approach for its strong dynamism/vitality. This field is no more unchanging and constant which is quite evident by the increasing conferences, seminars, workshops, publications and blooming organisations on English Language Teaching (ELT) in India and worldwide.[1]

Teaching of English language aims at developing aptness or endowment of communicative skills with English language. To achieve the aforesaid aim, a teacher need to adopt varied approaches while delivering the content to the learners, different methods to make the teaching-learning process interesting in the class room and to get positive outcomes of the students.

This study aim at analysing the factors[2] that cause Indian students (of Engineering ,Management and Professional courses)get stuck in expressing their ideas in English language as well as implementing strategies by students to overcome communication breakdown. The subjects of this study were students at Professional Programs in Indian Private Higher Education.

As per perspective of English Language Teaching (ELT) in India and worldwide, one need to look at the prime factor to be taken care of while teaching English is to ensure whether

----English is being taught as a First Language   TEFL

----English is being taught as a Second Language TESL[3]

----English is being taught as a Foreign Language TOEFL[3]

Ensuring this prime factor will serve as a decisive factor to select appropriate methodology, techniques, approaches, associated practices and procedures for teaching and learning the language in focus.

When English language is planned to be taught as First Language, then general approach of learning all the skills of a language/ mother- /native language can be followed in sequence as

--Listening

--Speaking

--Reading   and

--Writing skill

Here, in such an environment, the *direct method* can be applied to learn the language and teacher need not focus on teaching grammar rules and syntax pattern in initial stages of learning. Learners can be allowed to interact with each other in target language and learn through *interactive and experimenting approach*.[2]

Contrary to this, if teacher of English language intend to teach the language as *Second Language or Foreign language TESL*, it is termed as *Second Language Acquisition SLA*, then the general approach of learning all the skills of a language *should not* be followed in the same sequence as followed in TEFL. In this case, the sequence should be reversed for better outcomes from the learners such as:

- Writing

- Reading

- Listening and Speaking (simultaneous)

Here *Grammar Translation method, Bilingual method and Audio – Lingual method* are found more fruitful in building concept knowledge of learners and .

Some **factors** that affect /hampers *Second Language Acquisition SLA:*

- *If learning SLA started at later stages of life*(instead of childhood), such learners find it quite difficult to have hold on the language.

- Introvert nature

- Lack of proper Motivation

- Less Cognitive abilities/Knowledge

- **Native language/ Mother-tongue interference.**

- Culture and status: Lower

- Wrong Instructional approach of a teacher

- Less or No Access to Native speakers

Out of all the above mentioned factors, *Native language/ Mother-tongue interference* can be seen /considered as *the main obstructive factor specially for Indian learners of English language.*The reason can be seen as associated with development of vocal organs of native speaker for the phonics of native language; that's why the learners find it difficult to acquire the correct pronunciation and sound system of second language.

e.g. one can easily recognise the linguistic zone of a Second Language Acquisitor even if the learner is speaking in English language.

i.e whether the person belongs to north or south, Bihar or Tamilnadu etc ; can be easily precepted by learner's accent of English.

Indian learners of English language have rich vocabulary, good understanding & interpreting power, and full hold on their native language c. f. the second language. So, While learning English as Second language, learners tend to prefer slang words/ mother tongue to English words while communicating in English classes.

Indian learners of English often find it difficult to express their ideas in Spoken English . These difficulties are not only caused by variations in some language rules but also for having very limited vocabulary and naivety to use the right diction.

Moreover, the learners from Telagu linguistic zone(Andhra Pradesh, Telangana) find it difficult to produce correct sounds of English language e.g. 'L' 'M''N' sounds are produced by such students/speakers as 'yul' 'yum' 'yun'.

Similarly, many sounds in English are aerated specially in initial stages of words e.g /p/ /k/ but there is no such rule in Hindi which makes students to commit mistakes in pronunciation.

*Moreover, different Grammar rules of all the languages tend to confuse Indian learners of English language and outcomes are visible in form of lexical and syntactical errors. Many learners tend to **translate** the language from **native to target / English language** that is responsible for their lexical and syntactical errors.*

In Teaching English as a foreign language TOEFL, teachers and learners need to focus more on acquiring correct accent proximal to that of native speaker. English has two most popular and widely accepted accents/variables:

-British English Accent(quite sophisticated and considered little difficult for the learners)

- American English Accent(more widely accepted and popular among learners for its easy approach and free of redundancies)[2]

The right approach to teach English to Indian learners of English is enabling students to acquire practical command over the language by overcoming semantic, psychological, physical/physiological barriers and adopting learner -centred approach .

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MUSIC AFFECTING STUDY HABITS, ANXIETY AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

Since ancient times, music has been part of people's lives and the early stage of music is to be found "in the human consciousness - not in the voice, nor in the fingers, not even in hearing, but in the depths of the unfathomable Ego.", because "music is born within the soul and it addresses the soul. Music is considered to have a mutual relation with education and knowledge. The effect it has on our mind and psychology can never be denied. Music has such an important impact on students' academic and personal growth. Based on this, the study attempted to ascertain does listening music affect study habit, anxiety and academic achievement of secondary school students. The study proves that Music is a very powerful and awesome tool that can have positive effects, virtually life saving mentally and physically when used in the right context, but has equally destructive and detrimental potential if used negatively. An attempt has been made in this paper to study the difference between the study habits, anxiety and academic achievement of secondary school students those who listen to music heavily and those who listen to music lightly. The study reveals that listening to music does not affect the study habits and academic achievement of students. But the anxiety level of the students increases when they listen to music.

Keywords: Music, music education, knowledge, study habits, anxiety and academic achievement.

INTRODUCTION

Music is considered to have a mutual relation with education and knowledge. Music is an art and is also placed high up among the world's greatest Arts. Spiritual development and providing the pure joy to a human is the main purpose and Aim of an Art. It makes our heart and minds satisfied. We will get enthusiasm, motivation and peace. Music is considered a supreme position among all arts and fine arts. For this reason Music has proved to be extremely useful in physical and spiritual development of human being.

Our music tradition has its existence since the Vedic age. It was known as Guru Shishya Prampara Disciples were educated by their masters (Guru). There has been an incredible & incomparable Progress in the field Indian Music. So many advancements have been made in the various fields of music. Various music styles and various music traditions ingenerated and then the Gurukulas system became a significant and sacred place in music education.

In Ancient period the study of Vedas was also done under the Gurukulas systems. In which our highly educational & enlightening scriptures such as 'Atharav Veda', 'Rig Veda', 'Yajur Veda' and 'Sam Veda' were included. Gradually the teaching work shifted to the educational Institutions and the music teaching methods began to change over the time. Human society has entered in the modern environment. There are advancements with the time in the course of educational system.

AIMS OF MUSIC EDUCATION AT SECONDARY SCHOOL LEVEL

Importance of music definitely lies in its objectives. Aims inspire us and guide our actions, with the help of aims a teacher manages to teach according to a particular plan and is able to make a procedure for the subject and its Study Habits teaching methods. Music education is a vast process for which a teaching plan must already be set. Teaching of music will not be systematically structured without appropriate objectives.

The aims of music education have been determined according to its law these are as under-:

- To facilitate the development of a balanced and truthful character.

- To assist in grooming of physical and mental capabilities.

- Promoting a disciplined attitude, through Practice of rhythmical music.

- To inculcate the sense of rhythm, beats and melody.

- To nurture the expressive behavior.

- Learning to express one's feelings in an effective manner.

- To develop the enthusiasm for making progress in a society

- To empower person to overcome the hurdles of life enabling him to adapt accordingly in the changing scenarios.

- To promote physical fitness as practice of singing is like an exercise for lungs; it makes them strong and increases the immunity of body in general.

- To promote patriotism in children as various patriotic songs and traditional cultural programs, are held on the one of independence and republic day.

- Developing the talent and confidence of performing on stage in presence of live audience.

- Making child a good listener and a good performer.

- Enabling the students to know and identify the essence of melodious music.

- Enabling students to recognize the place of rhythms and beats in musical notations.

- Developing the curiosity and interest among students after analyzing their capabilities and talent with the help of appropriate musical equipments.

- To promote creativity and imagination

- Appreciating the values of folk music and other cultural facts.

PSYCHOLOGICAL ASPECTS OF MUSIC EDUCATION
"Psychological aspects are very much important in the Music Educational process. When a child does any work with his own interest, he gets easily noticed by everyone. Music education helps in proper development of a child. A child requires intellect to develop the skill of reciting musical sounds in a proper manner. Compositions of various melodious musical notes also require intellectual skills."

STUDY HABITS
It is rightly said the "character is the bundle of habits." This reveals the importance of habits in character, education help the learner in development of their self – concept etc. with the attainment of knowledge by ways of good study habits. Students vary in their study habits, some study regularly other study when exam approach.

DEFINITIONS
Good (1973) in his book "dictionary of education" defined study habits as the tendency of a pupil or students way of studying whether systematic or unsystematic, effective or ineffective etc. but for the purpose of his study, the term study habits imply a sort of more or less permanent method of studying.

Goldenson (1984) stated that habits are persistent pattern of learned behaviour which becomes so ingrained that it is almost atomic we develop habitual reactions, verbal expression, gestures, facial expression and mannerism. Those pattern help to structure one's behaviour, but if they become too rigid they may hinder adaptation to new situations.

In simple words, study habits are the ways in which one studies - the habits that one have formed during the school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbook, listening in class, and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying, and losing your work. The basis for a theory of study habits comes from the information processing approach of human learning. Further ACT network model of memory also supports the concept of study habits. Several studies have shown the significant relationship between study habits and academic achievement.

ANXIETY
Anxiety is a physiological state characterized by cognitive, emotional, and behavior components. These components combine to create the feelings that are normally recognized as fear. Anxiety is when you feel fearful and tense, for example you are confronted by an angry person. It can also be feeling of unease for example during exams or worrying about an interview. Anxiety is an emotional impulse that causes one to either flee or step in response to a stimulus. It is a mechanism which has evolved for a specific purpose to avoid hostilities and situations that may endanger our well being.

According to **American Psychological Association (APA – 2003)** Songs with violent lyrics increase aggression related thoughts and emotions and emotions and this effect is directly related to the violence in the lyrics.

According to **Kenner (2003)** "Anxiety signifies that you are feeling out of Control. Anxiety is often a response to an unspecified situation, as opposed of fear, which typically is a response to a real danger which you can name and identify."

ACADEMIC ACHIEVEMENT

Academic achievement is the status of a person's learning and his ability to apply what he has learnt. It means the extent to which teaching and study have resulted in mastery. It is the outcome of general and specific learning experiences. Academic achievement of pupil refer to the knowledge attained and skill developed during their academic career in the subjects which are assessed by the school authorities with the help of achievement tests, which may be either standardized or teacher made.

According to **Megargee (2000)** achievement tests how well students have mastered the subject matter in a course of instruction.

According to **Kumari (2001)** defined academic achievement as the sum total of information gained after completing a course of instruction (partially or fully) in a particular grade that he has obtained on an achievement test.

EMERGENCE OF THE PROBLEM

It has been noticed that in contemporary society, the secondary school students are tempted to listen to and to promote a music that does not always meet the criteria of aesthetic and moral value, leading to inappropriate behavioural effects. Moreover, there is also a discrepancy between adolescents' and adults' music tastes and preferences, due to specific experiences, as well as due to socio-cultural climate. Musical tastes include a variety of factors that generate a certain preference and affinity for a certain genre. Keeping this in mind the need was felt to study the effect of listening music on students. Due to paucity of time, in the present study three variables viz. Study Habits, Anxiety and Academic achievement are taken.

OBJECTIVES

1. To study the study habits of secondary school students of those who are listening music.

2. To study the study habits of secondary school students of those who are not listening music.

3. To find out the difference in study habits of secondary school students of those who are listening music and those not listening music.

4. To find out the difference in anxiety level of secondary school students of those who are listening music and those not listening music.

5. To find out the difference in academic achievement of secondary school students of those who are listening music and those not listening music.

HYPOTHESIS

1. There will be significant difference between the study habits of secondary school students of those listening music and those not listening music.

2. There will be significant difference between the anxiety level of secondary school students of those listening music and those not listening music.

3. There will be significant difference between the academic achievements of secondary school students of those listening music and those not listening music.

DELIMITATIONS OF THE STUDY

1. The study will be conducted on a sample of 200 students only.

2. The sample will be taken from the school of Chnadigarh only.

3. Only three variables i.e. study habits, anxiety and academic achievement were included in the study.

PURPOSE OF THE STUDY

In the present academic circumstances, they need to be equipped with good study habits for succeeding in academic life. The impact of listening music on students has become the favourite subject of comment and discussion. Listening music is of great help in reducing anxiety and creating a relaxed and effective learning atmosphere for secondary school students.

The idealists believed that music is a good way to captivate your wandering brain and make it focus. Further recent research in neuropsychology suggests new ways music can enhance learning. Optimal learning occurs

when the two hemispheres of the brain work together. Any teaching strategy, such as music, that integrates the functions of both hemispheres uses the natural design of the brain to make learning easier, faster, and more fun.

The study undertaken here concentrates on whether the study habits, anxiety and academic achievement of a person, secondary school student to be more specific, are better for those who are listening music or for those who are not listening music.

RESEARCH METHOD

The present study will be Descriptive Research as information is gathered from a sample of secondary school students drawn from a cross section of pre-determined population of secondary school students of schools of chandigarh, at one point of time.

SAMPLE & SAMPLING TECHNIQUE

```
          Total Sample
              200

100                    100
Learning Music    Not Learning music
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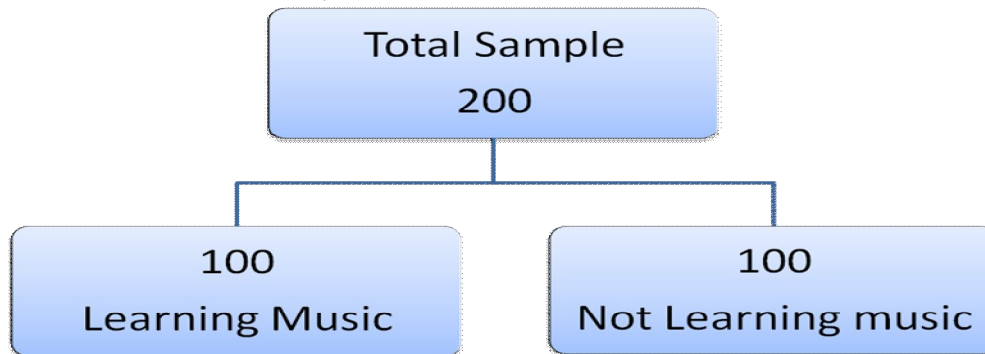
The present research consists of 200 sample size – 100 listening to music and 100 not listening to music from the secondary schools of Chandigarh. Stratified random sampling was used for selection of sample.

TOOLS USED

1. Study Habits Inventory (M. Mukhopadhyaya and D.N. Sansanwal, 1983)

2. Anxiety Scale (Sinha and Sinha, 1990)

3. Academic achievement was measured from their previous class exam result.

4. A self prepared questionnaire was used to gather data regarding frequency of listening music.

DATA ANALYSIS

In the present study the data collected on study habits, anxiety and academic achievement was analyzed by the means of descriptive statistics, i.e. mean, median and mode. To compare the study habits of secondary school students of those listening music and those not listening music, t-test was applied.

FINDINGS

- **STUDY HABITS:** There will be significant difference between the study habits of the secondary school students who are listening music i.e. (Group – I) and those who are not listening music i.e. (Group - II).

Variable	Type of Music	N	Mean	SD	$\sigma\bar{x}$	df	t-ratio	Level of significance
Study Habit	Group – I	160	227.68	25.057	1.981	198	.558	insignificant at 0.05 level
	Group - II	40	225.03	27.282	4.314			

- **ANXIETY:** There will be significant difference between the anxiety level of secondary school students who are listening music i.e. (Group – I) and those who are not listening music i.e. (Group - II).

Variable	Type of Music	N	Mean	SD	$\sigma\bar{x}$	df	t- ratio	Level of significance
Anxiety	Group – I	160	37.61	9.382	.742	198	2.29	significant at 0.05 level
	Group - II	40	33.83	9.284	1.468			

- **ACADEMIC ACHIEVEMENT:** There will be significant difference between the academic achievement of secondary school students who are listening music i.e. (Group – I) and those who are not listening music i.e. (Group - II).

Variable	Type of Music	N	Mean	SD	$\overline{\sigma x}$	df	t-ratio	Level of significance
Academic Achievement	Group – I	160	61.09	11.073	.875	198	0.986	insignificant at 0.05 level
	Group - II	40	59.13	12.134	1.919			

CONCLUSION

The analysis of the present study left the researchers with the view that listening to music does not affect the study habits and academic achievement of secondary school students. The secondary school students listen to music as their leisure time activity. The concentration of the students is not affected while they are listening to music. Rather it helps the students in learning and also increases the ability to apply what they have learnt. But the anxiety level of the secondary school students increases when they are listening to music during studies. This might be because of increasing level of competition in all fields and also the adolescent are now more carriers oriented. Listening to music during studies affects their concentration and ability to focus hence resulting in increased level of anxiety among secondary school students.

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ENVIRONMENTAL CHANGE AND MIGRATION: IN REFERENCE OF IMPACT ON SOCIETY

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ABSTRACT
The aim of this paper is to assess the relationship between environmental change and migration and examining the impact on society. There are several global environmental changes which may cause human migration. Climate change is, of course, a major factor, sea level rise, charges in storm or cyclone frequency change in rain fall patterns. forest fires increases in temperature and ocean acidification may result in lah of homes or livelihoods. Apart from climate change land degradation in the form of loss of nutrients, soil erosion, pollution and solemnisation can also drive changes that lead to migration similarly degradation of costar and marine ecosystems as a result of fishing as well as agricultural and burban pollution can impact livelihoods and prompt movements. Extreme environmental events such as a hurricanes tsunamis, floods and landslides can also cause immediate loss of income and therefore encourage population displacement. However there displacements to be at short distance and often within the same state.

Keywords: Migration, pollution, Livelihoods, ecosystem

INTRODUCTION
Since few decades many studies argues that environmental disruption plays a vital role in affecting internal population movement or displaced people. Either events may natural or triggered by people i.e. unnatural highly burdened with high level risk or jeopardized to the vulnerable section mostly warmed developing countries in world wide. The displacement and population movement over environmental change is of course not a new phenomenon because it is much have been threaten to range of Socio political and impact of economic environment since 21st century in many part of the countries.

Norman Myers (1995) has estimated approximately 30 million people would be displaced in China and India and 1 million in Island by 2050. It is estimated that 150 million of people will be forced to displace by the greatest adverse effect of climate change such as agricultural disruption due to coastal erosion as a result of heavy coastal flooding and see level rise (IPCC1990) As for Asia continents IPCC estimated more than 1 billion people could be adversely affected by projected decease in fresh water level in Central South Asia countries by 2050.

In this way Human migration is movement of population related to the change of residence. This is complete social process which serves an important function in society. There are different reasons for migration. One reason for the migration of the population is ecological. Environmental degration is a serious deterioration of ecological conditions. Vast areas are virtually uninhabitable, so people are forced to leave these regions. Migration of this type environmental migrants.

DEFINING CONCEPTS
Environmental Migrants: Person or group of persons who for compelling reasons of sudden or progressive changes in the environment that adversely affect their lives or living conditions are obliged to leave there habitual homes or choose to do so either temporarily or permanently and who move either within their country or abroad

[(ION(2007). Discussion note : Migration and the environment.]

Climate Refugees is often being using in the media to define a person displaced in the context of disasters like droughts sea level rise as well as extreme weather events like hurricanes, tsunamis or earthquakes.

ENVIRONMENTAL CHANGE AND MIGRATION : ORIGIN AND CONCEPT
The terms ecological refugees was first appeared and popularized by author **Lester Brown** of the world watch institute in Washington D.C. in 1970. Beside this other term also developed to describe this force migration due to environmental change like environmental migration climate refugees environmentally displaced persons Later this term subject to described environmental refugees by **El Hinnawi's** in 1985 and later Jacobson report (1982) popularized the term in the field of refugees studies in world.

The most popular and standard definition of Environmental Refugees has been comes El-Hinnawi.s United Nations Environmental Programme Reports:-

"Environmental refugees are defined as those people who have been forced to leave their traditional habitat, temporarily or permanently because of a marked environmental disruption that jeopardized their existence and seriously affected the quality of their life. By environmental disruption in this definition are meant any physical, chemical and biological changes in the ecosystem for the resourse base that render it temporary or permanently unsuitable to support human life".

CHARACTERISTICS OF ENVIRONMENTAL MIGRANT

1. Those people who temporarily leaved due to disaster such as natural and anthropogenic events.

2. People who permanently relocated due to extreme change of environment such as development projects like irrigation constructions of dam or lakes etc.

3. People who are migrate from their traditional habitats due to gradual deterioration of changing environmental conditions.

INDIAN SENERIO

The world Bank recently released an important on climate change- induced migration titled 'Grounds well : Preparing for internal climate Migration"

The reports claims its uniqueness in that it is the first of its kind to introduce slow onset climate impacts into a model of future population distribution. But I suggest it is also novel because the report seems to adopt more implicited than explicitly, a people centred livelihood prespective. By highlighting how droughts, crop failures, rising sea level affect people.

The sheer size of the country and levels of poverty provide a compelling enough reason media has 270 million people who live below the poverty line of $1.90/day. A large majority of the countries poor people live in rural areas who are most prone to climate driven shocks due to their low adaptive capacity.

The significance of internal migration as a livelihood strategy is already on the rise per one 2009 estimate nearly 100 million people in the India remain on the move for their livelihoods in any given year a number endorsed by the Economic Survey 2016-17. Rising rural distress and urban centric nature of economic growth means migration is increasingly from rural to urban areas. environmental change will futher push more people to move to cities.

Of course, this is a broad generalisation based on Prevelling rural urban inequalities in India and should be taken as such. Not all rural areas will be 'Out migration hotspots' nor will all cities turn into in migration hotpots. The Chennai floods of 2015 which severely disrupted lives and livelihood remain us that cities remain vulnerable in 2018 Kerala flood   seems a sign of vulnerably of city to environmental change that was generated by human" too more over, the unplanned and unbridled expansion of Indian cities makes them more susceptible to limate change's effects. But the significance of rural urban migration will rise in future as agricultural dependent livlihoods come under increasing climatic stress and urban areas will continue to support the growing number of people.

In India some areas have been vulnerable to environmental change that affected from agricultural drought in Bundelkhand, Saurastra area, flood region North-east, Bank of river in raining seas on like that Madhya Pradesh, Bihar, U.P.East, etc.

PRESENT SITUATION IN CONTEXT OF INDIA

In India close to 1.5 million people are classified as internally displaced every year many for environmental change.

Last year, a little our 3,000 People lost their lives and several thousands were displaced because of incessant flooding in India, Nepal and Bangladesh. The scale of the destruction was massive.

This year is proving to be no different over the last couple of months a large section of North east India, Kerala has been severely effected which were as disaster caused by climate change were made deadlier by local environmental degradation and absence of disaster preparedness. The Kerala flood were a result of a strange monsoon phase that defied normal rainfall pattern. On an average Kerala review around 3,000 mm of rain fall.

In North east India assam alone severaly ravaged by flash flood with over 100,000 effected. The situation is equally bad in the states of Tripura, Meghalaya, Manipur and Mizoram in 2017 Mumbai received 331.4 mm rainfall the highest in a decade the migrant labour population living in squatter communities was one of the warst affected. Forced to adopt, climate migrants move to big cities in the quest at a better and more stable life similarly in the state of Uttarakhand flooding and incessant rain has brought about mass migration of rural

communities according to 2011 census figures, at 16,793 villages in the state 1,053 have no inhabitants and 405 village have less than 10 residents.

SOCIAL IMPACT OF ENVIRONMENT MIGRATION

1. Environmental causes of Social changes
Certain geographic changes sometimes produce great social change climate stroms soil erosion, earth quakes, floods, droughts etc definitely affect social life and induce social change. Human life is closely bound up with the environmental conditions of the earth.

Human history is full of examples that flourishing civilisation fell prey to natural calamities. The distribution of population over various regions the variations in the population densities the agricultural productions all indicate a change when a change in the physical environment occurs.

Generally changes in environment force migration of people in large number and this brings major changes in social life and cultural values also, migration itself encourages change to it brings a groups into a new environment subject to its new social contacts and confronts it with new problems.

Through physical environment is an important factor which deply affects social life. Still it cannot be regarded as the only factor responsible for the growth of human society.

Now man is in the position to affect change in his physical environment it Men adapt themselves to their environment but they have capacity to transform their environment according to their needs and requirements.

2. Impact of Environmental migrant in Society
Migration is becoming a very important subject for the life of society. Migration is away to move from on place to another in order to live and work. Movement of people from their home to another city, state or country for shelter or some other reasons is called migration. Environmental migration has increased in past few years in India, migration can have positive as well as negative effect on the life of the migrants.

POSITIVE IMPACT
(i)   Unemployment is reduced and people get better job opportunities.

(ii)   Migration helps in improving the quality of life of people.

(iii)   It helps to improve social life of people as they learn about new culture, customs and languages which helps to improve brotherhood among people.

(iv)   Migration of skilled warkers leads to a greater economic growth of the region.

(v)   Children get better opportunities for higher education.

(vi)   The population density is reduced and the birth rate decreases.

NEGATIVE IMPACT
1. The loss of person from own areas impact on the level of output and development of own areas.

2. The influx of workers in receiver society increases competition for the job, house, school, facilities etc.

3. Having large population puts too much pressure on natural resources amenities and services.

4. It is difficult for a migrant to survive in other society because in other society is no natural environment. They have pay for each and everything.

5. Environmental migrant are completely illiterate and uneducated, therefore, they are not only unfit for most jobs, but also back basic knowledge and life skills.

6. Poverty make them unable to live a normal and healthy life.

7. Children growing up in poverty have no access to proper nutrition education or health.

8. Migration increased the slum areas in cities which increase many problems such as unhygienic conditions crime pollution etc.

9. Environmental migration is one of the main causes of increasing nuclear family where children grow up without a wider family circle.

CONCERN

(1) People migrating due to environmental disasters have no such recognition of their refugee status in international law leaving them without any basic rights of rehabilitation and compensation.

(2) Ignoring environmental refugees or their status under international law keep them in legal limbo and endangers their survival.

(3) India the U.S. and China are predicted to suffer tremendously from climate change induced migration, resulting in large scale displacement of their own populations.

(4) Neither the climate part nor the recently concluded united nations summits for refugees and migrant addressed the direct human cost of climate change.

(5) There are also economic, social and cultural fallouts from such disasters and these also drive migration, making it difficult to distinguish between environmental and economic migrant.

SOLUTION AND CONCLUSION

IOM recognizes the necessity to step up national and international effect to address human mobility challenges associated with environmental factor and climate change. IOM's vision on migration is that contemporary migration, governance policy and practice must reflect the significance of environmental disaster and climate change factor on human mobility. In India solution of environmental change that have been necessarily. The role of institutional and governmental action mechanism is vital in terms to checking and practicing to who are being found as environmental refugees.

The institutional mechanism is define as the way the state and its various organizations negotiate and mediate with people, NGO's and civil society, through implementation of laws, politics regulation and finance. Basically, it implies the primary responsible is to welfare development and empowerment of people. Infect, government is responsible to implement various policies/programme in an accountable and transparent manner for development of the people of course non-adaptive action plan is not an option plan to protect the livelihood option of the displaced people in the country. The institutional mechanism needs to wide range livilhoods, social protection scheme and provision of insurance scheme etc. Since few decades the governments have implemented several project and undertaken the number of scientific and technical assessment aimed at adaptation to environmental threat.

The national action plan on climate change in India is based on large resources endowments, into development and poverty eradiction and also concern on environ mental and ecological balance.

Is is recognizing that climate change is one of the global challenges for all country recently India has actively participate and involved particularly in multilateral negotiation in the united National Frame work on climate change (UNFCC) in to the looking manner of every positive and constructive.

The main aim is to build a very effective, cooperative and equitable global approach it is based on general principal but distinguished respective responsibility and capacities that preserved by the UN Frame work convention on climate change.

SUGGESTIONS

1. Increase financial human resources in migration prone areas.

2. Promote public private partnership for promotion of safe internal migration.

3. Providing banking facilities for migrants to enable safe and secure transfer of remittances.

4. More focus in national development planes (Five year plants, Jawaharlal Nehru National Urban Renewal Mission and City Development Plans)

5. Establishment of universal national minimum social security package covering minimum wages and labours standards and incorporating portability of benefits in all government social protection schemes and public services.

6. Design special outreach strategies for migrants with in the public services and government programmes.

7. Adopting development strategies in backward areas such sustainable livelihood opportunities, food security programmes and creating opportunities for access to credit.

8. Revise the Inter state migrant workman (Regulation of Employment and conditions of services) Act (1979)

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ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL STUDENTS IN KURUKSHETRA DISTRICT OF HARYANA

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ABSTRACT

Environmental education, a process for increasing environmental knowledge and awareness is essential for the future of this world. The present investigation is conducted to evaluate the level of environmental awareness among Secondary School students of Kurukshetra district of Haryana with respect to gender and locality. Survey method was adopted to study the environmental awareness among secondary school students. For the study a sample of 300 secondary students from six Government schools which are situated in and around Kurukshetra district of Haryana were selected by employing purposive sampling technique. Environmental Awareness Scale of Geetha Gopinath was used for data collection. Data was analyzed by calculation of means and standard deviations and test of significance. The study revealed that male students' environmental awareness was greater than female students, urban and rural students have the similar environmental awareness whereas urban male students have higher environmental awareness than the urban female students. The findings of this study can be useful to provide remedial measures for the lacunae in existing situation about the environment among the secondary school students.

Keywords: Environmental awareness, gender, locality, secondary school students.

1.0 INTRODUCTION

Environment is the sum total of all conditions and influences of the development of the life of human being and other organisms. It includes air, water, land dynamically the interrelationship that exists between these and human beings; other living creatures, plants, microorganisms and property. The word environment embraces the conditions or influences under which any organism or thing exists, lives or develops. All these may be placed into three divisions such as the set of physical conditions affecting and influencing the growth and development of an individual and community; the social and cultural conditions affecting the nature of an individual or community; and the surroundings of an inanimate object of intrinsic social value. Therefore, environment includes all the conditions, circumstances and influences surrounding and affecting an organism or a group of organisms (Trivedi and Raj, 1992). So, it may be stated that the concept of environment in its totality is a complex one, far ranging in its implications and challenging to our understanding.

Environmental Education involves the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his bio physical surrounding (UNEP, 2012). It is in this light that students understanding and level of awareness on various environmental concepts and problems is important.

Environmental awareness is defined as the sum total of responses that people make to various thematic aspects of the construct environmental education. In simple terms it means knowledge and understanding of facts and concepts related to environment and consequences of various environmental problems like pollution, population explosion, deforestation, ecological disruption, energy crises etc. Environment has become the concern of all academicians, intellectuals, scientists, policy makers and government across the continents. Widespread and systematic concern for environmental issues has grown world over. The U.N. World conference on the environment in Stockholm in 1972, the Earth Summit held in Rio de Janeiro in 1992, the Global Forum 1992 and the activities organized by the international NGO forum, show that environment is in the agenda of International Community (Toili, 2007).

Environmental awareness is the ultimate driving force that stimulates knowledge on environmental matters. The acknowledgement that an environmental problem exists entails being more cognizant of the facts about the state of the environment. The power behind the awareness can be categorized into three i.e. basic beliefs of an environmental problem, factual and scientific knowledge, and a commitment to solve environmental problems (Hansmann, 2010).

The term environmental awareness has a broad meaning. It not only implies knowledge about environment but also values and necessary skills to solve environmental problems. Moreover, environmental awareness is the initial step ultimately leading to the ability to carry on responsible citizenship behaviour (Sengupta, Das and Maji, 2010).

A number of research works have been taken up in this respect. But being a location specific issue, research on environmental education should be undertaken in different parts of the country for developing a clear understanding and perspective of the issues involved. Paramjit (1993) conducted a study on "Environmental Awareness among the student of Different Socio-Economic status". The finding revealed that environmental awareness was more among boys of better socio-economic status whereas among girl, it was observed that the girls of lower socio-economic status had more environmental awareness as compared with boys. Study of Sebastian and Nima (2005) showed that science students have more awareness of biodiversity and its conservation than other students. Fisman, L. (2005), Study Showed that the local environmental awareness found only among students living in high socio-economic neighborhoods. Ghosh (2015) found that Environmental awareness and attitude towards environmental education among the Secondary School male and female students was found not significant; but in case of rural and urban student the attitude towards environmental education was found significant. He also found that the relationship between environmental awareness and attitudes towards environmental education among the students was found strong and positive. Dhanya and Pankham (2017) revealed that there is no significant environmental awareness among secondary school students.

2.0 JUSTIFICATION OF THE STUDY

Awareness regarding the need to protect and sustain nature has to become ingrained in human ethos. Failure will result in an ecological disaster unprecedented in known human history. This awareness regarding the need to protect the environment has to start academically at the school level through an educational process, just as addition and subtraction are essential skills needed for all persons, as part of the daily living skill required for a human being to survive in modern society. Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic (Dewey,1916). Therefore, the school and educational system where formal educational inputs are received by the student, have a major and critical role to play in the environmental educational process of the next generation that has to live into the future. This study is merely a small step in that direction, taken as a first step to determine the awareness of students (gender based) in schools studying under diverse conditions (urban/rural) to determine their level of understanding regarding the environment.

3.0 OBJECTIVES OF THE STUDY

Major objectives of the present study are

1. To study the levels of environmental awareness of Secondary School students in district Kurukshetra of Haryana.

2. To study the level of environmental awareness of male and female students in district Kurukshetra of Haryana.

3. To study the level of environmental awareness of rural and urban Secondary School students in district Kurukshetra of Haryana.

4.0 HYPOTHESIS OF THE STUDY

1. There is no significant difference in the level of environmental awareness among the male and female Secondary School students in district Kurukshetra of Haryana.

2. There is no significant difference in the level of environmental awareness among the rural and urban students of Secondary Schools in district Kurukshetra of Haryana.

3. There is no significant difference in the level of environmental awareness among the urban male and rural male students of Secondary schools in district Kurukshetra of Haryana.

4. There is no significant difference in the level of environmental awareness among the urban female and rural female students of Secondary schools in district Kurukshetra of Haryana.

5. There is no significant difference in the level of environmental awareness among the urban male and urban female students of Secondary schools in district Kurukshetra of Haryana.

6. There is no significant difference in the level of environmental awareness among the rural male and rural female students of Secondary schools in district Kurukshetra of Haryana.

5.0 DELIMITATIONS OF THE STUDY

1. The study was limited to secondary schools in Kurukshetra district of Haryana only.

2. The study was limited to 300 students of Government schools of Kurukshetra district only.

6.0 METHODOLOGY

Normative survey method was employed to achieve the above said objectives. This method is helpful in describing and interpreting what exists at present. This is concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research of literature as descriptive survey or normative survey.

6.1 Tools used

Environmental Awareness Scale developed by Geetha Gopinath (2014) was adopted for the study. The scale consisted of twenty five statements with five responses – strongly agree, agree, undecided, disagree, and strongly disagree. The scale has construct validity. The scoring procedure was done in such a way that, for every positive statement a weightage of 5,4,3,2,1 was given and for negative statements a weight age of 1,2,3,4,5 was given. A student could get a maximum of 125 and a minimum of 25 on this scale. Based on these, three levels were identified as high, average and low levels of awareness. A high awareness score would be the scoring of a 4 or a 5 on the question i.e., 100-125 and a low awareness would be the scoring of a 1 or a 2 on the question i.e., 25-50, average awareness would be the score of 51-99.

6.2 Sample of the study

Purposive sampling technique has been applied to select the sample. The sample consisted of 300 secondary school students studying in classes 9th and 10thfrom six Government schools which are situated in and around Kurukshetra district of Haryana, India. A brief layout of the sample is shown in figure 1.1.
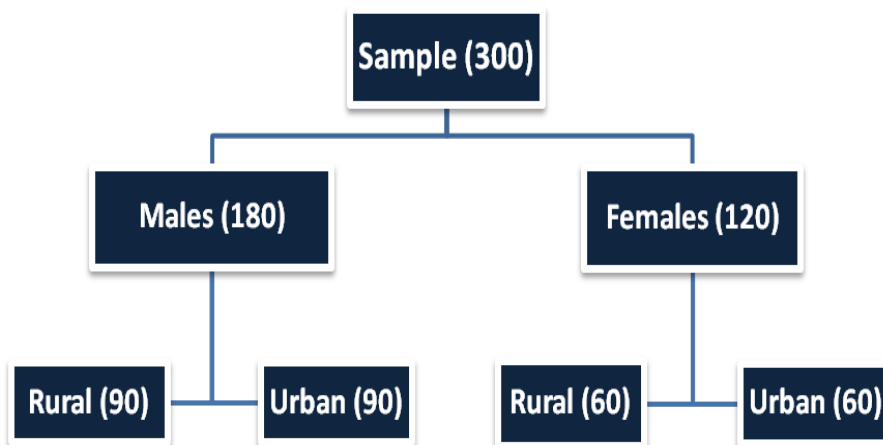
Figure-1.1: Sample of the Study

6.3 Statistical Techniques Used

1. The Environmental Awareness scores of the various subsamples were collected and their means and standard deviations were calculated (vide: Table-1).

2. The 't'-test was used to test the hypotheses; details of the calculations are given in Tables 2 to 4.

7.0 RESULTS

The range of the scores was110 to 25. The mean score was 66.07 and the standard deviation was 22.32. This indicates that the environmental awareness of the students stood at average level (between 51-99). The mean score and standard deviation of entire sample is given below in table 1.

Table-1: Mean and standard deviation of environmental awareness scores

Test	Total Students (N)	Mean	S.D.
Total Sample	300	66.07	22.32

The mean score for 300 students is 66.07 with standard deviation of 22.32, which is low when considering the overall maximum score of 125 for the highest level of awareness regarding the environment.

Hypothesis 1: Comparison of the environmental awareness scores of male and female students

A comparison of the means and standard deviations of environmental awareness scores of male and female students is shown in table 2 given below:

Table-2: Test of significance difference between the male and female students in their environmental awareness

Group of Students	N	Mean	S.D.	t -value	Level of significance
Male	180	68.24	23.29	2.07	Significant at .05 level
Female	120	62.82	20.46		

Figure 1.1 : Environmental awareness of Male and Female students

The table 2 shows that the obtained 't' value 2.07 is greater than the table value of 1.96 at 0.05 level of significance. This indicates that there exists a significant difference between male and female students' with regard to awareness towards environment. The mean score of male students (68.24) is greater than the mean score of female students (62.82). It is inferred that male students have higher awareness regarding the environment as compared to their counterparts.

Hypothesis 2: Comparison of the environmental awareness scores of rural and urban students

A comparison of the means and standard deviations of environmental awareness scores of rural and urban students is shown in table 3 given below:

Table-3: Significance difference between the rural and urban students in their environmental awareness

Group of Students	N	Mean	S.D.	t -value	Level of significance
Rural	150	65.19	22.16	0.68	Not-Significant at .05 level
Urban	150	66.95	22.53		

Figure 1.2: Environmental Awareness of Rural and Urban Students

The table 3 shows that the obtained 't' value 0.68 is lesser than the table value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between rural and urban students' awareness towards environment. Although, the mean score of urban students (66.95) is slight greater than the mean score of rural students (65.19). It can be inferred that the urban students are comparatively more aware about the environment than the rural students.

Hypothesis 3: Comparison of the environmental awareness scores of urban male and rural male students
A comparison of the means and standard deviations of environmental awareness scores of urban male and rural male students is shown in table 4 given below:

Table-4: Significant difference between the urban male and rural male students in their environmental awareness

Group of Students	N	Mean	S.D.	t -value	Level of significance
Urban Male	90	70.06	23.37	1.05	Not-Significant at .05 level
Rural Male	90	66.42	23.19		

Figure 1.3: Environmental awareness of Urban Male and Rural Male students

The table 4 depicts that the obtained t value 1.05 is lesser than the table value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between urban male and rural male students' awareness towards environment. Although, the mean score of urban male students (70.06) is higher than the mean score of rural male students (66.42), which inferred that the urban male students have more awareness regarding the environment.
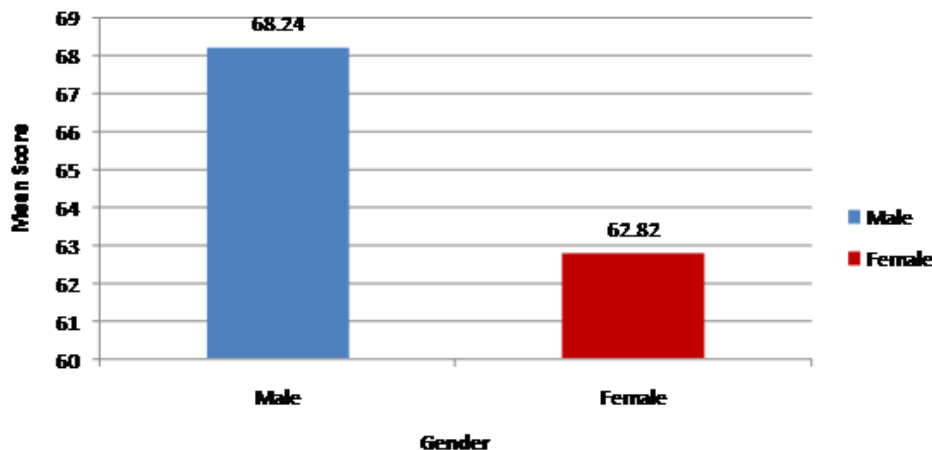
Hypothesis 4: Comparison of the environmental awareness scores of urban female and rural female students
A comparison of the means and standard deviations of environmental awareness scores of urban female and rural female students is shown in table 5 given below:

Table:5 Significant difference between the urban female and rural female students in their environmental awareness

Group of Students	N	Mean	S.D.	t -value	Level of significance
Urban Female	60	62.28	20.51	0.28	Not-Significant at .05 level
Rural Female	60	63.35	20.58		

Figure 1.4: Environmental awareness of Urban Female and Rural Female students
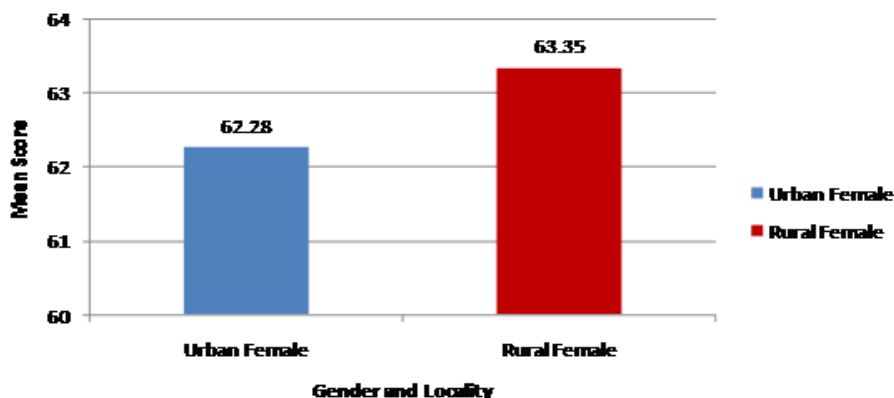
The table. 5 reveals that the obtained t value 0.28 is lesser than the table value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between urban female and rural female students' awareness towards environment. They have the same level of environmental awareness.
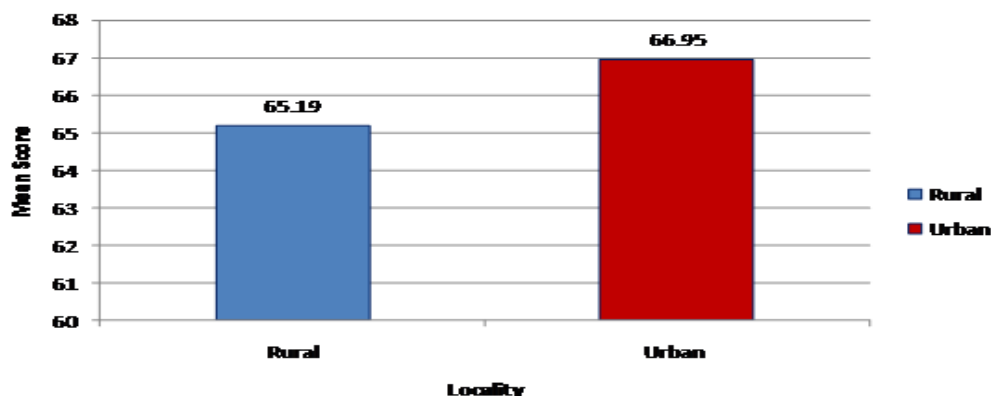
Hypothesis 5: Comparison of the environmental awareness scores of urban male and urban female students

A comparison of the means and standard deviations of environmental awareness scores of urban male and urban female students is shown in table 6 given below:

Table:6 Significant difference between the urban male and urban female students in their environmental awareness

Group of Students	N	Mean	S.D.	t -value	Level of significance
Urban Male	90	70.06	23.37	2.09	Significant at .05 level
Urban Female	60	62.28	20.51		

Figure 1.5: Environmental awareness Urban Male and Urban Female Students
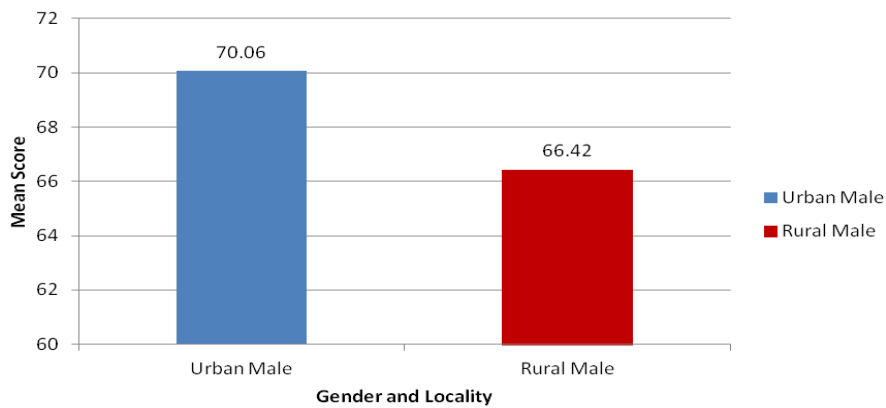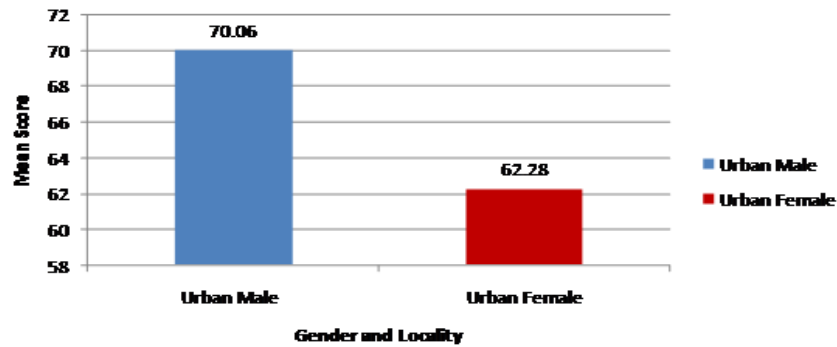
The table 6 shows that the obtained t value i.e. 2.09 is greater than the table value of 1.96 at 0.05 level of significance. This indicates that there exists a significant difference between urban male and urban female students' with regard to awareness towards environment. The mean score of urban male students i.e. 70.06 is greater than the mean score of urban female students i.e. 62.28. Therefore, it can be concluded that urban male students have higher awareness regarding the environment as compared to the urban female students.

Hypothesis 6: Comparison of the environmental awareness scores of rural male and rural female students

A comparison of the means and standard deviations of environmental awareness scores of rural male and rural female students is shown in table 7 given below:

Table-7: Significant difference between the rural male and rural female students in their environmental awareness

Group of Students	N	Mean	S.D.	t -value	Level of significance
Rural Male	90	66.42	23.19	0.83	Not-Significant at .05 level
Rural Female	60	63.35	20.58		

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Figure 1.6: Environmental awareness of Rural Male and Rural Female students
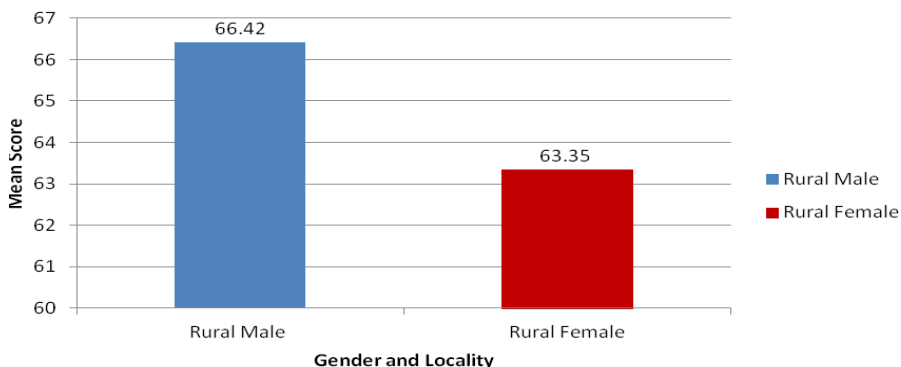
The table 7 reveals that the obtained t value i.e.0.83 is lesser than the table value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between rural male and rural female students' awareness towards environment. Therefore, it can be concluded that the rural male and rural female students have the equal level of environmental awareness.

8.0 DISCUSSION

This study has found that in Kurukshetra District of Haryana state male students of secondary classes showed greater awareness than female students of the same grades in environmental awareness, urban and rural students found to be similar in the environmental awareness whereas urban male students showed greater awareness than the urban female students in environmental awareness. An analysis of various studies on environmental awareness has shown mixed results and conclusive understandings cannot be reached on the general trend in awareness regarding male/female, rural/urban regarding their environmental awareness.

Gopinath (2014) studied the environmental awareness among secondary school students in Pathanamthitta District of Kerala State and found the Girls' environmental awareness was greater than boys. Sharma, (2014) in a study conducted with college students in Kangra District of Himachal Pradesh found that there was no significant difference in environmental awareness of male and female students. Mondal and Mete (2010) studied students in West Bengal, results showed only a negligible difference between the scores of boys and girls. Sengupta, Das and Maji in a study of students in Kolkatta found that girl students were more environmentally aware then boy students. In a comparative study of environment awareness among secondary school students in Iran and India (state of Mysore) by Shobeiri, Omidvar, and Prahallada (2007), the students in India or Iran showed no significant difference between boy and girl students as regards their environmental awareness. In a study by Singh (2011) in Uttar Pradesh, results revealed that there was no significant difference between the male and female students of general castes, other backward castes and scheduled castes regarding their level of environmental awareness. Kant and Sharma (2013) found that there is no significant difference between boys and girls regarding environmental awareness. Pillai (2012) in Cuddalore District in Tamil Nadu found that male students (Mean = 29.84) are marginally better than their female counter parts (Mean = 29.14) as regards Environmental Awareness.

As regards the awareness of rural and urban students, studies quoted above have been used to understand the awareness levels. In the study by Gopinath (2014) it was found that the urban students' environmental awareness is greater than rural students. Pillai (2012) in his study found urban area students (Mean = 30.24) better than their rural counterparts (Mean = 28.43)in Cuddalore District in Tamil Nadu. In the study by Kant and Sharma (2013) it was found that there is significant difference of environmental awareness among students belonging to rural and urban area with rural students showing greater awareness than urban students. Mondal and Mete (2010) found that the scores of urban students were significantly higher than the scores of rural students.

9.0 CONCLUSION

Environmental Awareness is a critical area which can be ignored or neglected only at our own peril. We are already witnessing the effects of global warming on the one side, depletion of natural forests and wild life on the other side. In addition, the high incidence of diseases like cancer that is playing havoc with human lives due to pollution and unregulated use of pesticides is the preventable tragedy of humanity. Water contamination is making it impossible to drink even well water, which itself has its table level reduced. Neglect in this direction can be disastrous. Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978). It is this educational process which will ensure continued environmental protection and sustenance. If the authorities in Haryana do not seriously consider environmental education at the grass root level for protecting it, we would have destroyed what God has freely given to us for our abundance of life.

The results of the present study clearly indicate that the environmental awareness level of students in Kurukshetra District is very low and steps to improve the levels of awareness are required. Awareness regarding the need to protect the environment cannot be implemented after a person reaches adulthood, it has to start at the very basic level through an educational process in school and it is hoped that this paper will be a step in that direction.

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IMPACT OF LAW IN SOCIAL EVOLUTION

Dr. Monika Sharma

INTRODUCTION

Change is a part of both the individual and social life and when changes occur in the modes of living of individuals which influence social relations; such changes are called social changes. Change in social values, institutions, property relations, economic pursuits, personal and role distributions may be cites as examples of social change in modern society. In fact social change is always relative in terms of time, space and context. Social change means large number of people are engaging in group activities and relationship that are different from those in which they or their parents engaged in previously. Therefore, social change means modifications in the way people work, rear a family and work for the upliftment of their family. The social change can be brought through legislation, technology, competition and conflicting interests.

SOCIAL EVOLUTION AND LAW

It is true that centuries ago social change was slow enough to make custom the principal source of law. A law could develop its response to social change over decades or even centuries. Even in the earlier stages of the industrial revolution, a major change, such as the invention of steam engine, or advent of electricity as a source of light and power, would be gradual enough to make legal responses valid for a generation. But today the tempo of social change has accelerated to a point where today assumptions may not be valid even a few years from now. The law is one of many responses to such changes. In certain respects it is the most important, since it represents the authority of the state, and its sanctioning power. The law can do much to ensure a fair balance between the conflicting demands and pressures. It can as we have seen devise safeguards for the protection of individual both against arbitrary, executive power and against the unchecked power of private groups so that it can help to ensure a fair balance between conflicting groups within the state. It can help or hinder a particular trend. But in the strong battle of social forces on which our future depends, the law is but one of molding elements. The law is today a much more active agent in social evolution, and then in former times, it is still an instrument of order, bearing the imprint of the forces that shape our society. The law has to grow in order to satisfy the needs of the fast changing society and keep abreast with socio- economic development. As new situations arise the law has to be evolved in order to meet the challenge of such new situations. Justice Homes has rightly remarked that life of the law has not been logic, it has been experience. Law has brought changes in a number of subjects, due to which society has witnessed great change in following matters:

FAMILY AND LAW

The law is often used as an instrument of social reforms. In the olden period society was very orthodox and a number of evils were prevailing in the society, which were affecting families also, as at that time families did not approach to outside agencies if any problem occurred to them. It is pertinent to mention here that at that time women did not have any say in the affairs of family and all the decisions were taken by males due to which the position of women was very degraded in the family., but with the dawn of industrialization society became more open and a number of laws were passed, which were related to family of an individual, for example. the Hindu Widows Remarriage Ac 1856, it provides right of remarriage to a widow, the Hindu Married Women's Right to Separate Residence Act 1946,which provided women a right to reside separately from the husband under certain circumstances, the Hindu Marriage Act 1955, it has determined the age of marriage, hence, put a bar on child marriage, also prohibits polygamy and permitted special grounds of divorce to women, the Hindu Succession Act 1956 which was amended in the year 2005 provides that daughters have right to inherit property of their father, the Hindu Adoption and Maintenance Act, 1956, permitted Hindu women to adopt a son or daughter and to claim maintenance from the husband under certain circumstances, the Hindu Minority and Guardianship Act, 1956, provides for the guardianship of the mother over minor children, if living separately from her husband . In the year 1987 Commission of Sati [Prevention] Act was enacted by the Parliament, which provides for the more effective prevention 0f the commission of sati and it's glorification. In spite of modernization and the increasing role of women in all walks of life, the practice of dowry in India had become social evil due to dowry there was phenomenon of bride burning, therefore, the Dowry Prohibition Act, 1961 was enacted , the Domestic Violence Act 2005 was passed with an objective to protect women from violence which take place at their home It is the first significant attempt by the Parliament to recognize domestic abuse as a punishable offence and provides emergency relief for the victims even without any legal recourse.

The above discussed measures have changed shape of family and led to an all-round improvement in the position of women in Hindu society, which have brought change in the mind set of society that women have equal right at par with men to take decisions in the affairs of their families.

TRANSPARENCY IN THE GOVERNMENT AFFAIRS

In India it was considered for agies that government information should not be leaked to public in the interest of national security and to maintain law and order in the public. Information disclosure in India was restricted by the Official Secret Act 1923. In India before this Act, there were the Indian Official Secrets Act, 1889 and the Official Secrets Act 1911[passed by British Parliament] were in force.

Section 123 of the Indian Evidence Act, 1872, provides government immunity from disclosure of unpublished official state documents in public interest. However, in Knowledge society of 21st century secrecy in government functioning has become a thing of the past and efforts are being made at national as well as international level to make a law of Right to Information. Further Administrative secrecy has become such a barrier to the full development of democracy that in recent years other commonwealth countries along with Scandnava, the United States and France have passed a law providing for public's right to access to administrative information. Now right to information is considered vital element of any democratic government. If democracy is to flourish citizens must be adequately informed about the operations and policies of the government. It is now widely recognized that openness and accessibility of people to information about the government's functioning is vital component of democracy.

In the year 2005 the Parliament of India passed Right to Information Act, which gives right to peopble to access the records of the government and government aided organizations in order to promote transparency and accountability in the working of every public authority. Now in India right to information has become fundamental right under Article 21 of the Constitution of India.

ENVIRONMENT PROTECTION AND LAW

Before the enactment of environmental laws, people were not much aware about the ill effects of environmental pollution, but after the enactments of various legislations on environment e. g. the Water [Prevention and Control of Pollution] Act 1974, the Air [Prevention and Control of Pollution] Act 1981, and the Environment [Protection] Act 1986 and incorporation of various provisions in the Constitution of India to combat the menace of pollution now people are enlightened against the evil of degradation of nature , as this pollution is not only effecting people financially but also create health hazards , therefore, now people have started crusade against this evil The Public Interest Litigation has played vital role, as people belonging to different segments of society get social justice from courts by filling Public Interest Litigation in the Supreme Court and High Courts.

UNTOUCHABILITY AND LAW

In India cast system is prevailing for long. The organization of Hindu society in ancient India was characterized by a number of endogamous social units like Brahmins, Kashatriya, Vaishya and Sudras. This age old doctrine of the division of society into four varnas is the key aspect of the whole system of ancient Indian social life as mentioned in the Samritis [Smriti Law].What after all gives its specific character to Hindu society in ancient India is the fact that the life style of an individual within jati is determined by rigorous usage, just as the hierarchical relationship between different jatis, in a region which is determined with reference to the varna order of a society. The Dalit form the most deprived section of the traditional Hindu society. They are the most backward among the Indian castes. They were subjected to the most degrading and debilitating social and economic inequalities. Regarded as ritually impure, occupational restrictions too were placed on them consequently they started revolving against these social deformities. The reach of democracy to the grassroots, new property relations have changes the social relations. Thus there is constant struggle between the status quoistes and the arrivestess.

India is a welfare state which is committed to establish a socialistic society. It would be possible if the weaker sections in the society get their due share from the development cake. In its wider sense they should economically, socially, politically and culturally be developed. Their all- round development can take place, if their interests are protected through dynamic and progressive measures on lasting basis. The Constitution of India provides for the improvement in the status of down trodden society, which is reflected in the Directive Principles of the State Policy. Article 46 provides that, the State shall promote with special care the educational and economic interest of the weaker section of the people, and, in particular of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation. Article 15[4] of the Constitution of India also provides that the State is authorized to make any special provision for the advancement of socially and educationally backward classes of citizens or the Scheduled Castes and Scheduled Tribes. Article 17 of the Constitution provides for the abolition of untouchability, in exercise of the powers conferred by Article 35, the Parliament has enacted the Untouchability [Offences] Act, 1955 which was amended in the year 1976; it prescribes punishment for the practice of untouchability. At present this Act is

known as Protection of Civil Rights Act 1976. In the year 1989 the Parliament passed Scheduled, Castes and the Scheduled Tribes [Prevention of Atrocities] Act, to check the commission of atrocities on Scheduled Casts and Scheduled Tribes. To stop employment of person for manual scavenging of human excreta and to prohibit the construction and maintenance of dry toilets in the year 1993 the Parliament enacted the Employment of Manual Scavengers and Construction of Dry Latrines Act,, the infringement of the provisions of this Act is cognizable offence with imprisonment for a term which may extend to one year.

CONCLUSION AND SUGGESTIONS

The great importance of law lies in the fact that it keeps changing according to the changing needs of society and also maintains stability when rapid changes disturb the society. It speeds up and institulize, the changes. In Democratic countries there is an inevitable time lag between social change and legal response, due to this sometime problem is aggravated and it harms the society to such an extent, which becomes irreparable for centuries, therefore, it is suggested that there should not be much time gap between the social change and legal response. It is also necessary to implement laws properly only then it can serve the purpose of society, which can be done by judiciary.

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CAREER DECISION MAKING OF ADOLESCENTS IN RELATION TO THEIR ANXIETY

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ABSTRACT

The present study investigates the career decision making in relation to gender among the adolescents of senior secondary schools. Random sampling technique was used to select the sample. Two hundred students studying in government schools of Chandigarh formed the sample. There were 100 boys and 100 girls varying in age from 16-18 years. The Sinha's Comprehensive Anxiety Test and Career Decision Making Inventory were administered to the sample. Data were analyzed by using product moment coefficient of correlation and t-test of significance for mean. The findings revealed that there was no significant difference between adolescent's boys and girl's career decision making and anxiety.

Keywords: Decision Making Inventory, Sinha's Comprehensive Anxiety Test , Random Sampling Test

INTRODUCTION

The growing rate of change in the field of work has increased the `number of career transitions individuals make during their lifetime. The quality of the career decisions made during these transitions is crucial for adolescents. During adolescence, making a decision about career seems to be a difficult and confusing task. Some are able to take decisions without any difficulty while others cope with various obstacles in their environment as well as with internal difficulties. Undecided student might face the risk of poor adjustment, personal distress, academic failure, and attrition.

Career decision making as the process by which individuals make career and educational decision contend that it is the main assignment task of career counseling. This process includes a series of career decisions that take place over the course of an individual's life. Career decision making is a dynamic and ongoing process where knowledge of self, values, interests, temperament, financial needs, physical work requirements or limitations as well as the effect of past experiences, new information and changes in lie situation and environment in revenue and play important role. Nearly all adolescence will be making tentative occupational choices, making decanal decisions and beginning the process of establishing an adult lifestyle. Sound decision making skill can maximize the likelihood the young people will make satisfying choices often, young people make decisions on the basis of limited information or knowledge make decisions by default or put off that anxiety provoking task of making decisions so long that options become limited.(Gati, I & Osipow, S.H . 1996)

Choosing one's career depends on what one wants to do. It is not an easy take due to the complex and fluid character of the world of work. It involves not only one decision, but a large number of decisions over considerable period of time. Hence a person's life may be seen as a string of career decisions, reflecting individuals grouping for an ideal fit between self and work . New careers are contently emerging and existing careers are undergoing change. Your first choices however, remain crucial. In adolescence, the choice of career in further education is one of the most important decisions that an adolescent has to make. Career decision-making is realties to an individual's lifestyle as well as personal and professional satisfaction. Some adolescents are able to make these decisions quite easily and quickly while other report having many difficulties with it (Landy 2006).

Anxiety is an emotion that is distressing. It may be defined as a psychological response similar to fear but response to internal stimuli or in appropriate to reality so existence stimuli, it may be alive long constant trait or a transient start relative to specific life events. It is an unpleasant state that involves complex combination of emotions that in fear, apprehension and worry. Anxiety produces the same physiological response as fear an increase in sympathetic activity. Fear and anxiety can be differentiated in four domains: (1) duration of emotional experience, (2) temporal focus, (3) specificity of the threat, and (4) motivated direction. Fear is defined as short lived, present focused, geared towards a specific threat, and facilitating escape from threat; anxiety, on the other hand, is defined as long acting, future focused, broadly focused towards a diffuse threat, and promoting excessive caution while approaching a potential threat and interferes with constructive coping (wikipedia.org/wiki/Anxiety).

Anxiety can be experienced with long, drawn out daily symptoms that reduce quality of life, known as chronic (or generalized) anxiety, or it can be experienced in short spurts with sporadic, stressful panic attacks, known as acute anxiety. Symptoms of anxiety can range in number, intensity, and frequency, depending on the person.

While almost everyone has experienced anxiety at some point in their lives, most do not develop long-term problems with anxiety

Anxiety induced by the need to choose between similar options is increasingly being recognized as a problem for individuals and for organizations. In a decision context, unpredictability or undecidedness may trigger emotional responses in anxious individuals that systematically alter decision making.

The process of making an effective career decision can be a stressful event in an individual life. Several factors contribute to the individual's ability to successfully manage this stressful life even if some factors are related to actual skills needed to make an effective decisions and others are related to the individual's psychological resources. Several individuals have suggested that making an effective career choice may also be stressful, causing the individual confusion and anxiety.

RATIONALE OF THE STUDY

Adolescence is a period, when the youth have ready to deal with occupational task and further career planning. Students have to make any decisions which are going to have important bearing on their vocation life. A good career decision making results in truly valuable expertise and personal satisfaction. It is important because thoughtful decision making paves the way to a satisfying career. It has been found that a large number of factors influence an individual's career decision making. These are society, culture, family, environment, personality, career maturity, anxiety etc. Most of the studies found significant relationship between career decision making and level of anxiety. Therefore the investigator attempt to study the career decision making of adolescence in relation to anxiety.

STATEMENT OF THE PROBLEM

CAREER DECISION MAKING OF ADOLESCENTS IN RELATION TO THEIR ANXIETY

OBJECTIVES

The objectives of present study are:-

1. To study the nature and distribution of variables i.e. career decision making and anxiety.

2. To find out significant relationship between career decision making and anxiety of senior secondary students.

METHODOLOGY USED

The following tools used for data collection:

1. Sinha's Comprehensive Anxiety Test (SCAT, 1971) was used.

2. Career Decision Making Inventory by Singh (1999) was used.

PROCEDURE

In the present study, the sample was class XI students studying in the Government Senior Secondary Schools of Chandigarh. The representativeness of the sample will ensure with respect to class and availability of medical, non medical, commerce and arts streams. The list of various Government school of Chandigarh was taken from District Education Officer. From this list, four schools, two from southern sectors and two from northern sectors were selected randomly from the list by employing simple random sampling. Therefore, the present investigation was carried out on 200 students of XI grade students of Government Senior Secondary Schools of Chandigarh.

STATISTICAL TECHNIQUES USED

Following statically technique will be used for the analysis of the data:

1. Descriptive statistical such as mean, standard deviation, skewness, and kurtosis will be used to ascertain the nature of the distribution of the variables.

2. Person coefficient of correlation will be used to find out to find out relationship of career decision making with gender and anxiety.

3. 't' – ratio was used to see the significant different between variables.

ANALYSIS AND INTERPRETATION

The analysis of the data was done by computing product moment coefficient of correlation and anxiety for total sample has been given in table 1

Table-1: Coefficient of Correlation for the variables of Anxiety and Career decision making for Government Senior Secondary Students (N-200)

	Anxiety	Decidedness	Indecidedness
Anxiety	1	0.078	-0.054
Decidedness	0.078	1	.229**
In decidedness	-0.054	.229**	1

Note **significant at .05 level (r = 0.181), *significant at .01 level (r = 0.138)

CONCLUSION BASED ON COEFFICIENTS OF CORRELATION

When coefficient of correlation was calculated separately for career decision making as dependent variable with the independent variables of anxiety, relationship was found to insignificant. It was negative but insignificant in case of indecision and anxiety.

Hence the hypotheses that their exist no significant relationship between career decision making and anxiety is accepted in present study.

INTERPRETATION OF RESULT

As the findings of the present study were in contradiction to be previously related studies, which indicates significant relationship between career decision making and anxiety .The reason for the above result that there exist no significant relationship between career decision making and anxiety among the senior secondary students might be due to fact that anxiety in adolescents is more inclined towards physical, mental and social growth rather than affecting their career decision making.

DIFFERENTIAL ANALYSIS

't' – test was employed to determine the analysis of comparison in case of career decision making of boys and girls and difference between boys and girls anxiety.

Variable	Gender	Mean	Std.Deviation	t-value
Anxiety	Boys	29.16	16.38	0.67
	Girls	30.73	16.70	
Decidedness	Boys	12.9	1.87	0.44
	Girls	13.01	1.64	
Indecidedness	Boys	27.39	3.51	0.65
	Girls	27.07	3.41	

Note:*significant at 0.05 level (t=1.98), **significant at 0.01 level (t=2.63)

DECISION

Table 2 reveals that there is no significant difference between boys and girls (t-ratio=0.44) even at 0.05 level on the variable of career decision making.

IN DECISION

Table 2 reveals that there is no significant difference between boys and girls (t-ratio=0.65) even at 0.05 level on the variable of career decision making.

Hence, the hypothesis no significant difference between boys and girls of career decision making is accepted.

ANXIETY

Table 2 reveals that there is no significant difference between boys and girls anxiety. Hence, the hypothesis no significant difference between boys and girls anxiety is accepted

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IN INDIA: EMERGING TRENDS OF ENTREPRENEURSHIP EDUCATION

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ABSTRACT

The age-old way of class room teaching is gradually washing out. Because of enforcement of globalization, the pyramid of education (from elementary to university) needs to be modified. In order to expect and face the uncertainties and business cycles well in advance, there is a need of transformation of century old traditional class room-based teaching to entrepreneurial, industry-institutional interactive and innovative industry-institutional linkage. India is one of the globalization forcing the countries in this regard. Entrepreneurship has gained much prominence in both developed nations and developing nations and has thus created higher demand for entrepreneurship education. Entrepreneurship education in India has gained relevance in today's context. It has been realized that the educational institutions do not offer any assurance to get access to employment in the formal job market. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation, and improves global competitiveness. Here in this paper, we discussed the necessity of entrepreneurial education for the entrepreneurship development. A most important part of the entrepreneurial environment is culture/values and education. Vocational education, managerial training, economic awareness, political problems, social opportunities, etc. can help to grow faster of an Entrepreneurial development. A successful entrepreneur can safeguard the several numbers of employees and create newer jobs in to the market. Thus, the paper focus on the need of entrepreneurial based education and implementation of such skills in India. The paper aims to contribute to the understanding of entrepreneurship education and training and is especially relevant in the area of course design.

Keywords: Globalization, Entrepreneurial, Human Resource, Education, Entrepreneurship, Vocational, Education, Training, Teaching, Managerial Training.

INTRODUCTION

Entrepreneurship has gained much prominence in both developed and developing nations and has thus created higher demand for Entrepreneurship Education. Education has long been regarded as one of the primary components of poverty reduction efforts and overall social development and many governments are setting specific national educational goals, including gender related targets. International Labour Organization (ILO) stated that, "The economic investment of governments in education and training will be wasted if young people do not move into productive jobs that enable them to pay taxes and support public services (ILO Report, 2006-07). European commission on entrepreneurship education that, "Entrepreneurship education and training are the two driving forces behind the phenomenon of entrepreneurship and small business development that generates the relevant entrepreneurial attitude, competencies and skills".

Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises. It has been realized that the educational institutions do not offer any assurance to get access to employment in the formal job market. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation, and improves global competitiveness. The nature of emerging economic entities, the new business formation provides the structures within which individuals acquire most of their economic resources as well as social recognition. Education, training and the work experience are considered as the most common indicators of human capital, associated with the success of entrepreneurs. Against this backdrop the present paper aims at analysing the importance of entrepreneurship education in India. There would also be an attempt at understanding how the policy interventions can be made to strengthen the entrepreneurial spirit among the students.

Entrepreneurial education for younger generation towards setting up small business concerns, their self-development and the development of industrial economy assumes prime focus. Impart entrepreneurship education to the pupils at the school level so as to enable them to develop the entrepreneurial talents. Then the non- economic environment refers to social, political, legal, educational and cultural factors about business operations. An entrepreneurial society challenges habits and assumptions of schooling and learning. Educations in school are as necessary for the young children same it is highly important to continue learning for the adults. It is a well-known fact that entrepreneurship is one of the prime factors of production. The development of the productivity of this factor of production is significant in improving productivity. Thus, education for the development of this quality is an important requirement. For a young entrepreneur to start with in his new

venture, small business would augur a good beginning. Small industry is the nation's leading employer and forms the backbone of the economy. There is, therefore, an urgent need to highlight the advantages of small industries and need to develop the concept of entrepreneurship through education. First, five motivating factors were termed as internal and the last four factors as external. The internal motivating\factors like education, occupational experience, family background, the desire to do something independently together make the personality of the entrepreneur. The family background of the entrepreneurs that is there they hail from the agricultural family or business he family, the professional and academic achievements of the entrepreneurs, the level of education, training acquired their previous experiences and their mental behaviors'. The present education, books, the media, films and all prevailing socio-cultural norms conspire and combine to perpetuate the image of women as a weak, submissive, now- aggressive daughter, an obedient, dutiful, dependent and faithful wife and self-sacrificing mother. Right the values of which are contrary to those qualities needed for entrepreneurship. In these days, much is talked about relating education to social needs. Entrepreneurship is the best course to be offered to men and women. Systematic and orderly development of a tourist region lies in good planning for controlled development, awareness, and concern on the part of host communities and government, and careful monitoring of actions, education and understanding rights and responsibilities of both host and visitors. Many private/public schools, colleges, government institutions and universities offer level education programmers. The graduates of these organizations are eventually employed by a diversity of travel related businesses.

OBJECTIVE

1. It provides a new approach to plan, conduct and evaluate the outcomes and impact of entrepreneurship education.

2. Vocational/Technological education be tightly tagged with Entrepreneurship Education.

3. The promotional methods should influence the decision makers to give more attention to Entrepreneurship Education.

4. The current need in schools to integrate entrepreneurship education as an essential component in the curriculum.

5. To develop innovative qualities among the youths.

6. Creation of Entrepreneurship Education and the scope of that education should not be limited to earn bread and butter for himself instead should become a successful entrepreneur.

Entrepreneurship Education

For the growth and development of any nation, human capital plays as one of the major contributing factors. The role of entrepreneurs in creating new enterprises is of crucial importance. Indian economy needs to enhance the level of innovation, creativity and the spirit of entrepreneurship in order to confront the global competitiveness. In this connection it is important to mention that only accumulation of knowledge and information does not solve the purpose of disseminating entrepreneurial spirit among the students. If the framework of knowledge can transform the organization structure and future in a positive way then only one can say that knowledge is utilized. Hence the success depends upon how the knowledge is utilized, in what direction and for what purpose.

In today's context one needs to reflect upon the trends and advances in technology, which further influences the manufacturing process, process of information technology and on the whole the overall development of the unit. One needs to create additional intellectual capital, which can enable to enhance the capabilities. Improving the training of the staff and providing the learning atmosphere is a very important component for building the intellectual capital, which further enhances the culture of innovation. The learning need not be only passive rather it should be replaced with creativity, active problem solving and innovation. Instead of having rigid rules and regulations the educational institutions need to be transformed into flexible and responsive networks for creating and exploiting relevant atmosphere for dissemination of knowledge and information.

The people involved with training and development should keep in mind that their current activities should continue to promote uniform and standard knowledge and attitude, skills for inculcating entrepreneurial spirit among the learners (Svedberg, 2000). The atmosphere in which the learning and working goes on simultaneously should offer greater variety, peace and solitude for one task and stimulation for the other task.

Entrepreneurship Education in India

Emerging Trends and Concerns 29 Innovations and inventions in the areas like marketing, finance, logistics are common phenomenon across the globe. Students exchanging programmers, adoption of curriculum from Western Universities, international mobility of human resource etc. are the part of globalization. Obtaining Entrepreneurship education and training methods are the primary conditions to become a successful entrepreneur. Because of the creation of substantial jobs by an entrepreneur, there is a great concern for imparting entrepreneurship education in the academic institutions in India. The Report of National Knowledge Commission on Entrepreneurship (2008), Government of India observed on the reasons for motivational factors to become entrepreneur discloses that independence and family backgrounds play dominant role (21% each) followed by idea driven (18%), and lastly dream desire (10%). The Region-wise factors states that The most significant motivating trigger for Entrepreneurship was found to be wide ranging across regions – from 'family background' being the prime trigger in Ahmadabad and Kolkata (38% & 28% respectively) to 'market opportunity' serving as the most important motivator in Bangalore (26%). The study found that 'independence' is the most powerful motivator for the first-generation entrepreneur. The NKC study found that 'market opportunity' has become an increasingly significant motivating trigger since the economic liberalization gathered momentum. Predictably, 'family background' is the prime motivating factor among the second generation, whether in the same family business (74%) or in a different one (34%), though the extent to which it serves as a motivation trigger varies significantly. An overwhelming 99.4% of the entrepreneurs said they do not want to be in a routine job, signifying that they are satisfied with their vocation and do not regret their initial decision to become entrepreneurs.

A new entrepreneurial education in India is the one an individual or a group of individual shares their ideas and with that ideas. They frame the strategies and start a new education system either with their hand investment or by taking some loans from banks etc. Here for the new education system to be started, we have to work a lot by making advertisements, and it should reach the people to the maximum then only the opinion will reach the entire society. The particular most significant involvement university commerce schools can construct to the production society. If the project is approved then, the investment is the main criteria where we have to invest a lot for the growth of the firm. For a business first, we need to avail a land for starting their company. Then we need manpower for that, then the need raw materials, and then plan for that, then finally the need the finance. The problem in starting a new business is that if one gain or lose, i.e., the profit and loss of the company is a burden on the company gains profit then it's a benefit for it and if the company profit then it's a burden for loss repaying the loss.

The things about the new education system have to take care of everything expenditure, gain or loss, profit or loss, growth, and development. Whereas a new idea is the one where already a well-established system is giving all the necessary things like equipment's, land, ownership, dealership, etc. Here in a company, the profit will not be equally shared by the owner and the dealer whereas they will make an agreement by which they frame certain rules taken care of the manager.

The agreement may be like 48% for the franchise and 52% for the owner, or it may be 60%-40%, or it may be 40%-60% depends on the agreement which they have signed. Here there is more advantage in franchise rather than starting an own business because if a loss occurs in a company which is running the franchise. The company will equally share the loss and the franchise, i.e., if a company have 15 franchisees (15 branches or 15 dealers), then the loss will be equally shared between them, so the burden is minimized. Whereas in a new business if a loss occurs the entire responsibility lies them for the total loss, and they have to repay the total loss.

Entrepreneurial Education and the Curriculum

One of the major objectives of any educational institution is to impart knowledge to the students. And the knowledge could be considered as the most valuable if it is accessible, latest, current and relevant to the learners. At this juncture, information can be more easily disseminated, what used to be a difficult task, years before. Exploitation of knowledge and information is no doubt of crucial importance at the same time one needs to be aware of the implications, impacts and consequences of the knowledge explosion.

It is important to introduce the course on entrepreneurship in the school curricula in order to encourage and motivate the students to become entrepreneurs. A number of skills have been identified as the important indicator for entrepreneurial skill development such as resource mobilization, evolution, observation, management, risk assessment, team building and so on. Students are in a formative stage in terms of deciding about their careers when they are enrolled in secondary or higher secondary education.

The Role of Governments in Promotion of Entrepreneurship Education

The Central, State and Local Government play a vital role in implementation of education policies of a nation. The diversion of required fund for the development of educational research centers, teacher training institutes, entrepreneurship development cells will be decided by the concerned Governments. The development of skills, tactics, risk taking, capacity building abilities and the development of human resource for 21st century is the risk of concerned Governments from gross root levels.

Entrepreneurial Education Need for Entrepreneurial Development

Entrepreneurs may get more opportunities for acquiring the skill for establishing new business units. The managerial ability of the entrepreneurs shall be improved through conducting management training courses with the help of Institute of Management Studies. Entrepreneurship development could be improved through the setting up of small scale industrial units, especially in the backward regions. The existing unemployed graduates shall be given training for how to as establish small scale industries and make use of the local men and materials. The Government should ensure that there are a stable foreign exchange rate and controlled inflation which is supposed the favorable climate for as entrepreneurship development.

There is a need for the setting up Entrepreneurship information and Service Department so that the entrepreneurs could be able to fulfill all the formalities under one roof. This would enable them to safeguard their precious time and money. Finance should not be a limiting factor for the emerging entrepreneurs. Venture capital firms shall be started at various places so that the entrepreneurs could get not only finance but also the rich experiences of the venture capital firms.

CONCLUSION

Will entrepreneurship education play a major role to provide a bridge for graduates of other specializations to cross over to better economic opportunities. The economic system differs from country to country. At last, it must conclude that In India, Entrepreneurship should be an integral part of school education at plus two level, and in various professional, vocational and other advanced courses at different levels. The Globalization is expecting the education from the developing countries in such a way that the Human Resource should able to understand the concepts of business cycles which should be easily expected the business cycles. Mass production and mass consumption is another feature of globalization process. The international mobility of Human Resource with skills and knowledge is also the part of globalization. Thus, the traditional education systems of countries like India need to be overhauled to the needs of globalization. Thus, India needs to go with entrepreneurial based education system which is an inevitable in order to create more jobs for the growing population. The long-term impact of entrepreneurship education certainly gives fruitful results by way of sustaining economic growth, reducing poverty and the creation of more employment. Therefore, the country like India should have an open mind in allocation of funds for entrepreneurship education, establishment of scientific and R & D institutions and developing ability to absorb the technologies offered by the countries. The educational system in 21st century is more interdisciplinary oriented and this has forced the countries like India to adopt entrepreneurship education in colleges and Universities inevitably.

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AGE EFFECT ON JUMPING TECHNIQUE AND LOWER LIMB STIFFNESS DURING VERTICAL JUMP OF ADULTS

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ABSTRACT

The purpose of the present study would be to find out the age effect on jumping technique and lower limb stiffness of adults. The research scholar selected this problem because of jumping is important in various games such as basketball, volleyball, track & field games etc. So the researcher wants to know the age effect on jumping technique and lower limb stiffness during vertical jump. Hence the researcher stated the problem as "Age Effect on Jumping Technique and Lower Limb Stiffness during Vertical Jump of Adults." The data is collected from 30-male subjects the age of the subjects ranging between 25 to 30 years and 35 to 40 years. Before and after six week training program on vertical jump and performance and after that the collected data was analyzed by comparing the means of pre and post test of control and experimental groups and was again statistically analyzed by applying t-test to check the significant difference among selected variables. Therefore separate tables and graphs have been presented for each variable. Each table gives the mean of pre and post test of control as well as experimental group. Also the researcher can find the standard deviation of both control and experimental group and also their mean difference is also been given in the table. The level of significance for the present study is kept at 0.05 level of significance and also the degree of freedom is also be kept in mind for the calculation of tabulated 't' which is then compared with the calculated 't'. This is used for testing of hypothesis which was given by the researcher previously.

If the value of the calculated 't' is more than the tabulated 't' then the hypothesis of the researcher will be accepted and if the value of the calculated 't' is less than the tabulated 't' then the hypothesis of the researcher will be rejected.

Keywords: Jumping, Vertical Jump

1) INTRODUCTION

Education has been defined as a change, a modification, or an adjustment on the part of the student as a result of educational experience. These modifications lead to some end and when these ends are sought, they become goals. There must be guidelines to give direction to these changes or modifications. Thus, guidelines are points of reference and as used in this text are goals. In turn, goals may be divided into levels or areas dependent upon the amount of distance or remoteness from the group, or the degree of specificity with which they indicate direction. While these goals are not really discrete areas, for the sake of better understanding, three levels of goals shall be discussed: namely, aims objectives and outcomes. The source of such goals is found in ascertaining the needs, interests, and abilities of the individual and the needs of society in general- Educators and physical educators under pressure from other individuals and groups face the problem of establishing goals which are relevant with these needs, interests and abilities. {1}

Physical education has been considered as an essential part of human life. Physical education is not a new word in Indian context. From time immemorial Indians have laid emphasis on 'yoga' and physical exercise not only to keep fit but to prevent and treat the physical ailments. The great ancient Rishis, Vedas and Puranas attached much emphasis on physical fitness, Meditation, dhayana and spiritualism. Basically the survival of man in physical and movement or the activity is the first and foremost important thing one learns soon after birth. It is the movement by which one expresses the desire for hunger and thirst. Speech comes much later in one's life. Secondly, physical activity is also required for proper growth and development. The literate meaning of 'physical' is 'body' which directly relates to physique, health, strength, endurance, speed, agility, flexibility and physical performance on the sports ground. A unique contribution towards physical development. The meaning of 'education' refers to the ongoing process of learning and total development that occurs throughout one's life span. Education in physical education helps pupil to be a good learner and a good mover. Physical education helps teaching physical skills so as to develop neat, skilful, well controlled versatile movement. 'Physical' when combined with 'education' makes the education a complete process, which aim at the education of an individual through big muscle activity where in an individual's intellectual capacity is also stimulated resulting in all round development of the personality. As an outcome, one is physically fit, mentally alerts, emotionally balanced, socially adjusted, morally true and spiritually uplifted. {2}

Physical Education of primitive People was informal and unstructured with main purpose being survival. They needed physical strength to build shelter and obtain food but in modern age its meaning is totally different for many years it was believed that performance in games and sports develop on skill performance, motor fitness components, Physiological and psychological components, now it is believed that besides all these anthropometric a measurement is needed for higher level of achievement. It has been fully recognized by sports scientists. Anthropometric measurement play great role in most of sports. It provides more scientific and objective basic for the physical education programme. In the same way it helps in physical education fields to evaluate the player's performances as well as nature are enjoyable, challenging all observing and required a certain amount of skill and physical education. In the last few decades physical education and sports gained tremendous popularity all over the globe, the popularity is still increasing by leaps and bounds and this happy trend is likely to continue in future. Education means preparation for life. It should help every individual to become all he is capable of becoming. Education must be concerned with developing optimal organic health, vitality, emotional stability, social consciousness, and knowledge, and wholesome attitude, spiritual and moral qualities. {3}

When one become a professional in any area related to sport, fitness or physical education you must think critically about the issue related to your professional endeavors. Other people will expect you to have the knowledge and the ability to analyze issues differently from the way lay people do. We are living in an era during which people in the developed world have changed fundamentally their perception of human life and of how it can be liked. It is how clear that life span in sport fitness and physical education is possible and desirable. People can become involved in purposeful physical activity very early in life and can continue to pursue these interests throughout their lives. This is an extra ordinary era for people interested in sport, fitness and physical education there certainty has been no period in the history of United States match it.{4}

Health in the broad sense of the word does not merely mean the absence of disease or provision of diagnostic, curative and preventive services. It also includes as embodied in the WHO definition, "a state of physical, mental and social wellbeing "The harmonious balance of this state of the human individual integrated into his environment constitutes health, as defined by WHO. The state or concept of positive health implies the nation of perfect functioning of the body and mind. {5}

HOPPING
The primary emphasis in hopping is to achieve height or distance with a maximum rate of cyclic leg movement. It is described as takeoff and landing movement from one leg onto the same leg. The height of the hop is gradually increased. In each set 1 5 to 25 repetitions are performed. Between sets full recovery is provided. In all 3 sets are recommended.

BOUNDING
The emphasis in bounding is to gain maximum horizontal distance, with height being a factor in the success of that distance. It is described as taking off from one leg and Landing on the other. This exercise involves alternate hopping stepping 3 to 5 sets each of about 20 repetitions are performed. Between sets full recovery is provided. Standing hops and jumps, with different combinations of hops and jumps can be performed.

DEPTH JUMPS
This method involves jumping down from a height of 40 to 120 centimeters and then jump forward for distance or jump up for height . 3 to 5 sets, each of 10 repetitions, are done. Full recovery between two sets is is provided. Initially all movements should be done with both feet and gradually with increase in strength, jumps with one leg can be performed. For jumping, boxes and benches of varying heights can be use. In order to avoid injuries, the landing should be done on the toes. Heels should not touch the ground. While landing after executing a jump from a height, one must land with knee angle of about $120°$ to $140°$ and should give in up to $90°$-$100°$ i.e., the optimum range of bending $30°$-$50°$. In as much as this method is very strenuous, it is recommended only for highly conditioned sportspersons. Some coaches are of the opinion that this procedure leads to knee and ankle injuries and also produces soreness and stiffness in the leg muscles. However, if planned properly, after thought warming up, possibilities of injuries can be avoided.

MEDICINE BALL EXERCISES
A variety of medicine ball exercises can be performed especially for improving the explosive strength of the upper extremity. Some of the popular exercises are:

Medicine ball over and under

Medicine ball half and full twist

Medicine ball scoop toss and throw

Medicine ball chest pass

Supine two-arm overhead throw

Kneeling two-arm throw

Standing two-arm overhead

Sit-up throw

Stepping two-arm overhead throw

Chest push from kneeling position

In polymeric training loads should be included for the development of three components namely strength, speed and agility. For efficient performance, the above three components should be developed in equal amount

The following equipments are used for polymeric exercises:

1. Wooden boxes

2. Cones made of rubber or plastic

3. Dumbbells

4. Hurdles

5. Landing pits

6. Medicine balls

7. Stair steeps

8. Weight jackets

9. Wrist and ankle collars

10. Rubber tubes.

1.1 Statement of the Problem
The research scholar selected this problem because of jumping is important in various games such as basketball, volleyball, track & field games etc. So the researcher wants to know the age effect on jumping technique and lower limb stiffness during vertical jump. Hence the researcher stated the problem as "Age Effect on Jumping Technique and Lower Limb Stiffness during Vertical Jump of Adults."

2) METHODOLOGY
As every research demands a systematic method and procedure likewise this chapter adopts the following procedures including information regarding research design, source of data, sampling method, selection of subjects, collection of data, criterion Measures etc. A research become successful accompanied and supported by some reliable and authentic data. The statistical analysis of the gathered data provides a well-knit picture of a complete and successful hypothesis as pre-selected by the researcher. The chapter had been divided into the following headings:

Source of data

Selection of Subjects

Sampling Methods

Collection of data

Criteria of Measurement

2.1 Source of the Data
The source of the data was adults from Kashmir city.

2.2 Selection of the Subject
The researcher was selected the 15-15 adults from Kashmir city. The age of the subjects ranging between 25 to 30 years and 35 to 40 years.

2.3 Sampling Procedure
The subject was being select by using simple random sampling method.

2.4 Selection of Tests and Criterion Measures
a) Vertical Jump - To measure the Leg Strength

2.5 Administration of Test

VERTICAL JUMP
Purpose: To measure the explosive power of the leg of adults.

Equipment: Vertical Jump board, marking chalk powder and measuring tape.

PROCEDURE
In the beginning a demonstration of the vertical jump, was given to a group of ten to twenty subjects, either by the tester himself or through earlier trained helper. The subject was asked to stand erect facing the board. His dominant hand's fingertips were marked with chalk powder and the subject was asked to raise the marked fingertips to a maximum height on the blackboard without lifting the heels points. The fingertips were rechecked. With the calked hand side towards the wall, a vertical jump was to the performed by the subject to make another mark at the maximal height of the jump.

The subject was not allowed to run or hop. However, the subject was properly instructed to take a good jump by bending the knees and swinging the arms. The subject would be given three to five trails at his will and the best performance would be considered.

SCORING
The maximum distance among all the trails between the reaching height and jumping height will be provided the score of the test.

2.6 Training Programme
Researcher arranges the jumping training programme in the morning session only. This training Programme was of 6 weeks only. Saturday and Sunday rest.

6 Weeks Callisthenic Exercise Training Programme

Week	Day	Jumping Exercises	Sets		Total Volume
I & II Week	Monday to Friday	1) Jumping 2) Step Up- Step down 3) Jogging 4) Fast Running	2 2 2 2 2	After Every Exercise 1 min Recovery	Approx. 40 Min
III& IV Week	Monday to Friday	1) Jumping 2) Step Up- Step down 3) Jogging 4) Fast Running	3 3 3 3 3		Approx. 1 Hr
V& VI Week	Monday to Friday	1) Jumping 2) Step Up- Step down 3) Jogging 4) Fast Running	4 4 4 4 4		Approx. 1.20 Hr

Before start the training programme 10 min warm-up exercises like Jogging, running, neck rotation, hand & leg rotation, trunk rotation etc.

2.7 Collection of Data
The data was collected after the administrating the test on the adults of Kashmir city. After collection of data the statistically analyzed and arranged in the tables in chapter 4.

3) STATISTICAL ANALYSIS
In the chapter the gathered data from pre-test and post-test of control group –A, and Experimental group –B are presented in tables, graphs, figures and discussion and findings are also presented in this chapter.

The purpose of this study was to find out the effect of six week (42 days) selected exercises on physical fitness and physiological variables. The data was collected qualitatively on four different test of maximal oxygen uptake, Joint Mobility and performance of control group –A (N=15), and experimental group (N=15) were analyzed by using the 't' test and again the post-test values of both control and experimental group was analyzed by 't' test to find out the significant difference among the selected two age groups during vertical jump and the subjects were selected by using Random sampling method from Kashmir city.

LEVEL OF SIGNIFICANCE

To test the hypothesis the level of significance was set at 0.05 level of significance which was considered adequate and reliable for the purpose of this study.

Table-1: Vertical jump of 25-30 years Between Pre and Post Test Of Control Group

Control Group	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Pre. Test	8.6	2.19	0.8	14	0.03	1.76
Post Test	9.4	2.50				

*Level of Significance = 0.05

Tabulated 't' 0.05 (14) = 1.76

Table-1 reveals that there is significant difference between means of pre and post test of control group, because mean of pre test is 8.6, slightly less than mean of post test which is 9.4, and their mean difference is 0.8. To check the significant difference between pre and post test of control group the data was analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre-test and post test of control group which is 2.19 and 2.50 respectively. After applying 't' test there is no significant difference between pre and post test of control group because value of calculated 't' (0.03) is less than tabulated 't' (1.76) at 0.05 level of significance, which shows no improvement has been found in control group because no training was given to the subjects of control group.

Table-2: Vertical jump of 25-30 years Between Pre and Post Test Of Experimental Group

Experimental Group	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Pre. Test	10.8	2.06	0.12	14	0.02	1.76
Post Test	12.7	1.94				

*Level of Significance = 0.05

Tabulated 't' 0.05 (14) = 1.76

Table-2 reveals that there is found significant difference between means of pre and post test of Experimental group, because mean of pre test is 10.8 slightly less than mean of post test which is 12.7 and their mean difference is 0.12. To check the significant difference between pre and post test of Experimental group the data is analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre-test and post test of Experimental group which is 2.06 and 1.94 respectively .There is no significant difference between pre and post test of Experimental group because value of calculated 't' (0.02) is less than tabulated 't' (1.76) at 0.05 level of significance, which shows no improvement has been found in Experimental group.

Table-3: Vertical jump of 25-30 years Between Post Test of Control and Experimental Group

Group	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Control	9.4	2.50	3.3	28	4.07	2.04
Experimental	12.7	1.94				

*Level of Significance = 0.05

Tabulated 't' 0.05 (28) = 2.04

Table-3 reveals that there is found significant difference between means of post test of control and experimental group, because mean of post test of control group is 9.4, slightly less than mean of post test of experimental group which is 12.7 and their mean difference is. 3.3. To check the significant difference between post tests of control and experimental group, the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between post tests of Control and Experimental group which is 2.50 and 1.94 respectively. There is found significant difference between post tests of control and experimental group because value of calculated 't' (4.07) is greater than tabulated 't' (2.04) at 0.05 level of significance, which shows that improvement has been found in experimental group after six weeks of training schedule.

Graph-1: Graphical Representation Of Mean Difference Between Pre And Post Test Of Control And Experimental Group for Vertical jump of 25-30 years
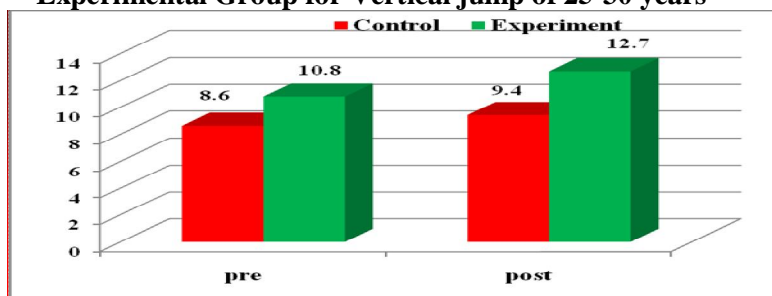
Table-4: Vertical jump of 35-40 years Between Pre and Post Test Of Control Group

Control Group	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Pre. Test	8.26	2.18				
Post Test	9.26	1.57	1	14	0.02	1.76

***Level of Significance = 0.05**

Tabulated 't' 0.05 (14) = 1.76

Table-4 reveals that there is significant difference between means of pre and post test of control group, because mean of pre test is 8.26 is slightly less than mean of post test which is 9.26 and their mean difference is 1. To check the significant difference between pre and post test of control group the data was again analyzed by applying 't' test. Before applying' test, standard deviation was calculated between pre-test and post test of control group which is 2.18 and 1.57 respectively .There was no significant difference between pre and post test of control group because value of calculated 't' (0.02) which is less than tabulated 't' (1.76) at 0.05 level of confidence, which shows no improvement has been found in control group because no training was given to the subjects of control group.

Table-5: Vertical jump of 35-40 years Between Pre and Post Test Of Experimental Group

Experimental Group	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Pre. Test	11.13	1.64	2.8	14	0.02	1.76
Post Test	13.93	1.75				

***Level of Significance = 0.05**

Tabulated 't' 0.05 (14) = 1.76

Table-5 reveals that there is significant difference between means of pre and post test of Experimental group, because mean of pre test is 11.13 is slightly less than mean of post test which is 13.93, and their mean difference is 2.8. To check the significant difference between pre and post test of Experimental group the data was again analyzed by applying 't' test. Before applying' test, standard deviation was calculated between pre-test and post test of experimental which is 1.64 and 1.75respectively. There is found no significant difference between pre and post test of Experimental group because value of calculated 't' (0.02) which is less than tabulated 't'(1.76) at 0.05 level of significance, which shows no improvement has been found in experimental group.

Table-6: Vertical jump of 35-40 years Between Post Tests of Control And Experimental Group

Group	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Control	9.26	1.57	4.67	28	2.59	2.04
Experimental	13.93	1.75				

***Level of Significance = 0.05**

Tabulated 't' 0.05 (28) = 2.04

Table-6 reveals that there is significant difference between means of post test of control and experimental group, because mean of post test of control group is 9.26 is slightly less than mean of post test of experimental group which is 13.93, and their mean difference is 4.67. To check the significant difference between post tests of control and experimental group the data is again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between post tests of control and experimental which is 1.57 and 1.75 respectively. There is found significant difference between post tests of control and experimental group because value of calculated 't'(2.59) which is greater than tabulated 't' (2.04) at 0.05 level of significance, which shows that improvement has been found in experimental group after six weeks of training.

Graph-2: Graphical Representation Of Mean Difference Between Pre And Post Test Of Control And Experimental Group For Vertical jump of 35-40 years
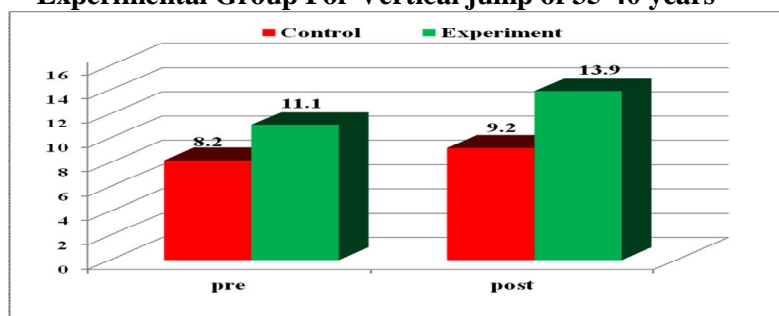

DISCUSSION ON FINDINGS
It has been observed from the analysis of data that there is found significant difference on vertical jump of both age groups after giving a six week training to both the mentioned groups. It has been also revealed from the findings that there is gradual increase in the jumping performance of both age groups.

SUMMARY, CONCLUSION
Physical education is the subject which is responsible for maintaining physical fitness of a player or an athlete. The physical education is also useful for maintaining the co-ordination between physical health as well as mental health, leads to the development of growth and development. It also helps the individual to get socialization and become the successful member of the society. Body composition includes fat percentage and muscle mass which are the essential components of the fitness of a particular player which in turn leads to the development of the personality.

A well planed physical education programme has to be developed throughout the nation by which the people were aware about the maintenance of health .the percentage of Fat in the body should be according to height of an individual but excess fat will cause lot of postural deformities and also gives bad appearance to the body. On the other hand muscle mass leads to the development of an outer appearance of an individual. It also the development of the muscle hypertrophy of the muscle i.e. more will the size, more will be the strength of the muscle and vice versa.

On the other hand the muscle mass and stiffness varies from one age group to another also the jumping technique varies from person to person and this is found more in the students of hilly areas because they are involved in endurance exercises which gives rise to increase in contraction of the muscle fibres .This contraction giving rise to increase in the hypertrophy of the muscles. They also remain engaged in their daily activity which involves more expenditure of calories than intake .Also the effect of training plays a very important role in maintaining coordination of the body and helps in achieving physical fitness and wellness.

The aim of the study was to show the effect of age group on jumping technique and lower limb stiffness on vertical jump of adults. The subjects were selected by simple random sampling method. To test the hypothesis the level of significance was set at 0.05 .The collected data (raw score) is converted into standard scores by using statistical technique 't' test which is used for testing the hypothesis.

CONCLUSION
On the basis of the result drawn with the mentioned methodology the following conclusion were drawn out.

There is found significant difference of age group on jumping technique and lower limb stiffness during vertical jump of adults.

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A STUDY OF CONTRIBUTION OF SOCIETY TOWARDS NATIONAL PLAYERS OF KASHMIR DIVISION

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ABSTRACT

Development of mass sports and its place in modern society is a topical issue of great importance. Popularization of physical culture, sports and healthy lifestyle plays an important role in any country. Sports have a significant impact on the socio-economic and political processes of any modern society. The main purpose of the study was to find out the contribution of society towards national players of Kashmir division. In order to conduct this study, 30 school national players of various games those who participated through School Game Federation of India (SGFI) of Kashmir division were selected randomly. These 30 school national players include both boys and girls. Then through self made questionnaire the data were collected and were analyzed through percentage method.

INTRODUCTION

As we know that, we cannot live without food and drink, similarly our health will breakdown without exercise. Actually the exercise begins from the womb of mother when the baby starts movement in the mother's womb, because of this movement his/her body parts gets exercise and become developed due to this movement or exercise. So it is clear that a child starts exercise from his/her mother's womb. After that when a child gets birth his/her parents are involved in the movement of his/her body parts for the good health of the child. When the child becomes of one year he/she himself or herself starts locomotion as it's by nature. After the age of 2-3 years a child stands on his/her legs, and also became able to take part in minor games; in his/her society and after that he/she joins the school.

It is very clear that school life is suitable time for a child to learn to participate in games and sports, because school provides the environment to encourage the students for games and sports. Sports hold an important and prominent place in the schools and colleges curriculum and stress is laid on regular games and sports being played by the students to keep them physically fit and mentally alert. In school both the recreational and competitive games are played. Recreational games are played only for fun and entertainment while the competitive games developed in students the essential games and qualities of friendship, sportsmanship, brotherhood and leadership for personality development.

In present time the school students especially those who are in the 10^{th} and 12^{th} standard are restricted by their parents and teachers to go to grounds or to participate in sports and they send them to tuition classes in morning and evening which is actually the time to participate in games and sports. Due to this these students don't get opportunity to take part in games and sports and don't able to develop their physique.

According to the 'World Health Organization', 'Health is a state of complete physical, the absence of disease.' Academics serve the purpose of nourishing the mind. But a healthy mind resides in a healthy body. One can develop and maintain a healthy body by actively participating in games and sports.

Today sports has become a form of mass participation, many participate in sports activities, it is taking the shape of a profession to some with high skills, with ample financial benefits linked with high

Degree of popularity. Govt. of India has been making efforts to do something for the promotion of games and sports in the country. For this purpose Govt. of India launched various sports scheme to developed the sports. Like Khelo India etc

STATEMENT OF THE PROBLEM

It was reviewed that contribution of society played a major role for producing National players for their achievement in sports. Is there any contribution of society towards junior national players to achieve high level sports performance? Hence, the researcher interested to undertake the study; "A study of contribution of society towards national players of Kashmir division".

METHODOLOGY

Methodology or procedure is the most essential for any research work. In this chapter, sources of data, selection of the subject, and construction of questionnaire, administration of questionnaire and collection of data have been described.

Source of Data

For the purpose of the study, the researcher selected the subjects from secondary school students of Kashmir division those who participated National School Games through School Games Federation of India (S.G.F.I.).

Selection of Subjects

To estimate the influence the society towards national level players of Kashmir division the researcher selected 30 (thirty) national level players from various games who participated National School Games through S.G.F.I. with the help of simple random sampling method. Their age ranged from 12 to 19 years.

Administration of Questionnaire

After the construction of the questionnaire researcher administered to thirty (30) national level players from various game of Kashmir division those who participated in National School Games through S.G.F.I., by the personal visitation of researcher and opinions of these were available for the purpose of this study. After receiving the questionnaire answers according to the instruction given by researcher the investigation has also encouraged to co-operation in this respect and the returns were very high.

Collection of Data

The data were collected through the administration of questionnaire and interview method from all the selected national level players of Kashmir division. After the collection of data researcher employed percentage statistical technique for further analysis.

STATISTICAL ANALYSIS

To assess the contribution of society towards national level players of Kashmir division the researcher collected data through administered the self-made questionnaires.

All the data collected regarding contribution of society towards national level players. For the present study researcher collected data from thirty (30) national players and it was analysis and interpreted by percentage statistical technique.

Table-1: Showing the Percentage of Players Participated in Various Games at National Level

S. No.	Games	Subjects (N)	Number of observed frequency	Percentage (%)
1.	Hockey	30	05	16.67%
2	Handball	30	03	10.0%
3	Cricket	30	01	3.33%
4	Football	30	09	30.0%
5	Kho-Kho	30	07	23.33%
6	Others	30	05	16.67%

Table-1 indicated that out of 30, 16.67 % players participated in hockey game, 10.0% players participated in handball, 3.33% players participated in cricket, 30.0% players participated in football, 23.33% players participated in kho-Kho and 16.67% players participated in others game. Hence, it was indicated that maximum percentage of players participated in football game then Kho-Kho. It was also indicated that less percentage of players participated in cricket at national level. The comparisons of percentage players regarding participation of various games at national level graphically presented in fig-1

Graphical presentation of percentage of players participated in various games at national level Fig-1
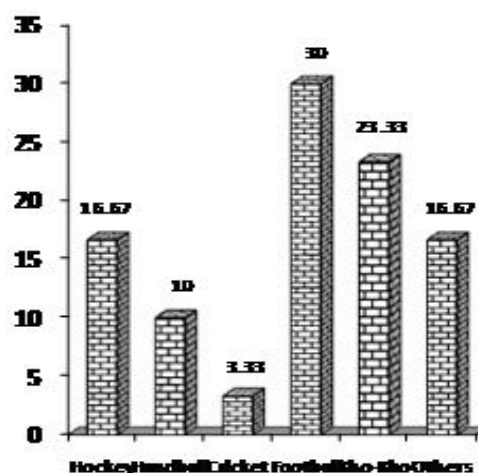
Table-2: Showing the percentage of facilities provided by school to achieve national level

Sr. No	Facilities	Subjects (N)	Number of observed frequency	Percentage (%)
1.	Ground	30	24	80.0%
2	Equipment	30	17	56.66%
3	P.E.T	30	17	56.66%
4	Diet	30	00	0.0%
5	Uniform	30	19	63.33%
6	Traveling	30	20	66.66%
7	Tuition att.	30	00	0.0%
8	Scholarship	30	05	16.66%
9	Prizes	30	27	90.0%

Table-2 indicated that the opinion of players regarding facilities to players, school provided ground facilities to 80.0 % players, equipment facilities to 56.66% players, coaches facilities to 86.66% players, provided P.E.T to 56.66% players, uniform provided to 63.33% players, travelling expenses to 66.66% players, provided scholarship to16.66% players and prizes to 90.0% players (36.66% cash , 30.0% memento and 23.33% blazer). Hence, it was indicated that school provided maximum percentage (80%) of coaches to the national players on the responded by the players. It was also indicated that out of all facilities only 16.66% national level players get scholarship facilities. It can be interpreted that all most all facilities provide by the school to achieve the national level except diet and tuition attention. Hence, it was a large contribution of schools to achieve national level players.

The comparisons of percentage of facilities provided by school to achieve national level, it is graphically presented in fig-2 and 2A

Graphically presented Percentage of facilities provided by school to achieve national level Fig2
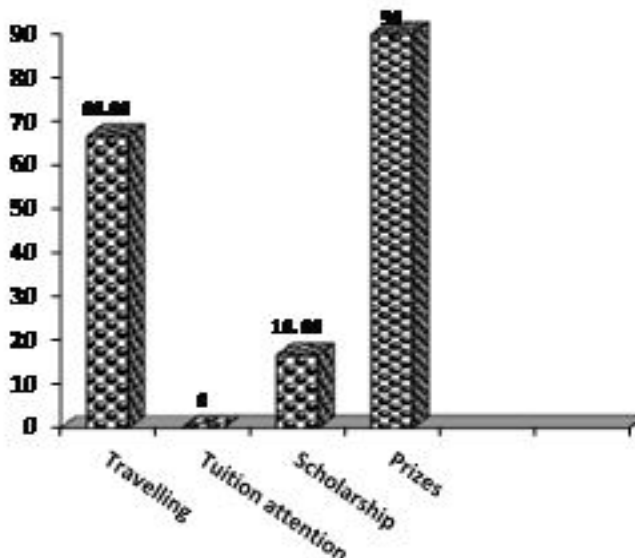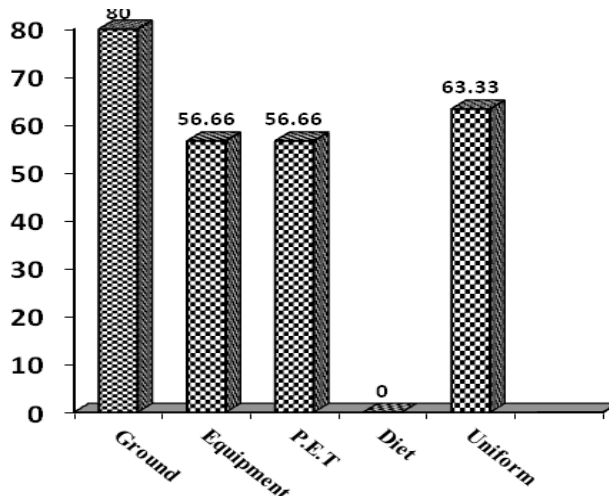
Table-3: Showing the percentage of facilities provided by sports club to achieve national level

Sr. No	Parameter	Subjects (N)	Number of observed frequency	Percentage (%)
1.	Provide ground facilities	30	27	90.0%
2	Coaching	30	24	80.0%
3	Organize competition	30	21	70.0%
4	Scholarship	30	04	13.33%
5	Diet	30	00	0.0%
6	Uniform	30	11	36.66%
7	Others	30	11	36.66%

Table-3 revealed that the opinion of players regarding facilities to players, sports club provided facilities to 90.0 % players, coaches provided to 80.0% players, organizing competition to 70.0% players, provided scholarship to13.33% players, Diet 0.0%, uniform provided to 36.66% players, and provide others facility to 36.66% players.. Hence, it was indicated that sports club provided maximum percentage (90%) of facilities and 80% coaches provided to the national players on the responded by the players. It was also indicated that out of all facilities no diet facilities provided by sports club. It can be interpreted that maximum facilities provide by the sports club to achieve the national level except diet. Hence, it was a large contribution of sports club to achieve national level players. Comparison of percentage of facilities provided by sports club, it is graphically presented in fig-3.

Graphically presented Percentage of facilities provided by sports club to achieve national levelFig-3
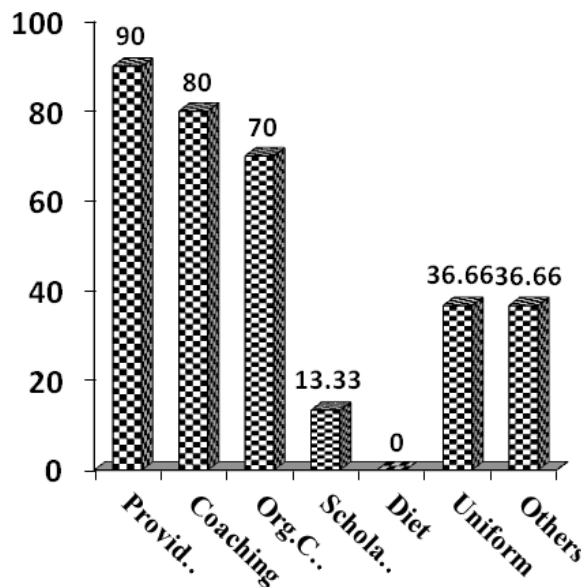
Table-4: Showing the percentage of Friends/sports persons/ neighbors/parents involve in your games and sports

S. No.	Parameter	Subjects (N)	Number of observed frequency	Percentage (%)
1.	Playing with students	30	27	90.0%
2	Provide equipments	30	00	0.0%
3	Diet	30	00	0.0%
4	Uniform	30	00	0.0%
5	Coaching	30	03	10.0%

Table-4 shows that the opinion of players regarding involvement of Friends/sports persons/ neighbors/parents to their games and sports. 90.0 % players responded that Friends/sports persons/ neighbors/parents play with them and 10% players responded that Friends/sports persons/ neighbors/parents coached them. Others parameters like equipment, diet and uniform are 0.0% involvement by them. Hence, it was indicated that Friends/sports persons/ neighbors/parents only contribute in their games and sports through play with them and few Friends/sports persons/ neighbors/parents coaching them. It can be interpreted that small contribution of Friends/sports persons/ neighbors/parents in their games and sports. Comparison of percentage of Friends/sports persons/ neighbors/parents involve in their games and sports, it is graphically presented in fig.4.Graphically presented Percentage of Friends/sports persons/ neighbors/parents involve in their games and sportsFig-4

Table-5: Showing the percentage of sports print media/electronic media contribute to achieve national level

Sr. No	Parameter	Subjects (N)	Number of observed frequency	Percentage (%)
1.	News publication	30	21	70.0%
2	Interviews (Elect. Media)	30	00	0.0%
3	Related articles (Print media)	30	00	0.0%

Table-5 revealed that the opinion of players regarding contribution of sports print media/electronic media to achieve their national level. It was observed that 70.0 % players responded that news publication helps to achieve their national level. Others parameters like interviews and related artics are 0.0% contribution. Hence, it was indicated that sports print media/electronic media to achieve their national level. It can be interpreted that large contribution of news publication helps to achieve their national level.

Comparison of percentage of sports print media/electronic media contribute to achieve national level, it is graphically presented in fig.5

Graphically presented Percentage of sports print media/electronic media contribute to achieve.
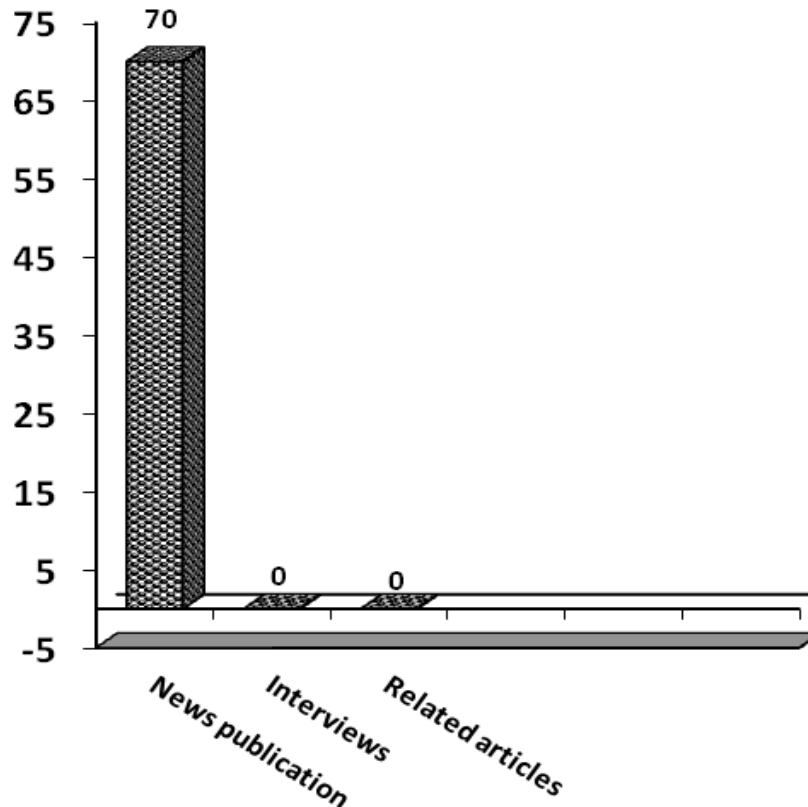
Table-6: Showing the percentage of organization contribute to achieve national level

Sr. No	Parameter	Subjects (N)	Number of observed frequency	Percentage (%)
1.	Coaching	30	15	50.0%
2	Provide sports equipment	30	15	50.0%
3	Provide equipment	30	15	50.0%
4	Diet	30	00	0.0%
5	Uniform	30	15	50.0%
6	Travelling	30	15	50.0%
7	Scholarship	30	00	0.0%
8	Prizes	30	11	36.66%
9	Financial support	30	15	50.0%
10	Felicitation	30	04	13.33%
11	Cash prizes	30	00	0.0%

Table- 6 shows that the opinion of players regarding contribution of various organization to achieve their national level. Out of 30, 50.0% players responded that organization contributed as a coaching, creating equipment, provide equipment, travelling and financial support respectively. 36.66% and 13.33% players responded that organization contributed as a prizes and felicitation respectively. Others parameters like diet, scholarship and cash prizes are not contributed by any organization. Hence, it was indicated that various organization helps to players to achieve their national level. It can be interpreted that large contribution of various organization to achieve their national level.

Comparison of percentage of organization contribute to achieve national level, it is graphically presented in fig.6 and 6A.

Graphically presented Percentage of organization contribute to achieve national level fig 6-A

Fig-6
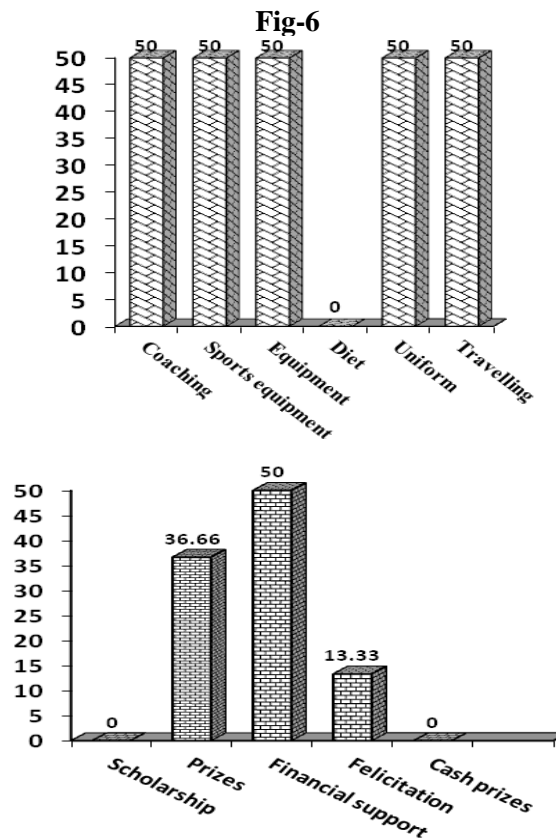
Table-7 Showing the percentage of associations and federations contribute to games and sports achievement

Sr. No	Parameter	Subjects (N)	Number of observed frequency	Percentage (%)
1.	Coaching	30	03	10.0%
2	Organize competition	30	00	0.0%
3	Provide free equipment	30	00	0.0%
4	Railway or bus concession	30	00	0.0%
5	Cash prizes	30	00	0.0%
6	Coaching camp	30	03	10.0%
7	Free diet	30	00	0.0%

Table- 7revealed that the opinion of players regarding contribution of associations and federations to achieve their national level. Out of 30, 10.0% players responded that associations and federations contributed as a coaching and 10.0% players responded that associations and federations contributed as a coaching camp. Others parameters like organize competition, equipments, railway or bus concession, cash prizes and free diet no any contribution of associations and federations. Hence, it was indicated that associations and federations have no any major role to achievement their games and sports. It can be interpreted that very small contribution of associations and federations to achieve their national level.

Comparison of percentage of associations and federations contribute to achieve national level, it is graphically presented in fig.7

**Graphically presented Percentage of associations and federations contribute to achievement level fig-7**
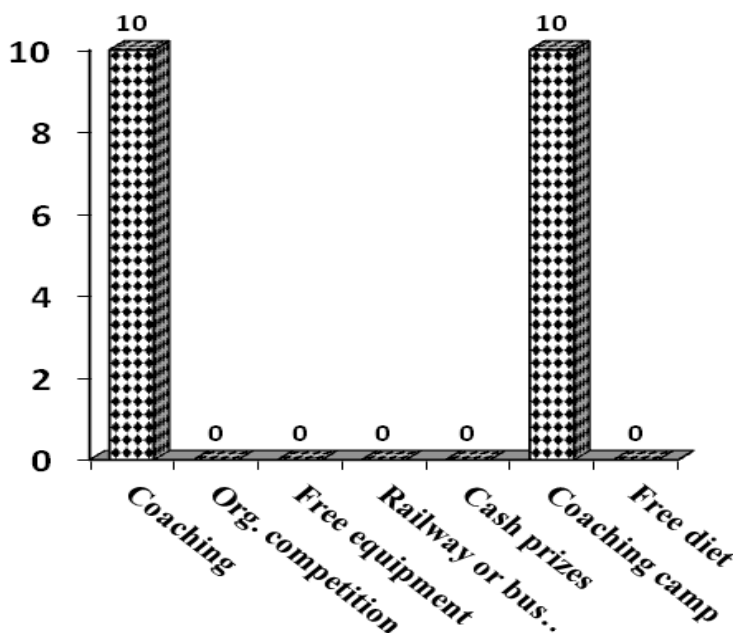
FINDINGS

Findings of study revealed that out of 30, 16.67 % players participated in hockey game, 10.0% players participated in handball, 3.33% players participated in cricket, 30.0% players participated in football, 23.33% players participated in kho-Kho and 16.67% players participated in others game. Hence, it was indicated that maximum percentage of players participated in football game then Kho-Kho. It was also indicated that less percentage of players participated in cricket at national level. opinion of players regarding facilities to players, school provided ground facilities to 80.0 % players, equipment facilities to 56.66% players, coaches facilities to 86.66% players, provided P.E.T to 56.66% players, uniform provided to 63.33% players, travelling expenses to 66.66% players, provided scholarship to16.66% players and prizes to 90.0% players (36.66% cash , 30.0% memento and 23.33% blazer). School provided maximum percentage (80%) of coaches to the national players on the responded by the players. only 16.66% national level players get scholarship facilities. It can be interpreted that all most all facilities provide by the school to achieve the national level except diet and tuition attention. it was a large contribution of schools to achieve national level players. regarding facilities to players, sports club provided facilities to 90.0 % players, coaches provided to 80.0% players, organizing competition to 70.0% players, provided scholarship to13.33% players, Diet 0.0%, uniform provided to 36.66% players, and provide others facility to 36.66% players.. Hence, it was indicated that sports club provided maximum percentage (90%) of facilities and 80% coaches provided to the national players on the responded by the players. out of all facilities no diet facilities provided by sports club. It can be interpreted that maximum facilities provide by the sports club to achieve the national level except diet. Hence, it was a large contribution of sports club to achieve national level players. Involvement of Friends/sports persons/ neighbors/parents to their games and sports. 90.0 % players responded that Friends/sports persons/ neighbors/parents play with them and 10% players responded that Friends/sports persons/ neighbors/parents coached them. Others parameters like equipment, diet and uniform are 0.0% involvement by them. Hence, it was indicated that Friends/sports persons/ neighbors/parents only contribute in their games and sports through play with them and few Friends/sports persons/ neighbors/parents coaching them. It can be interpreted that small contribution of Friends/sports persons/ neighbors/parents in their games and sports. Contribution of sports prints media/electronic media to achieve their national level. It was observed that 70.0 % players responded that news publication helps to achieve their national level. Others parameters like interviews and related artics are 0.0% contribution. Hence, it was indicated that sports print media/electronic media to achieve their national level. It can be interpreted that large contribution of news publication helps to achieve their national level. Contribution of various organizations to achieve their national level. Out of 30, 50.0% players responded that organization contributed as a coaching, creating equipment, provide equipment, travelling and financial support respectively. 36.66% and 13.33% players responded that organization contributed as a prizes and felicitation respectively. Others parameters like diet, scholarship and cash prizes are not contributed by any organization. Hence, it was indicated that various organization helps to players to achieve their national level. It can be interpreted that

large contribution of various organization to achieve their national level. Contribution of associations and federations to achieve their national level. Out of 30, 10.0% players responded that associations and federations contributed as a coaching and 10.0% players responded that associations and federations contributed as a coaching camp. Others parameters like organize competition, equipments, railway or bus concession, cash prizes and free diet no any contribution of associations and federations. the associations and federations have no any major role to achievement their games and sports. It can be interpreted that very small contribution of associations and federations to achieve their national level.

CONCLUSION
On the basis of result following conclusion was drawn: This study revealed that the School Students of Kashmir division participate more in football than other games.

As for as participation in Games and Sports is concerned, the school provides necessary facilities to achieve national level.

As for as contribution is concerned, the sports clubs of Kashmir division contributes a lot by providing facilities to achieve national level.

This study revealed that Parents, Friends, Neighbors and Senior Sports Persons are also involved in games and sports to encourage school students to play the games and sports.

This study revealed that there is also the contribution of sports print media/electronic media to achieve national level of school students by publishing sports news.

Organizations, associations, federations also play their important role in producing school national players.

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HIGHER EDUCATION IN INDIA – ISSUES, CHALLENGES AND SUGGESTIONS

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ABSTRACT

Education is as old as the human race. It is never ending process of inner growth and development and its period stretches from cradle to the grave. Education in real sense is to humanize humanity, and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes .It is through education that he is transformed into human, social, moral and spiritual being. Man learns something. Hence it is still in the process of evolution. Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its.

INTRODUCTION

There is no Indian university in the rankings from 100 to 200. It is only when one moves on to the next 100 that we find the Indian Institute of Technology, Kanpur at 237; IIT Madras at 284 and the University of Delhi at 291. definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates Critical appraisals undertaken by the governmental committees and independent academicians have highlighted the crisis confronting the system: 'increasing educated unemployment; weakening of student motivation; increasing unrest and indiscipline on the campuses; frequent collapse of administration; deterioration of standards; and above all, the demoralizing effect of the irrelevance and purposelessness of most of what is being done.' While the politicians and policy makers have often spoken about the need for radical reconstruction of the system, what has been achieved in reality is only moderate reformism.

At present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack in high-end research facilities. Under-investment in libraries, information technology, laboratories and classrooms makes it very difficult to provide top quality instruction or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development. The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education. The emergence of a worldwide economic order has immense consequences for higher education more so under the changes that have taken place in the recent past with regard to globalization, industrialization, information technology advancement and its impact on education aided to these are the policy changes that have taken place at the UGC, All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) and such other regulatory bodies from time to time to accommodate these development and yet maintain quality students in higher education. It is time for all those who are concerned with policymaking,

planning, administration and implementation of Higher Education to revitalize the very thinking on the subject and put it on the right track.The prospects and development in the higher education sector in India needs a critical examination in a rapidly globalizing world. Expansion, inclusion and excellence were the three objectives of higher education policy of Government of India. The government had taken many steps to increase student enrollment in higher education and quality improvement in higher educational institutions. Keeping in view The Government has constituted a Knowledge Commission to suggest measures to alleviate the problems that higher education sector is afflicted with and make India a Knowledge super power in the global economy.

CRITICAL ISSUES IN INDIAN HIGHER EDUCATION

The present system of higher education does not serve the purpose for which it has been started. In general education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions with quota system and politicization adding fuel to the fire of spoil system, thereby increasing unemployment of graduates without quick relief to mitigate their sufferings in the job market of the country So, the drawbacks of the higher education system underscore the need for reforms to make it worthwhile and beneficial to all concerned. Most observers agree that Indian higher education, the significant and impressive developments of the past few decades notwithstanding, faces major challenges in both quantitative and qualitative terms. Knowledge is the base for overall growth and if the nation has to be competitive and to be at par with the globalization pace, we will have to respond to the market forces. Quality of education delivered in most institutions is very poor. While India has some institutions of global repute delivering quality education, such as (Indian Institute of Management) IIMs and (Indian Institute of Technology) IITs, we do not have enough of them. It has very narrow range of course options that are offered and education is a seller's market, where is no scope of incentive to provide quality education. There is clearly a lack of educated educators and teaching is not an attractive profession. It's a last choice in terms of career. Number of Ph.D.s produced each year is very low and those required by academia is far higher. In fact, at many institutions fresh graduates are employed to teach, leading to poor quality of classroom instruction. This Education system which is highly regulated by the government has been set up to benefit politicians. The growth of higher education in India has been largely guided by the serviceable prerequisite of the economy. After independence, the role of the state in planning out a development path and also in building higher education institutions was guided by mutuality of purpose. Most observers of higher education in India feel that performance of higher education institutions has been less than satisfactory in terms of access, equity and quality. Now there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century.

CHALLENGES OF PRESENT HIGHER EDUCATIONAL SYSTEM IN INDIA

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognizes that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching. Education in basic sciences and subjects that are not market friendly has suffered.

Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. A series of judicial interventions over the last two decades and knee-jerk reaction of the government – both at the centre and state level and the regulatory bodies without proper understanding of the emerging market structure of higher education in India has further added confusion to the higher education landscape in the country. There is an absence of a well-informed reform agenda for higher education in the country. A few efforts made now and then are not rooted in the new global realties based on competition and increased mobility of students and workforce.

Time to time system influenced with new challenges and government taken a major role to build the system. But there are many challenges always faced by the government. Some of the leading challenges before the higher education system are continuous upgradation of curriculum to keep in pace with rapid growth of science and technology; globalization and the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes; developing a meaningful and purposeful inter-face between the universities, National Research Laboratories, industries, government and society, etc. ICT in higher education policy may not be able to completely overcome all these challenges though it may play a role in information and resource sharing.

There are so many people in various parts of country which are still out of reach. This is when we have emphasize more on our education programs and made our system reachable to all areas. Government has to rethink on these areas to implement more on the policies. Money also plays a vital role for the education system which needs to unique for all globally recognized syllabus and curricula. Take a look on our constitution which says that this is the responsibility of central and state government to build good education system. For that we need to have funds. But despite there was a large expenditure on the funds every year on Education where the fund goes and our system remains intact.

Central government prepares policies and plan while responsibility of State government is run those policies on ground. The standard education facilities are higher in the states which are much rich. There is a need to change such defects from the country education system which only can be influenced by increasing funding and providing better facilities to students. But we know there is always increase in the fund for the education system but never implemented in that area. So we have to work in this area. Government tries to make different policies which are implemented but quality never checked. Majority of fund goes in the pockets of officials working for this. There is a vast need to improve the quality and standards.

The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to developed state. Today's youth always try to go foreign for his higher education as they have much better facilities and quality of their system. Can't we get that quality here itself? We have to stop this brain drainage so as avoid students to run away from country. Our governments trying for various challenges faced but no one is doing well for that. Government came and goes but system remains intact.

Higher education is extremely diverse and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. I believe that opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India. Even where facilities exist, there is a lack of information about the same.

There is a lack of universities and institutes for education but one most important fact is that the quality of education is absent in higher education. There are very few teachers and their knowledge is very insufficient. Most of the teachers are making money with tuitions. I have seen my places where there tuitions. The teachers are not having proper knowledge of subject even and resources to student community are very poor. Students do not have any student-ship ethics, they just want marks in the subject and they study only for grabbing jobs. There is no creativity in students. Our top class students are hard-worker but not innovative. They are not capable enough to produce new technology. There is a great need to revolution in higher education. These are just some challenges which should cover all the aspect in the present scenario of education and we have to implement hard on them.

CONCLUSION

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness.

To attain and sustain national, regional & international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility

between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible with international experts.

Report of the National Knowledge Commission if implemented can help boost education sector in India. We are moving towards an era which would be defined by the parameters of knowledge and wisdom. India in order to become a developed nation by 2020 and knowledge power by 2015. The decisions that are going to be taken on these are likely to hold the key to India's future as a center of knowledge production. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

SUGGESTIONS FOR IMPROVING QUALITY OF HIGHER EDUCATION
There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education-

1. **Towards a Learning Society-** As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.

2. **Industry and Academia Connection-** Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills+ global professional skills = good jobs).

3. **Incentives to Teachers and Researchers**- Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

4. **Innovative Practices**- The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research-innovation-growth linkage.

5. **To mobilize resources-** There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidized and fully subsidized education.

6. **Coming of Information Age-** The world is entering into an Information Age and developments in communication, information and technology will open up new and cost-effective approaches for providing the reach of higher education to the youth as well as to those who need continuing education for meeting the demands of explosion of information, fast-changing nature of occupations, and lifelong education. Knowledge, which is at the heart of higher education, is a crucial resource in the development of political democracy, the struggle for social justice and progress towards individual enlightenment.

7. **Student-Centered Education and Dynamic Methods-** Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills.

8. **Public Private Partnership**- PPP is most essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate policy. University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP. Funding to NRLs by the government should ensure the involvement of institutions of higher education engaged in research activities to facilitate availability of latest sophisticated equipment. There has been some effort both by the government and the private education institutions to develop the teaching staff at various levels. However, this needs to be intensified with appropriate attention to all the aspects related in order to prepare quality and sufficient number of educational staff. Such efforts need a very serious structuring for the research base institutions.

9. **To Provide Need Based Job-Oriented Courses**- All round development of personality is the purpose of education. The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs. Finally, based on knowledge only vision of the future life and work can be had; based on this vision only a broad ambition can be fixed for oneself; and based on this ambition only one can lead interesting life doing satisfying job to do remarkable achieve.

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EFFECT OF MUSIC EDUCATION ON COGINITIVE DEVELOPMENT

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ABSTRACT
Music can be found in every culture all around the world. Music has become such a big part of our lives that researchers can't help but want to study how music affects people, especially children. Many parents, teachers, scholars, and businesses are interested in learning more about the influence of music on the development of children. The present paper focuses on how formal music training or the music education impacts various aspects of cognitive development such as perception, memory, and language skills. Musical education offers the opportunity to the learner to tune and train the brain for important cognitive and possibly also social functions. Furthermore, it provides the child with techniques and foundations, which will probably serve as a benefit for the entire lifetime; not to mention that having learned to play an instrument in childhood may be a great source of pleasure later on in life.

Keywords: Music, Formal music training, music education and cognitive development

Musical training is a more potent instrument than any other, because rhythm and harmony find their way into the inward places of the soul.

—Plato, Republic, Book III

They say that music is the universal language. Regardless of where you are from or what your background, a good melody is something that everyone can enjoy and understand. There must be something behind that, right? For children, music provides many, many benefits. Experts agree, there are lots of good things about letting your child learn to play an instrument.

The empirical evidence relating to the powerfully educative effects of music education on the personal and academic development of the child is expansive and compelling. The claim that' music makes you smarter', confirm from brain research and qualitative psychological studies, substantiates the claim that music education is an essential part of the school curriculum and students who miss out are being deprived. An accumulative amount of research conducted nationally and internationally over many years has presented compelling evidence that music education is powerfully educative and has emotional, therapeutic and motivational benefits for children. Its transfer effects benefit the development of the whole child in personal, social and intellectual domains, as well as the development of language literacy, numeracy, creativity, social skills, concentration, team – work, fine motor coordination, self confidence and emotional sensitivity.

Psychological and neuroscientific research demonstrates that musical education for children is associated with heightening of sound sensitivity as well as enhancement in verbal abilities and general reasoning skills. Studies in the domain of auditory cognitive neuroscience have begun revealing the functional and structural brain plasticity underlying these effects. However, the extent to which the intensity and duration of instrumental training or other factors such as family background, extracurricular activities, attention, motivation, or instructional methods contribute to the benefits for brain development is still not clear. Music training correlates with plastic changes in auditory, motor, and sensorimotor integration areas. However, the current state of the literature does not lend itself to the conclusion that the observed changes are caused by music training alone.

How Does Musical Training Influence Development?
There are many different types of musical skills a person learns when he/she is involved in musical training. For example, a musician needs to know how to physically play and work his/her instrument, or how to make vocal sounds the correct way. A musician also needs to know how to read music. In order to read music, a musician needs to know how to read different intervals between different notes on a staff and translate them to his/her instrument. The faster a person can read and interpret notes on a staff, the faster he/she can play his/her instrument. Sight reading is a skill that has to be practiced repeatedly in order to do it successfully. Sight-reading requires planning in a very short amount of time in order for the musician to be successful. Sight-reading requires instrumentalists to look at least two measures ahead in order to plan for the upcoming notes. This is a very specific skill that, once learned, can make a musician more aware of the music. Once a musician has learned his/her instrument and has not only learned to read music, but has also learned to sight read, she/he can put together a performance that is pleasing to not only the musician, but also to an audience. Reading music and sight-reading allows the musician to produce musical notes in order and the notes after, in the right timing.

The cognitive processes of reading music also manufacture rhythm and structure. In order to read music successfully, a musician needs to read the correct rhythms if the music is to be performed correctly. A musician also needs to pay attention to the meter, the tempo, the bar lines, and the phrases, which points to the overall structure of the music.

Developing expertise in each of these areas enables a musician to put together a performance that is pleasing to not only the musician, but also to an audience. Music instruction is critical in helping musicians to develop these skills.

Brain Development

Norton, Winner, Cronin, Lee, and Schlaug (2005) investigated how musical training influences brain development in 5-7 year olds. Two groups of children participated in this study. One group was comprised of children who were provided with music lessons. The other group of children, a control group, received no musical training.[1] They looked for differences in brain structure, as revealed by MRI scans, of children in both groups. In addition to investigating overall group differences, explored individual differences by assessing whether children who excelled in musical ability after instrumental training differed in visual-spatial, verbal, and/or motor skills prior to training from children in the training group who did not end up excelling in music, and to children in the non-music group. By looking retrospectively at the brains of those children who stick with their music training over time and emerge showing exceptional talent and achievement, they aimed to test whether the brains of musicians look different prior to training, and/or respond differently to training compared to those of children taking music lessons but showing only average talent or interest in music. This strategy was also designed to reveal whether the positive effects of music training on nonmusical outcomes as shown in past studies are due partly to pre-existing correlations between musical and non-musical skills or just outcome of training. Results showed no correlations between music perceptual skills and any brain or visual-spatial measures. They did find, however, correlations between music perceptual skills and both non-verbal reasoning and phonemic awareness.

More definitive results regarding the influence of music training on brain development is offered by Hyde, Lerch, Norton, Forgeard, Winner, Evans and Schlaug (2009).[2] They examined the auditory brain structures of children with varied with musical training experiences. In this study, two groups of 5-7 year old children were engaged in different musical experiences. Fifteen children were part of the "instrumental" group getting private keyboard lessons for 15 months. In contrast, the "control" group did not receive instrumental music instruction but did participate in a weekly 40-minute group music class in school that consisted of singing and playing with drums and bells. Children who played and practiced a musical instrument showed numerous benefits, such as greater improvements in motor-finger dexterity and in auditory melodic and rhythmic discrimination skills. According to Hyde et al. (2009), musical training and practice is the cause of differential development in certain regions of the brain. Before the musical training, there were no structural brain differences found between groups, disproving preexisting biological predictors of musicality.[3]

Effects on Cognitive Functions

A further interesting question we explore in this section is the generalization of musical training-induced learning to other functional domains. According to the "temporal opportunity" conception of environmental stimulation during brain development, experiences in childhood and adolescence are vital to many abilities in adult life, which makes the decision of what education to provide to a child a serious matter. Is musical training a good choice? Although many longitudinal developmental studies of music education include a well-matched control group, such as another arts program, there is only limited research contrasting instrumental training in childhood with dance or sports, which could offer interesting avenues in plasticity research and aid the parents in making an informed decision. Thus, although all arts and sports programs do have beneficial effects on

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cognitive development, instrumental musical training appears unique in the wide array of observed long-term effects, although there may be other factors mediating this effect (Young et al., 2013).[1]

Listening skills

When comparing musically trained with untrained children, it is not surprising that differences in the performance of listening tasks and auditory processing are found. For example, it has been observed that children who benefit from musical lessons are more sensitive to the key and harmonics of Western music than untrained children. No such differences were observed in the control group who has undergone an equal period of painting classes. Another recent well-controlled longitudinal study showed that children aged between 8 and 10 who benefitted from a 12-month music lesson program were better in discriminating syllabic duration and voice onset time in comparison to children who followed painting classes during the same period (Chobert et al., 2012).[2] These results suggest thus that musical training can improve the temporal fine-tuning of auditory perception. Moreover, musicians are better at recognizing speech in noise, an ability developed through consistent practice and enhanced if music training began early in life.

Taken together, these results suggest that musical training increases listening skills, including sound discrimination, ability also involved in speech segmentation (Francois et al., 2013),[3] allowing a more accurate processing of speech and voices. In line with our proposed role of rhythmic entrainment, Besson et al.(2011) suggested that these differences in language processing distinguishing musicians from non-musicians may reflect a learned ability to precisely orient attention in time in order to discriminate sounds more accurately.[4]

Linguistic skills

Musical sounds and all other sounds share most of the processing stages throughout the auditory system and although speech is different from music production in several dimensions, musical training has been shown to transfer to language related skills. For example, auditory brainstem responses to stop consonants in musically trained children as young as 3 years is more distinct, indicating enhanced neural differentiation of similar sounds that characterizes adult musicians and later translates into better ability to distinguish sounds in speech. While the cross-links between language and musical training have been reviewed elsewhere, two examples include neurophysiological mechanisms underlying syntax processing in both music and language that develop earlier in children with musical training, and the transfer of musical training to pitch discrimination in speech as well as reading aloud in 8-year old children (Moreno et al., 2009).[5]

The fact that music and language share common auditory substrates may indicate that exercising the responsible brain mechanisms with sounds from one domain could enhance the ability of these mechanisms to acquire sound categories in the other domain (Patel and Iversen)[6]. Furthermore, musical activities have high emotional reinforcement potential, which stimulates these brain networks repeatedly and requires a certain attentional focus. Patel claims that these processes are responsible for the good performance of musicians in speech processing.

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This benefit of musical training can not only be found in tasks of auditory perception, but also in verbal abilities such as verbal fluency and memory, second language acquisition and reading abilities, demonstrating far transfer effects of musical training.

Research in adults clearly showed that musical ability could predict linguistic skills in the second language learning. Slevc and Miyake (2006) tested 50 Japanese adult learners of English, and found a relationship between musical ability and second language skills in receptive and productive phonology, showing that musical expertise can be a benefit for learning a second language.[1] And in young children, a study showed that second language pronunciation accuracy correlates with musical skills. Empirical research on children and adults suggests that musical abilities predict phonological skills in language, such as reading.

Anvari et al. (2002) studied the relation between early reading skills and musical development in a large sample of English-speaking 4- and 5-year-olds.[2] Learning to read English requires mapping visual symbols onto phonemic contrasts, and thus taps into linguistic sound categorization skills. In this study, both musical pitch and rhythm discrimination were tested. For the group of 5-year-olds, performance on musical pitch, but not rhythm tasks predicted reading abilities. Such a finding is consistent with the idea of shared learning processes for linguistic and musical sound categories. However, despite this negative finding in 5-year old participants, there seems to be a link between abilities of rhythm production and reading, as we elaborate in section Rhythm and Entrainment below. For example, a recent study Tierney and Kraus showed that in adolescents the ability to tap to the beat is related to better reading abilities, as well as with performance in temporal attention demanding tasks, such as backward masking (Tierney and Kraus, 2013).[3] This difference in rhythm processing might be due to the way how rhythm perception and production was studied by Anvari and colleagues, which required short term memory abilities, whereas the task of tapping to the beat solicits rather sensorimotor synchronization, and more importantly temporal orienting of attention—an ability required also in reading.

Spatial and mathematical skills

A meta-analysis of 15 experimental studies by Hetland (2000) showed that music instruction enhances performance on certain spatial tasks (such as the Object Assembly subtest of the WISC) but not on Raven's Standard Progressive Matrices, which is a test of non-verbal reasoning with some visual-spatial elements.[4] The results of co relational studies testing the association between music training and spatial outcomes show no clear-cut association, with five out of 13 studies reporting a positive correlation between music training and spatial outcomes and eight a negative, null, or mixed results. Forgeard et al. (2008), however, did not find any differences in spatial skills between children who received at least 3 years of musical training and controls.[5] Another study found that children receiving piano lessons improved more than controls in visual-spatial skills but only during the first 2 years of instruction, with no differences between the groups by the end of the third year. A study with adults showed that musicians did not perform better than non-musicians in a spatial working memory task. It appears, therefore, that instrumental music training may aid the acquisition of spatial abilities in children rather than bring about a permanent advantage in musicians. Finally, Schlaug et al. (2005) found no transfer effects of musical training to math skills or general intelligence in 9–11-year-olds with an average of 4 years of musical training, although the children scored higher on the vocabulary subtest of the Wechsler

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Intelligence Scale for Children (WISC-III), suggesting that far transfer to linguistic abilities may be the most robust one, observable already after a relatively short period of practice.[1]

A meta-analysis of the studies investigating the influence of musical training on math performance did not show convincing evidence in favor of a transfer effect (Vaughn, 2000).[2] Also in more recent studies no positive relation between musical training and performance in a neither mathematical skills tests, nor increased musicality among mathematicians has been reported.

Executive function
The notion of executive function refers to the cognitive processes orchestrated by the prefrontal cortex that allow us to stay focused on means and goals, and to willfully (with conscious control) alter our behaviors in response to changes in the environment. They include cognitive control (attention and inhibition), working memory and cognitive flexibility (task switching).

Hannon and Trainor (2007) proposed that musical training invokes domain-specific processes that affect salience of musical input and the amount of cortical tissue devoted to its processing, as well as processes of attention and executive functioning.[3] In fact, the attentional and memory demands, as well as the coordination and ability to switch between different tasks, which are involved in learning to play an instrument, are very large. This learning depends on the integration of top-down and bottom up processes and it may well be that it is the training of this integration that underlies the enhanced attentional and memory processes observed in the musically trained. Executive functions seem thus highly solicited when learning to play an instrument. In fact, Moreno et al. (2011) found that even after a short-term musical training (20 days) with a computerized program children improved their executive functions tested in a go-/no-go task.[4] Similarly, in terms of working memory capacity, a recent longitudinal study showed that children that had been included in 18-months long instrumental music program outperformed the children in the control group that followed a natural science program during the same period.

General IQ and academic achievement
Extensive amount of research on how music can increase intelligence and make the listener smarter has been carried out by many researchers. The outcome of this research shows that not music listening but active engagement with music in the form of music lessons sometimes confers a positive impact on intelligence and cognitive functions although such results are not always replicated. A major discussion in this area is whether musical training increases specific skills or leads to a global un-specific increase in cognitive abilities, measured by a general IQ score.

For children, music lessons act as additional schooling—requiring focused attention, memorization, and the progressive mastery of a technical skill. It is therefore likely that transfer skills of executive function, self-control and sustained focused attention translate into better results in other subjects, and eventually in higher scores of general IQ. General IQ is typically tested with Raven's Progressive Matrices (Raven, 1976), although various types of intelligence can also be tested on specific tests.[5] These tests require different kinds of cognitive performance, such as providing definitions of words or visualizing three-dimensional objects from two-dimensional diagrams, and are regarded as a good indicator of mental arithmetic skills and non-verbal reasoning.

Measuring intelligence implies the sensitive discussion on genetic predisposition and environmental influence, and experience-acquired abilities. Schellenberg points out those children with higher cognitive abilities are

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more likely to take music lessons and that this fact can bias studies in which participants are not randomly assigned to music or control conditions (Schellenberg, 2011a)[1]. Similarly, also the socioeconomic context is known to influence the probability that children get access to musical education. Controlling for this potentially confounding factor, he reported a positive correlation between music lessons and IQ in 6–11 year olds, and showed that taking music lessons in childhood predicts both academic performance and IQ in young adulthood. In another study, two groups of 6 year-olds were tested, one of which received keyboard or singing lessons in small groups for 36 weeks, and the other children received drama lessons. The latter did not show related increases in full-scale IQ and standardized educational achievement, but notably, the most pronounced results were in the group of children who received singing rather than piano lessons. Modest but consistent gains were made across all four indexes of the IQ, including verbal comprehension, perceptual organization, and freedom from distractibility and processing speed, suggesting that music training has widespread domain-general effects.

Intelligence measurements are often used to predict academic achievement. One question in this domain of research is therefore how musical activities influence academic achievement in children and adolescents. Despite initial claims that this effect may be primarily due to differences in socioeconomic status and family background, intervention studies as well as tests of general intelligence seem to show a positive association between music education and academic achievement. For example in a study by Southgate and Roscigno (2009) longitudinal data bases which include information on music participation, academic achievement and family background were analyzed.[2] Their results show that indeed music involvement in- and outside of school can act as a mediator of academic achievement tested as math and reading skills. However, their results show also that there is a systematic relation between music participation and family background. Nonetheless, a recent study found that academic achievement can be predicted independently of socioeconomic status only when the child has access to a musical instrument (Young et al., 2013).[3] Interestingly, this finding emphasizes that musical activities with an instrument differ from other arts activities in this respect.

Furthermore, it has been suggested that executive functions act as a mediator in the impact of music lessons on enhanced cognitive functions and intelligence. Schellenberg (2011a) had the goal to investigate in detail this hypothesis of the mediating effect of the executive functions.[4] He designed a study with 9–12-year old musically trained and un-trained children and tested their IQ and executive functions. The results suggest that there is no impact of executive functions on the relation between music training and intelligence. However, other studies have reported such an influence. Degé et al. (2011) even used a design very similar to Schellenberg's with 9–12-year old children in order to test the role of executive functions.[5] These authors did find a positive influence of musical training on executive functions and argued that this difference of results is due to the fact that in Schellenberg's study no direct measure of selective attention was included, which supposedly plays a crucial role in music.

Social skills

Apart from the concept of general IQ, Schellenberg (2011b) studied the influence of musical training in children on emotional intelligence but did not find any relation between them.[6] Moreover, another study with 7–8 year-old children found a positive correlation between musical training and emotion comprehension which disappeared, however, when the individual level of intelligence was controlled. One study by Petrides and colleagues with musicians did find a positive correlation between length of musical training and scores of

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emotional intelligence (Petrides et al., 2006)[1]. There seems to be thus a still contradictory picture concerning the association between emotional intelligence and musical education. This result is interesting insofar as it could be thought that musical training could also increase social competences, given that active musical activities have shown to enhance communicative and social development in infants. Moreover, a study by Kirschner and Tomasello (2009) found that in children at the age of 4 musical activities produced behaviors of spontaneous cooperation.[2]

Another way to test social skills is to investigate the sensitivity to emotional prosody, which is a precious capacity in social communication. Studies have shown that musical training enhances the perception and recognition of emotions expressed by human voices, although an earlier study found that not musical training, but rather emotional intelligence predicted the recognition of emotional prosody. Thus, like with regards to emotional competence, the literature linking musical education and the recognition of emotional prosody is equivocal. The impact of musical education on social skills might therefore have to be investigated more in depth, comparing aspects such as music teaching methods in groups vs. single pupil lessons, and the role of musical activities in groups, for example in instrumental ensembles or choirs.

Learning to play an instrument offers a child the opportunity for creative self-expression and the development of an identity. Furthermore, musical training can be a leisure activity and a possibility to learn a form of discipline outside of the frame of the school curriculum, which gives the opportunity for rewarding experiences of self-achievement and positive reinforcement. Moreover, music education in preschool children, or first years of instrumental classes, as well as singing in a choir, has an important social component. Learning to make music together requires the respect of others and teaches implicit communicative rules and skills. In fact, it has been suggested that making music in a group might have served an evolutionary purpose of increasing communication, coordination, cooperation and even empathy within a group.

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STUDY OF VALUES AMONG TEACHERS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

Dr. Vandana Aggarwal

ABSTRACT

The objective of education, in essence, is to bring out the latent qualities of an individual. Since ancient times educational systems have served as a supreme agency of inculcating the values and norms of society in their members. In this sense the role of schools has remained important throughout. It is generally agreed that the main function of education is to promote a balanced development of physical, mental, social, moral and spiritual aspects of students in order to produce balanced citizens who strive to promote social welfare and progress. Apart from this combative role, value education has profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect." Therefore, it is essential to explore and identify concrete devices for the incorporation of values in education. Some work on the theme on the theoretical side has been done from time to time. Perhaps the need is to examine all this in depth and create models modules which are comprehensive and in line with the integrated or holistic concept. A few patterns has been worked out- the Sai Ram mode, the Rama Krishna Mission system, Bhartiya Vidya Bhawan system of education where the sole stress or consideration is on putting ideas into practice. Value education is at the root of this process, as values incorporated, digested in the system will enable people to achieve these goals. So it is necessary to study the values among teachers in relation to their academic achievement

INTRODUCTION

Modern society presents a sharp contrast of values, as the young grows up; they are faced with confusions, delays and discontinuities. Adolescents, in particular are not certain about themselves- who they are, how they fit in the social system some are in conflict with themselves, bewildered and insecure.

Schools are asked to educate the young, not only in such skills as the three R's, but also in many social aspects of culture, they are asked to acculturate young people. That is to say, schools are expected to teach the moral values of society, when in the society itself there is a conflict of values. The problem of values is common to all fields of human activity, but education is often looked upon as the instrument for inculcating values.

Education develops an individual like a flower, which spreads its fragrance all over the environment. In this sense, education is that conductive process which drags a person from darkness of poverty and misery to enlightment. Education develops individuality in all its aspects physical, mental, emotional and social. With this all round development, he becomes a responsive, dynamic, resourceful and enterprising citizen of good moral character who uses all his capacities to develop oneself, his society and his nation. Teacher is considered to be a constructor of the educational system as he acts as a guide, philosopher & friend to the children. The all-round development of child's personality depends upon him. Thus the education colleges which are opened nationwide have an aim of formulating qualitative & responsible teachers who are dedicated towards their profession. Thus the teachers play a vital role in inculcation the values among the pupils.

Values are regarded desirable important & held in high esteem by a particular society in which a person lives. They have been found to be the most potent factors in the life of man. Values are attitudes related to standards of conduct. Values are the principles and the code of conduct that encompasses the moral, spiritual, cultural and social spheres of a person and guide the person's thought and action, aiming at the common good of the world.

Values determine the choice of man for his consideration towards what is good and what is bad, what is right or wrong, what is important or unimportant. Values exist as they are experienced in human mind and translated into human actions.

We can conclude that values are things in which people are interested, things they want and desire to be, or felt as obligatory, worship and enjoy. It is the actual experience of enjoying a desires object or activity. Hence, value is an existing realization of desires, value is the experience of desires, and values are the experience of pleasure, satisfaction of desire in the mind of people.

OBJECTIVES
The following objectives are framed for the proposed study

(1) To Study the Academic Achievement of Teachers.

(2) To Study the Values of Teachers.

(3) To Study the difference in Academic Achievement of Male and Female Teachers.

(4) To Study the difference Values of Male & Female Teachers.

(5) To Study the relation between Values and Academic Achievement of Teachers.

HYPOTHESIS
There will be a significant difference in Values of Male & Female Teachers.

DELIMITATIONS
The area of above Research is restricted or delimited to the:-

(i) The study will be confined to Punjab state only.

(ii) The study will be conducted on both Male & Female.

RESEARCH METHOD
The study was conducted through descriptive method of research. The descriptive method has undoubtedly been the most popular and most widely used research method in education. The method requires sample for conduct of study with certain research tools for conduct of the study.

SAMPLING
The universe of the study is Teachers of Punjab state. The sample of the present study consists of 100 Trainee Teachers of Punjab state, out of which 50 boys and 50 girls were taken. Random method of sampling was applied.

RESEARCH TOOL USED
The investigator used the "Study of Values" by Dr. R.K. Ojha for determining the Values of Teachers.

Academic Achievement of Male and Female Teachers is measured by percentage of marks obtained in Graduation level

STATISTICAL TREATMENT OF THE DATA
The data collected through the administration and the data were analyzed by using different techniques of statistics such as Mean, Median, Mode, Standard Deviation, t-ratio and Co-relation (r).

HYPOTHESIS
It was assumed in the present study that there will be a significant difference in Values of Male & Female Teachers. For this purpose the mean, median, mode and standard deviations were calculated and t-ratio was find out. The results were as follows:-

Table-1: Showing difference in Values of Male & Female Trainee Teachers

Values	Theoretical		Economic		Aesthetic		Social		Political		Religious	
Gender	M	F	M	F	M	F	M	F	M	F	M	F
Mean	39.44	39.04	41.82	43.18	39.74	39.38	38.88	39.48	40.3	39.96	39.22	38.66
Median	39	39	42	43	40	40	38	39	41	40.5	39	39
Mode	38	39	42	45	37	41	38	37	41	41	40	41
S.D.	5.52	4.06	4.76	4.34	4.55	4.76	5.04	4.34	5.19	4.49	5.53	4.40
t-value	0.68		0.13		0.70		0.52		0.72		0.57	

Figure-1.1: Showing Mean Scores of Values of Male & Female Trainee Teachers
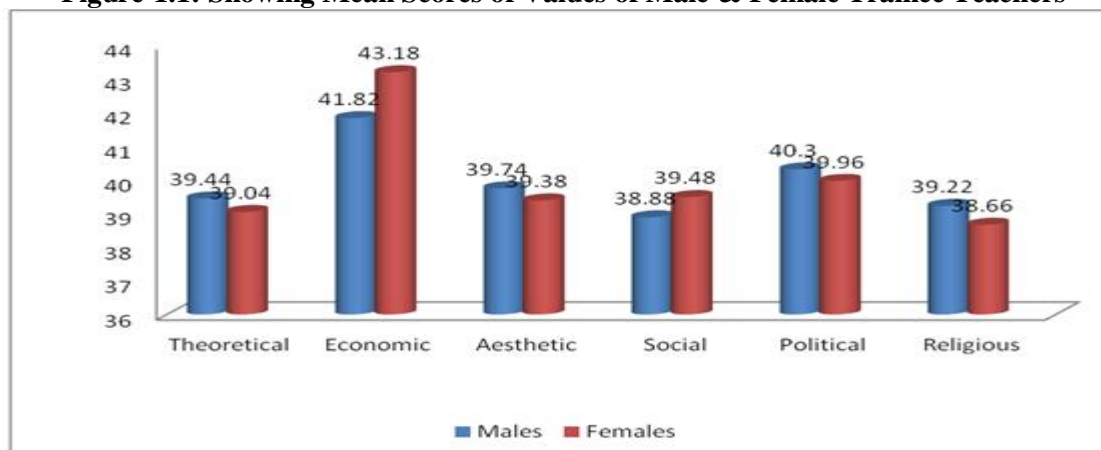
INTERPRETATION OF RESULTS AND DISCUSSION

Table 1.1 and figure 1.1 shows the mean, median, and mode and S.D. scores of Male and Female Teachers. The table shows the mean, median, mode and S.D. scores in all six Values. But the figure shows only mean scores of Male and Female Teachers.

The table and figure shows the mean scores of Theoretical Value of Male and Female Teachers is 39.44 and 39.04 respectively. The table shows the median scores of Theoretical Value of Male and Female Teachers is 39 and 39 respectively. The table shows the mode scores of Theoretical Value of Male and Female Teachers is 38 and 39 respectively. And the table shows the S.D. scores of Theoretical Value of Male and Female Teachers is 5.52 and 4.06 respectively. To test the difference between the Theoretical Value of Male and Female, t-test was calculated which was found 0.68 which is insignificant.

The table and figure shows the mean scores of Economic Value of Male and Female Teachers is 41.82 and 43.18 respectively. The table shows the median scores of Economic Value of Male and Female Teachers is 42 and 43 respectively. The table shows the mode scores of Economic Value of Male and Female Teachers is 42 and 45 respectively. And the table shows the S.D. scores of Economic Value of Male and Female Teachers is 4.76 and 4.34 respectively. To test the difference between the Economic Value of Male and Female, t-test was calculated which was found 0.13 which is insignificant.

The table and figure shows the mean scores of Aesthetic Value of Male and Female Teachers is 39.74 and 39.38 respectively. The table shows the median scores of Aesthetic Value of Male and Female Teachers is 40 and 40 respectively. The table shows the mode scores of Aesthetic Value of Male and Female Teachers is 37 and 41 respectively. And the table shows the S.D. scores of Aesthetic Value of Male and Female Teachers is 4.55 and 4.76 respectively. To test the difference between the Aesthetic Value of Male and Female, t-test was calculated which was found 0.70 which is insignificant.

The table and figure shows the mean scores of Social Value of Male and Female Teachers is 38.88 and 39.48 respectively. The table shows the median scores of Social Value of Male and Female Teachers is 38 and 39 respectively. The table shows the mode scores of Social Value of Male and Female Teachers is 38 and 37 respectively. And the table shows the S.D. scores of Social Value of Male and Female Teachers is 5.04 and 4.34 respectively. To test the difference between the Social Value of Male and Female, t-test was calculated which was found 0.52 which is insignificant.

The table and figure shows the mean scores of Political Value of Male and Female Teachers is 40.3 and 39.96 respectively. The table shows the median scores of Political Value of Male and Female Teachers is 41 and 40.5 respectively. The table shows the mode scores of Political Value of Male and Female Teachers is 41 and 41 respectively. And the table shows the S.D. scores of Political Value of Male and Female Teachers is 5.19 and 4.49 respectively. To test the difference between the Political Value of Male and Female, t-test was calculated which was found 0.72 which is insignificant.

The table and figure shows the mean scores of Religious Value of Male and Female Teachers is 39.22 and 38.66 respectively. The table shows the median scores of Religious Value of Male and Female Teachers is 39 and 39 respectively. The table shows the mode scores of Religious Value of Male and Female Teachers is 40 and 41 respectively. And the table shows the S.D. scores of Religious Value of Male and Female Teachers is 5.53 and 4.40 respectively. To test the difference between the Religious Value of Male and Female, t-test was calculated which was found 0.57 which is insignificant.

There is an insignificant difference in Values of Male & Female Trainee Teachers. So, hypothesis i.e. "there will be a significant difference in Values of Male & Female Trainee Teachers" is rejected.

There is an insignificant difference in Values of Male & Female Trainee Teachers.

CONCLUSION

India is a country of rich culture heritage known for the gentleness of mature mind and for reconciling for irreconcilable. It is a fact that this great country has fallen a prey to all destructive forces. Resurgence of a country could come, not through the channels of science and technology, but through the floodgates of values. Values play an important role in the life of man. Through them, one is able to lead his personal and social life successfully. Values are the base on which character is formed. Values play important role in man's life. They not only show the path of life but motivate also.

Values are regarded desirable important & held in high esteem by a particular society in which a person lives. They have been found to be the most potent factors in the life of man. Values are attitudes related to standards

of conduct. Values are the principles and the code of conduct that encompasses the moral, spiritual, cultural and social spheres of a person and guide the person's thought and action, aiming at the common good of the world.

Teacher is considered to be a constructor of the educational system as he acts a guide, philosopher & friend to the children. The all-round development of child's personality depends upon him. Thus the education colleges which are opened nationwide have an aim of formulating qualitative & responsible teachers who are dedicated towards their profession. Thus the Teachers play a vital role in inculcation the Values among the pupils.

So, the present study is a humble attempt to analyze the reasons for this sorry state of affairs. Our system of education as it is today makes little or no provision for the development of moral potentialities.

Values are most crucial factor in human life. Values heal the wound of humanity. It is education for Values, which would make men to utilize atomic energy for the betterment of humanity rather than the destruction. Students are not given Value education today. Without Values we cannot become civilized. In modern era with the arrival of modernization, the concept of Values in human life is rapidly deteriorating. These play a vital role in our life. Values affect every aspect of human life. Academic Achievement is one of those aspects. It is the Value which assists in analyzing the Academic Achievement of the child. The success failure of a child wholly depends on Academic Achievement. So values are adhered by the child in the conducive environment which is provided by educational institutions. So it is worthy to study the Values among Teachers in relation to their Academic Achievement

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IMPORTANCE OF SYLLABUS DESIGNING IN TEACHING LITERATURE

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ABSTRACT
The current paper is an assessment of the English Literature curriculum that is taught in the various colleges in the state of Gujarat. Through this paper presentation it has been focused on whether the curriculum fulfills the academic needs of the learners. This syllabus is introduced in order to achieve the goal aimed at exploring learners' perceptions about the particular syllabus. The purpose of this study is to reveal the requirements of the syllabus of the learners in general. However, learners do not have high regards and interest to issues such as the difficulty level of the material in the textbook which does not allow the learners to interact in the classroom, and the number of the new vocabulary items in the syllabus. The paper suggests some of the syllabus items in order to make it in accordance with the needs of the learners.

Keywords: Curriculum development, Syllabus designing, Teaching literature

ENGLISH IN INDIA
Officially English has a status of assistant language, but in fact it is the most important language of India. After Hindi it is the most commonly spoken language in India and probably the most read and written language in India. Indians who know English will always try to show that they know English. English symbolizes in Indians minds, better education, better culture and higher intellect. Indians who know English often mingle it with Indian languages in their conversations. It is also usual among Indians to abruptly move to speak fluent English in the middle of their conversations. English also serves as the communicator among Indians who speak different language. English is very important in some systems – legal, financial, educational, business – in India. Until the beginning of 1990s, foreign movies in India weren't translated or dubbed in Indian languages, but were broadcast in English and were meant for English speakers only. The reason Indians give such importance to English is related to the fact that India was a British colony. When the British started ruling India, they searched for Indian mediators who could help them to administer India. The British turned to high caste Indians to work for them. Many high caste Indians, especially the Brahmans worked for them. The British policy was to create an Indian class who should think like the British, or as it was said then in Britain "Indians in blood and colour but English in taste, in opinions and morals and intellect". The British also established in India universities based on British models with emphasis on English. These Indians also obtained their education in British universities. The English Christian missionaries came to India from 1813 and they also built schools at primary level for Indians in which the language of instruction was local language. Later on the missionaries built high schools with English as the language of instruction which obliged the Indians who wanted to study to have a good knowledge of English. The British rulers began building their universities in India from 1857. English became the first language in Indian education. The modern leaders of that period in India also supported English language and claimed it to be the main key towards success. Indians who knew good English were seen as the new elite of India. According to the British laws the language of instruction at university level was English and therefore schools that emphasized English were preferred by ambitious Indians. Even after India's independence, English remained the main language of India. Officially, it was given a status of an associate language; it remains as one of the most important languages of India.

ENGLISH IN EDUCATION
English is the main medium of instruction at the post graduate level, and it is taught as a second language at every stage of education in all states of India. In India, as in other linguistically and culturally pluralistic societies, the position of English is determined by various political, cultural and social considerations (Kachru, 1986b p.15: 11-30) sees primarily three questions which continue to be discussed. The first question concerns the position of English in early and in higher education. The second question is concerned with the roles of the regional language Hindi and English. The third question deals with the model of English presented to Indian learners, and how that presentation can be made uniformly and effectively. The government of India has primarily been concerned with the first two questions, which are directly related to language planning at both the national and state levels. There are, as yet, no acceptable answers to any of those questions (Kachru, 1986b p. 15:11-30.)

The three language formula was developed for the educational load to be fairer, to promote national integration, and, to provide wider language choice in the school curriculum (Srivastava, 1990 p.37-53) according to the formula; people from non-Hindi areas study their regional language Hindi and English and another language.

Although the formula sounds fine in theory, practically it has proved to be a failure in India as a whole, since it has not been followed in practice. Thus in India, there is a great number of sociolinguistic pressures influencing the development of language education, Spolsky (1978 p. 87-136) has stated that the language policy of the school system is both a result of the pressures and a source of pressure itself. He, too claims education to be the strongest weapon for enforcing language policy, listening the following pressures to have an effect on language planning in a society, family, religion, ethnicity, political pressures, cultural pressures, economic pressures, legal pressures (lack of the official language can often become the basis for discrimination), military pressure (desirability to use one common language) (Spolskey, 1978).

Mark Tully (1997: 51(2) 157-164) points out that "the elitist status of English in India creates problems for the economic development because that means that the education of the mass of people will be ignored. He argues that the solution for the situation would be that the spread of English throughout India would be encouraged. So that it would become a genuine link language of the country, not just, as it is at present, the link language of the elite.

SYLLABUS DESIGN

Syllabus design was a growth industry from the mid 1920s through to the latter part of the twentieth century and led to a number of key publications in which different course design. Many courses are strongly focused on language content (as opposed to content of another nature, such as learning strategies). Many courses have as a major objective that the students will have better understanding of communication and language use in the specialist field or target discourse community by the end of the course. Moreover, such courses generally aim to offer realistic descriptions of discourse derived from empirical investigations of communication and language use in the community or specialist field (Basturkmen, 2010: 36).

SYLLABUS AND METHODOLOGY

With methodological issues the basic issues about teaching processes or methodology that follow from syllabus point of view, ideally is that the planner starts with the basic issues that confront every teacher how does a teacher approach a class with literary text? A theory of language and a syllabus derived from it and then looks for a learning theory that could be used as the basis for an appropriate pedagogy. In some cases, there has been a natural link between input and process, between content and method, such as the natural link between structural linguistics and behaviorist learning theory that led to both the audio-lingual method and situational language teaching and in the case of French, the audiovisual method that was used to teach the syllabus of *le Francais fundamental*. However in theory a syllabus does not necessarily imply a particular methodology.

A structural syllabus can be embodied in an audio-lingual as well as a task-based course, and there are many different ways in which a text-based or functional syllabus can be taught. The point here is simply that with syllabus design, decisions about how to teach follow from decisions about the content of a course and decisions about output or learning outcomes follow from decisions about methodology.

English language curriculum has witnessed substantial developments over the past decades. The process of curriculum development is a dynamic process involving interrelated elements of needs analysis, goals placement, implementation, and program evaluation (Richards, 2011). The evaluation of the existing curricula has been argued to have many benefits. According to Jackson (2005), curriculum evaluation is undertaken in order to ensure that the learners' needs are adequately addressed. The English for Academic Purposes (EAP) curriculum should undergo continuous evaluation and renewal in order to make it effective and responsive to the future needs of the learners.

The needs assessment in an EAP is mainly carried out in order to obtain a deep insight and a greater input about the current and future needs of language learners from multiple perspectives: subject teachers, present and former students to assist in making well-advised decisions on the objectives and the goals that the new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible (Cowling, 2007).

Textbook is regarded as the visible heart of any English language teaching program. It is the foundation for how much linguistic input the students will get in the classroom (O'Neill, 2008). Richards (2011) argues that in some contexts, textbooks may provide the ground for the content of the lessons, and the type of linguistic practice the learners engage in. In other contexts, textbooks may be complementary to the teacher's instruction. For students, textbooks may be the main source of contact they have with the language apart from input given by the instructor (Cowling, 2007). Furthermore, textbooks may serve as a kind of training to the teachers by giving them ideas on how to teach lessons.

Besides being a fundamental teaching tool in regular English teaching and learning contexts, textbook also has a significant role in the process of innovation. According to Hutchinson and Torres (1994), the significance of the textbook becomes more vivid in periods of change. Textbooks may act as go-betweens and possible agents for change during educational innovation because of many reasons; first textbooks act as a tool for teacher and learner training, textbooks provide a picture of how the renewal will look like and they provide the psychological support to instructors.

RESEARCH QUESTIONS

Following research questions guided the research;

a) To what extent does syllabus meet the needs of the third secondary grade learners?

b) What do the learners think of the syllabus regarding its components?

c) What are the changes that should be made in syllabus in order to meet the needs of the learners?

TYPES OF SYLLABUS EVALUATION

Evaluation of syllabuses is an essential aspect in teaching English as a foreign language. According to Ellis (1997), there are two main types of evaluation: predictive and retrospective evaluation. Predictive evaluation is the assessment of course before implementation while retrospective evaluation takes place after the course is implemented. He argues that instructors often encounter the mission of selecting the materials that they will use. In other words, the teachers need to conduct a predicative evaluation of the materials that they have in hand in order to determine which materials suit their purposes the best. In addition, once they use these materials, they need to carry out further evaluation to identify whether these materials were workable or not. This is what is called the retrospective evaluation (Ellis, 1997: 36).

This paper is a kind of the retrospective evaluation. Since the textbooks at undergraduate level classes are not produced by the instructors themselves, the instructors have to determine which textbooks suit the needs of their learners. Accordingly, there are many textbooks produced around the world every year and this wide collection of textbooks are designed for different situations. This variation results in a confusion among teachers, particularly those who have not strong experience. In addition, experienced instructors may find it difficult to determine a textbook for their target students. As has been pointed out by Chambers (1997: 15), the materials selected in an English language teaching classes should be chosen by the possible highest number of users. This is to enhance the feeling of decision ownership. Therefore, there is interrelatedness between the selection and evaluation of textbooks.

RATIONALE OF THE SYLLABUS EVALUATION

Many reasons have been provided for textbook evaluation. Sheldon (1988) proposed that selection of an English language-teaching textbook often marks a significant a managerial and educational decision. Deep evaluation enables administrative and teaching staff of an organization to make a distinction between all available textbooks in the markets.

OVERALL ASSESSMENT OF THE SYLLABUS

It is clear that there is an agreement among the students on the suitability of the textbook. Universally, the results show that the textbook comes to the students' expectations and meets the needs of the students in teaching and learning English in this particular stage. Eventually, this book becomes suitable for the purpose for which it has been selected and there is a match between the textbook and Literature syllabus at the above-mentioned site. This sheds light of what Cunningsworth (1984) said that "there is no perfect textbook which meets all the requirements of teachers and students. Instead, it is the responsibility of the teacher to explore his own way of using or adapting the course book" (P.4).

a) Most of the students reported that the material of the textbook is difficult for the students. According to Cowling (2007), the degree of difficulty of a textbook should be based on the students' level and their cognitive level.

b) Also, the number of the new vocabulary items in the unit is not evaluated as high. Although there is a standard for the number of new lexical items in a unit that the textbook should provide the learners with new words in order to enrich their knowledge about the world.

Eventually, the provision of the opportunity for the students to interact and to practice language with peers is not evaluated as high in the study. The main aim of learning a language is for communication. Jackson (2005), reports that the proper textbook is the one that provided the students with a sufficient amount of interaction of all types.

CONCLUSION

Present research paper was an evaluation of the curriculum taught. This syllabus has been introduced to mention that evaluation reflects the notion and syllabuses must undergo continuous evaluation in order to see whether these syllabuses meet the learners need or not. As per learners perceptions reveal that though learners are satisfied with the syllabus yet there are minor issues like; the difficulty of the material in the textbook, the students are allowed to interact in the classroom, and the number of the new vocabulary items in the textbook. Adding communicative exercises and activities such as group and pair work, games, puzzles and role-play as these can help students carry out their communicative tasks in real life. Communicative approaches that can allow various activities are highly recommended. Only then, student can be encouraged to talk and actually use the language. The attention should be on the performance and meaning rather than competence and accuracy. Understanding the teacher conceptions of language syllabus and roles of textbooks in Literature context was the primary objective of the study. The teachers reflected their views in the form of group discussion. Thus, based on their responses, two major conclusions are drawn. First, the teachers do not seem to a develop understanding of what really involves in designing a literature syllabus and how it is going to be used in a particular language education program. That is, the characterizations of language syllabus by the participant teachers lack some form of clarity. For example, they considered language syllabus as a treaty between teachers and learners, framework of teaching and learning, and guide for lesson planning. The student teachers do not seem to have a conception of language syllabus and its roles in the practical classroom teaching and learning process. Secondly, the student teachers‟ perception of textbook based or non-textbook based lessons seems to be ambiguous. On the one hand, they tend to acknowledge the use of prescribed textbook in teaching and learning process. On the other, the student teachers seem to suggest the importance of adapting the textbook and supplementing it with other additional materials. Thus, they do not seem to have a firm stand on the use or non-use of textbooks in classroom teaching. Base on the findings, the following recommendations were forwarded:

☐ The student teachers should invest much more time and effort in conceptualizing the essence of language syllabus and the basic rationales behind developing and implementing a syllabus based language education program.

☐ The student teachers must try to contextualize the theoretical principles of syllabus and materials development to their own day-to-day professional practices or teaching. That is, having a sheer memory of theories about materials design and preparation could not help them produce a workable curriculum for language education program.

☐ The teachers' awareness about materials design and development should go beyond understanding a mere principle of selecting and producing teaching resources. They need to have a good sense of criticality and reasoning power for adapting the textbook according to their teaching contexts.

☐ It is, ultimately, a significant task to create an environment for developing aural and oral skills among the students who is emerging as professional teachers and mounding future generation.

☐ The present environment on both material and mechanical, the envisaged output relentlessly produced without any benchmark activities, due to this hardship truth evidently drawn the pathetic condition of educational program which furnished the future professionals who craft potential wealth of young India.

☐ The study preciously explores some key factors related to mode of testing; the evaluation method strongly deviates from the objectives of the existing English curriculum and syllabus. It provides monotonous among the student-teachers with respect to communicative skills and tangible circumstances enforce the examination as a ritual exercises.

☐ These recommendations can be implemented in the form of process based; the process to be in associated with package of communicative skills components, ensure to refer the LSRW exercises is highly suggestive.

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